1982

The Children's House: Review of a Decade of Prekindergarten Education in a Laboratory Setting on a University Campus

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THE CHILDREN'S HOUSE: REVIEW OF A DECADE OF PREKINDERGARTEN EDUCATION IN A LABORATORY SETTING ON A UNIVERSITY CAMPUS

by

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A thesis submitted in partial
fulfillment of the requirements for the
degree of Specialist at
Mankato State University

Mankato, Minnesota
June, 1982

ABSTRACT

THE CHILDREN'S HOUSE: REVIEW OF A DECADE OF PREKINDERGARTEN EDUCATION IN A LABORATORY SETTING ON A UNIVERSITY CAMPUS

Darlene J. Janovy, Ed. Sp.
Mankato State University, 1982

The purpose of this thesis was to trace the development of The Children's House at Mankato State University from its establishment in 1972 to the close of the 1981-82 school year. This study provided historical data to document the development and progress of the program through a combination of sources including The Children's House files, University records, personal files and recollections of the writer, and personal interviews with key persons in the history of the program. The study provided data and descriptions in regard to program philosophy, design and curriculum, funding, staffing and facilities. A review of the literature provided an overview of the development of day care and early childhood education in the United States.

Date July 8, 1982

This thesis has been examined and approved.

Examining Committee:

ACKNOWLEDGMENTS

The assistance of Dr. Marjorie Oelerich, Mrs. Jean Peterson and Mr. Richard Coyle is gratefully acknowledged. Their consultation and memories were invaluable in the writing of this thesis. Appreciation is also extended to my husband, Dr. David Janovy, for his constant support and encouragement as well as for the original design of the logo for The Children's House. This thesis is dedicated to my children, Lisa and Jennifer, and to all the children of The Children's House, past, present and future.

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INTRODUCTION, PURPOSE AND OVERVIEW

Introduction

The education and care of young children has been among mankind's most important tasks since the beginning of human life on earth. Osborn (1975) traced the roots of early childhood education and care back to the origin of modern man some two million years before Christ's birth and went on to note that all societies "appear to have engaged in some form of informal education which would prepare their offspring for the physical and social environment."[1] In approximately 2,500 B.C., the Greeks established formal schooling for male children who had reached the age of six and both Aristotle and Plato spoke of the need to educate the child even earlier in his life. The rise of Christianity was accompanied by a growing concern for young children, although practices such as infanticide continued into the 1800's. Further, as Aries observed, up until approximately the 17th century, it was widely believed that childhood hardly lasted beyond infancy. Once a child passed the age of five or six, that child was considered an adult and expected to act like one.[2] The doctrine of original sin persisted into the eras of the Renaissance and Reformation when,

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[1]Keith D. Osborn, Early Childhood Education in Historical Perspective (Athens, Georgia: Education Associates, 1980), p. 8.

[2]Philip Aries, Centuries of Childhood: A Social History of Family Life (New York: Vintage Books, Random House, 1962).

gradually, new ways of thinking about young children began to spread. Writers such as Comenius and Rousseau began to shape a picture of the child as a naturally good rather than an inherently evil being. The sharp contrast between this emerging attitude toward children and previous ways of thinking about them was shown by Rousseau's words: "Nature means children to be children before they become men."[3] The Rousseauian concept of children as naturally good beings who ought to be allowed to "grow and flower in nature's garden" greatly influenced attitudes toward the education and care of young children for centuries afterward.[4] Probably the major influence on early childhood education in the 1800's was exerted by Frederich Froebel, the founder of the first kindergarten in 1837. Later, during the early 1900's, Maria Montessori, working in Italy, had a substantial influence on techniques of early childhood education in Europe and, to a lesser but nonethless important extent, in the United States.

The education and care of young children began to be professionalized in the 1920's and 1930's with the development and expansion of nursery schools and day nurseries. The first cooperative nursery school was established at the University of Chicago in 1916, the famed Summerhill was established in England in 1921, and the first edition of the journal Childhood Education appeared in 1924. Also in 1924, Piaget published his Language and Thought of the Child. The British Infant School movement got its beginning with the publication of Report of the Primary School by the Great Britain Board of Education in 1931. Another benchmark of

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[3]Joseph Stevens and Edith King, Administering Early Childhood Education Programs (Boston: Little, Brown and Company, 1976), p. 3.

[4]Ibid., p. 4.

development was the publication of the journal Young Children by the National Association for the Education of Young Children in 1944. In 1957, the National Committee on Day Care was established to promote standards for day care of young children. And in 1965 Project Head Start began. In 1969, President Nixon established the Office of Child Development, thus giving formal federal recognition to the importance of the care and education of young children.[5]

In 1972, in a small city in rural southern Minnesota, on the campus of Mankato State College, professionals in the fields of early childhood education and child development conceived a new program. Building on the heritage of centuries of thought and programming, a philosophical and operational framework was established to guide the development of a model demonstration program for the education and care of young children. The name "The Children's House" was chosen to symbolize the clear focus of the program on the children who would be served over the years to come.

Purpose of Thesis

Over its ten years of operation, The Children's House played multiple roles in the field of education and care of young children. In addition to its primary purpose of serving as a model demonstration program, The Children's House provided early education and care for over 1,265 children.[6] Laboratory teaching and observation experiences were enjoyed by students from a wide range of disciplines. The Children's

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[5]Osborn, op. cit.

[6]The Children's House, Program Files (Mankato, Minnesota: The Children's House, 1972-1982).

House was the site and sponsor for classes for professionals and parents. The program provided both the subjects and the setting for research on a wide variety of topics. During this ten year period, while playing these and other roles relating to the education and care of young children, The Children's House continued to evolve and change. However, there was no organized chronicle of this evolution and change. The purpose of this study was, therefore, to trace the development of The Children's House at Mankato State University from its organization in 1972 to the close of the 1981-82 school year. Beyond the intrinsic value of a historical record of the program, such a review was expected to be of potential value as a source of guidance for persons and institutions who may be interested in the development of a similar program elsewhere.

Overview of Thesis

The development of early childhood education and day care is reviewed in Chapter Two. The emphasis in this second chapter is upon recent developments in these interrelated fields with a historical overview as a preface. Program philosophy, program design and curriculum, program funding, program staffing and program facilities over the ten year period of operation of the program at The Children's House are described in Chapter Three. A summary concludes the thesis in Chapter Four.

The information upon which this study was based came from a variety of sources. In addition to the literature to be reviewed in Chapter Two, the following sources were consulted: The Children's House files, University records, and personal interviews with persons who played key roles in the program. And, since the writer of this thesis was the first director of The Children's House, the writer's personal

files and recollections also served as a source of information.

Chapter 2

REVIEW OF THE LITERATURE

The education and care of young children, at least in an informal sense, was always an essential activity of mankind. It was only within the past century or so, however, that we found examples of formal programs which were aimed at meeting the specific educational needs of children from two to eight years of age or which were designed to provide care for the children of working mothers.

Within the field of education and care of young children, many types of programs were developed and a variety of terms were used to designate different types of programs. The two broad, continuing themes were, of course, education and care. Stevens distinguished between these two fundamental types of programs by noting that: "The purpose of the nursery school was to provide an optimal environment for child growth and development while that of the day nursery was simply to assure a benign environment."[1]

There probably were but few nursery school programs which did not serve as custodial care environments to some extent and, likewise, few day nurseries which did not perform some educational functions in addition to providing a relatively healthy and safe environment. At the level of practice, the educational and custodial functions often became

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[1]Joseph Stevens and Edith King, Administering Early Childhood Education Programs (Boston: Little, Brown and Company, 1976), p. 6.

mixed with each other to the extent that a "label" which was applied to a given program, i.e., "nursery school" or "day care center," told more about the primary philosophy and organization of the program than it did about what actually happened from day to day. Even the phrase "early childhood" was not precisely defined. Decker pointed out that the educators usually defined early childhood by using vague synonyms such as "young children" or "preschool" or "preprimary" or "early primary."[2] Webster noted that: "When educators speak of early childhood education, they usually mean education for children from ages two through eight."[3] There appeared to be some agreement in the literature that early childhood education extends through the first three years of elementary school.

Within the broad field of early childhood education and care there was an additional distinction that was drawn between programs that focus on the child before he/she enters kindergarten, and the educational programming usually provided by public education starting with kindergarten and continuing through the primary years. The earlier phase was often referred to as pre-school education although it was perhaps more accurate to refer to these programs as pre-kindergarten for many of them were school both in theory and in fact. In that the focus of this thesis was upon a pre-kindergarten program which combines the features of nursery school with day care, the following review concentrates on the literature which traced development of the nursery school and the day care center.

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[2]Celia Decker and John R. Decker, Planning and Administering Early Childhood Programs (Columbus, Ohio: Charles E. Merrill, 1976), p. 3.

[3]Loraine Webster and Raymond M. Schroeder, Early Childhood Education: An Overview (Princeton, New Jersey: Princeton Book Company, 1979), p. 2.

The Development of Day Care in America

Day care was not a recent invention but, rather, had a substantial history which extended back to the beginning of the 19th century. Early in the 1800's, attempts were made in France and England to provide care for the children of working mothers. The Boston Infant School, opened in 1828, was probably the first day care center in the United States. In 1854, the New York Hospital opened a day nursery. At this same time, the kindergarten program opened in Boston in 1860. Steinfels pointed out a basic difference between these two movements. The kindergarten movement focused mainly on education for young children while the day nursery movement was concerned primarily with the physical care of young children whose mothers worked.[4]

The day nurseries did not draw their inspiration from the kindergarten movement or from the English infant schools but rather from the model provided by the French Creche. In 1863, a day nursery modeled on the Paris Creche was opened in Philadelphia and subsequently became the model for the day nursery in this country.[5]

During the 1880's and 1890's there was a rapid growth in the number of day nurseries in the United States. Much of this growth was probably due to

> . . . social dislocations caused on the one hand by the rapid industrialization and urbanization of the country, and on the other by a massive influx of immigrants, (which) brought about

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[4]Margaret O'Brien Steinfels, Who's Minding the Children: The History and Politics of Day Care in America (New York: Simon and Schuster, 1973), p. 37.

[5]Ibid.

> a wholesale breakdown in the normal socialization processes of the family, particularly childrearing. . . . Industrialization, urbanization and immigration created a node of social problems that, among other circumstances, resulted in the disruption of what most Americans considered normal family life.[6]

In response to these trends, a growing social consciousness among many upper-class women led them to seek ways to deal with what they perceived to be the problem of ". . . small, dirty, ill-behaved, lower-class children who were left alone daily, often tied to the bedpost or to the casual oversight of neighbors or older siblings, while their mothers went off to the factory or domestic work."[7] In organizing day nurseries for such children, the affluent women of larger cities had also set into motion a movement which grew rapidly. By 1898 there were approximately 175 day nurseries in the large cities of the United States and the National Federation of Day Nurseries was created.[8]

The day nursery ideal was the "preservation and restoration of the total family. . . . The day nurseries considered themselves a substitute for home and mother. . . ."[9] While the physical care of the child was the primary concern of the day nurseries, most programs had an equally strong concern for the "moral care and proper upbringing of the child."[10] Many of these day nurseries also provided some kindergarten-like activities although the record was unclear on the extent to which these programs focused on the cognitive development of the children under their care. Steinfels concluded that ". . . the presence of specific teaching philosophy and methods was probably more an exception than the rule in the

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[6]Ibid. [7]Ibid., p. 41.

[8]Pamela Roby, Child Care--Who Cares? (New York: Basic Books, 1973), p. 158.

[9]Steinfels, op. cit., p. 44. [10]Ibid., p. 45.

typical day nursery."[11] The strong social work/child welfare orientation of the day nursery movement was seen by many people as a temporary expedient which would go out of existence when social and economic conditions improved and mothers no longer had to be employed outside the home. Those who supported the movement, however, argued that day nurseries provided advantages that many poor families and homes could not provide.

Despite the arguments of supporters of the day nursery movement, during the era prior to World War I the day nursery probably provided services that were more custodial than educational or developmental. The movement continued to grow with an increasing emphasis being placed on quality of child care services as day nursery associations developed standards of quality, conferences were held, and newsletters and other publications began disseminating information which encouraged minimum standards for day nursery programs. Through the years of World War I and beyond, the better programs offered an educational dimension based on the traditional kindergarten or on the ideas of Montessori. While there were still inadequate day nurseries in the land, the growing move toward self-regulation was exerting a kind of quality control which was a preface to the professionalization of the day nursery movement during the 1920's and 1930's. This professionalization however, according to Steinfels, was not entirely in the best interests of the children. She observed that "The kindergarten had been a distinct and welcome presence in the day nursery from the 1890's . . . . Teachers trained in the Froebel or Montessori methods (were present in the day nursery)."[12] In the 1920's, the introduction of the nursery

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[11] Ibid., p. 48.

[12] Ibid., p. 58.

school teacher into the day nursery setting resulted in a new emphasis on the educational aspects of the day nursery program but, since these new professionals replaced not only the kindergarten oriented personnel but the nursery attendants as well, there was a decline in the attention paid to the physical and affective needs of the children. Also, since the nursery school teacher was not trained to deal with infants and very young children, many day nursery programs began to exclude infants and children up to two years of age. These unintended consequences changed the nature of the day nursery from the 1920's onward.[13]

During the 1920's, social work was also becoming professionalized and the day nursery increasingly became viewed as a component of a larger social welfare network in the nation. During the 1920's and 1930's, the day nursery became defined by many as a form of family and child welfare. Public attitudes toward day nurseries grew less positive, the previously supportive upper class was becoming less philanthropic, and the number of programs was declining. "By the end of the decade, then, (by 1930) the day nursery had become an underfinanced, often understaffed, marginal child care service for those families who had no choice but to suffer under the onerous designation 'pathological'."[14] By 1931, the National Federation of Day Nurseries ceased publication of its bulletins. Nursery schools and home care grew rapidly to meet the needs of the increasing number of middle-class working women. However, in 1933 under the Roosevelt administration, federal funds became available to expand day care not only to care for children, but to provide jobs for a wide range of child-care workers who were unemployed by the depression. By 1937,

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[13]Ibid. [14]Ibid., p. 66.

the federal programs had opened 1900 nurseries which were unique in two ways: they were the first publicly funded day care programs and they were explicitly set up as an educational service, even to the point of often being located in school buildings. Then, after these WPA programs disappeared, ". . . the day nursery again declined in numbers only to be resurrected by World War II."[15]

With the war and the need for women to work in the factories of the land, federal money again became available for day care. The Lanham Act made it possible to open over 1100 day care centers in 1942 and by the end of the war in 1945, nearly fifty million dollars had been spent on day care. The fact that these dollars were aimed at caring for the children of women who were working in the war effort led to a neglect of standards, especially those which related to the kinds of family and social welfare services formerly provided by the day nurseries. The quality of these programs varied widely since no uniformity was being imposed by either the government or by professional associations. At the end of the war, many believed that the need for day care was over and 2800 centers were closed.[16]

Although the war ended in the mid-1940's, many women continued to work and the percentage of working women continued to grow. "Between April 1948 and March 1966 the labor force participation rate of married women with husbands present and with children under six increased from 10.8 percent to 24.2 percent."[17] These percentages did not include working

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[15]Margaret O'Brien Steinfels, Who's Minding the Children: The History and Politics of Day Care In America (New York: Simon and Schuster, 1973), p. 67.

[16]Ibid., p. 69.

[17]Ibid., p. 70.

mothers with children under six who were single, divorced or not living with their spouses. While America still clung to the idea of the mother in the home, the facts were clearly otherwise. Economic pressures were foremost among the reasons for the growth in the numbers of mothers of young children in the labor force. The need for all-day care for pre-school age children and for afterschool care for children in school was great and growing. Yet, the most common solution was an informal one.

"Every survey conducted on the question of who cares for the children of working mothers has found that most working mothers had to organize their own child care, consequently the vast majority of children were and are cared for at home by a relative or neighbor, and only a small percentage are in day care centers."[18] Just as day care services had declined in the period of 1920-1940, so again there was a decline after World War II. With the pressure of wartime employment removed, the day care service was again being widely seen as a social welfare service which labeled its users as somehow unfit. Children were cared for in their own homes for the most part, surveys indicated this proportion to be upwards of 70 or 80 percent. These surveys, conducted during the late 1950's and early 1960's showed that only 2 or 3 percent of the children of working mothers were being cared for in group care. Although day care centers continued to exist in diminished numbers since the war, not many children were served by them. "From 1945 to the early 1960's, day care was a marginal child welfare service which did not begin to meet the needs of children or the needs of working mothers."[19] This condition did not persist for long. During the 1960's, attitudes began to change and the stage was

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[18]Ibid., p. 71.

[19]Ibid., p. 76.

set for expansion and improvement of day care in the nation. Research began to appear which questioned earlier assumptions about the mother's presence being essential to the proper development of the child. A second trend which contributed to the resurrection of day care was the Women's Liberation movement which had the effect of legitimizing the role of working mothers. A third and probably highly influential new line of thought emerged from research which demonstrated that the early years of a child's life are critically important for the later proper development in cognitive, affective, and social domains. Finally, starting in the middle 1960's, there was a growing interest by policy makers to put to work those women who would otherwise be on welfare.

In March, 1965, the journal Child Welfare published a special issue which focused on day care. Articles in this issue probably had a widespread impact on thinking about the possibilities of day care programs offering substantially better service to children of working mothers than they were currently receiving either in their own homes or in other informal arrangements. While day care was still viewed as being for high-risk children, newer thinking pointed to the advantages of special environments designed to meet developmental needs of all very young children.

At the National Conference on Day Care Services in 1965 a new note was sounded: day care was promoted as an educational resource which could contribute to equal opportunity for all children. However, despite the growing awareness of the need for and value of day care, national policy was not uniform or consistent in regard to the care of very young children. The Office of Child Development was formed in the federal government and Head Start programs began to spread across the

country. Debates were heard in Congress over whether day care was primarily to keep working mothers off the welfare rolls or to serve the educational and developmental needs of children. In 1967, Congress amended the Social Security Act to provide funds for day care and in 1971 over $301,000,000 of federal money was sent to the states where it was matched by another $145,000,000 for day care.[20]

Despite the increased funding in the late 1960's, the early 1970's were a time of relatively slow growth in day care although the need was increasing steadily. In March 1973, over four million mothers of preschool children were working but licensed day care was available for less than half of them.[21]

Little of the legislation which was proposed to advance day care actually went into effect during the early 1970's. At the same time, the franchised private day care center was on the rise. These centers were operated for profit, they often provided preschool educational programming in addition to their custodial services, and became the dominant form of day care. As Decker states in 1980, "Today, most day care centers are profit-making, privately operated efforts. The remaining day care programs are sponsored by various organizations such as state and local governments, industries, labor unions, women's organizations, and small businesses. . . ."[22]

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[20]Ibid., p. 81.

[21]Sara Lewitan and Karen Cleary Alderman, Child Care and ABC's Too (Baltimore, Maryland: John Hopkins University Press, 1975), p. 5.

[22]Celia Decker and John R. Decker, Planning and Administering Early Childhood Programs (Columbus, Ohio: Charles E. Merrill, 1976), p. 4.

Early Childhood Education

It was possible to trace present-day thinking and practice in early childhood education back across several centuries to its roots in the thought and the writing of educators and philosophers such as Comenius, Rousseau, Pestalozzi, Froebel and Montessori. Comenius advocated universal education for children under the age of six. Rousseau argued that children should be allowed to develop naturally and that education ought to begin at birth. Pestalozzi emphasized the naturalness of learning and also saw education as a means to improve the lot of the poor as well as a means to improve society in general. Froebel, recognized as the father of the kindergarten, believed that all learning was interrelated and developmental. The techniques which he pioneered had a significant impact on early childhood education practice to the present time. Montessori, working at the beginning of the twentieth century, built upon Froebel's emphasis on learning by doing and developed an elaborate and demanding approach to development of the young child which was followed widely in more than 700 Montessori schools in the United States.

At the national level in the United States, interest in early childhood education began at least in 1909 when President Theodore Roosevelt called the first White House Conference where the needs of young children and means for caring for them were discussed. The Children's Bureau was established in 1912 and it subsequently sponsored the second White House Conference in 1919 which studied minimum standards for the welfare of children. A third White House Conference, this one in 1930, produced a bill of rights for children. Subsequent conferences on children were held every ten years.

Despite these federal initiatives, the nursery school movement in the United States did not develop rapidly. The first cooperative nursery school was founded at the University of Chicago in 1916. By 1924, there were only twenty-five nursery schools in the United States, most of them supported by colleges or run by private interests for profit.[23] Through the decade of the 1920's and into the 1930's, nursery school programs were available only to a limited number of children. Then, in the 1930's, the depression era Works Progress Administration programs provided opportunity for nursery school experience for over 70,000 children.[24]

Nursery school education programs developed little during the Second World War except to the extent that day care incorporated an educational dimension. With the coming of the 1960's, awareness grew that educational opportunity in the United States was not equal. At this same time, the research and writing of Benjamin Bloom and J. McVicker Hunt influenced many people to view intelligence as something that was not fixed at birth but was instead directly affected by experience, especially during the early years of life.

The result of these two forces was what was perhaps the major federal initiative in early childhood education: the Head Start program, established in 1965. Head Start began as a summer program designed to offer children of the poor a preschool experience. Over seven million children were served by Head Start at a cost which, in 1982, was

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[23]Carol Seefeldt, Teaching Young Children (Englewood Cliffs, New Jersey: Prentice-Hall, 1980), p. 10.

[24]Ibid., p. 11.

budgeted at 950 million dollars.[25] This program evolved considerably since its beginning and recent studies of its effectiveness clearly indicated that this early intervention program was effective and of benefit to participants.[26] Steinfels noted another significant aspect of the Head Start program:

> Head Start rekindled government interest in financing preschool education; it directly connected child care with educational rather than custodial activities; it popularized the notion that early childhood education was appropriate for all children; and it helped turn the climate of opinion about proper care for young children.[27]

While Head Start was focusing on the early developmental needs of children from poor families, a parallel growth in nursery schools, many of which could be called preschools, was taking place. These programs catered to the middle-class child and enrollment in them grew from 890,000 three and four year old children in 1965 to over one million in 1970. Attitudes also changed. During the 1950's and early 1960's the emphasis in nursery school programs was almost exclusively on social and emotional development. However, the new theories about child development upon which Head Start was based also affected thinking about nursery school education and, as Steinfels remarked, ". . . fed the great interest middle-class parents had for providing for their children's future educational accomplishments."[28]

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[25]John Calhoun and Raymond Collins, "From One Decade to Another: A Positive View of Early Childhood Programs," Theory Into Practice, XX: 137-140, Spring, 1981.

[26]Ibid., p. 137.

[27]Margaret O'Brien Steinfels, Who's Minding the Children: The History and Politics of Day Care in America (New York: Simon and Schuster, 1973), p. 85.

[28]Ibid., p. 86.

Two additional major influences on current early childhood education should be noted. The emphasis on developmental stages, self-direction and exploratory learning of the Swiss psychologist, Jean Piaget, was central to the development of curriculum in early childhood education in many programs. Secondly, the British Infant School approach was built on a philosophy that regarded children as active participants in learning who knew what they need and want to learn. The program that flowed from this perspective on learning was structured into large blocks of time to permit exploration and the following of individual lines of interest. Cross-age teaching, interest centers, involvement with the community and the use of play and games in learning characterized the British Infant School approach. This movement began formally with legislation in England in 1944 and came to full bloom during the 1950's and 1960's. The emphasis on play and the discovery method of the British Infant School had a major impact on early childhood education in the United States.

In summary, it is perhaps safe to observe that there was no one philosophy or educational approach which dominated the field of early childhood education and care. As conceptions of childhood changed, so did ideas about how the child ought to be treated. Research added new dimensions to understanding the developmental process and programs changed to incorporate this new knowledge. Social forces, wars, depressions and politically motivated decisions all had an effect on policy and practice in the care and education of young children.

The two lines of development, of day care and of nursery school, which were reviewed in this chapter converged in many programs which were aimed at the young child. While the relative emphasis on custodial versus educational functions varied with specific programs, the two

functions were complementary. In the program which was the focus of this thesis, The Children's House, the two functions were deliberately blended together. The development of this program is the subject of the remainder of this thesis.

Chapter 3

REVIEW OF A DECADE

The Planning Period

The original proposal to establish The Children's House on the Mankato State College campus began with these words by Lucie Haskell Hill:

> Reach down your hand!
> The little one who trudges by your side
> Is striving hard to match your grown-up stride,
> But, oh, his feet are very tiny yet;
> His arm so short--I pray you, don't forget.
> Reach down your hand!. . . .

The subsequent opening of the program on September 25, 1972, was the culmination of a planning process begun nearly one year earlier when two lines of development on the campus were drawn together into the proposal to create a "cognitively-oriented Early Childhood Education program for children at Mankato State College."[1] Prior to the establishment of The Children's House, Mankato State College provided a Child Care program in the Department of Home Economics and offered a minor in Early Childhood Education in the Center for Curriculum and Learning Strategies. There was a limited nursery school facility in Nichols Hall on the lower campus of the college which enrolled children for purposes of observation and participation by students enrolled in the home economics program. This Child

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[1]Marjorie Oelerich, Proposal to Establish The Children's House, The Children's House Files (Mankato, Minnesota: The Children's House, April, 1972).

Development laboratory had been in operation since 1957. As the college entered the decade of the 1970's, with the establishment of the academic minor in Early Childhood Education, it became apparent to those who were working with these programs that expansion was necessary if the needs of college students in these as well as other programs of the college were to be served.

During 1971, the Department of Home Economics developed a proposal to create a Child Day Care Center to enroll twenty children and serve the training needs of what was envisioned to be an increasing number of child development trainees. In a parallel line of development in November of that year, the Dean of the School of Education, Dr. Benjamin Buck, in a memo dated November 10, 1971 to Assistant Vice President Carl Lofy, responded positively to an earlier proposal from Mrs. Darleen Dickmeyer to create an early childhood program on campus. At that time, Mrs. Dickmeyer was directing a private nursery school in the community and saw the need to expand the capability of the college to provide training for persons who wished to work in the field of early childhood education. At this time, the Home Economics Department was a unit within the Center for Vocational Competency in the School of Education and the Early Childhood Education Program was a unit within the Center for Curriculum and Learning Strategies, also in the School of Education.

In his November 10, 1971 memo, Dean Buck informed Vice President Lofy that the Dickmeyer proposal was being referred to Dr. Don Holden, Director of the Center for Curriculum and Learning Strategies. Dr. Holden was being asked by Dean Buck to arrange a meeting involving the Deans, Dr. Holden, Dr. Brendan Coleman (Director of the Center for Vocational Competency) and Dr. Marjorie Oelerich, Associate Professor of Education and

early childhood specialist in the Center for Curriculum and Learning Strategies. Recognizing that both of these Centers had an interest in early childhood education, Dean Buck suggested that "Perhaps out of this meeting could come a united campus-wide thrust in the direction of early childhood education. . . ." This meeting was held on December 3, 1971 and, based on the favorable response to the idea of a campus-wide expanded program, joint planning between the two centers proceeded.[2]

On January 12, 1972, Dr. Oelerich sent a memo to key administrators on campus recommending the establishment of an early childhood education facility at the college and outlined a number of reasons for this recommendation (see Appendix A). On January 19, 1972, Dr. Coleman, in a memo to Dean Buck, formally requested space for a "Model Day Care Center." Space had been prospectively identified in the Cooper Center dormitory on the lower campus and tentative remodeling needs were outlined in a January 19, 1972 memo to Dr. Coleman from Roberta Anderson, Instructor in the Home Economics Department.[3]

On March 21, 1972, a memo from Dean Buck and others in the School of Education to Vice President Lofy recommended that "The Children's House" be developed and outlined the needs which were to be met by the facility. The second paragraph of this memo contained a statement which was indicative of the converging of the two lines of development on the campus and the blending of the custodial with educational functions referred to at the end of Chapter Two of this thesis: "Utilizing the term 'day care'

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[2]The Children's House, Program Files (Mankato, Minnesota: The Children's House, 1972-1982).

[3]Ibid.

as that intervention program which consists of meaningful instructional experiences in addition to basic custodial needs, the facility initially could serve three types of situations as it assists approximately 170 children" (see Appendix B).

Shortly after the Buck memo in March of 1972, a full formal proposal to establish The Children's House was drafted and presented by Dr. Oelerich. The target date for opening was September 1, 1972 and the site recommended was Cooper Center. Three types of programming were proposed: all-day, year-around instructional care of children whose parents were employed; shorter-term day care for children with a choice of five or three or two times a week during the college academic year; and limited day care for children of students while they attended classes.[4] The primary purposes for The Children's House were to be the training of teachers and para-professionals in early childhood education, providing a setting for demonstration teaching, research, early detection of special needs and offering participation experiences for students from a wide range of departments at the college.

Two sources of funding had been identified for the program. In addition to user fees, Dr. Coleman had obtained a grant of $43,500 from the State Department of Education, Vocational Division, State of Minnesota. The purpose of the grant was to provide pre-service and in-service training of Home Economics students and others who were to be working with day care centers.

Early in the Oelerich proposal of April 1972, the child-centered philosophy of The Children's House was apparent: "In every way, the most

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[4]Oelerich, op. cit.

important element in establishment of The Children's House is the children. Uppermost in this program must always be concern and consideration for each participating child."[5] This original proposal called for a "cognitively-oriented curriculum" which provided ". . . functional, meaningful, instructional experiences for children."[6] This called for staffing by directors and head teachers who were qualified to provide cognitively-oriented experiences for the children. Dr. Oelerich recommended that there be one director responsible for the total program and a separate assistant director/head teacher for each of the three sub-programs. In addition to this staffing, additional positions would be required to meet state and federal standards for adult-child ratio and to carry out other tasks associated with operating the program. Space requirements were outlined and a diagram of the proposed use of Cooper Center ground level was included. Estimated expenses for remodeling and equipping The Children's House and an estimated income and operating expense budget were also presented.

By the end of April 1972, approval had been given to locate The Children's House in Cooper Center and Dr. Oelerich outlined staff needs in a memo dated April 27, 1972 to central administration. On June 12, 1972, Dean Buck, in a memo to Vice President Lofy and others, called a meeting of the newly-formed Interim Board of Directors of The Children's House (see Appendix C) and outlined the following staffing for leadership of the program: Dr. Oelerich, Executive Director; Darleen Dickmeyer, Co-Director and head teacher of nursery school; Darlene Janovy, Co-Director and head teacher of day care. Mrs. Dickmeyer subsequently withdrew

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[5]Ibid., p. 5. [6]Ibid., p. 6.

from her Co-Director position and Mrs. Janovy was given on-site responsibility for direction of all programming with the title of "Resident Director". The Interim Board of Directors meeting was held on June 20, 1972. During the remainder of the summer, the final planning was conducted and The Children's House opened with thirty-six children enrolled on September 25, 1972.

The Development of the Program

The remainder of this chapter will review significant points in the development of the program of The Children's House from its opening in 1972 to the present with five areas: program philosophy, program design and curriculum, program funding, program staffing, and program facilities.

Program Philosophy

The Oelerich proposal of April 1972 stated clearly that The Children's House should provide a quality program of instruction for each participating child. The traditional emphasis of day care on custodial care was to be expanded to include cognitive, social, emotional and physical development of the child.

> The importance of Early Childhood Education during this past decade--and its increasing importance during the current decade--cannot be overemphasized. Our society is realizing the crucial role of the preprimary years in the lives of young children. Furthermore, we are acknowledging the fact that experiences for cognitive development must be provided children at a very early age.[7]

In a news story in June, Vice President Lofy was quoted as citing the

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[7]Marjorie Oelerich, Proposal to Establish The Children's House, The Children's House Files (Mankato, Minnesota: The Children's House, April, 1972), p. 1.

studies of Piaget and others as testimony to the importance of early learning for the intellectual and emotional development of the child.[8]

Writing in the Mankato Statement in mid-1973, Dr. Oelerich stressed that a quality day care program must stress development of the total child. She asked, "What is day care?" The response which she gave suggests the emphasis upon the total child which guided the development of The Children's House program. She wrote:

> . . . day care is legally defined as any situation in which an adult takes care of a child, either for a salary or voluntarily, in a location other than the child's home. Such an interpretation includes not only all-day day care, but also part-day day care, such as conventional "nursery schools". The Children's House has adopted this definition of day care. . . . In the past, society evidenced little interest and wielded even less influence in improving custodial day care. . . . Quality day care must provide for development of the total child: emotionally, socially, physically and cognitively.[9]

Another dimension of the philosophical foundation upon which The Children's House was built was suggested by a brief statement written in November of 1973 as part of the program description being submitted for consideration for the 1974 Distinguished Achievement Award of the American Association of Colleges of Teacher Education. The statement was: "Within a philosophical framework that is self-concept centered. . . ."[10] This focus upon the self-concept of the child was central to the philosophy which guided the early years of the program and which persists to the present, as was evidenced by the 1981 Statement of Philosophy by Jean Peterson, the present acting director of The Children's House. This was the only

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[8]Mankato Free Press, June 14, 1972.

[9]Marjorie Oelerich, untitled, Mankato Statement (Mankato, Minnesota: Mankato State University, 1973), p. 12.

[10]The Children's House, Program Files (Mankato, Minnesota: The Children's House, 1972-1982).

formal statement of Philosophy which had been written for The Children's House and is reproduced below in its entirety because of its reflection of the "spirit" which has guided the program over the years.

THE CHILDREN'S HOUSE

STATEMENT OF PHILOSOPHY

The Children's House program is based on the philosophy that an individual develops best in an atmosphere of care, trust and respect. This atmosphere can best be achieved by demonstrating caring behavior and through mutual respect that allows each to grow to their fullest potential.

The Children's House provides a model of rich service to young children, parents, and to the undergraduate and graduate university students who wish to develop their skills in helping children attain their potential.

For the young child, this means that the program at The Children's House is experiential and provides "hands-on" activities with an emphasis on further cognitive ability through learning-by-doing. The program builds upon the knowledge and skills the children have already developed and provides opportunity to extend these skills. Specific goals of the program are:

1. To help children achieve and appreciate success as they improve the mastery of tasks appropriate to their development.

2. To help children develop an inquiring mind and to provide practice in problem solving skills.

3. To help children accept personal responsibility and develop the ability to work and organize work independently.

4. To help each child establish satisfying and successful social relations with children and adults.

5. To help each child develop a concept of himself as a worthy individual, a good friend, an eager learner and a willing participant in activities.

Inasmuch as each parent is valued as an individual and is highly respected as the child's first teacher and strongest advocate, The Children's House program is committed to provide support for parents and is vigorous in the attempt to strengthen families.

For the university student, opportunities are provided for ongoing training that will contribute to the quality of performance as teachers of young children and to the personal and professional growth of each student. These strategies provide opportunities for students to match

appropriate forms of teaching and environmental design to children's learning needs.

The Children's House will pursue its mission of service to young children, parents and the students who foster their development, in close collaboration with the Mankato State University mission of excellence in teaching and learning.

Program Design and Curriculum

Early childhood education and care. The following words are The Children's House song, adapted from an original work by Jessie Moore and Ruth Heller in 1972 (see Appendix D).

> May our house be a friendly house
> with a door that opens wide
> and books and toys for sharing
> with all who come inside.

In a 1972 brochure produced by The Children's House, the program was described as follows: "The Children's House is a non-profit pre-kindergarten program cooperatively developed by Home Economics and Elementary Education at Mankato State College."[11] The brochure went on to state that the program was dedicated to the orderly development of the pre-kindergarten child in the cognitive, social-emotional, and psychomotor areas of development through guided exploration and discovery. The original goals and objective statement for the program read as follows:

> Goals and objectives of The Children's House. The Children's House of Mankato State College is a model child care and teacher education facility designed to meet community needs for day care and nursery school while providing for the training of prospective and in-service teachers of Early Childhood Education, Home Economics-Child Development and Consumer Homemaking. Within this broadly stated mission, The

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[11] Ibid.

Children's House has two principal goals: (1) to provide child care programs which maximize the social, emotional, physical and intellectual development of the child, and (2) to provide comprehensive, interdisciplinary teacher education for pre-kindergarten level professional child care workers. In regard to the child care programs, The Children's House:

a. provides children with a broad variety of developmental activities designed to enhance the child's social, emotional, physical and intellectual development;

b. provides experiences which enhance and encourage the development of communications skills;

c. provides for experiences both within the center and in the community which are culturally enriching for the children;

d. through its board of directors, includes and involves parents in program planning and policy formulation;

e. through opening its doors to those seeking helping opportunities, encourages volunteer service;

f. serves as a link between the physical, dental and psychological needs of the children and services which provide remedial and/or preventive service.[12]

The Mankato Free Press, in an article on the opening of The Children's House, noted that

> . . . walking through the newly-opened Children's House is like visiting a cheerful world scaled down for three to five year olds. It's a world a child could love. There are stories to hear, things to play with, puzzles to put together, easels to paint on, songs to learn, pictures to draw, fish and gerbils to watch. From a parent's viewpoint, it's more than a fun place to come--it's an educational preschool experience for their child or a convenient day care facility.[13]

This quotation suggested the several ways in which the program was to be used by parents. In addition to those children who were enrolled for nursery school, there were two types of day care formats available: regular all-day day care for children of working parents and shorter-term day care for children of students at the college. These three enrollment

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[12]Ibid. [13]Mankato Free Press, September 26, 1972.

patterns might have suggested three different kinds of programming for the children, the nursery school children receiving educational programming and the day care children receiving primarily custodial care. However, The Children's House program was designed to blur the distinctions implied by these types of enrollment patterns.

In operation, the program was not viewed by its planners as three separate entities placed side by side. Rather, it was seen as a unified program which held promise of stimulating a new kind of blending of early childhood education and day care into a developmentally-oriented approach to the care and education of young children.

Much of the programming and approach of The Children's House over the years had its roots in the open education model which was suggested by the British Infant School. Since the program had to serve the needs of children who would be present for varying lengths of time and for varying numbers of days per week, it was necessary to devise a teaching strategy which would be effective despite the differing patterns of enrollment. It was decided to adopt a "home room" approach whereby the children would be assigned by age to a room and a teacher. For example, during the first year, the three year old children were assigned to the "red" room with Marion Cords, the four year old children were assigned to Jean Peterson in the "green" room, and the five year old children had Rich Coyle as their home room teacher in the "blue" room. The children were not, however, limited to their home room and, in fact, only spent a portion of their time there. There was no dividing of the children by whether they were at The Children's House for nursery school or day care. The central thrust of the curriculum was to encourage the children to explore and discover within a very wide range of areas of learning.

The educational programming of The Children's House was built around units and learning centers. Within each of the home rooms and in one additional room were various learning centers where children could freely explore and become immersed in areas which were of interest to them at that time. The British Infant School emphasis on discovery and exploration was perhaps most clearly seen in these dimensions of the program. The Piagetian notions about readiness to learn were similarly visible in the freedom allowed the children to move and learn at their own pace.

The learning centers which formed the framework of the learning resources for the children were equipped to allow opportunities for self-selected activities and independent learning. These learning centers included a puppet theatre, a play house, games, a storybook corner, puzzles, carpenter benches, a music center, physical education, an art center, and a science center.

While the learning centers provided opportunities for individual learning and exploration, group activities provided opportunities for learning in a more structured way. However, the educational program at The Children's House was not defined as a structured program. The initial director of the program, Darlene Janovy, was quoted in a September 1972 news article as stating that the program operated on a principle that could best be described as "unstructured structure."[14] She noted that the child was not to be forced to do a certain thing at a certain time--the group activities were available to those who were interested in participating. The assumption was that children needed some structure

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[14]Ibid.

but did not need regimentation in order to learn. The group activities focused on art, stories, dramatization, science, social studies, music, conversation, and large muscle activities both indoor and outdoor. These more structured activities encompassed several types of learning experiences.

The "room special" was a structured, cognitively oriented group activity for about ten children. It was about thirty minutes in length and carefully prepared and organized to meet specific educational objectives. Children were free to select a room special of their choice from topics which were presented to them at snack time each morning and afternoon. A second type of group activity was the "guided activity" which was also cognitively oriented but less formal and an activity which permitted the children to "float in and float out" as they wished. Two other kinds of group activity were "conversation time" and "story time." In conversation time, the children had the opportunity to share experiences and practice verbalizing. Singing, fingerplays and show and tell were part of this group activity. Story time was conducted for children grouped by age and stories were selected to fit the age of the group.

A reading of the guidelines which were distributed to teachers, student teachers, interns and others who might work with the children in an educating role indicated the strong emphasis of The Children's House on the development of a stable, positive self-concept in the child. It was recognized by the founders of the program that day care was a business where the buyer was not the consumer and quality control was largely in the hands of the provider of the service. Thus, phrases of instruction such as the following were commonly found in handouts and other materials aimed at teachers who would work in the program: "children are the most

important thing in the room," "please get to know the children by name." Examples of actual materials may be found in Appendix E.

Other indications of the "style" of The Children's House were provided by policies such as the prohibition of toy guns or the playing of childhood games based on violence. There was a similarly strong emphasis on individual responsibility; children were expected to pick up after themselves and act toward others in a responsible manner.

A typical daily schedule for the period of 1972 to 1975 was as follows:

7:30-9:30	Choice of Learning Centers, Guided Concept Development
9:00	Nursery School children arrive
9:30-9:45	Conversation time
9:45-10:00	Breakfast
10:00-10:30	Room special
10:30-11:10	Outdoor play
11:10-11:45	Story time
11:45-12:15	Lunch
12:15-12:30	Prepare for resting
12:30-1:30	Rest time
12:30-1:30	Choice of Learning Centers for afternoon nursery school
1:30-2:00	Outdoor play
2:00-2:15	Conversation time
2:15-2:30	Snack time
2:30-3:00	Room special
3:00-4:00	Outdoor play
4:00-4:30	Circle time
4:30-5:30	Individual activities[15]

The unit approach was employed in a manner so as to create a theme for each week during the year. Often these themes were related to the particular season or to holidays which fell during or close to that week. This unit approach had been used throughout the history of the program with considerable similarity in the unit titles persisting over time. The units and the weeks during which they were presented during the first

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[15]The Children's House, Program Files (Mankato, Minnesota: The Children's House, 1972-1982).

year are found in Table 1. The units and their dates for 1981-82 are found in Table 2. The unit theme was carried out in many, often most, of the activities for the week. Thus, of the unit was on transportation, the room specials might focus on playing train, counting wheels on an eighteen-wheeler, or making a picture of a cargo ship. Conversation time topics were often steered toward the theme of the week, field trips taken might be linked with the theme, and interest centers might be "salted" with special books and objectives which related to and reinforced the theme of the week.

From the beginning, program staff recognized the importance of working closely with the parents of the children to encourage carry-over of the daily activity and learning into the home and to gain as thorough an understanding of the home situation as possible in order to better guide the development of the child while he/she was at The Children's House. This emphasis on parenting led to a number of special activities and programs over the years. For example, parent night programs were initiated during the first year and parents were encouraged to come to the center on those nights to visit with staff. In November of 1972, a special parent night featured Dr. Carl Lofy speaking on parenting and in December the first of what later became traditional family Christmas parties was held. Throughout the history of the program, conferences between parents and staff were encouraged and the system of signing in and signing out the child served as a device to give staff at least a minimum amount of daily contact with parents.

In July of 1975, an event occurred which held special significance for The Children's House by providing it with a link with the past and a link to the future. Emma Wiecking and Martha Wiecking Woodard

Table 1

Units of Instruction, 1972

The Children's House, Cooper Center

September 25-29	Friends
October 2-6	Fall
October 9-13	Explorers
October 16-20	Safety
October 23-27	Halloween
October 30 - November 3	Halloween and Elections
November 6-10	Elections and Indians
November 13-17	Thanksgiving
November 20-24	Thanksgiving
November 27 - December 1	Shapes
December 4-8	The Five Senses
December 8-15	Christmas
January 2-5	Winter Fun
January 8-12	Familiar Animals
January 22-26	Circus
January 29 - February 2	Circus
February 5-9	Special Days in February
February 12-16	Valentine's Day; Post Office
February 19-23	Music in Our Lives
February 26 - Mardh 2	Our Five Senses
March 5-9	Me, Myself and I
March 12-16	My Family
March 19-23	Swing Into Spring
March 26-30	Number Fun
April 2-6	Transportation
April 9-13	Jobs Make the World Go Around
April 16-20	Children of Many Lands
April 23-27	Health Helpers
April 30 - May 4	Our body...the Marvelous Machine
May 7-11	Colors, Shapes and Patterns
May 14-18	Hear we go...Touch, Taste, See, Smell
May 21-25	Fossils and Ancient Animals
May 28 - June 2	Friends From Nature
June 3-7	Vacation Fun
June 9-13	Foods
June 16-20	Sun in the Morning, Sun at Night
June 23-28	Summer Fun
July 1-5	Patriotic
July 8-12	Sun, Sand, Water
July 15-20	Ecology
July 23-27	Rivers, Lakes, Oceans
July 30 - August 3	Let's Pretend
August 6-10	Think Cool
August 12-17	A Country Fair
August 20-24	Picnic Time

Table 2

Units of Instruction, 1981-82

The Children's House, Wiecking Center

June 1-5	Fun in the Sun
June 8-12	Mankato--Our City and Home
June 15-19	Let's Make Music
June 22-26	Insects, Frogs and Snakes
June 29 - July 3	Birthday of Our Country
July 6-10	Vacation Fun
July 13-17	Mammals
July 20-24	Summer Olympics
July 27-31	Rivers, Lakes and Oceans
August 3-7	Picnic Fun
August 10-14	County Fair
August 17-21	Closed
August 24-28	Closed
August 31 - September 4	Free Choice
September 7-11	Music
September 14-18	New You at the Children's House
September 21-25	Safety
September 28 - October 2	Minnesota
October 5-9	Harvest
October 12-16	Nursery Rhymes
October 19-23	Endangered Species and Ecology
October 26-30	Halloween
November 2-6	Machines
November 9-13	Friends of Other Cultures
November 16-20	Preparation for Winter
November 23-27	Thanksgiving
November 30 - December 4	Christmas in Other Places
December 7-11	Christmas
December 14-18	Christmas
December 21-25	Free Choice
December 28 - January 1	A New Year--A New Beginning
January 4-8	Me and My Family
January 11-15	Using Our Five Senses
January 18-22	Winter Games
January 25-29	Pioneers
February 1-5	Transportation
February 8-12	Valentines
February 15-19	Jobs Make the World Go Around
February 22-26	Black Awareness Week
March 1-5	Under the Big Top
March 8-12	Fossils and Ancient Animals
March 15-19	Swing Into Spring (Music)
March 22-26	Fun With Numbers

Table 2 (continued)

March 29 - April 2	How I Feel Inside/My Feelings Inside
April 5-9	Easter
April 12-16	Weather
April 19-23	Fine Feathered Friends
April 26-30	Colors, Shapes and Patterns
May 3-7	Farm Fun
May 10-14	Our Body--The Marvelous Machine
May 17-21	Gardening
May 24-28	Food Fun

donated to The Children's House a set of child development materials which their sister Anna had used in her teaching of young children in Minnesota in the early 1900's. These materials were designed by Frederick Froebel, the "father" of the kindergarten. They included wooden spheres, cubes and cylinders, peg boards, blocks, balls covered with colored yarn, and dolls. Froebel referred to these kinds of materials as "gifts" to be given by a mother to her children at certain developmental intervals in the child's growing years. The Wiecking sisters presented these gifts to The Children's House in a group setting with the children present and the three, four and five year old children were quickly comfortable with the old but nonetheless interesting materials. These materials were displayed at the Cooper Center location of The Children's House until the move in 1977 when they were placed on temporary display in the Mankato State University Memorial Library after which they were to be moved to their permanent display in The Children's House in its location in the Wiecking Center in 1982. (The Wilson Campus School building was renmaed the Wiecking Center in honor of the Wiecking sisters' contribution to the education of children.

As noted above, the directorship of The Children's House changed in 1975. In an interview printed in the Mankato Free Press in the Fall of 1976, the new director Richard Coyle was quoted as saying that the most important function of the program was to teach children to learn to learn. He stressed not so much the ABC type of learning but rather learning which would reinforce a child's favorable self concept and the self concept of those around him or her. He went on to emphasize that The Children's House was experience oriented thus encouraging the child to learn

without pressure but with the freedom to explore as many experiences as possible.[16]

In the Fall of 1975, room specials began to be offered within the homeroom classrooms to which the children were assigned on the basis of their age. This change toward more self-contained classrooms was prompted by an increase in enrollments in the program. The other features of the program remained the same until the move to the Wilson Campus School/Wiecking Center location in January of 1977.

The move to the new quarters on the Highland Campus of Mankato State came at a time when the University was finding it necessary to curtail energy use whenever possible. The Cooper Center location was not seen as energy efficient and, at the same time, planning was in process to consolidate the two campuses at the Highland location.

The daily schedule which was produced for the first year of operation in the new location indicated the basic continuity of programming over the years at The Children's House. Only minor changes were made in the time of day when each of the major events occurred and the nursery school program was reduced from two and one-half hours a day to two hours a day. There continued to be two nursery school groups, one in the morning and one in the afternoon. Table 3 contains a reproduction of this new daily schedule.

This continuity of programming was further suggested in a newspaper interview given by Richard Coyle in 1978.[16] In this interview, Coyle described the program of teaching as one which was based on a

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[16] Mankato Free Press, 1976.

[17] Mankato State Reporter, Mankato State University, February 16, 1978.

Table 3

Daily Schedule, 1977

7:30 - 9:30	Choice of Learning Centers, Guided Concept Development/ Activities.
9:30	Nursery School children arrive.
9:30 - 9:45	Conversation Time.
9:45 - 10:00	Breakfast.
10:00 - 10:30	Room Specials (Child selects an experience from those offered which are related to the current learning unit.)
10:30 - 11:00	Outdoor activities followed by choice of learning centers. Small group activities, including math, social studies, art, music, language arts, motor development and science.
11:00 - 11:30	Story and Group Time for 3's, 4's and 5's.
11:30	Nursery School children dismissed.
11:30 - 12:00	Lunch.
12:00 - 12:55	Rest Time.
1:00	Nursery School children arrive.
1:00 - 2:00	Choice of Learning Centers, Guided Concept Development/ Activities. (Small group activities, including math, social studies, art, music, language arts, motor development and science, outside activities.)
2:00 - 2:15	Conversation Time.
2:15 - 2:30	Snack Time.
2:30 - 3:00	Room Specials (Child selects an experience from those offered which are related to the current learning unit.)
3:00	Nursery School children dismissed.
3:00 - 4:00	Large Music Activity and Outdoor Activities.
4:00 - 4:30	Circle Time (Conversation, songs, stories, role playing.)
4:30 - 5:30	Quiet Activities.

freedom-structure system where the children were exposed to equal amounts of freedom and structured class time. The unit approach and the emphasis on learning through experience continued for the 139 children who were then enrolled in the programs of The Children's House.

In 1981, The Children's House embarked on a new dimension of service to the child when they initiated a home visitation program. This program was a logical extension of the total child approach of The Children's House. Marion Cords, head teacher in the three-year-old classroom made home visits to the homes of children in her room. The home visit was intended to strengthen the cooperative relationship between the parent, the child and the school which was believed by The Children's House staff to be essential for proper development of the child.

Two other services to parents were added in 1981-82. The Children's House started a weekly parent newsletter and a parent lending library was also established.

A program of instruction in the use of the Apple II computer was started in 1981-82 under the direction of Mr. Ken Pengelly of the Memorial Library at Mankato State University. Children from The Children's House worked in the library's microcomputer laboratory along with student teachers to learn such things as colors and numbers. The Children's House bought an Atari computer in 1982.

Teacher education and demonstration-participation. In June of 1972, Dr. Carl Lofy, in referring to The Children's House proposal, stated that he saw there a "new kind of educational system centered around preschoolers where students of every discipline teach and learn from the child." Lofy went on to observe that he could envision psychology students discovering how and why children learn; sociology students

discovering the impact of moving, death and poverty on the child; and philosophy students discovering how to teach children to love.[18] It was clear from the beginning that the training function of The Children's House was aimed at a group which was much broader than pre-service teacher trainees.

During its ten years of operation, The Children's House was host to a large number of persons who had come there to receive pre-service or in-service training, or to gain ideas on how to operate a pre-kindergarten program in their home community, or to learn to better understand children, or for a wide variety of other reasons.

The teacher education dimension of The Children's House program had the following goals set for it in the original statement of goals and objectives. The Children's House:

> a. provides a setting and subjects for conducting creatively engineered and comprehensive prekindergarten teacher education;
>
> b. provides opportunity for trainees to observe, model and adopt approaches and techniques which most naturally fit their personal, individual styles of relating with children;
>
> c. provides an experientially-based, interdisciplinary learning setting which fosters understanding and appreciation of diverse approaches to the education and development of the 3 to 6 year old child.[19]

Darlene Janovy, writing in the Mankato Statement of Spring 1974, summarized the teacher training program as follows:

> The Children's House offers an interdisciplinary approach within an open setting. Experiential learning is accented as the trainees quickly move from observers to practitioners and become fully involved

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[18] Mankato Free Press, June 14, 1972.

[19] The Children's House, Program Files (Mankato, Minnesota: The Children's House, 1972-1982).

> with the responsibility of guiding the development of the three to six year old child. The early childhood and child development trainees work along side students preparing for careers in other areas of teaching and human service professions. . . . By encountering a broad variety of in-service trainees and other pre-professionals in an environment that provides maximum opportunity to observe, model and adapt approaches and techniques which most naturally fit their personal styles of relating with children, teacher trainees move from being a student of teaching to a teacher of students.[20]

The extent to which The Children's House program served the needs of teacher training was suggested by the number of student teachers who used the facility for their required student teaching experience. They totaled 502 from September, 1972 through spring quarter of 1981-82.[21] The actual use of the program by student teachers quarter by quarter for the ten years is shown in Table 4.

Table 4

Student Teacher, 1972-81

Year	Fall	Winter	Spring	SS I	SS II	Totals
1972-73	8	17	17	13	13	68
1973-74	9	10	12	7	10	48
1974-75	7	5	11	13	9	45
1975-76	8	7	10	9	18	52
1976-77	17	15	11	10	10	63
1977-78	11	15	12	12	15	65
1978-79	10	8	14	8	6	46
1979-80	8	5	7	10	10	40
1980-81	11	8	11	10	10	50
1981-82	14	4	7	--	--	25

[20]Darlene Janovy, Untitled, Mankato Statement (Mankato, Minnesota: Mankato State University, Spring, 1974).

[21]The Children's House, Program Files, op. cit.

In keeping with its broad mission of offering its program to students from a wide range of disciplines, access to its guided experiential learning setting was also extended to students in other fields including art, dental hygiene, design and human environment, dietetics, educational foundations, educational psychology, food and nutrition, foreign language, health, music, nursing, physical education, psychology, recreation, social work, sociology, special education, and speech pathology. The large and diverse group of students who used the program generated a cross-stimulation of exchange of perspectives which extended the learning which took place. Added to and further enhancing this mix were in-service teachers and other experienced observers and trainees who were furthering their education through internships and graduate assistantships.

In addition to regularly enrolled students, The Children's House was visited by a large number of other persons who had an interest in observing and participating in the ongoing activity of the program. Many of these visitors were from other communities and other states. The non-college utilization of The Children's House in terms of person-visits from September of 1972 through March of 1975 is listed in detail in Appendix F. A summary of the number of such visitors for each fall quarter of the decade may be found in Table 5. This table also lists the number of visits by Mankato State University students who have used the program for participation during each of the ten fall quarters. A distribution by college is also included for 1975-1981. In these fall quarters alone, there were a total of 2,518 non-college person-visits to the program and a total of 4,127 Mankato State student-visits, not including

Table 5

Demonstration-Participation Visitors, 1972-1981

	Total Visitors	Outside Visitors	Total	College of Education	College of Natural Sciences	College of Social and Behavioral Sciences	College of Health, PE Nursing/ Speech Path.	College of Arts and Humanities
Fall 1972-73	530	*163	367	(Subtotals by college not available)				
Fall 1973-74	270	*160	110	(Subtotals by college not available)				
Fall 1974-75	1188	*792	396	(Subtotals by college not available)				
Fall 1975-76	383	173		87	41	26	43	13
Fall 1976-77	475	235		86	42	80	16	16
Fall 1977-78	702	219		129	133	702		
Fall 1978-79	643	189		99	73	204	58	20
Fall 1979-80	777	375		111	63	122	86	20
Fall 1980-81	758	96		131	49	430	43	
Fall 1981-82	919	116		207	69	495	22	10
	6645	2518						

*Does not include individuals in groups

those by teacher trainees.[22]

Special projects and events. Because of its mission to be a model child care and teacher education facility, The Children's House frequently went beyond its demonstration-participation services to sponsor special events aimed at providing pre-service and in-service early childhood teachers and child care workers with information and experiences which they might find helpful in their work with children. The Children's House also cooperated with other child care and education programs and with local school districts to work toward developing new approaches for the care and education of young children.

The importance to the program staff of the modeling role was suggested by comments made by the Executive Director, Dr. Oelerich, in the Mankato Statement of Spring, 1974. She stated that to be successful, a model program must show internal growth and must also serve as a vehicle for the development of other, similar programs. She went on to note that several early childhood programs in southern Minnesota had already patterned their organization and curriculum after The Children's House. In addition, inquiries and visits had been received from institutions and agencies in other parts of Minnesota, in Iowa and Wisconsin.[23]

The first year of operation of The Children's House was celebrated in May of 1973 with a three-day open house and seminar which featured the noted author and lecturer, Gladys Gardner Jenkins. Ms. Jenkins spoke on helping children reach their potential. On the third day, a

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[22]Ibid.

[23]Marjorie Oelerich, Untitled, Mankato Statement (Mankato, Minnesota: Mankato State University, 1974).

full day seminar was conducted on humanistic approaches to interdisciplinary curriculum for children. Both of these topics reflected the orientation of the staff of the program toward helping children reach their potentials in an environment which is supportive and humane.

Another major conference was sponsored by The Children's House in May of 1975. This was the spring conference of the Minnesota Association for the Education of Young Children and was held at the Cooper Center facility. The focus of this conference was on readiness for learning, the title of the conference being "When Do I Learn."[24]

From September 1974 through March 1975, The Children's House operated a special project entitled "We Care About Daycare" which was also known as the Region IX day care staff training project. Funded by a grant of $29,035 from the Minnesota Department of Public Welfare, this pilot training project was aimed at providing training for persons working with prekindergarten children in Region IX of Minnesota. During its period of operation it served a total of 2,108 persons as a demonstration program and provided a total of 3,000 training clock hours for 535 persons in twenty-five training sessions. The program was discontinued for lack of refunding at the end of the original grant period.[25]

Between January and June of 1975, The Children's House conducted a program titled "Early Identification of the Child With Special Needs." This project was funded by a $5,000 grant from the Minnesota Department of Education, Special Education Section, to provide services in two major

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[24]The Children's House, Program Files, op. cit.

[25]Christine L. Ische, "Training for Family Day Care Providers" (Master of Science Thesis, Mankato State University, Mankato, Minnesota, December, 1975).

areas. The Children's House received supportive services which enabled it to assimilate prekindergarten children with special needs and disseminated information regarding the child with special needs to regional professionals and paraprofessionals in the field of child care. The total enrollment at The Children's House from January to June 1975 was 115 children of whom twenty-three were children with special needs. As a demonstration facility under this grant, The Children's House hosted a total of 2,339 Head Start, public school and day care personnel-vists and on May 17, 1975, a one-day conference was held to disseminate information gained from the program. The Children's House continued to serve children with special needs throughout the remainder of the decade.[26]

In 1975, The Children's House began a pilot program in cooperation with Independent School District #77 in Mankato. This program was referred to as the "Early Entrance" program and was designed to improve the method by which children who would turn five years of age during September or October of the year would be evaluated as to whether they were ready for kindergarten entrance even though they did not meet the requirement that they be five years old by September 1. At the request and expense of the parent, the child could attend The Children's House for a four-week period in the summer and be evaluated by the staff. At the end of that time, a recommendation was made to the Elementary Education Director of District #77. From its beginning in 1975 through 1981, the Early Entrance program evaluated a total of sixty-two children, seventeen of whom were enrolled early after having been evaluated as ready. A copy of the Early Kindergarten Entrance Evaluation

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[26]The Children's House, Program Files (Mankato, Minnesota: The Children's House, 1972-1982).

form which describes the categories and criteria for evaluation may be found in Appendix G.[27]

In 1976, The Children's House applied for a grant from the Council on Quality Education to develop and implement a cooperative program with Independent School District #77 to support the family in creating a home environment which would nurture the greatest potential for the development of the child from a young age. This program was entitled, "The Parent, The Child, The School . . . Together." It was administered by District #77, the recipient of the funding, and initially served the Franklin Elementary School attendance area in Mankato. This program contained six components: a series of six parenting sessions at The Children's House, a monthly newsletter, a comprehensive health screening for prekindergarten children, a family conference to discuss a topic identified by the parents, a story hour and activity program at Franklin each week, and a lending library of resource materials on parenting. The purpose of these components was to help parents increase their understanding of child development and behavior and improve and reinforce each parent's skill with his or her own child. The grant supported the program for eighteen months during 1976-77. After the period of the initial grant, the program continued to be funded by the Council on Quality Education and was expanded to three locations which served parents and children from throughout the Mankato area.[28]

During the summers of 1980-81, The Children's House started a four-week "New Adventures" program for children between kindergarten

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[27] Ibid.

[28] Ibid.

and grade one. The aim of this program was to provide summertime enhancement of the regular school experience of the children by learning by doing within the format of the regular programming provided to The Children's House students. The Children's House asked area Kindergarten and Grade One teachers to visit and serve as resources while the program was in session. In addition to the enrichment goal of the program, New Adventures was also aimed at providing an improved summer learning experience for Mankato State University students who would use The Children's House as a laboratory in which to learn to teach young children or to work with them in other roles. In keeping with the traditional Children's House orientation toward involvement of parents, the parents of the children in the New Adventures program were strongly encouraged to participate in evaluating the program and their children's experiences.[29]

The emphasis was upon involvement of parents and siblings of The Children's House students which was further suggested by the several parties each year which were sponsored by the program and held at The Children's House for families. The three major parties which became traditional were the Halloween party, the Christmas party and the end of year picnic. Another special event of each year, this one for children only, was the annual Harvest feast in November. The Harvest feast, Halloween and Christmas parties were culminations of units which focused on these holidays and material related to them.

In September of 1981, to celebrate the tenth aniversary of the program, The Children's House had a homecoming picnic for its alumni and their parents. At that time, there were 1,225 alumni from the program.

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[29]Ibid.

Approximately 300 persons attended the homecoming-tenth aniversary celebration which was held on the outdoor playground of The Children's House at Wiecking Center. In January, the new Children's House Cook's Cookbook was published and became available to the public. As another part of the year-long celebration of the decade of operation, The Children's House presented a workshop entitled "Make It--Take It" in January of 1982. One hundred twenty-seven persons attended. In May of 1982, the program held an open house for the campus and community with 198 persons attending. At this approximate time, the children who were assigned to the blue room were encouraged to make pamphlets describing The Children's House. One of these provided a child's-eye capsule summary of the history, organization and impact of the program; it is reproduced in Figure 1.

Awards. In 1974, Mankato State College was one of five schools in the nation to receive a Distinguished Achievement Award from the American Association of Colleges of Teacher Education. This award was given in recognition of excellence in teacher education exemplified by The Children's House. The press announcement of this award noted that the program "is considered to be leading the way nationally in preparation of teachers in early childhood education."[30] The award was presented at the annual convention of the Association in Chicago. The program statement upon which the award decision was based was written by Roberta Anderson, Benjamin Buck, Darlene Janovy, Jean Kallenberger and Marjorie Oelerich.

Program Funding

Throughout its period of operation, The Children's House

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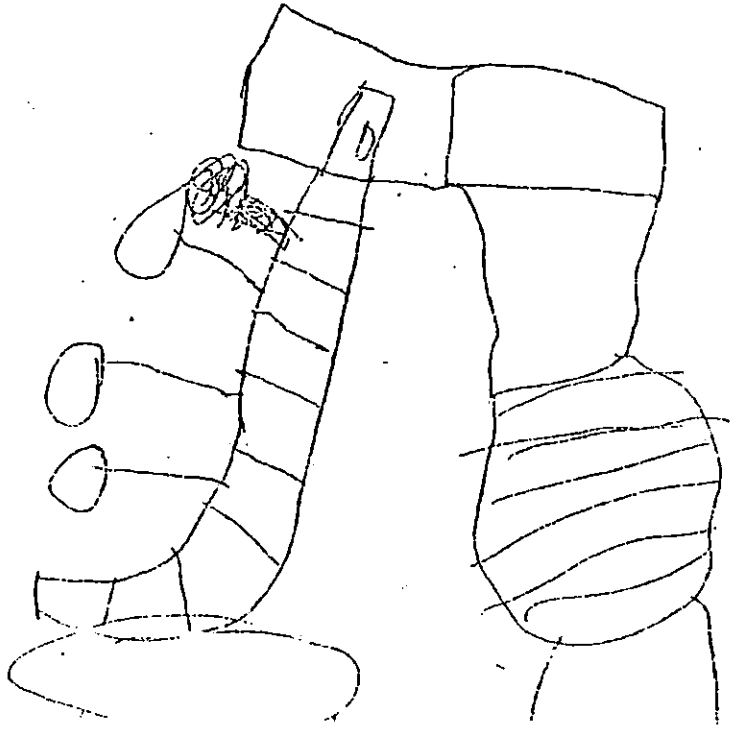
[30]Mankato State College Informational Services (Mankato, Minnesota: Mankato State College, February 22, 1974).

Map of The Children's House
by Kara



The Children's House started 10 years ago. Teachers, college people and kids got to go there. Our school was in a basement. Then the workmen lifted it on a tow truck and brought it right here.

When you are 3 you can come to The Children's House in the red room. You play and learn. When you're 4 you can go to the green room. They have scooters and a loft. Then you are 5 and you get a blue nametag and go to the blue room. The blue room has the kitchen and the cook. It has a chalkboard.

The Children's House does nice things to us.

the blueroom

Figure 1

Child's-Eye View of The Children's House

occupied a somewhat unique position as a program at Mankato State in regard to funding. Programs such as The Children's House were not credit hour producing and thus do not merit direct funding from the State of Minnesota. Therefore, the program had often faced financial crises. The primary problems during the early years of operation were the state law which required tenants to pay rental on space being occupied in dormitories and the inability of the College to provide sufficient funding to the program since it produced no credit hours.

The original remodeling of the Cooper Center ground floor was supported by Mankato State College and the College made an initial investment of $6,749 for the purchase of equipment. The Minnesota Department of Education, Vocational Technical Division, provided a grant of $43,500 for both the first and second years of operation. During the second year, when it became apparent that there would not be third year funding from the Minnesota State Department of Education, Mankato State President Douglas Moore became actively involved with the funding problems of the program and consulted with the State College Board in an effort to reduce the burden being imposed by the space rental payments. Legislators were informed of the threat to the continued operation of the program and alternative sources of grant funds were explored. These efforts were all successful.

In the third year, 1974-75, the Department of Public Welfare provided a grant of $29,500 from the Child Care Facility Act and Title IV funds. This grant was to provide day care training and to cover a portion of the operating expenses of the program. Also during 1975, the Minnesota State Department of Education provided a $5,000 grant for special needs children, and Mankato State budgeted $10,000 from the Maintenance and

Equipment account to pay half of the rental costs for the 7,579 square feet being used by the program in Cooper Center. The School of Education allocated $1,650 to the program, fees were increased, and funds were allowed to be carried over from the preceding year.

The planning for the fourth year of operation was based on a negotiated rate for rental of $13,700. However, in May of 1975, through the efforts of Acting President Edward McMahon, the State Legislature approved a rent subsidy to the college to be used to pay the rental on Cooper Center space occupied by The Children's House for the next two years. This subsidy made it possible to operate largely through generated income from user fees and removed the primary source of concern about being able to maintain the program. With the move of the program to the Wilson Campus School location in 1977, there was no longer need to pay rental on space.

The investment of line-item dollars by Mankato State University increased for the sixth year of operation. The School of Education contributed one full-time position, $7,500 for student help, and, through the Special Education Department, a grant of $4,586 to be used for one-fourth of the director's salary. In February of 1978 the Board of Directors' minutes record an allocation from the School of Education of $2,000 for the purchase of kitchen equipment. These salary and student help contributions were maintained through the seventh year of the program but during the eighth year, 1979-80, the full-time position was reduced to one-half time.

During the ninth and tenth years of operation, the School of Education has allocated one full-time position and student help funds in the amounts of $10,000 and $8,000 respectively.

Since the program had to rely extensively on user fees for income, it was important in planning to relate the charges made to the projected expenditures. Enrollment itself was never a problem for The Children's House; it had a waiting list for every year of its operation, and, at times, the number of children on the waiting list exceeded the number who were enrolled in the program. The enrollments for the ten years are shown in Table 6 and the user fee schedules in Table 7. As is shown in Table 7, upward adjustments were necessary several times during this period in order to balance expenditures with income, and, especially during 1979-1981, there was a marked increase in the number of students who were accepted for enrollment in the hope that this additional generated income would offset rising costs for program staff salaries.

Table 6

Program Enrollment, 1971-1981

	Nursery School	Day Care	Student Day Care	Total
1972 (9/25)	20	21	19	60
1973 (12/10)	29	30	46	105
1974 (10/16)	34	33	48	115
1975 (10/10)	56	46	34	136
1976 (2/23/77)	63	38	42	143
1977 (10/26)	55	37	37	129
1978 (11/20)	55	44	30	129
1979 (10/27)	47	63	26	134
1980 (10/27)	41	64	46	151
1981 (11/11)	67	53	44	164

Table 7

User Fee Schedules, 1972-1981

	All Day Day Care	Student Day Care	Nursery School
1972-73	$25.00 W*	50¢ H	75¢ H*
1973-74	$25.00 W	50¢ H	4.00 2 per week 6.00 3 per week 9.00 5 per week
1974-75	$26.50 W	60¢ H	4.50 2 per week 6.75 3 per week 10.50 5 per week
1975-76	$26.50 W	60¢ H	4.50 2 per week 6.75 3 per week
1976-77	$30.00 W	80¢ H	6.00 2 per week 9.00 3 per week
1977-78	$30.00 W	80¢ H	6.00 2 per week 9.00 3 per week
1978-79	$30.00 W	80¢ H	6.00 2 per week 9.00 3 per week
1979-80	$30.00 W	90¢ H	6.00 2 per week 9.00 3 per week
1980-81	$37.50 W	90¢ H	6.00 2 per week 9.00 3 per week
1981-82	$37.50 W	90¢ H	6.00 2 per week 9.00 3 per week

*W = Week

H = Hour

Income amounts for the ten years of operation of the program are shown in Table 8. The total income for the decade reached nearly one million dollars. The "Income" column reflects both user fees and Mankato State contributions; user fees always comprised the major proportion of income in any year of operation. The "Food" column represents reimbursement from the Federal school lunch program for the food service which started at The Children's House in 1972.

The salary and non-salary expenditures for each of the ten years of operation are shown in Table 9. The totals indicate that the expenditures approximately doubled over the ten years of operation.

Program Staffing

The original proposal to establish The Children's House called for a one-half time director, three assistant director/head teacher positions, interns and paraprofessionals, a secretary, a cook and a custodian.[31] The director was to be responsible for the total program, ". . . supervising the instructional curriculum, selecting the salaried staff, and coordinating the efforts and needs of all groups of children."[32] Each of the three sub-programs was to be headed by an assistant director who would have primary responsibility for a part of the program (nursery school, all-day day care, student day care). The proposal also stressed that the directors and head teachers must be qualified to provide cognitively-oriented experiences for the children.

The original recommendation for three assistant directors was

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[31]Marjorie Oelerich, Proposal to Establish The Children's House The Children's House Files (Mankato, Minnesota: The Children's House, April, 1972).

[32]Ibid., p. 8.

Table 8

Income, 1972-1981

	Income	Food	Grants	Yearly Totals
1972-73	$35,785.00	$ 2,461.00	$43,500*	$ 81,746
1973-74	55,011.85	5,697.64	43,500*	104,209
1974-75	60,600.09	6,253.50	29,035** 5,000***	100,889
1075-76	76,781.61	5,377.60		82,159
1076-77	77,675.19	8,308.18		85,983
1977-78	78,311.93	10,580.00		88,892
1078-79	85,332.78	10,174.33		95,507
1079-80	89,831.20	11.956.70		101,788
1980-81	100,915.37	15,661.15		116,527
1981-82	104,419.00 thru May 29th	15,239.90		119,659 thru May 29th
			Total Ten Year Income =	$977,355

*State Department of Education, Vocational-Technical Division

**Child Care Facilities

***UNISTAPS, State Department of Education

Table 9

Expenditures, 1972-1981

Salary	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Classified Salaries		3,144	3,978	5,353	5,983	6,726	11,729	14,001	15,377	18,236
Benefits	$ 3,990	5,104	6,092	5,271	5,215	5,933	8,494	9,399	9.010	15,225
Unclassified Salaries	43,334	45,046	31,120	47,255	43,979	33,399	42,068	42,367	40,761	60,556
Student Payroll	4,414	10,145	8,666	6,791	6,777	6,787	7,499	9,514	15,000	13,034
Graduate Assistant		3,284	2,400	6,900	8,365	10,000				
Non Salary										
Rent & Leases	15,469	20,094	10,110							
Repairs			25	94		55	15	75	99	121
Purchased Services		72	124			250	79	270	10,865	91
Telephone	192		25	27	73	231	218	196	230	549
In-State Travel		314	100	216	123	131	202	0	600	134
Out-State Travel	573	711	179	247	386	299	991	270	175	
Memberships								30	30	
Permits		7	32	32	7	32	32	46	71	
Supplies & Materials	3,985	800	1,784	1,367	1,985	5,159	1,671	2,295		3,255
Food	2,461	3,753	7,165	8,928	7,858	9,692	10,941	13,520	15,520	18,892
Equipment	1,672	1,600	631	308		2,003	4,954	743	765	4,299
Duplicating		4	73	80	28	109	43	65	250	647
Mileage			250	319	244	254	304	312	550	315
Supply Room	271		283	476	275	371	348	383	500	492
Postage			72	100	131	133	162	169	200	300
Photo-copying			125	107	73	94	70	45	100	100
Other	310	2,952	512	445	69	2,845	402	1,811	11,297	208
Totals	76,671	97,000	73,746	84,316	80,521	84,503	90.222	95,521	121,400	136,458 thru May 29th

Total Ten Year Expenditure
$940,360

later modified to two: one to direct the nursery school component and one to direct the day care component. Subsequently, as noted in the previous section of this chapter, The Children's House opened in September 1972 with Dr. Marjorie Oelerich as Executive Director and Darlene Janovy as Resident Director. The Executive Director was charged with the placing of student teachers and with serving as consultant to the program. No day-to-day, on-site duties were assigned to the Executive Director. Dr. Oelerich continued in this role and served the program in this capacity for the entire ten years of its operation. The Resident Director was assigned responsibility for all aspects of the operation of the program. This position was substituted for the originally proposed three assistant director/head teacher positions because of the uncertainty about funding which prevailed at the beginning and which persisted throughout the history of the program. During the first several years of operation, Home Economics was represented by Roberta Anderson, who also supervised Home Economics students who were using The Children's House as a training facility.

Over the ten years of operation of The Children's House there were three directors--all of whom were included in the original staffing of the program. The first director, Darlene Janovy, served until August, 1975, when she resigned to accept a teaching position with Independent School District #77 in Mankato, Minnesota. Richard Coyle became the next director and served in this role until taking a leave of absence from the position in 1979 in order to assume responsibility as Acting Director of Development at Mankato State University. Jean Peterson was appointed as Acting Director during Mr. Coyle's leave and served in this capacity for nearly two years until 1981 when Mr. Coyle returned. In January of

1982, Mr. Coyle resigned as director to take a position as Director of Annual Fund Drive, University Development, at Mankato State University. At that time, Jean Peterson was again appointed as Acting Director.

When The Children's House opened in September of 1975, the following persons comprised the professional staff: Darlene Janovy, Resident Director; Richard Coyle, Teacher; Marion Cords, Teacher-Intern, and Jean Peterson, Teacher-Intern. In addition to these professional staff persons, the program had four teacher's aides and eight student teachers. In January of the first year, the professional staff was enlarged by the addition of Chris Ische as Teacher.

During the second year of operation of the program, 1973-74, Joan Gaetz and Ariel Glad were added as Teacher-Interns. Also, Carol Horgen, who had earlier been among the first student teachers assigned to The Children's House, was added as Teacher.

In 1974-75, Richard Coyle was named Assistant Director and the professional staff now consisted of six teachers: Marion Cords, Jean Peterson, Carol Horgen, Chris Ische and, two new additions, Linda Pietz and Chris Steger.

The Fall Quarter of 1975-76 opened with the same professional staff as in the previous year with the exception of the directorship which had been assumed by Richard Coyle. Jean Peterson was named Assistant Director. There was no change in the professional staff for the next year, 1976-77.

The 1977-78 school year brought two changes. In addition to Mr. Coyle and Mrs. Peterson, the following persons were on the professional staff: Marion Cords, Carol Horgen, Linda Pietz, Chris Steger, and two new additions, Cathy Aykens and Pat Kindworth.

In 1978-79, the number of head teachers was cut to five from the previous level of six. These positions were occupied by Jean Peterson, Marion Cords, Chris Steger, Pam Larson and Ed Borchardt.

The professional staff was enlarged in 1979-80 with the addition of three head teachers for a total of seven. These persons were Marion Cords, Chris Steger, Shirley Nelson, Donna Heise, Pamela Erickson, Mary Frederick and Theresa Gilles Witt. During 1980-81, with Jean Peterson in her second year as Acting Director, there were six head teachers: Marion Cords, Chris Steger, Linda Pietz, Donna Heise and two new persons, Emily Allert and Michael Scherf. In January of 1981, Kathy Parrish was hired to replace Linda Pietz while the latter was on Leave. The 1981-82 professional staff of The Children's House consists of Jean Peterson, Acting Director and head teachers Marion Cords, Linda Pietz, Ed Borchardt, and Cindi Gaterud.

The support staff for The Children's House consisted of a cook and a secretary. The first permanent secretary was Jan Eimers, who was first employed in October of 1974 and continued in this position. The first cook for the program was Arlene Phillips, who was succeeded by Ella Lang in August of 1973. Mrs. Lang continued to serve the program in this role. In January of 1982, The Children's House produced a cookbook with contributions by Mrs. Lang. The Children's House Cook's Cookbook contains recipes which were favorites of the over 1,200 children for whom she prepared meals and snacks over the nine years she served the program.

In addition to the professional and support staff who have been assigned to the program, The Children's House hosted student teachers and interns and also had work/study students assigned to assist with the

teaching and support functions. Beyond the paid professional, support and assisting staff members, The Children's House enjoyed the services of many volunteer child care workers. As a result of the variety and number of staff and volunteers who worked with the children, the program was consistently able to exceed the adult-child ratios that were required by state and federal licensing regulations.

The range of responsibility for each of the categories of staff were defined in the job descriptions which were drafted during the first year of operation of the program; these may be found in Appendix H.

Program Facilities

Throughout its ten years of operation, The Children's House occupied only two facilities. The original site of the program was on the ground floor level of Cooper Center on the lower campus of Mankato State College. Since 1977, the program was housed in the former Wilson Campus School building, later named the Wiecking Center, on the Mankato State University campus.

The original proposal for the establishment of The Children's House called for a total of 3,150 square feet of indoor space and 6,750 square feet of outdoor space in order to meet the state standards then in effect for a total of ninety children. Other special kinds of space were also required for the program:

1. room for large muscle activities for the children
2. toilet facilities for the children and the staff
3. food preparation space and equipment
4. conference room for staff-parent use
5. rooms for psychological testing, speech therapy, etc.
6. observation rooms for college classes and other groups
7. classroom for college classes

8. staff office(s)[33]

During the summer of 1972, extensive work was done on the Cooper Center space to prepare it for the opening of the program in September. The location provided a total of 5,785 square feet of indoor space and 7,432 square feet of outdoor play space. The manner in which these spaces were organized are shown in Figures 2 and 3. As is indicated in the floor plan shown in Figure 2, three of the four classrooms were viewable through one-way observation mirrors. These viewing rooms were equipped with speakers which were connected with microphones in the ceilings of the classrooms so that observers could also hear the lesson and the childrens' responses. The space in the Cooper Center location was further augmented by a large resting area in which cots were left assembled for rest periods. The classroom and resting square footage was well in excess of that level required for the number of children for which the program was licensed to serve at any one time. This space was an asset to the demonstration mission of the program since there was sufficient room for observers and participants to be involved without detracting from the space needed for the children. The outdoor playground was fenced and contained a variety of large outdoor type play items which were primarily aimed at the large muscle development of the children. The valuable contribution of Mankato State College to the renovation of the Cooper facility was recognized on October 5, 1972 when The Children's House honored Dr. Ira Johnson, Director of Campus Planning and a major force in establishing the facility for the program, at a special "thank-you coffee."

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[33]Marjorie Oelerich, Proposal to Establish The Children's House The Children's House Files (Mankato, Minnesota: The Children's House, April, 1972), p. 9.

CHILDRENS HOUSE

FLOOR PLAN

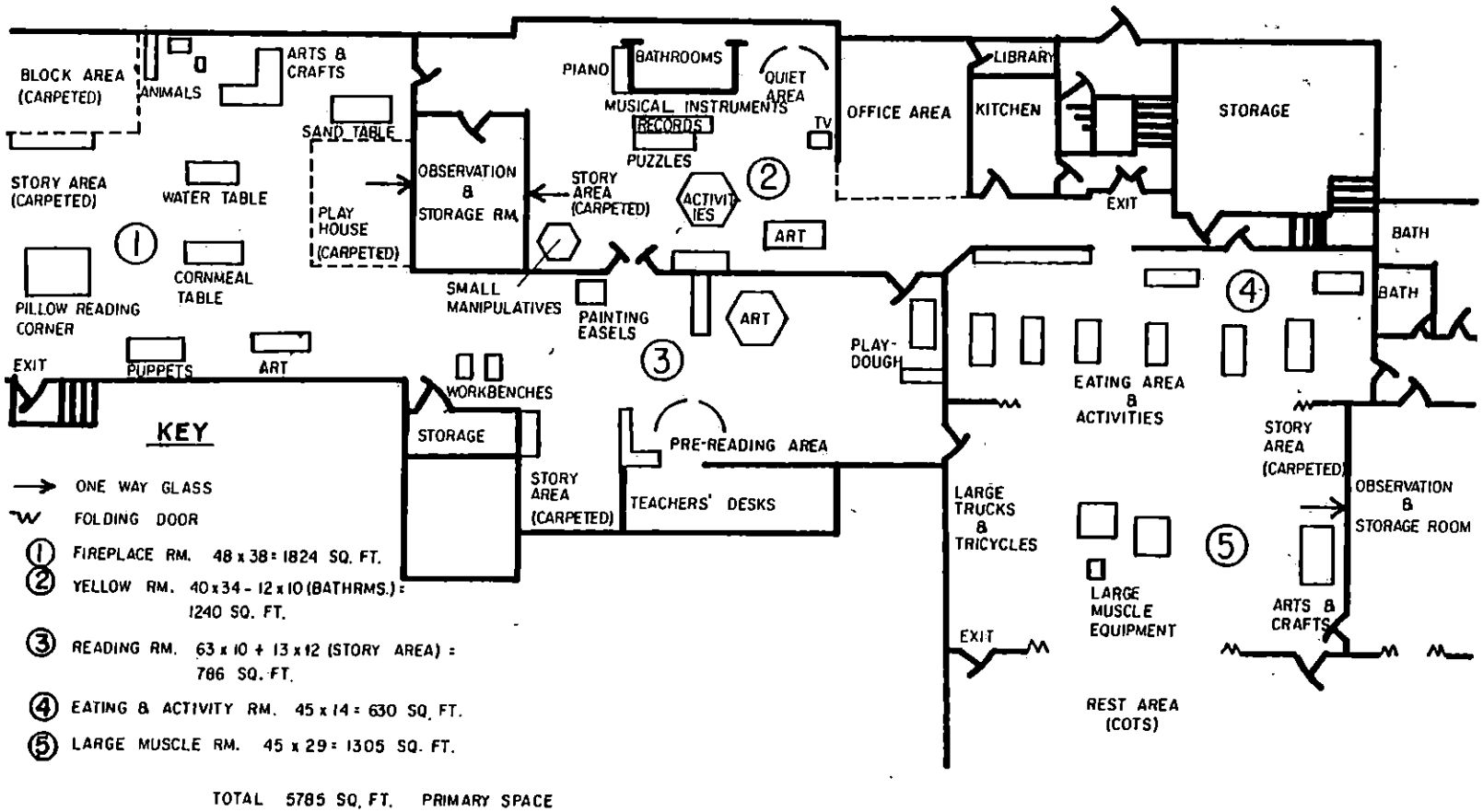

Figure 2

Cooper Center, Indoor Floor Plan

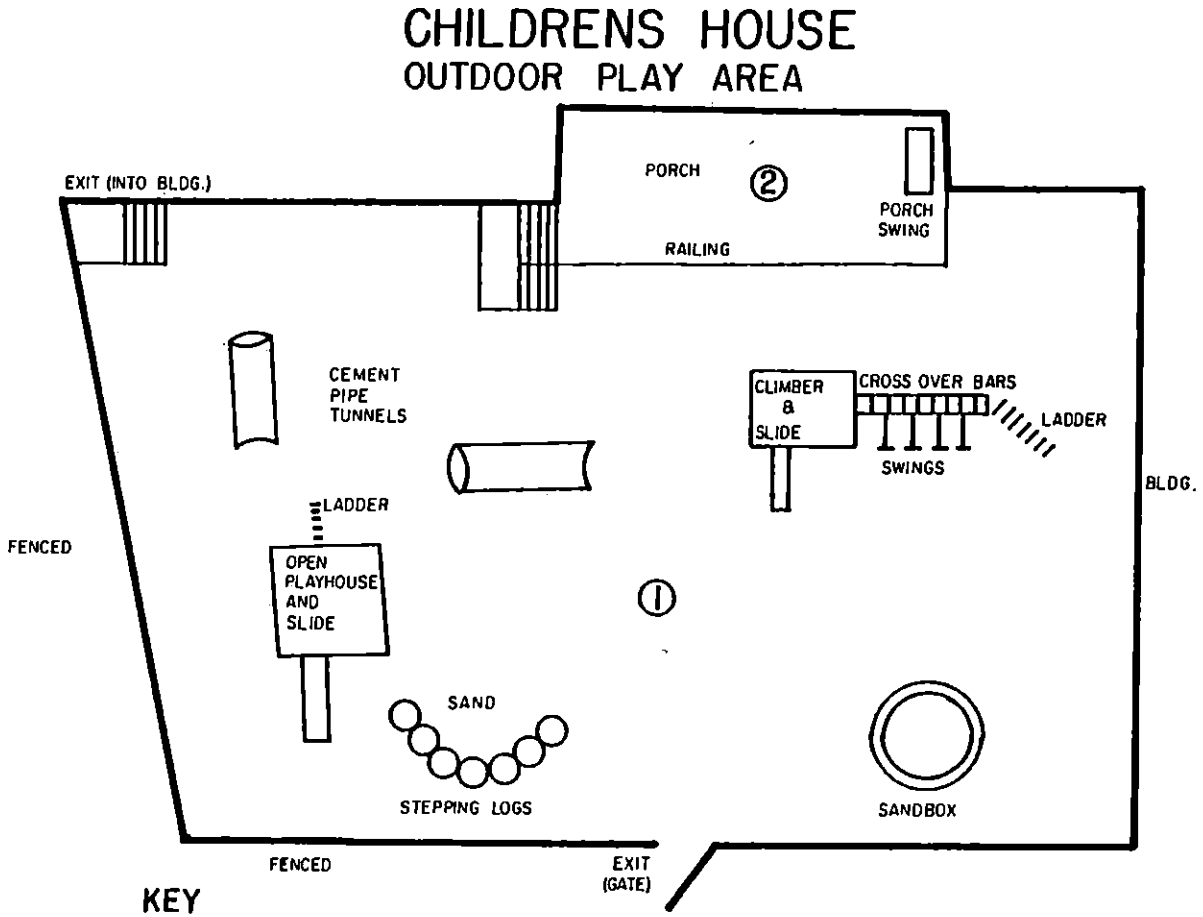

Figure 3

Cooper Center, Outdoor Play Area Plan

In February of 1977, The Children's House was directed to move to the Wilson Campus School Building on the Highland Campus of Mankato State University. This move was originally intended to be a temporary energy-saving measure and the program was scheduled to return to Cooper Center in the spring. At the time of the move, the space which The Children's House occupied in Wilson was sufficient for only about forty-five children. Since the maximum enrollment at any one time was then about sixty-five, a special waiver had to be obtained from the Department of Public Welfare. When the Wilson Campus School program was discontinued at the end of fiscal year 1977, The Children's House was allowed to expand into other space in the building. The outdoor play area was subsequently fenced in and The Children's House became the first tenent to occupy permanent space in the vacated Wilson building. The floor plan for the Wiecking facility is shown in four sections in Figures 4, 5, 6 and 7. The arrangement of space within the Red, Blue and Green Rooms respectively is shown in Figures 4, 5 and 6. The arrangement of items in the outdoor play area is shown in Figure 7. There is a total of 4,996 square feet of indoor space in the Wiecking facility and a total of over 85,000 square feet of space in the very large outdoor play area. The decline in indoor space between the Cooper Center facility and the Wilson location was 789 square feet plus the amount of area which was used for resting in Cooper but not counted in total footage. Table 10 contains a listing of the equipment items which were available for the children when the program opened in September of 1972.

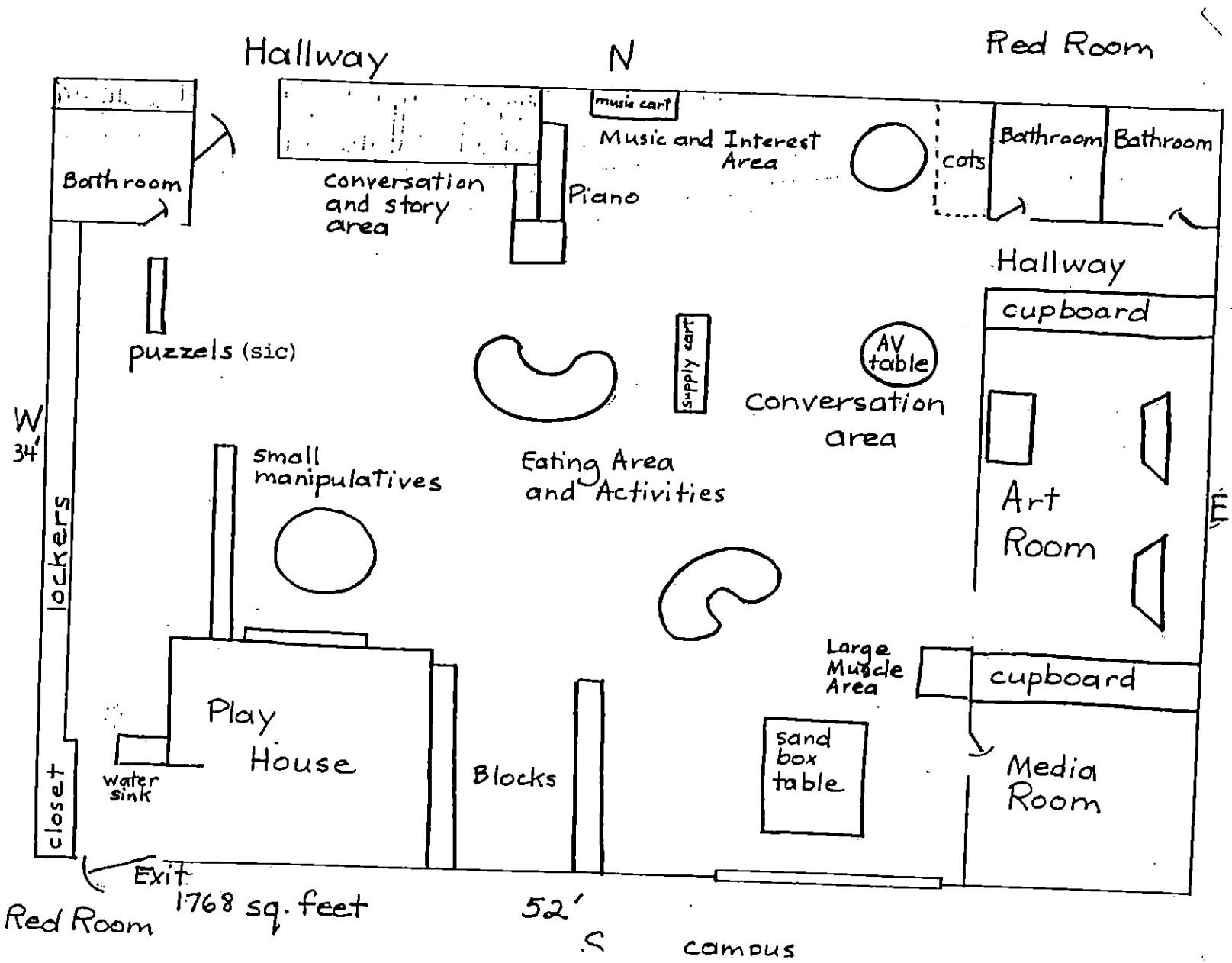

Figure 4

Wiecking Center, Red Room Floor Plan

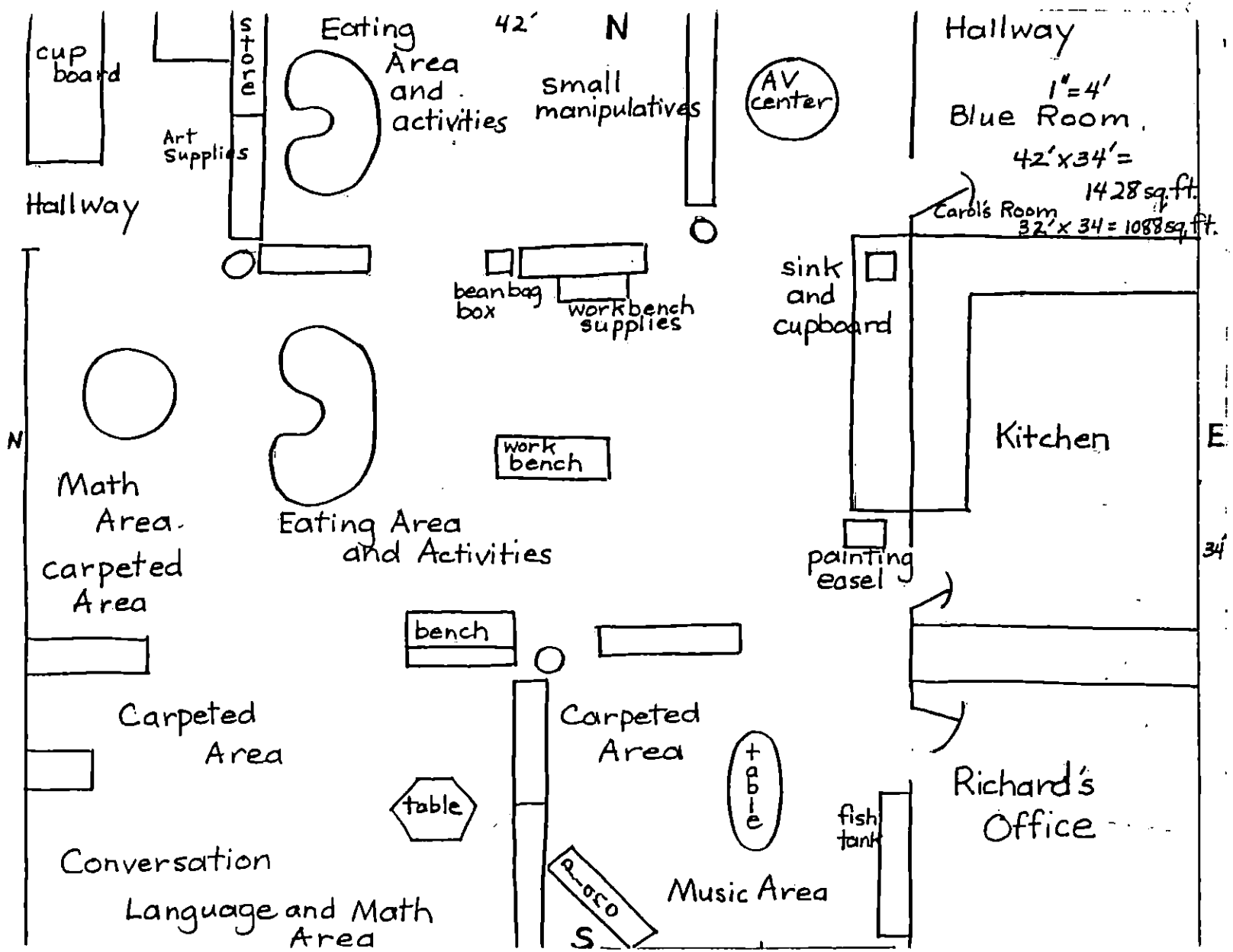

Figure 5

Wiecking Center, Blue Room Floor Plan

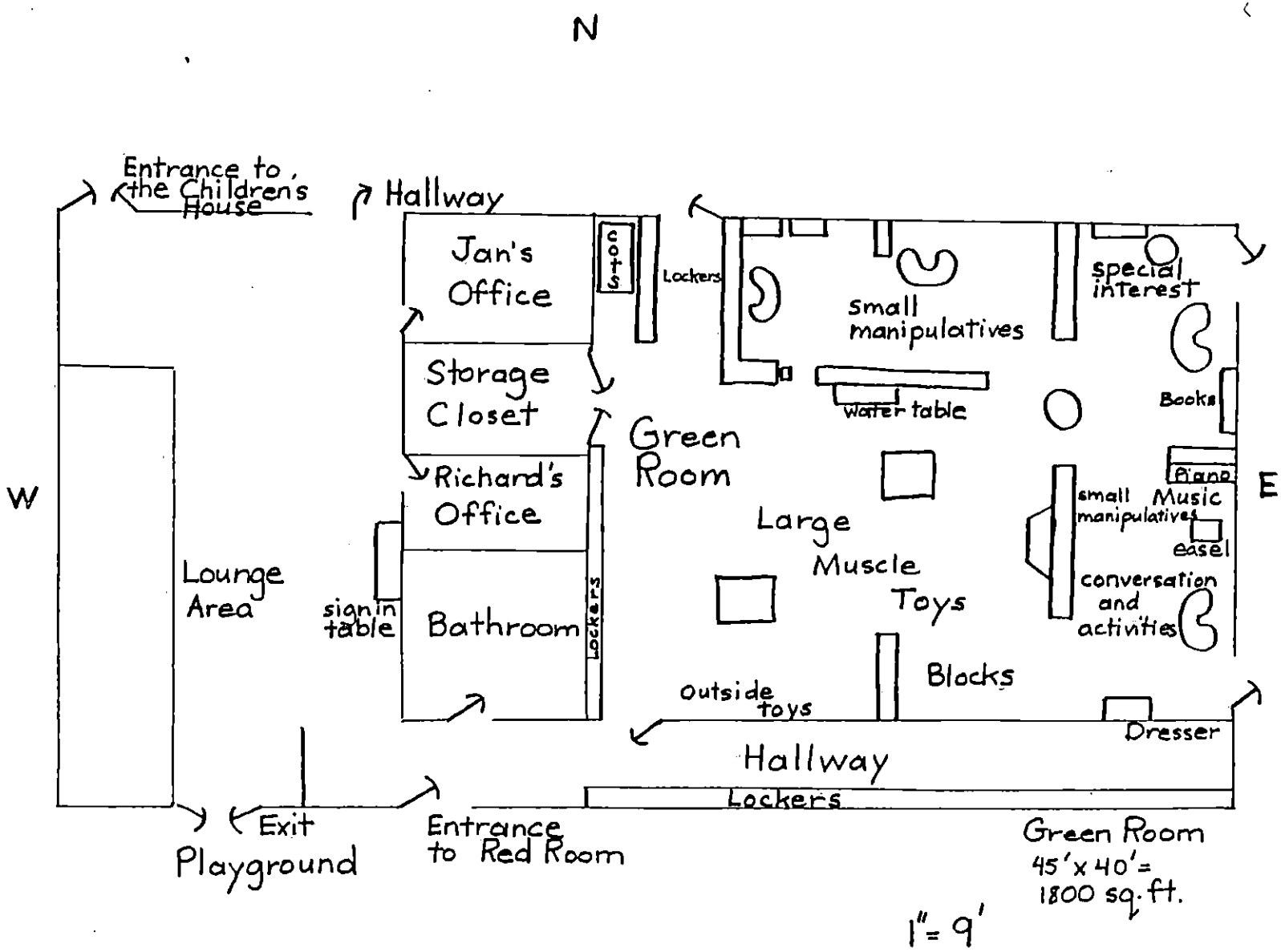

Figure 6

Wiecking Center, Green Room Floor Plan

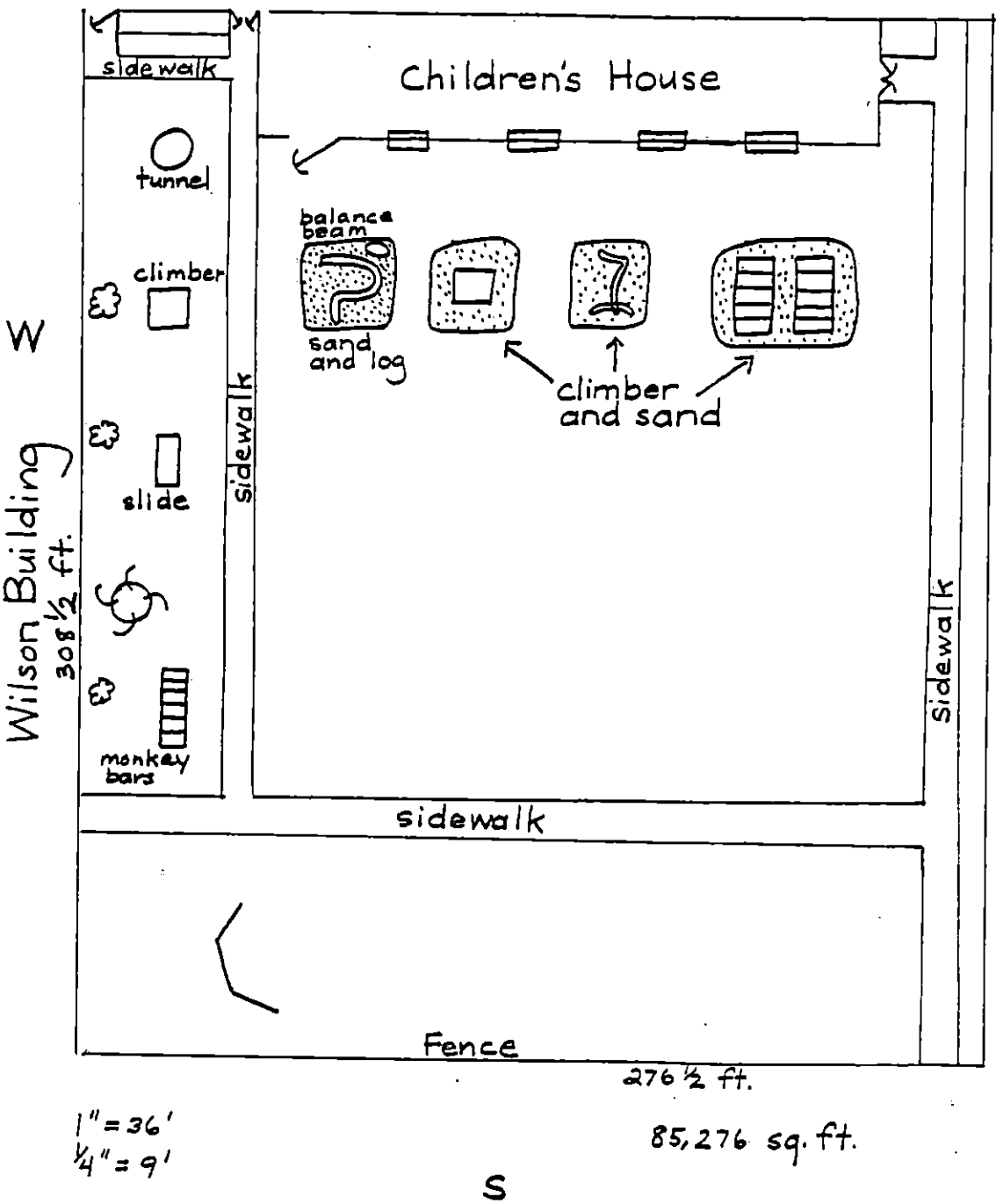

Figure 7
Wiecking Center, Outdoor Play Area Plan

Table 10

Equipment Available Upon Opening

Assembled Fire Chief Swing Set	Children's Lockers
Cleated Board	Display Book Shelves
Double Bronko Swing	Work Bench and Vise
Leapin Lena Swing	Set of Tools
Trapeze Bar and Swing	Records
Light and Flexible Swing	Many Small Educational Items
Rope Ladder (7 ft.)	Sand Table
Deluxe Baby Swing	Housekeeping Set
Playhouse Conversion	Rhythms
Quaker Lane Playhouse	Balls
Portable 4 Way Toddle Climb	Cardboard Blocks
Variplay House Gym	Wooden Blocks
Driving Bench	Play Dishes
Toddler Tractor	Drying Rack
Kiddie Car	Record Player
Camper Truck	Dolls
Low Boy Truck	Cassette Recorder
Fleet of 4 Big Cars	Cots
Helicopter	Puzzle Racks
Utility Truck Fleet	Tables and Chairs
Nursery Rocking Boat	Peg-Flannel Board
3 in One Saw Horse	Rocking Chairs
4 ft. Ladder	Refrigerator, Stove and Cupboard
3 ft. Ladder	Easels
Nesting Bridge	Rhythm Band Instruments

Chapter 4

SUMMARY AND CONCLUSION

During the first ten years of operation, The Children's House served the educational and day care needs of more than 1,200 children, over 500 student teachers, and thousands of other persons with an interest in and concern for education and care of young children. This program was established at a time when early childhood education and day care were growing in importance in the nation. The Children's House philosophy was directed toward blending these dimensions in its programming for young children. The environment provided by the program was far more than custodial in nature; the clear and overriding emphasis throughout the history of The Children's House was upon the development of the total child.

As a program on a state university campus, The Children's House had to face and overcome funding problems throughout most of its history. Real or proposed staff cuts became commonplace and, at least during its early years, it was questionable whether the program could have continued without the support provided by grants or funds from sources external to the university.

Despite the problems which may have been caused by a lack of a stable source of funding, the program at The Children's House continued to be in great demand by parents of young children. The facilities which the program occupied were spacious and well-suited to demonstration and modeling. The students, who came from many departments of the University, received award-winning experiential learning. The outreach

efforts of The Children's House into areas of cooperation with other agencies extended the program's influence far beyond its walls. And, the example which the program offered through its day-to-day programming were observed by child care workers from locations throughout the upper Midwest and beyond.

Of the thousands of persons who experienced The Children's House program in one or another way over the past decade, the remarks of four who were recently interviewed for this thesis provide a summary perspective on the program. The first person, formerly an observer and later a teacher's aide at The Children's House, commented that she "learned how to learn" there; at The Children's House she could take what she had learned in the classroom at Mankato State and put it into action. A former student of the program, now in the sixth grade, commented that "The Children's House was great. I liked everything we did. I still have friends from there." A parent who no longer lives in the Mankato area commented on the experience her two children had had at The Children's House by telling how the children talked about the staff, their friends and the activities they participated in there. This mother commented especially on the "rich background" which her children received. And, one other parent quoted her child in talking about The Children's House: "'Do you know why I like Mrs. Peterson?' Jimmy asked with that special wiseness possessed by five year olds. 'It's because she lets me be grown up.'"

The Children's House was many things to many people. However, its focus on meeting the needs of young children never wavered. During the summer of 1982, the staff held a planning retreat to develop goals and objectives for the eleventh year of operation of the program.

The Children's House continued.

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APPENDIX A

OELERICH MEMO OF JANUARY 12, 1972

January 12, 1972

Recd Jan 19, 4:40 PM

from: DR. MARJORIE L. OELERICH

to: ROBERTA ANDERSON
cc. DR. ALAN ALM
DR. BENJAMIN BUCK
DR. DON HOLDEN
DR. CARL LOFY
DR. BRENDAN ~~HODGINS~~
DR. DUANE ORR
DR. LEROY SCHILLER

RE: ESTABLISHMENT OF EARLY CHILDHOOD EDUCATION FACILITIES AT MANKATO STATE COLLEGE

The importance of Early Childhood Education during the past decade--and its increasing importance during the current decade--cannot be overemphasized. It is time for Mankato State College to assess its role in the development of additional Early Childhood Education programs. It is time for Mankato State College to consider Early Childhood Education as a major directional thrust for the coming academic year as well as for the future.

If Mankato State College is to develop an extended Early Childhood Education facility, it is essential that it be established and maintained on the basis of quality standards of teacher preparation, curriculum, and physical facilities.

It is essential that the director and head teachers hold and maintain standard nursery school certification for the state of Minnesota. It is crucial that meaningful, creative, instructional experiences be provided the children in the program. It is equally important that the facilities meet--and, indeed, exceed--state licensing specifications.

Therefore, for the latter reason, it would be advisable to consider remodeling a portion of Cooper Center for use as an Early Childhood Education center.

Several items may be cited to support the necessity of developing such an Early Childhood Education center at Mankato State College:

1. We are on the brink of a major national day care program. President Nixon vetoed the 1971 Congressional Bill, which then failed to be overridden by a mere 7 votes. There is every indication that a revised day care bill will be passed by the new Congress of 1972, and signed into law by the President.

2. Awareness of the increasing importance of prekindergarten teachers is indicated by Dr. Zigler's announcement that there are now needed 23,000 such professional persons annually which are not now available. And this figure will be increased when the national day care becomes a reality.

3. There are new professional positions being created in Early Childhood Education. In November, 1971, Dr. Zigler announced the establishment of the Child Development Associate, a new ECE profession.

4. Opportunities are needed locally for placing MSC student teachers in the prekindergarten area.

5. The facility could serve as a model Day Care facility for the State of Minnesota.

6. The MSC facility could serve regional needs, such as the area vocational school, Blue Earth Welfare Department, etc.

It is my hope that a quality ECE facility will be established at MSC at this time; and, if it is developed along quality lines, I will gladly help in any way I can.

APPENDIX B

BUCK *et al* MEMO OF MARCH 21, 1972

Day Care

March 21, 1972

TO: Dr. Carl Lofy

FROM: Dr. Ben Buck
Dr. Don Holden
Dr. Marjorie Oelerich
Dr. Duane Orr
Dr. Leroy Schiller
Dr. Glen White

RE: Development of The Children's House, site of Early Childhood Education facility at Mankato State College

It is time for Mankato State College to develop The Children's House, an extensive center to serve as an exemplary demonstration program for child care-instruction for children from 2½ through 6 years of age.

Utilizing the term "day care" as that intervention program which consists of meaningful instructional experiences in addition to basic custodial needs, the facility initially could serve three types of situations as it assists approximately 170 children:

Grpup A: extended 9 to 10 hour every day day care: 20 to 30 children.
Group B: shorter day care, 2½ hours per day:
5 times per week: MTWThF a.m.: 30 children.
3 times per week: MTW p.m.: 30 children.
2 times per week: ThF p.m.: 30 children.
Group C: day care for children of college students while they attend classes: 50 children for varying parts of each day (approximately 20 children at any given time).

Tuition fees would be levied families participating in each of the above three categories. Administrative and staff details would need to be prepared. It would be recommended that one director be responsible for the total program, with an assistant director/head teacher for each of the three different types of programs. Other staff members would also be necessary.

Furthermore, the program should be expanded in future years to include more children, as well as younger children, perhaps establishing a facility for infant care in the near future.

According to current State standards, the following space allocations are necessary for the initial program:

GroupA: 700 to 1050 square feet of usable indoor floor space; 1500 to 2250 square feet of outdoor space*
Group B: 1050 square feet of usable indoor floor space; 2250 square feet of outdoor space*
Group C: 700 to 1050 square feet of usable indoor floor space; 1500 to 2250 square feet of outdoor space*

(*If necessary, the identical outdoor space could be used by all groups on a staggered schedule.)

We recommend that these facilities be located at Nichols Hall. A second possibility might be the bookstore area in Armstrong Hall when that is available. It would be advisable to have two or more rooms for each group for the indoor space. Other necessary facilities would include items such as bathrooms for each group of children, kitchen and equipment for food storage and preparation, offices for staff, conference room for staff-parent usage, classrooms for college classes, one-way mirror observation rooms, closed circuit TV, air conditioning, etc.

Various college and community needs will be met by this extended facility:

1. demonstration teaching to be observed by MSC students in education, home economics, special education, psychology, educational psychology, nursing, dentistry, sociology, etc.

2. participation clinical experiences for MSC students in education, home economics, special education, psychology, educational psychology, nursing, dentistry, sociology, etc. (In education alone, there are about 40 students seeking student teaching assignments in prekindergarten programs Spring Quarter, 1972)

3. demonstration facility for the State of Minnesota, especially implementing the philosophy that day care can and must include functionally instructional experiences in addition to quality custodial care.

4. opportunity for preprimary children of MSC students to be provided meaningful experiences while their parents are attending class.

5. provision of existing facility for government assistance when Federal legislation is passed during the summer of 1972.

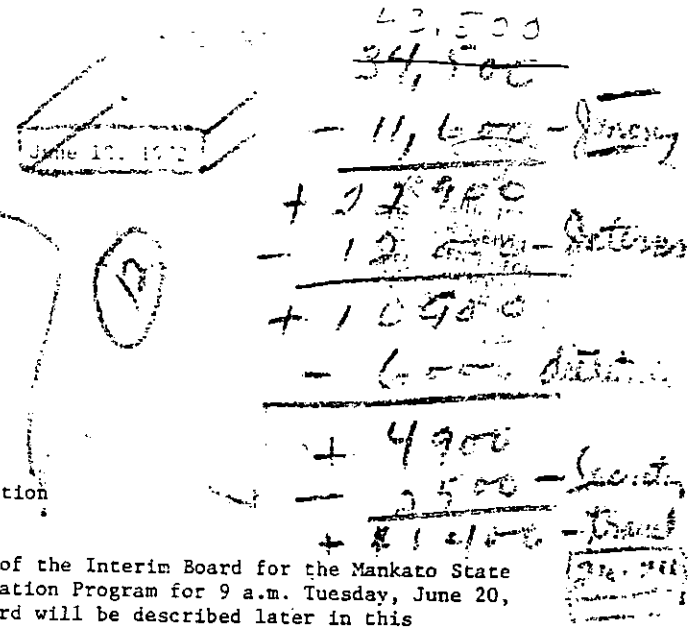
6. provision of facility for implementation of para-professional training programs to be developed at MSC.

7. provision of facility for training women inmates--and attendance of their children--of the half-way house to be established in Mankato.

With these many facets in mind, it is hoped that the Space Allocations Committee of MSC will approve of acceptable space and renovation of facilities for The Children's House.

APPENDIX C

BUCK MEMO OF JUNE 12, 1972



TO: Dr. Carl Lofy
Dr. Duane Orr
Dr. Brendan Coleman
Dr. Donald Holden
Dr. Leroy Schiller
Dr. Glen White
Mrs. Maxine Shaw
Mr. Donald Mayleben
Dr. Marjorie Oelerich

FROM: Dean, School of Education

I am calling a meeting of the Interim Board for the Mankato State College Early Childhood Education Program for 9 a.m. Tuesday, June 20, in AH-118C. The Interim Board will be described later in this memorandum.

Dr. Oelerich and I are assuming that the following staffing proposal is in effect:

1. Dr. Marjorie Oelerich (half-time Executive Director, half-time with Curriculum and Instruction). We must detail how the one-half time for Executive Director is to be financed. It is my recommendation that, since we are not employing an assistant head teacher from the grant at this time, one-half of Dr. Oelerich's salary be paid from grant monies. The assistant head teacher is described in Dr. Coleman's memorandum of June 7, 1972.

2. Mrs. Darleen Dickmeyer (Co-Director of Children's House and head teacher of "nursery school" at a salary of $11,600 for 212 days of service.) It is my understanding that Mrs. Dickmeyer is verbally under contract. We must follow through with a formal contract. The appropriate UPI is attached.

3. Mrs. Darlene Janovy (Co-Director of Children's House and head teacher of "Day Care and Student Day Care" at a salary of $11,600 for 212 days of service). It is my understanding that Mrs. Janovy is verbally under contract. We must follow through with a formal contract. The appropriate UPI is attached.

4. Dr. Oelerich is in the process of preparing nominations for consideration by the Board for the following:

   A. One assistant teacher for the "Nursery School".

   B. Two assistant teachers for the "Day Care" area.
      Two assistant teachers for the "Student Day Care" area.

C. One cook and dietician.

D. One-half time secretary.

E. Student interns (graduate and undergraduate) employed as needed from tuition monies and grant monies.

F. Substitute teachers as needed.

G. It is assumed that the college will provide custodial services.

H. It is assumed the the college will provide bookkeeping and auditing services.

All of the above in Item Four are to be paid from tuition monies except for seven interns who are being paid from grant monies.

Since it will be impossible for the full membership of the Board to be appointed prior to September, I am suggesting that we function in the interim with an Interim Board with membership as detailed at the head of this memorandum. In the meantime, Dr. Oelerich, the Executive Director, will be working with the staff of Children's House in developing appropriate job descriptions which will be submitted to the Board for their consideration.

It might also be desirable for Dr. Hopper and/or Dr. Ira Johnson to be in attendance at the June 20 Board meeting. May I suggest that if Dr. Lofy wishes to have either or both of these individuals in attendance that he invite them.

We have made much progress towards establishment of Children's House. I look forward to working with each of you on the Board of Directors in an effort to promote an excellent program for children.

Benjamin A. Buck

BAB/rlp

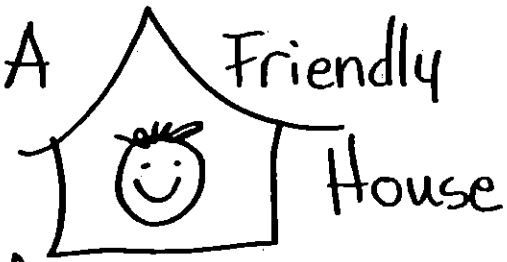
APPENDIX D

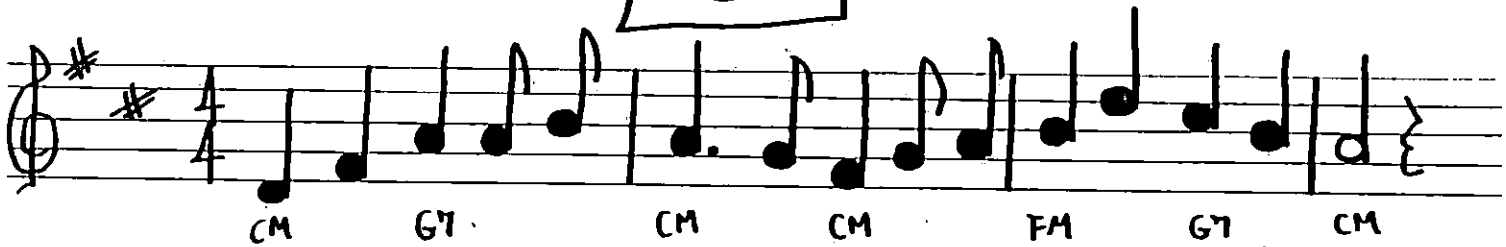
THE CHILDREN'S HOUSE SONG

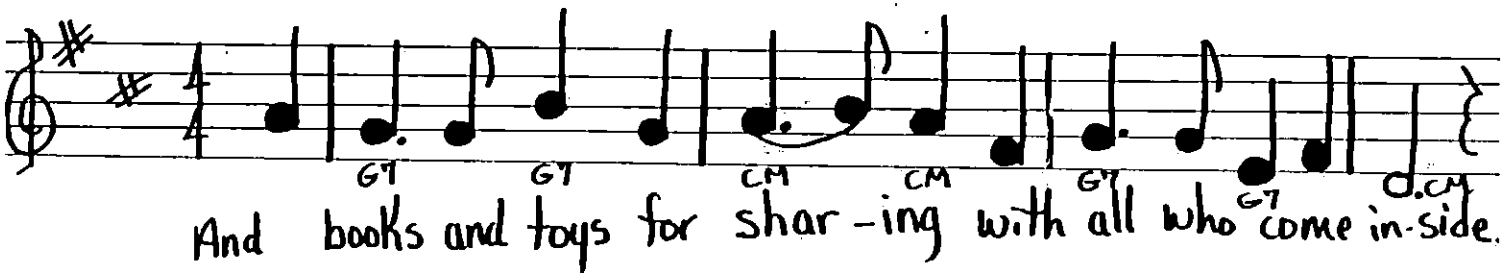
Jessie Eleanor Moore

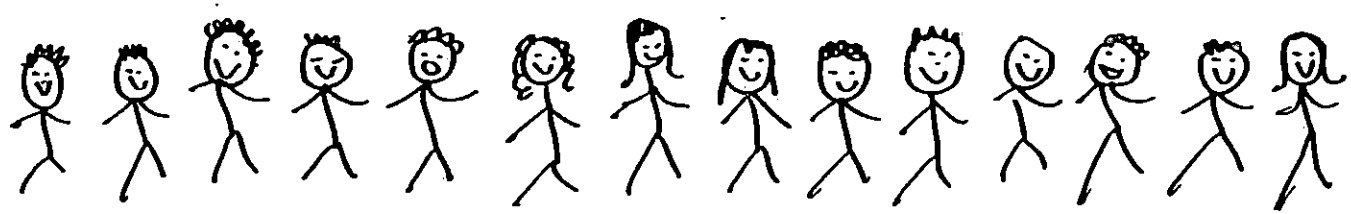
A Friendly House

Ruth Heller









APPENDIX E

INSTRUCTIONS TO CHILDREN'S HOUSE PARTICIPANTS

SOME "DO" AND "DON'T" THOUGHTS FOR THE CHILDREN'S HOUSE

Do use positive statements--not negative.

Do be calm, friendly and if necessary, firm. Don't let a child get the best of you. If he does, withdraw from the case.

Do praise in public and reprimand in private.

Do settle conflicts without blaming one child or another.

Don't try to solve a problem from a distance; walk over.

Do help a child to feel good about himself.

Do help a child to understand why we do and do not do things. If he realizes "why" he will be less apt to do it behind your back.

Do know how many children you take outdoors.

Don't require children to stand in line unless absolutely necessary; and then it should be a moving line.

Do think about how the room looks. A spot can be messy while in the middle of a busy activity, but it should never be left that way.

Do think about the unit we are studying, and relate activities to it. Do use unrelated activities if they make a point and are enjoyed by the children.

Do plan ahead, but don't be afraid to change plans to fit the mood of the day.

Do remember that the parents are interested in the children. Don't go to them with complaints, but do tell them things of importance that happen during the day.

Do maintain a cheerful outlook.

Do meet children on their level—get down to eye level when talking with them.

Do remember the children's ages—a three year old may not be able to work and listen as long as a four or five year old.

Don't wait until all children are settled to start an activity. If you wait for the last ones, you will lose the first ones. Start the activity and bring the stragglers in by asking them a question, asking them to do something, etc.

Don't give orders--do direct in a telling or asking manner.

Do avoid using a loud voice.

Don't wait for someone else to do the job--do it yourself.

APPENDIX F

NON-COLLEGE UTILIZATION OF THE CHILDREN'S HOUSE, 1972-1975

NON-COLLEGE UTILIZATION
of
THE CHILDREN'S HOUSE

September 1972 through March 1975

FALL 1972:

a. Windom H. S., Minnesota, 35 students in Home Economics, four Title I teachers.

b. Good Counsel. Mankato, Child Development teacher and 15 students

c. Fairmont H. S., Minnesota, 20 students, Home Economics.

d. Kennedy School, Mankato, Baby sitting class.

e. Wilson Campus School, Mankato, Baby sitting class.

f. Mankato Area Vocational-Technical Institute, Child Development Staff visitations.

WINTER 1973:

a. Mankato Area Vocational-Technical Institute, Child Development class and staff visitations.

b. Early Childhood Specialists, University of Northern Iowa, staff visitation.

c. Child Incorporated, Minneapolis, staff visitation.

d. AAUW meeting.

SPRING 1973:

a. Lake Crystal, Minnesota, Home Economics students.

b. Peter Pan Nursery School, Mankato, staff.

c. Winnipeg, Canada, educators.

d. Mankato Public Schools, Baby sitting class.

e. Mankato Public Schools. three classes in Family Living.

f. Rochester Vocational School, Minnesota, eight staff.

g. Waldorf-Pemberton, Minnesota. Home Economics class.

h. New Richland, Minnesota, Child Development class.

i. State Kindergarten Association meetings in Mankato, Children's House tour.

j. Emmettsburg, Iowa, Home Economics class.

k. Lincoln Junior High, Mankato, five Home Economics classes.

l. Albert Lea, Minnesota, four nursery school teachers.

SUMMER I 1973:

a. Carver County, Minnesota, 15 nursery school teachers and directors and day care directors.

b. Fairbault, Minnesota, five nursery school teachers.

c. White Bear Lake Vocational School, Minnesota, three teachers and 22 students.

SUMMER II 1973:

a. Waseca Vocational School, Minnesota, teacher and students.

b. University of Wisconsin at River Falls, program development assistance.

FALL 1973:

a. Madelia, Minnesota, Day Care Center Director.

b. Sheldon, Iowa, Public Schools, Principal and four teachers.

c. Owatonna, Minnesota, two teachers, day care center.

d. Anoka, Minnesota, five teachers, day care center.

e. Hutchinson, Minnesota, Vocational School, teacher aide class and instructor.

f. Muffin Man Nursery School, Minneapolis, Minnesota, training session in day care and nursery school.

g. Amboy-Good Thunder, Minnesota, Child Development Class.

h. Mann Early Learning Center, Minneapolis, Minnesota, four teachers.

i. St. Peter, Minnesota, Health Careers Class.

j. Windom, Minnesota, Pre-Kindergarten Group (Region 8).

k. Minnesota Association for Education of Young Children tour. (People from all areas of Minnesota)

l. Scott County Board, Minnesota, Superintendents and Principals.

m. University of Minnesota, Waseca, Instructor and Class.

n. Lake Crystal Public School Home Economic Instructor and Class.

o. Lake Crystal, Minnesota, FHA students.

p. Nicolett High School Home Economic Instructor and Class.

q. Windom, Minnesota, Day Care Center staff.

r. Morton, Minnesota, Head Start teachers.

s. Mankato Clinical Psychologist.

t. Owatonna Public Schools, two staff visitation day.

WINTER 1974:

a. St. Peter, Minnesota, Gustavus Early Childhood students.

b. Owatonna Nursery School, Board members and Staff.

c. Worthington, Minnesota, Prairie Valley Vocational Center, Advisory Committee planning a new child care center for the vocational center.

d. Austin, Minnesota, Austin Day Care Center Staff.

e. New Ulm, Minnesota, Brown County Outreach Staff.

f. Fairbault, Minnesota, Fairbault High School Career days.

g. Wilson Campus School Baby sitting class.

h. Martin County Vocational Center Staff and students.

i. Minnesota Association for Education of Children Regional Meeting.

j. Tracy, Minnesota, Public School Superintendent, staff and group of parents.

k. Apple Valley, Minnesota, visitor.

l. Albert Lea, Minnesota, Day Care Center Staff.

m. West Concord, Minnesota, Visitor.

n. Annadale, Minnesota, Visitor.

o. Michigan State University, Visitor.

p. Fulda, Minnesota, Visitor.

q. Hanska, Minnesota, Public Welfare Staff.

r. Hayfield, Minnesota, Visitor.

SPRING 1974:

a. LeCenter Elementary School, two staff professional leave day.

b. Owatonna Public Schools, four staff professional leave day.

c. Madelia, Minnesota, Madelia Day Care Center, two staff members.

d. Minnesota Community College, Student Senate President.

e. Sleepy Eye, Minnesota, Public School Superintendent staff and parent group.

f. River Falls, Wisconsin, University of Wisconsin, professor and class.

g. Albert Lea, Minnesota, staff studying pre-reading experiences.

h. Mankato, Minnesota, Single Christian Parents Group.

i. St. Peter, Minnesota, Gustavus College professor and class.

j. Jackson, Minnesota, Des Moines Valley Vocational Center Staff and students.

k. Waldorf-Pemberton Public Schools, Home Economic teacher and two classes.

l. Mankato Public Schools (West High) Home Economics teacher and two classes.

m. LeCenter Elementary School, two staff professional leave day.

n. Mankato Public Schools (East High) Home Economics teacher and class.

o. Sleepy Eye, Minnesota, Curriculum Day.

p. St. Peter, Minnesota, Gustavus College Class.

q. Minneapolis, Minnesota, Minneapolis Day Care Center staff.

SUMMER I 1974:

a. Group of Nursery School and Day Care Center teachers and directors visited The Children's House as a part of a curriculum writing workshop.

b. St. Olaf Pre-School, restructuring their program after The Children's House.

c. Minnesota Association for Education of Young Children Board toured the facility.

d. Mankato, Minnesota, Monroe School (Elementary) Home Economics class tour.

e. Sheldon, Iowa, Principal and two teachers visitation.

SUMMER II 1974:

a. Mankato, Minnesota, Roosevelt Elementary School Baby sitting class.

b. Marshall, Minnesota, Nursery School staff visitation.

c. River Falls, Wisconsin, University of Wisconsin, professor and students.

d. Minneapolis, Minnesota, World of Tomorrow Nursery School Staff.

e. Area Educators, Council of Coordinated Child Care tour.

FALL 1974:

a. New Ulm, Minnesota, Senior High students' visitation.

b. St. Peter, Minnesota, Gustavus College students' visitation.

c. State Family Day Care Training Program.

d. Morgan, Minnesota, Curriculum days.

e. Amboy-Good Thunder, High School Child Development Class.

Total Visitations at TCH
Non-College and College

During the period September 1972 through March 1975, 4,013 individuals and 120 groups have utilized The Children's House for educational purposes related to Early Childhood.

COLLEGE SESSION	STUDENT	OTHER	TOTAL
Fall 1972	367	163	530
Winter 1973	298	80	378
Spring 1973	200	106	306
SS I 1973	70	43	113
SS II 1973	21	18	39
Fall 1973	110	160	270
Winter 1974	168	24	192
Spring 1974	144	63	207
SS I 1974	112	29	141
SS II 1974	68	30	98
Fall 1974	396	792	1,188
Winter 1975	343	208	551
TOTAL	2,297	1,716	4,013

In addition to the 4,013 individuals visiting TCH, a total of 120 groups utilized the center over the same period of time for a variety of educational purposes. The groups ranged in size from 3 to 35 with an average size of approximately 15. The estimated number of people visiting TCH in groups is 1,800.

The grand total of persons visiting TCH during the period September 1972 to March 1975 is:

Individuals.....4,013
Individuals in groups.....1,800

5,813

f. New Richland, Minnesota, High School Child Development Class.

g. Mankato Area, four Head Start staff visitation.

h. Region 9 Day Care Training sessions for group and family day care providers.

i. Lake Crystal, Minnesota, High School Child Development class.

j. Owatonna, Minnesota, Early Childhood teachers.

k. Jackson, Minnesota, Prairie Valley Vocational Center staff and students.

l. St. Peter, Minnesota, Public School Child Development class.

m. Mankato High School Juniors' Career Education Conference.

n. Region Head Start Staff.

WINTER 1975:

a. Region 9 Day Care Training sessions for group and family day care providers.

b. Head Start teachers.

c. Des Moines Valley Vocational Center Staff and students.

d. Winthrop, Minnesota, Curriculum Workshop.

e. Southern Minnesota Head Start teachers, aides, and assistants science workshop.

APPENDIX G

EARLY KINDERGARTEN ENTRANCE EVALUATION FORMS

EARLY KINDERGARTEN ENTRANCE EVALUATION

Evaluation Report for: _____

Dates: _____

1. Cognitive Development: curious and inquiring; interest in the printed word; shows understanding of numbers and values; ability to solve problems.

2. Communication Skills: speaks clearly in sentences; relates ideas in sequence; adequate vocabulary; shows originality; listens when others are talking; expresses own thoughts so that others understand.

3. Motor Development: fine muscle control; gross motor skills; knows body parts; aware of body in space; balances well; eye, hand, and foot coordination.

4. Social Development: works and plays cooperatively; self-confident; accepts responsibility; enjoys being with other children; takes turns; is able to accept direction; has adequate self-control; has a good attitude about school; accepted by group.

5. Work Habits: is able to complete a task; initiates own activities; follows directions; is able to work independently; cleans up after self; is able to work with others.

RECOMMENDATIONS:

APPENDIX H

JOB DESCRIPTIONS FOR PROFESSIONAL STAFF

~~Exhibit A, Page 5~~

Job Descriptions

Resident Director: Supervision of all phases of operation of The Children's House; coordination of teacher training with child care programs; program development supervision; personnel administration; admission of children; develop and implement internal operating policy in conformance with policies of the board; coordinate workshops and other educational uses of the facility; recommend on hiring of staff; recommend budget; supervise and approve expenditures; maintain records of attendance, income and expense; coordinate individual and group visitations; assure the maintenance of licensing standards; supervise the food preparation and serving program; secure federal food monies and submit required reports; prepare and supervise contracts for services with governmental subdivisions; other tasks as may be required for the effective and efficient operation of the programs.

Teacher, Teacher/Graduate Assistant, Teacher-Intern, Assistant Teacher: work directly with children; work with teacher-trainees; plan curriculum; assemble materials; conference with parents; provide demonstration lessons; supervise aides; supervise and coordinate volunteers; participate in parent education programs; maintain safety standards; requisition supplies and equipment; provides creative, functional experiences for the social-emotional, psycho-cognitive and physical development of each child; other tasks as may be required.

Teaching Aides: assist teacher to supervise children during all activities; follow programming set by the teacher; helps keep school orderly and attractive; participate in design of instructional experiences; other tasks as may be required.

Cook: plan, prepare and serve breakfast, lunch and afternoon snack.

Secretary: perform secretarial duties as assigned.