

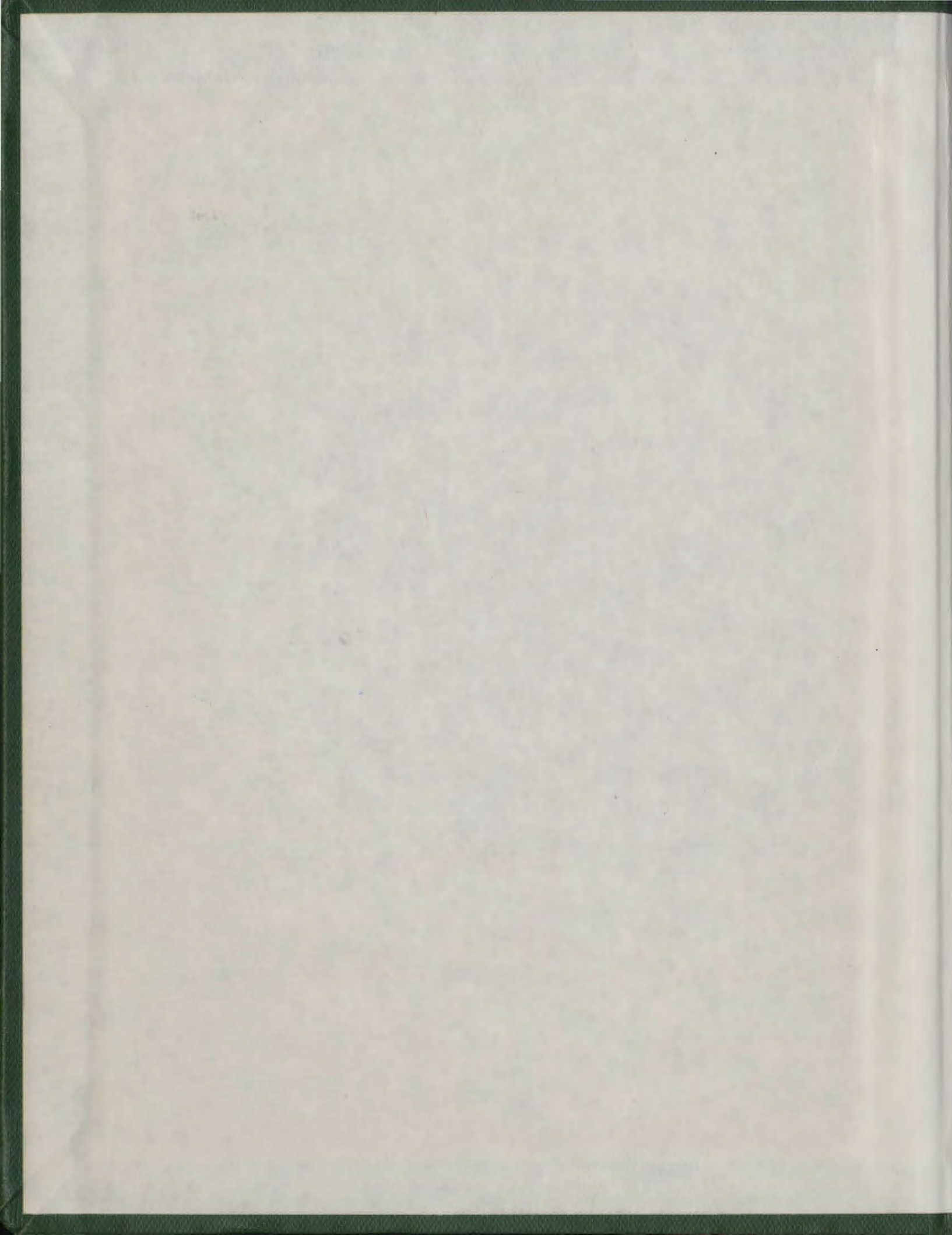
EARLY CHILDHOOD PROGRAMS:  
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KINDERGARTEN AND PRE-  
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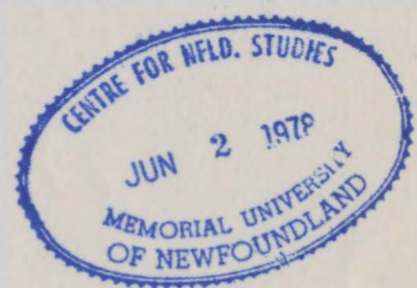
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ABSTRACT

**EARLY CHILDHOOD PROGRAMS: A STUDY OF PROVISION  
FOR KINDERGARTEN AND PRE-SCHOOL  
PROGRAMS IN NEWFOUNDLAND**

by

**DOROTHY CANDLISH SHARP BA(Ed.)**



**A Thesis submitted in partial fulfillment  
of the requirements for the degree of  
Master of Education**

**Department of Educational Administration  
Faculty of Education  
Memorial University of Newfoundland  
October 1976**



## ABSTRACT

This study was designed to trace the historical development and current status of kindergarten and pre-school programs in the Province of Newfoundland. It included a survey questionnaire which was sent to teachers employed to teach pupils enrolled for their first year of public schooling. The purpose of the survey was to determine the teachers' perceptions of current kindergarten provision.

The information gathered pertaining to the historical review was obtained from briefs, reports, historical documents and legislative statutes. The data required to establish the current status of kindergarten programs were obtained from the responses of 410 teachers employed by the various school systems in the Province. The finite population of kindergarten teachers (546), employed in 470 schools, were administered the questionnaire and a 75 per cent response was obtained.

The statistical procedures used to analyse the survey data included percentages, cumulative frequencies and cross tabulations. Sixty factors were identified from related research and were used in the questionnaire. These were classified under five headings as follows: (i) kindergarten administration, (ii) teacher characteristics, (iii) pupil characteristics, (iv) environmental features and (v) teachers' opinions. Personal data such as sex, age, teaching experience and professional qualifications of respondents assisted in establishing a composite profile of the "typical" kindergarten teacher.

Results of the historical review indicate that kindergarten and

pre-school development appear to be concomitants of economic and industrial growth. Various interest groups have recently championed the rights of young children in society and the members of these groups have articulated the needs of young children and their rights to the provision of early childhood programs.

The findings of the survey data indicate that there is considerable variation in kindergarten provision. The disparity is evident in curriculum content, availability of equipment and facilities, consultative services, enrolment age of pupils and administrative structure. The academic qualifications of the respondents were also varied, the programs which they provided were different and their attitudes towards current teacher preparation programs and inservice training indicated considerable dissatisfaction. The data also show that currently there were three "cohorts" of kindergarten teachers: (i) those who teach only kindergarten pupils (ii) those who are primary teachers responsible for multi-grade classes which include kindergarten pupils and (iii) those who teach kindergarten pupils and have additional teaching or administrative duties.

The general conclusions from the study were that: (i) recent legislation, to be administered by the Department of Education and the Department of Social Services, should facilitate the expansion of early childhood programs for Newfoundland children, (ii) attention should be given to small rural schools to upgrade kindergarten provision, (iii) revised guidelines for the aims and objectives of primary education should be developed and (iv) both inservice and teacher preparation programs for primary teachers should be reviewed.



## ACKNOWLEDGEMENTS

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Particular appreciation is expressed to the many teachers throughout the Province who so willingly participated in the survey which provided much of the data for the study. Thanks are also extended to Gary Purcell who assisted in developing the necessary programs used for the computer analysis.

Finally, the writer wishes to express her appreciation to her husband and three children for their encouragement and forbearance for the duration of this endeavour.



## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	ix
LIST OF FIGURES . . . . .	xiv
 Chapter	
I. INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	2
Sub-Problems . . . . .	2
DELIMITATIONS . . . . .	4
LIMITATIONS . . . . .	4
DEFINITION OF TERMS . . . . .	5
SIGNIFICANCE OF THE STUDY . . . . .	5
ORGANIZATION OF THE THESIS . . . . .	6
II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK . . . . .	7
EARLY CHILDHOOD EDUCATION--THE CANADIAN PERSPECTIVE . . . . .	7
PROFESSIONAL PREPARATION FOR PERSONNEL . . . . .	14
EARLY CHILDHOOD PRE-SCHOOL PROGRAMS . . . . .	17
PROGRAMS FOR DISADVANTAGED CHILDREN . . . . .	20
KINDERGARTEN PROGRAMS . . . . .	25
PARENT PARTICIPATION . . . . .	29
CURRENT TRENDS: CONTROVERSIES AND DEVELOPMENTS . . . . .	31
CONCEPTUAL FRAMEWORK OF THE STUDY . . . . .	36
SUMMARY . . . . .	39

Chapter	Page
III. METHODOLOGY . . . . .	41
DATA COLLECTION . . . . .	41
The Historical Review . . . . .	41
The Kindergarten Survey . . . . .	41
Preliminary information . . . . .	41
The development of the survey instrument . . . . .	42
Administration of the questionnaire . . . . .	43
The sample . . . . .	43
DATA TREATMENT . . . . .	44
The Historical Review . . . . .	44
The Kindergarten Survey . . . . .	44
IV. HISTORICAL REVIEW . . . . .	45
INTRODUCTION . . . . .	45
THE DEVELOPMENT OF PUBLIC KINDERGARTENS . . . . .	49
Compulsory Attendance . . . . .	49
The Influence of the Royal Commission on Education and Youth . . . . .	52
Expansion of Kindergarten Provision . . . . .	55
Enrolment Patterns . . . . .	60
Recent Developments . . . . .	62
THE DEVELOPMENT OF PRE-SCHOOL PROGRAMS . . . . .	64
Early Programs . . . . .	64
Local Pressure Groups . . . . .	64
The Impact of Briefs and Reports Pertaining to Early Childhood Education . . . . .	66
Federal Involvement . . . . .	70
SUMMARY . . . . .	71
V. THE ANALYSIS OF THE DATA FROM THE KINDERGARTEN SURVEY . . . . .	74
THE SURVEY POPULATION . . . . .	74
KINDERGARTEN ADMINISTRATION . . . . .	76
TEACHER CHARACTERISTICS . . . . .	86
Personal and Professional Characteristics . . . . .	86



## Chapter

TEACHERS' ATTITUDES . . . . .	97
PUPIL CHARACTERISTICS . . . . .	104
ENVIRONMENTAL PROVISION . . . . .	108
Kindergarten Curriculum Characteristics . . . . .	109
Classroom Facilities, Equipment and Audio- Visual Aids . . . . .	117
Parent Participation in School Activities . . . . .	123
School Board Provision for Inservice Training . . . . .	125
Summary . . . . .	127
VI. SUMMARY, CONCLUSIONS AND IMPLICATIONS . . . . .	129
SUMMARY OF THE STUDY . . . . .	129
The Problem . . . . .	129
Instrumentation and Methodology . . . . .	130
The Sample . . . . .	130
The Historical Development of Early Childhood Programs in Newfoundland . . . . .	131
The Kindergarten Survey . . . . .	133
Kindergarten Administration . . . . .	133
Teacher Characteristics . . . . .	136
Pupil Characteristics . . . . .	138
Environmental Features--Classroom Facilities Equipment and Supplies . . . . .	139
Environmental Features--The Curriculum of Kindergarten Programs . . . . .	140
Aims of the Kindergarten Program . . . . .	141
Inservice Training . . . . .	141
Parent Participation . . . . .	142
CONCLUSIONS AND IMPLICATIONS . . . . .	142
The Historical Development of Early Childhood Programs . . . . .	142
The Kindergarten Survey . . . . .	145
Implications for Future Research . . . . .	151



## APPENDICES

1. LETTERS TO SUPERINTENDENTS . . . . .	153
2. SURVEY QUESTIONNAIRE . . . . .	158
3. SCHOOLS WITH NO KINDERGARTEN PROVISION . . . . .	166
4. PRIVATE SCHOOLS IN NEWFOUNDLAND . . . . .	169
5. LIST OF CURRENT PRE-SCHOOL PROGRAMS . . . . .	171
6. LIVE BIRTHS, NEWFOUNDLAND AND LABRADOR, 1950-1975 (POST-CONFEDERATION) . . . . .	174
7. LIST OF INTERVIEWS . . . . .	176
8. VISITS TO EARLY CHILDHOOD PROGRAMS . . . . .	178
9. CROSS TABULATIONS . . . . .	180
BIBLIOGRAPHY . . . . .	185

## LIST OF TABLES

Table		Page
1	NUMBER OF CHILDREN FIVE YEARS OR LESS ENROLLED IN PUBLIC SCHOOLS IN NEWFOUNDLAND (1944-76) . . . . .	61
2	BRIEFS AND REPORTS COMPILED IN NEWFOUNDLAND PERTINENT TO EARLY CHILDHOOD EDUCATION. . . . .	67
3	FEDERAL LIP FUNDS FOR EARLY CHILDHOOD PROGRAMS 1971-1976 . . . . .	72
4	KINDERGARTEN SURVEY OF PUBLIC SCHOOL SYSTEMS . . . . .	75
5	DISTRIBUTION OF RESPONDENTS BY TYPE OF SCHOOL . . . . .	76
6	DISTRIBUTION OF RESPONDENTS BY THE NUMBER OF FULL TIME TEACHERS EMPLOYED IN THEIR SCHOOLS . . . . .	77
7	DISTRIBUTION OF RESPONDENTS BY THE NUMBER OF KINDERGARTEN TEACHERS EMPLOYED IN THEIR SCHOOLS . . . . .	78
8	DISTRIBUTION OF RESPONDENTS BY THE NUMBER OF KINDERGARTEN CLASSES IN THEIR SCHOOLS . . . . .	78
9	DISTRIBUTION OF RESPONDENTS BY TEACHING RESPONSIBILITIES . . . . .	79
10	DISTRIBUTION OF RESPONDENTS BY INVOLVEMENT IN CO-OPERATIVE TEACHING . . . . .	80
11	DISTRIBUTION OF RESPONDENTS BY NUMBER OF KINDERGARTEN SECTIONS TAUGHT . . . . .	80
12	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ADDITIONAL TEACHING RESPONSIBILITIES . . . . .	81
13	DISTRIBUTION OF RESPONDENTS BY TYPE OF KINDERGARTEN CLASS . . . . .	82
14	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE NUMBER OF KINDERGARTEN CHILDREN TAUGHT . . . . .	83



Table	Page
15 DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE AVAILABILITY OF PREPARATION TIME FOR CURRICULUM PLANNING . . . . .	83
16 DISTRIBUTION OF RESPONDENTS BY TEACHING METHODOLOGY . . .	84
17 DISTRIBUTION OF RESPONDENTS WITH RESPECT TO KINDERGARTEN ATTENDANCE SCHEDULES . . . . .	85
18 DISTRIBUTION OF RESPONDENTS BY AGE . . . . .	86
19 DISTRIBUTION OF RESPONDENTS BY SEX . . . . .	87
20 DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS . . . . .	87
21 DISTRIBUTION OF RESPONDENTS BY PARENTHOOD . . . . .	88
22 DISTRIBUTION OF RESPONDENTS WITH RESPECT TO HAVING PRE-SCHOOL CHILDREN . . . . .	88
23 DISTRIBUTION OF RESPONDENTS BY INSTITUTION PROVIDING BASIC TRAINING . . . . .	89
24 DISTRIBUTION OF RESPONDENTS BY PROFESSIONAL PREPARATION . . . . .	89
25 DISTRIBUTION OF RESPONDENTS BY ACADEMIC QUALIFICATION . .	90
26 DISTRIBUTION OF RESPONDENTS BY PRESENT SALARY GRADE WITH COMPARATIVE DATA FOR NEWFOUNDLAND TEACHING FORCE . .	91
27 DISTRIBUTION OF RESPONDENTS BY TOTAL YEARS OF TEACHING EXPERIENCE . . . . .	92
28 DISTRIBUTION OF RESPONDENTS BY YEARS OF EXPERIENCE TEACHING KINDERGARTEN . . . . .	93
29 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE MOST RECENT YEAR OF UPGRADING . . . . .	93
30 DISTRIBUTION OF RESPONDENTS WITH RESPECT TO PLANS FOR FUTURE STUDY . . . . .	94
31 DISTRIBUTION OF RESPONDENTS BY NATURE OF EMPLOYMENT . . .	94
32 DISTRIBUTION OF RESPONDENTS BY PROFESSIONAL AFFILIATION . . . . .	95



Table		Page
33	DISTRIBUTION OF RESPONDENTS BY ASPIRATIONS FOR THE FUTURE . . . . .	96
34	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ATTITUDES TOWARDS INITIAL PREPARATION . . . . .	97
35	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ATTITUDES TOWARDS PRIMARY INSERVICE WORKSHOPS . . . . .	98
36	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ATTITUDE TOWARDS THE AGE RANGE OF KINDERGARTEN CHILDREN . . . . .	99
37	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ATTITUDES TOWARDS PARENT PARTICIPATION IN THE PRIMARY SCHOOL . . . . .	100
38	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ATTITUDE TOWARDS SUPPORT AVAILABLE IN THE SCHOOL . . . . .	100
39	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ATTITUDES TOWARDS FACILITIES . . . . .	101
40	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE MAJOR AIM OF THE KINDERGARTEN PROGRAM . . . . .	102
41	NUMBER OF PUPILS WITH PRE-SCHOOL EXPERIENCE . . . . .	104
42	AGE OF PUPILS AT TIME OF INITIAL ENROLMENT . . . . .	105
43	GROUPING ARRANGEMENTS OF PUPILS . . . . .	106
44	NUMBER OF KINDERGARTEN PUPILS BUSED TO SCHOOL . . . . .	107
45	MAXIMUM DISTANCES TRAVELLED BY PUPILS TO SCHOOL . . . . .	108
46	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO PILOT PROJECTS . . . . .	109
47	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO METHODS OF RECORDING STUDENT PROGRESS . . . . .	110
48	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE ADMINISTRATION OF WRITTEN TESTS . . . . .	111
49	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE SELECTION OF CURRICULUM MATERIALS . . . . .	111
50	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE PROVISION OF CURRICULUM TEXTBOOKS . . . . .	112

Table		Page
51	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE PROVISION OF READING PROGRAMS . . . . .	112
52	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO AVAILABILITY OF CURRICULUM GUIDES . . . . .	113
53	NUMBER OF FIELD TRIPS . . . . .	114
54	TIME SPENT ON CURRICULUM ACTIVITIES AS IDENTIFIED BY RESPONDENTS . . . . .	116
55	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO CLASSROOM FACILITIES . . . . .	117
56	NUMBER OF FACILITIES AVAILABLE PER CLASSROOM . . . . .	118
57	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ITEMS OF CLASSROOM EQUIPMENT . . . . .	119
58	NUMBER OF EQUIPMENT ITEMS AVAILABLE PER CLASSROOM . . . . .	120
59	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO INDIVIDUAL AUDIO-VISUAL AIDS . . . . .	121
60	NUMBER OF AUDIO-VISUAL AIDS AVAILABLE PER CLASSROOM . . . . .	122
61	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO PARENT PARTICIPATION IN CLASSROOM ACTIVITIES . . . . .	123
62	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO PARENT PARTICIPATION IN SCHOOL ACTIVITIES . . . . .	123
63	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO INTERVIEWS WITH PARENTS . . . . .	124
64	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO FOCUS OF INSERVICE WORKSHOPS . . . . .	125
65	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE NUMBER OF PRIMARY WORKSHOPS PROVIDED SINCE SEPTEMBER 1975 . . . . .	125
66	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO CONSULTANTS HIRED BY THEIR SCHOOL BOARD . . . . .	126
67	DISTRIBUTION OF RESPONDENTS WITH RESPECT TO ACCESSIBILITY OF SCHOOL BOARD CONSULTANTS . . . . .	127



Table		Page
68	PROFILE OF THE NEWFOUNDLAND KINDERGARTEN TEACHER . . . . .	137
69	CROSS TABULATION--SIZE OF SCHOOL WITH TEACHER QUALIFICATIONS . . . . .	181
70	CROSS TABULATION--SIZE OF SCHOOL WITH CLASSROOM FACILITIES . . . . .	182
71	CROSS TABULATION--SIZE OF SCHOOL WITH NUMBER OF EQUIPMENT ITEMS . . . . .	183
72	CROSS TABULATION--SIZE OF SCHOOL WITH NUMBER OF AUDIO VISUAL AIDS . . . . .	184

## LIST OF FIGURES

Figure		Page
1	The Education Interaction Process . . . . .	37
2	Major Components of the Educational Process . . . . .	37



## Chapter I

### INTRODUCTION

In most industrialized societies the number of early childhood programs has increased dramatically over the last twenty years. Since there is considerable variation in the terminology used, it is important to understand what is inferred by the term "early childhood programs". Although there may be some disagreement about the upper age limit, the term generally refers to a wide variety of different programs for young children from birth to eight years of age. These programs involve interaction with peer groups and adults, for several hours of the day, usually outside the child's own home. In fact such a multiplicity of situations exist for young children that the term, early childhood programs, is often used somewhat loosely when writers refer to the programs of kindergarten classes, pre-schools, day care, co-operative nurseries, Headstart, day nurseries, play groups, family day care or junior kindergartens. It is immediately obvious that these different programs have developed to meet diverse needs in society, but all early childhood programs involve the same basic component--young children.

At the present time Newfoundland children need not legally attend school until they are seven years of age. The age range of children registered for kindergarten classes can therefore be quite wide, ranging from less than 5 years to 7+ years. Inevitably there is also a wide variation in the physical growth, language ability, and social, emotional and intellectual development. To compound the situation there are increasing numbers of children who enter kindergarten classes with



pre-school experience gained from a variety of other early childhood programs such as nursery school, day care or play groups. Many parents of such children have approached school principals and the Department of Education with requests that their children be promoted to Grade I because they consider their offspring have already experienced the content of the kindergarten program. It is quite likely that within the next few years School Boards may be forced to respond to parental pressures and consideration will have to be given to the development of new policies regarding assessment of children entering kindergarten, attendance regulations, and promotion procedures. There is also the distinct possibility that the curriculum content of the kindergarten program will have to be examined and redefined.

In this study some consideration has been given to the status of early childhood education in Canada, but particular attention has been paid to the development of kindergarten classes and pre-school programs in Newfoundland. Since no previous studies have been undertaken in the Province to determine the nature of kindergarten provision, these programs will constitute the main focus of this enquiry.

### STATEMENT OF THE PROBLEM

This study addresses itself to two aspects of the provision of early childhood programs in Newfoundland:

1. To document the historical development of early childhood programs in Newfoundland;
2. To develop a profile of the major components of kindergarten programs currently operating in Newfoundland.

### Sub-Problems

The problems, as stated above, have been investigated by seeking

to answer the following questions:

Historical Aspects

1. What developments in the Province contributed to the initiation and development of early childhood programs?
2. What was the nature of the growth of early childhood programs?
3. What legislature provisions have been made for early childhood programs in the Province?

Administration

4. What is the nature of the organizational provision for kindergarten at both school and classroom levels?
5. What are the characteristics of the schools which provide kindergarten?
6. What is the nature of the teaching assignments of kindergarten teachers?

Teachers

7. What are the personal and professional characteristics of kindergarten teachers currently teaching in Newfoundland?
8. What are the attitudes of teachers towards their initial preparation and continuing inservice programs?
9. What are the attitudes of teachers towards the age range of their pupils?
10. What are the attitudes of teachers towards current classroom environmental provision?
11. What are the attitudes of teachers towards assistance and support from parents and consultants?

Pupils

12. What are the characteristics of pupils who enter kindergarten classes?



Environmental Features

13. What are the characteristics of the kindergarten curriculum?
14. How much time is allocated for various classroom activities?
15. What is the nature and extent of materials, equipment and facilities available for kindergarten programs?
16. What is the nature and extent of parent participation in school activities?
17. What is the nature and extent of inservice training provided by school boards?

#### DELIMITATIONS

1. Although various aspects of early childhood programs have been investigated, the major focus of this study has been concerned with kindergarten programs.
2. The components of the kindergarten program examined in the questionnaire survey were those identified in the conceptual framework.
3. The questionnaire was administered only to teachers of children enrolled for their first year of public schooling in the Province of Newfoundland. Thus the survey data will reflect the particular perception of these teachers with respect to current kindergarten provision in Newfoundland.

#### LIMITATIONS

1. The accuracy and validity of the information obtained are dependent on the ability and willingness of the respondents to complete the questionnaire truthfully.



2. The study is limited by the appropriateness of the research methodology adopted.

### DEFINITION OF TERMS

Kindergarten programs refers to the programs provided for children enrolled for their first year of public schooling. These programs may be called "primer" classes, "pre-Grade I" or "kindergarten". They may be "separate" kindergarten classes or "composite" classes with multi-grades in the same classroom.

Kindergarten teachers refers to personnel employed by the school boards (part time or full time) to teach pupils enrolled for their first year of public schooling.

Kindergarten pupils refers to children enrolled for their first year of public schooling irrespective of their chronological age. These children may attend primer, separate kindergarten classes or multi-grade classes with children of higher grades.

Environmental features refers to the provision of facilities, curriculum materials, equipment, supplies, and support for kindergarten classes.

### SIGNIFICANCE OF THE STUDY

Very little research focusing on early childhood education has been conducted in Newfoundland. Three studies (Brown, 1970; Fisher, 1973; and Taylor, 1975) have investigated several aspects of day care programs. However, to date, no other study has focused on kindergarten provision.

As a professional group, kindergarten teachers have not been

involved to any great extent in research studies. This may have been their first opportunity to participate in a study which was directly related to their daily teaching situation. The study will attempt to clarify the present situation in the Province with regard to personnel employed, children enrolled, facilities provided and administrative organization. Hopefully the findings will illustrate the current status of kindergarten provision in Newfoundland, and will provide a basis for recommendations which will enable kindergarten teachers and administrators to provide more effective kindergarten programs to meet the needs of all children enrolled in the initial classes of the publicly supported school systems. Similarly it is hoped that the findings relating to pre-school programs will clarify the current status of such provision and that useful recommendations can be made to assist policy makers with future developments of these programs for young children.

#### ORGANIZATION OF THE THESIS

The next chapter presents a review of the literature related to early childhood education. It contains the conceptual framework of the study which developed as a result of an examination of current theories and practices outlined in the literature. Chapter III contains a description and discussion of the instrumentation used and the methodology employed. This is followed in Chapter IV by a report of the findings from the historical review of early childhood programs in Newfoundland. In Chapter V the analysis and findings from the data obtained from the kindergarten survey are reported. The final chapter of the thesis presents a summary of the study, some general conclusions and implications for future research.



## Chapter II

### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter dealing with the review of the literature has been divided into nine major sections as follows:

- Early Childhood Education--the Canadian Perspective;
- Professional Preparation for Teaching Personnel;
- The Development of Pre-school Programs;
- Programs for Disadvantaged Children;
- Kindergarten Programs;
- Parent Participation in Early Childhood Programs;
- Current Trends, Controversies and Developments;
- Conceptual Framework of the Study;
- Summary.

#### EARLY CANADIAN CHILDHOOD EDUCATION - THE CANADIAN PERSPECTIVE

During the last ten years there has been a marked increase in the volume of literature concerning early childhood education. American and British writers have dominated the field but several Canadian publications have also been available on the market.

In Canada a remarkable number of reports, pamphlets and position papers specifically pertaining to day care programs have been produced by the Federal Department of Health and Welfare. These publications have seldom given any indication of individual authors and the majority of them have been made available through Information Canada bookstores. A considerable amount of information contained in this introductory section has been compiled by the author from these Federal publications and a comprehensive listing of the titles is contained in the biblio-

graphy.

Compared to the amount of Canadian literature on day care there are significantly fewer current publications available concerning kindergarten programs in Canada. In 1972 the Canadian Education Association conducted a survey of fifty school boards across the country, which resulted in a publication entitled "Kindergartens in Canada--a Survey of Some Pre-grade I Programs in Publicly Supported School Systems". Data were collected on enrolments, admission policies, teacher qualifications, use of para-professionals, class size and provincial legislation. Unfortunately from this author's point of view, no returns were received from the Province of Newfoundland and therefore there was no data base available for this present study. However, the survey clearly indicated that kindergarten and junior kindergarten programs had developed in each Province at different rates and there was considerable variation in the professional certification of kindergarten teachers in the various Provinces.

Since there is no Federal Government Ministry in Canada for education, no national policies have ever been articulated for early childhood education. By virtue of the British North American Act (1867), each individual Province is responsible for the education of its own population. Over the last ten years several Provinces have commissioned specific enquiries into kindergarten education (Alberta, 1966 and 1974; Saskatchewan, 1972; New Brunswick, 1974; Prince Edward Island, 1975) and, as a result, dramatic changes in kindergarten provision have taken place within their school systems. At the present time kindergarten programs are supported in most Provinces by public funds and only a small proportion of private (fee paying) kindergartens exist in each Province



(Canadian Education Association, 1972).

Numerous agencies in Canadian society are involved in the provision of early childhood programs for young children. Provincial government Departments of Social Services or Human Resources and the Federal Department of National Health and Welfare make provision for many such programs across the country. Provincial Ministries or Departments of Education are also involved and provide kindergarten programs for five year olds, through the aegis of local school boards. Many voluntary groups, women's committees, church groups, and social action committees have also sponsored early childhood programs. However, according to a study by the Department of National Health and Welfare, almost half of the pre-school programs in Canada at the present time are operated by commercial entrepreneurs, with 47% of such programs being commercial centres (1975). It can therefore be readily observed that both the public and private sectors of Canadian society are actively involved in the provision of early childhood programs.

The fee structure of these early childhood programs is often indicative of the clientele served. In many of the pre-school programs children are segregated on the basis of their parents' ability to pay for the program. Day care programs provided by Provincial Departments are financially supported on a cost-sharing basis with the Federal Government under the terms and conditions of the Canada Assistance Plan. Parents pay for their children to attend these programs and the fee charged is based on the sliding scale of a means test (Health and Welfare: 1975). Several early childhood programs for pre-kindergarten children have been supported extensively by Federal funds through Local Initiative Project grants, Opportunities for Youth Programs and Health

and Welfare Demonstration Project grants. The fees for the commercially operated programs (e.g. private nursery schools, private kindergartens, or mini schools) are usually prohibitive for low income families. The cost for such programs can range from \$100 to \$200 per month for a full-time program and \$30 to \$60 for a part-time program. A few programs, using volunteer personnel, operate free of charge.

A wide range of philosophies has been articulated when early childhood programs have been established in Canada. Traditionally, pre-school programs have provided socializing experiences for middle and upper class children in preparation for entry into the public school systems. More recent programs have been envisaged as compensatory education for children from low income families and these programs have often attempted to accelerate intellectual development in "readiness" for the school system. Many co-operative programs have also developed in recent years through the efforts of non-working mothers. In these programs mothers and children are actively involved.

The educational background of personnel working in early childhood programs appears to be very varied. Usually personnel employed by School Boards to teach kindergarten classes have had some post-secondary education at a university or college but it is by no means certain that the majority of these teachers have completed their academic program. Prior to the 1960s and the expansion of community colleges in Canada, very few early childhood education courses were available for adults to gain expertise in this particular field of human endeavour (Ryan, 1974). The Faculties of Education in most Canadian universities had developed their programs to produce primary, elementary, junior and high school teachers. Little attention was paid to the provision of teacher training



programs for pre-school personnel. This situation is gradually changing and many faculties now include early childhood degree programs at the undergraduate and graduate levels (Statistics Canada, 1975).

A significant factor in the development of early childhood programs in North America has undoubtedly been the infusion of millions of dollars for Project Headstart in the United States of America. Not surprisingly, due to geographic proximity, many American influences percolate north of the 49th parallel into Canada. Increased interest in early childhood education is no doubt an example of this phenomenon. There can be little doubt that Project Headstart or 'Kiddies Corps' as it was originally called, in spite of its many shortcomings, has been one of the major factors in focusing attention on the inequality of educational opportunities for young children in North American society. Fred Hechinger suggested that, "Headstart, a life saving device for those at the bottom of society's ladder, may in turn help to loosen the rigidity of the educational system as a whole" (Hechinger, 1966:42). It is quite likely that the diffusion effects from American early childhood programs will continue to permeate Canadian educational thought for many years to come.

However, numerous other factors within Canadian society have also contributed to the emergence of an Early Childhood Movement in Canada. Sociological research has identified many changing cultural patterns in modern Canadian society (Porter, 1965). Furthermore, it appears that early childhood programs can be identified as social adaptations and are regarded as recognizable concomitants of the industrialized growth of a country (Health and Welfare: 1974). The problems facing the contemporary family in an industrialized society have been clearly identified by

Margaret Mead quoted in the Canadian publication "Day Care, A Resource for the Modern Family":

We now expect the family to achieve alone what no other society has ever expected an individual family to accomplish unaided. In effect we call upon the individual family to do what a whole clan used to do. (Health and Welfare, 1974:1)

Furthermore, this publication suggests that current sociological research indicates that early childhood programs could be regarded as the modern 'extended' family and that they should be supportive programs to sustain the nuclear family rather than fragment it (Health and Welfare: 1974).

In recent years the number of early childhood surveys and briefs presented to Provincial governments has increased. Undoubtedly the expansion of early childhood programs in the mid-twentieth century could be directly attributable to many factors, including the following: increased industrialization, urban growth, increased female participation in the work force, the emergence of the mobile nuclear family and the availability of research funds to investigate all aspects of the growth and development of young children.

The Canadian Federal Day Care Consultant, Howard Clifford, clearly enunciated a current problem regarding the status of early childhood programs when he stated: "There often appears to be a considerable split between pre-school practitioners and elementary school teachers" (Health and Welfare, 1974:62). This chasm is hardly surprising since these individuals have seldom had the same educational background and generally they are employed by different institutions within the society. Pre-school personnel are either paid from fees charged to parents or they are paid by their Community Board from a combination of Provincial and Federal funds distributed through Social Welfare Departments or



## Ministries.

The terminology used to describe early childhood personnel in Canada is as varied as the types of programs available. The Canadian Council on Social Development(1973:1) states:

What should day care personnel be called? Are they teachers, childcare workers, caretakers or care givers? It is reasonable to assume that our multicultural environment will be reflected by the adoption of a number of regional terms for personnel, each one reflecting a different approach to child development.

Although there is considerable disagreement about the name for pre-school personnel, there is no doubt that personnel employed by school boards to work in junior kindergartens and kindergarten classes are ascribed the title of "teacher" and they are paid by school boards, who obtain finances, through direct taxation and/or from their Provincial Department or Ministry of Education.

The young children involved in Canadian early childhood programs are blissfully unaware of these political demarkation lines but there can be little doubt that their peers who are unable to avail themselves of pre-school programs are unlikely to be able to do so unless major legislative changes are made. To a certain degree the lack of a national policy regarding education in general militates against the equitable development of early childhood pre-school programs in particular. Furthermore, the expansion of programs for the majority of the pre-school population is severely restricted by the current state of inflation and the long standing problems of Federal and Provincial jurisdiction. It is to be hoped that, through meaningful dialogue, the present conflict between pre-schools and public schools regarding the provision of programs for young children will eventually be satisfactorily resolved at both the national and local levels.

## PROFESSIONAL PREPARATION FOR PERSONNEL

Advocates of early childhood education have long maintained that specific training is essential in order to produce effective teachers of young children. "It is undoubtedly the teacher, her outlook and convictions, that constitutes the most important single factor in shaping the child's early school experiences" (Reichenberg-Haskett, cited in Seefeldt, 1976:151). In 1966 Leeper et al. wrote of the early childhood teacher: "(She) may possess many desirable qualities and still not be an effective teacher. Information, understanding, knowledge, skills and appreciations can only be secured by training" (Leeper et al., 1974: 107). Nonetheless it appears that conventional wisdom still adheres to the old adage, "anyone can work with young children" (Klein, 1973:6) and it is apparent from the literature that considerable numbers of teachers employed to teach young children often lack academic education beyond high school graduation (Brown, 1972; Fisher, 1974; Taylor, 1975).

At the present time the staffs of early childhood programs are predominantly female. It appears that previous experience as a mother has often enabled them to gain teaching positions in programs for young children. It is interesting to note that in the original kindergarten programs, Froebel employed men to teach young children and he did not acquiesce to female kindergarten teachers until after his own marriage (Spodek, 1972:18).

Since the infusion of money for Project Headstart in 1964, there has been a growing awareness of the need to train personnel for early childhood programs. Initially, Headstart personnel were immersed in "crash" summer courses and follow-up inservice programs were later intro-



duced. It was soon apparent that personnel often desired (and required) more indepth education. Gradually universities and colleges in the United States introduced early childhood certificate programs and academic degrees into their curriculum prospectuses. In recent years this trend has also occurred in Canadian colleges and universities.

Four stages have been identified in the process of producing competent teachers: (i) initial teacher preparation, (ii) certification, (iii) a probation period and (iv) continuing teacher education (Feyereisen, 1970:230). In U.S.A. many laboratory schools and day care centres have been established on university and college campuses to provide real life teaching demonstration situations for preparatory teachers and the initial experience at university or college is no longer regarded as a passport to teaching efficiency.

Ten years ago, Neith Headley stated, "Qualified teachers for Nursery schools and Kindergarten, as well as those of Primary Grades, should become recognized as professional people in their field" (Headley, 1966:59). This has not yet happened and the situation is unlikely to change so long as degree or certificate qualifications are not required to secure employment in early childhood programs.

Even earlier, when referring to the teaching profession in general, Bruner stated, "better selection and recruitment of teachers is required" (Bruner, 1960:90). Bruner also advocated increased inservice workshops, closed circuit television micro-teaching, "and more on-the-job training for young teachers by mature teachers" (Bruner, 1960:89).

Recently, considerable attention has been focused on inservice training for all teaching personnel (Schmuck, 1972). Many writers suggest that continuing inservice programs must be organized by school super-

visors so that new knowledge and innovative change can be diffused throughout the school system. Feyereisen et al., (1970:242) have also suggested: "Although it is primarily the teacher's responsibility to maintain her effectiveness, she has the right to expect substantial assistance from her school organization". Conferences, workshops, seminars, classroom visitations, demonstrations, meetings with special consultants and simulated teaching situations have been recommended strategies for inservice programs. Teachers' Centres, which have proved very successful in the United Kingdom, are becoming increasingly popular in North America (Brearley, 1971).

It has often been claimed that the practising teacher tends to become absorbed in details of the daily program, loses sight of more distant goals and does not keep abreast of current knowledge (Klein et al., 1975). Inservice programs are therefore being designed to help teachers keep up to date. Headley succinctly illustrated the problems that teachers encounter when external pressures are exerted on them to upgrade or register for extra courses.

Sometimes credit ratings and the lure of increased pay, which comes from additional course work, leads teachers to overextend themselves. Too many meetings, too many study groups, too many evening classes or intensive summer school courses can exhaust rather than recreate teaching strength (Headley, 1966:63).

It is also possible that there may be deleterious effects for pupils if teachers regularly enter the classroom mentally exhausted from attendance at evening courses.

In 1970 Piaget advocated: "the younger the child to be educated, the more training and education the teacher should possess". He maintained "that the more one wishes to appeal to the spontaneous activities of young children, the more psychological initiative is required (Piaget,



1970:39). Almy (1976:26) concurs with Piaget and suggests "there is a need for a new professional--the early childhood educator". The role of this specialist will involve practical and advisory work with adults and young children.

In North America, at the present time, there appears to be little consensus of opinion regarding the training programs for early childhood personnel. There continues to be considerable disagreement about the length of time to be spent on academic and practical pursuits, the content of the curriculum to be studied and the level of academic achievement required for certification. Nonetheless, since the field of early childhood education is evolving, this conflict can no doubt be regarded as a sign of growth and is infinitely preferable to a state of apathy or inertia.

#### EARLY CHILDHOOD PRE-SCHOOL PROGRAMS

A global overview of most civilized societies suggests that in the mid-1970s, a great deal of attention is being paid to the education of young children during their formative years from birth to seven years. In North America, Western Europe, Russia and Israel, innumerable strategies and research experiments have been developed in the field of Early Childhood Education. This was emphasised in the international report "Learning To Be" (Faure, 1972:188), which stated that, "Pre-school education must become one of the major education strategies in the 1970s".

Pre-school programs for young children have proliferated in many countries and their diversity is exemplified in the terminology used to describe them, e.g. the Commune Creche of the Kibbutz, the Internets of Russia, Headstart in the United States, Day Care in Canada, and Nursery

Schools in the United Kingdom. Significant "ripple" effects of these programs are now being experienced in public school systems throughout the world.

Until recently, kindergarten has traditionally been regarded in North America as the initial unit of regular schooling. Public funding now supports kindergarten programs in virtually all States in the U.S.A. and nine Provinces of Canada. Furthermore, since Federal funds have been allocated to pre-school programs both for day care centres in Canada and for Headstart in the U.S.A., more North American children are initiated into an institutionalized setting at an earlier age than in previous decades. Thus, many children entering kindergarten are not experiencing their first encounter with an educational agency other than the family. These external factors in the environment are now forcing school boards to reappraise the kindergarten program and to redefine its aims and objectives. The provision of teaching personnel, para-professional assistants, curriculum materials combined with appropriate activities, teaching styles and classroom organization are all aspects of education which are being scrutinized by researchers.

The literature demonstrates that, since the mid-eighteenth century, three basic orientations regarding early childhood education have developed. These orientations have been exemplified in the "traditional" model, the "deprivation" model and the "cognitively oriented" model of early childhood programs. These three models will be examined briefly in this section of the thesis.

Historically the descriptive writings of Comenius, Froebel, Rousseau, Pestalozzi and Montessori dominated the literature in early childhood education until the mid-twentieth century. Their contributions



and explanation of the nature of children and how they learn, resulted in the so-called 'traditional' approach to early childhood education. The traditional 'model' of early childhood programs was characterized by a prepared environment, designed to provide 'enrichment' experience for young children. Usually the children were not pressured intellectually. Consistent routines were followed, creativity encouraged and informality prevailed. The developmental approach, with respect to the 'whole' child (social, emotional, physical and intellectual development) was to be achieved through social interaction with peer groups and the teacher.

Experimental research focusing on early childhood programs was relatively uncommon before the 1960s. Most early psychological studies of young children were longitudinal and highlighted the "individual" development of the child (Gesell, 1940; Piaget, 1951). Parry (1974) drew attention to a few early studies conducted with groups of children (Spitz, 1945; Goldfarb, 1955; Bowlby, 1960 cited in Parry). These studies indicated that young children in residential institutions required warm, intimate and continuous relationships with the mother or the mother substitute. They also drew attention to the fact that institutionalized children often had delayed speech. The importance of early verbal communication and stimulating activities were highlighted as important environmental factors in the development of young children.

A review of the development of early childhood programs (Seefeldt, 1976) indicates that learning theories have had a significant influence on curriculum development (e.g. Naturalistic theories, Behaviourism, Gestalt Psychology, Cognitive Development theories and Child Development theories). Modern psychologists such as Piaget, Skinner,

Jensen, Bereiter and Engelmann have all made significant contributions to the field of early childhood education. Current literature reflects the dominance of cognitive psychological theories and both the social and psychological influences of cultural deprivation. In the early 1960s psychologists, sociologists and educators came to the realization that the traditional programs in pre-school and kindergarten programs no longer met the needs of many children (Bruner, 1960; Bernstein, 1961; Hunt, 1961; Bloom, 1965; Coleman, 1966). Dramatic advances in the fields of psychology, genetics and linguistics necessitated a fundamental rethinking of the concept of early childhood education and the traditional belief that formal learning should begin in school at about six years of age was negated by the followers of cognitive psychology (e.g. Bereiter and Engelmann, 1966).

At the Research Conference on Education and Cultural Deprivation in Chicago in June, 1964, evidence was cited by eminent researchers that inadequate provision was made for millions of socially and culturally disadvantaged children in the U.S.A. (Bloom, 1965). As a direct result, compensatory intervention programs were introduced and Project Headstart, an anti-poverty pre-school program, was created in 1964 by the Economic Opportunity Act. Funds were made available for local community groups to establish their own Headstart programs for culturally disadvantaged children. Some of the programs which developed will be discussed in the following section.

#### PROGRAMS FOR DISADVANTAGED CHILDREN

In the U.S.A. Project Headstart focused attention on a target population defined as the "culturally deprived". It was posited that



these children deviated from the "middle norm", that is, their life styles differed considerably from those of the middle class "mythical" model of the "ideal" child. It became common practice in the literature to label these children as the "culturally deprived", the "culturally different", the "underprivileged", the "socially handicapped", the "linguistically disadvantaged", "minority immigrant groups", "inner city kids", "ghetto kids" or simply "poor kids". This labelling system was most unfortunate but there was ample evidence to suggest that most of these children lived in poverty and did not participate to the fullest degree possible in the mainstream of activities of the society to which they belonged (Bloom, 1965). The Canadian Report "Poor Kids" published ten years later clarified their situation thus:

To be a disadvantaged child is to grow up without:- without as much food as other kids get, without the toys, the clothes or the outings that other kids get. And it is with the stigma of poverty (National Council of Welfare, 1975:1).

Early research findings clearly indicated that disadvantaged children were inadequately prepared for entry into the public school systems in the U.S.A. Strategies had therefore to be developed to ensure that cognitive skills were acquired by these children so that they could benefit from public education (Klein, 1971).

During the mid-1960s a variety of different models were developed for early childhood programs in the United States (Bereiter and Engelmann, 1966; Weikhart, 1969; Grey and Klaus, 1969; Gordon, 1969) and many of these programs have been examined in detail by Lilian Weber (1970). Some of the new types of programs for disadvantaged children were developed from a deficiency model; i.e. characteristics were identified which the children lacked and compensatory programs were designed to

ameliorate them. It was advocated that these children should be compensated for: the poor families to which they belonged, the poor nutrition provided for them, the poor neighbourhoods they inhabited, and the lack of intellectual stimulation that was provided in the home environment. Program goals were designed to "enrich" the lives of these disadvantaged children but some researchers soon came to the realization that these children did not function in isolation from their families or communities, and if the initial benefits which accrued to the child were to be long lasting, his parents and siblings must also be involved in the program (Gordon, 1969; Schaeffer, 1969).

A comprehensive project was developed by Weikhart, Kamii and Radin at the Perry Pre-School in Ypsilanti, Michigan, U.S.A. The re-research findings of this early study indicated that through extensive "verbal bombardment" the children in the pre-school obtained significantly higher scores on achievement tests than control children who did not attend the program (Weikhart cited in Frost, 1968:281). Weikhart's research findings (1969) suggested that both involvement of mothers in the program and the staff model (two teachers plus aides for each class of less than 20 children) contributed significantly to the success of the Ypsilanti program. Later research projects with varied curriculum programs and teaching styles have now led Weikhart, like many other pre-school researchers, to focus on the mother's child-rearing practices because he speculates that earlier programs "were attacking the wrong problem with the wrong person" (Weikhart cited in Weber, 1970:115).

The cognitive Headstart programs developed by Bereiter and Englemann (1966) are highly structured and academically oriented. Although their research findings indicated considerable improvements in the I.Q.



scores of the participants in their programs, these two research scientists gained considerable notoriety because of the unorthodox teaching methodology which they advocated. Jensen (1969) contended with Bereiter and Engelmann that given a better intellectual "diet" during the early years, future generations of children could have I.Q. levels 20 to 30 points higher than those of the present day.

In 1969 considerable publicity was given to an evaluation of Project Headstart. A report was prepared by the Westinghouse Learning Corporation (Cicirelli et al., 1969) which appeared to suggest that the millions of dollars provided for Headstart programs were producing only marginal effects on the intellectual development of the children enrolled. In retrospect, it appears that this report was exploited by the media and in fact, the researchers made two principal recommendations on the basis of their data: (i) that short summer programs be abandoned, and (ii) that more funds should be allocated to develop different types of year round programs. In refuting the negative findings of the Westinghouse Report, Zigler commented (1970):

To expect that as a result of a few months experience any child's I.Q. could be raised and stay raised, regardless of what happens to him afterwards is to believe in a kind of educational magic that does not exist.

Similarly, Bernstein has pointed out that, although many of the intervention programs did improve the intellectual functioning of most of the children involved, these programs could not be regarded as the panacea for all the handicaps of the environment. He stated that education per se cannot compensate for society. Moreover, he indicated that reform is also necessary in the political, economic and social arenas (Bernstein, 1972).

In the 1970s interest in compensatory intervention programs has continued but even greater emphasis has been given to the clarification of program objectives and to the conceptual framework of the models utilized. In the United States, several new models have been developed concerned with the joint education of parents and children, ongoing education for children from birth to grade VI and new approaches to teaching methodology for young children. The New Orleans Parent-Child program designed primarily for Negro families, utilizes role playing and language stimulation for both mother and child (Rabinowitz, 1973). The Kramer combined day care/elementary program at Arkansas (Caldwell, 1974) and the individualized dialogue approach to teaching and learning, developed for young children by Marion Blank (1973) are also examples of recent developments. At the present time research funds continue to be made available for compensatory pre-school programs in the United States, but additional funds have also been channelled for Follow-Through studies (by Title I and Title II grants) which are being conducted in different public school systems.

The most informative book to date about disadvantaged children in Canada was written by Thomas Ryan - Poverty and the Child (1972). This comprehensive study outlines the disjointed approach to alleviating the problems of disadvantaged children in Canada. A variety of programs in operation across the country were examined including Clarke's work at Dalhousie University, Fowler's work at Woodbine, Toronto and Ryan's work at Carleton, Ottawa. Several studies have been conducted with young infants in Toronto in collaboration with the Canadian Mothercraft Society. Studies dealing with family day care as compared with institutional day care have also been carried out in Toronto. The Andrew



Fleck Day Care Centre in Ottawa is presently examining the merits of family day care programs. Several programs for Native peoples (Indian and Eskimo children) have also been developed across the country.

There is sufficient variety of programs underway. Co-operation and unifying efforts regarding the design and measurement of these programs would provide enlightening comparative data. ... Such a unifying endeavour would have to come from a national organization of some sort. (Ryan, 1972:42)

Ryan also pointed out that most research conducted in Canada has produced disappointing results and there is a great need to establish definite goals for pre-school programs. In recent years a Day Care Information Service has been established in Ottawa and a National Consultant was appointed to co-ordinate and circulate information on day care to all the Provinces. Federal funds have also been allocated through National Health and Welfare Demonstration Project grants to conduct research studies relating to the needs of welfare, low income and single parent families. However, unlike the United States, few experimental programs for disadvantaged children appear to have been supported in the public schools with Federal funds. The initiative to fund and develop such programs has rested almost entirely with individual Provinces or school boards.

#### KINDERGARTEN PROGRAMS

There have been a limited number of experimental research studies conducted in Canada which specifically pertain to kindergarten education. There is the possibility that the lack of available funds for experimental programs at the kindergarten level may have a direct bearing on the paucity of research publications.

An early study in Alberta by Dey (cited in Worth, 1966) indicated

that "children who have kindergarten experiences tend to be more successful in meeting the tasks which they encounter upon admission to first grade and formal education". For this reason Dey recommended that all children who have obtained the chronological age of five be admitted to school (Worth, 1966:25). Several studies have been conducted in attempts to assess the long term effects of kindergarten attendance. An early study carried out with Grade VII students in British Columbia indicated that pupils who had previous kindergarten experience (either private or public) scored significantly higher on the Metropolitan Achievement Tests (Conway, 1968). The Toronto Board of Education conducted comprehensive studies with kindergarten students in 1965 (Palmer, 1966). These studies indicated that, although attendance at junior kindergarten programs might be responsible for increased scores on achievement tests when the pupils reached senior kindergarten, there were other major variables which could account for this increase, e.g. chronological age, language spoken in the home, parents' educational levels, socio-economic status etc.

Worth indicates in his report, Before Six, that many research studies concerned with kindergarten education lack careful design and statistical controls (Worth, 1966:31). Fuller (cited in Worth, 1966:32) states "Since the early childhood years represent a period of rapid growth and since there is a common lack of control groups in the majority of studies these shortcomings of the research are accentuated".

Research studies regarding kindergarten education are far from conclusive. However, no study has reported that kindergarten has had a negative effect on later school achievement (Worth, 1966). Fowler (1967) of O.I.S.E. stated that: "In no instance have I found any individual of



high ability who did not experience intensive early stimulation as a central component of his development". There is considerable evidence available to suggest that pre-grade one education has a positive effect on the child's intellectual ability (Frost, 1968; Taylor, 1975). There are several studies which indicate that academic achievement has been enhanced by pre-grade I programs (Conway, 1968; Van De Riet, 1969; Royder, 1970). Other studies concluded that the academic advantages obtained from pre-grade one programs seemed to disappear by the time the children reached Grade 3 (Weikhart, 1970).

One of the more recent studies in Ontario (Crawford, 1971) investigated the value of junior kindergarten programs in Toronto. This comparative study involved 41 teachers from either "Inner City" schools or schools where "English was taught as a second language" (e.g. to Greek, Italian, Spanish or Chinese immigrant children). On the basis of the data in this report it was concluded that during the junior kindergarten year, the children enrolled showed improvement in learning skills, social skills, and fluency in English which were important to the children's success in the school years ahead. The recent studies conducted by Ashworth (1975) indicate that there are many disadvantaged children in Canada. She contends that inadequate attention is paid to education for Native children (Indian and Eskimo) and that sufficient attention is not being paid to non-English speaking immigrants when they enter Canadian schools. Her studies indicate that in the early years, "there is a great need to teach one of Canada's official languages to both immigrant children and Native children and not hope that they will pick it up by osmosis" (Ashworth, 1975:109).

Thus current research indicates that language development in the

early years is an important factor in school achievement and this has been carefully documented in the recent British report, "A Language for Life", (Bullock, 1975). However, the identification of learning disabilities of young children is equally important. In Canada the diagnosis of learning problems and the identification of "at risk" children has been clearly recommended in the Celdic Report (1970). This study indicated that one-eighth of all Canadian school age children require special consideration because of emotional and learning disorders. Undoubtedly the earlier these problems are identified the more easily appropriate action can be taken to provide these children with the best educational opportunities possible.

Publicly supported kindergarten programs have developed in Canada at different times in the various Provinces (Paterson, 1967; Corbett, 1970; Goldsborough, 1972). In recent years special committees have been established to examine the need, feasibility and desirability of publicly supported kindergartens. In Ontario (1966 - 1968), and Alberta (1968 - 1972), major policy plans were outlined for education in these Provinces and special sections of these Provincial Reports were devoted to kindergarten and primary education.. More recently, special committees have investigated the particular problems of expanding kindergarten provision in Saskatchewan (1972), Prince Edward Island (1972) and New Brunswick (1974). It is interesting to note that all these reports recommended that kindergarten be an integral part of the total primary school program. Furthermore, the New Brunswick report quoted Spodek stating: "School at all levels should be a justifiable experience in its own right, not simply a preparation for later tasks" (Spodek, 1973:72). A similar approach to early learning has also been advocated by Frazier (1976:2), when in



his book Teaching Children Today he wrote:

Today's workshop setting for the teaching of children is different from most classrooms of the past. Children deserve to find a setting in school that stimulates learning. Everywhere they turn something should invite their attention and excite their curiosity. The school environment ought to carry the promise of satisfying the interests and needs children bring with them.

Although few educational projects receive Federal funds in Canada, there is one notable exception. In almost all Provinces of Canada experimental programs are now being conducted concerning the teaching of French as a second language in kindergarten classes. Federal funds support these French Immersion Kindergartens as part of the Federal Government's policy to expand bilingualism in Canada.

In the 1960s numerous books and articles were written specifically pertaining to kindergarten education (Cohen, 1964; Robison and Spodek, 1965; Foster and Headley, 1966; Bain, 1967; Ryan, 1969; Weber, 1969). However, it is significant to note that the literature of the 1970s does not single out "kindergarten" as a special period when children all of a sudden become "ready" for learning. More recent books (Goodlad, 1970; Weber, 1970; Herzberg, 1971; Rathbone, 1971; Barth, 1972; Spodek, 1973) now present a more comprehensive approach to learning in the formative years and the term early childhood education has become much more prevalent in the literature.

#### PARENT PARTICIPATION

The literature suggests that parental involvement and participation in early childhood education has become increasingly more commonplace. This trend is reflected in the writings of British, American and Canadian authors (Plowden, 1967; Gordon, 1969; Caldwell, 1975; Ryan, 1974). In the United Kingdom, the committee members of the Plowden Report

(1967) conducted many home interviews and determined that parental attitudes contributed more significantly to the child's performance in school than did the facilities and characteristics of the child's school. This opinion has had a significant effect on the attitudes of British educators towards parents. Murton (1971:11) suggested that the school should be an extension of the home when she wrote "The break from home can be converted into a link when strong relationships are built up between teacher and parent". Until recently the British classrooms were often regarded as the sacrosanct domain of the teacher. However, parents are now being encouraged to take a more active part in their child's education at the school and some teachers are making home visits to see the child in his home environment.

A similar situation is indicated by American writers (Gordon, Gray, and Klaus). However, these educators have pointed out that, if family background is the dominant influence on a child's early academic achievement, more attention should be paid to increasing educational involvement in the home rather than placing emphasis on more parental involvement in the school setting. They have advocated that education programs should be made available to parents in order to raise their level of educational achievement since they are the primary custodians of the young child. Many American studies have identified differing interaction patterns between mothers and young children from diverse socio-economic backgrounds (Schaeffer, 1972; White and Watts, 1976). At the present time several models for parent education programs have been developed in the United States, and Federal funds have been made available for Home Start projects and Parent-Child Development Centers (Gray and Klaus, 1969; Rabinowitz, 1974).



Bettye Caldwell, a renowned American educator, has developed a unique model for early childhood education at Kramer School, Little Rock, Arkansas. This project is virtually a combined day care/elementary school, and the program operates on an extended day from 6.30 a.m. - 5.30 p.m. for infants and children up to Grade VI. Funding was provided for a seven year period and the project was sponsored by the local school board with additional funds from the Federal Government. A parent education program was developed as an important priority of this project. Caldwell writes

Education at Kramer does not involve backing down from first grade but rather moving forward from birth with activities designed to provide age appropriate developmental supports (Caldwell, 1974:46).

In the U.S.A., at the present time, it would appear that the focus of many research projects now spotlights "the mother" rather than "the child" as the main target of intervention programs.

#### CURRENT TRENDS: CONTROVERSIES AND DEVELOPMENTS

Although there is widespread acceptance of the value of educational experiences for young children there are several critics who argue against such programs. The works of Jencks et al. (1972) and Jensen (1969) have been cited in arguments against the validity of early childhood programs (Seefeldt, 1976). Jencks reanalysed the data collected by James Coleman in 1966 and postulated that early school experiences are not effective in eliminating economic and educational inequalities. However, he did suggest that the variables related to family background were of crucial importance to a child's success. Jensen (1969) concluded from his research that numerous early childhood programs designed to increase children's intellectual functioning had been only marginally successful.

His research suggested that children's abilities were closely associated with their racial background (cited in Seefeld, 1976:314).

A well publicized article by Moore and Moore (1973) drew attention to the fact that early schooling can have damaging effects on family life. "Early schooling can only serve to reduce family responsibility instead of educating parents to retain their primary privilege of parenthood" (Moore and Moore, 1973:15). This research data indicated that early admission to school or attendance at day care reveals "no evidence that day care makes a child more stable, sociable, responsible or a higher achieving citizen" (Moore and Moore, 1973: 19). No doubt there are many educators who concur with these statements, but there appears to be considerably more evidence available to suggest that many children and their parents do benefit from their involvement in early childhood programs.

For centuries the school has been regarded as a pattern-maintenance institution providing an education for the young members of society so that they can function adequately in the adult society when they reach maturity. However, in the mid-twentieth century, children in industrialized countries grow up in societies which reflect pluralistic life styles. John Porter has described these diverse situations as the "Canadian Mosaic" and this phrase aptly described the fabric of Canadian society, where Native peoples (Indian and Eskimo) live alongside a multicultural society with native born Canadians and immigrants from all parts of the world. Because the Canadian Nation in general reflects pluralistic origins it is not in the least surprising to find that the field of early childhood education currently reflects prevailing attitudes and opinions of considerable diversity. Indeed,



"education", as a field of human enquiry, is in a state of flux at the present time.

Two distinct philosophical approaches to early childhood education have emerged: (i) The "formal" approach which is curriculum oriented, teacher directed, intrinsically authoritarian, and is geared to meet the societal demands of the nation; and, (ii) the "informal" approach which is primarily child-centered and oriented towards the development of the individualistic potential of the child to be educated. Naturally, of course, in most real life teaching situations there is often a blend or integration of these two approaches (Dearden, 1968; Sadler, 1974). More and more educational researchers and psychologists appear to be concentrating on the "process" of education and "how" learning takes place (for example through interactional analysis) than was customary in past decades and this trend is exemplified in the writings of Piaget, Bruner, Fowler and Weininger.

The organizational plans utilized for instruction are primarily plans to structure the school and classroom environment. However, the utilization of time, space, instructional groupings, materials and equipment will ultimately reflect the long and the short term goals defined for any educational program. A recent study in the United Kingdom (Ashton et al., 1975) clearly indicated that primary teachers' opinions of goals and aims of education were significantly related to their age and the relative recency of their professional certification. A Newfoundland study of pre-school teachers indicated that there was considerable disagreement among the teachers as to the relative importance of goals for pre-school education (Taylor, 1975). Fundamentally the question really is, "What is the purpose of education?" or, as Druker (1974)

succinctly asks, "What is our mission?". To date these philosophical questions have still to be adequately resolved by philosophers, educators and teachers. The current debate will undoubtedly continue to be discussed for many years to come.

In the late 1960s it became quite fashionable for North American educators to visit infant schools in the United Kingdom. These educators attempted to assess the value of the British programs, and expounded on the possible application of such an approach for education in North America (Silberman, 1970; Featherstone, 1970; Weber, 1970). British Infant and Primary school education has been well documented in recent years. After the Plowden Report (1967) government funds were made more readily available to the Schools Research Council. There is a proliferation of books and reports examining the multi-faceted British approach to informal education. Various authors have described in minute detail such concepts as the integrated day, vertical family grouping, individualized learning, environmental and ecological studies, teachers' centres and on-going inservice via cable television (Blackie, 1967; Brown and Previous, 1968; Gardner, 1968; Bearley, 1971; Murton, 1971; Pullan, 1971).

In North America the advocates of greater informality in teaching at the early childhood level are generally described as adherents to the "Open Education" Movement (Hertzberg, 1971; Barth, 1972; Kaplan, 1974; Almay, 1975). North American "Open-Education" is characterized by emphasis on individualized learning, open area schools, learning resource centres, team teaching and increased use of para-professional aides. Greater attention has been paid to the role of the teachers and to their teaching styles. Several research studies have examined inter-



action matrices to establish the intensity of the relationships between teachers and students (Medley, 1970; Taylor, 1975).

In Canada, increased attention is being paid to early childhood education. In the 1960s, Royal Commissions were initiated to investigate the status of education in several Provinces (e.g. Hall-Dennis report in Ontario, 1968; Worth Report in Alberta, 1968; Warren Report in Newfoundland, 1968). Certainly these Commissions of enquiry cannot be regarded as experimental research projects, but nonetheless they clearly articulated the status quo and made numerous recommendations for change. The Warren Report recommended that kindergartens be established throughout the Province of Newfoundland and Recommendation 131 stated "that in all elementary teaching more emphasis be placed on fostering a spirit of discovery and creativity". Each Royal Commission appears to have made a significant contribution towards innovative change in education in their own province, and the Reports also provided food for thought for educators in other provinces. On reflection it would appear that the 1960s in Canada was a period of self-assessment when data on education were avidly collected and new policies and goals were delineated. The 1970s appear to be a time of implementation for many of the recommendations. However, it remains for history to judge to what extent these innovations will prove successful and beneficial to a new generation of Canadian children.

Much of the current controversy in early childhood education is examined in The Two Worlds of Childhood (Bronfenbrenner, 1974), in which the author describes the similarities and differences between Soviet and American early childhood education. It could be deduced from Bronfenbrenner's writing that early childhood programs are basically national-

istic and culture bound. Perhaps in the literature on early childhood, authors too frequently attempted to develop generalizable statements about programs, parents, personnel and children. In the future, analytical research may prove more fruitful if differences within programs are analysed rather than differences between programs, since each program is relative to a particular time setting and geographical location. The aims and objectives of future programs will probably continue to reflect the value orientations of the individual nations or groups promoting them.

In the final analysis it would appear that many "new" models for early childhood education programs are currently evolving. "Informal" and "formal" programs continue to be developed, researched and evaluated. However, there appears to be limited evidence to suggest that any particular program is significantly superior to another (Gardner, 1966; Bereiter and Engelmann, 1966; Prince, 1975). Most likely, in pluralistic societies, a variety of philosophies, theories and models will continue to pervade the field of early childhood education in the next decade.

#### CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of this study has been influenced by the literature review. In an attempt to understand the different and common elements of early childhood programs, various theoretical models have been examined. Fundamentally the premise has been accepted that education is an interaction process. This is demonstrated by the following model suggested by Sadler (1974:15):



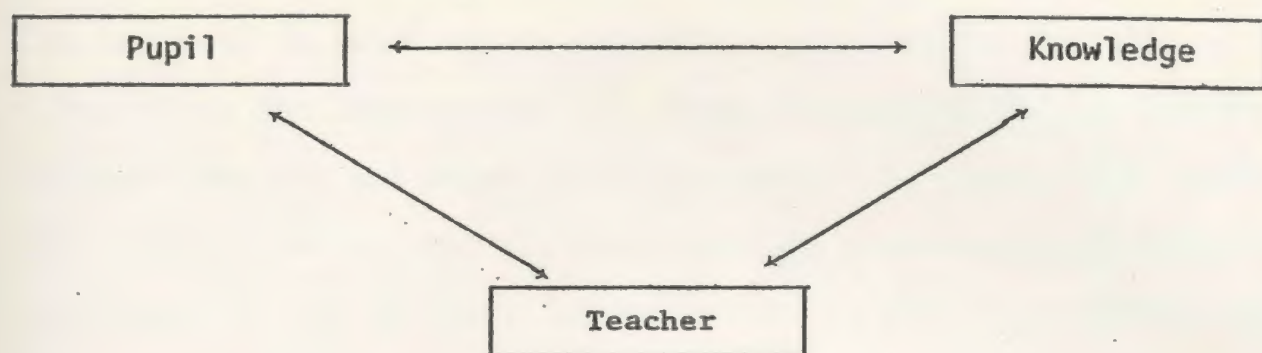


Figure 1: The Education Interaction Process

This model depicts the interaction process which takes place between pupil and teacher, pupil and knowledge, and teacher and knowledge. Primarily it illustrates that both pupil and teacher are actively involved in acquiring new knowledge and that they operate in interaction. The model has been modified by the researcher to identify the major components in the interaction process which takes place in the microcosm of the classroom.

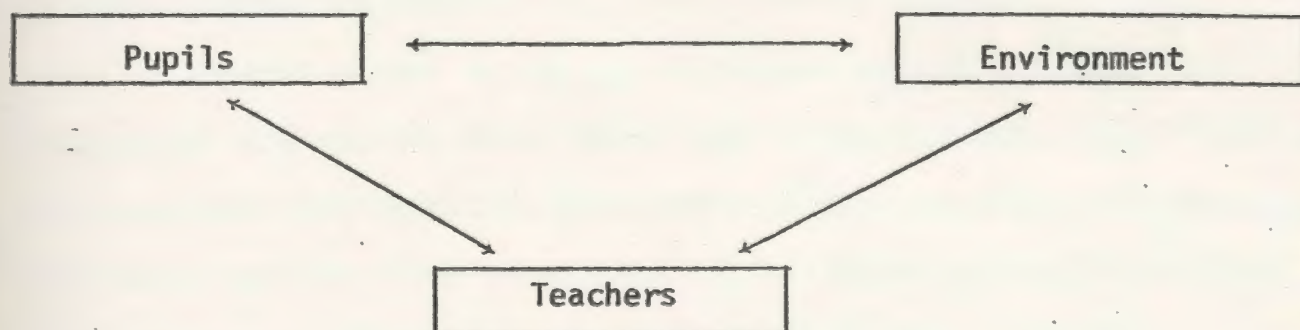


Figure 2: Major Components of the Educational Process

"Environment" has been substituted for "knowledge" in this model and relates specifically to the provision of facilities, curriculum materials, school supplies, books, media equipment and additional person-

nel in the kindergarten classroom. John Dewey (1966:18) has stated: "The only way in which adults can continuously control the kind of education which the immature can get, is by controlling the environment in which they act and hence, think and feel." Moreover, it is certain that school is an artificial, not a natural, environment which has been instituted to meet the needs of particular children in a society, and it must be continually modified as the children's responses change.

For the purpose of this study "teachers" refers specifically to persons employed by school boards on a part-time or full-time basis, to teach pupils enrolled for their first year of schooling in the publicly supported system. The teachers may teach a "separate" kindergarten class or a "composite" class, in which kindergarten pupils are taught with children of higher grades (e.g. Grade I and Grade II). Teacher variables such as marital status, age, professional qualifications, length of teaching experience, mobility and up-grading status will also be investigated, as will the attitudes of teachers to various aspects of kindergarten programs.

"Pupils" refers to all children enrolled in "separate" or "composite" classes for their first year of public schooling. Their ages may vary from less than five years to more than seven years. Pre-school experience has also been considered in the investigation, and might therefore be considered a pupil variable.

The administrative organization of kindergarten provision is the fourth component of this conceptual framework. The organizational patterns which evolve within the school and the classroom could be regarded as a linkage system connecting the three components of the kindergarten program previously mentioned - pupils, teachers and the environment.



This linkage system dictates the specific allocations of human resources, time, space and physical materials which are made available by teachers and administrators. Since the organization of the classroom environment can have a positive effect in stimulating learning, a remedial effect on counteracting unfavourable influences, or a negative effect in limiting educational development, the specific patterns which evolve could be indicative of the particular type of kindergarten education provided.

### SUMMARY

A proliferation of books, articles and reports about early childhood education have been written in the last ten years by Canadian, American and British authors. There are indications that these modern writers are concentrating more specifically on vigorous scientific enquiry rather than philosophical orientations. Most industrialized countries, in spite of world-wide inflation, are annually increasing their budget allocations for the development of new early childhood programs. More money is being made available for the evaluation of research projects. An increasing number of North American and British children are participating in pre-school programs before enrolment in public school systems. Special attention is being paid to programs for children from low-income families and minority ethnic groups. The merits and demerits of British "informal" education, American "open education" and traditional "formal" methodology are being strongly debated by educators. Teachers appear to be more aware of the sociological influences of family background, and many appear to recognize the fact that parents share responsibility in the process of educating young children. Some

schools are now actively encouraging more parent involvement in the classrooms. The importance of providing on-going inservice training for teaching personnel is also being recognized. Educators, teachers and parents are all involved in the current controversies, which seem to be gathering momentum, about the aims and objectives of early childhood education. The conceptual framework outlined for this study has been influenced by the review of the literature and the components identified for investigation are teachers, pupils, environmental features and administration.



## Chapter III

### METHODOLOGY

The purpose of this study was twofold:

- (i) To document the historical development of early childhood programs in Newfoundland;
- (ii) To determine teachers' perceptions of kindergarten provision in the Province.

Appropriate methodology was required to investigate both these aspects of the study.

### DATA COLLECTION

#### The Historical Review

In order to develop a historical review of the development of early childhood programs in Newfoundland optimum use was made of existing historical documents, reports, and legislative information. Field interviews were arranged with individuals who have had experience with the development of early childhood programs. This method of research was adopted because of the limited amount of printed information available on the history of early childhood programs.

#### The Kindergarten Survey

Preliminary information In March, 1976 letters were sent to all Superintendents of school boards in the Province requesting information regarding the number of kindergarten teachers employed by each school board, the name of each school providing kindergarten education and the number of kindergarten pupils enrolled. A copy of this letter is contained in Appendix 1.

This information was required to establish the number of kindergarten teachers currently employed and to identify the schools where kindergarten classes were provided. An examination of the Directory of Schools (1974-75) had indicated that thirty schools did not appear to provide kindergarten programs. Nonetheless it was decided to include in the study teachers in these schools because the enrolment obviously included pupils registered for their first year of public schooling. From the replies received from the superintendents a list was compiled of the number of kindergarten teachers and the pupil enrolment. (See Table 4.)

The development of the survey instrument The survey instrument in this study consisted of a questionnaire containing both open and closed questions. The instrument was developed by the researcher but the items included in the questionnaire were compiled as a result of an extensive review of the current early childhood education literature. Particular items were selected from the "Survey of Pre-grade one programs in Canada" conducted by the Canadian Education Association (C.E.A. 1972) and from a "Study on the Aims of Primary Education" conducted by the British Schools Research Council (Ashton, 1975). The components of the kindergarten program identified in the conceptual framework provided the basis for the formulation of the items included in the questionnaire and it was specifically designed to provide data regarding the pupils enrolled, the teachers employed, the facilities provided and the organizational arrangements which prevailed.

A pilot study, using the questionnaire, was conducted at an in-service workshop for thirty kindergarten teachers in St. John's and the data collected were analysed. After consultation with six of the participating teachers and discussion with two of the researcher's thesis committee



members, the questionnaire was slightly modified and adopted for use, utilizing sixty questions. (Appendix 2.). The items in the questionnaire were arranged in the following manner:

- (a) Administration variables;
- (b) Professional and personal characteristics of the teaching personnel;
- (c) Pupil characteristics;
- (d) Environmental factors relating to facilities, equipment, and professional and parental assistance;
- (e) Teachers' attitudes to various aspects of kindergarten provision.

Administration of the questionnaire The questionnaire was mailed during the month of May to 546 teachers in the Province. These teachers were employed in 470 schools. The completed questionnaires were to be placed in sealed envelopes by the teachers and school principals were required to return them to the researcher. A pre-stamped coded envelope was provided for all the questionnaires. This facilitated a follow-up routine which was carried out to solicit late returns. At the beginning of June a letter was sent to all principals in schools which had not returned the questionnaire. Several phone calls were made to schools in the St. John's area to solicit returns. The schools closed on June 18th and by the last week of the month 410 questionnaires had been returned. All were used in the analysis.

The sample It was anticipated that all personnel employed by school boards to teach pupils enrolled for their first year of public schooling would receive a copy of the questionnaire. Since the total number of teachers (546) was relatively small it seemed justifiable to survey the

entire population. Therefore 546 questionnaires were sent out, and 410 returns were received. Thus the data contained in the analysis represents 75% of the teachers surveyed.

## DATA TREATMENT

### The Historical Review

The data collected from the field study interviews and from existing documents have been presented in a descriptive report in Chapter IV.

### The Kindergarten Survey

The data generated by the questionnaire were put on computer cards to facilitate analysis. The findings have been presented using such descriptive statistics as frequency distributions, percentages, and cross tabulations. The program utilized was the Statistical Package for the Social Sciences (S.P.S.S.).



## Chapter IV

### HISTORICAL REVIEW

This chapter will provide an introductory section on the background to the study dealing with the matrix of Newfoundland society within which early childhood programs developed. Initially the expansion of public kindergarten provision will be reported and in the second section the establishment and growth of pre-school programs will be examined. A brief summary will conclude the chapter.

### INTRODUCTION

No person outside of Newfoundland is likely to be in a position to understand the *raison d'être* of Newfoundland's denominational system of education without a thorough appreciation of the religious, racial, economic and geographic factors forming the matrix from which that system evolved (Rowe, 1976:8).

Although a "thorough appreciation" of the items identified by Rowe is not within the scope of this thesis, it has been considered worth while to include in this introductory section a review of some social, geographical and historical factors which indirectly have contributed to the development of early childhood education in the Province.

Newfoundland was the first British colony and it was granted responsible self government in 1855. During the time of the "Great Depression" a financial crisis developed and the people of the island and Labrador were governed for fifteen years by a Commission of Government, directly responsible to the British Parliament in London, England. This type of government ended in 1949, when the people voted to enter Confederation and thus Newfoundland became the tenth Province of Canada.

By virtue of the geographic isolation and rugged terrain, the early settlers lived in small coastal communities and communication between settlements was usually made by boat. Following Confederation the Trans-Canada Highway was built, resettlement programs were introduced, and improved communication reduced the isolation of many communities. At the present time (1976) the population of the Province is approximately half a million but just over half of the population continue to live in rural areas. In 1971 there were only two cities with populations over 20,000. These were St. John's and Cornerbrook (Statistics Canada Census, 1971).

From the sociological perspective, the family structure in Newfoundland continues to bear witness to the extended kinship network, with more adults per household than the rest of Canada (Statistics Canada, 1971). A high incidence of adult illiteracy unfortunately militates against the provision of an ideal educational home background for many children (Evening Telegram, 24th April 1976). By Canadian standards a sizable proportion of the population are still relatively poor, and a report published by the National Council of Welfare entitled "Poor Kids" stated: "The highest proportion of poor kids was in Newfoundland where almost half of the Province's children (45.3%) were in families with incomes below the poverty line" (1975:1).

The early schools in Newfoundland were established as missionary endeavours and the educational system developed along denominational lines. It was customary for missionaries from the United Kingdom and Ireland to establish schools which were affiliated to the churches representing their own particular branch of Christian doctrine. Over the years many school boards evolved to administer educational services in the



different parts of the Province. By 1968, 280 different school boards existed, representing Anglican, Salvation Army, Roman Catholic, Pentecostal, United Church and Seventh Day Adventist religious groups. With the reorganization which began around 1968, this number was drastically reduced so that at the present time 37 school boards function in the Province. These are:

- 20 Integrated Boards (an amalgamation of the major Protestant Boards)
- 15 Roman Catholic Boards
- 1 Pentecostal Board
- 1 Seventh Day Adventist Board

Considerable attempts have been made in recent years to equalize educational opportunity for all children in the Province and school boards endeavour to serve their communities through a more efficient denominational system of education. Six private schools are registered with the Department of Education, and of these, two schools are operated in St. John's by Co-operative Parent Boards. (Appendix 4)

During the mid-fifties some attempts were made at centralization of secondary education. Regional and central high schools were introduced and a system of school bus transportation was introduced in 1954 to take high school students to these schools. The expenditure on the bus system was approximately \$500 in 1954. However, busing is now available if necessary throughout the Province for children from Kindergarten to Grade XI and the budget allocation for 1976 was \$11.9 million (Provincial Budget, 1976).

In 1964 a Royal Commission on Education and Youth was appointed by the Provincial Liberal Government. After the Commission presented its report a new Education Act was introduced into the Legislative Assembly

(1968), the Department of Education was reorganized along functional lines and three Denominational Education Committees (D.E.C.) were established. These Committees were given the responsibility of advising the Government regarding the direction of educational policy. The boundaries of School Districts were also redefined and the amalgamation of many school boards took place at that time.

Until recently Newfoundland lacked an adequate number of qualified teachers but considerable efforts have been made to ameliorate this situation. Special grants were allocated to encourage students to enter the Faculty of Education and the shortage of teachers appears to have been overcome. In fact, it is quite possible that in the near future there will be a surplus of qualified education graduates and job opportunities are likely to be limited, especially in urban regions of the Province. However, the problem of staffing small remote rural schools will be doubt continue.

Memorial University was founded in 1925 and was then called Memorial University College. In 1949, following Confederation with Canada, an Act was passed enabling the University to grant full academic degrees. The total enrolment for 1975-1976 is currently 5,812 and of these, 770 students are enrolled in the Faculty of Education (Registrar's Office, M.U.N.). Because Memorial University is the only university in the Province, it has sole responsibility for preparation programs for primary, elementary and secondary teachers. Nonetheless, the University, the Department of Education, the Newfoundland Teacher's Association (N.T.A.) and school boards are all actively involved with the organization of inservice workshops for teaching personnel. Five days per year are allocated as professional days in the school calendar, and workshops



are organized at either local or centralized locations. Memorial University faculty members, school boards or the Department of Education, occasionally sponsor innovative pilot projects in the schools.

As early as 1898 a professional teachers' association was instituted in the Province and today all teachers are statutory members. In recent years this association (the Newfoundland Teachers Association) has acted as the agent for the teachers in collective bargaining negotiations with the provincial Government and the Federation of School Boards, which represents most school boards in the Province. The Newfoundland Teachers Association has successfully obtained considerable salary increases and improved rights and conditions of employment for all teachers. Within the Association many professional special interest councils have been formed. In 1970 a Primary Interest Council was set up to promote the professional development of kindergarten and primary teachers. It is within the context of these social, economic, geographical, historical and educational circumstances that early childhood programs have developed in the Province of Newfoundland.

## THE DEVELOPMENT OF PUBLIC KINDERGARTENS

### Compulsory Attendance

At the turn of this century Newfoundland children entering school for the first time at age 5, 6 or 7 registered in a class usually referred to as "primer". There was no compulsory school attendance in those days, and many children of all ages simply did not attend school. Circa 1918, the textbooks used in the schools included the "Royal School Primer Series", published by Nelson and Sons, and by modern standards these texts appear to be very "advanced" introductory readers.

In the 1930s, after the Commission of Government took office, the

Governor, Sir David Murray, established "A commission of enquiry into the present curriculum", and Vincent P. Burke was appointed Chairman. This Commission deliberated on the many problems of providing educational opportunity to urban and rural children, and reiterated the statement made in the British Primary School Report (Hadow, 1933): "What a wise and good parent would desire for his own children, that a nation must desire for all children." Few recommendations were actually made in this report regarding the curriculum for the primary grades but attention was given to the possibility of introducing a compulsory school attendance bill. Many other recommendations of the Commission were soon implemented but compulsory school attendance seemed an impossible goal at that time.

In his book "The Development of Education in Newfoundland" (1964: 71), Dr. F.W. Rowe, a former Minister of Education in the Smallwood era, indicated that a compulsory attendance program had been postponed by government after government largely on the grounds that enforcement would be too expensive and impractical. Compulsory Attendance Laws had been introduced in Massachusetts, USA in 1852, Scotland in 1872 and England in 1876 but it was not until 1943 that the Commission of Government in Newfoundland passed a School Attendance Act, whereby attendance for children between the ages seven and fourteen was made compulsory.

When this new Bill was proposed in 1942 Mr. J.A. Cochrane (a member of the Curriculum Commission of 1934) wrote to the Evening Telegram (July 20th, 1942) stating:

I presume that full consideration has been given to the lower age range. I personally think it is too high. There are so many possibilities of exemption in the Bill that it would be no hardship if the age was six or even five.

This topic was discussed by the author at an interview with Dr.



F.W. Rowe (now Senator Rowe) and he indicated that in 1942 poor roads, the lack of bus transportation and severe climatic conditions made it impossible to ensure that all five and six year old children could attend school. The Government had therefore decided that compulsory attendance could only be realistically made mandatory for children seven years and over. Now, thirty four years later the lower age limit of this statute remains unchanged and parents may still legally keep their children at home until the age of seven.

With the advent of Confederation and the provision making payment of the Family Allowance dependent on satisfactory school attendance, there was a marked improvement in the attendance of children at school. However, this particular section of the Family Allowance Act was repealed by the Federal Government in 1974. The upper age limit was raised from fourteen to fifteen years in 1952, and since then compulsory school attendance for children in the Province has been for a period of eight years.

In 1938, only 65% of the "school age" population attended school (Grandy, 1965:2). The 1943 Education Act was a concerted effort to improve this desperate situation. It seems reasonable to assume that the provision of free education for the youngest age group (five, six and seven year olds) was given low priority because improvement of educational opportunities for children already enrolled in the school systems, especially at the high school level, was critical. The Commission of Government may also have perceived that an influx of large numbers of children into the numerous multi-grade classrooms would have a disruptive effect on the traditional formal classroom atmosphere which prevailed at that time and the supply of a few standard textbooks would be unlikely to maintain their attention for long - especially if they could not read. Probably it was

recognized, even then, that the youngest children required more informal instruction with manipulative materials and equipment rather than textbooks. The cost factor involved in pre-grade one provision may therefore have militated against the expansion downwards of the school system. When priorities were established during the 1940s and 1950s all available finances were undoubtedly channeled to improve existing facilities, expand curriculum offerings, build new schools for high school students and upgrade teaching personnel.

#### The Influence of the Royal Commission on Education and Youth

In the 1960s, when many other Canadian Provinces were also appraising their educational systems, the Government of Newfoundland established the Royal Commission on Education and Youth under the chairmanship of Dr. P.J. Warren (1964). This commission recommended numerous changes in the educational system of the Province and in the final report several suggestions were made pertaining to kindergarten provision.

In a brief (Parsons and Hatcher, 1965) presented to the Royal Commission on Education and Youth it was indicated that considerable inequalities existed in pre-grade one provision throughout the Province. This brief drew attention to the Statistical Supplement of the Department of Education (June 1962) which demonstrated the wide age range of children enrolled in pre-grade one programs existing at that time. The total enrolment for pre-grade one (1961-62) was 5,633 and of these 1,392 were six years or over, 200 were seven years or over, and 69 were eight years or over.

An earlier Amendment to the Schools Act, which was passed by the legislature in August 1958, had enabled school boards to provide pre-grade



one programs for five year olds in schools of six classrooms or more. Parsons and Hatcher stated in their brief that in such schools, during their initial year of schooling, the children were taught a pre-grade one program which consisted of half of the Reading and half of the Arithmetic curriculum allotted to Grade I. Then in the following year the children were promoted to Grade I and completed the remainder of the Grade I course of study: "That is to say the child in the larger school ... usually spends two years completing the Grade I program" (Parsons and Hatcher, 1965:22). Alternatively the children in the smaller schools, with fewer than six classrooms, were less fortunate because no salary units were made available to employ a teacher for children less than six years of age. Furthermore, in the small schools, although the teacher usually taught a multi-grade class, the youngest entrants were expected to complete the Grade I program in only one year. Undoubtedly, as this brief clearly articulated, children in small rural schools were actually provided with one year less schooling than children in more populous areas.

In 1967 when the Royal Commission presented the first part of its report, the following recommendations regarding kindergarten provision were made:

- # 98 ... that kindergarten classes be introduced in all schools in the Province.
- # 99 that the maximum enrolment in kindergarten be 25.
- # 100 that private kindergartens be required to meet certain minimum standards established by the Department of Education.

These recommendations were partially implemented in the comprehensive new Schools Act of 1968 and at that time the word "kindergarten" made its first appearance in Newfoundland legislation. Sections 61 and 62

of the Act outlined policies for the admission of pupils to school.

Section 61(i) of the Act referred to the enrolment of 6 year olds:

Children who have reached the age of six on or before the thirty first day of December of a school year may be admitted to school commencing with that year.

Section 62(i) of the Act specifically referred to the establishment of kindergarten classes:

A School Board may establish Kindergarten classes in a school to teach and train children one year younger than those referred to in Section 61 provided however that such pupils are registered in a Kindergarten program approved by the Minister.

The inclusion of the word "may" in this piece of legislation is of particular importance because it indicated that school boards were still not legally obliged to provide such programs and therefore the availability of kindergarten classes for all five years old children was postponed once again. In fact, these sections of the Act did not make Province-wide kindergarten provision mandatory and even at the present time there are 30 schools listed in the most recent Schools Directory which make no mention of kindergarten in their Primary and Elementary Schools (Appendix 3).

An amendment to the Schools Act (1968) was passed in 1974 which changed the facilitating provision of Section 62 to a mandatory requirement by stating that:

Subject to section 62 and 63 a School Board shall establish Kindergarten classes in a school to teach and train children one year younger than those referred to in section 61 provided however that such pupils are registered in a Kindergarten program approved by the Minister. (Section #8(61) Schools Amendment Act, May 1974)

The Chief Superintendent of Schools indicated to the author, during an interview in June 1976, that in spite of the legislation outlined in Section 61, the Department of Education does not appear to have



specific records which delineate the individual kindergarten programs provided by the different school boards. However, he commented that private schools must provide the Minister of Education with their program of instruction. As will be shown in the following chapter, at the present time there is considerable variation in kindergarten provision with respect to curriculum, content, attendance schedules, busing policies, availability of equipment and qualifications of personnel employed to teach kindergarten classes.

#### Expansion of Kindergarten Provision

Unlike many other Provinces of Canada (e.g. Alberta, New Brunswick or Prince Edward Island) the provision of pre-grade I education in Newfoundland has never been a major political issue and it seems that the programs evolved as a natural growth process. In fact the term "kindergarten class" appears to be a relatively recent phenomenon. In the multi-grade schools there were no separate kindergarten classes and new entrants were simply assimilated into the classroom situation with children of varying ages. It seems possible that high enrolments in urban areas necessitated the gradual separation of the new entrants from the grade one students. Therefore, separate pre-Grade I classes developed, and the term "kindergarten" was used to describe this class. It is also possible that, with the advent of the American Forces (in the 1940s) on the bases at Argentia, Goose Bay and Fort Pepperrell, the American term for the first year of schooling--namely "kindergarten"--became popular and the colloquial Newfoundland term "primer" fell into disuse. However, no evidence has been found to substantiate this hypothesis.

For many years the majority of schools provided education for

children in all-grade schools, and from the beginning of the century most school boards accepted children into school at different ages - five years, six years or seven years (Table 1). Therefore it would appear that school boards developed their pre-grade one or "primer classes" in response to local demands.

It has been difficult to trace the introduction of kindergarten classes by the various school boards partly because of the process of amalgamation and consolidation which took place after the Royal Commission Report of 1967. School districts were reorganized at that time and the enrolment records of the defunct school boards were not available to the author. Prior to the introduction of the Compulsory Attendance Act (1943) there appears to have been no attempt to compile total enrolment figures for kindergarten classes, although in pre-1943 Annual Reports of the Department of Education various School Board Superintendents indicated that kindergarten classes did exist, and it is apparent even from the earliest records that considerable variation existed in kindergarten provision.

The Annual Report to the Secretary of Education (1927-28) contained various references to young children enrolled at school, and the Superintendents drew attention to the problems of high enrolment and overcrowding. W.W. Blackhall, Superintendent of the Anglican School Boards, reported in 1928 that

There are 7,330 pupils registered for Grade one and under, in Church of England Schools. The Schools are overcrowded ... the process of neglect begins at the bottom, the little ones have always suffered. (Annual Report of Department of Education, 1927-28:4)

In the same Annual Report the Superintendent of the Roman Catholic Boards stated: "Owing to large attendance in the Primary grades congestion is



too great. There is need for more classroom space" (p.77). When reporting on Presentation Convent School he stated: "Kindergarten is given special attention and the little ones are quite 'at home' in their classroom which is filled to capacity" (p.78). The United Church Boards' report indicated that in the United Church College:

107 pupils were enrolled in Kindergarten (1925-26). Misses Dingle, Mews and Soper had charge of these rooms and school life is made as enjoyable as possible for the little folk in attendance (p.113).

The Annual Report to the Secretary of Education (1928-29) also mentions kindergarten provision. At St. Patrick's Convent the enrolment in Kindergarten and Grade I was 160:

The Kindergarten class is taught by a graduate of Bloomsburg Normal School. Up to date teaching is in evidence. The atmosphere of the school room is made as home-like as circumstances will permit and the happiness of the little ones is refreshing to witness. There is no drudgery in the room (p.77).

At St. Michael's Orphanage, Belvedere a kindergarten class was also provided and "has all present day methods" (p.79).

The report on the Salvation Army College in St. John's (1929) referred to the pre-grade one class as the "Infants class". The Superintendent reported:

This room is badly overcrowded and some steps should be taken another year to avoid this. In spite of having an average attendance of over seventy pupils the teacher (Miss Trowbridge) manages her class well and the discipline is much better than for some years (p.137).

The United Church Superintendent commenting on enrolment at their College in St. John's stated:

Four teachers serve in the Kindergarten where the enrolment was 124. The little folk have a happy time in their rooms and with four teachers to care for them, all needed help is available (p.140).

These early reports clearly indicate that separate kindergarten classes did exist in the Province in the 1920s. Undoubtedly they were more common in urban schools, and the school boards were obviously confronted with numerous problems of kindergarten provision including classroom space for such classes and staffing requirements.

Prior to the 1950s all-grade schools were the norm, and pupils repeated or were promoted through the grade levels on a year to year basis. The new entrants were gradually assimilated into the grade one program when they were ready for it. In 1951, the Department of Education's enrolment figures indicated the following:

Grade one enrolment total was 17,212, 5,022 were "beginners", 9,384 were completing a full year in Grade One and 2,806 were repeaters. A further breakdown of the "beginners" group of 5,022 reveals that 1,949 were five or under, 2,203 were six years of age and 870 were seven or over. (Annual Report of the Department of Education, 1951-52:10).

It is obvious from this Annual Report that increased enrolment in the Primary grades and severe overcrowding were developing into major problems. At that time the Department of Education's policy statements appear to have been somewhat negative and discriminatory toward the expansion of pre-grade one provision, especially with respect to small rural schools. The report continued:

Year after year the abnormally high enrolments in Grade I and under has been a source of concern to the Department. The Department discourages children under six being sent to schools with less than four classrooms. Many parents however continue to send such small children to one or two room schools. There is no law forbidding their acceptance by the teacher. The smaller the school with several grades to teach, the less attention can be given to the little ones most in need of care. A bad beginning may adversely affect the child's later education. It would be better for all concerned not to send very young children to schools not staffed or equipped to look after their needs. Overcrowding would justify the Boards enforcing a policy of refusing admission to children under six unless the school has a special Kindergarten department. (1951-52:11)



The problem of overcrowding in small schools obviously developed into a crisis situation and several years later the Government actually introduced specific legislation which virtually restricted the enrolment of young children in schools with less than six classrooms. The following Regulation respecting grants to school boards was passed in August 1958:

For the purpose of ascertaining the number of salary units to be provided in any school year the total enrolment shall be deemed to be: (b) if the school has fewer than six classrooms the total enrolment for the year immediately preceding without counting any pupil who had not attained his sixth birthday on the thirty first of December in that preceding year regardless of the number of days during which he attended school.  
(Regulation #4 (1b) Grants to School Boards, August 1958)

This legislation was not repealed until 1968 when the new Schools Act made Province-wide provision for the establishment of kindergarten programs, irrespective of school size.

In March 1976, the author sent a letter to all current School Board Superintendents requesting information about the introduction of kindergarten programs in their districts (Appendix 1). From the replies received there were clear indications that since the 1900s numerous schools had provided "primer" or "pre-grade one" classes for new entrants to school. It seems certain that prior to 1950 kindergarten classes were available in areas such as Grand Falls, Cornerbrook, St. John's and Port aux Basques.

Between 1950 and 1960 more classes were introduced in several schools in the Notre Dame area, Burin Peninsula, Labrador West, Ramea, Humber St. Barbe and Port au Port. In the late 60s there was a period of expansion after the publication of the Royal Commission Report and the introduction of the new Schools Act (1968). Currently in the 1970s

all school boards make provision for kindergarten but a few individual schools apparently still do not designate the title "kindergarten" to the first year of public schooling (Appendix 3). It should be remembered, however, that in small communities there may be no children of this age group to necessitate such provision. Furthermore there remains the distinct possibility that the old problems of overcrowding and the lack of classroom space continues to militate against the provision of kindergarten classes in some rural schools. A more thorough investigation of old school records, if they can be found, might in the future identify more succinctly the historical development of kindergarten programs within the various school boards.

### Enrolment Patterns

The increase in enrolment of children, five years of age or less, in school for the period 1944 to 1976 is shown in Table 1. It can be seen from this table that the enrolment for the school year 1973-74 totalled 16,563 - an exceedingly high figure. In the following year there was a drop of over 4,000. It is possible that the 1973-74 figures were artificially inflated because some school boards (at the request of parents) may have enrolled four year olds in kindergarten classes. In May 1974, the Government, obviously aware of the financial implication of this trend, passed the Amendment to the Schools Act (1974 : 3) which clearly indicated that henceforth children should only be admitted to the public schools who are five years of age on or before December 31st in that school year. The passing of this amendment possibly accounts for the dramatic reduction in enrolment of new entrants in September 1974. It is possible that the present "plateau" in enrolment may be related to the declining birth rate in the Province (Appendix 6). Nonetheless since the introduction of the Compulsory Schools Act in 1943 there are clear indications



Table 1

NUMBER OF CHILDREN FIVE YEARS OR LESS ENROLLED IN  
PUBLIC SCHOOLS IN NEWFOUNDLAND (1944-76)

School year--Sept.-June	Enrolment figure--5 years or less
1944-45	4,369
1945-46	4,600
1946-47	4,809
1947-48	4,863
1948-49	3,941
1949-50	2,987
1950-51	2,972
1951-52	3,305
1952-53	3,347
1953-54	3,386
1954-55	3,270
1955-56	3,801
1956-57	3,657
1957-58	3,830
1958-59	4,073
1959-60	4,283
1960-61	4,648
1961-62	5,352
1962-63	5,892
1963-64	6,183
1964-65	6,930
1965-66	6,937
1966-67	7,532
1967-68	8,900
1968-69	10,439
1969-70	11,510
1970-71	11,589
1971-72	14,806
1972-73	15,875
1973-74	16,563
1974-75	12,263
1975-76	12,108

Source: Statistical Supplements in the Annual Reports of the  
Department of Education 1944-75.

(With assistance from Harold Press and Kristine Penney, Division of  
Research, Planning and Information, Department of Education.)

(from Table 1) that there has been a substantial increase in the availability of kindergarten education for young children in the Province of Newfoundland.

### Recent Developments

Currently several innovative kindergarten programs are in operation, and team teaching is being utilized by several schools in the Province. A French immersion kindergarten was initiated in September 1975 at "Our Lady of the Cape", Port au Port. The latter program has been sponsored by the school board, the Department of Education and the Federal Government. In the Port au Port community there are Newfoundland families who speak French as their first language. It therefore seemed appropriate to introduce the first French immersion program in that area. The thirty children who enrolled in this special program will continue to be taught in French in Grade I and the new entrants in September 1976 will also be offered an immersion program. Apparently the Department of Education has plans to introduce a similar program in the St. John's area in the near future.

During the spring term of 1976 an innovative pre-kindergarten program was initiated in the Carbonear area by the Avalon North Integrated School Board. This program, which was developed by Board Supervisor Naomi Case, has been well supported by parents who willingly transported their own children to the schools. This appears to be the first time that a pre-kindergarten for four year olds has been financed by a school board in the Province. (Pre-kindergarten programs had previously been initiated in the Terra Nova area in 1972 but they were financed by Federal Local Project funds, and terminated when the funding expired.)



At the present time kindergarten provision appears to be expanding. Recently, a comprehensive policy statement has been compiled by the Green Bay Integrated School Board regarding the development of such classes within their School District. Several other school boards (e.g. at Corner Brook, Grand Bank and St. John's) are currently focusing attention on kindergarten education, and special committees have been established to investigate curriculum changes. Particular attention is also being paid to the assessment of the new entrants.

The Department of Education has displayed a relatively low profile in the development of kindergarten programs. The present Government advocates a decentralization policy with respect to education, and school boards have been encouraged to initiate their own curriculum and program development at the kindergarten level. In 1972 the Department published a "suggested" kindergarten program in the "Primary Studies Programme". This brief outline, which was compiled by Sister Teresita Dobbin, a reading consultant with the Department of Education, was a resumé of the comprehensive Language Arts Program which she developed, entitled "Starting Point". The Department also makes available to school boards two series of reading texts, mathematical texts, work books and several curriculum guides.

Within the next few years it is anticipated that kindergarten education will be available to all five year old children. Nonetheless a paradox continues to exist. By virtue of the 1974 legislation, school boards "shall" provide kindergarten classes but parents "may" still retain their rights to withhold their child from public school until the age of seven years.

## THE DEVELOPMENT OF PRE-SCHOOL PROGRAMS

### Early Programs

Pre-school programs were unknown in Newfoundland before the 1950s. The first nursery school, Meadowhouse in St. John's, was established in 1954 in a private home. This pre-school continues to function and now operates in St. David's Church Hall. The second nursery school, "Jack and Jill", opened in St. Thomas' Parish Hall in 1963. Both of these programs, licenced by the Department of Education, continue to offer nursery education but have expanded their programs to include kindergarten classes. During the 1960s day care programs were initiated which were licenced by the Department of Recreation and Rehabilitation according to the Welfare Act (April 25, 1967 #61).

### Local Pressure Groups

In the early seventies various community groups began to champion the rights of young children in society. The following interest groups have been particularly vocal in focusing attention on the intellectual, emotional, physical and social needs of young children:

(1) C.F.U.W. This group, the Canadian Federation of University Women, organized, in conjunction with the Department of Curriculum and Instruction (Faculty of Education), the first pre-school workshop to be held at Memorial University in September 1970. They also sponsored a Saturday morning pre-school in St. John Bosco School on the Blackhead Road. This program operated from September 1969 to June 1972.

(2) E.C.D.A. The Early Childhood Development Association developed from the enthusiasm of participants at the C.F.U.W. workshop. This association promotes the expansion of early childhood programs and now has branch association in St. John's, Corner Brook, Labrador City -



Wabush, Stephenville, Clarenville and Goose Bay - Happy Valley.

(3) C.E.C. The Council for Exceptional Children (Avalon Chapter, St. John's) is deeply committed to the expansion of educational opportunities for both gifted and handicapped children.

(4) A.C.L.D. The Association for Children with Learning Disabilities was formed in December 1973 after a conference on learning disabilities was organized by C.F.U.W. and the Continuing Education Office of the Faculty of Medicine at Memorial University (Sept. 1973). In recent years this association has organized numerous workshops demonstrating the Denver Developmental Screening Test. Volunteer members have also worked on a one-to-one basis, throughout the year and at special summer programs, with children who have identifiable learning difficulties.

(5) Status of Women's Council. This social action group has been primarily concerned with the rights of women in today's society, but their recent community activities have included the promotion of day care centres and the establishment of a parent-child co-operative at their headquarters on Bond Street, St. John's. The Council also has a member group in Corner Brook.

Through the media (television, radio and the newspapers) all these groups have brought to the attention of the general public the needs and problems which confront parents and young children in society today. They have also had direct contact with the Provincial Government utilizing the democratic process of presenting briefs, surveys and reports to elected politicians.

## The Impact of Briefs and Reports Pertaining to Early Childhood Education

At Memorial University various professors and students have likewise compiled reports and position papers pertaining to the educational needs of young children in the Province. Table 2 entitled "Briefs and Reports compiled in Newfoundland, pertinent to early childhood" presents the historical pattern of these submissions to the University or to the Provincial Governments. Each submission contained information concerning the necessity of providing increased educational opportunities for young children and for personnel employed to teach them. Some of the recommendations in these reports are included in the following brief synopses:

(1) The Royal Commission (Warren et al., 1967:173) recommended in Section 97, that "experiments be conducted to determine the effectiveness of pre-school classes especially for culturally deprived or less privileged children". (2) The thesis "Day Care in Newfoundland", clearly demonstrated the lack of professional preparation of the personnel providing day care services (Brown:1970). (3) Fisher's report "Child Care in Newfoundland", concurred with the findings described by Brown. He drew special attention to the fact that many pre-school programs were poorly equipped and concluded that many programs provided custodial rather than educational services to young children. (4) The E.C.D.A. brief to the Committee to Study Teacher Education at Memorial recommended that the University introduce an undergraduate degree program in Early Childhood Education. It also suggested that programs for para-professional personnel should be provided through certificate courses sponsored by the College of Trades and Technology, Vocational Colleges, or the Extension Department of the University. (5) The E.C.D.A. brief



Table 2  
BRIEFS AND REPORTS COMPILED IN NEWFOUNDLAND PERTINENT TO EARLY CHILDHOOD EDUCATION

Date	Title of Report	Author(s)	Intended Recipient
1. 1968	Royal Commission on Education and Youth	Dr. Philip Warren (Chairman)	Provincial Government
2. 1970	Day Care in Newfoundland	Miss Jean Brown (Stevenson)	B.S.W. Thesis, Memorial University
3. 1973 (May)	Child Care Arrangements in Newfoundland	Peter Fisher	Dept. of Educational Administration, Memorial University.
4. 1973 (May)	E.C.D.A. Brief on Early Childhood--Personnel Requirements	Committee of E.C.D.A.	The Committee to study Teacher Education (Faculty of Education)
5. 1973 (June)	E.C.D.A. Brief on Early Childhood	Committee of E.C.D.A.	Cabinet Members of Provincial Government
6. 1973 (Sept.)	Task Force Report on Education	Dr. Leslie Harris	Education Advisory Committee and Provincial Cabinet
7. 1973 (Nov.)	Teach-a-Tot Report	Mrs. D.C. Sharp	Provincial Government
8. 1973 (Nov.)	Teach-a-Tot Report	Dr. Lorne Taylor	Minister of Social Services
9. 1974 (May)	Guidelines for the Future, Report #1	Dr. A. Cooper, Dr. P. Warren et al.	Members of Council of the Faculty of Education
10. 1974 (Sept.)	E.C.D.A. Survey of Day Care Needs in Newfoundland	E.C.D.A. Executive, Mrs. Stevenson and Dr. J. Strawbridge	Provincial Government and Members of the House of Assembly
11. 1974 (Dec.)	Interdepartmental Report on Day Care	Interdepartmental Committee	Provincial Cabinet
12. 1975 (Jan.)	The Need for Day Care in Labrador	Labrador Branch of E.C.D.A.	Provincial Government and Members of the House of Assembly

to the Provincial Progressive Conservative Government recommended that pre-school programs be made available to urban and rural children. It requested more government involvement regarding funding for such programs and articulated the need for a new Day Care Act.

A special Task Force, chaired by Dr. Leslie Harris, was initiated by the Provincial Government in 1972. The Harris report (6) suggested numerous imaginative policies for the expansion of pre-school provision in rural areas. The following recommendations were made in his report (Harris, 1973:28):

(a) Community centred pre-schools in remote areas - to operate in wheeled, floating or winged classrooms with itinerant teachers, and summer pre-school programs to be operated by students from Memorial University.

(b) Public support of day care and pre-school provided that day care is considered primarily an educational function ... staffed by competent personnel as certificated by the appropriate provincial agency. Such services should be directed at children under five years and would be optional at the discretion of the parents.

(c) Local T.V. educational package for 3-5 year olds.

(d) Regional diagnostic services for the identification of "at risk" children with special needs.

The Teach-a-Tot report (7) recommended that the Provincial Government provide funds for the continuation of this pre-school program when the Federal funding terminated. Taylor's evaluation (8) of the Teach-a-Tot program demonstrated the intellectual gains made by the children enrolled in the program.

The Guidelines for the Future (9) compiled by Warren, Cooper et al. recommended that an Early Childhood Centre be established on the University Campus. This report also suggested that the number of early childhood courses should be increased in the Primary undergraduate program at Memorial University.



The survey of Day Care Needs in Newfoundland (10) was conducted by the executive members of the Early Childhood Development Association. The findings clearly indicated that day care services were desired by parents in urban and rural areas. This survey was submitted to the Provincial Government and was considered by the Inter-departmental Committee which was set up to investigate the need for day care in Newfoundland. The report of the Inter-departmental Committee (11) recommended that new day care legislation be enacted, that a special Division of government be established to develop day care programs and that a Director of Day Care and Homemaker Services be appointed.

The most recent submission to the Provincial Government concerning pre-school programs was made by the Labrador branch of E.C.D.A. (12). This brief articulated the need for the expansion of such programs throughout Labrador.

Significant developments have taken place with respect to early childhood education since these submissions were made to the Government and to the University. In May 1975, Teach-a-Tot Children's Centre became a day care agency financed by the Provincial Government. Unlike all other Local Initiative Projects this pre-school program did not fade into oblivion but continues to thrive in the basement of Wesley United Church Hall. In June 1975, a new Day Care and Homemakers Act was passed in the House of Assembly and a Supervisor of Day Care Services was officially appointed in October. The regulations pertaining to the new Act were passed in May 1976 and the responsibility for the development of day care programs was delegated to the Department of Social Services.

On Memorial University campus a new day care centre, operated

by the Students Union, opened in September 1975. Several University professors from the Faculty of Education and the School of Social Work have recently become involved in the evaluation of pre-school programs (Taylor, 1975). Over the last five years the Extension Department of Memorial, in conjunction with E.C.D.A., has developed a certificate program in Early Childhood Education for para-professional personnel. There is little evidence to date that major changes have been made to the Primary undergraduate program, but two new graduate courses were introduced in September 1975.

It would appear that few of Dr. Harris's proposals have been implemented, but nonetheless in a period of a few short years there have undoubtedly been major policy decisions taken by the Government and the University to improve the status of pre-school education in the Province.

#### Federal Involvement

The Federal Government of Canada has also played an important role in the expansion of pre-school programs in Newfoundland. Funding arrangements were made available through Canada Manpower's Job Creation Branch. These programs involved the utilization of Local Initiative Projects and Opportunities for Youth Grants. School boards, private individuals, and community groups have sponsored these programs. However, in recent years there has been a major tendency to sheer away from funding early childhood L.I.P. programs because many of them developed into dependency services and they produced many headaches for the Provincial Government when Federal funding was terminated. In the austerity Federal budget of April 1976, L.I.P. and O.F.Y. programs have been phased out and funds will no longer be provided for these types of short-term job creation activities. Nonetheless in recent years many



Newfoundland children participated in pre-school programs because of the availability of Federal funds to support such programs. Table 3 indicates the extent of Federal involvement in pre-school programs through Local Initiative Project funds which were made available in the early 1970s. The total Federal contribution was \$355,418.00.

At the present time the Department of Social Services estimates that approximately 575 children are enrolled in pre-school programs. A list of current programs was supplied by the Supervisor of Day Care Services (Appendix 5). The live birth rate figures for the Province indicate that there are presently over 50,000 children less than five years of age in Newfoundland (Appendix 6). Of this total pre-school population, approximately 525 children attend private fee-paying nursery schools or day care centres and 50 children attend Teach-a-Tot Children's Centre which at the present time is the only program supported by the Provincial Government. It would therefore appear that since the 1950s there has been an increase in pre-school attendance, but only 0.1% of the pre-school population are presently receiving benefits from pre-school programs subsidized from government revenue.

#### SUMMARY

Since the turn of the century young children aged five, six and seven have been admitted to Newfoundland schools. However, there has been considerable variation in school board policies regarding the enrolment of children under seven years of age. In 1943 the Compulsory School Attendance Act was introduced which provided free education for children from seven to fourteen years of age. The Schools Act of 1968 enabled school boards to include five and six year old children in the

Table 3

## FEDERAL LIP FUNDS FOR EARLY CHILDHOOD PROGRAMS 1971-1976

Title	Sponsor(s)	Date	Amount funded
1. Terra Nova Pre-school	Gordon Stewart Harvey Bullen	Dec. 4 - May 31, 1972 - 1973	\$ 136,532.00
2. Humpty Dumpty Pre-school, St. John's	Denise Murphy M. Gushue	Dec. 71 - May 72 Dec. 72 - May 73	46,055.00
3. Carbonear/Harbour Grace Pre-schools	R.C. School Board Conception Bay North	Jan. 73 - May 73	19,643.00
4. Teach-a-Tot Children's Centre	Dorothy Sharp Linda Bowring	Dec. 72 - May 73 June 73 - Nov. 73 Dec. 73 - Mar. 74	109,388.00
5. St. John's Before/After School Program	Florence Driver	Dec. 74 Money returned--no place to operate	
6. L'Ance au Clair Labrador	School Community Shirley Letto	Jan. 76	40,800.00
7. Day Care Co-op--Community Aid Project	Newfoundland Status of Women Council	Jan. 76 - June 76	3,000.00
Total Federal Contribution to date			\$ 355,418.00

Source: Information obtained from Canada Manpower, St. John's, with the assistance of Mrs. Elizabeth Parsons.



enrolment figures for the purpose of determining salary units. Boards are now required by law to provide kindergarten education (Amendment to Schools Act, 1974). In recent years kindergarten provision has increased but the programs appear to vary considerably not only from board to board but also from school to school. Several innovative programs have been introduced in the 1970s.

Pre-school programs are a relatively new phenomenon in Newfoundland. Since the 1950s they have increased in number. Several pressure groups have championed the cause of the children's rights, and numerous submissions have been made to the Government and the University, which advocate increased educational opportunities for pre-school children. Recently the Federal Government of Canada has provided funds to establish day care and pre-school programs in various parts of the Province.

## Chapter V

### THE ANALYSIS OF THE DATA FROM THE KINDERGARTEN SURVEY

This chapter presents the data collected from the kindergarten survey which was administered in May 1976 to teachers employed to teach pupils enrolled for their first year of public schooling. The discussion of the data is divided into four main sections: (i) Kindergarten Administration, (ii) Teacher Characteristics and Attitudes, (iii) Pupil Characteristics, and (iv) Environmental Provision (which includes curriculum characteristics, classroom facilities, audio-visual aids, parent participation and inservice training). Initially, a table is presented which summarizes the receipt of questionnaires from schools administered by the different school boards. The individual analysis of the data is then presented. A brief summary concludes the chapter.

#### THE SURVEY POPULATION

The kindergarten survey of the public school systems is summarized in Table 4. Thirty six school boards currently administer kindergarten programs as part of their school system. In the small settlement of Bide Arm a community board administers the all-grade school. Column one denotes the names of the different school boards and column two illustrates the kindergarten enrolment with each school board. The enrolment for 1975-76 totalled 12,300 children. The questionnaires were sent to 470 schools where 546 teachers were employed to teach pupils enrolled for their



Table 4

## KINDERGARTEN SURVEY OF PUBLIC SCHOOL SYSTEMS

	School Board Name	No. of Children Enrolled	No. of Schools Surveyed	No. of Teachers Surveyed	No. of Returns Received	Returns as Percent of No. Surveyed
	<b>A. Integrated System</b>					
1	Vineland	178	16	18	10	56
2	Straits of Belle Isle	188	15	15	9	60
3	Deer Lake	236	11	11	8	73
4	Green Bay	258	16	16	16	100
5	Exploits Valley	421	11	15	15	100
6	Notre Dame	323	11	13	10	77
7	Terra Nova	636	22	28	18	64
8	Cape Freels	106	7	7	7	100
9	Bonavista-Trinity-Placentia	373	35	35	28	80
10	Avalon North	805	32	35	29	86
11	Avalon Consolidated	1,117	19	30	19	63
12	Burin Peninsula	331	14	17	13	76
13	Bay d'Espoir	193	15	15	11	73
14	Port aux Basques	252	13	14	12	86
15	Bay of Islands	513	18	20	16	80
16	St. Barbe South	250	12	12	8	67
17	Labrador East	285	9	13	9	69
18	Labrador West	229	2	6	6	100
19	Burgeo	68	1	1	1	100
20	Ramea	36	2	2	2	100
21	Conception Bay South	324	5	7	5	71
	<b>B. Roman Catholic System</b>					
22	Bay St. George	138	6	7	7	100
23	Burin R.C.	360	14	17	12	71
24	Conception Bay Centre	155	6	6	3	50
25	Conception Bay North	190	7	7	3	43
26	Exploits-White Bay	308	11	15	9	60
27	Ferryland	189	6	6	6	100
28	Gander	259	9	10	10	100
29	Humber-St. Barbe	553	22	22	18	82
30	Labrador R.C.	272	7	10	8	80
31	Placentia-St. Mary's	305	14	14	12	79
32	Port au Port	401	8	12	10	83
33	St. John's	1,529	24	40	28	70
	<b>C. Pentecostal System</b>					
34		574	44	44	26	59
	<b>D. Seventh Day Adventists</b>					
35		28	5	5	5	100
	<b>E. Bide Arm Community</b>					
36		7	1	1	1	100
	<b>Totals</b>	<b>12,300</b>	<b>470</b>	<b>546</b>	<b>410</b>	<b>75</b>

first year of public schooling. A total of 410 questionnaires were returned and therefore the data presented in this chapter represents a 75 per cent return from the population surveyed.

#### KINDERGARTEN ADMINISTRATION

This section of the chapter is concerned with the administrative arrangements which prevail in the different types of school. In the following tables, the variations with respect to the number of teachers in each school, the number of kindergarten teachers employed and their teaching responsibilities are investigated. The various types of programs, class size, teaching methodology and preparation time are also indicated and finally the variety of attendance schedules are presented.

Table 5  
DISTRIBUTION OF RESPONDENTS BY TYPE OF SCHOOL

Type of School	Number of Respondents	Per cent
Primary	76	18.7
Primary/Elementary	265	65.3
All grade	57	14.0
Multi-grade	8	2.0
Total	406	100.0
Nil response	4	

Table 5 indicates that the largest category of respondents teach in Primary/Elementary schools (65.3%). A smaller proportion (18.7%) teach in small primary schools, less in all-grade schools (14%) and a few (2%) in multi-grade schools. The fourth category - "multi-grade" schools - refers



to the type of schools which usually have small enrolments and do not have pupils enrolled in every grade - for example, the enrolment might consist of kindergarten, Grade 3, Grade 5 and Grade 7 pupils. It is quite probable that the small primary schools, the multigrade schools and the all grade schools are located in rural areas of the province. The data indicate that 34.7% (cumulative frequency) of the respondents teach in such schools.

Table 6

DISTRIBUTION OF RESPONDENTS BY THE NUMBER OF FULL TIME  
TEACHERS EMPLOYED IN THEIR SCHOOLS

Full Time Teachers Employed in the School	Number of Respondents	Per cent
5 or fewer	137	33.5
6 - 10	97	23.7
11 - 15	64	15.6
16 - 20	40	9.8
21 - 25	37	9.0
more than 25	34	8.3
Total	409	99.9
Nil Response	1	

An examination of Table 6 demonstrates that 33.5% of the respondents teach in schools with five or fewer teachers. The data in this table clearly correspond to that contained in the previous table (5). Only a very small proportion of the respondents (8.3%) teach in larger schools with more than 25 teachers.

**Table 7**  
**DISTRIBUTION OF RESPONDENTS BY THE NUMBER**  
**OF KINDERGARTEN TEACHERS EMPLOYED**  
**IN THEIR SCHOOLS**

Kindergarten Teachers Employed per School	Number of Respondents	Per cent
One	301	73.9
Two	69	16.9
Three	21	5.1
Four	12	2.9
More than four	5	1.2
Total	408	100.0
Nil Response	2	

It is apparent from Table 7 that the largest proportion of the respondents (73.9%) have sole responsibility for the kindergarten pupils in their schools. Where enrolments are high, the number of kindergarten teachers per school increases and these teachers presumably have greater opportunity to interact with each other, to discuss similar problems and exchange ideas on a daily basis.

**Table 8**  
**DISTRIBUTION OF RESPONDENTS BY THE NUMBER**  
**OF KINDERGARTEN CLASSES IN THEIR SCHOOLS**

Number of Kindergarten Classes in the School	Number of Respondents	Per cent
One	215	52.9
Two	112	27.6
Three	22	5.4
Four	36	8.8
More than four	21	5.3
Total	406	100.0
Nil Response	4	



Table 8 indicates that 52.9% of the respondents teach in schools with only one kindergarten class (and this "class" may in fact be a "composite" class with higher grade pupils or it may be the "separate" kindergarten class in the school). In the schools with high enrolment, of course, more classes must be provided. Over five per cent (5.3%) of the respondents indicated that there were four or more kindergarten sections in their school.

Table 9

DISTRIBUTION OF RESPONDENTS BY  
TEACHING RESPONSIBILITIES

Teaching Responsibilities	Number of Respondents	Per cent
Responsible for kindergarten pupils only	205	50.4
Responsible for additional teaching duties	202	49.6
Total	407	100.0
Nil Response	3	

Table 9 demonstrates that there are two distinct types of kindergarten teachers. Half of the respondents could be classified as "full-time" kindergarten teachers, whereas the other half are primary teachers who not only teach kindergarten pupils, but also have additional teaching responsibilities.

Table 10

DISTRIBUTION OF RESPONDENTS BY INVOLVEMENT  
IN CO-OPERATIVE TEACHING

Involvement in Co-operative Teaching	Number of Respondents	Per cent
Sole charge	321	79.7
One other teacher	58	14.4
Two other teachers	17	4.2
More than two other teachers	7	1.7
Total	403	100.0
Nil Response	7	

It can be seen from Table 10 that team teaching is relatively uncommon in the schools. The largest group of respondents (79.7%) indicated that they were in sole charge of their class and indeed, many of these might be in schools where there is only one kindergarten teacher. Eighty two teachers indicated that they were involved to some extent in co-operative teaching situations. In several of the open area schools the teachers indicated that their pupils were not divided into specific sections. However, these teachers were each responsible for different aspects of the curriculum.

Table 11

DISTRIBUTION OF RESPONDENTS BY NUMBER OF  
KINDERGARTEN SECTIONS TAUGHT

Number of Kindergarten Sections Taught	Number of Respondents	Per cent
One section	213	52.9
Two sections	185	45.9
Team teaching	5	1.2
Total	403	100.0
Nil Response	7	



The data of Table 11 show quite distinctly the two different "cohorts" of kindergarten teachers in the Province. There are those (45.9%) who teach two sections of kindergarten pupils each day - one group in the mornings and a different group in the afternoons. Then there is a separate cohort of teachers who teach only one section of kindergarten pupils (52.9%). However, many of this latter group may have numerous other teaching responsibilities, and some indication of this is reflected in the next table.

Table 12

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
ADDITIONAL TEACHING RESPONSIBILITIES

Additional Teaching Responsibilities	Number of Respondents	Per cent
Kindergarten + grade 1	68	33.8
Kindergarten + grade 2	9	4.5
Kindergarten + grade 3	3	1.5
Kindergarten + Special Education	8	4.0
Kindergarten + more than one other grade	87	43.3
Kindergarten + other responsibilities	26	12.9
Total	201	100.0
Nil Response	209	

(N.B. Only those responding positively to the previous question on having other teaching responsibilities answered this question. Percentages given therefore refer only to teachers having other responsibilities.)

Table 12 shows the teaching responsibilities of the respondents who previously indicated that they were responsible for additional duties. Eighty seven teachers indicated that they taught "composite" classes with kindergarten pupils and other grades in the same classroom. Sixty eight

teachers taught combined kindergarten and grade 1 classes. Few respondents indicated that they also taught special education students. Twenty six teachers indicated a variety of other duties which included music, remedial reading with pupils of higher grades, some administrative work, or (in the case of the all-grade school) teaching students of higher grades (e.g. seven, eight and ten). Two teachers indicated that they were also the school principal.

Table 13  
DISTRIBUTION OF RESPONDENTS BY TYPE OF  
KINDERGARTEN CLASS

Type of Kindergarten Provided	Number of Respondents	Per cent
Separate kindergarten classes	289	71.5
Kindergarten taught with other grades	97	24.0
Six months primer	18	4.5
Total	404	100.0
Nil Response	6	

It can clearly be seen from Table 13 that a variety of kindergarten programs are currently in operation in the Province. Kindergarten pupils are taught separately by 71.5% of the respondents. At least 24% of the respondents indicated that their kindergarten students are taught in the same classroom as pupils of higher grades (i.e. in a "composite" class). It is interesting to note that 4.5% of the respondents intimated that they provide six months "primer" for new entrants and then these pupils are integrated into the grade 1 program. Five teachers indicated that they teach in open area classrooms and that the pupils are taught using team teaching methods.



Table 14

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
THE NUMBER OF KINDERGARTEN CHILDREN TAUGHT

Size of Kindergarten "Class"	Number of Respondents	Per cent
Fewer than 20	175	42.9
20 - 25	47	11.5
26 - 30	32	7.8
31 - 35	43	10.5
36 - 40	55	13.5
More than 40	56	13.7
Total	408	99.9
Nil Response	2	

An examination of Table 14 indicates that the largest proportion of respondents (42.9%) teach fewer than 20 kindergarten pupils. However, this finding is not surprising since 49.6 per cent of the respondents indicated that they also taught children of higher grades (see Table 9). There are indications that quite a few teachers are responsible for more than 36 kindergarten pupils (27.2% of the respondents).

Table 15

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
THE AVAILABILITY OF PREPARATION TIME  
FOR CURRICULUM PLANNING

Availability of Preparation Time	Number of Respondents	Per cent
No preparation time	164	40.9
One hour per week	43	10.7
1 - 2 hours per week	72	18.0
3 - 5 hours per week	92	22.9
More than 5 hours per week	30	7.5
Total	401	100.0
Nil Response	9	

There are distinct indications from Table 15 that a large group of respondents (40.9%) have no preparation time during the normal working day. It appears that virtually fifty per cent of the respondents are actively involved in class contact with pupils throughout the entire school day and many commented that they did all their teaching preparation at home. Others commented that they had some free time when a specialist (e.g. for music) or a student took over the class for a short time. Since half of the respondents taught other grade levels their preparation time was not spent only on kindergarten requirements. A small percentage (7.5) were apparently fortunate enough to have more than five hours preparation time per week.

Table 16  
DISTRIBUTION OF RESPONDENTS BY  
TEACHING METHODOLOGY

Teaching Methodology	Number of Respondents	Per cent
Informal	22	5.5
Formal	23	5.7
Mixed	356	88.8
Total	401	100.0
Nil Response	9	

Table 16 demonstrates that the majority of the respondents provide opportunities in their classroom for informal and formal teaching methodology (88.8%). Only 5.7% of the respondents perceived that their program was of a traditional formal variety, and conversely 5.5% of the respondents perceived that they provided an integrated informal program.



Table 17

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
KINDERGARTEN ATTENDANCE SCHEDULES

Attendance Schedule	Number of Respondents	Per cent
Mornings only	44	16.6
Alternating weekly	114	43.0
Alternating monthly	64	24.2
Other	43	16.2
Total	265	100.0
Nil Response	145	

It can be seen from Table 17 that a variety of attendance schedules are operant in the Province. The most common practice is a scheduling system which alternates weekly. Indications are that 43% of the respondents utilize this system - that is, the pupils attend in the mornings one week and in the afternoons the following week. In some schools the rotation system takes place on a monthly basis (24.2%), and a smaller proportion of the respondents indicated that their pupils attend in the mornings only (16.6%). In the category itemized as "other", the respondents commented that their schools utilized a three-week rotation system. A few teachers indicated that their pupils attended in accordance with the school bus system. The high proportion of nil responses was expected because teachers with only one section or teachers with "composite" classes did not answer this question. It was interesting to note that these schedules vary within school boards as well as between school boards, and obviously school principals and/or teachers have a considerable degree of autonomy in scheduling arrangements for kindergarten classes.

## TEACHER CHARACTERISTICS

Personal and Professional Characteristics

This section, which delineates the personal and professional characteristics of the current kindergarten teaching force, is essentially a description of the survey population. Data concerning the age, sex and marital status of the teachers are presented. Professional qualifications, years of teaching experience, status of upgrading, salary levels and professional aspirations are outlined. The teachers' attitudes towards their initial preparation program, inservice provision, age of pupils at enrolment, parent participation in school activities, support for the kindergarten program and environmental provision, are also presented in the following tables. Finally the teachers' attitudes regarding the aims of the kindergarten program are presented.

Table 18

## DISTRIBUTION OF RESPONDENTS BY AGE

Age of Respondents	Number of Respondents	Per cent
25 years or less	186	45.6
26 - 35	150	36.8
36 - 45	48	11.8
46 - 55	19	4.7
Over 55	5	1.2
Total	408	100.1
Nil Response	2	

From Table 18 it can be seen that the kindergarten work force is relatively young. More than 82% of the respondents are 35 years of age or less. A very small percentage of the respondents, (1.2%), are over 55 years of age and indicated that they would soon be eligible for retirement.



Table 19  
DISTRIBUTION OF RESPONDENTS BY SEX

Sex of Respondents	Number of Respondents	Per cent
Female	392	95.6
Male	18	4.4
Total	410	100.0
Nil Response	0	

Table 19 shows the expected result that the respondents are predominately female. The eighteen male respondents do not actually teach "separate" kindergarten classes. In fact they indicated that they are employed in all-grade schools or teach multi-grade classes in small schools.

Table 20  
DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS

Marital Status of Respondents	Number of Respondents	Per cent
Single	145	35.6
Married	254	62.4
Widowed	8	2.0
Total	407	100.0
Nil Response	3	

It can be seen from Table 20 that the greater proportion of the respondents (64.4 per cent) are, or have been, married. Single respondents included a number of Roman Catholic members of religious orders. However, it has not been possible to determine from responses to the questionnaire the percentage of nuns teaching kindergarten classes.

Table 21.

## DISTRIBUTION OF RESPONDENTS BY PARENTHOOD

Respondents Status with respect to Parenthood	Number of Respondents	Per cent
With children	171	42.1
Without children	235	57.9
Total	406	100.0
Nil Response	4	

From Table 21 it is seen that only 42.1% of the respondents are parents. This low percentage is not surprising in view of the fact that 35.6% of the teachers are not married. (See Table 20)

Table 22

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
HAVING PRE-SCHOOL CHILDREN

Respondents Status with respect to Pre-school Children	Number of Respondents	Per cent
With preschoolers	91	22.6
Without preschoolers	312	77.4
Total	403	100.0
Nil Response	7	

Because so many of the respondents are female and still of child bearing age, it is hardly surprising to discover, as Table 22 shows, that 22.6 per cent of the respondents have pre-school age children. These teachers must obviously make child-care arrangements for their offsprings while they are engaged in their daily teaching activities.



**Table 23**  
**DISTRIBUTION OF RESPONDENTS BY INSTITUTION**  
**PROVIDING BASIC TRAINING**

Institution Providing Basic Training	Number of Respondents	Per cent
Memorial University of Newfoundland	368	90.2
Other	40	9.8
Total	408	100.0
Nil Response	2	

It is shown in Table 23 that 90 per cent of the respondents obtained their initial teacher preparation at Memorial University. Only 40 (actual total) of the respondents have attended other institutions. These included: The Catholic University of America ( Washington), Andrews University ( Michigan ), Ontario Community Colleges, Teachers' Colleges in Britain and Nova Scotia, St. Xavier University, the University of Victoria and the University of the Philippines.

**Table 24**  
**DISTRIBUTION OF RESPONDENTS BY**  
**PROFESSIONAL PREPARATION**

Professional Preparation	Number of Respondents	Per cent
Primary program	250	61.6
Elementary program	135	33.3
Secondary program	21	5.2
Total	406	100.0
Nil Response	4	

A high proportion of the respondents, (61.6 per cent), have been

enrolled in a primary program for their initial teacher preparation. This is shown above in Table 24. Only 5.2% of the respondents had received their initial preparation for secondary teaching. It is probable that many of those with elementary or secondary training, teach in multi-grade situations or were trained before there was a primary program at Memorial University.

Table 25

DISTRIBUTION OF RESPONDENTS BY  
ACADEMIC QUALIFICATION

Qualification	Number of Respondents	Per cent
B.A. (Ed.) Primary	93	22.9
B.A. (Ed.) Elementary	43	10.6
B.A., B.Ed.	10	2.5
4 years University	15	3.6
3 years University	92	22.7
2 years University	102	25.1
1 year University	28	6.9
Other	23	5.8
Total	406	100.1
Nil Response	4	

From Table 25 it can be seen that only 36 per cent of the respondents have achieved degree status. The individual group with the highest percentage (25.1) have two years of University preparation. Three years University preparation were reported by 22.7 per cent of the respondents, and 3.7 per cent of respondents indicated that they have four years preparation but still have courses to complete before obtaining their degree. In the category itemized "other", two respondents indicated that they were "supply teaching", and three others indicated they were substitute



teachers. Two respondents have Masters Degrees. One had a Masters degree in Education and was also the school principal, and the other had a Masters in Anthropology. Seventeen respondents did not have education degrees but have a Bachelor of Arts in various disciplines such as English, History, Economics, or Anthropology.

Table 26

DISTRIBUTION OF RESPONDENTS BY PRESENT  
SALARY GRADE WITH COMPARATIVE DATA  
FOR NEWFOUNDLAND TEACHING FORCE

Salary Grade	Number of Respondents	Percentages	
		Kindergarten Level	Entire Teaching Force
Grade 7	1	0.2	5.5
Grade 6	3	0.7	16.0
Grade 5	52	12.8	25.4
Grade 4	121	29.7	24.9
Grade 3	83	20.4	13.1
Grade 2	107	26.3	11.1
Grade 1	33	8.1	4.0
Other	7	1.7	0.0
Total	407	99.9	100.0
Nil Response	3		

It is seen from Table 26 that the largest percentage of kindergarten teachers are being paid at the Grade IV salary level (29.7%). Although 43.4 per cent of the respondents are being paid at or above the Grade IV salary level, these figures do not, of course, reveal the academic status of the respondents. Columns three and four provide for a comparison of the kindergarten teachers included in this survey with the entire

Newfoundland teaching force. The data for the entire teaching force were obtained from the Registrar of Teachers at the Department of Education and applies to the 1975-76 School Year. These data indicate that there is a consistently higher proportion of kindergarten teachers represented at the lower grade levels than is so for the teaching force in general.

Table 27

DISTRIBUTION OF RESPONDENTS BY TOTAL  
YEARS OF TEACHING EXPERIENCE

Total Years of Teaching Experience	Number of Respondents	Per cent
One year or less	37	9.1
2 years - 5 years	155	38.0
6 years - 10 years	102	25.0
11 years - 15 years	57	14.0
More than 15 years	57	14.0
Total	408	100.1
Nil Response	2	

Table 27 shows that 9.1 per cent of the respondents are neophytes. Just over 47 per cent of the respondents have less than five years teaching experience. Only 28 per cent of the respondents have more than eleven years teaching experience. It can therefore be seen from this table that the majority of the respondents have had relatively short teaching careers.



Table 28

DISTRIBUTION OF RESPONDENTS BY YEARS OF  
EXPERIENCE TEACHING KINDERGARTEN

Experience Teaching Kindergarten	Number of Respondents	Per cent
One year or less	80	19.6
2 years - 5 years	218	53.3
6 years - 10 years	80	19.6
11 years - 15 years	20	4.9
More than 15 years	11	2.7
Total	409	100.1
Nil Response	1	

From Table 28 it can be seen that 72.9 per cent of the respondents have had very short careers as kindergarten teachers. They indicated that they have five years or less experience teaching at this level. A small proportion (7.6 per cent of the respondents) have taught kindergarten children for eleven years or more.

Table 29

DISTRIBUTION OF RESPONDENTS ACCORDING TO  
THE MOST RECENT YEAR OF UPGRADING

Recency of Upgrading	Number of Respondents	Per cent
Prior to 1971	19	4.9
1971	8	2.1
1972	21	5.5
1973	28	7.3
1974	71	18.4
1975	146	37.9
1976	92	23.9
Total	385	100.0
Nil Response	25	

It is clearly demonstrated in Table 29 that 95.1 per cent of the respondents have been actively engaged in upgrading their professional qualifications during the last six years.

Table 30

DISTRIBUTION OF RESPONDENTS WITH RESPECT  
TO PLANS FOR FUTURE STUDY

Future Academic Plans	Number of Respondents	Per cent
Planning to take further courses	319	78.8
Not planning to take further courses	29	7.2
Undecided	57	14.1
Total	405	100.1
Nil Response	5	

Table 30 indicates that 78.8 per cent of the respondents intend to register for university courses in the future. Fourteen point one per cent of the respondents have not made firm decisions regarding future study.

Table 31

DISTRIBUTION OF RESPONDENTS BY  
NATURE OF EMPLOYMENT

Nature of Employment	Number of Respondents	Per cent
Full time	404	98.5
Half day	3	0.7
Substitute	3	0.7
Total	410	99.9
Nil Response	0	



From Table 31 it is seen that almost all of the respondents (98.5 per cent) are employed on a full-time basis. The part time teachers are employed in schools with high enrolments in urban areas.

Table 32  
DISTRIBUTION OF RESPONDENTS BY  
PROFESSIONAL AFFILIATION

Professional Affiliation	Number of Respondents	Per cent
Member of a professional group related to early childhood education	85	20.7*
Not a member of a professional group	63	-
Total	158	-
Nil Response	262	

\* This percentage takes account of all nil responses in total.

It can be seen from Table 32 that only 20.7 per cent of the respondents declared that they were active members of any professional group related to early childhood. Many teachers indicated that no local branches of professional groups were available in their immediate vicinity. Most Newfoundland teachers are, however, members of the N.T.A. - the Newfoundland Teachers' Association. As it is highly probable that those who did not answer this question were not members of a professional group, the nil responses were taken to indicate a negative response.

Table 33

DISTRIBUTION OF RESPONDENTS BY  
ASPIRATIONS FOR THE FUTURE

Future Aspirations	Number of Respondents	Per cent
Teaching kindergarten	206	52.6
Teaching another grade level	108	27.6
Out of teaching profession	41	10.5
Administration	3	0.8
Other	34	8.7
Total	392	100.2
Nil Response	18	

Table 33 indicates that 52.2 per cent of the respondents expect to be teaching kindergarten five years hence. Over 27% of the respondents appear to prefer another grade level and hope to make a change. Several teachers of the group who intend to leave the teaching profession (10.5%) indicated that in five years they hoped to be at home with a family of their own. A small percentage (8.7) were undecided about their future plans and only 0.8% of the respondents aspired to promoted positions. At least fifty per cent of the respondents appear relatively satisfied teaching kindergarten children.



Teachers' Attitudes

Table 34

DISTRIBUTION OF RESPONDENTS WITH  
RESPECT TO ATTITUDES TOWARDS  
INITIAL PREPARATION

The Present Primary Education Program at Memorial Provides Teachers with Good Initial Preparation to Teach Kindergarten Classes.	Number of Respondents	Per cent
Strongly Agree	6	1.7
Agree	83	23.2
Undecided	154	43.0
Disagree	90	25.1
Strongly disagree	25	7.0
Total	358	100.0
Nil Response	52	

An examination of Table 34 reveals that only 24.9 per cent of the respondents agreed that Memorial University provides good initial preparation for kindergarten teachers. Thirty-two point one per cent of the respondents indicated their dissatisfaction with the present program and almost half (43 per cent) indicated a neutral attitude. It is possible that some of the nil responses and the undecided may correspond with teachers who have not received their teacher training at Memorial University. (See Table 23.)

Table 35

DISTRIBUTION OF RESPONDENTS WITH  
RESPECT TO ATTITUDES TOWARDS  
PRIMARY INSERVICE WORKSHOPS

The Primary Workshops You have Attended since September were Highly Relevant for Kindergarten Teachers.	Number of Respondents	Per cent
Strongly agree	27	8.1
Agree	127	38.1
Undecided	61	18.3
Disagree	96	28.8
Strongly disagree	22	6.7
Total	333	100.0
Nil Response	77	

The data from Table 35 show that less than half of the respondents (46.2 per cent) were satisfied with the workshops provided for them. About a fifth (18.3 per cent) maintained a noncommittal attitude, while the remaining groups (35.5 per cent cumulative frequency) were obviously dissatisfied with the present provision. Many of the dissident respondents commented that workshops were often too "general" and that in future they desired inservice experiences specifically related to kindergarten education. An important factor contributing to this dissatisfaction may be that kindergarten teachers' opinions are seldom solicited regarding the choice of theme for their workshops. (See Table 64.)



Table 36

DISTRIBUTION OF RESPONDENTS WITH RESPECT  
TO ATTITUDE TOWARDS THE AGE RANGE  
OF KINDERGARTEN CHILDREN

The Wide Age Range of Kindergarten Children Presents Serious Problems for Kindergarten Teachers.	Number of Respondents	Per cent
Strongly agree	58	14.8
Agree	148	37.9
Undecided	58	14.8
Disagree	121	30.9
Strongly disagree	6	1.5
Total	391	99.9
Nil Response	19	

From Table 36 it can be readily seen that a little over half (52.7 per cent) of the respondents perceive that the wide age range of pupils at enrolment presents serious problems for the teachers. Fourteen point eight per cent of the respondents expressed a neutral attitude and 32.4 per cent that age range was not a major problem. The data collected in this survey clearly indicated that more than half of the respondents are responsible for multi-grade classes. Perhaps during their initial period of teaching preparation students are given little opportunity for field placements in this type of classroom. Young teachers may not encounter the complexities of teaching new kindergarten pupils with students of higher grades until they are confronted with the realities of the classroom situation. It is also noted by some teachers that problems encountered teaching kindergarten pupils were more likely to be related to the social maturity and the intellectual ability of the children rather than to chronological age factors.

Table 37

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
ATTITUDES TOWARDS PARENT PARTICIPATION  
IN THE PRIMARY SCHOOL

The Primary School could Benefit from Increased Participation of Parents in the Kindergarten Program.	Number of Respondents	Per cent
Strongly agree	70	17.7
Agree	181	45.7
Undecided	102	25.8
Disagree	38	9.6
Strongly disagree	5	1.3
Total	396	100.1
Nil Response	14	

Table 37 clearly demonstrates that 62.4 per cent of the respondents have a very positive attitude towards increased parent participation in primary school activities. A quarter of the respondents indicated a neutral attitude and 10.9 per cent of the respondents disagreed with the concept.

Table 38

DISTRIBUTION OF RESPONDENTS WITH RESPECT  
TO ATTITUDE TOWARDS SUPPORT AVAILABLE  
IN THE SCHOOL

Sufficient Opportunities and Support are Available in Your School to Develop a Very Good Kindergarten Program.	Number of Respondents	Per cent
Strongly agree	59	14.9
Agree	200	50.6
Undecided	65	16.5
Disagree	55	13.9
Strongly disagree	16	4.1
Total	395	100.0
Nil Response	15	



Clearly, Table 38 demonstrates that 65 per cent of the respondents were satisfied with the level of support which was provided for them in their individual schools. Eighteen per cent obviously considered that the degree of support was inadequate.

Table 39

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
ATTITUDES TOWARDS FACILITIES

The Facilities in Your Classroom Provide a Stimulating Kindergarten Environment.	Number of Respondents.	Per cent
Strongly agree	35	8.9
Agree	192	48.7
Undecided	44	11.2
Disagree	90	22.8
Strongly disagree	33	8.4
Total	394	100.0
Nil Response	16	

Table 39 represents the respondents' attitudes towards environmental provision. It was the considered opinion of 57.6 per cent that their classroom provided a stimulating environment for kindergarten. Dissatisfaction was indicated by 31.2 per cent of the respondents and 11.2 per cent indicated a neutral attitude. In view of the fact that many classrooms appear to be relatively poorly equipped (see Table 56) it was somewhat surprising to discover that such a high percentage of the teachers are satisfied with the present provision. However, it could very well be that many of the teachers have low expectations regarding the basic essentials for a stimulating kindergarten program and therefore perceive that current provision is adequate. They may also consider that, as the teacher,

their personality and teaching capabilities are significantly more important than the inanimate materials provided in the classroom environment.

As a general comment, it can be noted that there was a fairly high level of nil responses to these attitudinal questions (Nil responses: 52, 77, 19, 14, 15 and 16 respectively). These could be interpreted as respondents who were "undecided" but since the items were located at the end of the questionnaire it is also possible that the nil responses resulted because the questionnaire was fairly long.

Table 40

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
THE MAJOR AIM OF THE KINDERGARTEN PROGRAM

Major Aim of Kindergarten	Number of Respondents	Per cent
(1) Societal aim - "readiness"	255	69.5
(2) Individual aim - "child centred"	112	30.5
Total	367	100.0
Nil Response	43	

In order to summarize the descriptive information obtained from the respondents regarding the major aim of the kindergarten program (item 54 in the questionnaire) it was decided to establish two principal categories for the responses. Category 1 was regarded as having "societal" orientations and respondents who indicated that the aim of their program was "readiness", "preparation" or "adjustment to school" were ascribed to this category. The respondents who indicated that their program pertained to the concept of "child-centred" development were ascribed to category 2, which was identified as "individual". These two categories were selected from the data analysed in the study entitled "The Aims of Primary Education" (Ashton et al,



1975). It can be clearly seen from Table 40 that the greatest proportion of respondents advocate a "readiness" program which promotes the acquisition of basic skills. A much smaller proportion of the teachers (30.5 per cent) indicated that the aim of their program was to develop each child to his full potential. It was quite obvious from the responses that there are distinct differences (which of course are to be expected) in teachers' attitudes towards the major aims of kindergarten education.

The wide disparity of aims is exemplified by statements made by two different teachers:

- (1) The aim of kindergarten is "to get the pupils away from the parents and find out what school is all about"
- (2) "Kindergarten should be a bridge between home and school ... it should be a co-operative effort on the part of teachers and parents. It must be a happy year for the child when he can develop in his own way".

The following representative answers were made by teachers who subscribed to the "societal" orientation of kindergarten programs:

- ... to teach readiness skill.
- ... to get ready for grade one.
- ... to get them ready for full time schooling.
- ... to teach the basic skills.
- ... to teach students to read by the end of June.
- ... to provide a firm foundation for later grades.
- ... to get them ready for reading.
- ... to prepare them for the rigidly structured program of grade one.

The smaller group of respondents (30.5 per cent) who articulated aims pertaining to "individual" development made comments such as the following:

- ... to provide for the individual difference of each child.
- ... to provide an atmosphere where each child can develop curiosity for learning.
- ... to develop the "whole" child.
- ... to provide an environment where each child can develop at his own rate.
- ... to help the child develop his creative talents.
- ... to provide for self actualization.
- ... to make them more aware of themselves.

#### PUPIL CHARACTERISTICS

This section presents the data relating to the characteristics of the pupils enrolled for their first year of public schooling in the school year, 1975-76. The information gathered concerning pre-school experience, age at enrolment, grouping arrangements and school busing of kindergarten pupils is discussed in the following tables (41 - 45).

Table 41

#### NUMBER OF PUPILS WITH PRE-SCHOOL EXPERIENCE

Number of teachers responding that some pupils had pre-school experience	138
Number of teachers responding that no children had pre-school experience	221
Number of teachers who did not respond	51
Number of pupils reported to have had pre-school experience	906



From Table 41 it was impossible to determine the number of children who had not attended pre-school programs because 221 respondents simply stated that "none" of their pupils had done so. Furthermore the figure of 906 (i.e. pupils with pre-school experience) is at best an approximation. Many of the respondents indicated that "half" or a "third" of their class had attended pre-school programs. In such cases an estimate was arrived at from the information reported in item number 9 of the questionnaire which indicated the kindergarten enrolment (at intervals of five). Nonetheless, in view of the large number of nil responses, and although there has been minimal financial support from the Provincial Government, it is somewhat surprising to discover that approximately 900 pupils had attended some type of pre-school program. The total enrolment for the school year 1975-76 was 12,300 and the data from this table indicate that approximately 7.3 per cent of the pupils entered kindergarten with pre-school experience.

Table 42

## AGE OF PUPILS AT TIME OF INITIAL ENROLMENT

Age of Pupils at Time of Enrolment	Number of children reported by respondents	Per cent
Under 5 years	3,512	36.8
5 years - 6 years	5,836	61.2
6 years - 7 years	186	2.0
More than 7 years	4	-
Total	9,538	100.0
Total number of teachers responding to this question	389	
Nil Response	21	

Table 42 indicates the age range of pupils enrolled in September 1975. The greatest proportion of pupils appear to enter school between the ages of 5 and 6 years (61.2% of the pupils). The teachers indicated that 186 pupils were over 6 years of age and 4 were over seven years. Presumably the 3,512 pupils aged less than five years would attain their fifth birthday on or before December 31st 1975. Although the table demonstrates that the "norm" for school entry is apparently between five and six years, the distinct possibility still exists that the age range at enrolment can be twelve months or more. These figures represent the replies from 389 teachers and therefore do not represent the total enrolment figures for 1975-76 but they do however illustrate the fact that the majority of Newfoundland parents now apparently enrol their children for school before the age of six years.

Table 43  
GROUPING ARRANGEMENTS OF PUPILS

Grouping Arrangement	Number of Respondents	Per cent
No special grouping arrangement	267	68.3
Alphabetical	27	6.9
Chronological	24	6.1
Other	73	18.7
Total	391	100.0
Nil Response	19	

It can be seen from Table 43 that the largest percentage of pupils are randomly assigned to classes when they enter school for the first time because 68.3 per cent of the respondents indicated that no special grouping arrangements were made. Alphabetical and chronological age



groups were relatively uncommon. However, 18.7 per cent of the respondents indicated that pupils were allocated to classrooms according to two other factors: (i) depending on the school bus transportation schedules, and (ii) at the special request of parents.

Table 44

## NUMBER OF KINDERGARTEN PUPILS BUSED TO SCHOOL

Number of teachers responding that some pupils were bused to school	256
Number of teachers responding that no pupils were bused to school	130
Number of teachers who did not respond	24
Number of pupils reported as being bused to school	4,085

From Table 44 it can be seen that at least 4,085 kindergarten pupils are bused daily to school. One hundred and thirty teachers indicated that none of their pupils required transportation and 24 teachers did not respond to this question. It seems extremely plausible to suggest that since bus transportation has been made available to young children living in isolated communities of the Province they are now more likely to attend kindergarten classes. One teacher indicated that her pupils were transported to school each day by boat. The data from this table indicate that 33.2 per cent of the total kindergarten enrolment are transported to school by bus.

**Table 45**  
**MAXIMUM DISTANCES TRAVELLED BY PUPILS TO SCHOOL**

Maximum Distance	Number of Respondents	Per cent
Not transported by bus	130	32.0
One mile or less	57	14.4
2 - 3 miles	113	28.5
4 - 5 miles	28	7.1
5 - 6 miles	19	4.9
More than 6 miles	52	13.1
Total	399	100.0
Nil Response	11	

It can be seen from Table 45 that kindergarten pupils do not usually travel long distances to school. Those pupils travelling over six miles are generally transported from small communities to a primary/elementary school in a nearby community. One teacher commented that the kindergarten pupils in her class travelled 26 miles to school each day. The teachers reported the maximum distance that their pupils travelled to school but did not provide information regarding the number of pupils traveling specific distances.

#### ENVIRONMENTAL PROVISION

The data concerning various aspects of environmental provision for kindergarten education are presented in Tables 46 - 67. In this section curriculum characteristics relating to pilot projects, field trips, student progress tests, selection of textbooks and materials, and curriculum content are discussed. Data concerning classroom facilities, equipment and supplies are then presented. Parent participation in school and



classroom activities are investigated and finally the data pertaining to inservice training are discussed.

### Kindergarten Curriculum Characteristics

Table 46

#### DISTRIBUTION OF RESPONDENTS WITH RESPECT TO PILOT PROJECTS

Title of Project		Number of Respondents
D.U.S.O. Kit for Religious Education		20
Science project S.T.E.M.		3
French Immersion		1
Eskimo language		1
Physical education		1
Geography		1
Language Arts:	Breakthrough to Literacy	2
	Sullivan Associates (phonics)	1
	Distar	1
	Modern Curriculum Press	4
	Lippincott Beginning to Read	1
Mathematics:	Metric math.	1
	S.R.A. math.	1
	I.S.M. math.	2
	Heath elementary math.	1
	Math. for Individual Achievement	9
(Number of responses = 46)		

From Table 46 it can be seen that several pilot projects are being conducted at the kindergarten level. Forty six teachers reported that they were involved with pilot projects, 352 teachers reported no involvement and 12 teachers did not respond to this question. It would appear from the table that the D.U.S.O. project has been undertaken by the largest group of respondents. Several teachers indicated that they were involved simultaneously with the D.U.S.O. project and a mathematics

project. Some of the projects listed have been initiated by individual school boards and others are being sponsored by the Curriculum and Instruction Division of the Department of Education. The D.U.S.O. project was initiated by the Integrated Denominational Education Committee in co-operation with the Department of Education.

Table 47

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
METHODS OF RECORDING STUDENT PROGRESS

Methods of Recording Student Progress	Number	Per cent
Daily record book	98	24.1
Weekly records	40	9.8
Short notes from observations	279	68.6
Samples of children's work	296	72.7
Other	45	11.1
Total Number of Respondents	407 *	
Nil Response	3 *	

\* Total gives number of respondents: many respondents use two or more methods of recording progress so totals do not summate to number of respondents. Similarly the percentages do not add to 100 per cent.

Table 47 indicates that the respondents favour two methods of recording students' progress. Collecting samples of the children's work (72.7%) was the most popular method and anecdotal observations (68.6%) were also strongly favoured. Report cards are sent to parents at the end of each term by many teachers but utilizing only this method of recording students' progress was indicated by 11.1 per cent of the respondents.



Table 48

DISTRIBUTION OF RESPONDENTS WITH RESPECT  
TO THE ADMINISTRATION OF WRITTEN TESTS

Administration of Written Tests	Number
No written tests given	203
Written tests in reading	130
Written tests in writing	86
Written tests in mathematics	154
Other tests	47
Total Number of Respondents (402)	
Nil Response (8)	

From Table 48 it can be seen that there is considerable variation in the administration of tests to kindergarten pupils. Half of the respondents indicated that they do not give written tests. Some teachers do however give written tests in reading, writing and mathematics. Forty seven respondents indicated that they administer "reading readiness" tests to assess the children's progress in word recognition and comprehension.

Table 49

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
THE SELECTION OF CURRICULUM MATERIALS

Selection of Curriculum Materials	Number of Respondents	Per cent
Assistance of respondent solicited	371	90.7
Assistance of respondent not solicited	38	9.3
Total	409	100.0
Nil Response	1	

From Table 49 there are clear indications that the majority of teachers participate in the selection of books and curriculum materials for their classes. Only a small group (9.3% of the respondents) indicated that their opinions were not solicited.

Table 50

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
THE PROVISION OF CURRICULUM TEXTBOOKS

Provision of Curriculum Textbooks	Number of Respondents	Per cent
Reading texts	371	90.7
Mathematics texts	379	92.7
Religion texts	46	11.2
Social Studies texts	23	5.6
Total Number of Respondents (409)		
Nil Response (1)		

Table 50 illustrates that in most kindergarten classes the pupils are introduced to curriculum textbooks for reading and mathematics. The majority of teachers do not use textbooks for religion or social studies.

Table 51

DISTRIBUTION OF RESPONDENTS WITH RESPECT  
TO THE PROVISION OF READING PROGRAMS

Provision of a Reading Program	Number of Respondents	Per cent
Reading program provided	286	71.1
No reading program provided	116	28.9
Total Number of Respondents (402)		
Nil Response (8)		



It can be seen from Table 51 that 71.1 per cent of the respondents provide a specific reading program. Although 28.9 per cent of the respondents reported that they do not provide a specific reading program for their pupils, the majority of these teachers commented that they supply a great variety of pre-reading experiences for the children and several teachers indicated that they only utilize reading textbooks in the spring term.

Table 52

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
AVAILABILITY OF CURRICULUM GUIDES

Availability of Curriculum Guides	Number with	Percentage with
Kindergarten guide available	253	62.6
Primary studies program available	197	48.8
Physical Education guide available	229	56.7
Language Arts guide available	227	56.2
Mathematics guide available	300	74.3
Total Number of Respondents	(404)	
Nil Response	(6)	
(Total refers to total for each type of guide. Percentages are given as percentages of this total.)		

Table 52 indicates considerable variation in the availability of curriculum guides. The Department of Education publishes two guides (i) the Primary Studies Program and (ii) "Starting Point" a Language Arts guide. However, this table clearly demonstrates that there is virtually a fifty-fifty split in the availability of these guides to the

teachers. Many boards have compiled their own kindergarten guides and these appear to be readily available to 62.6 per cent of the respondents. Mathematics guides were most frequently reported as being available to the respondents (74.3%). To a certain extent this table could be interpreted as demonstrating that there is considerable variation in the types of kindergarten programs currently operating in the Province. This could signify that the respondents enjoy a considerable degree of autonomy in the development of their programs or that many teachers do not have access to curriculum guides which are available from the school boards or the Department of Education.

Table 53  
NUMBER OF FIELD TRIPS

Number of Field Trips	Number of Respondents	Per cent
None since September 1975	185	45.6
Fewer than five	203	50.0
More than five	18	4.4
Total	406	
Nil Response	4	

There are clear indications from Table 53 that 54.4 per cent of the respondents include field trips as a composite part of the kindergarten program. This table emphasizes the fact that different philosophies prevail regarding the concept of using the natural habitat outside the classroom as a learning environment for young children. Lack of support for field trips from the principal or the school board may explain this variation. Isolation may also be a factor and the teachers may not perceive that their local community can supply numerous opportunities for



environmental studies (e.g. to collect wild flowers, rocks, leaves or sea-shells). If parental assistance is not forthcoming, kindergarten teachers may also perceive that the supervision of the pupils on field trips might constitute a hazard, especially in communities where the terrain is particularly precipitous.

Table 54 illustrates the time teachers spent on curriculum activities. All 410 respondents answered this question but several teachers left blanks in individual rows. The table illustrates absolute totals and no attempt has been made to determine percentages. It appears that mathematical concepts with concrete materials, pre-reading activities, reading workbooks, and unstructured free play activities are provided by more than half of the respondents on a daily basis. Arts and crafts, maths workbook, physical education and structured play are most frequently provided at least two to three times per week.

Although approximately 25 per cent of the respondents provide opportunities for social studies, physical education, drama and science at least once per week, other respondents indicated that they provide these activities on a more regular basis. Half of the respondents use films or film strips at least once a week. However, 101 respondents reported that they seldom show films. These teachers commented that there were two reasons why they were unable to provide this activity. Either films were not available in their schools or (more frequently) the equipment did not function properly.

Column five clearly demonstrates that few Newfoundland kindergarten children participate in French language programs. In Labrador City there are two French sections for children speaking French as their first language and two French immersion classes are now in operation in the Port

Table 54

## TIME SPENT ON CURRICULUM ACTIVITIES AS IDENTIFIED BY RESPONDENTS \*

Activity	(1) Daily	(2) 2-3 Times Weekly	(3) Weekly	(4) Infrequently	(5) No Time	(6) Total	(7) Nil Response
Music	125	162	68	1	38	394	16
Arts and Crafts	49	203	125	3	4	384	26
Maths concepts with concrete materials	210	162	20	2	5	399	11
Maths workbook	185	209	4	1	4	403	7
Social studies	49	134	135	-	35	353	57
Religion	172	108	84	-	17	381	29
Physical Education	48	187	138	2	13	388	22
Pre-reading with concrete materials	223	116	25	1	15	380	30
Pre-reading workbook	194	175	15	-	10	394	16
Use of films	3	38	214	40	61 **	356	54
Free play	242	88	46	3	16	395	15
Structured play	180	159	44	2	9	394	16
Drama	18	109	166	9	73	375	35
Science activities	14	95	155	7	98	369	41
French	6	16	10	6	289	327	83

\* Absolute totals of respondents are given in this table.

\*\* These teachers indicated that films were seldom available or that equipment did not work.



au Port Peninsula. Obviously a few other teachers across the Province include some French in their program. Science activities appear to be given surprisingly low priority.

It is possible that the nil responses (column six) indicate that the teachers do not spend any time on the specific activities and these replies could have been combined with column five but it was decided to display the findings as they actually appeared on the questionnaire because all respondents answered at least some parts of this question.

#### Classroom Facilities, Equipment and Audio-visual Aids

Table 55

#### DISTRIBUTION OF RESPONDENTS WITH RESPECT TO CLASSROOM FACILITIES

Classroom Facilities	Number with	Percentage with	Nil Response
Sink	308	75.1	0
Cooking stove	93	22.7	0
Cloakroom	332	81.0	0
Gymnasium	227	55.4	0
Child size toilets	226	55.1	0

The items listed in Table 55 were selected from the literature as important features of a well planned kindergarten environment which facilitates smooth classroom management, and provides opportunities for cooking, art, hygiene training, physical activities and social interaction. The table indicates that 44.6 per cent of the respondents may lack adequate physical education facilities. Only 22.7 per cent of the respondents have access to a stove for cooking activities. Unfortunately for 24.9 per cent of the respondents no sink is available for clean-up activities after art projects. Child sized toilets are provided in more than half of the schools.

Table 56

## NUMBER OF FACILITIES AVAILABLE PER CLASSROOM

Number of Facilities per Classroom.	Number of Respondents	Per cent	Cumulative Frequency %
No items	24	5.9	5.9
One item	55	13.4	19.3
Two items	84	20.5	39.8
Three items	87	21.2	61.0
Four items	98	23.9	84.9
Five items	62	15.1	100.0
Totals	410	100.0	
Nil Response	0		

From Table 56 it can be seen that 15 per cent of the respondents are provided with all of the facilities itemized in Table 55. Nonetheless 40 per cent of the respondents have to make do with two or fewer of these items. Undoubtedly the provision of these facilities has been given low priority.



Table 57

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
ITEMS OF CLASSROOM EQUIPMENT

Classroom Equipment	Number with these Items	Percentage with these Items
Sandbox	80	19.5
Modelling clay	388	94.6
Woodwork area	47	11.5
Housekeeping area	93	22.7
Dress up clothes	90	22.0
Water tray	56	13.7
Large building blocks	252	61.5
Small building blocks	352	85.9
Puppet theatre	137	33.4
Record player	380	92.7
Piano	120	29.3
Art and Craft materials	327	79.8
Rhythm Band	264	64.4
Class Pet	46	11.2
Book Corner	366	89.3

All respondents replied to this question (410 valid cases). Table 57 shows that the most popular items of equipment available to the respondents are: modelling clay, small blocks, rhythm band instruments, books and a record player. Large blocks, a piano and a puppet theatre are relatively prominent items. Conversely items which are generally associated with "informal" kindergarten teaching situations such as a sandbox, water tray, woodwork area, class pet and dressing-up clothes did not appear to be provided in a large proportion of the classrooms.

Table 58  
NUMBER OF EQUIPMENT ITEMS AVAILABLE PER CLASSROOM

Number of Equipment Items per Classroom	Number of Respondents	Per cent	Cumulative Frequency %
One item	2	0.5	0.5
2 items	13	3.2	3.7
3 items	18	4.4	8.0
4 items	27	6.6	14.6
5 items	48	11.7	26.3
6 items	47	11.5	37.8
7 items	66	16.1	53.9
8 items	61	14.9	68.6
9 items	47	11.5	80.2
10 items	29	7.1	87.3
11 items	21	5.1	92.4
12 items	18	4.4	96.8
13 items	9	2.2	99.0
14 items	1	0.2	99.3
15 items	3	0.7	100.0
Total	410	100.0	
Nil Response	0		

The items listed in the previous table (57) were described in the current literature on early childhood as being basic components of a modern kindergarten program. However, Table 58 indicates that more than half of the respondents (53.9%) are provided with six or fewer of these equipment items. Only 3.1 per cent of the respondents indicated that they had 13 or more of the items. Furthermore, this table shows that equipment for kindergarten classes is unequally distributed in the Province. It was clear from the replies that there was considerable variation among schools operated by the same school board.



Table 59

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
INDIVIDUAL AUDIO-VISUAL AIDS

Audio-Visual Aids	Number with these Items	Percentage with these Items
1. Library books	399	97.3
2. Films	324	79.0
3. Records	376	91.7
4. Listening Stations	356	86.6
5. Tape Recorders	356	86.6
6. Earphones	155	37.8
7. Typewriter	164	40.0
8. Television	171	41.7
9. Radio	149	36.3
10. Film strips and projector	344	83.8

From Table 59 it can be seen that the majority of kindergarten classrooms are exceedingly well equipped with audio-visual equipment. The most readily available items are library books, records, listening stations, tape recorders, films and film strips. Earphones, typewriters, televisions sets and radios are available to fewer respondents.

Table 60  
NUMBER OF AUDIO-VISUAL AIDS  
AVAILABLE PER CLASSROOM

Number of Audio-Visual Aids per Classroom	Number of Respondents	Per cent	Cumulative Frequency %
No audio-visual aids	2	0.5	0.5
1 audio-visual aid	8	2.0	2.4
2 audio-visual aids	12	2.9	5.4
3 " " "	31	7.6	12.9
4 " " "	40	9.8	22.7
5 " " "	54	13.2	35.9
6 " " "	67	16.3	52.2
7 " " "	67	16.3	68.5
8 " " "	50	12.2	80.7
9 " " "	35	8.5	89.3
10 " " "	44	10.7	100.0
Totals	410	100.0	
Nil Response	0		

In spite of the extremely favourable impression given in the previous table, it is demonstrated quite clearly in Table 60 that there is an unequal distribution of these audio-visual items. Almost a quarter of the respondents indicated that they have four items or fewer, whereas 47.7 per cent of the respondents are fortunate enough to have seven items or more. Inevitably the lack of many of these items will ultimately affect the type of kindergarten provision made for pupils in the poorly equipped schools.



# Parent Participation in School Activities

Table 61

## DISTRIBUTION OF RESPONDENTS WITH RESPECT TO PARENT PARTICIPATION IN CLASSROOM ACTIVITIES

Parent Participation in Classroom Activities	Number of Respondents	Per cent
Never	325	81.0
Occasionally	68	17.0
Regularly	8	2.0
Total	401	100.0
Nil Response	9	

Parent participation in the classroom is still relatively uncommon practice in kindergarten classes. According to Table 61, only 2 per cent of the respondents indicated that parents assist in the classroom on a regular basis in this Province.

Table 62

## DISTRIBUTION OF RESPONDENTS WITH RESPECT TO PARENT PARTICIPATION IN SCHOOL ACTIVITIES

Parent Participation in School Activities	Number of Respondents	Per cent
No parent assistance	127	32.0
Some parent assistance	270	68.0
Parent assistance in Library	8	2.0
Parent assistance with field trips	100	25.2
Other parent assistance	37	9.3
Nil Response (13)		

(Total refers to each of the types of assistance detailed above.  
Percentages are of this total.)

Table 62 indicates that 68 per cent of the respondents obtain some assistance from parents but this participation seldom takes place in the actual classroom situation. It would appear from the table that there is a trend to increase parental involvement in school activities in a few schools. Teachers commented that parents assist with the school library (or resource centre), field trips, parent-teacher association socials, bake sales, fund raising, track and field days and ice-skating supervision.

Table 63

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
INTERVIEWS WITH PARENTS

Frequency of Interviews with Parents	Number of Respondents	Per cent
Once per month	11	2.7
Once per term	274	67.5
During Education Week	152	37.4
At P.T.A. meetings	88	21.7
Informally whenever parents wish	288	70.9
Total Number of Respondents (406)		
Nil Response (4)		
(Total refers to number of respondents. Percentages are of that total.)		

From Table 63 it can be seen that most of the respondents (67.5%) meet with parents at least once per term. They also appear willing to meet parents on an informal basis whenever the parents wish to arrange an interview (70.9%). Only a very small percentage meet parents on a regular monthly schedule (2.7%). Education Week and P.T.A. meetings do not appear to be the most popular times for parent/teacher conferences.



School Board Provision For Inservice Training

Table 64

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
FOCUS OF INSERVICE WORKSHOPS

Inservice Training	Number of Respondents	Per cent
Teacher sometimes asked to select focus	104	28.0
Teacher never asked to select focus	268	72.0
Total	372	100.0
Nil Response	38	

It would appear from Table 64 that the respondents are seldom requested to select the focus of their inservice workshops. Only 28 per cent of the respondents indicated that they were consulted. This table indicates that the majority of the respondents do not actively participate in planning their inservice training.

Table 65

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO THE  
NUMBER OF PRIMARY WORKSHOPS PROVIDED  
SINCE SEPTEMBER 1975

Number of Primary Workshops Provided	Number of Respondents	Per cent
None	123	31.1
One	127	32.2
Two	74	18.7
Three	38	9.6
Four	17	4.3
More than four	16	4.1
Total	395	100.0
Nil Response	15	

It is somewhat surprising to discover from Table 65 that 31.1 per cent of the respondents indicated that no workshops had been provided for them. A small group of the respondents (8.4%) intimated that they had attended four or more workshops. This table appears to indicate that there is considerable disparity in the provision of workshops for kindergarten personnel. There are indications from several school boards that large workshops are becoming less frequent and Board Consultants are carrying out workshops in the individual schools. Many respondents commented that the workshops provided were of a "general" nature and that they would prefer inservice more relevant to early childhood education.

Table 66

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
CONSULTANTS HIRED BY THEIR SCHOOL BOARD

School Board Consultants	Number of Respondents	Per cent
Some of the following available	315	79.7
Primary consultant	61	15.4
Reading consultant	248	62.8
Guidance consultant	136	34.4
Other consultants	43	10.8
Total Number of Respondents (395)		
Nil Response (15)		
(Total refers to each type of consultant. Percentages are of this total.)		

From Table 66 it can be readily seen that there is considerable variation between school boards with respect to the employment of consultants to advise their teachers. The services of a specific Primary Consultant appears to be unavailable to 84.6 per cent of the respondents.



Guidance Counselors and Reading Consultants appear most likely to provide expertise to the teachers. In the category itemizes as "other" 10.8 per cent of the respondents reported that their boards employed specialists for physical education, music, religion or media.

Table 67

DISTRIBUTION OF RESPONDENTS WITH RESPECT TO  
ACCESSIBILITY OF SCHOOL BOARD CONSULTANTS

Accessibility of Consultants	Number of Respondents	Per cent
Easily accessible	261	72.1
Not easily accessible	101	27.9
Total	362	100.0
Nil Response	48	

Table 67 shows that 27.9 per cent of the respondents cannot readily avail themselves of the services of consultants even if they are employed by their school board. Many of these teachers commented that they seldom see consultants because they teach in isolated areas. There are clear indications from the survey that the respondents from rural areas are often the only teacher employed for the primary grades in their school. They not only have less opportunity to participate in debate with their peers, but it also appears from their comments that they are also less likely to obtain advice from consultants.

### Summary

The data presented in this chapter clearly demonstrate that there is considerable variation in kindergarten programs with respect to administrative structure, personnel employed, pupils enrolled, and environmental provision. These differences pertain particularly to the

size of the schools, the curriculum provided and the aims of the kindergarten program. There is considerable variation within school boards as well as between school boards.



## Chapter VI

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter is concerned with a summary of the problems which were investigated in the study, the methodology employed and the findings which resulted. A resumé of the information obtained from the historical investigation and the survey will be documented. Later the conclusions and implications will be discussed in relation to the two sections of the study. The historical development of early childhood programs will be examined initially and the kindergarten survey will then be discussed in subsections dealing specifically with kindergarten administration, teacher characteristics, pupil characteristics and environmental features. Finally implications for future research will conclude this chapter.

### SUMMARY OF THE STUDY

#### The Problem

The purpose of this study was twofold (i) to investigate the historical development of early childhood programs in Newfoundland and (ii) to determine the current status of kindergarten provision in the publicly supported school systems. Specifically the research was designed to ascertain the characteristics of kindergarten provision as they related to administrative structure, teacher characteristics, pupil characteristics and environmental features.

### Instrumentation and Methodology

For the historical review optimum use was made of existing historical documents, briefs, reports and legislated statutes. Interviews were conducted by the researcher with kindergarten teachers, government officials, school board personnel and N.T.A. representatives. Concurrently a survey was conducted to determine the present status of kindergarten provision as perceived by teachers employed to teach pupils enrolled for their first year of public schooling. Based on the literature of early childhood education a questionnaire was constructed by the researcher. A pilot study was then conducted with thirty kindergarten teachers and the data collected were analysed. After consultation with six of the participating teachers and discussion with the author's thesis committee, the questionnaire was slightly modified and adopted for use, utilizing sixty questions (Appendix 2). The items in the questionnaire were arranged as follows:

- a) Administration characteristics;
- b) Professional and personal characteristics of the teachers;
- c) Pupil characteristics;
- d) Environmental factors relating to facilities, equipment, supplies and professional and parental assistance;
- e) Teachers' attitudes towards aspects of kindergarten provision.

### The Sample

The questionnaire was administered to the finite sample (i.e. the population) of teachers employed to teach pupils enrolled for their first year of public schooling. Information regarding the number of teachers was obtained from superintendents of all school boards in the Province. A total of 546 questionnaires were sent out to teachers in 470 schools. Seventy five percent of the questionnaires were returned and the data



presented in the findings can therefore be assumed to be fairly representative of the current situation.

### The Historical Development of Early Childhood Programs in Newfoundland

Two major types of early childhood programs have developed in the Province of Newfoundland. These are: (i) publicly funded kindergartens, and (ii) pre-school programs. The introduction and expansion of both types of program has differed in various parts of the Province, and to a certain degree the pattern of development has been a concomitant of economic and industrial growth. The earliest kindergarten provision appears to have originated in the larger communities; e.g. St. John's, Corner Brook and Grand Falls. In the company towns, with the establishment of the major pulp and paper mills or mining activities, the company usually supported schools for employees' children. It appears that separate kindergarten classes were provided in these schools at an early date. In other, larger communities, school boards gradually introduced separate kindergarten classes when the enrolment of young children increased. Although the Compulsory School Attendance Act of 1943 ensured that all Newfoundland children, seven years of age and over, would be provided with free education, it did not make kindergarten provision mandatory.

In the 1950s, legislation enabled school boards to claim salary units for teachers of young children if their schools had six classrooms or more. This legislation was somewhat restrictive and militated against the expansion of kindergarten programs in small rural schools. However, the Schools Act of 1968 significantly altered the situation and enabled all school boards, if they so desired, to introduce kindergarten education for children less than six years of age. An Amendment to this Act (1974) now makes kindergarten provision a mandatory duty of school boards.

The most recently published Directory of Schools (1974-75) indicates that thirty primary/elementary schools still do not provide a kindergarten program. School Board Superintendents indicated to the author that expansion programs for kindergarten are currently under way in those school districts where they have not been widely available in the past. A few private schools in the Province provide kindergarten programs (Appendix 4).

The earliest pre-school programs were established in the St. John's area in the late 1950s and early 1960s. There has been a substantial increase in the number of pre-school programs in the 1970s and these have been established in different parts of the Province (Appendix 5). A significant factor in the expansion of pre-school education has been the availability of funds from the Federal Government of Canada. This money has been allocated to the Province through Canada Manpower's job creation programs. Local Initiative Project funds and Opportunities for Youth grants have enabled adults to develop early childhood programs for young children.

In the 1970s, several special interest groups emerged and their members drew attention to the needs of young children in present day society. Furthermore, several distinguished educators at Memorial University compiled reports which clearly demonstrated that equality of educational opportunity was not afforded to all young children in the Province. In recent years briefs and reports have been presented to the Provincial Government and to Memorial University. These not only recommended the development of more early childhood programs for the substantial number of young children in the Province (Appendix 6) but also advocated new policies to improve the educational status of adults who teach



young children. Following these submissions, the Provincial Government established an Interdepartmental Committee to investigate the "day care" issue and to make recommendations for new legislation pertaining to the provision of programs for young children.

When the Interdepartmental Committee was set up the Department of Recreation and Rehabilitation was responsible for administering "day care" centres and the Department of Education was responsible for nursery "schools". After the committee presented their report the Provincial Cabinet decided to transfer the responsibility of day care from the Department of Recreation and Rehabilitation to the Department of Social Services but the Department of Education continues to licence nursery "schools". In June 1975 the Legislative Assembly passed a new "Day Care and Homemakers Act" which, if implemented, could improve the quality and availability of pre-school provision. At the present time the Provincial Government provides financial assistance for fifty children from welfare or low income families to attend a pre-school program at a day care centre. Nonetheless, almost all the other programs presently in existence are operated by private agencies and cater to middle and upper income clientele.

#### The Kindergarten Survey

The survey data indicated that considerable variation exists with respect to kindergarten provision in the Province of Newfoundland. In the forthcoming paragraphs a summary of the findings which pertain to administrative structure, personnel, pupil characteristics and environmental features are presented.

Kindergarten administration      There appears to be no uniform pattern of

administration for kindergarten programs in Newfoundland. Thirty five school boards provide kindergarten education utilizing organizational structures which vary considerably among the individual schools administered by these boards. There are four main types of kindergarten programs available in different parts of the Province: (i) "Separate" classes, (ii) "Composite" classes, (iii) "Primer" for six months and (iv) "Open area integrated" programs. By and large, "primer" and "integrated" programs are the exception, but the survey clearly indicated that the two other types of programs are equally common. Furthermore, there appears to be a geographical factor involved which, to some extent, determines the type of program available in different areas. In the more densely populated areas it appears likely that several "separate" kindergarten classes are provided at individual schools, whereas, in most rural areas, "composite" kindergarten programs are the norm. However, in some districts children from small settlements are transported to centralized primary/elementary schools in nearby larger communities.

Although the majority of teachers are employed in combined primary/elementary schools, this fact does not necessarily signify that the total enrolment of the school is high. In fact 33.5% of the respondents indicated that there were five or fewer teachers in their schools and 67.2% indicated that ten or fewer teachers were employed.

In virtually 80% of the schools only one teacher is employed to teach kindergarten pupils. However, in large schools the number of kindergarten teachers in each school is in proportion to the kindergarten enrolment. Half of the respondents indicated that they teach two sections of kindergarten pupils per day. The other half not only



teach kindergarten pupils but also have additional teaching duties. Therefore, there are clear indications that Newfoundland has two "cohorts" of kindergarten teachers. The first group could be described as "full-time" kindergarten teachers and the second group are "primary" teachers with responsibilities for pupils of various grades, including those of kindergarten age. Team-teaching is relatively uncommon in the Province.

From the data obtained it has been difficult to assess the exact teacher/pupil ratio at the kindergarten level. Moreover, 27.2% of the respondents reported that they were responsible for more than thirty six kindergarten pupils per day. However, these teachers do not teach all the pupils at the same time because rotating attendance schedule systems are utilized. Nearly forty three percent of the respondents actually teach fewer than twenty kindergarten pupils daily, but these respondents are usually the primary teachers responsible for multi-grade classrooms. Unfortunately, it has not been possible from this survey to determine the total teaching load of the primary teachers with "composite" classes. The data do indicate, however, that 40% of the respondents have no preparation time during the normal school day and it seems justifiable to suggest that, because they are involved in class contact with pupils throughout the day, no free time is available to them.

In Newfoundland schools principals and vice principals often assist teachers in the higher elementary grades on a regular basis (e.g. to teach Mathematics, Science, History, etc.). However, few principals have had expertise at the primary level (the majority are males) and so kindergarten teachers probably have to be extremely self reliant. Unlike, for example, primary teachers in the British Infant Schools, where

Infant Headmistresses have less involvement with administration and can concentrate on actively assisting their staffs, kindergarten teachers in Newfoundland can seldom expect assistance in the classroom from their superiors. They are therefore less likely to have free time during the week for class preparation. Nonetheless, in a limited number of schools (7.5% of the respondents) excellent scheduling arrangements are made so that teachers, even with heavy work loads, do have some preparation time each week.

The arrangements made for kindergarten attendance are very varied. This variation is apparent within all school boards. Rotation systems operate on weekly, bi-weekly, tri-weekly or monthly schedules. No particular pattern could be detected from the data, and it seems that current schedules are a matter of local preference. Nor could it be ascertained whether existing arrangements have been determined by school boards, school principals or teachers.

Teacher characteristics From the data obtained on teacher characteristics it has been possible to develop a profile of a "typical" kindergarten teacher in the Province. This profile is shown in Table 68 and is, of course, a "composite" description of a teacher profile.

It could be readily seen from the data that most of the teachers in the survey were young, the largest group were married and many had short teaching careers. Although, academically, their professional qualifications were relatively low (only 34% of the respondents had completed their degree program at University), almost all of the teachers had been actively involved in upgrading in recent years, and 92% of the



Table 68

## PROFILE OF THE NEWFOUNDLAND KINDERGARTEN TEACHER

Classification	Teacher characteristics
Age	less than 30 years
Sex	female
Academic status	3 years of University preparation
Salary grade	Grade III or less
Total teaching experience	less than six years
Kindergarten experience	less than five years
Recency of upgrading	within the last five years
Teaching style	formal and informal combined
Type of school	Primary/Elementary combined
Total number of teachers in school	fewer than ten teachers
* Total number of kindergarten children taught	( more than 26 in "separate" classes ( fewer than 20 in "composite" classes

- \* It should be borne in mind that there are three different kinds of kindergarten teachers in the Province:
- (i) Those who teach only kindergarten pupils.
  - (ii) Those who teach kindergarten pupils in multi-grade classrooms.
  - (iii) Those who teach kindergarten pupils and have other teaching or administrative duties.

respondents had obtained their teaching preparation at Memorial University. As a group they do not appear to have particularly strong orientations towards professional organizations (20% reported that they belonged to an early childhood special interest group) and thus they can scarcely be regarded as a particularly militant group of the professional teaching body. Very few have aspirations to leave the classroom teaching situation for administrative positions. Just over half of the respondents expect to continue teaching kindergarten pupils in the future but more than a quarter would prefer to teach pupils of a higher grade level.

Pupil characteristics The total enrolment for kindergarten (1975-76) is in excess of 12,000. The data from the survey indicate that experience at a pre-school program is still relatively rare in the Province. The respondents indicated that to their knowledge slightly fewer than one thousand pupils had attended such programs. Therefore, it is really doubtful if attendance at pre-school constitutes a major problem for the majority of teachers when the pupils enter school. Nonetheless, in the urban areas where pre-schools are available the school boards and individual school principals are more likely to be confronted with the problem of parental requests for the acceleration of their children into Grade I. No doubt it will become increasingly necessary for assessment procedures to be developed to cope with this situation if pre-schools increase in number.

The survey data indicate that the majority of parents apparently enrol their children in school when they attain the age of five years. However, the teachers reported that almost 200 pupils entered school when



they were six years or older. No explanation can be given from the survey as to the reason why some parents exercise their right to retain their children at home until they reach the age of six, but it is certain that these children do not benefit from the early intellectual and social stimulation that their peers obtain from kindergarten programs which provide a variety of curriculum activities.

In schools with high enrolments, the allocation of kindergarten pupils to the separate sections appears to be done principally by random assignment. Heterogeneous classes therefore result and premature "labelling" or "categorizing" of children is avoided. In the composite classes the new entrants form a special group but there can be little doubt that they soon become assimilated into the organization of the multi-age classroom situation.

It appears from the survey that at least a quarter of the kindergarten population are transported to school but most of them do not travel a long distance in the buses. Probably when the Schools Act of 1968 was passed bus transportation became more readily available for kindergarten pupils and the provision of this service may have significantly contributed to the increase in kindergarten enrolment.

#### Environmental features--classroom facilities, equipment and supplies

The findings clearly demonstrated that there is an unequal distribution of classroom facilities, equipment supplies and audio-visual aids. The distribution of these items is identified in the cross tabulations contained in Appendix 9. When consideration is given to this unequal distribution it is by no means surprising to discover from the survey that considerable variation also exists in the content of current kindergarten programs. Inevitably inadequate provision of equipment, facilities and

supplies will limit the diversification of activities which can be provided in the classroom environment. It would appear from the findings that more attention should be paid to improving and upgrading primary classrooms in small rural schools.

Environmental features--the curriculum of kindergarten programs Reading and mathematics (which include pre-reading and pre-mathematical activity work books) are given top priority in the curriculum content of Newfoundland kindergarten programs. According to the teachers, the time spent on these formal curriculum activities is balanced with periods of "free" or "structured" play. Perhaps the most significant findings from this section of the research are the clear indications that a sizable proportion of the teachers give relatively low priority to integrating into their daily program activities relating to arts and crafts, social studies, physical education, drama or science.

Variations could also be detected with respect to the actual curriculum content, field trips, methods of reporting pupil progress, administration of tests, utilization of textbook material and availability of curriculum guides. A few innovative programs are being conducted in some schools, but these programs (with the exception of the French immersion classes) appear to be concerned with the possible introduction of new curriculum textbooks rather than with new teaching methodology or teaching style.

— Decentralization of responsibility for education appears to be a current policy of the present Provincial Government. It is not so surprising, therefore, that the findings of the survey indicate considerable disparity in kindergarten provision. In fact, the Department of Education presently outlines a "suggested" program for kindergarten. At the moment,



school boards appear to be able to develop their own policies and set their own priorities for kindergarten education. Although the legislation requires school boards to have their kindergarten programs approved by the Minister of Education it appears that this procedure has often been by-passed. From this study it has not been possible to determine whether school boards, school principals or the individual teachers have the greatest degree of autonomy in deciding the actual program which is ultimately provided.

Aims of the kindergarten program In response to the question in the survey regarding the major aim of the kindergarten program, 70 per cent of the respondents indicated that they considered "readiness for grade one" to be of major importance. A much smaller group of respondents (30 per cent) articulated aims which pertained to the "individual" development of the pupils. It is interesting to note that the recent British study "The Aims of Primary Education" (Ashton et al., 1975) elicited similar responses from primary teachers in England and Wales.

Inservice training From the opinions expressed by the teachers (Table 35) it could be seen that fewer than half of the respondents were satisfied with the current provision made for inservice training. To some extent this discontent may emanate from the fact that they are seldom asked to select the focus or theme for their workshops. The survey indicated that there is considerable variation in the availability and accessibility of consultants to assist kindergarten teachers with their daily program. Comments such as the following were written by teachers at the end of the questionnaire: "The supervisors come into the classroom to watch and learn from kindergarten teachers - surely it should be we who should be

learning from them." "School Supervisors are unable to assist kindergarten teachers. Indeed I find them very anxious to learn what we are doing." It is possible to surmise that these two kindergarten teachers perceive that consultants from board office seldom have specific expertise in the area of primary education. It was beyond the scope of this thesis to determine if these harsh criticisms are valid or not, but the data show that board consultants tend to be specialists in specific curriculum areas (e.g. Mathematics, Reading, Guidance, etc.). The survey clearly indicates that kindergarten teachers have little exposure to school board consultants who have specific expertise in the area of early childhood education.

Parent participation From the opinions expressed in the final section of the questionnaire there are clear indications that the greatest proportion of the teachers have a positive attitude towards increased parent participation in primary school activities. Although kindergarten teachers appear very willing to meet with parents to discuss the children's progress at school, the extent of parent involvement at the classroom level is still relatively limited.

## CONCLUSIONS AND IMPLICATIONS

### The Historical Development of Early Childhood Programs

Although significant legislation was passed in 1974 and 1975 which could facilitate the expansion of early childhood programs in the future, the findings of the Historical Review suggest that an "invisible" demarcation line, respecting the education and socialization of young children, has been established by virtue of the new statutes. Clearly, the Department of Education willingly accepts the responsibility of financing early



childhood programs (that is, kindergarten) for children five years of age and over, but at this time maintains a low profile with respect to the provision of pre-school programs for children less than five years. On the other hand, the Department of Social Services has now become involved in financing early childhood programs (that is, day care) but considerable attention has been taken to ensure that these programs are referred to as day care "services" for young children. The meticulous use of semantics and the low priority given to the educational component of these "social" programs are essential to ensure that Provincial and Federal cost sharing agreements are not jeopardized. They also ensure that the rights of the Province to provide "educational services", as designated in the British North American Act (1867), will not be violated. Thus it can be concluded that the "educational" component of early childhood programs for pre-school children in the Province remains an unresolved issue which should be given careful consideration in the future.

One might speculate that completely different types of pre-school provision could have developed if this responsibility had been delegated to the Department of Health or the Department of Education. However, it was virtually a foregone conclusion that the Department of Social Services would be the obvious choice, because cost sharing agreements could be signed with the Federal Government (through the Canada Assistance Plan) which would enable the Provincial Government to recoup fifty per cent of their annual expenditures from Federal sources. No such agreements were available, for example, to the Department of Education. The total financial burden for the future development of pre-school programs would have fallen on the Provincial Government if an alternative course of action had been adopted.

A second issue emerging from the historical review is concerned with the enrolment of children in early childhood programs. Unlike the public kindergartens, which are available free to all five year old children (with special provision made for the handicapped), pre-school programs appear to be developing on a segregation model. Although there are only a limited number of pre-school programs in the Province, it is quite apparent that the wealthy send their children to private fee paying programs whereas children from low socio-economic backgrounds attend the only Government supported institution. The perpetuation of the discriminatory practise of segregating young children on the basis of their parents' income is surely to be deprecated. It is considered that a more desirable policy would be the development of integrated pre-school programs which would provide places for subsidized welfare children and for fee paying children at the same centre. Because such a small percentage of children from low income families can afford to enrol in pre-school programs at the present time, it seems justifiable to suggest that special priority be given to poor children so that more of them are provided with the pre-school opportunities which are currently available to their more affluent peers. Nevertheless it is considered of prime importance that children of the poor should not be segregated into designated welfare institutions.

The third issue identified in the historical review concerns the controversial debate regarding the goals for kindergarten and pre-school programs. There appears to be no consensus of opinion with respect to this problem. It remains a matter of controversy whether children from different socio-economic backgrounds do in fact require different kinds of education at the pre-school and kindergarten levels. It should be noted,



however, that this debate usually focuses on environmental and sociological factors rather than on intellectual endowment. Undoubtedly, the problem of providing appropriate education for all children is also dependent on moral, philosophical and economic factors, and these should all be thoroughly analysed by policy makers when program planning takes place in the future.

### The Kindergarten Survey

Kindergarten administration Since almost half of the respondents are employed in multi-grade classroom situations, and many of these teachers commented on the difficulties of providing an appropriate kindergarten program, it seems justifiable to suggest that, during the initial period of preparation at University, more "primary" student teachers should participate in field placements in rural schools. In this way they would have a greater opportunity to experience the complexities of multi-grade classroom management before they enter the labour force.

It has not been possible from this study to accurately determine the pupil/teacher ratio at the kindergarten level because half of the respondents also teach students of higher grades. A more intensive investigation may establish to what extent kindergarten teachers carry a heavier load than teachers of higher grades. In recent years kindergarten teachers have had to cope with high enrolments, but if inward migration to the Province declines, and if the birthrate continues to drop, it is quite possible that class size at the kindergarten level will decrease.

Consideration should also be given to the merits and demerits of the various scheduling systems currently in operation. It is generally

advocated by early childhood educators that consistency is an important aspect of child development in the formative years but the present scheduling arrangements in Newfoundland appear to contradict this priority. However justifiable the present scheduling arrangements may be from an administrative point of view, it is possible that, in reality, they cause frustration to children, teachers and parents alike. Future consideration should be given to this problem to ensure that bureaucratic arrangements serve, rather than hinder, the best interests of the children to be educated.

The wisdom of busing very young children from their local community to centralized locations, where in all likelihood schools with better facilities are available, is a philosophical question which should be given more consideration in the future. It could be posited that "bigger" does not necessarily mean "better". If a priority policy were developed which provided increased incentives to attract highly qualified primary teachers to rural schools (and if more equipment is made available to them) it may indeed be equally beneficial for kindergarten pupils to attend either small multi-grade classes or larger separate classes. However, at the present time, the children in the smaller schools do appear to be at some disadvantage compared to their peers in the larger schools because they are frequently taught by teachers with lower academic qualifications in classrooms with fewer facilities, equipment and supplies. The data in Appendix 9 substantiate these conclusions, and show the cross tabulations of "the number of teachers per school" (i.e. size) and (i) professional qualifications of the teachers, (ii) equipment available, (iii) audio-visual aids, and (iv) classroom facilities. Only limited use of cross tabulations was made because this was not the



major focus of the study, but these findings serve to illustrate the rural/urban discrepancies of kindergarten provision. Future research could be conducted to establish whether in fact it might be more beneficial for children to learn in "multi-grade" classrooms than in "separate" kindergarten classes with pupils of approximately the same chronological age.

Teacher characteristics Since a high proportion of the respondents have not yet completed their University degree program (74%) it might be beneficial to provide special incentives to improve this situation. If special concessions could be granted to these teachers for sabbatical leave to complete their degree program there might be a marked increase in the level of academic qualifications of primary teachers.

There will undoubtedly be replacement possibilities in the future because so many of the teachers are female and of child-bearing age. But it is also possible that a number of the teachers will utilize the maternity provision delineated in the Collective Agreement and some may only interrupt their professional careers for a short period and return to teaching even though they have pre-school aged children.

Until more kindergarten teachers achieve a higher level of academic status it is unlikely that they will receive more recognition from other members of the teaching profession, or that they will be given ascribed status by society at large.

There is obviously a need for many of the current teaching force to continue their upgrading programs. These teachers, however, are unlikely to abandon their present teaching positions and return to University on a full time basis if they perceive that their jobs will

be in jeopardy. Perhaps if the Newfoundland Teachers Association were to champion the cause of primary teachers this situation could be radically improved.

Pupil characteristics In view of the findings from the survey, which indicate that the great majority of Newfoundland children now enter school at the age of five (on or before December 31st of the school year commencing in September), consideration should be given to amending the Compulsory School Act of 1943 so that all children in the Province are guaranteed the right of free education when they reach the chronological age of five years. Greater consideration should also be given to the merits and demerits of transporting very young children to schools in centralized locations in preference to attending schools in their local community.

Environmental features--classroom facilities, equipment and supplies

It would appear from the survey that, since there is an unequal distribution of equipment, facilities and audio-visual aids, special priority should be given to small rural schools to upgrade their primary classrooms. Although well equipped elementary schools have been built in recent years, and these buildings provide magnificent environments for kindergarten education, the plight of many of the rural schools deserves immediate attention. Undoubtedly, the required improvements are fraught with financial implications, but there can be no doubt from the findings of the survey that in some rural areas, pupils are receiving their kindergarten education in classrooms which are poorly equipped and lack adequate facilities to provide a stimulating learning environment. Furthermore, many programs which are provided for the pupils do not appear



to offer the broad scope of learning activities which are presently available to their peers in other areas of the Province.

Environmental features--curriculum of kindergarten programs      It would appear that pupils in the Province are currently being provided with different kinds of programs at the kindergarten level. These differences no doubt depend on various factors, such as the goals and objectives of the individual programs, the diverse competencies of the personnel employed and the facilities available. However, it is also possible that some teachers lack expertise in such areas as drama, art, science and physical education and, therefore, they do not provide for these activities regularly. There is probably considerable truth in the old adage "You can't teach what you don't know", and therefore it is recommended that these particular curriculum areas be expanded in a revised program for primary teacher preparation at the University. Admittedly, kindergarten teachers must be "generalists" but if they obtain greater competence in art, science, and physical education, they will be more adequately prepared for their onerous task.

Furthermore, school boards could be encouraged to provide more support for their primary teachers by organizing practical (not theoretical) workshops which place special emphasis on the integration of art, science and drama activities into the kindergarten program. Teachers might then be able to broaden the scope of their programs so that all pupils, irrespective of geographical location, can participate in kindergarten programs which cater not only to intellectual development but also provide opportunities for creative, social, spiritual and physical growth.

Since Province-wide availability of kindergarten has only been

achieved within the last few years, it seems justifiable to suggest that the present time is most appropriate for a revision of the aims and objectives of kindergarten education. It is further recommended that the freedom to develop a variety of programs be encouraged and that prescriptive standardization be deprecated.

Perhaps a task force or special committee could be established by Government to develop new guidelines, not only for kindergarten programs, but also for the total primary program provided in the schools. This recommendation is based on the fact that half of the respondents in the survey are "primary" teachers in classrooms with multi-grades and therefore the total primary program is relevant to their everyday teaching situation. Also the current literature suggests that kindergarten should not be segregated into a special category with "preparatory" connotations for higher grades but should be incorporated into an integrated program for all primary grades.

Furthermore, if innovative change is to occur in a pattern maintenance institution such as the primary school, the literature clearly demonstrates that practising teachers should be involved in the planning process. It is therefore recommended that teachers, principals, board supervisors, University professors and Department of Education officials be encouraged to consider, debate and articulate the rationale, the goals and the methods of implementation of a revised kindergarten program for the entire Province.

Aims of kindergarten program Since the data from the survey indicate that the respondents perceive the aims of kindergarten education to be relatively varied, a more indepth study might identify correlations and



relationships between the aims to which teachers subscribe and the teaching methodology that they utilize in the classroom.

Inservice training The provision of on-going inservice training for teaching personnel is a relatively new phenomenon in the field of education. In all likelihood inservice workshops will probably never meet the needs of all participants. However, one might infer from the responses of many teachers the desirability of establishing dialogue between board personnel, principals and primary teachers (and also agencies outside of the school such as the N.T.A., the University and other school boards) so that more meaningful inservice can be made available for teachers of kindergarten pupils. Further steps should be taken to ensure that teachers in remote areas are provided with their rightful share of inservice training. More exchange visits could be encouraged for kindergarten teachers so that they can become familiar with alternative programs and teaching styles operating within their own, or other, school systems.

Parent participation If increased parent participation is to become a reality in Newfoundland schools, teachers, principals and parents will all have to become involved with inservice workshops to clearly enunciate the role of the parent when assisting in school activities. The expectation of both the teachers and the parents will have to be defined to ensure that maximum benefits accrue to the pupils enrolled.

#### Implications for Future Research

- (1) A study could be conducted to determine the workload of primary teachers.
- (2) An investigation could be made of the merits and demerits of

the current scheduling arrangements for kindergarten attendance.

(3) A study could be devised to investigate different types of grouping arrangements for pupils in the Primary grades. The beneficial aspects of multi-age grouped classes could be compared with the possible benefits from classes which group children of the same chronological age.

(4) A thorough examination of the current primary education program at Memorial University could be undertaken.

(5) If parents continue to request that their children be promoted to higher grades when they initially enrol for school, new assessment procedures could be developed for Province-wide use, which could be administered to pupils when they enter kindergarten to determine their levels of intellectual, social and emotional development.

(6) A study could be conducted to determine the aims and objectives of primary education as perceived by teachers, professors, School Board personnel, students and government officials.

(7) A study could be devised to identify and analyse the interaction matrices of the relationships among teachers, pupils and the environment, and thereby predict educational outcomes as a function of these interactions among the sets of variables.

(8) The area of inservice training for early childhood teaching personnel could be examined in greater depth.



## **APPENDIX 1**

### **Letters to Superintendents**



MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
St. John's, Newfoundland, Canada A1C 5S7

Telex: 016-4101  
Telephone: (709) 753-1200

TO SCHOOL BOARD SUPERINTENDENTS

March 9, 1976.

Dear

At the present time I am a full time graduate student in the Faculty of Education at Memorial University and am commencing the preliminary work for my Master's thesis. This will be concerned with the current status of Kindergarten education in Newfoundland and is being supervised by Dr. Sherman Stryde of the Department of Educational Administration. Since accurate information, specifically pertaining to Kindergarten (1975-76) has proved difficult to obtain I would be most grateful if you could supply me with the following information:-

1. Name and mailing address of each School in your district where Kindergarten classes are provided.
2. The number of teachers in each school employed to teach Kindergarten children, whether they are taught separately or in classrooms with children of other grades.
3. The number of children enrolled in each school in these Kindergarten classes.
4. From the historical perspective I would be pleased to discover when Kindergarten classes were introduced in your area.

Your answers to these questions will enable my research to progress and I would greatly appreciate your assistance in this matter. I am currently developing a questionnaire for Kindergarten teachers and hope to contact you again in the near future to obtain your permission to administer this questionnaire.

Yours sincerely,

DCS/vle

Dorothy C. Sharp (Mrs.)





MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
St. John's, Newfoundland, Canada A1C 5S7

Department of Educational Administration

Telex: 016-4101

Telephone: (709) 753-1200

April 21, 1976

Dear

On March 9, 1976, I sent a letter to all School Superintendents in the Province. A copy of this letter is attached. At the present time I eagerly await your reply. I would appreciate it very much, if you could be so kind as to send the required information at the earliest possible convenience.

Yours sincerely,

*Dorothy C. Sharp*

Dorothy C. Sharp (Mrs.)

Graduate Student,  
Dept. Educational Admin.,  
M.U.N.  
St. John's, A1C 5S7



MEMORIAL UNIVERSITY OF NEWFOUNDLAND  
St. John's, Newfoundland, Canada A1C 5S7

Telex: 016-4101

Telephone: (709) 753-1200

May 3, 1976

To School Superintendents

Dear Sir:

You may remember that on March 9th I wrote informing you of my status as a graduate student in the Department of Educational Administration and my research study relating to Kindergarten education.

The questionnaire is now ready for circulation and I would be grateful to obtain your permission to send it to Kindergarten teachers employed by your Board.

A draft copy of the questionnaire is enclosed for your information; and, although the content will not be changed, the format of the finished questionnaire will be quite different. The final version will be printed, rather than typed, and will be photocopied more clearly. It will be mailed directly to the teachers.

To simplify your reply, I have enclosed a consent form which you may find useful. Because of the limited time available for teachers to complete the questionnaire before the end of the school year, I would be most grateful if you could reply as soon as conveniently possible.

Thank you for your assistance.

Yours sincerely,

*Dorothy C. Sharp*

Dorothy C. Sharp

DCS:lp

Enclosure



TO: Dorothy C Sharp (Mrs.)  
Graduate Student  
Department of Educational Administration  
Memorial University  
St. John's, Newfoundland

I hereby give my consent to Mrs. Dorothy Sharp  
to administer her questionnaire to Kindergarten teachers  
employed by my School Board.

Superintendent's Signature \_\_\_\_\_

Name of School Board \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX 2**

### **Survey Questionnaire**





# MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1C 5S7

Dear fellow teacher:

As part of my Master's program at Memorial University, I am undertaking a survey of Kindergarten provision in Newfoundland. To date, very little attention has been paid to the importance of the first year of schooling and it is hoped that from your replies an accurate account of Kindergarten programs in Newfoundland can be developed. The attached questionnaire is only being sent to teachers employed to teach children enrolled for their first year of schooling. The questionnaire has been endorsed and supported by your School Superintendent and the Department of Educational Administration at Memorial University.

I would be grateful if you would seal your completed questionnaire in the envelope provided and give it to your principal before June 5th, 1976. You will note that the questionnaire is anonymous and all replies will be treated with strict confidence.

As you no doubt realize, I consider Kindergarten to be a vital part of our Educational system and I assume you do too. Therefore I hope you will find time in your busy schedule to complete this questionnaire.

Thank you for your assistance.

Yours sincerely,

*Dorothy C. Sharp*

Dorothy C. Sharp

## KINDERGARTEN QUESTIONNAIRE

I.D. Number

Please answer the following questions by circling the appropriate number or write in an answer if required.

1. In which kind of school are you employed?

- Primary grade school ..... 1  
Primary/Elementary school ..... 2  
All grade school ..... 3  
Other, please specify \_\_\_\_\_

2. Including the principal, how many full time teachers are employed in your school?

- 5 or fewer ..... 1  
6 - 10 teachers ..... 2  
11 - 15 teachers ..... 3  
16 - 20 teachers ..... 4  
21 - 25 teachers ..... 5  
More than 25 ..... 6

3. How many Kindergarten teachers are there in your school?

- One teacher ..... 1  
Two teachers ..... 2  
Three teachers ..... 3  
Four teachers ..... 4  
More than 4 teachers ..... 5

4. How many Kindergarten sections/classes are in your school?

- One section ..... 1  
Two sections ..... 2  
Three sections ..... 3  
Four sections ..... 4  
Other, please specify \_\_\_\_\_

5. Is the instruction in your class a cooperative effort?

- No. .... 1  
Yes, with one other teacher ..... 2  
Yes, with two other teachers ..... 3

6. What type of pregrade 1 program is offered in your school?
- Kindergarten class(es) taught separately ..... 1
- Kindergarten pupils taught with children of  
higher grades ..... 2
- Pregrade 1 "primer" for six months and then  
pupils move on to grade 1 work ..... 3
- Other arrangements, please specify \_\_\_\_\_
- 
7. Which of the following, best describes your Kindergarten program?
- Informal program ..... 1
- Formal program ..... 2
- Mixture of formal and informal programs ..... 3
8. How many sections/classes of Kindergarten do you teach?
- One section ..... 1
- Two sections ..... 2
- Other, please specify \_\_\_\_\_
9. How many Kindergarten children do you teach altogether?
- Fewer than 20 ..... 1
- 20 - 25 ..... 2
- 26 - 30 ..... 3
- 31 - 35 ..... 4
- 36 - 40 ..... 5
- More than 40, please specify \_\_\_\_\_
- 
10. If there is more than one Kindergarten class in your school, which administrative arrangements apply?
- All sections are taught in the morning ..... 1
- Sections in the morning and sections in the  
afternoon, alternating weekly ..... 2
- Sections in the morning and sections in the  
afternoon, alternating monthly ..... 3
- Other arrangements, please specify \_\_\_\_\_
- 
11. Do you have other teaching responsibilities besides Kindergarten children?
- Yes ..... 1
- No ..... 2

12. If you teach children at other grade levels, please circle those applicable:
- Grade 1 students ..... 1
- Grade 2 students ..... 2
- Grade 3 students ..... 3
- Special Education students ..... 4
- Other, please specify \_\_\_\_\_
- 
13. Several preschool programs now operate in the Province (Nursery school, day care, L.I.P. and O.F.Y. projects). What number, if any, of your Kindergarten children attended such programs before enrolling for school?
- \_\_\_\_\_
14. When the children in your class(es) entered Kindergarten, indicate how varied their age range was:
- How many were less than 5 years old? \_\_\_\_\_
- How many were between 5 and 6 years old? \_\_\_\_\_
- How many were between 6 and 7 years old? \_\_\_\_\_
- Other, please specify \_\_\_\_\_
15. Which grouping arrangement was used when the children enrolled in September?
- No special allocation to classes ..... 1
- Alphabetical allocation to classes ..... 2
- Chronological age allocation to classes ..... 3
- Other, please specify \_\_\_\_\_
16. What number, if any, of your Kindergarten students are bused to and from school?
- \_\_\_\_\_
17. If any children are bused to school what distance do they travel?
- One mile or less ..... 1
- Two - three miles ..... 2
- Four - five miles ..... 3
- Five - six miles ..... 4
- More than six miles ..... 5
18. Since September 1975, how many field trips have been arranged for your Kindergarten class(es)?
- None ..... 1
- Less than 5 ..... 2
- More than 5 ..... 3



19. What pilot projects, if any, are being conducted in your Kindergarten class?

20. Which best describes the manner in which you record the progress of the children in your class? (Circle more than one if required).

Daily record book ..... 1  
Weekly records ..... 2  
Frequent short notes from observations ..... 3  
Samples of the children's work ..... 4  
Other, please specify \_\_\_\_\_

21. As part of the evaluation process, do Kindergarten children in your class(es) write "pencil and paper" tests?

No written tests given ..... 1  
Written test(s) in reading ..... 2  
Written test(s) in writing ..... 3  
Written test(s) in mathematics ..... 4  
Other tests, please specify \_\_\_\_\_

22. Is your help solicited in the selection of books and curriculum materials for your class(es)?

Yes ..... 1  
No ..... 2

23. During their first year at school are your pupils introduced to any of the following:

A series of reading textbooks (e.g. Ginn, Nelson) ... 1  
A series of mathematics textbooks (e.g. ESM) ..... 2  
A series of readers on religion ..... 3  
A series of readers on social studies ..... 4

24. a) Do you provide a specific reading program for children in their first year of school?

No ..... 1  
Yes ..... 2

b) If so, please describe \_\_\_\_\_

25. Please indicate which of the following curriculum guides are readily available to you.

- (a) ☐ Kindergarten Guide  
(b) ☐ Primary Studies Program  
(c) ☐ Physical Education Guide  
(d) ☐ Language Arts Guide  
(e) ☐ Mathematics Guide

26. To what age group do you belong?

25 and under ..... 1  
26 - 35 years ..... 2  
36 - 45 years ..... 3  
46 - 55 years ..... 4  
Over 55 years ..... 5

27. Your sex:

Female ..... 1  
Male ..... 2

28. Your marital status:

Single ..... 1  
Married ..... 2  
Widowed ..... 3

29. a) Do you have any children?

Yes ..... 1  
No ..... 2

b) If yes, please specify:

How many children? \_\_\_\_\_  
How many of pre-school age? \_\_\_\_\_

30. Please indicate your qualifications (circle more than one if applicable):

B.A.(Ed.) Primary ..... 1  
B.A.(Ed.) Elementary ..... 2  
B.A., B.Ed. .... 3  
3 years university or equivalent ..... 4  
2 years university or equivalent ..... 5  
1 year university or equivalent ..... 6  
Other, please specify \_\_\_\_\_

31. For which grade levels did you receive your initial preparation?

Primary grades ..... 1  
Elementary grades ..... 2  
Secondary grades ..... 3

32. a) Did you obtain your teacher training at Memorial University?

Yes ..... 1

No ..... 2

b) If you obtained your teacher training outside of Newfoundland, please indicate the institution and the name of the Province or Country:

\_\_\_\_\_

33. Please circle your present salary grade:

Grade I ..... 1

Grade II ..... 2

Grade III ..... 3

Grade IV ..... 4

Grade V ..... 5

Grade VI ..... 6

Grade VII ..... 7

Other, please specify \_\_\_\_\_

34. When did you last enroll for a university course?

\_\_\_\_\_

35. Have you any plans to take further courses in the future?

Yes ..... 1

No ..... 2

Undecided ..... 3

36. With which school board are you presently employed?

\_\_\_\_\_

37. For how many years have you taught, including this present year?

1 year or less ..... 1

2 - 5 years ..... 2

6 - 10 years ..... 3

11 - 15 years ..... 4

More than 15 years ..... 5

38. For how many years have you taught Kindergarten pupils?

1 year or less ..... 1

2 - 5 years ..... 2

6 - 10 years ..... 3

11 - 15 years ..... 4

More than 15 years ..... 5

39. Which of the following, describes the manner of your employment?

Employed full time ..... 1

Employed for half a day ..... 2

Substitute (full day) ..... 3

Substitute (half day) ..... 4

40. How much time for the preparation of Kindergarten work do you have during the regular teaching day?

None ..... 1

Approximately 1 hour per week ..... 2

Approximately 1-2 hours per week ..... 3

Approximately 3-5 hours per week ..... 4

More than 5 hours per week ..... 5

41. Of which of the following groups are you a member?

Primary Interest Council of NTA ..... 1

Special Education Interest Council ..... 2

Early Childhood Development Association ..... 3

Other, please specify \_\_\_\_\_

42. Which of the following best describes what you hope to be doing five years from now?

Teaching Kindergarten ..... 1

Teaching another grade level ..... 2

Out of the teaching profession ..... 3

In an administrative position ..... 4

Other, please specify \_\_\_\_\_

43. The following is a list of equipment and materials usually associated with Kindergarten classes. Would you please indicate with a tick if they are available in your classroom.

(a) ☐ Sandbox with suitable implements

(b) ☐ Modelling clay or plasticine or play dough

(c) ☐ Woodwork area and tools

(d) ☐ Housekeeping area with furniture

(e) ☐ Dress up clothes

(f) ☐ Water tray with utensils

(g) ☐ Large building blocks

(h) ☐ Small building blocks

(i) ☐ Puppet Theatre

(j) ☐ Record player and records

(k) ☐ Piano

(l) ☐ Art and Craft materials



- (m) ☐ Rhythm band instruments  
 (n) ☐ Class pet (fish, rabbit, etc.)  
 (o) ☐ Class book corner

44. Which of the following facilities are in easy reach of your classroom:  
 Please tick the appropriate items.

- (a) ☐ A sink  
 (b) ☐ A stove for cooking activities  
 (c) ☐ Cloakroom area  
 (d) ☐ Gymnasium or room for Physical Education  
 (e) ☐ Child sized toilets

45. Which of the following audio-visual items are readily available for use  
 with your class? Please tick the available items.

- (a) ☐ Library books  
 (b) ☐ Films and projector  
 (c) ☐ Records  
 (d) ☐ Listening station(s)  
 (e) ☐ Tape recorder(s)  
 (f) ☐ Earphones  
 (g) ☐ Typewriter  
 (h) ☐ Television  
 (i) ☐ Radio  
 (j) ☐ Film strips and projector

46. The following is a list of general activities which might be relevant to  
 your Kindergarten program. What best describes the time spent in your  
 classroom on each of these activities? Please tick the appropriate  
 column:

	Activity	Daily	2-3 times weekly	Once per week	No time
(a)	Music				
(b)	Art and Craft				
(c)	Mathematical concepts with concrete objects				
(d)	Mathematics Workbook				
(e)	Social Studies				
(f)	Religion				
(g)	Physical Education				
(h)	Pre-reading with concrete materials				
(i)	Pre-reading workbook				
(j)	Use of films				
(k)	Play-spontaneous un- structured free play				
(l)	Play-structured play with games, e.g. jigsaws, lego, etc.				
(m)	Drama				
(n)	Science activities				
(o)	French				

47. How frequently do you meet with parents of the Kindergarten class?

- By regularly scheduled interviews once  
 per month ..... 1  
 By regularly scheduled interviews once  
 per term ..... 2  
 During Education Week ..... 3  
 At P.T.A. Meetings ..... 4  
 Informally whenever parents wish to visit  
 the school ..... 5

48. Which statement best describes parent participation in your classroom?

- Parents never assist in the classroom . . . . . 1
- Parents assist in the classroom on a few occasions . . . . . 2
- Parents assist in the classroom on a regular basis . . . . . 3

49. In what ways do parents assist you with your Kindergarten program?

- Not at all . . . . . 1
- In the library or resource centre . . . . . 2
- With field trips . . . . . 3
- In other ways, please specify \_\_\_\_\_

50. Which consultants are available to assist you with your Kindergarten program?

- None . . . . . 1
- Primary Consultant . . . . . 2
- Reading Consultant(s) . . . . . 3
- Guidance Counsellor(s) . . . . . 4
- Other, please specify \_\_\_\_\_

51. If your Board employs consultants, are they easily accessible when you need them?

- Yes . . . . . 1
- No . . . . . 2

52. Since September 1975, how many workshops have been arranged for Kindergarten teachers from your school?

- None . . . . . 1
- One . . . . . 2
- Two . . . . . 3
- Three . . . . . 4
- Four . . . . . 5
- More than four . . . . . 6

53. Are Kindergarten teachers in your school ever asked to select the focus or theme of their workshops?

- Yes . . . . . 1
- No . . . . . 2

54. What do you consider to be the major aim of the Kindergarten program?

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55. To what extent do you agree with the following statements?

The present Primary Education Program at Memorial provides teachers with good initial preparation to teach Kindergarten classes.

- Strongly agree . . . . . 1
- Agree . . . . . 2
- Undecided . . . . . 3
- Disagree . . . . . 4
- Strongly disagree . . . . . 5

56. The Primary workshops you have attended since September were highly relevant for Kindergarten teachers.

- Strongly agree . . . . . 1
- Agree . . . . . 2
- Undecided . . . . . 3
- Disagree . . . . . 4
- Strongly disagree . . . . . 5

57. The wide age range of Kindergarten children presents serious problems for Kindergarten teachers.

- Strongly agree . . . . . 1
- Agree . . . . . 2
- Undecided . . . . . 3
- Disagree . . . . . 4
- Strongly disagree . . . . . 5

58. The Primary School could benefit from increased participation of parents in the Kindergarten program.

- Strongly agree . . . . . 1
- Agree . . . . . 2
- Undecided . . . . . 3
- Disagree . . . . . 4
- Strongly disagree . . . . . 5

59. Sufficient support is available in your school to develop a very good Kindergarten program.

- Strongly agree . . . . . 1
- Agree . . . . . 2
- Undecided . . . . . 3
- Disagree . . . . . 4
- Strongly disagree . . . . . 5

60. The facilities in your classroom provide a stimulating Kindergarten vironment.

- Strongly agree . . . . . 1
- Agree . . . . . 2
- Undecided . . . . . 3
- Disagree . . . . . 4
- Strongly disagree . . . . . 5

If you have any further comments you would like to make please do so:

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Thank you very much for completing this questionnaire.

### **APPENDIX 3**

#### **Schools with No Kindergarten Provision**



## SCHOOLS WITH NO KINDERGARTEN PROVISION

Board Name	Total per Board	Name of Community	Enrol- ment	Grades Provided
1. Vineland	1	Great Brehat	13	1-6
2. Straits of Belle Isle	1	Eddy's Cove East	18	1-6
3. Deer Lake	1	Harbourdeep	101	1-11
*4. Green Bay	12	Little Bay Islands	98	1-11
		*Pilley's Island	85	1-6
		Purbeck's Cove	19	1-8
		Rattling Brook	29	1-7
		Round Harbour	10	1-6
		Smith's Harbour	14	1, 2, 3, 6
		Snook's Arm	8	1-6
		*South Brook	30	1-6
		*Springdale	398	1-5
		*Triton	132	1-6
		Wild Cove	22	1-6
		Wood Cove	98	1-6
5. Avalon North	1	Hearts Content	127	1-7
6. Channel - Port aux Basques	1	Petites	20	1-8
7. St. Barbe South	3	Bellburns	37	1-8
		Daniel's Harbour	158	1-11
		River of Ponds	80	1-10
8. Bay St. George R.C.	1	Upper Ferry	367	1-6
9. Burin Peninsula R.C.	4	Lamaline	95	1-6
		Petite Fork	17	1-9
		Point May	58	1-6
		South East Bight	15	1-4, 6-8
10. Exploits-White Bay R.C.	1	Little Bay	27	1, 2
11. Humber-St. Barbe R.C.	2.	Croque	47	1-10
		Crouse	8	1, 2, 4-6
12. Labrador R.C.	1	Davis Inlet	101	1-8
13. Placentia East-St. Mary's R.C.	1	Point Lance	22	1, 3-6
Total	30		2,254	

Source: Directory of Schools 1974-75, Department of Education, Newfoundland.

\* A letter from the Green Bay Superintendent (April 1976) indicated that contrary to the information in the Schools Directory Springdale Elementary provides two kindergarten classes. He also stated that kinder-

garten classes were introduced at South Brook in September 1974, Pilley's Island in January 1976 and Triton in January 1976. Further plans for expansion are currently in operation throughout the District.



## **APPENDIX 4**

### **Private Schools in Newfoundland**

## PRIVATE SCHOOLS IN NEWFOUNDLAND

School	Principal	Enrolment	Number of Teachers
St. John's Co-op School Bldg. 26, Torbay Airport P. O. Box 9460 Station B, St. John's (Nursery and Primary)	Mrs. J. Kelley	12	2
Meadowhouse Nursery and Kindergarten School St. David's Church Hall St. John's Business Address: 82 Allandale Road	Mrs. A. Hemmens	65	6
Jack & Jill Nursery and Kindergarten St. Thomas' Church Hall Fort William, St. John's	Mrs. J. Barnes	85 a.m. 25 p.m.	6
Jack & Jill Nursery Bldg. 505, Montana Drive Stephenville	Mrs. S. Germani	50	4
Children's Centre Association Patrick Street P. O. Box 8471, Postal Station A St. John's		30 (nurs.) 40 (prim.)	2 (nurs.) 1 (nurs.) 3 (prim.)
Eric G. Lambert School ) Churchill Falls ) Labrador (K-8) )	Cyril Humby Vice-Principal (both schools)	291	13 classrooms 9 specialists shared
Churchill Falls High ) School ) Churchill Falls ) Labrador (9-11) )	Watson Lane Supv. Principal (both schools)	63	4 classrooms 9 specialists shared

Source: Directory of Schools (1974-75), Department of Education, Newfoundland.



## **APPENDIX 5**

### **List of Current Pre-School Programs**

LIST OF CURRENT PRE-SCHOOL PROGRAMS  
(1975-76)

HAPPYTIMES PRE-SCHOOL ( $\frac{1}{2}$  day)  
Cochrane St. United Church  
St. John's

Mrs. Dorothy Lono

BUSY BEE DAY CARE CENTRE  
Building B, Janeway Apts.  
Pleasantville  
St. John's

Mrs. Theresa Rose

MEADOWHOUSE NURSERY ( $\frac{1}{2}$  day)  
St. David's Church  
Elizabeth Avenue  
St. John's

Mrs. Joan Hemmens

JACK & JILL NURSERY AND  
KINDERGARTEN  
St. Thomas' Parish Hall  
Fort William, St. John's

Mrs. Jean Barnes

HAPPYLAND DAY CARE CENTRE  
2 Burridge Avenue  
Mount Pearl

Mrs. Edna Lane

Y. W. C. A. DAY CARE CENTRE ( $\frac{1}{2}$  day)  
St. Andrew's Presbyterian Church  
Queen's Road  
St. John's

Dorothy Lono

DAY CARE CENTRE  
Grand Falls

Mrs. Emily Sparkes

DAY CARE CENTRE ( $\frac{1}{2}$  day)  
Grand Bank

Mrs. Joan Lee

DAY CARE CENTRE  
31 Armstrong Crescent  
Mount Pearl

Mrs. Mildred Whelan

PEE WEE DAY NURSERY  
195 Park Avenue  
Mount Pearl

Mrs. Clara Baldwin

TINY TOTS DAY CARE CENTRE  
34 O'Neil Avenue  
Grand Falls

Mrs. Evelyn Dwyer

PETER PAN PLAY GROUP  
15 O'Neil Avenue  
Grand Falls

Mrs. C. Murphy

NURSERY SCHOOL ( $\frac{1}{2}$  day)  
10 King Street  
Grand Falls

Mrs. Effie Pike

MERCER'S NURSERY ( $\frac{1}{2}$  day)  
Dunnville  
Placentia Bay

Mrs. Phyllis Mercer

MARINA'S DAY CARE CENTRE  
23A Third Street  
Mount Pearl

Mrs. Marina Best

FUNLAND DAY NURSERY  
18 Laites Lane  
Corner Brook

Mrs. Audrey Sheppard



CAVELL'S DAY CARE CENTRE  
55 First Street  
Mount Pearl

TEACH-A-TOT  
Wesley United Church  
Hamilton Avenue  
St. John's  
L.J. Metcalfe

THE TODDLER'S CLUB (closed May 1976)  
Cathedral Parish Hall  
Queen's Road  
St. John's  
Mrs. Louise Evans

KIDDIE KORNER NURSERY  
St. Mary's Anglican Church  
Craigmillar Avenue  
St. John's  
Miss D. Hill

CANNING'S DAY CARE CENTRE  
68 Glendale Avenue  
Mount Pearl  
Mrs. Claudine Canning

ABC NURSERY SCHOOL ( $\frac{1}{2}$  day)  
15 Massey Crescent  
Mount Pearl  
Mrs. Gloria Ford

MUN DAY CARE CENTRE  
Burton's Pond Annex  
St. John's  
Mrs. Linda Sheely

GANDER PRE-SCHOOL ( $\frac{1}{2}$  day)  
United Church Hall  
Brochen Street  
Gander  
Mrs. Ida Locke

KIDDIE CORNER NURSERY SCHOOL ( $\frac{1}{2}$  day)  
Anglican Church  
Clareville  
Marina Wilson

Source: Ms. Frances Sinyard, Supervisor for Day Care and Homemaker Services, Department of Social Services, Confederation Building (14-6-76).

## **APPENDIX 6**

**Live Births, Newfoundland and Labrador,  
1950-1975 (Post-Confederation)**



LIVE BIRTHS, NEWFOUNDLAND AND LABRADOR,  
1950-1975 (POST-CONFEDERATION)

Year	Live Births	Year	Live Births
1950	13,283	1963	14,764
1951	13,136	1964	14,328
1952	13,063	1965	14,697
1953	13,336	1966	13,580
1954	13,757	1967	13,066
1955	13,757	1968	12,635
1956	13,819	1969	13,751
1957	13,770	1970	14,121
1958	13,704	1971	13,280
1959	14,462	1972	14,535
1960	14,514	1973	12,659
1961	14,244	1974	10,581
1962	14,350	1975	9,193

Source: Department of Health and Welfare, Family Allowance Branch,  
Federal Government of Canada, 1976.

## APPENDIX 7

### List of Interviews



## LIST OF INTERVIEWS

In the course of this study interviews were arranged by the author with representatives from the Department of Education, the Newfoundland Teachers Association, the School Boards, and Federal Government officials. The information gained from these personal interviews has been incorporated into the thesis and the author gratefully acknowledges the consideration and assistance provided by the following people:

Officials from the Department of Education

Frank Furey	Director of Administration
Harold Grandy	Supervisor of School Attendance
Otto Lawrence	Assistant Director of Instruction
Kristine Penney	Supervisor of Information
Harold Press	Division of Research and Planning
Max Riggs	Chief Superintendent of Schools

Officials from the School Boards

Geraldine Roe	Assistant Superintendent R.C. School Board, St. John's
Ray Tucker	Avalon Consolidated School Board, St. John's.

Officials from the Newfoundland Teachers Association

Lorne Wheeler	President
Meryle Vokey	Director of Professional Development

Federal Personnel

Howard Clifford	Day Care Consultant, Ottawa.
Fredal Paltiel	Special Advisor Status of Women, Ottawa.
Elizabeth Parsons	Canada Manpower, St. John's.
Frederick W. Rowe	Senator, St. John's/Ottawa.

## **APPENDIX 8**

### **Visits to Early Childhood Programs**



## VISITS TO EARLY CHILDHOOD PROGRAMS

While the study was being conducted the author visited the following Canadian kindergarten and pre-school programs:

Kindergarten Classes in St. John's

Cowan Heights  
Eugene Vaters  
Harrington/Curtis  
St. Andrews  
St. Patrick's Primary

Day Care Centres

Andrew Fleck Day Care Centre, Ottawa.  
Parent Pre-school Resource Centre, Ottawa.  
Teach-a-Tot Children's Centre, St. John's.  
University Settlement Day Care, Montreal.

Junior Kindergarten Classes

McNab Park Public School, Ottawa.

French Immersion Kindergarten

Pleasant Park Public School, Ottawa.

## APPENDIX 9

### Cross Tabulations (Tables 69-72 inclusive)



Table 69

## CROSS TABULATION--SIZE OF SCHOOL WITH TEACHER QUALIFICATIONS

		TEACHER QUALIFICATIONS							Row Total
		B.A. Primary	B.A. Elementary	B.A.B.Ed.	3 years University	2 years University	1 year University	Other	
SIZE OF SCHOOL	1-5 Teachers	12 (8.9)	20 (14.8)	2 (1.5)	36 (26.7)	33 (24.4)	15 (11.1)	17 (12.6)	135 (33.5)
	6-10 Teachers	21 (21.6)	13 (13.4)	2 (2.1)	22 (22.7)	25 (25.8)	5 (5.2)	9 (9.3)	97 (24.0)
	11-15 Teachers	20 (31.7)	3 (4.8)	3 (4.8)	8 (12.7)	21 (33.3)	3 (4.8)	5 (7.9)	63 (15.6)
	16-20 Teachers	10 (25.6)	3 (7.7)	1 (2.6)	11 (28.2)	8 (20.5)	3 (7.7)	3 (7.7)	39 (9.6)
	21-25 Teachers	16 (43.2)	2 (5.4)	1 (2.7)	8 (21.6)	8 (21.6)	1 (2.7)	1 (2.7)	37 (9.1)
	More than 25 Teachers	13 (38.2)	2 (5.9)	1 (2.9)	7 (20.6)	7 (20.6)	1 (2.9)	3 (8.8)	34 (8.4)
Column Total		92 (22.7)	43 (10.6)	10 (2.5)	92 (22.7)	102 (25.2)	28 (6.9)	38 (9.4)	405 (100.0)

Numbers give actual numbers of respondents in each category.

Numbers in parenthesis give row percentages.

(Nil Response 5)

Table 70

## CROSS TABULATION--SIZE OF SCHOOL WITH CLASSROOM FACILITIES

		NUMBER OF FACILITIES						Row Total
		None	1	2	3	4	5	
SIZE OF SCHOOL	1-5 Teachers	15 (10.9)	20 (14.6)	48 (35.0)	34 (24.8)	11 (8.0)	9 (6.6)	137 (33.5)
	6-10 Teachers	5 (5.2)	24 (24.7)	17 (17.5)	22 (22.7)	19 (19.6)	10 (10.3)	97 (23.7)
	11-15 Teachers	2 (3.1)	6 (9.4)	9 (14.1)	12 (18.8)	25 (39.1)	10 (15.6)	64 (15.6)
	16-20 Teachers	0 (0.0)	0 (0.0)	6 (15.0)	6 (15.0)	17 (42.5)	11 (27.5)	40 (9.8)
	21-25 Teachers	2 (5.4)	4 (10.8)	3 (8.1)	7 (18.9)	9 (24.3)	12 (32.4)	37 (9.0)
	More than 25 Teachers	0 (0.0)	1 (2.9)	1 (2.9)	5 (14.7)	17 (50.0)	10 (29.4)	34 (8.3)
Column Total		24 (5.9)	55 (13.4)	84 (20.5)	86 (21.0)	98 (24.0)	62 (15.2)	409 (100.0)

Numbers give actual numbers responding in each category.

Numbers in parenthesis give row percentages.

(Nil Response 1)



Table 71

## CROSS TABULATION--SIZE OF SCHOOL WITH NUMBER OF EQUIPMENT ITEMS

		NUMBER OF ITEMS OF EQUIPMENT					Row Total
		3 or less	4-6	7-9	10-12	13-15	
SIZE OF SCHOOL	1-5 Teachers	22 (16.1)	64 (46.7)	41 (29.9)	10 (7.3)	0 (0.0)	137 (33.5)
	6-10 Teachers	4 (4.1)	21 (21.6)	48 (49.5)	19 (19.6)	5 (5.2)	97 (23.7)
	11-15 Teachers	4 (6.3)	15 (23.4)	30 (46.9)	15 (23.3)	0 (0.0)	64 (15.6)
	16-20 Teachers	1 (2.5)	10 (25.0)	20 (50.0)	9 (22.5)	0 (0.0)	40 (9.8)
	21-25 Teachers	2 (5.4)	9 (24.3)	16 (43.2)	6 (16.2)	4 (10.8)	37 (9.0)
	More than 25 Teachers	0 (0.0)	3 (8.8)	18 (52.9)	9 (26.5)	4 (11.8)	34 (8.3)
Column Total		33 (8.1)	122 (29.8)	173 (42.3)	68 (16.6)	13 (3.2)	409 (100.0)

Numbers give actual numbers responding in each category.

Numbers in parenthesis give row percentages.

(Nil Response 1)

Table 72

## CROSS TABULATION--SIZE OF SCHOOL WITH NUMBER OF AUDIO VISUAL AIDS

		NUMBER OF AUDIO VISUAL AIDS											Row Total
		None	1	2	3	4	5	6	7	8	9	10	
SIZE OF SCHOOL	1-5 Teachers	1 (0.7)	7 (5.1)	9 (6.6)	22 (16.1)	21 (15.3)	29 (21.2)	21 (15.3)	11 (8.0)	8 (5.8)	6 (4.4)	2 (1.5)	137 (33.5)
	6-10 Teachers	1 (1.0)	0 (0.0)	3 (3.1)	5 (5.2)	8 (8.2)	11 (11.3)	19 (19.6)	19 (19.6)	16 (16.5)	8 (8.2)	7 (7.2)	97 (23.7)
	11-15 Teachers	0 (0.0)	1 (1.6)	0 (0.0)	2 (3.1)	7 (10.9)	6 (9.4)	15 (23.4)	16 (25.0)	4 (6.3)	5 (7.8)	8 (12.5)	64 (15.6)
	16-20 Teachers	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (2.5)	1 (2.5)	7 (17.5)	2 (5.0)	13 (32.5)	5 (12.5)	11 (27.5)	40 (9.8)
	21-25 Teachers	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.4)	2 (5.4)	3 (8.1)	3 (8.1)	9 (24.3)	5 (13.5)	4 (10.8)	9 (24.3)	37 (9.0)
	More than 25 Teachers	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (11.8)	2 (5.9)	10 (29.4)	4 (11.8)	7 (20.6)	7 (20.6)	34 (8.3)
Column Total		2 (0.5)	8 (2.0)	12 (2.9)	31 (7.6)	39 (9.5)	54 (13.2)	67 (16.4)	67 (16.4)	50 (12.2)	35 (8.6)	44 (10.8)	409 (100.0)

Numbers give actual numbers responding in each category.

Numbers in parenthesis give row percentages.

(Nil Response 1)



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