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Evaluative criteria for preschool

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EVALUATIVE CRITERIA FOR PRESCHOOL

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CHAPTER I

INTRODUCTION

Statement of the Problem.-- The purpose of this study is to develop an evaluative criteria for preschools. Numerous authorities were consulted to determine the items necessary for inclusion in a comprehensive criteria. These items were then categorized as follows: physical facilities, play equipment and materials, staff, administration, and program.

Justification of the Problem.-- Preschools have made rapid educational progress during the past twenty-five years. To the writers' knowledge, there are no evaluative criteria in this field of education. In the secondary and elementary school areas, however, excellent evaluative criteria have been compiled. The writers wish to bring the evaluative criteria downward into the preschool field.

The criteria are an amalgamation and consolidation of accepted principles and procedures to be stated in specific terms, and can be used by means of a simple check system to serve as an evaluative device by schools which serve the two- to five-year-old child.

The rapid growth in the preschool area has been phenomenal. The past years have indicated a need for preschools and a
desire for preschools. In 1940, according to Read, 1/ five per cent of two-to-five-year olds were enrolled in nursery schools of various types. It is difficult to determine if an all inclusive survey has been made in the field since it is almost impossible to estimate the number of nursery schools now existing in the country and the percentage of children enrolled in these schools. Several surveys have been attempted but were inadequate due to the limited coverage of schools.

This study has been made in an effort to standardize some of the most pertinent factors necessary for the effective operation of a preschool. It has been based on research in the field of early childhood education, experience in preschool teaching area, and the experience of a parent of children who attended nursery school. Read 2/ also states:

"Surveys of nursery schools similar to the ones sponsored by the White House Conference on Child Health and Protection in 1930, indicated great differences existing in regard to the training and number of staff members, the physical facilities and equipment provided, the length of school day, health care, and educational program in the types of schools investigated.

Apparently all that these schools had in common was that they enrolled children under five years of age. What they did for or with them was left to the judgement and ability of the person in charge, a situation not without its dangers, particularly in the private nursery schools."

It is evident that no one instrument can be used by all schools. It is also evident that a school cannot be evaluated

solely on the basis of any one of the following categories: physical facilities, play equipment and materials, staff, administration, and program. The total picture is needed to make a constructive evaluation. It is apparent that a definite prescribed minimum standard should be met by the schools in these categories. It is desired that a school should surpass the minimum standards or strive to attain excellence in all of these areas. A school must also be evaluated on numerous intangible evidences of consideration of the best in early childhood education as set down by recognized authorities in the field.

Definition of terms.— For the purposes of this study the term "preschool" shall be used to mean any school which fulfills the following specifications as stated by the Subcommittee on Day Care Standards and Licensing Procedures which excerpts from the General Laws of the Commonwealth of Massachusetts as follows:

"... 'Agency giving day care to children' shall mean and include any institution or place, whether known as a day nursery, nursery school, kindergarten, child play school, progressive school or pre-school, or under any other name, except a Sunday school conducted by a church, not conducted by the commonwealth or any city or town, which, for compensation or otherwise, received for temporary custody, with or without stated educational purposes, during part or all of the day apart from their parents,

\[\text{Subcommittee on Day Care Standards and Licensing Procedures,}\]
\[\text{"Recommended Minimum and Preferred Standards For Agencies Giving Day Care To Children Under Seven Years of Age." Massachusetts Department of Public Health, 1952, p. 1.}\]
and elsewhere than at the home of one or more of them during part or all of the day."

The term "evaluative criteria" shall be used to mean an amalgamation and appraisal of accepted standards, principles, and procedures.

Limitations of the study.-- The practical experience of the writers has been confined to the Metropolitan Boston Area. However, the study has been based on the requirements of local authorities, state agencies, consultation with professional literature covering the preschool area on a nationwide basis, and personal contact with administrators, teachers, educators, and officials.

An extensive survey has been made of the published materials and requirements in the preschool area throughout the country and with minor adaptations, these evaluative criteria can be adapted for use by any preschool. Another factor which influenced the study is the wide divergence in the types of schools available for the preschool child, and the auspices under which the school is sponsored. Even though a school is licensed by the proper authorities, standards vary from town to town, city to city, and state to state due to the fact that the responsibility is placed directly on the local boards of health in many instances, and in other cases, a central state agency.
A relaxed, happy group of children is the best index of a good preschool. The children in this age group deserve as much if not more consideration than any other age level. It is hoped that this study will add to the growing body of knowledge of the preschool movement by enumerating points which should be included in almost every preschool without exception.

A concerted effort is being made on the part of many organizations on a national and local level to raise standards and enforce these standards. Their awareness of the problem, and the work that has been done by organized groups has brought the problem into the limelight.
CHAPTER II

REVIEW OF RESEARCH

The development of evaluative criteria for preschools necessitates the use of a checklist providing specific items which allow uniformity of interpretation by persons using the checklist. A well planned nursery school promotes the physical, mental, emotional, and social development of the child. Age restrictions, regular sessions, definite programs, good teachers, and appropriate equipment are necessary for a good nursery school program. An effort has been made to retain the spirit of the informal atmosphere which should be present in a good preschool.

Research related to Physical Facilities.-- The building itself deserves careful consideration. Wise planning in remodelling an older structure and in planning a newer building are prime considerations. If the purposes of the school are to be served most effectively, extra time spent in such planning will resolve many problems of health, safety, comfort and wise programming. Read 1 believes that not even the best of teachers can compensate for a poorly planned building or a lack of

adequate equipment. Foster and Mattson state that one of the greatest differences between the traditional school and the nursery school is that of the physical setup and equipment. They also emphasize the fact that due to the dual nature of the nursery school, combining the features of both the home and school, it takes on characteristics of both.

Moustakas and Berson indicate the inadequacy of planning and the effect on the child:

"In a school where rooms are safe, sanitary conditions sound, and play areas well planned and suitable, teacher and children can have a far more relaxed time as they spend their days together. The teacher can give children maximum encouragement in physical activities with only a minimum of caution and precaution. Where physical conditions are makeshift - as unfortunately is true of many schools for young children - the teacher must give constant warnings to children, forbidding certain types of play and promoting activities solely because they are "safe" within the narrow confines of the playroom, rather than a challenge to children."

If the playrooms are located on the ground floor, the outdoor play area should open directly off of these rooms. If the school quarters are on the second floor or above, "there should be a minimum of two exits which shall include an exterior steel fire escape."

3/Subcommittees on Day Care Standards and Licensing Procedures, op. cit., p. 15.
Relative to the buildings and play areas Neterer makes the following points:

"Rooms on the ground floor of a fireproof building, preferably in a residential section and away from a main highway.

Outdoor play space that allows from seventy-five to two hundred square feet per child depending upon age, adjustment and amount of time the children spend out of doors. This space should be fenced and free from dust, partly surfaced with a fairly hard material and partly with sod. It needs sunny and shady areas and a covered area for play in inclement weather. It should have permanent play equipment reasonably close to indoor play space and outdoor storage and so arranged that a large open space is left free."

Indoor usable floor space should provide a minimum of thirty-five square feet per child according to Neterer.

As many older buildings are used to house preschools, careful planning must go into the actual setup of the playroom. If radiators or fireplaces are present, they should be properly covered. The floors and walls should be cleaned often, therefore they should be of durable material which can easily stand up to countless scrubbings. Dull drab colors are not conducive to a happy group of children. Painting contractors have done considerable experimentation in the use of colors in classrooms. A pleasant atmosphere in the playroom with bright sunny colors will lead to a more relaxed group of children.


2/Loc. cit.
The requirements for the preschool vary throughout the country. In Massachusetts, the responsibility for licensing is placed directly on the local boards of health. The issuing of a license presupposes the fulfillment of the requirements of the Massachusetts Department of Public Safety, and local requirements pertaining to school houses as, for example, requirements pertaining to fire protection, egress and wiring. \(^1\)

The Subcommittee on Day Care Standards and Licensing Procedures \(^2\) which excerpts from the General Laws of The Commonwealth of Massachusetts as follows:

"Housing of any agency giving day care to children shall meet all the requirements of the Massachusetts Department of Public Health and local requirements pertaining to sanitation as, for example, requirements pertaining to water supply and food disposal. If municipal water supply and/or sewerage disposal systems are not used, the water supply and sewerage disposal facilities shall be approved by the Massachusetts Department of Public Health. Housing shall be open without notice by the local board of health or its authorized representatives."

Another requirement is that all housing shall meet the specifications of local zoning and building construction regulations. As the nationwide methods of licensing preschools vary, local laws must be investigated to determine if the preschool is properly licensed.

\(^1\)Subcommittee on Day Care Standards and Licensing Procedures, op. cit., p. 12.

\(^2\)Loc. cit.
Consultation with professionals in the appropriate areas as, for example, safety engineers and heating consultants, would result in wise planning and an eventual saving in time, effort and money expended by the school. Neterer states that "a first requirement for nursery school and kindergarten rooms is a happy physical environment with plenty of space, light, air, companions, a joyous teacher, and an opportunity to explore and experiment." Good, well-trained professional help should enable the school to gain these ends.

Research related to Play Materials and Equipment. -- Numerous lists of play equipment and materials are made available by appropriate professional and government agencies. In addition, almost every book that has been published in the area of early childhood education contains lists of equipment and material, and suggestions for their proper use. The physical facilities and the needs of a particular preschool should be studied carefully before making a selection. It seems unnecessary to include a detailed list here. Harper aptly describes the variety of play equipment and materials as follows:

"In general, nursery equipment should include locomotor toys, boxes, blocks, crates, climbing and pulling equipment. Smaller equipment includes furnishings for house play, costumes, etc. Manipulative equipment, finger dexterity toys - paints, clay, a variety of small creative materials such as crayons,

paste, etc., are essential to the development of creative activity. Carpentry equipment is extremely desirable for the older age groups. Books and musical equipment vary in type for age groups, but are essential for all programs. The choice of play materials is important because it is through play that the child develops motor and language control, channels self-expression into a constructive outlet, gains satisfaction and self-respect in tangible accomplishment. The educational value of the equipment will be affected by teaching methods, but lack of proper equipment cannot be overcome by the highest caliber of teaching."

Chairs and tables should be scaled to the child's size. Furniture should be sturdily constructed and mobile. It would be wise to provide a variety in the furnishings. As rest and sleep are an important part of the daily routine in a preschool, provision should be made for cots, or sleeping mats for each child.

In the era which is about to unfold, emphasis will be on the sciences. Many concepts can be explored by the children in preschools. A vast number of materials should be made available for use and experimentation by the child himself. Children are fascinated by experiments with light, water, sound, and electricity. The proper explanation of principles involved in these areas can do much to foster the natural curiosity of the young. Emphasis should be placed on encouraging the "scientific approach."

The furniture in the "library corner" should be of a different variety than the rest of the furnishings. This corner should be pleasant, well lighted and so situated as to encourage its frequent use by the children.
Research related to Staff.-- Tangible facts can easily lead to an adequate checking and evaluation of the physical facilities, play equipment and materials, and the administration. The areas of programming and staffing need more thought and consideration. It is not easy to pinpoint an effective teacher or program. The requirements of the teaching staff vary from school to school. A teacher in a laboratory school would need an excellent background in research and scientific methods. Whereas, a teacher in a small private school would not necessarily be required to be proficient in these areas. What is an adequate measure of a good teacher?

In general, the professional staffing of the nursery school may be categorized as follows: administrative, medical, and the teaching. The ideal situation would be one in which the school was serviced by a capable, efficient, well-qualified director; clerical help in sufficient numbers to maintain a smooth running institution; maintenance workers to keep the school clean, sanitary and safe; a pediatrician available for daily visits; a registered nurse on duty at all times; a psychiatrist available for consultation by the parents, and to serve as an aid to the teaching staff; a social worker who will act as a liaison between the home and the school; a dietician to supervise the buying and preparation of food; kitchen help to prepare the food and clean the kitchen area; a head teacher who has a broad background in the area of early childhood education plus successful teaching experience;
assistant teachers who are either student teachers or similarly qualified in the preschool area; parents who are able and willing to cooperate with the school for the mutual benefit of all; resource centers with which the school is affiliated.

Economically, such an ideal setup would only be available with more than abundant funds. It is not necessary for a good school to have all this help, but it is necessary for a good school to have an administration which is able to utilize the funds available to obtain sufficient help to staff the school to meet its stated policy, and the needs of the children. It is necessary to know the auspices under which the school is conducted, thus enabling a better understanding of the function of the particular school. The trend in preschool education as of the present date has been to accept either one or more children who are handicapped in some way. Yet, the child's particular problem and placement needs careful analysis on the part of the parents and staff. Read says, "children who have outstanding problems of adjustment require more staff time than those who present fewer behavior difficulties." When such a problem arises, if a psychiatrist is not on the staff, the director should refer the child to a guidance clinic or some other qualified center for aid. Thus, one facet of the lack of staff may be solved competently.

\[\textit{Ibid. cit., p. 46.}\]
The Director should be a person of high calibre who has a sincere interest in children and adults alike. Educational requirements differ greatly. The minimum requirement according to professional educators is that the Director be a college trained person in the area of early childhood education with a Master's Degree or better. Actually, in operation, the director of the small private school assumes many responsibilities. He, or she, may do the clerical work, daily health inspections, teaching, cleaning, and/or many other duties. None of these tasks should interfere with the primary purpose of Director, which is to run the school capably, seeing that the needs of the children are always foremost. Again, Read 1/ states:

"The nature and function of the particular school determine the professional staff needed. In a large nursery school associated with a research institute or university department, specialized services in addition to those of the teachers may be given by physician, psychometrist, dietician, psychiatrist, parent educator, and nurse. In smaller schools, a well trained nursery school teacher may assume responsibility for all save medical services given to the children and parents."

The program of the school is seriously affected if staffing is inadequate. The point to keep in mind at all times is the well being of the children in the school.

Professional improvement may be fostered by friendly relations with other preschools, attending professional organizations and

expecting the attendance of the staff at a minimum number of such meetings. Other methods of improving the status of the staff would be to encourage in-service training of the teachers, frequent staff meetings to discuss methods and policies, and the exchange of professional books and periodicals. Undoubtedly the most important part of the smooth functioning of the preschool and the successful operation of such a school is the teaching staff. Again, the academic background of the individual teacher is most important and should meet the requirements recognized by professional educators for the particular position in the preschool. Yet, many schools are functioning inadequately and to the detriment of the children cared for by utilizing the services of untrained, inexperienced "teachers." Professional associations such as the National Association for Nursery Education, the Child Welfare League of America and the Association for Childhood Education have done much to make the public aware that the preschool has educational values and needs the services of highly trained personnel. Read 1/ aptly states:

"The academic preparation of nursery school teachers at present ranges all the way from a grammar school education to the degree of Doctor of Philosophy. Special training and experience in teaching young children may be lacking, limited, unfortunate, or adequate. In the absence of standardization, individual nursery school directors generally set up their own requirements."

Harper has expressed the opinion that, "the primary importance of the requirements (State Health Department and Board of Education), is that they indicate the degree to which nursery education has been recognized by state supervisory agencies as a valid form of education, requiring specially trained teachers."

The number of teachers for a specified number of children is also difficult to determine. The two-year-olds require more time and attention from the teacher than any of the other age groups. Read suggests "the number of teachers needed to staff a nursery school adequately depends on the size and arrangement of the buildings and grounds, on the equipment in the school, on the number and ages of the children in the group, on the type of program and on the training and experience of the teachers themselves."

The personality, warmth and sincerity with which the teacher and the rest of the staff approach the children is again a difficult area to pinpoint. Instead of setting down a list of facts which would be difficult to check, it would be advisable to observe the atmosphere in the school. Understanding and warmth should permeate every detail of the program.

Daily medical inspection is necessary to safeguard the

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health of all the children. A registered nurse and a physician should be available at all times. The small school which cannot afford the permanent services of either should have a definitely stated policy in regard to using the services of one or the other on a consulting basis. In the absence of this medical help, a member of the staff can be trained to supervise the daily inspection. This results in a decrease in illness and contagious diseases.

If a child either has or develops a physical, mental or emotional problem, he should be referred to consultants in the appropriate field and constant follow-ups made. Oftentimes, nursing service and medical supervision is made available through the various health departments at no charge to the school. This is a most commendable effort on the part of these agencies to safeguard the health of the children.

The numerous details encountered in the business functioning end of the preschool could be handled most efficiently by a full time secretary, if funds are available. Again, the small school is handicapped by the lack of funds and must solve the problem by hiring a part time secretary, or using the services of some of the parents. As the keeping of records and other routine office work is part of the function of the preschool, it would be best to employ any of the foregoing suggestions.

The safety of the children, and the good health and welfare of the entire school depend a great deal on the maintenance crew.
A clean school, with hazardous equipment and materials is just as dangerous as the sub-standard school. Equipment and materials should be kept in repair at all times. Frequent washing of floors, walls, and furniture is essential and cannot be neglected by the administration.

In summary, every member of the preschool should have the ability and the desire to serve the children to the best of his or her ability and contribute to the total growth and development of the child. The school is only as strong as its weakest member. The Director must assume the responsibility for obtaining well trained personnel, or lacking other than a minimum, must avail the school of every service by adapting it to the needs, thus raising what might be a substandard program, educationally or from the standpoint of health, to that which serves the best interests of the child.

Research related to Administration. -- In organizing a nursery school the first thing to consider is the administrator. What type administrator should a nursery school have? Kellogg feels that if an un intuitive, unfeeling, so called practical administrator makes rules and regulations that are easy for adults to follow but are of little value from the children's point of view, the organization may be too formal and the school will then lack that atmosphere of freedom that is so essential. On the other hand,

if an imaginative person makes the rules, they probably will not be sufficiently concrete, and things will tend to be at sixes and sevens in spite of the apparent organization. Therefore, it is necessary that the organizer be one who understands how to integrate into the over-all planning both the institutional needs of the school and the emotional needs of children.

The well-organized and disorganized nursery school is described as follows by Kellog:1/

"In a well organized school, the buildings and the equipment are maintained in good order, food and supplies are there as needed, the staff members know what they are expected to do, the program is carried out as scheduled, the children's behavior is what it should be; the parents are satisfied, the records are up to date. In a disorganized school just the opposite is true - the building and the equipment show evidence of neglect, substitutions are made for scheduled food and supplies, staff members may be doing the best they can under the circumstances but are working as independent individuals instead of as a coordinated group, the program is not followed, the children are upset, the parents are complaining, and the records are incomplete."

The following aspects of administration will be discussed by the writers; health standards, various opinions among educators concerning parent education and the keeping of records.

As far as health is concerned, it is the opinion of many nursery schools that staff members and children should be admitted only after an examination by a physician. Written

records of findings should be filed at the school. If a child becomes ill his parents should be contacted immediately, and the child should be isolated. A medical cabinet well supplied with all necessary equipment should be handy in the office of the director. All injuries should be reported to the person in charge. Nursery school children should have immunization against small pox, diptheria, pertussis, and tetanus toxoid. Booster doses should be given as prescribed by the physician. Tuberculin tests should be given annually, as well as X-rays for all staff members.

Parent education.— There are many different opinions concerning the amount and type of parent educational work that should be done in nursery schools. Kellogg feels that only incidental teacher help to parents is commendable, and parent education should be left to other agencies for these reasons: teachers have neither the qualifications nor the time to conduct organized parent education; parent groups seldom have the homogeneity needed for group education; when teachers teach both parents and children, relationships become too involved and conflicting.

However Baruch claims that the major aim in parent education becomes that of helping the parent to greater security; any method used should be so used to contribute eventually to this end.


Foster and Mattson 1\cite{Foster_Mattson} say: Parent education to many persons means the organization of definite groups of parents for study and discussion of various topics connected with children. These parent study groups can be a success or failure. A group that is homogenous as to education will have a better chance for success than one that is not. Also, to be successful, a group should have a well trained leader, topics of interest, and a comfortable and attractive meeting place. The meeting should not last more than 90 minutes, and refreshments should be provided. Most groups will sooner or later wish to discuss discipline, sex information, and religious instruction.

**Records.** -- There is one topic that can be depended upon to bring on a heated argument among nursery school workers, and that, according to Foster and Mattson 2\cite{Foster_Mattson}, is a question of what records should be kept on children. Advocates can be found for any type and for any degree of complexity in records. This seems to be a healthy state of affairs. Some schools wish for a single perfect set of record blanks suitable for all nursery schools, but the fact is that such a set cannot be devised. Each nursery school has a group of teachers, a group of children, and a group of parents whose interests and needs differ at least slightly

1\cite{footnote1}
2\cite{footnote2}
from those of every other school.

Records according to Green and Woods, are very time consuming and only those which have value should be considered. In keeping records, consider for whom the record has value: administrator, students, teachers or the child's parents. There are some nursery schools that have a child's case history and developmental record on file before he enters.

Kellog feels that when a child comes to school without any social record or developmental history, he starts in fresh and with a clean slate. He is in a new world; his emotional relationships are being changed, and his behavior will reflect this change. Teachers do not always make good use of records that are given to them to read. They can become prejudiced against parents from reading case histories because they contain so much unpleasant data. Records can prejudice teachers against children. This charge is the most serious against the use of records.

Characteristics of children.-- Wellman says, "The public today accepts the fact that the primary purpose of nursery school

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is to provide an opportunity for children to associate with others of their own age in an environment equipped to meet their needs. A certain amount of daytime group living away from home is beneficial even to the very young." Most authorities agree that the age of two and one half to three years represents the stage of development at which the child can benefit from group life, according to Citizens Committee on Children of New York City. 1 The age of the preschool child is generally considered to be from two through five years old. Characteristics of children in these age groups will be considered here.

Green and Woods 2 aptly state the characteristics of the two-year-olds as follows:

"The two-year old is rapidly losing the proportions of babyhood. He can run, and jump and climb, but is not always sure of his balance. His average height at 24 months is about 34 inches. His average weight is 28 pounds. His average vocabulary is about 250 words. The two-year old speaks in two and three word sentences. He is often negative and says 'no' to suggestions. Nothing holds his attention for long. He goes from one activity to another. He attempts to pull on garments, but needs help in dressing. He is beginning to learn bowel and bladder control. His play is mostly solitary and parallel, but he shows an interest in other children. He establishes more mature contacts with adults than with children.


He treats other children more like objects. More disputes occur at this age than any other. The two-year-old likes to paint, making crude strokes and dots.

He enjoys music, can learn simple songs, and likes to dance or jump to musical accompaniment. He enjoys books and simple familiar stories. He likes to talk about pictures in the book. He piles blocks on top of one another or arranges them in rows on the floor.

He is capable of relaxing at rest time. He can feed himself but still does a great deal of spilling.

The three-year-old is more sure on his feet. His muscular control is becoming more noticeable. At this age, the average height is about 37 inches, the average weight about 31 pounds. Most three-year-olds can undress themselves fairly well and try to dress. If clothing is easy to manage, he can go to the toilet by himself and stay dry.

His vocabulary consists of about 750 words, and he is able to speak in three-and-four word sentences. Three enjoys familiar stories, knows several songs, often sings out of tune, and can’t keep time well.

At three years of age, the child is able to make crude designs and still enjoys painting. He is more cooperative and can play well with one or two other children. He takes more of an interest in people and things around him.

The child at this age likes routine familiar things and is easier to work with than the two-year old.
Four is a very active age. Motor control is usually good; the average height is 40 inches, the average weight about 35 pounds. The four-year-old speaks in four or five word sentences and has a vocabulary of about 1500 words, according to Green and Woods. He is very sociable and enjoys talking; cooperates with other children; and enjoys sharing experiences with them. Yet, he is a braggart and a name caller.

The four-year-old child can dress and undress very easily and usually only needs help with buttons and zippers. He seldom has accidents but does need an occasional reminder to go to the toilet.

At this age, the child is interested in life outside his own little circle of interest as evident in his dramatic play.

The following are the five-year-old characteristics as stated by Gesell:

"...Five is poised and controlled.
...Gross motor activity is well developed at five.
...He is becoming more adept with his hands and likes to lace his shoes, fasten buttons that he can see, sew wool through holes on a card by turning it over.
...Five likes to observe.
...Handedness is usually well established by five.
The five-year-old can identify the hand which he uses for writing.
...Tension outlets are related to pre-sleep activity.
Five is beginning to have fears which may be more extreme at 5½ and 6 years of age, such as fear of certain elements, thunder, hard rain and the dark.


His outstanding fear is that he will be deprived of his mother. He is shy in his approach to people, but he builds up a slow steady relationship which makes five one of the favorite ages of childhood for the adult. Five shows a remarkable memory for past events. Five lives in a here and now world, and his chief interest in the world is limited to his own immediate experiences. Five likes to stay close to home base. Five is that delightful stage when one takes life as it comes. Five shows craving for the standard kindergarten materials. There is nothing better that a five-year-old likes better than being read to. Five is becoming more aware of the rudiments of reading and arithmetic. Five is not communicative about his school life."

Research related to Program.-- The nursery school may consist of a full day session from nine in the morning until three (or later) in the afternoon, or it may comprise only of a morning or afternoon session. The nursery school may be in session five or six days a week, according to the Educational Policies Commission. 1/

Kellog 2/ states: "There are day nurseries that have educational or nursery school programs for the children they care for. This type of school separates children into groups according to ages. Others mix all ages into one group and do not try to accomplish more than to keep the children occupied and off the streets."


A good nursery school program considers the whole child - his physical, mental and social welfare. Certain specifications should be included in a good nursery school program, according to Green and Woods 1: "For the child's physical growth, preventive and remedial health measures, balanced diet, good health habits, outdoor activity, rest and sleep periods, active play balanced by quiet activity to prevent fatigue and over stimulation."

Green and Woods 2/continuing further feel that nursery education should provide the following:

"An opportunity to live and learn with children and adults. Providing young children with companions of their own age. Giving them opportunities to make social contacts in small carefully supervised groups: to share, to compete to defend their rights, to develop initiative and leadership, and to lay a foundation for democratic living. To feel secure in the love of parents and teachers, but not too dependent upon them."

Green and Woods 3/also state that nursery education should provide:

"An opportunity to learn about the world around him. To have first hand experience in nature: garden, trees, pets, insect and bird life. To explore the mechanical world around him and see how things work: the family car, the fire department, the cement mixer, the new building construction. To investigate all household appliances from egg beater to vacuum cleaner."

2/Loc. cit.
3/ Ibid., p. 3
Nursery education according to Breen and Woods should also include the following: "A foundation of aesthetic and cultural experiences which will enrich a child's life.... a wide variety of materials for experimenting and learning."

Foster and Mattson say, concerning the actual program itself that: The best type of nursery school program offers large blocks of uninterrupted time, a morning largely devoted to self chosen activities, with the mid-morning glass of juice, the putting on and taking off of outside wraps, and the necessary trips to the toilet taken care of individually. The military snapping out of one activity and into another and the tedious standing in line, or sitting quietly while some child gets his toys put away, have no place in the nursery school. Time and speed are of no consequence to the young child, and to help the child acquire poise and emotional stability, the school will plan a schedule that allows considerable leeway in shifting from one activity to another. At any one moment during the day, there may be children at several different stages of the day's program.

In conclusion, the potential psychological and educational values of the preschool can only be realized by closely studying the inter-relationship of the following factors; well-planned

comfortable surroundings; sturdy and suitable play equipment and materials; understanding and competent staff; capable direction and supervision; flexible and varied program; and foremost, the needs of the children in the school situation.
CHAPTER III

PLAN OF STUDY

Development of Materials.-- The purpose of this study is to develop an evaluative criteria in the preschool area. Pertinent literature was consulted to determine the main items that should be included in this study. The items decided on are as follows: physical facilities, play equipment and materials, staff, administration, and program. An effort has been made to include as part of the body of the instrument a section which would enable the evaluators to include their own comments of the school. A school may have excellent physical facilities, play materials and equipment, and be lacking in the area of good programing or adequate staffing. The evaluators must use their own judgement in placing emphasis on the features which would compensate for lack in another area.

As far as the writers can determine, there has been no such comprehensive criteria developed in the area of preschool education. The writers developed this criteria after studying a variety of material, and adding to this, knowledge gained through experience in this field of education.

Upon completion of the criteria, a list of well known educators in the preschool area was compiled. A letter* was

* A copy of this letter may be found in the Appendix.
sent to each of them asking if he would be willing to serve on a jury to criticize the instrument. The following educators replied that they were available and willing to serve on the jury:

Dr. Winifred E. Bain
President Emeritus, Wheelock College
50 Follen Street
Cambridge, Massachusetts

Dr. Dora-Louise Cockrell
Director, Elizabeth Morrow Morgan Nursery School
37 Prospect Street
Northampton, Massachusetts

Dr. Abigail A. Eliot
President, New England Association For Nursery Education
64 Main Street
Concord, Massachusetts

Dr. Robert Fleming
Professor of Education
New York University
Washington Square
New York, New York

Dr. Elizabeth Meacham Fuller
Professor of Education
Institute of Child Welfare
University of Minnesota
Minneapolis, Minnesota

Dr. Ruth Green
Director of Kindergarten Training
University of Minnesota, Duluth Branch
4421 Dodge Street
Duluth 4, Minnesota

Miss Dorothy Haupt
Research, Preschool Service
The Merrill-Palmer School
71 Ferry Avenue, East
Detroit 2, Michigan
The Evaluative Criteria for Preschool with an explanatory letter* was sent to each juror. Jurors offered criticisms, listed suggestions, and added to or deleted items in terms of their respective philosophies of preschool education. After the criticisms of all the jurors were received and studied, the instrument was revised. The cooperation of the participating jurors was most gratifying and indicative of the interest shown by educators in improving school standards. Another letter* was sent to the jurors thanking them for their interest and cooperation, and explaining that a copy of the revised criteria would be sent to them as soon as possible.

A copy of the Evaluative Criteria for Preschool follows:

* Copies of Letters may be found in the Appendix.
Evaluative Criteria for Preschools

NAME OF SCHOOL _____________________________ DATE __________

Checklist and evaluation ratings made by:

_________________________________________________________________

_________________________________________________________________

Philosophy of the school

_________________________________________________________________

_________________________________________________________________
INSTRUCTIONS

When the features in this section are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the pupils and community?" The two-fold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good preschools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items under Comments. The checklist items should be marked as follows:

- if the provision or condition is made extensively;
- if the provision or condition is made to some extent;
- if the provision or condition is very limited;
- if the provision or condition is missing and needed; and
- if the provision or condition is not desirable or does not apply.

Evaluations represent the best judgment of those making the evaluation after all evidence including results of observations, consideration of ratings on checklist items, and other data which may be available have been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale defined below.

5—Excellent; the provisions or conditions are extensive and functioning excellently.

4—Very Good;*

* the provisions or conditions are extensive and are functioning well, or

* Staff members may wish to use the symbols "4a" or "4b," "2a" or "2b".

b. the provisions or conditions are moderately extensive but are functioning excellently.

3--Good; the provisions or conditions are moderately extensive and are functioning well.

2--Fair;
   a. the provisions or conditions are moderately extensive but are functioning poorly, or
   b. the provisions or conditions are limited in extent but are functioning well.

1--Poor; the provisions or conditions are limited in extent and are functioning poorly.

M--Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of pupils.

N--Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)
I. PHYSICAL FACILITIES

Checklist

A. Building
   Location and Construction
   ( ) 1. Brick
   ( ) 2. Wood
   ( ) 3. Cement Block
   ( ) 4. Other

   Floor
   ( ) 5. Ground
   ( ) 6. Ground and 2nd
   ( ) 7. Basement
   ( ) 8. Other

   License From Local Board of Health Includes:
   ( ) 9. Fire Inspection
   ( ) 10. Building Department Inspections
   ( ) 11. Department of Public Health
   ( ) 12. Department of Public Safety
   ( ) 13. Other

B. Area Location
   ( ) 14. Residential
   ( ) 15. Business
Evaluations

( ) a. How adequate are the physical facilities to meet the needs of the children?

( ) b. How adequate are the physical facilities to meet the needs of the agencies?

Comments:

B. Outdoor Play Area

( ) 16. 75 square feet to 100 square feet of usable play space per child using it

( ) 17. Shaded area

( ) 18. Sunlight area

( ) 19. Well drained

( ) 20. Grassy area

( ) 21. Paved area

( ) 22. No hidden spots

( ) 23. Away from garages or hazardous areas

( ) 24. Free from danger spots

( ) 25. No garbage containers in play area

( ) 26. Fenced in

( ) 27. Permanent equipment arranged to leave large open play space

( ) 28. Outdoor storage space

C. Indoor Space

( ) 29. Minimum of 35 square feet of usable floor space per child

( ) 30. Walls and ceilings...washable surfaces

( ) 31. Acoustical material for walls and ceilings

( ) 32. Floors...washable

Tile
Rubber
Asphalt
Plastic
Cork
Linoleum
33. Windows
   20% of floor area
   Able to open
   Screened for Summer
   Storm for Winter
   Some at Child's height
34. South or East exposure
35. Cheerful colors
36. Adequate lighting
37. Central heating unit
38. Radiators covered
39. Fireplaces screened (usable)
40. Pipes covered
41. No portable heating units
42. Free of drafts
43. Temperature maintained at 68°F at two feet above floor level
44. Electrical outlets all 4 feet high
45. Electric shields over outlet
46. Individual lockers
47. Kitchen not accessible to the children except for supervised activities
48. Separate room for each age group
49. Two exits from each room
50. Playground adjacent to playroom
51. Isolation room for each thirty children
52. Emergency lighting
53. Fire extinguisher
54. Open and closed shelving
55. Toilet facilities
   Adjacent to playroom
   Other areas
   Hot and cold running water
   Properly ventilated
   Lavatories...Child size
   Others
   Sinks...Box for standing
   Child size
   Others
   One lavatory for every 10 children
   One sink for every 10 children
   Toilet paper within reach of child
   Paper towels readily available
   Paper cups readily available
Evaluations

( ) a. How adequate are the outdoor and indoor play areas to meet the needs of the preschool child?

( ) b. How adequate are the outdoor and indoor play areas to meet the needs of the agencies?

Comments:

II. PLAY EQUIPMENT AND MATERIALS

Checklist

( ) 1. Chairs and tables are provided in various sizes
( ) 2. Cots are provided for rest periods
( ) 3. Sleeping mats are provided for rest periods

A. Motor Skills
( ) 4. Jungle gym
( ) 5. Climbing apparatus
( ) 6. Slide
( ) 7. Swings
( ) 8. Wooden boxes
( ) 9. Varied size ladders
( ) 10. Boards of varied sizes
( ) 11. Wagons
( ) 12. Tricycles
( ) 13. Wheelbarrow
( ) 14. Teeterboard

B. Music Equipment
( ) 15. Piano
( ) 16. Record player...their use by child
17. Records
18. Percussion instruments
19. Music books
20. Scarfs of varied lengths, color and material for dancing
21. Auto harp

C. Creative Art
22. Easels and easel paint
23. Large brushes
24. Finger paints
25. Clay
26. Box with many types of material for collages
27. Construction paper
28. Large sheets of newsprint
29. Blunt scissors

D. Language Development
30. Games for auditory discrimination
31. Records to develop auditory discrimination
32. Conversation fostered at lunchtime
33. Discussion between teacher and children
34. A wide variety of experiences is provided to help increase vocabulary
35. Games and jingles to help correct immature speech
36. Music experiences etc.

E. Dramatic Play
37. Housekeeping materials
38. Dolls
39. Doll clothing
40. Bed and covers
41. Doll carriage
42. Puppets
43. Unbreakable dishes
44. Kitchen utensils
45. Stove
46. Sink
47. Cleaning materials (soap powder, broom, mop etc.)
48. Tea table and chairs
49. Tablecloths
50. Dress up clothes for boys and girls
51. Telephone
52. Toys for sand play
53. Small transportation toys
54. Miniature family
Farm animals
Science activities
Pets
Garden tools
Magnet
Magnifying glass
Glass prism
Excursions
Plants
Measuring spoons and cups

F. Manipulative and Constructive
Hollow blocks, varied sizes
Floor blocks, varied sizes and shapes
Clay
Work bench, tools, wood, nails, screws
Large peg boards
Educational toys i.e. pounding bench, color cones etc.
Puzzles
Beads

G. Literature Experiences
Library corner
Books for children
Books for teacher
Well lighted
Comfortable chairs and table
Storytelling by Teacher
Storytelling by children
Beautiful poetry
Science books

H. Appreciation of Beauty
Beautiful pictures on display
Good picture books
Good musical selections
Beauty in world around us

Evaluations
a. How adequate is the variety of equipment and materials to meet the needs of preschool children?
b. How adequate is the quality of equipment and materials to meet the needs of preschool children?
c. How effectively are equipment and materials used?
III. STAFF

Education... indicate by using numeral indicating number of years in High School, number of years in college, number of years in graduate school, and number of credits in early childhood education; i.e. 4 yrs. H.S., 4 yrs. C., 1 yr. Gr., 42 credits.

Experience... indicate number of years in Nursery work, kindergarten work, other; i.e. 1N 3K 2 1st grade.

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A. Director
   1. Maintains high standards in the school
   2. Sincere interest in children and adults
   3. High standards of personal and social behavior

Professional Improvement
   4. Courses
   5. Meetings
   6. Seminars
   7. Organizations

B. Teacher
   8. One teacher for every 5 to 8 children (age 2)
      Plus one assistant
   9. One teacher for every 15 children (ages 3 to 4)
      Plus one assistant
   10. One teacher for every 25 children (ages 5 to 6)
      Plus one assistant
   11. Other

C. Assistant to Teacher
   12. Partially trained
   13. Untrained
   14. Experienced

D. All Personnel
   15. Physician's certificate indicating good health
   16. Personality test indicating stability and feeling
       for children
   17. Neat, attractive appearance
   18. Clear and understandable speech
   19. Cooperative with staff members
   20. Chest X-Ray required yearly
   21. Periodic medical checkups
   22. Sense of humor
   23. Poised and well controlled

E. Teaching Personnel
   24. Sympathetic understanding of children
   25. Recognizes individual differences and individual
        needs
   26. Skill in promoting wholesome emotional adjustment
   27. Resourcefulness in developing environmental
        factors rich in educational possibilities
   28. Gives children practice in social responsibility
   29. Skill in developing good learning situations
   30. Skill in eliminating tensions and strains

1/ Heffernan, Helen, Editor Guiding the Young Child, D. C. Heath & Co., 1951
31. Protects child from physical danger; establishes habits of caution which are free from fear.
32. Provides social organization which allows freedom of choice of activity; helps children recognize authority.

F. Physician
   33. Member of permanent school staff
   34. Physician on call at any time

G. Nurse
   35. Registered nurse
   36. Member of permanent staff
   37. Public Health Nurse
   38. Visiting Nurse
   39. Nursing service available if necessary

H. Clerical Help
   40. Full time
   41. Part time
   42. When necessary

I. Janitorial Help
   43. Full time
   44. Part time
   45. When necessary

Evaluations
   a. How effectively do the methods of teaching meet the group needs of preschool children?
   b. How effectively do the methods of teaching meet the individual needs of preschool children?

Comments
IV. ADMINISTRATION

Checklist

Number of Children Cared For

1. Two years
2. Three years
3. Four years
4. Five years
5. Other

School Classification

6. Nursery school
7. Day nursery
8. Play school
9. Preschool
10. Progressive school
11. Kindergarten

Limitations

12. Sex
13. Age
14. Other

Daily Inspection

17. Nurse
18. Doctor
19. Director
20. Teacher
21. Driver

Home-School Relationships

22. Meetings
23. Study Groups
24. Home visits
25. Conferences
26. Parental observations
27. Are relationships fostered with other schools for improvement of services?

Full Day Schedule

28. Mid morning and mid afternoon snack
29. Balanced hot lunch
30. Menu planned by Dietician
( ) 31. Attractively served
( ) 32. Clean and sanitary kitchen

Half Day Schedule
( ) 33. Mid morning or mid afternoon snack

Safety Precautions
( ) 34. Is there an adequately equipped first aid kit on premises

School Term
( ) 35. Months school is operated

School Hours
( ) 36. Daily school hours

Basis of Selection
( ) 37. Ages
( ) 38. Area
( ) 39. Openings
( ) 40. Need of parent
( ) 41. Need of child

Transportation Provided
( ) 42. School bus
( ) 43. Station wagon
( ) 44. Passenger car
( ) 45. Taxi

Insurance Coverage
( ) 46. Transportation
( ) 47. Accident
( ) 48. Employee

Do you accept a child who has a handicap?
( ) 49. Physical
( ) 50. Mental
( ) 51. Emotional

Do you have facilities to handle such children?
( ) 52. Specially trained teachers
( ) 53. Activities adjusted to handicap
( ) 54. Special materials
( ) 55. Use of resource centers
Records

- 56. Family background
- 57. Health history
- 58. Vaccination
- 59. Pre-admittance physical examination
- 60. Emergency phone
- 61. Developmental history
- 62. Personal history
- 63. Immunization
- 64. Intelligence test
- 65. Progress reports

Evaluations

- a. How effective is the Administration in meeting the needs of the child and family?
- b. How effective is the Administration in meeting the needs of the Community?

Comments
V. PROGRAM

Checklist

( ) 1. A planned program is provided
( ) 2. Provision is made for a daily rest period
( ) 3. Active periods are alternated with quiet periods
( ) 4. Balance between indoor and outdoor play
( ) 5. Provision is made for individual and group activities
( ) 6. Program is based on individual child's needs
( ) 7. Experimentation is encouraged
( ) 8. Stimulating environment is provided
( ) 9. Use of materials which encourage ideas and creativity
( ) 10. Encouragement of self help
( ) 11. Fostering consideration and courtesy for others
( ) 12. Fostering concepts of cleanliness, washing hands, covering mouth, etc.
( ) 13. Incorrect concepts are clarified in light of child's developmental level
( ) 14. Aiding child to meet situations successfully
( ) 15. Guidance at the appropriate time...teacher steps in
( ) 16. Referral to trained personnel if a serious emotional problem develops

Measure of Growth

( ) 17. Evaluation
( ) 18. Checklist
( ) 19. Observation
( ) 20. Progress records

Evaluations

( ) a. How adequate is the variety of activities to meet the needs of the preschool child?
( ) b. How adequate is the content of activities to meet the needs of the preschool child?

Comments
Jury Criticisms.-- The format of the instrument was changed. Several jurors felt that Staff, Administration, and Program were the most important areas and should be presented first. The majority of criticisms centered around individual items and the use of specific words. Three jurors felt that the section pertaining to the philosophy of the school needed clarification. Two jurors felt that it was most important to know under what auspices the school was conducted and what purposes the school served.

The Instructions were considered inadequate by two members of the jury. They believed that a different method of checking was needed for clearer understanding. The writers, however, felt that a person should be able to check and evaluate a school after reading the instruction sheet carefully.

One juror suggested the use of the term "proper issuing authority" since the local Boards of Health are not always the issuing agency. The term agency was also questioned and changed to licensing agencies.

Two jurors thought it would be wise to group similar items together in the section on outdoor play area, and three recommended deletion of "hidden spots" and insertion of a clarifying word.

It was felt by several jurors that although provisions were made for separate facilities for different age groups, the
children should be encouraged to mix and emulate family grouping, and grouping for interest, and readiness. Throughout the entire instrument, the majority of jurors stressed keeping the program informal and creative. The environment of the preschool has a quality all its own which is difficult to set down.

Under the category, "Staff", the criticisms were mainly concerned with the use of the word "Assistant." The jurors felt that an explanation of whether an assistant was trained or untrained was important to know. Three jurors believed that more items were necessary for inclusion under "Teaching Personnel", and that more should be presented on methods of teaching. The writers, however, felt that this area could not be judged adequately by means of a checklist. Personal observation is necessary to determine the adequacy of the teaching methods of the preschool.

Handicapped children can be accepted by a school, if the handicap does not interfere with the child or with the best interests of the other children. This is in essence what two jurors recommended.

One juror stressed the fostering of relations between home and school and felt that progress reports should be sent to parents periodically. One juror also believed that the personal history record should include all the pertinent information instead of having several different records.
It is interesting to note that one juror recommended the instrument be shortened but that this would be impossible after all her suggestions were included.

In general, the majority of criticisms were valid and constructive. Only one juror was definitely against the use of such an instrument, the reason being that the nursery school is one of the few areas of education which is creative and more or less untouched by standardization of methods.

With these adjustments made, the Evaluative Criteria for Preschool stands as such. A copy of the revised criteria follows:
EVALUATIVE CRITERIA FOR PRESCHOOL

Preschool provides for the total development of the young child, from the age of two until entrance into first grade. Emphasis is placed on social development and the building of a strong sense of security both of which are important for satisfactory adjustment to life.

The adjustment to the school situation is made most easily when there is close cooperation between home and school. The child's needs must be thoroughly understood and the program based on these needs. Each child is considered first as an individual and then as a member of a group. All preschool experiences should lead to a happy, well adjusted child who is accepted where he is and skillfully guided in the light of his own potentialities.

NAME OF SCHOOL __________________________ DATE ___________
ADDRESS __________________________________________

________________________________________________________

Checklist and evaluation ratings made by:

________________________________________________________

________________________________________________________
Stated philosophy of the school

The philosophy of teachers

Auspices under which school is conducted
INSTRUCTIONS

When the features in this section are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the pupils and community?" The two-fold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good preschools. Although they are recommended provisions, a school lacking some of them may have other compensating features. Space is provided to record these features as additional items under Comments. The checklist items should be marked as follows:

- ✓ if the provision or condition is made extensively;
- ✗ if the provision or condition is made to some extent;
- ✗ if the provision or condition is very limited;
- N if the provision or condition is missing and needed; and
- N if the provision or condition is not desirable or does not apply.

Evaluations represent the best judgement of those making the evaluation after all evidence including results of observations, consideration of ratings on checklist items, and other data which may be available have been considered. Evaluations should always be made by the local staff members even though these evaluations may be checked later by a visiting committee. The evaluation ratings should be made by means of the scale defined below.

5—Excellent; the provisions or conditions are extensive and functioning excellently.
4—Very Good;*
   a. the provisions or conditions are extensive and are functioning well, or
   b. the provisions or conditions are moderately extensive but are functioning excellently.
3—Good; the provisions or conditions are moderately extensive and are functioning well.

* Staff members may wish to use the symbols "4a", "4b" or "2a", "2b".

2--Fair:* 
   a. the provisions or conditions are moderately extensive but are functioning poorly, or  
   b. the provisions or conditions are limited in extent but are functioning well.
1--Poor; the provisions or conditions are limited in extent and are functioning poorly.
M--Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of pupils.
N--Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. (Reasons for the use of this symbol should be explained in each case under Comments.)

* Staff members may wish to use the symbols "la", "lb" or "2a", "2b".
I. STAFF

**Education**...indicate by using numeral indicating number of years in high school, number of years in college, number of years in graduate school, and number of credits in early childhood education; i.e. 4 yrs. H.S., 4 yrs. C., 1 yr. Gr., 42 credits.

**Experience**...indicate number of years in Nursery work, Kindergarten work, other; include all work experience with children; i.e. 1 yr. N., 3 yrs. K; 2, 1st grade.

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A. Director

1. Sincere interest in children and adults
2. Maintains standards in the school that are best for the children
3. High standards of personal and social behavior

Professional improvement is fostered by the administration through attendance at:

4. Courses
5. Meetings
6. Seminars
7. Organizations

B. Teacher (Head)

8. One adequately trained teacher for every 5 to 8 children (age 2)
9. One adequately trained teacher for every 15 children (ages 3 to 4) Plus one assistant
10. One adequately trained teacher for every 25 children (ages 5 to 6) Plus one assistant
11. Other

C. Assistant to Teacher

12. Partially trained in early childhood education
13. Untrained
14. Experienced
   - Sunday school teacher
   - Camp counselor
   - Group leader
   - Other

D. All Personnel

15. Physician's certificate indicating good health
16. Periodic medical checkups
17. Chest X-Ray required yearly
18. Personality test indicating stability and feeling for children
19. Neat, attractive appearance
20. Clear and understandable speech
21. Cooperative with staff members
22. Sense of humor
23. Poised and well controlled

E. Teaching Personnel

24. Sympathetic understanding of children
25. Recognizes individual differences and individual needs

---

1/Helen Heffernan, Editor, Guiding the Young Child, D. C. Heath & Company, 1951
26. Skill in promoting wholesome emotional adjustment
27. Resourcefulness in developing environmental factors rich in educational possibilities
28. Gives children practice in social responsibility
29. Skill in developing good learning situations
30. Skill in eliminating tensions and strains
31. Protects child from physical danger; establishes habits of caution which are free from fear
32. Provides social organization which allows freedom of choice of activity; helps children recognize authority

F. Physician
( ) 33. Member of permanent school staff
( ) 34. Physician on call at any time
( ) 35. Psychiatrist available for consultations

G. Nurse
( ) 36. Registered nurse
( ) 37. Member of permanent staff
( ) 38. Public Health Nurse
( ) 39. Visiting Nurse
( ) 40. Nursing Service available if necessary

H. Clerical Help
( ) 41. Full time
( ) 42. Part time
( ) 43. When necessary

I. Janitorial Help
( ) 44. Full time
( ) 45. Part time
( ) 46. When necessary

Evaluations
( ) a. How effectively do the methods of teaching meet the group needs of preschool children?
( ) b. How effectively do the methods of teaching meet the individual needs of preschool children?
( ) c. To what degree do teacher practices implement the school's philosophy or her own philosophy of teaching young children

Comments
## II. Administration

### Checklist

**Age Groups of Children Cared For**

1. Number of two-year-olds
2. Number of three-year-olds
3. Number of four-year-olds
4. Number of five-year-olds
5. Other

**School Classification**

6. Nursery school
7. Day nursery
8. Play school
9. Preschool
10. Kindergarten
11. Other

**Limitations for Acceptance for Registration Purposes**

12. Sex
13. Age
14. Other
15. Other
16. Other

**Daily Health Inspection for Illnesses**

17. Nurse
18. Doctor
19. Director
20. Teacher
21. Driver

**Home-School Relationships**

22. Meetings
23. Study Groups
24. Home visits
25. Conferences
26. Parental observations
27. Are relationships fostered with other schools for improvement of services?

**Full Day Schedule**

28. Nap provisions
29. Mid-morning and mid-afternoon snack
30. Balanced hot lunch
31. Menu planned by Dietician
32. Attractively served
33. Clean and sanitary kitchen
Half Day Schedule
34. Mid-morning or mid-afternoon snack
35. Rest provisions

Safety Precautions
36. Is there an adequately equipped first aid kit on premises
37. Exits kept clear

School Term
38. Months school is operated
39. Daily school hours

Basis of Selection
40. Ages
41. Area
42. Openings
43. Need of parent
44. Need of child

Transportation Provided
45. School bus
46. Station wagon
47. Passenger car
48. Taxi

Insurance Coverage
49. Transportation
50. Accident
51. Employee

Does The School Accept A Child Who Has A Handicap?
52. Physical
53. Mental
54. Emotional

Does The School Have Facilities To Handle Such Children?
55. Specially trained teacher
56. Activities adjusted to handicap
57. Special materials
58. Use of resource centers

Records
59. Family background
60. Health history
61. Vaccination
62. Immunization
63. Pre-admittance physical examination
64. Emergency phone
65. Developmental history
III. PROGRAM

Checklist

1. A planned program is provided
2. Program is based on individual child's needs
3. Active periods are alternated with quiet periods
4. Provision is made for a daily rest period
5. Balance between indoor and outdoor play and adjustment weather and climatic conditions
6. Provision is made for individual and group activities
7. Experimentation is encouraged
8. Successful experiences are provided for each child through skillful supervision
9. Stimulating environment is provided
10. Use of materials which encourage ideas and creativity
11. Encouragement of self help
12. Fostering consideration and courtesy for others
13. Fostering concepts of cleanliness, washing hands, covering mouth, etc.
14. Incorrect concepts are clarified in light of child's developmental level
15. Aiding child to meet situations successfully
16. Guidance at the appropriate time...teacher steps in
17. Referral to trained personnel if a serious emotional problem develops
18. Physical safety is provided

Measure of Growth and Report to Parents

19. Evaluation
20. Checklist
21. Observation
22. Progress records

Evaluations

a. How adequate is the variety of activities to meet the needs of the preschool child?
b. How adequate is the content of activities to meet the needs of the preschool child?

( ) c. How adequate is the guidance of activities to meet the needs of the preschool child?

Comments

IV. PLAY EQUIPMENT AND MATERIALS

Checklist

1. Chairs and tables are provided in scaled sizes
2. Cots are provided for rest periods
3. Sleeping mats are provided for rest periods

A. Motor Skills
All equipment should be scaled to the appropriate age group

4. Jungle gym
5. Climbing apparatus
6. Slide
7. Swings
8. Wooden boxes
9. Varied size ladders
10. Boards of varied sizes
11. Wagons
12. Tricycles
13. Wheelbarrow
14. Teeterboard

B. Music Equipment

15. Piano
16. Record player...its use by child
17. Records...children's, selected classics
18. Percussion instruments
19. Music books suitable for children
20. Scarfs of varied lengths, color and material for dancing
21. Auto harp
22. Tape recorder

C. Creative Art

23. Easels and easel paint
24. Large brushes
25. Finger paints
26. Clay
27. Box with many types of material for collages
28. Construction paper
I) 29. Large sheets of newsprint
30. Blunt scissors
31. Large crayons
32. Paste

D. Language Development
33. Games for auditory discrimination
34. Records to develop auditory discrimination
35. Casual conversation fostered at lunchtime
36. Discussion between teachers and children
37. A wide variety of experiences is provided to help increase vocabulary
38. Games and jingles to help correct immature speech
39. Music experiences
40. Other

E. Dramatic Play
41. Housekeeping materials
42. Dolls
43. Doll clothing
44. Bed and covers
45. Doll carriage
46. Puppets
47. Unbreakable dishes
48. Kitchen utensils
49. Stove
50. Sink
51. Cleaning materials (soap powder, broom, mop, etc.)
52. Tea table and chairs
53. Tablecloths
54. Dress up clothes for boys and girls
55. Telephone
56. Toys for sand play
57. Small transportation toys
58. Miniature family
59. Farm animals
60. Science activities
   - Pets
   - Garden tools
   - Magnet
   - Magnifying glass
   - Glass prism
   - Excursions
   - Plants
   - Measuring spoons and cups

F. Manipulative and Constructive
61. Hollow blocks, varied sizes
62. Floor blocks, varied sizes and shapes
Evaluations

( ) a. How adequate is the variety of equipment and materials to meet the needs of preschool children?

( ) b. How adequate is the quality of equipment and materials to meet the needs of preschool children?

( ) c. How effectively are equipment and materials used?

Comments

V. PHYSICAL FACILITIES

Checklist

A. Building Construction

( ) 1. Brick
( ) 2. Wood
( ) 3. Cement Block
( ) 4. Other

Floor

( ) 5. Ground
( ) 6. Ground and 2nd
7. Basement
8. Other

License From Local Board of Health or Other Proper Issuing Authority Includes:
9. Fire Inspection
10. Building Department Inspection
11. Department of Public Health Inspection
12. Department of Public Safety Inspection
13. Other

B. Area Location
14. Residential
15. Business
16. Other

Evaluations
a. How adequate are the physical facilities (A&B) to meet the needs of the children?
b. How adequate are the physical facilities (A&B) to meet the needs of the issuing agencies?

Comments

C. Outdoor Play Area
17. 75 square feet to 100 square feet of usable play space per child using it or __________________feet
18. Shaded area
19. Sunlight area
20. Well drained
21. Grassy area
22. Paved area
23. No hidden spots
24. Away from hazardous areas
25. No garbage containers in play areas
26. Fenced in
27. Permanent equipment arranged to leave large open play space
28. Outdoor storage space

D. Indoor Space
29. Minimum of 35 square feet of usable floor space per child
30. Walls and ceilings...washable surfaces
31. Acoustical material for walls and ceilings
32. Floors...washable
   Tile
   Rubber
   Asphalt
Plastic
Cork
Linoleum

( ) 33. Windows
  20% of floor area
  Able to open
  Screened for Summer
  Storm for Winter
  Some at child's height

( ) 34. South or East exposure

( ) 35. Cheerful colors

( ) 36. Adequate lighting

( ) 37. Central heating unit

( ) 38. Radiators covered

( ) 39. Fireplaces screened (usable)

( ) 40. Pipes covered

( ) 41. No portable heating units

( ) 42. Free of drafts

( ) 43. Temperature maintained at 68°F. at two feet above floor

( ) 44. Electrical outlets all 4 feet high

( ) 45. Electric shields over outlets

( ) 46. Individual lockers

( ) 47. Kitchen not accessible to the children except for supervised activities

( ) 48. Separate room for each age group but children are allowed and encouraged to mix

( ) 49. Two exits from each room

( ) 50. Playground adjacent to playroom

( ) 51. Isolation room for each thirty children

( ) 52. Emergency lighting, i.e. automatic spotlight on exits when power goes off

( ) 53. Fire extinguisher in working order

( ) 54. Open and closed shelving

( ) 55. Toilet facilities
  Adjacent to playroom
  Other areas
  Hot and cold running water
  Properly ventilated
  Lavatoriss...Child size
  Sinks...Box for standing
  Child size
  One lavatory for every 10 children
  One sink for every 10 children
  Toilet paper within reach of child
  Paper towels and paper cups readily available

Evaluations
( ) a. How adequate are the outdoor and indoor play areas (C&D) to meet the needs of the preschool child?

( ) b. How adequate are the outdoor and indoor play areas (C&D) to meet the needs of the issuing agencies?

Comments
CHAPTER IV

SUGGESTIONS FOR USING THE CRITERIA

Evalutave Criteria for Preschools may be used for many purposes. However, it is necessary to consider the dual nature of the task; evaluation and stimulation to improvement. The following are some suggestions for the use of this Criteria.

1. It provides an instrument that may be used by administrators to judge their own school.

2. It may be used by educators, administrators, and teachers to plan or improve standards in all preschools.

3. Parents may find this instrument useful as a means of selecting and judging a good preschool for their children.

4. Students may use it as a basis for studying the preschool area, or as an observational tool.

5. Visitors, observers, or agencies could use the instrument as a guide in helping the evaluation of a preschool.

6. Evalutave Criteria for Preschools could be an aid to the public in becoming familiar with the scope and magnitude of the work in the preschool area. It could also be helpful in familiarizing the public with the proper equipment, building, administrative staff and program standards for preschools.
7. Teachers could use the Evaluative Criteria as a basis for discussion with parents by pointing out important facts concerning preschools, and telling how their particular school measures up to these standards.

8. Evaluative Criteria could provide material for the establishment of new schools, public or private.
A group research project is being conducted at Boston University to develop Evaluative Criteria for Preschools. This project is under the direction of Dr. Alice Nicholson, Assistant Professor of Education, Boston University.

One of the procedures planned is to have juries of interested and qualified persons criticize materials which will be prepared in tentative form by the research group. We hope that you will be willing to serve as a jury member to criticize materials in the area of the Preschool.

This is a non-profit venture with the main aim to develop materials which teachers may use in evaluating their own educational endeavors. Unfortunately, funds are not available for the professional service of jury members. Past experience indicates that leaders in education will be glad to participate in such a study on a voluntary basis.

It is not expected that the time required of a jury member will be excessive. May we count on your cooperation? A form is enclosed for your reply.

Sincerely yours,

Member Research Group
Thank you for accepting the invitation to serve on a jury to examine and criticize materials being developed to evaluate preschools. Your cooperation is greatly appreciated.

Enclosed please find materials submitted for your criticism. Please feel free to change, delete, or add to any of the material in this form. Your suggestions will be studied carefully and compared with criticisms received from all jury members. A revision will be made and sent to you.

An early reply will be appreciated. If possible, may we receive your criticism by February 7, 1958?

Very truly yours,

Member Research Group
Dear 

The response to Evaluative Criteria For Preschool was most gratifying and indicative of the interest and devotion which most educators show in their profession.

Your suggestions, and those of other jury members, were extremely constructive. When all the material is reviewed, the revised Evaluative Criteria For Preschool will be sent to you.

Thank you for your aid in this project and your most generous cooperation.

Sincerely yours,

Member Research Group
BIBLIOGRAPHY


39. Subcommittee on Day Care Standards and Licensing Procedures, "Recommended Minimum and Preferred Standards for Agencies Giving Day Care to Children Under Seven Years of Age." Massachusetts Department of Public Health, 1952.
