demand for day care

AN INTRODUCTION FOR CAMPUS AND COMMUNITY
Edited by Resources for Community Change

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Edited by
Resources for Community Change
Washington, D.C.

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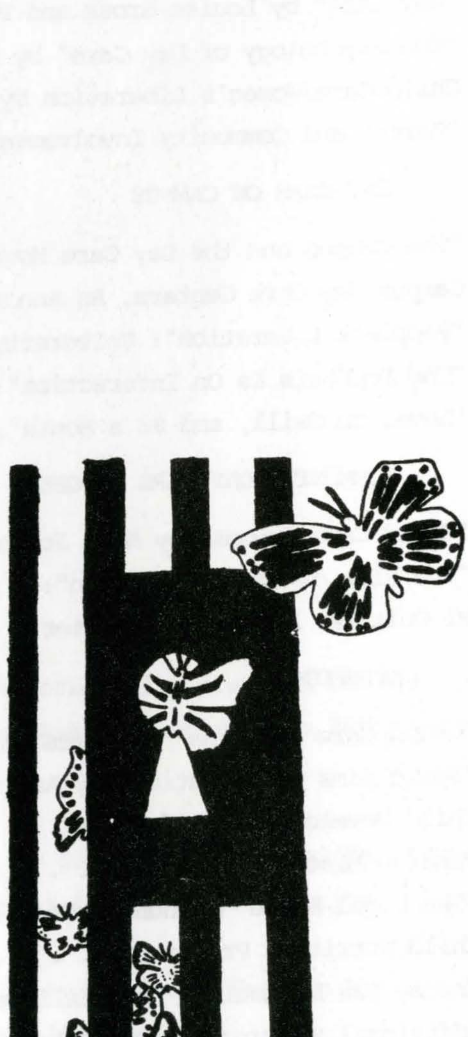


introduction

> Liberating children leads to liberating an ever-growing mass of energies, which in turn leads to liberating an ever-widening circle of life activities.
>
> --from "Politics of Day Care" by New University Conference

It is vital that we view day care not as another bandaid social service institution but as an integral part of something much larger. For in day care we can begin to find the means to our own liberation as women, as men, as children. Freeing children to have a wide variety of interactions and models and growing/thinking/learning experiences outside the limitations of the nuclear family. Freeing women to reach out and grasp some life for themselves, rather than being forced to experience it vicariously through husbands, daughters and sons. Freeing men to work with the children (and with women) in a new way--as people capable of emotion and love, not as isolated towers of strength.

Day care is a right, not a privilege. But quality is essential; mere custodial care is in no way acceptable. Various types of centers are springing up not only in local neighborhoods, but also in workplaces and on university campuses. The campus is one prime location for organizing day care centers which will hopefully extend into the community at large and be operated through community control. Community control is a central issue in day care as in other institutions --it is the way we can retrieve our self-determination from repressive social structures. Day care, with its direct relationship to a large segment of the population, is a place as fine as any to begin, or continue, our struggle.

This packet presents a variety of materials to acquaint you with general day care issues; special emphasis is placed on campus day care and cooperatively-run centers (occasionally one and the same). Above all, we feel it is important that each community determine and implement what will best suit its needs. Also included is information on a bi-lingual center, the need for a high sexism consciousness, thoughts about what childhood education should entail (learning to think rather than memorize), the importance of real parental involvement, child development guidelines, tax deductions for child care expenses, possible legal hassles, available funding, government food programs for children, and the child care system in China (where children rely on each other for stimulation rather than on elaborate toys). In addition, listings of helpful groups, books, pamphlets, films and publications are provided.

The packet is intended to give you an idea of the many different facets involved in the concept of day care. Hopefully you will use it merely as a point of departure. For, ideally, day care should be one of many growing tools which help us learn to deal with each other cooperatively and non-competitively on the road to our own, and our children's, liberation.

Resources for Community Change
March 1974

day care

Excerpts from an article
by Louise Gross and Phyllis MacEwan

It is well documented that attitudes toward race, sex (including male/female roles), initiative, and cooperation are being formed during the first five years of life. It follows that as radicals, concerned with developing a radical consciousness on these issues, we need to be seriously concerned with what happens inside the day care center.

WHY DAY CARE HAS EXISTED IN THE UNITED STATES

Historically in the United States full-day care programs, as contrasted with half-day nursery schools, have been provided in periods of economic stress--during World War II and the depression--when women were required in the work force. These programs were created primarily as a service to the corporations which needed woman-power, not as an educational and a social opportunity for children. Although wartime day care centers often became educational opportunities for children, their rapid closing after World War II was a clear indication that these centers had not been organized primarily to benefit children or even to liberate women. Rather they had been organized to facilitate the carrying out of needed production.

In the past few years there has been an upsurge of state and national government interest in developing day care facilities for welfare mothers. This current interest parallels the expansion of day care during earlier periods of economic crisis. Today the main impetus behind the new drive for day care is the goal of lowering welfare costs by channeling welfare recipients into"desirable" occupations (like key punch operating). In both periods the official drive for day care has been motivated by the "needs" of the economy rather than by concern for the welfare of either women or children.

WHY DAY CARE HAS NOT DEVELOPED IN THE U.S.

The underlying reason for the failure of day care to develop in this country exists in the traditional ideology that young children and their mothers belong in the home. Even today a strong bias exists against the concept that day care is potentially good for children and mothers. That women should have to work and therefore have to put their children in day care centers are circumstances which are generally considered to be necessary evils in this society.

THE DEMAND FOR DAY CARE OF THE WOMEN'S LIBERATION MOVEMENT

The current demand for day care by the Women's Liberation Movement springs from a rejection of the ideology which says that women belong in the home. Yet the Movement's present demand parallels the historical attitude toward day care in its non child-centered approach. The primary reason for demanding day care is the liberation of women. While recognizing that day care is essential for women's liberation, the authors want the Movement to further recognize that day care is essential for the liberation of children. Group child care, in contrast to the more isolating private home environment, has the potential of providing an environment in which children will have more opportunity to develop social sensitivity and responsibility, emotional autonomy and trust and a wider range of intellectual interests.

The struggle for day care centers must be considered a people's liberation issue, not just a women's issue, because children are people. Both men and women who are concerned with children's development must demand day care.

WHAT IS A DAY CARE CENTER LIKE TODAY?

The majority of existing U.S. day care centers, which are run as profit-making enterprises, are glorified baby sitting services--dumping grounds--where children are bored most of the time. In these centers children are emotionally brutalized; they learn the values of f obedience and passivity. They are programmed through a daily routine in which opportunities for personal choice and meaningful social relationships with adults and other children are minimal. Eating and naptime are managed in a mass production style which values efficiency over dignity. The adults as well as the children become routinized and enslaved to the daily schedule.

In contrast, there are a few day care centers where children have meaningful social and educational experiences, and where they participate in non-alienating play/work activities. In these centers self-directed learning and discovery are valued, and curriculum is developed in terms of the children's interests. Social cooperation is based on a rational group-problem-solving approach, rather than on rules impersonally established. Eating and resting activities are designed to be responsive to children's individual needs rather than to meet the efficiency goals of the day care operation.

WHY WE MUST DEMAND SPACE AND MONEY AND NOT THE DAY CARE CENTERS THEMSELVES

We feel the differences among existing day care centers reflect a conflict in values and attitudes toward human development. This conflict in the care and education of young children is directly related to conflicting values and attitudes expressed in the economic and political behavior of adults. Values in competitive enterprise and individual rather than social achievement, respect for private property, adoration of the nuclear family--are attitudes that are nurtured in childhood and expressed in adult society.

As radicals, we must understand that our goals for children are in conflict with those of the institutions--corporations and universities--from whom we will be demanding day care services.

This implies that when we make demands for day care they should be solely in terms of money and space. The corporations and universities should have no control.

THE HIDDEN CURRICULUM

In organizing day care centers, we need to become aware of how values and attitudes are translated into programs for young children. We need to be aware of the existance of the day care center curriculum--hidden or explicit--and how it affects children's development.

The kind of interaction that takes place between the child and the human and physical environment (be it a home or a day care center) affects the kind of capacities that the child will have as an adult. The capacity to feel deeply and be sensitive toward other people, the capacity to trust oneself and use one's initiative, the capacity to solve problems in a creative and collective way--these are all capabilities that can be given their foundation or stifled in the first five years.

By the age of 4, children are already learning that it's better to be white. They are learning to follow directions and rules without asking why. They are learning how to deny their own needs in order to win approval from adults.

These are examples of learnings that most commonly result from early childhood experiences. These are elements of the hidden curriculum that usually characterizes the child's environment in our society.

THE CHILD'S PERSPECTIVE

To a young child curriculum in a day care center is everything that he or she experiences: painting a picture, having to take a nap, experimenting with sand and water, wetting your pants or making it there on time, listening to an interesting story, eating lunch, riding a trike, being socked in the nose and having it bleed, observing one teacher being bossed by the other teacher, being told that blue is called blue, figuring out a hard puzzle, being hugged by the teacher, watching a building being demolished, seeing the mother guinea pig give birth, having everyone sing happy birthday to you, hammering a nail hard, and waiting to be picked up.

Although as adults we can place these events into categories of social, intellectual, emotional and physical experiences, for the young child each

event is experienced in a total way. That is, the experience of painting a picture simultaneously involves emotional, intellectual, physical, and even social capacities. Emotionally a child may be using paint to express feelings of anger, lonliness, contentment, or boredom. Intellectually a child may be using the paint to discover what happens when different colors are mixed or learning how to write different letters. Physically, the child uses the paint brush to explore his/her own coordination, movement, and rhythm. Socially, painting can give the child an opportunity to be alone, with a friend or in a group--depending on how the teacher has structured the painting experiment.

The adult can seldom know the value that a particular experience has for a particular child. The same experience (eg. painting a picture) will have different value for different children, a different value to the same child at different times.

THE TEACHER'S IDEOLOGY

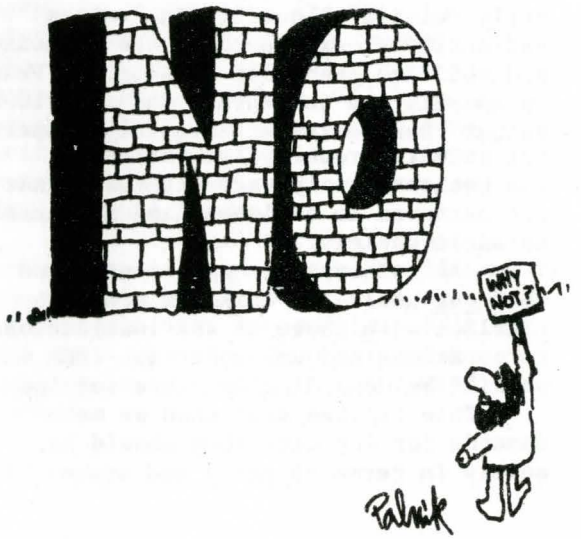
The teacher's values and attitudes form the base from which the structure and therefore the style of the group is formed. A single activity such as "juice time" illustrates how a teacher's goals and attitudes affect the way the situation is structured. One teacher might have three year olds pour her/his own juice from a pitcher, whereas another would have the children take already filled cups from a tray. What underlies the difference? Presumably both teachers know that three year olds are in the process of developing muscles as well as hand-eye coordination. Also, three year olds are usually concerned with becoming independent and self-sufficient. By letting children pour their own juice the teacher is structuring the situation to allow for growth--however groping--in the areas of self reliance and manual dexterity. By filling cups for the children, the other teacher is structuring the situation for maximum efficiency and neatness: to keep the routine running smoothly. One teacher uses juice time as an opportunity for children to gain some control over their activity, while the other teacher uses juice time to take control. In the first case the child gets to act upon the environment, while in the second case the child is treated as a passive recipient.

The traditional "housekeeping corner" of the nursery school and day care center is another dramatic example of how the teacher's values expressed in actions can have impact.

Let us take two teachers who have undergone similar training in early adult education and have learned that the housekeeping corner provides an opportunity for children to "act out" adult roles thus contributing to their "ego growth" and "sex identification." One of the teachers sets up a housekeeping corner which encourages girls to be Mommy, the Housewife, and boys to be Daddy, the Worker. The other teacher sets up an area in the classroom in which both boys and girls are given the opportunities to cook, play with dolls and trucks, sew, hammer, build with blocks, wash clothes and dishes, dress up as doctors, firemen and firewomen, construction workers, and other interesting occupations. In other words, one teacher uses the housekeeping corner to promote the learning of traditional stereotyped roles, while the other transforms the housekeeping corner into an area where children can explore and test out various adult activities.

MEN IN THE CHILD CARE CENTER/
WORK IN THE CHILD CARE CENTER

Another way that children learn the traditional stereotyped roles is through observing that almost all child care teachers are women. The children quickly comprehend the concept that there is "women's work" and "men's work." This in itself would be sufficient argument for us to insist that men be included at all levels in the child care staff.



Furthermore, without including men in the child care program, the demand for child care runs the risk of contradicting the goals of women's liberation. Women should not demand simply that there be special institutions for child care, but also that men take an equal role in child care.

There is another good reason that both men and women should be involved in the day care center. Teaching/working/playing with children can be an extraordinarily creative and non-alienating job. What often makes the caretakers of young children--teachers and mothers--feel apologetic about their occupation and what deprives men of the opportunity of working with children is the fact that our society considers child care "women's work"--a low-status/cheap labor occupation biologically relegated to the weaker "sensitive" sex.

A day care program which had a sexually integrated staff--salaries in keeping with the value of this work--would make child-rearing a desirable and rewarding occupation. Finally, it seems self-evident that it's best for children --emotionally, socially and politically--that they be cared for equally by both men and women.

SOME CONCLUSIONS

Day care is a people's liberation issue. Women, of course, will gain from a good day care program, but in the final analysis women's liberation depends on an entire transformation of society, not just on one institution. However, that institution, if radically structured, can help obtain that transformation of society. The way children develop is part of that transformation.

In order to develop a radically structured day care program we must not allow any control to be in the hands of the universities and corporations. Our demand to these institutions for day care must be a demand solely for space and money. Control must rest with those who struggle for and use the day care center.

One of our prime tasks in that struggle is to develop an awareness of what a good day care program can be. We have simply attempted to make clear in this paper that day care is a complex issue. The self-education which the movement must undergo on day care should be as thorough as on more obviously political issues.

the psychology of day care

Excerpted from "The Psychology of Day Care", by Susan Edmiston

...It has taken some time for a response to arise to the problems posed by motherhood as practiced in the nuclear family-after all, centuries of sanctity and emotion stood behind it-but now the response is here. Its expression is the middle-class movement toward day care.

Traditionally, day care has meant the care and protection of children from families affected with some kind of "social pathology": broken homes, families which might neglect or abuse a child, or mothers who had to work at jobs that paid so poorly they could not afford a nurse or baby-sitter.

A kind of day care for children from families that are not poor has existed: it is called nursery school. Its main function is providing recreation or education, not custodial care. It is no surprise, given the historical definition of day care, that when people like Kate Millet go on television saying that we should have universal day care, other people like David Susskind accuse her of being heartless and inhuman, a creature unnaturally rejecting her role as woman and mother. Were Kate Millet to demand full-time nursery school for every child, she would undoubtedly meet with a different reaction.

In fact, the kind of day care many people-women's liberationists, advocates of community-controlled day care, parents who have formed their own co-ops- are talking about today is much closer to what has traditionally been called nursery school than what has been called day care. They are concerned with child

development and they are demanding what, in their varied visions and wisdoms, they see as the best kind of growth experience for their children.

At the same time, the feminists are as intent on freedom for women and the opportunity for "mother-development," or parent-development, as they are on child development. For everybody, the new kind of care differs from nursery school in its underlying assumptions: Taken to its logical conclusion it is saying that no mother or family,no matter how loving, well-educated or economically fortunate, is capable of giving its children the best kind of child-rearing: even under the best conditions, the school or day care center can do a better job. "Just as education from six up was taken out of the home, education from birth to six should be, too," says Rosalyn Baxandall, one of the founders of the pioneer Liberation Nursery on East 6th Street. "Families may have been able to do it several generations ago-people lived in extended families then-but I don't think families can do it now."

Whereas nursery school is considered a suppliment to a mother's care, the day care center is supposedly as influential in the child's developmnet as the family. Day care people see the center or school not as a foreign, outside influence but ideally as an environment created by the parents themselves, acting in community. Proponents say that day care centers provide the following:

Richer environment: The child has more space, more equipment to play with, more materials to learn from, more activities to participate in.

Other children: Most day care proponents (with the notable exception of President Nixon, who favors day care as a means of reducing the welfare rolls) are committed to centers that are as racially and economically heterogeneous as the neighborhood allows. Many also believe strongly that children of varied ages should mingle with one another and not just with their immediate peer group. Often they embrace the concept, derived from the British infant schools, that children should learn as much as possible from one another rather than from adults. "Why should I teach a child how to button his clothes when he can learn that from another child?" says a teacher in one of the centers. "I'd rather spend my time teaching him how to read or play the piano." And they believe that children should begin to depend on one another and feel responsible for one another.

Relief from and for parents: Day care short-circuits the relationship of total emotional absorption Betty Friedan describes ("It is the child who supports life in the mother... and he is virtually destroyed in the process.") and dilutes the impact of any particular set of parents' neuroses on the child. The child learns to trust and relate to a variety of different adults who have a broader range of personalities and skills than do his own parents. "It was beginning to worry me that my child was completely subject to my moods and my attitudes, just in my orbit completely," says a woman who recently became involved in a day care center. "He was seeing the world only through my eyes and my feelings. It was time for a larger view."

When the day care center is parent-controlled, it breaks down the separation between the private home and the school. As the policy statement of the Committee for Community-Controlled Day Care notes, the child no longer feels that one kind of behavior is approved in school and another at home and that there is no relation between the two aspects of his life:"These centers demonstrate to the children that mothers and fathers and neighbors, people of their own background and values, play a significant role in the daily life of their school. This realization enhances both the youngster's own sense of worth and his positive feelings about the center's educational program." Although this may not be as essential for middle-class children as for those from ghetto neighborhoods, it must certainly benefit all children to feel that their destinies are controlled not by the Board of Education or the "city" or some other impersonal "them" but their own families.

Day care also benefits parents: it frees a mother to work, study, or simply meander. It lifts the weight, if not the responsibility, for child-rearing from the mother's shoulders and shifts some of the burden to the community. It breaks down the isolation of the nuclear family. When parents are involved in the centers, they gain a measure of real power over the world in which they live.

child care : women's liberation

(excerpted from "Day Care, Who Cares?" by Vicki Breibart, reprinted by the Radical Education Project)

Child-care is a crucial issue in the struggle to move from women's oppression to women's liberation. If we are to be free to develop our potential as human beings, we must be free from our primary identification as mothers and from the sole responsibility for child-rearing. We, in Women's Liberation, see demands for child care as a way of challenging the limiting roles in the nuclear family--roles that oppress children as well as women. "Parenthood," writes Juliet Mitchel, "becomes a kind of substitute for work, an activity in which the child is seen as an object created by the mother in the same way a commodity is created by a worker. The child as an autonomous person inevitably threatens the activity which claims it continually, merely as a possession of the parent." In the nuclear family, love for children is forced to compete with women's other abilities. Children become the focus of unfulfilled desires and the anger women feel towards an oppressive system. We, therefore, not only see child-care as one step in the liberation of women, but as a chance to educate children in an atmosphere that encourages human development...

...The "complex unity" of the position of women in society, where production, reproduction, sex, and socialization of children are all interrelated, demands that women put each single issue into a total perspective. If the need for child-care is isolated from other needs, women will be caught in limited reforms that will only add public to private exploitation. Day care centers given by government and industry will mean education that will serve the "man's" game and not women's needs. While tracking and helping to maintain women in exploitative jobs, the day care centers will also train children to be docile, obedient workers that the system needs. The plans of government and industry move towards more control over the lives of working people, and the women's liberation movement must fight to free all women from this oppression.

SAVE THIS CHILD

parent and community involvement in day care

Excerpted from Alternatives in Quality Child Care: A Guide for Thinking and Planning by Janet P. Swenson
Day Care and Child Development Council of America

> What is needed in American society is a change in our patterns of living which will bring people back into the lives of children and children back into the lives of people.
>
> Child Development/Day Care Workshop, 1970

With the (possible) exception of a handful of terribly rich or powerful people, members of every class of society have been feeling increasingly helpless as each passing year devotes its dollars and energies to putting bigger and squarer wheels on the bureaucratic machines. Not only can you not fight City Hall, you can't even find it! Now what is going to happen to the children of this land if they grow up saying the same thing about their parents? What if parents were humbly to surrender their children to an unknown caretaking system which briskly offered to suck them in in the morning and cough them up again at 5:30. Now that's called efficiency. And you take a little stranger home for dinner. And that's the haunting picture which the opponents of day care use to defeat public support of quality child care programs.

But the times they are a'changing. Parents are finding that they can make a difference, that it is possible to cause change in at least one structure, and that structure is day care. This is important for the parents; it is important for the community. But mostly, it is important for the children whose futures as whole human beings depend on not being separated from their home and families. And in a beautiful clinical sense, a parent who finds, in involving himself with his child's preschool experience, that he has gained in power and confidence, will also find his role in the family and community strengthened, and that his relationship with his child has become more effective and meaningful.

It is a natural reaction for parents (whose children may be distressed by the differences between a richly supplied center and a scantily equipped home) to request home use of some center materials and help from the center staff in how to carry over the day's learning into family activities. Many parents, especially working mothers with no chance for gossip over neighborhood coffee cups, welcome the cooperative involvement in a day care program which lets them compare and contrast their isolated child-raising experiences with other people's. All this is good, natural and important, especially for the children.

To help a child develop his full human potential, day care planners must realize that home life is the single most vital influence on his growth, both emotional and intellectual. They must admit that any changes in behavior, which teachers are often too quick to attribute to school alone, are intimately tied to the child's relationship to his parents and his efforts to be like them.

Children are very quick to pick up their parents' attitudes toward school and toward them. These attitudes, though they may never be spoken aloud, deeply influence a child's performance since he adopts these same attitudes in imitation. His self-concept, and the way in which his successes and failures are treated at home determine his academic performance much more than his actual ability. If parental attitudes toward school are passive or hostile, the most valuable stimulation the child has turns into a crippling obstacle. Clearly, then, the more

parents know about and are involved in a center program, the more positive their feelings will be. Their children, sensing the good vibes, will not be in the devastating position of having to choose between Teacher and Mama. They will sense a unified approval of what they are doing and, perhaps best of all, their entire lives will be integrated learning experiences, with home and school relevant to each other and mutually supportive, both "experts" in their own ways.

There are various levels of parent involvement in center programs. These levels may vary with the stage of the program's development, although usually several exist in the same program at once.

Many centers have no parent participation whatsoever. Parents are regarded as "consumers" of a product. In some cases, the child and his parents are thought to be the product itself! Often center schedules make it impossible for parents to take part if the latter have full-time jobs. This is due to a director and staff who frankly see no reason or benefit in parents "rocking the boat."

The next step up is the center which allows for a few words with the teacher at pick-up and delivery time, which schedules occasional parent-teacher conferences, in which parents are informed (note the passive voice) via newsletters or a handful of evening parent meetings. At this center, parents may provide certain strictly non-academic services-clerical, custodial, fund raising, etc. but they are still essentially bystanders and uninvolved with activities that have direct effects on their children's education. They may appear at decision-making meetings as observers, and their comments may be solicited, but since they generally straggle in as isolated individuals, a lack of confidence and support cuts down their effectiveness.

In some centers, parents are offered a variety of classes aimed at improving their skills with their children and enhancing family life. These have not met with uniform enthusiasm, since there sometimes seems to be a tacit assumption that the parents are doing something wrong and had better sit down and swallow what is "good" for them, as prescribed by the "experts."

Other types of centers may invite parents to take advisory roles on selected aspects of a program, but this is almost after the general program goals have been established and, too, "advisory" does not mean "decision-making."

The policies discussed so far tend to add parental feelings of passivity or powerlessness, of having surrendered to the great "They." That's what we were discussing at the beginning of this chapter. Also, a center isolated from its parents is isolated from its community, the vital network of families and concerns surrounding it with which it could be exchanging dynamic support. Centers that interact positively with whole families, often providing referrals if not direct social services, for example, as well as job training, have found life considerably happier than those that peep from behind curtains. For one thing, they have less vandalism and their teachers are not as jittery about walking home at night among hundreds of people who know them. For another thing, these centers can do more because more resources are open to them.

Higher up the scale of parent participation are centers which involve parents as teacher aides or volunteers in the classroom, working on specific program objectives.

The teacher aide idea is aimed at helping augment low family incomes and providing a step toward careers in education. Sometimes in-service training permits an aide or volunteer to move up into a teaching position right in the center. It is in these situations, where parents-women and men-are in action roles with their children, that they are likelier to request and benefit from classes and study groups. No one denies that adequate training for all parent responsibilities is a must, but it will be a bust if there is no action incentive for it.

Parents as teacher aides find great rewards in carry-over into the home and in their changing awareness of what they can do with their families (and vice versa). When they can see first hand the effects of different ways of treating children, such as substituting positive reinforcement for physical punishment, better feelings grow up between them and their families. And finally. three years of research have shown that children with their parents in their classes learn at a higher level and sustain their gains longer than other groups.

Some centers combine a percentage of parent representation on their boards of directors with a percentage of professionals, community agency people, etc. While this can be effective, it has been noticed that the number of parents on a mixed board is not always relative to their power, since professionals have mastered decision-making techniques, and this plus their heavy reliance on their expertise gives them an edge in self-confidence and push.

Day care planners who are drawn to mixed rather than all-parent boards should be aware that more programs have failed due to conflicts and hostilities at the board level than for any other reason. Feelings of rivalry, defensiveness, that either parents or staff-and-professional have got to "win" are disastrous.

The solution successful centers have reached is to involve the parents early, in the planning stages, before too much water is over the dam. This early involvement allows mutual experience, training and self-confidence born of positive interactions from the very start. Parents then will have a sense of self-determination and leadership capability which can have far-reaching effects not only in the center but for themselves and in community affairs in a larger sense.

Training is essential, however, for self-confidence alone will not affect board decisions unless everyone is sensitive and receptive to the ideas and feelings of the group and it is commonly agreed that each member has something important to contribute. An excellent set of exercises which can develop a strong committed group which will gain strength as it gains knowledge of its own workings, is contained in a manual for Head Start centers called Parents and Teachers Together. Not only does it guide the building of an effective communicating group, but suggests methods of planning practical aspects of a day care center such as curriculum, staff hiring, and use of volunteers. Sensibly, that area starts out with a chapter called "Planning a Plan."

The culmination of this sequence of center types is, of course, the center whose parents are in total control of every aspect of its operation. The board is 100% parent, elected by the parent groups as a whole and directly responsible to it. Parents do all hiring and firing, make all financial/contractual arrangements and plan and carry out the educational program. In some cases, all of the teachers are parents, and professionals stand by or are on call as resource people. Hiring of nonparent teachers has also been successful, since the parents, having hired them, feel more equal to them. The teachers in such centers seem more responsive to parent needs since the parents are their employers.

One of the greatest benefits of a parent-run center comes during evaluations of the program and staff. The parents, after all, are most acutely aware that children who are different from standardized scales of achievement are not necessarily deficient. It is the parents who can best decide whether their programs are making use of their children's own language and cultural experiences, their own kinds of learning, which may just not be part of standard tests distributed to millions of children. For example, even a small urban child can thread his way through a complicated maze of streets and alleys, ask by memory for a number of items at the grocery store and return home with the groceries and the correct change. Now that performance requires a great many complex learning processes, not to mention a good measure of self-confidence, which should be incorporated-and respectfully-into the teaching of other types of skills. Parents, best knowing their children's abilities, will protect them.

Also, research experiments have shown that when the subjects of an evaluation actively participate in it, outside researchers came away with many fewer unconscious racial assumptions than when the subjects were simply observed like guinea pigs. Parent groups, then, if they invite even well-oriented and sympathetic outside evaluators to help them, will be able to spot first hand any racial or social biases and also help set measurement standards which make sense for their communities.

In the whole "learning by doing" process which parent control entails, periodic evaluations are highly educational especially if they center on process-"How are we going about this?-rather than "How close are we to the goal line?" Good teachers and good ideas can be encouraged and dissatisifactions caught early before they turn into real trouble.

Parents thus intimately involved in a center's activities, needless to say, are going to be extremely effective in

other important areas. As advocates of the program, they can maintain supportive ties with helpful community agencies. They will know where and how to solicit donations of money, services and equipment. They will know what social services are needed, be it job or child counseling, medical, dental or family planning care, help with alcoholism, and the like, and how to provide them. Finally, they will see that the center thrives in the neighborhood because they are the neighborhood.

The people will be back in the lives of their children and the children back in the lives of the people-their own people, from whom, for their sakes, they must not be divided.

the campus and the day care movement

by Paula Page
The Women's Center
United States National Student Association

The day care movement is something with which we have all become familiar The legitimacy of the calls for day care has been fairly well established as such diverse individuals as women's liberation advocates, welfare and working mothers, Congresswomen and Congressmen, and Richard Nixon have joined in the public clamor for day care now. However, while the need for day care seems clear, the very agreement of people and groups ordinarily so antagonistic raises many questions. The different motivations of those who seem to agree on the need for day care now points up the need for closer exmination of the various aspects of the day care movement.

"Day care now" -- an insufficient demand

"Day care now" is an insufficient demand for those who are truly concerned with the well-being of children and effecting social change, in their behalf and in behalf of their parents. Indeed, if the rush for day care now results in low quality programs, the demand itself could constitute a serious threat to the entire future of innovative, productive and humane child care programs.

It is vital that campus groups seeking to establish day care services be sufficiently informed to recognize this implicit danger. Campus groups should investigate present day care trends, from the viewpoint of the impact of those trends on the wider need, throughout entire communities, for such services.

Day care as a social instrument

The most basic question in relation to day care is whether it is to constitute a new social instrument, a right for the individuals involved, or whether day care is to be considered as something very different. For instance, to consider day care as a "fringe benefit" will probably relegate it to the profit-making arena, where day care can be dangled in front of those who need it by those who are providing it for some reason other than the well-being of children or parents. The motive may be purely balance-sheet values of proprietors who obtain the "day care concession" or the more subtle renumeration for employers that results from lowered tardiness, absenteeism and employee turnover among working parents. When day care is offered as a "fringe benefit," the needs and concerns of the children who participate in it are rarely of prime importance; rather, the programs are structured and administered to meet the needs of those who sponsor and

run them, and, secondarily, the programs are designed to meet the needs of parents. This is the hidden danger in the federally-sponsored day care proposals, which tie day care services to employment or vocational training programs, and which encourage and subsidize industry-initiated centers rather than residentially-located, community-controlled services.

The child care franchisors, the unions and the corporations threaten to transform day care into yet another fringe benefit, a privilege available to the affluent or the acquiescent -- a powerful new instrument of control over the options open to the worker. None of these three auspices responds to the real need to provide healthy and educational opportunities to our children, which must be the basic aim of day care. Nor do they offer any real liberation or freedom of choice to those parents, who depend on day care services in order to fulfill their job and social committments.

Day care must be viewed as a right, as a social instrument or a social utility, as it pertains to both children and parents, if it is to offer a genuine alternative to the present unsatisfactory situation of many American families. But, while asserting the fundamental legitimacy of a demand for some day care, the specific type of day care service which is most acceptable and most conductive to the liberation of parents and children must be identified and insisted upon.

The residential approach and accessibility

The optimal day care program, given this definition, would be one which is located in the area in which the participating children and parents live, and which is operated under community supervision and control. A residential location meets the needs of children for the sustained relationships and continuity of environment that extend beyond the physical confines of a day care program, particularly during school hours and weekends. The proximity of day care services to place of residence also benefits parents in that transportation arrangements can be made most easily and at low or no cost and that parents are free to change jobs without jeopardizing continuity of care their children receive.

Community control of day care services helps to insure that the unique need of a specific area will be met and that the services will remain responsive to the individuals and the community involved. Community control can more easily provide for parents participation on whatever level is appropriate in the decision-making, administration and staffing of day care programs. Day care programs must be flexible enough to respond to the changing needs of families as total units, not merely the particular needs of one or two members of the family, whether adults or children. Such flexibility is more locally administered. Administrators who are accessible are more likely to be sympathatic to parents, and able to understand parents' and children's needs because they have an opportunity to see those needs themselves.

Planning for day care

The importance of residentially-located child care must remain uppermost in the minds of groups who want to establish programs on their campuses, and they should plan their programs accordingly. This does not mean that on-campus locations should be discouraged in favor of off-campus locations. Services that meet the needs of the entire campus community of students, faculty and employees will probably be needed on and off-campus. University groups must be careful that their services are not designed in a vacuum; the needs and desires of the other people who live in the city in which the campus is located also should be considered. Relationships have traditionally ranged from strained to non-existent between the people who live and work in connection with campuses and the local townspeople. Day care services planned in cooperation with non-campus people can help remedy the situation, and improve relationships with the larger community in which the campus is located.

One way this can be accomplished is by extensive research and cooperation before drawing up any proposal or plans for on-campus day care programs. Campus groups could contact local groups who are interested and who will be affected by the plans, and attempt to work out a cooperative program which will fulfill the needs of the largest number of children.

Some of those who should be involved in such cooperative planning include; parents likely to have children enrolled in the day care program; student government representatives of labor organizations serving university employees; faculty representatives; representatives of the university administration; public schools; other potentially interested public and private non-profit agencies. By meeting with these segments of the larger community and gathering assessing ideas and opinions offered, the people most concerned with meeting the needs of those connected with the campus will be in a better position to design day care programs which can be integrated into a comprehensive community-wide system of day care services. Such a community-wide system of day care services is the only kind which can satisfy the long-term requirements of the whole community.

The university and day care services

University-located day care services, viewed as only part of the wider system suggested above, can have unique advantages. The university, as a major focus and force in the community in which it is situated, has a responsibility to those affiliated with the university as well as the rest of the citizenry to answer at least part of the day care problem simply because of its stature as one of the major institutions of the community. In one sense, the university has responsibilities to help solve the day care problems of the community in the same way as other major "industries" such as department stores and factories have, and in the same way as other major "institutions" such as banks, utility companies, and churches have.

In addition, and quite apart from its responsibilities as a force in the community, the university has responsibilities and capabilities that are unique because it is an educational institution. Whether or not a university has funds or space available for day care services, in terms of staff talent alone it can be a potential trend-sitter in contribution to the development of creative and beneficial programs for young children.

The university, under its auspices, is more likely to provide innovative, developmental, educational services for children, rather that the primarily custodial, "baby-sitting" services which are likely to be provided under proprietary or industry auspices.

However, students and others who seek to set up campus-located day care programs must be careful that the role of the university be limited. Circumscribing the role of the university and judging the extent to which university involvement is proper and acceptable will be difficult because the university will be looking at day care services from several vantage points. First, it will be looking at day care services from the viewpoint of the university as an educational institution. Second, it will be looking at the services from the viewpoint of an employer. Third, it will be dealing with the day care as an item on students' lists of required services. Finally, it will be looking at the entire community's needs for day care services from its perspective as one of the major forces in the community. There may also be other ways the university will be involved in planning for day care services.

If student groups can keep the idea that day care services should be residentially-located and community-controlled in mind, they can more easily sort out the conflicting problems they will have to face in getting day care services for those who need them.

On-campus day care

For instance, if a campus day care survey indicates that an on-campus program should be started, admission priorities should be given to students, employees, and faculty members who need the service and who live on or close to the campus. But children of families who live close to the campus should also be enrolled. Not only do those children and their parents need the services, and deserve them, but admitting the children will help improve campus-community rela-

tionships and prevent under-utilization of services. Under-utilization of day care services, and resulting high costs per child for those who do receive services, can cripple and eventually kill the on-campus day care program.

Campus-located day care services, particulary, must involve training programs for the women and men from the larger community that want them. Whether as paid employees or as volunteers, these people should be able to work in on-campus programs, and ultimately receive accreditation as paraprofessional and professional day care staff, perhaps through the psychology or education departments. People trained through on-campus programs could eventually move out and establish day care services throughout the city or area in which the campus is located, according to need and resources available.

As with all day care services, those located on-campus must be structured to respond to the needs of children and their parents. A committee of parents should set fee schedules for programs, whether on-campus or off-campus. Parents and staff should determine the policies and program for each day care service offered. A special consideration with on-campus care is that the university administration, the psychology and education departments, and others should be prevented from turning the day care program into a"laboratory" where children or their parents become specimens and compulsory subjects of experiments and tests.

Students should also realize that, for their purposes, an on-campus program may not be the most useful,particularly in those instances when students are spread throughout the area. In those cases, organization of day care services community-wide may be the only way in which they can receive the kind of residentially-located, community-controlled services they want for their children.

Money "control", and day care services

Just as cooperative, community control is the key aspect in the administrative structure of day care services, so also is cooperative, community control important in arranging the funding for day care services.

Students are realistic enough to realize that all "donors" of funds --including the university administration, whether in its role as employer or as a major community institution-- require some "strings" to be attached to the money, some accountability.

Accountability, however, should be in the context of what is best for children and what goals parents and staff members decide they want from day care services. This definition may not match that of others, particularly when it is necessary to arrange funding for day care services through complex administrative mechanisms, as is usually necessary if day care services are being planned to meet the needs of the entire community, not just those who go to or live near the campus.

A variety of financial resources will have to be used as comprehensive day care services are put into operation, but all these sources of money must be carefully scrutinized to guarantee that there are no requirements which would allow for intervention in, or operational control of, the day care program by non-parents.

Cooperation among interested groups such as those listed above in the planning stage is desirable in fund-raising but caution should be exercised to avoid any "cooperation" or coordination" which dilutes the role of parents in exchange for funds or other resources.

In particular, students should be wary of those United Fund and Community Chest groups that would be tempted to turn "coordination" into moves for control. In the same way, the more recent example of United Fund-type "blue-ribbon" established control, as represented by the Community Coordinated Child Care (4-C) approach should be avoided. In particitating with either kind of "coordination" effort, the all-to-frequent outcome is that community-controlled groups, and other identifiable organizations that pose a threat to dominant existing political forces are submerged and ultimately silenced.

(Ed. Note: New University Conference claims "the less control the users start out with, the longer and harder will be their battle to take full control."1)

A separate, but related technique

that can result in a lessining of the role of parents or outright assumption of control by "coordinating activities," is through the so-called "matching money" approach. This approach, which can be sound if parent-controlled programs and others retain their independence, involves the pooling of independent,non-Federal funds to serve as matching money (usually on a ratio of $3 of new Federal money for each $1 of independent money supplied) for programs such as day care services. Once independent money has been offered for "matching" it is difficult to retrieve it; "matching," in certain circumstances, may mean that free-wheeling, independently operated program funds are actually "captured." The danger is that if independent money is not "matched," "captured" day care programs would not only be subject to "blue-ribbon" management under United Fund or 4-C type plans, but parent-receptive and community-responsive programs would gradually be phased out.

Conclusions

One motive of student in working for campus-located or campus-relative day care programs should be to develop and expand a variety of new kinds of services particularly those that are cooperative in nature, that meet day care needs. Since the expansion of day care programs is a political issue, like other political questions it must be examined carefully and considered thoughfully before students commit themselves to a course of action.

The slogan "day care now" reveals that the "when" of day care has been generally agreed upon. It is cuucial that campus groups also determine the "why" and "how" of day care before the immediacy of the need forces students into complying with a dysfunctional, disastrous solition.

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1 "Politics of Day Care" New University Conference.

campus day care centers

A brief random survey of day care centers at approximately 20 universities scattered throughout the country revealed several different types of campus centers currently in operation.

The Comprehensive Child and Family Services Center of the University of Alabama serves about 90 children daily from 6 weeks to 5 years old, all of whose parents receive Aid to Dependent Children. The center is a carry over from the model day care center begun in 1970 and does not require that parents have any affiliation with the college. It is funded through a contract with the university, receives Title IVA matching funds from the government and is reimbursed by the US Department of Agriculture for meals. The adult-child ratio is approximately 1:3 for those under 3 years old; staff includes hired professionals and para-professionals as well as parents and student volunteers. Decisions are presently made by the director of the center; however, parents meet regularly and are working on building an advisory board composed of parents, staff and community members. The center also offers special facilities for children with hearing and speech problems, and has a community outreach program. For more information, please contact: Shirley Paine, Comprehensive Child and Family Services, P.O. Box 2998, University of Alabama, Tuscaloosa, Alabama 35486 (205) 348-5400.

The child care center at Western Michigan University is aimed at encouraging student/parents to go back to school, so students' children receive a priority over those of campus faculty and staff. The Association of Women/Men Students, a subsidiary student organization of the university, sponsors the center, although tuition --50 cents an hour for students and 75 cents an hour for faculty/staff-- is the major source of funds. Sixty-five children aged 2½-5 (toilet training required) attend the center, but only about 35 are present at any given time because the children are scheduled around their parents' class schedules. Activities are conducted

in a house with different rooms for different interest areas, and supervision is provided by hired professional staff and volunteers. "Structured freedom" is emphasized as well as flexibility. Contact: Claudia Dotson, AWMS Child Care Center, 1211 Knollwood Ave., Kalamazoo, Mich. 49001 (616) 383-4939.

On the West Coast, Monterey Peninsula College sponsors a day care center for 2-5 year old children of low-income students. For those on welfare (close to half the enrollment) the service is free; cost to others is on a sliding scale. The college provides a limited amount of funding to supplement the federal welfare payments. Originally a parent co-op, this center has found a hired staff to be a more satisfactory system. Policy is determined by staff and parents under administration of the Home Economics department, and parents are required to attend a one-hour per week child care class. Emphasis at this center is on meeting the needs of the young, single parents. Contact: Doris Marks, Child Care Center, Monterey Peninsula College, 980 Fremont, Monterey, Calif. (408) 375-9821, ext. 314.

In addition to these centers are the parent run co-ops, often initiated by student government groups. Parents usually pay on a sliding scale and are required to work at the center a certain amount of time a week. The Indiana University community contains a number of these cooperatives, each of which reflects the particular group of parents involved. (For more on this project, read the insert on Bloomington's Co-operative Day Care Center--"love, goodwill, and $8 a month").

It's difficult to generalize about these campus child care centers as a whole, since each envisions itself in a different way. Some operate as laboratory pre-schools, and others function as extensions of home; some emphasize behavior modification techniques, others encourage language and communications skills, while still others apply transactional analysis ideas. Funding is obtained through creativity and perseverance, often from the community, student activity fees, and alumni. Some centers serve hot meals while many requre children to bring their lunches. All the centers, however, seem to make the most of the local and campus community as available learning centers, and students often receive academic credit for their voluntary services. Problems (other than lack of funds) include finding facilities whih meet the necessary health and safety standards, implementing a stimulating yet flexible atmosphere (as opposed to constant baby-sitting), obtaining recognition from the university as a viable part of the community, and determining what the need of the community is (by means of a campus/community survey, for example) and then filling that need in the most adequate way. Questioning whether a need exists, however, is rarely an issue--all centers have waiting lists.

The following is an annotated list of other campus day care centers contacted, with many thanks for their cooperation and help:

Audrey Adams
Mohegan Community College
Norwich, Connecticut
(203) 889-9462

Center just set up in fall of '73, $3 a day per child, student body voted to help fund the center. Open to children of students and community, policy decided by parents and staff.

Paula Mack
Home Economics Department
North Carolina Central University
Durham, North Carolina 27707
(919) 682-2171 Ext. 447

A laboratory for home economics students to learn about child development. Costs parents $7.50 a week.

Friendship Day Care Center
127 Melrose Avenue
Iowa City, Iowa
(319) 353-6033

One of the University of Iowa's several centers. Costs parents $70 per month, maintains a salaried staff, receives some federal money for meals.

Susan Davis
Child Development Center Project
University of Colorado
Boulder, Colorado 80302
(303) 443-2211 Ext. 7473

Run in conjunction with the departments of education, sociology and psychology as well as the student government. A variety of funding sources--tuition is on a sliding scale.

Hobbit House
915 East 11th Street
Bloomington, Indiana 47401
(812) 337-9316

One of the eight centers loosely connected to Indiana University, but basically a parent-run cooperative. Handles 16 children full-time and up to 100 part-time, between the ages of 8 months to 7½ years. Parents pay $15.50 a week.

Charma Berg
North Seattle Community College
Seattle, Washington 98103
(206) 634-4498

A laboratory pre-school, primarily a training program for day care. Serves campus and community and includes facilities for children with speech and hearing problems.

Hunter Community Child Care Center
695 Park Avenue, Room 738
New York, New York 10021
(212) 360-5236

Funded by the Association of Hunter College, this co-op is run by parents affiliated with the college. Parents work there 8 hours a week or pay on a sliding scale, and there is also a paid staff. Includes an educational program.

David Samuels
Children's Center
Chico State University
Chico, Calif.
(916) 345-5865

Student-run, for campus children, relies heavily on volunteers, receives some funds from student activity fee as well as work/study programs. Cost 75 cents per half day.

Marian Greene
Federal City College Day Care
733 8th St., N.W.
Washington, D.C.
(202) 727-2666

Serves approximately 60 children including handicapped and stresses socialization and early learning skills. Salaried staff, sliding scale.

Marcia Clark
Child Care Pilot Program
Ohio State University
1895 Summit St.
Columbus, Ohio 43201
(614) 422-9906

A large center serving approximately 40 children part-time and about 75 full-time, who range in age from 2 months to 5 years. Sliding scale, salaried staff, for campus-affiliated children only.

Mary LaRochelle
Students and Parents Child Care Center, Inc.
701 Gamble St.
Tallahassee, Fla. 32301
(904) 222-7356

Founded by students from Florida State University and Florida A & M University and governed by a parent/student board. The center receives Title IVA matching funds from the federal government to serve children

of low-income families in Tallahassee/ Leon Counties. It also participates in the Special Food Services Program for Children and has an educational program for 3-5 year olds.

Sandra Cary
c/o College of Education
Early Childhood Education Center
207 North Hall
University of Iowa
Iowa City, Iowa 52240
(319) 353-6961

Just opened but a carry over of sorts from a past successful center. Serves a cross section of the community. Priority given to single working/student parents. Costs $50 per month plus $25 for food and works with 85 children daily (25 of whom attend only half day). Used for teaching and research, the center encourages parent participation.

people's liberation

UNIVERSITY OF CALIFORNIA/SAN DIEGO DAY CARE: "PEOPLE'S LIBERATION" (From North Star, University of California at San Diego, Vol. VI, No. 6, Nov. 26 - Dec. 10, 1973)

The people of the UCSD community have created a unique Day Care Center for the children of students, staff and faculty. Formed several years ago, the Center has grown out of the continued struggles of people interested in providing good child care that encourages development in a humanizing way. Beset with financial difficulty in the past, the Center was having trouble providing adequate staff and facilities. But the necessary funding was obtained and used to hire 2 teachers and purchase some badly needed equipment.

In addition to the 2 teachers, 4 aids help out regularly, work/ study provides some student employment, and parents participate whenever they can. This enables the ratio of adults to children to be approximately 4:1 and eventually the staff felt that a 1:1 ratio would be necessary, especially in providing sufficient care for the younger children.

The tuition is based on parent participation--for those who volunteer, the fee for full-time child care is $70, for parents not able to spare any time it's $110, with a descending scale for part-time child care.

We talked with several of the parents who voiced dissatisfaction with the new, more costly rates. They felt them to be excessive since they were living on a meager income and couldn't afford this latest increase. It remains to be seen as to how the situation will be resolved however. One suggestion was a sliding scale for those people unable to afford the present rates. Another idea was to have more participation by people presently not working at the Center on a volunteer basis. This would cover the costs for those people unable to work at the Center because of full time jobs or heavy school loads--they at least could then pay the cheaper fee of $70 per month.

The tuition money is used primarily for the teachers' salaries and maintenance of the Center. In addition to the present structure, the Office of Student Affairs recently donated a large mobile home which has been turned into a place for the kids to work on projects, share meals, or participate in whatever the on-going activity happens to be. It has a fully equipped kitchen and bathroom and enough space for "quiet time" whenever it's needed. It's still in the pro-

cess of being fixed up, so anyone with time to spare is welcome to help out.

Since we also wanted to find out more about the actual structure of the center we talked to Josie Faulks, one of its "founders," and several of the parents. We asked how the center was run on a daily basis, how the staff and parents viewed the whole concept of day care, and what they felt to be most important.

Josie said "that providing the children love, safety, and intellectual stimulation were seen as the basic functions of the Day Care Center." These were implemented by creating an environment for the children to have meaningful social and educational experiences, and by enabling the children to participate in nonalienating play/work activities. She said self-directed learning and discovery are valued, and the curriculum is developed in terms of the children's interests. The staff stresses social cooperation based on a rational group problem-solving approach, rather than on rules impersonally established. Eating and resting activities are designed to be responsive to children's individual and group needs, rather than to meet the efficiency goals of the day care operation. The parents take turns in providing hot lunches and the kids help out in the preparation and serving.

We learned that one of the teachers and an aid speak Spanish and are teaching the children on an informal basis. During play or snack time common words are learned--the atmosphere is one of mutual cooperation as kids practice their new language with each other.

Some activities are worked out so that all age groups interact, others are coordinated by age level. In this way the staff feels the kids benefit by not being completely isolated from children of different ages, yet it also facilitates specific activities that relate to specific age groups.

Free play and some regular activities are integrated to give the kids a chance to explore their own interests while also providing a framework that is comfortable and gives direction when needed. Music, storytime and special projects are all things the kids can look forward to each day, yet everyone is flexible enough to improvise whenever appropriate.

In contrast to this type of activity, some of us as parents have had experience with other day care centers, especially those run by the state or large corporations. These are often run as profit-maximizing enterprises, glorified baby sitting services where children are bored most of the time. Kids are taught the values of obedience and passivity and programmed through a daily routine in which opportunities for personal choice and meaningful social relationships are minimal. Eating and nap time are managed in a mass-production style which values efficiency over dignity.

The Center at UCSD has avoided this pattern because control of it rests with those who struggle for and use the Day Care Center. Right now this control rests in part with a "parents committee" that evolved out of general meetings. Presently they are in the process of re-writing the by-laws in which (theoretically) everyone has a chance to contribute their own ideas. Suggestions/criticisms are necessary to assure that the final draft represents the consensus of all the people involved at the Day Care Center. One issue currently being discussed is participation by staff members in decision and policy making. As it stands now, the workers are not represented. But in the near future a vote will be taken to determine if this practice will continue.

Among the parents we talked to, the feeling is split, with some arguing that since the committee does decide who's to be hired it's not a

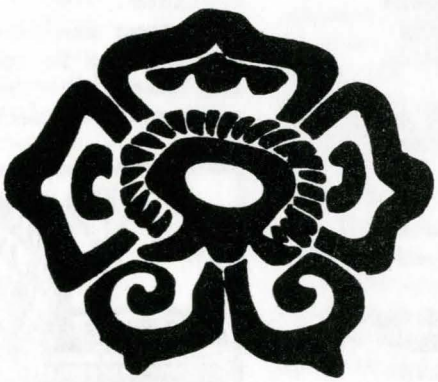
good idea to have staff participating. Other parents believe that since the workers ultimately are closest to the children their voice is absolutely necessary to assure that the needs of the kids are met. They feel that practically speaking the workers would have a pretty good idea of what would be best for the kids and the over-all quality of the Day Care Center.

From our point of view we felt it important for the workers to participate. All too frequently this kind of separation leads to a real division between "theory and practice." Bureaucratic policies can soon follow and workers could find themselves in an alienating position with no recourse for action. (Ed. note: At a recent meeting, it was decided that staff would be able to vote with parents on policy decisions for the center.)

According to Josie the concept of day care centers is not just a women's issue either. Men's participation is a beginning step in the direction of breaking down societal patterns which exclude men from active participation in the child rearing process. Right now three men do volunteer work at the center, but it seems clear that this is not enough. She hoped that in the future more men will be encouraged to come and help out.

As Josie further pointed out, the Center could not exist without the help of people within the community, both men and women. This participation is crucial for the kids. Besides, it provides an opportunity for people who don't have much contact with kids to participate--teaching, working, playing with children can be an extraordinarily creative and non-alienating activity.

In addition to desiring more participation by people from the community, the Day Care Center has the room right now to accept more children....On a priority basis, the children of single students are accepted first, then married students, single staff, married staff and faculty. A higher priority is given to single parents since it's felt their needs for child care are more immediate.... We found the Day Care Center to be a unique opportunity for people to create the conditions for the type of child care that is liberating, both for the kids and for adults. For us day care is ultimately a people's liberation issue--women, of course will gain from a good day care program, but in the final analysis women's liberation depends on an entire transformation of society, not just one institution. The way children develop is part of that transformation, however, and the kind of interaction that takes place between the child and the human and physical environment affects to a large degree the kind of capacities that the child will have as an adult. (The UCSC Day Care Center's address is Matthens Campus, Rm. 250, UCSD, La Jolla, Ca., 714-453-2000, ext. 2891.)



the emphasis is on interaction

(From Spectrum, SUNY Buffalo, April 30,1973 by Laurie Yankus.)

"Hey, Mr. Bakery-man, don'tcha have to water the flowers on that cake, don'tcha?"

Children are always filled with an endless amount of questions to ask as they become aware of the things around them. A child's curiosity is a gift that should never be ignored if it brings him knowledge by which he can benefit.

The UB Day Care Center, located in Cooke Hall, is aware of this gift and encourages the child's inquisitive nature. Starting in September under the direction of Kathleen Cassiol, the UB Day Care Center will change its program into one involving interaction between the children and the Buffalo community. The purpose of this interaction is to introduce the children to various adult life styles.

A typical day with the UB Day Care Center involved visiting the Harriman Bakery where the children finally learned how frosted cake flowers grow. The children were also brought to the University greenhouse where they were presented with flowers and plants including a passion flower, banana tree and a brown teddy bear plant.

These visits take advantage of the available resources on campus and provide an opportunity for the children to observe various occupations they so often hear about. Myrthe Naparstak, program director of the Day Care Center, added: "It is very educational for the children. And to have all this right on campus, it's marvelous."

Exposure to the arts

One of the community programs is a music appreciation class taught by R.M. DeYarman, director of the education program in the University's Music Department. Dr. DeYarman teaches the children three times a week, stressing the importance of sitting, singing and listening to music. Incorporated in Dr. DeYarman's class are body movements with the music and the children are encouraged to participate. A music class is given to the toddlers aged 1½ to 2½, taught by one of Dr. DeYarman's students.

Another highlight is the Color Wheels program. The Color Wheels is a group of traveling teachers involved in a program of art sponsored by the education program at the Albright-Knox Art Gallery. This program services different centers within Buffalo's inner city and is free of charge. The classes involve painting, drawing and sculpture.

Programs which Ms. Naparstak has just started include a gym course offered through the Women's Studies College and a senior citizen who draws pictures for the children. Ms. Naparstak hopes to organize more programs in the near future. Some ideas are: a dramatic arts program, and a chemistry laboratory observation. Any student playing an instrument is welcome to come and entertain the children at the Day Care Center.

Meeting the community

People of all occupations visit the Center to talk with the children and answer their endless list of questions. A film was shown about litterbugs emphasizing the role of the garbage man. Two policemen, one from the Amherst station, explained their importance in the community. An employee of the Allegheny Airlines came and spoke about airplanes and a busdriver gave the children a bus ride explaining the chores of a busdriver. A sailor and a carpenter will be future visitors to the Day Care Center.

Once a month children are taken on a field trip to a very exciting education center in Fort Erie called the Peninsula Research Laboratory. At the laboratory the children entertained themselves with various types of educational toys. There was no entrance fee because the children's activities are observed for child psychology experiments.

The International Program is an experimental program initiated by Ms. Naparstak. She discussed its importance: "The purpose for the International Program is to expose children to different cultures, foods, customs and music." In this way children are made aware of cultures foreign to their own. "It seems as though the children are really fascinated," added Ms. Naparstak.

Learning German

Each week Ms. Naparstak attempts to incorporate a new theme within this program. India was the theme of one week; the children were taught how to make saris. Ireland was another feature presenting bagpipes and Highland dancers. In the near future Ms. Naparstak will present her native country of Switzerland. Each week films and foods of the various countries are displayed.

One of the special events of the International Program is a German class taught twice a week. This program was initiated by Center member Phyllis Herdendorf last semester. Ms. Herdendorf and Ms. Naparstak teach the class alternately each week. "The purpose of this language class is to introduce the children to a foreign language so that they will realize there are different languages and backgrounds than their own," said Ms. Herdendorf.

Ms. Herdendorf is not concerned with continuity or proficiency in the language on the child's part. "We are just interested in getting the children to know that other children speak different languages. The children might become more aware of language as enrichment," said Ms. Herdendorf.

The basics

The procedure within the German class involves getting the children to learn simple polite sayings. Basic units, such as springtime, are presented. The child learns colors and objects in German related to spring. Much of the learning process is performed through song and dance.

"We are really very successful," said Ms. Herdendorf. Simple children's books such as The Three Little Pigs are read in German. This is one of the most successful procedures in getting the children's attention. "The type of discipline that you want to get from the children is participation," said Ms. Herdendorf. "We do not expect the child to meet any standard, just to have fun and participate."

But, as can be seen from this article, the UB Day Care Center is not just an oversized playpen for children. It is a stimulating center exposing children to all walks of life.

love, goodwill, and eight dollars a month

The Bloomington Cooperative Day Care Centers (Ed. note: the following two paragraphs are excerpted from Bloomington, Indiana's Cooperative Day Care Center Publications)

Thus was born the first Bloomington Co-operative Day Care Center. About a dozen of us got together and shared rent on the Unitarian Sunday School building and, with husbands and friends, took turns caring for the children. At first we were only baby sitters keeping the children from harming each other. We were uptight about relating to "other people's children" and more uptight about relating to other parents. We didn't know how to keep the place running without an elaborate bureaucratic superstructure. We found ourselves much less sure of our ideas about child-rearing than we had thought we were. But gradually, through democratic day-care-center-wide meetings and a few potluck suppers and, most important, through weekly humanizing contact with a group of beautiful free-spirited children, we began to become closer and more trusting of one another. We decided to elect a steering committee every month to handle the mechanics of the center. Our confidence grew as we saw the children learning and opening up to us and each other.

Two types of struggles have been involved in establishing and maintaining cooperative day care centers in Bloomington. There have been external struggles: with licensing officials over the right of this center to exist; with church, realtor, and university landlords over renting facilities; and with building, fire, and health officials

as to what standards are appropriate and necessary. These kinds of struggles, although difficult and frustrating, are usually over after a decision of one sort or another has been made. The second type of struggle seems to be interminable, but it can be rewarding as well as difficult. This is the internal struggle among adult individuals when they try to work as a group in their day care center. It is not hard to understand. People trained to compete find it very hard to cooperate. People who customarily direct others find it difficult to let others' views be heard. People who have learned to be silent and to take orders do not suddenly take initiative and contribute of themselves. People who have just gained a measure of freedom from structure imposed upon them find it hard to decide upon and carry out plans and structure to achieve their own goals. People who have learned to be suspicious and defensive cannot easily be open and receptive to others. And on and on.

(Ed. note: this paragraph is taken from "Politics of Day Care" by the New University Conference)

Yet when the responsibility for children is shared by men and women, married and single, when children, too, share in a communal experience which includes not only children of the same age but children older and younger as well as adults, relationships with and between children become more meaningful for all. Moreover, collective or communal child care challenges the ideological assumptions of individualism and competition; it also demands a new work routine in which all adults have enough time to share in child rearing. Collective child care can break down the concept of ownership: "my" child is "my" problem and responsibility and therefore "I" must conform to whatever demands the system makes of me so that "I" can care for "my" child. The richness of relationships and experience that even the poorest cooperative can provide is far and above the fare provided at the most luxurious private center.

child care co-ops

by Mary Jo Bane
Sat. Review of Education
May, 1973 Vol. 1, No. 4

You're a working mother. You like your job, and your family needs your salary. The baby-sitter who has been taking care of your two-year-old moves out of town. You think your child is old enough to benefit from a group and some structured learning experiences, but you can't afford a fancy "child development" center. You're having trouble finding any good place that takes children under three years old. Where can you go for advice?

The Child Care Resource Center, part of the Cambridge Policy Studies Institute, was set up two years ago as an information exchange for people in the Boston area looking for day care. Two young mothers, Mav Pardee and Jill Herold, run the center on a shoestring budget. Their advice to parents having trouble finding a day care arrangement is often this: start your own. Mav and Jill are convinced that parent cooperative child care centers are the best solution to the day care problem. As part of a cooperative, parents have some say as to who takes care of their children and what happens to them. Co-ops can also satisfy many individual needs of parents--specific price ranges, locations, transportation arrangements, hours--that often cannot be met by commercial or institutional day care facilities.

Parent cooperatives can also be set up to meet a wide variety of group needs. In Boston, for example, a group of black parents was dissatisfied with the programs of available centers and set up its own center stressing black culture and identity. Another group, intent on avoiding sex-role conditioning, set up a center where sex roles and differences are minimized.

Two years' experience at the Child Care Resource Center has shown Mav and

Jill that parent groups are perfectly capable of setting up and running their own child care centers--once they clear the initial hurdles. The biggest hurdle for parents is convincing themselves that they can do it. So Mav and Jill begin by putting parents in touch with others who are running centers. They also provide catalogs, floor plans, sample budgets, licensing requirements, staffing guidelines, and lots of reassurance.

Money is a second problem. Public funds often are not available, and contributions are usually insufficient. Most often parent groups find themselves running bake sales and pot luck suppers to raise initial capital. Fiscal realities discourage many parent groups, but Mav and Jill say those who survive the initial shock of working out a budget usually make it.

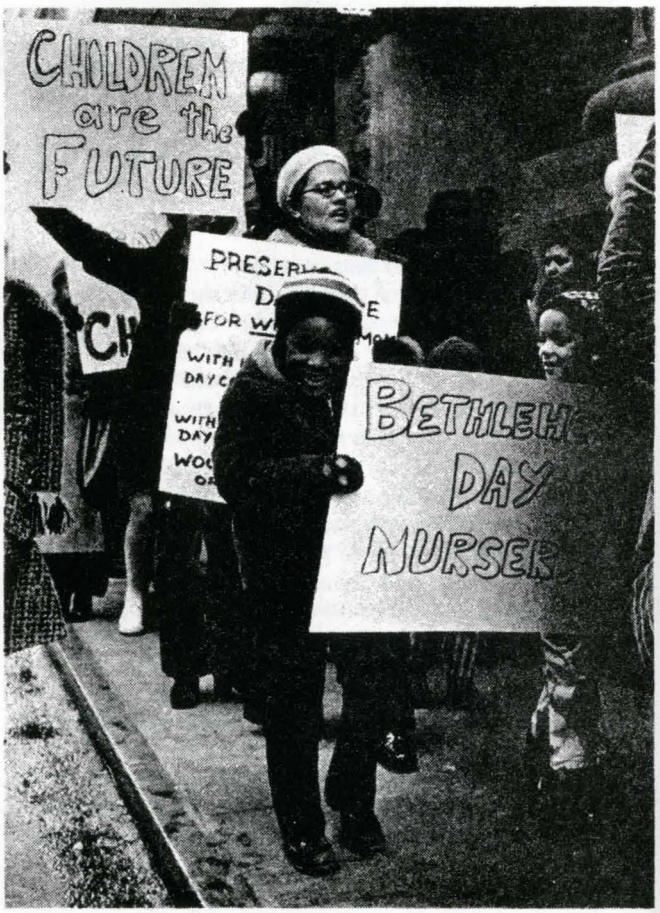
Physical location is the third big hurdle. Parent groups sometimes spend as much as two or three months in looking for a day care site they can afford. Church basements are the most popular location. Some centers end up in commercial or warehouse space, while others use community centers. An almost ideal situation exists in housing developments where community space has been incorporated into the plan. Once a site has been located, parents face the formidable task of equipping it to meet licensing requirements.

The final hurdle is staffing. While the whole point of a cooperative arrangement is to keep costs down and involve parents in the program, many parents want day care precisely because they have jobs. Virtually all parent cooperatives, therefore, end up hiring some staff members, who are assisted by parents in various degrees. Parents who cannot help during the day are often asked to do maintenance or office work at night or on weekends.

Mav and Jill report that the groups they work with develop remarkably similar programs. The morning is usually divided between free play and short periods of instruction or organized activity. Afternoons are usually more relaxed; the children nap, play quietly, and are read to. Centers are commonly divided into areas containing specific materials--most have a housekeeping area, a craft area, a reading area, and outdoor sand and water play areas. The Child Care Resource Center is full of program ideas--suggestions for games and crafts, instructions for building inexpensive equipment, materials for teaching a few basic skills.

Parent groups are often surprised by their own success. "They start out," says Mav, "thinking you have to have a Ph.D. in child development to run a day care center. Then we talk to them and help them through the licensing maze and show them what other people are doing. And once they find a space, almost all of them make it."

(Ed. Note: This article only begins to cover the services provided by the Center, whose long range goal is "working towards parent-controlled, neighborhood-based child care which meets every family's needs..." The Center also offers information for teachers seeking employment, for working parents who qualify for public assistance with child care, and for children with special needs; a skills bank which includes people willing to work with groups for free or at low costs; and a library of more than 450 helpful publications. Contact: Jill Herold, Child Care Resource Center, 123 Mt. Auburn St., Cambridge, Mass. 02138 617-547-4473.)



the rise of the morning sun

THE RISE OF THE MORNING SUN: A COOPERATIVE EDUCATIONAL ALTERNATIVE
(From Community Exchange, New Haven, Conn. 06511, December/1973)

Beginnings: Cooperative Day Care

In September, 1970, two families in New Haven, one with a 2-1/2 year old child and the other expecting a child in October, started talking about setting up a co-op day care.

At the outset, we thought about day care in the following way. We wanted a place for children which was controlled by the people that it served. We wanted to work cooperatively on raising kids in better ways, making parenthood and childhood more rewarding and less oppressive. We felt that both the responsibility for and enjoyment of children should be equally shared by men and women. We felt that roles based on sex-typing were destructive. We were committed to doing all of this inexpensively, both because we wanted it to be available to people of all incomes and because we wanted to support people in developing less consumer oriented lives. We wanted to be part of the broader movement for revolutionary social change. These directions were reflected in the initial requirements for membership, and they remain our basic criteria:

1. We would be a cooperative in which everyone would share all aspects of work and decision-making.
2. All members of the co-op, both men and women, would staff the center by working one morning or afternoon a week.
3. Financial commitment would be on a sliding scale by self-assessment, and would be based upon the support unit rather than on a per-child basis. (Self-assessment did get replaced.)
4. Decisions would be made on a consensus model at regular, general meetings.
5. Membership would be open to all, based upon a mutual self-selection process.

By November, there were six families with a total of eight children interested, and a search for a place in which to begin our daycare was begun. Through a series of lucky connections we were given the use of a large room in a church, already equipped with some toys and children's furniture. This was the first and only time in the history of our group that we found a suitable place so easily. A main theme in our struggle to survive has been finding a place to be. At this time full-time day care in the New Haven area was limited to private centers and nursery schools, to those who could qualify for the very small number of publicly funded programs, and to the few who were involved in community day care. The total number of children served was very small.

We advertised our day care by word of mouth, posters, and alternative newspaper. By December, we had 24 families with 31 children, composed largely of students, faculty and professional people. Day care was divided into morning and afternoon shifts with children generally attending 5 shifts per week. All staffing was done by cooperative members. With no paid staff, planning and decision making was done at weekly cooperative meetings by consensus, meetings sometimes going into the early morning hours. We struggled with issues concerning the program, the structure and purpose, and the kind of vehicle the Morning Sun was and might become for changing the lives of the children and adults involved.

One such issue was intervention. If our day care was committed to developing an environment in which kids could become powerful and independent, competent at making decisions and solving problems that affected their lives, what role should adults play? When (if ever) and in what ways should we impose our models for settling fights, for solving problems, for learning, for cleaning up, etc.? During that first year, we struggled hard with the issue. We knew that the traditional paternalistic-authoritarian models that many of us grew up with had to be rejected.

We also knew that the laissez-faire alternative was not the answer it appeared to be, since it denied that real conflict existed and merely served to perpetuate the values of the dominant culture in more subtle ways.

Another key issue concerned the nature of the cooperative: to what degree could it be responsive to the needs of its members, both in terms of providing child care and in supporting efforts at lifestyle and political change. The birth of several new babies raised the need for infant day care (until this point the youngest child was over one year old). Only after long struggles around such factors as safety, increased workload, greater staffing needs, parent-child separation, was consensus reached and infants included. In the Spring, a similar struggle around whether or not to include school aged children could not be resolved by consensus and as a result the co-op split into two separate groups. Those who favored including school aged children have continued as the Morning Sun, currently serving children 0-6 years old. The decision to include a school was a heavy one, both because of the amount of energy and financial resources required, and the complicated issue of how an alternative school can have an impact on public education. We are still struggling with both.

Pre-School and School: The First Years

In the fall of 1971, after much talking and planning, the Morning Sun pre-school (day care) and alternative school came into being. We were without a home since our increased age range demanded more room. An intensive, all-out search for a place to be again brought us fact to face with the Establishment's total control over property (through zoning boards and regulations, health codes, and a new set of fire codes, which, if applied, would find all but a few existing public schools and pre-schools unacceptable). So, for the first Fall months, we functioned in members' homes. Three parents from the group and one adult not in the group were hired, each on a half-time basis, to help coordinate the day care, and three staff to the school. At this point there were approximately 16 children under five (preschool) and 10 over five. We had predicted that the shift to paid staff would create a new category of membership in the Morning Sun and new problems intrinsic to the employee-employer relationship. We had chosen three of our paid staff from within the group to try to minimize that problem.

The first year of any alternative school is difficult, for it takes at least that long for those involved to recover enough from their previous experiences with compulsory education to start to define their own learning culture.

Year Two: New Staff

Late in the Fall of 1971 we arranged to rent several rooms at the Jewish Community Center for our cooperative. Although the space was limited, at least we had a home until the end of the year. Paid staff, high rental, the small enrollment in our school, and our commitment to open admissions and payment according to means, generated a financial crisis which we have been struggling with ever since. Many co-op meetings were spent discussing and arguing about the contradictions in doing an alternative school, the issue of income-sharing and of to what degree we were willing to collectivize decisions about how we spend our money and what we do with our lives. An influx of new members with school age children and many with low incomes, and the increased amount of work required to run the Morning Sun resulted in a situation where a core-group of people were assuming much of the responsibility for the co-op and were getting burnt out while many newcomers to the group, not having been part of the early co-op struggles, were feeling left out. It was not without struggle that the light dawned, the steering committee disbanded and a more formal set of committees to run the co-op was established. These included a pre-school committee, a school committee, fundraising, recruitment, financial, volunteer, and legal committees. As before, chairpersonship of meetings rotated through membership, and tasks such as scheduling of staff, cleanup, purchase of food and supplies, were shared by all.

The increased demands of adding a school and the increasing heterogeneity of Morning Sun membership created conditions which seem to have set limits

on the development of the Morning Sun as a political collective. The task of creating a good alternative for our children became the strongest common denominator among members while a conscious struggle together to change other aspects of our lives and to change social conditions was pushed into the background.

By now it had become clear that it was unrealistic to expect a person to be a full time staff member while fulfilling the role of parent and co-op member as well. We also recognized a need for staff experienced in meeting the complicated program needs of our wide age range of children. We advertised locally and nationally for three staff, a man or woman experienced in pre-school/day care programs and one man and one woman experienced with elementary school alternatives. It was important that all were in tune with our educational philosophy and cooperative politics. We lucked out, recruiting Ann and Lauren Rowell for our school age children, and Rosemarie Greiner for our pre-school.

In September 1972, we temporarily moved into the West Haven Community House and a few months later into the old State Street School in Hamden, which was then and still is, the home of the State Street Cooperative Child Care Center. The year was a productive one, and the culture of the pre-school and school continued to take form.

It should be mentioned that much of the energies for staffing our program, for bringing in special skills and projects, and for organizing field trips came from a small but steady stream of volunteers. Many have been students from area colleges and high schools who are interested in being with kids in a setting which is open and non-repressive. They have participated in seminars about daily Morning Sun activities and broader theoretical issues about childrearing and education.

Over the last several years children and adult members of the cooperative have spoken to various groups about alternative childrearing and education, sometimes showing a film which children and co-op members made. We have also participated in a number of demonstrations for better day care and against the war.

The Evolving Cooperative

In the Spring of 1973 the entire Morning Sun Co-Op went on a three-day retreat to discuss, argue, play, meet, and get acquainted or reacquainted with each other, and to rekindle energies in the Morning Sun. It worked.

In September 1973, we moved to our current location. We have added two new staff this year. Financial crises continue, we could use more space, and more school aged kids. Our cooperative committee structure has been revamped, each person serving on a major and minor committee to evenly distribute the work of the co-op.

At this point the Morning Sun continues to survive and grow. The themes of changing our lives and of being a force in radically changing patterns of childrearing and education are still present, though too often dormant or more subdued than some of us would like. But the Morning Sun is still rising...

Additional Notes

...Morning Sun is committed to proportional taxation. But we took in so many people with marginal incomes at a time when school expenses were rising, that we had to face a limit. One high income member said that paying $250 a month for his one child to attend no longer made sense, and he left. Many of us are undergoing a process of deprofessionalization, and actually are earning less. We've talked about upward limits and in minimums and plans for restricting membership (even for a time) to those who could significantly reduce the financial burden, and we still don't have a final answer.

Morning Sun is truly open. Any parent and any child can affect the school, day care and direction of the cooperative virtually any time. For good or ill; for better or worse. Sexism and violence haven't been banished from the school, and we have to face it in our children at a time when we're struggling to eradicate it from our adult lives. Where did it come from? TV, our own conditioning, some imperfectly understood biological imperative? Then there are the people who week after week, year after year

bring their warmth, enthusiasm and creative intelligence, so that working together is playing together is growing together. There is the beauty of seeing adults and children come through hard times. A parent worn by the pressures of survival brings down a whole day care shift. The trauma of failing with a child, as the personal chaos he brought to the school overwhelmed the dedicated teachers and the needs of the other children.

Essentially, calling Morning Sun a school or day care or a series of parental meetings is inaccurate. A three-ring circus traveling through time, perhaps; a series of human environments shifting according to the needs of its participants. To stick Morning Sun in a compartment to be dealt with when convenient, just doesn't work very well - to be tolerable, it has to be part of our lives. But that's harder to understand than it should be since we joined Morning Sun so that we wouldn't have to have our kids growing up in compartments.

If I don't like the way my child is being educated, I can change it. If I don't want to be separated from his development as a human being, I don't have to. I know his friends and I know their parents. If I doubt the direction of the cooperative, I can work to change it. I am not helpless; my child is not helpless. I am not helpless as an individual; we are not helpless together. In Morning Sun we are less free to go our separate ways. In Morning Sun we are more free to be whole.

(If you're interested, contact Peter Rothenberg, 203/387-0928, or write Morning Sun, 189 West Park, New Haven 06511.)

mi cultura

The idea behind Mi Cultura was conceived early in 1971 when community people in St. Paul, Minnesota, decided they wanted to do something for their Mexican/American neighborhood. A door-to-door survey revealed a great desire for a day care center which would serve the dual purpose of helping the children learn, and keeping their Mexican culture at the same time. Nearly two years later, after great difficulties locating funding, Mi Cultura was born in a community church basement.

The center is free, open year-round all-day, 5-days-a-week, and accepts children from age 6 months to 5 years. Most importantly, it is bi-lingual, and is thus able to offer jobs to community people, a basic aim in initiating the project. The bi-lingual staff dances and sings with the children in the morning in Spanish, and in the afternoon in English. Colors, numbers and stories are all learned in this way. (And the children are even helping one Mexican teacher improve her English.) But they're not learning words alone -- they're learning about their own culture (in most cases). Most parents feel very strongly that the children should be able to preserve this identity.

Everyone is very hopeful that eventually the bi-lingual program will reach into the elementary and high school, and a task force is currently investigating this possibility. To plan for this, the center is working to get its bi-lingual staff certified as teachers who could continue the program with the children as they get older. Meanwhile more community people could be channelled in as bi-lingual staff for the center.

One initial problem has been planning a meaningful bi-lingual curriculum and locating the materials to implement it. Upon learning the cost of most existing bi-lingual materials, the staff chose to create its own, out of egg cartons, etc. In the future they will possibly make these to sell to similar centers as a fund-raising activity. At present they receive 3/4 matching funds from the government for every 1/4 of the budget they raise themselves, usually from small private foundations.

It is not required that children be of Mexican/American origin to attend the center. The children are divided

into three age groups, and whenever there is a vacancy in one group, the next child on the waiting list in that age range is taken. The waiting list, naturally, is quite long. Presently 27 children are supervised by 7 staff -- plans for expansion depend on future funding. The children receive two meals a day, and two snacks. They have moved to relatively spacious quarters in the parochial school adjoining the church (their original locale), and this provides individual rooms for the different age groups, as well as separate office and kitchen space.

The center is completely community controlled. Parents and staff meet monthly and form committees, including a policy/making committee. The board of directors is composed 80% of parents and 20% of funding sources and interested persons. The board was integral in getting the center on its feet, but plans are that the parent staff meetings will eventually replace the board altogether.

The center is proud of its progress, and excited about the future. But it considers itself very much in an experimental stage and feels very open to new ideas for its curriculum and new ways of doing things -- it particularly welcomes input from other bi-lingual centers. Mi Cultura is a shining example of a community-initiated and supported project which is serving its community and flourishing because of it.

(Contact: Tillie Monita, Mi Cultura, 530 Andrew Street, St. Paul, Minnesota, 612/222-1665.)

Appendices

child care in china

"Everything is planned."

Sat. Review of Ed.
by Bruce Dollar
May 1973, Vol. 1, No. 4
pp. 29-33

One quality of Chinese child-care institutions that is sure to strike an American observer is the preponderance and the style of group activities. A common example is the "cultural performance," usually presented for visitors. Whether they are songs from a revolutionary opera, dances to celebrate a harvest, or a program of folk melodies played on traditional Chinese instruments, these performances are always presented by groups, and it is impossible to pick out a "star."

Although there were exceptions, many early child care facilities we visited seemed rather poorly supplied with the variety of toys and materials that the conventional wisdom in the United States says should be on hand to enrich and enliven a child's environment. Although this may have been due to a simple inability to pay for more equipment, the teachers we spoke to did not seem to consider it a shortcoming. Perhaps this is because Chinese children are generally expected to rely on each other for stimulation--at any rate, this seems to be the effect. The situation provides an interesting contrast to that in the United States, where the highly desired "rich environment" often means that kids interact with inanimate materials more than they do with other people.

The small children we saw were not without playthings, however. There was always at least one toy for each child--typically a rubber or plastic doll of a worker, a peasant, or a soldier. Rocking horses were also common, as were military toys and playground equipment that could accommodate many children. But in general the emphasis was on group play. One recent American visitor to a Chinese nursery school reports noticing that the blocks seemed awfully heavy for small children. "Exactly!" beamed the teachers. "That fosters mutual help."

Chinese teachers actively encourage such group behavior as cooperation, sharing, and altruism. "We praise a child when he shows concern for others' interests," said one kindergarten teacher. "For example, at meal time teachers give out bowls and chop sticks. If a youngster gets a nicer bowl and gives it to someone else, we praise him for it. Or when the children are asked to select a toy and a child gives the best one to a classmate, we praise that, too."

Even in a competitive situation, this teacher said, helping another is more important than winning. "When the children run in a relay race, sometimes one will fall down, especially if he's small. If another child stops to help him get up or to see if he's all right, even though his own team might fall behind, we encourage this." The approach contrasts markedly with methods used in the Societ Union, another country that stresses the collective in its child-rearing practices. There, competition is discouraged between individuals but promoted between groups. Each child is made aware of his importance within his group--say, a row in his classroom--and then competes fiercely for the rewards

of a group victory. The Chinese seem genuinely to eschew even this form of competition in favor of straightforward mutual help and cooperation.

But how do teachers deal with improper behavior and matters of discipline? Here is how the question was answered in a conversation with three staff members of a full-time kindergarten in Peking:

Q: What kinds of behavior do you discourage in the children?

A: We criticize those who take toys or other things from others. Or if children beat each other--we criticize that.

Q: Exactly how do you handle such a situation--say, two kids fighting?

A: First, the teacher must understand the reason for the fight. For instance, one might have taken a toy from the other, and the second child hit him. In that case, the teacher will criticize both. This criticism is carried out alone, unless it took place in the class; in that case it will be done in front of the class so that all the children will understand what was wrong. Criticism is to make children understand what was wrong and why. Criticism is to make children understand what was wrong. Criticism is to make children understand what was wrong and why.

Q: What kind of punishment do you use?

A: There is no punishment.

Q: Well, what if a child were really intractable? Would you use some mild sanction, such as depriving him of some free play time on the playground?

A: (At this point all three women broke into smiles at our incredulity. Waving their hands back and forth to underscore their words, they said): No, no, nothing like that. We believe in persuasion.

Q: Do other children ever participate in criticism?

A: Generally, no. Unless a third child saw what happened--then he'll be asked to tell.

Q: Let's say the incident was unobserved by any third party and the two kids involved give conflicting versions of what happened. Then how does the teacher act?

A: If the teacher finds a contradiction when both tell what happened, she will try to educate the children. She will note that everyone can make a mistake, including teachers. The mistake that led to the fight is not important, she will say, but telling the truth is very important. At this point the children will probably tell the truth...

...In the United States the growing demand for facilities for the care of infants and preschool children has provoked a chorus of urgent questions: Doesn't a baby need a single individual to relate to and identify with as mother? How can a mother be sure that those to whom she entrusts her child will teach the same values she holds? Isn't it the mother's natural role to care for her own children? What is the effect of institutionalized child care on the family?

Obviously, the answers the Chinese have found to these questions are not directly applicable in this country. Yet the insights they provide can be instructive as we seek our own solutions.

There is a strong likelihood that the average child in China will undergo "multiple mothering" of some kind. Even if the mother does not choose to leave her infant in the nursing room where she works, chances are the child will wind up in the care of a neighbor or the grandmother. Offsetting this diversity of "mothers," however, is the near-uniform consensus of values and methods of child rearing I have described. This consistency seems to go a long way toward providing young children with the kind of security we in the United States might normally associate only with single mothering.

Another aspect of multiple or "shared" mothering, as Ruth Sidel, author of the excellent recent book Women & Child Care in China, points out, "is that infants can thrive physically and emotionally if the mother-surrogates are constant, warm, and giving. Babies in China are not subjected to serial mothering; we were repeatedly told that aunties (i.e., nurses) and teachers rarely leave their jobs. And they are warm and loving with the children. The children show none of the lethargy or other intellectual, emotional, or physical problems of institutionalized children. Quite the opposite!"...

basic aims of education

(excerpted from Social Policy, Vol. 1, No. 3, Sept./Oct. 1970, "The Discovery Center Hustle," by Ann Cook and Herbert Mack)

What seems to emerge as a pattern in the preschool explosion is an overwhelming emphasis on cognition, on the tools or academic-skill aspects of learning, rather than on the thinking processes or on social development....

We ought to question whether emphasis on skills and mechanical response should ever be allowed to dominate a child's educational experiences. We must examine the relationship between our educational institutions and conditions in our society. It isn't because children can't read that our country is torn by internal conflict. It isn't because our children can't add that we elect politicians who campaign on personality, not program, that the country is embroiled in a divisive war, that consumers purchase defective merchandise, that television is a wasteland and our environment polluted. These conditions are not due to deficiencies in reading and math. It is rather that our population is not being educated in critical areas: how to judge, to ask questions, to seek information, to analyze, and to evaluate....

It is critically important that children learn to question their world, to deal with the ambiguity in their environment, and to realize that not every issue has a "correct" answer....

child development guidelines

(excerpted from the Michigan Migrant Opportunity, Inc.'s DAY CARE MANUAL)

Below are some suggested guidelines to consider in getting together a general child development program and philosophy:

1. Gear the program generally to the group, but give children the opportunity to explore and experiment.

2. Children of pre-school age, by nature of their development, engage in individual work or play; therefore, centers of interest should be set up so that each child may go from one activity to another as s/he wishes. The only group activities should be the group music, story telling, and conversation time.

3. Learning takes time. A simple learning experience may take a year--at least months.

4. Allow large blocks of time without interference and have the program flexible enough to allow the children to play out ideas. Have supervision casual and unobtrusive.

5. Be cautious about providing too many ideas at once and giving too much direction.

6. In selecting and approving an activity for children, what should be considered is not just finding something for them to do, but something worthwhile for them to do. It is what happens to the child during the doing of the activity that is educationally important.

7. Protect children from fatigue and overstimulation. In order to do this, provide for alternate periods where:

   a. Children are Active

   b. Children are Quiet

An active period such as outdoor play should follow and end in a quiet period. Quiet periods should precede periods when children are apt to get excited It is desirable to have children quiet before lunch.

8. Provide opportunities for children to play by themselves or with small groups.

9. Provide constructive guidance. An effective program needs adults attuned to know how much and how little to expect from each child.

10. Provide opportunities for children to work out social relationships through play.

11. Organize to prevent confusion in routines. Allow sufficient time for children to progress at their own rate of speed without hurrying. Children usually take longer than adults to accomplish a task. If a child is hurried, much of the desirable learning is not taking place. Therefore, there should be time for children to learn to help themselves in toileting, dressing, washing, resting, eating and cleaning up.

12. Plan regularity in daily routines. Daily routines that follow a familiar pattern tend to help the child feel more secure.

13. Changes in routine are desirable. Plan special trips and excursions. Celebrate special events, such as birthdays and holidays with some simple observance.

However, in making changes take care so that the basic routines remain somewhat the same. A day that includes a special celebration should have a longer pre-lunch rest period and a longer nap period.

14. Plan so that children will be taught how to overcome obstacles they are capable of surmounting; how to outgrow their own selfishness and how to meet the selfishness of other children so that they do not become too self-willed, nor yet too feeble to stand up for their own rights.

15. Children should be allowed and encouraged to use their own initiative; to work things out for themselves as much as possible. This requires patience and self-restraint on the part of the adult. However, when a child is in difficulty offer help before s/he reaches the point of frustration. Give only enough assistance to get her/him started on her/his own again. It may be necessary to stay close by to give her/him moral support and the assurance that will help her/him over the rough spots.

16. It is important for each child to be loved and accepted as s/he is. Children sense approval. Guilt cuts into a child's sense of self-worth, causing hostility, withdrawal, shyness or other signs of tension.

17. Be kind but firm when you must say "No" to a child. Disapproval should never be personal. One does not disapprove of the child but only of her/his undesirable behavior.

18. Treat children with the respect you treat adults.

19. To get the attention of a child or of a group, approach and speak directly and quietly. Shouting from a distance is disruptive and accomplishes little. Go to the child and get her/his attention before speaking to her/him. Stoop so as to be eye level with her/him. Speak in a low voice using few and simple words. Children cannot understand long involved directions or explanations. They are just beginning to understand language and how to use it. The interest span of young children is short.

20. Give positive rather than negative suggestions. Tell the child what to do, rather than what not to do.

21. Approval and recognition of effort are important in helping children learn.

22. Try not to judge conflicts. Allow children to settle their own conflicts if possible.

23. Avoid competitiveness. Encourage cooperation instead.

24. If a child is in error, help her/him to maintain her/his dignity. Remember children need adults with whom ly they can comfortably make mistakes. Be "facesaving."

25. Let a child know that you under-

stand such negative emotions as anger and fear. Do not reject her/him when s/he is angry or resentful.

26. Grant children freedom within limits. Children feel secure when they understand and trust a set of limits. A child who feels free is naturally curious; there is little need to stimulate curiosity.

27. Learn to recognize constructive noise.

funding miscellany...

"Child care programs would ultimately cost $20 billion a year; in 1972 cost overruns on defense contracts cost $29 billion."

(Ms., 5/73)

Getting any kind of funding for your center can be an interminable struggle which requires much patience, resourcefulness, energy, common sense, and luck. Get up for it! Exhaust all possibilities -- student activity fees; grants from university trustees, chancellors, deans or alumni; funds from various departments (Psychology, Education, Home Economics); community groups (YWCA, NAACP, welfare agencies, civic organization); churches; Department of Human Resources, etc. You should also check out private foundations -- The Funding Directory can be found in most libraries.

The basic drawback to receiving large amounts of funds from any of the above groups is that the more money they contribute the more control they will want over your center's activities. Therefore, self-reliance is best whenever possible. For example, at campus centers students have handled the problem of day care housing facilities in various ways. At Berkeley, a loophole in campus policy allowed the women living in one dormitory to have the children as guests of the hall. Staff and students at the University of Toronto were forced to seize an empty house on campus and hold protest demonstrations to keep it from being torn down and to have the necessary renovations done. Employees, students and children held a sit-in at the dean's office to protest the lack of free day care facilities at the University of Massachusetts. And on and on ... In general, just learn to sniff around your community for things you need that are sitting idle -- then grab it and organize to keep it!

Another alternative is to try to obtain state or local funds. Usually this will either involve the state reimbursing you for children of parents on welfare, or your receiving a portion of the revenue sharing funds sent to each state on a quarterly basis. It's up to the states or localities how they want to spend these funds, and sometimes, unbelievably enough, they are unsure how to dispose of the money. On your part, this involves a highly organized local campaign for these funds, and since other groups will be vying for the money as well, do your best to be first in line. In many states this will prove to be another blind alley, but on occasion it may pay off -- good luck.

The possibility of receiving Federal money to start day care centers is practically non-existent at this writing. In February 1973, a ceiling was placed on Title IVA of the Social Security Act, which had previously been unlimited and was a major source of day care funding. The government would match private funds 3 to 1 for such projects. Now, however, more restrictive regulations are in effect; a final vote as to whether or not these will be permanent has been put off until late 1974.

Meanwhile, Senator Walter Mondale (D-Minn.) is currently working on legislation to submit in the spring of '74 which would modify present regulations so that daycare aid would

be more accessible to more people. As it is, federal funds for campus day care, migrant day care, and the like were cut off all over the country on June 30, 1973. It is important to realize, however, that this cut-off was postponed to June from March after an extensive letter-writing campaign by day care proponents to their legislators. Therefore, it is imperative to keep applying pressure to your Congresspeople to try to bring them around. You should also write Rep. Bella Abzug, a strong day care advocate, as well as Senator Mondale. His Sub-Committee on Children and Youth can give you more detail on where things stand now and what you can do about it (as well as send you copies of hearings, legislation, and lists of other groups involved in day care lobbying efforts.)

Carry it on!

the legal angle

by Hunter Hughes,III & John Gray (from NSVP/Action, Winter' 73, The Synergist)

Usually (funding) assistance can be found through administrative agencies like Model Cities, or operating agencies such as public welfare departments of community agencies. These groups can be particularly helpful in providing administrative and training assistance for, as a rule, they must have these capabilities for their operations.

Assuming that the operating capital for the volunteer group can be obtained, perhaps through grants, several legal and non-legal, questions must still be considered. For example, should the volunteer group organize as a non-profit corporation particularly if it is not officially a part of the university? After all, day care is a business and involves liabilities.

There are certain drawbacks in incorporating, such as the cost of qualifying and filing annual reports, but in most instances, the benefits of becoming a corporate entity far outweigh the disadvantages. Immediate benefits in at least three major areas result from incorporation.

Benefits of Incorporation

First, it establishes a formal structure on which the volunteer group must operate. The result is that the volunteer group is required to examine the structuring of its internal organizations carefully.

Second, incorporation will generally avoid personal liability in cases where individuals have acted on behalf of the organization.

Third, the corporate form most easily lends itself to compliance with the Internal Revenue Code requirements for qualifying as a tax exempt organization and as an organization to which tax deductible contributions can

be made. (For more information on incorporating volunteer organization, see Synergist, Vol. 1, No. 3, "The Legal Angle").

The volunteer group must also know the state and Federal laws aplicable to day care facilities. Most states have not yet placed a significant number of restrictions on these facilities, and so far there are few Federal regulations (beyond the Interagency Requirements) that apply.

The volunteer group also should be aware of common legal issues that might arise. In a day care facility, probably the greatest exposure to liability centers around safety conditions. In the event of an injury to a child under the volunteer group's supervision, the volunteers would face not only the ire of the parents or guardian but they could also meet possible legal action if there was any evidence of negligence. A common allegation is that the organization was negligent in assessing the quality of its supervisors. A volunteer organization is particularly susceptible to such allegations, for the turnover of personnel would generally be high.

A second area where volunteer groups would have to be especially careful would be in complying with applicable health laws. Should the requisite health laws not be met, and one or more children become seriously ill due to the failure of the facility to meet such standards, legal problems could be expected.

A third area to be considered is the involvement of children in any activity that would not be considered routine, for example, a field trip to the zoo or taking the children swimming. Written permission should always be obtained from parents or guardians. This permission may not avoid liability if one of the children is injured through a volunteer's negligence, but it can help avoid unnessary legal complications.

The foregoing situations are, of course, only a few of many that could arise in the operation of a facility. However, the possibility of these problems arising should not prevent any volunteer group from becoming involved in this important area. Any volunteer group may reduce the chance of liability by acting in a careful and considerate manner. In addition, any potential liability can be almost completely forestalled by incorporating the group, obtaining adequate insurance coverage, or by bringing the facility itself under the umbrella of the charitable community doctrine, which is still a valid concept in some states....

child nutrition programs

The US Department of Agriculture's Food and Nutrition Service offers two food programs especially applicable to day care centers.

The Special Milk Program encourages children to drink more milk by reimbursing the centers for part of the cost of the milk served. Based on the information included in its application to participate in this program, a center serving a substantial number of children from low-income families may be eligible to receive reimbursement for the full cost of milk served to these children.

The Special Food Service Program for Children is available to centers which provide day care for children from low income areas, from areas with many working mothers, or for children who are handicapped or show evident need for an improved diet. The Program offers financial assistance up to 15¢ for each breakfast, 30¢ for each lunch and/or supper, and 10¢ for snacks; technical assistance to establish and operate a program; USDA-donated foods; and up to 80% of the food service operating costs in cases of severe need.

In addition to these, the USDA recently initiated an expanded experimental program of special nutrition aid to low income pregnant women, nursing mothers, infants and young children. As it stands now, cash grants will be provided to health departments of comparable state agencies which will have some leeway in designing the delivery systems. Children up to age 4 (and in some cases, age 6) and mothers will have to be certified by medical specialists as being in need of supplemental food for proper nutrition.

Children's Foundation
1028 Connecticut Ave., N.W.
Suite 614
Washington, D.C. 20036
(202) 296-4451
(They have incredibly detailed, helpful information about the different types of government programs you, your friends or your center might qualify for. Claiming that the USDA has millions of dollars left to expand supplemental food programs, they encourage community organizing efforts to gain control of these programs. For more information about how to set up a Food Rights Committee to get the food to the people or about any of the above, call collect or write to the Foundation, directing your attention to Billie Ann Stultz, Supplemental Food Program Specialist.)

Food Research and Action Center
25 West 43rd St.
New York, N.Y. 10036
(212) 354-7866
The Center acts as a litigation and organizing resource in the area of federal food programs. (They have won two cases before the Supreme Court on the food stamp act and many cases before district courts.) Presently they're involved in a national food stamp campaign to increase participation in the program and to force new counties to establish programs. Write them for more information on their numerous studies of food programs and their excellent "how-to" literature.

For further information on any of these programs, contact one of the following offices:

Child Nutrition Division
Food And Nutrition Service
US Department of Agriculture
Washington, DC 20250

US Department of Agriculture
Food and Nutrition Service
707 Alexander Road
Princeton, New Jersey 08558

US Department of Agriculture
Food and Nutrition Service
1100 Commerce Street
Dallas, Texas 75202

US Department of Agriculture
Food and Nutrition Service
550 Kearny Street, Room 400
San Francisco, California 94418

US Department of Agriculture
Food and Nutrition Service
536 South Clark Street
Chicago, Illinois 60605

US Department of Agriculture
Food and Nutrition Service
1100 Spring Street, NW
Atlanta, Georgia 30309

income tax deductions for child care

(from DAY CARE FACTS, 1973, by the Women's Bureau of the U.S. Dept. of Labor)

Expenses for child care may be deducted up to $200 a month for one child, $300 for two children, and $400 for three or more children. If the adjusted gross income of the couple or individual exceeds $18,000, the deduction is reduced

50 cents for each $1 of added income. In effect, those with adjusted gross incomes of $27,600 and over would not benefit. Married couples may claim the deduction only if both are gainfully employed on a full-time basis (unless a parent is physically or mentally incapable of self-care) and if they file a joint return. No deduction may be made for payments to family members and relatives or other dependents living in the home of the taxpayer. Qualifying taxpayers may take the deduction only if they itemize expenses. The deduction is a "personal" expense.

(Ed. Note: For more detailed information on child care deductions, refer to publication #503, "Child Care and Disabled Dependent Care," available from the Internal Revenue Service in Washington, D.C.)

additional resources and publications

"As day care centers enter the lives of children at a time when the children are most impressionable and when basic patterns of expressing, thinking, feeling and value systems are being assimilated, it may be that the consequences of day care are even more farreaching than are those of that behemoth of public policy that we call public education." BETTYE M. CALDWELL in "Day Care: Timid Instrument of Bold Social Policy"

RESOURCES AND PUBLICATIONS

(The following ** resources are pulled from "A Catalog of Publications -- Resources for Day Care" published by the Day Care and Child Development Council of America, Inc.)

Education Tools:
(the tools listed below are excerpts from the NSVP/Action Education Kit Bibliography)

Design Game, Krannert Art Museum, College of Fine and Applied Arts, University of Illinois, Champaign, Illinois 61820. 1972. Price:$2.25

Menu Rummy, University of Minnesota, Institute of Agriculture, Bulletin Room, St. Paul, Minnesota 55101. Price:$1.00

Learning about Science through Games, National Recreation and Park Association, Publications Center, 1700 Pennsylvania Avenue, NW, Washington, DC, 20006. 1970. Price:$2.95

Music is Fun for Children, The Play Schools Association, Inc., 120 West 57th Street, New York, N. Y. 10019. 1971. price $1.50. "A booklet designed for the volunteer who would like to widen a child's experience by exposing her or him to music. Offers imaginative suggestions combined with practical advice. Included is an extensive bibliography that lists records recommended for group use."

Pastimes with String and Paper, National Recreation and Park Association, Publications Center, 1700 Pennsylvania Avenue, NW, Washington, DC 20007. 1970. Price:$3.00. "...A wonderful collection of things to do with string and paper for preschoolers. Detailed instructions are given for knots and tricks with string, and for hats, animals, containers, and other forms made out of paper."

Pets-n-Care Kit, American Humane Association, P.O. Box 1266, Denver, Colorado, 80201. 1972 "...A brochure of curriculum-oriented teaching suggestions to help present interesting, relevant materials on pets and other animals being raised by children...This is a good guide to teach children kindness and thoughtfulness toward all living things."

Recipes for Fun: Learning Activities for Young Children, PAR, 464-SY-Central Avenue, Northfield, Illinois 60093. 1972. Price:$2.00 (Special group rates are available). "...Fifty easy-to-do learning activities and games for children are offered, utilizing simple materials and household items."

Take an Egg Box: How to Make Interesting Models, National Recreation and Park Association, Publications Center, 1700 Pennsylvania Avenue, NW, Washington, DC 20007. 1971. Price: $3.00. "...one of the most common and easily obtainable containers is used to make animals, dolls and puppets, boats and other toys."

**I Saw A Purple Cow and 100 Other Recipes for Learning, The PAR Team, Little, Brown, and Co., 1972, 96 pp. Illustrated, $2.95. ". . . an early learning book that really works" . . . "contains over 60 new recipes for learning, using 'home-made' equipment to provide enjoyment and developmental experiences."

**The Scrap Book: A Collection of Activities for Preschoolers, Friends of Perry Nursery School, Ann Arbor, Michigan, 1972, 138 pp., $2.00 . . . in "a tone of caring and lightness" it "includes games, simple gardening, arts, crafts, and perception stimulation, preparation and sensing of foods, and simple exercises and play for children 3-5 years old . . . Household scraps are incorporated into most areas so that material costs may be minimized. Emphasis is on maximal initiative and experiencing by the child. .

**Yellow Pages of Learning Resources, edited by Richard Wurman, MIT Press, 1972, 94 pp., $1.95 . . . "meant to draw you out into the (city) environment . . . what you can learn standing on a corner; in a department store, from a garbage person, at a gas station . . . Especially suited for group learning experiences . . ."

Pamphlets and Books:

Do's and Don'ts of Teaching in Day Care," speech to teachers, by Virginia Street, Director of Education, National Capitol Area Child Day Care Association, Inc., 1020 3rd Street, NW, Washington, DC. 7pp....presents helpful common sense guidelines.

Guidelines for Budgeting Infant Care Programs, 1970. The University of North Carolina at Greensboro, 9pp. 10¢. "...tips and cost figures based on three years experience operating the UNC-Greensboro Infant care center; suggests ways to reduce some expenses but emphasizes that quality is costly; includes prototype budgets."

Assuring Safety and Protecting Health, Infant Care Project, Institute for Child and Family Development, University of North Carolina at Greensboro, Greensboro, North Carolina 27412. 1969. 5¢. "...provides a practical listing of helpful do's and don'ts for people who take care of very young children. Covers common preventive measures that may be taken by parents, teachers and nursery caregivers to help the child avert possible accidents and to promote positive health."

What Parents Should Look For... Special Provisions for Infants and Toddlers, Infant Care Project, Institute for Child and Family Development, University of North Carolina at Greensboro, Greensboro, North Carolina 27412. 5¢. "...an illustrated leaflet that identifies some essential components of good day care for infants and toddlers. Hazards that parents should look for in poor quality care are also identified."

An Environmental Study of Pre-School Facilities, Black Child Development Institute, Inc , 1028 Connecticut Avenue, NW, Washington, DC 20036. 1972. Price:$1.50. "...an informative manual describing the necessary equipment and supplies for establishing a day care center."

Baby and Child Care, by Benjamin Spock. ...contains useful medical information and the most recent edition is supposedly free of sexism.

Summerhill: A Radical Approach to Child Rearing, by A.S. Neill, New York, Hart Publishing Company, 1960. ...a modern classic on self-determination

in education. A must for all in the field of child development.

Dialectic of Sex, by Shulamith Firestone, New York, William Morrow, 1970. ...Chapter 4, "Down with Children", is most noteworthy for day care purposes. Deals with the oppression of monogamy on mother and child, traces the history of children, and outlines the means to children's liberation.

Women: A Journal of Liberation, "Case Study of a Non-Conscious Ideology: Teaching the Woman to Know Her Place", by Bem, Sandra and Darryl, 3011 Guilford Avenue, Baltimore, Maryland 21218. Fall 1969. ...concerns sexist attitudes in children--their source and impact. Hard-hitting.

Storefront Daycare Centers, The Radical Berlin Experiment, edited by an Authors' Collective, translated by Catherine Lord and Renee Neu Watkins, Beacon Press, 1973, 224pp. ...the story of women's liberation members of the German Student Federation of Social Democrats who organized storefront day care centers early in 1968 in West Berlin. They were tired of being excluded from political activities because of the lack of day care facilities, and they wanted their children to grow up politically aware and sexually liberated. Describes the work of the centers from three perspectives: their historical connection with the student movement, the public reaction and its sociopolitical background, and the program of non-authoritarian child raising and the methods of working with groups of parents and with children.

**Northside Child Development Center 1972 Annual Report, 1973, 20 pp., 75 cents . . . "A child care center sponsored by eight companies in Minneapolis reports on its first full year's experience . . . This report can serve as a model for other business-industry consortia to sponsor child care for their employees."

**The Costs of Child Care: Money and Other Resources, MEEP, March 1972, Reprinted by DCCDCA, 1972, 61 pp., $1.00 . . . "Discusses the money and other resources needed to provide a wide variety of child care. It presents both a detailed analysis of

start-up costs and many different budget variations in single centers, systems, and mixed home-center care."

**Regulations of Early Childhood Programs, Gwen Morgan, DCCDCA, 1972, 120 pp., $2.00 . . . "An extensive thoughtful treatment of the multifarious forms of regulations, the issues raised by changes in child care programs over the last decade and the accumulation of overlapping, often contradictory requirements, and possible ways to resolve the tangled problems which have developed in this field. Highly recommended."

**Money for Migrant Children, Illustrated, DCCDCA, 1972, 33 pp., $1.50 . . . "A consideration of the possibilities of using Title IV-A funds for migrant child care programs, with descriptions of other federal sources of funds, sample IV-A contracts, and a directory of relevant federal regional officials."

**Labor's Stake in Child Care, DCCDCA, 28 pp., Illustrated, $2.00 . . . "A pictorial precis of a labor/

day care conference held in Chicago in October 1972. A useful tool for initiating 'nonwage gains' with employers and among locals. Replete with suggestions for union action."

**Directory for the Child Care Advocate, DCCDCA, 1973, 62 pp., $3.00 . . . "A complete listing of national organizations and government departments concerned with legislation as it affects children" including contacts and phone numbers.

**The Woman Question in Child Care, Mamie Moore, DCCDCA, 1973, 27 pp., Illustrated, $2.00 . . . "spotlights the stake of women in the future of American society, the significance of child care in fulfilling their potential as citizens and individuals, and a challenge for women to unite as the force which will achieve a system of universally available child care services."

**How to Plan, Develop, and Operate a Day Care Center, Belle Evans, Beth Shub, and Marlene Weinstein, Beacon Press, 1971, 337 pp., $3.95 softcover . . . "In an undogmatic way, this book emphasizes alternative ideas and solutions appropriate for laypeople as well as professionals, to small parent cooperatives as well as federally funded enterprises. It contains practical information with excellent examples for daily planning, evaluation, and training courses."

**Day Care for Infants: The Case for Infant Day Care and a Practical Guide, E. Belle Evans and George E. Saia, Beacon Press, 1972, 216 pp., $6.95 hardcover . . . "A detailed guide to starting and operating a quality infant day care center, including regulations for licensing, suggestions on writing funding proposals and making budgets, selection of sites, and designing curricula."

**Planning A Day Care Center, DCCDCA, 1971, 21 pp., $1.50 . . . "All program aspects covered in an excellent outline of steps to be followed by groups in the planning process for day care."

**Day Care Proposal Checklist, Seattle-King County 4-C, 1972, reprinted by DCCDCA, 8 pp., 50 cents . . . "Most publicly funded child care programs face the problems of preparing effective proposals for funding. This checklist provides guidance in developing proposals and a final check that all of the necessary information has been included before proposals are submitted."

**How to Organize an Effective Parent Group and Move Bureaucracies, Coordinating Council for Handicapped Children, 1971, 112 pp., $1.50 . . . "Organization, leadership, lobbying, funding, relationships with professionals, students and volunteers, coalitions and sample ads, press releases, and other tools are the content of this excellent handbook for action-oriented parents' groups, developed by a group of parents of handicapped children."

**Children with Special Problems: A Manual for Day Care Mothers, Greater Minneapolis Day Care Association, Marilyn Dashe, Editor, 1972, reprinted by DCCDCA, 20 pp., $1.00 . . . "Good general and specific problem descriptions with direct methods of coping and helping children with: delayed development, orthopedic and medical problems, and speech, hearing and visual problems . . . highly recommended for those centers that need guidance in selecting and placing handicapped children into normal center settings."

**Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center, Ilse Mattick and Frances J. Perkins, DCCDCA, 1972, 42 pp., $1.75 . . . "includes an introduction which outlines their comprehensive premises for effective evaluation and their three-part evaluation model. They focus on physical, interactional, and program settings. Highly recommended."

**The Primer, National Capital Area Child Day Care Association, 1972, 30 pp., $1.50 . . . "This is an introduction to practical child development, especially designed for newcomers to work in day care centers."

**Liberating Young Children from Sex Roles: Experiences in Day Care Centers, Play Groups, and Free Schools, Phyllis MacEwan, The New England Free Press, 1972, Illustrated, 22 pp., 50 cents . . . "This consideration of sex stereotyping and the possibilities of breaking out to more freedom for children to develop their full human potential is couched in first-hand experience and filled with illustrative details from the play/learning world of children."

**Help: A Handbook for Child Care Workers, Friends of Day Care, Tulsa Metropolitan Ministry, 1972, 56 pp., Illustrated, $1.75 . . . "A fine example of community planning to aid day care programs . . . discusses language development, room arrangement, the full range of activities, and provides sample daily schedules and lists of materials, recipes, games and books . . . their efforts can help other day care givers in other locations."

**A Black Curriculum for Early Childhood Education: Teaching Units, Black Curriculum Development Project, University of Illinois, 1971, 187 pp., $4.00 . . . "Though this curriculum is aimed at primary school age children, its teaching units, suggested materials, and activities may be used for preschool or after school programs. Activities are planned to introduce children to the richness of African culture. Black media and language, Afro-American arts, and social studies. Goals, objectives, content outline, teaching procedures, and materials are provided . . ."

**The New Woman's Survival Catalog, Kirsten Grimstad and Susan Rennie, Coward, McCann and Geoghegan, order from Berkley Publishing Corp., 200 Madison A e., New York City, 1973, $5.00 . . . Worth every penny, including the fine section on day care groups, resources and general information that we didn't have the time or room to include. Get it!

Audio-Visual Materials:

Films for Children: A Selected List, New York Library Association, P.O. Box 521, Woodside, New York 11377. Updated periodically. Price:$1.00. "...an annotated list of films arranged by title, with an indication of their accessibility for children, criteria for selection, and methods of presenting film programs successfully."

**Child Care: The Quest for Quality, DCCDCA, Color filmstrip including a 33-1/3 record, a copy of the script and instruction sheets, approximately 16 mins., $5.00 . . . "a two part filmstrip that touches on a variety of issues revolving around quality child care, informative . . . thought-provoking. Extremely useful for discussion, orientation, training, evaluation, and a number of other information sharing situations. A must for groups involved in any aspect of child care."

**Day Care: Children's Liberation, Newsreel Collective, 26 W. 20th St., New York, N.Y. 10011, black and white, 15 min., rental $35, sale negotiable . . . a documentary of parents setting up a community day care center, along with a food co-op and clothing exchange. "Best of all is the sense of shared community and the commitment to use day care not as a way to dispose of children but to draw the family closer, changing the way of life of all concerned. Excellent for organizing." (Ms., 8/73)

**A Rural Child Care Program, The Kentucky Rural Child Care Project and DCCDCA, 54 frame color filmstrip including a 33-1/3 record, a copy of the script and instruction sheet, 1972, $5.00 . . . "The Rural Child Care Project is a model preschool program serving approximately 900 Appalachian children. This filmstrip focuses on two unique aspects of this program: social services for families and training of community recruited staff. The Project's Homemaker program provides in-depth, personalized services to the parents of the center's children in such areas as nutrition and health."

**Day Care: Springboard for Migrant Strength, Northwest Rural Opportunities and DCCDCA, 1972, color filmstrip including a 33-1/3 record, a copy of the script and instruction sheet. $5.00, filmed in Pasco, Wash. . . . "Using a six-county system of day care centers as a springboard, NRO is not only protecting and educating migrant children but drawing their mothers into careers. With family incomes thus somewhat stabilized, NRO reaches out to the fathers as well, helping them settle out of the migrant stream, become independent and take pride, with their children, in their Mexican heritage. The filmstrip, while focusing on the day care springboard, including its bicultural emphasis, moves out to encompass all the related aspects of the NRO program."

**Child Care: An Investment in the Community's Future, DCCDCA, 1973, color filmstrip including a 33-1/3 record, a copy of the script and instruction sheet, $5.00 . . . "Featuring the Parent Child Center in Greeley, Colorado, this filmstrip shows how parental, staff and community commitment have produced a beautiful developmental child care program for children of settled-out migrant families."

**Shiprock Day Care: Old Ways and New Horizons, Shiprock Day Care Program and DCCDCA, 69 frame color filmstrip, 33-1/3 record, script and instruction sheet, $5.00 . . . "the story of how a day care center began on a Navajo reservation in Shiprock, New Mexico . . . told mostly by the people themselves, the parent, care-givers, and of course, the children. It is a story of tradition and change, of hogans and houses, of shamans and Sesame Street, of a people's response and adaptation to the inevitable realities of urbanization."

Bibliographies:

Feminists on Children's Media, c/o D. Ross, Apartment 9k, 511 East 80th Street, New York, N. Y. 10020. ...for 25¢ and a self-addressed stamped envelope they will send you a comprehensive bibliography of non-sexist literature for children of all ages.

Bibliography of Child Care, Boston Area Child Care Action Group, 12 Glenwood Avenue, Cambridge, Massachusetts 02139. ...good resource for those interested in collective child care. Emphasizes creativity in adults and children.

Some Aids for Those Who Work with Infants and Toddlers, The Infant Care Project, University of North Carolina at Greensboro, Greensboro, North Carolina 27412. ...a bibliography of program aids, training materials, research papers, reports, and audio-visual materials on infant care, which can be ordered (cheaply) from the project.

Libros en Espanol: An Annotated List of Children's Books in Spanish, The New York Public Library, Office of Children's Services, 8 East 40th St., New York, N.Y. 10016, 1970, 50 cents . . . "more than 200 children's books in Spanish are listed in this comprehensive bibliography based on the New York Public Library's collection. Books are arranged by reader age with annotations in both Spanish and English."

**Multi-Ethnic Reading and Audio-Visual Materials for Young Children: Annotated Bibliography, DCCDCA, 1972, 25 cents . . . "lists according to ethnic groups (Black, Chicano and Indian), good reading and visual materials for reinforcing self-awareness and cultural pride in young children. The materials also serve to educate children in areas such as: math, color concepts, the alphabet, etc."

Resource Groups and Publications:

Day Care and Child Development Council of America, Inc., 1401 K St., N.W., Washington, D.C. 20005 (202) 638-2316 . . . "believes that quality child care services are a right of every child, of every parent, of every community." They bring relevant issues to the attention of the public through a variety of publications and "provide program support to local

communities interested in developing services for children." The Council is currently sponsoring a "Child Care '76" campaign, which is focusing on "community controlled quality child care services for all families who need or want them by the 200th anniversary of the founding of this nation 1976." The 3 phases of the campaign include petitions, making child care a 1974 congressional issue and making child care a national issue during the presidential campaign of 1976.

Students, parents, day care entrepreneurs and professionals comprise their membership. The ** resources in this section are pulled from their excellent bibliographic pamphlet "A Catalog of Publications -- Resources for Day Care." It is updated every six months and includes books, articles, and audio-visual materials on all aspects of day care: policy and organization, planning and operation, child development and equipment and facilities.

Liaison Committee for Child Care Centers in Higher Education, c/o Sue Brock, Coordinator, 1730 Scenic Ave., Berkeley, Calif. 94709 . . . a coordinating committee for campus-affiliated child care centers in California. Currently involved in drafting a state bill which would provide state funding for all of campus child care centers in California. Also offers excellent practical information on how to establish a day care center and how to evaluate an existing one (send $1.00 to cover xeroxing). Write them about starting a similar group in your state.

Women's Action Alliance, 370 Lexington Ave., Room 601, New York, N.Y. 10017 . . . "wants to provide useful tools and resources to women working to change their lives." They offer "a step-by-step description of the actual process of opening a child care center" for $1.00. The Early Childhood Project of the Alliance has developed "a non-sexist early childhood program consisting of a curriculum guide, educational materials, and parent-teacher consciousness-raising techniques." This excellent packet is available for 25 cents.

Presbyterian Institute for Human Development, Inc., Child Care Information Center, 4820 US Highway 42, Louisville, Kentucky 40222, 502/425-0900. ...compiles extensive lists of jobs in child care which are circulated in March and November of each school year. The Institute also disseminates information of knowledgable people through cassett tapes on a wide variety of child care associated topics such as handicapped children, sexism, racism, bilingual children, adopted children, foster children, and single parents.

MOMMA, The Organization for Single Mothers, 926 Marco Place, Venice, California 90291. ...approximetely 500 women in the Los Angeles area who meet to share feelings and ideas about child care, housing, job resources, etc. They publish a newspaper and offer an information packet on how to start a group in your community.

The Working Mother, Maternal Information Service, Inc., Suite 1E, 46 West 96th Street, New York, N.Y. 10025 212/865-2563. ...lively, informative, hard-hitting newspaper written by working mother Helen Borel. Packed with useful info.

The Black Child Development Institute, 1028 Connecticut Avenue, NW, Washington, D.C., 202/659-4010....provides direct technical assistance to child care programs and devotes efforts to research and public policy issues

Lollipop Power, Box 1171, Chapel Hill, North Carolina 27514 . . . is a women's group that writes, illustrates and publishes books for the "liberation of young children from sex stereotyped behavior and role models."

The Feminist Press, SUNY College at Old Westbury, Box 334, Old Westbury, Long Island, New York 11568 (516) 333-7800 . . . non-sexist literature.