

A SURVEY OF THE CHILD DAY CARE FACILITIES
AND KINDERGARTENS IN JOPLIN, MISSOURI

by 1264

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CHAPTER I

INTRODUCTION

Many trends within the past few decades point to the growing need for more and better nursery schools throughout the United States. These trends include the increase of mothers employed outside the home, the influx of our urban population toward suburban living, and the growing concern of educators to provide early schooling geared to develop the highest potential in children.

A number of facts reported by Goldsmith (1963) from the 1960 White House Conference serve to remind us of the child care crisis which became intensified with the population explosion:

Five out of every 100 live babies in New York City are known to be born out of wedlock.

In the U. S. A. 138,000 children under 10 years of age must care for themselves while their mothers work.

Three million women, with children under six years of age, are in the labor force.

Although family income has increased, many children continue to receive inadequate diets.

Although divorce is declining, the number of children involved in divorces has been increasing.

Johnson (1967) said the early years of a child's life are so important because fundamental learning and growth occur then, and many permanent

attitudes and personality patterns are formed which may affect the kind of society the child will help to build tomorrow.

The American Academy of Pediatrics (nd) prepared a statement endorsing the type of nursery school recommended by the National Association for the Education of Young Children. In this statement the benefits of nursery school experience were enumerated concerning children's health and development. Well-supervised nursery schools actually protect children from accidents by helping them deal with their environment more effectively. Pediatricians welcome a service such as the nursery school offers with its advantages for helping many handicapped children. Also, pediatricians foster the understanding that the nursery school supplements a child's home life by enriching his experience through certain important, yet expensive, equipment and through such a wide variety of materials which few individual homes can afford.

The benefits to our nation which the nursery school and kindergarten provide through companionship of children the same age under the guidance of a trained teacher are basic for a new national unity with increased respect for the rights and property of others and better understanding of nonwhite groups as they develop their potentialities. The nation would also benefit from the flexible program of the nursery school which can provide the balance between activity and rest as well as between bustling and quiet activity which is important in helping the young generation develop more tension-free personalities. As individuals benefit in all these ways, they enjoy a

richer childhood and a lifetime lived at a higher level of achievement, thus reducing the incidence of school dropout with its attendant economic and social ills.

The purpose of this survey was to study the extent to which the child day care facilities and kindergartens in Joplin meet the needs of the local population. Its practical importance is primarily in the contribution of knowledge to those concerned in the field of child development and in its relevance for pediatricians, child welfare workers, educators, and parents in Joplin, Missouri.

CHAPTER II

REVIEW OF LITERATURE

A review of the research literature revealed that the results of early studies of the effects of nursery school attendance on the various aspects of development in children were inconclusive and contradictory. After summarizing 157 separate pieces of research on early childhood education, Dickerson (1958) concluded that early childhood education has a positive influence on later academic achievement, that it provides a wide variety of opportunities for building skills necessary to intelligent behavior, helps to safeguard health, and develops good social attitudes. Swift (1964) in a review of child development research reported no clear-cut evidence that effects of nursery attendance reflected superior development physically, mentally, or socially for every child. The findings showed evidence that special programs developed and adapted to the needs of special groups of young children (such as those from culturally deprived backgrounds, or children with special learning problems) had positive effects on development, particularly in the intellectual and language area.

More recent literature stressed the value and importance of early childhood education. A 1966 report of the Educational Policies Commission, of the National Education Association, stated that although age six is now

generally accepted as the normal age of entrance to school, this practice is obsolete and that all children should have the opportunity to go to school at public expense beginning at the age of four.

Dr. Smith (1967) listed important reasons for entering a child in a nursery school as follows:

1. To get objective observation of a child's behavior.
2. To give the child a positive attitude toward education.
3. To skillfully stimulate the child so that his IQ may be raised.
4. To enhance community health through required routine immunizations.
5. To instill concepts of good nutrition into the minds of children and nourish their bodies.
6. To foster the mental health of the mother.
7. To make the transition from home to school more fluid.

Analysis of data on children from low socio-economic status at the Institute for Developmental Studies, Department of Psychiatry, New York Medical College of which Dr. Deutsch is director, revealed higher group intelligence test scores among children who had preschool and kindergarten experience, than for those who had no initial contact with school prior to the first grade.

This means that the preschool situation can serve as a real stimulant to development and learning, as well as a socio-cultural bridge between the background of the slum child and the demands of the School (Deutsch, 1963, p. 192).

In an interim report after the third year of an intervention project with

young culturally deprived children which purposed to attempt to offset progressive retardation commonly observed in the schooling of such children, Gray and Klaus (1965) reported that continued tests of intelligence and language indicate that just prior to school entrance the experimental groups showed significant gains while both a local and nonlocal control group showed losses.

According to Witherspoon (1963) we can no longer, as a nation, neglect the educational needs of such a large and important segment of our population. Physical care and protection are no longer all that is needed. New research indicates that many of the criticisms leveled at elementary and secondary education today might be lessened if adequate insight and educational opportunities could be provided to all groups of children under six years of age.

A great deal of research has been done in recent years concerning the importance of early childhood to the later development and behavior of the individual. Todd and Hefferman (1967) stated:

Today it is evident that all aspects of the elementary school curriculum have their roots in the nursery group and kindergarten. The child takes on essential attitudes, develops the beginnings of skills, and builds concepts basic to all fields of knowledge. He learns at this age level what will be a foundation for his later learning about health, social studies, science, mathematics, language, literature, art, and music. He starts joyously into the whole world of knowledge when he has experience in a well-planned curriculum (p. 21-22).

Despite the current push in preschool education, fewer than one out of eight preschool children was able to attend nursery schools three

years ago. This is especially alarming when one considers reminders by Scott, Fowler, and others (Deutsch, 1963) that early childhood is a time of maximum plasticity and accessibility to learning. Paschal (1967) stated:

Some educators believe the peak learning years are from birth to age five. O. K. Moore contends that the early years are the most creative and intellectually productive years of our lives. Benjamin S. Bloom asserts that a child develops 50 per cent of his mature intelligence from conception to age four (p. 30).

Many American educators now believe we are spending too much for costly remedial programs when we should be concentrating on preschool programs. In other words, we should be concerned with prevention rather than cure for our educational problems. Writing in the Journal of Nursery Education, Dodson (1963) noted:

Studies by Kingsley Davis and others concerning such cultural deprivation should sober us to the realization of the true needs of children at these stages of maturation.

Early childhood education is deeply involved in this issue of value transmission since much of the child's basic orientation to reality does occur in the early years (p. 204).

Kindergarten in the United States dates back to 1855 when Mrs. Carl Schurz established the first one, taught in German, at Watertown, Wisconsin. The first English-speaking kindergarten was organized in Boston, Massachusetts, by Elizabeth Peabody in 1860. Later in 1873, William T. Harris, Superintendent of the Saint Louis Public Schools, permitted the first public school kindergarten to be instituted by Susan Elizabeth Blow. Since then, the kindergarten movement has expanded until it now serves over 2,000,000 children. Today kindergarten is highly approved by most educators and

parents who recognize it as an effective way to capitalize upon a highly teachable moment in the young child's life (Fuller, 1967).

The nursery school development in the United States began around the 1920's under the auspices of colleges and universities and served as laboratories for child study, teacher education, and parent education. Dr. Patty Smith Hill, an eminent educator in this country, has been credited as having an important influence on the nursery school movement by inviting teachers from England to lecture to graduate students at Teachers' College, Columbia University, and to demonstrate methods in teaching nursery school children in connection with the Horace Mann School.

According to a 1966 report of the Educational Policies Commission there are approximately 8,500,000 four and five year olds in the United States of which about 3,000,000 are now in school. Although it is difficult to estimate the cost of providing educational opportunities for the present population at this age level, it would seem reasonable to believe that it is well within the nation's capacity to pay since the United States is one of the wealthiest countries in the world.

The seventy-fourth session of the Missouri General Assembly enacted Senate Bill 46 for permissive legislation to make kindergarten education a legal and integral part of public education, funded on the same basis as other grades. Since this law was passed in June 1967, it is expected that all districts in the state of Missouri will ultimately provide an educational program for five-year-olds. Prior to that nearly one-half of the six-director

districts in the state have operated kindergarten through either local or federal support Title I, Public Law 89-10, according to Wheeler, Commissioner of Education (Kindergarten--a Year of Becoming, 1968).

Statistics compiled from the Educational Directory (1968-1969) reveal that there are 256 local public school systems in Missouri. This means that approximately 37 percent or a little more than one-third of the public school systems now include kindergarten.

At present the Joplin Public Schools do not have a kindergarten program for five-year old children in the R VIII School District. The issue was voted upon November 5, 1968, but the proposal failed to carry the necessary two-thirds majority for passage. The proposed kindergarten bond issue for \$275,000 would have increased the school tax levy by four cents. Unofficial returns reported in the Joplin News Herald on Wednesday, November 6, 1968, showed the bond proposal received 7,214 votes in favor to 7,691 against. The Joplin school administration announced that the issue would be voted upon again next year.

In a survey of Joplin Public Schools in 1968-1969, Dr. Frank Heagerty, Professor of Education, University of Missouri, recommended that kindergarten programs and facilities should be provided which equal the quality of regular elementary programs.

Pearson (1969) in the editor's notebook of the Joplin News Herald made the following statements:

The Joplin R-8 Board of Education the other day formally adopted a list of items in a five-year plan of action for future development of the

school system and next week will establish priorities for these items. Listed among the items on the five-year plan of action was establishment of a kindergarten program.

School administrators have been notified that the district will lose its AAA rating, perhaps during the next year, if a kindergarten program is not established. I personally think such a program is needed for a rounded educational system, but it will require some selling on the part of the school board and administration (p. 10A).

Research has not yet fully appraised the contribution of preschool education, especially in terms of the "whole child." There is significant and impressive evidence which suggests that quality preschool group experience for most children should foster their development in every way, socially, intellectually, physically, and emotionally; however, not all evidence is uncontested; nor have the research methods been faultless.

During the past forty years there has been systematic study of the theories, methods, and outcomes of kindergarten education. Perhaps the developmental picture of the five-year-old through both longitudinal and cross-sectional studies has contributed the most prolific research closely related to the kindergarten. The crucial factor in the growth and development of each child is his self-image which includes the beliefs the child holds about himself, his attitudes, feelings and values (Kindergarten--A Year of Becoming, 1968).

Research on the general characteristics of five-year olds is important in planning positive experiences and relationships that provide optimum attempts to meet the basic needs of the child for love and acceptance, security, feelings of worth, adequacy, and belonging. In the foreword of a

pamphlet by Gordon (1960) the following statement by Jenkins appeared:

"We know that a child's picture of himself may color all his relationships in the classroom and his very ability to learn" (p. 465).

CHAPTER III

PROCEDURE

A list of private nurseries and kindergartens was obtained from the Joplin Globe for Sunday, August 18, 1968, and the yellow page section of the Joplin telephone directory.

A letter (Appendix A) requesting a personal interview and an appointment to visit the premises was sent to the administrator of each preschool facility. This was followed by a phone call, approximately one week after the mailing date to further explain the proposed study and answer any questions. All appointments were made either between the hours of eight and nine-thirty in the morning or between four and five in the afternoon.

A checklist (Appendix B) was used in making each survey to gather the pertinent information needed for appraising staff, program, and physical plant. In addition, staff members were asked to answer five open-end questions concerning their work.

After the survey was completed, permission was requested to take a few color polaroid pictures of the interior. Permission also was requested to take pictures of the exterior at some later day. All requests were granted with one exception.

Information was gathered from the Joplin School Administration, census

reports, and from the office of City Clerk to obtain statistics to approximate the number of preschool age children in the city, working mothers with preschool age children, and population of Joplin, Missouri. The number of children in the program was compared to projected school enrollments for 1969, 1970, and 1971.

The Missouri education department guide book Kindergarten--A Year of Becoming (1968) and the Division of Welfare, State Department of Public Health, Education, and Welfare licensing standards were used to assess the adequacy of the facilities, equipment, program and staff.

CHAPTER IV

DATA AND DISCUSSION

Joplin, Missouri, has a population of approximately 38,958 according to the most recent census figures available through the office of the City Clerk. The projected enrollment figure from the 1968-1969 Survey of Joplin Public Schools showed the number of six-year-old children expected to enter school next fall was 769. The 402 children enrolled in Joplin kindergartens in 1969 thus represented about 52 percent of the five-year-old population. Total enrollment of four-year-old Joplin nursery school children was 63 (Appendix, Table 2). Compared with a projected enrollment of 721 for 1970, 8.7 percent of the Joplin four-year-old population received nursery group experience during the 1968-1969 term. There were 55 three-year-old children enrolled in Joplin nursery schools (Appendix, Table 2). This represents 8.5 percent of the projected enrollment of 737.

There are nine kindergartens in Joplin; two are privately owned; one is a voluntary organization; and six are church sponsored facilities. These combined preschool facilities had an enrollment of approximately 520 (Appendix, Tables 1 and 2) as compared with the estimated total population of three-, four-, and five-year-olds in the Joplin R VIII school district of 2,227. These statistics show that roughly 23 percent of the Joplin three-,

four-, and five-year-old population currently will have received some kind of preschool group experience before entering the first grade of the Joplin school system. These figures clearly indicate a need for more preschool facilities than are presently available in the area. Not only are the facilities inadequate as far as the number of children they can accommodate, they also fail to come up to recognized standards in many aspects.

According to the United States Census of Population for 1960 the number of Joplin mothers in the labor force with children of their own under the age of six was 651. It is reasonable to expect an increase in the number of working mothers during the past nine years due to inflation, the rising cost of living, and increased employment opportunities with new industries moving into Joplin. Therefore, the need of quality preschool facilities and child day-care centers is more urgent now than ever before.

Kindergarten Facilities

To help implement the current legislation which provides for complete funding of kindergarten education as an integral part of the public school program and to aid school administrations and teachers in planning adequate facilities, equipment, materials and educational programs for the five-year-olds, a 1968 edition of a kindergarten education guide book was published by the Missouri State Board of Education. Although this book was not received prior to the time the check-list survey was made, it was used to assess the extent to which existing kindergartens surveyed met desirable

standards.

The guide book stressed the importance of physical facilities in the education of five-year-old children. It stated that architects should recognize that kindergarten rooms should be well designed so they provide an attractive, inviting atmosphere with a variety of interest centers. These rooms should be different from other rooms in the school and provide a safe, hygienic place which conforms to desirable standards of size, heating, lighting, ventilation, and acoustical treatment. Numerous recommendations for the physical environment were listed. These are quoted in the following paragraphs, each of which is intersected by a description comparing the Joplin kindergarten facilities to the standards. The evaluations given were based upon findings from items on the checklist, photographs of the physical structure, and, to some extent, upon the surveyor's observations and opinions.

Location

- Should be on the ground floor.
- Should be in its own building or at one end of the main building.
- Should have its own entrance.
- Should be away from rooms that will be distracted by noise from the kindergarten.
- Should have its own adjoining playground.

Seven kindergartens were located on the ground floor. One was on the middle floor of a split-level building. Most of the kindergartens were at one end of the main building or house; two were somewhat centrally located; one was in its own building. Two kindergarten rooms did not have direct outside entrances nor adjoining playgrounds.

Floor

Clean, warm, safe, level, washable, durable and sound absorbing--no bare concrete.

Surface of battleship linoleum, good rubber tile, cork or any comparable surfacing, over concrete or hardwood.

Washable, reversible fiber rug large enough to seat the group of children or permanent carpeting.

One kindergarten had painted concrete floors which were not too sound absorbing; nevertheless, it had a large oval-shaped rag rug big enough to seat a group of children. One newly built facility had permanent carpeting throughout classrooms and halls. All of the other kindergartens had some kind of vinyl tile floors which met the standards except that one needed repair.

Safety and Health Factors

Fireproof.

No stairways.

All doors opening outward.

No highly polished, slippery floors.

Heat guards.

Window guards.

Window screens.

All schools and public buildings in Joplin are required to comply with city fire department regulations and must also be inspected for approval by the city building inspector. Therefore, this survey did not include a check on "fireproof" nor on "all doors opening outward." One kindergarten had five concrete steps from the parking lot sidewalk to the entrance doors of the educational building. These doors opened into a hallway about ten feet long where there were six more steps at the end. At the top of these six

steps was another hallway with numerous doors to classrooms, including the kindergarten rooms. Usually another exit down a different flight of stairs was used when the children played on the grass covered courtyard. One kindergarten appeared to have rather highly polished floors, but this did not appear to be a problem.

Most of the kindergartens had forced air heating systems with the exception of one which had steam heat. There were no heat guards to protect children from radiators.

There were no window guards at any of the kindergartens. One facility had windows to within six inches above the floor. Four of the seven kindergartens had central air-conditioning.

Size of Room

40 to 60 square feet per child, exclusive of bathroom, supply room and teacher's office.

Oblong rather than square.

Each room to house 20 to 25 children.

Four Joplin kindergartens had more than the recommended minimum number of square feet of floor space per child based upon 20 pupils to the room. Three kindergartens did not meet the recommended minimum standard for space. However, the kindergarten which was most inadequate in space usually had access during inclement weather to a rather large auditorium a short distance around the hall from the classroom.

A few facts about the importance of space are imperative here. Considerable research has been funded by the United States Children's Bureau

to study the relationship between space and behavior. Adequate space allows teachers to use their experience and training in sensitive and warm ways. As a result children become highly interested and involved in their world and their own development according to Kritchevsky and Prescott (1967). Studies by Green (1963) have shown more conflicts between children where the play space is restricted. Physical space cannot be considered apart from other aspects of the total environment such as the play areas with their variety and arrangement. The program with its goals, scheduling, grouping, and the teacher's choice of activities are factors which involve the proper use of physical space to achieve the maximum potential good for all concerned.

In the space-oriented-age in which we live, much of the children's program will be carried on indoors when the weather does not permit outdoor play. The children must have sufficient space to permit a variety of simultaneous activities and the kind of exuberant fun that contributes to the development of their large muscles. Moreover, sufficient space is important from the viewpoint of safety and health factors. Kritchevsky and Prescott (1967) state that the criteria for good organization are a clear path and adequate empty spaces. To avoid interference it is necessary to arrange play units and equipment wisely. There should be some empty space so that children can move around without bumping into one another and interfering, accidentally and often, in one another's play. From the aspect of quick evacuation from a room in case of an emergency, paths are important and should be clearly visible at the child's eye level. All of the kindergarten rooms conformed in

shape to the State recommendation. They were oblong rather than square.

Three classes exceeded the recommended maximum pupil quota of 25 pupils per room. Although one kindergarten had an enrollment of fourteen pupils when the survey was made, this was due to a gradual decrease in enrollment for numerous reasons since the beginning of the school term. New pupils were not permitted to enroll after the first nine weeks of the school term unless they had been attending kindergarten elsewhere previously.

Drinking Fountain

20 to 22 inches high.

Easily operated.

Bowl constructed to protect children's lips.

Six of the seven Joplin kindergartens had at least one drinking fountain. Of these, only one had the drinking fountain located inside the playroom. The other five kindergartens had their fountains located in a hall or adjacent area. Three provided more than one drinking fountain and two of these had at least one child size. The facility which was not equipped with a drinking fountain provided a paper cup dispenser.

None of the kindergartens surveyed had provided an outside drinking fountain for the playground. This might pose a problem for the classroom which was not located on the ground floor. The height, ease of operation, and bowl construction to protect children's lips were not included on the checklist. Therefore, no evaluation was made concerning these aspects of the drinking fountain.

Toilet Facilities

Five square feet or more per child.
 One commode and lavatory for each ten children.
 Child sized fixtures; toilets, 11 inches; lavatories, 25 inches high.
 Located adjoining kindergarten room and playground, with doors leading to each.

The size of the toilet rooms was not included on the checklist, nor were measurements to ascertain the height of the toilets and lavatories incorporated. Three Joplin kindergartens surveyed met the recommended specified number of toilet facilities for each ten children (Appendix, Table 5). The ratio of lavatories was slightly less. Three kindergarten toilet facilities were located adjoining the classroom; none was adjoining the playground.

There were only two kindergartens in the Joplin survey which had child-size fixtures. Enabling children to spend part of the day in a child-size environment helps them to act in a way that is normal for their stage of development. Low toilets and wash basins make it more possible for children to use their developing powers, to meet with success, and to build confidence in themselves.

Individual Storage Space

One for each child.
 48 inches high.
 12 to 14 inches wide.
 12 to 15 inches deep.
 Open front; shelf 10 inches from floor, shelf 8 inches from top.
 Pegs or hooks for clothing.

One kindergarten in the Joplin survey provided lockers for the children which approximated the measurements recommended. These lockers had doors

and the thirteen were shared by 29 children. Each locker had a small shelf above the door. All other kindergartens provided pegs, hooks, or some kind of coat rack low enough for children to reach. One of these classrooms had a separate coatroom, four had their coat hooks in hallways, and one had a coat rack in the playroom near the door.

Storage Space

Open shelves for blocks, art materials, books, etc., which children can get without help.

Closed cupboards for miscellaneous materials, resting mats, etc.

Supply room, 10' by 15' for reserve materials.

All kindergartens had some open shelves for blocks, art materials, etc., which children could get without help. However, two did not have a display rack for books. Several had double door metal storage cabinets. All had closed cupboards for miscellaneous materials; none had a supply room for reserve materials.

Teacher's Office and Conference Room

Adjoining kindergarten room, 9' by 12'.

Upper half of wall glass, for observing children while using telephone or otherwise occupied.

None of the kindergartens had an office or conference room, measuring at least nine by twelve, adjoining the classroom. However, one did have access to the use of such a room located down the hall near the front entrance of the building. All kindergartens surveyed had a teacher's desk in the playroom; all reported access to other rooms in the facility which could be used for conferences.

Observation Room

With one wall a one-way vision screen or glass to be used by parents, visitors or students who wish to study children by observation.

None of the kindergartens was equipped with such a one-way vision screen or glass. At present, it would be difficult for a study of five-year-old children by the direct observation method to be made in any of the kindergartens, without the observer being seen by the children.

Other aspects of the physical environment included in the checklist survey for which no recommendations were given in Missouri kindergarten guide book will be briefly discussed. Basic specifications cited by Todd and Hefferman (1967) were as follows.

Heating

Proper provisions for heating the building should take into account the fact that children establish controlled metabolic processes in the earliest years of their lives. The child of today no longer depends upon layers of clothing to keep himself warm but now wears light clothing and depends upon his bodily functions. Radiant heating from the floor causes children who play much of the time on the floor to be uncomfortably warm. Thermostatically controlled heat and ventilation as a means of maintaining uniform temperature with minimum teacher attention are recommended.

All kindergartens except one, which had uncovered radiators, were heated by a forced air system which met the above specifications. Four were centrally air-conditioned.

Light and Ventilation

The children's playroom should be made attractive at all times by having adequate lighting in all parts of the room. This implies that the room must have variable light controls and cheerful colors to beautify it. Of most importance is the avoidance of glare spots which are conducive to tension and fatigue. Direct sunlight and exposed bulbs are also to be avoided (Todd and Heffernan, 1967, pp. 114-115).

Five kindergartens had fluorescent light fixtures, two with exposed tubes. The other facilities had ceiling fixtures with frosted white glass. All classrooms visited appeared to be adequately lighted, free from glare spots, and equipped with shades, blinds, or curtains to avoid direct sunlight.

Todd and Heffernan (1967) specified that the window space should be at least one-eighth of the floor area, and that 50 percent of the required windows should be openable. The windows should be low enough so that the children can see out.

Data from the checklist survey made of Joplin kindergartens revealed that all seven classrooms had sufficient window space and all had windows low enough so that the children could see out. However, two did not have windows that were 50 percent openable. One of these had a series of four large picture windows with rather small panes of glass none of which opened. The other had windows with a small vent at the bottom, about one-fifth of the total size which opened; however, this building was centrally air-conditioned.

Walls

Walls and woodwork need to be both beautiful and easy to clean. Thoughtful selection of light, clear tones of colors for walls and ceiling is the first step in beautifying each of the rooms. The second step is the selection of harmonizing furnishings. Whatever paint is selected should be durable, easy to wash and not conducive to glare or bright reflections of light. A school or center should give preschool children an early experience with harmonious and pleasing surroundings which enhance living. One wall space may have a surface on which the children can paint; another, a surface on which they can use chalk (Todd and Hefferman, 1967, pp. 114-115).

Most of the kindergartens had walls which met specifications suggested in the preceding paragraph. Four classrooms had some concrete block walls which were painted, yet because of the rather rough surface would not be easy to wash or clean. Two kindergartens had small chalk boards on a stand or easel rather than a large one attached to the wall. One facility had most unusual walls of Amerwood paneling which were finished with a dark gray-brown stain.

Ceilings

Acoustical treatment of walls and ceilings should prevent the tensions caused by noise and should help the children in learning to differentiate between the use of the voice indoors and outdoors. The vigorous activities of children often tend to be noisy. Although children are not readily disturbed by noise, every effort should be made to control the noise so that everyone hears quiet voices and essential noise does not build up into excessive noise.

Wall and window draperies are an aid to noise control, but not sufficient in themselves. Acoustical tile or surfacing is essential for the ceiling of the children's playrooms. Proper acoustical treatment of playroom not only prevents outside noise from disturbing inside activities, but also prevents indoor noises from disturbing outside activities (Todd and Hefferman, 1967, p. 112).

Five of the kindergartens had acoustical panel ceilings. The other two facilities had plastered ceilings. However, one of these compensated for noise by having cotton curtains with valances at all of the windows.

Staff Room

Not only does the planning group consider the needs of the children, it also considers the functions to be performed by the grownups in the school or center and provides the facilities and equipment needed for them. Since grownups are people, they, like children, should have bathroom facilities appropriate to their size, and rest facilities, as well as individual lockers for their personal belongings and outer clothing (Todd and Heffernan, 1967, p. 106).

The majority of the Joplin kindergartens are held in churches and do not have separate rooms for teachers. However, all of these have use of the church parlor or some other room in the building. The kindergarten which was held in the teacher's home did not need a staff room. The privately owned kindergarten in a separate building did not have enough teachers to warrant the maintenance of a staff room. Nevertheless, a small couch, arm chair, and coffee table were grouped at one end of the playroom not too far from the teacher's desk near the entrance door which served a three-fold purpose. The teacher or her assistant could relax; at times, it was used as a conference place with parents; and sometimes it was used by the children as a housekeeping unit.

Isolation Room

Part of the first-aid provisions for a preschool group is a quiet place where individual children may rest when ill and about to be taken home. This room may have other uses as well, especially if it adjoins the office

of the director. It can be a place for an adult to rest, a place for health examinations, a place for a toddler who has come with a parent, or a place to take an emotionally disturbed child. The room's walls, floor, and furniture should be easy to wash. The room should have a window with an inside screen; a cot or bed which has a plastic mattress cover as well as washable sheets and blanket; modeling clay, a toy hammer and other indestructible toys within reach of children, with other toys for quiet play easily available on high shelves.

An isolation room is necessary for a child who is emotionally disturbed. It must have physical outlets for the child who feels like hitting and kicking and soundproofing to take care of his crying. When a child is temporarily out of control, some modeling clay to pound, a hammer toy to hit, or a balloon man to punch gives him an opportunity to release the feelings that adrenalin and other secretions from his endocrine glands have created inside him. Using these emotional releases, the child is able to work out his emotional disturbance to the point at which he is able to rejoin the group (Todd and Hefferman, 1967, p. 190).

None of the kindergartens had a special isolation room as recommended in the preceding paragraphs. However, all of the kindergarten teachers said they could use other rooms in their building or some other area of the room to isolate a sick child from the group until he could be taken home. All teachers followed the same policy of contacting a parent immediately if a child became ill at school.

Equipment and Materials

The guide book for Missouri kindergartens listed over four pages of supplies and equipment recommended for the classroom of five-year-old children. The principal classification for the various kinds of equipment has been copied and underlined. Each has been followed by a brief comparative analysis showing to what extent the Joplin kindergartens were so equipped.

Balls. All had various size balls including large ones.

Blocks. One kindergarten had no blocks. Two had blocks constructed of cardboard. Five had some wooden blocks but no check was made as to the size, shape, or other details.

Books. All reportedly had a fair variety of books for children but no check was made to determine whether the books had been borrowed from the library, nor of the teacher's books.

Bulletin boards. All of the kindergartens had bulletin boards.

Chairs. The checklist did not include details as to the construction of chairs for design conducive to good posture, light weight, seats 11", 13", 15" high, and back 22" high. Pictures showed that only two of the kindergartens had various sized chairs; two had stacking chairs; three had some folding chairs; and one had a variety of metal folding chairs and wooden chairs. Four kindergartens had a combination of metal frame chairs with wooden seats and backs.

Chalkboard, chalk, erasers. All kindergartens had blackboards or green chalkboards with chalk and erasers. One was small and propped on an easel; but the others were attached to the wall. One was on the wall above a series of closed cupboards which made it somewhat inaccessible for their use.

Clocks. Six of the kindergartens had wall clocks and one had a standing clock. No check was made to ascertain if any wooden or other kinds of play clocks were among the items of equipment.

Library equipment and books. Two kindergartens had a special area of the playroom set apart as a book unit. Both of these had low, wall book shelves. One was in a corner isolated from any direct traffic paths through the room, but the other was close to a passageway between two doors where there was the possibility of much distraction. Neither of these two classrooms had a rocking chair, which was specified in the guide book; but both did have tables that were of different size or shape to distinguish them from other tables, as recommended.

Another kindergarten had a rocking chair in the playhouse area which was not too far from the book rack. Perhaps, at times, this was used in the reading unit area.

Manipulative equipment. One kindergarten had ten of the 17 pieces of equipment listed by the State Department of Education (Appendix); another had eight; one had seven items; two had six items; one had five of the recommended manipulative equipment; and one had only four. All except one of the kindergartens had less than half of the recommended manipulative equipment.

Music equipment. All kindergartens had the basic pieces of equipment

on the recommended music list including a piano, record player and recordings, and rhythm instruments. No check was made for autoharp (optional), song and rhythm books, and scarves for dancing--items suggested by the Missouri guide book.

Playhouse equipment. Three kindergartens had 13 of the recommended 21 items listed for this category. One facility had a total of eleven items; the others had nine, seven, six, and three of the 21 pieces of playhouse equipment. All kindergartens were deficient in the amount of equipment for housekeeping activities. One had a play kitchen unit consisting of a stove, sink, cupboard, and refrigerator, all made of cardboard which were not sturdy enough for long-lasting group play.

Resting mats, rugs or towels. In all kindergartens except one there were mats or rugs for each child enrolled.

Science equipment. All kindergartens were lacking in science equipment when compared with the list of recommendations. Although an electric incubator was not included in the recommended list, one classroom had this item.

Many of the teachers reported that children sometimes bring things from home which pertain to science. Also a number of the kindergartens used science material and pictures contained in Weekly Reader "Surprise" a newspaper for kindergarten children.

Tables. All the kindergarten table tops were reported to be washable. Most of them appeared to be masonite, Formica, or wood. One classroom did not have tables but used conventional school style chairs with storage space under the seat and a wood writing surface attached to the right arm.

No check was made of tables to see if they measured 20 to 22 inches high, as recommended by the Missouri State Board of Education. One room appeared to have tables which were too high.

Three kindergartens seated eight children to one table, more than the recommended four to six. One classroom was equipped with hexagonal-shape tables; the others were rectangular.

Teacher's equipment. The Joplin kindergarten teachers had most of the supplies enumerated by the Missouri State Department of Education.

Woodworking equipment. None of the kindergartens had a carpenter bench, and only one had a hammer and nail set. Such equipment is recommended by the State Department of Education.

Art equipment. All kindergartens had a quantity of art paper; four had clay; five had colored chalk; all had crayons; six had easels, brushes, and easel paints; all had pencils; and all had scissors.

A wide variety of art media makes it possible for children to experiment with different textures, forms, and substances so that their creative powers may have widened horizons. Leavitt (1958) stated there is a natural desire

for young children to express themselves through art. They can translate some of their thoughts and feelings which they probably cannot express with their limited vocabulary by splashing out bold colors or squeezing clay. Through art, children can experiment, enjoy beauty, and develop muscular coordination.

Outside materials and equipment. The outdoor playground should be adjacent to the kindergarten room, be fenced in, have both grass and paved areas, be a locked area if possible, encompass an area of 75 to 200 square feet per child, and include a garden plot and shaded areas. Five kindergarten playgrounds were adjacent to the classroom, two were not. One of these was across the street from the school.

Two playgrounds had chain link fencing all around; four had no fencing; one had a partial fence behind the ball field area. Two especially needed to be fenced because of possible traffic hazards or the danger of falling from an unguarded embankment which was at least four feet high with a concrete sidewalk below.

Four kindergarten playgrounds had both grass and paved areas. Only one of these had sufficient outside materials as tricycles or other similar toys. Based upon the largest class enrollment when the survey was made, all except one kindergarten playground were adequate in space.

Two kindergarten playgrounds included some garden plots. Four playgrounds had shade tree areas. Three had only one tree that offered a little

shade or depended on the shadow from the structure during various hours of the day. One kindergarten had a covered porch which extended across the entire front of the structure.

The Missouri guide book listed 20 materials and pieces of equipment considered to be basic for a kindergarten outdoor playground. Of these, three were not included on the checklist survey: boxes, hoops, and cages for outdoor animals. All kindergartens lacked over half of the recommended basic playground equipment and materials.

Considering the emphasis our nation puts upon its physical fitness program, a preponderance of time should be devoted to large muscle development. Sometimes the argument for not investing in playground equipment is that such apparatus is dangerous. It is true that children need to learn to have control of themselves as they use each piece of playground equipment. Todd and Hefferman (1967) stated that whenever a child develops an interest in using new equipment the teacher should guide him in handling himself safely. The hazards of the equipment are a part of the learning opportunity which the equipment affords.

Personnel

No attempt was made in this survey to rate or evaluate the kindergarten teachers. Whenever possible, the appointment to visit the facility was made when most of the children were not present. Therefore, the observer did not see interaction between teacher and pupils.

The checklist did include information pertaining to education and number of years of paid experience the teachers have had instructing the preschool child. Findings revealed that two kindergarten teachers had a Master of Science degree in elementary education; five had completed four years of college; one had two years of college; and one was a high school graduate. One of the teachers who had a Master of Science degree was a retired Joplin public school teacher.

Teachers had previously had from none to 24 years of paid experience in teaching preschool children. The teacher who had no previous paid experience instructing preschool children was a registered nurse. Most of the teachers were adults ranging in age from approximately mid-thirty to mid-fifty.

The checklist survey included information concerning the number of teachers for each group of five-year-old children, the number of teaching days per week, and other staff members. Most of the kindergartens had one teacher for each class; two had assistant teachers for one or two classes every day; one had an assistant three or four times a month; and one had an assistant one hour per day.

All the kindergarten teachers teach five days per week. Six teach two sessions a day; four teach one session. Three teachers have more than 25 children in a classroom which is the maximum teacher-pupil load recommended in the Missouri kindergarten guide book (Appendix, Table 5). According to Fuller (1967) the size of groups is a matter of paramount importance.

Experience, rather than research, has shown that the kindergarten class should range from 18 to 25 children. The Association for Childhood Education International recommends classes of 20 pupils (nursery school 15; primary grades 25). On the basis of age levels, specialists have recommended one teacher for each group of 20 to 25 children at the five-year-old level. Where these class sizes are exceeded, the teacher has been found to have less time for attention to individual pupils, for contacts with parents, and for preparing instructional materials. When classes are large, the children often have too little space for their activities and materials and too little chance for close social ties with their peers. Without favorable classroom conditions there is little chance that the unique methods and procedures of the kindergarten will be used consistently and effectively (p. 27).

Other staff members included a cook and nutritionist at one facility, a janitor at four premises, and clerical secretaries at three church-sponsored kindergartens. A housekeeper cleaned once a day at one kindergarten; for another, a housekeeper cleaned once each week.

Although many persons share responsibility for guiding the kindergarten child, the teacher is of profound importance. Her daily contacts with the children have lasting effects on the way they perceive themselves and in helping to develop a positive self-image.

The Missouri kindergarten guide book stated that the teacher is largely responsible for establishing a classroom climate in which each child has the opportunity to explore his own potential. "The warmth and understanding emanating from a teacher creates an atmosphere in which children can blossom into their full potentialities" (Kindergarten--A Year of Becoming, 1968, p. 16).

According to Gore and Koury (1964) the most essential requirement for a good educational program for young children is professional guidance and leadership. They further stated that teachers should have broad academic

backgrounds, desirable personal qualities, keen insights, and professional competencies.

The Missouri State Department of Education stated in its guide book that kindergarten teachers graduated after 1973 should hold a B. S. degree with a major in early childhood education. The belief is also stated that kindergarten teachers without formal training in early childhood education should be required to earn six to eight hours credit in this area not later than 1970.

Kindergarten Program

According to the Missouri kindergarten guide book, the program for the five-year-old is not subject-matter oriented, nor is the subject matter compartmentalized. Through planned experience and the teacher's awareness of the educational implications of casual experiences, foundations for further learning are constantly being built. Listed among the basic beliefs of the committee responsible for developing this guide book are the following:

The basic purpose of kindergarten education is to offer a comprehensive program of developmental experiences which enhances each child's self-esteem and fosters his eagerness to learn through successful participation.

Five-year-olds learn best through meaningful experiences in an informal atmosphere.

Kindergarten classes should be heterogeneously grouped, scrupulously avoiding grouping on an economic or ability basis.

There are appropriate experiences and activities which professional

kindergarten teachers provide to develop the child's understandings, skills, and feelings. Only the most inadequate programs use workbooks, ditto sheets, and other stereotyped patterns.

Effective programs for the five-year-old are based on the teacher's understanding of child growth and development (Kindergarten--A Year of Becoming, 1968, p. 3).

During the course of any kindergarten session, experiences arise which bear on reading, arithmetic, writing, biology, physics, history, or any other knowledge to be found in the arts or the natural, physical, and social sciences. The teacher should use these opportunities which provide for each child's background knowledge and development.

The state department stipulated that the kindergarten session should be three hours in length. The Joplin kindergartens had two-and one-half hour sessions. All except one had the same time schedule which was from 9:00 to 11:30 a.m. for the morning session and from 1:00 to 3:30 p.m. if there was an afternoon session. The one which was the exception held kindergarten sessions from 8:30 to 11:00 a.m. and from 12:35 to 3:05 p.m.

The guide book suggested that the kindergarten schedule center around blocks of time and emphasized flexibility with periods lengthened or shortened as the need arises. A regular schedule helps children feel more secure and become more independent.

A copy of a general daily program was requested from each Joplin kindergarten surveyed. Results showed:

1. All schedules were said to be "flexible."
2. Three had opening exercises ranging from five to fifteen minutes.

3. One school program did not specify any "free choice of activities" other than recess which was designated for outdoor play, weather permitting.

4. One allotted a 45 minute work period.

5. One provided no snacks or refreshments.

6. Three had no set time for toileting, washing, and cleaning up.

7. One scheduled no time for rest.

8. All used some kind of reading readiness and numbers workbooks.

In regard to planning for free choice of activities, Todd and Hefferman (1967) stated that since preschool children are just learning to participate in group activities, they find it fatiguing to do so for more than a short interval at a time. To conform to a teacher-centered group situation for too long at one time requires a concentration beyond the age level of most five-year-old children.

Establishing routines is an essential part of teaching good health habits and fosters security. Perhaps the reason for those not providing time for toileting and washing was due to the shortage of bathroom facilities.

The Missouri guide book and research reviewed by Fuller (1967) do not support the use of formalized reading exercises in kindergarten. The key idea is that the program for the five-year-olds should focus upon the development of favorable attitudes toward reading as a useful and satisfying tool. The kindergarten should begin to encourage children to want to know answers and to provide experience in solving simple problems which arise in the ordinary process of living and working together.

Kenneth D. Wann in the Missouri guide book states:

Verbal communication and speaking and listening opportunities must be featured as an essential part of the kindergarten curriculum . . . good kindergarten language (arts) programs can only grow out of stimulating experiences which are meaningful for children. Speaking, listening, vocabulary building, literary experiences, field trips, science, social studies all pave the way for reading and writing. IT SHOULD BE UNDERLINED AGAIN AND AGAIN THAT THE ACTUAL PROCESS OF READING AND WRITING IS DEPENDENT ON A SOUND BASE OF ORAL AND AURAL SKILLS IN LANGUAGE. TOO FREQUENTLY THE DESIRE TO MOVE FORMAL READING PROGRAMS INTO THE KINDERGARTEN OR EVEN INTO THE NURSERY SCHOOL OVERLOOKS THESE ESSENTIAL SKILLS AND DEPRIVES CHILDREN OF THE NEEDED BACKGROUND FOR REALLY EFFECTIVE READING (Kindergarten--A Year of Becoming, 1968, p. 28).

Kindergartens using workbooks, ditto sheets, and other stereotyped patterns, have programs rated "most inadequate" according to basic standards of the State Department of Education.

Besides discouraging compartmental learning in subject matter areas, the state department of education discourages kindergarten graduation, and exploitation of five-year-olds. The committee responsible for developing the Missouri kindergarten guide book wrote that it is in full agreement with other authorities in early childhood education who say that the five-year-old is just beginning his educational adventure, not graduating from it; there should be no foolish break between kindergarten and the first grade; and kindergarten graduation ceremonies add unnecessary pressure to gratify adult ego.

Todd and Heffernan (1967) stated that the entire program for the pre-school group is planned to give children experience in a rhythm of activity

and rest. Children must become aware of the need to rest after strenuous activity. The teacher, by stressing rest on the basis of bodily need, helps the children learn an elementary biological concept.

The study of the kindergartens revealed:

1. All had conferences with parents prior to enrollment of child and whenever there was a special need.
2. Six sent progress reports or report cards to the parents at least two or three times during the school year. One sent no report or letter to the parents; but talked with them if they chose to come on "Visitors' Day" for parents which was the second Tuesday of each month beginning in October.
3. One had a parent educational program through its Parent Teacher League which is similar to the Parent Teacher Association in public schools. Meetings were held once each month with guest speakers or the pastor preparing messages designed to help parents in rearing and educating their children.
4. Four gave certificates of completion or a diploma. One had a cap and gown graduation program at the end of the school term.

The Missouri guide book recommended the following means for educating parents:

Informal contacts. These contacts can be of utmost value because the situation is natural and without any of the anxiety of a planned conference.

To and from school. There is much to be gleaned from brief words of

conversation and by being aware of a parent's manner and attitudes as a child is picked up or brought to school.

Incidental meetings. Casual meetings of parents and teacher on the bus, at church, stores, etc., can prove most valuable in furthering friendly relationships and better understanding between home and school.

Casual visits within the classroom. Teachers and children enjoy occasional unplanned visits from parents. The teacher should make the parent feel welcome and let him know that his interest is appreciated.

Written communications. Brochures and bulletins, as well as informal news letters have an important place in keeping parents informed and in assisting them to understand and to assume responsibility for extending the child's school experiences. Through these communications, parents learn:

- *about school policies
- *special services and activities
- *health provisions
- *school calendars and schedules for parent contacts (Kindergarten-- A Year of Becoming, 1968, pp. 18-19).

Day Care and Nursery Schools

The Division of Welfare, State Department of Public Health and Welfare adopted regulations and standards for licensed day care centers (day nurseries) as authorized in Section 210, 201-210.246 Laws of Missouri, 1955. The minimum standards set forth must be met in order to receive a license. These uniform rules and regulations were deemed necessary in order to establish standards of service and care for children.

The term "day care" was defined as care of a child away from his own home for any part of the 24-hour day, for compensation and otherwise. The term "A Day Care Center or Day Nursery" was defined as an organized group program, not in a family home, for children three years of age and older.

Such facilities providing care for seven or more children are considered day care centers (day nurseries). Licensing rules and regulations were designed to focus on the whole child to provide for his social, emotional and intellectual growth and development as well as his physical being.

In order to assess the day care and nursery school facilities in this survey, the regulations and standards issued by the State Department of Public Health and Welfare are quoted in the following paragraphs. Comparisons to the standards are made for the Joplin day care and nursery schools. Evaluations were based upon findings from the checklist, photographs of each physical structure, and the surveyor's observations and opinions.

The word "shall" used by the Division of Welfare refers to mandatory regulations and "should" refers to suggested additional procedures deemed desirable to further promote the individual child's welfare. Specifications given included:

Physical Plant

1. The physical plant shall be safe and suitable for the care of children and for the program of activities.
2. The day care center shall be located in an area which offers no physical or moral hazards to the health, safety or welfare of the children.
3. The building and premises shall conform to construction, maintenance, water supply, zoning, and sanitation requirements of the locality. Certificates of compliance shall be requested and obtained.
4. The building and premises shall comply with regulations of the

Safety and Fire Prevention Bureau of the State Department of Public Health and Welfare or the Director of the Division of Welfare may designate any instrumentality of a political subdivision of the State of Missouri to make such safety and fire prevention regulations deemed necessary for compliance with local safety and fire prevention ordinances.

The three day care and nursery schools met the above requirements. All were licensed by the State Department of Public Health and Welfare. They were located in good residential neighborhoods. Two were houses that had been renovated for day care and nursery school; one consisted of three rooms in the home of the teacher who sponsored the nursery school.

All three facilities were privately owned and operated. They were funded entirely by tuition. The one which offered only nursery school charged \$13.50 per month for three-year-olds meeting from 9:00 to 11:00 a.m. two days per week, and \$18.50 for four-year-olds meeting three days a week from 9:00 to 11:30 a.m. The other two nursery schools combined day care service for children who attended kindergarten at the church-sponsored facility located across the street and for a few grade school children whose parents were employed outside of the home. The rates were \$7.00 per month for three-year-olds twice a week, \$10.00 per month for four-year-olds three days a week, \$15.00 per week for five days a week plus twenty-five cents per child for lunch. The fee was twenty-five cents per hour for school-aged children in attendance from the kindergarten or elementary schools near by.

5. Heating and air conditioning. All rooms used by the children shall be adequately heated. Rooms shall be maintained at 68-72 degrees two feet from the floor. Fireplaces and open-faced heaters, hot radiators or floor furnaces shall be protected by adequate screens. Heating equipment and air conditioning installation shall be subject to approval by the authority having proper jurisdiction.

One facility had a floor furnace and the other a vented gas heater located in only one room. Neither of these was protected by any kind of screens when the survey was conducted. Two houses had window unit air conditioners in two rooms of each house.

6. Light and ventilation. All rooms used for the children shall have an adequate amount of sunlight with windows. Window space shall be at least one-eighth of the floor area of the room and 50 percent of the required windows shall be openable. Artificial lighting shall be at least 25-35 foot candlepower.

All rooms housing the three facilities appeared to meet the above requirements.

7. Floor and walls. The walls and floor shall be finished so as to be attractive and easily cleaned. The floors of all rooms shall give a surface which provides safety, warmth, and cleanliness.

One facility had plaster walls which had been papered; the other two had painted walls. The papered walls appeared clean and there were plans for painting the walls of the other house.

8. Telephone. The day care center shall be equipped with a telephone unless this service cannot be provided by the telephone company.

All three nurseries had telephones. One had a phone by the office desk and an extension in the garage which had been made into a playroom.

9. Office space. Adequate space shall be provided for office equipment, making and keeping records, and for transactions of business.

Two facilities shared a compact office space made from what was once a breakfast nook. It appeared too small to accommodate all of the office equipment; a duplicating machine was on a counter top opposite the office. The other nursery school had only a small desk in one of the playrooms with a small filing cabinet and typewriter.

10. Cleanliness. The physical plant shall be reasonably clean and tidy at all times free from dirt and any evidence of vermin, flies or rodent infestation

All nursery facilities appeared to meet this requirement.

11. Staff space. A room properly equipped for staff shall be provided. The equipment shall include : (a) a day bed or couch, and (b) space for storage of coats and other personal belongings.

This requirement did not seem to be applicable for the nursery school which was housed in the administrator's own home where she was the only teacher. The other two facilities had adequate storage space for coats and personal belongings; but neither provided a day bed or couch.

Bathroom Facilities

1. There shall be an adequate number of toilets and handwashing facilities, convenient and accessible for use by the children. One flush toilet and running water handwashing facility shall be required for each ten children receiving care.

2. Individual towels and wash cloths shall be provided for each child.

3. When a day care center offers care to school age children, separate

toilet facilities shall be provided for boys and girls.

4. Separate toilet facilities shall be provided for staff.

None of these requirements was met by the three nursery schools surveyed. However, the last three regulations would probably not be applicable to the nursery school which offered no day care service.

Kitchen

1. The kitchen of the day care center shall be adequate in size, equipped with stove, sink, hot and cold running water, refrigeration, and storage space for food, dishes and cooking utensils.

2. Kitchens shall not be used for children's play activities, for napping nor as passageways for children.

Here again none of these stipulations would probably apply to the nursery school which did not provide meals or day care. The other two nurseries met most of the kitchen standards. One facility did not have a stove. An electric warmer was used to heat canned soup which was the only hot food served at lunch. The kitchens of both facilities offering day care were used as passageways for children.

Indoor Space

1. There shall be adequate indoor play space for the children's play activities, sleeping and dining.

2. The playrooms shall provide sufficient floor area occupied only by the children's play material and equipment to provide 35 square feet of floor space per child. Floor space occupied by permanent built-in cabinets and shelves may not be considered as floor space available for play.

3. Playrooms shall be of suitable size and arrangement to allow for

proper grouping of children and necessary supervision. Space shall be so arranged to permit a variety of play activities at the same time to be carried out without interfering with each other.

4. Children shall always be visible to the person responsible for supervising the group.

5. When the day care center cares for school age children there shall be adequate space apart from the preschool program for their use.

6. There shall be adequate storage space for play materials and equipment used by children.

None of the nursery facilities provided the mandatory minimum floor space of 35 square feet per child. Nor did they meet the standards for indoor space listed above in regulations three and four.

The day care facilities did not provide adequate space apart from the preschool program for school age children. They did, however, along with the nursery school, provide sufficient storage space for the amount of toys and equipment which they supplied.

Outdoor Play Space

1. There shall be an outdoor play area adequate in size for the group in attendance, properly surfaced and fenced and conveniently located to permit children to reach it without hazard.

2. There shall be a minimum of 75 square feet per child of outdoor play area at time of use.

3. The surface of the playground shall have good drainage and be safe, suitable for the children's activities, free of hazards such as broken glass and other debris.

4. The playground shall be properly maintained.

5. The area under high climbing equipment, swings, slides, and

other equipment from which children might fall shall be of resilient material such as sand, tanbark, pecan shells, and the like.

One nursery facility was not completely fenced at the time the survey was made, due to the fact that an old storage garage which served as a back stop to connect the chainlink fence across the end of the yard had just been razed. With this structure removed, the back end of the yard was completely open to the alley which posed a hazard. The connecting fence was to be installed as soon as possible. Another hazard this facility possessed was a series of five concrete steps from the back porch to the play yard. Although there was a pipe rail on one side of these steps it appeared to be too high for very small children to grasp with ease.

Regulations three and four were met; however, only one center had a good supply of outside play equipment and a long driveway for children to ride their tricycles, play cars, and other wheel toys. One center had no equipment and toys suitable for large muscle development. Another had several open-end cardboard barrels, a balance board, and two long wooden benches. Both needed more adequate outdoor equipment.

Health Services

1. Staff. All persons (including volunteers) shall be persons in good physical and mental health as established by a complete examination made by a duly licensed physician. Such examinations shall include a chest x-ray or other tuberculosis tests, serological tests, and any other laboratory procedures ordered by the examining physician. The physician's report shall be in writing and kept on file at the day care center. There shall be for each person an annual physical examination including chest x-ray or tuberculin tests and such rechecks as are indicated by the health history or any other unusual circumstances.

Staff shall not be allowed to work when ill when the health of the children would be endangered.

2. Children. The day care center shall require prior to admission a physician's report indicating that the child is in good general health, without defects or illness which would endanger other children in the group or make his participation in group activities inadvisable.

All children shall be immunized against diphtheria, poliomyelitis, whooping cough, and vaccinated against smallpox unless the child's physician or religious belief gives reason for not immunizing.

When a particular contagious disease occurs in the center, parents shall be notified. There shall be a daily inspection for each child upon arrival given by a staff person who has been instructed in the proper procedure by a trained nurse or physician.

All staff were reported to have had physical examinations as required for licensing. All staff members who were present during the surveys appeared to be in good physical and mental health. All of them were warm, friendly persons who demonstrated a genuine interest in children.

All children were reported to have had the required physician's examination prior to admission. None of the nursery centers surveyed reported any kind of daily inspection of each child upon arrival by a staff person.

255.1 Isolation of Ill Children

1. Space shall be provided for the isolation of children who develop signs and symptoms of illness during the day. This shall be an area not used by other children.

2. A staff member shall always be within range of a sick child's call, or in close attendance if needed.

3. An ill child shall be kept in isolation in the day care center only until his parent or responsible person can come for him. The parent shall be notified immediately when a child becomes ill and request him to come for the child at once.

None of the Joplin preschool facilities offering group experience for three- and four-year-old children provided an isolation room not used by other children. If a child in attendance became ill while at the nursery school the teacher was reported to remove the child from the group as much as possible and to notify the parents immediately to come for the sick child at once.

255.2 First Aid

The day care center shall maintain first aid supplies sufficient to care for minor injuries. The first aid supplies shall include only those items that the person in charge is qualified to use, and shall be kept in a room or cabinet which is inaccessible to the children.

255.3 Emergency Medical Care

1. In case of illness, accident or injury to any child the day care center shall make prompt arrangements for notification of parent or guardian and for medical care if necessary.

2. Parents shall be notified immediately of any illness or injury to the child in the day care center and specific instructions regarding action to be taken shall be obtained.

All three nursery facilities included in the survey complied with the requirements for first aid and emergency medical care as listed above according to the administrators.

255.4 Nutrition and Food Service

1. Day care centers shall make adequate provisions for meeting the dietary needs of the children. The water and milk supply shall be approved by the local or state health authorities.

2. The diet shall be planned according to recognized nutritional

standards. The day care centers shall provide the child with approximately one-third to one-half of his daily food needs.

3. Information about the menus shall be available to the parents, (preferable on a weekly basis in advance) to make it possible for the parents to provide the balance of the child's dietary needs on a planned basis.

4. A mid-morning snack of fruit juice or other light food and an afternoon snack of milk and crackers, fruit juice, or similar food shall be served to the children.

Before discussing the findings from the checklist survey regarding nutrition, a paragraph from Todd and Hefferman (1967) would help to clarify the license requirements listed above and better interpret the results of the findings:

The day care center does three things to meet the nutritional needs of the children who attend. First, it provides a noon meal that has about one-third of the child's daily food requirements as outlined by the National Research Council, including a protein dish or meat, fish, or eggs, or an occasional meat substitute such as peanut butter, cheese, dried beans, or peas. Second, it informs the parents about what the children will have to eat. This is often done by posting on the bulletin board the menus for the coming week. Third, it provides for any needy child a breakfast or dinner which the child might not otherwise have (p. 191).

The school which did not provide day care service met the requirement for serving a snack consisting of milk, fruit juice, or other light food to provide a quick energy-replacement and thereby prevent overfatigue and irritability. The two day care centers also met the snack requirements for both mid-morning and afternoon.

The lunch which was served at both day care nurseries met the nutritional requirements since the menu consisted of a hot soup, potato chips, half a sandwich, a cookie or fruit and milk. There did not appear

Page 52

Missing from Original

256 Program of Daily Activities

1. There shall be a well-balanced program of daily activities appropriate for the ages of the children served and shall include educational play experiences and free choice of play, allowing for both group activities and individual interests.

2. The daily schedule shall provide a certain amount of regularity to permit children to have: (a) the security of knowing what comes next; and (b) a regular schedule of physical routines--meals, snacks, naps, and toileting.

3. When school children are accepted for day care the daily program shall be designed to supplement both school and home life.

All nursery schools and day care centers in Joplin met the first two requirements listed above. However, two day care nurseries supplied coloring book type pictures for the children to use with crayons. Baker and Fane (1967) pointed out that copying may effectively block creativity in children and that all art media should be used as avenues of self expression.

Time did not permit a detailed study of the educational play experience. One might question such subjects as "learning numbers" and the "alphabet" which appeared on a sample copy of the daily program for one week provided by the administrator of two of the day care nurseries.

256.1 Discipline

1. The day care center shall use only constructive methods of discipline.
2. As discipline is a part of education in preparing a child for social living and group participation, any technique which is humiliating or frightening to the children shall not be used.
3. Punishment or threat of punishment shall not be associated with food, rest, isolation for illness or toilet training.

The checklist survey did not include any kind of investigation pertaining to discipline. Therefore, no evaluation could be made.

257 Furniture, Equipment and Materials

1. Tables and chairs. Each child shall have his own chair and sufficient table space for eating and table activities. Chairs shall be proportioned so that the children's feet can be firmly on the floor when they are sitting back as far as possible on the chairs.

These requirements were met by only one of the nursery facilities. The other two schools had a number of various size benches some of which had no back rest.

2. Sleeping arrangements. There shall be a cot or bed and appropriate bedding, (a sheet and blanket) available for each child who naps. Cots shall be well constructed. Unless cots are kept permanently in place in a separate room they shall be of light weight and capable of being easily folded or stacked. There shall be sufficient space in the sleeping room to allow at least two feet on all sides of cot except where it is in contact with the wall.

3. There shall be space provided for each child's clothing and personal belongings.

Although canvas cots with aluminum frames were provided for each child who naps at two of the day care nurseries, there was not two feet of space on all sides of each cot. There were eight cots in a room of one facility in a room size of less than 156 square feet. The teacher stated that blankets were furnished in cold weather. Space was provided for each child's clothing and personal belongings in a plastic dish pan. These were stored on open shelves.

4. Play materials and equipment. Play materials and equipment in sufficient variety and quantity to meet the interests and needs of the children accepted for care shall be provided.

Equipment and materials shall be suitable for the age range served and shall be selected according to the type of supervision required. All equipment shall be kept in good condition, free of sharp, loose, or pointed parts, and well painted. Only lead free paint shall be used.

Two facilities lacked adequate play materials and equipment. Many toys were in poor condition and there were insufficient books. Some storage shelves were bare. Two facilities had old model black and white television sets. One center had a play kitchen stove and cupboard made of thin metal.

5. Furniture and equipment shall be arranged so as not to interfere with exits.

All facilities complied with this regulation.

252 Personnel

1. There shall be a sufficient number of qualified persons to carry out the program of the day care center.

2. All persons shall be of good character and equipped with education, training, and experience for the work they are required to do.

3. All persons shall be in good physical and mental health.

4. All persons having direct contact with children shall be of suitable age and temperament for work with children and shall possess these qualifications: (a) mature, responsible adults; (b) ability to understand and accept individual differences in children and in all persons with whom they will be working; and (c) qualities of warmth and friendliness.

5. Persons responsible for a group of children shall not be less than 18 or over 65 years of age.

There was not a sufficient number of qualified persons to carry out

the programs of two facilities offering group experience to three- and four-year-old children. A student was left alone in charge of one of the day care nurseries with fourteen children under five years of age. The sponsor-teacher of one center with a shorter day relied upon the volunteer services of a mother. All the other qualities listed in the regulations above were applicable to the personnel in the three nursery schools visited.

6. The director or supervisor. There shall be a responsible person in charge of the day care center at all times. When the director or supervisor is away from the day care center another responsible adult shall be in charge.

The duties and responsibility of the director or supervisor shall be clearly defined. When the owner is away from the day care center a qualified, responsible director or supervisor shall be in charge. The supervisor or other person responsible for planning and supervising the activities of the children, should have completed at least two years of training (60 college hours) in an accredited college or university to include courses in education or related fields or have had at least two years of responsible full time paid experience (or its equivalent) in working with children in a group setting.

The director or supervisor of two day care nursery schools was a high school graduate who had been self-employed for six years. The director of the other nursery school had attended college two years and had twelve years experience working with preschool children in a group setting.

7. Child care personnel. There shall be a sufficient number of qualified persons on duty supervising the children during the hours the day care center is in operation to provide an overall ratio of not less than one adult to ten children, ages three to five years and for children over five years, one adult to fifteen children. No group of children shall be left alone at any time without adult supervision. There shall be an adult in charge of each group of children and another adult immediately available to substitute in case of emergencies. There shall be no less than two adult persons on the premises at all times.

One of the day care nurseries did not meet recommended standards nor were there no less than two adults on the premises at all times. One center maintained the prescribed adult-pupil ratio mainly with the aid of a parent who volunteered to help nearly every day without pay.

8. Clerical, housekeeping and maintenance. Sufficient staff to carry out necessary clerical, housekeeping, and maintenance functions shall be provided. Persons employed for these functions shall not be included as child caring staff in considering the child-staff ratio for regular supervision of children while performing other functions. These persons may be used as emergency substitutes if personal qualifications and duties permit.

Two nursery facilities have a housekeeper clean once a week. They come on Saturday when school is not in session. One teacher said she was also responsible for doing some cleaning and this was usually done while the children were napping.

9. Other professional staff. When the day care center employs or uses professional staff such as physicians, dentists, psychiatrists, social caseworkers, psychologists or nurses, these persons shall meet the professional standards set for these particular fields.

None of the Joplin nursery schools employed any professional staff such as listed in this regulation.

Policies and procedures for admission are listed in the licensing requirements but were not included in this study.

Human Interest

In addition to checking the physical plant, equipment and supplies, personnel, and program, five human interest questions were asked. Each

question will be included below together with the responses.

1. How did you get started in this work?

Kindergarten and nursery sponsors replied:

"My minister contacted me for this job."

"I taught kindergarten when it was sponsored by the A. A. U. W. and League of Women Voters and held in public school classroom. When the classroom space was no longer available in school building I decided to have one built into my home."

"Always wanted to be a teacher, taught first grade."

"Mother was a teacher; I always wanted to be a teacher."

"I always liked to teach."

"It has been a goal of the church for several years."

"I decided to give up public school teaching because the classes were too large and overcrowded room, too many reports, and too much paper work."

"I have always been interested in doing this kind of work."

"A school teacher whose children I took care of during school hours suggested there was such a need for day care and nursery schools in Joplin."

2. What are the satisfactions of your work?

Kindergarten and nursery sponsors replied:

"I suppose it is seeing children grow and develop."

"I enjoy children this age because they show such appreciation."

"The thrill of seeing children learn; they are so eager!"

"A child at five wants to learn."

"It is always a joy to see children learn; they are so playable at this age."

"Seeing children progress."

"Seeing children adjust to being away from home."

"Seeing children learn, grow, and develop. It's just fun!"

"I love helping children."

3. What would you tell a person who is interested in starting a preschool facility?

Kindergarten and nursery sponsors replied:

"Recommend need for nursery school, especially for working mothers."

"Kindergarten should be in public school system."

"I'd think twice about it. There are many problems and no fixed salary.

It helps to have a committee behind you."

"The person must really love children, be interested in them, be flexible, be very patient, and a good background in music helps."

"I would think it was very worthwhile; but one must love teaching and children."

"Check need and pick best ideas."

"I would say don't. It is too hard to compete with non-profit investments."

"Be sure you are not interested in making money. One must understand children and love to work with them. Churches ought to provide nurseries for

working mothers."

"It is a most nerve-racking job."

4. What are some of the problems in your work?

Kindergarten and nursery sponsors replied:

"Lack of discipline, not enough teachers, and lack of equipment."

"Educating public concerning importance of kindergarten."

"Emotional problems in children."

"Tattling is biggest problem."

"It is difficult to correct children who have had no discipline at home."

"Mostly discipline."

"Parents who cause children to have problems. Lack of discipline in the home and parents who are over-protective of their children."

"In Joplin most people do not understand the need and importance of this work."

"There is so much red tape involved in getting a city permit to have a private nursery school!"

5. Do you have a larger list of applicants than you can presently accommodate? How do you make your selection?

Kindergarten and nursery sponsors replied:

"Usually do. Church members have priority."

"Not to a great extent. First come basis."

"Yes, will accept new applicants up to January. First come."

"Yes, always have had a waiting list. Church members are given priority."

"Yes, more so in the past when there were fewer kindergartens. Make selection on first come basis."

"Yes, first come, but make every effort to accommodate church members."

"No, not at present. There is a need for more pupils next fall."

"Yes, I do have a waiting list. I take them in order as they apply."

"My schools keep filled to the limit."

From the foregoing responses, the need for kindergarten to be a part of the public school system has been pointed out. Also the need for more nursery schools was voiced, in one case even by a kindergarten teacher! The need for more preschool teachers, better equipment, and better facilities was expressed.

The need to enlighten and impress upon the public that preschool group experience is of tremendous importance was very evident. Those in the field of early childhood education need to combine their resources and redouble their efforts to offer the kind of quality, preschool group experience which will benefit the child, the home, and the community.

CHAPTER V

SUMMARY AND IMPLICATIONS

Although recent research has focused on the importance of early years in the education of young children, a proposal to establish kindergarten in the public schools in Joplin, Missouri, was defeated in the November, 1968 election.

This study was made to assess the extent to which the need for early childhood education was met by existing preschools in this city of approximately 39,000 people. The adequacy of facilities and programs in accordance with recommended standards was examined with the hope that the study would be useful to pediatricians, child welfare workers, educators, and others concerned about quality preschool education.

A checklist was prepared. This included many recommendations for kindergartens as specified by the Missouri Department of Education and standards for day care or nursery school as outlined by the Missouri Department of Public Health and Welfare. The sponsors of all full-year facilities for preschool children were contacted by letter requesting cooperation in the checklist survey. A week later, follow-up telephone calls were made to answer questions, explain the survey, and ask for an appointment to visit. The sponsors of ten of the thirteen facilities agreed to participate

in the survey.

Data revealed that 52 percent of the five-year-old population received kindergarten experience during the 1968-1969 school term and approximately 17 percent of the three- and four-year-olds were enrolled in group experience for all or part of the day. This indicated that a concerted effort is needed by all interested persons to make kindergarten available for all children, and to insure quality preschool experience for all who need it.

None of the kindergartens completely met standards recommended in the guidebook issued by the Missouri Department of Education. They lacked much of the equipment for science, woodworking, and housekeeping activities; the variety of manipulative toys and playground apparatus deemed essential for aiding in small and large muscle development of young children was inadequate. All used workbooks or other stereotyped patterns which the guide book categorized as "the most inadequate programs." Most kindergarten teachers failed to meet requirements for certification in early childhood education as specified by the Missouri Department of Education. While certification alone may not insure good teachers it will help emphasize important areas.

All Joplin day care and nursery schools surveyed were privately owned and operated. They were in good residential neighborhoods; but none met the total minimum recommendations set forth by the state licensing department.

Responses to five human interest questions revealed that most kindergarten teachers believed a program for five-year-olds should be a part of the

public school system. Need for more adult assistants, improved facilities, and more quality equipment was expressed. Discipline and emotional problems of children were areas of concern with most teachers.

There is need for all interested persons to help inform the public of the importance of the early years in the education of young children. Workshops and special courses should be made available to enable present teachers to do a better job. These should be provided under the auspices of the two state departments issuing a license or certifying teachers.

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APPENDIX A

SAMPLE LETTER

Mrs. Evelyn Jackson
2508 New Hampshire Ave.
Joplin, Missouri 64801

Date

Name of Nursery or Kindergarten
Number and Street Address
Joplin, Missouri 64801

Dear Administrator:

In connection with my graduate studies at Kansas State University, I propose to make a brief survey of all the nursery schools, day-care nurseries, and kindergartens in Joplin, Missouri.

The current emphasis on the early years of childhood has made us all aware of the importance of preschool group experience for young children. I trust that this survey will benefit you and help our community appreciate the services which your facility offers to help children develop, to strengthen and enrich family life, and to improve our society.

Approximately one week after this letter has been mailed I shall contact you by telephone to further explain the survey, answer any questions you may wish to ask, and to make an appointment to visit your preschool facility at your convenience.

I am appreciative of your cooperation and confident of your professional concern with the education and well-being of young children; therefore, I am anticipating the opportunity to work with you on this matter. The survey will consist of a checklist and should not entail more than one hour of your time.

Sincerely yours,

Mrs. E. J.

APPENDIX B

CHECKLIST

1. Name of facility: _____
2. Address of facility: _____
3. Name of administrator or person in charge: _____
4. Date facility was established: _____
5. Brief description of exterior premises: _____

6. Total size of lot: _____ sq. ft.

Total size of building: _____ sq. ft.

7. Kind of preschool facility:

_____ Child care center

_____ Church-sponsored kindergarten

_____ Church-sponsored nursery

_____ Day nursery

_____ Parent-cooperative group

_____ Private kindergarten

_____ Private nursery school

_____ School-affiliated preschool group

_____ Other preschool group

8. Hours of operation:

_____ Half day, from _____ a.m. to _____ a.m. _____ p.m. to _____ p.m.

_____ Full day, from _____ a.m. to _____ a.m. _____ p.m. to _____ p.m.

_____ Children cared for by the hour (not enrolled regularly)

9. Number of children enrolled according to age groups and number of days per week:

| <u>2 days per week</u> | <u>Age</u> | <u>Full day</u> | <u>Half day</u> |
|------------------------|-----------------|-----------------|------------------|
| | ____ 2. | _____ | _____ |
| | ____ 3. | _____ | _____ |
| | ____ 4. | _____ | _____ |
| | ____ 5. | _____ | _____ |
| | | | |
| 3 days per week | ____ 2. | _____ | _____ |
| | ____ 3. | _____ | _____ |
| | ____ 4. | _____ | _____ |
| | ____ 5. | _____ | _____ |
| | | | |
| 5 days per week | ____ 2. | _____ | _____ |
| | ____ 3. | _____ | _____ |
| | ____ 4. | _____ | _____ |
| | ____ 5. | _____ | _____ |
| | | | |
| 6 days per week | ____ 2. | _____ | _____ |
| | ____ 3. | _____ | _____ |
| | ____ 4. | _____ | _____ |
| | ____ 5. | _____ | _____ |
| | | | |
| 10. Tuition cost: | <u>Half day</u> | <u>Full day</u> | <u>Per month</u> |
| 2 days per week | \$ _____ | \$ _____ | \$ _____ |
| 3 days per week | \$ _____ | \$ _____ | \$ _____ |

| | | | |
|--------------------|----------|----------|----------|
| 5 days per week | \$ _____ | \$ _____ | \$ _____ |
| 8 hour child care | | \$ _____ | \$ _____ |
| 10 hour child care | | \$ _____ | \$ _____ |

Hourly child care rate \$ _____

PHYSICAL PLANT CHECKLIST

Building:

_____ Basement playroom

_____ One story (above ground)

_____ Split level

_____ Two stories (above ground)

Type of Heating:

_____ Central air-conditioning

_____ Floor furnace

_____ Forced air

_____ Radiators

_____ Room air-conditioning

_____ Wall furnace

Light and Ventilation:

Windows:

| <u>Style</u> | <u>Number</u> | <u>Location</u> | <u>Height from floor</u> | <u>Approximate Size</u> |
|--------------|---------------|------------------|--------------------------|-------------------------|
| _____ | _____ | bathroom | _____ inches | _____ W by _____ H |
| _____ | _____ | isolation room | _____ inches | _____ W by _____ H |
| _____ | _____ | kitchen | _____ inches | _____ W by _____ H |
| _____ | _____ | office | _____ inches | _____ W by _____ H |
| _____ | _____ | playroom | _____ inches | _____ W by _____ H |
| _____ | _____ | teacher's lounge | _____ inches | _____ W by _____ H |

Explanation of Window Style Code

| <u>Type of Window</u> | <u>Wood</u> | <u>Aluminum</u> | <u>Steel</u> |
|-----------------------|-------------|-----------------|--------------|
| Jalousie | A | B | C |
| Single hung | D | E | F |
| Double hung | G | H | I |
| Single slide | J | K | L |
| Double slide | M | N | O |
| Part ventilating | P | Q | R |

Electric Lighting:

_____ Ceiling fixtures

_____ Floor

_____ Florescent

_____ Wall

_____ Other

Walls:

| <u>Location</u> | <u>Composition</u> | <u>Painted</u> | <u>Papered</u> | <u>Varnished</u> | <u>Prefab</u> |
|-----------------|--------------------|----------------|----------------|------------------|---------------|
| _____ | acoustical | _____ | _____ | _____ | _____ |
| _____ | brick | _____ | _____ | _____ | _____ |
| _____ | ceramic tile | _____ | _____ | _____ | _____ |
| _____ | Concrete block | _____ | _____ | _____ | _____ |
| _____ | dry well | _____ | _____ | _____ | _____ |
| _____ | plaster | _____ | _____ | _____ | _____ |
| _____ | poured concrete | _____ | _____ | _____ | _____ |
| _____ | plastic panels | _____ | _____ | _____ | _____ |
| _____ | plastic tile | _____ | _____ | _____ | _____ |
| _____ | wood panels | _____ | _____ | _____ | _____ |
| _____ | other | _____ | _____ | _____ | _____ |

Ceiling:

| <u>Location</u> | <u>Composition</u> | <u>Painted</u> | <u>Papered</u> | <u>Varnished</u> | <u>Prefab</u> |
|-----------------|--------------------|----------------|----------------|------------------|---------------|
| _____ | acoustical | _____ | _____ | _____ | _____ |
| _____ | dry wall | _____ | _____ | _____ | _____ |
| _____ | fiberglas | _____ | _____ | _____ | _____ |
| _____ | plaster | _____ | _____ | _____ | _____ |
| _____ | wood | _____ | _____ | _____ | _____ |
| _____ | other | _____ | _____ | _____ | _____ |

Floors:

| <u>Location</u> | <u>Composition</u> | <u>Painted</u> | <u>Papered</u> | <u>Varnished</u> | <u>Prefab</u> |
|-----------------|--------------------|----------------|----------------|------------------|---------------|
| _____ | asphalt tile | _____ | _____ | _____ | _____ |
| _____ | carpet | _____ | _____ | _____ | _____ |
| _____ | ceramic tile | _____ | _____ | _____ | _____ |
| _____ | concrete | _____ | _____ | _____ | _____ |
| _____ | hardwood | _____ | _____ | _____ | _____ |
| _____ | large rug | _____ | _____ | _____ | _____ |
| _____ | linoleum | _____ | _____ | _____ | _____ |
| _____ | parquet | _____ | _____ | _____ | _____ |
| _____ | rubber tile | _____ | _____ | _____ | _____ |
| _____ | vinyl tile | _____ | _____ | _____ | _____ |
| _____ | other | _____ | _____ | _____ | _____ |

Office space and equipment:

_____ adding machine
_____ bookcase or shelves
_____ chairs
_____ desk
_____ duplicator
_____ filing cabinet
_____ paper cutter
_____ pencil sharpener
_____ safe
_____ separate room
_____ telephone
_____ typewriter
_____ wall clock
_____ other

Office supplies:

_____ carbon paper
_____ compass
_____ envelopes
_____ felt tip markers
_____ paper
_____ paper clips
_____ pencils

_____ pens
_____ ruler
_____ scissors
_____ stapler and staples
_____ tape dispenser

Conference room:

_____ approximate size
_____ chairs
_____ desk
_____ table

Observation room:

_____ approximate size
_____ chairs
_____ desks
_____ one way seeing glass

Room for staff:

_____ adult rest room
_____ approximate size
_____ chairs
_____ daybed or couch
_____ lockers or closet for personal belongings
_____ mirror
_____ reading light
_____ table or desk
_____ writing light

Isolation room:

_____ approximate size
 _____ chairs
 _____ cot or small bed
 _____ easily accessible to a toilet and lavatory
 _____ location

Lavatory facilities for children:

| | Small | Medium | Large |
|------------------------------------|-------|--------|-------|
| Number of flush toilets | _____ | _____ | _____ |
| Number of individual hooks | _____ | _____ | _____ |
| Number of rods | _____ | _____ | _____ |
| Number of running water lavatories | _____ | _____ | _____ |
| Number of shelves | _____ | _____ | _____ |
| Paper cup dispenser | _____ | | |
| Paper towel dispenser | _____ | | |

Kitchen:

_____ approximate size
 _____ automatic dishwasher
 _____ counter work surfaces:
 _____ ceramic tile _____ linoleum _____ wood
 _____ Formica _____ plastic
 _____ deep fryer
 _____ delivery door
 _____ double bowl sink, _____ with spray, _____ porcelain, _____ stainless

_____ electric can opener
 _____ electric carving knife
 _____ electric coffee maker, _____ cup capacity
 _____ electric juicer
 _____ electric mixer
 _____ electric slicer
 _____ electric stove, _____ burners
 _____ food cart
 _____ food chopper
 _____ freezer, _____ lb. capacity, _____ doors, _____ chest, _____ upright
 _____ frostless
 _____ garbage disposal
 _____ gas stove, _____ burners
 _____ pantry or storage closet
 _____ range hood with vent fan
 _____ refrigerator, _____ lb. capacity, _____ doors, _____ frostless,
 _____ freezer
 _____ single bowl sink, _____ with spray, _____ porcelain, _____ stainless
 _____ toaster, _____ slice capacity
 _____ steam table
 Location of kitchen _____

Indoor Play Space:

_____ approximate square feet

_____ closed storage

_____ drinking fountain

_____ individual children's lockers, location _____

Area interest centers:

_____ blocks

_____ books

_____ creative materials

_____ doll play

_____ music

_____ puzzles and manipulative toys

_____ shape

_____ shelf storage

_____ water supply

Outdoor Play Space: _____ approximate square feet

Kind of fence:

_____ chain link

_____ picket

_____ wire

_____ other

Kind of terrain:

_____ mostly level

_____ rocky
 _____ slightly hilly
 _____ steep incline

Kind of surfaces:

_____ asphalt
 _____ cement
 _____ grass
 _____ sand
 _____ tanbark
 _____ other

Location:

_____ direct door to play room, _____ number of stairs
 _____ direct door to rest room, _____ number of stairs
 _____ outside drinking fountain
 _____ outside water faucet

Shaded area:

_____ covered area
 _____ protected from wind
 _____ shrubs, _____ large, _____ medium, _____ small
 _____ trees, _____ large, _____ medium, _____ small

Storage area:

_____ shelter for large wheel toys
 _____ shelter for sand box
 _____ shelter for small equipment
 _____ other

INDOOR CHECKLIST

Teaching equipment:

| | |
|------------------------|--------------------------|
| _____ abacus | _____ overhead projector |
| _____ blackboard | _____ phonograph |
| _____ bulletin board | _____ piano |
| _____ flannel board | _____ radio |
| _____ flash cards | _____ slide |
| _____ magnetic board | _____ tape recorder |
| _____ movie projector | _____ teaching games |
| _____ movie screen | _____ other |
| _____ opaque projector | |

Play equipment:

| | |
|-------------------------|-------------------------------|
| _____ balance boards | _____ kitchen table and chair |
| _____ carpenter bench | _____ play refrigerator |
| _____ chest of drawers | _____ play sink |
| _____ doll bed | _____ play stove |
| _____ doll carriage | _____ rocking boat |
| _____ doll cradle | _____ rocking chair |
| _____ dresser or vanity | _____ toy shelves |
| _____ easels | _____ tunnel |
| _____ kitchen cabinet | |

Other equipment:

_____ book rack

_____ chairs

_____ all metal _____ all wood _____ folding _____ stacking

_____ metal frames _____ various sizes _____ wood seats and
backs

_____ cots

_____ drying rack

_____ screens, (low dividers)

_____ tables

_____ Formica top _____ masonite or wood top _____ other top

_____ various sizes

_____ wall clock

_____ waste basket

Indoor Materials:

_____ airplanes

_____ dolls

_____ art paper

_____ dress up clothes

_____ barn

_____ easel paints and brushes

_____ beads

_____ finger paints

_____ bean bags

_____ fire trucks

_____ blocks (varied)

_____ gas station

_____ cars

_____ globe

_____ clay

_____ ironing board

_____ colored chalk

_____ magnet

_____ crayons

_____ magnifying glass

| | |
|-----------------------------|----------------------------|
| _____ manipulative toys | _____ Play mop |
| _____ musical instruments | _____ play tools |
| _____ paste | _____ puzzles |
| _____ peg boards | _____ scissors |
| _____ pencils | _____ play telephone |
| _____ plants | _____ toy animals |
| _____ play broom | _____ train |
| _____ play cooking utensils | _____ trucks |
| _____ play dishes | _____ woodworking supplies |
| _____ play dough | _____ work books |
| _____ play irons | _____ other |

OUTDOOR CHECKLIST

Outdoor Equipment:

| | |
|--------------------------|--------------------|
| _____ boards | _____ saw horses |
| _____ climbing apparatus | _____ slides |
| _____ hollow barrels | _____ swings |
| _____ hollow blocks | _____ tricycles |
| _____ kiddie car | _____ wagon |
| _____ low benches | _____ waste basket |
| _____ rocking boat | _____ water table |
| _____ sand box | |

Outdoor Play Materials:

| | |
|-------------|------------------|
| _____ balls | _____ play boats |
|-------------|------------------|

_____ ropes

_____ sand toys

_____ sprinkling cans

Pets:

_____ birds

_____ cat

_____ dog

_____ fish

_____ trampoline

_____ other

_____ hamster

_____ rabbit

_____ turtle

_____ other

PROGRAM CHECKLIST

Request a sample copy of a daily schedule.

1. Daily activities:

_____ morning inspection

_____ outside play

_____ indoor play

_____ toileting

_____ nap

_____ snacks

_____ meals

2. Field trips:

3. Parent education program:

4. Seasonal or occasional activities:

PERSONNEL CHECKLIST

_____ Director or Persons in Charge _____

Number of teachers in each group:

_____ for 2 year old children, number of teaching days per week _____

_____ for 3 year old children, number of teaching days per week _____

_____ for 4 year old children, number of teaching days per week _____

_____ for 5 year old children, number of teaching days per week _____

Education and experience of teachers:

_____ high school graduate _____ years of paid experience with preschool child

_____ college 1 year _____ years of paid experience with preschool child

_____ college 2 years _____ years of paid experience with preschool child

_____ college 3 years _____ years of paid experience with preschool child

_____ college 4 years _____ years of paid experience with preschool child

_____ master's degree _____ years of paid experience with preschool child

_____ other _____ years of paid experience with preschool child

Other Staff Members:

_____ clerical

_____ physician

_____ cook

_____ psychiatrist

_____ dentist

_____ psychologist

_____ housekeeper

_____ social workers

_____ janitor

_____ other

_____ kitchen aide

_____ number of assistants or aides

_____ nurse

_____ nutritionist

HUMAN INTEREST QUESTIONS

1. How did you get started in this work?
2. What are the satisfactions of your work?
3. What would you tell a person who is interested in starting a preschool facility?
4. What are some of the problems in your work?
5. Do you have a larger list of applicants than you can presently accommodate?
How do you make your selection?

APPENDIX C

TABLE 1

1969 ENROLLMENT JOPLIN PAROCHIAL AND PRIVATE KINDERGARTENS

| Kindergarten | Spring Term |
|--------------|-------------|
| A | 49 |
| B | 41 |
| C* | 25* |
| D | 111 |
| E | 78 |
| F | 29 |
| G | 14 |
| H | 37 |
| I* | 18* |
| Totals | 402 |

*These kindergartens did not participate in the survey, however, the totals were obtained by telephone.

TABLE 2

1969 ENROLLMENT JOPLIN NURSERY SCHOOL AND DAY CARE FACILITIES

| Facility | | Spring Term | 3 Yr. Old | 4 Yr. Old |
|----------|----|-------------|-----------|-----------|
| | J* | 12* | 6* | 6* |
| | K | 27 | 12 | 15 |
| | L* | 20* | 10* | 10* |
| | M | 31 | 15 | 16 |
| | N | 28 | 12 | 16 |
| Totals | 5 | 118 | 55 | 63 |

*These facilities did not participate in the survey, however, these totals were obtained by telephone.

TABLE 3

KINDERGARTEN TOILET FACILITIES

| Kindergarten | Adjoining | | Separate Boys-Girls | Total Number and Size of Lavatory | | | Total Number and Size of Commode | | | Number of Pupils in Largest Class | Fixtures Needed for Rec. Specifications |
|--------------|-----------|-----------|------------------------|--------------------------------------|------|-------|-------------------------------------|------|-------|--------------------------------------|--|
| | Play-room | Play-grd. | | Sm. | Med. | Adult | Sm. | Med. | Adult | | |
| A | No | No | Yes | 1 | | 4 | 1 | | 4 | 26 | 1 lavatory |
| B | Yes | No | Yes | | | 2 | | | 2 | 21 | |
| D | Yes | No | No | 2 | | | 2 | | | 30 | 2 lavatories; 2 toilets |
| E | No | No | Yes | | | 3 | | | 6 | 39 | 1 lavatory |
| F | Yes | No | No | | | 1 | | | 1 | 29 | 2 lavatories; 2 toilets |
| G | No | No | Yes | | | 2 | | | 4 | 14 | |
| H | No | No | Yes | | | 2 | | | 2 | 21 | |

TABLE 4
SIZE OF KINDERGARTEN ROOM AND SPACE PER CHILD

| Kindergarten | Size of Playroom (Approximate) | Total Sq. Ft. | Largest No. Pupils in Room | Sq. Ft. Per Child Based Upon | | | Difference In Total Number of Sq. Ft. Required to Meet Recommended Minimum Standards* |
|--------------|-----------------------------------|---------------|-------------------------------|---------------------------------|--------------|--------------|---|
| | | | | Largest Class | 20 Pupils | 25 Pupils | |
| A | 54 x 17 | 918 | 26 | 35.3 | 45.9 | 36.72 | + 118 Sq. Ft. |
| B | 24 x 26 | 624 | 21 | 29 | 31.2 | 24.95 | - 176 Sq. Ft. |
| D | 60 x 16 | 960 | 30 | 32 | 48 | 38.4 | + 160 Sq. Ft. |
| E | 31½ x 22 | 693 | 24 | 28.8 | 34.65 | 27.72 | - 107 Sq. Ft. |
| F | 30 x 20 | 600 | 29 | 20.68 | 30 | 24 | - 200 Sq. Ft. |
| G | 50 x 30 | 1500 | 14 | 107.15 | 75 | 60 | + 700 Sq. Ft. |
| H | 45 x 25 | 1125 | 21 | 53.57 | 56.25 | 45 | + 325 Sq. Ft. |

* (Number of Pupils) 20 x 40 (Minimum Sq. Ft. Per Child) = 800 Sq. Ft.

TABLE 5
SIZE OF GROUP AND NUMBER OF TEACHERS AND ASSISTANTS

| Kindergarten | Number of Pupils Enrolled in Each Class | | | | Number of Teachers In Each Class | | | | Number of Assistants In Each Class | | | | Number of Students Exceeding Recommended 25% |
|--------------|---|----|-----------|----|----------------------------------|---|-----------|---|------------------------------------|---|-----------|---|--|
| | Morning | | Afternoon | | Morning | | Afternoon | | Morning | | Afternoon | | |
| | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | |
| A | 26 | | 23 | | 1 | | 1 | | 1 | | 1 | | 0 |
| B | 21 | | 20 | | 1 | | 1 | | | | | | 0 |
| D | 30 | 30 | 26 | 25 | 1 | 1 | 1 | 1 | | | | | 11 |
| E | 24 | 15 | 24 | 15 | 1 | 1 | 1 | 1 | | | | | 0 |
| F | 29 | | | | 1 | | | | 2/5 | | | | 4* |
| G | 14 | | | | 1 | | | | | | | | 0 |
| H | 21 | 16 | | | 1 | | 1 | | | | 1 | | 0 |

*This figure is the excess for 3/5 of the total time per day.

APPENDIX D

RECOMMENDED EQUIPMENT LIST

Recommended equipment copied in part from pages 9 and 10 in Kindergarten A Year of Becoming issued by the Missouri State Department of Education in 1968.

Manipulative Equipment (well made, sturdy, large and durable)

- abacus
- beads
- bean bags
- boats, cars, trains, trucks (wooden)
- cash register
- construction toys (Lincoln logs, rig-a-jig, shapies, etc.)
- dominoes - blocks and picture
- lotto games
- peg boards
- planes
- puzzles - various degrees of difficulty
- puzzle case
- rubber animals and people
- table blocks
- thermometer (adjustable)
- scale
- wooden animals and people

Playhouse Equipment (all child, not doll size)

- baby buggy
- bed
- chest of drawers - $2\frac{1}{2}$ to 3 feet high
- cookie cutters
- cradle
- cupboard
- dishes, cutlery, pots and pans
- dolls
- dresser or dressing table
- dress up chest and clothes
- ironing board and iron
- market basket on wheels
- mirror - full length
- refrigerator
- rocking chair
- rolling pins

sink, work counter and shelves
stove
sweeping supplies - brooms and dustpans
table and four chairs
telephones

Science Equipment

animal cages - wood or chickenwire for large animals - box with
screenwire for small animals
aquarium - 5, 8, 10 gallon - securely mounted
compass
electrical equipment - such as batteries, buzzers, for experimenting
flowerpots
globe
insect cages
magnets - bar and horseshoe
magnifying glass
maps
prisms
terrarium or large glass jar
thermometer - indoor and outdoor
trays and jars for indoor gardens and plants
water play tray

A SURVEY OF THE CHILD DAY CARE FACILITIES
AND KINDERGARTENS IN JOPLIN, MISSOURI

by

EVELYN MARY FOERSTER JACKSON

B. S. , University of Maryland, 1943

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

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1970

Recent research has focused on the importance of the early years in the education of young children. This study presents findings from a survey of preschool facilities and programs in Joplin, Missouri. At present there are no public school kindergartens in this city of approximately 39,000. In 1967 the Missouri legislature enacted a bill permitting kindergarten education to become a legal and integral part of public education in the state, funded on the same basis as other grades. A proposal to establish a kindergarten program in Joplin failed to receive the necessary two-thirds majority in an election in November, 1968. Since public school programs were not provided, a study of private programs for young children was made.

All persons or groups providing programs for preschool children were contacted by letter to ask cooperation. A week later follow-up telephone calls were made to answer questions, explain the survey, and ask for appointments for personal visits. Three persons contacted chose not to take part in the survey. Seven private kindergartens, one nursery school and two day care facilities in Joplin were included in the survey.

Data revealed that 52 per cent of the five-year-old population received kindergarten experience during 1968-1969, and approximately 17 per cent of the three- and four-year-olds were in some private facility for all or part of the day.

Facilities and equipment were quite different in kind and adequacy. None of the kindergartens completely met standards recommended by the new guide issued by the Missouri Department of Education. Kindergartens

lacked much of the equipment recommended for science, woodworking, and housekeeping activities; the variety of manipulative toys and playground apparatus deemed essential for aiding in small and large motor development of children this age was quite inadequate.

The staff and program for meeting the special needs of kindergarten children varied widely. Special skills and training are needed for teachers of young children. Moving kindergarten education to public schools which would require certified teachers might insure that all children in the Joplin district would be exposed to better programs.

The Joplin day care and nursery schools which participated in the survey were assessed according to minimum recommendations set forth by the State Department of Public Health and Welfare which is in charge of licensing. All facilities were privately owned and operated, and were in good residential neighborhoods. None met the total requirements recommended.

Responses to five human interest questions revealed that most teachers believed kindergarten should be a part of the public school system. Need for more adult assistants, more and better equipment, and improved facilities was expressed. Teachers thought lack of discipline and emotional problems of the children were important areas of concern. The public needs more understanding of the importance of the early years in the education of young children, according to these teachers.