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ABSTRACT

This report describes and anlayzes the second year operations of an ongoing successful parent initiated and directed nursery school. Included are: (1) a brief review of relevant issues in early childhood education, such as parent participation and community control in education; (2) a short history of the program's inception and early development; (3) an analysis of the second year operations; and (4) research findings and conclusions. Appendices include several articles describing the Community Cooperative Nursery School, child behavior rating scales and an inventory of attitudes of family life and children. (Author/MS)

# FINAL REPORT

## RESEARCH ON A COMMUNITY-INITIATED PRESCHOOL PROGRAM

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## 1. INTRODUCTION

This report describes and analyzes the second year operations of an ongoing successful parent initiated and directed nursery school. Included are:

- a brief review of relevant issues in early childhood education, such as parent participation and community control in education
- a short history of the program's inception and early development
- analysis of the second year operations
- research findings and conclusions

It is expected that analysis of the difficulties and successes of this program will contribute to the development of a model for similar programs in other communities.

## 2. EARLY CHILDHOOD EDUCATION

In recent years, the importance of preschool programs has been well established. The evidence has become increasingly compelling that we have greatly underestimated the young child's ability to learn. The number of private nursery schools has grown to meet the demands of those who can afford high costs. If the years before five or six are important for the intellectual and emotional growth of all children, they are critical for children from culturally deprived areas who are likely to experience difficulties when they enter the public school system. The major attempt to reach children of residents who cannot afford the high tuitions of private nursery schools has been the Head Start Project.

The primary emphasis has been on intense intellectual stimulation and greater emotional security for the child before he reaches public school age.

Secondary consideration has been given to the inclusion of parents as observers or assistants in the preschool program. Many educators attribute the child's growth problems to parental inadequacies, and thus strongly recommend the inclusion of parents in the educational process. According to Maccoby and Zellner (1970), parent involvement has been a goal of many Head Start centers. In some states, the parent participation preschool has become a popular program. Generally, these schools are private or directed by the local public school district. The parents usually observe or assist in the school once a week. In some instances, they attend meetings in which teaching

techniques are explained.

The early reports on parent participation (Marshall, 1960; Robinson, 1965; Schwartz, 1965; Shaffer, 1965; Babitz, 1966; Pickarts, 1966) were generally favorable. Their conclusions were based on parents' reports of accentuated security and self-confidence, and increased awareness of parents' role in the education of their children. A detailed research project by Dr. Hazel Leler (included in this report) suggests enhanced intellectual growth for culturally deprived children attending a parent participation preschool.

Another potential value of parent involvement is pointed out in a particularly interesting study by Dr. Susan Gray (1966). For three summers, she and her associates worked intensively with some poor children in Tennessee. In addition to the gains made by the experimental children, she noted an exciting side effect. One year after termination of the program, the control group of children, who had not had special attention, caught up with the experimental group which had retained its gains. This was not true of a second control group in a distant but similar community. Furthermore, intellectual gains were also marked in younger siblings of the experimental children. This unexpected "diffusion effect" was the impetus for another study. In this study, preschool children and their siblings whose mothers observed in the school once a week are being compared with children whose mothers had little contact with the school. It is expected that the added dimension of parent involvement will enhance the "diffusion effect" so that the former group will show even greater gains.

Thus, awareness of the potential intellectual ability of the young child was the prime motivating force for the development of preschool programs. Emphasis on the significance of parental influence on the child led to the establishment of some programs which included the parent. And, we are now becoming attuned to the impact that such programs may have on the community at large.

As parents have become more aware of the value of early childhood education, many have chosen to take an active role in nursery school planning. In some communities, pa. its have taken the initiative of forming cooperative preschools where they have the power to direct school policy. This development has not been possible in communities lacking resources, such as money and the necessary skills. In economically deprived areas, nursery school programs have generally been introduced by outside agencies and researchers, or have been initiated and controlled by the local school district. Parents are sometimes included, but they have little voice in the educational philosophy and operations.

The program to be described in this report was designed to educate the young child, to involve the parents, and, hopefully, to have a positive influence on the community. It is unique because it was initiated by members of a minority community who also wanted to have a more active role in the education of their children. However, they could not afford expensive nursery school tuitions. Through government grants, they have been able to put their plan into practice. To succeed, the parents had to assume the inherent responsibilities which accompany the power of self-determination. They accepted the difficult task of acquiring the skills necessary to direct their nursery school. Among other things, they had to learn to work cooperatively with one another, to deal with uncooperative members, to get support from the community, to hire employees, and to assist the teachers they hired.

## 3. HISTORICAL REVIEW

One of the early research programs designed to determine the value of parent participation was begun in Palo Alto, California in the fall of 1966 when Dr. Hazel Leler opened the Belle Haven Preschool for culturally disadvantaged families. This project was established for a two year period. The consequence of this program went beyond the benefits derived by the children enrolled. Perhaps of greater import was the stimulus it provided for the initiation of the Community Cooperative Nursery School (CCNS). At the end of the two year project, some of the mothers refused to accept the dissolution of the nursery school. They approached the Mental Research Institute (MRI) for help in writing a proposal for the establishment of a preschool to be developed and operated by the parents. The Office of Economic Opportunity saw merit in the investigation of a community initiated and directed preschool. Minority group parents interested in having a greater say in school policy and orientation now were to have the opportunity to actively direct their program.

The parents' dream was to have a school that served not only their children, but their children's children as well. With financial resources temporarily secured, the parents now had to learn all the skills necessary to fulfill their dream. They came to rely heavily on the volunteer assistance of Counterpart, a black-white community supported action organization.

The Community Cooperative Nursery School actually began operations in March of 1969. It opened its doors to 30 children and their parents in an atmosphere of utter confusion. The first year's success was a tribute to the mothers who sustained operations despite numerous hardships and difficulties. The school was moved three

times until it finally found amiable quarters in the Holy Trinity Episcopal Church in Menlo Park, California. Problems with the white director could not be resolved, and, upon her resignation, the mothers hired a black director and two new teachers (one black and one white). Organizational by-laws and regulations were developed, as well as enrollment forms, trip forms, medical forms, etc. Mothers' meetings, general business meetings, and board meetings were instituted. In retrospect, Mrs. Frances Oliver, President of the Board of Directors, has often stated that "We didn't really know what we were doing!"; and yet they somehow managed to do it all quite well.

During the first year, the mothers began the process of acquiring the necessary organizational skills, but something more important occurred. It is one thing to tell people that they now have the power to run their own program; it is another thing, though, for people who have not had this power before to believe and accept this fact. By the end of the first year, after many large and small crises, the parents seemed to accept the idea that this was indeed their nursery school. The awareness that they really had major responsibility for the program existed when the school reopened in the fall of 1970.

The Community Cooperative Nursery School reopened its doors at the Trinity Episcopal Church in Menlo Park on September 9, 1970. Despite the drawbacks to this location, the mothers chose to remain because of the minimal rental fee and the cooperation of the minister in charge.

Several improvements were made. There are two separate classes, one for the three year olds and one for the four year olds. Last year the rooms were far apart from one another. This year the classrooms are adjacent. This new arrangement permits greater interaction between the two teachers, the parents and the children. Contributions from the mothers and members of the community have alleviated some of the other problems. Two hot plates are now available to heat water or treats. Storage compartments designed especially for preschool age children have been donated, and each child has some space he can call his own. The church built a small private office for the CCNS, where private and valuable information can be kept, and the mothers can have a room they can call their own. All other rooms are shared with church groups.

Two extremely critical periods were part of the growing pains of the second year.

A. An extremely disruptive problem became increasingly evident around May of 1970. The school was suffering from numerous internal problems, and having greater than expected difficulties in resolving even minor conflicts. Finally, the mothers gathered in private

session to express their views. They came to the conclusion that minor problems had exploded out of all proportion because of poor direction from their staff. The lack of communication resulted in rumors which were slowly eroding the cooperative principles on which the CCNS had been founded. The mothers saw the director and one of the teachers as the stopgaps to open interchange and cooperation. The result was the firing of the black director and the black teacher in June, 1970. In turn, the teacher filed suit against the school. This action is still pending.

Nevertheless, it appeared as if this unfortunate incident served to strengthen the CCNS's organization, and the mothers united to solidify their program. The resolution of this power struggle over whether the school was to be staff-controlled or parent-dominated reinforced the feeling that this was a parent-run program; neither black nor white employees would rule against the parents' will. In addition, it opened new, direct lines of communication among the participating mothers. Cognizant of the importance of good staff-parent relations, as well as instructional skills, the hiring board (an advisory group to the Board of Directors) sought a new teacher before September, 1970. They selected a white applicant, who was accepted by the Board of Directors.

In this context, it should be noted that the mothers (with invited consultants from MRI, Counterpart, and the Trinity Church) conducted the hiring interviews with impressive expertise. After a general summary of the operation and orientation of their school, they asked each applicant general questions about her educational background, philosophy of early childhood education, licensing, etc. Then the mothers presented typical school problems, and requested the applicant to explain in detail how she would handle the situation. This seemingly simple procedure most strikingly illustrated the value of all the mothers' meetings, child psychology classes, and classroom participation. The mothers' increased self-confidence, language facility, and knowledge was clearly evident.

B. Unfortunately, the program did not go as smoothly as hoped because of an unfortunately-timed crisis which occurred a few months after the school reopened. Just as the mothers were finally becoming a truly cohesive action-oriented group, one mother's personal emotional problems nearly destroyed the entire project. During a well-attended, constructive mothers' meeting, this mother became abusive and threatening. No physical encounter occurred, but the fear instilled by this woman resulted in the resignations of several parents, and eventually of the two teachers. The school was closed for several days for a cooling-off period, and when it reopened the white participants decided not to return despite the resignation of the offending member. At the request of the membership, Mr. Kemp Miller, of Counterpart, attended the school each day until the parents

were assured that the environment was safe. Here again, it should be emphasized that the CCNS was generally viewed with such positive feelings that despite potential risk, most of the members returned to see that it succeeded.

One of the teachers, Mrs. Pat Kennedy, remained at the school until two new teachers, one white and one black, could be employed in February, 1971. Later in this report, we will detail the many ways in which this community nursery school inspired and educated its membership; however, it is most appropriate to point out one example at this time. The new black teacher was previously a participating mother in the CCNS. She was encouraged by her involvement to resume her education, and has now qualified for a provisional credential to teach in a children's center. She is one of several mothers who re-entered school to further their education, and now serves as a successful model.

The Community Cooperative Nursery School has a current enrollment of 30 children from 25 families (80% black, 20% white). During the months from September through January (1970-1971), 42 children have attended the school for some period of time. Families have departed for varying reasons. A few left during the emotional crisis, but most left because of relocation to another community, prolonged illness, or inability to attend meetings. The mothers have objected to personal questionnaires as an invasion of privacy, thus there is no way to accurately determine the number of siblings who might also benefit from their parents' involvement in the program. We do know that the number of children per family ranges from one through ten.

During the first year and until June, 1970, the preschool met four mornings each week; however, during the remaining months of the project, sessions from 9:00 a.m. to 12:00 are held five mornings a week. There is interest in opening afternoon classes if funds can be obtained.

Generally, four mothers attended each day and assisted in classroom activities, prepared snacks, and cleaned up. The new teachers have introduced greater flexibility into the daily program, permitting intensive interaction between the two classes, the teachers, and the parents.

The school has continued to operate since the end of the project year (extended from December 31, 1970 to March 31, 1971). Private foundation funds have been secured for present support.

4. INSTRUCTIONAL ACTIVITIES AND ORIENTATION

Both of the present teachers maintain that development of a positive self image is essential for learning. The child should view himself as an individual with self-respect and respect for others. The program is designed to increase the child's awareness of himself, his surroundings, and the impact he can have on his environment. Difficult activities are graded so that each child may experience success before he advances to the next stage. Using the principles of social learning theory, there is a concerted effort to praise each child for whatever ability he demonstrates during a task, interacting with his peers, the adults and teachers. Maladaptive behaviors are not punished. When no other individual is endangered, inappropriate behavior is ignored and attention is refocused on more positive interaction or activity. The overall philosophy might be summarized as stressing the learning of concepts which will enable the child to deal with his world, using positive reinforcement in the learning process to enhance the awareness of individual worth.

Each aspect of the program detailed below uses this philosophy as its guideline.

A. Language Development:

There is special effort made to encourage the children to express verbally their ideas, desires and frustrations. To encourage verbalization and independence, the children are often given the option of choosing between one of several activities. The child is given an active part in deciding much of his daily routine, and has to communicate his desires. During snack time, rather than give each child his treat, the child must request his choice. In addition to the necessary language facility required, the child again determines his fate, and must consider the desires of the children yet to be served. Language development is therefore an integral part of all activities, although no special time is devoted to this skill alone.

B. Concept Formation:

The teaching of concept formation is an integral part of all activities, but special attention is focused in this area during a period of picture identification and inference. During this activity, the teachers stress concepts such as: seasonal changes, day and night, size and space, distance and size constancies. The children are then encouraged to make up stories about the pictures to express their creative impulses in free and constructive ways. During "picture identification time," numbers are taught and related to

objects and people. Snack time is used in a similar fashion. The children count the number of children in attendance, the number of children, or boys or girls, who have milk or juice. They show great enthusiasm as they count the number of boys with brown eyes, or girls with pink ribbons. In this playful atmosphere, they learn to count, group similar items, discriminate colors and shapes.

Interspersed in all these activities is the learning of left-right progression, recognition and naming of letters, and some recognition of words.

C. Following Directions:

It is almost impossible to detail the exact moments when a specific skill is being emphasized, but in addition to each new concept, the children are learning to pay attention and follow simple directions. Examples given by the teachers illustrate the many skills taught at one time. "Take the top cup and pass the rest to the right," and "Cut out three orange objects" are two illustrations. As the children respond to the teachers' requests, they are also learning "top" as differentiated from "middle" or "bottom," left from right, colors, numbers, shapes, etc.

D. Physical Activity:

Again, many aspects of growth are evident in the period allotted for large muscle activity. Children learn how to balance, and how the body may function as a tool to perform many acts. Some of the games include balance boards, stepping on stones, finding hidden objects on the jungle gym.

The child learns about directions when the teacher wonders, "Who will run to the right?" and "Who will run to the left with two hands up?" A simple game such as "Simon Says" reinforces awareness of one's own body, the numbers, the sets (e.g. boys vs. girls), and the colors.

E. Positive Self-Concept:

Positive self-image is an underlying goal of all activities, but special emphasis is placed in this area in games such as tracing each child's body, and emphasizing the positive image produced.

F. Emotional Control:

Emphasis is placed on verbal expression of anger or frustration. Children are encouraged to tell another child or an adult

that he does not like something, rather than to hit or be silent or withdraw. Physical punishment is prohibited in the school. The adults model appropriate behavior.

G. Getting Along with People who are Different from Oneself:

The teachers model cooperation between people of different races with varying skills and competence that no words or stories could ever accomplish. In addition, many of the children have seen the transition of a participating mother to a full-time teacher, respected by the other mothers and her teaching colleague. By example, they learn the value of education and cooperation.

H. Program Schedule:

The actual program schedule is usually as follows:

| | |
|---|---|
| 8:30-9:30 | Children and parents arrive.* Children are free to enter either classroom or to play outside. If no adult is outside, they must ask an adult to go with them. Several activities are set up up in each room. The majority of parents must leave with the school bus for lack of other transportation, and meetings are too infrequent to discuss daily plans and problems. Thus, this is also the time for discussion between teachers and participating parents. |
| 9:30-10:00 | Group activity. Arts and crafts. |
| 10:00-10:30 | Outside activities (weather permitting). |
| 10:30-11:00 | Snack time: Numbers, set theory, colors, shapes, concepts. Assertive and sharing behavior. |
| 11:00-11:30 | ABC's, songs, story time, pictures (illustrating size, numbers, names, concepts), body image. |
| 12:00 | Departure.* |

*The school bus is too small to accomodate all the children and parents at one time. Two trips are made. Therefore, some children come earlier and others leave later. This inconvenience requires greater flexibility in the very early and late parts of each session.

5. OUTSIDE ACTIVITIES

Many of the nursery school activities take place outside of the classroom sessions. These functions are considered an essential part of the program, and have been given increasing emphasis as the program has developed.

A. Parent-Teacher Meetings:

Last year parent attendance at weekly meetings was a continual problem. Recent attempts to overcome this difficulty have been successful so far. It was deemed more important than holding frequent meetings to gather as many parents as possible at one time. Teachers and parents now meet once a month either in the afternoon following the school session or during the evening. Parents are invited to attend both meetings, but are expected to be present at one or the other. Potluck dinners are served at evening meetings. Attendance has increased to the point where nearly 100% of the membership gathers at one of the two meeting times. For the first time in the history of the CCNS, some fathers have begun to take an active interest. One father participates during the day, but most are attracted by the excellent food prepared by the mothers. It is hoped that the interest of these fathers will stimulate others to become more involved.

During the meetings, the parents and teachers discuss the ways in which the mothers might best assist the staff, and how they might implement more effective child-rearing practices in their school and homes. The transfer of learning to the home environment has been facilitated by a new approach employed by the teachers. Children are occasionally given small projects to complete at home and return to school. This is done to motivate the parents (including the fathers) to take a greater interest in their children's activites.

These meetings are especially important because they permit open communication between teachers and parents away from the busy classroom schedule.

B. Adult Education:

During the fall of 1970, the psychology staff, Drs. Smith and Davies, conducted a class in child psychology at the Holy Trinity Church. Fifteen CCNS parents who enrolled received credit for their participation from Canada Junior College. Social learning principles were taught with special emphasis on the importance of positive reinforcement and modeling behavior. Enthusiasm for the class may best be gauged by the many requests for its repetition next year. At this time, a few of the mothers are attending other extension courses held at the Veterans Hospital in Menlo Park.

C. Mothers' Activities:

In addition to assisting the teachers during class sessions, mothers are active in typing notices, cleaning, preparing educational materials, and attending community meetings and workshops. Each of the mothers contributes money for snacks and prepares them on her participation day. The fine planning and thrift demonstrated by the mothers reserved sufficient funds to sustain operations without additional funding for two additional months after the federal grant was extended.

D. Board Meetings:

Meetings of the executive officers and other members of the Board are held regularly once a month and more often when necessary.

E. General Business Meetings:

Once a month the mothers convene without staff members to discuss general school business, finances, and any problems. It is hoped that this provides an opportunity for the general membership to get to know one another better and work cooperatively without outside assistance.

F. Fund Raising:

The mothers have participated in a number of activities in order to raise funds. At the annual San Mateo County Fair, they set up a booth for the sale of Christmas toys, decorations and cards which they had designed and manufactured. Several of the mothers attended luncheons and teas to describe their program and interest potential donors. Some of the mothers work with the Counterpart volunteers when soliciting funds from foundations or businesses. The mothers are still quite nervous about these presentations, but it should be noted that the highlight of a MRI program about its many research projects was the speech delivered by Mrs. Frances Oliver, President of the CCNS. "Like most quiet women," she said, "I never thought that what I did could matter to anyone else. But I have found that what I do is important. Never again will I doubt myself as a person." This enthusiasm and self-confidence was evident when the mothers welcomed a reporter from a local newspaper who publicized the CCNS in its issue of March 3, 1971, (see Appendix I.), and again when they described their program to a researcher from the American Institutes for Research (see Appendix II.). They are hopeful that this publicity will assist in fund-raising operations.

G. Outside Trips:

The nursery school has made trips to a pumpkin farm, a Christmas tree farm (where they selected trees for their classrooms), the San Francisco Zoo, San Gregorio Beach, a local fire station, a nearby zoo, the local library, Foothill Park in Palo Alto (for an Easter egg hunt), and on a sightseeing train ride. Distant trips are planned about once a month, but short local nature walks are a weekly occurrence.

H. Special Events:

The CCNS serves many functions. One that should not be overlooked is the increasing contact and communication engendered by the parents' common interest in their children. Although the majority of the participants live in East Palo Alto or East Menlo Park, they often had little opportunity to get to know one another. One gauge of the communal spirit arising from their joint efforts is the number of parties and picnics that have been organized. In good weather, families have sometimes planned weekend outings in a local park. More often, social events center around birthday parties, showers or going-away parties. The success of these events was the stimulus for the potluck parents' meetings.

I. Outside Visitors:

Publicity from MRI (see Appendix III.), Counterpart, newspaper articles, and by volunteers, staff and mothers has aroused interest in the activities of the nursery school. The mothers have often given tours and program descriptions to visitors. School guests quickly sense the enthusiasm of the mothers, who hope that their program will inspire others to make similar attempts in their communities.

J. Guest Speakers:

On occasion, professional members of the community have spoken to the parents. A pediatrician from the East Palo Alto Neighborhood Health Clinic presented an overview of the services available to residents and answered questions concerning health, birth control practices, and maternity care. To allay fears about a new child who might be subject to convulsions, a registered nurse was invited to discuss the problem and its management. In the near future, the mothers plan to invite a public school administrator to discuss issues in education, in particular, the role parents may play in the improvement of their local school system.

K. MRI Activities:

MRI staff have provided expertise in matters of child development and psychology, consulted on organizational processes, publicized the project, and, generally, supported the mothers' efforts. Within the framework of non-interference, MRI has been available to guide and advise the mothers. It is clearly understood that the Community Cooperative Nursery School is a community effort.

6. PERMANENT LOCATION

Efforts toward raising funds for a permanent location are continuing. A unique, highly adaptable building designed by a volunteer architect especially for preschoolers has been off the drawing board for some time, but construction has been temporarily delayed. A vital component of future planning is the assurance of a stable source of income for operating expenses. An advisory board composed of businessmen, professionals, and community members is now being formed. It is hoped that this board will function to help the mothers raise sufficient funds to build their "dream" schoolhouse and obtain yearly funding.

7. RESEARCH FINDINGS AND CONCLUSIONS FOR BELLE HAVEN PRESCHOOL

A. Belle Haven Preschool Follow-Up Testing:

There are two separate research components included in this project. The major portion is devoted to follow-up testing of the graduates of the Belle Haven Preschool Compensatory Education Program directed by Dr. Hazel Leler from the Fall of 1966 through the Spring of 1968. These students were retested during the summer of 1969, and again during the summer of 1970, to assess the effectiveness of the program as the children continued their education. The following report submitted by Dr. Leler reviews the results of the second year of follow-up testing when the children had completed the first grade.

B. Report of Dr. Hazel Leler:

In the fall of 1966, the Belle Haven Preschool Project opened under the sponsorship of the Mental Research Institute and with financing under the California State Department of Education compensatory education funds. The focus of the research was upon parent participation. This was one of the very few projects focusing upon the parent participation aspect. Fifty children and

their families were enrolled in the program. Half of these families were assigned by random stratification to the Intensive Participation Group, which meant that the mothers were expected to participate in the preschool program weekly and attend a weekly parent education class. The children of these mothers are referred to as $C_i$. The other half of these families were assigned to the Minimal Participation Group, which meant that the mothers were expected to participate in the preschool program monthly and attend a monthly parent education class. There was no control group of families in which no parent participation was expected. This would have been desirable, but the compensatory programs in California were expected to have some parent participation, so that our research plan had to compare intensive with minimal participation. The preschool program itself was an enrichment program which was rather eclectic. It followed regular nursery school programs in some respects and free play activities were an integral part of the program. An emphasis was placed upon activities stimulating language and cognitive development and enhancing self-concept, although these activities for the most part were not formally structured. They were integrated into the program atmosphere of learning by doing, exploring, socializing. A heavy emphasis was also placed upon techniques of behavior modification, especially reinforcement and extinction. Social rewards, not food or other material rewards, were used.

Historical Review. The program was conducted for 8 months during the school year 1966-67. During the summer of 1967, the funds from the California State Department of Education were cut and research funds were secured from the Head Start Research office of the Office of Economic Opportunity in Washington, D.C. The program was then conducted for 8 months during the second school year 1967-68. The children were 3 years of age when the program opened. The same children, for the most part, were continued in the program for two years until they reached 5 years of age and were expected to enter kindergarten. Because of the loss of some children during the first year of the program, additional children were enrolled in the program during the second year. Followup-testing was done during the summer of 1969, one year after the end of the program after the children completed kindergarten. Followup-testing was also done during the summer of 1970 after the children completed first grade. Followup studies are planned during each summer as long as the sample of children available is adequate and as long as the results are valuable for research interpretation. The followup studies are crucial because any type of compensatory or enriched preschool program must demonstrate its effectiveness through the maintenance of its gains over a period of years.

Tests. The principal tests have been the Stanford-Binet, Form L-M, and the Peabody Picture Vocabulary Test. Seven tests have been administered to the preschool children in the two experimental

groups: Fall, 1966 pre-test; February, 1967 mid-test; June, 1968 post-test; Fall, 1967 test; Summer, 1968 test; Summer, 1969 test; and Summer, 1970 test. The Illinois Test of Psycholinguistic Abilities was used as a post-test at the end of the two year program in 1968 to compare the two experimental groups. Achievement tests are also considered crucial. It is a common finding that gains made on the Stanford-Binet disappear by the Third Grade and experimental and control groups show no differences on this test by that time. However, David Weikart of Ypsilanti, Michigan, discovered that achievement tests show larger gaps between the two groups with each succeeding year. Metropolitan Readiness Test results were obtained from the school district which were given in 1969 as the children completed kindergarten. Stanford Achievement Test results were secured from the school district which were given in the spring of 1970 as the children were completing first grade.

Sibling Test. Siblings were included in the testing because of the following rationale: The program treatment of both experimental groups of children in the preschool was the same except for the difference in parent participation. Therefore, most of their treatment was the same. This investigator believes that the value of the parent participation should be revealed not only by the ways in which the gains of these children are maintained after the two year program ends, thus showing the parents' ability to maintain them when the enriched program was not in effect, but that what the parents gained from the program would also be demonstrated in the effects upon siblings who did not experience the enriched program itself. Therefore, one-to-two siblings have been tested in most of the families. Achievement test results have also been obtained for siblings from the school district.

C. Data Analysis and Statistical Procedures:

While the program was in progress, the California State Department of Education advised the use of Chi Square to compare test results. The original proposal had specified a series of matched t tests. Lee Cronback has advised the use of the sign test, a non-parametric procedure, because of the nature of the data. The two experimental groups were originally set up by random stratification based on Stanford-Binet IQ results, sex, race, socio-economic status, education of mother, and presence of father in the home. The two groups were therefore originally equated on Stanford-Binet results. As the program progressed, some subjects were lost and with these shifts, the initial equality of the two groups underwent changes every time a subject was lost. These shifts in composition of the experimental groups have continued so that each time post-test results are reported, results of the original pre-tests are reported for the sample remaining. With these shifts in subjects, the sign test is advised as the method of analysis.

The following was the procedure followed: pre-test scores for the subjects were divided into four intervals and then plotted against post-test scores. The median post-test of each interval was plotted and a best-fit line made based upon these medians. The number of subjects scoring above this best-fit line was counted for the two experimental groups and a two-way Chi Square analysis was used to compare the two groups. This analysis does not consider the magnitude of the post-test scores and magnitude of gains and is thus not a very powerful test of significance. The mean test results and gains are reported for the two experimental groups and the principle comments and evaluation will be made on the basis of these.

D. Interpretation of Stanford-Binet Test Results:

Stanford-Binet results are reported for the two experimental groups of preschool children in Table I. Some comments and interpretation will be made of these results.

During the first four months of the program, the children made considerable gains, a mean of 15.42 IQ points for the entire group. The difference between the two groups, 4.11, is considerable but not significant. At the end of eight months, additional gains were made, totaling 18.18 for the entire group. This investigator knows of no other research program which has made gains of this magnitude. The $C_i$ (Intensive Participation Group) and the $C_m$ (Minimal Participation Group) made 20.12 and 16.24 mean IQ point gains respectively, a difference of 3.88 points.

During the four months of the summer of 1967 when the program was not in session, the scores decreased, fairly equally for the two groups. The loss was about two-thirds of the gain made during the previous year.

During the second year, the children again made gains although not as great as in the preceding year. The $C_m$ made slightly larger gains than the $C_i$ but the differences are insignificant. Apparently, the presence of the mother in the program made the greatest differences in the first few months, although interpretation must be guarded since differences are not significant. The children enrolled during the second year only made spectacular gains similar to those made during the first year. However, the group of children enrolled for the second year only is small.

During the 1968-69 school year, the two groups were in kindergarten and they were retested during the summer of 1969. For the children enrolled both years, the scores declined somewhat and the

two groups were practically equal in standing and in decline. For the children in the program for the second year only, there were shifts. The $C_i$ group declined but still maintained a final mean above the $C_m$ group. For the two groups combined, the $C_i$ maintatined a very slight edge over the $C_m$ group which is meaningless. For all intents and purposes, the two groups are equal in standing. For the two groups and for the groups combined, there is still an appreciable overall gain, with the research project children still testing considerably above the pre-test scores and maintaining at least half of the gains made in the program.

During the 1969-70 school year, the two groups were in the first grade and they were retested during the summer of 1970. For the children enrolled both years, the scores declined a little further. The mean overall gain was larger for the $C_m$ group than for the $C_i$ group, but not significantly so. For the children in the program for the second year only, the $C_i$ group declined more than the $C_m$ group, (-6.20 as compared with -.40), but the mean overall gain of the $C_i$ group was still larger. Differences were not significant. For the two groups combined, there was still more decline for the $C_i$ group than for the $C_m$ group and the mean overall gain since the original test was a little larger for the $C_m$ group. Differences however were not significant.

Although the differences between the two groups are not significant with the limited type of analysis and significance test used, the results do show that the mothers' participation apparently made the most difference in the first four months and secondly in the first eight months. The program itself for both groups was so intensive that the difference in mother participation could not be observed subsequently or it had little effect in relation to the overall richness of the program. In addition, it should be pointed out that even the Minimal Participation Group of mothers participated a sizeable number of hours. Intensive mothers were expected to participate and attend class weekly, the minimal mothers monthly, but this was not always possible. The difference between the two groups was not great as it should have been. For example, during the first eight months, the Intensive Group mothers participated an average of 74.65 hours and the Minimal Group mothers participated 25.12 hours. Furthermore, the teachers were instructed to attempt to cover the same material in the classes with both groups. This resulted in a very intensive class for the Minimal Group. Home visits for the two groups of families were held the same as much as possible and the program for the children was the same. These two factors also militated against qualitative program differences. This points up the importance of a control group with no parent participation for better comparison purposes.

Nevertheless, this investigator believes that the value of this program can be ascertained by looking at the gains for the entire group. The mean gain for the entire group from 1966 to 1970 has changed from 87.31 to 94.24, an overall gain of almost 7 IQ points. If these children had not been in a preschool program, their scores would probably have decreased overall rather than increased. Their gains are impressive in comparison with other programs. Apparently, parent participation is of value, whether intensive or minimal. A further important aspect of this program is that the parents themselves realized the values of the program to the extent that they determined to continue the program themselves after the initial research program ended, thus reflecting their increased motivation and stimulation. The mothers who participated in the Intensive Group were those primarily responsible for continuing the program.

Table I

STANFORD-BINET TEST RESULTS

A. Gains at Mid-Term, February, 1967

| | $C_i$ | $C_m$ | Ungrouped |
|---|---|---|---|
| Number (n) | 21 | 22 | 43 |
| Mean pre-test, Fall, 1966 | 85.62 | 88.00 | 86.84 |
| Mean mid-test, Feb., 1967 | 103.14 | 101.41 | 102.26 |
| Mean Gain (in 4 months) | +17.52 | +13.41 | +15.42 |

B. Gains at Year End, June, 1967

| | $C_i$ | $C_m$ | Ungrouped |
|---|---|---|---|
| Number (n) | 17 | 17 | 34 |
| Mean pre-test, Fall, 1966 | 86.24 | 88.47 | 87.35 |
| Mean post-test, June, 1967 | 106.35 | 104.71 | 105.53 |
| Mean Gain (in 8 months) | +20.12 | +16.24 | +18.18 |

C. Loss During 4 Months Summer Vacation, 1967

| | $C_i$ | $C_m$ | Ungrouped |
|---|---|---|---|
| n | 18 | 18 | 36 |
| Mean, June, 1967, test | 104.83 | 103.50 | 104.17 |
| Mean, Fall, 1967, test | 94.50 | 92.61 | 93.56 |
| Mean Loss | -10.33 | -10.89 | -10.61 |
| Mean previous year gain | +17.28 | +16.06 | +16.67 |
| Overall Gain | + 6.95 | + 5.17 | + 6.06 |

D. Gain During Second Year, 1967-68

| | $C_i$ | $C_m$ | Ungrouped |
|---|---|---|---|
| (Children Enrolled Both Years) | | | |
| n | 19 | 18 | 37 |
| Mean, Fall, 1967, test | 94.47 | 92.61 | 93.57 |
| Mean, June, 1968, test | 101.58 | 103.44 | 102.49 |
| Mean Gain | + 7.11 | +10.83 | + 8.92 |
| Mean Overall Gain (in 2 years) | +13.16 | +16.00 | +14.54 |
| (Children Enrolled 2nd Year Only) | | | |
| n | 6 | 6 | 12 |
| Mean, Fall, 1967, test | 84.00 | 85.33 | 84.67 |
| Mean, June, 1968, test | 104.67 | 91.83 | 98.25 |
| Mean Gain | +20.67 | + 6.50 | +13.58 |
| (2 Groups Combined) | | | |
| n | 25 | 24 | 49 |
| Mean, Fall, 1967, test | 91.96 | 90.79 | 91.47 |
| Mean, June, 1968, test | 102.32 | 100.54 | 101.45 |
| Mean Gain | +10.36 | + 9.75 | +10.06 |

Table I (Continued)

E. Gain or Loss During Third Year While Children in Kindergarten

| | $C_i$ | $C_m$ | Ungrouped |
|---|---|---|---|
| (Children Enrolled Both Years) | | | |
| n | 18 | 17 | 35 |
| Mean, June, 1968, test | 101.50 | 104.35 | 102.89 |
| Mean, Summer, 1969, test | 96.83 | 99.41 | 98.09 |
| Mean Loss | - 4.67 | -4.94 | - 4.80 |
| Mean Overall Gain | + 8.44 | +10.88 | + 9.63 |
| (Children in Second Year Only) | | | |
| n | 5 | 5 | 10 |
| Mean, June, 1968, test | 104.20 | 91.80 | 98.00 |
| Mean, Summer, 1969, test | 97.60 | 92.60 | 95.10 |
| Mean Loss or Gain | - 6.60 | + .80 | -2.90 |
| Mean Overall Gain | +16.60 | +7.00 | +11.80 |
| (2 Groups Combined) | | | |
| n | 23 | 22 | 45 |
| Mean, June, 1968, test | 102.09 | 101.50 | 101.80 |
| Mean, Summer, 1969, test | 97.00 | 97.86 | 97.42 |
| Mean Loss | - 5.09 | - 3.64 | - 4.38 |
| Mean Original Score | 86.78 | 87.86 | 87.31 |
| Mean Overall Gain | +10.22 | +10.00 | +10.11 |

F. Gain or Loss During Fourth Year While Children in First Grade

| | $C_i$ | $C_m$ | Ungrouped |
|---|---|---|---|
| (Children Enrolled Both Years) | | | |
| n | 18 | 17 | 35 |
| Mean, Summer, 1969, test | 96.83 | 99.41 | 98.09 |
| Mean, Summer, 1970, test | 92.94 | 97.06 | 94.94 |
| Mean Loss | -3.89 | -2.35 | -3.14 |
| Mean Overall Gain | +4.56 | +8.53 | +6.49 |
| (Children in Second Year Only) | | | |
| n | 5 | 5 | 10 |
| Mean, Summer, 1969, test | 97.60 | 92.60 | 95.10 |
| Mean, Summer, 1970, test | 91.40 | 92.20 | 91.80 |
| Mean Loss | -6.20 | - .40 | -3.30 |
| Mean Overall Gain | +10.40 | +6.60 | +8.50 |
| (2 Groups Combined) | | | |
| n | 23 | 22 | 45 |
| Mean, Summer, 1969, test | 97.00 | 97.86 | 97.42 |
| Mean, Summer, 1970, test | 92.61 | 95.95 | 94.24 |
| Mean Loss | -4.39 | -1.91 | -3.18 |
| Mean Original Score | 86.78 | 87.86 | 87.31 |
| Mean Overall Gain | +5.83 | +8.09 | +6.93 |

E. Interpretation of Peabody Picture Vocabulary Test Results:

The results of the first Peabody Picture Vocabulary Tests are confused somewhat because part of the pre-tests were given in June, 1966 and part were administered in the fall. Some changes in the months before the program opened were possible, in fact, these scores probably would drop somewhat. However, the two groups can be compared because 7 subjects in each group had the pre-tests administered in the fall. Results are shown in Table II.

Mid-test results in February, 1967 show a gain of 5.50 points for the $C_i$ group and a loss of 4.73 for the $C_m$ group, an interesting result. Thus, the $C_i$ group went from 75.20 to 80.70 while the $C_m$ group was almost the reverse, from 80.18 to 75.45. By the post-test in June, 1967, the $C_m$ group had recovered most of this loss and the two groups made similar overall gains in the first 8 months. During the summer, the $C_i$ group continued to gain but the $C_m$ group declined very slightly, so that by the fall of 1967 there was a difference of 3.99 in gain. Since the $C_i$ group was initially lower, the two groups stood about the same.

During the second year of the program, additional gains were made. The $C_i$ group made somewhat greater gains. For the children enrolled only the second year, the $C_m$ group made the largest gains, a very different result from that on the Stanford-Binet test, in which the $C_i$ group gains were much larger. However, the second year group is small.

During the third year while the children were in kindergarten, the children enrolled both years made slight declines. The second year children showed gains, especially in the $C_i$ group. For the two groups combined, the standing in 1969 was about the same for the two groups and the difference in gain was only 2.33 in favor of the $C_i$ group.

During the fourth year while the children were in the first grade, the children in the $C_i$ group made a decline whereas the $C_m$ group made a slight gain. For the two groups combined, the overall gain from 1966 to 1970 is somewhat larger for the $C_m$ group than for the $C_i$ group. No differences are significant.

These results are similar to those for the Stanford-Binet in some ways, but differ in others. Gains are more gradual and so are losses after the end of the program.

Table II

PEABODY PICTURE VOCABULARY TEST RESULTS

A. Gains at Mid-Test, February, 1967

| | $C_i$ | $C_m$ |
|---|---|---|
| n | 20 | 22 |
| Mean Pre-test, Summer, 1966 | 75.20 | 80.18 |
| Mean Mid-test, February, 1967 | 80.70 | 75.45 |
| Mean Gain or Loss (after 4 months program) | +5.50 | -4.73 |

B. Gains at 8 Months Post-Test, June, 1967

| | $C_i$ | $C_m$ |
|---|---|---|
| n | 17 | 17 |
| Mean Pre-test, Summer, 1966 | 76.47 | 81.12 |
| Mean Post-test, June, 1967 | 82.82 | 85.59 |
| Mean Gain (after 8 months program) | +6.35 | +4.47 |

C. Loss During 4 Months Summer Vacation, 1967

| | $C_i$ | $C_m$ |
|---|---|---|
| n | 19 | 18 |
| Mean, June, 1967, test | 84.16 | 86.94 |
| Mean, Fall, 1967, test | 87.26 | 86.67 |
| Mean Gain or Loss | +3.11 | - .28 |
| Overall Gain or Loss | +10.32 | +6.33 |

D. Gain During Second Program Year, 1967-68

| | $C_i$ | $C_m$ |
|---|---|---|
| (Children Enrolled Both Years) | | |
| n | 19 | 17 |
| Mean, Fall, 1967, test | 87.26 | 88.29 |
| Mean, June, 1968, test | 95.16 | 93.94 |
| Mean Gain | +7.89 | +5.65 |
| Mean Overall Gain (in 2 years) | +18.21 | +12.88 |
| (Children Enrolled 2nd Year Only) | | |
| n | 6 | 6 |
| Mean, Fall, 1967, test | 71.83 | 73.50 |
| Mean, June, 1968, test | 86.17 | 91.50 |
| Mean Gain | +14.33 | +18.00 |
| (2 Groups Combined) | | |
| n | 25 | 23 |
| Mean, Fall, 1967, test | 83.56 | 84.43 |
| Mean, June, 1968, test | 93.00 | 93.30 |
| Mean Gain | +9.44 | +8.87 |

Table II (Continued)

E. Gain or Loss During Third Year While Children in Kindergarten

| | $C_j$ | $C_m$ |
|---|---|---|
| (Children Enrolled Both Years) | | |
| n | 18 | 17 |
| Mean, June, 1968, test | 93.72 | 93.94 |
| Mean, Summer, 1969, test | 90.56 | 92.88 |
| Mean Loss | -3.17 | -1.06 |
| Mean Overall Gain | +13.61 | +11.82 |
| (Second Year Children) | | |
| n | 5 | 5 |
| Mean, June, 1968, test | 86.20 | 93.40 |
| Mean, Summer, 1969, test | 93.80 | 93.60 |
| Mean Gain | +7.60 | + .20 |
| Mean Overall Gain | +23.60 | +19.00 |
| (2 Groups Combined) | | |
| n | 23 | 22 |
| Mean, June, 1968, test | 92.09 | 93.82 |
| Mean, Summer, 1969, test | 91.26 | 93.05 |
| Mean Loss | - .83 | - .77 |
| Mean Overall Gain | +15.78 | +13.45 |

F. Gain or Loss During Third Year While Children in First Grade

| | $C_j$ | $C_m$ |
|---|---|---|
| (Children Enrolled Both Years) | | |
| n | 18 | 17 |
| Mean, Summer, 1969, test | 90.56 | 92.88 |
| Mean, Summer, 1970, test | 87.28 | 95.53 |
| Mean Loss or Gain | -3.28 | +2.65 |
| Mean Overall Gain | +10.33 | +14.47 |
| (Second Year Children) | | |
| n | 5 | 5 |
| Mean, Summer, 1969, test | 93.80 | 93.60 |
| Mean, Summer, 1970, test | 82.40 | 89.60 |
| Mean Loss | -11.40 | -4.00 |
| Mean Overall Gain | -12.20 | +15.00 |
| (2 Groups Combined) | | |
| n | 23 | 22 |
| Mean, Summer, 1969, test | 91.26 | 93.05 |
| Mean, Summer, 1970, test | 86.22 | 94.18 |
| Mean Loss or Gain | -5.04 | +1.14 |
| Mean Original Test | 75.48 | 79.59 |
| Mean Overall Gain | +10.74 | +14.59 |

F. Interpretation of Metropolitan Readiness Test Results:

Test results are shown in Table III. These test results were secured from the Ravenswood School District which administered the tests in the classrooms. The $C_m$ group scored slightly higher than the $C_I$ group although the difference is insignificant. Both groups scored higher than a so-called control group made up of children enrolled in the preschool program during the first year but who attended only from 2 to 54 program days.

These results show that the children in the two experimental groups score about the same in the kindergarten on this test.

Table III

METROPOLITAN READINESS TESTS

Performed Near End of Kindergarten Year

| | n | Mean Score | Mean Letter |
|---|---|---|---|
| $C_i$ | 21 | 47.71 | C- |
| $C_m$ | 21 | 50.10 | C |
| Control Group* | 6 | 42.50 | D+ |

*This "control" group was composed of 6 children who attended the preschool program from 2 - 54 days during the first year, then dropped from the preschool program because of mother's working hours or other reasons for inability of mother to participate.

This Metropolitan Readiness Test is composed of 6 tests: Word Mean, Listening, Matching, Alphabet, Numbers, and Copying. It was administered to the children near the end of the kindergarten year by the Ravenswood School District.

G. Cooperative Primary Reading Test:

In May, 1970, as the experimental children were completing the first grade, the school district administered the Cooperative Primary Reading Test. The results are as follows:

| | $C_i$ | $C_m$ |
|---|---|---|
| n | 17 | 20 |
| Mean raw score | 24.00 | 20.95 |

There is a difference of 3.05 between the two groups in favor of the children whose mothers participated intensively but the difference is not significant. It is interesting to note that although the $C_m$ group in 1970 is slightly higher on the Stanford-Binet test (this group started higher in 1966), the $C_i$ group is slightly higher in the reading test. Neither difference is significant, however.

Information was obtained from the school district regarding mean raw scores for the 3 schools receiving Title I funds and for the 5 schools not receiving Title I funds. These results are given below for comparison with our two experimental groups.

| | Title I Schools | Non-Title I Schools |
|---|---|---|
| n | 398 | 317 |
| Mean raw score | 25.66 | 30.31 |

The children served in the experimental program were probably lower in socio-economic status than the majority of children served by the Title I schools, as well as the children served by the non-Title I schools, since the preschool served most of the children in welfare families falling within its entrance age range. Some of the non-Title I schools are in neighborhoods having a much higher socio-economic level.

H. Interpretation of Stanford-Binet Test Results for Siblings:

Test results are shown in Table IV.

The original plan proposed that from 1 to 2 siblings be tested in each family at the beginning of the program and periodically during and after the program. This is to determine saturation effects upon siblings which may be due to the mothers' participation. Since the siblings themselves were not enrolled in the program, any changes might be attributed to the efforts of the mothers in

the homes, although some might be due to the effects of the preschool child's enrollment.

The testing of siblings was handicapped by the fact that testers could not be secured in the fall of 1966 in enough numbers to test both the preschool children and their siblings before the program opened. The rate of payment allowed by the California State Department of Education was too low to meet local competitive rates. Later in 1968 when the rate of payment was increased, testers were secured more easily and testing was increased. The testing for 1966-67 was carried out over the school year and thus does not show increases which may be possible during the first few months of the program. Since the preschool children showed dramatic increases in the first few months, the siblings may also have shown some gains during these months. This may account for the fact that the $C_i$ siblings tested higher on the average at the beginning than the $C_m$ group.

The first testing then took place over the first year of the program and the second testing took place in the summer of 1968 when the program was ended. During this period of 1-2 years, the $C_i$ group gained 7.68 points and the $C_m$ group gained 3.68 points. The siblings were retested during the summer of 1969 and also during the summer of 1970. These results show that during the year the preschool program was not in session, both groups declined. By 1970, the mean scores are near those at the beginning. One might conclude from information from other experimental programs that had it not been for the program, these scores might have been considerably lower.

Table IV

STANFORD-BINET TEST RESULTS FOR SIBLINGS

| | $C_i$ Siblings | $C_m$ Siblings |
|---|---|---|
| Changes During Program, 1966-68 | | |
| n | 25 | 19 |
| Mean 1966-67 test | 94.60 | 87.32 |
| Mean 1968 test | 102.28 | 91.00 |
| Mean Gain (in 1 1/2 to 2 years) | + 7.68 | + 3.68 |
| Changes During Third Year, 1968-69 | | |
| n | 44 | 40 |
| Mean 1968 test | 100.00 | 92.88 |
| Mean 1969 test | 96.00 | 91.23 |
| Mean Loss | - 4.00 | -1.65 |
| Changes During Fourth Year, 1969-70 | | |
| n | 43 | 39 |
| Mean 1969 test | 96.53 | 90.64 |
| Mean 1970 test | 93.30 | 88.10 |
| Mean Loss | -3.23 | -2.54 |
| Overall Change for Those Children Tested Between 1966 and 1970 | | |
| n | 23 | 19 |
| Mean 1966-67 test | 93.43 | 87.32 |
| Mean 1970 test | 92.83 | 87.42 |
| Mean Change | - .61 | + .11 |

*The 1966-67 test was administered during the course of the school year after the preschool program had begun, thus the groups of siblings may have already made some gains. This is a reasonable assumption since the preschool children themselves made the most startling gains within the first 4 months.

I. Stanford Achievement Test Results for Siblings:

The school district usually administers the Stanford Achievement Test every year. In 1965 and 1966 most of these tests were administered in the fall of the year but beginning in 1967 most of them were given in May each year. Because the school district officials indicated to the preschool staff that these results would be available to the preschool project, no plans were made to include these tests in the testing program carried out by the preschool research staff. Reasons for this were financial limitations and test practice effects which would occur if both the school district and the preschool program administered these achievement tests. When the results were secured from the school district in 1967 for 1966, it was discovered that test results were available for only 14 siblings. This is unfortunate since pre-test results were necessary to determine relative gains for the two groups. In 1968, 1969, and 1970 test results are available for most of the siblings but since 1966 pre-tests are not available for comparison, the value of these is largely lost. Gains made by siblings might be expected in the early months of the program or in the first year, especially since this was the time in which the children participating in the program made their largest gains. A comparison was made of the achievement test results for May, 1970, to determine the relative standing of the two groups. Because the siblings are at different grade levels the raw scores could not be used for comparison of the two groups. The grade equivalent scores were used and the mean deviation from grade level was computed for each group. The results are as follows:

| | $C_i$ Siblings | $C_m$ Siblings |
|---|---|---|
| n | 24 | 23 |
| Mean deviation from grade level | -.004 | -.052 |

Thus, the two groups of siblings both stand roughly at grade level and there is not a significant difference between them.

8. RESEARCH FINDINGS AND CONCLUSIONS FOR COMMUNITY COOPERATIVE NURSERY SCHOOL

The original research plan was to make comparisons between changes in parents and children in the parent-initiated, directed and assisted CCNS and a children's center in the same community, initiated and

directed by the local school district for children of working mothers. The director of the children's center would not cooperate. In addition, it was clear that the families in the center were different from those in the CCNS. The members of the CCNS, although predominantly black, were not exclusively so; family composition, socio-economic factors and educational backgrounds varied considerably. No comparison nursery school could be found in this community.

A different attempt was made to obtain comparison data. It was hoped that each participating mother would locate another parent with a child of preschool age for comparison. Previous experience had made it clear that no research could be initiated until all mothers were informed of its general purpose and assured that no harm would result. Every attempt was made to obtain respectable evaluation data within the confines of parental acceptance and cooperation. Thus, the formal research plans could not be enacted during the early weeks of the school year while the mothers organized. It took several weeks before enrollment was completed. As soon as possible, a mothers' meeting was called to discuss research plans. The parents were extremely cooperative, and the teachers agreed to inform the research staff immediately if any problems arose, so questions and confusion could be cleared without delay.

The CCNS mothers had difficulty convincing others to participate. Nonetheless, research was begun with the hope that comparison families would be located. There was speculation that difficulty in obtaining non-participating families was due to fear on the part of the CCNS mothers, who themselves had no experience with experimental work, and who might therefore be hesitant to ask others to participate. Although involvement in and observation of research efforts appeared to allay the CCNS mothers' fears, few other families were cooperative. Some families did agree to participate if the researchers would come to their homes, but funds were not available to pay researchers to make home visits. Also, the CCNS mothers and children were tested in the school setting and it was felt that comparisons would be most valid if testing were performed in similar settings.

A. Research Procedures:

Classroom observations. Rating scales were used that had been devised by Dr. Hazel Leler and Dr. Stanley Clemes. The teachers rated each child each week on the child's behavior in school from the child's entrance into the program until the end of December. At the end of this time, a paid research assistant was supplied with these reports and instructed to rate each child on the amount of change. The areas covered were intellectual development, language skills, creativity, social behavior and emotional behavior. (See Appendix IV for samples of teacher rating scales and scale for behavior change during the course of preschool attendance.)

Inventory of Attitudes on Family and Children. Mothers completed this form at home and then returned it to the teachers (see Appendix IV).

Structured Parent-Child Task. The purpose of this task was to see how mothers worked with or taught their children. We were interested in the mother's performance, the child's performance and their interaction. The child was rated on the following dimensions: attention, reaction during task, emotional independence, problem-solving behavior and independence of mother's support. The mother was rated on delivery of instructions, amount of interaction, attitude toward her child, praise, criticism, degree of independence permitted her child, encouragement, firmness, physical warmth and punishment.

The task was explained to the mother. A Lotto Learning game purchased from Creative Playthings was used. It is a matching game where cards with a given form, or color, or shape, or all three are to be placed on a board containing the identical items. For the three year olds, a version of the game was used where only form is relevant. All three dimensions had to be matched for the four year olds.

It was the mother's job to explain the rules of the game to her child. No guidelines were given as to whether the mother might help or teach her child. Thus, the mother might ignore her child while he performed the task or she might rigidly structure the task, or interact with him in any style she chose.

The sessions were tape recorded to determine the frequency and duration of mother and child interaction. The experimenter remained in the room to do the other ratings.

Mother Interviews. Mothers were asked about their attitudes toward nursery school at the completion of the parent-child task. All participants had positive feelings.

B. Successes:

It was evident soon after testing was begun that a comparison group would probably not be obtained. Nevertheless, some testing was carried on for the following reasons:

- During the first year, research attempts had failed because of suspicions of the mothers and inadequate preparation. Every effort was made to avoid this difficulty during the second year. This endeavor was successful. The mothers cooperated to the best of their ability despite critical organizational problems. It was also felt that exposure

to research was beneficial. The mothers learned that neither they nor their children would be harmed in any way and gained self-confidence from their experience in the child-parent task where they were observed in action.

- Greater cooperation between the mothers and MRI was possible because the mothers gave approval to all research components. Once again, the mothers knew that they had the power to question, compromise and if they chose, to refuse. Initially, financial support for their school was the payment for their support for the research, but in time many mothers gained a genuine interest in the results. They wanted to know if they and their children were learning in school and they wanted other people to know what a fine job they had done.

- The research attempts may also be viewed as a pilot study to explore techniques and instruments for research next fall.

C. Data Analysis:

The data was viewed as inadequate for evaluation of the project and, therefore, was not analyzed. For clarification, the specific problems are listed below:

- No comparison group could be obtained.

- Internal school problems delayed and interrupted pre- and post-testing within the CCNS.

- Testing conditions were poor.

- Materials completed at home were often not returned for many weeks.

- Membership turnover was high because of internal school difficulties and relocation of families.

D. Factors Contributing to the Success of the Program:

The mothers. The success of the nursery school is a tribute to the dedication and hard work of the mothers. In view of their lack of experience and the many crises that had to be overcome, the continuing progress toward a smoothly functioning community operation serves as an inspiring model for all of society. The founding mothers were all black and they have proven their ability to run their own organization, open to all members of every race and nationality. At present, the membership is predominantly black,

with several white members, four of whom are Iranian. At various times, the membership has included a Mexican-American family and an Oriental family.

The course of the school's growth has not always been smooth but the persistence of a core group of three or four mothers has kept the program alive and maturing. Frances Oliver, the prime mover for the establishment of this project, has sustained her dream of a permanent community school and motivated others to work with her toward this goal. Each obstacle has proven to be an invaluable learning experience and in often unpredictable fashion contributed to the growth and stability of the school.

Parent participation, a problem reported during the first year, continued to exist until the past few months. The new teachers have had dramatic impact on the responsiveness of the membership. Attendance at meetings often approaches 100%. Mothers show up on their appointed participation day and, equally important, on time. They provide snacks, and are encouraging their husbands to take a more active role. This latter is just beginning, but it is hoped that fathers' participation will continue to increase as the mothers demonstrate their continuing enthusiasm.

The excellent selection of teachers is but another indication of the growth of the mothers' ability to direct their own operation.

The teachers. Each member of the teaching staff who has worked in the school has had assets but has encountered problems as well. At first, there existed problems with a white director, later a black director and black teacher, and finally two white teachers who left because of an unfortunate incident in which a black mother erupted due to her personal problems. Both the parents and the new teachers (one black, Mrs. Ernestine Barnes and one white, Mrs. Laurie Grotheer) have learned a great deal from the difficulties of the past. As indicated above, the mothers were better able to hire teachers who could instruct their children, cooperate with one another and work well with the parents themselves.

Several important factors about the teaching staff have contributed to the renewed vitality evident in the program. The two teachers model cooperative interaction between people of different races and skills, and strengthen the relationship between the different families involved in the school. Each teacher has many ideas and abilities new to the other. Ideas are readily shared and, in some instances, the teachers switch classes to use their special skills for both age groups. If the other teacher can best handle some problem or enrich some potential demonstrated by the child, that child may spend a portion of his or her day in the other

classroom. The teachers coordinate their efforts to the best advantage of each child. Similarly, the parents shift their roles more readily in the program structure. Mothers no longer remain in one classroom, but go where they are needed, where they can learn, or where they can employ their skills to enrich the program.

Second, Mrs. Barnes, as a former participating mother, is attuned to the needs of the mothers as no new teacher (black or white) could be. The mothers respect her position as a staff member, but also recognize her as a mother who has been dedicated to the school since its inception and is aware of the needs of the membership. She has bridged the gap that previously existed between the parents and the teachers, and has opened new avenues of communication which appear to extend to the new teacher as well. The image of a teacher as an alien, inaccessible figure has been altered.

Third, Mrs. Barnes has demonstrated that hard work and persistence pay off. She returned to school after gaining experience as a participating mother, and has continued her education throughout her involvement. The position she now holds is an inducement for others to follow in her footsteps and a dramatic illustration of the impact a program such as this may have on its members and the community at large.

MRI Liason. The attitude of MRI that the mothers should run the nursery school and take primary responsiblity for hiring the staff, developing and implementing the rules and regulations, and structuring the program has been an important factor in the success of the school. MRI provided assistance and advice, but the final decisions rested with the membership. Many mistakes were made, but each has proven to be an important learning experience, perhaps the only way in which learning could have been accomplished. In general, the assurance that this is really a community operation has made it easier to ask for assistance when questions or problems arise. MRI has been quick and eager to respond to request, but the attempt is now underway to leave more and more of the responsibility in the hands of the parents.

Community Support. The availability of Counterpart, has been of invaluable assistance to the mothers in organizing and supporting their desires for a permanent school structure, and in fund-raising for operating expenses. As a community agency, Counterpart has promoted the feeling that this is a community effort, not solely reliant on the Federal Government. Without any other motivation but service to the community, Counterpart functions in ways that other interested parties may not. During the emotional crisis caused by a distressed mother, Counterpart could and did step in, at the mothers' request, to quell the disturbance and help put the school back on firm footing.

In addition to efforts geared toward the establishment of a permanent building, Counterpart is in the process of assisting the mothers to set up an advisory board of community and professional members who may serve to insure continued support of the school. The school has persisted in the face of many adversities and continued to gain support from its members and the community. Financial backing is essential for its continuance and it is hoped that the current status of the school will impel the community to stand solidly behind the organization.

Meeting the Needs of the Parents. The nursery school meets the needs of the parents in several ways:

- First, the mother, by her presence during the school session, observes her child in action; the child, in turn, sees his parent as a teaching aide, thus bridging the gap between school and home. The methods learned in the school setting are brought into daily activities in the home, both in child-rearing practices and in providing enriched educational opportunities. Greater interest in the continued education of their children is fostered.

- The benefits derived by the children enrolled in the program extend to their siblings. The children encourage one another the parents use their new found knowledge and techniques with all their children.

- Finally, the parents learn much about their own strengths and capabilities, share their accomplishments and encourage others. Some have been inspired to continue their own education, but all have gained greater confidence in themselves and their abilities.

E. Recommendations:

- In a nursery school initiated by inexperienced mothers, one year is not sufficient time to allow for the learning of the many skills necessary for a smoothly functioning organization. In order for the parents to assume full responsibility for running their nursery school, they had to believe that they really had this power. And, if they were to have this power, they had to make their own mistakes and learn from them. This proved to be a slow process. Forcing the mothers to adhere to a rigid research design would have contradicted the very principles on which the school was founded. The mothers needed time to develop their own decision-making powers and coordinate their activities. It is recommended that similar programs be given sufficient time to organize before expecting precise evaluative data.

- It has been learned from discussions with staff at Stanford Research Institute in Menlo Park, California, who are conducting extensive research on Head Start Centers and Follow-Through schools, and from Dr. Hazel Leler, whose research is presented in this report, that payment for participation in research is essential. For most of the mothers at the Community Cooperative Nursery School, the school funds were payment, but for non-participating families this was no inducement. The need for funds to pay the members of the comparison group became evident at the end of the project when such funds could not be obtained.

- It is suggested that one evaluation procedure be employed to concentrate efforts on limited objectives. The child-parent task appeared to be the richest source of data. An experimenter would have to be on-call since families enter the school at different times. The test should be given shortly after entrance and again two or three months later. Many families leave the community and too many subjects are lost if the post-test is given at the end of the academic year. At the time of entrance, a comparison family must be located and again tested two or three months later.

## 9. SUMMARY

The Community Cooperative Nursery School has successfully survived numerous crises and proven that black members of the community have the initiative and ability to operate their own integrated school. They have been supported by many community agencies and individuals, but major credit belongs with the membership itself. The prime concern at this time is continuing financial support of this worthy organization and forces are in action to assure its existence, increase its stability and expand its facilities.

Although attempts at formal research during the second year were more successful than during the first year of operations, it is evident that more time was necessary for internal organization. In addition, the uniqueness of this school required a unique comparison group which could be obtained with sufficient future research funding.

Despite the necessary delay of formal evaluation, a considerable amount of valuable information has been gained by analysis of the successes and difficulties observed in the development of this project. The time for intensive formal evaluation has now been reached. It is strongly recommended that this opportunity be fully utilized.

10. STAFF

Laurie Grotheer: Laurie Grotheer obtained her Bachelor of Arts degree in education from San Jose State College in San Jose, California. She has been a teacher for the past ten years, and has a lifetime general elementary credential. During her teaching career, she spent three years teaching educationally handicapped children, ages 6 through 11 years, who functioned at the level of 3 to 5 year old children, and one year teaching child development in the adult division of Citywide Union High School. More recently, she taught for three years at Peninsula School, Ltd., a cooperative parent school. In addition, she participated in the role of parent at the Los Gatos-Saratoga parent observation nursery school. She is currently Head Teacher at the CCNS.

Ernestine Barnes: One of several participating mothers in the Community Cooperative Nursery School who was inspired to continue her education, Ernestine Barnes obtained a provisional child center permit, valid through July, 1971. She has attended Canada Junior College part-time for two years during which time she also participated actively in her daughter's preschool. She has qualified to teach at the CCNS while she completes her degree.

George Shaw: George Shaw has a chauffeurs license which permits him to operate the CCNS bus used to transport the majority of students to and from the school grounds. He also functions as the janitor and general assistant, but his most important asset is his excellent ability to establish rapport with the children he transports daily.

Douglas Smith, Ph.D.: Dr. Smith volunteers his time and services to the CCNS and has been invaluable as the prime teacher in the class in "Child Development and Rearing Practices." He has a Ph.D. in Psychology from the University of California, Berkeley. A clinical psychologist in the V.A. for the past nine years, he is now coordinating Psychology Services at the Menlo Park division of the Palo Alto V.A. Hospital. He has been active in the OEO program at the hospital, and has helped to establish the Cooperative Education Program there for educationally disadvantaged employees. In addition to this, Dr. Smith has been an instructor for the University of California Extension Program, and is currently an instructor at Canada College. He has taught Child and Adolescent Psychology, Group Dynamics, Personality Theory, Behavior Modification, the Psychology of Adjustment, and Introductory Psychology.

Norma Davies, Ph.D.: Dr. Davies, principal investigator of the program, obtained her B.A. in psychology from Brooklyn College in New York, and while there, served for six months as an elementary school teacher in an integrated school. She received her Ph.D. from the Department of Psychology at Stanford University. She gained administrative and clinical training at the Veteran's Administration Hospital in the Palo Alto and Menlo Park Divisions in California. In Belmont, California, she serves as senior research psychologist in a research and evaluation program for two psychiatric and adolescent half-way houses. In addition, she teaches a class in Child Development in the evening division of the College of San Mateo. Dr. Davies is a licensed Marriage, Family and Child Counselor in the State of California.

Hazel Leler, Ph.D.: Dr. Leler received her Ph.D. from Stanford University in Child Development. She has been associated with the Mental Research Institute since 1966, and was Director and the designer of the Belle Haven preschool project, entitled "An Experimental Preschool Education Program for Socially Disadvantaged Families," and funded by the California State Department of Education. In addition, she has directed and been associated with several other nursery schools in the Bay Area.

APPENDIX I.

Menlo Park, California Recorder newspaper article about the COMMUNITY COOPERATIVE NURSERY SCHOOL

# Mothers Initiate, Help In School

By JOY COOK

Two years ago a group of mothers had a dream of a nursery school to prepare their children for public schools.

Today that dream is a reality, but is in danger of disappearing for lack of further funds.

The Co-Op for the school grew out of a Belle Haven Pre-School project started by a Stanford student working on her dissertation. At the end of her project period there was no provision made for continuing the school after she left. Thus, at the end of 1968 the pre-school dissolved.

However, the mothers of the children who had participated in the project were unwilling to let the school end there. They couldn't find another pre-school for their children, so they sought to start their own.

Starting a school takes money so the mothers went to the Mental Research Institute in Palo Alto who field trips for the students, to a pumpkin patch, a Christmas tree farm, the zoo, police and fire stations and to parks. The mothers provide the transportation and help the teachers supervise.

Thus, the Community Cooperative Nursery School is a learning experience for both children and mothers.

"We learn to solve problems in different ways since we work in the school," said Mrs. Oliver. "We also begin to realize how the children can learn so much at an early age. They want to do the same things they do at school at home and we can help them because we have been at the school," she explained.

Norma Davies, researchist assigned to the nursery school through the Mental Research Institute, says, "It is good that the mothers are here. They get a greater ability to deal with the regular school system and work with other systems." She points out that the nursery school is unique in the country because it was

COMMUNITY COOPERATIVE NURSERY SCHOOL teacher Pat Kennedy helps Shannon Barnes with a shape and color puzzle. Shannon is a member of the four-to-five-year-old class at the school.

Steve McKee Photo

space. Finding a place originally was difficult. First it was in the Teen Center and then after four months moved to the church.

"The church has been exceedingly nice," chorused Mrs. Oliver and Dr. Davies. "No group could have been nicer."

However, the fact remains that the school needs more space and to have its very own facilities. Area architect Ray Smith has drawn the plans for a2000 square-foot building for the school. The City of Menlo Park has granted the school a long-term lease to property adjacent to the Southern Pacific tracks and opposite RayChem at the end of Chilco Street.

A sum of $10,000 is now in the building fund to build the facility, but the materials alone will cost $50,000 so it cannot yet be started. School personnel are hoping for donated time to help construct the building.

In the face of these financial problems the mothers continue to work and hope that their school will be able to keep operating.

"We wanted to found a school so that we would still have it for our grand children," said Mrs. Oliver.

Mrs. Oliver's board of directors, helping her in trying to maintain the school for the children, are Ernestine Barnes, vice-president; Sandra McDade, secretary; Juanita Todd, treasurer; Evelyn Strauter, public relations Hazel Lyle, membership Dorothy Fininen, orientation and Mary Evans, director of grounds.

Anyone wishing more information about the Community Cooperative Nursery School or willing to make a contribution is invited to contact Counterpart, 1010 Doyle St. No. 8, Menlo Park, or the Mental Research Institute, c/o Gail Marco, 555 Middlefield Road, Palo Alto.

BOARD OF DIRECTORS PRESIDENT Frances Oliver helps her daughter, Tonisha, with a "Little Boy Blue" puzzle. Looking on is Juanita Todd, also on the board of directors, who was helping with the two and three year old class. Steve McKee Photo

helped them write up a request for federal funding of the school. In 1969 they were granted two years' funds for their school from the office of Economic Opportunity.

Today the school, The Community Cooperative Nursery School, has 27 children who attend the school five mornings each week. Currently the school meets in quarters at Trinity Episcopal Church, Laurel and Ravenswood in Menlo Park. The school is an integrated nursery.

The mothers of the children initiated the nursery school and they continue to control it. Nine make up the board of directors, but all are in on the decision making, explains the board's president, Mrs. Frances Oliver of Menlo Park.

One meeting a month is held for general decision making about the school and its policies. In addition, the mothers are also required to attend meetings held with the teachers to discuss classroom procedures, educational toys and the ways to discipline children.

The mothers are even more actively involved in the school. Each spends a morning a week assisting one of the two teachers in her classroom. A mother who works and cannot give the classroom time contributes her time on Saturday mornings to clean classrooms, repair materials and do anything else necessary.

To save money, each mother takes her turn bringing the morning treat for the children. They also plan initiated by the mothers themselves.

Children at the school are developing skills, maturity and self-discipline to help them in school. Although the children who have completed their years in the nursery school have not been tested, "From a similar project the children have done quite well in public schools," Dr. Davies said.

The future of the school is uncertain. The most pressing problem is operating funds. Another grant has been requested, but the soonest it would be available is three months from now. With a budget of $2,400 per month the school could not continue to operate during the interim period.

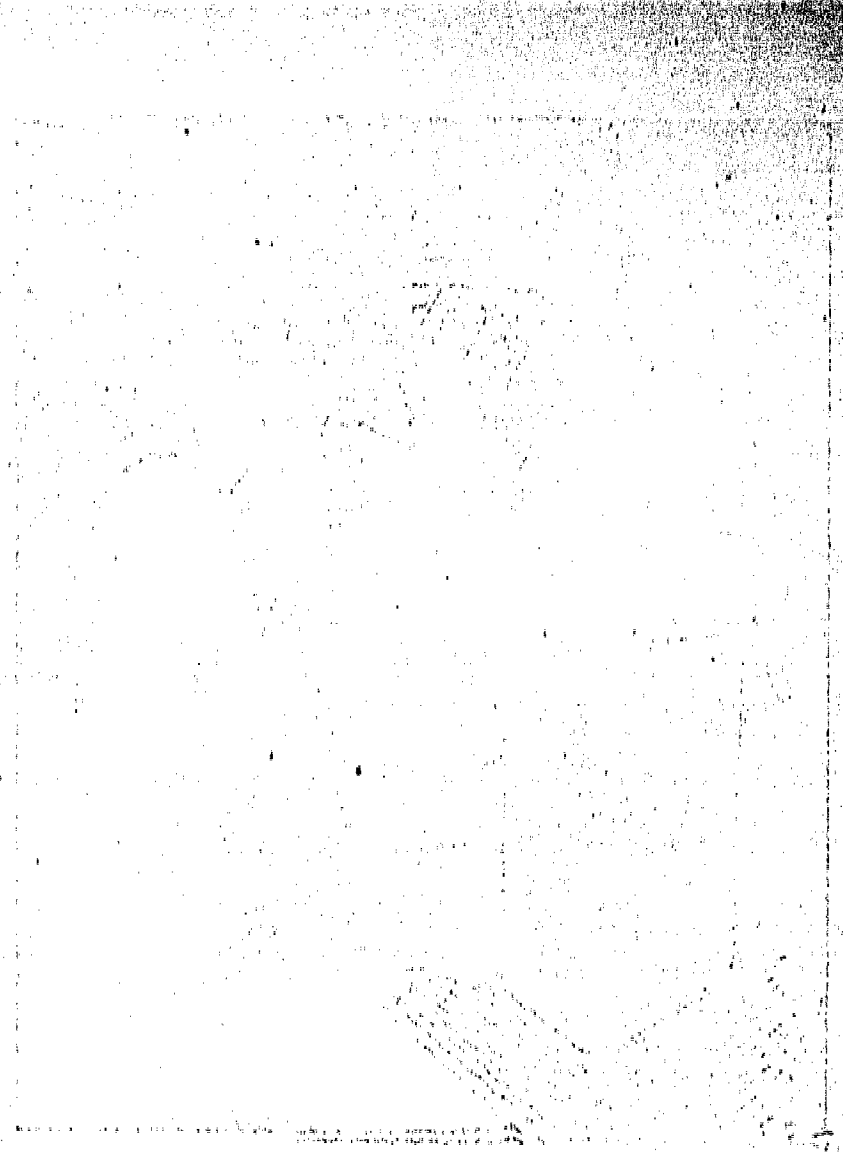
The school has been leasing a small bus for the children, since many of the parents do not have cars. With $1,200 more dollars they would own it, but once again the funds are not available.

Some funds have been obtained from Counterpart but not total financing to ease the crisis. An application for funds has also been made to the United Bay Area Crusade.

The mothers themselves have tried to raise some of the money. They sold items at Christmas time, but with such a limited number the proceeds were small.

"There is a problem getting money since the mothers are neither very poor to get welfare or very rich to be able to pay tuition to the school," explained Mrs. Davies.

In addition to finances, the school also needs more



MONROE BARNES, left, and Thomas Ross are busy with clay under the watchful eyes of bus driver George Shaw. The two boys are part of the class for two-and-three-year-olds in the Community Cooperative Nursery School.

Steve McKee Photo

# APPENDIX II.

MODEL PROGRAMS: CHILDHOOD EDUCATION
COMMUNITY COOPERATIVE NURSERY SCHOOL
Prepared by the American Institutes for Research

## COMMUNITY COOPERATIVE NURSERY SCHOOL

Menlo Park, California

A preschool program involving mothers as organizers, helpers, and decision-makers

Mothers of preschool-age youngsters in Menlo Park, California, are working together to provide preschool education for their children. The mothers are deeply involved in the school through their work as classroom assistants, their attendance at special classes, and their service as members of the school's governing body. At Community Cooperative Nursery School, the mothers' roles are anything but passive; they not only participate in policy decisions but help carry them out as well. Through the work of mothers and teachers, children from ages 2 to 5 are given 5 half-days per week in a happy, stimulating environment that helps them prepare for elementary school.

About three-fourths of the children enrolled in the school are black; many live in neighborhoods that are predominantly black. However, the students come from a wide range of socio-economic levels, and the school has no admission requirements. Most of the funds for the school come from the U.S. Office of Economic Opportunity. There is no tuition for the school, but each child's mother must agree to contribute time and effort to the program. This assistance keeps costs low and allows the mother an opportunity to help her child and others as well.

### How the School Began

Several years ago a young black mother was looking for a nursery school in which to enroll her children. She was unable to find one that she felt met her children's needs so she began to try to interest other mothers in organizing a nursery school. She succeeded in getting about 40 mothers involved in the project; then she began to seek financial assistance. Mental Research Institute of Palo Alto agreed to write the grant proposal and to act as a delegating agency, and funds were obtained from the Office of Economic Opportunity in early 1969.

Finding a place for the school was a more difficult problem. Originally housed in a Teen Center, after 4 months it moved to its present location at Trinity Episcopal Church, Menlo Park. There the school uses two Sunday School rooms, an office, and a playground, in exchange for which it donates $40 a month to the church. This money goes toward the costs of maintenance, heating and lighting.

At present, the school has an enrollment of about 30 children. Classes are held from 8:30 to 11:30 each weekday morning, and the school observes the same holidays and summer vacation as a public elementary school.

A Morning at the School

Community Cooperative Nursery School consists of two classes of about 15 children -- one for 2- and 3-year olds, and one for 4- and 5-year olds. A state-certified nursery school teacher is in charge of each class, but she is always assisted by at least two mothers, sometimes more.

The school begins between 8:30 and 9:00 a.m. as the children arrive. Most of them are picked up at their homes by the school bus; some are brought to school by their parents. The first part of the morning is devoted to play, but the materials and activities are designed to aid the children's development. A typical morning finds one group occupied in the housekeeping are, with its child-sized play stove, refrigerator, table and chairs. Another group is seated at a long table intently working puzzles. A third group is exuberantly creating various shapes and objects at the play-dough table. A few children are riding on toy trucks around the room or "reading" in the quiet of the book corner. One boy is busily talking into a disconnected telephone. Children may also play with other materials such as beads and games or may stop to watch goldfish swimming in a bowl.

After the play period there is a group activity. For the older children this usually includes work on "the letter of the day." The teacher holds up a large, construction-paper letter so the children may see it, then she explains how it sounds. Words beginning with the letter are discussed and the day's art activity is related to the letter. For example, for the letter I the children cut and pasted paper ice cream cones; for M they did mittens. They also trace the letters on paper. The younger children also have a group activity and art work, but their lesson is more likely to emphasize colors and shapes than letters.

A 10- to 15-minute recess comes in the middle of the morning, and except in rainy weather the children play outdoors on the playground equipment. A brief rest follows recess; then the "treat"--or snack--is served. Various students help by passing out cups and napkins, and the two mothers and the teacher serve the food. The treat is more than a snack, generally including sandwiches, fruit juice, and cookies, and each child can have as much as he wants. The eating period is used for learning: "What shape is your sandwich?" the teacher may ask. "What color is this juice?" "How many cookies are on this plate?"

A story time concludes the half-day in the nursery. Either the teacher or a mother tells the story and discusses it with the children. They also review the letter, shape, number, or other concept the children learned that day. By 11:30 a.m. the bus driver stops at the rooms and it is time for the children to leave.

The main purpose of all of the activities is to help the children prepare for elementary school. The teachers and mothers are concerned with the healthy development of the children and are not trying to teach them specific skills such as reading. Readiness is a goal, however, and activities are also designed to develop muscle coordination and audio and visual distinctions.

Emphasis on Verbalizing and Citing Positive Behavior

Both teachers and mothers make an effort to help the children learn to verbalize their feelings. A child is encouraged to tell another child, "I didn't like what you did to me," rather than to hit him or react with silence or withdrawal. Similarly, the adults do not spank any of the children but instead reason with them, expressing the situation in words rather than merely reacting in anger. "We must discipline a child in a way that doesn't tear him down," a mother explains. The mothers and teachers also emphasize the children's good behavior, singling out acts for praise rather than for criticism. One can hear them make comments like "Carol, that's very nice to help your friends," "You did a good job on that," and "Tom, you are working so well today!"

The mothers learn the techniques of reasoning and positive reinforcement as they work with the teachers in the classroom. The mothers help with the instruction and, perhaps most important, are there to assist and comfort the children. As one mother explained, "Once you get in the classroom you're not just one child's mother, you're everybody's mother." This close relationship helps the children develop trust in a number of adults and adds to the mothers' understanding of how to work with children effectively.

The Mothers' Obligations to the School

In describing the role of mothers in the school, one mother said, "We want people who don't just want to bring their children and dump them." The involvement of mothers is an important part of the program, and before a child is accepted for enrollment his mother must make several commitments to the school.

Each mother must spend one morning per week helping in the classroom. If she is unable to come she can pay $2 for a substitute, but this is not encouraged except in emergencies. One mother, whose employment makes it impossible for her to be at the school during the week, has made special arrangements to contribute time on Saturdays to clean the classrooms, repair materials, and do other needed tasks.

In addition to the classroom assistance, each mother is required to attend Mothers Meetings that are held from 7:00 to 7:30 p.m. twice a month. Also attended by the teachers, the meetings include discussions of such subjects as classroom procedures, successful ways to discipline children, and the educational value of certain toys and games. The mothers discuss their problems and question the teachers. A mother explains that with this arrangement "Mothers have the privilege of saying 'I don't like that' or asking 'Why are we doing that?'"

A general business meeting is held on one evening each month and again all mothers are required to attend. This session generally lasts about 2 1/2 hours. Here the mothers are involved in policy decisions and curriculum planning. An elected Board of Directors, consisting of seven to nine mothers, makes final policy decisions including the hiring of teachers, but they must consult with the larger group of mothers.

If a mother fails to fulfill her obligation to assist in the classroom and attend the Mothers Meetings and general business meetings, she is sent two warning letters. After that, if she has not made arrangements to contribute her share of time, her child is dropped from the nursery school. The president of the nursery school explains that they do not like to punish a child for a situation that is not his fault but his mother's; however, they feel that they must enforce the rules or else the policies will not work. Fortunately, few children have had to be dropped; most mothers do their part.

Other Contributions of Time and Effort

The mothers also make a variety of other contributions to the Community Cooperative Nursery School. They take turns buying and preparing the treat and help plan field trips. During the year the children make excursions to such places as a pumpkin patch, a Christmas tree farm, the zoo, police and fire stations, and nearby parks. The mothers help provide transportation and supervision for these trips; occasionally, the fathers are able to help also. The mothers also help teachers prepare materials, often doing these tasks in their homes.

All of the work of the mothers is coordinated by the "participation mother." A volunteer, she sets up the schedules for classroom assistance, making sure that at least two mothers will be in each classroom every day, and also schedules treat preparation.

The mothers of the school children become a close group by working together. When the home of one family was recently destroyed by fire, the school president sent out an appeal for help which began, "When one of us has a problem it is shared by all friends." This attitude seems to be common to all of the mothers in the school.

Costs of the Nursery School

The operating expenses for Community Cooperative Nursery School are paid through a U.S. Office of Economic Opportunity grant. The budget is handled by Mental Research Institute. The total amount of the grant is about $46,000 per year. Of this amount about $26,000 is for school expenses; the remaining $20,000 is for research costs.

Aside from research expenses, the costs of the nursery school are relatively low. Because the mothers contribute time, purchase and prepare the daily treat, and give assistance in the classroom, the major expenses are salaries for the two teachers and the bus driver, rental of the bus, insurance, the monthly donation to the church, and materials and equipment.

Measuring the Effects on Both Children and Parents

An evaluation of Community Cooperative Nursery School is being done by the Mental Research Institute. It measures the impact of the school on the children and the effect of participation and involvement in the school on the mothers.

In order to evaluate the school's effect, evaluators observe the children and mothers in the classroom. The teachers also keep a daily anecdotal record which is available to the evaluators.

Mothers are given an attitude questionnaire to measure their feelings about child-rearing. Personnel from the Mental Research Institute also interview them to see if their association with the school encourages them to become more involved in personal development activities and community affairs.

The teachers and mothers believe that the nursery school offers a great deal not only to children but to their mothers also. The children receive a happy introduction to school and gain skills, maturity, and discipline. They learn to interact with other

children and adults. The children feel a special sense of identification with the school, the teachers and mothers report, because their mothers are involved in it.

The mothers also benefit. A teacher explains, "We see really good changes taking place in the mothers." They learn to apply techniques of child psychology and become more tolerant of children. The teachers believe that many of the mothers have begun to take more active roles in public schools and community activities as a result of their experience with the nursery school.

The School Plans for the Future

Plans have been drawn up for a new and larger school, and land has been made available on a long-term lease from the City of Menlo Park; however, construction must wait until more than $75,000 can be raised. The mothers and teachers at Community Cooperative Nursery School hope that construction of the new building can begin soon. They hope to be able to accept more students -- ideally a total of 60 -- and offer afternoon sessions at least 3 days a week.

The mothers also want to maintain a racially integrated student body. Working and playing with children and adults of other races is a valuable experience, they feel, for both the children and the mothers.

For Further Information

Further information may be obtained from:

Mrs. Frances Oliver, President
Community Cooperative Nursery School
Laurel and Ravenswood
Menlo Park, California 94025

## APPENDIX III.

FEATURE STORIES: MENTAL RESEARCH INSTITUTE NEWSLETTERS
JULY-AUGUST 1970
JANUARY-FEBRUARY 1971

## FEATURE RESEARCH STORY

### PRESCHOOL NURSERY SCHOOL RESEARCH PROJECT IS RE-FUNDED

The Community Cooperative Nursery School has been funded for another year by the OEO (the Office of Economic Opportunity). It had been feared the school might close if funds were not granted, even though 35% of its costs are provided locally, mostly from contributed services.

The School opened its doors in March, 1969. It was established by a group of parents from East Menlo Park and East Palo Alto who had shared the experience of working with their children in the two year Belle Haven Preschool Project, a government funded pilot nursery school program. The parents wished to continue and expand their preschool experience for their children and to make it available to other parents.

The School is a unique undertaking in that it has been initiated, organized and operated entirely by the parents concerned, and it has attracted active local support from both black and white communities. The School is run by the parents of the children enrolled. It is the only successful OEO supported nursery school in the country, started primarily by mothers from a target minority group. It has brought national attention to itself and MRI.

The program has a director and there are two licensed teachers which were all hired by the mothers involved. Together, they oversee the school sessions. Other teaching help is provided by participating mothers (usually five per sessions). The Co-op School, with a planned capacity of 46 students is making an important additional contribution to meet educational needs of the community. Mothers interested in participating should contact Mrs. Francis Oliver (325-9114).

This project compares three different types of preschools; the parent-initiated and parent-supported preschool (Community Co-op); a school in which parents are minimally involved (Children's Center); and a school in which parents are intensively involved, but did not initiate the program (Belle Haven Preschool). One main objective of this project is to test whether the children in the preschool show greater gains than children of the two contrasting programs. The children are tested at the beginning and the end of their nursery school experience on intelligence, attitudes to themselves, coping with frustration, and readiness to enter kindergarten. Another goal for this study is to determine if the parents of the Community Co-op show greater gains in the number and variety of social contacts, community involvements, and self-development activities, than parents of the two contrasting preschool programs. They are also interested in how much the mothers are able to apply at home what they learn in the nursery school.

In addition, a bi-weekly class in child psychology is held for parents and there are occassional visits from community professionals, e.g. a pediatrician from East Palo Alto Neighborhood Health Clinic.

The School currently meets in temporary quarters at the Trinity Episcopal Church in Menlo Park. It will remain at this location until sufficient funds and donated materials are made available for them to construct a permanent building based on highly original plans developed by an architect who volunteered his help. The total construction costs will be $75,000.

# THE MRI STORY

Published six times a year by the Friends of MRI

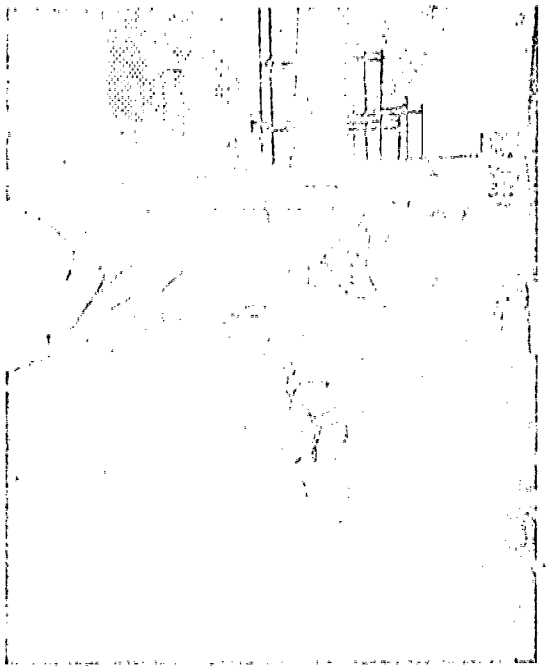
January-February 1971

## Parents' Nursery School —a Dream Imperiled?

Mrs. Frances Oliver, president of the Parents' Co-operative Nursery School, has a dream--a dream that the school, temporarily housed behind Trinity Church in Menlo Park, will continue to operate and that one day the mothers will have a building of their own, a building designed for children, where they can learn so much that when the time comes for them to go to public school, they will be prepared to meet the challenge of a bigger world.

The sum of $10,000 has already been raised by the parents with the help of MRI and Counterpart, a black-white volunteer group, primarily businessmen. The city of Menlo Park has donated land and an architect has drawn plans. But lack of operating funds threatens to shatter the dream.

The MRI-sponsored grant from OEO ran out January 1st. If the mothers had not conserved government funds by doing so much themselves, there would be no hope of paying the teachers Mrs. Patricia Kennedy and Mrs. Lisa Brown. As it is, MRI has requested permission to use these funds--only enough to carry the school through March. MRI also has applied for a renewal of the grant as well as for full support of the research being done by Dr. Norma Davies, MRI clinical psychologist who is the director of the OEO project. According to federal



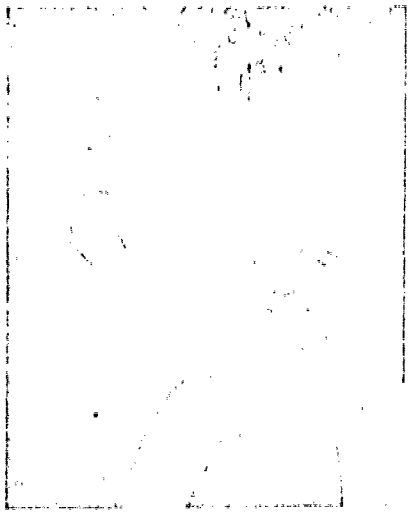
In nursery school, a big world for a little child, a cameraman is a new experience

### Parent-Run School Faces Financial Crisis

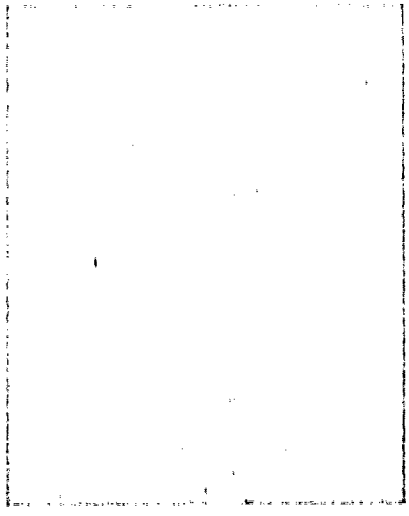
regulations, the new grant will cover only half the operating expenses. The rest is to be made up of the community and by fall the community will be expected to pick up the whole tab. A balance of $1,500 remains on the small bus leased with OEO funds. If this can be paid, it will belong to the co-op.

The school is unique in that it was started by black mothers with the stipulation that it be open to all races. It is the only nursery school in the U.S. under OEO auspices initiated and operated by parents from a minority group. The school moved three times before finding the cramped quarters it now shares with church groups. There is no hot water and without the 2-burner plate they need, they cannot heat food for the 30 youngsters who come to the school five mornings a week. There is a waiting list and some talk of

(see page 2)



Lisa Brown and Pat Kennedy, teachers who hope to finish out the year



Mrs. Frances Oliver who is a concerned young mother

Annual Report

# The Focus Centers on Crucial Issues

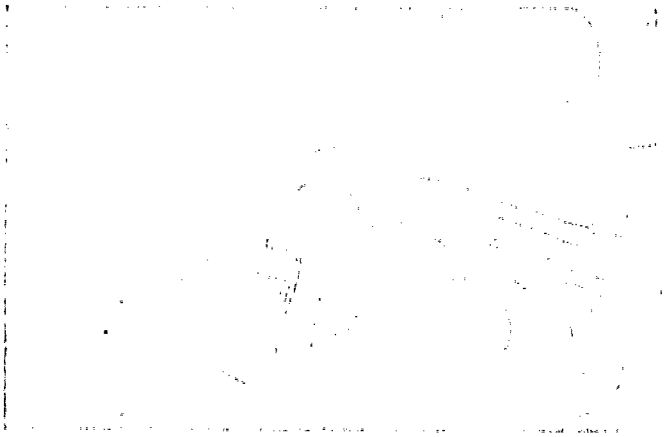
Following is a summary of the Annual Report of the director, Dr. John Bell.

PROGRAM: The staff is now involved in 29 projects. Ten are in process. Four, carried over from 1969, are still to be funded. Six new ones are in final stages of development and nine--with preliminary studies complete, are ready to be funded.

FUNDING: The staff is now directing proposals away from NIMH into other federal agencies and private foundations. This is being done to avoid dependence on any one agency in this period of budgetary cutbacks. Despite widespread financial retrenchment, the probability of funding some of the newly developed proposals is good.

ADMINISTRATION: The operations of MRI have been streamlined. New policies for personnel, purchasing, property management, fiscal procedures and grants and contract management have been instituted. Higher overhead rates have been negotiated with the government and the general administrative budget has been drastically reduced. The generosity of Mr. Edwin Seipp, Jr., in purchasing the Forest Avenue property has enabled MRI to liquidate a deficit carried over from the previous administration.

FUTURE: As program plans are implemented, the staff will be working on an issue even more important to man's survival than the quality of his physical surroundings: man's social environment--his relationship with family, friends, associates and such institutions as schools, churches, prisons, corporations, unions and government. Unless he masters the problem of controlling population and living amicably with others, the technology developed for cleaning up the air, the water and the slums cannot be effective. MRI is dedicated to the awesome task of seeing that man survives at peace with his fellow-man and, consequently, in the security and comfort of a pollution-free world whose resources are used wisely for the welfare of all.

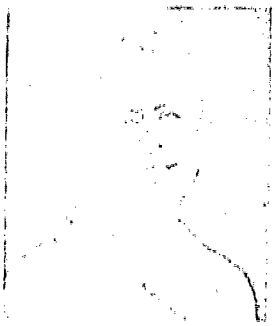


Dr. Norma Davies reads to two young friends

afternoon classes, but at the moment, such plans are unrealistic. Mothers contribute one day a week for each child enrolled. Sixteen of them are in class at Canada Community College so they can be certified as teaching assistants in pre-school centers. Dr. Douglas Smith, Ph.D., on the Veterans' Hospital staff, an MRI volunteer, is their instructor.

At the last MRI board meeting, Mrs. Oliver described the plight of the school and the threat to those who have been working so hard. For her, as for the other parents, this is a first venture into community action. "Like most quiet women," she says, "I never thought what I did could matter to anyone else. But, I have found I have a voice and that what I do can be important. Never again will I doubt myself as a person." The mothers welcome visits from the community.

## A Top Volunteer



Mrs. George Turner
Volunteer extraordinaire

MRI's Volunteer of the Year is Mrs. George K. Turner (Joyce), mother to five, ex-Wave lieutenant and chairman of volunteers. This group now numbers 45, including two men. It is Joyce who organized the program in which responsibilities range from typing, covering the reception desk and acting as hostesses at the professional luncheons to helping with the fund drive, newsletter writing, press releases, and lecture series.

Another of Joyce's involvements is the San Mateo County Service League where Robert Harrison, director, describes her work as "tremendous". She is a supportive friend to families of jail inmates and to women who have served sentences but are not on parole. She has also helped this organization survey half-way houses for former prisoners. Her other lively interests include the S. F. Symphony Association and the Foreign Exchange program at Stanford. Joyce had been a widow for ten years when she met her husband, George, through the mutual interest their teen-age sons had in surfing. To their marriage 3 1/2 years ago, were added 4 children from his previous marriage. A special enthusiasm she and George share is traveling. In 1970 they were in Tahiti with their children and in Mexico twice. The year before they went around the world. George, President of G. K. Turner, Associates, Palo Alto, says of his wife, "she is in love with life".

## APPENDIX IV.

EVALUATION INSTRUMENTS:

A. Rating Scales: Child's Status Rating Sheet (weekly)
Behavior Change During Course of Preschool Attendance

B. Inventory of Attitudes of Family Life and Children

CHILD_____ TEACHER_____ DATE_____

CHILD'S STATUS: RATING SHEET

Intellectual Behavior

A. Exploratory behavior: Child explores the environment, actively tries out equipment, seems eager to find out.

| High | Moderate | Low |
|---|---|---|
| 3 | 2 | 1 |

B. Grasp of concepts: Child seems to grasp quickly and readily new ideas, concepts, relationships.

| Good | Fair | Poor |
|---|---|---|
| 3 | 2 | 1 |

C. Ability to focus: Child has long attention span, focuses readily on task, equipment, or activity of adult.

| Good | Fair | Poor |
|---|---|---|
| 3 | 2 | 1 |

Language

D. Verbalness: Child is talkative, can use words to express himself and his thoughts, and makes demands verbally.

| High | Moderate | Low |
|---|---|---|
| 3 | 2 | 1 |

E. Quality of Verbalness: Use of long utterances, putting words together in whole phrases or sentences, good construction and grammar.

| Good | Fair | Poor |
|---|---|---|
| 3 | 2 | 1 |

F. Articulation: Child has good pronunciation, can form words clearly, does not use baby talk.

| Good | Fair | Poor |
|---|---|---|
| 3 | 2 | 1 |

Creativity

G. Creativity: Child enjoys art activities, shows creative ability with art, blocks, dramatic play, and other project.

| High | Moderate | Low |
|---|---|---|
| 3 | 2 | 1 |

Social Behavior

H. Passivity: Child tends to observe rather than participate, reacts little to stimuli, shows little initiative, is submissive, follows rather than leads.

| Very passive | Moderately Passive | Not passive |
|---|---|---|
| 1 | 2 | 3 |

I. Dominance: Child tends to boss, "mother" or dominate peers, imposes self on others, demands attention of adults, tries to control activities aggressively.

| Very domineering | Moderately domineering | Not domineering |
|---|---|---|
| 1 | 2 | 3 |

J. Independent self-assertion: Child tends to defend his rights, act independently, take initiative, lead as well as follow his peers, but does not impose himself on others or demand the center of attention.

| High | Moderate | Low |
|---|---|---|
| 3 | 2 | 1 |

K. Cooperation: Child is cooperative with adults and peers, tends to conform to reasonable demands of teachers and environment.

| High | Moderate | Low |
|---|---|---|
| 3 | 2 | 1 |

L. Negativism: Child tends to respond to adults and peers negatively, defiantly, or in silence suggestive of resistance.

| Very negative | Moderately negative | Not negative |
|---|---|---|
| 1 | 2 | 3 |

M. Physical aggression: Child tends to assert his desires, rights, and hostilities in a physically aggressive manner--hitting, kicking, pushing, taking things.

| Very physically aggressive | Moderately phy. aggressive | Low in aggression |
|---|---|---|
| 1 | 2 | 3 |

N. Verbal aggression: Child tends to assert his desires, rights and hostilities in a verbally aggressive manner--teasing, shouting, demanding, using profane or vulgar language.

| Very verbally aggressive | Moderately verbally aggressive | Low in v. aggression |
|---|---|---|
| 1 | 2 | 3 |

Emotional Behavior

O. Happiness: Child seems happy, relaxed, lacking in tenseness, content, alert, smilin

| Very happy | Moderately happy | Unhappy |
|---|---|---|
| 3 | 2 | 1 |

P. Security: Child tends to feel secure, to be relatively undemanding of adults, makes few bids for attention, affection, approval, to act independently. (The converse is to tend to cling, bid for attention, react with jealousy when attention is given to other children.)

| Very secure | Moderately secure | Insecure |
|---|---|---|
| 3 | 2 | 1 |

Q. Coping Behavior: Reaction to Stress:
Note: rate the child on only one of the following three scales, whichever is most appropriate to the child in describing his reaction to stress.

Aggressive or acting out response: tends to strike back at people or objects, reacting angrily or defiantly.

| Very aggressive | Moderately aggressive |
|---|---|
| 1a | 2a |

Passive or withdrawal response: tends to react with silence, withdrawing, crying or departing from scene.

| Very passive | Moderately passive |
|---|---|
| 1p | 2p |

Adaptive response: tends to cope with stress constructively, neither striking out in anger nor withdrawing in anxiety but dealing with the problem at hand.

| Adaptive |
|---|
| 3 |

CHILD _____ TEACHER _____ RATER _____ DATE _____

BEHAVIOR CHANGE DURING COURSE OF PRESCHOOL ATTENDANCE: RATING SCALE

Instruction: On the basis of the teachers' ratings each week, rate each child on the amount of change in each of the following general areas. Score as indicated: 4 for the most change down to 1 for the least change. If the data is inadequate for rating a child in a certain area, indicate it with a dash (--).

I. Intellectual: becomes more exploratory, appears to grasp concepts and new ideas more readily, attention span increases.

| No change possible: High rating throughout attendance | Much change | Moderate change | Little change | No change | Negative change |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

II. Language: talks more, longer utterances, or better articulation.

| No change possible: High rating throughout attendance | Much change | Moderate change | Little change | No change | Negative change |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

III. Creativity: participates more in art activities, becomes more creative in art and other projects including verbal responses, becomes more productive.

| No change possible: High rating throughout attendance | Much change | Moderate change | Little change | No change | Negative change |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

IV. Social Behavior: improves relationships with peers and adults, becomes more cooperative, is more adaptive in responding appropriately to social stimuli, expresses himself more easily and independently in interaction with others.

| No change possible: High rating throughout attendance | Much change | Moderate change | Little change | No change | Negative change |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

V. Emotional Behavior: learns to handle emotions more constructively, is happier, more secure and relaxed, and more adaptive to stress.

| No change possible: High rating throughout attendance | Much change | Moderate change | Little change | No change | Negative change |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN

Name _____ PARI (Glasser-Radin Revision) Date _____

Read each of the statements below and then rate them as follows:

| A | a | d | D |
|---|---|---|---|
| strongly agree | mildly agree | mildly disagree | strongly disagree |

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There is no right or wrong answer, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences.

| | | Agree | | Disagree | |
|---|---|---|---|---|---|
| 16 (84) | A child who is "on the go" all the time will most likely be happy. | A | a | d | D |
| 17 (74) | Children should be more considerate of their mothers since their mothers suffer so much for them. | A | a | d | D |
| 18 (9) | Children will get on any woman's nerves if she has to be with them all day. | A | a | d | D |
| 19 (87) | Sex is one of the greatest problems to be contended with in all children. | A | a | d | D |
| 20 (4) | Some children are just so bad they must be taught to fear adults for their own good. | A | a | d | D |
| 21 (62) | Children pester you with all their little upsets if you aren't careful from the first. | A | a | d | D |
| 22 (21) | Children would be happier and better behaved if parents would show an interest in their affairs. | A | a | d | D |
| 23 (56) | Children should never learn things outside the home which make them doubt their parents' ideas. | A | a | d | D |
| 24 (32) | Mothers very often feel that they can't stand their children a moment longer. | A | a | d | D |
| 25 (45) | The sooner a child learns to walk the better he's trained. | A | a | d | D |

| | | | | | |
|---|---|---|---|---|---|
| 26 (37) | Parents must earn the respect of their children by the way they act. | A | a | d | D |
| 27 (25) | A mother should do her best to avoid any disappointment for her child. | A | a | d | D |
| 28 (110) | There is usually something wrong with a child who asks a lot of questions about sex. | A | a | d | D |
| 29 (71) | Parents should know better than to allow their children to be exposed to difficult situations. | A | a | d | D |
| 30 (54) | Children who are held to firm rules grow up to be the best adults. | A | a | d | D |
| 31 (95) | A good mother will find enough social life within the family. | A | a | d | D |
| 32 (13) | One of the worst things about taking care of a home is a woman feels that she can't get out. | A | a | d | D |
| 33 (97) | Mothers sacrifice almost all their own fun for their children. | A | a | d | D |
| 34 (70) | A child's ideas should be seriously considered in making family decisions. | A | a | d | D |
| 35 (108) | The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested. | A | a | d | D |
| 36 (58) | There is no good excuse for a child hitting another child. | A | a | d | D |
| 37 (22) | Most children are toilet trained by 15 months of age. | A | a | d | D |
| 38 (67) | Parents who are interested in hearing about their children's parties, dates, and fun, help them grow up right. | A | a | d | D |
| 39 (89) | A mother has a right to know everything going on in her child's life because her child is part of her. | A | a | d | D |
| 40 (36) | Having to be with children all the time gives a woman the feeling that her wings have been clipped. | A | a | d | D |

| | | | | | |
|---|---|---|---|---|---|
| 41 (113) | When you do things together, children feel close to you and can talk easier. | A | a | d | D |
| 42 (109) | Few men realize that a mother needs some fun in life too. | A | a | d | D |
| 43 (79) | The child should not question the thinking of his parents. | A | a | d | D |
| 44 (57) | A child soon learns that there is no greater wisdom than that of his parents. | A | a | d | D |
| 45 (93) | When a child is in trouble he ought to know he won't be punished for talking about it with his parents. | A | a | d | D |
| 46 (12) | A child should be taught to avoid fighting no matter what happens. | A | a | d | D |
| 47 (20) | A mother should make it her business to know everything her children are thinking. | A | a | d | D |
| 48 (A) | A child can probably get a good job if he's willing to work hard even though he does not graduate from high school. | A | a | d | D |
| 49 (B) | Most mothers feel very comfortable when they go up to school. | A | a | d | D |
| 50 (C) | A busy mother does not have time to read to her children. | A | a | d | D |
| 51 (d) | The principal is an easy man to talk to. | A | a | d | D |
| 52 (E) | A busy mother doesn't have time to find out what her children are learning in school. | A | a | d | D |
| 53 (F) | Teachers know best about what a child should learn. | A | a | d | D |
| 54 (G) | A child won't do any better in school even if his mother looks at the papers he brings home from school. | A | a | d | D |
| 55 (H) | Most parents are satisfied with the Public Schools. | A | a | d | D |
| 56 (I) | It's more important for a child to learn to do things with his hands than to read books. | A | a | d | D |
| 57 (J) | It's easy for a mother to get in touch with her child's teacher. | A | a | d | D |
| 58 (K) | Many important people never finished high school. | A | a | d | D |

| | | | | | |
|---|---|---|---|---|---|
| 59 (L) | There is nothing a mother can do with a child who wants to quit school. | A | a | d | D |
| 60 (O) | Few of the things you learn in high school are really practical after you grow up. | A | a | d | D |
| 61 ( ) | A parent can't make a child do homework if he doesn't want to. | A | a | d | D |
| 62 (Q) | If a child is needed to help at home, it is all right for the child to miss school. | A | a | d | D |
| 63 (N) | It's not the parents' fault if a child quits school. | A | a | d | D |
| 64 (R) | If a child doesn't like school, he may as well quit when he is old enough. | A | a | d | D |
| 65 ( ) | Some children are always late for school no matter what the mother does. | A | a | d | D |
| 66 (S) | It is not important for a girl to finish high school because she will get married soon anyway. | A | a | d | D |
| 67 ( ) | A mother can't be sure that a child will go to school once he leaves home in the morning. | A | a | d | D |

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