UNITED STATES DEPARTMENT OF THE INTERIOR
Ray Lyman Wilbur, *Secretary*
OFFICE OF EDUCATION
William John Cooper, *Commissioner*

NURSERY SCHOOLS

THEIR DEVELOPMENT AND CURRENT PRACTICES *in the* UNITED STATES

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
December, 1932, Washington, D. C.

SIR: The attached manuscript deals with nursery schools. This is really a new institution in the United States although it has received much attention in Great Britain. In our country the nursery-school movement has become a focal point for the work of both general educators concerned with the growth and development of young children and of specialists in psychology, mental hygiene, medicine, nutrition, sociology, and allied fields. From these many points of view, parents are helped to make the most of the remarkable possibilities of growth characteristic of children 2 to 4 years of age. Parent education, therefore, is naturally a large share of the nursery-school program, which is actually a part of the whole adult education movement. Crime prevention through checking delinquency is also closely related to nursery-school work, where careful guidance is given for family and individual child adjustments. The child's right of citizenship recently outlined in the charter of the White House Conference on Child Health and Protection includes nursery schools and kindergartens for young children to supplement home care. This bulletin may be said to give the status of nursery-school education at the end of its first decade in the United States.

As laboratories, nursery schools serve as centers of research in the many phases of child development. They provide facilities for introducing teachers of older children to the stages of growth preceding school. They are also being used to give public-health nurses ideas of right habit development in physically well children. In public education the nursery school will doubtless continue to act as a laboratory until a larger proportion of 5-year-old children are enrolled in kindergartens.

Reports of the cost of nursery-school education are given in this bulletin. Many people need to be convinced of the value of early childhood education. School costs have to-day run beyond present schemes of taxation and it is important, therefore, that a superintendent know what the cost is likely to be before he attempts a nursery school in his community. At the same time he should know of the advantages which such an addition would bring to his school system.

I recommend that this manuscript be printed as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER, *Commissioner.*

The SECRETARY OF THE INTERIOR.

NURSERY SCHOOLS

Their Development and Current Practices in the United States

INTRODUCTION

During the decade 1920–1930 the number of nursery schools reported to the United States Office of Education increased from 3 to 262. This last number does not comprise the total number of nursery schools in the United States, but the increase from 3 to 262 in the number reported indicates their rapid growth. This evident interest in nursery schools is changing the general conception of school age. A new unit at the foot of the ladder of the educational program is being accepted. This unit reaches a step lower than the kindergarten in meeting the needs of a child's development and is one answer to the recurrent question, Where can we learn more about the care and education of young children?

Two general trends are largely responsible for the development of nursery schools during the past decade. *First*, the general concern that each individual be given opportunity to start life fortified with adequate emotional controls and social adjustments that may obviate many of the present difficulties in adolescent and adult life. That this is possible has been shown in the marked increase in knowledge of the potential learning abilities of young children and in the development of techniques for the conditioning of behavior. The preschool years are being recognized as of more developmental importance than any succeeding period of life. Systematic care is needed to assure adequate growth and development for the many and varied phases of the young child's mental and physical being.

Second, the movement of population toward cities has placed certain social and economic limitations upon family life. There is a larger proportion of "only" children and of small families. The children need a substitute for the wholesome give and take which living with other children affords. Play space is limited and an undesirable amount of adult supervision is found necessary. The excitements of city life are overstimulating for young children. Women are seeking employment outside the home both to add to the family income and to carry on vocations or avocations. Parents want the best environment for their children and are seeking guidance in their profession of parenthood and cooperation in the supervision of their children's development.

Active interest in nursery education is being expressed by a constantly increasing number of agencies organized for a wide variety of purposes. Colleges and universities, public schools, welfare agencies, chambers of commerce, health bureaus, civic, patriotic, professional, and labor organizations, foundations, libraries, publishing houses, consultation and correspondence agencies want to know what nursery-school education is, who sponsor it, and how it operates. It is in answer to their many questions that this bulletin has been prepared. The opportunity is also taken to summarize the present status of nursery-school education in the United States at the close of the first decade of its initial development in this country.

The first declaration of the need for nursery education came from Plato when he described a community nursery as a proper part of an ideal state. Centuries later a definite philosophy and program of education for parents and children and even infants, was developed by Froebel.

During the Industrial Revolution in England, when accepted child labor overshadowed interest in child education, Robert Owen sponsored nursery education and incorporated it in a community life experiment which he established in America at New Harmony, Ind. Interest arose again in England through the efforts of two outstanding leaders in nursery education, Margaret McMillan and Grace Owen, whose major purpose was to meet the health and social needs for young children in the slums of London. Nursery schools in England were given the stamp of official approval by the Fisher Education Act of 1918.

About 1919 or 1920, teachers who had worked with Miss McMillan and Miss Owen were invited to this country to demonstrate the English idea of nursery education. Nursery schools were started at Teachers College, Columbia University, and at the Merrill-Palmer School of Motherhood and Home Training. The New York Bureau of Educational Experiments and the Yale Psycho-Clinic had also accepted small groups of infants and young children for studies of behaviors. Developing under the sponsorship of educational organizations, nursery schools in the United States attracted the attention of specialists in such fields as child psychology, child health, and family welfare. Here objectives centered more upon maximum child development than upon relieving social and hygienic handicaps to which the English schools necessarily gave their greatest efforts. Soon after these first schools were started, grants of money from the Laura Spelman Rockefeller Memorial permitted the establishment of several institutes of research in child development with nursery-school laboratories and stimulated cooperative endeavor among actively interested agencies.

Further impetus to research came from the Committee on Child Development of the Division of Anthropology and Psychology of the National Research Council. This committee called conferences of research workers and has continuously published abstracts of research in child development. Detailed descriptions and analyses of programs of preschool and parent education were given in the Twenty-eighth Yearbook of the National Society for the Study of Education, published in 1929. The National Association for Nursery Education has held four workers' conferences, reports of which are available. These conferences have given opportunities for specialists in the many related fields of education, nutrition, mental hygiene, psychology, sociology, psychiatry, medicine, and for nursery-school teachers to discuss mutual problems. This association has also issued a publication which, through statements of certain minimum essentials, has helped to define and safeguard nursery-school education. Several committees of President Hoover's White House Conference on Child Health and Protection assembled information related to the development and care of the preschool child. One committee focused its entire attention upon agencies which provide for the education and care of these young children.

The influence of these activities has been expressed in the work of many organizations and institutions interested in mental hygiene, in parent education, in the correction of juvenile delinquency, and in the physical welfare of young children. In the Day Nursery Manual, issued in 1931 by the National Federation of Day Nurseries, there is a section on essentials and standards for nursery schools organized within day nurseries. A few educational centers offer lectures and discussions for day nursery matrons and superintendents on the education of young children and opportunities for observation in nursery schools. Some hospitals offer experience and training in nursery school education for student nurses. This preparation gives the prospective nurse of sick children knowledge of the behavior and activities of well children and an understanding of necessary habit development for the convalescing child. Pupils in a few public and private high and elementary schools receive courses in the care and development of young children, and participate in a nursery-school program. For the large proportion of those boys and girls who complete their education in the public schools this is the only opportunity where they, as potential parents and as members of families, receive any help in learning one of the arts most needed in adult life.

The institutions sponsoring nursery schools are grouped, for purposes of this study, under headings of colleges and universities, private schools, philanthropic agencies, and public-school systems. About half of the nursery schools are sponsored by or served in some

way by colleges and universities for which they act as laboratories for the preparation of teachers and for research in the field of child development. Between a quarter and a third are sponsored, aided, or controlled by State or municipally supported colleges, universities, schools, and welfare agencies. Although only a few schools are wholly supported from public funds, the sponsorship of the institutions just mentioned suggests a permanency for nursery education in some form as a part of accepted educational programs.

It is safe to say that most workers in nursery schools are convinced that young children and their parents benefit from the guidance programs they offer. Ideas differ as to how the program can best be administered and this suspended judgment is one of the safeguards for the future unfolding of the most adequate plan. For the dubious or the uninitiated it would doubtless be wise to ask the directing teacher of a nursery school what her exact claim is for nursery education. Her reply will probably be inclusive enough and extensive enough to astonish the average inquirer. This bulletin presents a composite picture of nursery-school procedures, an analysis of the administration and operation of 203 nursery schools, and individual reports of the organization of 12 nursery schools sponsored by different types of institutions and representative of the different services offered. The study concludes with a description of the nursery school in publicly supported programs of education and welfare.

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SECTION I

WHAT IS NURSERY-SCHOOL EDUCATION

Nursery-school education nurtures the many phases of child development taking place during the preschool years. It places special attention upon the mental, social, and emotional development, including the formation of desirable habits and behavior patterns, upon the nutritional needs of the child and upon prophylactic and corrective medical care. It recognizes the importance of this initial period of physical, social, and mental development for both the present welfare of the young child and for his future life. Through close cooperation with parents or guardians the continuous development of the child is safeguarded and the responsibility shared between the school, with its staff of trained workers, and those responsible in the home. As a result the school is not a substitute for the home nor is it a custodial institution. It supplements the home and helps parents understand the importance of each aspect of their child's development and learn techniques of guidance.

Nursery-school education explores the field of child development through research and experimentation. Histories and current records of the children's physical health, home backgrounds, and behaviors both help the teachers in their guidance work and furnish cumulative information in the study of how children best grow and develop. This foundation of factual material is continually in use in determining improvements, and adjustments in the work with individual children and nursery-school programs.

The following description of what constitutes nursery-school education includes the children's day in the nursery school, parent participation, the school's records and reports, programs of research in child development, and a summary of tentative objectives determined for nursery-school education.

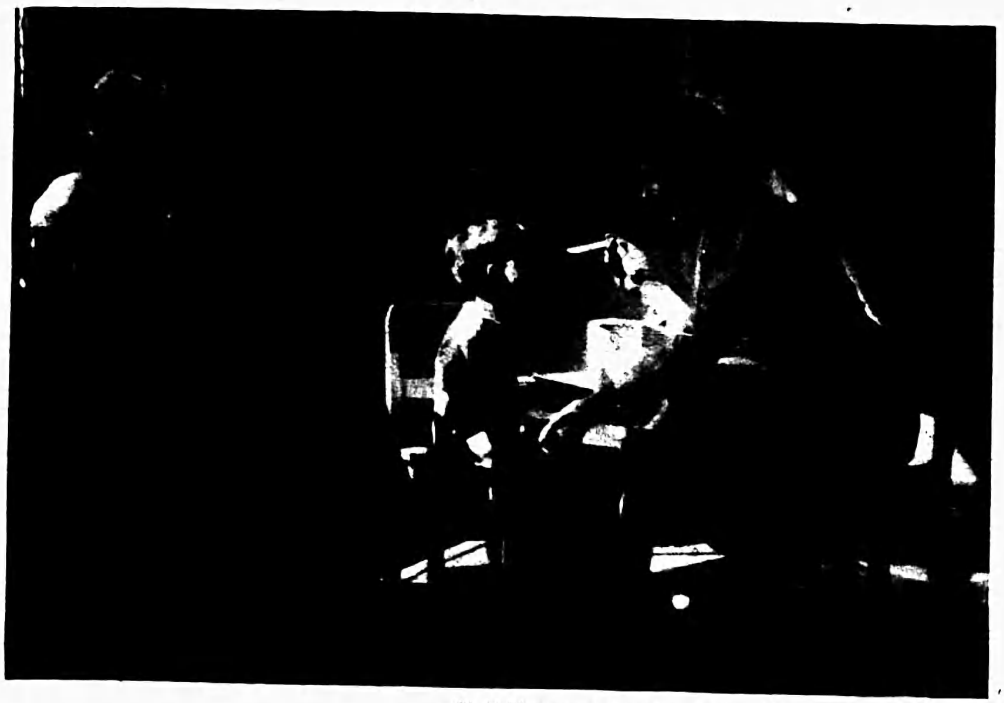
THE NURSERY-SCHOOL DAY

The visitor's first impression of a nursery school is one of a homelike, colorful place where a small group of children are independently, definitely, and happily busy with alert but inconspicuous supervision from the teachers. Though programs vary greatly among nursery schools according to the length of their day and the services which they are called upon to give, the program provides periods for occupational activities and for the care of physiological needs such as routine bathroom activities, eating, and sleeping. The

day starts at about 8.30 with a physical inspection at which the parent or the person who brought the child to the school is usually present. There generally follow in sequence outdoor morning play, mid morning fruit juice or water, short prone rest, toilet, indoor play, and at 11 preparation for lunch. Most of the schools include lunch and following this the children have an afternoon 2-hour nap. Just before 3 a light lunch is served and then the children go home.

If the visitor arrives with the children and their parents he will see that a physical inspection is made at once by a nurse or other trained person. This inspection is given as the children enter the school and before they have joined the group so as to make sure that all are well and free from contagion of any kind and to have those who show signs of possible illness return home with their parents for special care. At this time parents report to the teacher any unusual incident that has occurred since the child left the nursery school the day before—incidents of unusual excitement, temper outbursts, food refusals, or disturbed sleep. These morning reports of nurse and parent largely determine the daily program for each child. Frequently specific types of play are encouraged to strengthen muscular coordination, to activate sluggish muscles, to encourage social cooperation, or increase skill in handling materials. Additional rest periods may be arranged, changes in diet may be made, quiet play away from the group may be planned, or the period of attendance at school shortened or lengthened as required.

After the morning inspection the children join a play group in the fresh air on playground, terrace, or roof. Here they find an assortment of play apparatus that invites a wide variety of physical and social activities. The equipment usually includes ladders for climbing, balance boards, jouncing boards, slides, packing boxes, small kegs, yard building blocks, a digging place of sand, dirt plot, or gravel pit, swings of various descriptions, yard balls, locomotive toys, such as pedal kiddie kar, tricycle, and wagons. Using such equipment brings into play the larger muscles of the body. Through muscular development these young children gain control over their bodies, rapidly gaining strength, courage, and poise which it is believed, carry over profitably into their behavior and conduct. One child constructs his own gangway or slide, hoisting a plank or a small ladder against a big packing case. Each attempt in using it brings out new ideas and a new sense of power and control. Cautious creeping soon becomes a confident upright climb and a change in the pitch of the plank or ladder results. Two children have climbed inside an empty furniture crate and with a few tin dishes and a box have established a "house." Another child riding a pedal car "explores" a part of the yard somewhat concealed from the other children and comes back with a new feeling of independence.



Child Development Institute, Teachers College, Columbia University

Daily physical inspection given upon arrival helps avoid possible contagion within the group of children. Combined with the parent's report of her child's health and activities since the preceding day, this inspection helps determine the best program for the child's nursery school day. The parent who is always present is given suggestions to prevent illness and in some schools is trained to give early remedial care

Department of Child Study, Vassar College

Two and three year old children play individually rather than in cooperating groups. They like to play near each other, sometimes playing the same thing and sometimes using the same kind of material. As a result they imitate and improvise on each other's activities. Social conflicts often result and are considered learning situations pertinent to and important in the development of the young child

National Child Research Center, Washington, D. C.

Book play in imitation of the teachers' method of conducting a story period indicates beginnings of interest in the elementary-school activities

School of Education, Western Reserve University

Real tools provide good muscle activity in addition to satisfying the desire for construction with hammer, nails, and wood

Even within the 2 to 4 year age range there are noticeable differences in the ways that children play. Children at 3½ and 4 are more socially inclined and are more apt to play cooperatively than do the 2-year-olds. They use more material and seek more information. The older children's constructive play ceases to be purely manipulation of materials with haphazard or accidental outcomes. The child is now able to anticipate simple goals. A dramatic element is injected into his activity and he is able to reconstruct his experiences in tangible form with various types of building materials. He uses many of the realistic toys to make his project more representative.

The play environment is also equipped with materials to aid the development of smaller muscles, to provide sense training, imaginative and representative play, and opportunity to engage in creative adventures. Materials supplying these needs include dolls and doll housekeeping supplies, sorting and fitting games, plastic and graphic materials, building blocks of unit and multiple-unit sizes and of several forms, musical instruments, story books, pictures, growing things, and animal pets. The children conceive many and varied uses of this equipment. Other activities are suggested by the ways in which the teacher sets up the equipment, by her verbal suggestions, and through activities which she herself originates.

There are many opportunities for the teacher to help enlarge the children's vocabularies and to help them speak in phrases or carry sequence in their conversations. The innumerable questions are often bids for conversation as well as a thirst for information. Experiences comparable to those in adult life help the children learn how to get along with other people. The child who is not wanted in a group of other children is not protectingly imposed upon the group, but is helped to find his place where he is needed. The overboisterous, dominating child learns to temper his energy and to wait for turns at the swing or to ask for toys instead of snatching them. The timid child is given a feeling of security and confidence, and that which a child fears is tenderly explored and is associated with something he enjoys until fear disappears and the necessary physical or emotional controls are established.

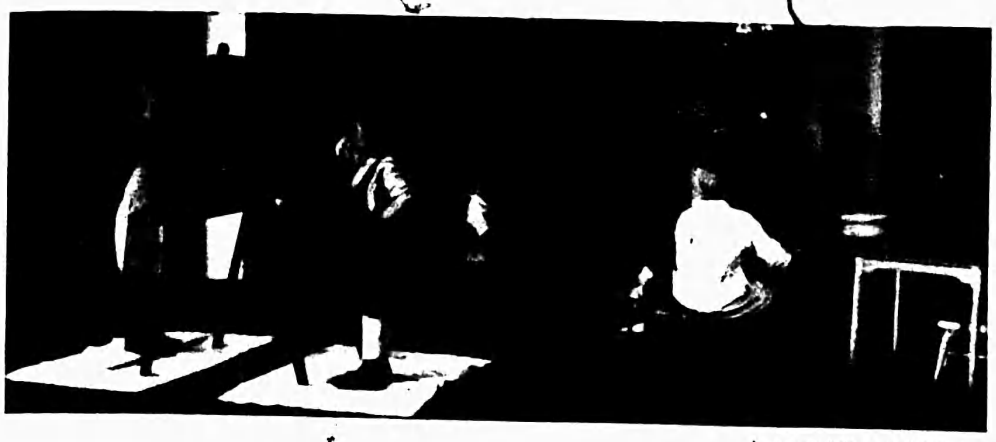
Generally at this age children play as individuals and spontaneous group activity is infrequent. Occasionally schools report such scheduled activities as "news" periods, posture exercises, music, or stories. However, this practice is in the minority and somewhat contrary to the application of research findings on attention span and social development of children under 4. Therefore, as a whole, play activities are interfered with as little as possible, and the teacher enters into the play when she sees a need for raising the educational level of the activity or sees an opportunity for capitalizing a learning

situation. Daily records are customarily kept of the children's uses of play equipment and of individual progress and needs.

Certain routine activities necessary for adequate development of physical and mental hygiene habits are projected into the morning's play period. Frequent drinking of water is encouraged and a mid-morning drink of fruit or tomato juice is served informally. As soon as the elimination needs of each child are determined, a routine time schedule is established. The intervals of this schedule are increased as rapidly as control is established. A morning relaxation period is especially desirable for children under 4.

At about 11 o'clock the visitor notes that the children begin to put their materials away. Toy shelters and an ample supply of low cupboard shelves are provided which enable the children to put their things away independently and happily. The children then come indoors, go to locker rooms where space is provided for each child, remove their wraps and hang them neatly in their own lockers. They learn to identify their lockers with individual gay picture tags of animals, birds, boats, trains, or other familiar objects. An identical tag also marks each child's personal equipment throughout the school, such as his bed, blanket, towel, wash cloth, comb, toothbrush, mat, and chair. Preceding lunch there is a clean-up, toilet, and rest period during which the child has a drink of water, urinates, washes hands and face, combs hair, and rests on a bed or floor mat for 15 or 20 minutes. Sometimes the children look at picture books, or a period of listening to music is substituted for prone resting. In some schools a few of the children help to set the luncheon tables.

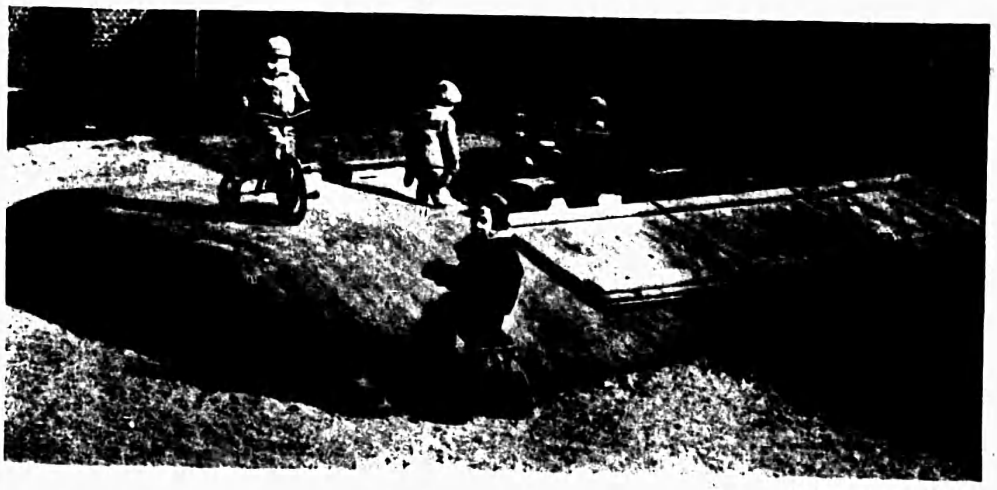
A hot lunch, the main meal of the day, with a menu planned by a nutritionist, is now served. The time required for eating averages about 30 minutes. The children sit at low tables, in groups of 3, 4, or 5 and 1 teacher. The chairs are adjusted to the size of the child so that his feet may rest comfortably on the floor while eating. Each child unfolds and puts on his own bib. Luncheon procedures vary from school to school. In some schools it is customary for the entire group of children to be seated for lunch at the same time, while in other schools the children enter the dining room in small groups at time intervals sufficient to allow each group to be served before the next group enters the room. In some schools one child from each table is elected to be the one to serve for the day. He carries the plate of dinner from the serving table to each child and the small group around his table wait until all are served before they begin eating. In other instances the teacher of each group acts as hostess and serves the meal at the table. In still other situations the children never leave the table but are served by the nutritionist or other staff member. The luncheon service is gay and colorful, and the food daintily served. The diet is a simple one comprised largely of eggs,



National College of Education

School of Education, Western Reserve University

The beginnings of art, dramatization, nature study, and music. Children learn how to use materials, how to observe and to listen. The actual form of expression is, however, largely determined by the child



Chicago Normal College

A sand box may serve several purposes in all seasons of the year, sometimes entirely open, sometimes closed. To ride up hill requires muscle, strength, and skill

Mary Crane Nursery School, Hull House, Chicago, Practice Unit for the National College of Education

In the plan for serving dinner at this school, plates of food are carried by one child to the others at his particular table. The separate groups begin to eat when each one at the table has been served. Milk is poured by individual children as they wish it and sandwiches are passed at the individual tables. Table equipment consists of doilies or bright-colored oilcloth mats shellacked to avoid curling, a short wide fork, a spoon, dishes with edges that can be easily and securely gripped, and bibs or napkins which the children can adjust

meat, or meat substitute, green leafy vegetables, fruit, milk, whole-wheat bread, and a simple dessert. The maximum amount of food is not offered on the first serving, but second servings are encouraged. Depending upon the climatic location of the school, and upon the parents' desire, cod liver oil is served during the winter months. Some instruction is given in training in table manners. However, success in building right eating habits is of greater importance than the acquisition of social forms. To some extent, the luncheon is a social affair, but when conversation tends to interfere with normally quick and hearty consumption of food it is discouraged.

Records of daily food intake, behaviors expressed, and techniques used are made by the teacher. In most nursery schools a dietary study is made of each child. Frequent conferences between nutritionist and parent are held to insure for the child a balanced diet and to make changes in diet according to temporary needs.

When the child has finished his meal he leaves the table, removes his bib or napkin, puts it in a suitable place, and begins preparations for an afternoon nap. He washes his hands and face and then he undresses. Children at this age are learning to care for themselves to some extent in preparing for naps. They can turn faucets off and on, flush toilets, use towels and wash cloths, and button or unbutton clothing. It is still necessary to give them some help, however, and a teacher is always at hand both to assist and to show the child how to help himself. If the nursery school is housed in one room, folding canvas-covered cot beds are used. These are stored when not in use. At nap time they are set up and usually spread with sheets and blankets. In order to provide for good posture during sleep the canvas is kept taut by lacings and the children sleep without pillows. When a separate sleeping room is available the cots remain stationary. The children are in bed for approximately 2 hours, but the amount of actual sleep ranges from 1 to 2 hours. After the nap—at about 2.30 o'clock—tables are again set for a light lunch of crackers and milk, which the children have as soon as they have dressed, washed their faces, and combed their hair. By 3 o'clock the group is ready for play again. In the majority of nursery schools the children are called for by their parents at this time and walk in the parks or play at home until supper time. In schools which keep children for a later afternoon play period some change is made from the morning play situation or activity. This may be a change of play space, an excursion, care for animal pets, or a story or music period, according to the plan of the individual teacher and the opportunities her set-up or location offers.

The teachers may use the lull during the afternoon sleep period to rest, complete their daily records, and record certain items on the

sheet posted for parents. It is sometimes possible to have scheduled conferences with parents.

Though the school day continues for a limited number of hours the school assumes the responsibility for knowing the complete 24-hour program of the child. This secures for him a consistent school and home program in guidance and self-help. The opportunity for assisting parents in understanding their children, by giving them information regarding child care and nurture, by giving them guidance in actual problem situations, and by attempting to achieve for the child an educational program in which the home is the largest factor, is considered one of the serious responsibilities of the program of nursery education.

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PARENT PARTICIPATION

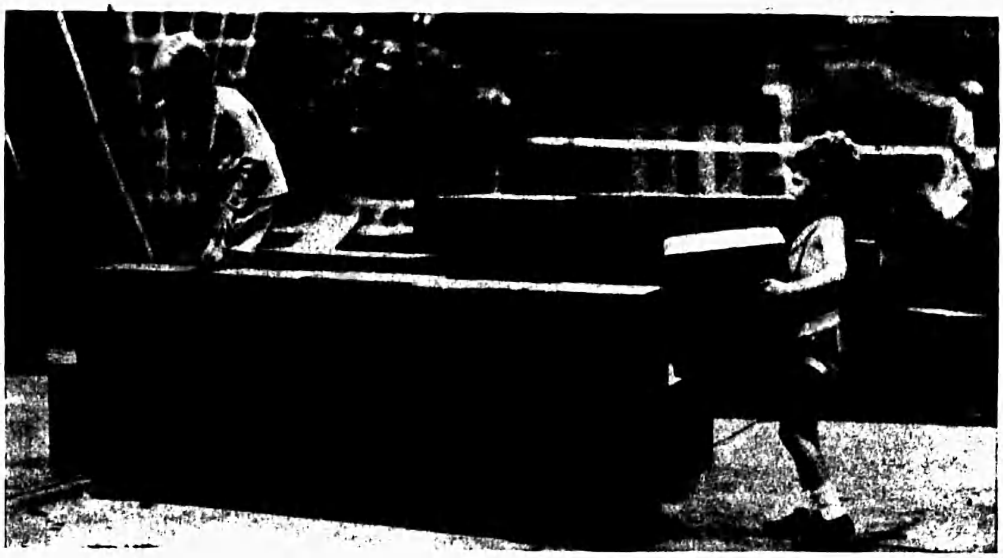
The guidance and help which the children's parents receive is one of the sound arguments favoring nursery-school education and presents another phase of adult education. In the replies to the inquiry, "Reasons for entrance," on the application blank for children at the Washington Child Research Center the statements most frequently made were for the child to receive "scientific training and development" and "to be with other children." [1] An agreement to participate in the program of development for their child is required of parents by many schools before enrollment is completed. This participation is of vital importance since the child is primarily a member of the family and it is essential that the home and nursery-school programs shall proceed along consistent lines.

[1] Hicks, J. Allan. Reasons parents give for wanting children to enter nursery school. *In* Washington Child Research Center (Report) 1928–1931. pp. 53–54. National Child Research Center, 3209 Highland Place NW., Washington, D. C. 1931.

Child Development Institute, Teachers College, Columbia University

The right kind of clothes makes it possible and easy for a child to do his own buttoning and to learn to dress himself. Personal equipment with individual ownership tags satisfies a desire for ownership and increases a sense of responsibility

Department of Early Childhood Education, Teachers College, Temple University



School of Education, Western Reserve University

Institute of Child Welfare, University of Minnesota

Building blocks are one of the most flexible types of material for creative play. These larger boxes play a distinct part in developing muscular coordination, body balance, and strength. Smaller blocks, sometimes brightly colored, are also used. Blocks are provided in unit sizes so that accurate construction is aided

Many forces in modern life such as the present social and economic conditions conspire both to complicate adult-child relationships and to arouse adults to a new conception of the responsibilities of parenthood.[2] Different approaches to resulting problems are made by the nursery school teacher and by members of the consultation staff who emphasize the social, nutritional, and psychological phases of child development.[3]

Perhaps the individual conference is most frequently used as the means for helping parents. Some schools require a joint initial conference of father, mother, and teacher before the child is entered in the nursery school, and a follow-up conference two or three weeks later to clarify any confused ideas regarding the school program and to note progress. Other individual conferences follow throughout the year. When several parents are confronted with a similar problem, group discussion is held and study groups formed. Home visits by staff members are made in order that the school may have a better understanding of the child and his home environment and to help parents. The home visitor can help parents to inaugurate certain nursery-school techniques in the home régime, and to discover and help adjust some of the home influences upon the child's behaviors. Observation of and participation in the school program are provided in some nursery schools to help both the mother and father gain a perspective on their own child. Assisting the teacher for half a day or even for an hour they see how other children behave in similar situations and note the stages of development attained by other children. Lecture courses for parents are often offered especially in the nursery schools connected with colleges and universities. In a few of these institutions college credit is given upon the completion of some of the courses offered.

The effectiveness of the work with parents depends on many factors: On the teacher's insight, her unfailing tact, and ability to gain a perspective on present problems; on the parents' genuine willingness to cooperate and even to inconvenience their own programs of adult life for the sake of starting the child's life with desirable habits and attitudes; and on the combined aid of staff specialists who bring new light from their several angles of observation.

Aside from the immediate value to the family of the parents' participation in the nursery-school program there is a value that reaches on into the life of the community. Parents who realize the importance of guiding physical development and controlling emo-

[1] Hill, May. The nursery school and parental education. Sixth Yearbook of the Department of Elementary School Principals of the National Education Association, Washington, D. C., 1927. pp. 145-161.

[2] National Association for Nursery Education. Report of fourth conference, November 11-13, 1931. National Association for Nursery Education, 147 Ruggles Street, Boston, Mass. 1932. Abigail Eliot, secretary.

tional reactions of preschool children are sharing their knowledge with neighbors. Community meetings called to organize a playground, to censor motion pictures, to make back-yard play equipment, and to use summer vacation time profitably have been reported as outgrowths of nursery-school experience. Of course such activities were reported years ago as resulting from kindergarten programs and also from the "parent-teacher" organizations, but their value is now reemphasized and a new vigor is given to developing adequate family and community life by programs of parent participation carried on in nursery schools.

RECORDS AND REPORTS

There has been such a limited amount of information regarding the interests, abilities, and needs of young children that nursery school workers have made a strong point of keeping records. They need to know how young children tend to behave under certain conditions. They also need to know what play materials children use, how they use them, and the length of time interest is sustained. A frank recognition of the immediate demands made upon the attention of teachers of young children during school hours discloses the impossibility of carrying all such details in mind and of recalling experiences important to the guidance of each child's progress. What factors caused Henry's temper outburst? How long did it take Alice to eat her lunch and did she eat all of it? When did this fear that John is displaying begin? Has Jane always lacked vigor and initiative? Have improvements been sustained? Continuous records of the personal characteristics of each child in regard to his physical and mental maturity and his social adjustments are the most convincing evidence available of growth and development.

The form of nursery-school records and the techniques of recording them and interpreting them have gone through many changes in the process of selecting essentials and organizing the forms to economize efforts in recording. The most detailed records and most extensive program of reports have been made in the schools acting as research laboratories or connected with universities or other teacher-preparation institutions. The asset of student assistance has been a helpful factor for these institutions and there has also been the asset of expert supervision from the cooperating specialists who are able to give continual aid.

Types of records now in use may be grouped under headings of (1) personal and social history including a physical history of the child, his behavior characteristics, his mental test records, and information concerning his home and family life; (2) current records of health, attendance, social reactions, responses to educational materials, and reports of conferences with parents; (3) home records

National College of Education

Students record children's interests, abilities, and achievements in the use of materials, in vocabulary development, in activities, social adjustments, and behavior tendencies. These records serve to increase general information regarding growth and development of preschool children and form the basis for guiding each child's development. Record keeping directs and makes specific the observations of students preparing for the teaching profession. An understanding of the behaviors of young children and a recognition of desirable teaching techniques for this age child are valuable for prospective teachers of older children

Normandy Nursery School, Division of Psychology and Research, Los Angeles Public Schools

Boys from the Manual Arts High School of Los Angeles observing and recording activities of preschool children. Since the majority of people in the United States complete their school experience with the elementary grades or high school, an introduction during these grades to the handling of problems related to child development offers a systematic beginning in preparation for family life

of diet, sleep, elimination, discipline and methods of control employed, and other factors of home experiences which will contribute to the school's better understanding of the child. Certain of these records are filed permanently and others are for temporary use. The complete records for the average nursery-school child give a picture of his home life, of his past and present physical and intellectual status and behaviors, of the remedial programs prescribed by the staff after studying his records, and of changes effected in the home and school régimes.[4]

In active use nursery-school records serve as a force in dynamic teaching. Progress and achievement are matters of individual rather than competitive concern. Each child's records are studied in staff meetings by the teacher and consultants in nutrition, medicine, sociology, psychology, and other cooperating specialists. The group determines the procedure to be followed with the child and the parent for the benefit of the child's maximum growth and development. Diet, rest, type of group or individual play and desirable equipment, opportunities for use of language or for control of materials, and home cooperation all play a part in the programs followed. Summaries of records are made periodically to help both parents and staff.[5]

It is through such summaries that the most convincing values of nursery-school education are found. Changes that have taken place in both the child's development and in the parents' attitudes and techniques show clearly in the perspective given by the report. How differently the record would have read had it covered a similar amount of time for a child at home can not be estimated, since the child's development depends largely on the program followed at home and the equipment provided. All the teachers in the nursery-school field are not yet convinced that in all cases guidance away from home in a nursery school is more of an advantage than guidance in the home situation. Because of this suspended judgment several experiments are under way to ascertain how the needs of different home conditions can be met aside from enrolling the child in a nursery school. The real issue here, however, is to find out whether expert guidance produces a better developed child than would have resulted without the guidance for parents and child. A few studies have attempted to compare changes in the development of children enrolled in a nursery school with that of children who have not had the expe-

[4] National Society for the Study of Education. Twenty-eighth Yearbook. Bloomington, Ill., Public-School Publishing Co., 1929. Pt. II, Chap. XIII. Records of young children: A means to education.

Foster, Josephine C., *and* Mattson, Marion L. Nursery-school procedure. New York, D. Appleton & Co., 1929. Chap. XI. Nursery-school records.

Waddell, Charles W., *and others*. A six-year experiment with a nursery school. Los Angeles, Calif., University of California at Los Angeles. Bulletin of the Teachers College, No. 1. 1931. 178 p. Appendix F. Record blanks.

[5] Washburn, Ruth. The nursery unit of the Yale clinic of child development. Childhood Education, 8:470, May, 1932.

rience. Two of these studies report greater increase in intelligence ratings over the same period of time for children in nursery schools. Other studies find no significant changes in intelligence ratings during nursery-school attendance, but find significant resemblances between a young child's intelligence and his parents' occupations and education and the economic status of the home.[6]

There are as yet no tests by which objective ratings can be made to show progress in such behaviors as initiative, courage, and independence, or of a preschool child's general information, his language usage, or number concepts. Tests of this character may not be desirable. The better plan may be to use inventories of possible and desirable achievements within the preschool period as guides and depend upon the teacher to meet each inquiry or interest of the child with adequate information and sufficient guidance to give impetus to all the development of which the child is capable at the time. The summary of individual progress resulting from records kept during a child's nursery-school attendance shows what has been accomplished in that situation. These summary reports also offer ideas to other parents and to teachers of older children.

RESEARCH IN NURSERY EDUCATION

From these reports many questions arise which only research and investigations can answer. What constitutes normal physical, social, and intellectual development in young children? Can guidance materially promote development? To what extent should the children's use of physical force in the solution of their social conflicts be conditioned by the development of their facility in language usage? What concepts have young children of number, distance, weight, size, and shape? Under what conditions do specific types of learning take place most effectively? How can undesirable behavior best be conditioned? What play materials best meet the developmental needs of children at different age levels? What is the effect upon kindergarten programs of the learnings developed during nursery-

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[6] Barrett, Helen E., *and* Koch, Helen L. The effect of nursery-school training upon the mental test performance of a group of orphanage children. Journal of Genetic Psychology, 37: 102–122, March, 1929.

Gesell, Arnold, *and* Lord, Elizabeth. A psychological comparison of nursery-school children from homes of low and high economic status. Pedagogical Seminary, 34: 339–356, September, 1927.

Goodenough, Florence. A preliminary report on the effect of nursery-school training upon the intelligence test scores of young children. Twenty-seventh Yearbook of the National Society for the Study of Education. Part I, 1928. pp. 361–369.

——— The relation of the intelligence of preschool children to the occupation of their fathers. American Journal of Psychology, 40: 284–302, April, 1928.

Kawin, Ethel, Hoefer, Carolyn, *and others*. A comparative study of a nursery-school versus a non-nursery-school group. Chicago, Ill., The University of Chicago Press, 1931. 52 p.

Stutsman, Rachel. Irene: A study of the personality defects of an attractive superior child of preschool age. Pedagogical Seminary, 34: 591–614, December, 1927.

Woolley, Helen T. The validity of standards of mental measurement in young childhood. School and Society, 21: 476–482, April 18, 1925.

——— David: A study of the experience of a nursery school in training a child adopted from an institution. New York, Child Welfare League of America, 1925. (Case studies, No. 2, April, 1925.)

Child Development Institute, Teachers College, Columbia University

When testing intelligence, the trained examiner is sympathetically interested in the child's responses and praises her successes. To gain maximum effort from the child all distractions are avoided and equipment is effectively prepared

Iowa Child Welfare Research Station, University of Iowa

Motor-rhythm test.—In this illustration a 4-year-old child is being tested for her ability in rhythmic performance. A concealed mechanism causes the clock to "tick" regularly and the child is instructed to keep time with the clock by tapping the hammer. The apparatus records on a paper disk the errors made by the child

Institute of Child Welfare, University of California

A learning experiment. This device presents the child with the problem of discriminating between two pictures, one of which is always associated with a reward. When he pushes a button under a correct symbol, a small door swings open and a toy is revealed. In learning experiments motivated in this way, it is possible to study a child's perceptual discriminations, his ability to transfer and generalize in successive problems, and his insight concerning relationships

school experience? One problem after another presents itself to the worker with young children for whom there has been a dearth of specific information.

The large amount of research now being carried on in the field of nursery education is doubtless due to the awakened appreciation of the importance of studying phases of development during the preschool years and to the realization of the previous lack of factual data. With the organization of the nursery school as a laboratory, access has been provided to groups of young children in natural surroundings for observational and experimental purposes. This laboratory offers a neutral ground for the integrating of research conducted in such a variety of fields as education, psychology, medicine, nutrition, and sociology. Experimentation with techniques of research has been necessary so that the approach to young children can assure as natural a response as possible. It is difficult to conduct research in the strict laboratory sense of the word, since experimental control of conditions tends to destroy the spontaneity of the children which is the very essence of their activity. The cooperation of young children during studies can not be solicited as it is with older children and adults.

A third of the nursery schools reporting in 1931 listed research as one of the purposes for which they operate. This shows the investigational attitude of nursery-school workers. Many of the nursery schools acting as laboratories of research are located in universities where the several colleges may conduct studies under regulations which protect the children from an undue amount of observation. Other research laboratories are organized as independent units or as part of the research division of a public-school system through which other departments of the school organization can cooperate. Grants of money from both local and national foundations and funds have made it possible to establish institutes of research in child development like those connected with the Universities of California, Iowa, Minnesota, and Cincinnati, with Teachers College, Columbia University, the Merrill-Palmer School, and the National Child Research Center at Washington, D. C.[7] Other funds have been given especially for studies in specific fields of work. The programs of many of the institutes of child development have extended throughout the locality or State in which they are situated to include service in conducting behavior clinics, surveys of health and welfare, and courses of lectures or study groups on related topics. The value of such programs is recognized by increasing appropriations from the universities and the State legislatures and the anticipated inclusion of some of the institutes as regular departments of the universities.

A distinct limitation upon making generalizations from the findings of research in the field of child development has been the small number

[7] Work of child development research centers. Child Study, 7: 289–316, July, 1930.

of children available for study under controlled conditions. To correct this limitation two or more research centers have, in some instances, conducted cooperative studies. Some studies have carried over a term of years to follow the sequence of the children's development from infancy through their primary grade experience. Application of findings from these research studies are being made not only to the children in nursery schools but to older children. Classroom teachers and directors of pupil guidance in public schools, workers in family welfare, and juvenile delinquency agencies are finding explanations for some of the behavior problems they face with adolescent boys and girls. These in turn suggest remedial treatment and preferred methods of guiding these older children.

The wide scope of research in preschool education is suggested by the lists of studies completed or in progress, which are issued from time to time by the several child-development institutes. Some of the topics listed include the development of motor coordination in young children and various aspects of anatomic growth, the extent of vocabularies and sentence development, social behavior patterns, the effects of resistance upon intelligence test scores, problem-solving abilities, and occupational interests. Other types of studies include those which develop techniques for studying child development, those analyzing teaching activities with young children, and others which throw into relief learning levels in the preschool field and preferences in the selection and use of materials at different age levels. Two directories have been compiled of research workers in the field of child development [8] and of their contributions. These indicate the many types of research being conducted and the variety of major fields of educational work and science represented by those in charge of the studies. A detailed discussion of research in the many aspects of child development is presented in A Handbook of Child Psychology, edited by Carl Murchison, 1931.

OBJECTIVES OF NURSERY-SCHOOL EDUCATION

Major objectives of nursery-school education have been included in a report from a committee of the National Association for Nursery Education [9] (formerly the National Committee on Nursery Schools) which suggests the place of the nursery school in the general scheme of education and sets standards for the maintenance of nursery schools. The objectives indicate the definite learning values recog-

[8] Directory of Research in Child Development. Compiled for National Research Council. Committee on Child Development. No. 76, by Leslie Ray Marston, March, 1927. No. 102, by J. Allan Hicks, March, 1931. National Research Council, Washington, D. C.

[9] Minimum essentials of nursery-school education. Mary Dabney Davis, Harriet Johnson, and Anna E. Richardson. Subcommittee of the National Committee on Nursery Schools. National Association for Nursery Education, 147 Ruggles Street, Boston, Mass., 1930. Abigail A. Eliot, secretary.

nized in the daily activities of nursery-school children and suggest teaching techniques. In summary, these objectives are as follows:

Motor and sensory control.—The nursery school covers that comparatively short period of time when sheer activity engrosses the child and when activity is of the utmost physiological importance to him; the use of large pieces of equipment must help to assure the child control over himself and his immediate environment. Investigations and observations of the features of his environment are more naïve and fresh than at any other time; it is essential then that the child have time for unhurried and undictated looking, listening, and manipulation. Some of the skills desired include a control of the simple mechanical principles involved in such things as door knobs, steering gears of tricycles and wagons, discriminations in weights, colors, sizes, odors, and facility in speech, singing, and play with tools.

Social adjustment.—Since awareness of other children and an understanding of how to play with others develop at different rates there must be provision for a young child to watch other children from the side lines for a time, at another time to make his contacts as fleeting as he will, and, as he arrives at a point of requisite preparedness, to become a responsible member of the group. Through his experiences he learns to respect others' rights, to maintain his own, to use language as a means of communication, and to have a direct quality in his dealings with adults and children.

Development of interest-drives.—The perversion of interest-drives in many adults emphasizes the importance of developing normal, healthy, and spontaneous "drives" in young children. These "drives" are expressed in efforts to modify and to understand environment. They are pursued in the face of obstacles unless the individual is strongly conditioned against the drives. These interest-drives are developed through opportunities provided for the children to imitate, to choose, and to be occupied constructively; through opportunities to express feeling in language, dancing, dramatic play, and the use of plastic materials; and through surrounding the child with art which expresses beauty, simplicity, and integrity.

Physical development.—During the early years of the child's life physical growth and development are rapid and must be definitely safeguarded in the nursery-school environment. Opportunity for outdoor play and indoor activity that will develop and coordinate both the large and small muscles of his body and that induce deep breathing should be provided. The kind of activity and its duration should be carefully watched and the individual child protected against undue fatigue.

It is important to develop desirable attitudes toward the physical habits of eating, sleeping, and elimination which form the foundation

for the child's optimal health and growth. He should become acquainted with and learn to accept a variety of foods and should participate rather than merely acquiesce in his daily health routine.

Consistency in the methods of guidance followed in the nursery school and in the home is essential to carry out the foregoing objectives. It is consequently necessary to enlist the full cooperation of the children's parents and therefore to add to the objectives for the nursery school certain objectives related to the education of the children's parents. To help parents to get the proper perspective of the young child's place in the family, to help them to know how to meet the problems of daily routine and those in unexpected circumstances is a part of the nursery-school program.

SECTION II

A SURVEY OF THE ORGANIZATION AND OPERATION OF 203 NURSERY SCHOOLS

This survey of nursery schools can be used to answer such questions as: Where are nursery schools located? Are they increasing in number? What is the rate of increase? What types of institutions sponsor them? What do nursery schools aim to accomplish? How many children do they enroll? How long is the school day? How are nursery schools staffed?

This survey may also be used by the person interested in starting a nursery school. He may need certain definite information about the procedures others have followed in organizing such a school and about such details as the consultation service others have found available, the preparation to be expected of the teacher engaged to direct the school, and the tuitions charged.

The survey also lays before leaders in the field of child development details of the organization and administration of nursery schools for their critical evaluation. These leaders, concerned with the future as well as the present goals for nursery education, can discover in this survey where practice stands at the present time; they can vision possible trends and, through specific studies planned to evaluate what is being done, guide future procedures.

A description of current practice does not necessarily define "best" procedures. This is particularly true with nursery school education at its present stage of testing and evaluating its programs.

No estimate of the worth of nursery education nor a comparison of service rendered with value received has been attempted in this study. This study does offer a picture of current practice in 1932 and presents basic material for future reference and suggests problems for study. For the convenience of the reader a brief summary of the survey is given. Detailed treatment of the subjects summarized is presented in the succeeding pages of this section of the study.

A SUMMARY OF THE SURVEY

Nursery schools of the United States are located in 121 cities of 35 States, the District of Columbia, and Hawaii. The greater number are in large cities. About half of the nursery schools are sponsored by or served in some way by colleges or universities, a third are privately controlled schools, and a fifth are connected with child welfare

agencies. Between a quarter and a third of the nursery schools are sponsored by State or municipally controlled universities, colleges, school systems, and welfare agencies. Only a few of these schools are wholly supported from public funds. Many receive financial contributions from foundations, funds, individuals, and organizations. The majority, whether sponsored by public or private agencies, charge tuitions or fees. In some instances the fees are small and cover only the cost of food and incidental expenses or are adjusted to the family's ability to pay, and serve chiefly as an aid to the parent's feeling of independence. Tuitions in some schools supplement gifts and other available funds, in others they cover the whole expense of the school, and in still others they cover both the expenses and net a profit.

The cost of maintaining a nursery school will necessarily seem high, since the guidance programs for parents and students and the opportunities afforded for observation and research increase the cost. It can be seen that the customary procedure in school finance of quoting cost on a pupil basis would not give an accurate figure for nursery schools. These costs should be distributed among the many people benefiting from the nursery-school program.

Control.—The control of nursery schools varies with the type of institutions with which they are connected. In colleges the control varies largely according to public and private institutions. Half of the schools connected with privately supported colleges and universities are under the general control of the institution and the other half are controlled by a group of cooperating departments and affiliated organizations or by departments of home economics, education, psychology, or child study. Six out of 10 of the nursery schools connected with the 43 State and municipal colleges and universities (22 of which are land-grant colleges) are controlled by departments of home economics. The other nursery schools in this group are either controlled by a group of cooperating departments and affiliated organizations or are under the general control of the institution. Of the private schools two-thirds are operated under private ownership and the others are controlled either by the parents of children enrolled in the school or by committees representing interested organizations. The nursery schools sponsored by welfare organizations are controlled largely by boards of directors of family and community welfare agencies—three of these being municipal welfare boards. The nursery schools in the city and State public-school systems are either wholly controlled by the boards of education with responsibility delegated to different departments within the school system, or by these school boards in cooperation with interested organizations.

Purposes for organization.—The major purposes for which nursery schools operate are the education of young children and the educa-

tion of their parents. Next in line of importance are the services which nursery schools offer in the preparation of teachers, in acting as laboratories for research in child development, and in preparental education. Nursery schools as laboratories for research are found chiefly in the colleges and universities. The relief of parents from day-time care of their children is a purpose of minor importance for the total number of nursery schools and is reported chiefly for the schools connected with welfare organizations.

Enrollments.—The median number of children enrolled in a nursery school is 18. This varies somewhat according to the type of school—the median number for private schools is 13 and for the schools connected with the welfare agencies, 25. There are approximately 11 children for each trained teacher in the nursery school. The middle 50 per cent of the children range in age from 2 years and 8 months to 4 years and 2 months, with an average age range among the children in a nursery school of 2 years and 5 months.

Length of program.—The average year for the nursery school covers 181 days, approximately the average for city public schools. With few exceptions there is a 5-day week. Three interesting variations provide for periodic attendance. This makes it possible for more children to be enrolled in the nursery school, and, what is perhaps more important, provides a guidance program divided between the home and the school. Counting 3 hours as the maximum length for a half-day session, slightly more than a quarter of the nursery schools are half-day schools. The remainder have a program ranging from 3¼ hours to 12 hours with the largest number ranging from 5 to 8 hours for the school day, and a few schools report a 24-hour educational program. A small number of schools, mostly private schools, offer the parents the option of a full or half-day session. More of the private schools have the half-day session than any of the other types of schools. Not quite half of the total number of nursery schools provide further schooling for the children. In some of these cases the program extends only through the kindergarten, but the majority offer all elementary grades or both elementary and high-school education.

The staff.—Two-thirds of the directing teachers in nursery schools have a college degree and none has less than a normal school or teachers college preparation. A larger per cent of these nursery-school teachers have master's and doctor's degrees than have the teachers for public elementary grades or high schools. The consultation staff which supplements the teaching staff in the largest number of nursery schools, includes a doctor or nurse, psychologist, nutritionist, and sociologist. Eighteen different types of consulting specialists have been reported. The largest variety of specialists is reported from colleges and universities.

SCOPE OF THE SURVEY

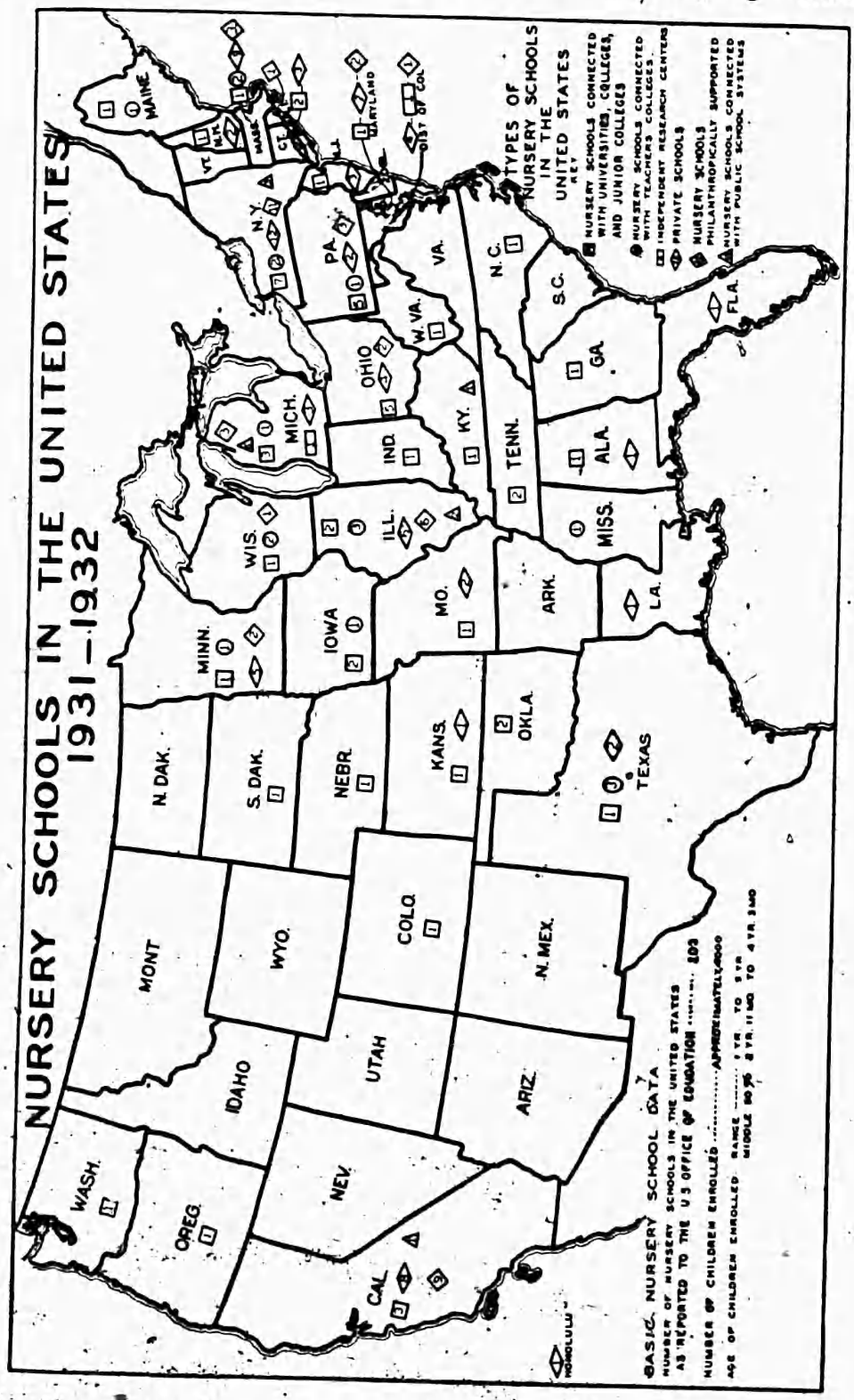
Information received from 203 nursery schools forms the basis for this survey. Reports received from other schools after the data were summarized and a directory of nursery schools recently issued by the Pacific Coast Nursery School Association indicate a larger total number of nursery schools for the United States as a whole. The report on nursery schools made by a committee of the White House Conference[1] also reports a much larger number of nursery schools throughout the country. Of the 203 schools included in this study 74 are sponsored by institutions of higher learning, 73 are privately supported, 43 are sponsored by philanthropic organizations, and 13 are sponsored by public-school systems. Since the type of institution or control materially influences the organization of the nursery school, the analyses of data are made under the four classifications listed above. More detailed descriptions of the variations in practice among these schools, organized to serve purposes in addition to the education of children and their parents, are illustrated in the reports from 15 nursery schools. These are given in the last two sections of this study.

LOCATION OF NURSERY SCHOOLS

The accompanying map shows the distribution of 203 nursery schools among colleges and universities, private and public schools, and welfare organizations throughout the United States. The States having 10 or more nursery schools are New York with 35; California with 21; Illinois, 19; Michigan, 17; Massachusetts, 15; Ohio and Pennsylvania, 11 each. To explain the evident interest of these States in preschool education, it would be interesting to study their legislative provisions for establishing kindergartens, the strength of parent education organizations, the family welfare programs followed, and the program of child development in the institutions of higher learning. The following table shows the numbers of States and cities in which nursery schools sponsored by different types of organizations

[1] White House Conference on Child Health and Protection. Committee on the infant and preschool child. Nursery education: A survey of day nurseries, nursery schools, private kindergartens in the United States. New York, The Century Co., 1931. 187 p.

are located. The kinds of colleges and universities maintaining nursery schools are also shown in this table. In analyzing informa-



tion the reports from the two independent research centers are included with those from colleges and universities.

Number of States and cities in which 203 nursery schools, sponsored by different types of organizations, are located

Types of sponsoring organizations	Total number of nursery schools reporting	Location	
		In States, District of Columbia, Hawaii	In cities
1	2	3	4
Universities and colleges:			
State	6	6	6
Municipal	1	1	1
Land-grant	22	22	22
Public junior college	1	1	1
Private junior college	1	1	1
Private universities	13	7	11
Private colleges	10	8	10
Teachers colleges:			
State and municipal	13	10	13
Private	5	3	4
Independent research centers	2	2	2
Private schools	73	21	55
Philanthropic organizations	43	12	21
Public-school systems	13	5	10
Total	203	[1] 37	[2] 121

[1] Total number of States represented, including District of Columbia and Hawaii.
[2] Total number of cities represented

More than half of all the nursery schools are located in cities having a population of 100,000 or more. From the figures in the following distribution it can be seen that approximately as many of the nursery schools sponsored by colleges and universities are in smaller cities and towns as in large cities, that a larger number of the schools sponsored by philanthropic agencies are located in large cities than for any other group, and that the majority of the schools in public-school systems are located in large cities.

Location of nursery schools grouped according to sponsoring organizations, in cities and towns of different population sizes

Sponsoring organizations	Population sizes of cities and towns				
	100,000 or more	30,000 to 100,000	10,000 to 30,000	5,000 to 10,000	Fewer than 5,000
1	2	3	4	5	6
Colleges and universities	27	13	14	15	6
Private schools	41	9	9	7	7
Philanthropic organizations	36	2	1	1	3
Public-school systems	8	3	1	1	
Total	112	26	25	24	16

DATES OF ESTABLISHMENT

As a matter of interest the following distribution is given to show the years in which 196 nursery schools were established. More than three-fourths of the schools have been organized since 1925. The most rapid increase occurred between the years 1926 and 1928 and doubtless the economic conditions of 1929 influenced the drop in the number of schools reported in that year. The only basis for estimating the number of schools discontinued is their failure to respond to repeated requests for information. In the school year 1929–30 there were 4 such schools, in 1930–31 there were 18, and in 1931–32 there were 56. However, it must be realized that some of these schools may still operate. It must also be recognized that new schools are continually being organized. In 1931–32, despite economic conditions, 19 new schools were reported. Of the 56 schools which did not report, 31 were private schools, 17 were connected with philanthropic organizations, 5 in colleges and universities, and 3 in public-school systems.

Dates of establishment for 196 nursery schools now in operation

Type of sponsoring organization	Total number reporting	1920 or before	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Colleges and universities	73	1	2	3	1	1	6	13	13	12	10	8	3
Private schools	71	1	----	----	5	1	3	8	12	15	7	6	13
Philanthropic organizations	39	1	----	1	2	5	6	3	7	4	5	3	2
Public schools	13	----	----	----	----	1	1	3	2	2	2	----	2
Total	196	3	2	4	8	8	16	27	34	33	24	17	20

CONTROL OF NURSERY SCHOOLS

The question is often asked, Who is responsible for the nursery schools throughout the country? This seems to be an important question because the school program is likely to be influenced by the points of view of the controlling agencies. A general answer to the question is given in the first distribution of schools included in this study on page 24. This distribution among several types of sponsoring organizations indicates that universities and colleges are responsible for slightly more than a third of the nursery schools and that private schools are responsible for a similar number; that philanthropic organizations sponsor approximately a fifth and public-school systems but 6 per cent. A more specific answer to the question is given in the following analysis of the reports from the schools within each of the groups just mentioned. "Control" is used here to mean administrative and supervisory functions. Assistance and service

given by cooperating departments and organizations is described under the discussion of the nursery-school staff. The diagrams showing administrative organization which accompany the nursery-school reports in the last section of this study will help to clarify this discussion.

COLLEGES AND UNIVERSITIES

Control of the 74 nursery schools maintained by colleges and universities is vested (1) in the general administrative organization of the institution, (2) in a committee or board composed (*a*) of representatives from several departments or divisions of the institution which cooperate in maintaining the nursery school, or (*b*) of representatives from departments of the institution and from outside cooperating organizations; or (3) in the administrative organization of a single department which sponsors the nursery school. Certain types of control seem characteristic of publicly supported institutions as contrasted with privately supported institutions. These differences are shown in the following distribution of types of control under which the nursery schools maintained by colleges and universities operate.

Types of control for 74 nursery schools connected with colleges and universities

Type of control	All schools		Publicly supported		Privately supported	
	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7
General control by the institution concerned	22	30.0	6	14.0	16	51.5
Cooperative control among departments and affiliated organizations	15	20.1	11	25.5	4	13.0
Controlled by departments of home economics	30	40.5	26	60.5	4	13.0
Controlled by departments of education, psychology, or child study	7	9.4	.....	.....	7	22.5
Total	74	.....	43	.....	31	.....

This distribution shows that half of the nursery schools are controlled either by the general administrative organization of the institutions concerned or by cooperation among college departments or affiliated organizations; 40 per cent are controlled by departments of home economics; and 9 per cent by departments of education, psychology, and child study. In the publicly supported institutions 60 per cent of the nursery schools are controlled by departments of home economics. This is due in large part to the emphasis which departments of home economics are placing upon nursery-school laboratories for the offerings in child care and development and to the importance of home economic departments in land-grant institutions; 22 of the 43 publicly supported colleges in this study fall in the "land-grant" classification. In privately supported institutions

the largest number of schools are placed under the general control of the administrative body of the sponsoring institution. A larger number of these institutions also report cooperative service for the nursery school from different departments than do the publicly supported colleges and universities.

In many instances where control of the nursery school is assumed by the general administrative set-up of the sponsoring institution, specific responsibility is assigned to some one department. This is the case in the Iowa State Teachers College where the responsibility for the nursery school is placed with the department of teaching. In some cases the institutes of research in child development within the university, such as the Iowa Child Welfare Research Station and the Child Development Institute of Teachers College, Columbia University, are designated as individual administrative units. The following examples illustrate cooperative control:

The University of Rochester and the city board of education jointly administer a grant of money given for a 5-year demonstration program in child development and parent education and jointly supervise the program of the demonstration nursery school. Aside from its guidance nursery, Yale University houses a nursery school and guides its educational program through an advisory committee composed of representatives from the university departments of pediatrics, education, psychology, mental hygiene, and psychiatry. In West Virginia the cooperative administration of the nursery school is carried on by the departments of home economics, education, psychology, and the university health service. Cooperation between a university and an outside agency is well illustrated in California and in New Hampshire. Housing for the nursery school of the Institute of Child Welfare is cared for by the California Congress of Parents and Teachers and the University of California maintains supervisory control of the school program. Housing for the Durham Nursery School-Kindergarten is provided by the University of New Hampshire, the home economics and education departments assume administrative control, with the Durham Kindergarten Association acting in an advisory capacity and sharing in the cost of staff salaries.

PRIVATE SCHOOLS

Of the 73 privately owned nursery schools 51, or slightly more than two-thirds, are operated under private ownership; 4 are controlled cooperatively through committees composed of representatives of interested organizations and 18, or a quarter of the schools, have been organized and are controlled by parents of children enrolled in the school.

The following illustration serves to describe the method of cooperative control. For the Children's Community School in Berkeley, Calif., the control is divided between administrative and instructional

responsibilities. A governing board, composed of mothers of children enrolled in the school, has direct control of the administration. This body elects a director and supervisors who form the staff. They also elect an advisory board of nine members composed of the staff, the parent education leader, and others. This board officially conducts the school's business. The university assumes responsibility for the educational program in the school and contributes to the budget. In turn the university receives practice and observational facilities for students.

The following descriptions show how schools have been organized by parents and are controlled by them:

The business of the Frances Stern School in Brookline, Mass., is conducted by the president of the group subject to the executive board of nine members, a majority of whom must have a child attending the school, or who has attended the school within one year. The officers of the board are elected by the parents at the annual meeting. The parents are members of the corporation and as such accept a responsibility for the interests and activities of the school. The school is incorporated as a nonprofit-making institution under the State's charitable laws. In addition to tuitions and food costs charged for the children attending, the school has the use of a revolving fund. Upon acceptance of a child, a deposit is made with the school. This deposit is for the school's use and is returned when the child is withdrawn from the school and is replaced by another child.

The Parents' Cooperative Nursery School of Los Angeles has been incorporated by parents of the children enrolled. The school is controlled by an executive board elected by the parents of children in the school. A board of advisors, composed of specialists who are outstanding in their fields of work, has been appointed. A corps of mothers assists the nursery-school teacher in the daily management, care, and guidance of the children, and fathers and mothers actively assist in and contribute to the work of the school. A teacher with university training and adequate experience in the preschool field has been elected to conduct the school.

PHILANTHROPIC ORGANIZATIONS

Forty of the 43 nursery schools organized in connection with family or community welfare programs are controlled by the boards of directors of a variety of organizations. The other 3 are supported or sponsored by the health and welfare departments of county or municipal governments. The greater number of philanthropically supported nursery schools are sponsored by individual organizations although in some cases groups of these organizations cooperate in maintaining the school. Among these organizations are the following: Neighborhood house associations and social settlements, service clubs,

Goodwill Industries, an industrial school, children's aid societies, orphans' homes, day nursery associations, a community welfare federation, an assistance league, and community centers. Four of these organizations are sponsored by churches. In the management of 14 others, teachers colleges and universities cooperate. Of the other 3 schools in this group the Rochester Society for the Prevention of Cruelty to Children is maintained by Monroe County, N. Y. This nursery school is a department of the Observation Home which acts as a County Children's Clearing Bureau. One of the municipally controlled nursery schools is under the Social Service Division of the Detroit Department of Public Welfare, and the other is in Bellevue Hospital, New York City. Descriptions of the organization of these units are given in the last section of this study.

The following illustrations will serve to show cooperation among interested agencies in administering and in maintaining nursery schools:

The *Kiwanis Nursery School* is located in the Rainbow Hospital in Cleveland. This hospital is a convalescent orthopedic unit of Western Reserve University hospitals. The Cleveland Kiwanis Club No. 2 provides financial support, while the ladies of this club have contributed equipment and give their services to the school one day each month. Administrative control is exercised by a nursery-school committee made up of representatives from the Rainbow Hospital Board of Directors, the Kiwanis Club, the Kiwanis Ladies' Club, the superintendent of the hospital, and the directing teacher.

The *Associate Nursery School of Boston* is supported by graduates of four private schools. A board of directors made up of a representative from each school controls both the financial and educational policies of the nursery school.

The *Neighborhood Center Nursery School of Philadelphia* is supported financially by the Federation of Jewish Charities. The Jewish Welfare Society is responsible for family case work, and the Community Health Center gives consultation service. A board of directors maintains administrative and supervisory control.

Supervisory control of the *All Nations Foundation Nursery of Los Angeles* is exercised by a nursery board composed of representatives from the church which houses it and of workers in charge of the community chest.

STATE AND CITY PUBLIC-SCHOOL SYSTEMS

The 13 nursery schools connected with city and State public-school systems are either wholly controlled by the boards of education or the boards cooperate with other organizations and assume partial control through providing the housing and equipment, the teacher and supervisory, consultation, or advisory service. Both the simplest

and the most complex types of organization are represented among these public-school nurseries. The simplest type of organization is that followed by schools which are primarily a part of the whole school program or curriculum; that is, a part of the kindergarten-primary department or as a laboratory in the high-school department of home economics. Next in simplicity of organization and control are the schools housed, equipped, and supervised by the city board of education with the teacher's salary and much of the consultation service contributed by organizations active in civic or welfare work. The more complex type of organization is found in the schools acting as centers through which a variety of organizations interested in child development conduct research and cooperate to provide a program conducive to the most effective all-round development of preschool-age children. Descriptions of the organization and control of nursery schools in public-school systems are given in detail in the last section of this study.

WHY NURSERY SCHOOLS ARE ORGANIZED

Without the word *school* the connotation customarily accepted for *nursery* is the physical care of children and the relief of parents from responsibility for them. The name *nursery school* implies an educational program for young children. Educational objectives for nursery schools already listed indicate what nursery schools aim to accomplish. The description given of a nursery-school day shows how some of these objectives are carried out in practice.

In checking a list of purposes for which nursery schools are organized the directors of 198 schools gave first importance to the education of young children and their parents. Other supplementary purposes included the preparation of teachers, research in the field of child development, preparental education, relief for parents from daytime care of their children, and instruction in home management. The relief for parents from the care of their children is one of the two purposes most infrequently reported, and, as will be shown, this purpose is especially pertinent to the schools sponsored by family welfare organizations. The following distribution shows the relative importance placed upon purposes listed for organizing nursery schools:

Frequency with which purposes for organization were reported by 198 nursery schools

Purpose	Number	Per cent
Education of young children	190	[illegible]
Parent education	154	24.2
Teacher preparation	86	13.5
Research	67	10.5
Preparental education	63	10.0
Relief for parents from daytime care of children	43	7.0
Home management instruction	26	4.0
Other purposes	5	.8
Total	634	100.0

Variations naturally exist among types of sponsoring institutions in their emphasis upon the different purposes for operating nursery schools. A large number of the colleges and universities use the nursery school as a laboratory for the preparation of teachers and for research. The schools sponsored by departments of home economics in colleges and high schools act as laboratories and demonstration centers for preparental education and instruction in home management. Relief of parents from daytime care of their children is chiefly reported by nursery schools connected with day nurseries and conducted by family welfare or philanthropic organizations. The following distribution shows what per cent of the number of institutions in each classification reported the several purposes listed for the organization of their nursery schools:

Per cent of total number of each type of sponsoring organization reporting each purpose

Purpose for organization	Per cent of colleges and universities (74 schools)	Per cent of private schools (73 schools)	Per cent of philanthropic organizations (38 schools)	Per cent of public-school systems (13 schools)
1	2	3	4	5
Education of young children	96	100	90	92
Parent education	86	70	79	70
Teacher preparation	64	23	50	23
Preparental education	57	8	23	46
Research	55	22	18	31
Home management instruction	14	8	21	15
Relief for parents from daytime care of children	9	10	71	15

ENROLLMENTS AND AGES OF THE CHILDREN

Approximately 4,000 children are enrolled in the nursery schools reported for 1931–32. The division between boys and girls is fairly even, with a slightly larger number of boys. There is a wide range in the number of children accepted by each nursery school. Many factors influence the number of children enrolled. These include the physical space and staff available, the demand of parents and the need of research centers for larger numbers of children of various age levels to validate findings. The median number of children enrolled for 191 schools reporting is 17.8. The average is a little higher, 20.4. The enrollments for the past few years indicate that the median has been fairly consistent.

Enrollments for the past few years

Year	Median enrollment	Range of enrollment [1]
1926–27	15.7	7–47
1928–29	18.0	6–90
1929–30	19.3	6–66
1931–32	17.8	4–86

[1] The upper range of enrollment implies that more than 1 separately organized nursery-school group is maintained within the institution.

It is interesting to note that 38 of the 191 schools reporting enrollments maintain more than one separately organized nursery school. More than a quarter of the colleges and universities and nearly a quarter of the philanthropic organizations maintain more than one separately organized nursery-school unit.[4] One of the private schools reports a total enrollment of 86 distributed among four units. A truer picture of the number of children in a nursery school is given when these separately organized nursery-school units within each institution are counted as separate schools. This interpretation is given in the following table, which reports enrollments both for 191 schools as a whole and for 239 separately organized nursery-school units within these schools. The median enrollment of these separately organized nursery schools is 15.6, with a range of from 3 to 40. The average is 16.3 children for each school. The distribution also shows variations in enrollments among different types of sponsoring organizations. Privately supported schools have the lowest median enrollment and public-school and philanthropic nursery schools have the highest median enrollment.

Distribution of enrollments for 191 schools and for 239 separately organized nursery-school units within these schools

Type of sponsoring organizations	191 nursery schools						239 separately organized nursery-school units in 191 nursery schools		
	Number of schools	Enrollments					Number of units	Enrollments	
		Boys	Girls	Total	Median	Range		Median	Range
1	2	3	4	5	6	7	8	9	10
Universities and colleges	[1] 70	795	702	1,497	18.5	5–86	95	15.4	3–36
Private schools	[2] 67	546	532	1,078	13.5	4–51	78	12.3	4–40
Philanthropic organizations	[3] 41	544	548	1,092	24.6	9–59	53	18.8	9–36
Public schools	[4] 13	118	110	228	18.0	6–24	13	18.0	6–24
Total	191	2,003	1,892	3,895	17.8	4–86	239	15.6	3–40

[1] 16 schools reported 2 separately organized nursery-school units; 3 schools reported 4 separately organized nursery-school units.
[2] 9 schools reported 2 separately organized nursery-school units; 1 school reported 3 separately organized nursery-school units.
[3] 6 schools reported 2 separately organized nursery-school units; 3 schools reported 3 separately organized nursery-school units.
[4] All of these schools maintain but 1 unit.

When the separately organized nursery schools are considered it is found that the division is customarily made according to the ages of the children. The sizes of the groups vary correspondingly with a smaller enrollment for the younger children. These figures are included in the following table:

Median enrollments and age ranges for separately organized nursery-school units

Number of units	Number of schools reporting	Unit 1		Unit 2		Unit 3		Unit 4	
		Age range in months	Median enrollment	Age range in months	Median enrollment	Age range in months	Median enrollment	Age range in months	Median enrollment
1	2	3	4	5	6	7	8	9	10
Two	31	24.6–42.5	11.5	42.6–60.1	15.6				
Three	4	20.0–34.0	14.0	34.5–46.0	16.5	49.5–72.3	19.5		
Four	3	23.0–33.0	9.0	36.5–45.0	20.0	45.0–57.0	11.0	57.0–66.0	18.0

The length of the day has no appreciable effect upon the size of enrollments. There is, however, an indication that the enrollment of the half-day school is a little smaller than for the full-day school.

Apportioning the children enrolled to the trained teachers in charge of the nursery schools there is a median of 11.4 and a range of from 2 to 30 children per teacher. The lower limit of the range, 2 children to a teacher, occurred in a research center. The upper limit, 30 children to a teacher, was found in a school having several student assistants. A teacher's working "load" is often measured by the number of children for whom she is responsible, but the length of the school day needs to be considered with the enrollment. This can be done by measuring the teacher's load in terms of child-hours per day—multiplying the hours of the school day by the number of children enrolled per teacher. A still more complete idea of the teacher's responsibility includes an estimate of the amount of assistance she receives from students and from the children's parents. A number of schools require parents to participate periodically in the day's work and fully half of the nursery schools accept students for practice work. Though this type of assistance places an added supervisory responsibility upon the teacher it still is helpful, especially when one or two children of the group require individual attention. In addition to her responsibilities during the school day it should also be considered that the teacher gives a great deal of her time outside of school hours to home visitation and to parent and staff meetings and conferences.

The following distribution gives the median number and the range of child-hours per trained teacher, of child-hours of student assistance per trained teacher, and of child-hours of student assistance for a nursery school. These figures are distributed according to the length of the nursery-school day. They are maximum figures, based upon *enrollments*, and not upon the children's *daily attendance*. Schedules reported for parent participation could not be summarized from the information received.

The longer school day shows a proportionately greater load for the teacher and also a proportionately greater amount of student assist-

ance. While the type of sponsoring organization does not materially alter the teacher's load in child-hours it does influence the amount of student assistance. Schools maintained by colleges, universities, and research centers have approximately twice as much student assistance as do nursery schools sponsored by other types of organizations.

Median number and range of child-hours per day for trained teachers and for students in training in nursery schools, 1929–30 data [1]

Teachers and students	Length of school day			
	2½–3 hours	3¼–5 hours	5¼–8 hours	8¼–12 hours
1	2	3	4	5
Child-hours per trained teacher; 140 schools reporting:				
Median	37.0	47.0	72.5	88.5
Range	15–98	29–168	16–210	15–170
Child-hours of student assistance per trained teacher; 68 schools reporting:				
Median	83.0	53.5	93.0	148.5
Range	22–196	9–253	12–437	8–864
Total number of child-hours of student assistance per nursery school; 68 schools reporting:				
Median	88.5	105.0	172.6	268.5
Range	45–360	18–350	12–875	16–3025

[1] Data taken from Nursery Schools in the United States, 1929–30. Mary Dabney Davis. Office of Education, Circular No. 1, January, 1930. Washington, D. C. Office of Education, Department of the Interior. (Mimeographed.)

Ages reported by 200 schools for 3,222 children range from less than 18 months to more than 60 months. The ages were given in the beginning of the school year 1931. Schools reporting children of 5 years or more are carrying a continuing program and di[illegible]w no hard and fast line between the nursery school and the kindergarten programs. The following distribution shows the modal age for nursery-school children to be between 3 and 3½ years.

Ages of 3,222 children in 200 nursery schools

Ages in months	Children		Ages in months	Children	
	Number	Per cent		Number	Per cent
Less than 18	24	0.7	43–48	570	17.7
19–24	120	3.7	49–54	461	14.3
25–30	345	10.7	55–60	265	8.2
31–36	498	15.5	More than 60	238	7.4
37–42	701	21.7			

To show the range in ages of children generally accepted in nursery schools, the medians were found of the lowest and of the highest ages reported by the 200 nursery schools. The median lower age for the children enrolled in the 200 schools is 2 years and 1.5 months and the median upper age is 4 years and 6.5 months. This indicates that the

nursery-school curriculum must provide for the interests and abilities of children covering an age range of 2 years and 5 months. The middle 50 per cent of children enrolled falls between the ages of 2 years and 8 months and 4 years and 2 months.

Variations exist in the range of ages accepted by the different schools. Two schools stated that there is a difference of only 6 months between the youngest and oldest child enrolled. Ten schools reported that they have an age range of 4 years within the school. Fifty per cent of the 200 schools reporting ages showed that there is a difference of from 1 year and 10 months to 3 years within the nursery-school group—the median range being 2 years and 4 months.

CONTINUITY OF SCHOOL EXPERIENCE

The question has often been asked whether continuous school experience is available for children as they leave the nursery school or whether an interval occurs between leaving the nursery school and entering either kindergarten or primary grades. Unless a kindergarten follows the nursery-school program and prepares the child for the primary grades there is apt to be a break in the progress of systematic habit development and learning experiences. Continuity is generally considered preferable to an interruption in the child's school experience. Information on this point was received from 192 nursery schools, half of which constitute the beginning unit in a continuous school program. The length of the programs range from kindergarten only in a third of the schools, to a program continuing through junior college. Half of the continuing programs include elementary grades, high schools, or junior colleges. These suggest that the original school program has been extended downward to include the nursery school. By contrast the other half of the continuing programs include only kindergarten or primary-grade experience and it seems probable that many of these schools began with a nursery school and additional provisions have been made as the children grew older.

Variations exist among the different types of sponsoring organizations in the number which provide additional school experience for the nursery-school graduates. This experience is provided by 36 per cent of the colleges and universities, 57 per cent of the private schools, 43 per cent of the philanthropic organizations, and, as would be expected, by all of the public-school systems. The significant variation in length of additional school program provided by these different sponsoring organizations occurs in the philanthropic agencies. The majority keep the children only through the kindergarten and then transfer them to public schools.

From the half of the sponsoring organizations which do not provide continuous school experience, the majority of the nursery-school graduates go to public-school kindergartens. Some children remain

at home for a period either because of the absence of a public-school kindergarten or the preference of the parent.

LENGTH OF THE NURSERY-SCHOOL PROGRAM

THE SCHOOL YEAR

Nursery schools approximate the length of school year provided in public elementary schools throughout the country. In many cases the nursery-school year is much longer. A large proportion of the schools maintained by colleges and universities hold a summer session as well as the session of the regular school year. A full year's program is reported by several boarding schools. The median length of year for the schools sponsored by philanthropic organizations is the longest reported for any group. The median year for the public nursery schools indicates that the school systems interested in nursery-school education also provide a longer school year for all their pupils than does the average school system in the United States.

Length of year for 164 nursery schools

Sponsoring organization	Number of schools reporting	Length of school year in days	
		Median	Range
Colleges and universities	61	164	120–260
Private schools	54	165.2	104–365
Philanthropic organizations	37	210	147–365
Public schools	11	192.6	[1] 170–365
Total	163	181	104–365

[1] The Michigan State school for dependent children carries its program throughout the year.

The average length of year for public elementary schools in 35 States for the year 1929–30 was 174.6 days, with a range of from 144.7 to 188.4 days.

THE SCHOOL WEEK

Practically all nursery schools are in session five days a week. Variations occur to meet the needs of the children and to comply with the program of the institution maintaining the school. Some of the schools connected with welfare organizations offer a 6-day week to aid the working mother and a few of the universities confine their week's program to 4 days. The value of periodic attendance is being tried in at least three centers. At Yale [2] the periodic attendance of children is a regular part of the program of the behavior corrective work of the clinic. The children attending for observation purposes join the regular nursery-school group. At the College of Home Economics of Cornell University there has been an increasing demand for

[2] The Nursery Group at the Yale Clinic of Child Development, Ruth W. Washburn. Childhood Education, 8: 470, May, 1932.

help from parents whose children were not enrolled in the nursery school. Cornell's solution of the problem opens a path others may wish to follow:

Three years ago, in order to make it possible for our all-day children to continue with us until they were ready for kindergarten, we arranged for an afternoon play group. This made it possible for a child to be with us during the all-day session when he was 2 to 3 years of age, to come to the afternoon play group after his nap each day from 2.30 until 5 o'clock when he was 3 to 4 years of age, and then go to kindergarten. In order to meet the needs of parents whose children were not enrolled in either of the groups we decided to have the regular groups meet on Tuesdays, Wednesdays, Thursdays, and Fridays, leaving Monday free for staff members to consult with parents other than nursery-school parents. We searched around for a name for this service and finally decided upon "Monday Council." This Monday Council is in its second year now, and has become well known in the community and has made it possible for our students to work in many more homes than had been open to them with the regularly enrolled nursery-school children. Any parent in the community who has a child under 6 years of age is privileged to enroll for Monday Council service. This service costs $7.50 a semester. Monday Council parents are scheduled for interviews with the various specialists according to their needs. Groups of six children are scheduled each Monday and some of these Monday Council children need to come succeeding Mondays, others we need to see perhaps only once or twice and then direct their progress in the home. This means that the Monday group is never quite the same. Because the Monday group is small, we are able to take into it children under 2 years of age, and have a number who expect to continue with us through the regular nursery-school program next year and the year following. On certain Mondays we try to get all the 4¼ to 5 year old children together, limiting the age range. The problems with which Monday Council parents want help are the same as those of the regular nursery-school parents. The children are all normal with perfectly normal problems of eating, taking naps, playing with other children, bed wetting, and emotional and nervous behavior.

Contrary to our earlier fears that having the regular children at school four days and at home three days each week would make for difficulty, we have found closer cooperation with the homes and better adaptation of the nursery-school program to the home situation on the three days when the children are there. Another interesting outcome is that parents who are not yet won to the nursery school idea are heartily in favor of the Monday Council service which they say meets their needs admirably. So far as our graduate students are concerned the Monday Council homes offer opportunities for home participation and family case studies fully on a par with the opportunities offered by nursery-school homes. The Monday Council parents join with the regular nursery-school parents in unit courses, parent meetings, an elementary class on behavior and in any of the other opportunities offered by the college to them. So far as the staff is concerned we have been able to carry the additional cases without increase in the number of staff members.—MARIE FOWLER, *Professor of Child Development and Parent Education.*

The Child Development Institute of Teachers College, Columbia University, conducts two groups for preschool children—a nursery school and a guidance nursery—as centers for demonstration, research, and training of students. The guidance nursery is an experiment in the organization of preschool education.

The *professional group* serves children whose parents are working. In this nursery school the parents of all but one of the children are in the higher professional classes such as teachers, lawyers, and physicians. The hours are from 8.30 to 5.30 o'clock daily and 8.30 to 12 o'clock on Saturday morning. The purpose of this schedule is to make it possible for both parents to be away from home during business hours without having to provide additional service for the child in the late afternoons and on Saturday morning—a time when the average nursery school is closed.

The *consultation group* serves children whose mothers are at home but need or desire part-time relief from daily care of their children as well as guidance in habit training or general principles of child care. The mothers of these children observe in the nursery school and are themselves in turn observed in their own homes by the nursery-school teacher who makes suggestions concerning the child's schedule and equipment when in the home. Depending upon the family need, special service and advice is available from the nutritionist, the psychologist, the pediatrician, and the parent consultant. The hours for this group vary according to the ages and needs of the children and in terms of the whole family situation. For example, during periods of tension at home the daily schedule for the child is frequently extended; children with feeding problems are kept in the nursery school for luncheon hour; children who lack companionship of their own age profit greatly by learning social adjustment during the morning play period in the nursery school. The number of times a week that this service is given depends on the child's need and the mother's wishes. Several forms of service are available for emergency needs of families such as special care of children when the parents may be away during the day or evening and special nursing service for caring for sick children in the home. This service is paid for by the families but is arranged in cooperation with the guidance nursery.

A unified program of parent education is developed through conferences, reports, discussion groups, and lectures.

At the present time there are 18 children enrolled in the groups, 8 in the professional and 10 in the consultation group.—Lois Hayden Meek, *Director.*

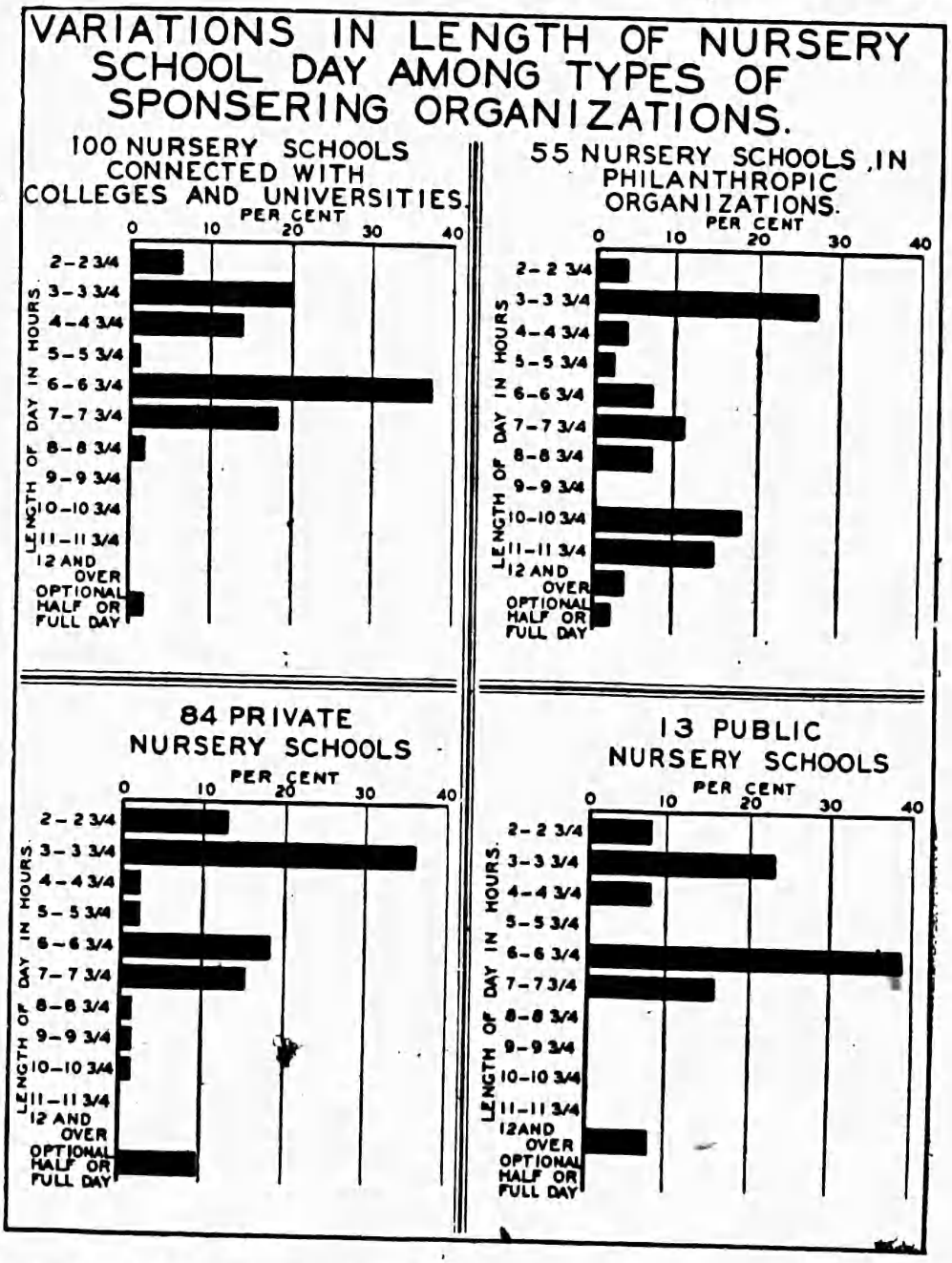
THE SCHOOL DAY

The time interval between the stated opening and closing of the daily session has been used as the length of the school day. Approximately a quarter of all nursery schools are in session 3 hours a day or less. Approximately a third of all nursery schools are in session between 6 and 8 hours, a program which makes it possible to include eating and sleeping situations. The schools offering 10 and 12 hour programs are nursery schools operated by philanthropic organizations.

From the table and graph which follow it will be seen that the largest per cent of nursery schools in private schools have half-day sessions of 3 hours or less in length. The nursery-school program in colleges and universities and in public-school systems is usually between 6 and 7 hours in length. The length of day of the nursery schools connected with philanthropic organizations varies greatly.

Some schools offer a choice of a half or full day session, of a half-day session with or without a noon meal, of a half-day session with supervised play on certain days during the week, or similar choices. The length of day is referred to as "optional" where attendance at certain sessions is elective. One-tenth of the private schools have

optional programs—more than those in any other type of sponsoring organization. In other institutions, one nursery-school unit may have a session specifically shorter than that of another group of children in the same institution. For the latter reason the length



of session in the following table is given separately for each separately organized nursery school. Such variations in the length of the day's program indicates continual effort to find ways of educating young children best adapted to their especial needs.

Length of day for 252 separately organized nursery schools [1]

Number of hours	Universities and colleges (100 schools)		Private schools (84 schools)		Philanthropic organizations (55 schools)		Public schools (13 schools)		Total (252 schools)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9	10	11
2–3	23	23	33	39.3	11	20.0	2	15.3	69	27.4
3¼–4	12	12	10	11.9	8	14.5	3	23.1	33	13.1
4¼–5	5	5			1	1.8			6	2.4
5¼–6	10	10	10	11.9	3	5.5	1	7.7	24	9.5
6¼–7	39	39	17	20.2	2	3.6	6	46.2	64	25.4
7¼–8	9	9	4	4.8	8	14.5			21	8.3
8¼–9			1	1.2	1	1.8			2	.8
9¼–10			1	1.2	7	12.7			8	3.2
10¼–11					10	18.3			10	3.9
11¼–12					3	5.5	1	7.7	4	1.6
Optional (half or full day)	2	2	8	9.5	1	1.8			11	4.4

[1] These 252 separately organized nursery-school units are located in 202 institutions.

Records available for the years 1926 and 1931 show that in the 5-year interval there has been a tendency toward the maintenance of a longer nursery-school day.

Length of school days reported for 1926 and 1931

Length of day	Schools reporting			
	1926–27 (34 schools)		1931–32 (252 schools)	
	Number	Per cent	Number	Per cent
1	2	3	4	5
2–3 hours	12	35.3	69	27.4
3¼–5 hours	2	5.9	39	15.5
5¼–8 hours	13	38.1	109	43.2
8¼–12 hours	3	8.9	24	9.5
Optional, half or full day program	4	11.8	11	4.4

TEACHING AND CONSULTATION STAFFS

Professional preparation of the teaching staff.—Two-thirds of the directing teachers employed by 190 nursery schools have a college degree and none has less than the equivalent of a normal school or teachers college preparation. This report is for 332 directing teachers. Two hundred and thirteen of these teachers hold degrees. Of these 213 teachers, 132 hold bachelor of science, bachelor of arts, or bachelor of philosophy degrees; 75 hold master of science, art, or education degrees; and 6 hold doctor of philosophy degrees. As might be expected more college degrees are held by teachers of nursery schools maintained by colleges and universities. A smaller number of the teachers of private schools and those sponsored by philanthropic

organizations hold degrees. The following table shows the number and per cent of degrees held by the teachers in the nursery schools conducted by different types of sponsoring organizations:

Highest earned college degrees for directing teachers in nursery schools sponsored by different types of organizations

Sponsoring organization	Number of teachers	Number holding degrees			Per cent holding degrees		
		Bachelor's degree	Master's degree	Doctor's degree	Bachelor's degree	Master's degree	Doctor's degree
1	2	3	4	5	6	7	8
Colleges and universities	139	66	48	6	47	35	4
Private schools	120	43	14	.....	36	12	.....
Philanthropic organizations	57	15	11	.....	26	20	.....
Public schools	16	8	2	.....	50	12	.....
Total	332	132	75	6	40	23	2

When compared with the academic preparation of elementary and high-school teachers throughout the country the preparation of nursery-school teachers greatly exceeds that of elementary-grade teachers and approximates that for high-school teachers. High schools, in their recent and rapid growth, have tended to establish a degree requirement for teachers which has not been required of elementary-grade teachers. It is significant then to note the marked tendency toward advanced academic preparation for nursery-school teachers, although it is recognized that the possession of a college degree is not necessarily synonymous with teaching success.

Highest earned degrees held by nursery-school teachers and by elementary and high-school teachers in cities and towns of 2,500 population and more [1]

School unit	Total number of teachers reporting	Number holding earned degrees			Per cent holding earned degrees		
		Bachelor's degree	Master's degree	Doctor's degree	Bachelor's degree	Master's degree	Doctor's degree
1	2	3	4	5	6	7	8
Nursery school	332	132	75	6	40.0	23.0	2.0
Elementary grades	249,456	23,664	1,404	50	9.4	.6	.02
Junior high school	36,251	18,065	2,451	36	49.8	6.8	.1
Senior high school	84,882	59,072	12,785	359	69.6	15.1	.4

[1] Figures for the degrees held by elementary, junior, and senior high school teachers contributed by the National Survey of the Education of Teachers.

In the preparatory work for nursery-school teaching many efforts are being made to include the biological and natural sciences, nutrition, psychology, mental hygiene, and child study, that are considered essential. Through laboratory work many types of participation in the care and guidance of young children are provided in nursery

schools, in homes and "home management houses," and in the many types of physical and mental hygiene clinics. The variety of major fields of work in which the directing teachers have specialized is an indication of the many educational interests focusing attention upon the development of young children and bringing their contribution to it.

Major fields of specialization of 203 nursery-school teachers

Nursery school, kindergarten, primary education	123
Home economics and child development	28
Psychology	25
Sociology	12
Biology, recreation, music, English (each)	2
Public health, science, physical education, parent education, mental hygiene, French, and art (each)	1

Personnel of the consultation staff.—Specialists supplement the teaching staff in giving consultation and daily or periodic service to safeguard and aid the mental and physical welfare of the children individually and as a group. The number of specialists in different fields of work connected with the nursery schools and the amount of time they give vary. The average school has two or three consulting specialists. Some have but one consultant and others have five or six. In the majority of the schools a consulting pediatrician or physician gives periodic physical examinations. In many of the private schools these examinations are made by the family doctor and a report is sent to the nursery school for the child's developmental record. The daily physical examination which precedes the child's admission to the school is given by a doctor or a nurse, or in some instances by the teacher who has been given special instruction for this work. The program of physical development is aided by the nutritionist who plans the menus, studies the children's nutritional needs, and assists parents with home problems. The psychologist cares for the mental testing program and cooperates in the behavior guidance work. The sociologist studies the children's home and community environments. Close cooperation between the consulting specialists and the teacher pools the information assembled for each child. Detailed records kept by teachers and specialists of each child's history and of current behaviors are the bases for staff discussions which determine the guidance given parents and children. Staff discussions also cover such general problems of the school régime as the number of children in the group in relation to their physical health and emotional stability, the length of the sleeping periods and the methods of inducing sleep, and specific uses of the nursery-school equipment.

Comparing the personnel of the consultation staffs for nursery schools in each type of sponsoring organization it is found that more of the schools connected with colleges and universities have nutritionists and psychologists; that slightly more of the schools sponsored

by philanthropic organizations have pediatricians or physicians and social workers; and that more of the public schools have nurses. Few of the private schools include a sociologist on the consultation staff. The colleges and universities and the public schools have a greater variety of additional consulting specialists. Eighteen different types of consulting specialists are reported for the schools connected with colleges and universities and an average of 9 types of specialists are reported for the staffs of the nursery schools in the other classification groups. Eighty-seven per cent of the 176 schools reporting consultants have a pediatrician or physician, a nurse, or both; 72 per cent of the schools have a psychologist; 58 per cent have a nutritionist; and 21 per cent have a sociologist. Ranged in order of popularity the other specialists mentioned are as follows: Psychiatrist, educational adviser, dentist, parent educator, biologist, physical educationist, posture specialist, psychometric examiner, speech specialist, mental hygienist, orthopedist, gland therapist, art and music specialists. There is no great difference in the array of specialists on the staffs of schools operating for a full day or half day. The most marked difference is with the nutritionist—64 per cent of the full-day schools and 46 per cent of the half-day schools have a nutritionist on the consultation staff. Opinion among nutritionists has been expressed that whether or not the nursery school serves a noon luncheon, the children's attitudes toward food and the establishment of right eating habits are of sufficient importance to make guidance from a nutritionist desirable for teachers and parents. The services of specialists are sometimes paid for from the nursery-school budget and sometimes contributed by cooperating organizations or by public or private welfare agencies. Cooperation among two or three schools has in some instances made it possible for them to have more consultants than they otherwise could afford. Additions to the consultation staff have also been made by permitting specialists in need of a laboratory to study the development of young children to cooperate in the school program.

Per cent of nursery schools having different types of consulting specialists

Consulting specialists	Colleges and universities (71 schools)		Private schools (55 schools)		Philanthropic organizations (39 schools)		Public schools (13 schools)		Total (178 schools)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9	10	11
Pediatrician or physician	53	75	37	67	30	77	8	61	128	72
Nurse	24	34	11	20	12	31	9	69	56	31
Psychologist	58	81	37	67	23	59	8	61	126	71
Nutritionist	54	76	25	45	16	41	8	61	103	58
Sociologist	15	21	3	5	13	33	3	23	34	19
Other specialists	25	35	9	17	7	18	4	31	45	26

Sources of consultation service.—The majority of nursery schools sponsored by colleges and universities receive their consultation service from the several interested members of the staff of the supervising department or from cooperating departments within the institution. This practice not only benefits the nursery-school program but offers a common laboratory for the different colleges of universities or departments of colleges. This gives exceptional opportunity for observation of the contributions which each special department can make. Such cooperation is well shown in the program of the Western Reserve University Nursery Schools. Here the school of education directs the educational policies in a supervisory and administrative capacity and provides the psychological service. Consultation service is given in nutrition by the school of household administration, in pediatrics by the medical school, and sociological service by the school of applied social sciences.

For the nursery school of Teachers College, Temple University, the medical school of the university gives physical examinations for the children and advises in cases of special physical defects, the home economics department gives nutritional studies, the physical education department gives daily physical inspection, the psychological department cares for the intelligence testing program and confers on problems of behavior, and the dental college gives periodic dental examinations.

Consultation service both from departments within a college and from other colleges of a university is well illustrated by the nursery school of the New York State College of Home Economics. Service is given the school by the college departments of food and nutrition, clothing and textiles, household arts, home management and child development, and parent education. Service is also given by the College of Agriculture's Departments of Education and Rural Social Organization.

At the University of Michigan consultation service is given by the departments of educational psychology and sociology and by the university hospital and dental school.

Skidmore College departments of nursing, psychology, physical education, home economics, art, and music provide consultation service for their nursery school.

The nursery laboratory of the Frick Training School for Teachers in Pittsburgh is served by members of the staff of the University of Pittsburgh and students from the Bellefield Girls' Trade School plan and prepare the food for the children. In many instances the regular health service of the college or university is called upon for the nursery-school children.

The consultation service provided for the majority of private schools is engaged directly by the schools. Many of them turn to

local universities, hospitals, public-health departments, and local clinics for the personnel of their consultation staff. In many instances the services are paid for, in others a cooperative arrangement exists so that both the school and the consultant benefit. A large part of the health service is given by public-health departments for the public-school nurseries and for those sponsored by philanthropic organizations. Many of this last type of nursery school also receive service from local universities, clinics, and welfare organizations. Such service includes daily or periodic physical examinations, psychological tests, home visiting by sociological field workers, psychiatric examinations, and nutritional service. Of all the sources of help the universities offer the greatest amount and next in order are different types of public-health service, the local hospitals, guidance clinics, and welfare organizations.

FINANCIAL SUPPORT

SOURCES OF INCOME

Nursery-school support is derived from a variety of sources—from tuitions and other fees, from the institution maintaining the school, from gifts, grants, funds, foundations, and endowments. The sources of support are largely determined by the type of organization sponsoring the school. The major source of total income for private schools is the tuition charged and for the other schools the bulk of financial support is borne by the sponsoring organization. Tuitions paid in these other schools are in most instances fees used principally to cover the cost of the children's food served during the day and certain minor running expenses.

Gifts of money, housing and land, equipment, and service are received by schools in each of the classifications. In the private schools operated by parent groups, parents themselves perform many services, such as preparing food, caring for clerical work, assisting the teacher, and, in cases of especially qualified parents, providing medical, psychological, and other professional consultation services. Financial gifts for the schools sponsored by philanthropic organizations come largely from interested individuals, many of whom make their contributions as memorials, and from community chests or other community funds.

Many of these schools also are given housing, operating service, and equipment by churches and by the welfare committees of clubs and associations interested in aiding the development of underprivileged children. Four schools benefit from endowment funds. Two private schools have established a revolving fund to which parents subscribe when a child is admitted to the school. The subscriptions are either in the form of "membership bonds" or the deposit of a sum of money

to be redeemed when the child leaves the school or is replaced by another child. Eighteen schools receive grants for special programs of research or are partly or wholly supported by grants of money from local or national foundations. The majority of these grants are received by the schools maintained by colleges and universities, three are received by "philanthropic" schools, and three by public schools. Comparatively few of the nursery schools sponsored by public-school systems receive their full financial support from them. Both services and money are contributed by interested agencies and many schools charge a fee to cover only the cost of food. The public schools' share in the financial support is chiefly in housing and equipment, in health and psychological service, and educational supervision, although several school systems also provide the teachers' salaries. The 59 schools maintained by State and municipal colleges and universities, school systems, and welfare agencies receive financial support from State, county, and municipal funds. One school receives aid through the Federal Smith-Hughes Fund. Consultation service contributed to a large number of the nursery schools (see p. 44) might also be given a money value and classified as financial aid.

TUITIONS

Wide variations exist in the amounts of tuition charged, but a rather narrow range is found in the fees charged for food and incidental expenses. Variations among private school tuitions seem to be influenced by whether the school is merely to meet part or all its expenses or whether it must net a profit. Among the "philanthropic" organizations even the few cents a day charged in some schools is waived or adjusted to meet the ability of the parents to pay.

Scholarships are given for children in many of the schools charging tuition or other fees. The award of these scholarships is based both on the need of the child and on the need of the school. The applications of children having inadequate home conditions or who are in need of child companionship or special guidance are given first consideration. Scholarships are also given by teacher-preparation laboratories and institutes of research in child development when they wish to balance the enrollment to represent different levels of social life, to maintain an equal number of boys and girls, or to provide a desired number of children of various age levels. Sixteen of the colleges and universities report 86 partial or full scholarships; 17 of the private schools report 57; and 3 of the public schools report 12.

In but few instances do the ages of the children influence the amount of tuition charged. In 5 schools where the same length of school day is provided for all the children there is a smaller tuition for the younger group and in 1 school a larger tuition is charged for the younger children. In 4 other schools the younger children attend school

but half a day and a correspondingly lower tuition is charged for them than for the older children who attend all day. These schools are in the groups of private schools and those maintained by colleges and universities. The length of day has the most evident influence upon tuition charges. The following distribution of tuition and other fees charged by 189 schools is based on the length of the schools' daily session; tuitions for schools maintaining both half and full day sessions are allocated accordingly.

Tuitions or other fees charged per month by 189 nursery schools for 216 half and full day sessions

Sponsoring organization	Half-day session schools				Full-day session schools			
	Number of schools		Tuitions or fees		Number of schools		Tuitions or fees	
	Reporting that they charge no tuition	Reporting tuitions	Median	Range	Reporting that they charge no tuition	Reporting tuitions	Median	Range
1	2	3	4	5	6	7	8	9
Colleges and universities (72 schools)	2	30	$7.77	$1.00-$41.00	3	47	$10.50	$2.66-$46.05
Private schools (69 schools)	0	50	18.50	8.00- 49.60	0	35	28.50	12.00- 74.50
Philanthropic organizations (37 schools)	2	12	3.00	.60- 3.00	5	18	5.50	.50- 10.00
Public-school systems (11 schools)	2	[1] 2	------	------	2	6	6.00	4.00- 10.00

[1] $10 fee for one school; the other adapts the fee to the family's ability to pay.

ANNUAL COST FIGURES FOR 11 NURSERY SCHOOLS

One of the questions asked most frequently is, How much do nursery schools cost? This is one of the most difficult questions to answer because there are so many varying factors which influence or control the costs. A major factor is the purpose for which the nursery school is organized. A laboratory for research or demonstration requires larger expenditures than a regular teaching unit. Another factor is the length of the day's program which influences the costs for operations, for consultation service, and for food. The source of the consultation service also influences the budget of the nursery school. In some instances these services are kept at a minimum. In other units highly paid specialists are retained on the nursery-school staff. In others, a variety of consultation service is provided by interested or related organizations which benefit from giving the service and consequently make no charge for it. A difficulty in allocating nursery-school costs is the fact that individual staff members frequently carry different types of responsibility.

Expenses, tuitions, and service of 11 nursery schools for 1930–31

Nursery schools operated by representative types of sponsoring organizations	Expenses										Tuitions or other fees charged	Service					
	Administration		Instruction		Consultation service		Food costs	Operation expenses[1]	Maintenance—repairs and replacements	Total		Individuals served			Length of school		
	Salaries of directors and clerks	Office expenses	Salaries of teachers	Educational supplies	Fees and salaries for consultants	Consultants' supplies						Children	Parents	Others	Year in days	Week in days	Day in hours
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A private school organized by parents.	$57.50	$26.25	$1,552.00	$194.26	$145.00	.....	$91.45	$121.50	.....	$2,187.96	$150–$200 a year[2]	34	36	[3] 6	165	5	2½ and 3¼
A philanthropic organization.	866.67	121.75	[4] 2,960.00	169.90	486.67	$54.66	687.82	1,908.93	$397.14	[5] 7,653.54	25 cents a day or less.	38	65	[6] 8	220	5	10½
A college department of home economics.	[7] 7,018.00	.....	6,875.00	.....	(8)	.....	651.75	(9)	.....	14,544.75	$45 for 9 months	25	yes	[6] 100	(10)	5	4
A college preparing nursery-school teachers:[11]																	
(a)	868.31	152.77	3,650.00	279.69	(8)	.....	.....	.....	.....	[12] 4,950.77	$150–$200 a year[13]	33	65	[14] 294	166	5	3 and 6½
(b)	2,550.00	.....	3,015.00	302.13	(10)	.....	938.00	2,137.09	.....	8,942.22	5 cents to 50 cents a day.	63	57	[14] 110	161	5	7½
An institute of research in child development.[16]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	None	36	72	[17] 14,086	158	5	6¾
Public-school nursery schools																	
Part of the kindergarten-primary department.	.....	.....	[18] 44.08	.....	(19)	.....	.....	[18] 27.32	.....	1,285.20	(20)	18	.....	.....	192	5	3
Laboratory in a high-school department of home economics.	1,036.00	.....	1,600.00	200.00	(19)	100.00	550.00	1,280.00	500.00	5,266.00	50 cents a day	18	30	[21] 310	180	5	7
Unit in a guidance program	[22] 20.00	.....	3,650.00	[22] 50.00	(19)	.....	535.00	[23] 800.00	50.00	5,105.00	.....	18	[22] 18	[6] 6	180	5	6½
Unit in a research department.	3,080.00	.....	2,960.00	50.00	(19)	[24] 362.50	965.00	1,085.00	213.00	8,715.50	$6 a month	41	63	[25] 586	187	5	6

State school for dependent children.	500.00		75.00	4,700.00	250.00	225.00		2,300.00			8,650.00	None		22		(28)	365	7	13
Laboratory of a State teachers college.			5,300.00		50.00	(27)		350.00	(1)		5,700.00	$210 for 9 months.		20	40	47+	178	5	6½

1 Light, heat, water, maid, and janitor service, and supplies.
2 Varies with age of child and length of day.
3 Student nurses and posture teacher.
4 In addition maintenance, valued at $600, is provided for each of 2 teachers.
5 Figures other than salaries have been prorated to the nursery school from the total accounts which included infant and kindergarten groups of children.
6 Student teachers.
7 These salaries include those of 3 persons also serving other departments of the college.
8 Physician's salary included with administration salaries. Other service is provided within the department.
9 Provided by the college.
10 An 11-month year.
11 Two laboratories are maintained by this college, the first in the college demonstration school and the second is located in a settlement house.
12 Figures other than teachers' salaries are approximated from total expenses for the whole elementary practice school.
13 Varies with the length of the day.
14 Participating and observing students; clinical and nonclinical service for children and parents.
15 Contributed by cooperating welfare and research agencies.
16 "The nursery school is an integral part of the Institute of Child Welfare. While in the main, we budget the nursery school independently of our other departments, nevertheless we have no method of definitely allocating or determining the cost of each particular function carried on in the nursery school. To give you an instance, the principal of the nursery school and experimental kindergarten also teaches a number of university classes and carries on research in cooperation with our research department. Her university teaching, while related to the nursery school can hardly be charged against the nursery school budget. Our routine physical, mental, dental, and other examinations are partially charged to the nursery school and partially to research. Although actually they increase the service rendered in the nursery school they are primarily carried on in the detail which we follow because of their contribution to the research program. Research assistants who are budgeted under research secure some of their training in the nursery school and reduce the total cost of operating the nursery school. Under the arrangement with the university light, heat, water, and janitor services are supplied by the university through service budget without any expense to the Institute of Child Welfare. Maintenance in building, as far as the exterior is concerned, is likewise charged to the general university budget. Special internal repairs and replacements are charged to the Institute."
17 Includes 30 student teachers, 300 college students, and 14,056 parents through the parent education program.
18 Per capita costs.
19 Service is given from other departments within the school system.
20 $30 a semester for children outside the city limits.
21 Senior high school girls, students from other high schools and teacher-preparation institutions, kindergarten-primary grade teachers.
22 Estimated cost.
23 18 families.
24 Research equipment.
25 Additional children and parents (number estimated), student teachers, and student nurses (observing).
26 Eighth-grade girls.
27 Provided by the college or cooperating agencies.
28 Student teachers and children's nurses.

The director of the nursery school may carry some of the administrative work, may teach a class of students, and may also give the mental tests—spending a varying amount of time each day on these different tasks. Instances where the nursery school is but one unit in a school a prorating of operating expenses and of the salaries of the school principal and clerical force is required. Here, again, the number of children enrolled and the length of day must be considered or else such a prorated figure may result in an inaccurate picture.

Cost figures have been contributed for this study by 11 of the schools described in Sections III and IV. These figures have been distributed among budgetary items customarily used for public-school accounting. Administration costs fall under the heading commonly termed "General control." The costs for consultation service and food would ordinarily fall under headings of "Coordinate activities" or "Auxiliary agencies."

"Fixed charges" and "Capital outlay" have necessarily been omitted. In many instances reports of costs for operation and maintenance have been omitted due to the impracticability of prorating them. In the following distribution the length of the school year, school week, and school day, the number of children enrolled, the numbers of parents and others who benefit from the nursery-school program and the tuition or other fees charged are given. These data will help to interpret the cost figures reported and to visualize their significance. Explanatory footnotes give additional help for the interpretation of individual reports. It can easily be seen that no single figure or single set of figures can be justified for all nursery schools. It can also be seen that a per capita cost for each child enrolled is not a fair figure for comparison with the per pupil cost in public-school systems. The large number of parents, students, and others who benefit from observation of or participation in the nursery-school program should be considered in the distribution of the cost.

SECTION III

ORGANIZATION AND ADMINISTRATION OF FIVE REPRESENTATIVE NURSERY SCHOOLS

The foregoing analysis of current practice in nursery-school education has indicated variations in organization and in practice among the types of agencies controlling nursery schools. The following reports have been prepared by directors or staff members of five schools organized for the specific purposes of (1) providing an educational program for young children and their parents,[1] (2) providing relief from daytime care of their children for parents employed outside the home, (3) providing a laboratory for students preparing to teach in nursery schools, (4) providing a laboratory for students in a college department of home economics, and (5) providing a laboratory for conducting research in child development. The reports describe the purposes for which the schools operate and the plan and administration of the organization. The diagrams accompanying the reports indicate the lines of control, the coordination of the staff programs, and possible sources of cooperation in supplying necessary service for nursery schools. Since the organization of the school first reported is not complex, the diagram was omitted.

A SCHOOL ORGANIZED CHIEFLY FOR THE EDUCATION OF YOUNG CHILDREN

The Hubbard Park School, Cambridge, Mass.

In 1926 five families living in the neighborhood of Hubbard Park, Cambridge, felt that their 3-year-olds needed an opportunity to play together under trained guidance. They engaged a teacher from the Nursery Training School of Boston to start this informal group in the home of one of the children. A spacious porch with four south windows overlooking a large playground was considered suitable for the purpose.

From this simple beginning through the untiring effort of interested parents the present Hubbard Park Nursery School has developed. The play yard is the same but the indoor space has been converted into a room 30 by 17 feet, with 6 windows and a fireplace. This room is divided at nap time and rest time and for any indoor play period into two parts by heavy folding doors, thus permitting the separation of the older from the younger children. A hall with lockers connects the schoolroom with the wash room.

[1] This purpose is common to all nursery schools.

Soon a more formal organization for the conduct of the school became necessary. The parents formed themselves into an association and elected an executive committee of two members to meet with the director. The association is financially responsible for and determines the general policies of the school. It rents the space occupied by the school from the owner of the property who happens to be the director. The mothers are expected to give one-half day for four weeks in succession to the school. This enables each one to see her own child with others and to observe new ways of guiding him. There are monthly meetings, discussion groups, conferences with the teacher, in which the fathers join. Parental training goes on in a pleasant cooperative way throughout the child's year or years at nursery school.

The school hours are from 8.45 to 12 o'clock. The usual procedure of free play, wash, music, meal, and rest time is observed. The school program is carried on by one teacher, an assistant, a student, and a mother helper. The director does not hold a teaching position, does not have a stated salary, but receives the profits of the year after current expenses are subtracted. She assists in the school often, knows all the children, makes suggestions for study programs, visits parents and children in their homes, conducts staff conferences and mothers' meetings, and also directs the school kindergarten which is run in conjunction with the nursery school.

The doctor makes two visits a year, one in October and another in April. He is trained in psychiatry and can give advice to both teachers and mothers on problem children. There are two reports each year on the child's health (weight and height) and progress; also two posture examinations a year. Correct posture is cultivated in the day's program. Apparatus, games, and equipment are selected with a view to development of good posture. Those needing corrective exercises are given individual attention by a special teacher who comes twice a week.

A trained music teacher supervises the music, although she does not come in contact with the children themselves. If the staff is not musical, a mother who can play the piano is secured twice a week.

The Nursery Training School of Boston sends a new student every five weeks for practice work. She is given an opportunity to observe and to teach under supervision. A conference is held with her for an hour each week, the whole staff usually participating in the discussions.—EDITH T. GARFIELD, *Principal.*

A SCHOOL ORGANIZED FOR THE RELIEF OF EMPLOYED PARENTS FROM DAYTIME CARE OF THEIR CHILDREN

Bethlehem Day Nursery—Nursery School, New York City

The Bethlehem Day Nursery was organized in 1881, but in 1925 a need was felt by several board members for a reorganization of the program. On the advice of Dr. Patty Smith Hill, of Columbia University, the work was organized into three units with trained nursery-school and kindergarten teachers on the staff. The director of the nursery also has an educational background and acts as the supervisor of the whole program.

How It Functions

There are within the nursery (1) an infant group ranging in age from 2 to 3 months to 2 or 3 years; (2) the nursery-school group of 25 children between 2 and 4 years; and (3) a kindergarten group of 25 children between 4 and 6 years of age. Unrelated to the nursery, but conducted by another department of the church which sponsors the school, is a program for children older than 6 years who are given noon lunch planned by the nutritionist and for whom supervised play is provided after school hours.

Each department of the work functions from 7.30 in the morning until 6 o'clock at night. The children are under trained supervision during that entire period. The hours of the staff are rotated to cover this 10½-hour day. A resident graduate nurse makes a morning inspection of each child on arrival and is in charge of the infant routine and feeding.

Parent Education

It is the aim of the nursery to establish a close relationship between parents and teachers as well as between the director, nurse, and parents. To this end the following services have been offered to parents:

(*a*) A parents' group which meets once a month at night. The program for this group includes social and recreational activities; discussion groups led by teachers; demonstrations and talks on suitable clothing, properly prepared food, etc. Occasional informal talks are given by outside people.

(*b*) Parent-staff teas held on Friday afternoons offer opportunity for informal contacts.

(*c*) A small lending library of carefully selected books on child development and some good fiction is open to patrons.

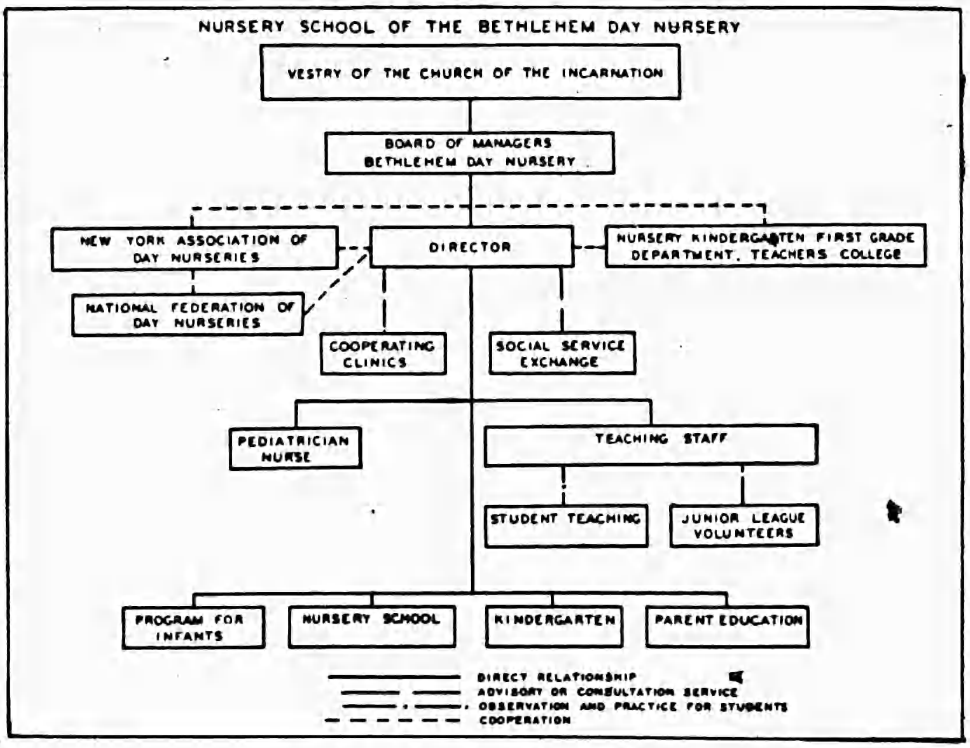
(*d*) Individual conferences are held between teachers and parents relating to the progress of the children.

(*e*) Visiting days in the nursery for parents when they are not working offer the parent an opportunity to see his child in relation to the rest of the group and to learn better techniques of guiding the child.

(f) Home visits are made by the nurse and social worker in cases of sickness, for investigations of home conditions, or for informal contacts. Home visits are also made by teachers, particularly in cases where there are difficulties to be worked out.

Contact With Welfare Organizations

All families are cleared through the social service exchange, and when any family is being carried by a family welfare organization the nursery makes an effort to cooperate with the agencies in any way possible and to give them information regarding the child's adjustment and parent contacts in the nursery. Frequent conferences are held between the nursery staff and the family agency staff.



Average Daily Program in the Nursery School

7.30– 9.30	Admission and daily inspection by nurse. Milk and indoor play period.
9.00–11.00	Play on roof; cod-liver oil is served during this period.
11.00–11.30	Preparation for lunch.
11.30–12.00	Informal music, stories, and picture groups.
12.00–12.30	Lunch.
12.30– 1.00	Preparation for nap.
1.00– 3.00	Naps.
3.00– 4.00	Toileting after nap and lunch of milk and bread and butter.
4.00– 6.00	Playing. Some parents are able to call as early as 4 for their children, others are not able to call until between 5.30 and 6.

The nursery is making an effort to provide educational guidance for all the children in the nursery, regardless of which department

they are in. The nursery school is just one unit, which includes all the children between the ages of 2 and 4 years.

The nursery-school director and assistant teacher participate as do all the other members of the staff in the regular staff meeting. At this time policies and programs are worked out in relation to the whole situation the nursery has to meet.

Student teachers from Columbia University assist the teaching staff and are supervised by members of the college faculty.

The nursery accepts children only in cases where it is necessary for the mother either to support her family or to supplement the family income. Care is continued for children whose mothers are temporarily out of work and an effort is made to keep the attendance continuous. Only when a mother has given up work permanently does her child become ineligible and occasionally such children are retained until the place is needed by a new child.—MARJORIE CRAIN UPTON, *Director.*

A LABORATORY FOR THE PREPARATION OF TEACHERS

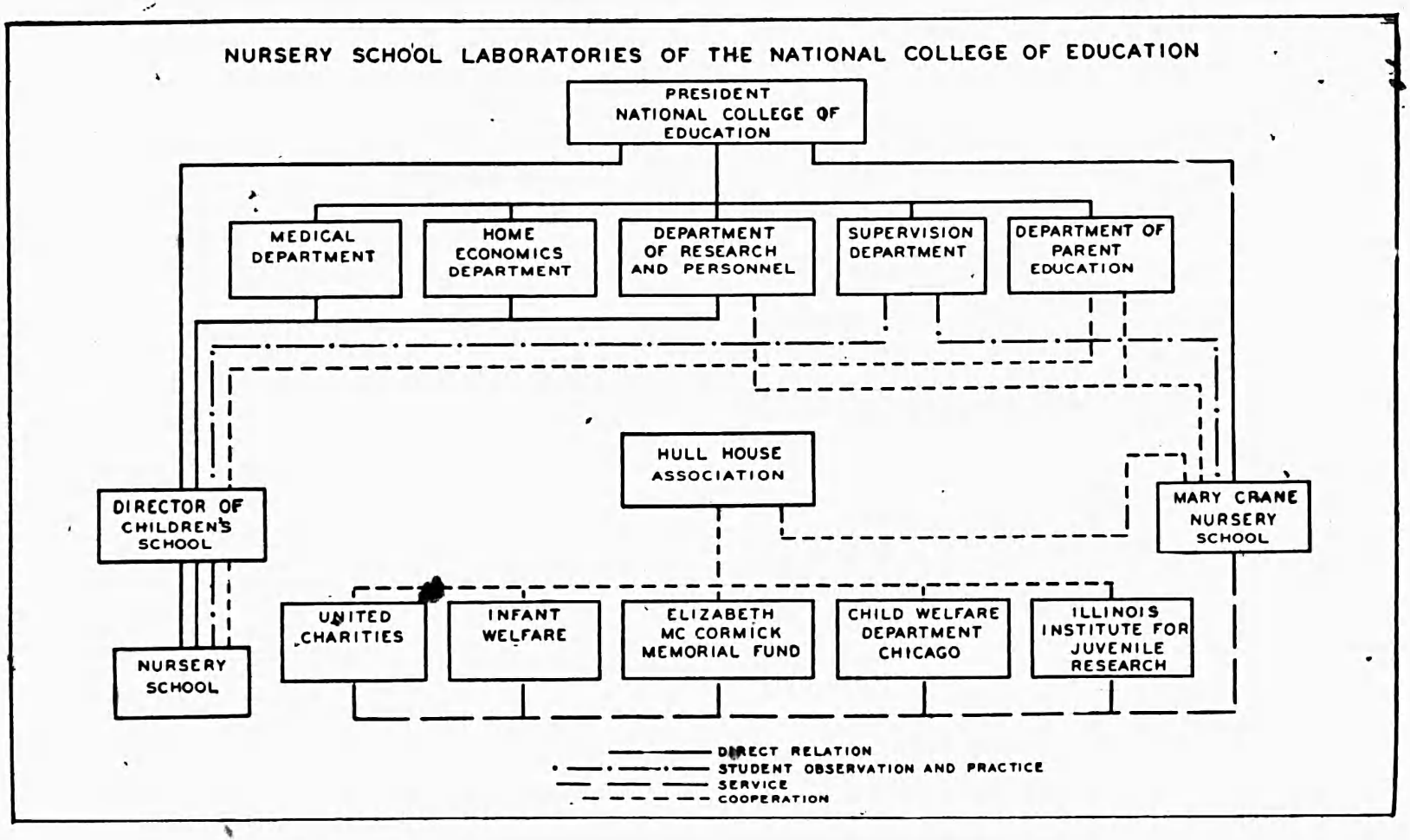
National College of Education, Evanston, Ill.

The nursery school of the Children's School, was organized as an integral part of the training school when it was opened in the summer of 1926, shortly after the college moved to its present site in Evanston. The Mary Crane Nursery School, Hull House, was organized the preceding year (1925) as an observation and student-training center in nursery-school education in an entirely different economic and social area. The National College of Education directs, supervises, and supports the educational program in both of these nursery schools primarily to offer observation and student teaching for its student body in nursery education, and as laboratory centers for the development of parent education.

The Mary Crane Nursery School is one of a group of agencies which has become known as the Mary Crane Unit for Little Children. In this group are included:

Hull House, functioning as adviser to the unit.
National College of Education, in charge of the nursery school and its educational program.
Infant Welfare Society of Chicago, in charge of the health and nutritional programs.
Elizabeth McCormick Memorial Fund, conducting a class in nutrition for the families of the older children in the nursery school.
The United Charities of Chicago, in charge of the social-service work for the nursery school.
Preschool Branch of the Institute for Juvenile Research, in charge of research and clinic work.
Child Welfare Department of the Chicago Board of Health, giving dental service to the nursery-school children.

The combined work of these agencies touches every phase of child welfare, child guidance, preschool and parental education. The


NURSERY SCHOOL LABORATORIES OF THE NATIONAL COLLEGE OF EDUCATION
PRESIDENT NATIONAL COLLEGE OF EDUCATION
MEDICAL DEPARTMENT
HOME ECONOMICS DEPARTMENT
DEPARTMENT OF RESEARCH AND PERSONNEL
SUPERVISION DEPARTMENT
DEPARTMENT OF PARENT EDUCATION
HULL HOUSE ASSOCIATION
DIRECTOR OF CHILDREN'S SCHOOL
MARY CRANE NURSERY SCHOOL
NURSERY SCHOOL
UNITED CHARITIES
INFANT WELFARE
ELIZABETH MC CORMICK MEMORIAL FUND
CHILD WELFARE DEPARTMENT CHICAGO
ILLINOIS INSTITUTE FOR JUVENILE RESEARCH
DIRECT RELATION
STUDENT OBSERVATION AND PRACTICE
SERVICE
COOPERATION

affiliation has been found to be especially beneficial in handling problems in behavior. Representatives of each agency are present at the clinical meetings when a difficult case is being diagnosed and each contributes its findings bearing on the history of the case.

The Mary Crane Nursery School occupies the third floor of the Mary Crane Building, Hull House, and cares for a group of 60 children from 2 to 6 years of age. Those who are approximately 2 to 4 years of age form the nursery school proper, and the children of 4 and 5 are in a kindergarten combining kindergarten activities with the nursery-school program. The school opens at 7.30 o'clock in the morning for children of working mothers and remains open until 5 o'clock in the afternoon. Children of eight or more nationalities attend each year, and the school affords a cross section of the Americanization problem difficult to equal elsewhere. The economic status of the families varies, but it includes a representation of abject poverty.

In addition to the educational program for the children the college with the help of the affiliated organizations conducts classes for the parents in home-keeping, cooking and sewing, and child behavior. The instruction is supplemented by personal interviews and visits to homes.

Students of the college have the opportunity of teaching in the Mary Crane Nursery School under the direction of the three highly trained teachers who conduct the school for the college. The carefully planned teacher-training program and the affiliation of the nursery school with the other agencies in the building offer unusual advantages to the student-teacher.

The nursery school at the National College of Education in Evanston is the beginning unit of the Children's School, which includes a junior kindergarten for 4-year-olds, a senior kindergarten for 5-year-olds, and six grades of the elementary school. The teaching staff for the nursery school includes an experienced trained director and one full-time assistant. Student-teachers are chosen from the junior and senior years only. Each student spends either the entire morning or the entire afternoon in the nursery school, and continues in service for a full semester or a full year. In addition to the teaching staff of the nursery school, the school is served by the health, psychology, parent education, and home economics departments of the college, receiving in this way the daily services of nurse, physician, nutritionist, parent education worker, and psychologist.

The nursery school enrolls children from approximately 2½ years of age to 4. The daily schedule begins at 9 o'clock in the morning and closes at 3 o'clock in the afternoon. The nursery-school unit includes two adjoining rooms, a lavatory, and a diet kitchen, with closets for materials and lockers for wraps opening from the unit.

A playground of 2½ acres is available and the location of the school within a block of Lake Michigan, in a residential district with several wooded lots in the neighborhood, adds to the out-of-door play facilities.

There is in the Middle West as in other sections of the country a deepening interest in the nursery school and a rapidly increasing demand for teachers understanding parent problems. The National College of Education has, therefore, developed courses in nursery-school education and in parent education open to all of its students, and those who elect to do so may specialize in nursery-school work.

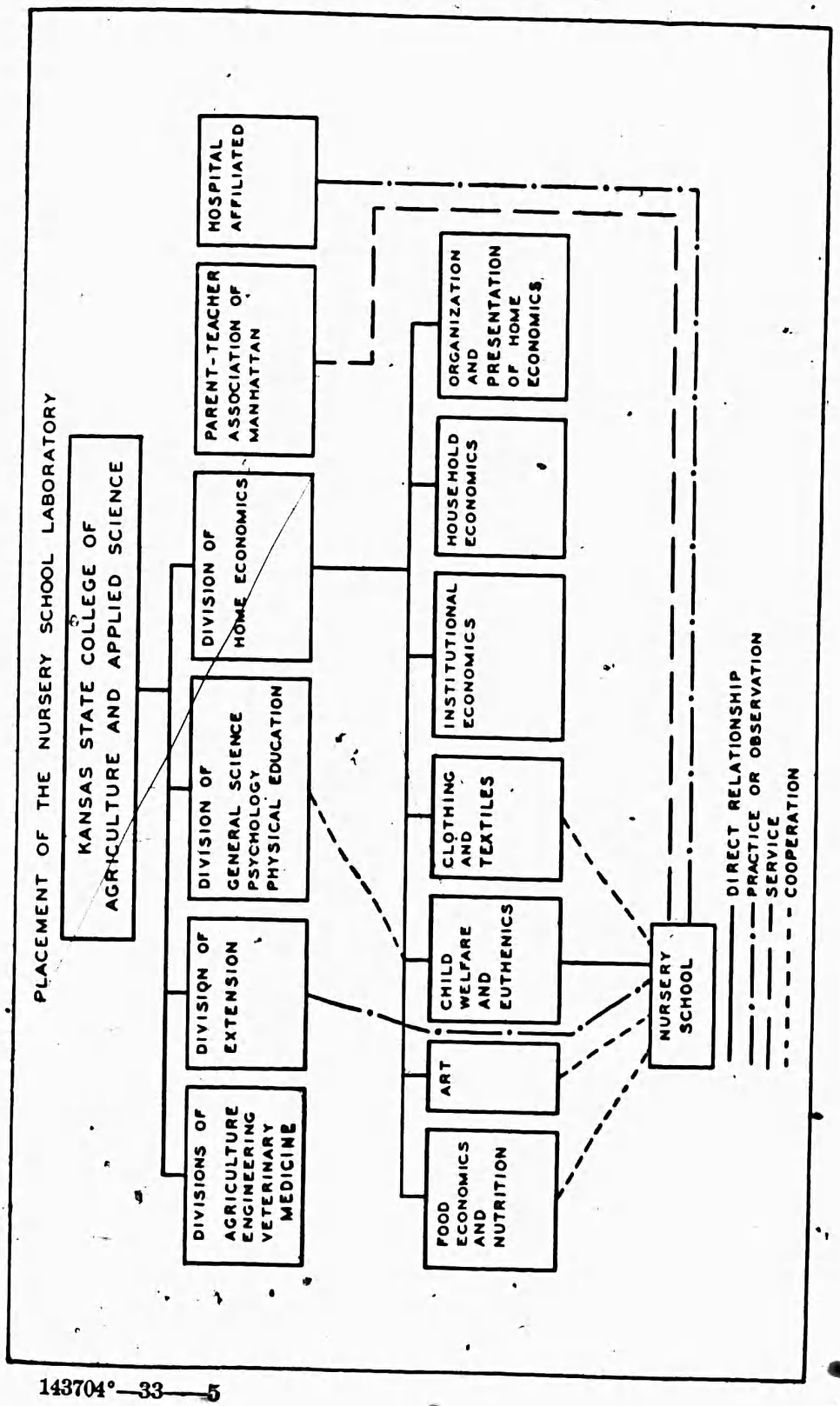
The training course for nursery-school teachers is a 4-year program. In the junior college (freshmen and sophomore years) the course is identical with that of all other students and includes in the second year practice teaching in nursery school, kindergarten, and primary grades. Specialization in the nursery school begins in the junior year. Twenty hours from the following courses are required if the student wishes to be recommended to teach in the nursery school upon graduation: Social economics, social aspects of child welfare, mental hygiene, problems of child behavior, problems of child development, physiology, speech reeducation, nursery-school education II (an advanced course for which nursery-school education I and practice teaching in the nursery school are prerequisite), parent education, child feeding II (advanced), textiles and children's clothing, and additional practice in nursery school. Other subjects in junior and senior years are elective and tend to be cultural rather than professional.—EDNA DEAN BAKER, *President.*

A LABORATORY FOR STUDENTS OF HOME ECONOMICS

Kansas State College of Agriculture and Applied Science, Manhattan, Kans.

The nursery school at Kansas State College was organized in 1926 under the division of home economics as a laboratory for students taking the course in child care which had been given for a good many years previously without laboratory work. No special fund was available for starting the nursery school nor was there a separate building that could be used for the purpose. Through the cooperation of other departments with the department of child welfare and euthenics, charged with this as its responsibility, two rooms that had formerly been classrooms in the Home Economics Building were furnished inexpensively to accommodate 12 children. A few pieces of the most necessary equipment were set up on the attractive playgrounds already available at either end of the building. The head of the department of child welfare and euthenics, directed the nursery school and gave the instruction to the students. An instructor and assistant instructor completed the nursery-school teaching staff.

At present the nursery school occupies four good playrooms with an adjoining cloakroom, two bathrooms, and a small kitchen.


PLACEMENT OF THE NURSERY SCHOOL LABORATORY
KANSAS STATE COLLEGE OF AGRICULTURE AND APPLIED SCIENCE
DIVISIONS OF AGRICULTURE ENGINEERING VETERINARY MEDICINE
DIVISION OF EXTENSION
DIVISION OF GENERAL SCIENCE PSYCHOLOGY PHYSICAL EDUCATION
DIVISION OF HOME ECONOMICS
PARENT-TEACHER ASSOCIATION OF MANHATTAN
HOSPITAL AFFILIATED
FOOD ECONOMICS AND NUTRITION
ART
CHILD WELFARE AND EUTHENICS
CLOTHING AND TEXTILES
INSTITUTIONAL ECONOMICS
HOUSEHOLD ECONOMICS
ORGANIZATION AND PRESENTATION OF HOME ECONOMICS
NURSERY SCHOOL
DIRECT RELATIONSHIP
PRACTICE OR OBSERVATION
SERVICE
COOPERATION

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Twenty-five children are enrolled with a large number of others waiting to enter.

The nursery school is under the general direction of the department head who has a Ph. D. degree; the health inspection of the children is made by another member of the staff holding her M. D.; the diets are planned and directed by a member of the staff of foods and nutrition, holding a Ph. D. degree in that line; and of the two full-time people who teach in the nursery, one holds her Ph. D., the other her M. S. They have two graduate assistants.

The fees paid by the children have been kept at $5 a month. College students pay a laboratory fee of $1. These fees cover the cost of the orange juice or tomato juice and cod liver oil and the noon meal served to the children, as well as part of the housekeeping and laundry costs of the school. Salaries are not covered by these fees.

All students taking this course in child care and training given in the senior year under the division of home economics spend at least 60 hours in the nursery school observing and assisting. Students from other classes such as nutrition, psychology, and physical education as well as those planning to be nurses, who are taking pediatrics, frequently observe in the nursery school. There has been cooperation in various types of studies with the teachers of nutrition, clothing, and psychology.

Besides individual conferences with mothers, a class in parental education has been held weekly. This is made up chiefly of mothers of nursery-school children, although any person interested may attend. No fees are required for this class. At the present time it is conducted by a woman with a year in excess of her master's degree with special training in parental education, who is in charge also of the State program in parental education. A further contribution to parental education coming from the nursery school has been the publication of a bulletin, Applying Nursery-School Methods of Child Training in the Home, which is made available for free distribution. The nursery school further serves as a demonstration for the numerous groups of parents visiting the college during Farm and Home Week.

The growth of graduate work in this field has led to the use of the nursery school in the collection of certain data for the investigations involved in theses. It is hoped that it may serve to an increasing extent for research by staff members, an activity now limited by lack of funds and an attendant heavy schedule.

Children leaving the nursery school generally attend one of the kindergartens in Manhattan, but the follow-up plan is entirely informal at the present time.—HELEN W. FORD, *Head, Department of Child Welfare and Euthenics.*

A LABORATORY FOR RESEARCH IN CHILD DEVELOPMENT

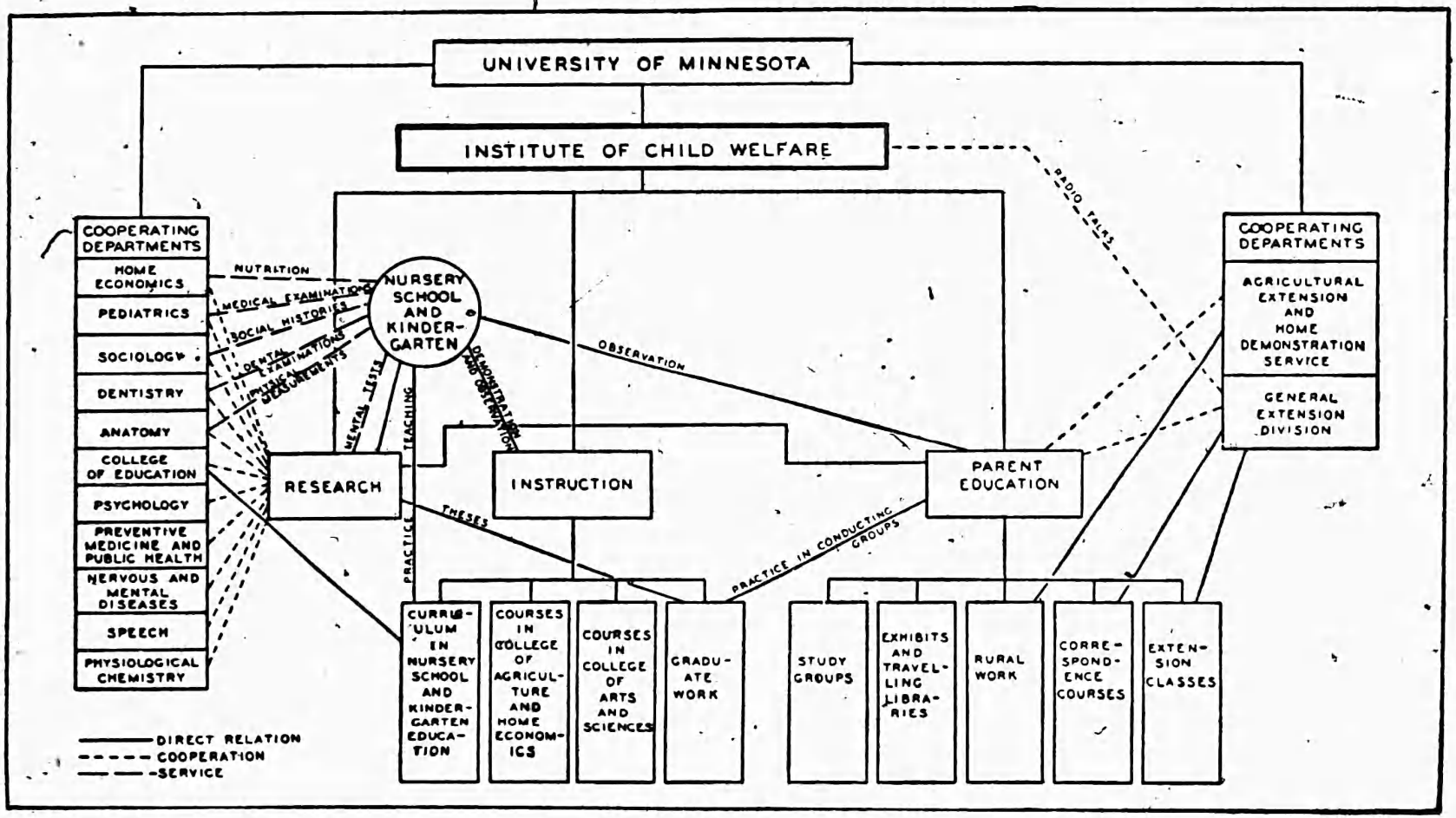
Institute of Child Welfare, University of Minnesota, Minneapolis

The Institute of Child Welfare of the University of Minnesota was organized in 1925 for the threefold purpose of conducting research in child development, to give instruction within the university, and to carry on an extension program of parent education over the State. A nursery school was organized and followed later by a kindergarten. The chart picturing the organization of the institute reveals the nursery school and kindergarten as a center about which many of the activities of the institute revolve.

In the first place the nursery school and the kindergarten supply many of the subjects used in the investigations carried on by the institute. Records of the physcial, medical, psychological, social, and educational development of the children are secured, in addition to the specific data and records necessary for particular research projects. More than 170 research projects have been started. Approximately 50 are in progress each year. Through the research program the nursery school and the kindergarten come into contact with the various university departments which are cooperating in research. In return they secure from some of these departments the supervision of the various services which are of importance to the successful conduct of a nursery school, as is indicated by the broken lines in the chart. The service relationships in the field of nutrition, medical history, social history, dental examinations, physical measurements, and mental tests also result in the accumulation of basic records which facilitate the entire research program of the organization and are utilized in many studies in which both the institute itself and the cooperating departments are engaged.

In the second place the nursery school and the kindergarten function as a demonstration center for instructional activities carried on by the institute within the university. In the institute courses the nursery school and the kindergarten are used both for demonstration and observation. Students in the 4-year curriculum for training nursery-school and kindergarten teachers utilize them for practice teaching.

Third, the nursery school and the kindergarten are used as an observational center in connection with the parent education program. Through this they come into relation with other aspects of the institute program and other cooperating departments. Moreover, the presence of a nursery school and kindergarten as the heart of the organization with their attendant researches and observational facilities keeps the parent education staff in close contact with the recent researches and activities in the field of the education and training of young children.


UNIVERSITY OF MINNESOTA
INSTITUTE OF CHILD WELFARE
RADIO TALKS
COOPERATING DEPARTMENTS
HOME ECONOMICS
PEDIATRICS
SOCIOLOGY
DENTISTRY
ANATOMY
COLLEGE OF EDUCATION
PSYCHOLOGY
PREVENTIVE MEDICINE AND PUBLIC HEALTH
NERVOUS AND MENTAL DISEASES
SPEECH
PHYSIOLOGICAL CHEMISTRY
NUTRITION
MEDICAL EXAMINATIONS
SOCIAL HISTORIES
DENTAL EXAMINATIONS
PHYSICAL MEASUREMENTS
MENTAL TESTS
TEACHING
DEMONSTRATION AND OBSERVATION
NURSERY SCHOOL AND KINDERGARTEN
OBSERVATION
RESEARCH
INSTRUCTION
PARENT EDUCATION
THESES
PRACTICE
PRACTICE IN CONDUCTING GROUPS
CURRICULUM IN NURSERY SCHOOL AND KINDERGARTEN EDUCATION
COURSES IN COLLEGE OF AGRICULTURE AND HOME ECONOMICS
COURSES IN COLLEGE OF ARTS AND SCIENCES
GRADUATE WORK
STUDY GROUPS
EXHIBITS AND TRAVELLING LIBRARIES
RURAL WORK
CORRESPONDENCE COURSES
EXTENSION CLASSES
COOPERATING DEPARTMENTS
AGRICULTURAL EXTENSION AND HOME DEMONSTRATION SERVICE
GENERAL EXTENSION DIVISION
DIRECT RELATION
COOPERATION
SERVICE

Nursery-School Program

Younger group		*Older group*	
8. 45– 9. 45	Arrival of children. Inspection by nurse. Outdoor play.	8. 45– 9. 15	Arrival of children. Inspection by nurse. Outdoor play.
9. 45–10. 00	Remove wraps. Toilet. Fruit juice.	9. 15– 9. 30	Remove wraps. Fruit juice.
10. 00–10. 30	Indoor play.	9. 30–10. 30	Work period.
10. 30–11. 00	Washing.	10. 30–11. 00	Group activities. Conversation. Music. Games.
11. 00–11. 20	Group activities. Conversation. Music. Story.	11. 00–11. 15	Washing. Look at books.
11. 20–11. 45	Rest.	11. 15–11. 30	Story.
11. 45	Lunch.	11. 30–11. 45	Rest. Set lunch tables.
12. 15	Preparation for nap. Nap.	11. 45	Lunch.
2. 30	Crackers and milk. Play—indoors or outdoors. Wraps.	12. 15– 1. 15	Wraps. Outdoor play.
		1. 15– 1. 30	Remove wraps. Preparation for nap.
		1. 30	Nap.
		2. 30	Crackers and milk. Play—indoors and outdoors. Wraps.
3. 45	Leave for home.	3. 45	Leave for home.

Since the Institute of Child Welfare from the outset has emphasized the importance of securing children from a cross section of the population, it has developed as an accessory to the nursery-school organization a long list of children of various ages and social backgrounds who are available for periodic examinations and many other types of investigation and study which can not readily be carried on within the school itself. This outside group of children also functions to some extent as a control group for investigations carried on within the school.

The Institute of Child Welfare reaches out in many directions both within the university and outside in the State of Minnesota. Approximately 14,000 people were enrolled in its parent education program in 1930–31. Through its numerous researches and publications, through an extensive instruction program within the university, through a many-sided parent education program, it is contributing both to the scientific study and the practical welfare of children. Somewhere near its center lies the nursery school and the kindergarten with their opportunities for day by day contact with young children.—John E. Anderson, *Director, Institute of Child Welfare.*

AUTHOR'S NOTE.—A new type of laboratory for research in special problems of child development was inaugurated in the fall of 1932.

An educational department which includes two nursery schools and a modified progressive school program for children from 6 to 15 has been organized recently in the psychiatric department of the New York Hospital-Cornell Medical College Association. The intention is to use as well as to evaluate what the nursery-school environment contributes to the treatment of emotional problems.

The personnel is made up of an educational director, an educational psychologist, and four nursery-school teachers, all of whom work under the guidance of the psychiatrists of the children's department.

One of the nursery schools is in connection with the in-patient department and organizes its work in close cooperation with the nurses around a 24-hour day. The children are admitted and discharged on the advice of the psychiatrists under whose guidance the treatment is planned.

The other nursery school is an adjunct of the out-patient children's service and is used by the psychiatrists for treatment purposes. Its hours are from 9 to 4 and its program similar to that of the usual nursery school. There is a nucleus of "normal" children accepted from sources that usually feed the private nursery-schools. To this nucleus are added, as the status of the group permits, children referred for treatment by the psychiatrists.

SECTION IV

NURSERY SCHOOLS IN PUBLIC-SCHOOL SYSTEMS AND PUBLICLY SUPPORTED MUNICIPAL WELFARE INSTITUTIONS

Nursery schools are sponsored by many publicly supported institutions organized for a rather wide variety of purposes. These institutions include State and municipal universities, land-grant colleges, State teachers colleges, a junior college, State and city public-school systems, and municipal health and welfare organizations.

A total of 59 such agencies was reported this year, but these agencies may not comprise the whole number in operation. The nursery schools in these different types of institutions serve different purposes aside from the educational program for the children. Their permanent organization has often been arrived at through gradual development. In many of the colleges their value has first been tested and the responsibilities involved discovered during a summer session. In addition to these institutions which maintain nursery schools there are many State, municipal, and county departments of health and welfare which give the services of doctors, nurses, psychologists, and other specialists to approximately 50 nursery schools.

NURSERY SCHOOLS IN PUBLIC-SCHOOL SYSTEMS

There is no question at the present time of adding nursery schools as an integral part of public-school systems. Opportunity for kindergarten experience is not yet offered to all 5-year-old children even in cities maintaining kindergartens and 4-year-old children are allowed by law to attend kindergarten in but slightly more than half of the States. The question regarding nursery schools at this time, then, deals more with the ways in which the addition of one or more nursery-school demonstration centers can serve the schools and the community. The following are some of the questions a superintendent of schools might ask of those who are already experimenting with nursery schools or who have reached certain convictions about them:

What benefits have children received from attending nursery schools?

Will a nursery-school demonstration center help the kindergarten, elementary, and high-school faculties of the public school to understand better how children's learning and social habits are developed; will they know more about the economy of guiding effectively the children's interests and elementary behavior drives?

Will the parents of school children become more conscious of the educative importance of the first years of a child's life and of the influence their own attitudes and their ways of living have upon all phases of child development?

Will the upper-grade and high-school students benefit from observing the ways young children act, and may a new technique in guidance and consultation for these older pupils result?

Will the thinking aroused in the community about each phase of child development, about family relationships, and the influence of environment upon potential learning abilities be worth the expenditure in effort and money required in organizing a nursery-school center?

Within public-school systems nursery schools have been organized in both elementary and high-school buildings. These schools serve the whole school program in a number of ways. In Grand Rapids and Kalamazoo they are chiefly a part of the elementary-school program. The school in Louisville was organized on the initiative of an elementary school principal whose school is located in an underprivileged community and who wished to meet the needs of the younger children. In Pasadena, Chicago, and Highland Park the schools act as laboratories for high-school courses in child care. In Rochester and Albany the schools are experimental units in child development, parent, and preparental education. The Winnetka unit gives many of the foregoing services and also is a part of the school guidance program. Another unit served the research department of the Los Angeles public schools until the financial retrenchment program began.

Anticipating the opening of a nursery-school unit a superintendent of schools may want to investigate certain local regulations and State laws which may affect the project. In some States money from the general school fund may be used for the education of children below the age of 6 and in others no such provision is made. The greater number of State laws [1] covering the establishment of kindergartens place the age limit at 4, but do not include children below the age of 4. The certification of nursery-school teachers has been cared for in some States under special headings or under the heading of elementary education. Some of the laws relative to the establishment of kindergartens specify that no changes be made in the current method of taking the school census. If it is necessary not to disturb the State regulation regarding the census age at which financial aid is given for public-school pupils, it still is desirable to discover the number and location of children of preschool age in the community. This would help both in the establishment of a nursery-school project and in anticipating future school programs.

The following reports from seven representative nursery-school centers within public-school systems present their organization and administrative set-up. The reports throw into relief the variety of purposes for which these nursery schools are organized and show

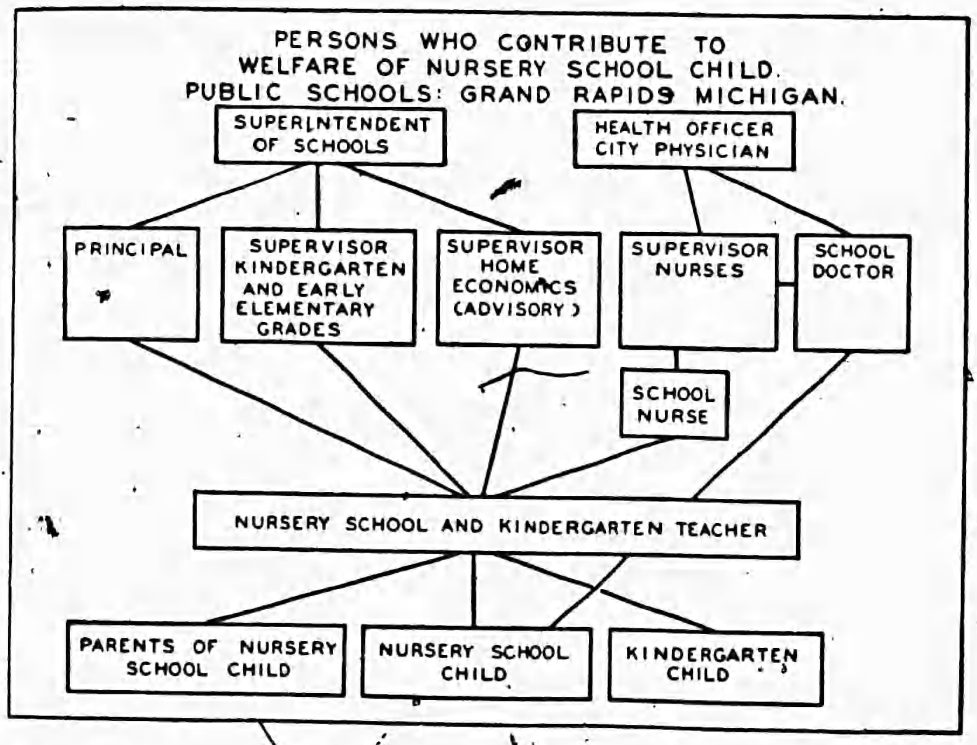
[1] State legislation relating to kindergartens in effect 1931. Mary Dabney Davis and Ward W. Keesecker. Office of Education Pamphlet No. 30, 1932.

in detail the line of responsibility for their administration and the services other than the education of young children which they offer.

NURSERY SCHOOLS AS A PART OF THE KINDERGARTEN-PRIMARY DEPARTMENT

Grand Rapids, Mich.

Three half-day nursery schools are operating in Grand Rapids as a part of the public-school system. These schools were established for the purpose of providing an environment which would supply companionship, equipment, and expert educational guidance for children of preschool age and also to demonstrate to parents and teachers the values of nursery education.



Our first nursery school was opened about six years ago in the Kensington School, a new building which since its beginning has been known as an experimental or project school. In a large elementary district known as the Harrison Park district, the prekindergarten work is given in a junior kindergarten. In Blodgett Home, in which the board of education maintains the school and supervises the education of the children, the nursery seemed especially needful.

It is not our aim to institute a nursery in each of our 35 elementary buildings. It is doubtful that the board of education will for years to come be able to adopt the nursery school as a general policy without the financial cooperation of the parents because of the cost entailed by the small number of pupils per teacher.

At Blodgett Home for Children, children of 2 and 3 years of age attend a nursery school in the building but under the guidance of a teacher who is furnished by the board of education. A junior kindergarten at Harrison Park School takes children 4 years old. At Kensington School children 3 years of age are admitted. Parents of this district are given the first opportunity to enter their children in the school, but other parents outside the district are given the privilege of sending their children to this school if there is room for them.

The Kensington and Harrison Park Schools are financed, housed, and equipped under the same arrangements as that by which our other school grades are cared for. The Blodgett Home group is housed by the home and equipped in part by the home and in part by the board of education.

The teachers of all nursery schools hold Michigan State life certificates and have had two or more years of teacher training in the kindergarten or nursery school field. These teachers serve as kindergarten teachers in the afternoon in the same school in which they teach in the morning.

As the child reaches 4½ or 5 years of age he is placed in the kindergarten group under the same teacher. In this way the nursery-school and kindergarten programs are closely integrated and close observation of the child's growth during the two periods is secured.

The same cumulative record card is used for these children as is used in other grades of the elementary and junior high schools.

The nursery schools are all under the supervision of the supervisor of the kindergarten and early elementary grades.

Aside from the service mentioned for Blodgett Home, the nursery schools receive no service from municipal or private organizations. They receive service from the regular school staff of nurses and physicians.

All of the schools have morning sessions only, from 8.30 to 11.30 o'clock. They open with a free activity period, held out of doors whenever possible. All play equipment suitable for young children is used at this time. This period is followed by a mid-morning lunch of tomato juice and cod liver oil in the winter and milk in the springtime. After that every child rests on a cot for 20 minutes. Following this a period of conversation, songs, stories, and pictures concludes the morning's activities.

The nursery school is considered a desirable means of education for all children regardless of their social or economic status.

First, it offers the child companionship with children of his own age. In the home the child is either the only child or he associates with brothers or sisters older or younger than himself. He gets, usually, either too much or too little attention. He tends accordingly to become either overly aggressive or too retiring and submissive. In

the nursery school he learns to stand on his own feet, to mingle with children of his own age in a spirit of fair play, to share, to take turns, to follow directions, and to give up his own way when it is right to do so without having a temper tantrum.

Secondly, the school provides space and play apparatus which furnish opportunity for full muscular exercise and activity. The nursery school child learns to care for himself, to take off his own wraps and hang them up, to wash his own hands and comb his hair.

Language habits are given special consideration. Baby talk is discouraged and clear distinct speech cultivated.

Mothers' meetings are a part of the educational program. Instruction is given in the methods used in the nursery school and mothers are asked to observe the children's behavior at home, to keep simple records of it and to try to establish the same kind of guidance in the home as is used in the school.

Establishment of habits of independence and desirable behavior at this early age tends to relieve the home and the school of many of the personality problems which have caused much difficulty with children of later years.

The board of education and the administrative and supervisory officers of the schools are convinced that these three nursery schools are worth all that they cost in acquainting the public with the value of early education. In other words, we have established the three nursery schools for the purpose of demonstrating the efficacy of early education.

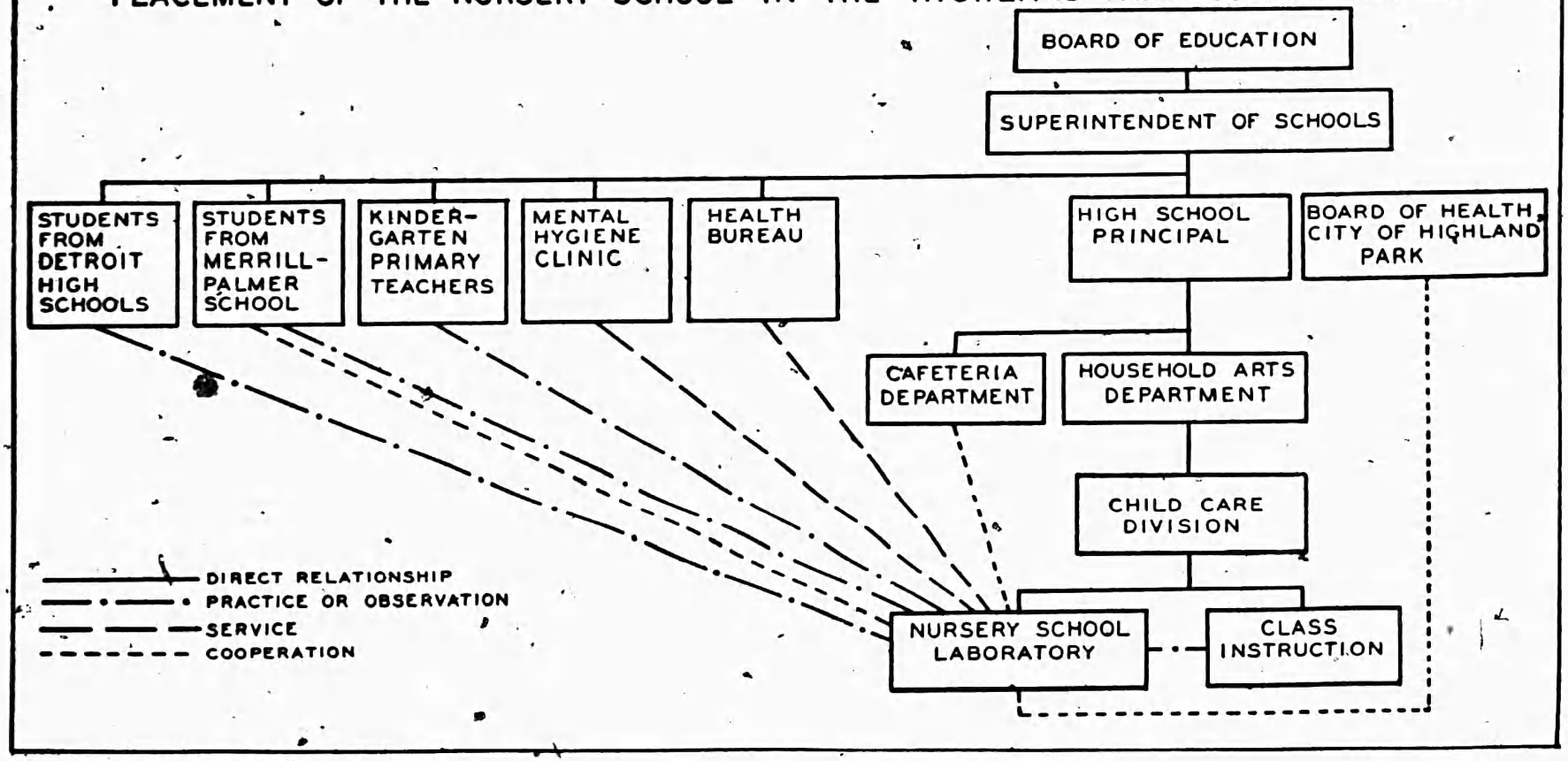
It is hoped that the success of these schools will lead ultimately to the establishment of several private nursery schools. All of our nursery schools also serve as laboratories for our parent education classes. Probably these rooms are visited more by parents than any other departments of the school system.—LESLIE A. BUTLER, *Superintendent of Schools, and* ELIZABETH WEBSTER, *Supervisor of Early Elementary Grades.*

A NURSERY SCHOOL LABORATORY FOR HIGH-SCHOOL STUDENTS

Highland Park, Mich.

The nursery school in the Highland Park schools was organized as a laboratory for high-school classes in child care. While the nursery school has this purpose as its main objective it is of direct benefit to the children enrolled and directly and indirectly acts as a training center for parents. It is also used as an observation center by students from other high schools, by kindergarten and primary-grade teachers within the Highland Park school system, and by students from the Merrill-Palmer School. The school is financed by the board of education but a fee is charged to cover the cost of the food served.

PLACEMENT OF THE NURSERY SCHOOL IN THE HIGHLAND PARK SCHOOL SYSTEM



The school is housed in what was a private residence. It is a 3-story building with a wing on one side which is used as an open-air sleeping room. There is adequate floor space, cupboard, and locker space, as well as toilet facilities.

There is a large playground with plenty of open space. The equipment, apparatus, and play material is of the sort that aids in the development of large and fine muscles, gives sensori-motor experience and is adapted to the dramatic and constructive play of the child.

Records kept, in addition to nap, feeding, and bowel records, are the general previous history of the child, the physical health history, the psychological record, attendance, and causes for absence. At the end of each year and at the termination of a child's nursery-school experience a report is made to the parents of the personality and habit traits of the child, of changes effected during attendance at nursery school and recommendations for further guidance. The psychological tests, physical records, and personality and habit reports are sent on to the principal of the school which the child enters on leaving the nursery school. Meetings and conferences between kindergarten and nursery-school teachers help to integrate the program for the children.

Sixteen children are enrolled regularly and in addition to this we have 3 children whom we consider as substitutes to take the places of children absent for any period of time. The children come from homes of varying social and economic backgrounds. This fall the youngest child taken into the nursery school was 19 months old, while the oldest was 4 years and 4 months. We find it best to have some in each age group, but more in the middle group rather than the extremes at the upper or lower level.

The nursery-school laboratory is in session 5 days a week and the children come to the school between 8.30 and 9 o'clock and go home between 3 and 3.30 o'clock. There is the usual summer vacation. The nursery-school day includes the usual program of activities of free play, rhythmic activities, language development, toilet procedures, eating, and sleeping. The school provides adequate space, indoors and out, and the equipment necessary for the proper carrying out of such a program. Opportunity is afforded the child for companionship with children his own age and every care is taken to guide social adjustments adequately.

The staff of the nursery school is limited by cost. The teacher in charge of the nursery-school group has a background of teaching and nursery-school training and experience. She has a college degree and holds a life teaching certificate issued by the State. The high-school instructor in charge of the classes in child care makes the contact between the class of students and the nursery-school laboratory. The nursery school calls upon a school nurse for daily inspection, upon the nurse's office for the monthly weighing and measuring, and upon the

dental hygienist for the supervision of the care of the teeth. The parents are asked to have the general physical examination given by their own physician. The psychological department gives mental tests and the mental hygienist is available for advice when needed. This year menus are planned by the director of the high-school cafeteria with guidance from the Merrill-Palmer School.

Students are given careful directions as to the methods of procedure to be followed while at nursery school. They are assigned regular laboratory duties, a different assignment being given them each time they are at nursery school. Observation outlines initiate the students when they first enter the laboratory. These outlines cover details of motor, social, intellectual, and emotional development. The students learn that the play material at the disposal of the children is placed there with the developmental needs of the child in mind, and that the day's program of activities cares for all phases of growth and development.

Contact with parents is such as to keep them informed about nursery-school procedure and the part they can play to further the best interests of the child. The parents are given a daily report as to whether or not the child has eaten his dinner, had a satisfactory nap, and a bowel movement. Individual reports are made as the occasion arises, of behavior difficulties and of methods of handling them. After a child is adjusted to the nursery-school environment, parents are invited to visit the nursery school to get a better understanding of methods and procedure. The parents have a parent-teacher association which, at their own request, meets in the evening to enable the fathers to come.

A justification of the practical work offered in child care was expressed by junior college girls and their parents in response to an inquiry. This inquiry was made to help determine where best to make certain necessary curtailments in the school budget. Questions addressed to the students inquired whether they would elect an additional course in child care if it were offered either with or without credit and whether they had learned anything through taking the course which they would not have learned otherwise. A third of the 44 students replying to the inquiry said that they would elect an additional course in child care if it were offered either with or without credit. Approximately three-fourths of the students declared that they had gained information in the high-school course which they would not have learned elsewhere. Explanations of the replies indicate that nearly every girl values the course because she is an only child or because there are no children of nursery-school age in the family. In listing the most valuable features of the course the students emphasized chiefly the opportunities offered for practical experiences with children which vitalized the courses in theory and

which threw into relief the need for beginning life with adequate habits and attitudes.

Questions addressed to the parents of the students and a summary of the replies received from 53 parents follow:

1. Do you believe the course in child care an essential part of your daughter's education?
   Yes, 46. No, 3. Good but not essential, 4.
2. Did your daughter learn anything in the child-care course that she would not have learned at home?
   Yes, 49. No, 4.
3. Has the course in child care changed your daughter's attitude toward children?
   Yes, 26. No, 24. Uncertain, 3.
4. Check the phrase which to your way of thinking most clearly describes the child-care course.
   Most important, 21. Very important, 15. Important, 13. Of little importance, 4. Of no importance, 0.
5. Do you think this course should be compulsory or elective?
   Compulsory, 41. Elective, 12.

Explanations for each reply were solicited. For the positive replies to question 1, explanations centered around the essential need of preparation for a parental career. One mother said "I believe every girl is a potential mother and scientific child care should be a part of her education."—IRA M. ALLEN, *Superintendent of Schools*, and ALICE R. WALLIN, *Head, High-School Department of Child Care*.

A NURSERY SCHOOL IN A CITY SCHOOL PROGRAM IN CHILD DEVELOPMENT AND PARENT EDUCATION

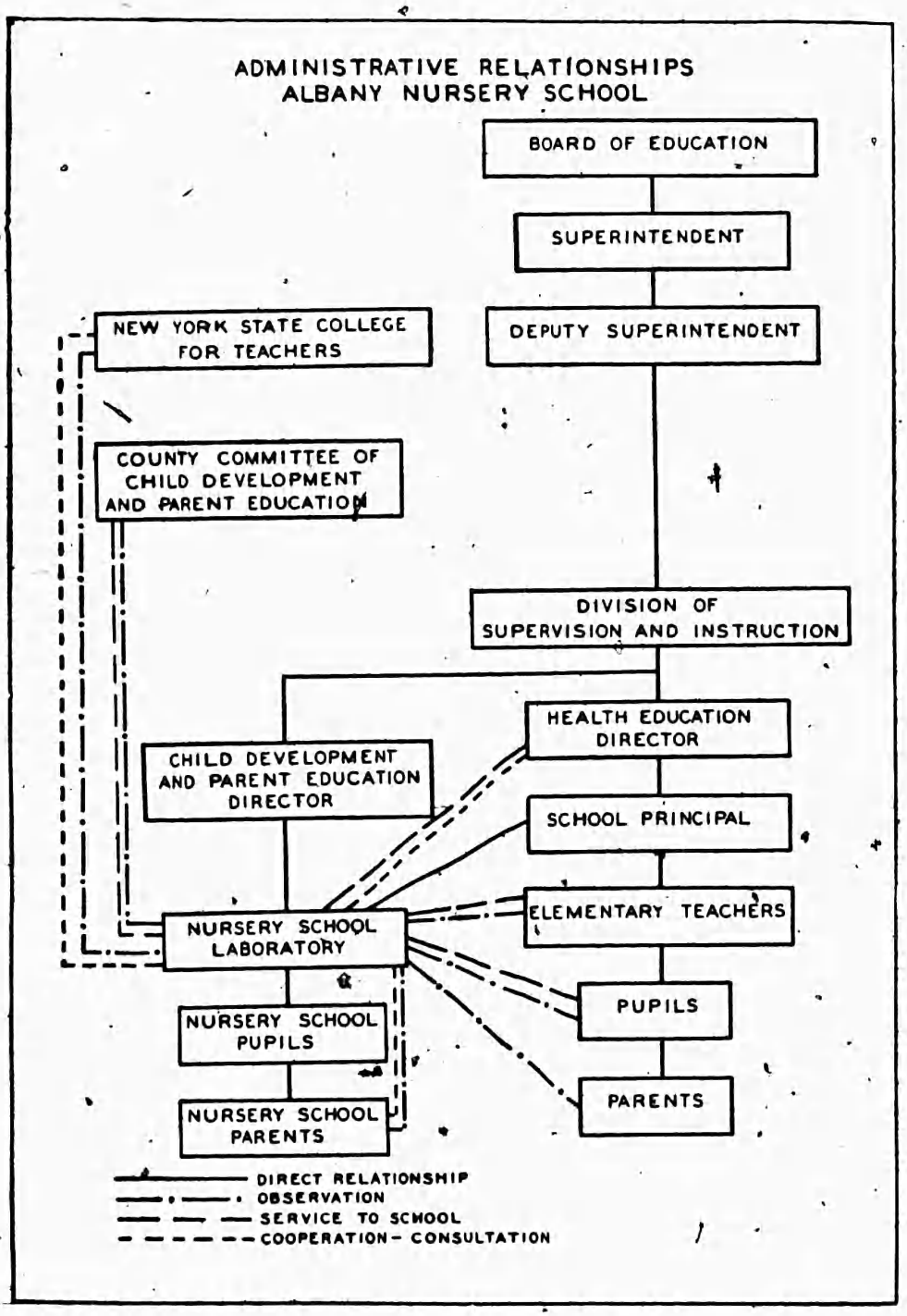
Albany, N. Y.

The Albany Nursery School is one part of the program in child development and parent education in the Albany city schools. This program is financed as a 5-year experimental project on a grant from the Laura Spelman Fund and is being developed cooperatively with another project, also Spelman supported, in the New York State College for Teachers—the two parallel units forming a joint program. Both programs are the outgrowth of early interest in parent study groups, conducted chiefly first by the home economics department of the college and later extended by the State Department of Education. They form an integral part of the New York State program in child development and parent education.

The nursery school constitutes a working laboratory and an observation center to be used, in so far as the welfare of the child permits, by parents, by homemaking classes, by elementary school teachers, and by advanced students at the New York State College for Teachers. The city department of education gives housing and related services in a public school. Two sunny first-floor schoolrooms and

three adjacent corridors have been adapted in a new wing to make a unit which has its own exit to an inclosed outdoor play yard.

The city school director of child development and parent education is also director of the nursery school. The head teacher and assistant



both hold degrees in nursery-school education and have had specific subsequent experience in nursery schools. They are eligible for a State teaching certificate.

The Albany city school program in child development and parent education was begun in February, 1931. The nursery school opened in March, 1931. The work has in this short time proceeded conservatively, development being guided by study of present observable relationships and the already felt need for further extension.

The following departments and organizations have relationship to the nursery school as follows:

Service to Nursery School	*Service from Nursery School*
1. Kindergarten education. The kindergarten education supervisor cooperates in line with her work. Kindergarten and primary teachers in public school where the nursery school is located assist at meal time, eat with children, and keep regular meal-time records.	Personally conducted study of equipment of nursery school. Scheduled observation of nursery-school work by individual teachers.
2. City School Medical Service. Gives daily nurse's inspection, yearly examination, and consultation service.	Opportunity for nurses and doctors to study developmental activities and materials in both physical and psychological aspects.
3. City School Department of Physical Education and Municipal Recreation. Provides certain outside play equipment.	
4. Vocational education. Particularly in home-making work. Gives general cooperation.	Consultation and assistance in planning units of child study. Opportunity for study of equipment and activities of nursery school by teachers and by pupils. Meeting of teachers for discussion of related methods.
5. New York State College for Teachers. Psychologist for mental tests. Consultation service.	Observation—opportunity for home-making and for child development classes.
6. Albany parent education. Committee (representing interested organizations). Collections of raw materials for experimental improvised use. Assisting hostesses when public or club officials visit school.	Observation—opportunity for study of nursery-school materials and methods.

Parents, when arranging for the enrollment of a child, are given opportunity to discuss fully the requirements of the school in parent cooperation and both are asked to sign a simple agreement. Parents participate in the school activities under teacher supervision. The

plan provides for daily participation for three nonconsecutive weeks in each semester. Parents have a part in the activities every hour of the day except the meal time and sleep period. Additional opportunity is provided when desired, and on guarded schedule parents may study behavior during the meal time. Parents make a daily morning report to the school and the school provides an afternoon report for parents. Regular parent meetings are held. The effort is made increasingly to include both parents.

The director of child development and parent education and the supervisor of kindergarten primary education are cooperating in an experimental approach to the problem of integrating the programs. Kindergarten teachers study the nursery-school activities. Plans are being evolved for following the later progress of nursery-school children by periodic observation and informal record and by parent consultation.—C. EDWARD JONES, *Superintendent of Schools, and* ELINOR LEE BEEBE, *Director of Child Development and Parent Education.*

A UNIT OF A DEPARTMENT OF EDUCATIONAL COUNSEL

Winnetka, Ill.

The Winnetka Public-School Nursery was organized in September, 1927, after a year and a half of careful planning and training of teaching personnel. It was organized because the superintendent believed that an understanding of early childhood development was fundamental to an understanding of work with children in upper school levels and also because he believed that the nursery school was an essential element in any adequate program of preparental and parental education and mental hygiene. At the time of opening, the nursery school was housed in one room, having an adjoining coat room and a toilet room with one toilet and lavatory. The nursery school operated under these conditions for a year and a half and then moved into quarters especially planned to meet the needs of a nursery-school unit.

These quarters were built with the offices of the department of educational counsel as an addition to the junior high school. Both units with full equipment were donated to the board of education. Remedial work had been going on in the Winnetka public schools for some years. However, the fully organized and equipped department came as a direct outgrowth of the nursery unit since it was realized that only through such a department could certain much-needed studies be made. Plans are under way to keep continuous records of nursery children from the second through the fourteenth year. Through these records differentiations may perhaps be made between causal and casual defects in children. If enough records of children are kept over a period of years, as problems develop in the adolescent

ADMINISTRATION OF WINNETKA PUBLIC NURSERY SCHOOL UNIT
WINNETKA BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS
STAFF DIRECTOR OF NURSERY SCHOOL
JUNIOR HIGH SCHOOL FACULTY
JUNIOR HIGH SCHOOL STUDENTS
JUNIOR KINDERGARTEN
NURSERY SCHOOL
STUDENT TEACHERS
PSYCHOLOGIST
PSYCHIATRIC SERVICE
DEPARTMENT OF EDUCATIONAL COUNSEL
INSTITUTE FOR JUVENILE RESEARCH
NATIONAL COLLEGE OF EDUCATION
MUNICIPAL HEALTH DEPARTMENT
SCHOOL NURSE DAILY HEALTH INSPECTION
ELIZABETH MC CORMICK MEMORIAL FUND
NUTRITIONAL WORKER DAILY MENU SERVICE
PEDIATRICIAN ANNUAL PHYSICAL EXAMINATION

period, it may be possible that studies of records of earlier years will reveal indications of those difficulties in the children or perhaps lacks in home or school training will be traceable and educators, parents, and teachers may then learn wherein they have failed in their earlier understanding and handling of situations. Through such studies, certain preventive procedures should be evolved.

The nursery unit at the present time comprises a nursery play room, coat room, isolation room, kitchenette, office, and a toilet room equipped with four bowls and three toilet seats. This toilet room is shared by the junior kindergarten which is housed in an adjoining room. The junior kindergarten for 4-year-olds and the nursery school for 2 and 3 year olds are jointly administered as the Nursery Unit of the public-school system. The unit is staffed by a part-time staff director and by an assistant part-time supervisor, who also serves as psychologist. In the nursery at all times are a teacher and an assistant; in the junior kindergarten, one teacher. All persons connected with the unit have university degrees excepting the staff director. The psychologist holds a Ph. D. degree and the nursery teachers have special nursery-school training. In addition to the regular staff there are always two or three students from the National College of Education, Evanston, who come to the nursery unit for practice teaching.

A self-perpetuating nursery-school board is responsible for the financing of both the nursery school and the junior kindergarten. The total budget for running the two units is about $6,000 a year. About $3,400 is subscribed voluntarily in amounts ranging from $10 to $300 per year by parents of children who attend the nursery-school unit. About $1,200 more comes in through voluntary subscriptions solicited from the community, and the balance is raised by the nursery-school board in various ways.

The health program is under the supervision of the Elizabeth McCormick Memorial Fund, Mary E. Murphy, director. The McCormick Fund supplies a part-time pediatrician for periodic general health examinations, and a nutritionist who plans menus, weighs and measures the children each month, and confers with the staff at least once in two weeks when faculty meetings are held. The McCormick Fund also furnishes the part-time services of a worker for parent education who plans and helps carry through a program for parents in conjunction with the nursery-school staff. The McCormick Fund is a Chicago organization, established and operated on a generously outlined charter to further child development along all lines, physical, psychological, and educational. In carrying forward their program, the McCormick Fund tries to maintain a balance between service and research. From time to time as cases appear that indicate need for psychiatric treatment, staff conferences are held with the preschool branch of the Institute for Juvenile Research,

a State organization. If indicated, psychiatric services are then given by members of the institute staff. Daily health inspection is given through the village health office by the school nurse. Light, heat, and janitor services are given by the board of education. The salary of the psychologist is almost entirely paid by a gift from the Rosenwald Fund. The services of the staff director, the psychologist, and the nutritionist are shared by the following nursery schools: Garden Apartments (two nursery schools), Winnetka Public Nursery Unit (nursery school and junior kindergarten), Parker Practice Nursery of the Chicago Normal College. Details of services are here given to indicate how specialized services may be secured at low costs to a unit through sharing of specialists by a number of units and by the use of existent community agencies. The nursery school in Winnetka is in session from 9 to 3.30 o'clock daily; the junior kindergarten from 9 to 11.30 o'clock. Programs are somewhat elastic. Nursery children are sometimes sent home for luncheons and naps, and at times junior kindergarten children are kept at school over these periods.

The nursery school acts as a laboratory for junior high school girls and boys, for teachers in training, and for faculty members of the Winnetka schools. Seventh and eighth grade girls come in and observe the children, work directly with them in some of the more simple situations, and help with luncheon preparations. Seventh and eighth grade boys have built various pieces of equipment for the nursery school, including a tree house, horizontal bars, and small screens to be placed around the beds. Regular discussions are held with the girls in a effort to develop in them better understanding and greater appreciation of family life. It is hoped that this course will soon be given to the boys also. Such subjects as family life in other countries and communities, foods for little children, behavior problems, and such immediate problems in their own lives as attitude toward authority and relationships to brothers and sisters are discussed. This phase of the work of the nursery schools is still in its incipiency. It is being developed in connection with a junior high school course on family life, which supplements and makes practical some phases of the course in biology and human reproduction. In occasional instances on recommendation of the department of educational counsel, girls unable to adjust to regular school routine have been sent to the nursery school for special work. Here they have found themselves in this quite different environment which is evidently more suited to them.

Teachers of the preprimary group, consisting of nursery school, junior kindergarten, kindergarten, and connecting first grade, meet with the nursery-school staff director and the superintendent of schools once a week to discuss preprimary curriculum building. They have built up a minimum graded song list for preprimary use. Work

has also been done on play materials graded according to age levels.[1] The preprimary group is preparing a booklet for parents. The booklet includes concise information on habits of eating, sleeping, independence, etc., which parents should try to establish in their children during the ages of from 2 to 6 years, a graded list of song, play, and story materials, and suggestions for their use. It also includes a discussion of excursions that fathers and mothers can take with their children.

A regular program of parent education is carried on by the nursery-school staff. Group meetings are held afternoons or evenings in accordance with the parents' needs and wishes each year. At the present a short course is being given to parents on the introduction of music into the home. This course is open not only to nursery-school parents but to all parents in the community who are interested in attending. Parents are asked to participate in the daily nursery program to a limited extent. They are asked to come to assist in getting children dressed after naps, to go on excursions, and to help at weighing and measuring periods. Systematic effort is made to teach parents how to observe and analyze their children's activities, habits, and attitudes. They are asked to fill out observation outlines as a result of watching their children both in the nursery school and at home. At practically all parent meetings, parents are furnished with simple bulletins concerning the subject under discussion. The following subjects are among those which have been included: Discipline, wise use of holiday periods, play materials, songs, and stories. Some of these bulletins are written by the person in charge of the meeting and others are the outgrowth of study and investigations by members of the preprimary group. Such studies are considered an important function of the nursery-school department.

Although the nursery school works with 33 to 36 children and their families each year, the money expenditure would not be considered justifiable unless the nursery school were distinctly considered as a laboratory. It purposes to serve the school system as a source of study in its whole research program, especially as related to the department of educational counsel and in curriculum building. It will continue to serve as a unit for training junior high school girls and boys and for the training of teachers and those taking graduate work.—CARLETON W. WASHBURNE, *Superintendent of Schools, and* ROSE H. ALSCHULER, *Nursery-School Staff Director.*

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[1] Van Alstyne, Dorothy. Play behavior and choice of play materials of preschool children. University of Chicago Press, Chicago, Ill. 1932. 104 p.

A DEMONSTRATION IN SCIENTIFIC CHILD CARE UNDER THE DIVISION OF RESEARCH

Los Angeles, Calif.

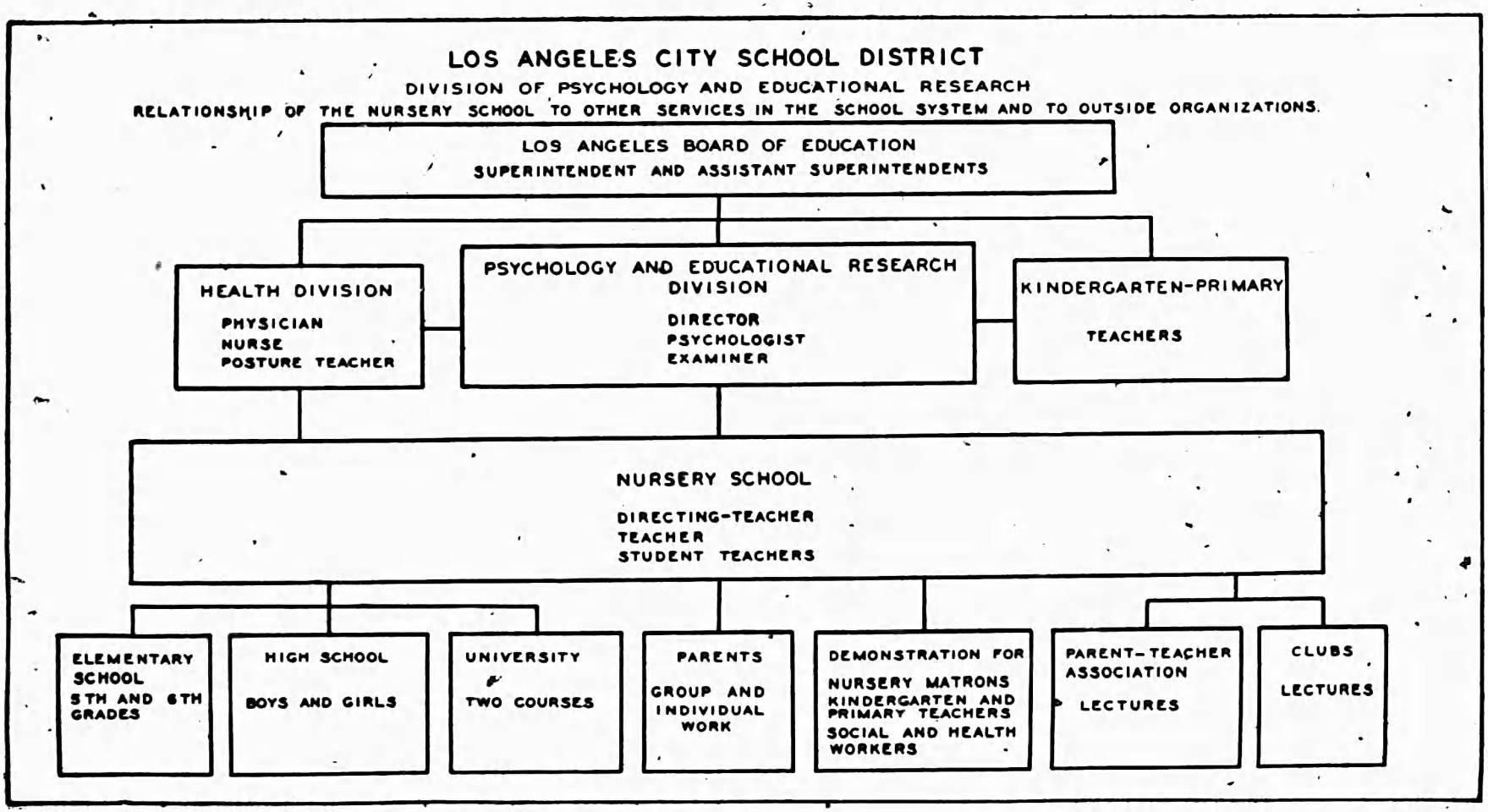
The Normandie Nursery School was established in 1926 by the board of education for the purpose of furnishing a demonstration center in scientific child care for the benefit of parents, of nurses, of teachers, and of secondary-school students who will be the parents and child guardians of the future. It was also anticipated that future programs would provide some relationship between the nursery-school and the high-school guidance work.

The nursery-school plant and program were designed to permit children from 2 to 5 to develop proper habits and normal attitudes and emotions and to provide a center where adults might discover more about the nature and needs of young childhood.

A bungalow available upon the ample grounds of an elementary school in a middle-class section was enlarged and remodeled according to specifications drawn up by the director of the school. The yard was fenced, ornamental shrubs and a lawn planted. A lily and goldfish pool was made near the front gate by the sixth-grade boys of the elementary school, with cement furnished by the Red Cross.

The project was most fortunate in its staff. The directing teacher had her master's degree, with a biology major, had been a nutrition teacher in high school, a successful mother, and a fellow for one year at the Merrill-Palmer School. She holds California general secondary and administrative credentials. An assistant teacher had a master's degree, with a psychology major. She holds California kindergarten-primary credentials, and had had successful teaching experience with young children. A trained nurse, who rapidly trained into a nursery-school teacher, holds California public health nursing and health and development credentials, and has had university work in child psychology, nutrition, mental hygiene, and nursery-school technique.

The project was highly cooperative from the beginning. For the first year the Red Cross supplied one teacher and the examining physician. After that, the health and corrective physical education division of the Los Angeles city schools supplied a pediatrician one-half day a month, a posture specialist one day a month, and a nurse (described above) four-fifths time. The speech correction division supplied expert diagnosis and prescription in special cases. The school librarian supplied suitable books for the children and for the parents and students. The visual education division supplied pictures. The bungalow and grounds which housed the school were a part of the plant of Normandie Avenue Elementary School, whose principal supported the project generously in word and deed. Various private individuals were active in the work in the community. The State


LOS ANGELES CITY SCHOOL DISTRICT
DIVISION OF PSYCHOLOGY AND EDUCATIONAL RESEARCH
RELATIONSHIP OF THE NURSERY SCHOOL TO OTHER SERVICES IN THE SCHOOL SYSTEM AND TO OUTSIDE ORGANIZATIONS.
LOS ANGELES BOARD OF EDUCATION
SUPERINTENDENT AND ASSISTANT SUPERINTENDENTS
HEALTH DIVISION
PHYSICIAN
NURSE
POSTURE TEACHER
PSYCHOLOGY AND EDUCATIONAL RESEARCH DIVISION
DIRECTOR
PSYCHOLOGIST
EXAMINER
KINDERGARTEN-PRIMARY
TEACHERS
NURSERY SCHOOL
DIRECTING-TEACHER
TEACHER
STUDENT TEACHERS
ELEMENTARY SCHOOL
5TH AND 6TH GRADES
HIGH SCHOOL
BOYS AND GIRLS
UNIVERSITY
TWO COURSES
PARENTS
GROUP AND INDIVIDUAL WORK
DEMONSTRATION FOR
NURSERY MATRONS
KINDERGARTEN AND PRIMARY TEACHERS
SOCIAL AND HEALTH WORKERS
PARENT-TEACHER ASSOCIATION
LECTURES
CLUBS
LECTURES

department of education supplied its director of parent education, southern section, to conduct evening classes for the parents' group.

Certain underlying principles were set down as basic to this project:

Modern psychology has demonstrated the importance of the earliest years of childhood. It is now accepted that habits and attitudes acquired in the first four years will probably color the entire mental life and affect the behavior of individuals throughout all their years.

Modern parents, busy with a thousand interests, usually have had neither the time nor the training to make it possible for them to master the facts now established in regard to the proper physical and mental hygiene of childhood.

The nursery school is one of the agencies which hopes to supply this need for groups of parents, teachers, and students, by demonstrating to them a program of physical and mental care of children which will prove its soundness in improved habits, more wholesome reactions to authority, more happiness, less nervous tension, and better adaptation to group life. Classes in parenthood are an integral part of the program.

The service the nursery school rendered the school system and community is reflected in the following figures, based on the year 1930–31:

(*a*) Children enrolled, 41.
(*b*) Average attendance at semimonthly parents' meetings, 32.
(*c*) High-school students:
4 hours per week, 34 girls.
4 hours per semester, 81 boys.
(*d*) Elementary-school girls: A small number on regular schedule.
(*e*) Visitors, including educators, social workers, health workers, teachers, and parents, 791.

Integration with the kindergarten was the responsibility of the psychological clinic, a department of the division of psychology and educational research, of which the Normandie Nursery School was also a part. A survey of children in kindergarten who had been in the nursery school was made. There was also a follow-up of any nursery-school children who had any difficulty in adjustment to school. Records made at the nursery school are a part of the files of the division of psychology, available at any time for use in the child's later school life.

After the first year the nursery school was financed entirely by the board of education (except for food and incidentals), costs being allocated to the various departments, according to the certificate of the teacher, the kind of service, and the character of the supplies and equipment. Food, including orange juice and cod-liver oil, and the work of the matron who served it, was provided out of a fund made up by parents at $6 per month.

The division of psychology and educational research was responsible for educational policies and activities. The success of the parents' classes in connection with the nursery school is attested by the parents' demand that they meet once each week instead of bimonthly. The success of the high-school classes, providing 18 hours of observation in the nursery school, was demonstrated when the class into which it had been bootlegged—one called advanced dietetics—was elected in numbers far exceeding any election formerly known in the class. One big senior said of the class that he wished he had had it earlier, as it had helped him so much in his own life.

Certain experiments have been undertaken from time to time. Growth curves have been plotted, and mental growth measured and recorded. Last year an experiment in "sharing behavior" was pursued by a graduate student for the University of Southern California. A study of voluntary selection of activities, as related to age and of voluntary grouping for play, was made and reported.

The closing of this school [2] has been a matter of very deep regret to all of the people of the school departments who know of the purposes, workings, and success of the school. It had been planned to gradually increase the number of these units in connection with the high schools in order that they might be more easily utilized as training centers for high-school students. The hope is still cherished that some time in the future this may still be done. The parents were unwilling to have the school closed. They have planned a nonprofit-making organization and are "carrying on."—ELIZABETH L. WOODS, *Director, Division of Psychology and Educational Research.*

STATE UNITS IN NURSERY EDUCATION

Several State departments of education are carrying on programs for the welfare and education of children prior to regular school entrance. In Utah a bulletin [3] has been issued for general distribution which presents information on children's habits of eating and sleeping, on their physical development, with suggestions for the formation of desirable habits, and with lists of play materials. In the introduction, State Superintendent Jensen draws attention to the fact that "educators have come to recognize more fully than ever before the remarkable possibilities of child development during the first two or four years of life. . . . They have also come to recognize the need for a fuller understanding both by parents and teachers of ways and means for having these remarkable possibilities realized."

[2] In view of increased population and decreased funds this nursery school was closed during the summer of 1931.

[3] Bulletin on the preschool child. Department of Public Instruction. Salt Lake City, Utah. 1930. 53 p.

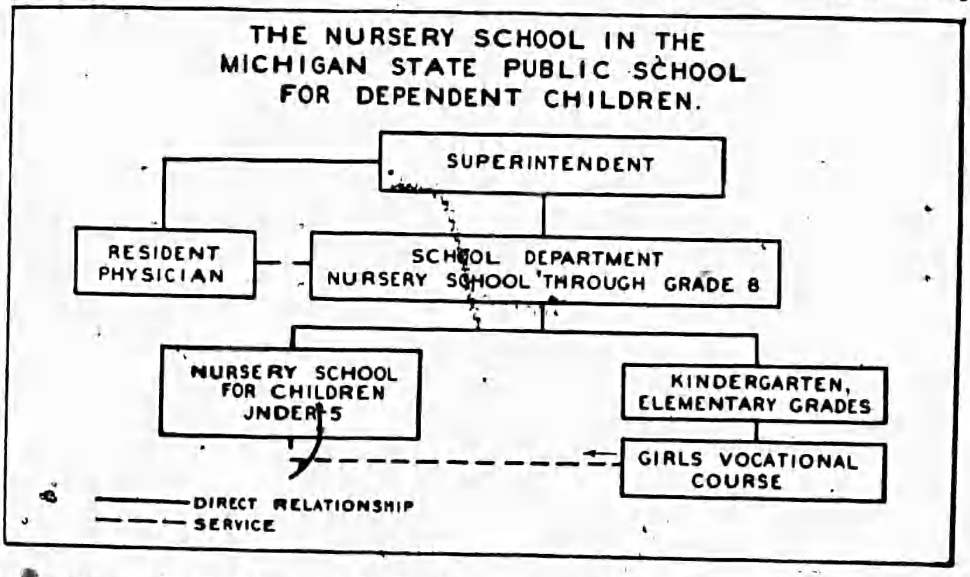
Through a preschool clinic,[4] organized cooperatively by the North Carolina State Board of Health and school officials, children ready for school entrance, and their parents are initiated into school life. New York State in 1928 organized a department of child development and parental education.[5] As part of its program several nursery schools were organized in cities and others already organized were used as demonstration centers. Many other State projects sponsored by such departments as mental hygiene and adult education support the programs in child development. Radio talks on child guidance have been given by specialists in nursery-school education, by psychiatrists, physicians, specialists in mental hygiene, and others. Child-guidance clinics have been developed where many direct connections are made between the habit formation in early childhood and the problems faced with older children.

A unique downward extension of a State's school program for dependent children has been made in Michigan. The following report shows how this school has developed its nursery-school program.

A STATE SCHOOL FOR DEPENDENT CHILDREN

Coldwater, Mich.

The Michigan State Public School is an institution maintained by the State of Michigan to care for her dependent boys and girls under 14 years of age at time of admission. Their stay at the school is only



temporary, depending on such factors as mentality, physical condition, and stability. They are placed out from the institution for adoption. The entire institution is an integral part of the State's educational system and is maintained by State appropriation.

[4] Plans for educational clinics including the beginners' day program. Hattie S. Parrott. Raleigh (N. C.,) State Department of Public Instruction, 1930. 14 p. (Educational Publication No. 149.)

[5] Twenty-sixth Annual Report, 1930. University of the State of New York, Educational Department, Albany, N. Y. pp. 26-29; *also in* Twenty-seventh Annual Report, 1931. pp. 18-20.

Instruction begins with the nursery school and ends with the eighth grade. Those above this level attend the Coldwater High School.

The boys and girls under 5 years of age, usually about 50 in number, are housed in the nursery building and do not mingle with the other children on the grounds. When they reach the age of 5 they are transferred to one of the 11 cottages and enter our kindergarten. It was for the purpose of making this transition easier and for placing the formation of habits on an educational basis that the nursery school was inaugurated during the school year 1927–28. Before the establishment of the nursery school so much time was consumed in familiarizing the children from the nursery with routine of school work that they were not able to complete the kindergarten and first grade in two years.

The experiment was started on a half-time basis and was in charge of the kindergarten teacher. She devoted half of each day to each of her groups. The play room in the nursery was altered and equipped to accommodate the children under the new arrangement. The experiment proved so successful that in June, 1931, a specially trained director was hired and the training put on a 24-hour basis. The director received her B. S. degree from the University of Illinois and then took one year of graduate work with the Merrill-Palmer School in Detroit. This was followed by one year in the nursery school conducted by the Detroit Department of Public Welfare.

The physical welfare of the children is under the supervision of a resident physician. The daily program is as follows:

Daily Program

6. 00– 7. 00	Gradually get children up, toilet. Drink of water. Dressed except shoes. Develop as much independence as possible.
7. 00– 7. 15	Wash hands and face and comb hair.
7. 15– 7. 30	Breakfast.
7. 30– 8. 15	Toilet period. Encourage regularity of bowel movements at this time. Wash hands and face, comb hair. Nose and ears cleaned. Nose drops. Children put on shoes.
8. 00– 8. 15	Children to treatment room if necessary.
8. 15– 8. 30	Free play.
8. 30– 9. 00	Cod-liver oil and tomato juice. Toilet. Put on wraps.
9. 00–10. 15	School or outdoor play.
10. 15–10. 30	Wraps off and hung up. Drink of water.
10. 30–11. 00	Wash period. Shoes off.
11. 00–11. 15	Quiet play, music, or books.
11. 15–11. 45	Dinner—ready for bed, suits off, face and hands washed, toilet, nose drops. Assist with serving.
11. 45–12. 00	Last of group in bed.
12. 00– 1. 30	Nap.
1. 30– 2. 30	Children up, toilet, shoes on, free play or games.
2. 30– 3. 00	Toilet, drink water, wraps on for out of doors.

3. 00– 4. 00	Outdoor walk or school.
4. 00– 4. 20	Wraps off.
4. 20– 4. 45	Wash period.
4. 45– 5. 15	Supper.
5. 15– 6. 00	Free play. Shoes off.
6. 00– 7. 15	Bath hour. Free play and stories. Brush teeth. Nose drops. Toilet.
7. 15	Bed time.

This brief account of our nursery school should not be closed without mentioning that we use it as a laboratory for the older girls taking the vocational course. The children in the nursery are divided into two groups—babies under about 2½ years and those above. The latter group being considered as preschool children. During the course of a year each girl taking the vocational course spends five months in the nursery, two months being spent with the youngest group under the supervision of nurses, and three months with preschool children under the direction of the nursery-school director. This provides an opportunity for the girls to combine theory with practice, because they actually assist with the bathing, dressing, story telling, supervision of play, and many other activities.—LEROY C. HARRIS, *Principal.*

In 11 State and 2 municipal normal schools and teachers colleges, nursery schools have been established as part of the demonstration school or as a laboratory for the department of home economics. There is a growing appreciation of the value of first-hand contact with the beginning developments of habits and knowledge in young children for prospective teachers of elementary-grade children. The following report from a State teachers college is representative of the nursery schools which are a part of the demonstration or practice school.

A UNIT IN THE TRAINING SCHOOL OF A STATE TEACHERS COLLEGE

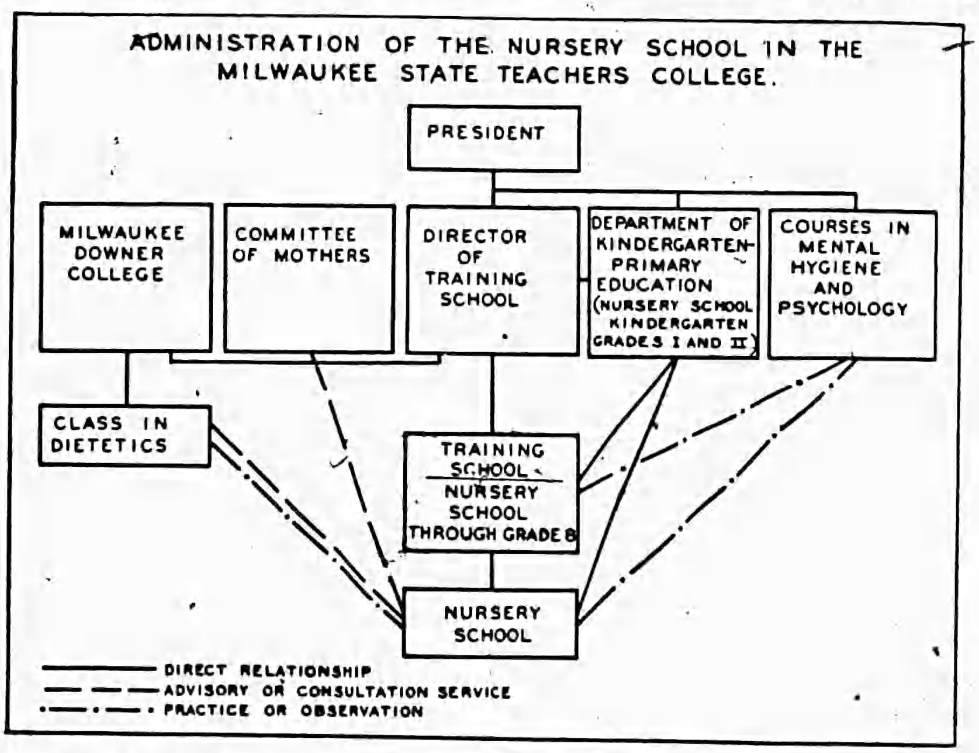
Milwaukee, Wis.

The purpose of this nursery school is not to train nursery school teachers but to furnish (1) a broader training through practice teaching for our kindergarten-primary students and (2) opportunities to observe the learning abilities of young children for classes in psychology and mental hygiene.

The nursery school of the Milwaukee State Teachers College was organized in 1927 and largely financed by a group of public-spirited women who have for years managed a Jewish settlement house. The nursery school was organized in our institution by request of the organization in order that it be supervised by our staff. The State Teachers College furnished both the indoor and playground equipment and provided the plumbing. During the first years half of the children were charity cases. The remainder of the children (10) were tuition children from families having comfortable incomes but need-

ing nursery-school training as much as their less fortunate classmates. From the first we have taken 2 and 3 year old children, in one case a 22-month-old child. The organization of mothers has gradually turned over the nursery school to our institution. All children now pay tuition ($210 annually) which covers about 75 per cent of the entire cost.

The director of the nursery school has a background of kindergarten training and experience and in addition has had two years (partly graduate work) of nursery-school training and assistanceship in the Institute of Child Development of Teachers College, Columbia University. The nursery-school assistant has had kindergarten training and experience and was chosen for her understanding of and



ability with very young children. She holds a State certificate. Two or three student teachers do practice teaching in the nursery school for a college quarter of nine weeks.

The head of the home-economics department of Milwaukee Downer College actively cooperates with the nursery-school administration by having her dietetics class make out the menus for the children for the entire week, both the menu for the dinner at school and for other meals in the home. Students from the dietetics class observe frequently during the dinner hour and take notes on the reactions of children to various foods. A cook is employed to prepare the children's dinner.

The nursery-school director gives an elective course to kindergarten-primary students called nursery-school education. She also

holds almost daily short conferences with individual parents, frequent longer conferences, and guides mothers in a monthly study group. Each mother spends a half day every month assisting in the nursery school. The director has this year given a practical course to nurse maids from the homes of the children under her direction. These classes are held once a week. Occasionally a maid spends a forenoon at school and remains during dinner to observe how problem cases are handled.

The nursery-school teacher and the 4-year kindergarten director, whose graduate work was also in nursery-school education, work very closely together so that there is a continuous integrated program for both children and student teachers.

The management of the nursery school has changed considerably from year to year as the college has gradually taken over the responsibility for its operation. As we can not legally collect the tuition without being authorized to do so by the State, the finances are still taken care of by a committee of mothers.—ADELAIDE M. AYER, *Director of Training.*

NURSERY SCHOOLS IN COUNTY AND MUNICIPAL WELFARE PROGRAMS

Social welfare and health departments of one county and at least two municipalities have provided an educational program for young children through the establishment of nursery schools. These nursery-school programs are of value both to the organizations directly sponsoring the projects and also to the community. Social workers, nurses in hospital training, pediatricians, nutritionists, and others, who are or who will be concerned with the welfare and health of young children and their families, benefit from participating in the nursery-school program. The first of the three descriptions following is from an institution supported by Monroe County, N. Y. The other two reports are from municipally supported organizations.

The *Nursery School of the Rochester Society for the Prevention of Cruelty to Children* is essentially a habit clinic. The society acts as a county children's clearing bureau and, as part of its set-up, maintains an observation home which serves the double purpose of study and temporary residence. The nursery school is a department of this study home. It operates on a 24-hour basis, and is open every day in the year. The average number of children cared for at one time is about 10. The average length of stay for each child is about 34 days. The staff consists of a trained nursery-school teacher (in charge), 3 assistants (2 day and 1 night), and a field worker who assembles all history material, keeps records, arranges conferences, and writes reports for workers and foster mothers. This field worker is also a trained nursery-school teacher. Since the nursery school is a

unit in a larger organization, it shares in all the general services provided for the children in all departments. The director of the observation home is trained in sociology, child development, and institution management. The society has its own medical and psychological units. Psychiatric service is consultant. The services of a dietitian and a trained nurse are available to all children in the home, including those in nursery school.

Most of the children received come from broken homes. A few are entered by parents for observation. In any case, each child received is studied until his problem is diagnosed and treatment started. He remains in the home until a plan is made for him which meets his particular developmental needs.

The majority of children go from nursery school to foster homes under the supervision of child-placing workers. The rest return to their own homes with the understanding that the parents will keep in touch with the society and endeavor to carry out nursery-school recommendations. A formal program of parent education has not yet been developed, but parents, foster-parents, and social workers are helped to a better handling of individual problems, and a better understanding of the principles of child development through informal conferences, personal interviews, and formal reports.—MURIEL W. BROWN, *Director of Mental Hygiene.*

The *Social Service Division of the Detroit Department of Public Welfare* [6] organized the first of a number of nursery schools in 1929. The school was established primarily to provide opportunity for mothers to work during temporary unemployment of the fathers, thus lessening the demands made upon public funds and increasing the independence of the family. All families are referred to the school through the family case workers of the department of public welfare with the exception of those making application directly to the nursery school. The initial physical examination of every child is made at the school by the pediatrician from the city physician's clinic, who is also responsible for the physical care of all children in the nursery school. He makes four calls weekly at the school, vaccinates and immunizes against diphtheria, and sees all children before they are readmitted to school following illness. A city physician is available for home visits when children have been excluded for illness. Special emphasis is placed on correction of defects. The corrective work is carried on by the Receiving and Children's Hospital. The board of health cooperates in the project by sending a nurse to the school for daily inspection of all children, assistants, and staff. She also assists the pediatrician and makes home visits. On the staff are a supervisor, two nursery-school teachers, a nursery matron, a cook, a maid, and a janitor. Student assistants are provided from two high schools,

[6] City of Detroit, Department of Public Welfare, Annual Report for 1929.

two vocational schools, and a college—all public schools offering training in the nursery school as a part of courses in child care. The 60 children are divided into two groups, each in charge of a nursery-school teacher with three high-school and vocational-school students as assistants. A few children who go to the morning session of a neighboring kindergarten come to the nursery school for lunch and remain until late afternoon, and several first-grade children come for lunch and again after school. The school is open all day on Saturday. The ages of the children are from 16 months through 6 years. Parent education has an important place in the school's program and grandparents and other relatives of the children as well as the parents take advantage of the evening meetings.[7]—IRMA UNRUH, *Director, Nursery School.*

The *Tower Room Nursery School of Bellevue Hospital,* New York City, is organized as part of the pediatric department for nursing education. The school aims to apply nursery-school principles to hospital ward situations, to help nurses see the convalescing child as a whole rather than as a "case," to help them be constructively critical of existing ward routines and of children's ward equipment, and to be alert to the possibilities of parent-education programs.

Throughout the past year 169 children attended the nursery school with a daily average of 10. The children averaged 7 day's attendance in the nursery school. The age range is from 1 to 5 years. These children are ward patients recommended by the medical or nursing staff for readjustment to normal activity programs and, sometimes, for assistance in diagnosis of behavior cases. A careful morning inspection minimizes the danger of disease spreading between wards. The day's program begins at 9 and continues until 3 o'clock. The hospital nursery school even more than the usual nursery school fixes the curriculum to meet the needs of the individual children.

Equipment is planned to conserve energy for recuperating children, to suggest wholesome play for ward and home situations, and so make play materials as essential in wards as the usual scientific apparatus.

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[7] In April, 1932, when it was found necessary to curtail the expenses of the Department of Public Welfare Nursery School, the following changes were made in the program:

The school was moved into the Garfield Public School, an intermediate school in a Negro and Polish district. The board of education supplied space, heat, light, and janitor service and the department of public welfare defrayed all other expenses. The staff included a part-time supervisor, one nursery-school teacher, and an assistant who divided her time as cook and assistant to the teacher. The medical program in the school was discontinued and all children were referred to the board of health clinic for examinations.

Enrollment was limited to 20 children between the ages of 2 and 5. Children were admitted for one of the following reasons: (1) To enable one or both parents to accept employment; (2) to give training in health habits; (3) to give training in social adjustment; (4) to provide care in the case of a temporary breakdown of the home.

A fee was charged in cases where the family was able to pay. The Saturday school was discontinued. The school was used as a laboratory for ninth-grade girls in the Garfield School. The students assisted in the care of the children and in the preparation of the meal. The parental contacts were made through office interviews, visits of parents to the school for observation, and evening meetings.—IRMA UNRUH.

Student nurses have a two or three week assignment to the nursery school functioning as teachers and health workers. After supervised observation these students guide a small group of children through the daily program. They record daily each child's behavior during eating, sleeping, toileting, and play situations. They summarize these records for each head nurse to aid in consistency during the 24-hour program.

Conferences are held with student nurses daily and with head nurses to discuss individual children's needs and ward adaptation of nursery-school principles. During the weekly visiting hour parents observe the children in the school through a one-way vision screen. They are accompanied by a student nurse who discusses individual problems and home adaptation of nursery-school procedures. Opportunities for observation or participation are also given to medical students and to students from Teachers College, Columbia University.

The real value of the nursery school in a hospital seems to rest in its carry over to the hospital wards. Improvement should gradually be noted in the teaching of routine habits, methods and standards of discipline, development of respect for hospital and personal property, lessening undesirable emotional reactions, and, as a result, an increased enjoyment of children by the staff.

The experiment in this hospital nursery school suggests a vision of pediatric nursing where children not only are given medicine and treatments as advised by a physician, but where children and their parents learn to live a richer and fuller life.—MIRMA WALLACE, *Nursery-School Teacher.*