

FACULTY RESEARCH EDITION

of

THE SAVANNAH STATE COLLEGE BULLETIN

Published by

THE SAVANNAH STATE COLLEGE

Volume 14, No. 2

Savannah, Georgia

December, 1960

William K. Payne, President

EDITORIAL COMMITTEE

Blanton E. Black

W. H. M. Bowens

Alflorencia Cheatham

J. Randolph Fisher

Joan L. Gordon

Ganiyu A. Jawando

E. J. Josey

Calvin L. Kiah

Paul L. Taylor

John L. Wilson, Chairman

Articles are presented on the authority of their writers, and neither the Editorial Committee nor Savannah State College assumes responsibility for the views expressed by contributors.

Contributors

Coleridge A. Braithwaite, Professor of Fine Arts

Blanton E. Black, Assistant Professor of Social Science

Madeline G. Harrison, Catalogue Librarian and
Assistant Professor

Elonnie J. Josey, Librarian and Associate Professor

Zelia E. Owens, Nursery School Director and
Instructor in Home Economics

Margaret C. Robinson, Instructor in Biology

W. H. M. Bowens, Assistant Professor of Business
Administration

Luetta B. Colvin Upshur, Assistant Professor of English

Velma V. Watters, Assistant Professor of Education

The Savannah State College Bulletin is published in October, December, February, March, April, and May by Savannah State College. Entered as second-class matter, December 16, 1947, at the Post Office at Savannah, Georgia under the Act of August 24, 1912.

SAVANNAH STATE COLLEGE LIBRARY

STATE COLLEGE BRANCH

TABLE OF CONTENTS

	Page
Status of Card Catalog Use at Savannah State College Library	5
Madeline G. Harrison	
Some Accounting Problems Involved in Matching Costs and Revenues	10
William H. M. Bowens	
The Life and Creative Activities of James Allen Bland (1854-1911)	15
Coleridge Alexander Braithwaite	
Two Poems: Song of Woman Eternal Christ of All Compassion: A Litany	19
Luetta Colvin Upshur	
A Teacher Education Point of View	21
Velma V. Watters	
Ecological and Economical Aspects of Spanish Moss	28
Margaret C. Robinson	
A Survey of Negro Preschool Centers in Savannah	33
Zelia E. Owens	
The Savannah State College Library: In Retrospect and Prospect	40
E. J. Josey	
Sherman, Savannah, and the Negro	52
Blanton E. Black	

A Survey of Negro Preschool Centers In Savannah

by

Zelia E. Owens

This survey presents the status of Negro Day Care Centers in Savannah. An attempt has been made to present the information on what prevailing conditions should be in light of standards recommended and recognized by authorities in the field of early childhood education. During the winter quarter of 1959-60, questionnaires were personally delivered or mailed to seventeen centers. Ninety-four per cent of the centers returned the questionnaires and an appreciable amount of information was obtained through interviews.

Although in many instances the information was incomplete, the respondents provided information concerned with the following areas:

1. Buildings and sites
2. Indoor facilities
3. Fees
4. Equipment, toys and supplies
5. Health measures
6. Status of the teachers and desired qualifications

Before basic improvements can be made to day care centers, weaknesses must first be discovered and analyzed. With the foregoing statement in mind, this survey is intended to be a stepping stone towards the improvement of Negro Day Care Centers in Savannah and surrounding areas.

During the summer of 1957, the aldermen of Savannah adopted an ordinance under which the centers are to be operated. The text of the ordinance is as follows:

An ordinance to define a child day care agency; to require persons operating such an agency to obtain an annual license; to provide for inspection of same; to repeal ordinances in conflict herewith and for other purposes.¹

Since the adoption of the above ordinance, instructions from the City of Savannah setting forth the requirements under which a center may be operated have been given to each director of a day care center. In spite of improvements made, some of the centers are still below Savannah's re-

¹Aldermen of the City of Savannah, *License Requirements for Child Day Care Agencies*, August 2, 1957, p. 2.

quirements and those of representative authorities in the field of nursery school education.

The sixteen schools represented in this survey have a total enrollment of 370 children whose ages range from six months to five years. Ten of the schools dismiss by one o'clock, three by four, and the remaining three by six o'clock. The following information focuses more light on the findings.

Of the 16 centers studied, 5 or 31.3% are in school buildings; 5 or 31.3% are in homes occupied by families; 3 or 18.8% are in churches; 2 or 12.5% are in homes renovated for child care centers; and 1 or 6.3% is housed in other facilities. One of the centers is using the second floor for a group of children, a practice which should be discouraged. Four of the school buildings or 25% of the centers are in brick buildings. It may also be noted that 10 or 62.5% of the centers have fenced play areas. Three centers or 18.8% have closed since 1957; 10 or 62.5% are privately operated; and 9 or 56.3% have permits. (See Table I)

TABLE I
GENERAL FINDINGS

No. of Centers Surveyed	No. in Sch. Buildings	No. in Private Homes	No. in Churches	No. in Renovated Homes
16	5	5	3	2
No. Using Other Facilities	No. Using 2nd Floor	No. in Brick Bldgs.	No. with Fenced Areas	No. Closed 1957
1	1	4	10	3
	No. Privately Operated		No. with Permits	
	10		14	

BUILDINGS AND SITES

This survey did not include the amount of indoor and outdoor play space for each child. However, in addition to recommending fireproof buildings, authorities advocate a minimum of 25 square feet of floor space per child. Rooms should be properly lighted, heated and ventilated. Katherine Read states: "The nursery school building itself is an important factor in determining the learning possibilities within a school. A good deal of thought should be given to its planning, for it may extend or limit the experiences the children have."² As a means of safety, the outlets should be well out of the reach of the children, and the covering on the floor should not be slippery.

²Katherine Read, *The Nursery School*, Second Edition, W. B. Saunders Company, Philadelphia, 1955. p. 40.

The site should be well drained with at least three different plots, namely: sandy, a hard surfaced and grassy area. The outdoor play space is expected to be well exposed to the sunshine and shade. Standard rules and regulations require 75 square feet of fenced useable play space per child and a storage room in the area for outdoor toys and equipment.

INSIDE FACILITIES

Centers with mixed age groups should have facilities of various sizes or heights for the prevention of handicapping children. Three lavatories and three toilets are needed for each 20 or 25 children. Four of each could be well used; however, the minimum requirement is two of each for the number of children forestated. Individual lockers and sturdy cots or other resting facilities are required. Table II may be compared with the standard requirements.

TABLE II
CENTERS WITH MINIMUM INDOOR FACILITIES

	No.	Per Cent
1. Two lavatories for 20 or 25 children.....	16	100
2. Two toilets for each 20 or 25 children.....	16	100
3. Sufficient number of tables and chairs of correct proportion and size.....	6	38
4. Individual lockers.....	12	75
Totals.....	50	313

PLAY MATERIALS, SUPPLIES, and PLAY EQUIPMENT

Froebel (1782-1855), known as the father of the kindergarten, spear-headed the idea that play is necessary for the development of the whole child. This supposition has steadily grown stronger throughout the years. A quote by Fagre and his co-authors contend "Through wholesome active play a child develops his body and builds up vitality that is in itself a basis for a socially useful personality. He learns much through the experimentation that goes on in play, manipulation of materials, trial and error handling of objects and natural resources. Play not only builds in him a happy attitude toward work but stimulates him to mental activity.³ Having accepted Froebel's idea that play is a necessity, one must also accept his theory that play materials are also necessary for complete growth and development.

When selecting toys, it should be remembered that the most expensive toys are not as satisfying as those that do not have to be handled restrictively. This does not mean that toys should not be durable and able to take rugged treatment. The selection of simple toys is the most suitable choice for group play. They should be suitable for the age and mental development of the group. Toys should be

³Fagre, Anderson, Harris, *Child Care and Training*, Eighth Edition. University of Minnesota Press, Minneapolis, 1959. pp. 203-204.

washable, when possible and safe. By selecting toys carefully, it is possible to obtain items that may be used in a variety of activities. When selecting toys, the following stages of growth should be considered: physical, emotional, social, and mental development.

Table III shows a group of toys listed according to types of play and activities. This table indicates a serious shortage of toys in the majority of the areas. It is interesting to note that the areas of music and books are much better supplied than other play materials.

TABLE III
PLAY MATERIALS, SUPPLIES, AND EQUIPMENT
IN THE SAVANNAH DAY CARE CENTERS

<i>Toys for Indoor Physical Development</i>	<i>Per Cent</i>	<i>No. with Sufficient Quantities</i>
Toys on wheels, balls, constructive sets.....	44	7
Punch bags, boxing gloves.....	6.3	1
Carpenter's bench, hammers, saws, wood, nails, screws, vise.....	0	0
<i>Toys for Dramatic and Imaginative Play</i>		
Washable dolls (unbreakable).....	38	6
Doll clothes and doll beds.....	38	6
Dress-up clothes and shoes, telephones, irons and iron- ing boards, kitchen equipment.....	12.5	2
Play store supplies, airplanes, cars, wooden people and animals.....	19	3
<i>Supplies for Creative and Constructive Play</i>		
Large crayon, No. 38, construction paper, newsprint paper, blunt scissors, clay or plasticine, easels and easel paint, finger paint and age level puzzles.....	75	12
Large wooden beads for stringing simple weaving supplies.....	38	6
<i>Musical Instruments and Books</i>		
Piano, record player, or radio.....	81	13
Rhythm instruments.....	50	8
Variety of books suitable for age levels.....	81	13
<hr/>		
<i>Toys and Equipment for Outdoor Development</i>	<i>Per Cent</i>	<i>No. with Sufficient Quantities</i>
Wagons.....	31.3	5
Tricycles.....	25	4
Swings.....	50	8
Ass't Blocks (hollow).....	25	4
Sliding Boards.....	38	6
Jungle Gyms.....	44	7
Cleated Boards.....	6.3	1
(6' or 8'x7", 3/4" thick)		
Various sizes of Utility Balls.....	63	11
Portable Ladders.....	18.9	3
Climbing Ropes, Rope Ladders or Cargo Nets.....	6.3	1
Bouncing Boards (10' 7" to 10'x7/8").....	0	
Playground Packing Boxes, Crates or Barrels.....	6.3	1
Saw Horses, Var. Hts.....	6.3	1
Wheel barrows.....	0	
Playboards (3/4"x5 1/2"x44").....	6.3	1
Sandpiles, Shovels, Pails.....	6.3	1

Because it was not feasible to list all of the toys, supplies and materials which aid in the development of the child, Table III does not represent a true picture on play materials, equipment, and supplies.

Good health may well be considered our greatest asset. It is such an important factor that it should never be neglected at any age. Giving a child proper medical care and attention and instilling in him the fundamental health habits assures him of a chance for becoming a noteworthy citizen. Just as the foundation for social traits is laid during the formative years, so it is with the building of the foundation for proper health habits. Preschool children should form the habit of eating a variety of foods. In addition to forming a good habit, they are getting the elements necessary for proper growth and development. The meals should be well-balanced and given at a regular time, and in between eating should be omitted—except fruits and juices. Children need proper rest and sleep according to their ages and individual differences. Fortunately several of the health measures are enforced in the centers according to the facts in Table IV.

TABLE IV
HEALTH MEASURES SUPPORTED BY THE DIRECTORS
OF THE DAY CARE CENTERS

Number of staff members having yearly X-rays and occasional check ups.....	16
Schools keeping Immunization Records.....	16
Schools Conducting Daily Health Inspections.....	16
Schools serving hot, well-balanced lunch and morning and afternoon snacks.....	5
Schools Providing Rest Periods.....	16
Schools using Cots, Rugs or Mats during rest periods.....	7
Schools having First Aid Kits.....	16
Schools Permitting Children to bring lunch or snacks.....	16

The data in Table IV shows that only five centers serve hot, well balanced meals. This is probably due to the fact that so many schools dismiss by one o'clock. One more reminder, children must be protected from undue social and mental ills; otherwise, they will not be able to cope with the challenges of life.

FEES

Table V indicates a very low fee per month paid by parents. From personal interviews, it seems as if this trend stems from the problem of low income. Money received from those who pay according to their ability is meager, and some of the teachers acknowledge that they keep some

children from time to time whose parents are not able to pay any thing. The rescue solution has not reached teachers maintaining private centers.

TABLE V
FEES PER MONTH

Fee	\$10.00	\$9.00	\$8.00	\$7.00	\$6.00	\$5.00
No. of Nursery Schs.	2	1	4		1	3
Fee	\$4.00	\$3.00	\$2.00	\$1.00	Depending on Ability to pay*	
No. of Nursery Schs.	1	1		3	5	

*Five Nursery Schools in addition to their established fee also charge according to the ability to pay.

TEACHERS

The child who is making his initial departure from home and loved ones needs someone who is understanding, sympathetic, and friendly. Gardner sums up the desired personal qualities of the preschool teacher by saying "Modern methods . . . demand that the teacher should have a sensitive insight into the minds of children, that she shall be swift to appreciate and sympathize with their purposes, to understand their anxieties and those of their parents, and intelligent enough to perceive and take up in the right way the many opportunities which are there to be used for the child's happiness, welfare, and intellectual progress."⁴

The same personal qualities required of the director or head teacher are necessary for the assistant teacher also. However, the head teacher has a much greater responsibility. She is the guiding light for the parents, children, and those who assist in the school. Savannah's requirements for formal education and experience, generally, are in accord with those recommended by specialists in the field of early childhood education. The director and teacher are expected to be graduates from an accredited college with a major in early childhood education, and the assistant should be a graduate of an accredited high school. Regardless of training or lack of it, those who work with children must be alert and interested in their growth and development.⁵

Table VI shows the educational status of the teachers. Their personal qualifications observed during personal interviews seemed quite fitting for preschool teachers.

⁴D. E. M. Gardner, *The Education of the Young Child*, Philosophical Library, New York, 1957. pp. 82-83.

⁵Friendly and understanding pediatricians, nurses, and dentists are included as invaluable people in the life of the child.

TABLE VI
TRAINING OF THE PRESCHOOL TEACHERS

	<i>Number</i>	<i>Percentage</i>
Teachers	28	
Less than High School Diploma	6	21.4
High School Diploma	3	10.7
High School Diploma Plus	10	35.7
College Degree	3	10.7
College Degree Plus	3	10.7
M. A. Degree Plus	3	10.7

CONCLUSION

The Negro preschool centers fail to measure up to the minimum standards in the following areas: buildings, indoor facilities, play materials, supplies, equipments, and formal teacher training. In spite of substandards in most categories, it is encouraging to note the progress made in the field of health, even though its program needs to be improved.

FUTURE OUTLOOK FOR NEGRO NURSERY SCHOOLS IN SAVANNAH

1. Preschool standards will be raised so as to meet national standards in the areas of staff training, physical facilities, equipment, toys, supplies, and health and safety measures.
2. Preschool training will become a part of the formal educational system in all of the states.
3. Child care agencies will see to it that private schools get more financial help than they are now getting.