

A NATIONAL SURVEY OF CERTIFICATION AND
TEACHER PREPARATION IN EARLY
CHILDHOOD EDUCATION

By

BARBARA A. HOLLOWAY

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Thesis Approved:

Josephine Hoffer

Thesis Adviser
Nick Stinnett

Frances Stromberg

D. D. Durham

Dean of the Graduate College

724892

TO
My Husband, Albert

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CHAPTER I

THE PROBLEM

Until recent years, little emphasis has been placed on the need for certified teachers in early childhood education. This omission was a result of the general belief that formal education was not a prerequisite to teach young children, and that in order to teach them one had only to like children or have one or two of his own. However, recent studies indicate that teacher preparation is increasing and that standards are being upgraded to prepare individuals to effectively teach young children. As our society continues to recognize the need for quality early childhood education, teachers prepared to understand the needs of children under six years of age will be more and more in demand.

Within the past ten years, society has grown increasingly more complex and more conscious of the need to refine the educational potential of the human mind by starting at an early age to guide the child's intellectual development and strengthen his physical development. The child under six is a growing and thinking organism who needs love, care, supervision and guidance just as his older siblings. Studies show that there is a definite need for quality guidance during these formative years. There seems to be evidence that whatever a child becomes depends in a large measure upon the experiences which he has during his early school years. Also the emphasis on earlier education for young children

has been greatly spurred because of the race into outer space. Thus, early childhood education has been "rediscovered."

Prior to the mid-century (1950) the staff involved in preschool programs have often been those people who "love and are interested" in children as well as elementary school teachers and those trained in secondary education. Todd and Heffernan (43:93) revealed a variety in training and experience of head teachers in programs reported by the California Council of Cooperative Nursery Schools in 1958. This information is presented in Table I.

Need for Certified Teachers

Since the teacher is instrumental in determining the quality of experience a child will have, there is now a growing concern for raising standards of teacher preparation and certification in early childhood education. Sidney Marland (4:37), Superintendent of Pittsburgh schools, recently told one group concerned with staffing Head Start Programs, "We are now training teachers, and you will find, as we did, that there are no teachers in this field. You have to train your own." This statement has some validity since there are few certified teachers in early childhood education. Senn (41:10) stated that Project Head Start was begun as a crash program without sufficient time to recruit well-trained experienced teachers. Many of those who accepted teaching and administrative roles received only short periods of training before they began to work. Often they did not know the characteristics of children three to five years of age of any racial or socio-economic background; nor how to fashion appropriate learning opportunities, and they were unprepared for the upsurge of their own feelings in dealing with the

TABLE I
THE PERCENTAGES OF TEACHERS IN DIFFERENT TYPES OF NURSERY SCHOOLS
WITH DIFFERENT AMOUNTS OF SCHOOLING¹

Types of Nursery Schools	Percentages of Teachers Having Such Schooling				
	High School	Some College	Bachelor's Degree	Masters Degree	Doctor's Degree
Parent Cooperative	1	26	49	24*	
Private	5	40	38	17*	
Public	0	20	15	65	
Parochial	0	30	46	24	
Laboratory	-	-	12	72	16*
Community	11	22	62	5*	
Child-care Centers Private Proprietary	23+	43	18	9*	
Child-care Centers in Public Schools	-	50	34	15	1*
Community Child- care Centers	3	42	37	17	1*

* These data are for head teachers only.

+ An additional 7% of the teachers had less than high school education.

Source: Vivian E. Todd and Helen Heffernan. The Years Before School. New York: The McMillan Company, 1964, 92-93.

children brought to them.

In July, 1966, a survey of 37 countries described by Leeper and Dales (27:106) revealed that "about two-thirds of the countries reported a shortage of teachers" in early childhood education. Sanger (37:253), has reported that "the majority of preschool programs operate without benefit of the professional leadership of trained teachers." Leeper and Dales (27:105) agree that:

...laymen and educators regard teachers as the most significant factor in determining the quality of experience that a child will have in school. Yet throughout the nation it is possible for individuals without the essential qualities of a good teacher to operate schools for young children.

A limited number of surveys have been made to determine the status of preparation and certification of teachers in the field of early (Nursery-Kindergarten) childhood education in recent years. Bliss (3:275) reported that at the time of her survey (1956-57), none of the forty-eight states required certification for all teachers in all types of places for group care of "normal" children under five. She (3:275) found that fourteen states had certificates available and that thirteen states required certificates in public nursery schools. This and other data are shown in Appendix A.

Sanger (37:256) reported in 1963 that there had been a marked decrease in the number of college graduates who, although prepared to teach young children, will either seek or accept teaching positions in preschool groups upon graduation from college. The estimate she made of graduates qualified to teach who had taken such positions over the past five years was about five percent or less. Sanger (37:256) contended, "this figure has been confirmed by a more exact survey of teacher training institutions across the country undertaken by Lorraine

Storey at Pacific Oaks College."

Sanger's (37:256) estimate was based upon the following reasons:

1. Salaries which are appreciably and generally lower than salaries offered by public schools for teaching kindergarten or early elementary education.
2. Low job prestige, the preschool teaching job being considered less professional by the prospective teacher herself or by her family and friends - often by the latter equated with baby-sitting.
3. Fewer fringe benefits in the form of job security, group health insurance, salary increments, retirement plans, and the like.
4. Less certainty of available positions. As the young married woman considers the likelihood that her husband's work in their early years may take them into a number of communities, possibly small, she knows there will always be public schools but not necessarily nursery schools, and she finds it expedient for the future to have a record of experience in public school teaching before she stops working to raise a family.
5. Some response (patriotic?) by young people to the much-publicized need for more teachers for public schools.
6. Reluctance of college teachers and guidance counselors to urge the promising young prospective teacher to ignore the 'hard, cold facts' represented by items 1-5.

There was a notable exception in the South where Negro women with bachelor degrees, for whom not enough public school teaching jobs were available, preferred professional work even at low pay to going into trades or industry, therefore accepting positions in preschools. In addition, there was an exceptional increase of interest in working with handicapped preschool children in all categories. However, there were reported to be better salaries in this area as well as an increased interest in laboratory teaching.

Stith and Hoeflin (42:371) in the fall of 1965 summarized data from 44 states which showed that 33 states had no provisions for

certification of nursery school teachers; therefore, school boards turned to certified elementary and, in some cases, secondary teachers to staff early childhood education positions. This survey led the state of Kansas to "Operation Certification" which reflected: (1) the heightened demand for teachers at the preschool level; and (2) the need to give school administrators adequate guidelines for selecting teachers. Another survey by Lane (25:8) in the winter of 1966, supplemented with a follow-up survey in August, 1967, by the Iowa State Department of Public Instruction, revealed a changing picture of early childhood education teacher certification. Lane (25:8) reported the following:

Three states offered a certificate to teach nursery school. Twelve offered a certificate to teach nursery school-Kindergarten (four also offered certification at other levels). Five offered a certificate to teach nursery school-third grade (four offered certification at other levels as well). Four offered a certificate to teach nursery school-sixth grade (all offered certification at other levels as well). One offered a certificate to teach nursery school-ninth grade (all offered certification at other levels). Three required an elementary certificate with endorsement, approval or authorization to teach nursery school. Three required a kindergarten or elementary certificate to teach nursery school. Twenty-six offered no certification or authorization for teaching in nursery school (one of these indicated certification to become effective September, 1970, and three indicated action on certification requests in progress). Following this survey Iowa's standards became effective June, 1967.

These surveys showed the progress in certifying teachers and upgrading standards in early childhood education from 1956 to 1967. The earlier studies indicated a number of states had plans submitted or proposed, and the number of schools issuing certificates were slowly increasing. The Head Start Movement in 1965 gave impetus to universities and colleges to revise programs of study and to upgrade certification standards in early childhood education.

Purposes of Study

The information obtained from the 50 state departments of education that are authorized to issue certificates in Early Childhood Education should be of value to those concerned in Early Childhood Education. There should also be value in reviewing various college and university requirements which may eventually lead to national standards for certification in Early Childhood Education. Therefore, the purposes of this study are to:

1. determine the number of states requiring certification of teachers in Early Childhood Education as of December, 1968;
2. determine the colleges and universities offering certificates in Early Childhood Education at the undergraduate and/or graduate levels;
3. to review the requirements of the state departments for certification in Early Childhood Education;
4. and to examine programs of study in colleges and universities offering a degree or specialization leading to certification in Early Childhood Education.

Definitions

The following definitions are presented to aid the reader in interpreting the data:

1. Early Childhood Education - Early Childhood Education is that segment of education for children under six years of age (27:90), that "provides continuous educational programs for children enrolled on a regular basis under professionally qualified teachers in cooperation

with parents."

2. Programs of Study - Programs of study refer to the guides which indicate degree or certification requirements from state departments of education and accredited colleges and universities.

3. Certificate - A document reflecting completion of a prescribed curriculum and giving legal authorization from the state (or authorized subdivision) to perform professional school service (teaching, administrative, or special) and to receive pay from public funds (1:201).

CHAPTER II

BACKGROUND LITERATURE

Developments of Nursery Schools and Kindergartens

From 1900-1950

A brief review of education for young children reveals progress in the field since the 1900's. Green and Woods (15:4) reported that, "for more than sixty years there has been some arrangement for the organized care and education of young children in America and Europe." But there has been little concern until recently for the masses. In England in 1909 (16:24) Rachel and Margaret McMillan established nursery schools which were the forerunners of nursery schools in the United States.

Chittenden (6:5) pointed out that Davis wrote in Nursery Schools; Their Development and Current Practices in the United States:

In the years 1918 to 1930, nursery schools in the United States had their beginning. Some of the first schools concerned with the important aspects of growth of children under five years of age were organized in Boston, Massachusetts; Teachers College, Columbia University; 69 Bank Street, New York City; and the University of Iowa;...Detroit, Michigan;...and Chicago, Illinois. By 1930 the number of nursery schools reported to the United States Office of Education was two hundred and sixty-two, whereas the number reported in 1920 was three.

Chittenden (6:5) indicated that Alschuler writing about nursery schools in Children's Centers stated that:

In the years 1930 to 1946, there was an increase of public and private nursery schools and those sponsored by universities and colleges, community fund organizations, and other interested local groups. Furthermore, very rapid

increases took place twice when federal subsidy was provided. In 1933 the federal government, in the Emergency Relief Act, included nursery schools as a part of a program designed to supply work for unemployed persons. In 1936 the number of nursery schools with federal aid and support was approximately 1,650.

Chittenden (6:5) wrote that Lenroot reported in Nursery School

Education Today that:

Following the Works Progress Administration Program of the depression years came the Federal Works Administration program under the Lanham Act during the war years. In July, 1945, approximately 60,000 children whose mothers were employed outside the home, were enrolled in nursery schools receiving federal funds. With the end of the war and the discontinuing of federal subsidy, many of these schools were closed; some continued as locally sponsored projects.

A number of schools were continued in the late 40's after the discontinuation of federal aid by private, public, and tuition funds (50:8). In most instances these were a part of public elementary school programs. In essence, from 1909 when Rachel and Margaret McMillan established their nursery school to the years between 1918 and 1930, interest for early childhood education began to gain more momentum in the United States. In 1920 three schools were reported to the U. S. Office of Education and by 1930 the number reported was two hundred.

There was a further increase in the type and number of schools from 1930 to 1946 mainly because of federal involvement in the form of the Emergency Relief Act. The number of schools with federal aid at this point rose to 1,650. During the depression the Works Progress Administration program was followed by the Federal Works Administration program under the Lanham Act during the war years. Again nursery enrollments increased to approximately 60,000 in 1945.

After the developments in early childhood education from 1909 to 1945, there seems to have been a decline in the interest, enrollments,

number of schools, and federal aid to support or extend other programs in this field.

Nursery Schools From Mid-Century Through the Sixties

Light (28:3) stated in 1947 that "there was a shortage of trained teachers in early childhood education." Hymes (19:10) agreed that in the 50's the field was not progressing as it should; that "kindergartens were a 100 years old, yet with only a third of the 5-year-olds enrolled. In 25 years there had not been established enough nursery schools to accommodate the growing population of young children." Hymes (19:10) also advocated the need for trained teachers; expansion of state aid; money for materials and a new concept of Early Childhood Education.

With the cutting of federal funds in the late 40's the need for a new beginning was recognized. Hymes (19:10), in 1950, thought the beginning steps should mean:

Teacher training in 'Early Childhood Education,' preparing teachers with the skills and insights for work with young children and with a feeling knowledge of the continuity of growth from three to eight; (2) expansion of state aid;... (3) money so that these younger children can have the variety and richness of materials;...(4) a new concept of an 'Early Childhood' school building, suited in size, space, population, home-like appearance and location to the needs of this under-six and seven and eight age range.

The 1950 Mid-Century Conference on Children and Youth also urged the extension of nursery schools and kindergartens. This action further urged national organizations, State Departments of Health, Education, and Social Welfare to push harder to provide better leadership and improve programs for young children.

Hymes (19:10) made recommendations in the 50's for better services in the state departments, on the community level and in the local school

systems. On the state level, Hymes (19:11) believed that at least one person should be added to the state departments to:

Set standards for the private under-six groups, (2) register those groups that meet standards (3) to give some supervision so that the groups' programs improve and develop, (4) begin to weave these important programs for the young into the main stream of our educational thinking, (5) feel a concern for young children and to lay the groundwork of understanding for the later adoption of permissive legislation and of full state aid.

On the community level Hymes (19:11) held that schools should be aware of: "What is happening to its own under-sixes; (2) where they are and what they are doing; (3) what groups exist; (4) what their quality is; and (5) what their needs are."

Hymes (19:11) thought each school system should add one person to the staff whose concern is the under-sixes to:

Give direction and guidance to parents as they work on their own (2) arrange for space so that parents of under-sixes can meet for facts, sharing and reassurances, and (3) provide space so that parents can work out their own cooperative plans for supplementing what individual homes alone can do.

Bain (2:420) agreed that there was a need for more education for the under-sixes and wrote that the following events diverted attention from the development of nursery schools, "...lack of funds..., over crowded schools and ... inflation (schools in general have sought to overcome teacher shortages by paying higher salaries)." But most nursery schools operating outside the public-school system in the 50's were not able to match public school salaries. Hence, even individuals prepared for nursery school teaching were taking positions in public-school kindergartens.

Bain (2:420) in writing about the status of nursery schools in the early 50's reported that, "because of great variations in registration

standards, authentic tabulations of nursery schools are hard to make." She (2:420) also wrote that Moustakas and Berson revealed in 1951 a list of, "3,509 separate facilities, of these, 51 were public-school nurseries."

She (2:420) further stated that "state requirements vary from careful strictness to dangerous laxity." The majority of standards set up at this period seemed to be for health and safety but not for early childhood education. Bain (2:420) indicated also that:

The U. S. Office of Education reports that Maryland, New Jersey, and Pennsylvania require registration of all nursery schools and kindergartens not part of the public school system. In Michigan, Minnesota, and Wisconsin the state department of education shares responsibility with departments of health or welfare for licensing nursery schools. Five states provide for voluntary registration with the state department of education.

There was a shortage of kindergartens in many communities at this time. There had been some progress in organizing schools for young children but not enough to reach all children under six. Gabbard (11:12) wrote that the Bureau of Census, in 1953, reported:

There were about 4 out of 10 of the five-year-olds in kindergartens - 43.5% of our five-year-old population. Another 14.9% of the fives' were in school, making a total of 58.4% of the five-year-olds attending school, or 1.5 million children. It is encouraging to know that since 1947 kindergarten enrollments have doubled, and that there are 300,000 more children in kindergarten in 1953 than in previous years.

Gabbard (11:12) in 1953 pointed out that, "accounting procedures are still too spotty and unreliable to make a count of the children in nursery school." The need for this vital information was recognized at this time in order to determine how great a demand there was for schools and teachers. In reporting some of the obstacles that hindered the progress of early childhood education, Gabbard (11:12) stated that:

...At present schools are not able to accommodate adequately

the children of compulsory school age; hence provisions for the education of preschool children must be carried largely by parents;...(3) the teacher shortage continues to be a critical problem at all levels of education. Many teachers prepared for kindergarten and nursery school work have been induced to become primary school teachers to fill the vacancies in elementary schools. There must be some promise of permanent employment if nursery schools and kindergarten teachers are to seek preparation to work with young children. On the other hand; we are faced with an increasing number of schools for young children many operating in facilities which are inadequate with teachers poorly prepared.

The literature indicates that efforts to improve early childhood education did not stop all together in the 50's, even though there were enrollment, teacher, and facility shortages. Mahler (31:27) reported, as an example of the great concern for early childhood education, that the president of the ACEI, Dr. Sarah Lou Hammond (Leeper) in her letter to President Eisenhower regarding the Educational Development Act of 1958 stated:

The proposed legislation seems to be focused upon secondary and higher education, with little attention to the education of younger children. Our members are seriously disturbed by the fact that the program overlooks the most important period of a child's life -- the years when a child's interest and skills are first awakened and can be encouraged or allowed to die. As teachers of younger children, our members know that the guidance given the child at this time profoundly influences the learning, habits and attitudes that he will carry into adult life. The teaching of mathematics begins in the early grades as does scientific exploration. The lack of any provision for these important school years is a shocking omission in this bill.

Our Association wishes to do anything possible to help remedy this serious gap in the recommendations. It would be most unfortunate if at this time half-measures were taken to improve the education of only a segment of our population. Fortright action to improve education beginning with the earliest school years is required.

By 1959 there were still further efforts to ensure quality education for the under-sixes. Inhoff (22:157) reporting (1959) some segments

of the Steiner study (1957-"State Laws; Early Elementary Education") pointed out that:

...nearly all states had some form of legislation authorizing provision for education below grade 1. Forty-six states provided for kindergartens, 40 through permissive legislation and six through mandatory legislation; 17 of these states also provided nursery schools through permissive legislation.

She (22:158) further stated that "finance plans for early education varied from state to state," and that Steiner reported:

Seventeen states financed through the general school fund (Maryland and South Dakota financed both nursery school and kindergarten education through this source, whereas Michigan financed only nursery schools). Local funds were used in four states, but the revenue was maintained as a special school fund. Some states using local financing, combined local-school funds and fees from parents and other combined local-school funds and state aid (which in some instances includes private funds). Two states, Illinois and Oregon, obtained funds for nursery school through private fees and contributions.

Certification and preparation standards had been raised in most states. Inhoff (22:158) indicated that:

...in the total Early Elementary program (covering nursery school, kindergarten and primary education). Thirteen states continued to issue a special kindergarten certificate; four, a certificate covering nursery school and kindergarten; eight, a certificate covering nursery school, kindergarten, and primary education; and seven, a general certificate with specialization in early education. Thirteen states required only the elementary certificate for teaching in nursery school and kindergarten.

It is evident from the literature of the 50's that concern for the education of young children did not come to a standstill at the end of the 40's when federal funds to support the schools for young children were cut.

Major events affecting early childhood education in the 60's were in the form of: The 1960 White House Conference on Children and Youth; The 1961 Council of Chief State School Officers' publication of

responsibilities of State Departments of Education for Nursery School and Kindergarten; 1964 Economic Opportunity Act, including Project Head Start; The 1965 Elementary and Secondary Education Act, including Title I; The 1966 Educational Policies Commission publication of Universal Opportunity for Early Childhood Education; and the 1967 Office of Economic Opportunity and Office of Education Cooperative initiation of pilot programs for Project Follow Through.

Early childhood education received its greatest impetus with the initiation of Project Head Start in 1965. This project gave early childhood education sufficient publicity for parents, teachers, administrators, and governmental personnel to begin giving more serious consideration to the education of all young children. Therefore an increased concern for the raising of standards in early childhood education came about which served as a means of improving standards in university and college laboratory schools, private and public nursery schools, the cooperative nursery schools, child-care-centers, day nurseries, nursery schools for the handicapped, and neighborhood play groups.

The renewed interest in education of young children has also spurred research that is now being conducted across the country to seek answers which will enable those concerned to serve young children better. Some of the research projects to date include: The Family-Centered Laboratory School began in 1958 at South Dakota State College, as described by Samenfink (36:263), was designed to strengthen and maintain a healthy family. The Pennsylvania Project for Disadvantaged Children described by Hartmen (15:53) utilizes two programs; one a full year preschool program operated for children a year younger than those in

Kindergarten. The other program consists of three successive summer school experiences. The Early School Admission Project in Baltimore, Maryland, explained by Brunner (5:35) enriches the lives of four-year-old children who require compensating educational services, and it is organized to discover new ways to improve the education of these young children. The Great Cities Program for School Improvement in Detroit Public Schools (1962), according to Mitchell (32:412), is designed to reinforce school learning for disadvantaged children. The overall project began five years ago among superintendents and board members of fourteen large-city (with a population of 600,000 plus) school systems in Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Los Angeles, Milwaukee, New York, Philadelphia, Pittsburgh, San Francisco, St. Louis, and Washington. The University of Minnesota Research and Training Program (45) founded in 1925 under a grant from the Laura Spellman Rockefeller Foundation, emphasized the behavioral development of children. The Murfreesboro Preschool Program for Culturally Deprived Children (23) (Early Training Project, National Institute of Mental Health Grant) studies the feasibility and effectiveness of conducting a pre-school intervention program designed to offset the progressive retardation in cognitive development and school achievement that characterizes the culturally deprived child. Pitcher (10:93) in Early Childhood Education Rediscovered - Readings wrote of Fred Strodbeck's program at the University of Chicago (November, 1964) set up as three different types of nursery schools. One program was a "Reading Readiness" nursery, another a highly permissive "therapeutic type" school with teachers acting as surrogate mothers, and third a "conventional" nursery described as a place where a teacher prevented aggression and risk-taking,

demonstrated materials, gave a maximum of warmth, food and creature comforts. Carl Beriter's and Siegfried Engelman's academically oriented preschool for disadvantaged children at the University of Illinois; research involving Montessori Methods (34); and Deutsh's (8) research with culturally deprived children are among some of the more recent projects in research concerning young children. There has been much research in such areas as language, intellectual development, social development, and creativity with children from all economic levels. The research projects mentioned here are but a few of the local, state and government sponsored research projects being conducted in the United States today.

Enrollments During the 60's in Nursery Schools and Kindergartens

Before 1964 there were few surveys showing the enrollments and progress of children three, four and five years-old. According to the U. S. Department of Health, Education, and Welfare (38:1):

Prior to 1965, the Bureau of the Census regularly collected enrollment data for ages 5 through 34 in the October Current Population Survey but no data were available for ages 3 and 4. To provide this necessary information, the Office of Education contracted with the Bureau of the Census to obtain, in the October 1964 Current Population Survey, data on the number of 3 and 4 year old children in the population and the number enrolled in school.

Increasing enrollments of young children in the three to five age bracket show a need for more preschool programs, more facilities, and more trained personnel so that all children may benefit from early childhood education. The enrollment status of the three, four, and five year age groups are noted in figures from the Bureau of the Census (13, 38, 39, 40) from 1964 through 1967. In 1964 according to the

Bureau of the Census¹ (38:10) there were 11,496,000 (three, four and five year olds) in the population. There were 10,608,000 white and 1,888,000 nonwhite. Of this population, 471,000 (3.8%) were enrolled in nursery schools and 2,716,000 (21.7%) were enrolled in kindergarten. A further analysis of this data revealed that 401,000 white (3.8%) and 70,000 nonwhite (3.7%) were enrolled in nursery schools. In kindergartens there were 2,345,000 white (22.1%) and 371,000 nonwhite (19.7%). The data revealed that the majority of children were not in early childhood education programs or kindergartens and the bulk of the total population of three, four, and five year old children not enrolled came from the nonwhite group.

In 1965 the Bureau of Census (39:11)^{2, 3, 4} revealed that the population of three, four, and five year olds was 12,549,000. There were 10,608,000 white and 1,941,000 nonwhite. Of the population the Bureau (39:12) reported that 451,000 white (4.3%) were enrolled in nursery schools and 72,000 nonwhite (3.7%). There were 2,506,000 white (23.6%) and 379,000 nonwhite (19.3%) enrolled in kindergarten. Further analysis (39:12) indicated 27.1% were enrolled in nursery schools and kindergartens and 72.9% were not enrolled. These data reduced to level and type of school revealed for the 3,407,000 total enrollment that 15.3% were in nursery school; public (3.7%) and private (11.6%). There were

¹Nursery schools include day care centers.

²Excludes children with family income not reported.

³Excludes children with occupation of family head not reported.

⁴Excluded from this data are the following figures: (a) 443,000 5 year olds in elementary schools (above kindergarten level) and (b) 170,000 six year olds in kindergarten.

84.7% in kindergarten; public (67.2%) and private (17.5%).

In 1966 according to the Bureau of Census⁵ (40:12) there were 12,486,000 three, four, and five year olds in the population; 10,514,000 white and 1,970,000 nonwhite. Of the total population 686,000 children (5.5%) were enrolled in nursery schools; 562,000 (5.3%) white and 125,000 (6.3%) nonwhite. There were 2,988,000 (23.9%) children enrolled in kindergarten; 2,580,000 white (24.5%) and 407,000 (20.7%) nonwhite.

The 1966 census data revealed that there was almost an equal number of children enrolled in nursery schools and kindergartens. The data (40:13) further revealed that 29.4% of the population were enrolled in nursery schools and kindergartens and 70.6% were not enrolled. These data by level and type of school indicated that of the 3,674,000 enrolled 18.7% were in nursery schools; public (5.8%) and private (12.9%). Kindergarten enrollments were 81.3% of the total; public (65.7%) and private (15.7%).

In 1967 the Bureau of the Census⁶ (13:17) reported a three through five year old population of 12,242,000; white (10,283,000) and nonwhite (1,959,000). Of the total three to five year old population, 3,869,000 (31.6%) children were enrolled in preprimary programs; 3,267,000 (31.8%) white and 601,000 (30.7%) nonwhite. The number enrolled in prekindergartens was 712,000 (5.8%) of which 563,000 (5.5%) were white and 149,000 (7.6%) were nonwhite. The number of children enrolled in

⁵Excluded from this table are the following enrollment figures: (a) 505,000 5-year-olds in elementary schools (above the kindergarten level), (b) 127,000 6-year-olds in kindergartens and (c) 2,000 6-year-olds in nursery school.

⁶Excluded from the enrollment data in this data are 444,000 five year olds in programs above kindergarten level. Also excluded are the population and primary enrollments (157,000) 6-year-olds.

kindergartens was 3,157,000 (25.8%) of which 2,704,000 (26.3%) were white and 452,000 (23.1%) were nonwhite. The Bureau⁷ (13:8) further revealed that of this total population 31.6% were enrolled in prekindergarten and kindergarten programs and 68.4% were not enrolled. By type of program, of the total 3,868,000 enrolled, 18.4% were in prekindergarten; public (5.9%) and nonpublic (12.5%). There were 81.6% enrolled in kindergartens; public (65.8%) and nonpublic (15.8%).

In another survey of Nursery School Education 1966-67 the NEA Research Division (46:54) reported that a study of nursery schools in the nation's 11,970 school systems with 300 or more pupils enrolled revealed that only 148 systems have nursery schools. One of the highlights of the survey indicated that "31,079 children were enrolled in nursery schools operated by 134 of the 141 reporting school systems." A total of 141 school systems replied; a 95.3 percent response.

Highlights of the U. S. Department of Health, Education, and Welfare's 1967 survey (40:cover) revealed:

1. A larger number of 3-to-5 year old children were enrolled in preprimary classes in October 1967 than ever before -- 3.9 million children.
2. Enrollment in prekindergarten and kindergarten classes is still more common among higher-income families than low-income families. Among families with annual incomes of \$10,000 and over, 44.2 percent of 3-5-year olds were in school, while only 21.2 percent of the children in families with less than \$3,000 annual income were receiving schooling.
3. About 23.3 percent of the 3-5-year olds in the South attended programs in the fall of 1967 compared with 38.4 percent of children of this age in the Western states.

⁷ Ibid.

4. By occupation of family head, preschool enrollments were as follows:

White collar ---39.5 percent

Manual or services ---27.7 percent

Farm ---18.7 percent

Unemployed or not in labor force ---27.7 percent

5. Between October 1964 and October 1967, the 3 -to- 5 year old children of the urban poor increased their school attendance from 15.1 to 21.2 percent of their number. Over the same period attendance of the preschool-age children from families with incomes of \$7,500 and over went from 37.2 to 38.5 percent.

As a result of increasing enrollments in the 3-, 4-, and 5-year age levels there seems to be inadequate provisions by public schools thus causing the rapid growth of private preschools. This rapid expansion of the private nursery schools raises many questions as to the type of schools (facilities), quality of programs, and the preparation of the teachers who operate these schools.

Problems Related to Initiating Early Childhood

Education Programs

Even with the increasing emphasis on early childhood education, there remains a number of problems which must be dealt with before each state, town and community can provide adequate programs for children under six years of age. To identify problems related to initiating early childhood education programs, Nation's Schools (49:68) polled administrators on three questions to determine the status of preschool programs in their schools. The questions and results of that poll were as follows:⁸

⁸This survey was based on a 4 percent proportional sampling of 16,000 school administrators in 50 states. This survey brought a 29 percent response.

1. Do you plan (1965 through 1967) to start a preprimary or new kindergarten program?

P Pre-primary: Yes - 9% No - 91%

Kindergarten: Yes - 22% No - 78%

2. If so, where will pupils be housed?

Public school buildings - 74%

Relocatable classrooms - 8%

Rented space off school grounds - 18%

3. In starting a program, which of the following do you consider to be your biggest problem?

Finding adequate space	30%
Financing	29%
Obtaining adequate staff	21%
Pupil transportation	8%
Obtaining adequate teaching materials	3%
Coordinating program with next grade level	3%
Other	3%
Selecting pupil to participate	2%
Developing plan of instruction	1%

Although there was a high percentage of administrators who said they would not start these programs, many already had some type of program in operation for young children. Some already had kindergarten programs and would start other preschool programs when the school districts consolidated. Comments from other school administrators indicated a definite need for more preschool programs. One official mentioned getting qualified teachers as his biggest problem.

Another area of concern in the field is that the majority of teachers of young children are women. With our rapidly moving technological mode of living, fathers are often off to work before children awake and home after the children are asleep at night. Therefore, the need for male models for young children to identify with away from home is increasing. Kyselka (24:293) states that, "the importance of the male influence on the young child is recognized today" or more precisely the

lack of it.

Leeper and Dales (27:106) reported that Burt wrote:

The preschool child is probably at the best age to benefit from male influence as he forms his basic attitudes toward the world and the people who live in it. ...In the selection of the male, characteristics such as the following are important; (1) he is not afraid of his feelings; (2) he appreciates the feelings of tenderness he finds within himself; and (3) he is sensitive to those around him and is not afraid to show affection toward children.

It is recognized that for many of the disadvantaged children there is a great need for male identity models. There has been much written about the lack of adequate male models in the disadvantaged home. Yet, research has shown that many children, especially boys, without father images have developed most of the same attributes as their peers with fathers in the home. The New Orleans Education Improvement Project (51) boasts the fact that they help the disadvantaged child relate to as many male models as possible. The problem is getting more males interested in making a career in this area or some phase of it. In a more recent study of exemplary early childhood education programs (18:6) the need for male faculty members in colleges and universities in guiding those who would teach young children was indicated.

The literature indicates that many states have set up legislation regarding preschool programs to solve some of the more eminent problems. According to a report on legislation by Denny (7:308) in May, 1966, Connecticut, Rhode Island, Vermont, Massachusetts, Maine, and New Hampshire have set up special legislation for programs involving children under six years of age. An opinion poll (August, 1964) by Nation's Schools (47:48) revealed additional problems related to state legislation since there is a demand for many new programs which will

benefit children from culturally deprived environments. The poll (47:48) showed school administrators were almost equally divided concerning whether school districts or the state should financially support programs for the "culturally deprived."

Garber (12:72), in answering questions regarding legislation and appropriations for preschool programs, wrote that:

The state legislature can make provisions for these programs even if not specifically mentioned in the constitution. And school boards could establish preschool facilities in the absence of legislative authority to do so.

Another concern of administrators and state legislators will be to decide which higher education institutions will be qualified for preparing teachers as well as which departments or schools will head the programs. There are many considerations to be studied in setting up standards for state certification and preparation of teachers of young children.

Hymes (21:160) has stated that:

Certification is one historic state responsibility. ... Teacher training is another historic state responsibility. ... Hopefully, federal aid will continue, for early childhood education and all age levels, for disadvantaged children and for all children. But the role of the state and local community in supporting education must also be continued and extended to include young children.

Other problems mentioned by Hymes (21:162) included being cognizant of the fact that, "this new emphasis in early childhood education has attracted the commercial enterprises," which have promoted materials and equipment without regard for quality education. Therefore, for the first time there is need to build expertise in consumer and sales resistance with regard to early childhood materials. Another problem Hymes emphasized was a new emphasis in working for continuity with public schools so that the child may benefit from the earliest beginning.

And last, Hymes (21:163) warns of the informational explosion when he indicated that "our society at this time is quite sensitive to the volumes of printed data," which often confuse both parents and educators. Society must be made aware of the problems and possible solutions on all fronts concerning early childhood education. It must work toward certifying and preparing teachers nationwide if there are to be quality early childhood education programs for children under six years of age.

Need for Additional Programs in Early Childhood Education

Liddle (29:250) agrees that there is a need for expedient measures to get additional preschool programs started. "...but written into each bill, each standard there must be provisions for the protection of young children and development of quality teachers." Hymes (21:158) sees a pattern of continuing insufficiency when he stated:

There is Head Start and Title I but these are not yet beginning to reach all of the young children who live in poverty. The best estimates are 1,193,000 children at each age level that come from poor families and are presumably stunted in their development because of the wretched conditions of their home and community life. Rediscovery has led thus far to 'massive' efforts...that reach about half of these children, primarily at one age level, and for six or eight weeks in the summer preceding their entrance into regular school. This is impressive; this is depressing.

Hymes further indicated (21:160) that:

There is a continuing shortage of quality as well as quantity. In particular, there is a continuing severe shortage of skilled nursery educators. The old scarcity grew from the paucity of well-paid full-time jobs. The new scarcity stems from the sudden expansion of jobs. Unless the states quickly improve teacher training resources the impression may grow that anyone can teach young children, because in fact in these explosive past few years anyone and every one has!

Preparation of Teachers

The ACEI Teacher Education Committee (17:65) in 1958 emphasized that, "teachers in the field of nursery school, kindergarten, and primary grades should be as soundly qualified as teachers of older children." The requirements set forth by the committee are as follows:

The qualified teacher should be a graduate of an accredited four-year college with a major in Early Childhood Education. The major may be completed at the undergraduate level or by additional courses at the post-graduate level:

- I. Study in the areas of the physical and biological sciences, mathematics, and philosophy, language and literature, the social and behavioral sciences, and the fine arts.
- II. A minimum of 24 semester hours professional preparation in the specialized field of Early Childhood Education:
 - A. To develop basic understanding of:
 1. Human growth, development and learning, mental health and nutrition
 2. School, parent, home and community relationships and interaction
 3. Curriculum content, methods, materials, experiences and resources
 4. Current problems, history and philosophy of education
 5. Administration, organization and financing of schools; relationship to the elementary school; social and legal provisions
 - B. Through:
 1. Supervised experiences with children including observation, participation and student teaching; supervised student teaching in nursery school, kindergarten and primary grades; 8-12 semester hours or approximately 360 clock hours, with opportunities to coordinate theory and practice
 2. Classroom discussions, lectures and reading

In addition to the above requirements special certification is essential for administrative positions in public and private elementary schools, including nursery schools and kindergartens.

Preparation for this position usually includes successful teaching experiences; organizing, administering and supervising programs for young children; and professional leadership of staff.

Professional Advancement

Periodic refresher courses or workshops are required so that teachers can keep themselves abreast of current research and its application to the understanding of children and curriculum developments.

Teachers should keep their affiliation active with the state education department in regard to their certification status as a teacher in Early Childhood Education.

Status of Teacher Preparation

When Bliss (3:275-276) studied educational requirements in 1956-57, her data revealed standards varied from state to state:

A Bachelor's Degree is the minimum amount of preparation acceptable for certification in eleven of the fourteen states. The other three states offer one certificate based on two years of college but issue one based on a four-year degree, also.⁹ In ten states the education of nursery teachers must include specific courses in nursery education ranging from six to thirty-six semester hours. Student teaching with nursery age children is required in most of these states.

There were no national certification or preparation standards. Those standards invoked ranged from "teachers should like and understand children" to specific regulations regarding academic training.

⁹ California, Michigan, and Washington.

The study done by Bliss (3:276) showed the following:

Standards in seven of these states list no academic requirements;¹⁰ five have none for nursery school teachers but recommend or require some training for workers in day nurseries;¹¹ four specify training for nursery school teachers but none for day nursery workers;¹² while seven include both nursery schools and day nurseries in their specifications for educational preparation of teachers.¹³

Law and others (26:8) in their book, Basic Propositions for Early Childhood Education stated that "the nursery school teacher needed professional qualifications in addition to the broad, liberal education." Professional study includes child development, early childhood education, the curriculum of the elementary school, and student teaching of young children under supervision of a qualified supervisor."

In 1965 Stith and Hoeflin (42:371) studied the areas considered for preparation leading to certification of teachers and reported as follows:

(1) human development, (2) learning processes of young children, (3) community organization and resources, (4) parent-child relationships and family life education, and (5) skill in relation to young children.

Leeper and Dales (27:106) reported that the survey covering 37 countries revealed the following general areas in preparation for teachers as of July, 1966: "(1) humanities and science, (2) theoretical foundations of education; (3) methods of teaching; (4) skills in various areas of emphasis; and (5) practical experiences." In addition

¹⁰ Colorado, Missouri, New Mexico, Oregon, and South Carolina. Indiana and Texas were setting up standards, but data was not yet available.

¹¹ Alabama, Delaware, Ohio, Utah, and West Virginia.

¹² Idaho, Kansas, Montana, and Nebraska.

¹³ Illinois, Iowa, Kentucky, Massachusetts, Mississippi, North Carolina, and Tennessee.

the survey (27:107) reported the following trends:

...(4) raising level of preparation; (5) changing content of preschool teachers education; (6) anticipated increase in programs for preschool children; (7) downward extension of education; (8) increased number of teachers in preparation and a recruitment program of students; (9) shortage of teacher staff to prepare teachers; (10) awareness of pre-school education; (11) strengthened relationship between preparation of preschool and primary teachers and between preschool and day care teachers; (12) professionalization of preschool education; and (13) increased opportunities for advancement.

In 1967 preparation standards for teachers in Early Childhood Education (N-K-P) reported in Young Children (48:79-80) included a liberal education, foundations of early childhood, child growth and development, nature of the learning-teaching process, small group dynamics, curriculum and methods, and professional laboratory experiences.

A study conducted by Stephen F. Austin State College (18:3) reported that early childhood education has not become a fully recognized field in its own right. Most programs studied were under the direction of elementary education departments. The institutions involved in the study consisted of 10 colleges and universities, one program in each of the following states: Arizona, California, Florida, Illinois, Maryland, Michigan, New York, Tennessee, and two programs were offered in Massachusetts. Other evidence indicated that early childhood education programs were located in departments of Child Study, Home Economics, and a few in Early Childhood Education departments. The Stephen F. Austin Study (18:5) reported the following recommendations:

...early childhood programs provide undergraduate students with specialized course and field experience pertaining to work with young children.

The further need for faculty members at the undergraduate and graduate levels who have specialized in teaching courses for early

childhood education was recognized; therefore the study committee (18:

6) pointed out characteristics that suggest:

...early childhood education programs employ highly qualified and experienced faculty members who are assigned primarily to the teaching task. Writing and research should be the main task of some members but the teaching function should remain the primary, highly respected task of most members. ...programs are planned and staffed to provide maximum faculty-student interaction on a highly individualized personal basis.

...the employment of more male faculty members in the department to give balance to professional viewpoints which allegedly had become materialistic.

General education requirements were not very different in the exemplary programs investigated in the Stephen F. Austin State College Study (18:7) in 1968. Faculty members in over two-thirds of the programs studied suggested that professional training be provided in various departments in addition to education. Subject areas and departmental offerings most frequently mentioned included (18:6):

...departments of home economics, social welfare, psychology, sociology, and anthropology. Medicine, bio-chemistry, and biology were also named. Study in these departments included work in home and family life, nutrition, dynamics of human behavior, genetics, social movements, the school and society, psychology of behavior, social class and disadvantaged peoples, cultural influences on human values, attitudes and ideals, and pre- and postnatal influences of behavior.

The Stephen F. Austin State College Study (18:8) recommended that:

General education requirements for early childhood education students provide a broad liberal background rather than intense specialization in one or two disciplines; exemplary early childhood programs utilize an interdisciplinary approach in preparation of teachers.

The study (18:8) revealed that professional education programs in the colleges and universities studied reflected two basic patterns. One pattern is that of the traditional elementary education programs that require a variety of subject-matter methods courses usually offered

with little or no work experience involving the college students with children, with student teaching usually following the completion of most or all of these courses. The second pattern is one in which student teaching is taken concurrently with courses that interrelate all content areas and methods of teaching. The recommendation (18:10) was that:

...early childhood programs provide approximately one-third of professional education hours in highly specialized courses for teachers of young children, one-third of the hours in student teaching experiences and one-third of the hours in work in child development, educational psychology and foundation courses.

Early childhood courses not be oriented to separate subject matter areas but emphasize the interrelatedness of knowledge in the teaching and learning of young children.

Play, art, music, and crafts, for example should be geared to the 3 through 5 age level as a special segment of these study areas.

Further recommendations (18:11-15) relating to pre-student teaching field experiences, student teaching, campus schools, and related facilities for children were as follows:

Early childhood programs should provide students with many varied field experiences in association with course work. Those experiences in which students work with children must be planned to yield practical and meaningful learning.

Prior to the initiation of the professional program, early childhood programs should offer courses including some experiences with children to give students an opportunity to assess their interest in and suitability for teaching.

Various plans for student teaching were found among the exemplary (10 schools) programs studied (18:13). Further recommendations were:

...programs should provide a junior and a senior student teaching experience under close personal supervision of college personnel and selected cooperating teachers.

Early childhood education programs have available exemplary schools for children that are conveniently accessible and organized to meet the special demands of teacher education programs.

Jurisdiction Over Early Childhood Education

Presently there is concern for special jurisdiction over Early Childhood Education programs. With a substantial amount of funds available from government many administrators may be somewhat concerned about federal control. Hymes (19:11) mentioned this aspect of control in the early 50's and again (21:161) reiterated this concern in the 60's in pointing out emerging patterns in early childhood education.

The survey of the preparation and status of preschool teachers covering 37 countries reported by Leeper and Dales (27:106) revealed that "the federal government is the major source for financing programs in early childhood education and concerns itself with setting and maintaining standards in 85 to 95 percent of the 37 countries reporting." This means that there will naturally be some control as the government has to keep abreast of how national funds can best be utilized for the education of young children.

Foster (9:458), in 1967, stated that "the state department of education, because of its strategic position, is the logical agency to promote, organize, and supervise nursery school education." Foster (9:458) indicated that "existing staffs of state departments could be improved and more specialists in early childhood education hired."

Under the heading Pre-Service, In-Service Education, Foster (9:460) listed the following responsibilities for establishing standards:

- Surveys to determine immediate and long-range needs for teachers of young children;
- (2) working with colleges in developing teacher-preparation programs leading to

certification; (3) approval of college programs leading to certification; (4) recruiting young people to become teachers of nursery age children; and (5) encouraging administrators to recruit teachers with early childhood training and experience rather than deploying teachers from upper grade levels.

Foster (9:461) further recommends coordination in state programs on all levels; community, college, professional organizations, administrators, supervisors, and teachers of public and private schools. Other responsibilities outlined by Foster (9:462) include:

Helping schools to develop comprehensive programs of medical, psychological, and social services for children with special needs; (2) finding new ways to bring other qualified personnel into programs for young children; (3) encouraging and developing plans for parental involvement on a variety of levels; (4) going beyond minimum standards and insisting upon quality nursery education; (5) building good public relations, interpreting children's needs, and securing public support for nursery education.

Foster (9:459) states that the responsibility of state departments of education for promoting early childhood education can be divided into three principal areas:

Regulation - the development and application of standards in nursery education and teacher certification; (2) Service - consultation, guidance, and the dissemination of information; and (3) Coordination - of services in programs for young children and programs under various auspices.

Desirable Characteristics of Teachers in

Early Childhood Education

There are a number of teachers and administrators of or for young children who, although not having the official papers to show necessary preparation and certification in the field of early childhood education, have the basic inner qualities and experience to teach young children. In other words certification alone will not make a good teacher.

Green and Woods (14:11), reported that:

...all teachers should like children and understand them. They must have special training in nursery education and related fields such as parent education, mental hygiene, and nutrition. 'Training for kindergarten and elementary school teaching does not in itself fit one to teach nursery age.' They should be neat in appearance and in good physical condition.

Lloyd (30:3), in thinking of criteria for preschool programs, added the following statement about teacher characteristics:

...They [the teachers] are trained both in understanding the behavior of young children and the techniques of working effectively with them. They have not only training, but also the necessary personality factors including genuine, wholesome affection for children and a natural acceptance of all children and parents. ...In other words such qualifications as 'liking children' and 'having two of my own' as the only criteria for selection of teachers are not found in a good nursery school.

Todd and Heffernan (43:92), discussing teacher standards, wrote that when the committee on Teacher's Standards reported to the California Council of Cooperative Nursery Schools in April, 1958, its major finding was that:

...it is agreed that the personality and character of the individual teacher are important. The ability to establish good rapport with the children and with the mothers is the foundation upon which all standards are based.

Hymes (20:169) stated that:

The teacher is the key to every program. ...We must be sure that we do not get so wedded to the concept of group living for young children that we overlook the basic truth that a program is only as good as the teacher is good.

Implications for the Present Study

Implications for the present study which a review of literature revealed were: (1) the spiraling enrollments in programs for children under six, (2) the shortage of staff to train teachers in institutions,

(3) increased need for certified teachers in Early Childhood Education, and (4) the impetus for colleges and universities to revise programs in Early Childhood Education to meet national demands. There should be value in surveying state certification requirements and programs of study in colleges and universities offering a degree or specialization leading to Early Childhood Education that common requirements and new ideas may be shared to strengthen the education of young children.

CHAPTER III

PROCEDURE

The purposes of this study were: (1) to determine the number of states requiring certification of teachers in Early Childhood Education as of December, 1968; (2) to determine the colleges and universities offering certificates in Early Childhood Education at the undergraduate and/or graduate levels; (3) to review the requirements of the state departments for certification in Early Childhood Education; and (4) to examine programs of study in colleges and universities offering a degree or specialization leading to certification in Early Childhood Education.

The following steps were taken to achieve the above purposes: (1) a survey letter was developed (Appendix B, p. 62) and sent to the 50 state departments of education to identify states with certification in Early Childhood Education (Nursery-Kindergarten) and to determine whether or not the state had certification in the following categories: (a) Nursery-Kindergarten; (b) Nursery-Kindergarten-Primary and (c) Kindergarten-Primary. The letter also requested that the directors of the state departments of education indicate if Early Childhood Education certification was in progress. Opportunity was also provided to indicate if there was no certification in effect. The directors of the state departments of education were further asked to supply Early Childhood Education certification requirements, and to supply the names and

locations of institutions that provide programs leading to certification in Early Childhood Education. A stamped, self-addressed, large manila envelope was enclosed for the respondent's convenience.

When the list of colleges and universities were received from the state departments of education the second step in this study was to send a survey letter to the colleges and universities (Appendix E, p. 80) giving a brief description of the study in progress and requesting Early Childhood Education study programs, (undergraduate and/or graduate) leading to certification. A self-addressed, stamped envelope was enclosed for the respondent's convenience. The third step in this study was to analyze the data according to the four purposes. The findings of this study are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine the status of certification and teacher preparation in Early Childhood Education as of December, 1968. Specifically, the purposes are as follows: (1) to determine which states require certification of teachers in Early Childhood Education as of December, 1968; (2) to determine colleges and universities offering certificates in Early Childhood Education at the undergraduate and/or graduate levels; (3) to review the requirements of the state departments for certification in Early Childhood Education; and (4) to examine programs of study in colleges and universities offering a degree or specialization leading to certification in Early Childhood Education.

Data obtained from the questionnaire are presented in Tables II through V. All 50 state departments of education responded. The 50 state departments of education identified 203 colleges and universities which offered programs leading to a degree or specialization in Early Childhood Education with certification (Appendices C and D, pp. 66-79). One-hundred and four of the 203 schools supplied by the state departments responded.

Since the study concerned Early Childhood Education only, those institutions reporting such programs or kindergarten-elementary programs are reported.

TABLE II

EARLY CHILDHOOD EDUCATION (NURSERY-KINDERGARTEN) CERTIFICATION
IN THE UNITED STATES AS OF DECEMBER, 1968

<u>Approved Certification</u>	<u>Certification in Progress</u>
Colorado	Alabama
Delaware	Alaska
Florida	Arkansas (June, 1969)
Indiana	California
Iowa	Connecticut
Kansas	Idaho
Maryland	Illinois
Minnesota	Kentucky
New Jersey	Louisiana
North Carolina	Nevada
Oklahoma	New Hampshire
South Carolina	Ohio
Wisconsin	Vermont
	Washington

TABLE III

STATES WITH CERTIFICATION IN NURSERY-KINDERGARTEN-PRIMARY
(N-K-3)

Colorado	Maryland
Connecticut	Minnesota
Illinois	Wisconsin

TABLE IV
STATES WITH CERTIFICATION IN KINDERGARTEN-PRIMARY
(K-3)

Colorado	Nevada
Connecticut	New Mexico
Delaware	Ohio
Georgia	Rhode Island
Idaho	Tennessee
Kentucky	Utah
Maine	Vermont
Maryland	Virginia
Minnesota	Wisconsin
Mississippi	Wyoming

TABLE V
STATES WITH CERTIFICATION IN KINDERGARTEN
THROUGH ELEMENTARY

K (Only)	K-6	K-8	K-9
Kentucky	Florida	Massachusetts	Alaska
Texas	Hawaii	Michigan	California
Vermont	Indiana	Oklahoma	Montana
Virginia	Maine	Rhode Island	South Dakota ⁺
	New York		Tennessee
	West Virginia		

⁺Includes all N and Pre-K as K.

Types of Certification

The following states indicated no Early Childhood Education (Nursery-Kindergarten) certification, nor was such a certificate in progress: Arizona, Georgia, Hawaii, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, New Mexico, New York, North Dakota, Oregon, Pennsylvania (Appendix F, p. 100), Rhode Island, South Dakota, Tennessee, Texas, Utah, Virginia, West Virginia, and Wyoming.

The data presented in Tables II through V reveals an increase in the number of states offering certification in Early Childhood Education (Nursery school-Kindergarten) since the studies done by Bliss (1956-57), Stith and Hoeflin (1965), and Lane (1966). In addition to the increase in certification programs, there was also a number of states indicating certification in progress.

Although more states reported Nursery-Kindergarten certification, or in progress, other types of certification to cover early childhood education are reported in Tables III through V.

The state departments of education reported 203 colleges and universities offering programs leading to certification in Early Childhood Education (undergraduate and/or graduate) and the data are presented in Tables VI through IX.

State Certification Requirements

All state requirements could be categorized in three classifications: general education, professional education, and specialization. Because of varied descriptions from the state departments the data were too unwieldy to present in table form. These descriptive statements of

TABLE VI

COLLEGES AND UNIVERSITIES OFFERING A CURRICULUM IN
NURSERY SCHOOL-KINDERGARTEN (N-K) EDUCATION

<u>Colorado</u>	<u>Louisiana</u>
University of Colorado- Extension Division	Northwestern State College
<u>Connecticut</u>	Southeastern Louisiana College
Connecticut College	Tulane University (N or K-Separate)
<u>Indiana</u>	Xavier University (graduate and undergraduate - Initiated in 1967)
Indiana State University	<u>Maryland</u>
Purdue University	Hood College
<u>Iowa</u>	Towson State College
Iowa State University	University of Maryland
University of Northern Iowa	<u>New York</u>
<u>Kansas</u>	Brooklyn College
Kansas State University	Fordham (graduate program leading to a permanent N. Y. certificate)
	<u>Oklahoma</u>
	Oklahoma University
	Oklahoma State University
	<u>Rhode Island</u>
	University of Rhode Island
	<u>South Dakota</u>
	Cooperative program -
	Black Hills State College
	South Dakota State College
	<u>Vermont</u>
	University of Vermont
	<u>Wisconsin</u>
	Stout State

TABLE VII

COLLEGES AND UNIVERSITIES OFFERING A CURRICULUM IN
NURSERY SCHOOL-KINDERGARTEN-PRIMARY
(N-K-3-ELEMENTARY) EDUCATION

<u>Illinois</u>	<u>Washington</u>
University of Illinois	University of Washington (N-K-P)
<u>New Jersey</u>	Central Washington State College
Newark State College	Eastern Washington State College
<u>New York</u>	(N-K-4)
Adelphi Suffolk	Western Washington State College
Queens College (N-6)	<u>Wisconsin</u>
Finch College (N-P through 4-6)	University of Wisconsin (N-K-P)
Bank Street College of Education	
New York University (N-3)	
Manhattanville	
St. Joseph's College for Women	
(N-3)	
State University College at	
Fredonia (proposed N-3	
Curriculum)	
State University College at	
Geneseo (N-6 or N-9)	
Syracuse (N-6)	
Vassar College (N-6)	
<u>Virginia</u>	
Old Dominion College	
Radford College	
Virginia Commonwealth University	
(N-K-3)	
Virginia State	

TABLE VIII
COLLEGES AND UNIVERSITIES OFFERING A CURRICULUM IN
KINDERGARTEN-PRIMARY (K-3)

<u>Connecticut</u>	<u>Tennessee</u>
Connecticut College	David Lipscomb College
<u>Georgia</u>	Tennessee Technological University
University of Georgia	The University of Tennessee
<u>Indiana</u>	<u>Virginia</u>
Indiana University (K)	Madison College
<u>New Mexico</u>	Virginia State University
Eastern New Mexico University	(Graduate and Undergraduate)
University of New Mexico	<u>West Virginia</u>
<u>Louisiana</u>	Morris Harvey College
Northwestern State College	<u>Wisconsin</u>
<u>Mississippi</u>	State University System:
University of Southern Mississippi	Eau Claire
<u>Ohio</u>	LaCrosse
Akron, University of	Oshkosh
Ashland College	Whitewater
Bowling Green State University	Stevens Point
Capital University	Platteville
Central State University	Superior
Cincinnati, University of	River Falls
Dayton, University of	
Defiance College, The	
Heidelberg College	
Hiram College	
Kent State University	
Lake Erie College	
Miami University	
Muskingum College	
Oberlin College	
Ohio State University	
Ohio University	
Otterbein College	
St. John College	
Toledo, The University of	
Western Reserve University	
Wittenberg University	
Youngstown University, The	

TABLE IX

COLLEGES AND UNIVERSITIES OFFERING A CURRICULUM IN
KINDERGARTEN-ELEMENTARY (K-ELEM.) EDUCATION

K-Only	K-6 and Above
<u>Indiana</u>	<u>Florida</u>
Ball State	University of West Florida (K-6)
Butler	<u>Indiana</u>
Indiana State	Ball State University (K-6)
Indiana University	<u>Kentucky</u>
<u>Texas</u>	Eastern Kentucky University
Texas A & M University	<u>Louisiana</u>
<u>Virginia</u>	Nicholls State College (K-Elem.)
Madison College	Southern University
	<u>Maine</u>
	University of Maine (K-6)
	<u>New Jersey</u>
	Newark State College (K-8)
	<u>New York</u>
	New York University
	St. Joseph's College for Women (K-6)
	<u>South Dakota</u>
	Black Hills State College and South Dakota State College (K-8)
	<u>Tennessee</u>
	David Lipscomb College (K-9)
	Tennessee Technological University (K-9)
	<u>Washington</u>
	Washington State University (K-8)

state officials concerning ways of meeting certification in Early Childhood Education are presented in Appendix F, page 82.

College and University Programs

One hundred and four colleges and universities responded to the inquiry requesting study programs in Early Childhood Education. There was a wide range of course requirements; although all programs required general education, professional education - including student teaching, and some degree of specialization.

A review of program requirements of the colleges and universities leading to a degree or specialization in Early Childhood Education led the investigator to conclude that requirements in general, professional, and special education varied too much to be presented in table form. This conclusion was based on the belief that there was danger of error in categorizing courses because of varying titles and course descriptions. The locations of colleges and universities offering a degree or specialization leading to Early Childhood Education are presented in Appendices C and D. Appendix C includes the level of degree and type of program offered by the various institutions. Appendix C also includes endorsements on the Elementary Teaching Certificate.

Since colleges and universities are constantly revising course requirements it was deemed to be more valuable to contact specific institutions whenever specific information was required, therefore the institutions are listed in Appendices C and D.

The programs of study indicated a broad liberal-general education requirement. Requirements most frequently mentioned in general education included courses in: Communication (English, speech, composition);

Social Science (history, political science, sociology, anthropology); Biological Science (biology, physiology, botany, zoology); Physical Science (geology, chemistry); Mathematics; and the Humanities (art, literature, music); Physical Education, and Foreign Language. Total semester hours in general education ranged from 40 to 80 semester hours.

Professional education requirements most often included: history and philosophy of education; educational psychology; child growth and development; adolescent development; teacher-parent-school-child relations; evaluation, coordination, and design of educational programs for young children; community and social agencies; creative learning experiences for young children, nutrition, family relations; and other related courses. Some institutions required courses in social relations; anthropology; and sociology as a part of specialization in Early Childhood Education. Required total hours in professional education from 16 semester hours to 39 semester hours.

Specialization included methods in early childhood education music and dance; Methods Courses (social science; science; mathematics; arts and crafts; language arts, etc.) and play. The range in course requirements for early childhood were from 6 semester hours to 30 semester hours in specialization.

Student teaching credits ranged from 3 credit hours to 15 credit hours in different teaching assignments, such as Nursery School, Kindergarten, Primary. This information is presented in Table X. Only those institutions indicating specific numbers of credits given for student teaching are presented in this table. Some states offered endorsements for teaching early childhood education on an Elementary Teaching Certificate. These data are presented in Appendix C.

TABLE X
STUDENT TEACHING REQUIREMENTS IN CREDIT HOURS

Institutions	Areas (Semester Hours)						Clock Hours
	N	K	N-K	N-K-P	K-P	K-Elem.	
<u>State</u>							
Colorado							
Univ. of Denver						15 Qtr.	
Connecticut							
Connecticut College							90
Florida							
Florida A & M College			6				
Univ. of S. Florida					12 Qtr.		
Georgia							
Univ. of Georgia			10				
Indiana							
Indiana Univ.		4					
Purdue					8-12		
Iowa							
Iowa State Univ.			7				
Univ. of Northern Iowa			8				
Kansas							
Kansas State Univ.	6						
Kentucky							
Eastern Kentucky Univ.		4					
Louisiana							
Grambling					10		
Louisiana State in New Orleans			3				
Louisiana State Univ.			3				
Nicholls State College		3					
Northeast L. S. College							12
Northwestern State			6		4-9		
Southern Univ.							9
Univ. of Southwestern							9
Tulane Univ.		4					
Xavier Univ.		3					
Maine							
Univ. of Maine		8					8

TABLE X (Continued)

Institutions	Areas (Semester Hours)						Clock Hours
	N	K	N-K	N-K-P	K-P	K-Elem.	
Maryland							
Hood College			8				
Towson State College				10			
University of Maryland				16			
Mississippi							
Univ. of S. Mississippi			4				
			M.S.				
Univ. of Mississippi	M.S.	M.S.					
New Jersey							
Newark State College			4				
New York							
Adelphi Univ.				9-12			300
Bank Street Col. Ed.			2-3	(or 6-12)			
Queens College						8	
Manhattanville						10	
St. Joseph's Col. for Women				10 credits			300
Syracuse				15			
Vassar				8			
New York Univ.				11			
Finch College				6 credits each			
Col. of Mount Saint Vincent				6			
Brooklyn College							300
Ohio							
Kent State Univ.					6-12		
Oklahoma							
Oklahoma Univ.	3	3					
Oklahoma State Univ.	7	7					
Rhode Island							
Univ. of R.I.			8				
South Carolina							
Columbia College					6		
Univ. of S. C.			6				
Winthrop					6		

TABLE X (Continued)

Institutions	Areas (Semester Hours)						Clock Hours
	N	K	N-K	N-K-P	K-P	K-Elem.	
South Dakota							
S.D.S.U. and Black Hills						4-8	
Tennessee							
David Liscomp College					3	12	
Tennessee Tech.					15		
Univ. of Tennessee					Qtr. 15		
					Qtr.		
Texas							
Texas A & M Univ.		3					
Vermont							
Univ. of Vermont			6				
Johnson State		12					
Virginia							
Madison College		8					
Old Dominion College		6					
Radford			4		4		
Virginia Commonwealth					6		
Virginia State College					6		
Washington							
Univ. of Washington			8		7		
Washington State						8	
Western Washington							
State College	3				3		
Central Washington							
State				14			
West Virginia							
Marshall Univ.					8		
Morris Harvey					6		

Code: N: Nursery School; K: Kindergarten; N-K: Nursery Kindergarten; N-K-P: Nursery-Kindergarten-Primary; K-P: Kindergarten-Primary; K-Elem.: Kindergarten-Elementary.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Early Childhood Education in this study was defined as that segment of education for children under six years of age (27:90), "that provides continuous educational programs for children enrolled on a regular basis under professionally qualified teachers in cooperation with parents."

The purposes of this study were to: (1) determine the number of states requiring certification of teachers in Early Childhood Education as of December, 1968; (2) determine the number and location of colleges and universities offering certificates in Early Childhood Education at the undergraduate and/or graduate levels; (3) to review the requirements of the state departments for certification in Early Childhood Education; and (4) examine programs of study in colleges and universities offering a degree or specialization leading to certification in Early Childhood Education.

The following steps were taken to achieve the purposes: (1) a survey letter was sent to the 50 state departments of education to identify states with certification in Early Childhood Education (Nursery-Kindergarten). Respondents were also asked to indicate if certification was in progress if the state did not at present have such a certificate. The directors of state departments of education were further asked to report Early Childhood Education Certification requirements,

and to furnish the names and locations of institutions that provide programs leading to certification in Early Childhood Education.

Later colleges and universities were requested to respond with programs of study leading to a degree or specialization in Early Childhood Education.

Findings

The findings of this nation-wide survey concerning the Certification and Preparation of Teachers in Early Childhood Education were as follows:

1. State Departments of Education reported concerning Early Childhood Education that (a) Thirteen states had certification for Nursery-Kindergarten Education and fourteen states reported certification in progress; (b) six states indicated certification for Nursery-Kindergarten-Primary Education; (c) twenty states indicated certification for Kindergarten-Primary Education; (d) fourteen states reported certification for Kindergarten-Elementary Education; and (e) four states indicated certification only in Kindergarten.
2. The State Departments of Education reported 203 colleges and universities offering a degree or specialization leading to certification in Early Childhood Education. Forty-five of these institutions indicated an endorsement on the Elementary Teaching Certificate (Nursery-Kindergarten, 7; Kindergarten-Primary, 10; Nursery-Kindergarten-Primary, 3; Nursery-Elementary, 14; Kindergarten-Elementary, 7; Kindergarten, 11; and Nursery, 4).

3. All the colleges and universities reporting indicated basic requirements in general education, professional education and specialization for certification.
4. Sixty-five institutions indicated specific numbers of credits given for student teaching ranging from three credit hours to fifteen credit hours.

Recommendations

With the present concern for early childhood education it is recommended that:

1. More institutions develop programs aimed at preparing teachers of young children.
2. Institutions of higher learning continue to revise their programs of study leading to a degree or specialization in Early Childhood Education.
3. All individuals planning to teach young children be advised concerning opportunities for study in each state.
4. A study similar to this be done every few years because of changing programs at the state and institutional levels.
5. State Departments coordinate efforts to improve certification standards in all states so that Early Childhood Education can take its place among the other recognized professions in education.
6. More specialists be added to state departments of education concerned primarily with Early Childhood Education.
7. State Departments of Education keep abreast of requirements in other states so that standards become more universal in the 50

states.

8. More faculty at the higher education level be prepared to teach the teachers of young children.
9. A survey be conducted to identify Early Childhood Education programs in departments, i.e. home economics, and psychology as well as in departments of education.

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APPENDIX A

STATE CERTIFICATION REGULATIONS

Req. = Required—Teacher must hold valid certificate to teach.

Opt. = Optional—Teacher is not required to have a certificate but may elect to do so.

State	Nursery Schools		Day Nurseries, Care Centers, etc.		Notes
	Public	Private	Public	Private	
California	*	Opt.	Required for Child Care Centers	Opt.	*Public places for group care are called Child Care Centers rather than Nursery Schools.
Connecticut	Req.	Opt.	Req.	Opt.	
Florida	Req.	Opt.*	Opt.	Opt.	*Depends on local legislation.
Louisiana	Req.*	**	Opt.	Opt.	*There are no public nursery schools at present. **Required of head teacher in state-approved nursery schools.
Maryland	Req.*	Opt.**	**	**	*There are no public schools in Maryland at present. **Are urged to work toward the certification requirement.
Michigan	Req.	Req.	Req.	Req.	Requirement applies to head teachers or directors.
Minnesota	Req.	Req.*	Opt.*	Opt.*	*Required for director or head teacher if designated as a school.
New Jersey	Req.	Req.	Req.	Req.	Exceptions include: 1. Church-operated centers, for members only 2. Institutions 3. Municipally-operated centers
New York	Req.	Opt.	Opt.	Opt.	
Pennsylvania	Req.	Req.	*	*	*Because of the wording of the Act, day care centers are not included in preschool law.
Rhode Island	Opt.	Opt.	Opt.	Opt.	Required for approval by State Board of Education. (Voluntary)
Virginia	Req.*	Opt.	Opt.	Opt.	*Nursery schools, however, are not yet established as part of public schools.
Washington	Req.*	Opt.	Opt.	Opt.	*No public schools operate nursery schools at this time.
Wisconsin	Req.*	Req.**	Req.*	**	*At present there are no public nursery groups in Wisconsin. **Required if place is designated as a school.

Source: Leona Bently Bliss, "Certification of Teachers in Nursery Schools and Day Care Centers," Childhood Education, XXVI (February, 1958), 278.

APPENDIX B



OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Family Relations & Child Development
FRontier 2-6211, Ext. 6084

74074

Dear Sir:

I am contacting certification directors in the State Departments of Education to identify states with certification in Early Childhood Education (Nursery-Kindergarten); and to ascertain the names of institutions that provide programs leading to this kind of certification.

Would you please supply the following information (check the appropriate blank):

- I. Does your state have certification in Early Childhood Education in any of the following categories?

☐ Nursery and Kindergarten

☐ Nursery School, Kindergarten, and Primary

☐ Kindergarten and Primary

☐ Certification in Progress for Early Childhood Education

☐ No certification in Early Childhood Education.

- II. If your state has an Early Childhood Certification bulletin please enclose.

- III. Please list on the attached page the universities and colleges in your state that offer a program leading to certification in Early Childhood Education:

Your contribution is vital to the satisfactory completion of this study, which is being made in the interest of teacher certification and standards for preparation of teachers in Early Childhood Education.

An envelope is enclosed for your convenience in returning the information requested. At the completion of this study you will receive a copy of the report.

Respectfully yours,

Barbara A. Holloway

Barbara A. Holloway, Graduate
Assistant, Department of Family
Relations and Child Development

Josephine Hoffer

Josephine Hoffer, Associate
Professor and Acting Head
Department of Family Relations
and Child Development

BAH/JH:cw

enclosures (2)

University or College

Location

APPENDIX C

COLLEGES AND UNIVERSITIES OFFERING A DEGREE OR
SPECIALIZATION LEADING TO CERTIFICATION IN
EARLY CHILDHOOD EDUCATION

California

Claremont Graduate School and
University Center at Claremont
(M.S. with Pacific Oaks
College)

Pacific Oaks College
Pasadena, California
(N-K: Training Program)

Colorado

University of Denver*
Denver, Colorado
(K-P)

University of Colorado*
Boulder, Colorado
(M.S. or Conversion, N-K,
Day care)

Connecticut

Connecticut College*
New London
(N-K-P)

Florida

Barry College*
Miami
(N-K and above: B.S.)

Florida A & M University*
Tallahassee
(B.S.: N-K and above)

Rollins College*
Winter Park
(N-K and above)

Stetson University*
Deland
(B.S.: N-K and above,
M.S. Program in Progress)

University of South Florida*
Tampa
(B.S. or M.S.: N-K-P)

University of West Florida*
Pensacola
(B.S.: K-Elementary)

Georgia

University of Georgia
Athens
(B.S.: K-P)

Illinois

University of Illinois
Urbana
(B.S. or M.S.: N-K-P)

Indiana

Ball State University*
Muncie
(K, K-Elementary)

Area of degree or specialization (N, K, N-K, N-K-P, K-P, K-Elementary or N-Elementary)

* Endorsement on the Elementary Teaching Certificate

B.S. or M.S. - Level of Degree

Butler University*
Indianapolis
(K)

Indiana State University*
Terre Haute
(B.S. or M.S.: K, N)

Indiana University
Bloomington
(B.S.: K)

Purdue University
Lafayette
(B.S.: N-K)

Iowa

Iowa State University
Ames
(B.S. or M.S.: N-K)

University of Northern Iowa
Cedar Falls
(B.S.: N-K)

Kansas

Kansas State University
Manhattan
(B.S.: N)

Kentucky

Eastern Kentucky
Richmond
(B.S. or M.S.: K, K-Elementary)

Louisiana

Grambling College
Grambling
(B.S.: N-K-P)

Louisiana State University*
Baton Rouge
(B.S. or M.S.: N, K)

Louisiana State University in
New Orleans*
(B.S. or M.S.: N-K)

Nicholls State College*
Thibodaux
(M.S.: N-K)

Northeast Louisiana State College
Monroe
(B.S.: N-K-Elementary)

Northwestern State College*
Natchitoches
(B.S.: N-K, K-P)

Southeastern Louisiana College
Hammond
(B.S.: N-K)

Southern University*
Baton Rouge
(B.S. or M.S.: K, K-Elementary)

University of Southwestern*
Lafayette
(B.S.: K-Elementary)

Four-Year Privately Supported
Schools

Tulane University*
New Orleans
(B.S.: N, K)

Xavier University
New Orleans
(B.S. or M.S.: N-K)

Area of degree or specialization (N, K, N-K, N-K-P, K-P, K-Elementary or N-Elementary)

* Endorsement on the Elementary Teaching Certificate

B.S. or M.S. - Level of Degree

Maine

University of Maine*
Orono
(B.S.: N, K, K-Elementary)

Maryland

Hood College
Frederick
(B.S.: N-K)

Towson State College*
Baltimore
(B.S. or M.S.: N-K, K-Elementary)

University of Maryland*
College Park
(B.S. or M.S.: N-K-Elementary)

Mississippi

University of Southern
Mississippi*
Hattiesburg
(B.S. or M.S.: K-P)

University of Mississippi*
University
(B.S.: K, M.S.: N-K)

Nevada

Nevada Southern University*
Las Vegas
(B.S.: K-Elementary)

New Jersey

Newark State College
Newark
(B.S.: N-K-P-Elementary)

New York

Adelphi University
Garden City, Long Island
(B.S. or M.S.: N-K-Elementary)

Adelphi Suffolk (Dowling)
College - Oakdale
B.S. or M.S.

Bank Street College of Education
(M.S.: N-K)

City University of New York
Brooklyn College
(B.S.: N-P-Elementary)

City University of New York*
Queens College - Flushing
(B.S.: N-6, M.S.: N-9)

College of Mt. Saint Vincent
New York
(B.S.: N-6)

Finch College*
New York
(B.S.: N-P-Elementary)

Fordham University*
New York
(M.S.: N-6)

Hofstra University*
Hempstead
(B.S.: N-6)

Manhattanville College
Purchase
(B.S. or M.S.: N-6, N-9)

Area of degree or specialization (N, K, N-K, N-K-P, K-P, K-Elementary or N-Elementary)

* Endorsement on the Elementary Teaching Certificate

B.S. or M.S. - Level of Degree

New York University*	<u>Oklahoma</u>
New York City (B.S.: N-6, M.A.: N-P, K-6)	Oklahoma University Norman (B.S.: N-K)
St. Joseph's College for Women Brooklyn (B.S.: N-6)	Oklahoma State University Stillwater (B.S.: N-K)
State University College at Fredonia (B.S.: N-P)	<u>Rhode Island</u>
State University College at* Geneseo (B.S. or M.S.: N-6)	University of Rhode Island Kingston (B.S.: N-K)
Syracuse*	<u>South Carolina</u>
Syracuse (B.S.: N-6)	Columbia College Columbia (B.S.: K-P)
Vassar College*	University of South Carolina
Poughkeepsie (B.S.: N-6)	Columbia (B.S.: N-K)
Wagner College*	Winthrop College
Staten Island (B.S.: N-6)	Rock Hill (B.S.: N-Elementary)
<u>Ohio</u>	
Dayton, University of Dayton (B.S.: K-P)	<u>South Dakota</u>
Kent State University Kent (B.S.: K-P)	Black Hills State College Spearfish
Oberlin College Oberlin (MAT: K-P)	South Dakota State College Brookings (Cooperative Programs - K- Elementary)

[#]Area of degree or specialization (N, K, N-K, N-K-P, K-P, K-Elementary or N-Elementary)

*Endorsement on the Elementary Teaching Certificate

B.S. or M.S. - Level of Degree

Tennessee

David Lipscomb College*
Nashville
(B.S.: K-P)

Memphis State University*
Memphis
(B.S. or M.S.: K-P)

Middle Tennessee State University*
Murfreesboro
(B.S. or M.S.: K-P)

Tennessee A & I State University
Nashville
(B.S.: K-Elementary)

Tennessee Technological University*
Cookeville
(B.S. or M.S.: K-P)

University of Tennessee*
Knoxville
(B.S.: K-P)

Texas

Texas A & M University*
College Station
(K)

Vermont

University of Vermont
Burlington
(B.S.: N-K)

Johnson State College*
Johnson
(B.S.: K)

Virginia

Madison College*
Harrisonburg
(B.S.: K, K-P)

Old Dominion College
Norfolk
(B.S.: K-P)

Radford College*
Radford
(B.S.: K-P)

Virginia Commonwealth University
Richmond
(B.S.: K-P)

Virginia State College
Petersburg
(B.S. or M.S.: K-P)

Washington

University of Washington
Seattle
(B.S.: N, K-P, 8)

Washington State University
Pullman
(B.S.: K-8)

Central Washington State College*
Ellensburg
(B.S.: N-K-P)

Eastern Washington State College
Cheney
(B.S.: N-K, 1-4)

Western Washington State College
Bellingham
(B.S. or M.S.: N-K-P)

Area of degree or specialization (N, K, N-K, N-K-P, K-P, K-Elementary or N-Elementary)

* Endorsement on the Elementary Teaching Certificate

B.S. or M.S. - Level of Degree

West Virginia

Morris Harvey College
 Charleston
 (B.S.: K-P)

Marshall University
 Huntington
 (B.S.: K-P)

Wyoming

University of Wyoming College*
 of Education
 Laramie
 (B.S.: N-K)

[#]Area of degree or specialization (N, K, N-K, N-K-P, K-P, K-Elementary or N-Elementary)

*Endorsement on the Elementary Teaching Certificate

B.S. or M.S. - Level of Degree

APPENDIX D

COLLEGES AND UNIVERSITIES THAT DID NOT RESPOND TO THE
QUESTIONNAIRE AND THOSE INSTITUTIONS INDICATING
PROGRAMS IN PROGRESS

Alabama

No list of institutions

Alaska

No list of institutions

Arkansas

University of Arkansas
Fayetteville, Ark.
(No Response)

Arkansas State University
Jonesboro, Ark.
(No Response)

Henderson State College
Arkadelphia, Ark.
(Program in Progress)

State College of Arkansas
Conway, Ark.
(No Response)

California

California State College at
San Bernardino
(No Program in Early
Childhood Education)

California State Polytechnic
College, San Luis Obispo
(No Response)

Chapman College
Orange, Calif.
(No Response)

Mills College
Oakland, Calif.
(No Response)

San Francisco State College
(No Response)

Stanford
(No Response)

University of California at
Los Angeles
(No Response)

University of Redlands
Redlands, Calif.
(No Response)

Colorado

Colorado State College
Greely, Colorado
(Program in Progress) M.S.

Connecticut

University of Connecticut
Storrs
(No Response)

Southern Connecticut State College
New Haven
(No Response)

Eastern Connecticut State College
Willimantic
(No Response)

St. Joseph College
West Hartford
(No Response)

Delaware

University of Delaware
Newark
(No Response)

Delaware State College
Dover
(No Response)

Florida

Bethune-Cookman College
 Daytona Beach
 (No Response)

Edward Waters College
 Jacksonville
 (No Response)

Florida Atlantic University
 Boca Raton
 (No Response)

Florida Memorial College
 St. Augustine
 (No Response)

Florida State University
 Tallahassee
 (No Response)

Florida Southern College
 Lakeland
 (No Response)

Florida Technological University
 Orlando
 (No Response)

Jacksonville University
 Jacksonville
 (No Response)

University of Florida
 Gainesville
 (No Response)

University of Miami
 Coral Gables
 (No Response)

Georgia

Georgia State College
 Atlanta
 (No Response)

Georgia College at Milledgeville
 (Inter-departmental program in
 progress)

Valdosta State College
 Valdosta
 (No Response)

Georgia Southern College
 Statesboro
 (No Response)

Hawaii

No list of institutions

Idaho

No list of institutions

Illinois

Northern Illinois University
 Dekalb
 (Program Pending Approval)

Illinois State University
 Normal
 (Program Pending Approval)

Loyola University
 Chicago
 (Program Pending Approval)

Indiana

Goshen College
 Goshen
 (No Response)

Oakland City College
 Oakland City
 (Indicated Elementary Require-
 ments)

Kentucky

(Early Childhood Program - effec-
 tive 9/1/71)

Louisiana

Louisiana Polytechnic Institute
 Ruston
 (No Response)

McNeese State College Lake Charles (No Response)	Frostburg State College Frostburg (No Response)
Four-Year Privately Supported Schools	<u>Massachusetts</u> No list of institutions
Baptist Christian College Shreveport (Elementary Program Indicated)	<u>Michigan</u> No list of institutions
Centenary College Shreveport (No Early Childhood Program)	<u>Minnesota</u> No list of institutions
Dillard University New Orleans (No Response)	<u>Mississippi</u> Jackson State College Jackson (No Response)
Louisiana College (Baptist) Pineville (Proposed Program: K-P; B.S.)	<u>Missouri</u> No list of institutions
Layola University (Catholic) New Orleans (No Early Childhood Program)	<u>Montana</u> No list of institutions
Our Lady of Holy Cross College (Catholic) - New Orleans (Elementary Program Indicated)	<u>Nebraska</u> No list of institutions
St. Mary's Dominican College New Orleans (No Response)	<u>Nevada</u> University of Nevada Reno (Program in Progress)
<u>Maine</u> Farmington State College Farmington (Program in Progress: N-K; B.S.)	<u>New Hampshire</u> University of New Hampshire Durham (Indicated General Elementary Program; B.S., M.S.)
Gorham State College Gorham (No Response)	
<u>Maryland</u> Coppin State College Baltimore (No Response)	<u>New Jersey</u> Jersey City State College (No Response) M.S.

Trenton State College
Trenton
(No Response)

New Mexico

Eastern New Mexico University
Portales
(No Response)

University of New Mexico
Albuquerque
(No Response)

New York

Briarcliff College
(No Response)

City University of New York
City College
(No Response)

Columbia University Teachers
College - New York
(No Response)

Marymount Manhattan College
New York City
(No Response)

Mills College of Education
New York City
(No Response)

Sarah Lawrence College
Bronxville
(No Response)

Skidmore College
Saratoga Springs
(No Response)

State University College at
Brockport
(No Response)

State University College at
Plattsburgh
(No Response)

State University College at
Portsdam
(No Response)

North Carolina

No list of institutions

North Dakota

No list of institutions

Ohio

Akron, University of
Akron
(No Response)

Ashland College
Ashland
(No Response)

Bowling Green State University
Bowling Green
(No Response)

Capital University
Columbus
(No Response)

Central State University
Wilberforce
(No Response)

Cincinnati, University of
Cincinnati
(No Response)

Defiance College, The
Defiance
(No Response)

Hiram College
(No Response)

Heidelberg College
Tiffin
(No Response)

Lake Erie College
Painesville
(No Response)

Miami University
Oxford
(No Response)

Muskingum College
New Concord
(No Response)

Ohio State University
Columbus
(No Response)

Ohio University
Athens
(No Response)

Otterbein College
Westerville
(No Response)

St. John College
Cleveland
(No Response)

Toledo, The University of
Toledo
(No Response)

Western Reserve University
Cleveland
(No Response)

Wittenberg University
Springfield
(No Response)

Youngstown University, The
Youngstown
(No Response)

Oregon

No list of institutions

Pennsylvania

No list of institutions

Tennessee

Austin Peay State University
Clarksville
(No Response)

East Tennessee State University
Johnson City
(No Response)

George Peabody College
Nashville
(No Response)

Texas

Midwestern University
Wichita Falls
(Program Pending Approval)

Our Lady of the Lake College
San Antonio
(Program Pending Approval)

Texas Women's University
Denton
(Program Pending Approval)

University of Houston
Houston
(Program Pending Approval)

Utah

No list of institutions

Vermont

Goddard College
Plainfield
(No Response)

Virginia

Longwood College
Farmville
(No Response)

West Virginia

Glenville College
Glenville
(No Response)

West Virginia Wesleyan College
Buckhannon
(No Response)

Concord College
Athens
(No Response)

Wisconsin

Stout State

Menomonie

(No Response)

University of Wisconsin

Madison

(No Response)

Other branches:

Eau Claire

(No Response)

La Crosse

(No Response)

Oshkosh

(No Response)

Whitewater

(No Response)

Stevens Point

(No Response)

Platteville

(No Response)

Superior

(No Response)

River Falls

(No Response)

APPENDIX E


OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Family Relations & Child Development
372-6211, Ext. 6084

74074

Dear

A survey is now in progress to ascertain the requirements throughout the United States required for certification in Early Childhood Education. Your State Department of Education has designated your institution as one with a program leading to early childhood certification.

This survey is being conducted in the interest of teacher certification and university requirements for preparation of teachers in Early Childhood Education. Your contribution is vital to the satisfactory completion of this survey and your assistance is deeply appreciated.

Would you please furnish us with the study plans for your department leading to Early Childhood Certification, (undergraduate or graduate)? You will be sent a copy of the findings when the survey is completed.

Respectfully yours,

Barbara A. Holloway, Graduate
Student, Department of Family
Relations and Child Development

Josephine Hoffer, Associate
Professor and Acting Head
Department of Family Relations
and Child Development

BAH:JH/cw

APPENDIX F

COMMENTS FROM STATE DEPARTMENTS OF EDUCATION
ON STATE REQUIREMENTS

Alabama

Certification in progress

Alaska

Alaska reported the following for early childhood education:

Elementary certificate (K-9)

- a. Academic preparation - Bachelor's or higher degree from an American college or university which has state or regional accreditation.
- b. Professional requirements - 24 semester hours in professional education courses, including 8 semester hours in elementary methods of teaching and practice teaching (elementary level).
- c. Last 6 hours shall be earned within 6 years immediately preceding the date of application, 4 hours of which must have been taken in residence.

Arizona

No certification in Early Childhood Education

Arkansas

Certification for Early Childhood Education in Progress (Effective June, 1969)

...certification standards will likely consist of an endorsement of the regular elementary teachers certificate based on a minimum of 9 semester hours in the field of Child Development; Philosophy; Materials and Methods, plus Practicum in an early childhood center.

California

Permit now in use. Certification Committee is preparing to submit proposal for certificate (in early childhood education).

(a permit authorizing service in children's centers, a permit authorizing service in instruction in any subject in kindergarten and grades 1 through 9...)

Colorado (N-K)

Teacher Certificate (Type A)

Plan 1: Completion of an approved program of teacher education in a standard institution of higher learning

through the Bachelor's degree, plus institutional recommendation

Plan 2: (Based on Experience)

Plan 3: Bachelor's or higher degree, and successful performance on national teacher's examination or other examinations approved by the State Board of Education.

Professional Teacher Certificate

Completion of a planned program of one or more years of collegiate preparation beyond initial certification for a Type A certificate, leading toward an advanced degree with a teaching objective, plus institutional recommendation.

*all the above with an endorsement

Available as an endorsement on an existing certificate for the teacher who has a 'major' in the field or level.

We see very few people coming through for certification who have had this program. Most of them come from other states...Though the demand for these people is brisk, the supply is almost nonexistent in this part of the country.

Connecticut

...In general, under a 'catchall' clause in existing regulations for certifying persons for positions 'not contemplated by these regulations,' the department plans to certify graduates of child development-early childhood programs under a pattern similar to that now used for 'special subject' certification, considering child development as a special subject. Practice teaching, or laboratory experience would not of course be required to take place in public schools.

No concrete plans presently exist for requiring certification for the variety of state- and federal-financed 'poverty programs' for pre-school children, such as Head Start. We are not yet satisfied that this is essential, nor do we feel that required certification, particularly at the baccalaureate level, is desirable at this stage of their development. The variety of service required is too great, and we know too little about the kinds of persons most effective in them.

Delaware (K-P)

Certification through specific Requirements

2. Early Childhood Education

a. Kindergarten-Primary

1. Bachelor's Degree

2. General Education

Minimum of 60 semester hours credit including the following required course areas; English-12... Soc. Sci. 12... Sci. 12, math one semester

3. Professional Education

Major in Early Childhood Education or 30 semester hours in ECE including the following course areas:

Child growth and development (semester hours) 6

Curriculum and methods 18

Curriculum of Early Childhood 6

Curriculum of primary or elementary school required

Play activities and materials for nursery and kindergarten children - required

Foundations of reading - required for teaching in primary grades

Student teaching 6

(minimum of 3 sem. hrs. in kindergarten and 3 sem. hrs. in primary grades)

b. Same as above except that reading is not required and 3 sem. hrs. of that student teaching must be at nursery level.

Florida (N-K)

1. Rank III certificate

a. A bachelor's degree with a major in early childhood education

or

b. A bachelor's degree with Rank III certification in Elementary Education and six (6) hours in special methods and observation in N-K education.

2. a. A master's degree with a major in early childhood education

or

b. A master's degree with Rank II certification in Elementary Education and six (6) semester hours in special methods and observation in nursery school and kindergarten education

3. Rank IA Certificate -

Qualification for the Rank IA certificate as specified in section 4(1) (b), Florida Requirements for Teacher Certification with Rank IA Certification in Elementary Education and six (6) semester hours in special methods and observation in nursery-kindergarten education.

4. Rank I Certificate

a. A Doctor's degree with a major in early childhood education (N-K)

or

b. A doctor's Degree, with Rank I certification in Elementary Education and six (6) semester hours in special methods and observation in nursery and kindergarten education

Georgia (K-3)

No release available at this time

Hawaii (K-6)

Certification under elementary teacher certification rules

Provisional

1. Bachelor's degree, including a minimum of 18 semester credits hrs. in courses in Education and, in addition, student teaching (Two years of successful classroom teaching experience certified by proper school officials may be accepted in lieu of student teaching)

Professional

2. a. Earn a minimum of 30 semester credit hours of collegiate work sequent to the Bachelor's degree
- b. Earn a minimum of 24 semester credit hours in Education. Six of the 24 hrs. must be in courses designed primarily for graduate students.
- c. Student teaching which is in addition to the 24 semester credit hours in Education courses called for above, must be at the teaching level for which a teacher is to be certificated. (Two years of successful classroom teaching experience certified by proper school officials may be accepted in lieu of student teaching)

Idaho (K-3) (Endorsement of Elementary Certificate)

Provisional (K-3)

A minimum of 8 semester (12 quarter) college credit hours in professional education courses, among which shall be at least 3 semester hrs. of primary language arts or primary reading methods. The remaining five semester hours of work to be specifically related to kindergarten-primary education preferably, all minimum credits should be language arts and social studies. Courses must be taken in residence or extension programs.

Standard K-3

1. Minimum of 24 semester (36 quarter) hours in the philosophical, psychological and methodological foundations and in the professionalized subject matter of K-primary education which must include not less than six semester hours (9 qtr.) credit hours of K-primary student teaching (must have some credit in all areas).
2. Minimum of 42 semester hours in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, the physical sciences and language skills (wherever possible these courses should relate to K-P program)...

Illinois (N-K), (K-9)

The Illinois General Assembly now in session will be asked to consider certification of teachers in Early Childhood Education (Nursery-Primary-third Grade). We have a very effective state-side committee working on this project and expect action by July 1, 1969.

Several Illinois institutions of higher learning have programs for the preparation of teachers in this area which they will submit to the State Teacher Certification Board for approval.

At this time the University of Illinois, Urbana is the only one whose program has been officially approved. Northern Illinois University, DeKalb; Illinois State University, Normal; and Loyola University, Chicago have programs to submit to the State Teacher Certification Board and approval can be expected in the near future.

Other Illinois institutions of higher learning may be making preparation for teachers in Early Childhood Education but have not yet officially asked for approval.

Indiana (Endorsement on Elementary Certificate to teach kindergarten and nursery school)

Endorsement for teaching in Kindergarten:

Minimum of 24 sem. hrs. distributed among the following:

- child development; ECE; music and rhythms for young children (including ability to play piano) play and materials for young children.
- community and home-school relationships; kindergarten organization and administration; and observation and participation with kindergarten children.
- always included will be two to three semester hours of student teaching in the kindergarten

(Endorsement for teaching in nursery school)

Minimum of 24 semester hours distributed among the following:

The young child and his family; teaching the young child; including methods, materials, program and organization and administration of the nursery school; community resources and services for children and their families; parent education, and at least two to three semester hours of student teaching with nursery school children in addition to the General Elementary school Teacher Certificate, Provisional.

Iowa (N-K)

No bulletin of specific requirements received

Kansas (N-K)

Degree Early Childhood Education Certificate

1. 50 semester hours of general education and liberal arts courses
2. 24 semester hours of professional credit including:
 - a. 6 hrs. in the area of human growth and development, to include physical, mental, social and emotional

development from conception to adulthood, with special emphasis on the early childhood.

- b. 12 sem. hrs. of early childhood education to include philosophy of education of young children; role of the nursery teacher; program content and materials; and supervised observation, participation, and teaching with children primarily three and four years old.
- c. 6 sem. hrs. dealing with the cultural environment and the individual, to include teacher -family- child-community interaction; urban and rural life; family relationships, parent education; community organization and leadership; and the sociology of poverty and wealth.

Kentucky (K)

- 1. The same program of general education, general requirements, and professional preparation shall be required as stated for the provisional Elementary Certificate and in addition the specialized preparation for kindergarten education shall be included.
- 2. The specialized preparation for kindergarten teaching shall consist of a minimum of 10 semester hours of course work distributed in the following 3 major areas:
 - a. Guidance of the pre-school child
 - b. Fundamentals of kindergarten education
 - c. Practicum in kindergarten education

Louisiana

No requirements for early childhood education received.
Certification in progress for nursery - kindergarten

Maine (K-3)

When we receive from the preponing institution the fact one has completed K-3 program we issue a K-3 certificate. We are always reviewing the certification requirements.

Maryland (N-K-3) (Endorsement of the Elementary Certificate)

Early Childhood Education (N-K-3)

A graduate in the specific subject or meets the following requirements:

- 1. A bachelor's degree from an accredited institution
- 2. Not less than 80 semester hours in academic content courses including work in each of the following areas: English (9), history (6), geography (3), mathematics (3), biological and physical science (3) each, art, music, and physical education (2) each.
- 3. At least 26 semester hours in a planned program of professional education in the field of early childhood education including the following:
 - a. 6 semester hours in foundations of education including a

- course in psychological foundations of education.
- b. 12 semester hours in curriculum and methods of early childhood education including methods in language, arts, social studies, and creative activities.
- c. 8 semester hours in supervised observation and student teaching, which shall have been done on a full-time basis over a specified period of weeks and which shall have been a combination of nursery or kindergarten teaching and teaching in grade 1, 2, or 3; provided that two years of successful teaching experience at the early childhood level may be substituted for this requirement as long as the total number of semester hours in professional courses is not reduced thereby below 22 semester hours.

Massachusetts (Endorsement on Elementary Certificate K-8)

Requirements

- A. Bachelor's degree, a higher earned academic degree, or a diploma from a four-year course in a normal school approved by the Board of Education.
- B. Professional requirements, (total sem. hrs.) 18
 - 1. Hours must be in education courses approved for the preparation of elementary school teachers
 - 2. Two (2) semester hours must be in supervised student teaching in elementary schools.
 - 3. Two or more of the following areas must be included:
 - a. Educational psychology including child growth and development
 - b. Methods and materials in elementary education
 - c. Philosophy of education
 - d. Curriculum development in elementary education

Michigan K-8 endorsement

Michigan has very few nursery schools operated under the auspices of the public schools. However, to be eligible to teach in a Michigan nursery school that is operated under the auspices of a public school, the teacher must simply hold a valid regular Michigan elementary (grades K-8) provisional or permanent certificate.

There are a number of licensed private nursery schools in Michigan, and such schools obtain licensing from the Michigan Department of Social Services. The Michigan Department of Social Services does require the head teacher in a licensed private nursery school to obtain approval in the area of nursery education from the Department of Education. Such approval is granted if the teacher has a regular Michigan elementary provisional or permanent teaching certificate and a minimum of fifteen semester hours of credit in child development and/or nursery education, or if the teacher has a regular Michigan secondary provisional or permanent teaching certificate and a minimum of twenty-four semester hours credit in

child development. In such cases, the Department of Education simply advises the Department of Social Services that the teacher in question is qualified and that we have no objection, therefore, to the licensing of the private nursery school. No certificate per se is issued.

Minnesota (Nursery school teachers)

Bachelor's Degree coursework shall include at least 18 semester hours of credit in a planned program including the following areas:

Preschool or nursery school education
Early Childhood Education
Child Development or Child Psychology
Family Life Development

Not less than 10 semester hours of this credit must be obtained in nursery school and/or early childhood education.

Not less than 2 semester hours of this credit requirement shall be spent in student teaching in nursery school.

Certified kindergarten and elementary teachers who have not prepared to teach in nursery school but who wish to do so, shall take one course in nursery school education either as a part of, or in excess of, the requirements for kindergarten and/or elementary education. In addition, they must have 2 semester hours of credit in student teaching in nursery school.

Mississippi (K-3)

Standard class A elementary teaching certificates will be renewed on the basis of grades 1-8. Teachers holding these certificates should be encouraged to meet requirements in either K-3 or 4-8 or both when earning credit for renewal.

Elementary teaching permits issued prior to September 1, 1972, will be valid in grades 1-8. Subsequent to September 1, 1972, they will be endorsed in K-3 or 4-8.

Minimum requirements for K-3:

General Education	(semester hours)	48
Specialized and Professional Education		39
Child psychology		3
Educational psychology		3
Measurement and Evaluation		3
Reading		6
Language Arts (including its nature and structure)		3
Literature for Children		3
Art for Children		3
Music		3
Directed teaching		6
Methods course		3
Principles of ECE		3

Missouri (K-Elementary)

We do not certificate in the field of Early Childhood Education. We do certificate a teacher in public kindergarten after she has earned a valid certificate for teaching at the elementary level.

Many of our colleges will urge the person interested in kindergarten teaching to take two or three courses appropriate to the kindergarten work besides the regular elementary certification requirements.

Montana (K-9)

Elementary Endorsement of the Class 1 or Class 2 Certificate authorizes the holder to teach in grades Kindergarten through Nine, Elementary Endorsement of the Class 5 Certificate held by a teacher with a Bachelor's Degree authorizes the holder to teach in grades Kindergarten through Nine; Elementary Endorsement of the Class 5 Certificate held by a teacher with less than the Bachelor's Degree authorizes the holder to teach in grades Kindergarten through Eight.

Nebraska (K-6)

Standard Teaching Certificates are endorsed 'Elementary K-6.' This is done when preparing college or university recommends applicant for the certificate and endorsement. The endorsement as noted includes Kindergarten and Primary -- no special certificates issued for (early childhood education).

Nevada (K-P)

Certification in progress for Early Childhood Education

New Hampshire (K-8)

Certification in progress for Early Childhood Education

New Jersey (N-K)

Nursery School Requirements

1. Bachelor's degree
2. Successful completion of one of the following:
 - A. A college curriculum approved by the New Jersey State Department of Education as the basis for certification
or
 - B. Program of college studies including:
 1. 30 semester hours in specialized nursery school training. (30 hours do not include student teaching)
 2. The teacher training program should include work in each of the following areas:
 - a. History, principles, and philosophy of education
 - b. Child development from birth to 12 years and

- related courses in psychology, mental hygiene, child health and nutrition
- c. Nursery school curriculum and procedure. The curriculum should include literature, story telling, music, art, and science for children two to five.
- d. Child, family and community life.
- 3. One hundred and fifty clock hours of approved student teaching in nursery schools on more than one age level. At least ninety clock hours must be devoted to responsible classroom teaching; sixty clock hours may be employed in observation and participation. This requirement is in addition to the thirty credits in section 1, above.

New Mexico (K-P)

KINDERGARTEN

Kindergarten certificates are required of teachers who teach in state approved public or non-public kindergartens. All kindergarten certificates are issued by the Director of Teacher Education, Certification, and Placement. Applicants for this certificate must have the college forward an official transcript of credits to the Director of Teacher Education, Certification, and Placement, State Department of Education, Capitol Building, Santa Fe, New Mexico 87501. An application form must be completed in detail by the applicant and college officials and forwarded along with the certification fee to the same division. The fee for any certificate is a \$1.00 check or money order. WE CANNOT ACCEPT CASH!

There are three plans under which a teacher may become certified for kindergarten work. Teachers teaching in kindergartens in the public schools of New Mexico must certify under Plan I or Plan II.

PLAN I

FIVE YEAR KINDERGARTEN CERTIFICATE

The qualified teacher must be a graduate of a regionally or New Mexico state accredited college or university. The work must include 24 semester hours in primary (K-3) or early childhood education. This work may be completed at the undergraduate level or by additional courses at the graduate level.

1. Study in the areas of the physical and biological sciences, mathematics and philosophy, language and literature, the social and behavioral sciences, and the fine arts.
2. Professional preparation in the specialized field of early childhood education--a minimum of 24 semester hours

distributed over the areas of:

- a. Human growth, development and learning; mental and physical health.
- b. School, parent, home, and community relationships and interactions.
- c. Curriculum content, methods, materials, experiences, and resources. Supervised experiences with children including observation, participation, and student teaching--6 semester hours.
- d. Current problems, history and philosophy of education.
- e. Administration and organization of schools; relationships to grades 4 - 6.

PLAN II

FOUR YEAR PROVISIONAL ELEMENTARY CERTIFICATE WITH A KINDERGARTEN ENDORSEMENT

Teachers who meet requirements for the Four Year Provisional Elementary Certificate may receive an endorsement for the kindergarten level provided they have a minimum of eight (8) semester hours of credit distributed over the nursery, kindergarten and primary areas of:

1. Theory
2. Curriculum
3. Content
4. Methods and Materials

Teachers who are currently certified as public school kindergarten teachers will be allowed to renew their certificates with credit earned in meeting requirements as outlined under Plan II.

PLAN III

ONE YEAR KINDERGARTEN CERTIFICATE

Non-degreed teachers applying for a certificate authorizing them to teach in non-public nurseries and kindergartens who have had a minimum of one year's teaching experience in kindergarten and who have sixty (60) semester hours of college credit including credit earned at the kindergarten-primary level may receive a one year permit authorizing them to teach in specified non-public kindergartens or nursery schools. This permit is valid for a period of one year and is renewable each year upon receipt of evidence of eight (8) semester hours of credit earned in areas applicable toward procuring a degree as outlined under Plan I or Plan II.

New York (N-6, N-9)

New York indicated on questionnaire 'No certification in Early Childhood Education.'

Several colleges have indicated that, within the general provisions of the elementary program, they offer the student an opportunity to specialize in the teaching of early childhood grades (i.e., nursery school through grades 2 or 3). Elementary programs at the ... (colleges indicated) meet all requirements for certification for teaching in nursery school through grades 6 or 9, but additional coursework and practice teaching make up an early childhood specialization.

North Carolina (N-K)

Nursery-Kindergarten Certificate

1. General education program should be the same as for primary or grammar grade teachers (state outline)
2. Subject-matter preparation should be in line with the program prescribed for elementary school teachers (state guidelines). The only exception is in the area of concentration. Teachers in the nursery-Kindergarten area must be prepared as generalist capable of handling all the subjects appropriate for the early childhood years. Depth in a single subject is not necessary.
3. The program of professional preparation should follow the guidelines for the preparation of elementary school teachers with the following variations:
 - (a) Study in psychology should emphasize the early development of the child.
 - (b) Work in the methods and materials area should be at the nursery and kindergarten levels.
 - (c) The curriculum content for the N-K situation should be studied.
 - (d) Pre-student teaching observations should be in the primary grades and in a nursery school or kindergarten which has been approved by the State Department of Public Instruction.
 - (e) Student teaching must be in a well-organized nursery school or kindergarten which has been approved by the state Department of Public Instruction.
4. Program for converting the primary or grammar grade A certificate to a N-K certificate

Minimum of 6 hours distributed over the following areas:

(1) nursery-Kindergarten methods and resources; (2) curriculum for the nursery and kindergarten. Student teaching in an approved nursery or kindergarten school is recommended but not required, and may not be recognized as a part of the required six hours.

North Dakota

No certification in Early Childhood Education

Ohio (K-P)

This certificate is valid for teaching in the kindergarten and grades 1-3. This certificate requires completion of the same requirements as those listed for elementary teachers except that at least 6 semester hours in theory, methods and materials, and student teaching at the K-P level shall be included within or in excess of the elementary certificate.

Professional requirements	(semester hours)	28
General Requirements	(" ")	124

Certification in progress for Early Childhood Education
(consideration being given 1969)

No Early Childhood Education bulletin available for release.

Oklahoma (N-K)

EARLY CHILDHOOD EDUCATION
(Nursery through Kindergarten)

STANDARD CERTIFICATE

The applicant shall satisfy all general regulations of eligibility (see pp.).

The applicant shall have completed an approved certificate program for the preparation of early childhood teachers if his training was done in an Oklahoma college or university.

The applicant shall have completed academic preparation equivalent to satisfying all requirements enumerated by the minimum essentials for approved teacher-certificate programs for the preparation of early childhood teachers when his training was done outside Oklahoma.

The early childhood education certificate authorizes the holder to teach children in nursery school through kindergarten provided the holder has an appropriate approval credential.

GENERAL EDUCATION

A minimum of 50 semester hours of credit in general education, designed to develop a broad, cultural background, is required, the work to be taken in the ten areas listed below.

Some work shall be taken in each of at least the first seven areas listed, provided that there may be variation in, or waiver of, requirements in accordance with the degree of student competence in the respective areas, as determined by appropriate procedures employed by the

institution.

Whether or not certain requirements are reduced or waived, as provided, the total credit in the ten areas shall be at least 50 semester hours.

Not more than 12 semester hours in any one area may apply on the 50 semester hours required.

1. Language arts (English).
2. Social Studies--including a minimum of six semester hours of American history and government and two or three semester hours in geography. In addition, Oklahoma history shall be taken in college, unless taken in senior high school (Grades 9-12), or unless the applicant has passed the Oklahoma State Department of Education examination in this subject.
3. Mathematics.
4. Science--This shall include work in both physical and biological sciences.
5. Fine arts (art, drama, music).
6. Health and physical education.
7. Psychology.
8. Practical arts (agriculture, business education, home economics, industrial arts).
9. General humanities (history and appreciation studies in art, literature, music, philosophy, religion, and related areas).
10. Foreign Language.

PROFESSIONAL EDUCATION

A minimum of 21 semester hours of credit in professional teacher-education courses is required, including work in each of the following areas:

1. Childhood growth and development.
(Conception through six years).
2. Social foundations of education (orientation to teaching, philosophy of education, sociology of education, introduction to teaching, history of education, etc.)
3. Educational psychology (Specific to early childhood education).
4. Student teaching--minimum of six semester hours to include some teaching at both levels (nursery and kindergarten).
5. Remaining work in the minimum total of 21 semester hours may be from the four areas above or in other approved Early Childhood Education courses, such as: History and Philosophy of Early Childhood Education, Curriculum and Methods of Early Childhood Education, Psychology of Exceptional Children, Guidance in Early Childhood Education, and Organization and Administration of Early Childhood Education.

SPECIALIZED EDUCATION

A minimum of 25 semester hours of credit in specialized education for Early Childhood Education teachers, that is, work in subject-field content and/or methods and materials especially appropriate to preparation for teaching at the Early Childhood Education level, is required. Some work shall be done in each of the following areas:

1. Curriculum of Early Childhood Education--The content of these courses should include such areas as:
 - a. Play, play materials and equipment.
 - b. Art.
 - c. Music.
 - d. Literature.
 - e. Science (social and natural).
 - f. Program Planning-(Curriculum, methods and evaluation).
2. Parent and School Relationships--The content of these courses should cover such areas as:
 - a. Parent-Teacher relations.
 - b. Family life education.
 - c. Family and human development.
3. Health and Nutrition--The content of these courses should cover such areas as:
 - a. Nutrition.
 - b. Health.
4. Speech Correction.

PROVISIONAL CERTIFICATE

The applicant shall satisfy all general regulations of eligibility (see pp.).

The applicant shall have completed the following minimum academic preparation.

PROFESSIONAL EDUCATION

A minimum of 15 semester hours of college credit in professional education, applicable on requirements for the standard Early Childhood Education Certificate and including some work in student teaching, is required.

Any teacher who holds a standard bachelor's degree and has five or more years of experience at the Early Childhood Education level in an accredited school as a teacher, supervisor, administrator, or combination thereof and who meet all other requirements for the standard and/or provisional certificate except student teaching may, upon recommendation

of the certification officer in an approved teacher-education institution, substitute other professional education courses for the student teaching, provided that three of the five years of experience shall have been during the five years immediately preceding the filing of the application for the standard certificate, that no substitution shall be permitted for any part of the five years of experience, and that in no case shall any substitution made reduce the total number of semester hours of professional education normally required for the certification sought.

GENERAL EDUCATION

A minimum of 50 semester hours of general education, designed to develop a broad, cultural background, is required, the work to be taken in the ten areas listed below.

Some work shall be taken in each of at least the first seven areas listed, provided that there may be variation in, or waiver of, requirements in accordance with the degree of student competence in the respective areas, as determined by appropriate procedures employed by the institution.

Whether or not certain requirements are reduced or waived as provided, the total credit in the ten areas shall be at least 50 semester hours.

Not more than 12 semester hours in any one area may apply on the 50 semester hours required.

1. Language arts (English).
2. Social studies-including a minimum of six semester hours of American history and government and two or three semester hours in geography. In addition, Oklahoma history shall be taken in college, unless taken in senior high school (grades 9-12) or unless the applicant has passed the Oklahoma State Department of Education examination in this subject.
3. Mathematics.
4. Science--This shall include work in both physical and biological sciences.
5. Fine arts (art, drama, music).
6. Health and physical education.
7. Psychology
8. Practical arts (agriculture, business education, home economics, industrial arts).
9. General humanities (history and appreciation studies in arts, literature, music, philosophy, religion, and related areas).
10. Foreign language.

SPECIALIZED EDUCATION

A minimum of 18 semester hours of specialized education for Early Childhood Education teachers, as defined in Minimum Essentials for

Approved Teacher-Certificate Programs (see pp.) with some work in at least the first three of the four areas listed as required for the Standard Early Childhood Education Certificate, is required.

TEMPORARY CERTIFICATE

The applicant shall satisfy all general regulations of eligibility (see pp.).

The applicant shall complete the following minimum academic preparation.

GENERAL EDUCATION

A minimum of 40 semester hours in general education, which would normally be accepted in satisfying requirements for the Standard Early Childhood Education Certificate, is required.

SPECIALIZED EDUCATION

A minimum of 14 semester hours of college credit in specialized education for the Early Childhood Education teacher, which will apply in meeting requirements for the completion of an approved Early Childhood Education teacher's program as outlined under Minimum Essentials for Approved Programs (see pp.), is required. This work shall include some work in at least the first two of the four areas listed as required for the Standard Early Childhood Education Certificate.

PROFESSIONAL EDUCATION

A minimum of 12 semester hours of credit in professional teacher education is required.

EARLY CHILDHOOD EDUCATION CERTIFICATE (Conversion Program)

The holder of a valid Oklahoma Standard Elementary Certificate may qualify for the Standard Early Childhood Education Certificate by completing a minimum of fourteen (14) semester hours of credit applicable to the Standard Early Childhood Education Certificate Program. The fourteen (14) hours should be as follows: A minimum of two (2) semester hours of credit in Early Childhood Education practicum; a minimum of twelve (12) semester hours of credit applicable to the specialized education area in the Early Childhood Education Standard Certificate Program, eight (8) hours of which must be completed in area #1 and the remaining four (4) hours may be chosen from areas 1, 2, 3, and/or 4.

1. Curriculum of Early Childhood Education--The content of these courses should include such areas as:
 - a. Play, play materials and equipment.
 - b. Art.
 - c. Music.

- d. Literature.
 - e. Science (social and natural).
 - f. Program Planning-(Curriculum, methods and evaluation).
2. Parent and School Relationships--The content of these courses should cover such areas as:
 - a. Parent-Teacher relations.
 - b. Family life education.
 - c. Family and human development.
 3. Health and Nutrition--The content of these courses should cover such areas as:
 - a. Nutrition.
 - b. Health
 4. Speech Correction.

Oregon

No certification for Early Childhood Education

Pennsylvania

No applicant may be issued any provisional certificate or may have any endorsement of another subject or field added to any certificate without it being certified by the appropriate official of the preparing institution that the applicant has completed an approved program leading to the certificate that is requested.

The Department of Public Instruction no longer advises persons about courses or credit hours needed for the issuance of teaching certificates. This information is now obtained from advisers in approved teacher preparing colleges and universities.

Rhode Island (K-P)(K-8)

I. Provisional Elementary Certificate - Valid for six years

This certificate is valid for teaching in grades Kindergarten through eight except where grades seven and eight are organized on the secondary plan.

- A. Bachelor's degree from an institution approved by the State Board of Education.
- B. Thirty semester hours of education courses approved for the preparation of elementary school teachers including not less than six nor more than twelve semester hours of practice teaching.

Note: The practice teaching requirement may be waived for applicants who have had two or more years of successful teaching experience prior to applying for certification in Rhode Island. All applicants shall, however, present evidence of thirty semester hours courses approved for the preparation of elementary school teachers.

Note: A Special Provisional Certificate may be issued to one who has been appointed to a position under a critic teacher in an approved training program provided that the applicant has completed at least eighteen semester hours of education courses approved for the preparation of elementary school teachers. This certificate is not renewable, the holder being required to fulfill the requirements for the Provisional Elementary Certificate within one year.

Note: This certificate is not renewable. Holder must qualify for professional certificate after having taught six years in Rhode Island under the provisional certificate.

II. Professional Elementary Certificate - Valid for life

- A. Master's degree or thirty-six semester hours of approved study beyond Bachelor's degree.
- B. Same as I-B.
- C. Three years successful teaching experience in the elementary grades in Rhode Island.

South Carolina (N-K)

Minimum Requirements for changing to certification in Early Childhood Education

Professional Class III Certificate

Professional Preparation (areas)

The behavior and development of the young child	3
Curriculum for Early Childhood Education	3
Methods and materials for Early Childhood	3

Practicum in Early Childhood Education (including observation and participation) 3

Recommendations of the Institution providing the practicum

Emergency Permits

1. Persons not meeting the full requirements for certification as a teacher of Early Childhood Education may be issued, on

request of a school district, an emergency permit provided they have completed a minimum of three semester hours of the required standards.

2. To be issued subsequent permits, the applicant must submit additional hours toward full certification.

Requirements for a Certificate to Teach in Preschool and Elementary Grades

A Bachelor's Degree which includes the following:

General Education. Same basic or general program as for elementary certificate specified in S. C. Requirements for Teacher Education and Certification, p. 2.

Professional Preparation

	Semester Hours
A. Child Growth and Development	3
B. Behavior of the Preschool Child, including observation and participation	3
C. Principles and Philosophy of Education	3
D. Elementary School Materials, or) Elementary School Curriculum, or) Teaching of Arithmetic, or) General Elementary School Methods)	3
E. Teaching of Reading in the Elementary Grades	3
F. Methods and Materials in Preschool Curriculum	3
G. Directed Teaching: 3 semester hours at Preschool) level and 3 semester hours at Elementary School) level	6
	<hr/> 24 semester hours

Required Courses in Liberal Arts. Same as for present elementary certificate.

South Dakota (K-9)

We issue only one basic certificate coded for #22 Elementary or #23 Secondary. Code #22 indicates a K-9 validity. We include all nursery school and pre-kindergarten as K. However, we do have one program in the state (Black Hills State College and South Dakota State University) that is a joint program.

Work is taken on both campuses. The baccalaureate degree is awarded at South Dakota State University and the teacher education program is completed at Black Hills State College.

Tennessee (K-P)

Endorsement for Kindergarten - Grade 3

Eligibility for a certificate in grades 1-9

Included as a part, or in addition to, requirements for certification grades 1-9, and in each of the three categories below, attention must be given to kindergarten:

- a. Methods and materials appropriate to kindergarten - grade 3.
- b. Child growth and development, including physical, social, emotional, and mental growth of children ages 5-10, and the implications of these growths for learning.
- c. Supervised students teaching in kindergarten - grade 3.

Texas (K)

A. The Certificate

The Kindergarten Endorsement for the Provisional Certificate in elementary education shall require nine semester hours of junior level courses or above of the work toward the bachelor's degree, specifically devoted to kindergarten preparation, in addition to student teaching.

1. The Kindergarten Endorsement

- a. A program for elementary certification with kindergarten endorsement shall include a minimum of nine semester hours of junior level courses or above identified and designed for kindergarten teacher preparation, in addition to student teaching.

A maximum of six hours of this kindergarten education may be substituted for elementary certification requirements. These may be in the Combination Subjects in Academic Specialization and/or in Elementary Content Areas. Six semester hours of electives must be preserved in the certificate program.

In order to qualify for the Provisional Elementary Certificate with an endorsement for teaching in kindergarten, the candidate must complete six semester hours of student teaching. This shall consist of three semester hours of student teaching in kindergarten and three semester hours of student teaching in the elementary grades. (Provision is made for individuals to substitute three additional semester hours of kindergarten education and one year of teaching experience in a school accredited by the Texas Education Agency for the three semester hours of student teaching provided that (1) a major portion of the courses required for the kindergarten certificate have been completed prior to the teaching experience in a kindergarten or (2) the course allowed to substitute for student teaching will provide at least

one-half of the time in closely coordinated and supervised observation in a kindergarten following at least one year of teaching experience at the kindergarten level in a school accredited by the Texas Education Agency.)

- b. On September 1 of the second year following the effective date of this proposal, no person may be assigned as a kindergarten teacher who does not have a kindergarten endorsement or an emergency permit for kindergarten assignment.

Teachers holding an elementary certificate prior to the date of enforcement of the policy, who have had one (1) year or more of successful experience in Kindergarten within a five year period prior to the effective date of this policy in a school accredited by the Texas Education Agency, may apply for and receive the kindergarten endorsement.

(One year or more of successful teaching experience in a Head Start, Preschool, or Migrant Preschool Program in a school accredited by the Texas Education Agency will be acceptable provided these programs were taught during the regular school year, the program was below the first grade curriculum, and the teacher had taught at least four and one-half months plus one day in the specific program identified.)

2. Emergency Permit for Kindergarten

The Emergency Teaching Permit for Kindergarten is available only upon the request of an employing superintendent either for (a) a person who holds an elementary certificate or (b) for a person who has successfully taught for five or more years in kindergarten in a school accredited by the Texas Education Agency.

The Emergency Teaching Permit for Kindergarten for a person who holds an elementary certificate may be renewed annually for an additional two scholastic years at the end of which time the full requirements must be completed at an approved college. A minimum of three semester hours in kindergarten shall be completed for each renewal.

A person assigned to kindergarten on the effective date of this policy who has taught successfully five or more years in kindergarten in a school accredited by the Texas Education Agency may be issued an Emergency Permit, renewable for five years provided at least six semester hours shall have been earned each year toward the Elementary Certificate and Kindergarten Endorsement.

B. General Requirements for Colleges

1. The college or university preparing kindergarten teachers shall have at least one full-time specialist who has at least a master's degree and at least two years of successful experience in teaching kindergarten.
2. The college or university shall maintain a laboratory school or have available adequate facilities for observation and student teaching at the kindergarten level.
3. Library facilities shall provide materials for research and study of the young child and of kindergarten programs.

Utah (K-P)

An elementary teaching endorsement is valid in grades one through six and is valid in kindergarten when standards have met for kindergarten efficiency. This endorsement is also valid in junior high school grades (seven through nine) provided the individual has a major and a minor, or composite major, in teaching subjects assigned. This endorsement does not cover professional services for which special endorsements are required.

1. Basic Professional Certificate...

An endorsement of kindergarten efficiency will be added to the Basic Professional Certificate when the elementary endorsement requirements (including twelve quarter hours of student teaching on the kindergarten-primary level) have been met. A teacher in kindergarten, unless holding a statement of efficiency in kindergarten work granted by the State Board of Education, shall be required to pass a special examination relating to the principles and practices of the kindergarten. Such an examination is to be conducted under the direction of the State Board of Education.

Two years of successful teaching experience may be accepted in lieu of all or any part of the student teaching requirement.

Vermont (K-P)

Certification in progress for Early Childhood Education

Virginia (K, P, K-P)

Kindergarten or K-Grades 1, 2, 3

The applicant for the joint endorsement K-1, 2, 3 must qualify for the Collegiate Professional Certificate including the general education requirements and must complete the specific endorsement

requirements for elementary education. The applicant for the single endorsement in kindergarten must qualify for the Collegiate Professional Certificate, including general education requirements, and should offer semester hours of credit as specified for each of the subject areas listed below.

- | | |
|--|-------------------|
| I. English | 18 semester hours |
| The 18 semester hours should include a course in children's literature and story telling for the young. | |
| II. Social Science | 18 semester hours |
| III. Mathematics | 6 semester hours |
| The 6 semester hours should include instruction in fundamental concepts of those areas of mathematics commonly taught in elementary schools. | |
| IV. Science | 6 semester hours |
| V. Art and Music | 6 " " |
| VI. Health and Physical Education | 6 " " |

The 6 semester hours should include instruction in safety, health, and physical education activities appropriate for the K, 1, 2, 3, level.

Washington

Certification in progress for Early Childhood Education

West Virginia (K-P)

A student preparing to teach early childhood through grade 6 shall complete the Diversified Concentration (listed in Minimum Standards for the Licensure of West Virginia School Personnel) and the Early Childhood Specialization as follows:

Specialization for Early Childhood¹

Minimal

Areas	Hours
Child development directed to Early Childhood Education _____	15
Organization and administration of Early Childhood Education Program _____	3
	3

¹To include actual experience with children of early childhood (before grade one) prior to student teaching.

Early Childhood Education Curriculum to include: sciences, art, music, and language development (cognitive processes)	6
Speech development	3

Wisconsin (N-K, N-K-P, K-P)

Completion of approved program

Wyoming (K-P)

Initial Public School Certificate. The Initial Public School Certificate, hereafter referred to as an Initial Certificate, is issued to applicants who have not taught in Wyoming with or without previous experience or who have not been employed in the state for a continuous period of five (5) years. Eligible for this certificate are applicants who have had no teaching experience but who have completed an approved teacher education program in Wyoming or in accredited institutions in other states. The Initial Certificate is also appropriate for experienced Wyoming teachers who change their major areas of service -- teaching to pupil personnel service, teaching to administration, pupil personnel service to administration and vice versa.

The specific requirements and regulations for Initial Certificates are:

1. Valid for a period of three years. After the initial period teachers shall qualify for the Standard Certificate.
 2. Issued to teachers new to the schools of Wyoming, or to teachers whose services were interrupted and consequently were unable to fulfill the validity period of this certificate.
 3. No teaching experience required.
 4. A bachelor's degree in an approved teacher education program from an accredited college or university.
 5. Applicants for an Initial Certificate who are otherwise eligible but who do not have recent credit shall have a deficiency for recent credit which for this purpose is defined as a minimum of five (5) semester hours within the five (5) years previous to September first of the year of certification. ...
- o. Kindergarten
1. Initial Certificate
 - a. Eligibility for an Initial Certificate (See above)
 - b. One (1) course in education with emphasis on kindergarten teaching.
 - c. Academic preparation necessary for an elementary grades endorsement.

VITA

Barbara A. Holloway

Candidate for the Degree of
Master of Science

Thesis: A NATIONAL SURVEY OF CERTIFICATION AND TEACHER PREPARATION
IN EARLY CHILDHOOD EDUCATION

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Texarkana, Texas, December 15, 1942, the daughter of Mr. and Mrs. F. G. Shavers, Sr.

Education: Attended grade school in Dekalb, Texas; graduated from Victory High School, Jefferson, Texas, in May, 1960; began undergraduate study at Tyler District Junior College (at Texas College), Tyler, Texas, in September, 1960; received the Bachelor of Science degree in Home Economics Education from Prairie View A & M College, Prairie View, Texas, in January, 1966; completed requirements for the Master of Science degree in Family Relations and Child Development in May of 1969.

Professional Experience: Home Economics teacher, Phillis Wheatley Senior High School, Houston, Texas, January, 1966-January, 1967; Home Economist for Project Head Start, Houston Independent School District, Summer, 1966; Counselor-Adult Education, Manpower Training and Development Act Program/Columbia Basin Junior College, Pasco, Washington, February, 1967-May, 1967; Graduate assistant in the Department of Family Relations and Child Development 1968-1969.

Professional and Honorary Organizations: Kappa Omicron Phi, National Home Economics Honorary Fraternity; American Home Economics Association.