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Good References on Day Care.

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This annotated bibliography, with about 70 entries, deals with many facets of day care programs. Citations are divided by the following subjects: day care guides and standards, environmental standards, education and child development, social services, health and nutrition, training of staff, parent involvement, administration and coordination, and evaluation. Copies of the publications listed can be obtained by writing directly to the publishers of these materials. The mailing address is included in the bibliographic reference. Free copies are indicated in some entries. Some prices are also listed. (JS)

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**good
references
on
DAY
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Federal Panel
on
Early Childhood

July 1968



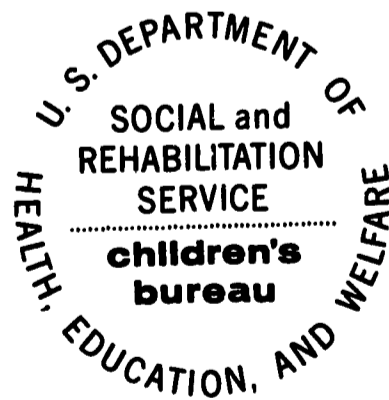
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Federal Panel
on
Early Childhood



July 1968

The Federal Panel on Early Childhood was established in April 1968 to guide the development of preschool and day care programs. Creation of the panel is the first step in coordinating and improving all early childhood programs financed by Federal funds. The Panel is also responsible for developing the Federal standards on day care (Federal Interagency Day Care Requirements).

The Panel consists of representatives of the Department of Agriculture, the Department of Housing and Urban Development, the Department of Labor, the Office of Economic Opportunity, and the Department of Health, Education, and Welfare. Coordinator and Chairman of the Panel is Jule M. Sugarman, Associate Chief of the Children's Bureau, Social and Rehabilitation Service, Department of Health, Education, and Welfare.

Copies of the publications listed in GOOD REFERENCES ON DAY CARE can be obtained by writing directly to the publishers of these materials. The mailing address is included in the bibliographic reference. Where free copies are available, this is indicated; if for sale, the price is listed when known. Most of the magazine articles referred to can be found in libraries.

CONTENTS

I. DAY CARE GUIDES AND STANDARDS	1
II. ENVIRONMENTAL STANDARDS	3
III. EDUCATION AND CHILD DEVELOPMENT	5
IV. SOCIAL SERVICES	9
V. HEALTH AND NUTRITION	10
VI. TRAINING OF STAFF	12
VII. PARENT INVOLVEMENT	15
VIII. ADMINISTRATION AND COORDINATION	19
IX. EVALUATION	22

I. DAY CARE GUIDES AND STANDARDS

Boguslawski, D. B.: GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1966. 100 pp. \$2.50.

Describes the purposes and program of a day care center, the roles of various types of staff members, housing and equipment needed, the sources of financial support, and the importance of a State licensing law.

DAY CARE: AN EXPANDING RESOURCE FOR CHILDREN. Booklet J-51. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1965. \$1.50.

A collection of papers by various authors on the needs of day care, the incorporation of the professional and the parent in day care, and guides for family day care.

DAY CARE SERVICES. Children's Bureau Publication 420. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1965. 62 pp. Free.

This pictorial pamphlet describes the variety of services for children who must be cared for outside their homes for part of the day. It describes why day care services are needed; where, when, and how they should be developed; and what supplementary and supportive services should be required.

PARENT AND CHILD CENTERS: A GUIDE FOR THE DEVELOPMENT OF PARENT AND CHILD CENTERS. Office of Economic Opportunity, Parent and Child Centers, 1200 19th Street, N.W., Washington, D.C. 20506. 1967. 112 pp. Limited free supply.

OEO has organized a pilot program of Parent and Child Centers, its goals being to serve families in acute areas of poverty. Although the communities have already been selected for these programs, this manual offers a wealth of guidance and informational materials to anyone interested in child care services. Publications and sources of further information are cited in the extensive bibliographical section at the end.

STANDARDS FOR DAY CARE SERVICES. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1960. 106 pp. \$1.50. (Revised version to be completed in 1968.)

These standards are intended to show how to improve daytime settings for young children; the role of various workers, the health program, buildings, and equipment are discussed in detail. This book has been supplemented by the recent **GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN** (see Boguslawski).

Various States throughout the country have adopted excellent day care standards. These standards may be obtained from the respective State welfare departments. Three examples of good day care standards adopted by States can be found in California, Maryland, and New York. For additional references on day care, write to the Library of Congress, Washington, D.C. 20540.

II. ENVIRONMENTAL STANDARDS

Boguslawski, D. B.: **GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN.** Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1966. 100 pp. \$2.50.

Describes the purposes and program of a day care center, the roles of various types of staff members, housing and equipment needed, the sources of financial support, and the importance of a State licensing laws.

Chase, William W., and Berson, Minnie: **Planning Preschool Facilities.** AMERICAN EDUCATION, 1965, 3, 2-7 (December-January).

Those responsible for preschool education must take into consideration the added benefits that can come to children having their first school experiences in appropriate surroundings. This article is based on a conference of experts in the fields of child development, school administration, architecture, and education. This would be valuable for any community planning day care centers.

Deutch, Martin, Nimnicht, and others: **MEMORANDUM ON FACILITIES FOR EARLY CHILDHOOD EDUCATION.** Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022. 1966. 40 pp.

This booklet explains in detail those problems to consider when designing or remodeling a child development center. Also contains helpful information--such as height of tables and shelves, amount of feet per child, number of sanitary facilities, and uses of various facilities.

EQUIPMENT AND SUPPLIES: GUIDELINES FOR ADMINISTRATORS AND TEACHERS IN CHILD DEVELOPMENT CENTERS. Office of Economic Opportunity, 1200 19th Street, N.W., Washington, D.C. 20506. 1965. 16 pp. Limited free supply.

Pamphlet contains guidelines for equipment and supplies in a child development center. Includes ideas for improvisation, making best use of existing materials, and suggested materials and quantity estimates for a class unit.

Haase, Ronald: DESIGNING THE CHILD DEVELOPMENT CENTER. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968. 23 pp. Limited free supply.

Overview of the importance of designing an environment which facilitates and stimulates learning for the child, his family, and the staff. Includes both new and renovated examples.

HOUSING FOR EARLY CHILDHOOD EDUCATION: CENTERS FOR GROWING AND LEARNING. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. 1968. 185 pp. \$1.50.

Descriptive and philosophical articles on housing facilities for early childhood education. In addition to articles are graphic sketches and illustrated descriptions of these facilities both in the United States and in other countries.

Peet, Anne: HELPS FOR PARENTS IN HOUSING. The Play Schools Association, 120 West 57th Street, New York, New York 10019. 1967. \$0.75 per portfolio.

Seven "how-to-do" leaflets in a portfolio show parent groups how to organize play programs for their own and neighborhood children. Procedures of incorporation, fundraising, budgeting, and other steps are carefully explained. Particularly helpful for after school, holiday, and vacation care of schoolage children.

III. EDUCATION AND CHILD DEVELOPMENT

Boguslawski, D. B.: GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1966. 100 pp. \$2.50.

Describes the purposes and program of a day care center, the roles of various types of staff members, housing and equipment needed, the sources of financial support, and the importance of a State licensing law.

Caldwell, Bettye M., and Richmond, J. B.: Programmed Day Care for the Very Young Child: A Preliminary Report. JOURNAL OF MARRIAGE AND THE FAMILY, 1964, 26, 481-488.

A center set up at the State University of New York, Syracuse, studied the effects of giving quality day care to children from 6 months to 4 or 5 years of age. This article contains plans for the daily program of the children and activities for the parents.

Cauman, Judith: A GOOD START IN HEAD START. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1966. 8 pp. Limited free supply.

A reprint of two articles from HEAD START NEWSLETTER-- "A Good Start in Head Start" and "The Last Day in a Head Start Program"--which outlines suggestions for a child's first and last day in a child development center.

Cracraft, Jane: Greeley's New Nursery School, Contemporary. HEAD START NEWSLETTER, 1967, 2, 6 (June). Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. Limited free supply.

This article (which is from THE SUNDAY DENVER POST of March 12, 1967) explains briefly the methods and program.

developed by Dr. Glendon Nimnicht. The school's goals include building a positive self-image, increase sensory and perceptual acuity, develop cognitive skills, and improve language skills.

DAILY PROGRAM I: FOR A CHILD DEVELOPMENT CENTER, 32 pp.; DAILY PROGRAM III: FOR A CHILD DEVELOPMENT CENTER, 48 pp. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1965. Limited free supply.

DAILY PROGRAM I briefly highlights the aims and expectations of young children and gives guidelines for organizing the education component to best meet these aims.

DAILY PROGRAM III, prepared jointly with the Office of Education, outlines in more specific detail the daily program with suggestions for indoor and outdoor activities, adult-initiated and child-initiated activities, mealtime, and naptime. This booklet also contains an extensive bibliography of future resources for planning a daily program.

Dittmann, Laura /Editor/: EARLY CHILD CARE: THE NEW PERSPECTIVES. Atherton Press, 70 Fifth Avenue, New York, New York 10011. 1968. 400 pp. \$8.95. (In press; possible release in September 1968.)

A collection of papers by persons involved in research and theory relating to the first 3 years of life. Contains practical program suggestions, a report of child care programs abroad, a summary of research studies currently underway in the United States, and implications for program development. Contributions by R. S. Lourie, A. E. Marans, and D. Meers of Children's Hospital, Washington, D.C.; L. B. Murphy, S. Provence, B. Caldwell, E. Pavenstedt, H. Robinson, and P. Meubauer of universities and research institutions; L. Gerwitz, C. Chilman, and L. J. Yarrow of the U.S. Department of Health, Education, and Welfare.

Gibbons, Ira L., D.S.W.: DAY CARE: A MENTAL HEALTH INTERVENTION. District of Columbia Tuberculosis Association, 1714 Massachusetts Avenue, N.W., Washington, D.C. 20036. 1968. 6 pp.

This article, reprinted from CHILD WELFARE, describes a preschool program for disadvantaged children and their families and stresses the self-concept of the child and constructive involvement of parents.

Gordon, Ira J., and Lally, Ronald: INTELLECTUAL STIMULATION FOR INFANTS AND TODDLERS. University of Florida, College of Education, Institute for the Development of Human Resources, Gainesville, Florida 32601. 1967. 90 pp.

When viewed as play, the learning games in this booklet became an enjoyable experience for mother, father, and child. Education in this framework is not always a formal activity, but the day-to-day give-and-take of people. Would be of value to parents, day care mothers, and workers concerned with stimulating the mental development of deprived children.

Murphy, Lois Barclay: The Consultant in a Day Care Center for Deprived Children. CHILDREN, 1968, 15, 97-102 (May-June).

Describes the many ways a child development consultant can work with the staff and children in a day care center to enrich the program.

Provence, Sally A.: GUIDE FOR THE CARE OF INFANTS IN GROUPS. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1967. 104 pp. \$2.50.

An indispensable guide based on the simple thesis: Infants should be well cared for. It provides, in relatively compact form, essential information about infant development, care, and nurture with special reference to providing these in a group setting. The special chapters addressed to program planners and those who take care of infants are unique.

Tarney, Elizabeth Boak: WHAT DOES THE NURSERY SCHOOL TEACHER TEACH? National Association for the Education of Young Children, 1629 21st Street, N.W., Washington, D.C. 20009. 1965. 48 pp. \$1.00.

Discusses some ways and means of teaching young children to be happy with people, to enjoy the world around them, and to be creative and constructive.

TEACHING THE DISADVANTAGED YOUNG CHILD: A SELECTION OF 15 ARTICLES FROM THE MAGAZINE YOUNG CHILDREN. National Association for the Education of Young Children, 1629 21st Street, N.W., Washington, D.C. 20009. 1966. 128 pp.

These articles discuss theories in the field of education of deprived children and their application to program planning, descriptions of the kinds of experiences appropriate to these children, and reports of successful projects in various parts of the country.

Witmer, Helen L. Editor: ON REARING INFANTS AND YOUNG CHILDREN IN INSTITUTIONS. Children's Bureau Research Reports 1. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1967. 90 pp. Free.

Although the distinguished panel discussed the care of infants and young children in institutions, much of what is said has significance for the care of infants in day care in groups.

IV. SOCIAL SERVICES

CHILD WELFARE SERVICES. Children's Bureau Publication 406. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1963. 40 pp. Free.

Child welfare services are social services for troubled children and children in trouble. These services are provided by child welfare workers in communities where children live. They include services to the child in his own home, protective services to neglected and abused children, homemaker services, day care services, foster care, services to unmarried parents and their babies, and adoption services. These are the services needed in the community to backstop day care.

Glickman, Esther: Professional Social Worker With Headstart Mothers. CHILDREN, 1968, 15, 59-64 (March-April).

The Family Service of New Haven provided a social worker to work with a group of mothers of children enrolled in a Head Start nursery school in New Haven, Connecticut. Some changes occurred, but of 15 mothers eligible, only three were continuous attenders. The groups ended after 2 years when OEO funding was reduced.

HOMEMAKER SERVICE: HOW IT HELPS CHILDREN. Children's Bureau Publication 443. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1967. 24 pp. Free.

A practical method for strengthening a strained family circle exists in the community that provides homemaker service. Usually this service is sponsored by a public or voluntary welfare agency. The agency selects sympathetic, sensible women and trains them as homemakers who will be assigned to work with families needing help and to care for children in their own homes.

V. HEALTH AND NUTRITION

Dittmann, Laura (With the Committee on Day Care, Maternal and Child Health Section, American Public Health Association): CHILDREN IN DAY CARE--WITH FOCUS ON HEALTH. Children's Bureau Publication 444. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1967. 120 pp. Free.

This pamphlet attempts to identify principles to guide the healthy development of children in daytime programs. The special needs of certain ages and groups of children for day care--the infant and toddler, the preschool child, the schoolage child, the child with a handicap, children of migrant workers--are examined in some detail.

HEALTH SERVICES: A GUIDE FOR PROJECT DIRECTORS AND PERSONNEL. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1965. 72 pp. Limited free supply.

This manual outlines procedures to aid administrators and health personnel in planning and carrying out the health service goals of a child development center. Includes suggestions concerning utilization of existing community funds and services, followup care, and medical and dental care.

Hille, Helen M.: FOOD FOR GROUPS OF YOUNG CHILDREN CARED FOR DURING THE DAY. Children's Bureau Publication 386. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1960. 58 pp. Free.

This pamphlet not only considers the selection and serving of food but also stresses the importance of helping children to develop good eating habits and to have pleasant associations with food and eating.

NUTRITION: BETTER EATING FOR A HEAD START. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1965. 36 pp. Limited free supply.

Guidelines to aid in establishing a sound nutrition program for child development centers. Contains suggestions for meal patterns, size of servings, safety and sanitation, and psychological aspects of mealtime.

Pediatricians and Day Care of Children. NEWSLETTER (Supplement), November 15, 1966. American Academy of Pediatrics, Committee on Infant and Preschool Child, 1801 Hirman Avenue, Evanston, Illinois 60201. 4 pp.

This statement by the American Academy of Pediatrics on the medical aspects of day care services for children points to desirable goals for physicians who are involved in day care programs.

SUGGESTED GUIDELINES FOR EVALUATION OF THE NUTRITIONAL STATUS OF PRESCHOOL CHILDREN. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1966 (revised 1967). 41 pp. Free.

This publication is designed to help physicians and others concerned with the health of preschool children to include an assessment of children's nutritional status as a part of their medical evaluation or appraisal.

VI. TRAINING OF STAFF

CHILD CARE AND GUIDANCE: A SUGGESTED POST HIGH SCHOOL CURRICULUM. U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202. 1967. 49 pp. Limited free supply.

The 2-year program described here prepares persons to serve as teacher assistants, not as teachers or administrators. Graduates of the program will be ready to work under the supervision of qualified teachers in day care centers, nursery schools, kindergartens, and child development centers.

CHILD CARE SERVICES: A TRAINING GUIDE FOR USE IN THE AREA OCCUPATIONAL CENTER. The University of the State of New York, State Education Department, Bureau of Secondary Curriculum Development, Albany, New York 12224. 1966. 61 pp.

This study was prepared to assist teachers in training secondary school youth, out-of-school youth, and adults as nursery school aids in the area occupational center program. Job responsibilities are identified and subject matter outlined. Suggestions are included for classroom and work experiences, teaching resources, staffing, and facility needs.

Costin, Lela B.: Training Nonprofessionals for a Child Welfare Service. *CHILDREN*, 1966, 13, 63-68 (March-April).

This 3-year research project was based on two assumptions: (1) That an imperative first step in improving service today is a systematic analysis of the tasks in child welfare to determine those which the nonprofessional person can do effectively; and (2) that the licensing function can be used to raise the quality of care for large numbers of children. The performances of the tasks under study by the trainees were above the level required by the agencies.

Goldberg, Thelma: Social Work Students in Day Care Settings. CHILDREN, 1967, 14, 113-116 (May-June).

The day care center provides the social work student with an opportunity to see and take part in the ways the center and its clients are involved with the community, work with parents' groups, observe children, collaborate with teachers on children's difficulties, and undertake casework with members of the child's family.

Naylor, Naomi Le B., and Bittner, Marguerite: CURRICULUM DEVELOPMENT PROGRAM FOR PRESCHOOL TEACHER AIDES: FINAL REPORT. Southern Illinois University, Center for the Study of Crime, Delinquency, and Correction, Edwardsville, Illinois 62025. 1967. 82 pp.

A research report of a pilot program to develop a training model appropriate to unemployed youth and individuals who had only high school education or less. The report contains criteria for the selection of the trainee and the training program schedule.

NUTRITION: STAFF TRAINING PROGRAM. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1967. 12 pp. Limited free supply.

This pamphlet explains how all staff members can be incorporated into and participate in the development of a high quality nutrition and food program. It outlines guidelines for nutrition for administrators, teachers, and food service personnel with a listing of resources, aids, and techniques. Also available is a series of nutrition booklets on buying guides and recipes, training parents and nonprofessionals, and a booklet for the use of the trained nonprofessional.

POSITION DESCRIPTION FOR NEW CAREERS: ENTRY LEVEL. University Research Corporation, New Careers Development Program, 1424 16th Street, N.W., Washington, D.C. 20036. 1968. 121 pp.

Contains a collection of position descriptions intended to assist in the job development phase of New Careers Program under the U.S. Department of Labor, Manpower

Administration, Bureau of Work Training Programs. (See Chapter II, Education-Public School, School Day Care Aide; Chapter IV, Social Services.)

PREPARING FOR EMPLOYMENT IN CHILD CARE SERVICES IN PENNSYLVANIA SCHOOLS. Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126. 1966. 58 pp. \$0.25.

This bulletin is for teachers, administrators, vocational directors, advisory committee members, and others interested in starting a child care and development center and for training students to work with young children in nursery or pre-kindergarten schools, Head Start programs, day care centers, recreation programs, summer camps, private homes, and institutions.

VOLUNTEERS IN THE CHILD DEVELOPMENT PROGRAM. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968. 40 pp. Limited free supply.

This booklet is a guideline for administrators and other staff and policy advisory committee members who are responsible for planning and carrying out the volunteer program. Recruitment, interview, orientation and training, and effective usage of volunteers are some of the topics covered.

VII. PARENT INVOLVEMENT

Corrado, Joseph: **THE FAMILY HOUR IN A DAY CARE CENTER.** Play Schools Association, 120 West 57th Street, New York, New York 10019. 1965. 4 pp. \$0.25.

A reprint of an article from **DAY CARE NEWS** which reports on a project in which parents participated in the creative activities of children and staff.

DAY CARE: AN EXPANDING RESOURCE FOR CHILDREN. Booklet J-51. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1965. \$1.50.

A collection of papers by various authors on the needs of day care, the incorporation of the professional and the parent in day care, and guides for family day care.

DAY CARE FOR OTHER PEOPLE'S CHILDREN IN YOUR HOME. Children's Bureau Publication 412. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1964. 17 pp. Free.

Tells women who do not have access to the help of social agencies how to give the best care possible to boys and girls they take into their homes.

DAY CARE FOR YOUR CHILD IN A FAMILY HOME. Children's Bureau Publication 411. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1964. 14 pp. Free.

For many children who must be away from their own home for daytime care, the best place is a family day care home supervised by a social agency. For other children, a day care center is the most suitable solution. But since such services are not available in all communities, this pamphlet has been prepared to help the mother who

may need daytime care away from home for her child. It suggests various ways of finding out whether or not supervised day care facilities are available in the community. If the mother must begin a search for a daytime home for her child, various factors that she should consider are suggested.

Draper, B. T. /Editor/: PARENT PROGRAMS WORKBOOK. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968. 10 pp. Limited free supply.

Suggests ways for programs to involve parents in planning classroom activities as well as programs for their own enrichment. Contains criteria for evaluating their effectiveness.

Fitzpatrick, Bea: THE ROLE OF THE PARENT COORDINATOR. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968. 4 pp. Limited free supply.

This reprint from HEAD START NEWSLETTERS briefly outlines suggestions, guides, and qualifications for the duties of the parent coordinator.

Friedlander, David: CLIENT INVOLVEMENT IN THE PUBLIC WELFARE SYSTEM: COMMUNICATION AND PARTICIPATION TECHNICAL ASSISTANCE PROJECT. American Public Welfare Association, 1313 East 60th Street, Chicago, Illinois 60637. 1967. 27 pp.

This pamphlet deals with the avenues for increasing the communication and participation of the poor in welfare programs, including day care.

Gibbons, Ira L., D.S.W.: DAY CARE: A MENTAL HEALTH INTERVENTION. District of Columbia Tuberculosis Association, 1714 Massachusetts Avenue, N.W., Washington, D.C. 20036. 1968. 6 pp.

This article, reprinted from CHILD WELFARE, describes a preschool program for disadvantaged children and their families and stresses the self-concept of the child and constructive involvement of parents.

Harm, Mary Jay: HOW TO ENCOURAGE AND USE PARENTS ON ADVISORY BOARDS. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968. 4 pp. Limited free supply.

This reprint of two articles from HEAD START NEWSLETTER outlines guidelines, suggestions, and ideas for encouraging parent participation at the decision-making level.

Kraft, Ivor, and Chilman, Catherine S.: HELPING LOW-INCOME FAMILIES THROUGH PARENT EDUCATION: A SURVEY OF RESEARCH. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1966. 70 pp. Free.

In 1963 the Child Life Studies Branch of the Children's Bureau conducted an informal survey on parent education among low-income families in an effort to shed light on the promising as well as nonpromising aspects of programs then underway in various parts of the country. The authors present their objective findings in this publication and then accompany these findings with a discussion of their possible significance and implications.

Piers, Maria: HOW TO WORK WITH PARENTS. Bulletin 5-1121. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611. 1955. 42 pp.

A handbook for teachers, counselors, and administrators in elementary and high school, but offering valuable guidance for personnel working with parents of children of all ages. Offers suggestions for defining parents' and teachers' roles, methods of establishing communication, and special problems such as the rejected child and hostile feelings within children.

PROCEEDINGS OF THE CHAPEL HILL WORKSHOP FOR DAY CARE ADMINISTRATORS, PRESENTED BY SCHOOL OF SOCIAL WORK, UNIVERSITY OF NORTH CAROLINA AND NORTH CAROLINA STATE DEPARTMENT OF PUBLIC WELFARE IN COOPERATION WITH THE EXTENSION DIVISION, UNIVERSITY OF NORTH CAROLINA. University of North Carolina, Extension Division, Chapel Hill, North Carolina 27514. 1967. 57 pp.

These proceedings include excellent articles on parent involvement, use of volunteers, and evaluation of day care programs. Also contains a brief--but adequate--bibliography of references for day care administrators.

Shoemaker, Louise Proehl: PARENT AND FAMILY-LIFE EDUCATION FOR LOW-INCOME FAMILIES. Children's Bureau Publication 434. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1965. 66 pp. Free.

This publication presents principles and guides in family-life education for low-income families. Programs serving low-income families can make family-life education an integral part of their activities.

SOURCES OF INFORMATION AND ASSISTANCE: A GUIDE FOR PARENTS AND THOSE WHO WORK WITH YOUNG CHILDREN. Cornell University, New York State College of Home Economics, Department of Child Development and Family Relationships, Ithaca, New York 14850. 1968. 26 pp. \$0.35.

A booklet of guide and references where information about a variety of topics, including child development, education, day care, parental guidance, and family crises, can be obtained. For use by teachers, administrators, and parents.

WHAT IS GOOD DAY CARE? Children's Bureau Folder 53. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1964. 11 pp. Free.

Good day care must be "far more than a caretaking service." This folder outlines answers to various questions which should be asked by all users of day care services, by all individuals interested in the day care of children outside of their own homes, by all communities interested in planning for services for families.

VIII. ADMINISTRATION AND COORDINATION

CHILD DEVELOPMENT: SUMMARY OF THE CHILD DEVELOPMENT TASK FORCE REPORT. U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. 1968. 24 pp. Free.

The Task Force on Child Development for 1968 was established to review existing Federal programs for children and make legislative and administrative recommendations on health, education, and welfare programs for children. This summary of the Task Force report was published to stimulate wider discussion on how to promote development of every child to his full potential.

DAY CARE: AN EXPANDING RESOURCE FOR CHILDREN. Booklet J-51. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. 1965. \$1.50.

A collection of papers by various authors on the needs of day care, the incorporation of the professional and the parent in day care, and guides for family day care.

DAYTIME PROGRAMS FOR CHILDREN: BASIC GOALS AND COMMON ELEMENTS. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1967. 8 pp. Free.

This statement is designed for use by a wide variety of agencies and organizations responsible for the operation of daytime programs for children. These programs include child development centers, day care centers, day nurseries, nursery schools, family day care homes, and Head Start programs.

DETERMINING FEES FOR DAY CARE SERVICES. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1964. 14 pp. Free.

This pamphlet serves as a guide to agencies furnishing day care services in setting fees for parents. The use of a sliding scale in arriving at amount charged, the determining of minimum and maximum fees, periodic evaluation of fees set, etc., are all basic aspects of the administrative process of the agency. The pamphlet gives examples of various methods for working out fees, costs of services, etc.

FEDERAL FUNDS FOR DAY CARE PROJECTS. U.S. Department of Labor, Washington, D.C. 20210. 1967. 36 pp. Free.

Lists for each Federal Government agency that administers grants or loans for day care projects the statutory authority, eligibility requirements, proportion of Federal funds that may be granted or limit on funds that may be lent, review procedure, and source of further information.

PROCEEDINGS OF THE CHAPEL HILL WORKSHOP FOR DAY CARE ADMINISTRATORS, PRESENTED BY SCHOOL OF SOCIAL WORK, UNIVERSITY OF NORTH CAROLINA AND NORTH CAROLINA STATE DEPARTMENT OF PUBLIC WELFARE IN COOPERATION WITH THE EXTENSION DIVISION, UNIVERSITY OF NORTH CAROLINA. University of North Carolina, Extension Division, Chapel Hill, North Carolina 27514. 1967. 57 pp.

These proceedings include excellent articles on parent involvement, use of volunteers, and evaluation of day care programs. Also contains a brief--but adequate--bibliography of references for day care administrators.

A REPORT OF A CONFERENCE ON DAY CARE AND THE WORKING MOTHER. AFL-CIO, Amalgamated Clothing Workers of America, Baltimore Regional Joint Board, Health and Welfare Fund, the Board of Trustees, 1505 Eutaw Place, Baltimore, Maryland 21217. 1967. 56 pp.

Reports on a 1-day conference held June 17, 1967, which was called to explore many aspects of day care needs of children of working mothers in Baltimore.

REPORT OF A CONSULTATION ON WORKING WOMEN AND DAY CARE NEEDS. U.S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, Washington, D.C. 20210. 1968. 86 pp. Free.

This report highlights a 1-day meeting of representatives of national organizations and government agencies who discussed the magnitude of need and proposal to expand day care services.

SOURCES OF INFORMATION AND ASSISTANCE: A GUIDE FOR PARENTS AND THOSE WHO WORK WITH YOUNG CHILDREN. Cornell University, New York State College of Home Economics, Department of Child Development and Family Relationships, Ithaca, New York 14850. 1968. 26 pp. \$0.35.

A booklet of guide and references where information about a variety of topics, including child development, education, day care, parental guidance, and family crises can be obtained. For use by teachers, administrators, and parents.

WORKING MOTHERS AND THE NEED FOR CHILD CARE SERVICES. U.S. Department of Labor, Women's Bureau, Washington, D.C. 20010. 1968. 20 pp. Free.

A well documented and current presentation of the continually increasing trend for mothers to work, with its corollary need for expanded day care.

IX. EVALUATION

A GUIDE FOR TEACHER RECORDING IN DAY CARE AGENCIES. Booklet J-17. Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010. Revised 1965. 24 pp. \$0.60.

A booklet outlining the "why's," "how's," and "what's" of recordkeeping in a day care operation. This material would be applicable to any type of day care setting (family day care, group home day care, or center day care) and would be of valuable assistance to administrators and teachers.

Prescott, Elizabeth: A PILOT STUDY OF DAY CARE CENTERS AND THEIR CLIENTELE. Children's Bureau Publication 428. U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Children's Bureau, Washington, D.C. 20201. 1965. 40 pp. Free.

This readable research report considers some of the more subtle elements in a center offering care to young children. Although aimed at day care centers, the way in which teachers function and the impact of climate in the center on the child and the ideas behind the study are thought-provoking.

PROCEEDINGS OF THE CHAPEL HILL WORKSHOP FOR DAY CARE ADMINISTRATORS, PRESENTED BY SCHOOL OF SOCIAL WORK, UNIVERSITY OF NORTH CAROLINA AND NORTH CAROLINA STATE DEPARTMENT OF PUBLIC WELFARE IN COOPERATION WITH THE EXTENSION DIVISION, UNIVERSITY OF NORTH CAROLINA. University of North Carolina, Extension Division, Chapel Hill, North Carolina 27514. 1967. 57 pp.

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