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A SURVEY OF THE REQUIREMENTS FOR THE LICENSING OF PRESCHOOLS
AND CERTIFICATION OF TEACHERS OF PRESCHOOL CHILDREN
IN THE UNITED STATES

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Statement of the Problem	1
Importance of the Study	1
Definition of Terms	4
Organization of the Thesis	4
Review of the Literature	5
Method of Procedure	8
II. RESPONSE TO THE QUESTIONNAIRES	10
Content of the Questionnaires	10
Nature of the Response	12
Summary of the Responses to the Questionnaire sent to the Department of Education	13,17
Summary of the Responses to the Questionnaire sent to the Department of Public Welfare	18
III. LAWS AND ENACTMENTS OF AUTHORIZATION PERTAINING TO PRESCHOOLS	19
Legislation Pertaining to Preschools in Thirty-Three States	20
Summary of Provisions Providing for Establishment and Maintenance of Preschools	48
Summary of Regulations for Licensing Child Care Centers .	49
IV. STANDARDS RECOMMENDED FOR ESTABLISHING AND MAINTAINING PRESCHOOLS	52
Summary of the Standards Recommended for Establishing and Maintaining Preschools	57

	iv
CHAPTER	PAGE
V. CERTIFICATION REQUIREMENTS FOR TEACHERS OF PRESCHOOL CHILDREN . . .	59
Certification Requirements for Teachers of Preschool Children in Thirty States	59
Summary of Requirements for Teachers of Preschool Children in Thirty States	72
VI. PROTECTIVE MEASURES AFFORDED TEACHERS OF PRESCHOOL CHILDREN	75
Responses Given by the States to the Question on Teacher Protection	75
Summary in Regard to the Protection Afforded Public School Teachers of Preschool Children	82A
Summary of the Protection Afforded Teachers Under Public Welfare Jurisdiction.	82B
Conclusions Drawn from the Two Summaries	82B
VII. LEGAL STANDARDS FOR PRESCHOOLS IN FOURTEEN CITIES	86
Replies to the Questionnaire Sent the Superintendent of Schools in Fourteen Cities	87
Summary of Replies Given by Fourteen Cities	92
VIII. SUPERVISION OF PRESCHOOLS IN THE DIFFERENT STATES	97
The Department of Education Questionnaire	97
The Department of Public Welfare Questionnaire	97
Enforcement of Standards in Preschools	98
Preschool Groups Under the Direction of the Department of Welfare	104
The Distinctions Made in the Supervision of Preschools	108
Supervisors of Preschool Education	111
The Enforcement of Standards in Preschool	116
Summary of the Preschool Groups Under the Direction of Public Welfare	117
Summary of the Distinctions Made in Supervision of Preschools .	117

CHAPTER

PAGE

IX. SUMMARY AND CONCLUSIONS PERTAINING TO LICENSING OF PRESCHOOLS AND CERTIFICATION OF TEACHERS OF PRESCHOOL CHILDREN	119
Summary of Information	119
Response to the questionnaire sent to the department of education	119
Response to the questionnaire sent to the department of public welfare	120
Provisions providing for the establishment and main- tenance of preschools	120
Regulations for licensing child care centers	121
Standards specified for preschools	122
Certification requirements for teachers of preschool . .	122
Supervision of preschools	124
State department responsible for preschools	124
Preschool groups under the direction of public welfare .	125
Distinction made in supervision of preschools	126
Conclusions Drawn from the Survey	127
BIBLIOGRAPHY	130
APPENDIX	132

LIST OF TABLES

TABLE	PAGE
I. Response to the Questionnaires Sent to the Departments of Education and Public Welfare	14,15,16
II. A Recapitulation of Legislation Pertaining to Preschools in Thirty-Three States	42-47
III. Standards for Preschool Staff	52
IV. Standards for Grounds, Buildings and Program Area	53
V. Health and Program Specifications	54
VI. Preferred Qualifications for Teachers of Preschool Children .	55
VII. Sanitary Requirements Specified	56
VIII. State Departments of Education Certification Requirements for Teachers of Preschool Children	73A-73C
IX. Summary of the Professional Education Requirements	74
X. Protection Afforded Teachers of Preschool Children Teaching in the Public School System	83-84
XI. Protection Afforded Teachers Under Public Welfare Jurisdiction	85
XII. Legal Standards Pertaining to the Preschool in Fourteen Cities	94-96
XIII. Enforcement of Standards for Preschools	112
XIV. Preschools under the Direction of Public Welfare	113
XV. Distinctions in Supervision of Preschools	114

CHAPTER I

INTRODUCTION

Preschools are a relatively new addition to the educational system. It is the concern of many organizations as well as individuals that they develop a sound legislative foundation.

I. THE PROBLEM

Statement of the problem. The purpose of this survey was to study the licensing regulations for preschools and the requirements for certification of teachers of preschool children in the United States. Since such information is quickly out-dated, this survey is intended to bring up-to-date existing information on legislation.

In addition certain city regulations were sought to present some local progressive trends for preschools and for teachers of preschool children.

Importance of the study. This study was prompted by concern for graduates majoring in child development and preschool education and planning to teach in preschools. For example, while there is no certificate required for teachers of preschool children in the state of North Carolina, one city¹ specifies that its nursery school teachers in the public high school have a vocational home economics certificate. By this specification, graduates who have specialized in child development may

¹Wilmington, North Carolina

not qualify for an A grade certificate in this city. Those who qualify with a bachelor's degree are still left to compete in salary scale with those who have made no such preparation. In view of the fact that teachers move from one state to another, they are faced with different requirements in different states. A survey of state requirements would seem desirable to aid in the understanding of this situation.

Preliminary letters of inquiry were sent to associations concerned with the welfare of children to ask the advisability of doing this research. Their replies stated that there was, currently, a great amount of interest in this area. Although several organizations are investigating state legislation pertaining to the preschool, at the present time this information is not available. It was thought that an affirmation of such data would be desirable, and that it might also produce different and supplementary information.

Christine M. Heinig, representing the American Association of University Women, in a recent letter to the state departments of education refers to information concerning educational standards for teachers and schools for children under six thus: "This information is nowhere available in a single document, to my knowledge, and is being sought by the members of our Association and others who wish to work for needed legislation for the development of schools for young children."²

Mary Dabney Davis in her report on the status and need for nursery schools and kindergartens, discussing factors affecting the extension of preschools, says:

²Correspondence from Christine Heinig, to the Directors of Elementary Education in State Departments of Education, August 7, 1953.

. . . An accounting is needed to discover the nature of the school services currently offered for young children and the area of greatest need for initiating or extending these services. Familiarity with the enabling legislation and local regulations affecting the organization and maintenance of kindergartens and nursery schools is essential.³

She further states that there is need for surveys to determine the status of existing programs. These surveys should be designed to obtain among other things the "legislation or administrative action under which the schools are authorized."⁴

Delegates to the biennial Conference of the National Association for Nursery Education held in Minneapolis, Minnesota; October, 1953, were asked to bring information concerning legislation pertaining to preschools in their respective states. In reference to the legislative information secured at the conference the author, Theresa S. Mahler, says:

The significance of these and many other projects reported on in this partial survey led to the conclusion that a more complete and detailed survey could provide valuable clues to legislative action for individuals and groups working toward provision or extension of educational services for children under six. The NANE Executive Board has authorized the completion of this project.⁵

Since such legislative material is not available and since it is so highly desired, this survey of the licensing regulations for preschools and requirements for certification of teachers of preschool children seemed advisable.

³Mary Dabney Davis, Schools for Children Under Six, Federal Security Agency, Office of Education Bulletin No. 5, (Washington, D. C.: United States Government Printing Office, 1947), p. 11.

⁴Loc. cit.

⁵Theresa S. Mahler, "Let's Talk Legislation," NANE Bulletin, 9:42, Winter, 1954.

II. DEFINITION OF TERMS

Preschool. The term preschool as used in this survey is defined as a school group for children under six years of age; nursery school, day nursery, kindergarten, play school, cooperative nursery, etc.

Protection. Protection as used here includes the teacher's hours of work, salary, pupil-teacher ratio, sick leave, tenure, and retirement income.

Child Care Center. A center providing for the group care for part of a twenty-four hour day of children whose mothers are out of the home.

Nursery School. A school for two, three, and four-year-old children, the primary purpose being guidance and education.

Kindergarten. A school for four and five-year-old children, the primary purpose being guidance and education.

III. ORGANIZATION OF THE THESIS

Chapter II presents a summary of the response to the questionnaires sent to State Departments of Education and Public Welfare. Chapter III is devoted to the compiled laws received which dealt with mandatory or permissive legislation or laws of authorization. Chapter IV contains the standards set forth by the different state departments for teachers, buildings and equipment, health and teacher protection.

Chapter V is concerned with the certification requirements for teachers of preschool children as given in the printed material sent by the individual states or in a Manual on Certification Requirements for

School Personnel in the United States, issued by the United States Office of Education.⁶ Chapter VI is composed of the answers given to the question on the protective measures afforded teachers of preschool children. Chapter VII contains the results of a questionnaire sent to the superintendent of some selected schools concerning the licensing regulations of preschools and their requirements for the certification of teachers of preschool children in the city systems.

The supervision of preschools as reported on the questionnaire is given in Chapter VIII. The summary and conclusions which resulted from this survey are given in Chapter IX.

IV. REVIEW OF LITERATURE

In the search for literature to provide a background of material related to this study, three main sources were consulted: The Educational Index, Notes on Graduate Studies in Home Economics, and Child Development Abstracts and Bibliography. The volumes dating from the year 1940 to the latest available were consulted.

No reference was found listed which indicated that there had been previous studies of the licensing regulations and requirements for certification of teachers of preschool children in the United States. Related material, of course, was found. Mary Dabney Davis published a report

⁶A Manual on Certification Requirements for School Personnel in the United States, (Washington, D. C.: United States Government Printing Office, 1951), 182 pp.

entitled Schools For Children Under Six⁷ on the status and need for nursery schools and kindergartens.

The interest of colleges and universities in child growth and development research gave impetus to the growth of nursery schools in the United States. The general public, however, did not become aware that public schools could or should have any responsibility for the education of two-, three-, and four-year-olds until Federal financial support was given to schools for young children during two national crises - the depression occurring during the early 1930's and the Second World War. During the depression through the Works Progress Administration, and again during the war by means of the Lanham Act, the Federal government encouraged the development of preschools. After the crises were over and Federal aid was withdrawn the number of such units decreased rapidly. Likewise the supervision and standards which were a part of the program tended to vanish with the withdrawal of the Federal funds.

During the war community leaders and state officials confronted with the establishment of adequate services for children in war areas made use of existing laws or were powerless to put needed services into effect where the legal authority was lacking. Then with the availability of Federal funds for wartime services for children, the enactment of state legislation for the development of extended school programs gained impetus.⁸

⁷Mary Dabney Davis, Schools for Children Under Six, Federal Security Agency, Office of Education, Bulletin No. 5. (Washington, D. C.: United States Government Printing Office, 1947), 58 pp.

⁸"Early Childhood Education," Forty-Sixth Yearbook of National Society for the Study of Education, Part II, 1947, pp. 45-48, cited in "The Expanding Role of Education," Twenty-Sixth Yearbook of the American Association of School Administrators, 1948, p. 41.

The extension of the preschool program in the United States today is an outgrowth of these Federally financed programs which were initiated during World War II to care for the children of war workers. From these emergency programs has arisen the growing public opinion which favors the extension of preschool programs as the initial unit in our educational system.⁹

Winifred A. Moore of the Child Welfare League of America has said the following in regard to progress in preschool legislation,

Many states are reevaluating their licensing programs, and in some instances the several state departments most concerned (health, education, welfare and sometimes mental health) are getting together to survey the total picture of group programs for young children, in order to assure all children of needed protection, and to properly allocate responsibility for specific areas to the appropriate departments.¹⁰

Some leading authorities in preschool education believe that if the status of the preschool is to improve, it must become more closely allied with the state or local organizations responsible for public education. Christine Heinig states:

. . . Our great educational task is to bring to the attention of educational administrators the need to have them sponsor a set of standards, even though the school law does not require the Department of Public Instruction to provide educational facilities for children below the mandatory school entrance age. In the absence of such provisions by Departments of Education, naturally other agencies are forced to deal with these problems and set up standards which really are beyond their authority and as far as education is concerned, out of the field of their competency.¹¹

⁹Mary Dabney Davis, op. cit., p. 11.

¹⁰Personal Correspondence with the Author, letter from Winifred A. Moore, December 8, 1953.

¹¹Personal Correspondence with the Author, letter from Christine Heinig, November 13, 1953.

Ethel S. Beer recognizes this same need in an article on the day nursery in which she states:

. . . But the difficulty is that there is little legal control of the day nursery. . . . At present there are no definite standards for the entire movement. For this it needs more than the social service connection.

Is the next step closer association with organized education? To me this is the answer. The day nursery should be a branch of education just as the nursery school is.¹²

Correspondence with agencies and organizations concerned with the welfare of children showed that interest in this proposed survey was high. They were eager that such research be undertaken and several requested the results of the study.

V. METHOD OF PROCEDURE

The survey was undertaken by means of three questionnaires sent to the following: the State Department of Education or its equivalent, the Department of Public Welfare or its equivalent, and the Superintendents of Schools in city school systems recommended by various state departments of education.

These questionnaires were developed from the questions listed in the NANE Bulletin for its members to consider at the 1953 Conference of the Association.¹³ The questions taken from the first page of Christine

¹²Ethel S. Beer, "Preschool Education in the Day Nursery," School Society, 51:150, February, 1940.

¹³Theresa S. Mahler, "Let's Talk About Legislation," NANE Bulletin, 9:23, Fall, 1953.

Heinig's questionnaire¹⁴ to the State Superintendent of Public Instruction were also used as a basis for planning. The questionnaires were deliberately kept as simple as possible for the convenience of the people to whom they were sent.

¹⁴Questionnaire sent to the State Superintendent of Public Instruction, Christine Heinig, September 24, 1953.

CHAPTER II

RESPONSE TO THE QUESTIONNAIRES

The purpose of this chapter is to state the answers as they were given in reply to the questionnaires. Subsequent chapters will consider the answers in more detail.

The first questionnaire was sent to the State Departments of Education. On this questionnaire, a question was asked to ascertain other agencies which inspect or regulate preschools within the state. The answers to this question identified states in which state departments other than education and welfare were responsible for some regulation. A questionnaire was sent to these departments in addition to the one sent the Department of Welfare in each state.

Content of the questionnaires. For the most part the content of the two questionnaires was similar. The questions asked the Department of Public Welfare were asked as they applied to the Department of Welfare only. The questions asked on page one were:

2.* The state of _____ has, _____ has no, _____ laws governing standards for preschools.

3. We have, _____ do not have, _____ permissive legislation concerning the establishment of preschool groups.

4. We have, _____ do not have, _____ state regulations on the

*Numbers refer to placement in the table where responses are recorded.

certification of teachers of preschool children.

5. We have, _____ do not have, _____ proposed legislation pending in our state.

The first page of the two questionnaires was similarly designed to be answered and returned at this point if there were no legal standards or requirements in the state. This device was used to facilitate answering the questionnaire by those who had no legislation pertaining to the preschool.

Requests for material and the following questions appeared on page two of the questionnaire sent to the Department of Education.

6. Please send us a copy of your state laws concerning the establishment, licensing and supervision of kindergartens, nursery schools, and day nurseries. Please send a copy of any available material which describes standards - proposed or in use.

7. Does your state have a supervisor of preschool education?
Please give name.

8. If you have no supervisor how are the standards enforced?

9. If there is a distinction in regard to the supervision of kindergartens, nursery schools, and day nurseries, describe.

The question asked to obtain a city with a progressive preschool program was:

10. What town or city in your state would you suggest as representative of good standards for preschools and teachers of preschool children?

The third page of the questionnaire inquired as to the certification of teachers. These questions were asked:

11. If you have a law requiring certification of teachers of pre-

school children, please state the requirements:

12. What protection does the teacher have in regard to: hours of work, salary, pupil-teacher ratio, sick leave, tenure, and retirement.

The questions asked the Department of Welfare on the first page of the questionnaire were similar. The requests for material and questions which appeared on the second page of the questionnaire in regard to supervision and licensing of preschools were:

6. Please send us a copy of the Welfare Department laws concerning the establishment, licensing and supervision of kindergartens, nursery schools, and day nurseries. Please send a copy of any available material which describes your standards: proposed or in use.

8. How are your standards for supervision and licensing enforced?

13. What preschool groups are under your direction? (Nursery schools, day nurseries, kindergartens, etc.)

These questions inquired as to the certification of teachers:

11. If the Welfare Department requires certification of teachers of preschool children, please state the requirements:

12. What protection does the teacher have in regard to hours of work, salary, pupil-teacher ratio, sick leave, tenure, and retirement.

14. A space for remarks was left on this questionnaire.

On both questionnaires the term preschool was defined thus: By preschool we mean a school group for children under six years of age: nursery schools, day nurseries, kindergartens, etc.

Nature of responses. In answering the questionnaire to the Department of Public Welfare, Georgia replied with a brief letter saying that

their department was authorized by law to supervise preschools but the means of implementing the supervision were not provided.

The Michigan Department of Education referred the questionnaire sent to them to the Department of Social Welfare; therefore a second questionnaire was not sent them. In New Jersey the questionnaire sent the Department of Public Welfare was slow in their response, a third questionnaire was sent the Department of Public Health. The other questionnaires were answered and returned as expected.

The replies to the questions just stated in the text are given in chart form on the following pages.

SUMMARY

I. RESPONSE TO THE QUESTIONNAIRE SENT TO THE DEPARTMENT OF EDUCATION

1. The states failing to answer the questionnaire sent to the Department of Education were Louisiana, and Missouri.
2. The following states said that they have laws governing standards for preschools: California, Florida, Illinois, Louisiana, Maine, Maryland, Minnesota, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Vermont, Washington, and Wisconsin.
3. These states said that they have permissive legislation for the establishment of preschools: Alabama, Arizona, California, Connecticut, Delaware, Florida, Illinois, Iowa, Louisiana, Maine, Mississippi, Montana, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Tennessee, Vermont, Virginia, Washington, West Virginia, Wisconsin.
4. There are certification requirements for teachers of preschool children in Alabama, Arizona, California, Connecticut, Delaware, Florida,

TABLE I

RESPONSE TO THE QUESTIONNAIRES SENT TO THE DEPARTMENTS OF EDUCATION
AND PUBLIC WELFARE

States	Received Reply	Has Laws	Permissive Legislation	Teacher Certification	Proposed Legislation	Printed Material	Supervisor	Other Supervision	Distinction of Supervision	Progressive City	Material on Teacher Requirements	Protective Measures	Divided Responsibility	Remarks
Numbers refer to questions	1	2	3	4	5	6	7*	8	9*	10*	11	12	13	14
Alabama	X	-	X	X	X	X	0	X	0	0	0	X	0	0
Arizona	X	-	-	-	-	0	0	-	-	0	X	X	0	X
Arkansas	X	-	-	-	-	0	0	0	0	0	0	0	0	0
California	X	X	X	X	0	X	-	X	X	X	X	-	0	0
Colorado	X	-	-	-	-	0	0	0	0	0	0	0	0	0
Connecticut	X	-	X	X	-	X	X	-	-	X	X	X	0	0
Delaware	X	X	0	-	-	X	X	0	0	X	X	X	X	0
Florida	X	X	X	X	-	X	X	X	X	X	X	X	X	0
Georgia	X	-	-	-	0	0	0	0	0	0	0	0	0	0
Idaho	X	X	-	-	-	X	-	X	0	0	0	0	X	0
Illinois	X	X	-	-	-	0	-	0	0	X	0	0	0	0
Indiana	X	-	-	-	-	0	-	X	0	X	X	X	X	0
Iowa	X	-	X	-	-	0	0	-	X	X	-	X	X	X

Education (Black ink)

Welfare (Red ink)

X - Affirmative Answer

0 - No Answer

- - Negative Answer

*Only on Education Questionnaire

**Only on Welfare Questionnaire

1, 2, 3 - Replied in correspondence

TABLE I - Continued

RESPONSE TO THE QUESTIONNAIRES SENT TO THE DEPARTMENTS OF EDUCATION
AND PUBLIC WELFARE

States	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Kansas	X	0	0	X	-	X	-	0	0	0	0	0	0	0
Kentucky	X	0	0	0	0	X	0	0	0	0	0	0	0	0
Louisiana	X	0	0	0	0	X	0	0	0	0	0	0	0	0
Maine	X	X	X	X	-	X	0	X	0	X	0	X	0	0
Maryland	X	X	-	-	-	X	X	0	X	X	X	X	0	0
Massachusetts	X	-	0	0	0	X	0	0	0	0	0	0	0	0
Michigan ⁵	X	0	0	0	0	0	0	0	0	0	0	0	0	0
Minnesota	X	X	0	0	0	0	0	0	0	0	0	0	X	0
Mississippi	X	X	X	X	0	X	-	X	X	X	X	X	0	0
Montana	X	-	X	X	0	0	0	0	X	X	X	X	0	0
Nebraska	X	-	-	-	-	0	0	0	0	0	0	0	-	0
Nevada	X	-	-	-	-	-	0	0	0	0	0	0	0	0
New Hampshire	X	X	-	-	-	0	0	0	0	0	0	0	-	0
New Jersey ⁶	X	X	X	X	0	X	X	0	X	X	X	X	X	0
New Mexico	X	-	-	-	-	0	0	0	0	0	0	0	X	0
New York	X	X	X	X	X	X	X	0	0	0	0	X	X	0
North Carolina	X	X	X	-	-	X	X	0	X	X	0	-	X	0
North Dakota	X	-	-	-	-	0	0	0	0	0	0	0	X	0
Ohio	X	-	-	-	-	0	0	0	0	0	0	0	X	0

4 - Answered by correspondence

5 - The Department of Education questionnaire was referred to social welfare

6 - The Department of Public Welfare questionnaire was forwarded to the Department of Education

TABLE I - Continued

RESPONSE TO THE QUESTIONNAIRES SENT TO THE DEPARTMENTS OF EDUCATION
AND PUBLIC WELFARE

States	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Oklahoma	X	X	X	X	-	0	X	0	X	X	X	X		
Oregon	X	-	-	-	-	0	X	0	X	X	X	X	0	0
Pennsylvania	X	X	X	X	X	X	X	0	X	X	X	X	0	0
Rhode Island	X	-	-	-	-	0	0	0	0	0	0	0	X	0
South Carolina	X	-	0	-	-	0	0	0	0	0	0	0	0	0
South Dakota	X	-	-	-	-	0	0	0	0	0	0	0	0	0
Tennessee	X	-	X	-	-	X	0	0	0	0	0	0	0	0
Texas	X ⁷	0	0	0	0	X	0	0	0	0	0	0	0	0
Utah	X	X	-	-	-	X		X			0	0	X	0
Vermont	X	X	X	X	X	X	-	X	0	X	X	X		
Virginia	X	-	X	X	0	X	-	-		X	X	X	X	0
Washington	X	X	X	-	-	X	X	0	X	X	X	X	X	0
West Virginia	X	-	X	-	-	0	0	0	0	0	0	0	X	0
Wisconsin	X	X	X	X	0	X	X	0	X	X	X	0	X	0
Wyoming	X	-	-	0	0	0	0	0	0	0	0	0	0	0

7 - Replied in correspondence

Illinois, Indiana, Kansas, Louisiana, Maine, Mississippi, Montana, New Jersey, New York, Oklahoma, Oregon, Pennsylvania, Vermont, Virginia, Washington and Wisconsin.

5. Alabama, New York, Pennsylvania, Vermont, said there is legislation pertaining to the preschool proposed in their state.

6. The following states provided for some supervision of preschools through specific personnel: Connecticut, Delaware, Florida, Maryland, Michigan, New Jersey, New York, North Carolina, Oregon, Pennsylvania, Washington, and Wisconsin.

7. Supervision of preschools by the state department of education which is not by a specific preschool supervisor is found in the following states: Alabama, California, Florida, Indiana, Mississippi, Oklahoma, and Vermont.*

8. These states have supervision of preschools shared by two or more state departments: California, Florida, Iowa, Maine, Maryland, Michigan, Mississippi, Montana, New Jersey, North Carolina, Oklahoma, Oregon, Pennsylvania, Washington, and Wisconsin.

9. Material on teacher certification was sent by Alabama, Arizona, California, Connecticut, Delaware, Florida, Oregon, Pennsylvania, Vermont, Virginia, Washington, Wisconsin.

10. Protective measures for teachers of preschool children are found in: Alabama, Arizona, Connecticut, Delaware, Florida, Indiana, Iowa, Maine, Maryland, Michigan, Mississippi, Montana, New Jersey, New York, Oklahoma, Oregon, Pennsylvania, Vermont, Virginia, and Washington.

*The distinction in the answers to numbers six and seven in the summary was not precisely stated by those answering the questionnaire.

SUMMARY

II RESPONSE TO THE QUESTIONNAIRE SENT TO THE DEPARTMENT OF PUBLIC WELFARE

1. Reply to the questionnaire sent to the Department of Public Welfare was made by all but the following states: California, Connecticut, Montana, Pennsylvania, and Missouri.
2. The following states have welfare laws relating to preschools: Delaware, Florida, Idaho, Illinois, Indiana, Kansas, Michigan, Minnesota, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Rhode Island, Utah, Virginia, Washington, West Virginia, and Wisconsin.
3. The Welfare Department has permissive legislation for the establishment of preschools in the following states: Florida, Iowa, Michigan, New Jersey, New York, Vermont, Virginia, Washington, West Virginia, and Wisconsin.
4. Certification of teachers of preschool children is required by the Department of Public Welfare in these states: Florida, Michigan, Vermont, and Wisconsin.
5. Michigan and New Hampshire responded that there is proposed legislation pertaining to the preschool in their states.
6. The Welfare Department supervises preschools which are within their jurisdiction in Delaware, Florida, Idaho, Indiana, Iowa, Kansas, Minnesota, Nebraska, New Mexico, North Carolina, Ohio, Rhode Island, Utah, Virginia, Washington, West Virginia, and Wisconsin.
7. The states of Wisconsin and Michigan sent material on requirements for certification of teachers of preschool children.

CHAPTER III

LAWS AND ENACTMENTS OF AUTHORIZATION PERTAINING TO PRESCHOOLS

The state laws and enactments of authorization as they apply to the preschool - nursery school, kindergarten and day nursery - provide the content of this chapter.

In the questionnaires sent to the State Departments of Education and Public Welfare, copies of laws pertaining to the establishment, licensing and supervision of preschools were requested. The returns came in various forms, correspondence, printed or typewritten copies of the laws and mimeographed interpretations of laws.

From this material the state laws relative to the establishment and licensing of nursery schools were obtained. The definition of the preschool to which the law applied is included in the chapter to clarify the type of preschool covered by the legislation.

The material presented is necessarily incomplete since it contains laws only from those states who replied to the questionnaire. Of the forty-seven states who returned one of the two questionnaires forty said there were laws which pertained to the preschool in their respective states. Thirty-three states sent additional material as requested in the questionnaire. Those states who affirmed the fact that there was preschool legislation yet did not send a written copy of their laws were: Arizona, Maine, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, and Vermont.

Some of the states answered the question in the negative as to

whether there were laws in their state pertaining to the preschool yet they sent material which is included in the compilation of laws in this chapter. The states were: Alabama, Connecticut, Indiana, Iowa, Kentucky, Massachusetts, Tennessee, and Texas.

The source of information on the laws or regulations for each state is written beneath the name of the state.

I. LEGISLATION PERTAINING TO PRESCHOOLS

IN THIRTY-THREE STATES

ALABAMA

Minimum Standards for Day Nurseries, 1942.
State Board of Public Welfare; Montgomery, Alabama.

The Alabama laws and regulations concerning the establishment and operation are to be complied with. (Code of Alabama, 1940, Sections 61-84.)

Definition: When used in these standards, the term "day nursery" shall include any institution or place in which four or more children, not of common parentage, are received for care, apart from their parents, whether for compensation, reward or otherwise, during part of the daylight hours or during the whole day, and subject to licensing by the State Department of Public Welfare under the laws of Alabama.

Reprinted from the Code of Alabama, 1940.
State Board of Education; Montgomery, Alabama.

I Permissive Legislation

#162. Kindergartens and playgrounds.

The city board of education shall have power to establish and maintain a system of public schools including kindergartens and playgrounds for the benefit of children who are bona fide residents of and living within the corporate limits of such city. . . . If a kindergarten is established and maintained, children from five to eight years of age may be admitted on such terms and conditions as the city board of education may prescribe. (1927 School Code, #202.)

ARKANSAS

Correspondence

Miss Ruth Johnston, Director of Child Welfare, Child Welfare Division
Little Rock, Arkansas

The State Welfare Law of Arkansas provides that the State Child Welfare Division shall regulate and license all child-caring institutions. An opinion from the Attorney General construed the law to include nursery schools, group care centers for children, and foster homes. The law, however, does not specify a penalty if standards are not met. However, the City of Little Rock has a city ordinance which provides for licensing nursery schools, kindergartens, public and private day care centers, and boarding homes. The ordinance exempts all such places operated by the Little Rock Public School System. The ordinance provides, also, that minimum requirements for the protection of the health and welfare of children shall not be below the minimum requirements established by the Child Welfare Division of the State Department of Public Welfare. At this time the Child Welfare Division and the Little Rock Health Center are setting up standards for working towards the enforcement of the ordinance. It is hoped that all details will be worked out in the near future, and when final plans have been made we shall send you a copy.

Arkansas, as a state, has a law which prohibits the expenditure of school funds for preschool age children, and any centers, nurseries, schools, or kindergartens which are operated on an individual basis and not under the supervision of the School Board.

CALIFORNIA

Correspondence

Mr. Malcolm Peattie, Assistant Administrative Adviser, Office of Education, Sacramento, California.

If a kindergarten is maintained by the district, a child may be admitted to the kindergarten if he is four years and nine months of age on or before September first of the school year or in the second term, if there is one, if he is four years and nine months of age on or before February first. (Education Code Section 8404)

For the care of children of working mothers in the lower income brackets, school districts may establish child care centers, to which children between the ages of 2 and 16 may be admitted (Education Code Section 19602).

Private schools are not licensed by this department, nor are private school teachers licensed or certified by this department.

CONNECTICUT

Regulations for Approval of Nursery School Groups Caring For Children Under Six Years of Age, 1946.

State Department of Education; Hartford, Connecticut.

Definition: A nursery school group is defined as a unit of six or more children not of common parentage under the age of six years brought together for a period exceeding two but not exceeding fifteen hours during any day, irrespective of compensation or reward, for the purpose of guidance, care or instruction.

Definition: For the purpose of this regulation, a child day care center is defined as a place in which are received three or more children not of common parentage, under the age of fourteen years, who stay for a period exceeding two but not exceeding fifteen hours during any day, irrespective of compensation or reward.

DELAWARE

State Law Relating to Standards for Child Caring Agencies
State Department of Public Welfare; Dover, Delaware

Definition: Any person or association conducting a boarding home for children and all institutions, agencies, associations, or organizations, receiving and placing or caring for dependent, neglected or delinquent minors, including organizations providing care of children whether dependent or otherwise, in lieu of the care and supervision ordinarily provided by parents in their own homes, for periods of less than twenty-four hours a day must accord the State Department of Public Welfare, its committee of agents, right of entrance, privilege of inspection, and access to its accounts and reports.

FLORIDA

Florida Statutes, 1941
Department of Education; Tallahassee, Florida.

Support of Schools

(1) Nursery Schools. Nursery Schools, where organized as public school classes, shall be supported and maintained from county taxes, district taxes, or from such funds supplemented by tuition charges, or from funds from Federal or other lawful sources, exclusive of state sources.

(2) Kindergartens. Kindergartens, when organized as public schools or public school classes comprising children who have attained the age of four years and nine months on or before the first day of the calendar month within which schools open in any county during any

year, shall be considered as part of the elementary school organization and shall be supported and maintained by funds from state, county, district, federal or other lawful sources or combinations of sources.

Enrollment

State Board of Education regulations, adopted July 3, 1947, as regards minimum and maximum enrollment by school classification read thus:

- a. The minimum number of pupils required for establishing kindergartens shall be 25 children. The desirable enrollment shall not exceed 30 pupils for any one teacher.
- b. In schools designated as isolated by the State Board of Education where less than 20 children desire kindergarten experience and the number of kindergarten pupils plus first grade pupils would make a desirable teaching load, not to exceed 27 pupils, and when a qualified teacher and sufficient space are available, a combination kindergarten and first grade may be established. The program for such a combination shall be approved by the State Department of Education.

Entrance Age of Pupils

Children who have "attained the age of four years and nine months on or before the first day of the calendar month within which schools open in any county during any year" are eligible to enter kindergarten (Section 228.16, Florida School Laws). The county board should determine the local policy as to late entrance of children of legal kindergarten age. If the class is small and there is ample space and equipment, it would seem advisable to permit late entrance of kindergarten children in view of the fact that even a few months of kindergarten will be highly beneficial to every child.

Length of School Day

Section 227.13, Florida School Laws, defines the school day as "that portion of the day in which school is actually in session" and provides that the day shall comprise "not less than three net hours in kindergarten and nursery school grades." According to State Board of Education regulations, adopted July 3, 1947, "the length of the day for the kindergarten teachers shall be the same as for other elementary teachers, including the kindergarten, program of activities, parent conferences, home visits, and assistance with the instructional program of the school (giving individual instruction, relieving elementary teachers, etc.)."

Laws of Florida, 1941

State Department of Public Welfare; Tallahassee, Florida.

Chapter 21013, Laws of Florida, 1941.

(Applying to any county with a population over 267,000.)

Section 1. In all counties of this state which now have, or may hereafter have a population of over 267,000, the State Welfare Board in order to protect the physical and moral welfare of children shall have the authority and duty to promptly establish reasonable minimum standards of care for children under seventeen (17) years of age being cared for away from their own parent or guardian by any person, firm, organization, corporation, association or society operating or conducting a home, nursery, institution or similar enterprise for the care of children.

Section 2. . . . no institution, firm, organization, corporation, association or society may receive any child under seventeen (17) years of age for boarding or custody away from the parent or guardian of such child, and no person, firm, organization, corporation, association or society shall operate any boarding home, nursery, institution, or similar enterprise for the care of children away from their own parents or guardians, unless such a person, firm, organization, corporation, association, or society shall have first procured a license from the State Board empowering or authorizing such person, firm, organization, corporation, association, or society to care for, receive or board a child or children. Application for license shall be made on blanks provided by the Board. The application must also be approved by the State Board of Health after inspection of health and sanitary conditions. A copy of the license so issued, which shall be provided by the State Board and shall be kept readily available by the licensee. Such license shall be valid for not more than one year after the date of issue but may be renewed or extended as provided for by the rules of the State Board. Any such license may be revoked by order of the State Board in its discretion. If such order is not complied with, within a reasonable time, then after a reasonable notice, the State Board shall apply to a court of equity having jurisdiction over the institution, and such court of equity shall hear and determine the case, and shall grant such relief, mandatory or injunctive, as the case may require. Every person, firm, organization, corporation, association or society licensed by the Board shall keep such records and shall make such reports as may be prescribed by the said Board.

IDAHO

Correspondence

Mr. Alton B. Jones, State Superintendent of Public Instruction, State Department of Education, Boise, Idaho

There are no state or county monies available for the education of children under six years of age. Local school districts may establish and maintain kindergartens supported by a local school levy.

Since the State of Idaho does not support a program of this kind, we have not as yet set up requirements for the establishment of such

schools. If invited to do so, however, our State Department of Education will make a general appraisal of a kindergarten program. We do recommend that the person in charge meet the requirements for teacher certification in this state.

Standards for Group Care, 1950
Department of Public Assistance; Boise, Idaho.

Recognizing its responsibility for the protection of children, the State of Idaho, through the action of the 1945 Legislature provided for the licensing of foster homes and day care homes for children.

This law authorizes and directs the Commissioner of Public Assistance to set up standards governing licensing which are deemed necessary to protect the best interests of the children receiving care.

Definition: A day-care center provides care to a group of children for all or any part of the day. Children may be entering the center at various hours and may remain for varying periods of time during the day. As part of the care, the center provides a program of planned activities of a group nature and has play space and equipment set aside for the use of the children. The operator devotes her time primarily to conducting the center rather than primarily to performing household duties and maintaining a home for her own family, while caring for other children.

As a health safeguard, inspection of the center by the Department of Public Health will be required before a license will be issued and periodically thereafter as indicated.

ILLINOIS

School Code of Illinois
Department of Education; Springfield, Illinois.

7-19. Nursery Schools. In all districts maintaining grades one to eight or one to twelve, to establish nursery schools for the instruction of children between the ages of two and six years, if, in its judgment public interest requires them and sufficient funds obtained from local and federal sources other than local district taxes are available to pay the necessary expenses thereof; provided, that the school board shall at all times have complete jurisdiction and control over such schools, including the employment of teachers, attendants and any other employees, and shall have complete control of the expenditure of such funds in connection with the establishment and maintenance of such schools. (As amended by L. 1951, H.B. 496, approved June 27, 1951.)

16-49. Kindergartens. To establish kindergartens for the instruction of children between the ages of four and six years, if in their

judgment of the public interest requires it, and to pay the necessary expenses thereof out of the school funds of the district. Upon petition of at least fifty parents or guardians of children between between the ages of four and six, residing within any school district and within one mile of the public school where such kindergarten is proposed to be established, the board of directors shall, if funds are available, establish a kindergarten in connection with the public school designated in the petition and maintain it as long as the annual average daily attendance therein is not less than fifteen. No one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law.

INDIANA

Enclosure With Questionnaire
State Department of Public Instruction; Indianapolis, Indiana.

Establishment.

The board of school commissioners of any incorporated town or city, or the trustee of any school corporation may establish and maintain, in connection with or in addition to the other school of such town or city (1) nursery schools for the instruction of children under (6.) years of age, the expenses of which shall be paid in the same manner as other grades and departments now established in the common schools of such corporation. (Acts 1943 ch 256, #1, p. 726.)

Funds For Establishment and Maintenance

For the purpose of establishing and maintaining any such nursery schools, said school corporations may make provisions therefor from the same revenue in the same manner as other grades and departments in the common schools of such school corporations are provided for and may make application for and receive from any state or federal governmental agency such funds as may be made available through such agencies for such purpose (Acts 1943, ch 256, #2, p. 726).

Use of Funds to Assist Approved Associations

Any school authorities, may, in their discretion, apply the fund provided for in section 2 and 3 of this act, or such portion thereof as they deem advisable, to the aid, maintenance and support of nursery schools conducted by any association incorporated for the purpose; provided, however, that such association in any town or city shall have the approval of the board of school trustees or board of school commissioners of such town or city. (Acts 1943, ch. 256, #3, p. 726.)

IOWA

Minimum Requirements and Desirable Standards for Day Care Agencies
providing Care for Eight or More Children
State Department of Social Welfare; Des Moines, Iowa.

Authority of the Department

Supervisory Responsibility, Code of Iowa, 1952, Chapter 235

The State Department of Social Welfare, through its Division of Child Welfare has been given authority to "aid in the enforcement of all laws of the state for the protection and care of children," Chapter 235, Section 235.2-7, 1950 Code of Iowa, and "to make such rules and regulations as may be necessary or advisable for the supervision of the private child caring agencies or officers thereof which the state Board is empowered to license, inspect, and supervise." Chapter 235, Section 235.3-3a.

Assistant Attorney General's Opinion, October 21, 1942, Licensing of Day Care Nurseries

In an opinion on responsibility of licensing of day care nurseries given on October 21, 1942, the Assistant Attorney General referred to the 1939 Code of Iowa, Chapter 181.4, Section 3661.057; "any person who receives for care and treatment or has in his custody at any one time, more than two children under the age of fourteen years unattended by parents or guardian, for the purpose of providing them with food, care and lodging, except children related to him by blood or marriage, and except children received by him with the intent of adopting them into his own family, shall be deemed to maintain a children's boarding home. This definition shall not include any person who without compensation, is caring for children for a temporary period."

The attorney general then states "it is my opinion, under the provision of said Section, that you should license any so-called day nurseries as children's boarding homes. It is my further opinion that it was the intent of the legislature to cover all situations wherein children are left in the care of any person for hire, unattended by parent or guardian, and it makes no difference whether or not that care covers a long period of time, including nights, or whether that period covers only day care."

Assistant Attorney General's Opinion, June 4, 1947, Licensing of Nursery Schools

The assistant attorney general states, "I am of the opinion that under the definition as set out by Section 237.2 of the 1946 Code, that the nursery school which cares for three or more children even during the day time only, is a children's boarding home and should be required to have a license as such. The mere fact that the so-called nursery school may have children who only attend school and are not taken care of, and fed, etc., during the day time, does not make any difference if the so-called school or nursery school does in fact have the day time care of three or more children. I am of the opinion that it was the intent of the legislature to cover all situations wherein children are left in care of any person for hire, unattended by parent or guardian, and it makes no difference whether or not the care covers a long period of time, including nights, or whether the period covers only day care."

Licensing Procedure

Before a license can be granted a representative of the State Department of Social Welfare, or a representative of a local county department of social welfare shall make a comprehensive study of the day nursery, day care center, or nursery school, evaluating the administrative structure, the program, and the physical plant, to determine whether minimum standards are met.

Definition

Facilities giving day care to children shall mean and include, any home, institution, or organization, whether known as a day nursery, day care center, or nursery school, which for profit or non-profit receives for temporary care eight or more children over two years of age, during part or all of the day with or without educational purposes.

Facilities giving day care to children where the number of children cared for is less than eight, fall under the rules and regulations pertaining to children's boarding homes. Such care is deemed to be foster family care on a day care basis.

KANSAS

Correspondence

Frank Long, Director

Department of Social Welfare; Topeka, Kansas.

In Kansas licensing is the joint responsibility of the Maternal and Child Health Division of the State Board of Health, and of the Child Welfare division of the State Department of Social Welfare. Under this law all care given to children outside their own homes and away from their own parents or near relatives requires a license. Nursery schools, day nurseries, play groups and private kindergartens all come within "group care."

Definition

The term "group care center" includes day nurseries, nursery schools, special schools for preschool children, and similar establishments. These standards may also be applied to any type of group care of preschool children away from their parents, such as might obtain in children's institutions, convalescent homes, etc.

KENTUCKY

Common School Laws, 1950

Board of Education; Frankfort, Kentucky.

158.090 (4399 - 50) Kindergartens - The board of education of any school district may establish and maintain kindergartens for children from four to six years of age.

LOUISIANA

Minimum Requirements for License of Day Care Centers, 1948.
Department of Public Welfare; Baton Rouge, Louisiana.

The State Department shall administer the welfare activities of the state as follows;

(8) Administer and supervise all public child welfare activities relating to children who are dependent, neglected, delinquent or physically or mentally handicapped; establish, extend and strengthen services for such children in parish or district departments; license and supervise all parish, municipal and private agencies, institutions and individuals, caring for children, including visitorial powers, under the rules and regulations of the state department; contract with private individuals to hold their homes open for and to care for children in need of temporary or long time foster care and provide such other services for children as may be authorized by law.

The licensing authority of the State Department of Public Welfare is established in Section 7, paragraph 8 of Act 344 of 1938, (as amended by Act 212 of 1940). This provision requires that the department shall "license and supervise all parish, municipal and private agencies, institutions and individuals caring for children."

The State Board of Public Welfare construes the licensing obligation of the Department to include the following child caring agencies, institutions and persons:

All organizations and persons who provide part time care for children (Day Care Centers).

Facilities established primarily for educational, medical or correctional purposes under the direct supervision of and certified by another State Department, are not included among those to be licensed by the Department of Public Welfare.

MARYLAND

Chapter No. 489, Senate Bill No. 34
Department of Education; Annapolis, Maryland

14A. (a) After January 1, 1948, every private school or educational institution, however designated, which charges tuition or fees for attendance, and which offers a program of --, kindergarten, or nursery school work, or any combination thereof, -- must secure a certificate of approval issued by the State Superintendent of Schools, before it may begin or continue to operate or function in this State. Provided, that nothing in this section shall be construed as having application to any school or college that is now operating under a charter granted by the Legislature of Maryland.

(b) The State Superintendent of Schools shall issue a certificate of approval to any applicant operating or proposing to operate such a private school or educational institution whose conditions of entrance, scholarship, educational qualifications, standards and facilities are adequate and appropriate for the purposes, program, training and courses to be taught or given therein. Any such certificate may be revoked at any time for cause by the State Board of Education but only in the manner herein described.

(c) Any such school or educational institution shall be open for inspection by the State Superintendent of Schools or his designated agent, at all reasonable times. Every such school or educational institution shall be required to furnish such information and reports from time to time as the State Superintendent of Schools shall deem necessary and proper in the manner and on forms prescribed by him.

(d) The State Superintendent of Schools is hereby authorized to issue rules and regulations not inconsistent with this sub-title to supplement and implement the purposes and provisions hereof, provided that the State Superintendent of Schools shall prior to such issuance give thirty days written notice of such proposed rules and regulations to the schools or educational institutions affected thereby and shall afford such schools or educational institutions a reasonable opportunity to be heard regarding any objections they might have to such rules and regulations.

Sec. 2. And be it further enacted. That this Act shall take effect June 1, 1947.

MASSACHUSETTS

An Act Regulating Agencies Conducting Day Nurseries and Similar Establishments, 1950.
Department of Education, Boston, Massachusetts.

Chapter 205

An Act Regulating Agencies Conducting Day Nurseries and Similar Establishments.

Section 58. In sections fifty-eight to sixty-two, inclusive, "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 names, except a Sunday school conducted by a church, not conducted by the commonwealth or any city or town, which for compensation or otherwise, receives for temporary custody, with or without stated educational purposes, during part or all of the day apart from their parents, three or more children under seven years of age and not of common parentage, separate and apart from their parents and elsewhere than at home of one or more of them during part or all of the day.

Section 59. No person shall conduct an agency giving day care to children without obtaining a license from the board of health. An application therefor shall be in a form prescribed by the said board, and shall be uniform for all agencies giving day care to children within the board's jurisdiction. There shall be attached to the application a statement, sworn to by the applicant, or by an officer thereof duly authorized thereto, containing such information as may be required by the board. If in the judgment of the said board the said statement or any other evidence submitted in relation to the application indicates that the operation of the proposed agency giving day care to children will be for the public benefit and welfare, a license, in such form as the board may prescribe, shall be issued to the applicant. All licenses shall expire at the end of the year in which they are issued, but may be renewed annually on application as above provided. No license shall be transferred except with the approval of the said board. For the issue or renewal of each license a fee of one dollar shall be charged. All fees shall be paid to the town where the agency giving day care to children is situated.

Section 60. Boards of health shall make rules and regulations, and may revise or change them, in accordance with which agencies giving day care to children shall be licensed and conducted; and failure to comply with any such rule or regulation shall be sufficient cause for revocation of the license in the manner provided in section sixty-one.

MICHIGAN

Licensing of Day Care Centers and Nursery Schools in Michigan
Department of Social Welfare; Lansing, Michigan

Definition: A day care center is a specialized child welfare agency which provides care for children during the day. A nursery school is a day care center with a planned educational program for pre-school children under supervision of a qualified teacher or teachers and approved by the state education authority.

The rules and regulations apply to all day care centers including nursery schools.

In accordance with the authorities and responsibilities set forth in Act 47 of the first extra session of 1944 and after consultation with the department of health and the department of public instruction, the Michigan Social Welfare commission has established rules and regulations governing inspection, approving, licensing and supervising of day care centers and nursery schools.

CORRESPONDENCE

Miss Roberta Hemingway, Director, Lansing, Michigan
Department of Social Welfare

Kindergartens have long been a part of the public schools and are

financed under the general education funds, though compulsory education begins at six years. The few private school kindergartens are subject to license by the Children's Division, State Department of Social Welfare.

MINNESOTA

Standards for the Group Care of Children, 1953.
Department of Public Welfare; St. Paul, Minnesota.

Chapter 613 - Minnesota Laws of 1953 define a facility for foster care requiring a license as any establishment, boarding home, free home, work home, children's home, day care home, day nursery, nursery school or institution providing children with a substitute for the care, food, lodging, training, education, or treatment they need but which for any reason cannot be furnished by their parents in their homes except the following: It does not include schools which in the judgment of the commissioner of Public Welfare operate for the primary purpose of educating children, rather than for the primary purpose of providing a needed substitute for the care, supervision, and training provided most children by their parents.

MISSISSIPPI

Enclosure with Questionnaire
Department of Education; Jackson, Mississippi.

Section 6446. Nursery Schools. The governing authorities of any municipality in this State having a population of two thousand or more according to the census of 1930 may, in its discretion, rent, lease, purchase or construct a building or buildings for nursery schools for the caring, training and education of preschool age children, and equip such buildings, provided the total expense thereof shall not exceed \$5,000.00 for any municipality.

6447. Kindergartens - The board of trustees of any separate school district in this State may establish and maintain in connection with any of the schools in the separate district a kindergarten school for children between the ages of four and six years, but the said kindergarten shall be maintained out of funds contributed to the separate school district for such purposes or by tuitions charged in the said kindergarten department, sufficient to maintain the said school, or schools. No part of said expense to be paid out of the common school funds. The teachers of the kindergarten department shall not be teachers employed in the public school department, but shall be under the supervision of this principal of said school, and employed by the board of trustees of said school.

NEW JERSEY

CHAPTER 303, P.L., 1946

Department of Institutions and Agencies; Trenton, New Jersey

1. The term "child care center," as used in this act, shall include every private nonsectarian child care center, day nursery, nursery school, boarding school, or other establishment of similar character for the care of children, in which any tuition fee, board, or other form of compensation for the care of children, is charged and in which more than five children over the age of two years and under the age of five years are cared for, but it shall not include (1) the State Board of Children's Guardians of the Department of Institutions and Agencies, or (2) any aid society of a properly organized and accredited church or fraternal society organized for and relief of its members, or (3) any children's home, orphan asylum, children's aid society, or society for the prevention of cruelty to children, incorporated under the laws of this State and subject to visitation or supervision by the State Department of Institutions and Agencies, except in the conduct of a philanthropic day nursery, or (4) any other public agency operated by a county, city, municipality or school district.

2. No child care center which is now or hereafter shall be established shall be operated or conducted after July first, one thousand nine hundred and forty-seven, except by authority of a valid certificate of approval issued by the Commissioner of Education under rules prescribed by him with the approval of the State Board of Education.

NEW MEXICO

Regulations of the State Board of Public Health
Department of Public Health; Santa Fe, New Mexico

Nursery, Nursery School, Kindergarten, Play School or Progressive School: To be licensed as a Nursery, Nursery School, Kindergarten, Play School or Progressive School, the facility must serve a group of children up to school age on a fee basis during part of a twenty-four hour day. There may be occasional full-time care on an emergency basis, but never as a regular part of the care provided. There shall be no provision for any type of sick care beyond isolation for a short period of time before the removal of a sick child.

NEW YORK

School Laws
Department of Education; Albany, New York

1712 Kindergartens; Nursery Schools. 1 The board of education of each

school district may maintain kindergartens which shall be free to resident children between the ages of four and six years, provided, however, such board may fix a higher minimum age for admission to such kindergartens.

2. Such board of education may also maintain nursery schools which shall be free to resident children and may fix the age for admission at three years or above.

SOCIAL WELFARE LAW, Section 390
Social Welfare Department; Albany, New York

1. Except as provided herein, no day nursery nor any place, person, association, corporation, institution or agency shall provide day care for three or more children without a permit therefor issued by the department, or otherwise than in accordance with the terms of said permit and with the rules of the board and the regulations of the department for the protection and care, including the health, safety, treatment and training of children.

NORTH CAROLINA

North Carolina Manual for Work with Children
Department of Public Welfare; Raleigh, North Carolina.

The following statement is given on the basis of a ruling from the Attorney General given December 12, 1952:

The term "day-care facility" means and includes any institution, center, home, day nursery, nursery school, or other place, however styled and whether operated under public auspices or as a private business, in which are received for temporary custodial care apart from their parents in excess of three hours per day and upon three or more successive days, any two or more children not of common parentage; but the term does not mean or include any kindergarten or school subject to the supervision of the State Department of Public Instruction under the provisions of Chapter 115 of the General Statutes of North Carolina and the rules and regulations adopted pursuant thereto.

A day nursery is a day care facility which gives day care only. It differs from a foster family day care facility because it takes care of 10 or more children and has an organized program for the group. Children in day nurseries are usually separated in groups according to their age and development.

Kindergartens and other day care facilities operating for four hours or less are not subject to license by the State Board of Public Welfare. Nursery schools which are a part of a public supported school, are under the supervision of the State Department of Public Instruction.

Department of Public Instruction

Definition: Kindergarten may be defined as an organized educational program which is offered children during the year preceding their eligibility for entrance in the first grade, whether operating in public or private schools, nursery schools or day-care centers, or in special schools for atypical children.

Kindergartens may be established. (From Section 115-65 of North Carolina Public School Laws).

Section 115-65. Kindergartens may be established. - Upon a petition by the board of directors or trustees or school committee of any school district, endorsed by the county board of education, the board of county commissioners, after thirty days notice at the courthouse door and three other public places in the district named, shall order an election to ascertain the will of the people within said district whether there shall be levied in such a district at a special annual tax of not more than fifteen cents on the one hundred dollars worth of property and forty-five cents on the poll for the purpose of establishing kindergarten departments in the schools of said district. The election so ordered shall be conducted under the rules and regulations for holding special tax elections in special school districts, as provided in article 23 of this chapter.

If a majority of the qualified voters voting on such proposition shall vote in favor of the tax, then it shall be the duty of the board of trustees or directors or school committee of said district to establish and provide for kindergartens for the education of the children in said district of not more than six years of age, and the county commissioners shall annually levy a tax for the support of said kindergarten departments not exceeding the amount specified in the order of election. Said tax shall be collected as all other taxes in the county are collected and shall be paid by the sheriff or tax collector to the treasurer of the said school district to be used exclusively for providing adequate quarters and for equipment and for the maintenance of said kindergarten department. (1923, c. 136, s. 40; C. S. 5443; 1949, C. 1033, s. 1.)

The term day-care center shall mean any institution, organization, agency, or place, whether known as a day-nursery, nursery school, kindergarten, play-school, or under any other name, which provides day-care for eleven or more children.

Sec. 5103.02 As used in sections 5103.03 to 5103.19, inclusive of the Revised Code. (1352-6)

"Institution" or "association" includes any incorporated or unincorporated organization, society, association, day-care center, or agency, public or private, which receives or cares for children for periods of four or more hours per day for two or more consecutive weeks; any individual who, for hire, gain, or reward, receives or cares for children for periods of four or more hours per day for two or more consecutive weeks, unless he is related to them by blood or marriage;

and any individual not in the regular employ of a court, or of an institution or association certified in accordance with section 5103.30 of the Revised Code, who in any manner becomes a party to the placing of children in foster homes, unless he is related to such children by blood or marriage, or is the appointed guardian of such children; provided, that any organization, society, association, school, approved, operated under the direction of, or otherwise certified by the department of education, a local board of education, or the division of mental hygiene of the department of public welfare, or any individual who provides care for only a single family group placed there by their parents or other relative having custody, shall not be considered as being within the purview of these sections.

OREGON

Correspondence

Loa Howard Mason, Administrator;
State Public Welfare Commission; Portland, Oregon.

The State Board of Health, by law, licenses day care facilities which would include day nurseries. There are no licensing provisions for nursery schools, kindergartens and such, with this one exception.

State Board of Health Day Nurseries Law
State Board of Health; Portland, Oregon

99-1201. "Day Nursery"; Defined: A day nursery is defined to be an institution, establishment, or place in which are commonly received at one time three or more children, not of common parentage, under the age of 14 years, for a period or periods not exceeding twelve hours for the purpose of being given board, care or training apart from their parents or guardians for compensation or reward.

PENNSYLVANIA

Bulletin No. 460

Department of Public Instruction; Harrisburg, Pennsylvania.

1. The Act of June 25, 1947, P. L. 951

Section 4. "No private school shall continue operation or be established within the Commonwealth, unless such school shall within five (5) months of the effective date of this act, apply for and obtain from the department, a license in the manner and form prescribed by this department."

Interpretation of the Act of June 25, 1947, P. L. 951

The terms, private school, shall include nursery schools and kindergartens in which groups of five or more children are brought together at regular intervals for the purpose of generally educating them or preparing them for higher levels of education.

Supervised play groups are considered as within the scope of nursery and kindergarten education, since supervised play for children between the ages of two and six years is a fundamental kind of education at these age levels.

RHODE ISLAND

Licensing and Regulation of Day Nurseries
Department of Social Welfare; Providence, Rhode Island.

Chapter 372, Gen. Laws 1938 (Pub. Laws, 1926 Ch. 835)

(1) Any person who receives for the purpose of nursing and care apart from their parents or guardian, at one time, 3 or more children not of common parentage, under the age of 14 years, for a period or periods exceeding 4 but not exceeding 12 hours, irrespective of compensation or reward, shall be deemed to maintain a day nursery. No person shall maintain a day nursery without first obtaining a license to conduct such nursery from the State Department of Public Welfare as hereinafter provided.

(2) The State Director of Public Welfare is hereby empowered, after careful investigation, to grant licenses to maintain day nurseries.

TENNESSEE

Correspondence
Mrs. Christine C. Reynolds, Commissioner
Department of Public Welfare; Nashville, Tennessee.

The Tennessee Department of Public Welfare has no responsibility in connection with kindergartens or nursery schools. In 1953, however, state laws regarding licensing of child-caring institutions, child-placing agencies and maternity homes were incorporated into one licensing act, and family boarding homes, family day care homes and day care centers were included.

We are now making plans for licensing day care facilities. The consultants on our licensing staff are contacting day care facilities and are working with a committee of representative citizens on standards for these facilities. The actual licensing of these facilities has not been started yet, however.

Licensing Law, P. C. No. 228
Department of Public Welfare; Nashville, Tennessee.

(6) "Day-care center" shall mean any place, except places under the supervision of any religious organization, operated by a person, society, agency, corporation or institution or any other group, wherein are received for pay four or more children under seventeen years of age, for day-time control, care and food, without transfer of custody.

Senate Bill No. 456, No. 101
State Board of Education; Nashville, Tennessee.

Section 1. Be it enacted by the General Assembly of the State of Tennessee, that any County, City, or Special District Board of Education operating Public Elementary and/or Secondary Systems of Education under the laws of this State may provide for, establish, and maintain schools for children under six years of age under such rules and regulations as may be prescribed by the State Board of Education. Such School Boards shall be authorized to receive and accept Federal Funds for such purpose and to expend such Funds in conformity with the purposes and requirements thereof. Schools for pre-school children organized as public schools or as public school classes under the provisions of this Act shall be maintained and supported from local taxes, or from such local tax funds supplemented by funds from Federal or from other sources; provided that no State Elementary or High School Funds, appropriated for grades one through twelve, shall be used for this purpose; and, provided further, that the average attendance of such pre-school age pupils shall not be included in the average daily attendance upon which State Elementary and/or High School per capita funds are distributed for grades one through twelve.

TEXAS

Correspondence
John H. Winters, Director
State Department of Public Welfare; Austin, Texas.

Commercial and non-profit day nurseries are subject to licensing under the supervision of the Department of Public Welfare. Nursery schools and kindergarten programs which meet the definition of pre-school educational facilities are not governed by the Licensing Law and are considered the prerogative of the field of education. Other than provisions for certification of kindergarten teachers, we do not believe that there are state regulations governing kindergarten and nursery schools.

Minimum Standards for Commercial Day Care Centers
Department of Public Welfare; Austin, Texas.

Definition: A commercial day care center is any place maintained or conducted, for profit, under public or private auspices which cares for more than six (6) children during a part of the twenty-four (24) hours of the day.

UTAH

Laws of the State of Utah pertaining to Regulation and Licensing of Day Nurseries, Approved March 17, 1943.
Department of Public Welfare; Salt Lake City, Utah.

14-8a-1. Day Nurseries - License - Exceptions. Except as provided herein, no day nursery, person, association, corporation, institution, or agency shall provide care and supervision for three or more children under 14 years of age in lieu of care and supervision ordinarily provided by parents in their own homes, for periods of more than four but less than twenty-four hours in any one day, with or without charge, without having in full force a license issued by or under the authority of the public welfare commission, in accordance with rules and regulations prescribed by such commission. Nothing in this act shall apply to care given to children by or in the homes of parents, legal guardians, grandparents, brothers, sisters, uncles or aunts, or as part of the program of an educational institution regulated by the boards of education of the state, or as part of the program of a parochial education institution.

Definition: (1) "Child Care Center" or "Center" means any facility providing group care for four or more children under seven years of age for more than two hours but less than 24 hours per day. This term shall include all types of day care meeting these specifications, whether provided in a private home or under the auspices of a day care agency.

(2) "Day Nursery" means any publicly, privately or cooperatively sponsored center for the group care and guidance of children who cannot remain with their own parents during the day or some portion thereof, or who may derive special benefit from this type of care. The day nursery may accept children within a wide age range.

(3) "Nursery School" means any privately or cooperatively sponsored center (except parochial schools) providing a planned educational program for pre-school children generally from two through five years of age, under the guidance of a director and teaching staff whose qualifications with respect to both training and experience in this particular field of education, have been approved by the Department of Public Instruction. The nursery school usually operates on the basis of a half-day program.

VIRGINIA

Licensing and Control of Child Welfare Homes, Agencies, Institutions, Commonwealth of Virginia; Code, as Amended; November 1, 1952.
Department of Public Welfare; Richmond, Virginia

Title 63. Chapter 11.

Child Welfare Homes, Agencies and Institutions

63-232. Definitions - As used in this chapter:

"Day Nursery" means (a) any institution operated for the purpose of providing care and maintenance to children separated from their parents or guardian during a part of the day only, but not for any period between the hours of seven P.M. and six A.M., except a public school or other bona fide educational institution, and (b) any private family

home which provides care and maintenance to children under the same conditions as those set out in clause (a), except a home in which such care and maintenance is provided for children related by consanguinity or affinity to the person who maintains such home, and for children as occasional bona fide personal guests, and for no other child or children.

"Child welfare agency" means a child placing agency, children's home, or day nursery.

63-233. Licenses required. - (a) Every person who constitutes, or who operates or maintains, a child placing agency, children's home, or day nursery, other than a children's home operated or maintained under the supervision of the department or of a licensed child placing agency or of a county or city board or department of public welfare, shall obtain an appropriate license, from the Commissioner, which he shall have renewed annually.

WASHINGTON

Rules and Regulations. For Day Nurseries.
Department of Public Assistance; Olympia, Washington.

Chapter 270 (H.B. 163) Laws of 1951., Effective July 30, 1952.
Definition: A day nursery is an institution which provides care during the day for a group of children with or without compensation. Its primary function is to give care and supervision to children in need of supplemental parental care during the day whose own families are unable to provide this daytime care. A day nursery shall not mean a nursery school which is essentially and primarily engaged in educational work with preschool children whose parents send the child to the nursery school only for education, the child not being in need of supplemental parental care.

WEST VIRGINIA

Minimum Standards for Day Care Centers for Pre-School Children, July, 1951.
Department of Public Welfare; Charleston, West Virginia.

Definition: "Day Care Center" means a child welfare agency which for compensation regularly cares for four or more children, between the ages of two and seven and not of common parentage, separate and apart from their parents, during part or all of the day, but shall not include nursery schools or kindergartens integrated with the regular school program.
Public Welfare Law of West Virginia, Chapter 49, Art. III, Sec. 2, as amended.

WISCONSIN

Wisconsin School Laws

Department of Education; Madison, Wisconsin.

Legislation for the Establishment of Kindergartens:

Wisconsin Statute 40.22 (9) "Kindergarten. Any board which has control of primary grades may, and upon petition of the parents of twenty-five children, more than four and not more than six years of age, shall establish and maintain a kindergarten, provided such parents reside not more than one mile from the school building. Such kindergarten shall constitute a part of the public schools of the district, and shall not be discontinued unless the kindergarten enrollment for the preceding year shall have been less than fifteen."

Permissive legislation for establishment of nursery schools:

Wisconsin Statute 40.16 (11) (regulates common school districts) "The school board may provide for, establish and maintain nursery schools for children under 4 years of age under such rules and regulations as it may prescribe. The school board shall be authorized to accept and receive federal funds for such purpose and to expend such funds in conformity with the purposes and requirements thereof. The school board may require and charge reasonable fee for attendance in such schools in order to sustain the project but may waive such charge or fee or any portion thereof to any person who is unable to make such payment. The school district shall not be entitled to additional state aid for the operation and maintenance of a nursery school."

Wisconsin Statute 40.53 (2) (regulates city school boards)

"The school board shall have power to establish and organize such high schools, elementary schools, night schools, and kindergarten as it shall deem expedient and it may also provide for, establish and maintain nursery schools for children under 4 years of age under such rules and regulations as it may prescribe. The school board shall be authorized to accept and receive federal funds in conformity with the purposes and requirements thereof. The school board may require and charge a reasonable fee for attendance in such nursery schools in order to sustain the project but may waive such charge or fee or any portion thereof to any person who is unable to make such payment. The school district shall not be entitled to additional state aid for the operation and maintenance of a nursery school."

TABLE II

A RECAPITULATION OF LEGISLATION PERTAINING TO PRESCHOOLS IN THIRTY-THREE STATES

STATE	WELFARE	EDUCATION
Alabama	Day nurseries are licensed; 4 or more children; with compensation, reward or otherwise.	City Board of Education may establish kindergartens for children 5 to 8.
California	Child care centers are licensed by the office of education for children 2-16.	School district may maintain kindergartens for children from 4 yr. 9 mo.
Connecticut	The child day care center operates under the board of health; 3 or more children under 14 yrs., 2 to 15 hrs. per day.	Nursery school is a unit of 6 or more children under 6 yrs.; 2 to 15 hrs.; maintained for guidance, care or instruction.
Delaware	Centers for children dependent or otherwise must be open to inspection by the department of welfare.	
Florida	Child care centers for children under 17 are subject to minimum standards set by public welfare.	Nursery schools may be a part of the public school. Kindergartens for children 4 yrs. 9 mo. may be supported as part of public school.
Idaho &	Commissioner of public assistance sets standards for day care centers.	
Illinois		Nursery schools for children 2-6 yrs. may be financed by local or federal funds. Kindergartens for children 4-6 yrs. may be financed by school funds if public interest requires.

TABLE II - Continued

A RECAPITULATION OF LEGISLATION PERTAINING TO PRESCHOOLS IN THIRTY-THREE STATES

STATE	WELFARE	EDUCATION
Iowa	Day nurseries for more than 2 children under 14 shall be licensed by the department of social welfare as children's boarding homes.	
Kansas	The state board of health and the department of social welfare have joint responsibility for licensing all groups of children cared for outside of their home - nursery schools, day nurseries, play groups and private kindergartens.	
Kentucky		Any school district may establish and maintain kindergartens for children from 4-6.
Louisiana	The public welfare licenses all organizations and persons who provide part time care for children. (This does not include groups under direct supervision of another state department.)	
Maryland		All kindergartens and nursery schools who charge tuition must secure from the state superintendent of schools a certificate of approval.
Massachusetts	All groups of 3 or more children under 7 yrs. of age (except Sunday schools) must be licensed by the board of health.	

TABLE II - Continued

A RECAPITULATION OF LEGISLATION PERTAINING TO PRESCHOOLS IN THIRTY-THREE STATES

STATE	WELFARE	EDUCATION
Michigan	Day care centers, nursery schools, and private school kindergartens are licensed by the social welfare commission.	Kindergartens are a part of the public schools.
Minnesota	All groups providing parent substitute care are licensed by the department of public welfare. (This does not cover those whose primary purpose is education.)	
Mississippi		City authorities may on their discretion provide for nursery schools. (not to be supported by public school funds) Any school district may establish kindergartens for children from 4-6.
New Jersey	The philanthropic groups are under the department of institutions.	The state board of education certifies child care centers who charge tuition and who care for more than 5 children, ages 2-5.
New Mexico	The state board of public health licenses facilities, which are on a fee basis, serving children's groups during any part of a 24 hour day, up to school age.	

TABLE II - Continued

A RECAPITULATION OF LEGISLATION PERTAINING TO PRESCHOOLS IN THIRTY-THREE STATES

STATE	WELFARE	EDUCATION
New York	The social welfare department issues permits to day nurseries providing care for 3 or more children.	<p>The school district may maintain free kindergartens for resident children, ages 4-6 (or a higher minimum age may be fixed)</p> <p>They may maintain free nursery schools for children 3 yrs. or above.</p>
North Carolina	The department of public welfare licenses day nurseries which care for 2 or more children, in excess of 3 hrs. per day.	<p>Kindergartens operated for 4 hrs. or less are under the jurisdiction of the department of public instruction.</p> <p>Included also are nursery schools which are a part of a college or school.</p> <p>Kindergartens may be established by school districts and supported by local taxes, not by public school funds.</p>
Ohio	The division of social administration certifies day care centers and groups who for 4 or more hours care for 11 or more children. (This does not cover groups certified by state or local departments of education or division of mental hygiene.)	
Oregon	The state board of health certifies day nurseries caring for 3 or more children under 14 yrs. of age for not more than 12 hrs. a day.	

TABLE II - Continued

A RECAPITULATION OF LEGISLATION PERTAINING TO PRESCHOOLS IN THIRTY-THREE STATES

STATE	WELFARE	EDUCATION
Pennsylvania		Nursery schools and kindergartens caring for 5 or more children, for education or supervised play, ages 2-6, must have a license from the department of public instruction.
Rhode Island	The department of social welfare licenses facilities caring for 3 or more children under 14 yrs., from 4 to 12 hrs. a day.	
Tennessee	The public welfare department is making plans for licensing day care centers.	School boards may establish schools for children under 6 (not from public school funds).
Texas	Commercial and non-profit day nurseries are licensed by the department of public welfare. (Groups considered as preschool education centers are not subject to public welfare jurisdiction.)	
Utah	Facilities caring for 4 or more children under 7 yrs. for more than 2 hrs. must be licensed by public welfare.	Nursery schools having a planned educational program for children 2-5 yrs. of age are approved by the department of public instruction.
Virginia	Day nurseries must be licensed by the department of public welfare.	
Washington	The department of public assistance regulates the day nursery.	

TABLE II - Continued

A RECAPITULATION OF LEGISLATION PERTAINING TO PRESCHOOLS IN THIRTY-THREE STATES

STATE	WELFARE	EDUCATION
West Virginia	Day care centers for children between the ages of 2 and 7 and caring for 4 or more, are regulated by public welfare.	Nursery schools and kindergartens are integrated with the regular school program.
Wisconsin		<p>The common school district may establish and maintain nursery schools for children under 4 (not entitled to state aid but may charge fee).</p> <p>Local school boards may establish and maintain kindergartens for children from 4 to 6. They shall constitute a part of the public schools.</p>

II. SUMMARY OF PROVISIONS PROVIDING FOR ESTABLISHMENT AND MAINTENANCE
OF PRESCHOOLS

1. Thirty-three of the forty-seven states who replied to the questionnaires sent additional material stating laws and enactments of authorization pertaining to preschools in their respective states.

2. The following states sent copies of permissive legislation for the establishment of kindergartens: Alabama, Idaho, Kentucky, Mississippi, New York, North Carolina, Tennessee and Wisconsin.

3. In answering the questionnaire these additional states said that they had permissive legislation for preschools: Arizona, California, Connecticut, Delaware, Florida, Illinois, Iowa, Maine, Michigan, Montana, New Jersey, New Mexico, Oklahoma, Oregon, Pennsylvania, Vermont, Virginia, Washington and West Virginia.

4. While kindergartens aren't compulsory, the following agencies were given the power to establish them in their respective states: Alabama and Tennessee, the city school board; Idaho, Kentucky, Mississippi, New York, North Carolina, and Wisconsin, the school district.

5. Florida, Illinois, Michigan, West Virginia, and Wisconsin provide for the maintenance of kindergartens as a part of the public school system.

6. In California and Kentucky the public school kindergartens are maintained by the school district. In North Carolina they are supported by local taxes and in Mississippi and Tennessee by tuition, since it is

definitely stated that they are not to be supported by regular school funds.

7. In this chapter the following states have legislation pertaining to the nursery school: Connecticut, Florida, Illinois, Mississippi, New York, West Virginia, and Wisconsin.

8. Wisconsin has permissive legislation for the establishment of nursery schools by the school district but does not permit state aid. New York permits the maintenance of nursery schools by the school district.

9. Florida and West Virginia state that nursery schools may be maintained as a part of the public school system. In Illinois, nursery schools are maintained by local funds. Mississippi states that city authorities may provide for nursery schools.

10. The following states gave no indication of legislation pertaining to the preschool: Arkansas, Colorado, Nevada, and South Carolina. Missouri did not reply to the questionnaires.

III. SUMMARY OF REGULATIONS FOR LICENSING CHILD CARE CENTERS

1. The state Department of Public Welfare (or its equivalent) had the responsibility for licensing child care centers in Alabama, Delaware, Florida, Idaho, Iowa, Louisiana, Michigan, Minnesota, New Jersey (philanthropic agencies), New York, North Carolina, Ohio, Rhode Island, Tennessee, Texas, Utah, Virginia, Washington and West Virginia.

2. The Board of Health is responsible for licensing child care centers

in the following states: Connecticut, Oregon and New Mexico.

3. The Department of Education in New Jersey (child care), and California is responsible for licensing.

4. In Kansas the Departments of Health and Social Welfare work jointly in issuing licenses for child care centers.

CHAPTER IV

STANDARDS RECOMMENDED FOR ESTABLISHING AND MAINTAINING PRESCHOOLS

The standards which are given in this chapter are based on pamphlets or mimeographed forms prepared for distribution to operators of preschools. This material was sent in reply to the questionnaire sent to the Department of Public Welfare requesting materials. However, there were exceptions, due to the exclusive or joint control of preschools by the Department of Education, as is the case in California, Pennsylvania, and New Jersey.

It is necessary for those preschools which provide for group care of children for longer periods than the nursery school or kindergarten to have more extensive provisions. These provisions as set forth by the different states are similar in content. They are not necessarily required in their entirety for licensing of the preschool. In some states they are proposed as guides to the operators of preschools.

The standards listed by the twenty-three states which sent printed materials are included in the tables which make up this chapter. The standards are grouped under these headings:

Standards for Staff

Grounds, Buildings, and Program Area

Health and Program Specifications

Preferred Qualifications for Teachers of Preschool Children

Sanitary Requirements Specified for Preschools

TABLE III
STANDARDS FOR PRESCHOOL STAFF

States	P U P I L - T E A C H E R R A T I O						Medical Examinations			
	Average		No. of pupils - ages				Teacher	Prior to Employ- ment	Y E A R L Y	
	P ¹	T ²	Y E A R S						Medical Exam	Chest X-Ray
			2	3	4	5				
Alabama	10	1	10	10	20	20	1		Twice	
Connecticut			4-8	7-10	9-12	10-15	1			
Delaware	10	1							x	
Idaho	10	1								
Iowa			4-5	6-8	9-10	10-12	1	x	x	
Kansas			8	8	12	12	1			
Louisiana	15	1								
Maryland			10	14	16	20	1			
Massachusetts	10	1	6	10	10	15				
			8*	12*	12*	25*		x	x	x
Minnesota						12	1	x		
New Mexico	15	1						x		x
Ohio	10	2						x		
Oregon	10	2						x		
Rhode Island	10	2								
Utah	15	1						x		
Virginia										
Washington			6	8	10		1	x		
West Virginia			10	12	12	12	1		x	x
Wisconsin	10	1	8	8	10	12	1	x		x

¹ Pupil

² Teacher

* Less than three hours

TABLE IV
STANDARDS FOR GROUNDS, BUILDINGS AND PROGRAM AREA

States	GROUNDS		BUILDINGS (comply with)					P R O G R A M					A R E A				
	Sq. ft. per child	Fenced	State Housing Code	State Health Dept.	State Fire Marshall	Local Fire Ordinance	Located on First Floor	Eating Equip- ment Adapted to Child	R O O M S			Sleeping			Specifications for:		
									Air Space Per Child Cu.ft. Sq.ft.	Floor Space Per Child Sq.ft.	Window Area To Floor Area %	Cot per child	2' on all sides of cot	Individual Locker	Isolation Room	Outdoor Play Equipment	Indoor Play Equipment
Alabama						X	X		35	25	--		X	X	X	X	
California	Determined by governing board of school district											X		X			
Connecticut	100	x		x				x			--			--	x	x	
Delaware	75		x			x	x	x	300	35	25	x	x	x	x	x	
Idaho	75			x		x	x			35		x		x			
Iowa	75	x		x*		x		x	200	35	8	x	x	x	x	x	
Kansas	50						x			25		x		x	x	x	
Louisiana				x		x				35		x			--		
Maryland	200						x			30		x	x	x	x	x	
Massachusetts	75	x	x	x			x				20	x		x	x	x	
Michigan	75		x	x		x	x		300	35	20	x	x	x	x		
Minnesota	50	x	x	x	x		x			25		x	x	x	x	x	
New Mexico		x	x							30	12½	x		x	x		
North Carolina		x	x	x			x	x	300			x		x	x	x	
Ohio	75-100			General			x					x		x	x	x	
Oregon				x	x		x		280	35	25	x	x	x	x	x	
Rhode Island			x*	x*		x*	x			35		--		x	x		
Texas						x		x		35		x	x	x	x		
Utah				x								x			x	x	
Virginia												x			x		
Washington	75	x	x		x			x		35		x		x			
West Virginia	75					x	x	x				x	x	x		x	
Wisconsin	75						x	x		35		x	x	x	x	x	

* Local

-- General - standards of a general nature.

TABLE V

HEALTH & PROGRAM SPECIFICATIONS

States	Requirements for Children					Program Specifications				
	Med. exam before entrance	I M M U N I Z A T I O N				Daily Inspection	First Aid Kit	Children never left without supervision	Parent Meet- ings	No Corporal Punish- ment
		Small- pox	Diph- theria	Whooping Cough	Tetanus					
Alabama	x	x	x			x	x		x	
California	x	x	x	x						
Connecticut								x		
Delaware	x	x	x			x		x	x	
Idaho						x				
Iowa	x	x	x	x	x	x		x		x
Kansas	x	x	x	x		x		x		x
Louisiana	x	x	x	x		x				
Maryland	x	x	x			x	x		x	
Massachusetts	x	x	x		x	x	x	x	x	x
Michigan	x	x		x		x	x			
Minnesota	x	x	x			x	x	x		x
New Mexico		x		x	x	x	x			
North Carolina	x					x				
Ohio								x		
Oregon	x	x	x			x	x	x		x
Rhode Island	x		x	x		x				
Texas	x	x	x							
Utah	x	x	x	x		x	x	x		x
Virginia										
Washington						x		x		
West Virginia		x	x	x	x	x		x	x	
Wisconsin	x					x	x	x		

TABLE VI

PREFERRED QUALIFICATIONS FOR TEACHERS OF PRESCHOOL CHILDREN

States	General Require- ments*	If called Nursery School, Ed. degree re- quired	Director High School Diploma re- quired, ad- vanced training preferred	Staff Experience in working with chil- dren	Director College Graduate	Teachers Must be taking or have taken Child Develop- ment	Kindergarten or Nursery School Train- ing
Alabama	x			x			
California							
Connecticut		at least 1 teacher					
Delaware							x
Idaho							
Iowa							
Kansas	x						
Louisiana		x					
Maryland	x						
Massachusetts		x			x		
Michigan		at least 1 teacher					
Minnesota		x					
New Mexico							
North Carolina							x
Ohio			x		x		
Oregon							
Rhode Island		at least 1 teacher					
Texas							
Utah			x				
Virginia							
Washington						x	
West Virginia							
Wisconsin		x					

* Personality traits such as: have a genuine liking for children and a sympathetic, intelligent understanding of the needs of children and be warmly interested in their development.

TABLE VII

SANITARY REQUIREMENTS SPECIFIED

States	Toilet-child ratio	Lavatory-child ratio	Temperature to be maintained	Food Preparation			Water supply approved	Sanitary Conditions		State sanitary Inspection	Individual Toilet Article
				Noon meal 1/3 daily req.	Sanitary conditions	Recommended content for meals		Sewage	Garbage		
								Meet state or local require- ments	Req. for disposal		
Alabama	1-10	1-10	65-70°						x		x
California	1-8	1-8				x					
Connecticut											
Delaware	1-10	1-7				x			x		x
Idaho					x		x				x
Iowa	1-5	1-5	72°	x	x	x	x	x	x		x
Kansas									x		x
Louisiana						x					
Maryland	1-10	1-10			x	x			x		
Massachusetts				x	x	x	x	x	x		
Michigan	1-10	1-10	70°		x	x	x				x
Minnesota	1-15	1-10		x		x	x	x	x		
New Mexico			70°	x	x	x	x		x		x
North Carolina						x					x
Ohio	1-10	1-7	70°			x	x		x		
Oregon	1-10	1-7	70°		x		x		x		x
Rhode Island						x			x		
Texas	1-10	1-10	68°		x	x	x	x	x	x	x
Utah	1-10	1-10		x		x				x	x
Virginia											
Washington	1-10	1-6			x					x	
West Virginia	1-10	1-10			x			x	x		
Wisconsin	1-10	1-10	70°		x		x	x	x		x

I. SUMMARY OF THE STANDARDS RECOMMENDED FOR ESTABLISHING
AND MAINTAINING PRESCHOOLS

1. The range for pupil-teacher ratio was as follows:
Average pupil-teacher ratio was 10-15 children to 1 teacher
4-10 two-year-old children to 1 teacher
6-14 three-year-old children to 1 teacher
9-16 four-year-old children to 1 teacher
10-20 five-year-old children to 1 teacher
2. In regard to medical examinations for teachers nine states required them prior to employment; three states require a yearly medical exam, and one state requires that the teacher be examined twice yearly. A yearly chest X-ray is required by four states.
3. The following standards are set forth for grounds, buildings and program area: the grounds shall have from 50 to 200 square feet per child, as specified by the different states. Seven states require that the grounds be fenced.
4. Regulations for buildings include complying with these authorities: the state housing code, eight states; state health department, twelve states; state fire marshall, three states; local fire ordinances, nine states.
5. Standards for the program area are: housing on the first floor, fourteen states, eating equipment adapted to children, eight states. Specifications for rooms varied, air space per child from two hundred to three hundred cubic feet; the number of square feet per child from twenty-five to thirty-five feet, and the per cent of window area to floor area from eight to twenty-five per cent.
6. Twenty states required a cot per child for sleeping. Nine of these states said that there should be two feet on all sides of the cot. Nineteen states specified individual lockers for the children, and twenty-one states an isolation room.
7. Suggestions for outdoor and indoor play equipment were made by fourteen states.
8. Health requirements for the children attending preschools are as follows: medical examinations before entrance, sixteen states; immunization for smallpox, fifteen states; diphtheria, fourteen states; whooping cough, nine states; tetanus, four states. Eighteen states said that there should be a daily inspection of the child, and nine suggested a first aid kit.
9. Twelve states made a point of stating that the children should never be left without supervision, five states suggested parent meetings and six states said that there should be no corporal punishment.
10. Sanitary requirements from the different states included: from five to fifteen children for each toilet, and from five to ten for each lavatory. The temperature to be maintained ranged from sixty-five to seventy degrees.

11. Five states said that the noon meal should contain at least one-third of the total daily nutritional requirements. Eleven states had general requirements for sanitary food preparation. Suggested content for the meals to be served in the preschool were made by fourteen states.

12. Sanitary garbage disposal was mentioned by fourteen states. Twelve states required individual toilet articles.

13. Six states requested that preschools meet state or local requirements for sewage disposal, and ten states said that the water supply for the preschool should be approved.

14. The requirements for teachers of preschool children under the jurisdiction of the Department of Welfare were widely varied. Many states made general statements in regard to the qualifications of the teacher.

15. In conclusion it may be said that standards are fairly consistent in some areas and widely varying in other areas.

CHAPTER V

CERTIFICATION REQUIREMENTS FOR TEACHERS OF PRESCHOOL CHILDREN

The content of this chapter is a compilation of the materials which were received concerning the requirements for the certification of teachers of preschool children. It was taken from printed or mimeographed material or correspondence sent in reply to the questionnaire.

The question concerning certification as it appeared on the questionnaire sent to the Department of Public Welfare was as follows: If the Welfare Department requires certification of the teachers of preschool children, please state the requirements. The question as stated on the Department of Education questionnaire was: If you have a law requiring certification of teachers of preschool children, please state the requirements.

In answering these questions some state departments specified merely that a certificate was required but failed to give the specific requirements. In writing this chapter, the details of these certificates are given as they are given in A Manual on Certification Requirements for School Personnel in the United States.¹ A star indicates reference to this Manual.

I. CERTIFICATION REQUIREMENTS FOR TEACHERS OF PRESCHOOL CHILDREN

IN THIRTY STATES

ARIZONA

Department of Public Instruction
Phoenix, Arizona

¹A Manual in Certification Requirements for School Personnel in the United States, (Washington, D. C.: United States Government Printing Office, 1951). 182 pp.

Kindergarten-Primary. Valid for teachers in kindergarten through grade three. Requirements: bachelor's degree with a major of twenty-four semester hours in education and psychology for kindergarten-primary training, including these required courses:

Kindergarten-Primary Curriculum

Children's Literature and Story Telling

Reading and Language

Play Education

Construction and Play Materials

Eight semester hours of Practice Teaching, four in kindergarten,

four in grades 1, 2, or 3.

Proficiency in sight-singing, sight-reading, and piano accompaniment.

CALIFORNIA

Correspondence

Mr. Malcolm Peattie, Assistant Administrative Adviser, Department of Education, Sacramento, California

While standards for the kindergarten-primary credentials are presently fixed in detail by statutes and regulations, from and after July 1, 1964, they will be issued on a provisional basis.

Kindergarten-Primary Credential. This credential authorizes the holder to serve as a teacher in any kindergarten and in grades one, two and three of any elementary school. Minimum requirements include a bachelor's degree with a minimum of twenty-four semester hours of professional work in education, the components of which are:

1. Six semester hours of course work in kindergarten, primary, or kindergarten-primary methods, curriculum, or principles, including a course covering each of the two levels.
2. Eight semester hours of directed teaching, one-half of this requirement shall be completed on the kindergarten-primary level.
3. Other appropriate professional courses in education.

CONNECTICUT

Department of Education
Hartford, Connecticut

Nursery School Certificates. An applicant shall:

1. Present evidence of graduation from a four-year approved high school course or its legal equivalent.
2. Present evidence of graduation from at least a four-year course from an approved institution, or college graduation and a year or more of specialized nursery school training.
3. Present evidence of at least 180 clock hours of responsible experience with children in nursery schools.

An annual medical examination including chest X-rays is strongly recommended

because of the close and frequent contacts of nursery school teachers with children.

Kindergarten Certificate. An applicant shall:

1. Present evidence of graduation from an approved four-year high school.
2. Present evidence of graduation from a four-year course in an approved institution preparing teachers for kindergarten work.
3. Present evidence of at least 90 clock hours of responsible practice teaching under supervision in kindergartens, approved by the institution.

DELAWARE

Board of Education
Dover, Delaware

Kindergarten. Valid for teachers in kindergarten and grades one through three. Requirements: bachelor's degree, including professional education - 30 hours including:

- Psychology
- Curriculum construction (in regard to kindergarten)
- Student teaching
- At least three hours supervised teaching in the kindergarten.

FLORIDA

Correspondence
Charlotte Stienhaus, Consultant in Elementary Education; Department of Education, Tallahassee, Florida

We have a law requiring certification of kindergarten teachers who are teaching in the public schools under the Minimum Foundation Program. There are no certification requirements for other pre-school teachers within the state. (The Minimum Foundation Program also provides for teacher protection. All public school kindergarten teachers are members of the Florida Teacher Retirement System.)

Early Childhood Education. This is the certification that nursery school and kindergarten teachers should have for working with children under six years of age.

1. The applicant must have completed a program in a recognized institution having a major in early childhood education approved by the state department of education.

Until institutions have had time to set up programs for approval, certification in Early Childhood Education will be given to individuals who meet all requirements for the Graduate Certificate covering Elementary School Course, and who have earned, in addition, no less than 6 semester hours in

special methods and observation in nursery and kindergarten education.

The following are alternate requirements:

The applicant must present not less than 27 semester hours of credit covering the five areas listed for specialization for the Elementary School Course:

- Introduction to materials for use with children
- Exploring the child's physical environment
- Exploring the child's social and economic environment
- Exploring the child's personal-social environment
- Creative arts and materials for use with children
- Six hours in methods of teaching kindergarten and observation in nursery and kindergarten education.

ILLINOIS

Department of Public Instruction
Springfield, Illinois

Limited kindergarten-primary certificate - A limited kindergarten-primary certificate shall be issued to graduates of recognized institution of higher learning with a bachelor's degree and with not fewer than 120 semester hours including 60 semester hours of work in a recognized school for preparing kindergarten-primary teachers and with a minimum of 16 semester hours in professional education, including 5 semester hours of student teaching in the grades for which the certificate is valid under competent supervision.

INDIANA

Department of Public Instruction
Indianapolis, Indiana

The State Welfare Department does not require certification of teachers. A local group in Indianapolis is working on this problem.

If connected with the public schools (the kindergarten), the teacher must have four years of training and hold a degree from a recognized college or university. The training must be in the kindergarten area.

IOWA

Department of Public Instruction
Des Moines, Iowa

Advanced Elementary - Valid for teachers of all subjects kindergarten through grade 8 and, under certain conditions, in grade 9. Requirements: bachelor's degree, giving specific preparation to teach at elementary school level, including:

2 hours American Government
 26 hours Professional education
 15 hours Specialization in specified courses.

KANSAS

Correspondence
 Frank Long, Director
 Department of Social Welfare
 Topeka, Kansas

We do not have certification of nursery school teachers in Kansas, but licensing agencies are following the policy of not issuing a license to a nursery school (or allowing the use of that title) unless the teacher can show that she has had specialized training in the nursery school field.

LOUISIANA

Department of Education
 Baton Rouge, Louisiana

Nursery-kindergarten - Requirements: Eligibility to hold I-A, I-B, or I-C (certificates formerly used) teachers' certificates; bachelor's degree including:

- 20 hours professional education (psychology-6, guidance-3, childhood education-3, methods of teaching-2, and student teaching-4)
- 8 hours professionalized content (literature for children, storytelling, rhythm and play, music for children, art for children, home and family life, foods and nutrition, etc.)
- 4 hours health and physical education.

MAINE

Department of Education
 Augusta, Maine

Kindergarten-primary - to teach kindergarten-primary grades K-3 inclusive. Requirements: Completion of an approved four-year degree-granting program in kindergarten-primary education.

MARYLAND

Correspondence
 Merle S. Bateman, Director of Certification and Accreditation
 Department of Education
 Baltimore, Maryland

For a certificate for kindergarten or nursery school teaching we require graduation from the appropriate course in a college approved for the preparation of such teachers. There must be a minimum of thirty-two semester hours of preschool education, or a combination of elementary and preschool education. We would require at least fifteen semester hours in the latter field.

At present teachers with less preparation are employed in some of the public and nonpublic schools. This situation results from the current shortage of qualified teachers. In any public school a teacher with lower qualifications would necessarily be employed on an emergency basis. For obvious reasons we cannot now require that teachers of preschool children qualify for certification. We do require that the teachers (that is in nonpublic schools. The County Superintendents are expected to employ the best applicants available. Many of these are college graduates, though they may lack the necessary professional preparation.) have a minimum of two years of academic and professional preparation, however.

MICHIGAN

Correspondence

Miss Roberta Hemingway, Nursery School Consultant
Department of Social Welfare
Lansing, Michigan

Teachers in Day Care Centers for eight or more children, have a minimum of two years of study in elementary education or an allied field. Many have degrees.

Department of Public Instruction
Lansing, Michigan

State Elementary Provisional - Valid for teachers in kindergarten and grades 1 through 8, Requirements: bachelor's degree including:

20 hours Professional education (5 hrs. student teaching, methods of teaching, principles of education, psychology of education, history of education, philosophy of education or equivalent)

Specialization - major and 2 minors, or 4 minors from language and principles of education, science, social sciences, fine arts, practical arts, health education and physical education.

Teachers in nursery school must hold Michigan teaching certificates which are valid for nursery school assignment. Each group in the nursery school must be headed by a teacher who is properly certificated. The head teacher or the individual in charge of instruction must have at least a bachelor's degree and adequate preparation for nursery school teaching as defined by certification requirements. (approved by the department of public instruction)

Certificates valid for nursery school teaching are as follows:

- (1) The elementary provisional or permanent certificate, with at least a minor of fifteen semester hours of credit in nursery

school education and/or child growth and development.

- (2) The Michigan life certificate based on a bachelor's degree, with at least fifteen semester hours of credit in nursery school education as defined above.

A special certificate for teachers other than the head teacher may be recommended when the services of regularly certified and qualified teachers cannot be obtained.

A particular problem has been the licensing of nursery school teachers who hold secondary provisional certificates based upon the completion of programs in nursery school education offered by schools of home economics. Such teachers are eligible for special certificates but must proceed toward meeting the requirements for the elementary provisional certificate.

MINNESOTA*

Department of Education
St. Paul, Minnesota

Elementary, standard - Valid for teachers in kindergarten through grade 6.
Requirements: Diploma of 2-yr. standard curriculum of Minnesota State Teachers College, or equivalent.

MONTANA*

Department of Public Instruction
Helena, Montana

Elementary Advanced - Valid for teachers in grades kindergarten through 9.
Requirements: bachelor's degree from an institution with an approved elementary teacher education program, including 10 2/3 hours student teaching.

NEBRASKA*

Department of Public Instruction
Lincoln, Nebraska

Junior Elementary Professional - Teach kindergarten through grade 8.
Requirements: 2 years plus 18 hours, with 3 years previous experience.

Junior Elementary Initial - (necessary to receive Jr. Ele. Professional)
Teach kindergarten through grade 8. Requirements: 2 yrs. of college.

NEVADA*

Department of Education
Carson City, Nevada

Kindergarten - To teach kindergarten, requires 2 years of college.

NEW HAMPSHIRE

Department of Education
Concord, New Hampshire

Elementary - Valid for teachers of all subjects in grades kindergarten through 8. Requirements include three possible plans:

- a. bachelor's degree from institution designed to prepare elementary teachers.
- b. bachelor's degree from institution authorized to prepare secondary teachers, with 18 additional hours credit (Child Growth and Development - 3, Philosophy of Education and Principles of Education - 3, Language Arts - 3, Curriculum Construction and Methods - 9).
- c. bachelor's degree from liberal arts course with 30 hours of education (Child growth and development and Educational Psychology - 6, Philosophy of Education and Principles of Education - 3, Language Arts - 3, Curriculum Construction and Methods - 12, and six hours Student Teaching).

NEW JERSEY

Department of Education
Trenton, New Jersey

Nursery School - To teach in any nursery school established as a part of the public school system. Requirements:

1. A bachelor's degree based upon an accredited curriculum in a four-year college approved for the preparation of teachers for nursery school work, or a bachelor's degree based upon an accredited curriculum in a four-year college and a minimum of thirty semester hour credits in specialized nursery school training.
2. The teacher training program shall include work in each of the following areas:
 - a. History, principles, and philosophy of education.
 - b. Child development from birth to twelve years, and related courses in psychology, mental hygiene, child health, and nutrition.
 - c. Nursery school curriculum and procedure. The curriculum shall include literature, story telling, music, art, and science for children two to five years of age.
 - d. Child, family, and community life.
3. One hundred and fifty clock hours of approved student teaching in nursery schools on more than one age level. At least ninety clock hours must be devoted to responsible classroom teaching; sixty clock hours may be employed in observation and participation.

Elementary - Valid for teachers in kindergarten through grade 8.
 Requirements: Bachelor's degree including general education - 30 hours (6 each in English and Social Studies; remainder spread over the sciences, art, mathematics and a foreign language); professional education - 30 hours (elementary or kindergarten-primary principles of education, curriculum construction, child growth and development - 6); professionalized subject matter - 18 hours (art for children, geography, health education, literature for children, mathematics for children, music for children, reading, the sciences), 150 clock hours in student teaching.

NEW YORK

Department of Education
 Albany, New York

Elementary, permanent - Valid for teachers in kindergarten through grade 8.
 Requirements: bachelor's degree including general education - equivalent of approximately 2 years; professional education - 36 hours (Student teaching in specific areas - 12 to 15, methods of teaching - 8 to 12, educational psychology or child growth and development - 6 to 10, history of education, philosophy of education and/or principles of education - 2 to 6).

OKLAHOMA

Department of Education
 Oklahoma City, Oklahoma

All teachers employed by a public school must hold a valid certificate for teaching the field or area in which they are teaching. The elementary certificate is valid for grades K-8. While there is no specific requirements in the kindergarten field practically all teachers of the kindergarten have had some special training.

OREGON

Department of Education
 Salem, Oregon

There is no certification for nursery school teachers but there is a required kindergarten certificate for kindergarten teachers:

A regular one-year kindergarten certificate may be issued to those applicants who meet the following conditions:

1. Hold or are eligible for a regular Oregon elementary certificate.
2. Have completed in a standard teacher training institution, accredited for kindergarten instruction, either as part of the preparation on which the elementary certificate is based or in addition to it, 30 quarter hours of special training in kindergarten fields, five of which shall be in supervised teaching in the kindergarten.

PENNSYLVANIA

Department of Public Instruction
Harrisburg, Pennsylvania

Kindergarten-primary - An applicant must complete an approved four-year college curriculum in the kindergarten-primary field including courses in education distributed as follows;

1. Introduction to Teaching - 3 semester hours
2. Educational Psychology - 3 semester hours
3. Thirty semester hours of approved courses in the field of kindergarten-primary education, including six to twelve semester hours of kindergarten-primary teaching.

The kindergarten-primary courses required under "3" should be selected from the following suggested approved list or equivalent courses, choosing definitely one of the first four.

Kindergarten-Primary Theory

Pre-school Child

Child Psychology

The Activity Program - Kindergarten - Primary Grades

Teaching of Art	"	"	"
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Teaching of Music	"	"	"
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Teaching of Health Ed.	"	"	"
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Teaching of Science	"	"	"
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Teaching of Social Studies	"	"	"
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Teaching of Arithmetic	"	"	"
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Physical Education (Games and Play Activities)

Speech Problems

Teaching of Primary Reading

Teaching of Primary Subjects

Nursery School - A certificate of standard grade valid for teaching kindergarten-primary in the elementary curriculum or home economics, may be extended to include teaching in the nursery school upon the completion of 1 and 2.

1. Courses in each of the following areas:

Child development, growth, health, mental hygiene.

Such courses as: growth and development of young children,

Child development, child hygiene, mental hygiene, child psychology.

family life education. personal relationships within the family group. the family and the community.

Such courses as the family, marriage and the family, family relationships. Min. requirement 2 s. h.

nursery school education. The purpose, function, and administration of the nursery school. meeting the needs of two-to-four-year-old children.

Such courses as nursery school education, nursery school administration, equipment and materials for children in the nursery school. Minimum requirement 4 s. h.

Nutrition. basic principles, including the planning and preparation of meals for the nursery school.

Such courses as child nutrition, food for children, food preparation for nursery school children. Min. requirement 2 s. h.

2. Student teaching with children between the ages of two and four.
4 s. h. of credit with a minimum of 120 clock hours.

SOUTH DAKOTA

Department of Public Instruction
Pierre, South Dakota

Elementary, State Primary - Valid for teachers in kindergarten through grade 3; Requirements: Diploma from 2-year approved course in primary education, including General education - 25 hours (English and speech - 7, art, music and manual arts - 6, social sciences - 6, to include government and history, the sciences - 6, to include nature study and physical sciences), professional education - 15 hours (student teaching - 3, methods - 3, educational psychology, specific electives - 7).

TEXAS*

Education Agency
Austin, Texas

Kindergarten - Valid for teachers in kindergarten (but not in primary grades), for 4-year term. Requirements: 60 hours credit in special kindergarten-training school.

UTAH*

Department of Public Instruction
Salt Lake City, Utah

Elementary - Valid for teachers in grades 1 through 6, or may have statement of kindergarten efficiency added with substitution of 8 hours student teaching at kindergarten-primary level; Requirements: bachelor's degree, including general education - 32 hours (social sciences - 7, physical sciences - 7, biological sciences - 7, language arts - 7, music and art or practical arts - 4); professional education - 30 hours (specified child growth and development - 4, understanding the elementary school - 4, curriculum construction and methods of teaching kindergarten).

VERMONT

Department of Education
Montpelier, Vermont

Kindergarten certificate - to serve as a kindergarten teacher, Requirements: bachelor's degree in elementary education, a minimum of nine semester hours of work in the theory, curriculum, content, methods and materials, and student teaching on the kindergarten level.

VIRGINIA

Department of Education
Richmond, Virginia

Kindergarten - Requirements the same as those for elementary grades (certificate A or B) except that at least three semester hours of the student teaching must have been done in a well organized kindergarten, and that the applicant must have at least 24 semester hours of special work covering the health and educational needs of children under six years of age. This may include on appropriate level, music, arts and crafts, speech education, etc.

Nursery school - Requirements are the same as those for elementary grades (certificates A or B) except that at least three semester hours of the student teaching must have been done in a well organized nursery school, and that the applicant must have at least 24 semester hours of special work covering the health and education needs of children under five years of age. This may include on appropriate level, music, arts and crafts, family relationships, speech development, etc.

WASHINGTON*

Department of Public Instruction
Olympia, Washington

Elementary - Valid for teachers of all subjects in grades kindergarten through 9. Requirements: bachelor's degree in elementary education, including student teaching in the kindergarten.

WISCONSIN

Department of Public Instruction
Madison, Wisconsin

Kindergarten-Primary teachers are required to be graduates of an approved four-year course on file with the State Superintendent. (To include a minimum of 30 semester hours of professional education.)

Nursery school - An applicant must have completed a four-year course in an accredited school providing a professional major in the teaching of nursery school children. Those areas of study, courses and credits required are:

1. Growth and Development of Children - 6 credits
 - a. Principles of Growth and Development
 - b. Psychological Development of the Child
 - c. The Exceptional Child
2. Curriculum of Early Childhood Education - 8 credits
The content of these courses should include such areas as:

a. art	d. literature
b. play	e. program planning
c. music	f. science
4. School and Community Relationships - 3 credits
The content of these courses should include such areas as:

a. home-school relations	b. family life education
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5. Supervised Teaching - 9 credits
 - a. Applicant must have not less than 135 hours of supervised teaching if all the teaching is done with children 2-4 years of age or 240 hours if the teaching also includes teaching children from 4-6 years of age. In this latter event, 120 hours must be with children 2-4 years old.
 - b. Other professional courses - This may include supervised teaching courses.

WYOMING*

Department of Public Instruction
Cheyenne, Wyoming

Kindergarten - Valid for teachers in kindergarten through grade 3.
Requirements: 64 hours college credit or diploma from standard 2-year teacher education program, preparation to include general education - 12 hours (6 each in English and social sciences), professional education - 20 hours (educational measurements, educational psychology, student teaching, methods and materials).

I. SUMMARY OF REQUIREMENTS FOR TEACHERS OF PRESCHOOL CHILDREN
IN THIRTY STATES

1. The following states require a bachelor's degree for teaching kindergarten: Arizona, California, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Michigan, Montana, New Hampshire, New Jersey, Oklahoma, Pennsylvania, Utah, Vermont, Virginia, Washington and Wisconsin.

2. According to the replies received from the questionnaire these states did not specify a bachelor's degree for kindergarten teachers: Alabama, Arkansas, Colorado, Georgia, Idaho, Kansas, Kentucky, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia, Wyoming.

3. A bachelor's degree for teaching in both nursery school and kindergarten is required in these states: Connecticut, Florida, Louisiana, Maryland, Michigan, New Jersey, Virginia, Wisconsin.

4. The following states, from the information obtained in answers to the questionnaire, did not require a bachelor's degree for the nursery school teacher: Alabama, Arkansas, California, Colorado, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

I. SUMMARY OF REQUIREMENTS FOR TEACHERS OF PRESCHOOL CHILDREN
IN THIRTY STATES

1. The following states require a bachelor's degree for teaching kindergarten: Arizona, California, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Michigan, Montana, New Hampshire, New Jersey, Oklahoma, Pennsylvania, Utah, Vermont, Virginia, Washington and Wisconsin.

2. According to the replies received from the questionnaire these states did not specify a bachelor's degree for kindergarten teachers: Alabama, Arkansas, Colorado, Georgia, Idaho, Kansas, Kentucky, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia, Wyoming.

3. A bachelor's degree for teaching in both nursery school and kindergarten is required in these states: Connecticut, Florida, Louisiana, Maryland, Michigan, New Jersey, Virginia, Wisconsin.

4. The following states, from the information obtained in answers to the questionnaire, did not require a bachelor's degree for the nursery school teacher: Alabama, Arkansas, California, Colorado, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

5. Kansas requires specialized training for the nursery school teacher. Minnesota, Nebraska, and Nevada require two years of college for kindergarten teaching. A two-year approved program is required by South Dakota and Wyoming. Oregon requires a three-year approved program for teaching kindergarten. Sixty hours in special kindergarten training school is the requirement for teacher certification in Texas.

6. The hours required for general education by the different states ranged from twelve to thirty, in professional education from nine to thirty. The range for the required hours in practice teaching were from two to twelve.

PRESCHOOL CHILDREN

STATE	Health & Psych.	Prin. Ed.	Curriculum	Misc. Requirements
Arizona	X			Play Materials, Sing and Language
California		X	X	
Connecticut				X-ray required 1 yr. specialized training
"				
Delaware	X		X	
Florida	Course material centered around four areas: Creative Materials, Introduction to Materials, Physical Environment and Personal and Social relations.			
Illinois				
Indiana				
Iowa				2 hrs. Amer. Gov
Kansas				
Louisiana	6	X		Childhood Ed. - Foods; Guidance Home & Fam. - 1
Maine				
Maryland				
Michigan		X	X	Hist. of Ed., Ph of Ed., Language

*These were required by state for certification

B - Bachelor's degree

KN - Kindergarten

K - Kindergarten

N - Nursery

KP - Kindergarten

TABLE VIII

STATE DEPARTMENTS

EDUCATION CERTIFICATION REQUIREMENTS

STATE	Remarks	Degree Req.	Hrs. in Ed. Gen.	Child Prof. Dev.	Child Lit.	Play Ed.	Practice Teaching Sem. Hrs.*	Music
Arizona		B, KP		24	X	X	8, (4K)	Prof.
California		B, KP		24			8, (4K)	
Connecticut	Requirements for Nursery School Certif.	B, N					4	
"		B, K					2	

CORRECTION

Maryland	Major in Kindergarten-Nursery Ed.	B, KN	32					
Michigan	Degree in Nursery school area	B, N	15					

*These were stated in clock hours, on the basis of 45 clock hours per semester hour.

- B - Bachelors Degree
- KN - Kindergarten-Nursery School Combined Certificate
- K - Kindergarten Certificate
- N - Nursery School Certificate
- KP - Kindergarten-Primary Certificate

TABLE VIII

STATE DEPARTMENTS OF EDUCATION CERTIFICATION REQUIREMENTS

STATE	Remarks	Degree Req.	Hrs. in Ed. Gen. Prof.	Child Dev.	Science	Child Lit.	Play Ed.	Practice Teaching Sem. Hrs.
Arizona		B, KP	24			X	X	8, (4K)
California		B, KP	24					8, (4K)
Connecticut	Requirements for Nursery School Certif.	B, N						4
"		B, K						2
Delaware		B, K	30					
Florida	Minimum Foundation Program Degree in early childhood education required for Nursery School and Kindergarten teaching, B							
Illinois		B, K	16					5
Indiana	Degree in the Kindergarten area	B, K						
Iowa	15 hours specialization	B, K	26					
Kansas	Specialized training in Nursery School Ed.	N						
Louisiana		B, NK	20			X	X	4
Maine	Specialization in Kindergar- ten-Prim. Ed.	B						
Maryland	Major in Kin- dergarten- Nursery Ed.	B, KN	32					
Michigan		B, K	20		X			5
	Degree in Nur- sery school area	B, N	15					

*These were stated in clock hours, on the basis of 45 clock hours per semester hour.

B - Bachelors Degree

KN - Kindergarten-Nursery School Combined Certificate

K - Kindergarten Certificate

N - Nursery School Certificate

KP - Kindergarten-Primary Certificate

TABLE VIII

CERTIFICATION REQUIREMENTS FOR TEACHERS OF PRESCHOOL CHILDREN

Practice Play Ed.	Teaching Sem. Hrs.*	Music	Art	Methods	Psych.	Health & Phys. Ed.	Prin. of Ed.	Curri- culum	Misc. Requirements
X	8, (4K)	Prof.			X				Play Materials, Reading and Language
	8, (4K)			X			X	X	
	4								X-ray required 1 yr. specialized training
	2								
					X			X	
					Course material centered around four areas: Creative Materials, Introduction to Materials, Physical Environ- ment and Personal and Social relations.				
				X					
	5								
									2 hrs. Amer. Gov
X	4	X	X	2	6	X			Childhood Ed. - Foods; Guidance Home & Fam. - 1
	5		X	X		X	X		Hist. of Ed., Ph of Ed., Language

per hour.

X - Course required by state for certification
Numbers indicate semester hours

TABLE VIII - Contd.

STATE DEPARTMENTS OF EDUCATION CERTIFICATION REQUIREMENTS

STATE	Remarks	Degree Req.	Hrs. in Ed.		Child Dev.	Science	Child Lit.	Play Ed.	Practice Teaching Sem. Hrs.
Minnesota	Ele. Standard Certif. 2 yrs. college	K							
Montana	Ele. Advanced Certif.	B, K							11
Nebraska	2 yrs. of college	K							
Nevada	2 yrs. of college	K							
New Hampshire	Ele. Certif.	B, K	30		X				6
New Jersey		B, N		30	X	X	X		34
		B, K	30	30	X	X	X		34
North Carolina	Degree in Ele. Ed., major in early child- hood ed.	B, K							
Oklahoma	Ele. Certif.	B, K							
Oregon	3 yrs. approved course	K	15						4
Pennsylvania	Degree with specialization	B, KP	6	30	X				6-12
South Dakota	Approved Program	2 yrs. K	25	15					3
Texas	60 hrs. in special Kinder- garten training school								
Utah		B, K	32	30	4				8
Vermont	Degree in Ele. Ed.	B, K		2					X
Virginia	Certif. A or B	B, K		24					3
	"	B, N		24					3
Washington	Ele. Certif.	B, K							X

TABLE VIII - Co

STATE DEPARTMENTS OF EDUCATION CERTIFICATION REQUIREMENTS

STATE	Remarks	Degree	Hrs. in Ed.		Child	Science	Child	Play	Practice
		Req.	Gen.	Prof.	Dev.		Lit.	Ed.	Teaching
Wisconsin	Approved 4-yr. course	B, K							
	Nursery School Major	B, W		30	X	X	X	X	3-
Wyoming	2 yr. teacher education	2 yr.,							
	program	K	12	20					X

TABLE VIII - Continued

MINIMUM CERTIFICATION REQUIREMENTS FOR TEACHERS OF PRESCHOOL CHILDREN

Child t.	Play Ed.	Practice Teaching		Music	Art	Methods	Psych.	Health & Phys. Ed.		Prin. of Ed.	Curri- culum	Misc. Requirements
		Sem.	Hrs.									
X	X	3-			X		X					Nutrition, Exception- al Child, Program Planning, Family Life, Home & School Rela- tionships
		X				X						Ed. Psychology Ed. Measurements

TABLE IX

SUMMARY OF THE PROFESSIONAL EDUCATION REQUIREMENTS

Course	Number of States Requiring Course
1. Child Development	5
2. Science	3
3. Children's Literature	4
4. Play Education	3
5. Practice Teaching	19
6. Music	5
7. Art	5
8. Methods	9
9. Psychology	6
10. Health and Physical Education	4
11. Principles of Education	4
12. Curriculum	6

CHAPTER VI

PROTECTIVE MEASURES AFFORDED TEACHERS OF PRESCHOOL CHILDREN

The protective measures granted a teacher are an important aspect of the teaching profession. It was of interest to know just what protection was being given the teacher of preschool children in regard to the hours of work required, whether or not there was a specified minimum salary, what the ratio of teachers to children was, whether sick leave was provided, if there was tenure and if there was some sort of a retirement plan.

The question as it appeared on the questionnaires sent to the Department of Education and the Department of Welfare was: What protection does the teacher have in regard to hours of work, salary, pupil-teacher ratio, sick leave, tenure, and retirement?

Seventeen State Departments of Education and five Departments of Welfare answered the question on teacher protection. The answers to this question were varied. In some instances there was merely a statement made as to whether or not there were protective measures in the state. Some of the answers were for only a part of the question.

I. RESPONSES* GIVEN BY THE STATES TO THE QUESTION ON TEACHER PROTECTION

ALABAMA

Department of Education
Montgomery, Alabama

Hours of work - State law requires minimum of six hours each day
Salary - State minimum based on training
Pupil-teacher ratio - Determined by local boards

*The responses are taken in direct quotation from the questionnaire.

ALABAMA - Continued

Sick leave - State System
 Tenure - State law
 Retirement - State retirement program

CALIFORNIA

Department of Education
 Sacramento, California

Teachers holding the foregoing types credentials other than child care center permits have the same rights regarding tenure, minimum salary, sick leave, and retirement as other teachers in the public school system of California.

CONNECTICUT

Department of Education
 Hartford, Connecticut

There is practically no protection except in public school programs where sick leave and retirement benefits hold. A few private groups attempt to establish some sound personnel policies. However, protection is different in each school and differs in each town.

DELAWARE

Board of Education
 Dover, Delaware

Hours of work - Usually two sessions of two and one-half hours each
 Salary - Delaware has a mandated salary schedule - twenty-eight hundred dollars for beginners with degree
 Pupil-teacher - Delaware is trying to reach a twenty-five pupil-teacher ratio
 Sick leave - Accumulative to twenty days - differs in school districts
 Tenure - Continuing contract
 Retirement - Seventy-five dollars minimum - two hundred and fifty dollars maximum - 30 yrs. of service or sixty yrs. of age (permissive); seventy yrs. (obligatory). Now combined with social security.

Board of Welfare
 Wilmington, Delaware

Pupil-teacher ratio - We require that any group of ten or more must have two people in charge of children.

FLORIDA

Department of Education
Tallahassee, Florida

The following pertains only to public kindergartens financed under the Minimum Foundation Program:

Hours of work - Kindergarten teachers come under the regulations for all teachers within a county.

Salary - Each county has a salary schedule. There is no differentiation between kindergarten teachers and other teachers.

Pupil-teacher ratio - This state will not approve a unit with more than thirty-five children. The recommendation is thirty children which, we realize, is still too large. This number, however, is necessary to maintain a unit under the law.

Sick leave - Six days sick leave are allowed each year. These may be accumulated for a period of twelve years with a total of seventy-two days.

Tenure - Florida teachers are protected under a continuing contract law after they have taught consecutively and successfully in a county for three years and their contract has been renewed for another year.

Retirement - All public kindergarten teachers are a member of the Florida Teacher Retirement System.

ILLINOIS

Department of Education
Springfield, Illinois

Salary - We have a minimum salary law.

Pupil-teacher ratio - Nothing definite

Sick leave - School law pertaining to sick leave

Tenure - We have a tenure law.

Retirement - We have a retirement system for teachers.

INDIANA

Board of Education
Indianapolis, Indiana

If the teacher is employed by the public school authorities, he has the same status in all these items as any teacher in the public schools.

However, local rules prevail.

KANSAS

Department of Social Welfare
Topeka, Kansas

KANSAS - Continued

Pupil-teacher ratio is specified in Group Care Standards as follows:

There shall be at least one adult for each eight children between two and three years of age. There shall be at least one adult for each twelve children between three and six years of age.

LOUISIANA

Department of Public Welfare
New Orleans, Louisiana

There is no protection for teachers in our state.

MAINE

Department of Education
Augusta, Maine

Kindergarten teachers have same protections as other public school teachers.

MARYLAND

Department of Education
Baltimore, Maryland

Hours of work - The law does not mention the hours of work a teacher must do. The schools must be kept open for six hours a day, however.

Salary - There is a minimum state salary schedule, which all the counties exceed, however.

Pupil-teacher ratio - The ratio recommended for elementary schools is thirty to one.

Sick leave - By-law 53 section 6 provides for sick leave.

Tenure - All public school teachers have tenure after a two-year probationary period.

Retirement - Public school teachers who qualify for regular certificates are required to belong to the State Teachers' Retirement System.

The answers beginning with the "Hours of work" apply to public school teachers.

MICHIGAN

State Department of Social Welfare
Lansing, Michigan

MICHIGAN - Continued

Pupil-teacher ratio - six two-year-old children (accepted only under special conditions)
 eight three-year-old children
 ten to fifteen four and beginning five-year-old children. This brings the average to one teacher to each ten children.

Cities have worked out the answer to these on the basis of local determination. Attempt is being made to approach public school standards in these respects.

MINNESOTA

Division of Social Welfare
 St. Paul, Minnesota

None of these protections exist whether certified or not.

MISSISSIPPI

Department of Education
 Jackson, Mississippi

In the two city school systems indicated, (Natchez or Clarksdale) which represent the two principal cities operating kindergartens, the teachers are in the same category with the teachers in the elementary grades enrolling the six year and older children.

MONTANA

Department of Public Instruction
 Helena, Montana

Hours of work - None by law
 Salary - Up to the local board
 Pupil-teacher ratio - Up to the local board and state board of education
 Sick leave - Up to the local board which accredits
 Tenure - Up to the local board although after three years the teacher is entitled to hearing
 Retirement - Must join retirement system

NEW JERSEY

State Department of Education
 Trenton, New Jersey

NEW JERSEY - Continued

All licensed schools and day nurseries are providing for sick leave, social security, vacation with pay and group insurance benefits. A salary study has been made by the State Association for Nursery Education.

NEW MEXICO

Department of Public Welfare
Santa Fe, New Mexico

Pupil-teacher ratio - One teacher to fifteen pupils
No other protection is provided.

NEW YORK

Education Department
Albany, New York

If employed by local school districts the teachers are entitled to the same rights as other teachers in the system.

NORTH CAROLINA

Department of Public Instruction
Raleigh, North Carolina

Kindergartens are not a part of the state-supported public school system, and therefore, questions on teacher protection are not applicable at this level.

OHIO

Department of Public Welfare
Columbus, Ohio

Ohio is working on the problem of teacher protection.

OKLAHOMA

Department of Education
Oklahoma City, Oklahoma

Same as all other teachers.

OREGON

Department of Education
Salem, Oregon

Hours of work - The length of time a teacher in Oregon is required to work in the school room is six hours.

Salary - The salary range is between three thousand dollars and five thousand, two hundred dollars, the average salary in Oregon being three thousand, nine hundred dollars.

Pupil-teacher ratio - The pupil-teacher ratio is the same as for any of the public schools in Oregon, twenty-five to thirty being the range and thirty being the maximum.

Sick leave - Cumulative sick leave of up to fifty days is allowed.

Tenure - Teachers may be under tenure when a school district has a population of twenty thousand or more persons.

Retirement - All teachers in Oregon are under compulsory state compensation for retirement, with compulsory retirement at age sixty-five.

PENNSYLVANIA

Department of Public Instruction
Harrisburg, Pennsylvania

Salary - Act 471

Retirement - Acts 226, 227, 353, 466, 477, 515, 548, 460, 608 and 617

VERMONT

Department of Education
Montpelier, Vermont

Same as any other teacher.

VIRGINIA

Department of Education
Richmond, Virginia

There is no state protection for the teachers.

WASHINGTON

Department of Public Assistance
Olympia, Washington

The above areas (protective measures) are included in urging establishment of personnel practices by operators.

7. Florida and Delaware have continuing tenure. Alabama, Maryland, Illinois, and Montana have state laws providing tenure. Oregon states that tenure is provided in districts with a population over twenty thousand. Local authorities may provide tenure in Connecticut.

8. Delaware's retirement income is from seventy five dollars to two hundred fifty dollars per month. Alabama, Connecticut, Florida, Illinois, Maryland, Montana, Oregon and Pennsylvania have state retirement plans. The teachers in New Jersey have social security.

9. Virginia in answering the questionnaire said that there was no state protection for the public school teacher of preschool children.

III. SUMMARY OF THE PROTECTION AFFORDED TEACHERS UNDER PUBLIC WELFARE JURISDICTION

1. In answering the questionnaire the following states gave some protective measures: Delaware, Kansas, Michigan, New Mexico and Wisconsin.

2. Louisiana and Minnesota answered negatively the question on protection, Ohio said they were working on the problem and Washington said that they encouraged the operators of preschools to provide protective measures when establishing personnel practices.

3. Pupil-teacher ratios were specified in the following states: Delaware, two teachers to ten or more children; Kansas, one teacher to eight (two and three-year-old children), one teacher to twelve (three to six-year-old children); Michigan, one teacher to ten children (this is the average pupil-teacher ratio); New Mexico, one teacher to fifteen children; Wisconsin, one teacher to ten children. Michigan states that with the exception of pupil-teacher ratio, local practices are observed in regard to teacher protection.

4. Wisconsin observes local ruling in regard to hours of work required of teachers, salary is approximately that of an elementary school teacher, has a varied amount of time for sick leave and does not provide for tenure or retirement.

IV. CONCLUSIONS DRAWN FROM THE TWO SUMMARIES

1. The wide variance in the pupil-teacher ratios as stated by the Departments of Education and the Departments of Public Welfare is probably due to the fact that generally the preschool group taken into consideration by education is older than the preschool group under the jurisdiction of welfare.

2. Although twenty-one states mentioned some sort of protective measures in answering the questionnaire, these apply mainly to public school employees. There appears to be a lack of teacher protection in the total preschool area, especially in those groups supervised by the state departments of welfare.

WISCONSIN

Department of Public Welfare
Madison, Wisconsin

Hours of work - Depends on the individual nursery
Salary - Varies, but approximates that of an elementary school teacher
Pupil-teacher ratio - One to ten
Sick leave - Varies with the nursery but provisions for sick leave are granted in all nursery schools
Tenure - None
Retirement - Wisconsin teachers retirement not available to teachers in private schools, such as nursery schools.

II. SUMMARY IN REGARD TO THE PROTECTION AFFORDED PUBLIC SCHOOL

TEACHERS OF PRESCHOOL CHILDREN

1. The following states replied that there were some protective measures for public school teachers of preschool children: Alabama, California, Connecticut, Delaware, Florida, Illinois, Indiana, Maine, Maryland, Mississippi, Montana, New Jersey, New York, Oklahoma, Oregon, Pennsylvania, and Vermont.
2. California, Indiana, Maine, Mississippi, New York, Oklahoma, and Virginia specified that the public school teachers of preschool children received the same protection as other public school teachers.
3. The hours of work required were given by four states: Delaware, two two-and-one-half hour sessions; six hours per day in Alabama, Maryland, and Oregon. Florida and Connecticut said that the hours of work required were up to the local boards.
4. Teachers of preschool children are included in the public school salary scale in Alabama, Delaware, Illinois, Maryland, Oregon and Pennsylvania. Delaware said that their salary for beginners was twenty-eight hundred dollars, Oregon said their salary range was from three thousand dollars to five thousand two hundred dollars. Salary was dependent upon local authorities in the following states: Connecticut, Florida, Montana.
5. Pupil-teacher ratio was described as being under state and local regulation in Montana. Alabama, Connecticut and Illinois said the pupil-teacher ratio was up to local authorities. The following pupil-teacher ratios were given on the questionnaires: Delaware 1-25; Florida 1-30; and Oregon 1-25, 30.
6. Sick leave in Oregon is accumulative to fifty days; Florida, six days; and Delaware, twenty days. Alabama, Connecticut, Illinois, Maryland, and New Jersey have sick leave provided by state law. Local authorities provide for sick leave in Montana.

TABLE X

PROTECTION AFFORDED TEACHERS OF PRESCHOOL CHILDREN TEACHING IN THE PUBLIC SCHOOL SYSTEM

STATE	Hours of Work (per day)	Salary (yearly)	Pupil-Teacher Ratio	Sick Leave (per year)	Tenure	Retirement
Alabama	State, 6 hrs. minimum	State, based on training	Local	State System	State	State
California	Same as other public school teachers					
Connecticut	Local	Local	Local	State	Local	State
Delaware	two sessions usu- ally 2-2½ hrs long	State, \$2800 for beginners	1 - 25	accumulative to 20 days	Contin- uing	\$75-\$250
Florida	Local	Local	1 - 30, 35	6 days	Contin- uing	State
Illinois	None	State minimum specified	Local (not definite)	State	State	State
Indiana	Same as other public school teachers, local rules prevail					
Maine	Same as other public school teachers					
Maryland	6 hrs.	State minimum exceeded by all counties	1 - 30	State	State	State
Mississippi	Same as other public school teachers					
Montana	None	Local	State, Local	Local	State	State
New Jersey					State	Social Security

State - protection afforded by state law

None - no protection

Local - protection, if any, is dependent on local authorities

Blank - no response

TABLE X - Continued

PROTECTION AFFORDED TEACHERS OF PRESCHOOL CHILDREN TEACHING IN THE PUBLIC SCHOOL SYSTEM

STATE	Hours of Work (per day)	Salary (yearly)	Pupil-Teacher Ratio	Sick Leave (per year)	Tenure	Retirement
New York		Same as other public school teachers				
Oklahoma		Same as other public school teachers				
Oregon	6 hrs.	\$3,000-\$5,200	1 - 25, 30	Cumulative to 50 days	When dist. pop. is 20,000	State
Pennsylvania		State				State
Vermont		Same as other public school teachers				
Virginia		No state protection				

TABLE XI

PROTECTION AFFORDED TEACHERS UNDER PUBLIC WELFARE JURISDICTION

STATE	Hours of Work (per day)	Salary (yearly)	Pupil-Teacher Ratio	Sick Leave (per year)	Tenure	Retirement
Delaware			2 - 10 or more Children			
Kansas			1 - 8, (2 & 3 yrs) 1 - 12 (3-6 yrs)			
Louisiana	None					
Michigan	Local	Local	1 - 10 (ave.)	Local	Local	Local
Minnesota	None					
New Mexico	None	None	1 - 15	None	None	None
Ohio	working on problem					
Washington	encouraged by state dept. in establishment of personnel practices					
Wisconsin	Local	Approx. that of ele. school teacher	1 - 10	varies	None	Not avail- able to private school teachers

CHAPTER VII

LEGAL STANDARDS FOR PRESCHOOLS IN FOURTEEN CITIES

It was thought when outlining this survey that some cities might have city laws which would be indicative of the more progressive trends in preschool legislation. However, the response did not live up to these expectations. It was generally said by those answering the questionnaire that the licensing of preschools and the certification of teachers of preschool children was a state function.

To select the cities the following question was included in the questionnaire sent to the Department of Education. "What town or city in your state would you suggest as representative of good standards for preschools and teachers of preschool children?"

The Superintendent of Schools in these selected cities received and answered a questionnaire similar in content to the one sent the Department of Education.

It was of note that in answering the questionnaire sent to the Department of Public Welfare, Little Rock, Arkansas, the city ordinances affecting preschools in Little Rock were discussed.

The city of Little Rock has a city ordinance which provided for licensing nursery schools, kindergartens, public and private day care centers, and boarding homes. The ordinance exempts all such places operated by the Little Rock Public School system. The ordinance provides, also, that minimum requirements for the protection of the health and welfare of children shall not be below the minimum requirements established by the Child Welfare Division of the State Department of Public Welfare. At this time the Child Welfare Division and the Little Rock Health Center are setting up standards for working towards the enforcement of the ordinance.

There were indications that city laws required preschools to meet the requirements of state laws in regard to the licensing of preschools and the requirements for certification of teachers of preschool children.

With the exception of some rewording to make the material more readable, this chapter contains the answers as given on the questionnaire.

I. REPLIES TO THE QUESTIONNAIRE SENT THE SUPERINTENDENT OF SCHOOLS IN FOURTEEN CITIES

CALIFORNIA

Herbert Popenoe, Supervisor
Administrative Services Branch
Los Angeles, California

"I believe you will find that the certification of teachers is quite definitely a State function here in California. . . .
". . . Our kindergarten teachers must obtain state teaching credentials and then receive a county certificate for whatever county they may wish to teach in. We know of no municipal ordinance in this field.
"We do have nursery schools and child care centers associated with us but these teachers also are subject to state approval and are then assigned through our own Personnel Division although I believe there are some special arrangements as to the budgetary funds from which they are paid."

CONNECTICUT

Mr. Edward Summerton
Superintendent of Schools
Weston, Connecticut

"The city of Weston has no city laws governing standards for preschools.
"We do not have permissive legislation concerning the establishment of preschool groups.
"We do not have city regulations on the certification of teachers of preschool children."

DELAWARE

Dr. Ward I. Miller
Superintendent of Schools
Wilmington, Delaware

"The city of Wilmington has no city laws governing standards for preschools."

"We have permissive legislation concerning the establishment of preschool groups.

"We have city regulations on the certification of teachers of preschool children.

"The answer 'kindergarten only' was given in reply to the question 'If you have a city law requiring certification of teachers of preschool children please state the requirements.'

"The protection the teacher has in regard to: hours of work, salary, sick leave, tenure and retirement are the same as all other teachers. The pupil-teacher ratio is thirty to one."

INDIANA

Mr. J. C. Rice
Superintendent of Schools
Elkhart, Indiana

"Kindergartens are part of the School City of Elkhart and are governed by the same regulations as our other classes. There are no city regulations for nursery schools or day nurseries.

"Kindergartens are not regulated by the State of Indiana other than that they license kindergarten teachers. The local school board is the governing agency.

"The School City of Elkhart requires kindergarten teachers to be licensed by the State Department of Public Instruction. No licensing is required for private nurseries or day schools for pre-kindergarteners.

"What protection does the teacher have in regard to: (kindergarten teachers)

Hours of work - seven hours per day

Salary - same as all other teachers (\$3350 - \$5500)

Pupil-teacher ratio - half-day sessions, vary in size from twenty to thirty-eight per session (eighty per cent are from twenty-five to thirty-three.)

Sick leave - seven days each school year, cumulative to sixty days.

Tenure - become tenure teachers upon receipt of sixth consecutive contract.

Retirement - same rights of membership as other public school teachers in Indiana."

MAINE

Mr. R. J. Carpenter
Superintendent of Schools
Bangor, Maine

"The city of Bangor has no city laws governing standards for preschools.

"Our kindergarten is a part of our school system and is not preschool.

Teachers are under the same certification standards as all other teachers.

. . . We have state certification.

MISSISSIPPI

Mr. D. G. McLaurin
 Superintendent of Schools
 Natchez, Mississippi

"The city of Natchez has no city laws governing standards for preschools.
 "We have permissive (state) legislation concerning the establishment of preschool groups.

"We do not have city regulations on the certification of teachers of preschool children.

"In describing the distinction in regard to the supervision of kindergartens, nursery schools, and day nurseries, the answer was:

Because of restricted funds, kindergarten personnel is not on regular salary schedule. Requirements as to training and experience are not rigid and no attempt is made for standardization.

"What protection does the teacher have in regard to:

Hours of work - corresponds to regular school day.

Salary - does not exceed two hundred dollars per month for nine months.

Pupil-teacher ratio - two classes per day of thirty children each. An assistant teacher is provided with every two sections in a building.

Sick leave - Five days cumulative to fifteen days.

Tenure - None.

Retirement - Eligible for State Plan."

MONTANA

Mr. Robert B. Farnsworth
 Superintendent of Schools
 Great Falls, Montana

"The city of Great Falls has no city laws governing standards for preschools.

"We do not have permissive legislation concerning the establishment of preschool groups.

"We do not have city regulations on the certification of teachers of preschool children.

"The comment made in regard to the question on teacher protection was 'These are all private teachers in Great Falls - poorly done in some cases and OK in others.'

NEW JERSEY

Mr. Harry L. Stearns
 Superintendent of Schools
 Englewood, New Jersey

Comment on questionnaire: "These matters are handled in New Jersey by the State Department of Education."

OKLAHOMA

Mr. M. J. Burr
 Assistant Superintendent of Schools
 Oklahoma City, Oklahoma

"Your questionnaire hardly applies to the situation in Oklahoma City. We have a kindergarten program here which is a part of the regular public schools. Teachers are certified by the state, and the program is under the same supervision and operates under the same regulations as other phases of our school program. In addition we have some nursery schools. At the present time they are not licensed; however, there is some talk in our city of requiring some sort of standards before these programs can be operated. This, of course, will be necessarily be done by our city council."

OREGON

Mr. H. M. Barr, Director
 Research and Measurements
 Portland, Oregon

"The Portland school system does not have any preschool group under the kindergarten level. We had nursery schools during the war; and these were financed by the Federal government, but administered by our own Board of Education. Those in charge were required to have the regular teachers' certificate which would have entitled them to serve in any department of the school system. With the ending of Federal support, nursery schools were closed.

"Our kindergartens are part of the regular school system, and all kindergarten teachers are required to have an Oregon state teachers' license. They come under our single salary schedule which is uniform for all divisions of the school system. Placement on it depends upon professional degrees and years of experience. We can afford only a half day of kindergarten for each child. Therefore, each kindergarten teacher has two classes, morning and afternoon. Each of them with a maximum limit of 33 pupils. Welfare provisions are the same as for all teachers--ten days of sick leave annually, accumulating to a total of 101 days, and retirement under state and social security laws at 65, as well as permanent tenure after a probationary period of 3 years.

"There are private nursery schools in the city of Portland, and these are in no way responsible to the officials or rules of our public school system. Any person of good character may open a nursery school or private kindergarten regardless of professional training. The only requirements made by the city is that such a private school shall be housed on a ground-level floor and shall have adequate sanitary and safety arrangements. Once these are complied with, there are no supervisions on the part of anybody except perhaps the parents of the children involved. Since the teacher of such a school is her own employer, there are no problems of certification or tenure or any other of the usual conditions surrounding the job of public school teacher."

PENNSYLVANIA

Wilfred C. Hopkins
 Director of Education
 Philadelphia, Pennsylvania

"The city of Philadelphia has no city laws governing standards for pre-schools.

"We have permissive legislation concerning the establishment of preschool groups. Certification of teachers is a state function.

"In answering the question on distinction of supervision of kindergartens, nursery schools, and day nurseries the reply was, kindergartens are operated by State Board of Education. Day nurseries are financed by the Municipal Government but are supervised by the Board of Education."

VERMONT

Mr. Harry N. Montague
 Brattleboro, Vermont

"The Town of Brattleboro has school board rulings governing standards for preschools.

"We have permissive legislation authorized by vote of town meeting concerning the establishment of preschool groups.

"We have school board regulations on the certification of teachers of preschool children.

"What protection does the teacher have in regard to:

Hours of work - Established by school board - two one-half day sessions.

Salary - Regular staff salary schedule.

Pupil-teacher ratio - try to set a maximum of twenty-five pupils.

Sick leave - Same as all teaching staff - ten days accumulative to twenty days.

Tenure - None in state.

Retirement - State teacher retirement."

VIRGINIA

Mr. L. D. Adams
 Superintendent of Schools
 Richmond, Virginia

"The city of Richmond has no city laws governing standards for preschools.

"We do not have permissive legislation concerning the establishment of preschool groups.

"We do not have city regulations on the certification." (Of teachers)

WASHINGTON

Mr. H. B. Jeffery
 Director of Research
 Seattle, Washington

"The city of Seattle has no city laws governing standards for preschools.

"We have permissive legislation concerning the establishment of preschool groups.

"We do not have city regulations on the certification of teachers of preschool children. We do have state regulations. Kindergartens are operated entirely by local support at option of each district in Washington. Seattle has kindergartens in every elementary school.

"There are no nursery schools in Seattle.

"What protection does the teacher have in regard to:

Hours of work - 8:15 A.M. to 3:30 P. M. having two sessions.

Salary - Same as all teachers - Beginning at \$3186.

Sick leave - ten days per year, cumulative to ninety days.

Tenure - No written tenure, but notice must be given if work unsatisfactory.

Retirement - After 30 years and/or at age sixty. One hundred dollars pension plus annuity built up by teacher."

II. SUMMARY OF REPLIES GIVEN BY FOURTEEN CITIES

1. The town of Brattleboro, Vermont, has laws (school board rulings) governing standards for preschools.

2. Wilmington, Delaware; Natchez, Mississippi; Philadelphia, Pennsylvania; Brattleboro, Vermont; Seattle, Washington; have permissive legislation for the establishment of preschools. The permissive legislation for establishing preschools is authorized by vote of town meeting in Brattleboro, Vermont.

3. Wilmington, Delaware, has city laws requiring the certification of teachers of preschool children. Brattleboro, Vermont has school board regulations on the certification of teachers. Two cities require state certification of teachers of preschool children; Elkhart, Indiana and Bangor, Maine. Los Angeles, California; Elkhart, Indiana; Oklahoma City, Oklahoma; Portland, Oregon; Philadelphia, Pennsylvania, and Seattle, Washington, consider certification of teachers a state function.

4. Elkhart, Indiana; Bangor, Maine; Oklahoma City, Oklahoma; Portland, Oregon, and Seattle, Washington, include the kindergarten as a part of their school system. Bangor, Maine, does not consider kindergarten preschool since they are included in the school system.

5. Teachers in Wilmington, Delaware, have the same protection as other public school teachers. The teachers of preschool children in Elkhart, Indiana, are required to work seven hours per day. In Natchez, Mississippi, the hours are the same as any other public school teacher. Brattleboro, Vermont, has two one-half day sessions and Seattle, Washington, has two three and one-half hour sessions.

The salaries of teachers of preschool children were from one thousand eight hundred dollars in Natchez, Mississippi, to three thousand three hundred and fifty to five thousand five hundred in Elkhart, Indiana. Portland, Oregon; Brattleboro, Vermont; and Seattle, Washington, said that all teachers were on the same salary scale.

The pupil-teacher ratios given were: thirty children to one teacher in Wilmington, Delaware; from twenty-five to thirty-three children to one teacher in Elkhart, Indiana; and twenty-five children to one teacher in Brattleboro, Vermont.

Ten days sick leave per year are given the teacher in Brattleboro, Vermont; seven days in Elkhart, Indiana; and five days in Natchez, Mississippi. Upon signing the sixth consecutive contract the teacher is given tenure in Elkhart, Indiana.

Teachers in Natchez, Mississippi; Portland, Oregon; and Brattleboro, Vermont are eligible for the state retirement plan. In Elkhart, Indiana, retirement is the same as for other public school teachers. The teacher in Seattle, Washington, receives one hundred dollars per month upon reaching retirement age.

6. In Elkhart, Indiana; and Portland, Oregon, they have no regulations for private schools.

7. The permissive legislation for establishing preschools is authorized by vote of town meeting in Brattleboro, Vermont.

8. During World War II nursery schools were administered by the board of education in Portland, Oregon. With the withdrawal of Federal support at the end of the war the nursery schools were closed.

9. Judging from this group of cities it would seem that legislation pertaining to the preschool is a state function.

TABLE XII

LEGAL STANDARDS PERTAINING TO THE PRESCHOOL IN FOURTEEN CITIES

City	Has laws	Has permissive legislation	Certification of teachers	Kindergartens part of school system	City requires state certification	Certification is a state function	Same protection as other teachers	Hours of work per day	Salary	Pupil-teacher ratio	Sick leave - days per yr.	Tenure	Retirement	No regulations for private schools	Remarks
Los Angeles, California						x									
Weston, Conn.	o	o	o												
Wilmington, Del.	o	x	x				x			30-1					Kindergartens only, require teacher certification.
Elkhart, Ind.				x	x	x		7	\$3350-\$5500	25-33-1	7	upon both consecutive contract	*	x	No city regulations for nursery schools or day nurseries.
Bangor, Maine	o			x	*										
Natchez, Miss.	o	x state	o					*	\$1800		5	None	State Plan		Kindergarten personnel is not on regular salary schedule. Requirements as to training and experience are not rigid.
Great Falls, Montana	o	o	o												These are all private teachers.

TABLE XII Continued

LEGAL STANDARDS PERTAINING TO THE PRESCHOOL IN FOURTEEN CITIES

City	Has laws	Has permissive legislation	Certification of teachers	Kindergartens part of school system	City requires state certification	Certification is a state function	Same protection as other teachers	Hours of work per day	Salary	Pupil-teacher ratio	Sick leave - days per yr.	Tenure	Retirement	No regulations for private schools	Remarks
Englewood, New Jersey															These matters are handled by the State Dept. of Ed.
Oklahoma City, Oklahoma				x		x									Nursery schools are not licensed, but it is being considered.
Portland, Oregon				x		x			* 33-1	10		state plan	x		Nursery schools were a part of the school system during the war; closed when Federal support was withdrawn.
Philadelphia Pennsylvania	o	x				x									Kindergartens are operated by the state board of education; day nurseries are supervised by Ed.
Brattleboro, Vermont	x	x	x					2½ day sessions	* 25-1	10	*	o state plan			

TABLE XII Continued

LEGAL STANDARDS PERTAINING TO THE PRESCHOOL IN FOURTEEN CITIES

City	Has laws	Has permissive legislation	Certification of teachers	Kindergartens part of school system	City requires state certification	Certification is a state function	Same protection as other teachers	Hours of work per day	Salary	Pupil-teacher ratio	Sick leave - days per yr.	Tenure	Retirement	No regulations for private schools	Remarks
Richmond, Virginia	o	o	o												
Seattle, Washington	o	x	o	x		x		Two 3½ hr. sessions	\$3186		10	o	\$100 mo.		There are no nursery schools in Seattle.

x - Positive

o - Negative

* - Same as other public school teachers

CHAPTER VIII

SUPERVISION OF PRESCHOOLS IN THE DIFFERENT STATES

On both the questionnaire sent to the Department of Education and the one sent the Department of Public Welfare questions were asked which inquired as to how preschools were supervised. It was of interest to know what the means of supervision are in the different states and what state departments are involved in the supervision.

The Department of Education questionnaire had these questions which were asked in regard to the supervision of preschools:

Does your state have a supervisor of preschool education?

Please name

Give address

If you have no supervisor how are the standards enforced?

If there is a distinction in regard to the supervision of kindergartens, nursery schools and day nurseries, describe.

On the questionnaire sent to the Department of Public Welfare these questions were asked:

How are your standards for supervision and licensing enforced?
What preschool groups are under your direction?

This chapter on Supervision is organized to include the answers given to these questions. The replies given in answer to the question, "Does your state have a supervisor of preschool education?" are given in a table entitled "Supervisors of Preschool Education."

One section of this chapter is devoted to information on the enforcement of standards in preschools. This section is composed of the answers given to the question asked the Department of Education: "If you have no supervisor now are the standards enforced?" and the answers to the

question asked the Department of Public Welfare: "How are your standards for supervision and licensing enforced?"

A second section, Preschool Groups Under the Direction of the Department of Public Welfare, contains the replies given to the question asked the Department of Public Welfare, "What preschool groups are under your direction?"

The third section, The Distinctions Made by the Different State Departments, states the answers given by the Departments of Education to the question: "If there is a distinction in regard to the supervision of kindergartens, nursery schools and day nurseries, describe." The questionnaire sent the Department of Education in Michigan was referred to the Department of Social Welfare which accounts for its inclusion in this section.

Tables at the end of the chapter summarize the information given in these three sections.

I. ENFORCEMENT OF STANDARDS IN PRESCHOOLS

ALABAMA

Department of Education
Montgomery, Alabama

Regulations of State Board of Education.

Remarks:

Mrs. Edward Gresham, Director
Bureau of Child Welfare
Montgomery, Alabama

"The state department operates none of these facilities but through our regular staff assigned the responsibilities of our licensing authority, the day nurseries and foster family homes are evaluated in accordance with standards."

ARIZONA

State Department of Public Instruction
Phoenix, Arizona

None established except health - the State Department of Public Instruction has no jurisdiction over private schools.

CALIFORNIA

Remarks:

Mr. Malcolm Peattie, Ass't. Administrative Adviser
Department of Education
Sacramento, California

"The program is generally supervised by several different offices in this department. Each enforces the standards required, in cooperation with local school officials, through various techniques."

CONNECTICUT

Department of Education
Hartford, Connecticut

Have optional regulations used by schools and visiting committees as a guide in planning and operation.

DELAWARE

Department of Public Welfare
Dover, Delaware

A licensing worker in the Child Welfare Division investigates and visits periodically all facilities that it licenses.

FLORIDA

Department of Education
Tallahassee, Florida

At the present time there is no supervision of private preschool education. Three counties within the state, namely, Dade, Duval and Orange have legislation which places these educational institutions under the jurisdiction of the Department of Public Welfare. Standards in these counties must meet Department of Public Welfare requirements and institutions are under their jurisdiction. In other communities private preschool teachers have banded together in order to pass local laws governing these schools. These are enforced by the State Board of Health.

Department of Public Welfare

Day nurseries, kindergartens and day care centers providing care for more than three hours are required to be licensed in three largest counties in Florida: Dade (Miami), Duval (Jacksonville), and Orange (Orlando). Licenses are issued from the State Office of the Department of Public Welfare. These must be renewed every year. Similar facilities plus nursery schools in two of the remaining sixty-four counties and one city are licensed under local laws. Some consultation is offered to a few selected non-profit day care centers by personnel from the State Office of the Department. License studies for the rest, some non-profit facilities and all commercial facilities in the three counties are made by personnel from District offices of the department.

Remarks:

Mr. O. Marshall Dutton, Supervisor
Group Care Section
Division of Child Welfare

"Indications are that there will be state-wide licensing eventually although it is not certain which department will have jurisdiction, health, education, or welfare."

GEORGIA

Department of Public Welfare
Atlanta, Georgia

Remarks:

Alan Kemper, Director
State Department of Public Welfare

"The law provides for Welfare Department to regulate preschools but we do not have sufficient funds to take care of this program. Therefore, we leave this matter to the local authorities and assist them in any manner in which we are capable."

ILLINOIS

Department of Public Instruction
Springfield, Illinois

Our regular supervisors work in this area in schools operating kindergartens.

INDIANA

Department of Public Instruction
Indianapolis, Indiana

Supervision is a local problem.

Department of Public Welfare

Enforced by the Children's Division of the State Department of Public Welfare.

We must have the approval of the State Board of Health and state fire marshal before licensing. This responsibility is executed by visitation, supervision and licensing.

IOWA

Department of Social Welfare
Des Moines, Iowa

Through licensing by the State Department of Social Welfare. Through informal interpretation by the Ass't. Attorney General of Boarding Home Law (1950 Code of Iowa 237.2). Licensing of nurseries by State Department of Social Welfare. Responsible for supervision and consultation by agency consultant.

KANSAS

Department of Social Welfare
Topeka, Kansas

Remarks:

Frank Long, State Director of Social Welfare
Department of Social Welfare

"Under the law the State Board of Health is the enforcing agency and the statute provides penalties for the operation of unlicensed facilities. "Actually we have found that most of the operators of preschool groups have been appreciative of the support given by licensing agencies in upholding standards. In-service training is fostered by workshops and through the development of local preschool associations at which operators meet for educational programs. The group care supervisor also works with operators on an individual basis and is available to work with them at their request."

MAINE

Department of Education
Augusta, Maine

As part of public school system.

MINNESOTA

Division of Social Welfare
St. Paul, Minnesota

Through visits to facilities and consultation with teachers and directors. Our approach is through education and stimulation of interest in good standards rather than a "policing" or authoritative "inspection."

MISSISSIPPI

Department of Education
Jackson, Mississippi

The supervision of the kindergarten is under the control of the local school authorities.

NEBRASKA

Department of Public Instruction
Lincoln, Nebraska

Our licensing standards are administered by the State Office of Child Welfare which is under the State Board of Control. The members (3) of the Board of Control are appointed by the Governor.

NEW MEXICO

Department of Public Welfare
Santa Fe, New Mexico

By periodic inspections made by a licensing team.

NORTH CAROLINA

Department of Public Welfare
Raleigh, North Carolina

Two professional social workers inspect and work with operators of day care centers. There is a sanitation and fire marshal report.

OHIO

Department of Public Welfare
Columbus, Ohio

Certification is provided by the Division of Social Administration. Consultants and district representatives of the division study the applications for certification and inspect the day care centers for compliance with rules. If the division is satisfied that all rules are met, certification is granted. No supervision is supplied by us. Consultation, institutes and workshops later will help raise standards.

OKLAHOMA

Department of Education
Oklahoma City, Oklahoma

Elementary and secondary supervisors in the State Department of Education check on these programs as part of the accrediting procedure.

RHODE ISLAND

Department of Social Welfare
Providence, Rhode Island

The state employs a license supervisor and two registered nurses who have the responsibility for the initial study of all day nursery applications, and a quarterly visit to insure the continuance of child care standards.

UTAH

Department of Public Welfare
Salt Lake City, Utah

Supervision and licensing of day care centers are performed by child welfare workers. In the event of a failure to meet the standards, a charge of criminal offense can be filed against the offending person.

VERMONT

Department of Education
Montpelier, Vermont

Superintendent, Elementary principal, and state helping teachers.

VIRGINIA

Department of Education
Richmond, Virginia

No enforcement except that affecting health by local health authorities.

Department of Welfare & Institutions

Through the Children's Agencies section of the Division of General Welfare.

WASHINGTON

State Department of Public Assistance
Olympia, Washington

Periodic visits by state staff according to need of specific preschool group ranging from monthly to semi-annually. Quarterly workshops and conferences--with registered attendance and consultation during pre-establishing periods avoid many pitfalls. The new (1951) licensing law has not been legally tested. Up to now nonconforming groups cease operation with state workers assisting operator to clarify responsibility and function.

WEST VIRGINIA

Department of Public Assistance
Charleston, West Virginia

State licensing board determines eligibility or ineligibility for license. Supervision provided by Child Welfare Division of State Department of Public Assistance. This division also provides state licensing board with evaluation reports.

WISCONSIN

Department of Public Instruction
Madison, Wisconsin

Kindergartens are operated in public schools by boards of education. They are under the supervision of six elementary supervisors in this department who regularly supervise the schools.

Although there is permissive legislation, there are at present no nursery schools or day nurseries operated by boards of education and under the supervision of the Department of Public Instruction. Miss Fisher handles correspondence in regard to preschool education and checks qualifications for licenses of private nursery school teachers who are required by the Department of Public Welfare to be licensed by the Department of Public Instruction.

Department of Public Welfare

Miss Minnie is responsible for direct work with the day care centers and nursery schools. She provides consultation and licenses nurseries meeting standards annually. Other avenues used to strengthen day care services are the Day Care Advisory Committee to our Division, workshops sponsored by our Division, and distribution of literature. We depend primarily on consultation to help nurseries meet the minimum standards. If a nursery has very low standards and damage is done to children, we will take measures through court action to close such a nursery if they will not do so voluntarily.

II. PRESCHOOL GROUPS UNDER THE DIRECTION OF THE

DEPARTMENT OF WELFARE

DELAWARE

Department of Public Welfare
Wilmington, Delaware

We do not carry direct responsibility for program or personnel. These facilities must be licensed only if they are offering all day care and it is determined that the service offered is in lieu of care ordinarily provided by parents. We do not license kindergartens.

FLORIDA

Department of Public Welfare
Jacksonville, Florida

Bonafide nursery schools or preschools, that is, those facilities that have teachers who are certified by the State Department of Education and that do not enroll children under four years of age are not licensed by our Department. The Welfare Department's chief concern is with regard to day nurseries, kindergartens, etc., as a day care service for children. We are not competent to license a facility which is primarily educational. The State Department of Education is not set up to license or supervise nursery schools or preschools. On the other hand, eight counties in Florida have preschools or extended schools which are operated by County Boards of Public Instruction under the State Department of Education.

IDAHO

Department of Public Welfare
Boise, Idaho

Day nurseries - "A home or place in which any child or children not related by blood or marriage to the persons operating such home are regularly received and cared for during any part of the twenty-four hour day."

INDIANA

Department of Public Welfare
Indianapolis, Indiana

Our licensing law has been interpreted to cover only the licensing of day nurseries. However, the law is currently being reviewed to determine whether it can be interpreted to cover licensing of nursery schools and private kindergartens. Public kindergartens are entirely under the jurisdiction of the public school system.

IOWA

Department of Social Welfare
Des Moines, Iowa

Day nurseries, nursery schools. Any type of day care.

MINNESOTA

Division of Social Welfare
St. Paul, Minnesota

All except kindergartens which are part of a public or parochial school system. Our law authorizes us to exempt those nursery schools which operate primarily for purposes of education rather than substitute

parental care. Since there is no other state agency with authority to supervise such nursery schools (those operating for two or three hours a day only) we continue to supervise many which are technically eligible for exemption.

NEBRASKA

Division of Public Welfare
Lincoln, Nebraska

None

NEVADA

Welfare Department
Reno, Nevada

Not any

NEW MEXICO

Department of Public Welfare
Santa Fe, New Mexico

Any preschool group given care or supervision during any part of the day and the children are unrelated to the operator within the third degree by blood or marriage.

NEW YORK

Department of Social Welfare
Albany, New York

Day nurseries.

NORTH CAROLINA

Department of Public Welfare
Raleigh, North Carolina

Those preschool groups which operate for more than 4 hours a day and are not a part of the public school system.

NORTH DAKOTA

Public Welfare Board
Bismarck, North Dakota

Very few in operation in North Dakota and licensing arranged individually, somewhat related to foster home care.

OHIO

Department of Public Welfare
Columbus, Ohio

Nursery schools, day nurseries, kindergartens and family day care homes
and group day care homes are licensed by us but not under our direction.
We do not establish, promote or provide supervision.

RHODE ISLAND

Department of Social Welfare
Providence, Rhode Island

Day nurseries.

UTAH

Department of Welfare
Salt Lake City, Utah

We do not operate any preschool groups directly, but we license the day
care centers within the state.

VIRGINIA

Department of Welfare and Institutions
Richmond, Virginia

Day nurseries, child caring institutions.

WASHINGTON

Department of Public Assistance
Olympia, Washington

Board-sponsored day nurseries (Community Chest)
Commercial day nurseries
Hourly nurseries

WEST VIRGINIA

Department of Public Assistance
Charleston, West Virginia

Day nurseries providing care to children of working mothers.

WISCONSIN

Department of Public Welfare
Madison, Wisconsin

Day care centers, day nurseries, and nursery schools that operate for more than two hours but less than twenty-four hours and care for four or more children.

III. THE DISTINCTIONS MADE IN THE SUPERVISION OF PRESCHOOLS

ARIZONA

State Department of Public Instruction
Phoenix, Arizona

Kindergartens in public schools are supervised and taught by certified personnel. The principal and superintendent of schools and the state school supervisor are charged with the responsibility of supervising public school kindergartens.

CONNECTICUT

Department of Education
Hartford, Connecticut

No - all are under general jurisdiction of Early Childhood Consultant who serves largely on "on call" basis. The State Department gives service in areas of leadership, service, research and planning.
Most of the larger communities have elementary supervisors who work directly with public school programs. State consultant is on call and works closely with all private groups.

FLORIDA

Department of Education
Tallahassee, Florida

In the three counties mentioned kindergartens may qualify as educational institutions and, thus, come under the jurisdiction of the State Department of Education. If they do not meet these qualifications, they are under supervision of the Department of Public Welfare. In other parts of the state there is no supervision for private institutions.

MARYLAND

Department of Education
Annapolis, Maryland

This department has no responsibility for day-care centers. Some local fire departments, health departments and one licensing body inspect and approve all preschool groups.

MICHIGAN

Department of Social Welfare
Lansing, Michigan

There are public school kindergartens in cities of five thousand or more, under the supervision of the Department of Public Instruction, Robert Martin, Consultant.

MINNESOTA

Department of Education
St. Paul, Minnesota

Kindergartens are part of the public school system. Nursery schools are under Social Welfare Division.

MISSISSIPPI

Department of Education
Jackson, Mississippi

Kindergartens represent the primary preschool programs operating in our state. And only a few of these schools are in operation. We have kindergartens and nursery schools that are operated on a private basis and are, therefore, outside the control of supervision other than the satisfactory progress of the child from the parental viewpoint.

MONTANA

Department of Public Instruction
Helena, Montana

The law makes provision for the establishment of public school kindergartens. We supervise these the same as any of the other school grades. All nursery schools are private; some desire certification from this office. The state board of health checks these for health regulation and observance.

NEW JERSEY

Department of Education
Trenton, New Jersey

Our licensing law Chapter 303, P. L. 1946 covers groups of private child care centers, including nursery schools, philanthropic day nurseries, play groups, cooperative groups and child care centers caring for children between the ages of two and five years. Private kindergartens enrolling children over five years do not come under this act.

OKLAHOMA

Department of Education
Oklahoma City, Oklahoma

Only kindergartens are supervised and controlled in any way.

OREGON

Department of Education
Salem, Oregon

Nursery schools are not recognized in Oregon as a part of the public school system if no state money is provided for their maintenance. This, of course, is an undesirable situation but at present, there is no legislation to change it. Because of this, the State Board of Health is the only state agency in Oregon which has the power to regulate nursery schools.

PENNSYLVANIA

Department of Public Instruction
Harrisburg, Pennsylvania

The distinction in supervision stems from the fact that different standards, rules, and regulations apply to private nursery schools and to private kindergartens. Both types of schools, however, are supervised by the same professional staff under the administrative policies and procedures made by a departmental administrative board, the State Board of Private Academic Schools. Day nurseries are classified and licensed as private nursery schools if five or more children of nursery school age (two and three-year olds) are in regular attendance. Kindergartens, when established by the Board of School Directors in any school district, become an integral part of the elementary school system of the local school district.

WASHINGTON

Department of Public Instruction
Olympia, Washington

State laws require licensing by State Department of Public Assistance of commercial hourly, and day nurseries. These are distinguished from other nursery schools in that they are those nurseries organized to provide supplemental care for children of working parents. There are no laws, permissive or otherwise governing nursery schools or kindergartens operated under private auspices. Although no state appropriation was made by our legislature for this biennium for the operation of kindergartens in public school districts, they have been a part of the State school system for about fifty years. Many schools are operating kindergartens with funds raised by special levies this year. Nursery schools were operated by some school districts during the war but these are almost non-existent now.

IV. SUPERVISORS OF PRESCHOOL EDUCATION

STATE	SUPERVISOR OF PRESCHOOL EDUCATION
Connecticut	Harriet C. Nash, Consultant Early Childhood and Parent Education State Department of Education Hartford, Connecticut
Delaware	Dr. H. B. King, State Superintendent of Elementary Education Dover, Delaware
Florida	Charlotte Stienhaus, Consultant in Elementary Education Department of Education Tallahassee, Florida
Maryland	Helen L. Widmyer, Supervisor of non- public kindergartens and nursery schools. (There is also a state supervisor of elementary schools who supervises the kindergartens)
Michigan	Roberta M. Hemingway, Consultant Lewis Cass Building Department of Social Welfare Lansing, Michigan
New Jersey	Monema E. Kenyon State Department of Education Trenton, New Jersey

TABLE XIII
ENFORCEMENT OF STANDARDS FOR PRESCHOOLS

States	Local school boards	Cooperation of both state and local Bds. of Education	Regulations of State Bd. of Education	Education has no control over private schools	Local regulations	State Bd. of Health Inspection	No state supervision	Optional regulations	Day nurseries evaluated by welfare standards	Do not have means of implementing law (welfare)	Inspected by State Fire Marshal
Alabama			x						o		
Arizona				x		x					
California		x									
Connecticut								x			
Delaware									o ¹		
Florida				x	x ²	x ¹	x		o ¹		
Georgia										o	
Illinois			x								
Indiana	x					o			o		o
Iowa									o		
Kansas						o			o		
Maine	x								o		
Minnesota									o		
Mississippi	x								o		
Nebraska	x								o		
New Mexico									o		
North Carolina									o		o
Ohio									o		
Oklahoma			x						o		
Rhode Island									o		
Utah									o		
Vermont		x							o		
Virginia						(local)			o		
Washington									o		
West Virginia									o		
Wisconsin									o ³		

1. Three counties have supervision under welfare: Dade, Duval and Orange.
2. Remaining 64 counties and one city.
3. Promote nursery school req. by Dept. Public Welfare to be licensed by Department of Education.

x - answered by Dept. of Ed.
o - answered by Dept. of Pub. Welfare

TABLE XIV

PRESCHOOLS UNDER THE DIRECTION OF PUBLIC WELFARE

States	Day nurseries	Nursery schools	Kindergartens	Any preschool	Licensed only if they provide all-day care	Do not license those facilities which are primarily educational	State Dept. of Ed. not set up to license or supervise pre-schools	No supervision	Law being reviewed for broader coverage
Delaware					x	x*			
Florida	x					x	x		
Idaho	x								
Indiana	x					x*			x
Iowa	x	x							
Minnesota	x					x*	x ¹		
Nebraska								x	
Nevada								x	
New Mexico				x					
New York	x								
North Carolina	x								
North Dakota	x								
Ohio	x ²	x	x						
Oregon									
Rhode Island	x								
Utah	x								
Virginia	x								
Washington	x								
West Virginia	x								
Wisconsin	x	x ³							

* - Kindergartens are a part of the public schools.

¹ - Nursery schools not provided with supervision.

² - License but no supervision.

³ - Nursery schools which run more than two hours.

TABLE XV
DISTINCTIONS IN SUPERVISION OF PRESCHOOLS*

States	Supervision of Public Schools				Private School Supervision					Local Supervision		
	Superintendent of schools	Supervisor of Preschool Education	City elementary supervisor	State Department of Education regulations	Welfare Dept. regulations	Welfare Dept. supervises day nurseries	Welfare supervisor of preschool education	No supervision	Health Dept. Inspection	Certification by Dept. of Ed.	Inspection by Fire Dept.	Inspection by Health Dept.
Arizona	x	x										
Connecticut		x	x									
Florida				x ¹	x ²							
Iowa				x								
Maryland						x					x	x
Michigan		x		x			x					
Minnesota	x					x						
Mississippi								x				
Montana				x					x	x		
New Jersey										x		
Oklahoma				x								
Oregon									x			
Pennsylvania				x		x						
Washington	x				x			x				

* - Question asked on the Department of Education Questionnaire.

¹ Three counties: Orange, Dade, Duval

² Those schools who do not meet the Department of Education standards.

STATE	SUPERVISOR OF PRESCHOOL EDUCATION
New York	Ruth Andrus, Chief Bureau of Child Development Education Department Albany, New York
North Carolina	Patsy Montague Department of Public Instruction Raleigh, North Carolina
Oregon	Elizabeth B. Rader and Jean Spaulding State Department of Education Salem, Oregon
Pennsylvania	Richard A. Rosenberry, Chief Private Academic School Registration Department of Public Instruction Harrisburg, Pennsylvania and Dr. Harry N. Gassner, Chief Elementary Education Department of Public Instruction Harrisburg, Pennsylvania
Washington	Joseph P. Lassoie, Supervisor Elementary Education Department of Public Instruction Olympia, Washington
Wisconsin	Leona E. Fisher, Supervisor of Elementary Education in charge of Nursery Schools Department of Public Instruction Madison, Wisconsin and Mary Minnie, Day Care Supervisor Department of Public Welfare Madison, Wisconsin

1. Supervisors of elementary education, whose duties include supervision of preschools in public schools are found in the following states: Connecticut, Delaware, Florida, Maryland, Michigan, New Jersey, New York, North Carolina, Pennsylvania, Washington, and Wisconsin. Only Wisconsin specifically stated that the supervisor of elementary education was in charge of nursery schools.

Two states have supervisors for preschools which are not affiliated with the public schools. Maryland has a supervisor of non-public kindergartens and nursery schools and Pennsylvania has a Chief of Private Academic School Registration.

Two supervisors associated with welfare were given: In Michigan a consultant with the Department of Social Welfare, and in Wisconsin a Day Care Supervisor in the Department of Public Welfare.

This question was on the Department of Education questionnaire only. Only twelve states gave the names of people who are responsible for supervising preschools.

V. THE ENFORCEMENT OF STANDARDS IN PRESCHOOL

1. The State Department of Public Welfare evaluates and licenses day nurseries in these states: Virginia, Wisconsin, West Virginia, Washington, Rhode Island, Utah, Ohio (consultation and education but no supervision), Alabama, Delaware, Nebraska, New Mexico, Iowa, North Carolina (in addition a sanitation and fire marshal report). Indiana has an inspection by the State Health Department and the State Fire Marshal. In Minnesota stress is put on consultation and stimulation rather than policing to maintain standards established by the Department of Public Welfare.

The Department of Public Welfare in the state of Georgia is responsible by law for the regulation of preschools but there are no funds available to take care of this program. Therefore, this matter is left to local authorities and the Department assists them in any way they can.

There are three counties in Florida, Dade, Duval and Orange which have county legislation which places their preschools under the jurisdiction of the Department of Public Welfare. In other communities private preschool teachers have banded together in order to pass local laws governing preschools which are enforced by the State Board of Health. State-wide licensing is anticipated in Florida although it is not certain which department will have jurisdiction, health, education or welfare.

2. The State Department of Public Health is active in maintaining standards in Arizona and Kansas.
3. Local supervision is the practice in Florida for private preschools; in Indiana in public preschools; in Mississippi and Nebraska for kindergartens. In Virginia, local health authorities inspect the preschools.
4. The State Department of Education supervises: Alabama's preschools, the kindergartens in Illinois, and in Connecticut it provides optional regulations. California replied that Education, through several different offices, supervises all of its preschools. The preschools in Maine, Oklahoma and Vermont are supervised as a part of the public school system. In Wisconsin the private preschools are required by the Department of Public Welfare to be licensed by the Department of Public Instruction.

VI. SUMMARY OF THE PRESCHOOL GROUPS UNDER THE DIRECTION OF PUBLIC WELFARE

1. The Department of Public Welfare is mainly concerned with those preschool groups which operate as a substitute for parental care, day nurseries, day care, etc. Those states which affirmed this were: Wisconsin, North Carolina, Delaware, Virginia, New York, Rhode Island, Washington, Florida, Idaho, Indiana, and Minnesota.
2. Utah stated that they did not operate preschool groups directly but they do license day care centers. Florida commented that their department was not competent to license a facility which was primarily educational. However, the State Department of Education is not set up to license or supervise nursery schools or preschools. There are eight counties in the state of Florida which have preschools operated by County Boards of Public Instruction under the State Department of Education.
3. In the state of Indiana the law is currently being reviewed to determine whether it can be interpreted to cover licensing of nursery schools and private kindergartens.
4. It is interesting to note that in the state of Minnesota the law authorizes Welfare to exempt those nursery schools which operate primarily for educational purposes. Due to the fact that there is no other state agency with authority to supervise such nursery schools the Welfare Department continues to supervise many which are technically eligible for exemption.
5. New Mexico said that the Department of Public Welfare was responsible for any preschool group. North Dakota replied that there were very few preschools in operation and that the licensing was arranged individually. Nursery schools, day nurseries and kindergartens are licensed by the Ohio Department of Public Welfare but they are not supervised by the Department.
6. Delaware, Indiana and Minnesota said that public school kindergartens were a part of the public school system.

VII. SUMMARY OF THE DISTINCTIONS MADE IN SUPERVISION OF PRESCHOOLS

1. The questionnaire sent the Department of Education in Michigan was referred by them to the Department of Social Welfare. This accounts for the inclusion of their reply in this section.
2. Kindergartens are a part of the public school system and are supervised by their personnel in Mississippi, Oklahoma, Pennsylvania, Montana, Michigan (in cities of five thousand or more), Arizona, and Minnesota.

In the state of Connecticut elementary supervisors work with public preschools. The state consultant works closely with all private school groups.

3. Three counties in the state of Florida, Dade, Duval and Orange, have kindergartens which may qualify as educational institutions and thus come

under the jurisdiction of education or if they do not qualify they come under the jurisdiction of Welfare. In other parts of the state, there is no supervision for private institutions.

Private nursery schools, kindergartens and day nurseries are supervised by the State Board of Private Academic Schools in Pennsylvania. Day nurseries are classified and licensed as private nursery schools if five or more children two and three years-of-age are in attendance.

Private nursery schools and kindergartens are outside the control of supervision in the states of Mississippi and Washington.

Montana replied that all nursery schools are private and some of them desire certification by the Department of Public Instruction. The State Board of Health checks these nursery schools.

4. Minnesota stated that her nursery schools were under the supervision of the Social Welfare Division, in Oregon they are supervised by the State Board of Health.

5. The Maryland Department of Education has no responsibility for day care centers. However, some local fire departments, health departments and one licensing body inspect and approve all preschool groups.

The State Department of Public Assistance supervises day nurseries in the state of Washington.

6. The licensing law in the state of New Jersey is very inclusive; it covers private child care centers for children two to five years old: nursery schools, philanthropic day nurseries, play groups, cooperative groups, and child care centers. Private kindergartens enrolling children over five years do not come under this act.

* As answered on the Department of Education questionnaire.

CHAPTER IX

SUMMARY AND CONCLUSIONS PERTAINING TO LICENSING OF PRESCHOOLS AND CERTIFICATION OF TEACHERS OF PRESCHOOL CHILDREN

I. SUMMARY OF INFORMATION

The purposes of the survey were three-fold: to bring up to date existing information on licensing regulations relating to preschools of the different states, to determine the different state requirements for certification of teachers of preschool children, and to present some standards for preschools which have been developed in cities recommended by the departments of education in their respective states.

The survey was conducted by means of three questionnaires, the first two sent to the Department of Education and the Department of Public Welfare in each of the forty-eight states and the third to cities recommended by the State Departments of Education.

The response from state Education and Welfare Departments to these questionnaires was gratifying. Forty-six states answered the questionnaire sent to the Department of Education and forty-three states responded to the questionnaire sent to the Department of Public Welfare. Forty-seven states answered one of the two questionnaires.

Response to the questionnaire sent to the Department of Education.*
According to the replies given on the questionnaire eighteen states said that they have laws governing standards for preschools. These four states: Alabama, New York, Pennsylvania, and Vermont, said that there was legislation

*Names of the states are given in the chapter summaries.

pertaining to the preschool pending in their states. Twenty-four states replied that their state had permissive legislation for the establishment of preschools. Twenty-two states require certification of teachers of preschool children. Nineteen states replied that there was supervision of some preschools by the Department of Education. In fifteen states two or more state departments share the supervision. Twenty states have some protective measures for the teacher of preschool children.

Response to the questionnaire sent to the Department of Public Welfare. Welfare laws relating to preschools were reported in ten states. Teachers in four states are required to be certified by the Department of Public Welfare. Michigan and New Hampshire replied that they have proposed legislation pending in their states.

Seventeen states replied that there was supervision of some preschools by the Department of Public Welfare. Six states have protective measures for teachers of preschool children and in seventeen states the Welfare Department shares responsibility for control of preschools with one or more additional state departments.

The responses to these questionnaires are further summarized in subsequent paragraphs in this chapter.

Provisions providing for the establishment and maintenance of preschools. Thirty-three of the forty-seven states who replied to the questionnaires sent additional material stating laws and enactments of authorization pertaining to preschools in their respective states.

Eight states sent copies of permissive legislation for the establishment of kindergartens. These agencies are given the power to establish kindergartens in their respective states: in two states, the city school board; in six states, the school district. In addition to these eight states,

nineteen other states indicated that they have permissive legislation for some sort of preschool.

Seven states provide for the maintenance of kindergartens as a part of the public school system. Three states have legislation which forbids the maintenance of kindergartens out of regular school funds.

Seven states have specific legislation pertaining to the nursery school. Two of these states have permissive legislation for establishment of nursery schools by the school district. In two other states nursery schools may be maintained as a part of the public school system. One state replied that nursery schools are maintained by local funds, another said that city authorities may provide for nursery schools.

In returning the questionnaire, four states gave no indication of any type of legislation pertaining to the preschool. One state did not reply to the questionnaires. Forty-three states replied that there was some type of legislation pertaining to preschool licensing regulations or the requirements for certification of teachers of preschool children.

Regulations for licensing child care centers. In nineteen states the Department of Public Welfare, or its equivalent has the responsibility for licensing child care centers or those preschools which primarily provide substitute parental care. The Board of Health is responsible for licensing child care centers in three states. The Department of Education licenses these preschools in two states and in one state the Department of Health and Social Welfare work jointly in licensing.

The regulations in regard to preschools vary widely. The kindergarten is the oldest of the preschool groups and has been included in some public school systems, but the complete integration into the school system is as yet quite infrequent. Provisions for its maintenance has not become a generally accepted pattern and differs widely in the different states.

The nursery school is an even less well established part of the public school, and when they are included they are supported by local funds.

The licensing of child care centers seems to be generally accepted as a responsibility of Public Welfare. However, it is noteworthy that in the two states of California and New Jersey, where seemingly there is progressive legislation and supervision of preschools, all preschools are under the jurisdiction of the Department of Education.

Standards specified for preschools. Twenty-three states sent material in printed, typewritten or mimeographed form from which a summary of preschool standards was made. These specifications were in some cases required for licensing, in other cases were merely recommended standards for a preschool. There was a fair degree of similarity in the standards specified. Standards in regard to personnel, plant specification, suggested equipment, health provisions for teachers and children, and sanitary requirements were included in the material received. There seemed to be a more acute awareness of physical provisions than of personnel standards.

Certification requirements for teachers of preschool children. The replies to the questionnaire sent the Department of Education indicated more evidence of educational requirements for those teachers of preschool children who teach in the public school kindergarten than in other preschools. Twenty-two states require a bachelor's degree to teach in the public school kindergarten, twenty-six states did not make this requirement.

In only eight states is the nursery school teacher required to have a bachelor's degree. Some states specify a minimum or limited training.

The professional education requirements are varied. It would be a difficult task to develop a curriculum for the training of the preschool teacher which would fit her for employment in the various states.

Protection afforded the teacher of preschool children. Protection is most likely to be provided in the public school system. Seventeen states have indicated that the protection afforded the teacher of preschool children is the same as that afforded other public school teachers.

There was little agreement as to hours of work required of the teacher of preschool children. The salary scale is on a state level with public schools in six states. The pupil-teacher ratio is not in general agreement. Sick leave is provided for in seven states, continuing tenure in six states. Retirement income was indicated in ten states.

Five states in replying to the questionnaire sent the Department of Public Welfare had some protective measures for teachers. In general, there is a very great lack in this area. Public Welfare on the whole is more specific as to the pupil-teacher ratio in their preschools.

Legislation pertaining to the preschool as reported in fourteen cities. Fourteen cities were recommended by their State Department of Education as being representative of the most progressive trends in preschool education. There were some interesting variations reported in these city programs. Brattleboro, Vermont, for instance, considered legislation pertaining to their preschools a function of the town meeting.

Certification of teachers of preschool children is in general considered a state function. Eight of the cities replying stated that this was true in their situation. Wilmington, Delaware, has a city law requiring certification. Brattleboro, Vermont, has a school board regulation which requires certification.

Three of the cities which replied considered kindergartens a part of the school system.

The hours of work ranged from six to seven hours. The salaries ranged from eighteen hundred dollars in Natchez, Mississippi, to a top salary of fifty-five hundred dollars in Elkhart, Indiana. In three cities teachers of Prescnool children were considered on the same scale as other teachers.

The pupil-teacher ratio given by these cities was from twenty-five to thirty-three children per teacher*. Sick leave was provided in three cities, and state retirement in five cities. In two cities, Elkhart, Indiana, and Portland, Oregon, it was reported that there were no regulations for private schools.

Portland, Oregon, in answering the questionnaire, commented that during the World War II nursery schools were administered by the board of education, but with the withdrawal of Federal support at the end of the war the nursery schools were closed.

This questionnaire failed to provide the information for which it was intended. It was hoped that a progressive program of legislation might be included in the write-up of this thesis.

Supervision of preschools. Twelve states reported supervisors of preschool education who work in connection with the elementary programs in their states. Preschools that are not a part of the public school are supervised in Maryland and Pennsylvania. The Department of Public Welfare reported two supervisors who work with preschools under their jurisdiction.

State department responsible for preschools. Day nurseries are licensed in seventeen states by the Department of Public Welfare, with some cooperation by local and state departments in the area of health and safety.

* This would seem to indicate five-year-olds.

One state says there are no funds to implement state supervision of preschools, therefore it is left to local authorities. In Florida, three counties have county legislation which places their preschools under the jurisdiction of the Department of Public Welfare. In other communities in the state of Florida private preschool teachers have banded together in order to pass local laws governing preschools which are enforced by the State Board of Health.

The State Department of Public Health is active in maintaining standards in two states. It is of note that in one state the private preschools are required by the Department of Public Welfare to be licensed by the Department of Public Instruction.

Supervision and licensing are highly variable and there is a lack of proper financial support and sufficient personnel. Unfortunately, not all types of preschool groups are reached by supervision.

Preschool groups under the direction of public welfare. The Department of Public Welfare in the main is concerned with those preschool groups which operate as a substitute for parental care: day nurseries, day care, etc. Eleven state Department of Public Welfare said that this is the type of preschool group under their jurisdiction.

One state merely licenses day care centers with no provision for supervision. Florida commented that their department was not competent to license a facility which was primarily educational.

The law is currently being reviewed in one state to determine whether it can be interpreted to cover licensing of nursery schools and private kindergartens.

In one state, due to the fact that there is no state agency with authority to supervise nursery schools which operate primarily for

educational purposes, the Department of Public Welfare continues to supervise these schools though technically they are exempt.

Distinction made in supervision of preschools. Seven states in answering the questionnaire said that kindergartens are a part of the public school system and are supervised by their personnel. Elementary supervisors work with public preschools in one state and the state consultant works closely with all private school groups.

In Florida the preschools may fall into three categories in regard to their supervision. In three counties, Dade, Duval and Orange, preschools may qualify as educational institutions and thus are supervised by the Department of Education while those which do not qualify as this type of school are supervised by the Department of Public Welfare. In other parts of the state there is no supervision of private preschools.

Private preschools are supervised by the State Board of Private Academic Schools in Pennsylvania. Most of the states replying to the questionnaires did not indicate that private preschools were supervised.

The supervision of nursery schools is accomplished by various means in the three states which mentioned their supervision. In Maryland one licensing body inspects and approves all preschool groups. An example of an inclusive licensing law is found in the state of New Jersey where it covers private child care centers for children two to five years old: nursery schools, philanthropic day nurseries, play groups, cooperative groups and child care centers. However, private kindergartens enrolling children over five years do not come under this act.

II. CONCLUSIONS DRAWN FROM THE SURVEY

The information gained from the questionnaires sent to the state Departments of Education and Welfare was not always consistent. This may have been partly due to a lack of skill in devising the questions or a lack of accurate knowledge on the part of the person answering the questionnaire.

In some instances in answering the questionnaires, a department replied that there was no legislation pertaining to the preschool in their state. However, in the written material sent there was what could be considered a form of legislation.

Answers were not always clear as to the supervision afforded by the state departments, either the type of preschool supervised and licensed or the types which were exempt from supervision.

From the replies received from the questionnaire sent to fourteen cities it was concluded that licensing, supervision and certification of teachers of preschool children are state functions.

The replies occasionally stated that certain preschools such as private and church schools are not supervised. In light of improving the preschool program, it would strengthen the position of private and church groups to have the protection of high licensing standards.

There was little evidence that private preschools come under the jurisdiction of state regulations. However, the kindergarten in the public schools is given supervision by the state Department of Education in most states.

In general, day care centers and those preschools which provide substitute parental care come under the regulation of the Department of Public Welfare.

It would seem that a more reliable and consistent preschool program would develop if all preschools became the responsibility of the State Department of Education. Those who met the standards of the state department would have the status and protection of a licensed group. However, it is recognized that the premature establishing of rigid standards and policing action may not be as conducive to the growth of a desirable program as the policy of training and gradual promotion of high standards. The latter approach to supervision is being used by some state departments.

There is little agreement in regard to teacher certification requirements in the different states. What is recommended in one state fails to meet the requirements in another, which may disqualify some excellently trained personnel.

In the states which lack certification requirements, the teacher with a degree competes with a person who is employed only because of some desirable personality traits for teaching children, or with one who is merely willing or available.

An area for concern is the extensive lack of teacher protection in regard to salary, pupil-teacher ratio, hours of work, sick leave, tenure and retirement. There is little to induce the capable and ambitious person to enter a field which on the whole has so little to offer in this vital area.

If preschool education is as important as authorities in Child Development consider it to be and if mothers who are employed or live in crowded areas need more and more to make use of preschool groups, it seems evident that the conditions under which preschool groups operate are of prime importance to children, parents, teachers and the community.

Twice in the event of national crises preschools were maintained and supervised by the Federal government. It seems unfortunate that with the end of each crises this support was withdrawn. Perhaps this more than anything proves that the general public should be aware of the valuable contribution of preschools to the program of total education.

In view of these observations, it seems obvious that interested groups should continue to promote an awareness of the needs of the pre-school program. The areas including standards of operation, qualifications for teachers of preschool children and the protection afforded them, need to be brought to public attention and given public support.

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APPENDIX

754
254

APPENDIX A

The Woman's College
of The University of North Carolina
Greensboro

To State Superintendent of Public Instruction

Name:

Address:

From - Miss Monna Schaper

Woman's College of the University of North Carolina
Greensboro, North Carolina

We are making a study of legal standards for licensing preschools* and
legal requirements for certification of teachers of preschool children.

Will you kindly give us the following information before January 25, 1954.

The state of _____ has, _____ has no _____ laws govern-
ing standards for preschools.

We have, _____ do not have, _____ permissive legislation concerning
establishment of preschool groups.

We have, _____ do not have, _____ state regulations on the certifica-
tion of teachers of preschool children.

We have, _____ do not have, _____ proposed legislation pending in our
state.

If standards for preschools and teachers of preschool children are under
the control of other agencies, please give -

Name _____ Name _____

Address _____ Address _____

If answers to the first three questions are negative please return
this questionnaire; if the answers are positive please continue on the next
page.

Signature _____

Title _____

Date _____

*By preschools we mean all school groups under six years of age: nursery
schools, day nurseries, kindergartens, etc.

Supervision and Licensing of Preschools

Please send us a copy of your state laws concerning the establishment, licensing and supervision of kindergartens, nursery schools, and day nurseries. Please send a copy of any available material which describes standards; proposed or in use.

Does your state have a supervisor of preschool education? Please give -

Name _____

Address _____

If you have no supervisor how are the standards enforced?

If there is a distinction in regard to the supervision of kindergartens, nursery schools and day nurseries, describe.

Progressive City Program

What town or city in your state would you suggest as representative of good standards for preschools and teachers of preschool children?

City _____

Superintendent of Schools _____

Certification of Teachers

If you have a law requiring certification of teachers of preschool children, please state the requirements:

What protection does the teacher have in regard to:

Hours of work -

Salary -

Pupil-teacher ratio -

Sick leave -

Tenure -

Retirement -

27 '54
ADP

APPENDIX B

The Woman's College
of The University of North Carolina
Greensboro

To State Department of Public Welfare

Name:

Address:

From - Miss Monna Schaper
Woman's College of the University of North Carolina
Greensboro, North Carolina

We are making a study of legal standards for licensing preschools* and legal requirements for certification of teachers of preschool children. Will you kindly give us the following information before February 15, 1954.

The state of _____ has, _____ has no, _____ laws governing standards for preschools, which are under the jurisdiction of the Welfare Department.

The Welfare Department has, _____ does not have, _____ permissive legislation concerning the establishment of preschool groups.

The Welfare Department has, _____ does not have, _____ state regulations on the certification of teachers of preschool children.

We have, _____ do not have, _____ proposed legislation pending in our state.

If answers to the first three questions are negative please return this questionnaire; if the answers are positive please continue on the next page.

Signature _____

Title _____

Date _____

*By preschools we mean all school groups under six years of age: nursery schools, day nurseries, kindergartens, etc.

Supervision and Licensing of Preschools

Please send us a copy of the Welfare Department laws concerning the establishment, licensing and supervision of kindergartens, nursery schools, and day nurseries. Please send a copy of any available material which describes your standards: proposed or in use.

How are your standards for supervision and licensing enforced?

What preschool groups are under your direction? (nursery schools, day nurseries, kindergartens, etc.)

Certification of Teachers

If the Welfare Department requires certification of the teachers of preschool children, please state the requirements:

Certification of Teachers (continued)

What protection does the teacher have in regard to:

Hours of work -

Salary -

Pupil-teacher ratio -

Sick leave -

Tenure -

Retirement -

Remarks:

APPENDIX C

The Woman's College
of The University of North Carolina
Greensboro

To the Superintendent of Schools

Name:

Address:

From - Miss Monna Schaper
Woman's College of the University of North Carolina
Greensboro, North Carolina

We are making a study of legal standards for licensing preschools* and the legal requirements for certification of teachers of preschool children. You have been recommended to us by the education department in your state as being a city representative of good standards for the operation of preschools.

Will you kindly give us the following information before March 1, 1954.

The city of _____ has, _____ has no, _____ city laws governing standards for preschools.

We have, _____ do not have, _____ permissive legislation concerning the establishment of preschool groups.

We have, _____ do not have, _____ city regulations on the certification of teachers of preschool children.

Signature _____

Title _____

Date _____

*By preschools we mean all school groups under six years of age: nursery schools, day nurseries, kindergartens, etc.

Supervision and Licensing of Preschools

Please send us a copy of your city laws concerning the establishment, licensing and supervision of kindergartens, nursery schools, and day nurseries.

Please send a copy of any available material which describes standards; proposed or in use.

How are your standards enforced?

Is there a distinction in regard to the supervision of kindergartens, nursery schools, and day nurseries? If so describe.

Certification of Teachers

If you have a city law requiring certification of teachers of preschool children please state the requirements.

What protection does the teacher have in regard to:

House of work -

Salary -

Pupil-Teacher ratio -

Sick leave -

Tenure -

Retirement -

Remarks: