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History, status, and outlook of the nursery school movement

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THESIS

HISTORY, STATUS, AND OUTLOOK
OF THE
NURSERY SCHOOL MOVEMENT

SUBMITTED BY

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INTRODUCTION
INTRODUCTION

This thesis attempts to give a historic background for the present-day nursery school, to indicate existing conditions from the standpoint of theory and practice, and to forecast possible future development.

The study is confined to educational efforts in England and America and is not an exhaustive study even within those limitations. It is hoped, however, that the presentation is sufficiently adequate and accurate to give a true picture of the nursery school situation.
SECTION I

HISTORY OF NURSERY SCHOOLS
SECTION I

HISTORY OF NURSERY SCHOOLS

The term "Nursery School" is a product of the recent revival of interest in the education of very young children, but is not wholly different in connotation from "Infant School" of the early part of the nineteenth century, to which its origin can be traced.

Origin of the infant school.--The infant school had a beginning which must be considered practically accidental so far as the development of educational theory is concerned, for it grew out of an industrial situation and came into being as a means of effecting social and economic reforms, incident to the factory system then in force in Great Britain.

Owen.--To Robert Owen, a philanthropic cotton spinner, who was more prophetic than he, himself, could have guessed, must be given the credit and honor of establishing the first infant school.

The écoles maternelles, or infant school in France, deserves mention here inasmuch as it preceded Owen's experiment.

It was founded with high purpose, and in the profound belief that forming the young makes reformation of adults unnecessary. It represented the sacrificial devotion of an exemplary minister, Jean Frederic Oberlin, who "although his manse was so ruinous that rats frolicked in his bedroom, and rain pattered in his bed, he would not hear of a new one till a school had been built in each village, and as the people were afraid of the cost he made himself personally responsible for it."¹

But Robert Owen seems to have had no connection whatsoever with this experiment, which was not conspicuous nor far-reaching in its

¹ Salmon and Hindshaw: Infant Schools, p. 5.
influence. Indeed, the school established in Paris for the purpose of providing a model infant school failed, it is said, because the children enrolled were so very young that they needed a nurse rather than a teacher. At any rate, it is safe to think that Robert Owen's idea originated with himself, forced upon him by the situation in which he was placed.

Situation at New Lanark.—The story runs as follows,—Owen accepted a position in the cotton-spinning mills at New Lanark, Scotland, and was quickly promoted to the position of director. He found there a condition not unlike that prevalent in industrial centers throughout Great Britain; namely, the employment of children of very tender years for long working days. He was touched by their frailty, recognized how limited were their opportunities for education, and feared for the eventual disintegration of a society in which no provision was made for impressing upon the children common ideas and ideals of social living.

First infant school.—To recognize the problem was to attempt to solve it. But Owen found his partners unsympathetic, inasmuch as they sensed through the proposed measure curtailment of their income, and it was only after continued and arduous efforts at reorganization and shifting of ownership that his dream was realized and the first infant school became a reality. This was in 1816, forty years after Oberlin's experiment in France.

Belief in children.—Owen had boundless belief in the possibilities of childhood, and his school was founded on the principle that desirable environment and training could insure for the child, formation of character and the possession of happiness. With very unusual insight did he sense the importance of the period of infancy as a time for
laying foundations that are to be life-long in their duration. This is evidenced by his statement, "Much of the temper and disposition is correctly or incorrectly formed before the child attains his second year; and many durable impressions are made at the termination of the first twelve or even six months of his existence."¹ How truly his working hypothesis is being substantiated by present-day research in psychology!

Program.--"The children were not to be annoyed with books, but were to be taught the use and nature or quality of common things around them by familiar conversation, when the children's curiosity was excited so as to induce them to ask questions respecting them."² Formal education was to be disregarded in the interest of a type of teaching called "healthy recreation"; and rote learning was to give way to methods less mechanical in character. Teaching was to be done largely by precept and communal example.

Such a program, Owen believed had power "to reconcile all differences, to destroy the rivalries of class, creed and country, to make of the world a single co-operative commonwealth united by the bonds of reason and affection."³

Buildings.--Consistent with this theory, Owen made provision for an ample play ground, and filled his school room not only with pictures and models, but with flowers and natural objects from the countryside. Indeed, he did all within his power to provide an environment and training which would enable children to live naturally, normally, and happily. And to judge by the pen pictures of his school drawn by eager and enthusiastic visitors, one is compelled to say that he succeeded to an

² Ditto, p. 107.
³ Ditto, p. 96.
unusual degree.

Failure.--Although a paying business and a prosperous population added their testimony to that of happy, developing childhood, the experiment was due to die. Unfortunately, because of his socialistic tendencies and his declared stand against all forms of religion, Owen was forced to abandon his school. Owen, the socialist, dropped out of respectable society and his service to education was largely forgotten, save as a few of his disciples attempted to propagate his ideas, and succeeded poorly enough, indeed.

Buchanan.--A man by the name of Robert Buchanan, none too apt a teacher, had been first master of the school at New Lanark under the painstaking direction and inspiring personality of Robert Owen. His was the honor of becoming first master of an infant school in London, 1818, whither he went intending to put into practice the training which had been bestowed upon him so generously.

Unfortunately, due to his lack in mental ability, he carried over only the shell of the plan and lost its spirit and purpose entirely. Lacking strength and vigor of personality, he resorted to force and punishment, and the use of methods which were mechanical in the extreme.

It is a pathetic little story which tells of an unexpected visit of Owen to this school at a moment when punishment was being administered and the children were tense with excitement and fear. Owen knew instantly that his message had been lost, and Buchanan, whom the children knew only as a high-handed tyrant, stood paralyzed, self-convicted of his sin.

Ineffective as was Buchanan, he became, through his school, the inspirer of one who was to give great impetus and publicity to the movement, Samuel Wilderspin.
Wilderspin.—If Buchanan, fresh from New Lanark, failed to sense the true meaning of the infant school, it is not strange that Wilderspin saw only external and tangible features of the experiment. Small wonder, then, that in the school established by Wilderspin apparatus should be considered of more than prime importance.

Apparatus.—Wilderspin invented the swing, a may-pole effect provided with dangling ropes to which children could hold as they swung around the circle. He was responsible for bringing into existence the gallery, a series of steps elevated to different heights on which the children were seated in such fashion that the teacher could see the face of each child, and all children would have equal opportunity in participating in the lessons. The main advantage of this apparatus seems to have been a facilitation of object teaching and rote learning, which put children in possession of a vast amount of jargon which they in no wise comprehended but which permitted them to "show off" at unusual advantage in the presence of visitors.

An amusing story is told of Wilderspin's first day in school, when to his surprise and bewilderment he found himself facing a large group of crying, screaming infants who would not be consoled by him nor his teaching. At his wit's end he happened to spy, as he glanced about the room, an old, befrilled, lace cap which belonged to his wife. This he seized, hoisted it aloft on a clothes pole and went marching about the room displaying the sight to his wonder-struck children. It is said that from that moment the teacher had no trouble with discipline.

Lancaster and Bell.—The influence of Lancaster and Bell was being felt throughout Great Britain, and the monitorial system, rejected by Owen, was now incorporated into the nursery school program. Teaching
posts were added as indispensable apparatus for displaying material to groups of children, each of which was instructed (or questioned) by a monitor chosen from its ranks. This, of course, made it possible to care for very large groups of children and at the same time reduce the expense of the school. Satisfactory criteria, indeed, for one who thought in terms of apparatus rather than in terms of children.

Formal teaching.--Formality characterized the entire program. The subjects taught, as well as the content of each, were far removed from the interests, needs, and capacities of infants. Selected items from one of Wilderspin's Monday morning programs will serve as adequate illustration,

"Sacred hymn--Spared to begin another week.
Moral hymn--When a foolish thought within.
Card lesson--Mental deduction.
Scientific hymn--The organ of the sense of sight.
Zoology--Quadrupeds.
Natural history rhyme--The cat is kept about the house.
Classification--Of objects.
Horology--What o'clock is it?
Scripture lesson--History of a prophet.
Moral hymn--How brittle is glass.
Tables--Pence, shillings, money.
Sacred hymn--Lord, I have pass'd another day."1

Object teaching.--The method of employing objects in teaching may be illustrated by an extract from Wilderspin's own report,--

"Q. What is this I hold in my hand? A. Piece of limestone.
Teacher (having written this answer on the slate or blackboard, and having presented it to the whole class, as the subject of the lesson). You have all examined this piece of limestone. What do you observe? What can you say of it? A. It is dry. Teacher (having written the word 'qualities'), writes under it, 'It is dry.'
Q. Could it be made wet? A. No; except on the surface.
Q. Feel it, and then tell me what you perceive in the limestone; is it like the sponge that is tied to your slate? A. No; it is smooth; it is hard. Teacher

1 Wilderspin, Samuel: Infant Education.
(having written those two qualities under the first). Hold the sponge in one hand and this piece of limestone in the other—which is heavier? A. The limestone. Teacher writes, 'It is heavy,' on the board. The teacher says, 'Look through the windows. What do you see?' A. The playground.

Q. If you put this piece of limestone before your eyes, could you see the playground through it? A. No.

Q. Can you tell me any word which will express this quality of limestone? A. No.

Teacher says, 'I will tell you then. Pay attention. It is opaque.'

Pestalozzi.—The method of object teaching was borrowed directly from the Swiss educator, Carl Pestalozzi, but was misinterpreted inasmuch as it never was designed to meet the need of infants. It was also misused in being over-formalized.

Wilderspin's influence.—Wilderspin was possessed with boundless missionary zeal which expressed itself in prolific writings and journeyings about the country to establish infant schools in new centers. So impressed did he become with his own part in the movement that he boldly declared himself the originator of the system, relegating Owen's experiment to the realm of "a mere asylum" conducted in the interests of solving an industrial problem. Owen had visited Wilderspin's school many times and contributed much to one whom he recognized as intelligent and capable but uninformed. Wilderspin seized this instruction with avidity and turned it to use in his institution but interpreted the favor bestowed upon him, whether wittingly or otherwise, as an approval of his own plans.

Infant School Society.—It is impossible to give credit to all who participated in the propagation of infant schools. Mention may be made, however, of "The Home and Colonial Infant School Society" which was formed

1 Wilderspin, Samuel: A System for the Education of the Young, p.191.
in 1834 and which sponsored the cause of training infant school teachers, after the pattern set by Wilderspin.

**Infant schools in public school system.**--Infant schools grew in number and favor and were formally adopted into the public school system of England in 1870. No marked change is to be noted in regard to the character of work done, until Froebel's influence began to be felt.

**Froebel.**--The interesting story of Friedrich Froebel and his kindergarten need not be treated in detail in this paper. It is mentioned only because of the way in which it related itself to infant school education.

Froebel's system of teaching came about as the result of genuine interest in children and repeated observation of them and their activities in home situations. And who can say but what his own neglected childhood made him poignantly conscious of the value of those early years, and urged him irresistibly toward an attempt to spare others what he, himself, had suffered!

**The kindergarten.**--Froebel's first kindergarten was opened in Germany in 1840 and may be broadly characterized by such words as "freedom", "play", and "self-activity". More specifically its underlying theme may be indicated by Froebel's own words, "The development of man is continuous, and education must be continuous; the work of an educator is the promotion of self activity of the educated in every function of his being--body, mind, and spirit."¹

These principles are further emphasized in his choice of the name "Kindergarten", by which he wished to indicate that a school should be a garden in which little children would grow and expand to their utmost

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¹ Salmon and Hinshaw; *Infant Schools*, p. 110.
capacity, under the tender care of the teacher who was the gardner.

Today we recognize Froebel's psychology as faulty, question his philosophy, many phases of which are untenable and contradictory, consider his system of gifts and occupations as incompatible with self activity, and discard his method as being too logical and formal. But there remains the conviction that Froebel attempted to put the "child in the midst" and all else was considered by him secondary in importance. In essence this view is not unlike that held by the progressive school today.

Infant schools influenced by kindergarten.--As is often true of a great prophet, Froebel was not appreciated in his homeland, but exerted great influence in England and America. Though not functioning so largely in England as a separate institution, the kindergarten greatly affected the character of work done in infant schools. A reaction to formalism in about the year 1874 is to be explained by the fact that there was a merging with the stilted activities of the infant school some of the methods and games of the kindergarten, and designated as "Kinder­garten exercises."

England's educational enactments.--Legislation of 1902 in England made it incumbent upon a school to provide for children three years of age, but soon after modified its action so as to make the matter optional with the school. Furthermore, legal action of 1905 allowed schools to exclude children under five years of age. This was followed in 1918 by a regulation which gave still further liberty in allowing the age of compulsory education to be raised in certain instances from five to six years.

Inadequacy of infant school training.--Gradually the idea gained ascendency that children under five or six years of age needed special
physical care, and not a few people favored having children placed in public nurseries or creches rather than in infant schools. But since there was no system of creches and a system of public schools was already maintained, such procedure seemed to involve unnecessary expenditure of funds. Consequently, many people favored modifying the infant schools, to make provision for practical hygiene.

**Rise of nursery schools.**—There were those who felt that neither the day nursery nor the slightly-modified infant school was a solution to the problem. This idea gave rise to the establishment of nursery schools which were controlled privately and supported by philanthropy, until 1918 when a system of grants was established by the famous Fisher Education Act.

**Leaders.**—Miss Margaret McMillan and Miss Grace Owen, whose schools will be studied in Section II of this paper deserve credit for sacrificial and efficient leadership in this educational enterprise.

**Montessori.**—Just prior to this Madam Maria Montessori was doing a conspicuous piece of work with subnormal children in her school in Rome. She and the founders of English nursery schools drew their inspiration and many of their ideas from a common source, namely Seguin. One is led to wonder how much English nursery schools were influenced by Montessori.

**Nursery schools and infant schools.**—The nursery school was planned primarily for children under three years of age. Consequently, it was a partial supplement or a partial preface rather than an alternative to the infant school. The educational act of 1918, however, contemplated provisions of large numbers of nursery schools for children from two to five or six years of age. In some cases the infant school reshaped its
program so as to make provision for what is called a "nursery class", and became, thereby, a compromise between an infant school and a nursery school.

**Infant schools in America.**—In America, the infant school was the progenitor of the Primary department of the public schools. It deserves only mention, here, inasmuch as it so soon lost its identity, and, while existing, was so clearly a copy of the English infant school which has already been described.

**Froeblian kindergarten.**—This institution took root and flourished in American soil. The first one (public) was established by Miss Elizabeth Peabody in Boston in 1870 and within three years Dr. William T. Harris of St. Louis took the initiative in making the kindergarten a part of the public school system.

Exponents have striven with all diligence to make the kindergarten a universally-accepted unit of the American system of education, but only with indifferent results. In all too many quarters it has been considered an adjunct, a luxury; and attendance thereon, purely optional, since it did not prepare for school entrance.

The state has felt only casual concern for children of kindergarten age (four and five years); for the nursery child, it has done nothing save in a few instances where the nursery school is incorporated as a part of the kindergarten-primary department. For statistics, see Appendix C.

**Nursery school established.**—Within the past few years, however, keen interest has been aroused in regard to the education of very young children. Numbers of nursery school projects, patterned more or less after the English type, have been undertaken, and centers have been
established for research and experimentation in the fields of child psychology, parental education, and mental hygiene.

These enterprises, which have reached tremendous proportions, will be studied, along with the English nursery school, in Section II of this thesis.
SECTION II

STATUS OF NURSERY SCHOOLS
SECTION II
STATUS OF NURSERY SCHOOLS

Two new terms have come into use with the growth of the nursery school movement; pre-school and pre-kindergarten. The former applies to all children under compulsory school age; the latter, to those not yet old enough to enter the kindergarten.

In England and America there are many and various institutions, more or less educational in character, provided for the nurture or pre-school and pre-kindergarten children.

Nursery schools in England.--In March 1925, the Nursery School Association of England issued a bulletin containing a list of twenty-six nursery schools which had been established either by local education authorities or conducted by voluntary committees. That list contains the name and address of each nursery school, number of children accommodated by each, average attendance during 1922-1923, and the name of the correspondent. For details, see Appendix A.

Welfare agencies in America.--A list of representative child-welfare agencies in America is given in Dr. Gesell's book, "The Pre-School Child." This includes those agencies financed by private contributions as well as those supported by public funds and classed as federal, state, and local. For details, see Appendix B.

Educational agencies in America.--The kindergarten exists as the foundation unit of America's educational system, but is rendering a limited service, since it reaches not more than one tenth of the population which falls in the kindergarten age-group.

There is a tendency in America to think of the nursery school as
ministering to children under four years of age as a pre-kindergarten
institution. In instances where it accommodates the older age groups,
it parallels, includes, or supplants the kindergarten and becomes a pre-
school enterprise.

Types of nursery schools in America.--Nursery schools exist in
America independent of the public school system, save in rare instances,
and are not to be described by a single set of characteristics. The
various forms to be found at the present time are indicated in the fol-
lowing classification, details of which may be noted in Appendix C,--

"I Research Centers

1. Strictly experimental and related chiefly to Home Economics.
2. Experimental, unattached to any educational department.
3. Experimental, attached to educational department of a
   university.
4. Experimental, affiliated with an experimental elementary school.
5. Experimental, a part of a training school for parents and
   nursery school teachers.

II Nursery Schools in Public School Systems

1. As a part of the Kindergarten-primary department.
2. In connection with Home Economics department.

III Private Nursery Schools

1. Primarily for education of children.
2. A part of a teacher-training institution.
3. A part of a parental training project.

IV Nursery Schools in State Universities as a part of parental and
preparental training and teacher-training."

1 Prepared by Department of the Interior, Washington, D.C.
Aims of nursery schools.—It becomes quite apparent that the nursery school cannot be characterized by a single set of aims. A broad and comprehensive statement of purposes of various types of nursery schools must include the following items,—

To nurture children of pre-school age.

To train leadership for pre-school children.

To train parents.

To discover, through research, solution of problems related to pre-school education.

Child nurture.—Nursery schools which exist primarily for the education of children vary in regard to specific aims but in the main would subscribe to the purposes as set forth by the Board of Education in England in 1919,—

"First, the close personal care and medical supervision of the individual child, involving provision for its comfort, rest, and suitable nourishment; and, secondly, definite training—bodily, mental, and social—involving the cultivation of good habits in the widest sense, under the guidance and oversight of a skilled and intelligent teacher, and the orderly association of children of various ages in common games and occupations."¹

Briefly, and in other words, these aims may be stated in terms of physical care, mental development, and social training, each of which merits attention.

It is understood, of course, that these aspects of child life are interrelated, and cannot, in actual life, be considered as separate and independent. The classification is artificial and is used merely for convenience in arranging and presenting material.

Physical care.—This may be interpreted to mean not only the correction

of defects and ailments already acquired, but also the cultivation of hygienic habits of life which result in health as a permanent acquisition. This is to be accomplished through the efforts of doctors and nurses who have the resources of clinics and hospitals at their disposal, and through the daily regimen of school life.

**Medical supervision.**—This is necessary for the following reasons,—

- To prevent entrance of physically unfit children.
- To prevent the development of physical defects, and to ensure prompt treatment where necessary.
- To avoid the spread of infectious diseases.
- To create and develop healthy habits of life.

A child is examined at the time of admission and thereafter at regular intervals, and items relating to his physical condition are noted on a record card for future reference. He is then dealt with according to his specific needs, e.g. sent to the hospital for certain types of corrective work, or admitted to the nursery if his physical condition is considered normal or of such character as to respond to the regimen of the nursery school.

**Fresh air and sunshine.**—These are the best safeguards of health. Many of the nursery school activities are conducted out of doors, and always children work and play in rooms that are sunny and well ventilated.

**Exercise.**—The value of exercise as a means of attaining and maintaining health is attested by the play apparatus; swings, slides, balls, carts, etc., which stimulate the children to physical activity and develop bodily strength and poise.

**Sleep.**—Plenty of sleep is considered important, and provision is made for a regular midday nap which, whenever environment and weather
permit, is taken out-of-doors.

Food.--Right food is an important consideration. Special attention is paid to providing a mid-morning lunch and a well-balanced dinner, and definite attempts are made to supervise the home-feeding of the children.

Health crusade.--It is to be noted that the movement started as a health crusade. Many children of the elementary schools were discovered to be suffering with physical ailments which might easily have been prevented. The rate of mortality for the group between babyhood and school age was surprisingly high, and little children were being cared for temporarily only--though in overwhelmingly large numbers, 'tis true--by the public clinic, welfare center, and other public institutions.

One of the conspicuous successes of the nursery school has been the universal achievement of health among the children in attendance. This condition is brought about by the strict regulations governing the nursery school, and is more or less permanent in character depending upon the permanence of the school's contact with the child and the home from which he comes.

Negative proof of this statement is to be found in the fact that children return to nursery schools after a vacation period, holiday, or week-end noticeably in a more or less deteriorated state, physically. Positive proof is to be found in the increased vigor and health of those attending nursery schools.

Mental development.--The mental development of the child is of quite as much concern to nursery school leaders as care for the body. Provision is made for a rich environment, natural and artificial, in which "self-control, self-development, and self-expression are encouraged, and children live normally and happily, growing in a natural, unforced way."\(^1\)

\(^1\) Nursery Training School of Boston, (Bulletin), 1926, p.11.
Phases of mental development.--Some of the phases of mental development stressed by Elizabeth Cleveland are,--"training in sense perception, acquisition of language, development of the power of observation and ability to form judgments, and the cultivation of self-expression by means of the arts and crafts."¹

Methods.--This development is accomplished by various means such as,--first-hand contact with birds, trees, flowers, and other beauties of nature; handling play material selected from a variety of sources, e.g. the Montessori and Froebelian teaching materials; engaging in conversations and listening to stories; and by singing songs and interpreting rhythms.

Formal subjects.--No emphasis whatsoever is placed on the formal school subjects, though undoubtedly a splendid foundation of first-hand experiences and concrete ideas is laid for the later phases of education which deal with abstract symbols.

Social growth.--The social aspects of nursery school life are by no means unimportant. Children learn to work and play happily with companions of their own age group, who sometimes vary in nationality, and often represent different social and economic levels. Here they come to understand the value of cooperation, learn to initiate or overcome a "bossing" tendency as the case may be, and conquer such undesirable traits as selfishness, contrariness, suspiciousness, lying, and stealing.

Parent training.--The purpose of the nursery school is not to remove the child from the home and relieve the parent of responsibility in nurturing his offspring. On the contrary it attempts to interpret to parents childlife in its beauty, significance, and possibility, and to train them for the intelligent guidance of their children. Moreover it

¹ Cleveland, Elizabeth: Training the Toddler, p. IX and X.
extends its help not only to those who are parents, but furnishes, as well, training for parenthood.

**Teacher training.**—A new profession demands special training for leadership therein. The training for leaders in the field of nursery school education, therefore, becomes one of the aims of the nursery school, in which by a combination of theory and practice—theory wrought out in the midst of practice—young women become thoroughly conversant with pre-school children and acquire technique in nursery school practice.

**Research.**—The problem of nursery school education is being approached in an experimental fashion with an earnest desire to discover the best methods of procedure. To secure facts, to produce data, valuable in the interpretation of child life and fundamental in the educative process becomes another of the very important aims of the nursery school.

**Illustrations.**—In order to elucidate the aims of nursery school education, as stated above, and to vivify nursery school practices, descriptions of the outstanding characteristics of four nursery schools are presented. It is to be understood that no attempt is made to give a complete picture of any single school.

The institutions selected are,—The Rachel McMillan Training Centre for Nursery School Teachers, located in London; Nursery Training School of Boston; Merrill-Palmer School of Homemaking in Detroit; and the Psycho-Clinic connected with Yale University.

These schools are chosen because each one represents especially well some outstanding phase of the problem, and taken together give something of a picture of nursery school education today.

The Rachel McMillan Training Centre.—This school, established as a memorial to Miss Rachel McMillan, is under the direction of Miss Margaret
McMillan, who has set forth its purpose and practices most interestingly in her book, "The Nursery School."

**Open-air nursery.**—It is a conspicuous example of the open-air nursery school. Shelters, so planned as to admit the sunlight, are provided for the children and remain entirely open on the front most of the year. They are, however, fitted with sliding doors or screens to be used in bad weather. In these shelters there is "space for little feet that run the whole length of the room and back again; space to trundle hoops, to play at ball with little hands outstretched and missing always, but always eager; space—the joy of joys under the sun flood!"¹

**Equipment.**—The furnishings are planned so as to give this sense of freedom. Cupboards accommodate toys and the collapsible stretchy beds, and the little chairs require but small space. Provision is made, of course, for a piano and low tables, and the walls are supplied with blackboards and pictures.

**Garden.**—The school is planted in the midst of a garden where trees, shrubbery, flowers, and vegetables grow to delight the children, and where stretches of grass invite them to run and frolic. Sand-pits, jumping-off steps, a pond, and even a rubbish heap contribute to making this out-of-door world a bit of paradise.

**Number and grouping of children.**—The factor of expense in conducting nursery schools has been an element causing delay in the spread of the movement. For this reason, among others, Miss McMillan advocates accommodating a large number of children in the nursery school, and suggests caring for them by dividing them into age-groups; toddlers, the three and four-year-olders, and those five, six, and seven years of age. These are

to work and play independently, for the most part, but may come together to engage in certain social activities.

This plan she uses in her own school, where three hundred children are enrolled. It might be added that the institution presided over by Miss McMillan represents two schools from the standpoint of financial support, but are in such close proximity as to occupy the same grounds, and virtually to be one school.

Miss Grace Owen of Manchester, principal of the Mather Training College, differs from Miss McMillan in believing that it is inadvisable to segregate large numbers of children of the same age, and attempts to solve the problem of expense by providing numbers of small groups, arranged in close proximity, each containing children from two to five years of age. She believes that not more than thirty children should be in one room and ideally that number should be reduced to twelve or fifteen. This would make an approach to family life possible.

Regimen.—The children are bathed each morning upon arrival and dressed in clean, colorful, attractively-made garments which are theirs for the day. Miss McMillan says, "There is only one sad moment in our school day. It comes when the children lay aside their pretty school clothes and go back to the old clothes, laid aside and forgotten all day."

The daily program is extremely informal in character and varies for different age groups. It includes opportunities to cultivate sense perception in form and color, exercises designed to develop motor control, and expressional activities in form of language, music and handicraft.

Spontaneity and joyousness seem to characterize the various age

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1 McMillan: The Nursery School, p.60.
groups regardless of the particular activity in which they may be engaging. The atmosphere of home life rather than of school life prevails.

Nursery Training School of Boston.--This nursery school is based somewhat on the principles of the English Nursery school, with certain adaptations, made necessary by a different environment. It is less a relief measure and more an educational adventure.

The program of the school may be most quickly set forth by quoting, in part, from the 1926 Bulletin the section which tells "what they do all day long;"--

"What do they do all day long? During the hour when they are arriving, a nurse comes from the Community Health Association to inspect each child for symptoms of contagious disease. She talks with the mothers about health problems, and the mothers in turn consult her. She helps teach the children health habits and sees that each child drinks a small glass of water. Steadily augmented by newcomers, the children play about, each as he chooses, till the nurse is ready to wind up with a unanimous gargle of salt and water--a fascinating noise, truly! The next half-hour is spent partly in the kindergarten 'circle,' but chiefly in the active enjoyment of music, rhythm work, songs, dramatic games, and 'the band.' Preparations follow for the mid-morning lunch, out-of-doors if possible--preparations mostly in the children's charge, from hand washing to placing of tables and chairs, passing of cups and napkins, pouring milk and handing round crackers. Clearing up afterwards is also done by the children, in turn, day by day: they wash and wipe the cups, clear the table, sweep the floor.

"Next follows a period of 'quiet' occupation at the tables or on the ground. With a little wise guidance, perhaps, each child selects what he wants from a special closet containing a variety of useful material--certain of the kindergarten gifts, some of the Montessori apparatus and some devised by Miss McMillan of London. The closet holds chalk, scissors, paste, plasticine, hammers, and nails. In such work he is guided as little as possible and is limited only in two ways: he must make a genuine attempt to use what he has taken, and he must put away one thing before taking another. Sometimes a child will remain busily engaged with one occupation for as much as three-quarters of an hour; another may in the same length of time try his hand at three different things. Often the older children like to be gathered in a group to work
out some simple 'project.' In due season, every one is seen putting away his occupation and, if it is an out-of-doors day, lugging his chair inside, perhaps replacing it by some of the big playthings shown in the pictures, for this is the period of active play.

"Dinner hour is approaching. The company prepares itself, with an elaborate washing of faces and hands, combing of hair, drinking of water, and tying on of bibs. Even more than the luncheon, dinner gives scope to amazing baby achievements—patience in waiting, skill in passing, courtesy in giving and receiving—and all with perfect decorum, yet perfect content.

"Dinner over, they brush their teeth, take off their shoes, crawl into their bags and sleep. After nearly two hours of sleep or quiet resting, indoors or out, they get up happy and fresh, ready for a drink of orange juice and a romp or stories or games before going home."

Scientific approach.—In the Nursery Training School the approach to the educational aspects of the program is characterized by an attitude of open-mindedness and scientific inquiry. Children are dealt with according to their individual needs, discovered through observation and study.

A questionnaire is used for the evaluation of each child when he enrolls in the school. This covers the major points; control of body, control of matter by body, speech, sensory (perception), emotional, higher mental powers, and moral and social. For details see Appendix D.

A condensed record is made for each child, which is something of a guide in daily procedure. Subsequent records are made every three months by repeated use of the questionnaire. Each child, therefore, accumulates during his two-year stay in the nursery, a history of growth and development represented by eight individual records. Such a history is to be found in Appendix E.

Parent training.—One of the outstanding aims of the Nursery Training School is to offer training in parenthood, with the conviction that any

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1 Nursery Training School of Boston, (Bulletin), 1926, p.5
training which cares for the children only is inadequate.

Conferences.--For this reason, conferences with parents are not only made possible but sought. These may be brief in character and held at unexpected moments, for example, when a parent brings his child or calls for him, or they may be scheduled for the purpose of approaching the parent in regard to problems concerning his child; problems which can be solved only by the cooperation of parent and teacher. In addition to this, special conferences for mothers are held frequently, and at times meetings are planned for fathers and mothers.

Mothers help in nursery school.--Mothers are urged not only to visit the school but to devote a certain amount of time to assisting in its work, where this is possible, and sharing in the responsibility of its administration.

Teacher training.--The name of the school would indicate that it is a place for the training of nursery leadership. Such is the case. The practical work provided in the nursery school, itself, is supplemented by academic offerings from colleges and universities in greater Boston.

Merrill-Palmer School of Homemaking.--This school exists as an educational foundation under an endowment left by Senator and Mrs. Palmer of Michigan. It is a place, as stipulated in the will, where "girls and young women of the age of ten years or more shall be educated, trained, developed, and disciplined with special reference to fitting them mentally, morally, physically, and religiously for the discharge of the functions and service of wifehood and motherhood, and the management, supervision, direction, and inspiration of homes."

It has further benefitted by the Laura Spelman Rockefeller Memorial Fund which has financed similar projects at Teachers College, Columbia

1 Merrill-Palmer School of Homemaking, (Sixth Annual Report), 1925.
University, Cornell University, University of Minnesota, McGill University, Montreal, University of Toronto, and University of Iowa.

Training and research.--It accepts a limited number of pre-school children for the practice training of students and for research purposes. Studies have been made of such problems as,--the vocabulary of young children, activity of pre-school children, and significance of early drawings and paintings. "David,"¹ a booklet published in 1925, is a unique piece of research work. It tells of the growth and development of a boy who came to the nursery school after having spent the first two and one-half years of his life in an institution.

The fields of medicine, psychology, education, and sociology are drawn upon in the training of students, and help is given in the practical phases of household administration.

Extension work.--The Merrill-Palmer School has established an extension program, operating in public and parochial schools and a consultation center to which parents, physicians and social workers may refer pre-school children for study and advice. Additional demonstration schools are conducted in connection with Highland Park, Michigan High School and at the University of Michigan.

Yale Psycho-Clinic--This institution is selected as representative of purely research type of nursery school. Its purpose is to discover by the process of scientific investigation, facts relative to childhood education, and to release those facts for the help of leaders who are organizing and administering nursery schools.

Research in Child Psychology.--Dr. Arnold Gesell, Professor of Child Hygiene and director of the Psycho-Clinic, Yale University, has

¹ Woolley, Helen T.: David.
released a psychological outline of normal development from birth to the sixth year, including a system of developmental diagnosis. This appears in his book, "The Mental Growth of the Pre-School Child", Part Two of which offers suggestive norms of development in four aspects of child growth, namely,--motor, language, adaptive behavior, and personal-social behavior.

Each one of these problems is analyzed into its various aspects, e.g. the personal-social behavior resolves itself into such traits as attention to face, salutations, pulling on shoes, orderliness, and crossing the street alone. Dr. Gesell not only analyzes these problems but also gives a method of procedure in checking on each item. The section treating of developmental schedules and normative summaries classify what are considered to be normal responses for various age levels.

Contrasting approach to similar problem.--An interesting study of the mental development of the pre-school child has been made by Baldwin and Stecher of the Iowa Child Welfare Research Station in the State University of Iowa. Their experiments are classified as

"general intelligence and learning; motor control and coordination; perception, association, and language; aesthetics (rhythm, design, and proportion); concepts of weight, number, and time; and the relation of practice, sex, and some physical traits to mental traits."¹

The literature in this type of work is bound to increase. It will shape and reshape nursery school practices and needless to say, will help in determining what the nursery school shall become.

¹ Baldwin and Stecher: The Psychology of the Pre-School Child, Table of Contents.
SECTION III

OUTLOOK OF NURSERY SCHOOLS
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It is too early to predict the outcome of the nursery school move­
ment or to say into what form or forms the nursery school will become
 crystalized. Indeed, it is far from the desire of educational leaders
that it should become crystalized.

Nevertheless, it is not too early to consider its significance,
from the standpoint of child development; to point out the inadequacy
of existing institutions; to enumerate some merits to which the nursery
school can lay claim; and to forecast its possible future relationship to
public systems of education.

Significance.—The results of research are forcing upon the lay as
well as the professional mind a new evaluation of the period of early
childhood. More and more it comes to be viewed not as a necessary but
rather useless preliminary to significant development, but as the very
foundation of all future living.

To disregard its educational significance is to handicap children
by failing to make possible the richest and most effective types of
living. And, it is plain to be seen, that this affects society at large
in a vital manner.

Physically.—Dr. Arnold Gesell bears evidence to the fact that large
numbers of children either become handicapped physically during the pre-
school period. He says, "In spite of safe guards, it is still true that
one third of all the deaths of the nation occur below the age of six;
that there are ten times as many deaths during the first half decade of
pre-school life as during the following full decade; that three-fourths
of all the deaf, a considerable proportion of all the blind and mentally
deficient, one-third of all crippled, and three-fourths of the speech
defective, come by their handicaps during the pre-school period."

Furthermore, unfortunately, investigation shows that children of
all of the people: the native born even as the child of foreign parentage;
the rich, as well as the poor; the child of devoted parents as well as
the orphan, suffer the evil consequences of inadequate educational
opportunities during the preschool period.

The significance of such evidence becomes overpowering when one
knows that a large percentage of these physical defects are easily
preventible.

-Mentally--The pre-school period is more fruitful from the standpoint
of learning than any other single period of life. What is more, it
claims an unusually important place both because of its priority and be-
cause of the permanence of the impressions received. No period of life
can be slighted or ignored at greater risk to the individual involved or
to society at large.

The all-too-prevalent idea of education being synonymous with school
entrance and a study of the three R's is giving way to the certainty that
education begins the moment a child makes his advent into this "great,
wide, beautiful, wonderful world."

-Socially.--The pre-school child is not as individualistic as we have
been inclined to think. There is strong evidence that during the period
of early childhood attitudes and emotions are being acquired, and conduct
fashioned in such a determining way as to affect social relationships
throughout life.

Dr. John B. Watson adds his weight of evidence in the following words--

1 Gesell, Arnold: "Changing Status of the Pre-School Child"; in Progressive
Education, Jan., Feb., March, 1925.
"We believe that by the end of the second year the pattern of the future is already laid down. Many things which go into the making of this pattern are under the control of the parents, but they have not been made aware of them. The question as to whether the child will possess a stable or unstable personality, whether it is going to be timid and subject to rages and tantrums, whether it will exhibit tendencies of general over or under emotionalism, and the like, has already been answered by the end of the two-year period."1

Inadequacy of existing agencies.—Impetus toward the establishment of nursery schools is found not only in recognition of the inadequacy of existing institutions, but also in honest doubt as to whether or not they could ever be so modified and reshaped as to serve childhood in a wholly-acceptable manner.

Clinics and welfare organizations.—No one would wish to speak disparagingly of any effort of any agency in ministering to the slightest need of childhood, but any institution which can handle the problem of the education of the pre-school child must be comprehensive in its types of service and so administered as to be available to all the children of all the people. It must be more interested in prevention than in cure, and more profoundly devoted to education than to relief.

The home.—The home is the social unit of our civilization, and for whatever efforts it has made to nurture children, during all the periods of growth and development from babyhood to maturity, it deserves hearty commendation. To say, however, that it has succeeded in anything like adequate fashion, particularly with the preschool child, is not to face facts. There are numbers of reasons why this is true.

City flats.—At the present time a large proportion of our population is packed into cities where families live in flats which provide a minimum of opportunities for normal child life. In such surroundings

1 De Lima, Agnes: Our Enemy the Child, p. 52.
premium is placed on inactivity and outdoor exercise is limited to
listless walking up and down the pavement holding to the hand of a nurse,
or playing in the dirty streets and alleys. Imagine how limited is such
a world for the many and varied activities of child life!

Adult houses.—Furthermore, even in homes less hemmed in by city
limitations, little, if any, attention is paid to the fact that children's
needs are different from those of adults. Consequently the baby and
toddler live in a home planned for adults,—big chairs, high tables; all
things desirable out of reach, and all things within reach not to be
touched; no place to play, and nothing to do.

What opportunities for running, jumping, climbing, building and all
of those activities which are so necessary to physical vigor! What,
indeed, is possible save "vacuity", to quote Dr. M.V. O'Shea?

Economic conditions.—Existing economic conditions are not wholly
conducive to making the home adequate as a training center for young
children. In many instances economic pressure is so great that the
mother is forced into remunerative work which takes her away from her
child during the greater part of his waking day. In such cases the child
is usually left largely to his own devices with possibly the casual
oversight of an older brother or sister. What but bad habits could
possibly result from such modes of living?

Parents immature.—Under the best economic conditions, however, few
parents are able to train up their children, single-handed, in the way
they should go. Among other reasons, two are conspicuous: first, they
have never grown up themselves, and in the second place they have
received no training whatsoever for the great profession of home-making.

Emotions undeveloped.—In a stimulating article on the subject
"Parents Who Haven't Grown Up", Dr. Ernest R. Groves points out that one of the recent discoveries of sociology and psychology is the fact that we have parents who refuse to grow up. He emphasizes the fact that this is true particularly in regard to the emotional life, "Like Peter Pan, they don't want to grow up."

This means that in their dealings with their children, their acts are characterized not by self-control and sound judgment, but by the passing whim or mood of the moment. "In the grip of anger, fear, jealousy, or hate," says Dr. Groves, "the reactions are not very different from those of the child mastered by the same emotions."  

Discipline.--This shows itself in unreasonable demands made upon the child as a means of satisfying a sense of power or self-esteem; in unjustifiable punishments administered to appease anger, aroused perhaps by some circumstance not at all connected with the child; in a certain instability of emotional reactions which leaves the child uncertain as to whether he is to be cuddled or spanked, petted or punished.

The very intimacy of family life gives maximum opportunity for the expression of childish emotions by parents who would scorn to indulge in them in business or social situations outside the home. And the very immaturity of the child forces him to follow not his own way, which might be far better, but to follow the way prescribed by his parents, who could not wish him anything but good.

Parent fixation.--One of the common forms of unbalanced home relationships is known as "a father or mother fixation", in which the child becomes completely dominated emotionally by one or the other of his parents. Not infrequently in such cases the parent does not want the child to leave

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babyhood, but wishes always to feel his dependence. The child, as a result, grows up lacking in initiative, and handicapped, emotionally, all through his life.

Lack training.—The fact that parents haven't grown up is even less significant than the fact that they don't want to and won't grow up. This means that many parents will not admit, if they recognize, their lacks. They, therefore, put themselves in a position not only not to accept training, but to refuse help which might be theirs.

Little provision for training.—Strange as it may seem, in our system of public education, practically no provision is made for training for parenthood. A single instance may be cited of a young woman, now the mother of five lovely children, who during her high school and college days specialized in Latin and Greek, to the exclusion of even one course in psychology, or sociology, or any of the arts involved in homemaking. And the pity of it is that this is in no sense an unusual case. That the nursery school claims parental and preparental training as one of its dominant aims is one of the hopeful signs of the times.

Train children by instinct.—The root of the difficulty lies in a deeply imbedded and almost universally-accepted idea that parents are prepared by intuition, which is to say by "instinct", to nurture their children. Stated in other words it means that physical parenthood carries with it ability to perform the functions of parenthood related to mental, social, and spiritual development. That this is absolutely false we are only beginning to realize.

The fact that a bond of intimacy exists between parents and children which cannot be supplanted is granted, and the fact that this emotional tie should exist, if wholesome, is quite as readily accepted. But to consider it as all-sufficient in solving the many-sided and significant
problems involved in child nurture is nothing short of tragic.

Social conditions.--There is to be noted, also, an increasing
tendency for the home to be relieved of certain types of activity which
once centered there. Heat and light are to be had by touching a button,
and food and clothing can be secured at a nominal price just around the
corner. This means, at least, two things: first that many of the
activities once engaged in cooperatively by all members of the family are
lacking and, especially in the city flat, rewarding home experiences are
decidedly limited; and in the second place that the mother is relieved
of certain factory types of work, now considered drudgery, and left free
to engage in activity, remunerative or otherwise, of her own choice.

Increased social contacts.--Coupled with this is the ever increasing
tendency to believe that the mother's activities should not be confined
entirely to the home. It is considered, by students of the problem,
that she will enrich rather than impoverish her home and family life by
having interests and associations apart from it and along with it.

If the home as it now exists cannot furnish the kind of educational
training needed for babies and toddlers and if one way of increasing the
effectiveness of the home is to provide some leisure, which should mean
opportunity, for enriched living and skill in training, how is the
problem of child care to be solved?

Inadequacy of public school system.--The state makes no provision
for the education of pre-kindergarten children, save in a few rare
instances where the nursery school is made a part of the kindergarten-
primary department. The public kindergarten reaches less than one tenth
of our kindergarten population. Therefore, at the present time, the
public school system serves only a very limited percentage of our pre-
school group, and that of the upper age-level, four and five years. As a matter of fact only 620,000\(^1\) children are in kindergarten, and those not all state supported, and 4,230,000\(^2\) children of kindergarten age are being deprived of training in educational institutions until they are ready to enter the primary grades.

**Claims of the nursery school.**—The claims of the nursery school may be stated negatively and positively,—

**Does not displace clinics and welfare agencies.**—This institution does not hope to flourish on the failings of other institutions, neither does it propose to displace them. The field is broad enough not only to permit but also to require all the agencies available.

**Does not rob parents of responsibility.**—Conscious of a possible danger in this respect, the nursery school has chosen as one of its cardinal aims the training of parents for the intelligent guidance of their children. The nursery school does not wish to take the child from the home; it desires to give the child to the home. In so far as it succeeds, it helps parents to sense increased responsibility. To quote Dr. Groves, "The quantity of responsibility that falls upon the parent has been lessened, while the significance of the influence that still remains to the home has to the same degree grown larger."\(^3\)

**Mothers assist in nursery schools.**—Consistent with this belief, is the plan used in some nursery schools of inviting mothers to give a certain amount of time to work in the school. Indeed, in some centers, this is made a requirement for the enrollment of the child.

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\(^1\) National Kindergarten Association, Washington, D.C.

\(^2\) Ditto

Mothers report on care and feeding in the home.---The nursery school attempts to help the home establish a regimen conducive to growth and development of the highest type. For this reason, certain reports on the care and feeding of the child in the home are insisted upon.

Many hours still spent in the home.---There remains for the child, many hours to be spent in the home; as many, it might seem, as can be used with profit by the average parent in the average home.

Affection strengthened by separation.---There are those who fear the bond of affection between parent and child will be weakened by having the child away from home several hours each day, but the contrary seems to be true. Periods of separation with different interests and different companionships have a tendency to bring mother and child together again with a sense of renewed and increased appreciation for each other.

Parent and child relationships.---This separation for several hours of each day is apt, also, to make the relationship between mother and child more wholesome than it would otherwise be.

Many mothers hate to see their children grow up because they like to feel their dependence. They want to dress them, cuddle them, and scold them, perchance—but at any rate, they want to own and to domineer them. By contrast, note the independence and initiative exhibited by nursery school children who really seem able to "do everything for themselves" and, incidentally, are supremely happy in the doing thereof.

Supreme purpose of the home.---The home and the family are undergoing rapid and definite changes. This is unavoidable and, perhaps, altogether desirable. At any rate, it seems reasonable to think that it will be necessary, in the future, more and more, for institutions other than the home to assume responsibilities once carried by the family.

Nevertheless, the supreme duty of the home remains that of "interpret-
Doers offer educational opportunities.—The nursery school is pioneering in an almost-wholly unexplored field. It asserts the more-than-ordinary possibilities of the pre-school period; strives to discover and interpret processes of growth, physical, mental, and social, and ways and means of fostering same; and claims for all the children of all the people the greatest possible educational opportunities.

Nursery schools and the public school system.—It seems quite apparent that nursery schools conducted privately and supported by philanthropy can never minister to all children. Not a few educators, therefore, earnestly hope that the nursery school will become the foundational unit in the public school system.

Miss Grace Owen of Manchester, England, can be mentioned as one who holds this belief and wields considerable influence in making it a reality.

Enlarged public school program.—As discoveries in the field of education have revealed new avenues which should be followed in the education of older children, no hesitation has been experienced by school authorities. The program has been enlarged until it includes almost every imaginable type of study, and rightly so.

Struggle of the kindergarten.—But the school has been slow to extend its efforts below the six-year level. Witness the struggle through which the kindergarten has been passing; the long years spent in trying to justify its program and to win a place in public education.

1 Groves, Ernest R.: "The Family as Coordination of Community Forces"; Concerning Parents, p. 86.
One difficulty to be overcome is the popular and fallacious belief that education begins when a child is able to study the formal subjects of the curriculum. When once the idea becomes prevalent that education begins at birth, the work of the nursery school and the kindergarten will be recognized not only as meritorious but also as indispensable, and the absurdity of having a tall, well-built ladder without adequate foundation will be evident.

Influence of the nursery school.--The changes effected in the infant schools in England by the advent of the nursery school have already been mentioned.

In America, the nursery school is reshaping the kindergarten practices, and, undoubtedly, will exert an influence over the lower primary grades. As a unit in the educational system, it may become blended with the kindergarten or may exist as a separate department.

Nursery school associations.--That the problems of nursery school education are being given more than sentimental attention is witnessed by the fact that nursery school workers in America have recently formed a national organization for the purpose of evaluating and coordinating their efforts. The first meeting was held in Washington, D. C., January, 1926, with Professor Petty Hill as chairman. Similar work in England is carried on under the direction of a Nursery School Association.
CONCLUSION

The nursery school is in its infancy and cannot be said to have proved its worth. It will be only after great numbers of children who are products of the nursery school show themselves to be less handicapped physically, mentally, and socially and more capable of living abundantly than their contemporaries who have been denied such training that proof of the efficacy of pre-school education will be established.

It must not be thought that there are no unsolved problems in the minds of nursery school leaders, nor that parents everywhere—informed or otherwise—accept unquestioningly the nursery school as a boon to child life.

Economic and social conditions may force some mothers to discover the nursery school for utility's sake, and repeated contacts may then gradually reveal its educational value. And as science continues to develop, and the State increasingly makes itself the servant of the home, parents will realize that it is highly advantageous for them and for their children to lay hold of all help available for child nurture.

Educationally one of the dangers which the nursery school must face is the overformalization of its program. There is always a strong tendency to pass from the openmindedness of experimental days to the dogmatism of experience, and for spontaneity, preserved and cultivated in small groups of selected children under the leadership of sympathetic and highly trained teachers, to give way to dull routine where masses of children are under the care of teachers of fair ability. It would be tragic, indeed, if the nursery school should not profit by the example of the kindergarten, and should allow itself to develop a loyalty to any system of education at the expense of child life.

Much may be expected of the nursery school, however, because of the educational foundation upon which it rests, the achievements to which it can already lay claim, and the broad outlook which it embraces.
CONCLUSION
APPENDIX A

NURSERY SCHOOLS IN ENGLAND
APPENDIX A

NURSERY SCHOOLS IN ENGLAND

List of Institutions Recognized by the Board of Education under the Regulations for Nursery Schools.

<table>
<thead>
<tr>
<th>Name and Address of Nursery School</th>
<th>Accommodation</th>
<th>Average</th>
<th>Attendance</th>
<th>Name of Correspondent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>London:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deptford, Goldsmith's College Demonstration Nursery School, New Cross, S.E. 14.</td>
<td>24</td>
<td>15</td>
<td>T. Raymont, Esq.</td>
<td></td>
</tr>
<tr>
<td>Deptford, Rachel McMillan Nursery School, 232 Church Street, S.E.</td>
<td>100</td>
<td>100</td>
<td>Miss M. McMillan.</td>
<td></td>
</tr>
<tr>
<td>Deptford, Rachel McMillan (Stowage) Nursery School.</td>
<td>100</td>
<td>88</td>
<td>Education Officer L.C.C.</td>
<td></td>
</tr>
<tr>
<td>*Hampstead, Christ Church Nursery School, Hampstead Square, N.W. 3.</td>
<td>20</td>
<td>17</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>*Hampstead, Kilburn, Union Jack Nursery School, 12, Netherwood Street, N.W. 6.</td>
<td>28</td>
<td>18</td>
<td>Mrs. Ruth M. Balfour.</td>
<td></td>
</tr>
<tr>
<td>Kensington, Notting Hill Nursery School, 11, St. Anne's Villas, Royal Crescent, W. 11.</td>
<td>60</td>
<td>43</td>
<td>Mrs. C. Loveland.</td>
<td></td>
</tr>
<tr>
<td>Lambeth, West Norwood, Rommany Road Nursery School.</td>
<td>40</td>
<td>25</td>
<td>Miss M. Litchfield.</td>
<td></td>
</tr>
<tr>
<td>Poplar, Bow, The Children's House Nursery School, Engling Road, Bow, E. 3.</td>
<td>30</td>
<td></td>
<td>Miss D. Lester.</td>
<td></td>
</tr>
<tr>
<td>St. Pancras, The Mary Ward Settlement Nursery School, 16, Burton Street, W.0. 1.</td>
<td>20</td>
<td>15</td>
<td>Miss H.D. Oakeley, M.A.</td>
<td></td>
</tr>
<tr>
<td>St. Pancras, Somers Town Nursery School, 18, Crowndale Road, N.W.1.</td>
<td>40</td>
<td>25</td>
<td>Miss C.B. Lawrence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and Address of Nursery School</th>
<th>Accommodation</th>
<th>Average Attendance</th>
<th>Name of Correspondent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>England (except London):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birmingham, Selly Oak Nursery School, Tiverton Road.</td>
<td>50</td>
<td>32</td>
<td>Miss M.S. Hornabrook.</td>
</tr>
<tr>
<td>*Birmingham, Summer Lane Nursery School.</td>
<td>40</td>
<td>40</td>
<td>Town Clerk.</td>
</tr>
<tr>
<td>*Bradford, Lilycroft Council Nursery School, Lilycroft Road, Manningham.</td>
<td>60</td>
<td>32</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>*Bradford, Princeville Council Nursery School, Legrams Lane.</td>
<td>60</td>
<td>38</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>*Bradford, St. Anne's Roman Catholic Nursery School, Guy Street, Broomfields.</td>
<td>80</td>
<td>46</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>Darlington, Fairfield Nursery School, Woodlands Road.</td>
<td>65</td>
<td>39</td>
<td>Miss S.A. Walker.</td>
</tr>
<tr>
<td>*Derby, Wright Street Nursery School.</td>
<td>66</td>
<td>52</td>
<td>Town Clerk.</td>
</tr>
<tr>
<td>*Leeds, Hınalet Nursery School.</td>
<td>40</td>
<td>25</td>
<td>&quot; &quot;</td>
</tr>
<tr>
<td>Manchester, Ardwick Nursery School, 79, Marsland Street, Hyde Road.</td>
<td>30</td>
<td>26</td>
<td>Miss Teale.</td>
</tr>
<tr>
<td>*Manchester, Bradford Nursery School, The Free Church, Mill Street.</td>
<td>30</td>
<td>21</td>
<td>Town Clerk.</td>
</tr>
<tr>
<td>Manchester, Collyhurst Nursery School.</td>
<td>50</td>
<td>--</td>
<td>Miss Bailey.</td>
</tr>
<tr>
<td>*Manchester, Nather Training College Demonstration Nursery School, 61, Shakespeare Street.</td>
<td>35</td>
<td>32</td>
<td>Town Clerk.</td>
</tr>
<tr>
<td>Salford, Encombe Place Nursery School, Chapel Street.</td>
<td>60</td>
<td>41</td>
<td>Mrs. Bythell.</td>
</tr>
<tr>
<td>Scarborough, Falsgrave Nursery School, 9, Seamer Road.</td>
<td>40</td>
<td>25</td>
<td>Mrs. Goodill.</td>
</tr>
<tr>
<td>*Scarborough, Friarage Council Nursery School.</td>
<td>40</td>
<td>31</td>
<td>Town Clerk.</td>
</tr>
</tbody>
</table>

*Institutions marked * are conducted by the Local Education Authority; others by voluntary managers.
APPENDIX B

WELFARE AGENCIES IN AMERICA
APPENDIX B

LIST OF REPRESENTATIVE CHILD-WELFARE AGENCIES

National Agencies Working for the Welfare of the Child

A. Federal agencies.

1. Children's Bureau, United States Department of Labor.
3. Public Health Service, United States Treasury Department.
4. States Relations Service, United States Department of Agriculture.
5. United States Federal Board for Vocational Education.

B. Agencies financed by private funds.

Some representative agencies are as follows:

*1. American Child Hygiene Association, 532 Seventeenth Street, N.W., Washington, D.C.

*2. American Red Cross, Washington, D.C.

*3. American Social Hygiene Association, 105 West Fortieth Street, New York City.

*4. Child Health Organization of America, 156 Fifth Avenue, New York City.


8. National Committee for Mental Hygiene, 370 Seventh Avenue, New York City.


1 Gesell, Arnold: The Pre-School Child, p. 224.


*13. National Tuberculosis Association, 381 Fourth Avenue, New York City.

14. Playground and Recreation Association of America, 1 Madison Avenue, New York City.


16. National Child Health Council, 370 Seventh Avenue, New York City. This is a coordinating organization consisting of representatives from the five national agencies indicated above by an asterisk.

State Agencies Working for the Welfare of the Child

A. State boards of health and bureaus of child hygiene.

B. State boards of charities and correction and child-welfare divisions.

C. State departments of education.

D. State departments of labor.

E. State institutions for dependent, delinquent, and physically or mentally handicapped children.

F. State child welfare or children's code commissions, and other special boards.

Local Agencies Working for the Welfare of the Child

A. City and county: Departments of health, divisions of child hygiene, departments of charities, children's institutions, juvenile courts, departments of education, recreation, etc.

B. Private: Child hygiene associations, health centers, visiting nurse associations, day nurseries, associated charities, children's aid and protective societies, children's institutions, etc.
APPENDIX C

NURSERY SCHOOLS IN AMERICA
APPENDIX C
CLASSIFICATION OF NURSERY SCHOOLS.

I. Research Centers.

A. Strictly experimental and related chiefly to Home Economics:
   Cornell University, College of Agriculture, Department of Home Economics, Ithaca, N.Y. Dr. Nellie L. Perkins, Director.
   Oklahoma Agricultural and Mechanical College, School of Home Economics, Stillwater, Okla. Miss Louise Shields, Director.
   Ohio State University, Department of Home Economics, Columbus, Ohio.

B. Experimental, unattached to any educational department:
   University of Minnesota, Institute of Child Welfare, Minneapolis, Minn. Dr. John E. Anderson, Director.
   University of Iowa, Child Welfare Research Station, Iowa City, Iowa. Dr. Bird T. Baldwin, Director.

C. Experimental, attached to educational department of a university:
   Teachers College, Columbia University, Institute of Child Welfare Research, New York City, N. Y. Dr. Helen T. Woolley, Director.
   Yale?

D. Experimental affiliated with an experimental elementary school:
   Bureau of Educational Experiments, 144 West 13th Street, New York City, N.Y. Miss Harriett Johnson, Director.

E. Experimental, a part of a training school for parents and nursery school teachers:
   Merrill-Palmer School, 71 Ferry Ave., East, Detroit, Mich. Miss Edna White, Director.
   Ann Arbor, Michigan. Mrs. C. W. Harley, Director.

1 Prepared by Department of the Interior, Washington, D. C.
II. Nursery Schools in Public School Systems.

A. As a part of the kindergarten-primary department:

B. In connection with Home Economics department:
   2. Oakland, California. Mrs. Sue L. Fratis, Supervisor.

III. Private Nursery Schools.

A. Primarily for education of children:
   9. Massachusetts, Boston. Play School for Habit Formation. 59 North Bennett St. Grace E. Caldwell, Director.
  10. Massachusetts, Boston. Play Nursery. 38 Chambers St. Miss Park, Director.


15. New Jersey, Upper Montclair. Mrs. Chellis Austin. 310 Upper Mountain Avenue.


17. New York, Mt. Vernon. Miss Smith, c/o Mrs. Joel Mardon. 27 Sycamore Avenue.


23. Ohio, Cleveland. Kiwanis Nursery School of Rainbow Hospital. Mrs. James D. Ireland, Director.


B. A part of a teacher-training institution:


3. Massachusetts, Boston. Nursery School of Boston (Formerly Ruggles St. Nursery School and Training Center) 147 Ruggles St. Abigail Eliot, Director.

4. Massachusetts, Northampton. c/o Institute for Coordination of Women's Interests.


C. A part of a parental training project:


IV. Nursery Schools in State Universities as a part of Parental and Preparental Training and Teacher-Training.

A. 1. Iowa State College of Agriculture. Ames, Iowa. Anna E. Richardson, Dean.

2. Purdue University, Lafayette, Indiana.


APPENDIX D

QUESTIONNAIRE OF HABITS
APPENDIX D

QUESTIONNAIRE OF HABITS

for Nursery School Children

(Grade each main heading as excellent, very good, good, fair, or poor.)

I. Control of body.
   A. Is he normally active for his age?
   B. Is he generally skillful?
   C. Equilibrium
      Does he fall or stumble frequently? Under what circumstances?
   D. Locomotion
      1. Does he enjoy running?
      2. Does he like to walk in difficult ways?
      3. Does he enjoy jumping, with or without help, down from a height or over an object?
      4. Does he enjoy climbing? What does he climb on?
      5. Does he enjoy swinging? Where and how does he swing?
      6. Does he enjoy riding a tricycle? Can he use pedals?
      7. Does he enjoy pushing himself in a cart?
      8. Does he enjoy seesaw, slide and other apparatus?
      9. Does he enjoy doing stunts?
   E. Posture
      Does he stand erect, is he well set up?
   F. Does he control urination and defecation?
   G. Does he sleep regularly?
      If not, what is the difficulty?
   H. Does he eat regularly, right quantity and variety?
      If not, what is the difficulty?

II. Control of matter by body.
   A. Does he use his hands skillfully?
   B. Does he drop things which he intends to hold?
   C. Does he place things accurately? Put toys away in order?
   D. Does he like to lift, push, pull, kick, throw, strike?
   E. Does he aim?
   F. Does he catch? From how great a distance?
   G. Does he like to manipulate scissors, plasticine, chalk, etc.?
   H. Does he like to make things?
   I. Does he like to destroy things?
   J. What "occupations" does he use most?
      1. Is his interest sustained until he finishes something?
      2. How long does he work on one kind of material?
   K. Does he help care for himself skillfully?
      Feeding, dressing, toilet, washing self, etc.
   L. Does he carry and pour liquid without spilling?
   M. Does he perform practical tasks well?
      Sweeping, dusting, washing tables, turning water on and off, hanging up towels, carrying chairs, etc.

1 Prepared by Miss Abigail Eliot for tentative use in the Nursery Training School of Boston.
III. Speech.
A. Does he talk fluently and clearly?
   In words, phrases or sentences?
   Note defects.

IV. Sensory (perception).
A. Touch
   1. Does he enjoy feeling of things?
   2. Does he use touch in exploration?
   3. Does he recognize objects by touch?
   4. Does he use touch as a language?
   5. Has he any abnormalities?
B. Sight.
   1. Does he enjoy looking at things?
   2. Is he observant?
   3. Does he see slight differences in things?
   4. Can he match colors?
   5. Does he enumerate or describe objects in a picture?
   6. Does he make recognizable drawings or models?
C. Hearing.
   1. Does he like to make a noise?
   2. Does he enjoy music?
      How does he respond to it? Rhythm, singing in tune?
   3. Does he enjoy poetry? Does he know any poems or rhymes by heart?
   4. Does he understand verbal directions? Does he respond quickly to his name?
D. Taste and smell.
   1. Does he notice slight differences in taste and smell?
   2. What preferences does he show?

V. Emotional.
A. Fear.
   1. Does he show genuine fear? When? How?
   2. Does he control fear?
   3. Is he timid? Does he hesitate to do something new?
B. Anger.
   1. Does he show anger? When? How?
   2. Does he control anger?
C. Affection.
   1. Is he affectionate? Is he demonstrative? Unduly so?
D. Related emotional attitudes.
   1. Is he generally emotionally steady?
   2. Does he express himself readily?
   3. Is he generally contented, happy, or joyous?
   4. Is he at times depressed, sulky, or excessively excited?
   5. Does he laugh or cry easily? When? Has he a sense of humor?
   6. Is he self reliant?
      Is he over dependent on any one?
   7. Does he ever show jealousy?
VI. Higher mental powers.
A. Curiosity.
   1. Is he normally curious?
   2. Does he experiment with things?
   3. Is he interested in the actions of others?
B. Memory.
   1. Does he remember past happenings? How far back?
   2. How quickly did he learn which are his own hooks?
   3. Does he remember to perform completely daily duties?
   4. Does he learn by one experience, in games, tasks, discipline, mishaps, etc.?
C. Imagination.
   1. Is his imagination normally vivid?
   2. Does he imagine for himself in his play or does he follow the imagination of others?
   3. Does he like to tell stories?
   4. Does he like to act out stories and nursery rhymes?
   5. How long does his attention remain on one imaginative play?
   6. Does he use imagination in drawing and modelling?
D. Reasoning.
   1. Does he reason by simple inference?
   2. Does he draw from previous experience conclusions in regard to present situations?
   3. Is he able to find a way of accomplishing a desired end?
   4. Does he want to know the reasons for things?
E. Willing.
   1. Is his will strong or weak?
      - Does he make himself do the things he wants to do?
      - Does he make himself do difficult or unpleasant things?
   2. Does he set his will against authority? Is he stubborn, defiant?
   3. Is he generally self-controlled?

VII. Moral and social.
A. Self assertion.
   1. Is his self-assertion strong or weak?
   2. Does he make his wants known?
   3. Does he do unusual things in order to be noticed?
   4. Does he like possessions?
   5. Does he stand up for his rights?
   6. Does he respect the rights of others?
   7. Does he share and wait his turn willingly?
   8. Does he grab toys from other children?
   9. Does he serve himself first or last?
B. Pugnacity.
   1. Does he persist in difficulties?
   2. Is he courageous, self-reliant?
   3. Does he want to outdo others?
   4. Does he enjoy inflicting pain on himself or others?
   5. Is he quarrelsome?
      - Does he strike others without reason, or in defense of self?
C. Sociability.
   1. Is he sociable or shy?
   2. Is he self-expressive or self-conscious?
   3. Does he take part in group activities, or prefer to play alone?
4. Is he a leader or a follower?
5. Does he like other children and they like him?
6. Does he like to help?
7. Is he sympathetic?
8. Is he polite? Say "thank you", etc.?

D. Approbation.
1. Is he sensitive to praise and blame?
2. Is he obedient?
3. Is he easily guided from a bad course of action to a good one?

E. Ownership.
1. Does he understand ownership?
2. Does he insist that everything must belong to someone?
3. Does he know his own clothes, books, toys, etc.?

F. Nurture.
1. Is he thoughtful and careful for younger children?
2. Is he thoughtful and careful for animal pets?

G. Worship (spiritual).
1. Is he respectful, trustful, loving?
2. Is he reverent, quiet during grace, etc.?
3. Does he show wonder, look surprised at happenings and things?
4. Does he appreciate beauty? Ask for music, flowers, pictures, etc.?
5. Does he show joy in increase of power to accomplish?

Write a paragraph giving outstanding characteristics of child, and covering any points not mentioned above.
APPENDIX E

EDUCATIONAL RECORD
July 1, 1925

Angelo  
Age 2 y., 6 m.

CONTROL OF BODY

A. is normally active for his age and very skillful. He rarely stumbles or falls, even going downstairs his equilibrium is good. He enjoys running, walking in difficult ways and all the other active plays. He does not use a tricycle nor push himself in a cart. He does stunts. His posture is good. He has perfect control of urination and defecation. He sleeps regularly and is eating more regularly than before, usually one help of main dish and one of dessert, though his appetite is never eager.

CONTROL OF MATTER

A. uses his hands skillfully, does not drop things which he intends to hold, places things fairly accurately, puts toys away well. He likes to lift, push, pull, etc. He does not aim or catch. He likes to make things, does not destroy. His interest in occupational material is sustained for fairly long periods, perhaps 15 minutes. He especially likes paste and beads and scissors. He is skillful in caring for himself, can carry a dish of liquid without spilling, performs practical tasks well for his age.

SPEECH

A. is talking English well, mostly in words though occasionally in phrases.

SENSORY

Touch

A. uses sense of touch in exploration. He enjoys feeling of things. He uses touch as a language, has no abnormalities.

Sight

A. is observant. He likes to look at things, cannot match colors, does not make recognizable drawings, etc.

Hearing

A. likes to make a noise, enjoys music very much. He will sit listening quietly to it or will respond well to rhythm, sings in tune some of the nursery rhymes. A. understands verbal directions and responds quickly to his name.

 Taste

A. notices slight differences in taste.

EMOTIONAL

A. shows no fear, rarely shows anger, is affectionate but not very demonstrative. He is emotionally steady, expresses himself readily, is happy, often joyous. When he returned after the measles he was unhappy, crying much of the time. He was also dependent upon his mother and wished to be held. This has been overcome.

---

1 Condensed report based on Questionnaire of Habits, Appendix D.
however. He does not laugh or cry easily. He has a
sense of humor. He has become self-reliant.

MENTAL

A. is normally curious. He experiments constantly.
He is interested in the actions of others. His memory
is good. He learned his own hooks in a week. He
remembers to perform completely daily duties. He learns
by one experience. His imagination is vivid. He
imagines for himself and follows the imagination of
others. He likes to act out nursery rhymes. His atten-
tion will remain fixed on imaginative play for 10
minutes or more. A. reasons well by simple inference.
He is able to find a way of accomplishing a desired end.
A. has a strong will and can make himself do difficult
things. He very rarely sets his will against authority,
is generally self-controlled.

MORAL AND SOCIAL

Self-assertion is strong. He makes his wants known.
He likes possessions and stands up for his own rights.
He is just beginning to respect the rights of others.
He shares and waits his turn willingly. He grasps toys
from other children less frequently than formerly. He
serves himself first. He persists in difficulties, is
self-reliant, is not interested to outdo others. He
sometimes pushes the children apparently for the sake
of the reaction he gets. He strikes in defense of self.
A. is sociable, self-expressive, plays in the group and
alone. He is a follower, gets on well with other
children, likes to help, is sympathetic and polite. He
is sensitive to praise or blame, obedient and easily
guided. He understands ownership, knows his own clothes,
hooks, etc. He is at present still apparently believing
that everything "is mine". A. is thoughtful and
careful for younger children and pets. He is respectful,
trustful, loving, reverent, shows wonder, appreciates
beauty, shows joy in increase of power.

Psychologist's report shows that on account of language
difficulties she was unable to make an adequate test.
Teachers believe A. to be extremely bright. He is most
lovable, responds quickly to teaching has a very marked
personality and a very delightful one.
SECTION I

Chambers, William and Robert: Infant Education. 203 p. William and Robert Chambers, Edinburgh. 1836. Concerned with the education of children from two to six years of age, as demonstrated in infant schools in England and Scotland early in the nineteenth century. Details are given as to the organizations, equipment, and curriculum considered desirable.


Salmon, David and Hindshaw, Winifred: Infant Schools; their History and Theory. 324 p. Longmans, Green & Co., N.Y., 1904. Part I, p. 128, presents in clear and concise form the history of infant schools. Account is given also of the use and significance of the Froebelian kindergarten.


SECTION II

Indicates ways in which the mental development of young children occurs.

Cleveland, Elizabeth: Training the Toddler. 172 p. Lippincott, Philadelphia.
Presents standards for physical, mental, emotional, and social development.

Classification of nursery schools in America. Appendix C.

Eliot, Abigail: Questionnaire of Habits for Nursery School Children and an Educational Record. MSS., 1925.
Prepared for use in the Nursery Training School of Boston. Appendices D and E.

Presents laboratory results of the Yale Psycho-Clinic.

Gives list of representative child-welfare agencies. Appendix B.

Statement of establishment and work of the Yale Psycho-Clinic.

Habit Training for Children. The National Committee for Mental Hygiene, N.Y., 1924.
Stresses the value of forming right habits, and suggests several personality traits which should be studied.

A clear-cut comparison of the status and purposes of English and American nursery schools.

An interesting study of the Rachel McMillan Nursery Centre. The book is divided into two parts and treats problems related to the education of the child, and the training of leadership.

Merrill-Palmer School of Homemaking, Detroit. Sixth Annual report, 1925.
A statement of purposes and program.

Contains a list of nursery schools established either by local education authorities or conducted by voluntary committees. Appendix A.

Twelve articles bearing on problems related to nursery school education.
Nursery Training School of Boston, (Bulletin), 1926.
A description of the principles and practices of the institution
formerly known as Ruggles Street Nursery School and Training Center.

A series of articles bearing on training of leadership and administer­
ing a nursery school, edited by the principal of the Mather Training
College, Manchester. The appendix contains a copy of the Education
Act of 1918.

Vandewalker, Nina C.: Some Experiments in Preschool Education. Kindergarten
A study of nursery school work as it is being done in various centers
in America.

Street, N. Y., April, 1925.
"A study of the experience of a nursery school in training a child
adopted from an institution."
SECTION III


Gesell, Arnold: The Nursery School Movement. School and Society, Nov. 22, 1924. In which the significance of the preschool period is stressed.


Groves, Ernest R.: The Family as Coordination of Community Forces. Concerning Parents, New Republic, N. Y., 1926. Stating a function of the home which is not and cannot be superseded by any or all other agencies.

Groves, Ernest R.: Parents Who Haven't Grown Up. Harper's, October, 1925. Showing that often parents are unfitted to train their children because they have not grown up emotionally.

Howes, Ethel Puffer: The Mother in the Present-Day Home. Concerning Parents, New Republic, N. Y., 1926. Raises the question as to how mothers may be freed from unnecessary drudgery and given opportunity to use and develop intellectual capacities in activities outside the home.


A plea for the mother who seeks occupation outside the home in the interest of productivity and self-development.

Raymond, E. Mae: The Nursery School as an Integral Part of Education. Teachers College Record, May, 1926.
An evaluation of the nursery school on the basis of the four-fold purpose accepted as criteria for public school teaching.

Content conveyed by title.

Stating the possibilities and limitations as to what mental hygiene can accomplish with young children.

Watson, Amey E. and Frank D.: Opportunities for Parental Education. Progressive Education, October, 1926.
"It is the aim of this article to call attention to these various national movements (which emphasize important role of parents as educators) and to suggest where parents may find the helpful information which they need in carrying out their jobs efficiently and joyously."

The writer stresses difficulties attending child training. She shows why the home cannot assume entire responsibility for the task and suggests the nursery school as a partial solution to the problem.

A plea for the value of cooperative types of activities in the home, in the interest of revitalizing the family.