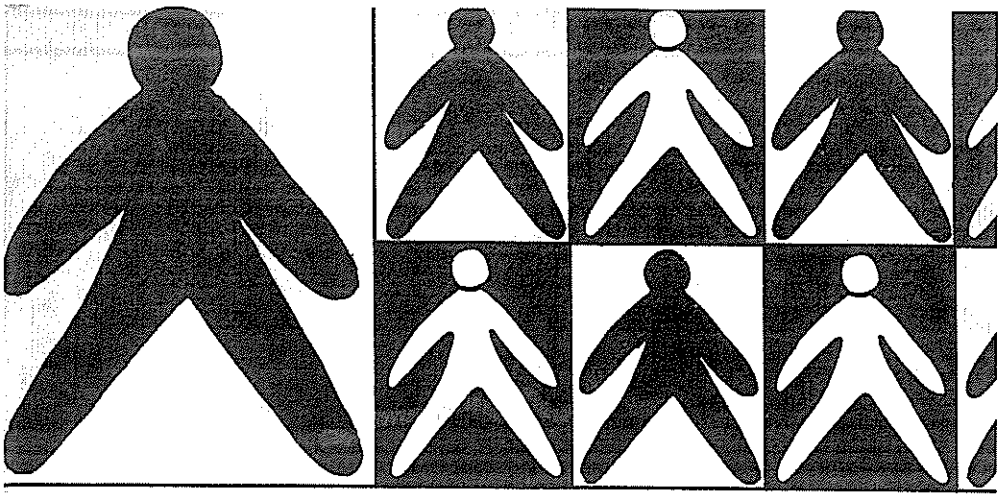

Leadership
in
Early Childhood Education

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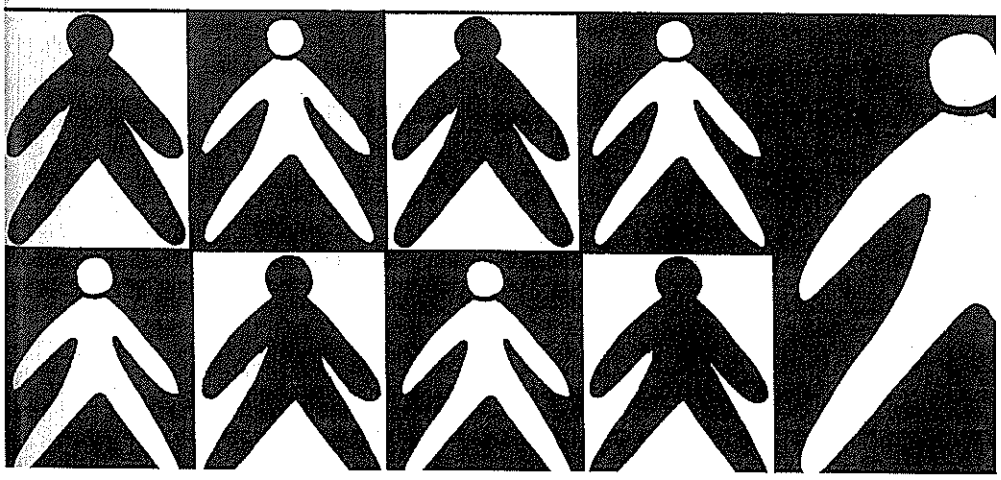

LEADERSHIP
IN
EARLY CHILDHOOD EDUCATION

March 22-23, 1968

Sponsor
the School of Edu
University of North Ca
Chapel Hill,

Supported b
Southern Education Found
Atlanta, G

Edit

Barbara D
Virginia A. Woo

CONTENTS

FORWARD

The School of Education of the University of North Carolina/Chapel Hill
support from the Southern Education Foundation, sponsored a state-wide c
ence on Early Childhood Education in the Spring of 1968. The purpose
conference was to bring together selected leaders for two days with an emph
preparing the participants for more effective service in early childhood edu
programs.

One of the most significant developments in public education in the So
this decade is in the area of early childhood education. Traditionally, the
schools of the Southern region have provided, on a limited basis, for edu
experience for children below the age of six. There have been many priva
church-related nursery and kindergarten programs for a selected clientele, bu
erally, the public schools have not provided for the very young child.

North Carolina, like other Southern states, is now witnessing a rapidly de
ing movement to make kindergarten programs a part of the public school s
and to make this experience available to all children of appropriate age. Evi
of this development in North Carolina include the emergence of early chil
education programs sponsored by Head Start, the Elementary and Secondary
cation Act Funds, Comprehensive School Improvement Programs, the Edu
Improvement Program, the Frank Porter Graham Child Development Cent
Regional Educational Laboratory of the Carolinas and Virginia, and various
ities attached to colleges and universities in the states.

Providing leadership in the area of Early Childhood Education is a cha
that the University of North Carolina/Chapel Hill has accepted with much en
asm. This conference is indicative of the efforts being made throughout the s
the rapidly growing movement toward good programs for the young child.

EARLY CHILDHOOD EDUCATION – OUR SOCIAL RESPONSIBILITY

Ira J. Gor
University of Flo
Gainesville, Flo

It is strange to come from Florida to North Carolina to talk about s responsibility, because if there is any state, right now, that is being socially sponsible, it is the state of Florida. It is also strange to come to North Carolir talk about early childhood when you have on this campus and at Duke two o most interesting, exciting, and worthwhile ventures in the work of Robinson and Spaulding at Duke. I feel somewhat privileged to be here.

I had an interesting experience on the plane coming up from Atlanta. I first class because there was not room in tourist. The man sitting next to me "Did you know that starting April 14 first class passengers are going to have tc for their liquor?" Obviously, I did not know this because I never ride first clas was complaining against the bureaucrats in Washington for doing this horrible t to him. Then we started talking about taxes. He mentioned that he lived outsi Philadelphia. They just opened a community college there and his taxes were g up because of the existence of this community college. I told him I was in ec tion, which didn't change anything he said. He complained that he wasn't goi send kids to this community college, so why should he have to pay taxes to somebody else's kids there; why should he pay to educate other people's child In the course of the conversation I finally said to him, "Well, you know if you that to an extreme, you should not pay any school taxes to send even children to first grade," and he said, "You know, you are right." I didn't know to get back out of it again, but his viewpoint is part of what is happening in Flc We have people who really feel no sense of what is happening in Florida. We people who really feel no sense of responsibility, not simply for early childl education. The problem really is the acceptance of education as a social resp bility, of funding education adequately, not simply funding early childhood ec tion. We have a lot of people who are quite willing to let the federal govern take the social responsibility for early childhood education and don't recogni the long run that we have to see it not as separate and distinct, not as the las to be added in the education framework, but as the basic underpinning for all education.

In order to make an analogy, I would like to tell you about an undergrac research training program which I directed. This was a very inexpensive progra government programs go, in which we recruited a group of bright kids fron education and the arts colleges and took them for our third tri-semester. We tri teach them something about educational research by getting their feet wet in cational research projects and talking about the problems. We had money for summers and now this program has been phased out. Instead, the governme giving an equal amount of money to a single individual for post-doctoral stu think this is the same kind of problem. We put our money in at the top end o

line, where it costs us a good deal more per person, rather than puttin in at the beginning of the assembly line where it costs us a good deal more payoff. If I had my way and we had only a certain amount of mo put it in early childhood and close the community college. This is kinc statement to make. I would hope we have enough money for both, but I think dollar for dollar we are far better off putting our money on the who will have far more payoff.

How did we get to consider early childhood as a social responsibili this need for it as a part of our education arise in our thinking? As the c out, we have had no change in traditional kindergarten programs in decades, and I would say probably in the last forty years. We have l kinds of changes. The *first* other kind of change we have had is a cl political climate. If you analyze, with the Viet-Nam war aside for the l last years since 1963, we have suddenly discovered the poor in our midst

If you are a Biblical scholar, you realize the poor have always b They suddenly have become highly visible in this affluent society bec recognize that there is really no need for having poor people in this sc started to mount programs to deal with the poor, it became increasing the place to begin is in the family early in the game. If we try to moun training programs with eighteen-year-olds, job corp programs with ei olds, souped up programs for high school drop-outs, etc., then we ar too late. From our concern with the social climate in which we live, moved to Head Start. We are now moving to parent-child centers for c zero to three, and some of you have been involved in Follow- through p have discovered that as we change the youngsters' behavior in the kinc had better change what happens in first grade or we are right back whe from.

The whole concern with "poverty" or "disadvantaged" or "th forced us into a re-consideration of the role of education and has forc earlier and earlier to the point of where some of us now are "playing a three-month-olds. I say "playing around" because we really don't kno we are doing. We can write up beautiful rationalizations for it and put logical jargon, but what we are doing is "playing around."

Second, there has been a change in our understanding of psych what psychology has to teach us. Particularly there has been a change concept of the nature of intelligence. When I grew up, intelligence atom, it was unsplitable and unchangeable. Some of the men here ca me. We went to school at the time when we thoroughly believed that v must come down and a lot of other things that we no longer believe. concept about intelligence; it was fixed, an immutable trait. In our ow were taught that you can't make a silk purse out of a sow's ear, and born with a sow's ear intelligence, all you could do was score him, ca and treat him accordingly, but you couldn't make any fundamental cl

I think that if there has been a significant change in our thinking that has led to concern with early childhood, it has been in that particular point of view.

Third, we have had some insights from sociology and anthropology that l changed our views about children and what they can be and what they m become. The anthropologist and the linguist used to tell us that the languag society shapes the thought of the people in it and we are locked in, very much we were with intelligence. Here it is given, you got it and that is it. Now we beginning to realize from the work of Bernstein, who is an English sociologist, we can shape one language of people rather than being shaped by it. Languag not fixed and unchangeable. If we can work with young children on their langu structures, and if we can get words organized in certain ways inside of them, we change their whole way of developing a cognitive domain. This adds up, then looking at what we do control, what effects teaching, education and training h on development rather than accepting the old notion of blaming it on the gene blaming it on the culture and saying, "Oh well, this kid is a Smith and the Sm around here are like that," and forget it.

I would like to quote from an anthropological study of Orchard Town in N England. It is a description of how the people felt about infants and young chilc and what they might become. There are some very key words in it.

> The infant as a potential is thought to be a bundle of largely inherited latent traits of emotional expressions and abilities for achieving goals which may only be realized gradually as the child develops and which may be influenced by training and growth. Most of the goals available to children in this community are thought to call for particular skills and particular personality type, both of which must develop naturally or be influenced to develop out of the latent traits in the infant's potential. Children may have a high or low potential for the development of certain skills or personality traits; a combination of both a high potential and the best environmental influences is thought to be essential to the greatest success of achieving goals offered to the adult. (Fischer and Fischer, 1963).

Let's look at some those words: "largely inherited latent traits which can c be realized gradually as the child develops, which may be influenced *(not can bc will be)* but which may be influenced by training, growth, skills, and persona type which must develop naturally, or which are developed out of those lat traits." Further in that study, they say that:

> The belief in the potential is partly concealed which leads to a great emphasis on the techniques for the discovery and disclosure of the child's potential. The infant is thought to possess innate capacities peculiar to himself which will be revealed in the natural course of his development, subject to the influences around him. It is thought that the potential can be developed better if it is known or divined in advance so divining for the potential is highly developed in the community. (I just can see these people with divining rods just poking around looking for the potential.) After the potential has

> been divined, parents and teachers feel more secure in takin
> ticular course of action in the training of the child. (Fisch
> Fischer, 1963).

From my point of view, this is an out-of-date view and yet prevalent in our society. It is prevalent in education. What you do after you test him and after you categorize him, then you know you assume you are testing something innate. I think we do an a vining for the potential." We were talking briefly this morning, son don't necessarily know what to do after we have divined it outsid well, this child has an IQ of 80, or he has this, or he has that," a that. My assumption is that we create potential, that our divining but if we think we are divining purely what nature gave, you are mental mistake. Our change in psychology leads me to this kind what man is is not necessarily at all what he might become, and th is when you measure him now is only an indicator of how far he what he might become. What is is not necessarily what might be. T make a fundamental revolution in a lot of what we think about in ing. I suggest that you use the IQ test as a thermometer, as a roug accurate thermometer, probably an oral one, rather than as a cause I am running a 103° temperature I don't think any physician would say to me I am sick because I have a 103° fever. He would have a 103° fever as a symptom of some sort of illness and so th me that I better do something for you." If it happens to be at ni "Take two aspirins and call me in the morning." The temperatur result of the of the treatment, and we need to look at the IQ sc same fashion. It is a symptom; it simply tells us this needs aspirir to aspirin.

In addition, for many youngsters, it is not even a good mea toms. There is a very interesting article by Arthur Jensen at California in the January issue of the *American Educational Res* some degree Jensen is trying to resurrect the importance of gene very interesting things to say. Again I will take the privilege of qu rather than paraphrasing. He is talking about learning ability a educability. He says:

> My approach to these problems has been to think in terms call basic learning abilities. By basic I mean only that we us tests not IQ tests that depend relatively little on specific from previous learning. These learning tests are usually take ually in the lab. The tests consist of selective trial and error free-recall, serial and paired associate learning, under vario mental conditions. These techniques yield measures of learning ability." (Jensen, 1968)

Let me emphasize that the tests are not measures of perceptual r is the rationale—Jensen's rationale:

> If a child has a good learning ability, basic learning ability, he should be able, given the appropriate environmental influences, to acquire the learning sets, the habits, the network and the reservoir of transferable skills that largely constitute educability. Thus, I think of learning ability as a psychologically more fundamental process than intelligence.

New York City and ETS are taking advantage of this kind of rationale. Instea of giving a child a test at the beginning and categorizing him, the first grade teache tries to teach him something. If he can learn it, and if it is not built on somethin previous, then this is the best measure of how well he can learn. They have devise Piaget type tasks and they teach him from Monday to Thursday. They measure o Friday, and the measurement is controlled by the classroom teacher. It is systen atic; there are things to do. The child's ability to learn is judged not on some I standard but on whether he does, in fact, learn what is taught him under controlle conditions.

If we turn back to Jensen, he finds that IQ does play a role, but it plays a rol with a middle class child and not with the lower class child. It is a much bette measure of middle class children. He says that learning test show neglibible correl tions with IQ in the lower socio-economic groups. This means that these IQ tes are a poor index of learning ability for these children. He concludes that tested I correlates highly with learning ability in middle class children and negligibly wit learning ability in lower class children. Therefore, he suggests that we are to b extremely cautious in using IQ tests as our thermometer.

Once we are free of this straight jacket labeled "intelligence is genetic" c "intelligence is fixed" we can begin to see that all growth, and all development, an all behavior are transactional processes, and they occur in unique ways in eac person. By transactional I mean that the organism contributes to it, the enviro ment contributes to it, and they effect each other. If any of you are parents and any of you have worked with children, as most of you have, you realize that yo behavior is changed just as much by the operation as the child's behavior is. If yc think you are shaping them and they are not shaping you, you are kidding yoursel This is like the old experimental psych cartoon that you have seen on some bulleti boards showing a rat saying, "If we train that guy, when we press the buzzer, we g fed." The child is shaping his world and the people in it just as much as we a influencing him. We need to recognize that his growth is a function of what we d and how we respond rather than simply being unfolding maturation.

I assume that you are all somewhat familiar with people by the name of Piage Hunt, Bloom, and Wayne Dennis, but let's take each of them for a second and s what we can get out of them in terms of early childhood and social responsibilit

The main concept we can learn from Piaget is not the notion that children g through ages and stages, but that learning is a process of assimilation and accor

modations. I present you with a piece of information that you alread take it in but it doesn't do much of anything for you. It just gets intellect some place. However, if I present you with something that yo to know, that somehow triggers you and that you think you know h but when you try it out, it doesn't work, then you learn. What this me have to learn to provide the young child with experiences that force h to accommodate.

One of the things wrong with what has happened in the last forty Dean pointed out the lack of change, was that we never built into our programs and into our nursery programs any accommodation require ever. We sort of laid out a smorgasboard of "stuff" for the kids to h not allergic to fun. I think fun is delightful and that it ought to be th can also have fun when they find something is intriguing, challenging, It doesn't quite do what they thought it was going to do. I think responsibility to require youngsters to face tasks where they don't h answer and where it doesn't work out nice and neat.

Let me give you an example of a study that Ojemann did with chil would float and what would sink. He took a big gallon tub of water an is something. What do you think is going to happen to it? Do you th to float or is it going to sink?" The children made a guess, and o placed into the water. It either did or didn't do what the children saic Let's say it was a piece of wood, and they thought it was going t floated. Piaget demonstrated that if you ask a child what happened h with a rationalization. It he is a five-year-old, he may say, "Well, it is brown." This has nothing to do with the case. That is as far as Pia What Ojemann did was not permit the children to get away with "It i "It is big." He demonstrated to the children, in front of their eyes, that sank and brown wood that floated. The children couldn't u assimilation answer. This is what I mean by forcing. It is not saying, are stupid." It is saying, "Look, it did not happen." In this way l number of experiences which required accommodations of children.

Bloom has made a statement most people have misused. I don't t that children have half of their intelligence inside their brain or located by the age of four. I think the more accurate statement, if I c Bloom, is that half of what accounts for differences in children at ag already there at four. The correlation coefficient between IQ score seventeen is about .7. But if we designed different programs and did di between zero and four, we might find that the longitudinal statisti would no longer hold up. He simply reported what was measured i studies, not what *might* be if we did something different between zerc can use his statistics as an opening up rather than a closing down anc differences at age four, but the whole game is still to play if we de more effectively.

Hunt supplies us with his very intriguing notion of "the problem of the n
First of all, the most obvious thing about people is that they are all differe
in schooling it sometimes seems to me that we do everything possible to ign
obvious fact. We talk about the individualization of instruction, but when
down into the classrooms and watch, we find teachers trying to make the kid
alike. Individualization is something to be overcome. How do we find ways
out of individual differences? We group honogeneously. We do all kinds of
things to try to eliminate difference. I think what Hunt is asking is, how
understand what the youngster is ready for (again this readiness is not
maturation) and how can we match up what he is seeking with a curriculun
of experiences, and tasks, so that these two fall in line? I think this requires t
recognize that in any classroom what we have in reality is a little red school
It doesn't matter that all those children are at a chronological age. You have
matches to make anyhow, and we should not make any assumption that we
anything to make those thirty children alike. A program for young childre
like a program for any children or for any adults, has got to solve the prob
the match.

This requires a good deal of a teacher. It requires a diagnostic teacher, a t
who can carry around in her head thirty sets of information. I know if we e
that kind of teacher we will have to move to aides and a host of all other ki
auxiliary resources for doing it. We have to find ways of working that me
individual where he is in terms of not only his cognitive level, but also his emc
level, and his self-concept of what he thinks is important to learn. This do
mean that we need to go to the Pittsburg program or try to re-do Winnetk
more fancy fashion of setting up pigeon holes of materials in which the chilc
in page one and gets page two, and when he turns in page two he gets
Everybody need not be off working on his own. There are a great many w
which youngsters obviously learn from each other and there are a great many
of using small groups, large groups, pairs and all kinds of things. By indi
ization, I don't mean every one of those thirty children always off by himsel
would not be the most effective way because it ignores the reality of the ne
interchange and learning from each other. It does mean that there are often,
class, many things going on at the same time. Teachers have to learn how tc
up new things and how to take their cues from children as to what they are
to move into.

When I had Wayne Dennis as a professor at Columbia a number of years a
cited his Najavo cradle board studies and some of his other studies to prov
environmental circumstances did not influence development, that developme
a maturational operation. Dennis did some work with Sayegh in Lebanon in
they studied youngsters in orphanages. They found the infants terribly dep
They did not crawl because they had been lying in cribs on their bottom
white borders around cribs and white ceilings, etc. They were very rarely hand
spoken to. They found the way these kids locomoted was scooting. The
found language retardation and general perceptual-motor retardation. They ad

a program of setting these children on a lap and playing little games with infants gained very, very rapidly up to whatever the norms were. Denni he must surrender his earlier position. He came around to the point of think I have been trying to present, that development is a function of w with the child and the nature of the transaction. What we do or don't do does make a difference.

Berstein says that language is a function of social class. One of his illu of the middle class English mother who gets on the bus with her four-ye child stands up on the bus seat. What does the middle class mother do? " down. You shouldn't dirty the seat. Other people have to sit in that se nice and it is not polite." She provides a whole wrap around of reaso why you shouldn't stand up on a bus seat. It may end up with her still yank the child down, but not until she has been through this whole bit learns that behavior has reasons to it. The reasons can be verbalized and add up to something. The lower class English mother gets on the bus wit and he stands up on the seat. Yank, and down he goes and that is the e may be accompanied with, "Sit down," but it may not. It is handled efficient, not necessarily verbal, fashion and the child learns that yo mommy tells you to do, and you better do it fast. He grows up with conception of reasoning, a different conception of language, a different of authority, and a restricted language code. Some of the information sters in our society suggest the same kind of thing, that lower class c growing up in homes in which the language usage is very restricted.

One of the big efforts in early childhood education is to get this lan around, to get this reasoning pattern, and sentence structure into the bac the child. However, I would like to suggest that many things that we t lower class people is not necessarily so. One thing we should learn is t just as much individuality in the family pattern, behavior, and langua class families as there is in middle class families. Our tendency is alwa nize that within our own population people are all different, but within over there, they are all alike. We make this fundamental mistake in cla race relations, national relations, and school relations. I am sure all stu all professors are alike, and I know all professors think all students are though within the group we recognize tremendous ranges of difference

Let me give you two illustrations of what I mean about individual One of the programs we are conducting is with babies in their home three months of age. When the baby reaches twelve months we try to of the mother's language. We take a battery operated tape recorder and on her. First, we get her familiar with this and let her enjoy hearing he Then we take the Hess and Shipman cards which are the monkey an from the Children's Appreception Test and ask her to tell her twelve- story. Let me give you the contrast of the kinds of stories that rural di mothers are able to tell. These are two mothers living as far out in the as you can get. This first mother is not at all typical. By the way, she the most verbal mother in our population. She says:

"Oh," said Papa monkey, "Aunt Jessica is trying to persuade Jimmy to go into town." But Mama monkey was very undecided. She thinks that he must stay at home because Jimmy has been home most of his life and is afraid of the big city. Aunt Jessica must persuade him somehow because she is just the persuading type. "Oh, but see," said Papa monkey, "I don't think that it would be a good idea, not at this time anyway." Mama monkey said, "We will just have to wait and see." Aunt Jessica was beginning to get Jimmy's things ready to take them into the big city. Jimmy was very happy and a little upset he did not know what to expect in the big city. Aunt Jessica told Mama and Papa monkey that they would be leaving around noon so Mama got Jimmy's coat and hat so Aunt Jessica would not have any trouble finding them. So off they went to the big city. Jimmy was so surprised that he told Aunt Jessica that he would like to live there all the time, but Aunt Jessica assured him (that is a nice word, "assured" him) that would not be the right place for Jimmy to live. So Aunt Jessica and Jimmy returned home. Jimmy was full of surprises and things to tell Mama and Papa monkey. They all enjoyed his stories very much. "I would like to go to the big city again soon," said Jimmy, and Aunt Jessica just nodded-- "Very well, we will go again soon."

This is a pretty elaborate story. We will contrast it with the more "typical" our population.

Here's the monkeys, baby. Here are four monkeys. Four little monkeys sitting on a table. There are four little monkeys sitting on a table playing. Four little monkeys. Vince, Vince, four little monkeys sitting on the table. Four little monkeys, man, sitting on the table.

This is the range. To assume that we can work in the same fashion with both these children or both of these mothers is from my point of view to fly into t face of reality. We should not make the assumption that all children coming in our early childhood programs are going to need exactly the same experiences wi language. This again comes back to the problem of the match. What you do f child A is quite different from child B's needs.

To summarize, we have political pressures, the psychological knowledge, a the sociological information. So what? Our own heritage is the first factor in democratic society, we keep talking about individual enhancement and optimu growth; our own preamble to the Constitution says "to promote the general w fare, establish justice, insure domestic tranquility;" our own Declaration of Inc pendence calls for the "inalienable rights of life, liberty, and pursuit of happines We have a clear social responsibility, in keeping with the American ethic, to ma mize the potential development of all American youth.

If the data indicate, as I think they do, individual and group differences, cannot simply make our programs available to all and say, "We have a school, cor if you want to," and then excuse ourselves if they don't come. We must tailor c programs to fit the needs of individuals and groups. If you wanted to buy a Fc

car today, for example, you can get a tailor-made Ford in spite of the a
You can specify just about everything from the size of the engine to
the seat and get your own mix. It can be, from somebody else's asth
view, a very poor choice, but it is your own mix. Our assembly li
society can do that. The old man Ford, when he was alive, said peopl
their choice of any color as long as it was black. We have moved far p
we are still running our schools like the old Ford assembly line. You
kind of program you want as long as it is standard. For many children
are no choice at all, because we have not even provided the facilities t
can come. For other of our children the only choice is a set, fixe
growing out of our old notions of non-directive kindergartens with lots
around but not much structure or teaching going on. I would like to su
have reached the point where we should be able to say to our child and
you can have just as much variety in our school program as you can ha
a Ford off the assembly line. We must first eliminate the "no choice."
back to where I started: money spent on pre-school is far better than
on higher education. This is a very strange and radical thing for a profes
education to say. I don't want you cutting my salary, but I really believ

Take this state and look at tobacco. You know that raising to
genetically but the care of the seed bed is critical. You can't take the
your tobacco in the drying and curing process if you haven't handled a
long before it got there. I hope this is a correct analogy. If I am wrong
sake, tell me. I got in trouble in South Carolina once with cotton, and I
about cotton again. It is not simply in the genetic plant, but it is in the
the care, and the coddling before the transplanting that you really get
and you can do some things with the drying and curing. You can't ski
the process. It seems to me what we are doing in education is the dryi
up here, and what we need to do is get down into that seed bed, and it

There are problems of money first of all, and there are problen
know that this is a problem that you are facing right here and this is
face in Florida. We don't even have the training staff to train other pe
a boot strap operation.

There is the problem of program and there are wide varities of poi
to what is good for children in early childhood. I will try to describe t
tonight, both in terms of the content of the program and the process o
There are lots of issues and problems. There is the problem of the
standing the need for it. The assumption that nursery and kindergar
babysitting, day care, and playing games is a very prevalent notion. U
that games and activities are ways that children learn is our resp
educating the public.

I think we have a problem in the use of aides or para-profession
you call them, in learning how to use them in instruction, in the pr

match, and in helping us to find out where a youngster is. Aides have been turi into maids, if you will. They are very, very fine for cleaning up the spilt juice running an errand down the hall for the teacher. This is the wrong use, beca aides can make a fundamental contribution in the teaching of young children. Tl can take a youngster off in a corner and work patiently with him on a set learn task.

I think we have to re-examine the whole issue of the responsibility of parer Do we allow early childhood to become a glorified dumping group for childi because mother is busy doing something else and she really doesn't care if the ch is learning anything or not? I think that this is a danger we have to watch. Ea childhood education, from my point of view, carries a tremendous parent educati responsibility along with it. This makes it somewhat different from our usi school. We have to re-educate our present early childhood teachers to be mc structured, not to worry about being directive occasionally. Now again I can picked apart on that statement. I don't mean being heavy handed, being nasty, a I don't mean being punitive, but I do mean capitalizing on what a child is doing a pushing him on. Mothers do it all the time. The child has gotten interested something, so the teacher should elaborate on it. Why should the kindergart teacher stand off and simply watch? Why should we simply provide materials a let the child wander his own way through it? I think we have a real re-education j for nursery and kindergarten teachers.

Another problem that we have is the decision of who is going to run the sho Is early childhood education a function of the educational establishment? Shou the state department of education be in charge of programs for three-year-old Should the welfare have a role? Should the health department run it? In my coun the only control over day care and nursery schools is the county health officer wl simply goes in and sees how many sinks you have and what your square footage He couldn't know or care less about what is going on.

We have read real issues, at least in our state, and I am sure in North Carolin over control. Who runs the program? I think this is something you really need 1 look at pretty hard and try to avoid gimmickrey because we are going to be in for lot of it. People are going to exploit early childhood. Some toy manufacturers a already doing this kind of thing. I think some of the combines of the publishing ar electronics industries are stepping in and regular schools are also going to be doir this. I would like to read something that I cut out of the *Wall Street Journal* on th plane last. I don't buy the *Wall Street Journal*; somebody had left it there.

> Kindergarten by television experiment is planned in an eight million dollar gamble. U.S. and two foundations underwrite a one hour color program series aimed at the disadvantaged child. The U.S. Office of Education, the Ford Foundation, and the Carnegie Corporation will gamble up to eight million dollars in the next two years to see if pre-school children, particularly disadvantaged ones, can be taught by television. Representatives of the three agencies an-

> nounced yesterday that the experimental program for children's vision workshop has been created to prepare a series of daily long color programs for children to be telecast beginning in th of 1969. The program will be offered to the nation's 149 stations throughout NET and possibly some commercial statio well. U.S. Commissioner of Education, Harold Howe, said the e iment hopes to determine if a daily television program filled elements of learning can hold the attention of four and five-year particularly in deprived homes in free competition with anim cartoons and shoot-em-ups and if the children will learn basic without significant adult intervention. Alan Pifer, president of negie, noted the average three to six-year-old watches 50 hou television a week and only a small percentage of these chi attend any form of school. To put them in school would cost a one billion dollars a year. Research and production costs for the 26 weeks of broadcasts is estimated at six million to eight m dollars.

I could tell him for a six cent stamp rather than for six millio matter of fact, I told them, but they did not listen. A number of otl me told them, but they didn't listen. Money was taken from Head into this boondoggle. Three million dollars of this eight million Office of Education money at a time when it is exceedingly diffic Office of Education money for on going research programs.

I have no objections to television, but there is no research pla about connected with this program. To call this an experiment is a m They would be better off giving Captain Kangaroo the six million what I mean by gimmickery, and there is going to be more of it.

I think our problems are solvable: the problems of parents and ance, of content and program, of money and staff, and the use of aid willing to take the initial step, to declare in the state of North Carol us are trying to do in the state of Florida, that early childhood e social responsibility.

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STIMULATION FOR VERY YOUNG CHILDREN – WHEN, WHERE, HOW, AND BY WHOM?

Univers
Gaine

The original title for tonight was: "Stimulation for Very Your When, Where, and By Whom?" I want to amend it to make it: wher and by whom. If you are one of those people who went to a journali learned all the questions you are supposed to ask, you notice I left ou the list of W's. The reason is because our present data indicate that e is a critical period, a vital age for the development of not only pers we learned a long time ago from Sigmund Freud, but also for intelle which we are still learning from Piaget, Bloom, Hunt and a number o

I would like to play a somewhat artificial game with you tonigh whole series of dichotomies and contrasts, which I assure you are re are not quite real; they are not so neat and separate, but they all some fun at least in looking at the issues, and I hope you get some My biases and what I favor will be clearly revealed. I thought I woul this afternoon, but someone saw through them and told me what th Ever since Aristotle, we have tended to think in terms of "either-o set of them in terms of When: either beginning early or late. In term ther at home or at an institution. In terms of How: either by directive or guiding teacher, or by a non-directive or passive or laiss either with an emphasis on cognition or an emphasis on emotion; e organized sequentially a, b, c, d, e, or with a smorgasboard or cafete are left open. In terms of the By Whom: either by a trained c professional or by an aide or a para-professional, or the mother hers of "either's or or's" but we will take them one at a time.

They are kind of a mixed bag; they are not all even by any me Jean Piaget's view of how adolescents and adults think, we recogniz possible to engage in combinations. We can combine early, for exam with sequence, with any of the rest of the or's; and we can even con late, if we see stimulation as longitudinal rather than fixed in tim with. Likewise, we can combine home with anything else in the mi even combine home with institution if we split the day as the Isra the Kibbutz. We can get all kinds of combinations of these "either really are not nice, neat and discreet. But sometimes psychologists ioral scientists don't think like adolescents and adults; they think children. They like neat, simple, clean, concrete designs so that separate items one at a time. It bothers us, speaking of us as

combine home and institution because then we are not sure at all how n each, in what way, is paying off in our results. Even though as human be recognize combinations, very often in designing research or designing innova avoid them like the plague. At least within any either-or we tend to pick o or the other. Let's look at these issues one at a time, and here I am going t play a jumping jack game.

Let's take "when" first: We can talk in terms of early or late. One late n based upon the maturation readiness point of view, growing out of Gesell's principle. The best current example of this is Ilg and Ames who measure chil see if they are ready. If they are not ready they suggest we leave them hon they get ready, as though readiness is purely a matter of maturation. Th many overtones of this point of view toward "do it late" still present behavior, the thinking and the attitudes of nursery and kindergarten teacher will, perhaps, be better illustrated not so much in the "early-late" dichotomy the teacher role and the task dichotomy. There is another way of looking a and late, and to some degree it is even funny to say that late is after three y age and early is from zero to three. Late here is simply a decision about *wh* start to stimulate, not *whether* you stimulate. This makes it quite differen the Gesellian view, which says not to stimulate at all. When you look at stim programs, and thus completely by-pass Ilg and Ames, you can categorize th egy of time when people do actually stimulate.

I have selected some stimulation programs; these are not obviously all t going around the country. There are some that have been selected only be know a little bit about them, and on some of them I know very little. Let's look at these because we have used the same ones all the way across. Betty C at Syracuse with the Day Care Center operations starts at six months. Berei Englemann start somewhere around four or five. Hal Robinson has four-n olds. Earl Shaefer begins at fifteen months in Washington. We begin at Flo three months and Weikart is going to start around three months though ori he was starting at four and five. All of the others are pretty much in tl category: Bereiter and Englemann; Montessori; The Bank Street School; Gotkin (who is simply singled out here as a representative of New York Univ Sue Gray at Peabody; Sara Smilansky in Tel Aviv; Rob Spaulding, who pr slides over a little bit because now I understand he has some two-year-olds; a British Infant School, which is now being tried out in the Cambridge, Massacl area. Some people think you should do something early, and some thir should do something later in the pre-school time. It is not at all clear in the re as to the correct time. But I believe with Shakespeare--"that if it were done v were done t'were better it were done quickly." My bias is the earlier the bett I want it understood that it is a bias and not anything else at this stage of the I think it is important that we have this variety, this mix of early and late.

The second question is "where": home versus institution. With very children where is the best place for stimulation? We have represented at Chap

FIGURE I

CHARACTERISTICS OF SELECTED STIMULATION PROGRAMS

	A Early	B Late	C Home	D Inst.	E Tchr. L-F	F Tchr. Direct	G Para-P Mother	H Prof.	I Cogn. Emph.	J Aff. Emph.	K Seq. Tasks	L Open Tasks
Caldwell	X			X				X	X	X		
Bereiter Engelmann		X		X		X		X	X		X	
Robinson	X			X		X	X	X	X	X		
Schaefer	X		X			X		X	X			X
Montessori		X		X				X	X			
Bank Street		X		X	X			X		X		X
Gotkin		X		X		X	X	X	X		X	
Gray		X	X	X		X		X	X		X	
Gordon	X		X			X	X		X	X	X	
Weikart	X		X			X		X	X			X

and at Durham the institution approach. Most of our intervention or stimu programs are to some degree institutional--day care centers, neighborhood c child development centers, schools, orphanages. Children are brought to a provided with experience, and then shipped back home. At home in some rar (but such a case is Peabody) the mother has received some comparable instr on what to do with the child when he gets there. The institution is probab right place, or certainly the more convenient place, or the method of cho those people on this list who belong to the late group, because children lear each other. A center gives an opportunity for them to interact. But I would s an alternative for the early birds--the home setting with the mothering one w been taught to provide stimulation. Not simply because home is the best plac a sentimental view, but home with a mother or a mothering one, which ma father, aunt, a babysitter, grandmother, older sister, or what have you who what to do. Again if we look at the chart, it is possible to categorize her notice only four people are doing anything focused in the home now; this d mean that other people are not interested in parent education or they a providing ways of working with mothers, but the training programs for the not in the home; it is in a center. And interestingly enough the ones who are the home, by and large, are those who are early: Shaefer, Weikart, our prog Florida, and Sue Gray at Peabody. If you want to make a contrast, for ex Robinson is early but institution, Shaefer is early but home. This provid ability to try and test one factor against another. It is far too soon to tell, need to do a variety of studies before we can really say with any kind of ass whatsoever, that the location by itself makes a difference. Right now it is sc gut feeling--I like it better in the home; somebody else likes it better in the It is to some degree a matter of philosophy and a matter of taste. But whe studies get finished, hopefully someday, it should be a matter of record, as to works and why.

The next question is probably the most complicated of them all, and t where most of the fights go on. The early and the late people don't fight very and the home and the center people don't fight very much, but the fight cc on the question "how." And it is really, as I said earlier, three questions. process question, then an emphasis question, and third a content or progran tion. In terms of process, what is the best or what are the best instru strategies? How should the teacher teach, if you will? What should be the na the stimulation tasks? How should they be arranged if, indeed, they sho arranged at all?

We can break the strategy question into the usual teacher behavior dich which you recognize again as false because no teacher fits completely in any these kinds of things, although some of my friends get pretty close. This directive on the one hand versus the laissez faire on the other. What's the st Is the teacher just to be there in the usual nursery, kindergarten character, s around, in effect, to be of help when required? Or in the Piaget sense, in wh teacher only responds with minimal information, rather than with direct te

Is the child expected to discover for himself everything there is to b recognize that is an extreme way of stating it. On the other hand, is th guide, direct, to manage, to shape, to modify? This is a major issue intervention programs, but I think in the whole field of early childhoo

Let me read you a little bit from a new book by Sara Smilansky whi her experiences in helping disadvantaged pre-schoolers to learn socio-dr She identifies what she sees as the influences on the ability of the child four to engage in role playing and dramatic creative kinds of play, a there are three direct influences: "(1) Providing the conditions encour dramatic play: friends to play with, toys, a place to play, a time to pla kinds of things; (2) Teaching the child directly to imitate different b terns in a playful manner, and re-inforcing this; (3) Teaching the c make-believe, in action and verbally." (Smilansky, 1968) I would sugg teacher who falls into the "non-directive" pattern does the first--provi ting for play, provides the toys, the time, etc.--but does not do nec second and the third. The direct teacher does teach the child to imitate the child to use make-believe, etc., and simply doesn't stand by. Th things that Smilansky indicates that parents do, not simply in the soc play, but in the affective domain, to help a child understand his beha The first of these is "by conscious effort to explain to the child the rea any given action, and by consistently striving for the understanding c Second, by breaking down complex actions into simple actions, which able to perform and in which both the child and parent participate. Th learns first to master and understand the parts which he gradually fits t an understandable whole. Third, by answering the questions raised b concerning adult behavior in a meaningful and comprehensive way. Fou ly teaching the child certain patterns of behavior to which the parent at or no change." In discussing these she comes up with some very int intriguing findings. The teachers that she had were very good teachers, in standard kindergarten programs, but when she tried to get them t direct teaching they resisted her. They said this is not the way on kindergarten. So she probed, and I have taken the liberty to conver imaginary conversation. "Are you parents?" "Yes, we are mothers.' show them, and we teach them, and we do these five kinds of things." do you think it is okay to do this at home with your own child and wr to think you should do it in the school with somebody else's child? came up with, "Well, it is damaging to his mental health." "Well, what i your child's mental health?" Finally, she got them to begin to try. Th thing here was that a well-trained middle class teacher was perfectl adopt a teaching role as a parent but not as a teacher. When Smilansky disadvantaged mothers, she found just the reverse to be true. They e kindergarten teacher to do all of the teaching, and they didn't think mothers' job to do any of these things. The disadvantaged children wer this: they were not getting experiences at home because the home e

school to do it, and they were not getting them at school because the thought it wasn't their job to do it. I would suggest that this does not only ap the state of Israel but also in the state of Florida and probably in the state of Carolina. I found this also by our own experience. We are trying to develop r als right now with two and three-year-olds as we move up from infancy. We w one of our private nursery schools, which is a good one, and the people ar helpful. We simply said, "We want to try this material out," and we showe one of the nursery teachers and said, "Would you do this while we watch She started to do it and stopped herself and she said, "I am too structured. wrong; I shouldn't be doing what I am doing. I am giving the child too much So we found really the same thing Smilansky found – a resistance on the p traditionally trained kindergarten and nursery teachers to intervene directl issue certainly is very clear if you look at the flack and the barrage direc Bereiter and Englemann for being so "nasty" and "punitive" and "directi think they are occasionally punitive—this is the part I don't like either. But n the flack is directed at them because they have something concrete that th doing and the teacher is playing a very directive role. The extremes are the n teacher in Gainesville who says, "No, I won't touch it," and Bereite Englemann on the other hand going at it for all its worth. This is the direct-in category.

On the other hand, "direct" is a kind of mixed bag of tricks, too. It simple a term; it throws too much together because to guide does not nece mean conditioning, behavior modification, and shaping. The problem is, how guidance? Is it a function of age, the child's background, the immediate t hand, or the goal that you are after? The issue is researchable. It can be ans from study, and I would suggest that you avoid the slogan and the counter- and the banner-waving kind of approach and say, "Let's set it up and let's whatever it is that we are trying to do." Let's get our answers empirically ar from the debating platform.

Similarly, we can look at intellectual development versus emotional de ment. Here I feel very strongly that the current dialogue (and there is one) ar current dichotomy between cognition and affect is hurting us. I think it is a kind of dialogue because if we conceive of the child as an organism who is business with his world, who is transacting with his world, then we must d programs that recognize that he is both an intellectual and emotional Thoughts and feelings, especially in the young child, are intimately related an can't really untangle these things. To argue or to search for which is more ir ant or which is more basic or which one affects the other is to count angels heads. Yet most of our stimulation programs are cognitive. If they deal with tion, they usually just pay lip service to it. They make the very bland assur that if you stimulate a child cognitively you are automatically yielding des emotional gains. I would submit that if we can learn a lesson from Germany, of us who remember Germany, it is that intellectual advances do not in any

shape, or form guarantee human and humanistic advances. To put a
the cognitive level seems to me to be making a mistake.

Let's look at what people are trying to do in this area of c
ive: Caldwell is trying to do both; Robinson is trying to do both;
do both; Smilansky is trying to do both; I think Spaulding's advan
the affective behavior area than they are on the intellectual at tl
think all of the rest of these people by and large are working on
area. This is fine for research purposes, but if you are moving into se
it is extremely important that you try to develop a non-dichotomist
area. Don't get into the "either-or;" I think they are of equal val
plement and complement each other.

The next question is: How do you organize? What is the curri
look like? Do we follow some programmed instruction type of mod
provide this child with a nice, rich environment, with lots of stuff, a
select? The operant conditioners and those who believe in task a
programmed instruction people and some of us who are trying to
into instruction may feel that sequence is critical Let me give you ar
our work as to what I mean by sequence in the Piaget sense of the w
children. One of the things Piaget says, in effect, is that there is
learning that objects are permanent. That is, even though they disap
they are still somewhere there. So we attempted to line up a series
find out whether you can teach this to a youngster at a particular a
knowing it makes it easier for him to learn the next step. We a
roughly you do have to have some prior experience with object
move to complex use of it. This is one of our tasks. Children learn it
of one. (Figure II) Now you will notice that this fits several of the
quite direct. It tells the mother exactly what she is to do and how sh
some of ours, though not this particular one, we even tell her exact
and when to say it, because we found that if we didn't, she didn't
Here the child is discovering something about location and permanenc
something is invisible. The nickname for this is the "shell game." (Fig

Here is a modification, in which position is not the critical attril
other use of the can is important. (Figure III). You notice that in tl
some language. To some degree this task can fit in with operant-c
positive reinforcement models. Instead of giving an M & M we say, "
boy." We haven't any project money for M & M's. (Nor would I u
did!) You notice in both of these the amount of information pr
mother as to what she is to do. The aim of the game really for us is
know the child really can do it." This is our measurement device. We t
mother understand why she is doing this. We do this with one sent
with a good deal more elaboration as our parent educator works wit
what we mean by sequence: Do you have to do the previous one befo

FIGURE II

POSITION

Varied

ACTION

1. Put one of the child's favorite toys under one of three different sized tin have been placed in a line.

2. Don't let the child see which can you hide the toy under.

3. Ask the child to get the toy.

4. Change the cans around, but keep the toy in the same spot.

5. Keep repeating the game, showing the child where the toy is when he misses.

AIM OF THE GAME

The child removes the can the toy is under and gets the toy at least three times in a row

PURPOSE

To help the child learn that objects do not always move with their surroundings.

From: Ira J. Gordon and J. R. Lally, *Intellectual Stimulation of Infants and T* Gainesville, Fla., 1967.

FIGURE III

POSITION

Varied

ACTION

1. Tell the child to turn around and not to peek.

2. Put a toy under one of three different sized tin cans.

3. Ask the child to guess which can it is under.

4. Change the position of the cans but always put the toy under the same can.

5. When the child guesses the right can say, "Good boy! Let's try it a few mc and you can have your dolly."

AIM OF THE GAME

The child picks (3 times in a row) the can the toy is under.

PURPOSE

To help the child learn to use clues (size, shape, etc.) to his advantage.

From: Ira J. Gordon and J. R. Lally, *Intellectual Stimulation of Infants and* Gainesville, Fla., 1967.

this, or do you set it up so the child can go through it in any kind of fashion don't know what the answer is. Right now we are working from a sequence orien tion simply because it makes sense to us, but we may depart from it as we lea that it doesn't matter. We will try to do some other research in which we prese them in scrambled order and see whether it makes any difference. You may familiar with Dolman and Delacarto who take the position of a very clear sequen yet research has shown that if you do their tasks backwards you get exactly t same effect. It may be here that if we do it backwards we would do just as well.

The last question is: Who should be doing, and who should be mainly respon ible for stimulation? Most stimulation programs are run by professionals, who m use para-professionals and mothers in inferior roles immediately under their thum or under the direct observation and supervision of a professional. I heard Dr. Lev of Yeshiva University at a follow- through meeting in Kansas City refer to this "educational imperialism." It is certainly true that professionals are essential. takes professionals to dream up some of this stuff that we are trying to do, and tl professional is critical in the research phase of it and probably in getting the mon from Washington. I believe that the mother herself and the mother who is train has great potential as a teacher of her own child and of other children, as a teach of other mothers and as a teacher of the professionals with whom she is working would suggest that in our two years of experience we have learned as much fro the mothers and we have trained as they have learned from us, and in many wa we have learned more. We have learned a certain humility about what we think v know. In our parent education project we use para-professionals as professional and we are now using them as consultants to other communities. They probab can explain our program and its real working to an audience such as this far bett and far more realistically than I can. They know the guts of it and I know tl veneer. They know the day-to-day and I know what comes out of the compute they are not necessarily the same. I would suggest that this question needs far mo critical attention. The para-professional needs to be used, (by the word "used," don't mean exploited in any way, shape, or form, but needs to be employed, if yc will) not just to create a job or not from some leftover sense of condescension c not for education imperialistic purposes, if I can borrow Levin's phrase; but becau he or she may be able to perform certain jobs far better than anyone else. We nee to re-examine very carefully what it is that makes the teacher "the teacher." W were talking about this in one of the samll groups this afternoon. There are onl two places I believe that are trying to use unsupervised para-professionals, in a basi teaching role—Larry Gotkin in Harlem and our particular work in Gainesville. don't mean that a lot of people are not using para-professionals, but they are nc using them where they have the responsibility to really make a lot of decisions t carry on basic elements of the program. Nancy Robinson told me that I am prob ably wrong in not having X in the Robinson box here, that in their program there considerable use and responsibility given to para-professionals, so I apologize fc not having an X in the right place. There are some places I don't have anything simply because I don't know.

I have presented a series of questions for you. I have indicated my bias hope I have indicated that they are biases and not necessarily based on solid, and I have also indicated to you my doubts. I can't say to you the get involved beyond the federal programs and the research programs in programs with children, what you should do or that research indicates th the answer. I can tell you what I would like you to do, but that is quite a answer. But I think it is possible to make some kind of conclusion here leave you time to get home to watch the Ohio State game. It seems to m face a whole area of challenge. Our old norms, our old concept about int our old views of what people might be able to become are shaken. Our fixed theories no longer hold up. If we want the child to make the whatever it is he has or if we believe as I firmly do that we can create p we adopt the present theory that seems to be replacing the old that the competent being, an active, searching, seeking being, an individual wit particular organization who learns by transacting, by accomodating, by d and rubbing against his environment, then this requires that we interver we do something very early in the game. The problem is that it req intervene when we do not yet know when or how to intervene or wha will be on other family members when we do so. For example—and this from Peabody's findings and from ours—we find that the child whose been taught to respond to him and to do certain things with him starts his demands on the mother. He wants more of it, and if you have a n eight children, she can't cope. Caldwell found at Syracuse that she has four-year-olds, who had been with her since they were six months, into terms of the demands that they make on adults for reinforcement, for r attention because this has been rewarded all of the time. We don't k turn the tap off. So I am suggesting, yes, that we have to intervene, b really quite know what is going to come of it. I think we have a lesson t I think our city planners discovered this when they put up high rises as urban slums and simply destroyed the neighborhood and increased th We don't really know what our tinkering is going to do, but we do h We do know that the future belongs to these young children and s believe so heavily that what we do now counts, we have a responsibilit to develop. We cannot sit idly by as we used to and let him flower b not. We have to find and we have to define the optimum environmer find the answers to this set of questions. Then we have to convince o they must spend to provide this optimum environment for him.

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NEW HANOVER COUNTY ITV KINDERGARTEN PROGRAM

Mitzie Harc
TV Kindergarten Teacl
Wilmington, North Caroli

The New Hanover County ITV Kindergarten Program for the school y 1967-1968 was broadcast daily to five community centers located in low-rent ho ing developments under the Housing Authority of the City of Wilmington, to fc kindergartens under the OEO, and to a kindergarten at St. Mary's Catholic Chur Some students from special education classes and the five-year-olds from the t high school nurseries also viewed the program. It is not known how many priv kindergartens and home viewers participated.

The primary purpose of the kindergarten program is to meet the needs five-year-olds for preschool preparation by performing as many kindergarten fur tions as possible through television viewing and in follow-up activities in a sta which has no public school kindergarten system.

The follow-up activities in the centers are supervised by technicians, who a required to have at least a high school education. They work from 9:00 AM 12:00 noon daily and meet once a week with the television teacher to discuss pla for the new lessons and to evaluate previous lessons.

The television lesson begins with a fifteen minute readiness period for readi and numbers. This is followed by ten minutes for unit discussion (ex. family, pet science), five minutes for rhythms, and fifteen minutes for music and stories.

Immediately following the program the children get water, use the bathroon and have a short time to move around. They then begin a directed handwork tim This handwork results from some phase of the lesson such as an outgrowth of th readiness period, unit, songs, or story time. The following media are usuall used: cutting, pasting, drawing, painting with tempera or finger paints, and mode ing clay. Although a suggested activity is given for each, the technicians in th centers are free to add or delete in order to meet the needs of the day. After th handwork period, there is directed play or games and a choice of free time.

All materials in the centers are furnished for the children. At the beginning c the year, the children are given a "kit." This is a box with 9" x 12" plain newsprin and construction paper, paste, scissors, crayons, pencil, modeling clay, and rhythr sticks.

The kindergarten centers have been supplied with large paper, paints, rhythr instruments, library books, puzzles, a filmstrip projector, a record player, blocks

magnetic chalkboard, magnetic cutouts, a large cabinet for storage of materia a bulletin board attached, and other materials for aid in handwork and craf as straws, pins, cotton, etc.

The children participating in the program were evaluated by the technici spot-checked by the television teacher. Both were pleased with the progres and feel that the majority of the children are ready for first grade. There v standardized tests given.

A need for permanent classrooms has been the major problem. Since th munity buildings are used by City Recreation and members of the housing u kindergarten materials must be moved daily to a storage space. Easels, lar equipment, etc., are almost impossible to use and the children's work ca displayed, thus an integral part of the preschool program has to be omitted.

THE LEARNING INSTITUTE OF NORTH CAROLINA

Gertrude Will
LINC S
Greensboro, North Car

The LINC Children's Center, housed in an old church building in Greensb North Carolina, was financed by the Office of Economic Opportunity in Au 1967. It was established to develop methods and materials for disadvantaged cl ren which can be replicated in Head Start child development centers in N Carolina.

The center is composed of four major areas:
1) Instructional
2) Out-reach Services
3) In-service training
4) Follow-up

The instructional program has as its objectives: (1) to develop a pos self-image; (2) to increase sensory perceptual acuity; (3) to improve language sl and (4) to improve problem-solving and concept formation abilities.

In order to develop the best educational program possible, members of the visited the following programs and conferred with key personnel:
Deutsch's Institute for Developmental Studies, New York
Bank Street Schools, New York
Research and Development Center, Athens, Georgia
Glen Nimnicht, Greely, Colorado
Education Improvement Project, Durham, North Carolina
Frank Porter Graham Child Development Center, Chapel Hill, North Carolir

Even though some of Dr. Nimnicht's learning episodes have been adopted, i have been extrpolated from other programs in order to develop an approp model for the LINC Children's Center.

A stabilizing force and the key to some fascinating developments in our Ce is that of the out-reach program. This component is composed of a social wo and an aide who are responsible for coordinating medical services and pare involvement.

The usual door-to-door amenities were used to introduce families to the ce An explanation of the program was given, and their help and involvement solicited.

Whenever a family made it known they were desirous of their child enr the LINC Center they were requested to answer only a few very basic q such as names of family members, income, and education. The Social devised a simple application form in order to alleviate the parents feeling thr in any way. As rapport and confidences are gained, additional informatio the child and his family will be obtained.

The involvement of parents whose children qualified for admission deve the following manner:

Step 1. Social worker made initial contact.
Step 2. Social worker accompanied the teacher to the home to ass smooth transition from home to school for the child; (2) d relationship between teacher and parent; (3) convey sinc purpose and (4) acquaint the teacher with the environmer will help to facilitate meaningful experiences for the child.
Step 3. Each parent came to the Center with the child on an in basis for an introduction to the classroom.
Step 4. Upon entrance each mother spent at least one morning in th vation booth and classroom.
Step 5. Small groups of mothers and fathers began to meet to pl Christmas party. All planning and publicity was done by the party incidentally was an overwhelming success!)
Step 6. January marked the completion of the five year olds' clas ment. Thus evolved the organization of one group of parent

There are forty-five children enrolled in the LINC Children's Center.

The following projects were completed by the parents:
1) Planning and following through to completion a Christmas party.
2) Giving a covered dish supper for staff and families.
3) Removing debris from playground.
4) Establishing a clothes closet in the family room.
5) Accompaning child to clinic for medical examination.

Training Program and Follow-up

Because the need for training is so grave, it was necessary to establ means wherein all year-round OEO funded Head Start programs could ben the training. Consequently, we felt that if a person– the best trained p each local program could be identified to serve as a Local Training Officer this would not only insure a more individualized program but would al improved competency in a person who would be available at all times t training locally. The on-going staff evaluation is being assisted in these end LINC's field consultant.

Only five Head Start programs have educational directors. These persons automatically become the L.T.O. In other programs either the Head Start dire or a head teacher is appointed.

The L.T.O.'s will be involved in a series of intensive two to four day worksh which will involve the organization and administration of a child developn program.

Improved teaching will be developed by observation and participation in classroom. It was felt that the video tape recorder would prove helpful in impro teaching. Implicit in all phases of the training LINC has offered and will offer conveyed to Head Start personnel how the whole structure of the preschool gram can be designed for optimum learning by children and teacher alike.

Another feature of our project for which we are extremely proud is our Mo Demonstration Preschool Classroom now being constructed by an Electronics f in Providence, Rhode Island. The fully equipped van will be used in the follow program and will serve not only as a demonstration but also as a resource materials supplement to teachers.

Head Start personnel have expressed numerous ways in which they hop utilize the van.

Still another important aspect, though small in terms of the demand, the L center has four Interns who have been assigned to participate in a nine mo training program. They will be involved in each phase of the child developn center, getting the kind of experiences necessary to become a head teacher Head Start Center.

Four trained people is by no means enough but it is a beginning. This num coupled with graduates from the various colleges, will have some impact in e childhood education.

LINC Center is only midway through the first year of operation, having o come the hurdles of staffing, renovation and other growing pains that norm accompany a new program. We are now ready to begin developing methods materials for disadvantaged children which can be duplicated by Head Start other child development personnel to better prepare these children for meanin experiences and fruitful lives.

THE REGIONAL EDUCATION LABORATORY FOR THE CAROLINAS AND VIRGINIA

Ralph N
Coordinator of Speci

The Regional Education Laboratory for the Carolinas and Virginia is of twenty non-profit organizations committed to educational developm will bridge the gap between educational research and classroom practice oratories have taken on limited and sharp focus and are becoming natio than regional in character. The RELCV is focused primarily on higher with a peripherhal concern for pre-first grade and elementary education.

The pilot program of pre-first grade instruction underdevelop McCormick County, South Carolina is designed to teach children from ı ard backgrounds the effective use of standard English necessary for scho making maximum use of television and communications media. Tea trained and children are taught concurrently.

The project under development for South Carolina is under a Title contract between the McCormick County School District and RELCV. Department of Education, the State Educational Television Center, the ESEA regional office, and the McCormick County School officials are al to develop a system of cooperation as well as a model program which ma the basis for a state system of kindergarten instruction.

Although the general purposes of the conventional kindergarten are s primary focus in the McCormick County Project is on the developme effective use of standard English by children from non-standard enviro pre-condition of success in public school.

Maximum use of television and other communications media makes pc widespread use of the knowledge and skills of an interdisciplinary team ir cultural anthropologist, a cognitive psychologist, a linguist, specialists in ea hood education and communications technology.

The system draws heavily on the successful experience of the new cc system of instruction using television, as developed in American Sam Harold, Director of Education of American Samoa from 1964-1967, is t tional consultant on this project.

It is hoped that the laboratory may be able to develop interest and inv of the State Department of Education, the TV educational network, and tl sities in a similar pilot program for North Carolina within the year.

CHILD DEVELOPMENT CENTER NO. 1, DAVIDSON

Adeline Hill Ost
Child Development Ce
Charlotte-Mecklenburg Sch

The Charlotte-Mecklenburg School System, through federal funds, is offe five-year-olds a nine-month kindergarten experience. The children, who come fi low-income families, are housed in buildings formerly occupied by elemen schools. Davidson and Pineville Child Development Centers, which opened in 19 cater to children from the rural areas of the school system. The Morgan and Sev ville Centers will begin operation during the summer of 1968, serving childre the inner-city area.

The Child Development Center No. 1 is an E.S.E.A., Title I Project locate Davidson, North Carolina. Four elementary schools are served by this kindergar There are twelve groups of five-year-old boys and girls—twenty children in e group with a total enrollment of 240.

This is an integrated kindergarten with 40% of the pupils being Negro and 6 being white. The staff is also integrated; if the lead teacher is Negro, then assistant teacher is white or vice versa. The staff is composed of the follow personnel: director, school secretary, school social worker, school nurse, nu tionist, 12 teachers, 12 assistant teachers, 5 bus drivers (who serve as aids to nurse, the nutritionist, and in the rooms as they are needed), 1 janitor, 1 maid, a 1 Youth Corp worker.

The children attend 180 days and the staff works 190 days. The school da from 9:00 a.m. to 1:30 p.m. A snack breakfast and a hot lunch are served each d A full health program is carried on, which includes a physical examination for e child, needed immunization, dental care, eye and ear screening, and any otl special treatment found necessary. The school psychological service is used to h determine the mental and emotional needs of the children.

The kindergarten is well equipped and materials are provided to foster go mental, physical, emotional, and social growth in the individual child. Field tr are taken frequently and visitors are invited to the school to introduce the childr to new experiences and different cultures.

The kindergarten tries to foster a good home-school relationship. The teac visits in each home, she has a parent-teacher conference twice during the year (discuss the child's progress), the parent is invited to spend a day in kindergart and there are two large group meetings during the year. In addition, there are sm group meetings and conferences whenever the need arises. The nurse, social work

and director visit homes and have conferences when it is necessary. W
most important task is to help each child adjust to kindergarten and lea
use it in the very best way possible. This requires the cooperation
teacher, child, and any other person who may be involved in the school
staff meeting is held each week. At this time over-all planning and in-servi
are carried on. In addition to the local meetings, the teachers particip
county and state teachers' meetings.

EXPERIMENTAL MODEL SCHOOL UNIT OF THE CHARLOTTE-MECKLENBURG SCHOOL SYSTEM

Mary Robbi
Kindergarten Teach
Charlotte-Mecklenburg Schoo

The Experimental Model School Unit of the Charlotte-Mecklenburg Scho System was established under Title III of the Elementary and Secondary Educatic act of 1965. This unit is defined as a senior high school, its two junior high and s elementary feeder schools. At present four schools—two elementary, a junior hig and a senior high school—are participating in this program.

The major objective of the total Experimental Model School Unit is to act as catalyst for curriculum, organizational, and technological improvement throughoı the local school system. This will be achieved through active involvement in r search, experimentation, innovation and dissemination.

The Kindergarten of the Experimental Model School Unit is located in Cle Creek Elementary School, thirteen miles out of Charlotte on Highway 27. The cla consists of a teacher, teacher-aide and eighteen children. To be eligible for enro ment in the program, these children must be one year before entering first grac and reside in the Clear Creek school district. They come, generally, from famili classified economically as low to low-middle income. Enrollment is on a first-com first-serve basis with, of course, no restrictions as to race.

Recognizing the fact that this program would have significant implications f future kindergartens in the Charlotte-Mecklenburg School system, every effort w made to plan both program and environment to insure maximum effectiveness facilitating the learning of young children.

The kindergarten room is bright and cheery, a place that is inviting to your children. It is 44' x 27' with its own toilet facilities, ample storage space, tw observations areas (each with 6' one-way mirror-type windows), and a small offic and conference area. There are large windows, a large carpeted area, plenty of lo shelves for storage of toys and materials, a child-height sink, and excellent lightin The kindergarten has its own very adequate library of books, filmstrips, fine qualit art prints, and records but can also draw on the facilities of the school library. Th kindergarten playground adjourns the kindergarten room. It is beautifully shade with several giant-sized oak trees and contains a slide, a jungle gym climber, a larg sand box, and several barrels and tire swings. There are additional pieces of mov able equipment, ladders, saw-horses, long boards, etc. All equipment, both insic and out, was carefully selected to meet and further the physical, intellectual, socia and emotional needs of the young children involved.

In a wooded area adjoining the school playground, the kinderg and their teachers have developed their own woodland playgrounc classroom. Wide play areas have been cleared, nature paths are bein climbing trees have been made safe for young acrobats. This is a kindergarten children and further work will be undertaken each y truly their own.

The Experimental Model School kindergarten operates five days three hours per day (8:30–11:30 a.m.). These children do not stay f are brought to school and called for by their parents. Next year's p longer daily schedule (8:30 a.m.– 12:00 noon). The daily schedule usually begins with a work period with children involved in self-sel activities, generally in small groups. Following the work period an which the children share the responsibility, a simple snack is served. time is varied from day to day in order that the children may be in wide variety of new foods. The children share in clearing the table outside for more vigorous activity. After playing outside they come b settle down on resting towels for a brief period of relaxation. Relaxe ed, they then gather for various activities in which the entire grou such as a story, creative dramatics, rhythms, etc.

The program for the kindergarten, as stated in the Proposal of 1 on these things which a five-year-old is physically, socially, emotiona lectually able to learn." The Proposal states further that the program v

(1) child centered
(2) planned
(3) focused upon active experimental kind of learning
(4) informally organized in large blocks of time but with a defin developing understandings, skills and appreciations
(5) flexible and emphasizing informal procedures of teaching
(6) individualized
(7) providing opportunities for a child to explore his own interes
(8) recognizing that play is a small child's way of learning
(9) functioning in an atmosphere that gives the child the freed time to realize his potential creative ability
(10) exphasizing the richness of experience more than the mast tent

Frequent excursions are taken to extend the child's understanding in which he lives. Just as frequently, visitors are invited to come to the room to further the child's understanding in certain areas. As questio strips, books, exhibits and pictures are provided to lead the child further and seek out additional information. While a broad general planned for the entire year, one with scope and sequence, every o seized upon to capitalize upon everyday happenings which will increa store of information, his ability to think through problems, to que work with other children and adults in seeking solutions. Kinderga

work closely with first grade teachers in developing a broad but academically sou program which will help these children grow into reading in a natural way. T kindergarten teachers also work with teachers of fifth and sixth grade pupils. Pl are made for these children to prepare simple reports supplementing areas of stu in the kindergarten. Frequently these are accompanied with demonstratio exhibits, drawings, simple dramatizations, and sometimes even live specime Future plans call for more involvement of these youngsters in the kindergar program, as story readers, etc.

Every effort is made to involve the parents in the kindergarten program and t year's parents have been interested and active participants. They have assisted building and painting projects, they have evidenced keen interest in study groups, participating in excursions with the children and in certain other class activiti such as cooking and simple building projects. Conferences are planned and sched ed. The kindergarten staff feel that a genuine spirit of working together has be established between home and school. Travelling suitcases are sent from school home with books and pamphlets of interest to parents plus a simple game f parents to enjoy with their children.

Of course, evaluation is also a vital part of this program. Three different aspec of the kindergarten program--the students, the parental attitudes, and the studen success in the first grade--will be evaluated. Consultants in early childhood educ tion will be drawn upon for help in selecting or constructing the various measur used.

As we approach the end of the first year of the Experimental Model Scho Kindergarten, we realize that a great deal of time has gone into simply selecting ar purchasing materials and equipment, setting the room up and getting the progra started. We feel a good beginning has been made but the real work lies ahead of u With the cooperation of the various elementary school program directors in th Charlotte-Mecklenburg School system, we are sure a great deal of progress will b made during the coming year toward developing the best possible kindergarte program for the children of Mecklenburg County, one that can also serve as a mod for others being developed in our state.

KINDERGARTEN-EARLY CHILHOOD EDUCATION IN NORTH CAROLINA

J.W. Jenk
Early Childh
Department of Pul
Raleigh,

In viewing our greatest need related to kindergarten-early childh in North Carolina, it is my opinion that the shortage of well-train serves our most immediate attention at this time. During the past yea colleges and universities have not established teacher training progra and kindergarten teachers mainly because the public schools have no in these types of programs in North Carolina.

With the keen state and national interest and emphasis on the good early childhood education programs and the many Title I yea gartens being established in our public schools, it has become increas to take a closer look at North Carolina certification and teacher important field of early childhood education.

The present plan in the realm of certification is to establish certificate with the regular liberal arts and primary education ba greater depth in child growth and development. This plan has been Advisory Commission to the Department of Certification and wil during April, 1968 to the colleges and universities, school admi others interested in this area. Following that approval, the plan will l the State Board of Education during the late spring or summer of approval. This will provide colleges and universities with an opportun their training programs whereby a student can become certified i education and also will be in position to teach in the primary grad gartens have been established throughout North Carolina.

Any certified teacher in the elementary field now can also ta hours and convert her certificate to an early childhood certificat There are several colleges and universities offering this type of pr will be offering it again during the summer of 1968.

Southern Education Foundation Grants

The Southern Education Foundation has awarded two "Early Ch er Training and Program Development" grants other than those University of North Carolina at Chapel Hill. They will be held at W University and East Carolina University during June, 1968. The

Public Instruction and the universities jointly planned the workshops ar Southern Education Foundation was interested enough to fund it. For this greatly pleased.

The purpose of the projects is to provide intensive workshop training in Childhood Education which will include the following areas: program develo for school administrative units; child growth and development; use of manip equipment and its effect in stimulating children's intellectual curiosity; and niques in language development. The participating teachers will also be trai fulfill leadership roles and serve as "lead teachers" upon return to their resp school administrative units.

As you know, our state superintendent and many others in North Caroli currently committed to and attempting to launch a kindergarten program as p the public school system. Approximately 5,000 children are currently enrol year-round kindergarten programs funded under ESEA Title I and Title II pr

The existing programs indicate the need for well-trained teachers who u stand that kindergarten programs should be educationally stimulating with pl conceptual development as well as socially enjoyable. Therefore, these pro workshop sessions will serve a two-fold purpose; first, training teachers for im ate program needs; and second, as examplary projects for future State-wide ap tion.

Recommendations to the Governor's Commission on Education

I am presently a member of the subcommittee to study early childhood e tion as part of the overall Elementary Education Committee. I hope it i presumptuous on my part to mention several of our committee's recommenda

1. The subcommittee on Early Childhood Education of the Ad Committee on Elementary Education believes that any eleme school program which does not include a year of kindergarten is i quate. Therefore, the committee recommends that the State initia children ages five through eight a program of continuous learning t based on the individual child's interests, needs, and stages of de ment. Such a program is proposed to serve the educational nee kindergarten, first, second, and third grade children.

   The trend toward establishing ungraded primary schools is encou and steps are recommended by which public school education tended to all five-year-olds. This primary school should utilize tea teachers in its approach to instruction, recognizing the special cc tencies of teachers.

The committee recognizes the need for publicly-supported educ programs for children who are three or four years old and recom that as early as possible the State study the feasibility of estat facilities and programs for these children.

The primary school is unique in that certain standards for l activities, equipment and instructional materials, housing, organi personnel, supervision, and pupil personnel services must be order to provide the kind of educational opportunities society de for today's children. A close home-school relationship is *vital* t cessful school program for young children.

In that six, seven, and eight-year-olds are currently being se elementary schools, the committee chooses to focus attention future program for the first level of the ungraded primary schoo ever, it is emphasized that the implementation of an educatior gram for five-year-olds implies certain changes and new emphase present program for first, second, and third graders.

2. The committee recommends that the State extend public school tion to five-year-olds on the same basis that educational progr established for other age levels (grades 1-12) and that this prog fully established by *1980.*
   a. *1960-70.* The first public-school kindergarten classes opened in the approximately thirty school units (invol estimated 20,000 of the State's 100,000 five-year-olds) applied to the State Department of Public Instruction for in pilot projects in 1966-67. The State's allotment for pe will be based upon the unit's meeting the criteria establis standard kindergartens.
   b. *1970-75.* School units will begin kindergarten programs as priate space and equipment and qualified teachers are av Local boards of education are encouraged to determine p in their development of unit-wide programs and to open cl areas where the need is greatest.
   c. *1975.* The Division of School Planning will complete a su existing and needed space for kindergarten classes in all order to make recommendations to the State Board of Ed regarding state aid and guidance. This aid will promote n struction and renovation. It is suggested that State grants purposes of construction and renovation be made to loc on a matching basis.
   d. *1980.* Kindergarten classes will be a part of the educatio gram throughout the State. In 1980 accreditation of eler schools will include kindergarten classes.

3. Organization. The program for five-year-olds will become a part of t elementary school and be under the administration and supervision the principal of the elementary school.
   a. *Class size.* Classes should be composed of not more than 20-: students. The attendance regulations will apply to five-year-ol as they do to children who are age six.
   b. For each class a teacher and a para-professional or teacher's assi ant will be provided. In large schools an aide for three or fo classes may also be necessary.
   c. The program will be a regular 180 day term with a flexible enro ment and orientation period to ensure a successful school e trance for each child.
   d. The child's school day will be 3 or 3½ hours in length.
      (1) When the school day is longer rest, snacks, and balanc meal are required.
      (2) The need for supervision and care for some children befo and after their school day is recognized. Local units m make arrangements for meeting this need. By 1975, it suggested that the State make special grants to assist loc units in solving problems in providing additional care f their five-year-olds.
      (3) The committee recognizes the benefit of summer enric ment programs for six-year-olds and encourages creati and innovative classes for young children. However, the classes supplement, they cannot replace the full year pr gram recommended for five-year-olds.

4. Personnel. Teachers must relate well to children, be competent an creative in guiding and stimulating learning through informal activitie A broad cultural background is imperative as is preparation in th behavioral sciences.
   a. The kindergarten teacher will be certified on the same basis other teachers although the major field of specialization is earl childhood education. (A proposal for a K-3 Certificate will b acted upon by the State Board of Education in April.)
   b. The committee recommends the utilization of para-professional in the kindergarten classes. Prospective personnel will be prepare by prior experience, in-service programs, the two year communit college program. There will be steps or levels of competencie which will require differing titles and salaries.

To combat the present 10% first grade repeat rate, we must begin educatin our youngsters at an earlier age and continue the educational process according t levels, disregarding age, entrance dates, grade level, lock-step promotions, etc.

Such internationally famous psychologists as Jean Piaget, J. Mc' Jerome S. Bruner, and J.P. Guilford assert that the child's intelligence much during his first four or five years of life as it will grow during thirteen. If these theories are valid, educational programs during these ea can have real significance for the forty-seven percent of our young peop not now receive a high school diploma.

THE IMPACT OF TITLE I, ESEA ON KINDERGARTENS IN NORTH CAROLINA

Joseph M. Johnston, Directo
Title I, ESE/
Department of Public Instructio
Raleigh, North Carolin

Title I of the Elementary and Secondary Education Act has had a slow bu steady effect on the expansion of kindergartens in the public school systems o North Carolina. Pre-school experience through the instrument of the kindergarte has been extended to large numbers of students both during the regular school ter and more particularly during the summer. At last count, twenty-four of the admin istrative units in North Carolina were operating full-year kindergartens under Title I of the Elementary and Secondary Education Act and many others were operatin six to eight week kindergartens during the summer. The use of Title I funds in the development of pre-school programs has had considerable impact upon many aspects of the public school program in this state in spite of the fact that the number of kindergartens in operation and the number of children affected has not been great when compared to the overall need. Nonetheless, the impact of these programs has been widespread and continuing. There is every evidence to believe that what has been started here on a small scale will contribute untold benefits to the future of public education and to the development of effective pre-school programs in all of the school systems in North Carolina.

It is obvious that the institution of pre-school and kindergarten programs under Title I has provided opportunities for children who would not otherwise have had the chance to gain valuable readiness experiences which will be helpful to them in the regular school program. These children have had the opportunity to learn self-discipline, to obtain sensory-motor discrimination, to acquire social skills, to participate in group activities with their peers, to learn good habits in nutrition and health, to become exposed to the world around them and beyond their normal environment, and to acquire many of those other skills, habits and attitudes which will be valuable to them in their future school experience and may in many instances spell the difference between success and failure in their future learning activities.

In addition to providing many worthwhile experiences for children, the Title I kindergarten program in North Carolina has also been a field for the training of teachers in the very different world of the pre-school classroom. Prior to the advent of Title I and the development of these kindergartens, there were very few laboratory locations in North Carolina where a teacher interested in working with pre-school children could obtain the training, experience, knowledge, and attitudes so necessary for successfully coping with this program. In addition to the actual

classroom experiences provided for these teachers, Title I has also been able them in-service training programs geared to their needs. Colleges and un throughout the State have worked with local school units to develop trai grams which would help these teachers to better understand the nature responsibility and to help them more successfully prepare their young ch entrance into the regular program of the public schools. This opportunity training of teachers has been one of the most important aspects of the kind programs under Title I.

The dearth, in fact the almost complete absence, of kindergarten pro the public schools of North Carolina has made it virtually impossible for to prepare effective curricula for these programs, to develop appropriate c materials, to develop model curricular and kindergarten programs, to exper any way with the many new techniques, methods and materials which used in these pre-school programs or to develop innovative practices appro kindergarten children. Title I kindergarten programs have enabled man systems to work in these areas and from their efforts are coming new c effective materials, new and worthwhile innovative practices, model prog the like, all of which can be used by others in this State in expanding and ing their own pre-school activities. Without the opportunities afforded by T realistic kindergarten experiences and programs, it can justifiably be said kindergarten program in North Carolina today would still be in the real textbook, and the Title I program is the dream of the many who have fo been promoting this type of school program. Title I has given the kind program in North Carolina the opportunity to get into the classroom and out some of the difficulties and problems with which it has been confronte

One of the greatest impacts which the Title I kindergarten program upon North Carolina public education is the motivation which it has pro others to follow in this path and to develop kindergarten programs for th ren in their particular units. Whether or not every kindergarten program un I has been entirely successful is not so important. There has been enough s convince those who are interested in public education that the kindergar gram is a fertile field for doing so very much about many of the problen confront children in the regular classroom. Although it is easy for many say that we ought to have kindergartens, there are still those in North Caro doubt that public money ought to be spent in this area. Their attitude me" that this particular program does have value for the children and for t system. These are the people who have to see the program in actual opera who have to be convinced from the results of the program that kindergarte tion is a worthwhile addition to the educational scene in this State. Title gartens have provided this evidence and this motivation. From the kind programs which have been developed under Title I will come many other in this area that would not have been possible without the emphasis pro the pre-school activities developed under Title I of the Elementary and S Education Act.

North Carolina has not yet seen the end of the growth of kindergarten pr under Title I. With each passing month there are additional programs in th being developed. As Title I kindergartens develop, expand, and grow, Carolina and its citizens will notice many more effects of these programs whole institution of public education and, more important, on the children w privileged to participate in these programs. While Title I kindergartens have considerable impact on education in North Carolina, the end of this impact yet. Kindergarten programs under Title I have been and will continue to be for good in the whole scheme of public education. The impact that these pr have had in the past and the impact that they will have in the future canno but be beneficial and valuable to the growth and the development not o public education in this State but of the State itself.

REGISTRATION LIST

Statewide Conference in Early Childhood Education
March 22-23, 1969

Conference Directors

Dr. Barbara D. Day, University of North Carolina, Chapel Hill
Dr. Virginia A. Woodward, University of North Carolina, Chapel Hil

Conference Planning Committee

Dr. LaMyra Davis, A & T University, Greensboro
Dr. Barbara D. Day, University of North Carolina, Chapel Hill
Mrs. Elizabeth Frasier, University of North Carolina, Chapel Hill
Mrs. Mitzie Hardee, Wilmington City Schools, Wilmington
Mr. James Jenkins, State Department of Public Instruction, Raleigh
Dr. Carl Killian, Western Carolina University, Cullowhee
Mrs. Paula Mack, North Carolina College, Durham
Mrs. Lena Marley, Durham County Board of Education, Durham
Miss Eileen Miller, University of North Carolina, Chapel Hill
Mrs. Mary Robbins, Charlotte City Schools, Charlotte
Dr. Robert Spaulding, Education Improvement Program, Durham
Mrs. Ann Wileman, University of North Carolina, Chapel Hill
Dr. Virginia Woodward, University of North Carolina, Chapel Hill

Conference Speakers

Dr. Ira J. Gordon, University of Florida, Gainesville, Florida
Mrs. Mitzie Hardee, New Hanover County Schools, Kindergarten T
Wilmington
Mr. James W. Jenkins, State Department of Public Instruction, Rale
Dr. Joseph M. Johnston, Director of Title I, ESEA, Raleigh
Dr. Ralph McCallister, Regional Education Laboratory, Durham
Mrs. Adeline Ostwalt, Charlotte/Mecklenburg Schools, Child
Center, Davidson
Mrs. Mary Robbins, Charlotte/Mecklenburg Schools, Model Scho
Dr. Robert Spaulding, Education Improvement Program, Durham
Mrs. Gertrude Williams, The Learning Institute of North Carolina

Conference Dialogue Group Chairmen and Panelists

Dr. LaMyra Davis, A & T State University, Greensboro
Dr. Zane Eargle, University of North Carolina, Chapel Hill
Mrs. Elizabeth Frasier, University of North Carolina, Chapel Hill
Mr. James W. Jenkins, State Department of Public Instruction, Raleigh
Mrs. Lena Marley, Durham County Schools, Durham
Miss Eileen Miller, University of North Carolina, Chapel Hill
Dr. Nancy White, University of North Carolina, Greensboro
Mrs. Dorothy Zimmerman, Caswell County Schools, Yanceyville

Conference Participants

Mr. Jimmie G. Armstrong, Rocky Mount City Schools
Dr. Norton L. Beach, University of North Carolina, Chapel Hill
Miss Celeste Black, Guilford County Schools, Greensboro
Mrs. Marion Woods Boyd, Community Nursery Association, Concord
Dr. Carl F. Brown, University of North Carolina, Chapel Hill
Mrs. Flora H. Brown, Beaufort County Schools, Washington
Mr. Charles Coleman, Reidsville City Schools
Dr. Barbara Day, University of North Carolina, Chapel Hill
Dr. LaMyra Davis, A & T University, Greensboro
Dr. Zane E. Eargle, University of North Carolina, Chapel Hill
Mrs. Elizabeth Frasier, University of North Carolina, Chapel Hill
Mrs. Dorothy Goodson, Raleigh City Schools
Mrs. Jessie Gouger, Chapel Hill City Schools
Mrs. Mitzie Hardee, New Hanover County Schools, Wilmington
Mr. John Herold, Regional Education Laboratory, Durham
Mr. George Hodges, Johnston County Schools, Smithfield
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Mr. James Jenkins, State Department of Public Instruction, Raleigh
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Mrs. Annie Mae Kenion, Duplin County Schools, Kenansville
Miss Sallie Klingensmith, East Carolina University, Greenville
Mrs. Paula Mack, North Carolina College, Durham
Mrs. Lena Marley, Durham County Schools, Durham
Dr. Gordon McAndrew, Learning Institute of North Carolina, Durham
Dr. Ralph McCallister, Regional Education Laboratory, Durham
Mr. S. R. McLendon, Guilford County Schools, Greensboro
Miss Eileen Miller, University of North Carolina, Chapel Hill
Dr. Ruth L. Nixon, East Carolina University, Greenville
Mrs. Adeline Ostwalt, Charlotte/Mecklenburg Schools, Davidson
Mr. Max Padgett, Rutherford County Schools, Rutherfordton
Miss Mildred Pate, N.C. Association for Childhood Education, Gatesville
Mrs. Erika Richey, Operation Breakthrough, Durham

Mrs. Mary Robbins, Charlotte/Mecklenburg Schools, Charlotte
Dr. Joseph Sparling, Frank Porter Graham Child Development Center, Chapel
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