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Lakshmi Devadas

foods

your children need

mothers and fathers

You—mothers and fathers—can do a great deal for the health of your children. This can start before they are born.

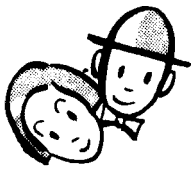
Many things have a part in their good health. They need to get enough sleep and rest. They need to have enough play in sunshine and fresh air. They need to be happy. And they need to eat food that will give their bodies what they need.

This folder will take up only food and eating habits. A few booklets that will give you other helps on child care are listed on page 16.

That a child eats right does not mean that he cannot get sick. But if your children eat enough of the kinds of food they need they are more able to ward off many diseases. And if they do get sick they have a better chance to get well quickly.

Your children's health grows from the day-by-day care you give them at home. Base this care on advice you can trust. At set times take them to the doctor's office or the clinic for check-ups. Get your doctor to tell you what your children must do for good health and what foods they must eat

Your children need food that will make them grow—food that builds muscle, bones, blood, and



sound teeth. They need food that will keep their bodies in good running order. They need food that gives them energy to play and work.

No single food will do all of this. If your children are to get everything they need from food they must eat many kinds.

Types of foods that do most for good health are:

Leafy, green and yellow vegetables.

Citrus fruit, tomatoes, raw cabbage.

Potatoes and other vegetables and fruit.

Milk, cheese, ice cream.

Meat, poultry, fish; eggs; dried beans and peas, and nuts.

Bread, flour, and cereals—whole grain or enriched.

Fats: Butter and fortified margarine.

Each day your children need some of each of these groups. They can eat other foods, too, of course. But make it a rule that each day they first get some food from each of the groups listed. If

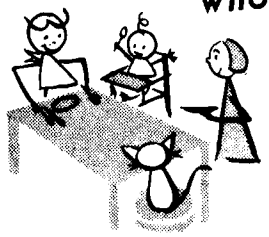

they
need
many
kinds

they eat enough of each of these, you can be pretty sure that they are well fed.

Your children will need more food for their size than you do. This is because they are growing fast and are usually very active.

Most families have to watch pennies when they buy food. Some foods give more value for less money than others do. So this folder keeps in mind the cost of foods.

plan your food for the whole family



Babies under 1 year must have food for their own special needs. If there is a baby in your family, your doctor will tell you what he must eat. This folder is for the others in your family.

After babyhood usually your children have the right kind of food only when your whole family is well fed. That does not mean that they should eat and drink the same as grown-ups do. Highly spiced foods do not suit young children; nor do tea, coffee, and fizzy cola drinks.

But on the whole, you and your children thrive on the same foods. So plan your meals for all of

the family. What you serve will vary with the seasons, where you live, and how much you can spend for food. Keep in mind prices and kinds of food your family likes.

Here are some choices you may make in each of the main kinds of foods.

How much?

One or more helpings each day.

What kind?

Either raw, cooked, frozen, or canned. The ones that are dark green or yellow have the most food value. Both yellow and green vegetables make good blood and help growth.

When you choose a green vegetable, keep in mind beet tops, turnip tops, collards, kale, spinach, broccoli, lettuce, and other salad greens, peas and snap or string beans. If you live in the country, try wild greens such as dandelion, poke, curly dock, and lamb's quarters.

Yellow vegetables to use are sweetpotatoes, carrots, pumpkins, and yellow squash.

oranges, grapefruit, tomatoes, raw cabbage, and other high vitamin C foods

How much?

One or more servings each day for each one in your family.

What kind?

Eat these foods raw most of the time. Sometime during the day give your children under 4 one-third to one-half cup of orange or grapefruit juice, fresh or canned, or 1 cup of tomato juice, or whole fruit that equals these amounts.

If you live where cantaloups (muskmelons), raw pineapple, and strawberries are plentiful and cheap, use them. Raw cabbage, salad greens, and raw turnips are other good sources of vitamin C. The fresher they are the better.

potatoes and other vegetables and fruit

How much?

Two or more servings each day for each member of your family.

What kind?

Raw, cooked, frozen, canned, or dried. Potatoes give good food value for their cost. Use them for one or more meals a day when you want to keep food costs down. When they are plentiful, prunes and other dried fruits, and bananas are also good

buys. Apples and the root vegetables, such as beets and turnips, are cheap most of the year. Pears, peaches, and other fruit in season make good between-meal snacks. Food values of fruits and vegetables keep well when quick-frozen. Canned fruits and vegetables may have nearly the same food value as fresh cooked.

How much?

Three to four cups of milk a day for each of your children until they are grown. Children over 2 can take part of this as American cheddar or cottage cheese or ice cream, or in cooked foods.

What kind?

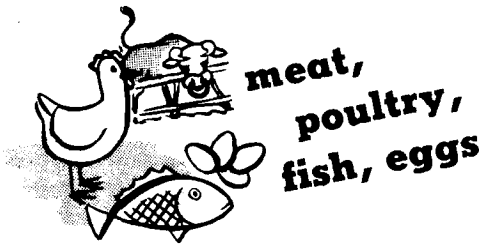
Give them some whole milk. It can be fresh, unsweetened evaporated (in cans), or powdered. Milk builds bones and teeth, and muscles. To use evaporated milk in place of fresh milk add an equal part of water to the milk.

Skim milk—like whole milk—builds bones, teeth, and muscle. It can take the place of whole milk if your children eat plenty of butter, fortified margarine, fish-liver oil, or greens. These foods

are rich in vitamin A which has been taken out when the cream is skimmed from whole milk. Fresh skim milk, dry skim milk (mixed with water), and buttermilk made from skim milk all have much the same food value.

Goat's milk has the same value as cow's milk. Use it in the same way as you use cow's milk.

When you can, use only pasteurized milk. If the fresh milk is to be drunk and it is not pasteurized, boil it. Then cool it promptly. If it is used in cooking, thoroughly cook the food it is used in.



How much?

If you can, serve each one in your family some lean meat or fish each day. When you cannot get meat or fish, give them more milk, eggs, dried beans, peanuts, or cheese.

What kind?

Whether tough or tender, all lean meats have about the same food value. Liver, kidneys, and heart have more food values than lean muscle meat. Fish and shellfish have about the same as meat. Use them often.

Some lower-cost meat and fish are:

Heart, kidneys, and liver (beef, lamb, or pork).

Less tender cuts of lean meat with little bone or gristle.

Canned pink salmon, canned mackerel, and large sardines.

Salt cod and other salt fish.

Fish and wild game sometimes cost only the bait and shot used to get them.

eggs

How many?

At least four or more a week for each one in your family. When eggs are low in price serve them every day. Let them take the place of some meat or fish.

What kind?

The grade or the color of the shell has no bearing on the food value of eggs. If kept with care, cold storage or water-glass eggs may be as good as fresh eggs to cook with.

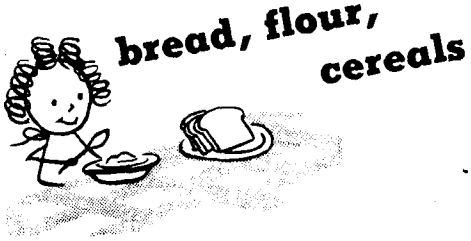
dried beans, peas, nuts, and peanut butter

How much?

Two or more servings a week for each one in your family.

What kind?

Dried beans and peas, peanuts, peanut butter, and soybean products all have good food values and cost less than meat. They give energy and build, too. At times let them take the place of meat. For your small children choose peanut butter often.



How much?

Serve bread or cereals at each meal. Boys and girls who are growing fast or are very active will eat big servings.

What kind?

If you can, use bread made from enriched or whole-grain flour. Use breakfast cereals that are made from the whole grain or that have been enriched or restored. Read the label before you buy. That tells you if it is enriched, restored, or is made from whole grain. Look for the weight on the label and figure the cost per pound. Choose the kind that gives you the most for the money.

Count such foods as grits, rice, or macaroni as cereals, not as vegetables. Do this even when you eat them in place of potato.

These cereals give good value for their cost:

Whole-wheat flour
Whole-rye flour
Whole-corn meal
Cracked wheat
Rolled oats
Dark rye bread
Whole-wheat bread
Enriched bread
Enriched flour
Enriched cornmeal, grits

fats: butter or fortified margarine

How much?

See that your children eat some each day. Most meals taste better and "stay by" longer when they contain some fat.

What kind?

Butter and fortified margarine—that is, with vitamin A added—are the best choices of table fats. The label will tell you if margarine has been fortified.

fish-liver oil

If your children eat plenty of each of the kinds of foods we have talked about, and get plenty of

sunshine, their bones and teeth will get what they need for good growth.

But in most parts of the United States children do not get all the sun they need. This is true most of the winter and is why children need vitamin D—the sunshine vitamin. It—just as sunshine—helps bones grow straight and strong.

Until your children reach their full growth they should get some source of the sunshine vitamin each day. For this many mothers use cod-liver oil. But other fish-liver oils and preparations that contain vitamin D may be used instead. Ask your doctor what kind and how much your children should get.

How much?

One or two sweet foods a day may be served if they do not take away your children's appetite for foods such as milk, vegetables, and fruits, and whole-grain cereals. If you serve sweets, have them at the end of the meal.

What kind?

Sweets, such as molasses, sorghum, and dried fruits, are the best in food value.

To get the most good from the food they eat your children need to form good habits of eating. They will, with your help. They will copy you—like what you like, not eat what you will not eat. So set them a good example.

Offer them good food in a matter-of-fact way. But do not urge or nag or bribe or force them to eat. Be free and easy and as a rule they will enjoy eating.

Now and then they may refuse food. Often this is for a good reason—like coming down with a cold. Then, too, they will not always want to eat what has been served them any more than you do. They will like some dishes better than others. They may not like food one day, but in a few days may forget that. If they push it aside, take it away as a matter of course. Another time serve it along with something they like. If you pay too much attention, urge them or make a fuss, they may not

eat next time because they like being the center of interest.

Offer new foods only when your children are hungry and not cross and tired. A good way to get them to eat all kinds is to let them see that you as a grown-up enjoy them.

It is only when your children refuse to eat many of the foods good for them, meal after meal, that you need to worry. Then take your worries to the doctor. Do not tell them to your children.

If your children learn to like many kinds of foods, then they will be more likely to eat what is good for them when it is set before them. When they get off to a good start, as they grow older they will be more likely to pick the foods that are best for them.

When your children dislike many foods, it is hard for anyone to plan meals which will suit them. Usually children who like almost everything are the ones people enjoy eating with. So they are likely to get more fun out of life.

In cooperation with
BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS
U. S. Department of Agriculture

FEDERAL SECURITY AGENCY
SOCIAL SECURITY ADMINISTRATION
U. S. CHILDREN'S BUREAU

Other booklets on Child Care and Feeding

From the U. S. Children's Bureau
Social Security Administration
Federal Security Agency, Washington 25, D. C.

Child Guidance Leaflets for Parents.
Prenatal Care. Publication 4.
Infant Care. Publication 8.
The Child from One to Six. Publication 30.

Folders:
1. So You're Expecting a Baby!
8. Breast Feeding.
9. To Keep Your Baby Well.
10. Out of Babyhood into Childhood.

From the Bureau of Human Nutrition and
Home Economics
United States Department of Agriculture
Washington 25, D. C.

National Food Guide. AIS–53.
Food for the Family with Young Children. AIS–59.
Food for Growth. AWI–1.
Dry Skim Milk. (Directions and recipes.)

Single copies of the bulletins and folders listed may be obtained free by writing to the Federal bureau that publishes them. Many State agricultural colleges also supply free bulletins on foods and nutrition.

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For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 5 cents

THE NURSERY SCHOOL ASSOCIATION
OF GREAT BRITAIN AND NORTHERN IRELAND

ONE-DAY CONFERENCE:

EDUCATION FOR GROWTH

Price 2s. 6d.

1, Park Crescent, Portland Place, London, W.1

Report of the Conference held at

The County Hall, London, S.E.1,

on Friday, 4th May, 1956.

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OPENING OF CONFERENCE

Mr. HAROLD C. SHEARMAN, M.A., Chairman, L.C.C. Education Committee:

It is with very great pleasure that I welcome your Conference to County Hall this morning, and I am particularly happy to see so large and representative an assembly gathered together.

I am deeply conscious of the honour you have bestowed upon me in asking me to open this Conference, as for some years I was actively engaged in propaganda work for the Nursery School Association in conjunction with another organisation, in the arrangement of conferences, exhibitions and other activities throughout the country. The propagating of an idea which you know to be good, and by which you hope to gain the support and goodwill of those people who alone can give it effect, is an exciting experience.

On the London County Council I have the privilege of representing the constituency of Deptford, a name not unknown in the history of the Nursery School movement. One of my predecessors in the representation of Deptford on the Council was Margaret McMillan, and in this year, 25 years since Margaret McMillan's death, it is well to recall that vital personality and the efforts she made for the Nursery School Association.

It was in a garden in Deptford that Rachel McMillan founded her first open-air nursery school in London. A year or two later the London County Council gave her a site on which to expand the school, and after the first world war it gave the first grant to that nursery school. Immediately after the war, her sister, Margaret McMillan, became a member of the London County Council and represented the Deptford constituency for three years, after which she helped in the foundation of the Nursery School Association, and in the following year became its first President.

The battle of the small child, which Margaret and Rachel McMillan began to fight nearly half a century ago, has passed into the wider battle for the education of young children, and since those days much more has come to be understood about the psychological, medical and educational importance of those early years of life. The work of your Association is, I believe, a valuable and important one, and great credit is due to the continuous work that the Nursery School Association has done through the years to explore that field and to make it known to public opinion. From the pioneering spirit of a few devoted women has arisen a recognised creed of educational opinion which has become enshrined in an Act of Parliament. You are sure, therefore, of a very widespread support for the Resolution for the Conference, that the time is now opportune for greater emphasis to be focussed on the educational needs of the young child.

I suppose the danger now, if anything, is of a different kind—"Woe unto you when all men speak well of you"—when everybody

says this I think it is time to look out and see if anything is going to be done about it, and I am sure that you will be alert on that score today.

In London, as in other great cities, we have had great difficulties since the war in many sides of our educational development; but I am glad to say that the L.C.C. has been able to start a new nursery school here and there, and to explore the possibility of designing nursery schools attached to blocks of flats, and I am hoping in the very near future to ask the Education Committee to increase this year by some 25 the number of new nursery classes and I hope further progress will follow.

The importance of the continued propaganda and research work of your Association hardly needs emphasis, but I would like to pay my tribute from personal knowledge, to the energy, enthusiasm and devotion of a great many teachers, educationists and administrators, medical officers, and a lot of men and women all over the British Isles who have kept the flag flying in the Nursery School Association through good times and bad.

Mr. Chairman, I have great pleasure in welcoming your Conference to County Hall; I wish it very successful deliberations, and may the efforts of your Association be rewarded with success.

MORNING SESSION

IN THE CHAIR: Dr. DOUGLAS M. McINTOSH, M.A., B.Sc., B.Ed., Ph.D., F.R.S.E., F.E.I.S., Director of Education, Fife C.C. Education Committee, Chairman of the Executive Committee of the Scottish Council for Research in Education.

SUBJECT: EDUCATION FOR GROWTH.

I am sure you would want me on your behalf to thank Mr. Shearman for his very kind words and for the manner in which he has opened our Conference.

Now you will see in the leaflet there are certain messages of welcome, and in addition to those, two others have just been received—one from Lord Silkin (read), and one from Lady Mountbatten of Burma, wishing us well and hoping the Conference will be a very great success.

As Mr. Shearman has said, the time to be most careful is when everyone speaks well of you, and I would like to draw your attention for a moment to the Resolution which is to be moved at the end of the Conference:—

> "This Conference asserts that the time is now opportune for greater emphasis to be focussed on the educational needs of the young child, and urges the immediate establishment of more nursery schools and nursery classes, in accordance with the provisions of the 1944 Education Act for England and Wales, the 1945 Act for Scotland and the Education Act (Northern Ireland) 1947."

I am sure there will be very little opposition to this Resolution, but there is a vast difference between passing a resolution at a Conference like this, and getting something done. I hope you will remember, as Sir Richard Livingstone remarked in another context, that there are dragons in the road; and I suggest there are three dragons in the way who will try to prevent this resolution being implemented. The first dragon goes by the name of Finance. As you are aware, the economic winds that blow on the ship of State create continuous difficulties. Sometimes we feel we shall be hurled on the rocks of inflation, and at other times founder on the rocks called the Balance of Payments; and you must remember that many others are agitating for a share of the national cake. There is the school building programme; there is the question of modernising our existing schools, many of which are now out of date; there is the question of the Advance of Technical Education, to quote just a few. So you will be one of the many asking for greater financial assistance.

The second dragon I suggest is this very difficult problem of our man-power and woman-power. There appears to be a limited number of highly intelligent and trained people, and in many of our schools

we are suffering today from the shortage of trained teachers. Yet we must take active steps against the idea that because the children are very young anyone will do as a nursery school teacher. In many of our best run nursery schools and classes we have the most highly qualified teachers, which is as it should be. Therefore you have to make your claim or claims on the pool of ability and those claims will have to be strong if you are to get your share.

The third dragon is in some ways a very small one, but occasionally it has very sharp teeth. I encountered this dragon for the first time when someone asked the Scottish Council for Research in Education to undertake an investigation into the effects of full-time nursery school education on school children, and I was surprised to discover that there are people—good educationists—who are actually opposed to the nursery school idea.

There are people outside the field of education who will say that nursery schools are just excuses for lazy women. There is an opposition, and you must be prepared to meet it. However, I am sure that you will meet these dragons and you will have planned a campaign to overcome them before the end of this Conference.

I have very great pleasure in introducing Dr. Reith.

Dr. GEORGE REITH, M.A., B.Sc., B.Ed., Ph.D., Depute Director of Education, Edinburgh.

May I at the outset say how much I value the privilege of being allowed to address this Conference.

I am sure that many of us in this hall at one time or another will have had to give talks to the general public to try to explain what our aims and objectives in education today are all about. To make our task easier we often adopt a time-worn practice and show two contrasting pictures to our audiences—we depict the older conception of education in terms of the filling of children with facts and skills as if they were passive receptacles, and describe the newer conception in terms of a plant growing naturally and healthily in a favourable environment.

The analogy of the growing plant takes into account, we tell our audiences, the idea of each child as an individual with potentialities of his own, a dynamic entity with his own inner drives, and not just a lump of clay to be moulded by the teacher's hand to a preconceived pattern. Education, we say, is concerned with the development of the whole man. We go on to explain that children are not only individuals but they are unique individuals, in that they differ from each other in many ways. We say that we must recognise these differences and adapt our education to each child's needs. Thus, we make our claim for a child-centred education.

This conception of what education for a child should mean, we tell our listeners, entails a change in classroom technique. Classroom activities must be freer; a child must have freedom to grow. From then on we describe the growth of activity methods and the like.

By the time we have said all this our time will in all probability be up, and many in our audience will have been waiting politely and patiently until we have finished, to ask at question time whether we think that the 11-plus examination is fair; and what we think of fee-paying schools and whether we do not think the comprehensive school is reprehensible. And at least one man will state that he doesn't hold with all this freedom; that there is far too much freedom nowadays. Seen against the background of what was happening in Germany less than 20 years ago and indeed of what is happening in other parts of the world today such a point of view seems incomprehensible. But if we have to teach a class of intractable adolescent boys—we see what he means.

Such a lecture would, I think, have given expression to forward looking educational theory in the period between the wars. But a lot has happened since the 1920's and one can't help realising as one re-reads the literature of the time that there was an underlying air of serenity and indeed optimism, and that optimism was mainly about the nature of the society in which the education of the individual child was to take place. That standard work of

Sir Percy Nunn, for example, on the first principles of education—that elegant vessel of insight and liberal thought holds water only if we assume, that Nunn assumes, that the society in which children are to be educated is based on Christian democratic principles. The general air of the book gives the impression that there is an inherent goodness in man and in society that will out if man is free.

I am tempted to draw your attention to the fact that original sin is never mentioned, nor even hinted at; but I hesitate to do so as you may think that the chairman and I smuggled John Knox and John Calvin into the Conference with us; without, of course, buying their conference tickets.

As I was saying, the underlying assumption of much of the educational thinking of those times would appear to be that in this country there was no reason to assume that other than a liberal "laissez-faire" society would continue; that it, no doubt, could and would be improved; but that it would not be basically altered; that it was fundamentally humanitarian; and, though not by any means perfect, yet it was on the right lines. God was in His Heaven and all would be right with the world.

In so far as food, shelter and clothing and economic security go our standards have improved out of all recognition in the intervening years. But in spite of this the background of our educational thinking today is haunted by a sense of urgency, by an awareness that the world we live in is, in some important respects, apathetic, if not inimical, to human beings. We live in a world of great organisations of political and industrial systems; of de-personalised living in large cities, too many of whose inhabitants lack a sense of significance in their jobs—a world in which individual human beings feel their lives daily affected by the vague "theys" who have power and influence—a world in which men feel puny, and at the mercy of events, and bewildered. Indeed, do not we in the field of education sometimes feel the same way? Do we not sometimes wonder whether the forces we can muster can cope with megalopolis with its mass values, mass communication, in which everything seems to have its price ticket? In large-scale organisations it is not easy to see the effects of one's work or to feel significant.

While the majority of us perhaps have been aware of these tendencies only within recent years, as always we find that some voices were warning us at the time.

Said one, "We are the hollow men, we are the stuffed men, leaning together, headpiece filled with straw" . . . "Shape without form, shade without colour."

And this large complicated aloof environment is the one in which our children must grow. It is no wonder that we do not share the comparative serenity of mind of a quarter of a century ago. It is no wonder that we now have a feeling of urgency,

because we know that it is our whole way of life, our culture that shapes us. What we are as individuals determines what we are capable of or what we are able to do. But it is the culture in which we grow, in which we live, which determines what we shall in fact do.

The language we speak, the type of clothes we wear, where and how we eat, our moral standards, our sets of values, the type of job we do, depends on the accepted patterns of the groups in which we live. It is to a very large extent culture that moulds us. By our action we, of course, affect our environment. But in answer to the question of Omar Khyam "Who the potter and who the pot?" we must reply "Culture is the potter."

The young man living in Birmingham is more likely to find a job in engineering than is a young callant living in the West Highlands of Scotland. He is much more likely to become a shepherd. The vowel sounds that are now coming across this hall to you are tolerably acceptable where I come from but I am quite sure they would be classified as quite definitely "non-'U'" in the cocktail fringe.

A variety of activity and thought in our national life is highly desirable but for all of us and especially for young people, a change in standards of values from situation to situation makes growth impossible. And it is a commonplace that the standards of the home, the school and the church, the street, and the factory, diverge sometimes to quite disturbing extents. Disturbing to us who fear for the welfare of our society; disturbing in a much more serious sense to the development of the child who is trying to grow up the whole man.

The canalising of the means of communication, the mass products of the factories and ample transport facilities, daily make the shepherd in the north-west more like the Birmingham engineer. And so, by degrees, the variety in our culture is slowly being ironed out. The variations that give colour to our way of life are disappearing. Yet in marked contrast the set of values that should be common to us all are showing signs of disintegration. It is Gilbertian that in those very parts of our culture where we want and need variety there is a growing danger of sameness: "shade without colour"; while at the very centre where we need general agreement so that our moral standards may give structure to our lives the important keystones are missing: "shape without form."

And what is the source of our troubles? The root cause of our difficulties? It is all too easy to blame it on the social consequences of the industrial revolution. What an extraordinary handy scapegoat the industrial revolution has proved to be. Rather like blaming the cat for all inexplicable domestic crises. Where the lecturer on social problems would be without the industrial revolution we cannot venture to guess.

But the industrial revolution was surely a process of changing techniques of production and not a prime cause of change in human values. It was itself a result of a much more fundamental and radical change brought about by Western man's demand for freedom at the time of the Renaissance which resulted in his breaking free from the bonds which had tied him to family, work and church. Mediæval man had been conscious of himself only as a member of a race, of a people, a party, a family, or corporation. He lived a life that was personal, intimate, and direct but confined.

After the Renaissance with its revolution in thought, religion and economics man emerged as an individual free from the confining conditions of mediæval society. As Tawney says, in mediæval times man had been primarily a spiritual being who in order to survive had to devote a reasonable attention to economic interests. After the upheaval was over he emerged as an individual but he seemed sometimes to have become "an economic animal who will be prudent nevertheless if he takes due precautions to assure his spiritual well being."

But this new and growing sense of being individual and free carried with it a feeling of being alone, and for us ordinary human beings the feeling of being alone is insupportable. Yet a man cannot enjoy the companionship of other men without some conformity. He can be freer than he was in mediæval times but not entirely free. He willingly gives up some of his freedom for the warmth and security of the company of his fellows.

In his dealings with the world of men he must relinquish some freedom, and this is equally so in his dealings with the world of nature. For, if he wishes to acquire a skill or a technique in using nature for his own purposes, he must accept specific conditions in order to be successful. If he wishes to make tools of iron he must submit to the properties of the material. If he wishes to grow food to eat, he must submit to the seasons and to the characteristics of the plants that he wishes to cultivate. If he wishes to paint a picture he must submit to the constitution of his paints and brushes.

When we speak of freedom then, it is not enough to consider it as freedom from bonds. This is only part of the story, for having freed ourselves from undesirable situations we become able, we in fact become free, to do something else only by accepting another set of limitations to our liberty. Freedom in this sense, therefore, does not mean being unconstrained, it rather carries with it the meaning that freedom had for the slave who became a freed man in Rome. He was freed from his bondage to a master, to accept not only the rights but also the obligations and discipline of Roman citizenship.

We learn by doing, but we grow by accomplishing. And, if we are to accomplish anything, that is if we are to grow, we cannot in fact be entirely free from ties and obligations. But what

we must have the right to do—as adults at least—is to choose the activities whose discipline we are willing to accept. We must be yoked but we must be free to choose our yoke.

But our commerce with the natural world is not of the same kind as our relationship to other human beings. The relationship between a man and his neighbour is of quite a different sort to that between him and his pick and shovel, his typewriter, his knowledge of a foreign language or his skill in the field of nuclear physics. This kind of relationship is a means, a tool, which enables him to deal more effectively with the natural world.

It is through our meeting with other persons that those qualities in men that are peculiar to human beings are developed. Our security, our love and affection, our knowledge, our standards of values, our ideals, are developed within us by our communion with others. Socrates, you will remember, needed a companion to accompany him in his search for truth.

I am what I am as a person because I share in, and because I am in fact part of the community of my fellows. And they in turn are part of me. I am responsible to them and they to me—

> "No man is an island entire of itself. . . . Every man's death diminishes me. I am involved in mankind: And therefore never send to know for whom the bell tolls: It tolls for thee."

The realisation of the importance of this communion between human beings is not new, it is one of those truths that have long been known but have been neglected; and it underlines something else that we have always known, that the personal qualities of the teacher who, next to the parent, is perhaps the person of most influence in the life of the child, becomes vitally important. Not because the good teacher enables the child to read or count better, but because the human experience shared between the good teacher and child will be rich in virtue. If this is so, then an important factor in the growth of the child as a person lies in the quality of the teacher as a person. The better person he or she is the more freedom will there be for the child to grow as a human being. For it is from this kind of relationship that attitudes develop which in later years will flower into standards of values.

All this carries with it implications in regard to the education of the teacher. We know that it is true, and yet it is to a large extent ignored in our teacher training which tends to consist mainly of extending the academic education of the student and of equipping her with techniques and teaching methods. There is room for a great deal more awareness of the function of the teacher as a vehicle through whom the child may be freed to grow as a social and spiritual being.

The other part of our culture—the part that is concerned with our achievements in the field of knowledge and techniques, of physical prowess, crafts, sciences and the arts, that is, with our

knowledge and control of the physical world, that part of our culture looms overwhelmingly large in the eyes of the ordinary man. Men have willingly accepted the disciplines which progress in these activities demands, and in the field of knowledge and techniques we have made great strides. In our time we are privileged and proud to see the great achievements of man in the field of science and technology. But these achievements have outstripped our other powers and this has created an environment which is not favourable to the growth of human beings as persons. It is not favourable because the ordinary man feels somehow insecure, first, because he sees himself in a world in which so much powerful knowledge has been built up in looming monoliths.

Knowledge pursued for its own sake is an excellent ideal but we are in danger of allowing the impression to grow that bodies of knowledge have significance in themselves and indeed have lives of their own. Our turn of language betrays the tendency—"science tells us this," "history teaches us that," "the laws of economics demand" when in fact all three do nothing of the kind. We are in default in not reminding ourselves that all these systems are creations of men, that they are among the great achievements of mankind. And we cannot remind ourselves too often or too emphatically that the very qualities that have enabled other men, who have imagined and achieved, are the very qualities that we in varying degrees share with them as human beings. I think that we have to make a more concerted effort to bring back the person into the centre of the picture if we are to help ourselves from feeling dwarfed by the power that we have created. To do this many hands will be required. But among the things that might be done would be to take every opportunity in school and elsewhere whenever we deal with, for example, science and technology, to give prominence to the men and women who made the discoveries on which our present day knowledge and potentialities have been built. A picture on the wall of the science lab of an oldish chap with a beard holding a safety lamp in his hand with the caption "Sir Humphrey Davey 1778 to 1829" is not enough.

In many ways the life and times of the great scientist, the story of his struggle, of his qualities as a human being, as are important to us as the discoveries that he made. What, for example, could be more fascinating or inspiring than the whole life of Eve Curie? If our culture is to favour human growth it must be more obviously populated with human beings and not just filled with "scientific facts," "social trends," and "economic factors." We must do more to see to it not only that ordinary men and women are not pushed out of this picture, but that they do not feel that they are being pushed out. You will remember the story about the Arab and his camel. How during the night in a sand storm the camel asked if he might put his head into the tent to save his eyes being blinded by the sand. The Arab agreed and by the time morning had come

the camel was in the tent and the Arab outside.

The second reason why men and women feel insecure is because the world in which they live is incoherent. The expansion of our knowledge has not taken place on a unified front. We could not, indeed, have expected it to do otherwise. In a highly developed civilisation like ours it is inevitable that more and more specialisation must be one of its characteristics. But the specialists have become so absorbed in their own line of study that they have lost touch with their fellow workers in other specialisms. They were able to meet each other occasionally on common ground perhaps a century ago but since then they have been pursuing their independent and too often unconnected paths. They may have said "au revoir" when they took leave of each other but they ought to have said "goodbye." One result of this is that there is no accepted view of the nature of man and his world but only increasing knowledge of many discreet particles.

The ordinary man can do no other than feel the ground move beneath his feet for when he appeals to authority and asks his question he too often finds that the kind of answer he gets depends on whether he asks the churchman, the historian, the economist, the sociologist, the psychologist, psychiatrist, or the man of science. Nowadays the sibyl speaks with many tongues.

One would have thought that if anywhere in our society a coherent picture of the human situation is to be found surely it will be in the universities. But the crisis there is already all too well known to us. The work of universities tends to be done in an increasing number of watertight compartments. Both for students and staffs the attainment of a map of the intellectual world, and the relating together of different disciplines of study has largely dropped out.

We know that until we achieve a common basis on which to judge our actions and our conduct the essential element of a national culture will elude us. For if man must choose, to do so he must have recognisable criteria.

The great hope is that we are becoming aware of the nature of our crisis and there are signs of a growing realisation of the need for synthesis. In the universities, for example, there are developments in Social Medicine and in the Study of the History of Science. In secondary schools queries are being raised about the merits of too early specialisation; and there is a stirring of awareness that work must again become part of our culture with all that that implies for human relations in industry.

In this movement towards a greater synthesis the schools have a large part to play for it is in school that the child first encounters the organisation of knowledge into subjects.

We must not let the vested interest in specialised subjects stand in the way of the possibility of giving some sense of coherence to the body of knowledge that the pupil encounters as he passes

through the school.

I would be the last to question the value of the specialist with his insight and intimate knowledge of the purpose of his own discipline, and it may be to achieve our aim that some new kind of teacher may have to be found whose task it will be to show how the different branches of human knowledge and human activities are inter-related and inter-dependent. But most hopeful of all is the work of the men and women who have broad culture but who are at the same time specialists. We cannot have too many of them. For they will play a big part in giving a coherence and meaning to our way of life; a coherence and meaning that is a necessary condition for growth. And they will have their special interests—many of them, we hope, will be men and women of science and technology. For it is on their activities as specialists that our material survival largely depends.

But this morning we have been concerned with other conditions of survival that are just as necessary. Conditions that depend on the quality of the person and of the civilisation in which he lives. You remember what Shelley wrote about the Egyptian monument bearing the inscription—

> "My name is Ozymandias, king of kings:
> Look on my works, ye Mighty, and despair!"

Says Shelley—

> "Nothing beside remains, Round the decay
> of that colossal wreck, boundless and bare
> The lone and level sands stretch far away."

To us in our time it seems as if the full ranging spirit of man must inevitably make education for growth a perennial issue—an issue whose nature must change with the changing conception of the nature of man himself and of the world in which he dwells.

In this situation only one thing is clear—that it would be folly to try to have a notion of what the outcome will be. Nostalgia for the past will be of no help. Ideas about, for example, a return to the idyllic life of the village are likely to be of little assistance. We are committed for a long time to conditions in which the majority of our people will live in large cities. We are committed to a large-scale industry with all that that implies. We are committed to the influence of highly organised and highly centralised systems of communication of ideas. It is in these conditions that we have to make education for growth possible.

We have responsibility to the men and women of our time, and to the men and women of the future. What we choose to have freedom from, and what we choose to have freedom to do, will affect them. They in turn will exercise choice to deal with issues towards which we shall have made our contribution. How

will they do so? Come up and stand upon—

"this wave-washed mound,
Unto the farthest flood-brim look with me;
Then reach on with thy thought till both be drowned;
Miles and miles distant though the last line be,
And though thy soul sail leagues and leagues beyond—
Still, leagues beyond those leagues there is more sea."

Dr. KENNETH SODDY, M.D., B.S., D.P.M., Medical Director, Child Guidance Training Centre, Physician in Charge, University College Hospital Department of Psychological Medicine.

It is a pleasure and privilege to be with you today and to take part in promoting the interests of nursery schools. As a child psychiatrist it will be my duty to present the case from a different angle from that of my fellow speakers and discussants today.

From my viewpoint of a medical psychologist, I am a little bothered about the subject of this Conference—"Education for Growth." It seems to me that there are many areas in which misunderstanding may arise as to the part which education may legitimately be deemed to take in the process of growth. It behoves us to be precise and to define our terms. There exist two mutually exclusive extremes of viewpoint on this matter: on the one hand, the hyper-educationists like to believe that the human child is, as it were, a "tabula rasa" on which almost anything can be written, if only a way to do so can be found. On the other hand, the hyper-constitutionalists believe that all our potentiality for weal or woe is carried in our genes.

Between these two antitheses, many, like myself, hold to a middle course and recognise the unique importance, each in their own way, both of genetic and environmental factors in securing human development. But we must, today, recognise the limitations as well as the importance of both these factors.

For the purposes of discussion, we might regard education as a system of selected environmental influences that are brought to bear upon a child, with certain mainly cognitive and social aims in view. Having agreed upon their main aims, educationalists are faced with the dual problem of selecting the environmental influences which will help them in their task; and how—by what methods and routes—to bring them to bear upon the child. Clearly, different methods and different routes will be applicable to the child at different stages of development; and this is where the importance of growth as a separate, or at least distinguishable factor will be recognised. Only when a certain degree of growth or inherent maturation has been achieved by the child, will he become at all susceptible to environmental influences; still further growth is necessary before he can come within the sphere of influence of those selected environmental factors that we term education. Yet, modern evidence indicates that early environmental pressures contribute strongly to these latter aspects of the child's growth, pressures operating in the direction of the child's formation of relationships with his environment. These relationships, in their turn, enable the child to be receptive and to adapt to education, and this is a cumulative process, because early training will enable the child to adapt more efficiently to later educational experiences.

Without deciding which is the more important: constitution or

environment; nature or nurture; maturation or education, we can agree that neither factor can operate without the other. It is important to realise the full implications of this. A mentally defective child who is constitutionally incapable of innate growth will not develop beyond a certain limited degree, whatever is done about his education. Equally, a child who is not influenceable by environmental factors will not develop, though we should regard him as mad or psychotic rather than as mentally defective. Since, in Nature, either form of deficiency is rarely absolute but more commonly relative, we meet far more frequently with impairments and distortions of normal growth than with absence.

I am told that it was because of the impairments and distortions of child growth which they saw all around them, that the McMillan sisters conceived first of their open-air night camps for children in 1911 and their open-air day nursery schools in 1914. As recently as the first quarter of this century the greatest social shame of our country lay in the malnutrition and deficiency diseases, the physical and emotional neglect of children in the slums of our great cities. Yet, as Dr. Mildred Creak pointed out last week, in a brilliant paper on this subject read to the Conference of the Royal Society for the Promotion of Health, at Blackpool, while in the early 1920's rickets was still a familiar feature of hospital clinics, Margaret McMillan was able to write of her Bradford children at that time: "no trace of rickets after a year's attendance at nursery school."

Nor was this all the benefit that could be claimed. These nursery schoolchildren were taller, heavier, stronger, healthier, less subject to intercurrent illness; and also, happier, less anxious and more confident in community life, than others from the same surroundings who had not had the same advantages. Many people believe that they got on better, later, in the infants' school, too. If all this be true, and I believe that it is substantially true, why is it that the nursery school movement has not swept the country as a MUST for all education authorities? How did it come about that, in a time of financial stringency a few years ago, nursery schools were singled out to bear a disproportionate cut in expenditure? I understand that the total nursery school and nursery class population of this country, recognised by the authority, is approximately three per cent of children between two and five years. Is it that Whitehall does not know about nursery schools; or does not believe they are any good; or has neither heart nor good-will?

The answer to these pertinent questions is extremely complex. First, nursery schools were started because of the sensitive insight of two devoted women, who recognised need when they saw it. They were not concerned with the biochemical and clinical niceties of the case, but acted boldly upon the assumption that good was bound to ensue provided that these children received an adequate share of that adult love, care and forethought that was their birthright, but which had been denied them. It worked, probably beyond

all their expectations. Love is blind, they say, and love blindly provided the vitamins and foodstuffs necessary to cure deficiency diseases, about which, in fact, nobody knew very much at that time.

Some of the credit was shorn from the nursery school idea, however, because there were several other influences all working in the same general direction. Increased activity of the public health authority in the field of Maternity and Child Welfare, ante-natal care, Health Education, school milk and school meals, slum clearance and a flowing tide of social case-work had contributed concurrently to the dramatic improvement in child health that had ensued. As an instrument of amelioration of the physical health of children—and this had been the primary objective—the nursery school's thunder was stolen by agencies that were more widespread and more able to operate at an earlier period in the child's life.

It is only fair to recall, however, that in the early nursery schools, the improvement in the children's mental well-being had been no less striking than their physical improvement. Would not this be the more important future role of the nursery school? I believe this is so but, unfortunately, here some inherent limitations of nursery schools have not been so well recognised. Let me take an illustration: Margaret McMillan noted " no trace of rickets after a year's attendance . . ." that is to say, mild cases of rickets without permanent bone deformity responded completely to the benevolent regime. She would not have dreamed of admitting a child in an acute and advanced stage of this deficiency disease, but would, instead, have sent the child to hospital to be cured, if possible. Yes, but would this apply to the emotional deficiency disorders? Unfortunately, the pioneers had no reliable methods of spotting the children who were severely disturbed emotionally, whose relationship showed deficiencies and distortions that could, in their way, be every bit as crippling and as incurable as a badly bent leg.

Only in the last few years, through the work of people like Rene Spitz, Jenny Aubry, John Bowlby, and many others, have we come to recognise the existence of what Bowlby has termed, " the vitamins of mental health," which, broadly speaking, comprise the maternal influences on the child in the first two years of life. These influences enable a baby first of all to enter into a relationship with its mother, then to begin to relate itself to other people and other objects in the environment, and to develop that modification and control of its primitive instinctual life that will result in the formation of its character and thus enable it to enter into the life of its own society.

Absence of these " vitamins " will result in emotional deficiency disorders—unhappiness, anxiety, failure to grow up, failure to emerge from that primitive cocoon that is the young infant's attitude in deficiency, but may also result in over-compensating reactions

on the part of the child. Just as in scurvy, some tissues, like the gums, may grow abnormally and unhealthily; so the child whose maternal love and care has been interrupted may over-react excessively and unhealthily into difficult behaviour and uncompromising lack of conformity with normal standards. Just as in the physical world, different degrees of reaction will occur according to whether the vitamin deficiency is absolute or relative, so in the realm of emotional development and social behaviour, the effects of different degrees of deprivation can be seen.

In the light of this new knowledge we can re-examine what has been happening to the nursery school movement. Nursery schools were originally advocated on the grounds of supplying an urgent need for obviously deprived children. They did great good, limited only by their small numbers. Meanwhile other agencies had grown up covering part of the need on a far wider scale; and the specific function of the nursery school in ministering to physical needs of underprivileged children has come to be largely superseded. Nursery schools are still thought of as being essentially a remedy for social disaster or handicap; but, unfortunately for the reputation of the movement, their inherent incapacity to supply the emotional "vitamins" is not recognised. May I quote again from Dr. Mildred Creak's Blackpool paper:

"I remember very well the concern some years ago of an Australian nursery school director visiting this country, when she discovered that for the most part admission to a nursery school was on the grounds of domestic adversity, and that it was a case of all or nothing (and it was nothing for 97 per cent of the suitable age group). She would have felt baffled not to be able to prescribe nursery school for perhaps mornings only, or one or two days a week. A false picture of the strains associated with separation may be presented by our having to admit, both to nursery school and to day nursery, only those children who cannot be cared for at home, i.e. illegitimate children, those from broken homes, or where sickness in one or other parent makes necessary the absence of both parents from home. This is the very group in which social unhappiness has already had its effect, and in which the emotional insecurity which reacts badly to further separation might be expected. While it may be true to say that these small children have to have day-time care, can the full advantages of nursery school really be judged from observing the effects on a group so unfortunately selected?"

In saying this, Dr. Creak has, I believe, put her finger on the most serious problem facing the whole nursery school movement at the present time. In my experience and certainly in the home counties, it is rarely that one hears of a child entering nursery school except for one of the reasons that Dr. Creak has mentioned. Admittedly, nursery schools are expensive to operate. They have a high staff-child ratio; they need well qualified and, therefore, not

the cheapest of staff; though one might think that the rate of pay offered to nursery school teachers would not add greatly to the Borough Treasurer's burden! A more important difficulty to overcome is a feeling on the part of administrators that children under the age of five are extra to the legitimate commitment of the education authority and that, therefore, the justification for this "extra" expense must be especially clear. From this it is but a short step to the view that nursery schools can only be used as the solution of some pressing problem.

Thus the situation has come about, over much of the country, if not everywhere, that nursery schools are regarded as justified only if the mother is out of the house during the day; or if there is some other interruption of the normal care of the child by the mother. As regards the former, the duty of sending the child to school is forced on many educational administrators against their will, because they disapprove of the government's economic policy inducing mothers to go out to work; a state of affairs not likely to make the administrator enthusiastic about the provision of nursery schools. The other justification—that of some more serious rift in family relationships at home—results in the nursery school being called upon to do one of the things which, as we have said, it inherently cannot do, viz., to put right the faulty basic emotional relationships of the deprived child.

Is it any wonder that the cause of nursery schools does not prosper with the public? There is not even the effect of resounding success to help us on our way. Please do not misunderstand me; I think that nursery schools do a fine job of work, when circumstances allow them a fair run, but I feel that there is a tendency to grudge them their success with the children of women who are working; and in the case of the children from broken homes, their success with the majority of their children tends to be overshadowed by failure or difficulties with a disturbed minority whom they should never be called upon to take. And so 97 per cent of our children remain not catered for and we are reduced to holding conferences to urge upon the Minister of Education the desirability of fulfilling his statutory duties under an Act of Parliament already twelve years old.

A Positive Approach

I believe that this problem is a serious one, not to be solved merely by the passing of conference resolutions while continuing to let a bad situation go on by default; but deserving a more positive approach, one which will define the strength and usefulness of the movement and will seek to secure a supply of suitable teachers trained to exploit to the full the positive virtues of our ideas.

We need to ask ourselves again some of the practical questions we have considered in the past; e.g., is the general atmosphere of the "school," its surroundings and its equipment, the atmosphere that

is best suited to our purposes? Is the teacher-pupil relationship relevant to the situation? Do we take enough advantage of the old, tried and familiar learning routes of the younger child, viz., through the feeding situation first, and then, later, through the exploration of three-dimensional space and movement?

Let us also briefly examine some of the more theoretical aspects of the subject. We have seen how that education and growth are inextricably mixed up from the very first days of the baby's life. To take an example: the new-born baby, on the first day of extra-uterine life has an innate reflex that causes him to purse out his lips and make something resembling sucking movements with his tongue when the area around his mouth is touched. Other innate reflexes result in waves of contraction going down his alimentary canal. But his sucking is not very successful, and little goes down his throat, even if his mother has anything to give him at that date. One week later, the situation is quite changed and sucking has become a reasonably skilled and efficient procedure. This striking example is typical of the learning processes of young children, whereby learning takes place rapidly on the top of an innate maturation pattern. The result is acquisition of a skill or skills, which then contribute to the child's growth and this, in turn, makes him ready for a new learning process—and thus education proceeds by a kind of spiral.

One might generalise and remark that all learning is oriented to instinctual drives, either positively towards the fulfilment of an instinctual trend; or negatively away from or to overcome, its frustration. Man is successively in time, a solitary animal, a social animal and a reproducing animal. First, is the necessity to establish independent life and to grow; and this makes the feeding situation all important for the young baby, and the alimentary route of learning infinitely his most important. Not long after, in time, appears the necessity to orient in space and time, and hence the manifold space and movement exploration activities of the baby and the toddler. Although the child will use the experience it has gleaned from these two trends in his movement towards social life, the route of learning in the latter sphere is rather different. In any case, secure establishment of the self is still a live issue when the child becomes of nursery school age, so that full advantage of these more primitive routes of learning needs to be taken there

Modern studies in animal ethology have indicated the likelihood that in Man, who is, after all, a herd animal, there exist certain primary instinctual drives in the direction of the formation of social relationships and the inhibition of egocentric and anti-social trends. The mother of the infant meets these trends more than halfway and between the two a firm, if primitive, relationship grows up. Such is the importance of the socialising trends in the baby that, within a few months when the first major clash occurs between the

life promoting and the social instincts, victory goes to the latter, with the help of an efficient mother. An example of this is weaning, at the time of which biological development demands that the child give up the easy and well practised method of sucking his food, in order to acquire a new and initially difficult skill of biting and chewing. It appears beyond doubt that it is the social relationship with the mother that achieves this change, and the child's rewards are a more varied diet, the joy of achievement, a greatly enhanced relationship with his mother, an increased sense of self and, most important, a favourable attitude towards the future new learning experiences introduced by his mother. Paradoxically, triumph of the social trend over the ego-centred trend results in a far greater degree of establishment of self than would the opposite; which latter would result in strengthening of the child's babyish and egocentric trends, weakening of the sense of self in relation to the environment, and in resistance to and rejection of change and, therefore, of learning experiences.

And so the great learning experiences of the toddler will go on. Each new attainment and skill is gained with mother's help and for mother's sake, as it were. Social drives are strengthened, ego-centred drives weakened and the self becomes more and more established in true perspective in the environment. Two mightily important developments occur; first, success in development strengthens the self to such a degree that the child becomes capable of undertaking this process of control of instinctual drives by himself and this frees him for new acquisitions and new learning experiences by himself and without the help of his mother. Second, his relationship with his mother itself undergoes changes and developments that permit of other human relationships being formed. The child gives up both his absolute dependence and his absolute demands upon his mother, and transfers something of his relationship with his mother, perhaps to his father, perhaps to other relatives and, rather later, to other adults too—i.e., possibly the nursery school teacher. Concurrently his relationship system begins to take in his brothers and sisters on a basis of mutual affection as well as rivalry and, rather later, other individual contemporary children as well. To the extent that he has been able to give up his infantile need to be the centre of love and to take his place as a member of a group of siblings or contemporaries and to transfer part of his maternal relationship to other adults, to this extent will he be ready for nursery school.

There is, therefore, a threshold of development below which it is not reasonable to require a child to adapt to nursery school. In broadest terms, there are two main patterns of maladjustment shown by children who are failing to make these developments. The first, which we might call out-turning, is that of the child who clings desperately to the past and to such security as the past held for him; and this will include a desperate clinging to his mother.

Placed in a nursery school, such a child will create terrible scenes each morning, by refusing to be parted from his mother. This being effected forcibly, he may prove clinging and demanding with the teacher; or perhaps violent, rejecting and difficult. With the other children he will be aggressive and domineering, selfish and impossible. The other reaction is an in-turning one; the child withdraws into his shell, passively has little to do with anyone or anything, is timid fearful and miserable. Both types of child are apt to be difficult over feeding, an activity that represents to them their disturbed and inadequately controlled ego-centric trends.

There are various other types of difficulty to be anticipated from these immature and emotionally disturbed children, to which I have no time to refer. The point I wish to make here today is that it is children like these I have described, who are showing the effects of what has been described as vitamin deficiency of mental health. Their cure depends upon the successful re-establishment of a good mother-child relationship which will enable the child to undertake the great learning experience of the toddler age and to gain control for himself of his drives and instinctual trends. Successful re-establishment is difficult enough to bring about even by substitute mothering, for it needs an individual relationship that cannot be provided in a nursery school. Moreover, such children, in terms of their development are months or even years below that level of adaptation at which a group of other children can have a beneficial effect on them. It is just these children who are likely to be brought to the top of nursery school waiting lists by a policy of awarding priority of admission on the grounds of "domestic adversity," as Dr. Creak expressed it.

Social and Cultural Considerations.

You have all been very patient, listening to me saying how comparatively little has been the use of nursery schools made by the community up to now; both in numbers of children passing through them and in type of child to whom priority has been awarded. It is now up to me to give indubitable evidence that I believe in the future of nursery schools and value their potentialities highly, so that the final aspect of the subject on which I want to touch today, is the positive social and cultural value of nursery schools.

School, I suppose, is a product of a differential type of urban civilisation. In an unchanging, sparse, agrarian culture, all necessary educational experiences, even literacy, can be provided from within the extended kinship system. But the product of such an educational system—if that be the word for it—will be extreme narrowness of interest and extreme unadaptability to changing circumstances.

In towns, families tend to break up, and intercourse between the several generations becomes less constant and intimate. Family life ceases to encompass within it all that a child need know. The education of children, and this includes experience in social living,

becomes a specialist concern, like almost everything else. But surely, one might ask, five years old is quite early enough for a child to go to school? Many of us feel that five is in fact too early for the type of cognitive or quasi-academic learning that our infants' schools go in for—that a better age would be six, like the Americans and French and almost everyone else, except the Scandinavians, who make it seven. But there are other possible types of school procedure than cognitive or academic, and this may be our justification.

Two aspects of our highly industrialised urban civilisation make of the nursery school a valuable social instrument. First, the extreme rapidity of the pace of current cultural change; and second, some present day features of our town life. With regard to the first, social anthropologists tell us that when grandparents or great-grandparents rule the family, the culture is fixed and unchanging. On the contrary the culture of popular revolution and rapid change is that of the "peer" group, which means government by coevals and contemporaries. It is both a cause and effect of social change that families split up and the age of responsibility becomes lower. Hence, the use of the nursery school group, for part of the day, gives the child valuable experience of the "peer" group culture, while remaining under adult control, control that is exercised preferably by someone of the same age group as the parents. A child in these conditions can become accustomed to rapid change of social climate, while enjoying the security of the group and of ultimate adult control. His adult dependence will probably become greatly reduced as the result, and he may positively look forward to the cognitive learning experiences of the infants' school.

I am indebted to Dr. Mildred Creak, in her Blackpool paper, for an excellent description of some of the modern urban conditions of life that make nursery school useful, nay, essential for full development. Dr. Creak remarked that our streets are scarcely safe (or desirable) as playgrounds; that it is not easy to keep an eye on a three-year-old from the eighth floor. Being left alone on a balcony, even with costly toys, is to be left **alone**; it makes for clinging and demanding behaviour, or else withdrawal into the self, or else aimless and destructive play, with explosive results in a flat full of hire-purchase furniture and a fifty-guinea television. More important, in our one and two-child families in their small flats, the child's world, as such, does not exist. The child must compete for a place in the adult's world, behaviour which parents may not understand and fail to satisfy. The adult world stimulates the child at a time when he has inadequate control of his feelings and often inadequate space in which to try out his new found discoveries and skills.

I may add to this the thought that many mothers do well with their infants and toddling children and give them a sound basic relationship and security. When it comes to introducing the child to wider relationships, they cannot bear to let him go, or else, having by this time a younger child, fail to move with the times

and will maintain a toddler regime for both. Many fathers, though well meaning, do not provide for the needs of their child, and mother, left alone with her task, gets no respite from child society. It all depends on the quality of the basic family relationships. If the child has derived his past learning experiences and his best satisfactions from following his mother through a pattern of changing experience, even if the relationship has serious flaws in it, the child will take to nursery school well, provided the mother wants him to and believes in what she is doing. If the community is one in which mothers all work, the mother's attitude will be the guide as to whether nursery school will work out well or not. Provided the basic maternal function has been well carried out, she can make nursery school a beneficial and delightful experience for the child.

Even where matters have been less favourable, mother will still benefit from the respite, from the opportunity to prepare herself better to cope with that part of the day that remains. Both parents can benefit from contact with the teachers and from learning about their own children. They may get reassurance from seeing their child settle well and from seeing evidence, too, that theirs is not the only child who has had difficulties.

For the child, there will be an adult whom he can love without a compulsion to possess all of her; and hate too, at times, without feeling too guilty. The other children will not be in desperate competition with him for exclusive possession of the adult; the atmosphere may be relaxed and easy in comparison with that of his home. His exploration of concrete material becomes the basis of later exploration of the world of ideas; his entry into group life is no longer playing at life, but living in play.

Only, as Dr. Creak also emphasised, it is particularly important that the nursery school should not be regarded as a kind of weaning factory to deal with the clinging child.

Conclusion

Let us therefore press for a more positive attitude towards nursery schools on the part of our educational administrators and the keepers of the money-bags. It is not sufficient that the Minister should merely implement the powers that he possesses already but has sadly neglected. We all understand how that neglect has come about, through a mistaken concept of the role of the nursery school that has impaired the growth of the movement.

May I hope that our goal will be no less than the provision of nursery school accommodation for all children who can benefit from it positively and not only for children in "domestic adversity." If our complete goal be unobtainable all at once, we can press for interim measures to spread the benefits, like mornings only or afternoons only attendance, or even one day per week provided the child group remains the same week by week and that the staff be not faced with an impossible task of having to understand too many

children. When the goal has been attained, and nursery schools available to all who want or need to attend, then it might be found advantageous and more truly economic to make the age of compulsory school education, as the term is now understood, from six to sixteen years.

DISCUSSION

Mrs. G. M. GOLDSWORTHY, Inspector of Nursery Education, London County Council.

I am indeed honoured at being asked to open the discussion this morning. Our two speakers have given us ample food for thought, and later, with their permission, I should like to take up some of the points that they have mentioned.

It seems to me that much of the investigation into growth made from time to time, has provided snapshots of the position—very good and true snapshots, but still leaving much to be done to make them into a complete cinematograph film. After listening to Dr. Reith this morning I feel much more hopeful that this will be accomplished.

In the part which we play in dealing with the young child, it is important, I feel, that we should exclude the word "little" from our vocabulary. Instead of "the little child" would it not be better always to think and talk of "the growing child?" Similarly, the child's joys and disappointments are never "little," they are often overwhelming at his particular stage of development, especially his sorrows.

Can too much stress be laid on the importance of environment in our plan to help growth. There is much talk about the importance of environment for freedom, but could there be true freedom without an ordered background? Some psychiatrists are fearful of standards being set for the growing child, but surely one of our tasks as educators is to help the child to become socially acceptable. The child or adolescent who is not socially acceptable is not happy, though he may feel free in one sense.

Dr. Reith had definite ideas on discipline and said we cannot enjoy the work of other men without some conformity, and that if, as people, we are to fit in happily we must relinquish some freedom. Robert Frost said: "True freedom is to be easy in your harness." And the energetic Chairman of the Conference said that "The pur-

pose of Nursery School education is to lift the child from dependence to socially-directed independence."

Dr. Reith in his statement on relative values reminded me of **Hubert Wolfe's** "City Financiers."

The environment described here was a faulty one which involved a wastage of the human spirit. Some difficulty in environment could provoke effort. Some psychologists say "Frustration is the beginning of learning." On the other hand, some children may be overwhelmed by difficulties in environment and so seldom if ever experienced a sense of achievement.

Two trains may leave a terminus at the same time; one travels at sixty miles an hour; the other travels at forty miles an hour. There is a reason why one travels only at forty miles an hour. And so with the child: the reason for his slow progress may be a lack of sleep, lack of proper food, too much noise; and I would emphasise this: that in all this talk of activities we are apt to forget that children, growing children, need repose as well as activity. Or, at a later stage than that of the Nursery School, satisfactory growth may be prevented through the child being humiliated by over-anxious or over-ambitious teachers and parents. And so I would say it behoves us as educators to provide the right kind of environment, with its ordered background. It behoves us to watch and to listen. The growing child surely does not always speak with his tongue. He speaks to us through his daily actions, through his interpretation of music, through his general response. How should we observe?

And here I will tell you a story about two small boys, brothers whom I know quite well, who had been attending a clinic concerned with the problem child. One day when I was with their grandmother when they returned, the grandma said: "Well, ducks, what have you been doing now?" One of the boys said "Oh, the same thing you know; at the clinic they gave us a lot of toys to play with and told us to do what we liked, and the doctors (the psychologists) sat and watched us."

And then the five-year-old sidled up to his grannie with an impish grin on his face and said "You know, Gran, it's funny isn't it, because while the doctor is watching us he doesn't know that we're watching him."

And what of the part that environment can play to help with his spiritual growth? We have heard very little of that this morning. The child has a spiritual side, too; and through the environment can we not prepare the ground in a really satisfactory manner for the later part touching on the child's religious belief according to the wishes of the parents?

When the child leaves the Nursery School to pass on to the Infants' School, if that child knows that there are such things as beauty, love, truth and honesty, and justice and loyalty in the world, and he knows that such things exist not because he has heard about them but because of his experience of them, surely in Nursery

Schools where that happens we can say that the child's spirit has been nurtured.

And the teacher, as Dr. Reith reminded us, very forcibly, is the most important part of the environment.

Now, may I quote Dr. Soddy, who said that there was a certain degree of growth which may be abnormal or unhealthy, and he went on :

> " So the child whose maternal love and care has been interrupted may over-react excessively and unhealthily into difficult behaviour and uncompromising lack of conformity with normal standards. Just as in the physical world, different degrees of reaction will occur according to whether the vitamin deficiency is absolute or relative, so in the realm of emotional development and social behaviour, the effects of different degrees of deprivation can be seen.
>
> " In the light of this new knowledge we can re-examine what has been happening to the nursery school movement. Nursery Schools were originally advocated on the grounds of supplying an urgent need for obviously deprived children. They did great good, limited only by their small numbers. Meanwhile other agencies had grown up covering part of the need on a far wider scale; and the specific function of the nursery school in ministering to physical needs of underprivileged children has come to be largely superseded. Nursery schools are still thought of as being essentially a remedy for social disaster or handicap."

Much of my time is spent in trying to convince teachers chiefly, heads of infants' schools where there are nursery classes, and some administrators, that the nursery school or the nursery class is not run primarily for the emotionally disturbed child or only for the so-called under-privileged child. By following such a policy, is there not a danger that nursery schools might be considered special schools? It is not so long since nursery schools came under the administration of the Special Service branch and nursery schools I feel should in no way be special schools.

Does not the only child, who may come from a good home but who is in every sense of the word lonely—does not he need the Nursery School as much and sometimes more than the child who is one of a large family?

After listening to Dr. Soddy's description of the differing individual needs of children, it is hoped that in time a more flexible approach to the length of the child's day in the Nursery School will be adopted. In the meantime, should we not at least consider that the nursery school day should be no longer than the day of a child in an infant school?

The growing child has a very long way to go, and the going is different with every child. Some walk confidently, others timidly through life; and in the early years in the Nursery School some

children may need our helping hands, but whilst giving this help we must remember that the child's mind and his spirit must grow as well as his body. There are many ways in which we can assist him, but we must always remember, as Goethe said: "If you treat an individual as he is he will remain as he is, but if you treat him as if he were as he might be and could be, he will become as he might be and could be."

All of you have ideas of how we can help the child to grow, not only physically but also mentally and spiritually. So let us now hear your views and suggestions.

Mr. DREW, Director of Education, Swansea, said that most authorities have some nursery schools and classes but not enough were provided. We were now living in a regime whereby such provision was assessed as being suitable solely for the so-called underprivileged classes.

The under-mothered children were admitted to nursery schools and nursery classes because they could all quote compassionate circumstances. But it was difficult, if not impossible, to find a reason to get the over-mothered only child accepted. And yet it was essential for some of these children to be in nursery schools for educational reasons.

"I feel," said Mr. Drew, "that there ought to be a place in the nursery school for the normal child, but all we can do is to provide for children who are admitted on compassionate grounds."

In some parts of the country children were allowed to start school **below** the compulsory age, at four or four and a half. They were admitted to schools in the poorer areas of towns which were getting new housing estates and where there was surplus class room. These were called admission classes, as distinct from nursery classes, and were often badly housed and ill-equipped. School was preferable to an overcrowded home, but this was not proper nursery education.

Recently it had become permissible to spend up to £10,000 for the provision of a community centre. Why couldn't this sum be spent at the "young" end of the educational scale? "We may," he said, "be precluded from building new nursery schools, but may it not be possible to convert old or surplus classrooms in old buildings into nursery wings, with nursery school facilities?" If the £10,000 limit could be applied here, nursery provision would not be available in ideal circumstances but at least it would be in something approximating to a decent standard.

Dr. DAVID MORRIS said that we had all heard a great deal in the lectures about the mother and child relationship, but as child specialists we must feel, he said, that other factors as well as the mother's love affected the child's well-being. Children need the opportunity for mixing with other children, of being in a com-

munity with others, and to acquire the art of learning from social life. The child's development needed also the opportunity to play under guidance.

The Out-Patients' Departments in our hospitals were being confronted with disturbed children in increasing numbers. And the disturbed child was not some mystical, difficult problem—but a case of needing the community of others. Something, in fact, more than his mother. He needed "the little community of other children." As paedetricians we were, he continued, concerned not merely in diagnosing a disease but in effecting its prevention. The problem of present-day society, in which some 40 per cent of our hospital beds were occupied by mental patients (15 per cent being mental defectives), must be resolved. "And I think," he added, "even psychiatrists would agree that these mental diseases probably do have their origins in early childhood."

ALDERMAN Mrs. WILSON, Belfast Education Committee, said that if we were to embark on the new scheme of the ordinary so-called normal child going to nursery school, it was imperative to have the co-operation of the mother. On this the whole success of the scheme would depend.

Mr. BRITTON, President, National Union of Teachers, said that of all the dead letters in the Education Act, nursery school provision was the most dead at present. A recent Ministry Circular had said, in effect, that now the bulge had got through the infant school there might be spare accommodation—but it had implied that whatever was done with these spare places, a nursery school must not be started. To attract and hold public sympathy, it was important to show that something much more than the abolition of rickets and ill-health could be achieved through the establishment of nursery schools. But equally, progress would not be made if nursery schools were regarded only for curing mental cases at the age of three or four.

"What we want to do," stressed Mr. Britton, "is to tell the world that the nursery school can provide something for the healthy child from a good home. And unless we get that idea across there will be little progress made." The general public must understand and accept that point of view. The future of the nursery school would be far more certain if the public did not connect it too closely with the child guidance clinic and the place to which social misfits were sent!

AFTERNOON SESSION

IN THE CHAIR: COUNTY ALDERMAN Mrs. K. M. FLETCHER, M.A., J.P. (Former Chairman, Lancashire C.C. Education Committee.)

I am from Lancashire and Lancashire has the largest number of nursery schools in England, and of our total of 40, half have been built since 1950.

Lancashire, you see, is always ready to jump on to whatever band wagon the Ministry currently favours. If they say "Nursery Schools" we jump on to that, if they say "Technical Schools" we jump on to that. It so happens that at the moment we have a very large programme of technical schools. We have got our nursery schools now, but we got them from the wrong motive, namely, to asist those mothers who go out to work all day.

Lancashire is largely industrial, and it is to be expected that women will go out to work, but whatever the reason, we have got our nursery schools, and we have used them in the best possible way, and if at some time in the future we can get ordinary, healthy children into these schools, we shall most certainly do so.

I am certain that the mother of **any** family must benefit from the children being away from her for a part of the day, and I am very keen on this new idea of part-time nursery schools, and I hope we shall experiment with it.

A mother would find it almost impossible to go out to work for the three hours whilst the children were at the part-time school, and she would have three hours relief from the tiring business of constantly tending the tiny child. I have small children of my own whom I dearly love, but if I had them with me all day, every day, I am sure we should find each other very trying at times.

The infants' schools are becoming less crowded as the "bulge" moves up to the secondary schools, and it is a possibility that nursery classes could be started there in some cases. I am quite convinced that we shall get no nursery schools out of the Ministry for several years, and therefore I think it is up to us to make the best of the accommodation we **have** got, and I think also, that we must do everything possible to impress the nursery school idea into the minds of people as being the normal thing for all children.

I was particularly glad to hear the President of the National Union of Teachers taking the same point of view. If the teachers support it I am sure we shall be able to manage it.

I have now very great pleasure in introducing someone who is very well known to all of you, Dr. Evan Davies.

Dr. EVAN DAVIES, M.C., M.A., D.Phil., Chairman, Nursery School Association. Former Borough Education Officer, Willesden.

What is a Nursery School? It is not a creche, a day nursery, a residential nursery, or any similar institution that acts as a substitute for maternal care. It sets out to provide an extension and enrichment of the opportunities which a good home should provide. At its best it exists not to supplant but to supplement the home, to help the family to stimulate and aid the development of the child's potentialities. In this country it covers the years of two to five, when it acts as a bridge to help the child to pass from the intimate and exclusive relationship of the mother, to the wider relationship between the individual and society.

The more perfect the home, the better the nursery school functions. But the quest for perfection is beset with difficulties. Frequently the nursery school has to depart from its true task of completing the parents' work, in order to correct parental and other failure. There is a danger that owing to the fewness of nursery schools, that this remedial work comes to be regarded as its main function—to serve as a hospital for psychopathological cases. As I hope to demonstrate later, it can render invaluable service in this direction, but its main task is educational.

One of the principal duties of those responsible for education is to provide an environment where the inborn potentialities of the individual, those qualities of the central nervous system, determined by the ancestral genes, can come to full fruition. This environment must be both material and personal, since it not only assists nature but is complementary to it, implanting skills and imparting as much of the accumulated wisdom of the ages as the child can assimilate. During the years of two to five, the nursery school provides the environment and the opportunity. It is a children's world where the material and the personnel, has been planned and selected to meet all their growing needs.

On the material side, there is an outlet for all the driving forces inherent in their make-up, and also the means to divert aggressive urges into purposeful constructive activity. Here space, fresh air, food, rest, exercise, combine to produce perfect physical health, while the wide variety of activities, stimulate sound intellectual, emotional and social growth. Neither the modern cellophane home, whether on a housing estate, or in a block of flats, nor the tenement of a modern city, can provide the physical amenities that the nursery school provides. When this is combined with the right social background, the companionship of contemporaries, and the overall care of those specially selected and trained to understand their ways, the full growth of the child becomes possible.

Here we see during physical growth through the right use of materials the dynamic forces ever present in a young child's mind becoming dynamic qualities of character, by the early exercising of

initiative, ingenuity, effort, curiosity, experimentation, exploratory interest, sustained attention and persistence. Failure to give them this physical opportunity, produces a sense of frustration, the dynamic forces become stultified, the character weakens, to be followed later by the cliches of the school reports "could do better if he tried," "lacks initiative," "incapable of sustained effort" or as one schoolmaster put it "an unenthusiastic spectator of other students' efforts." Despite the intellectual winnowing at the age of 11, and again at 16 and 18, university authorities are concerned that as many as 17 per cent of their students fail to graduate. They attribute this not to low intellectual potential, but to character failure, when students are deprived of the close supervision of the schoolmaster, and thrown on their own resources. We can only surmise how much of this is due to the strangulation of these dynamic forces during the early formative years.

This period of intense, bubbling, physical activity also brings into play all the kinds of thinking possible at this age. It is obvious that intellectual growth follows closely on the physical. According to one writer "The child's early thought shows itself largely in activity, but with the development of speech it becomes increasingly abstract, so that problems can be held in the mind and solved, without activity being obvious." In other words, as the child becomes more articulate thinking proceeds from a manifestly active level to a more verbalised abstract level. Hence the importance of words, words, words!

Research has revealed, that where the early environment has been favourable, children at the age of two and a half have an average vocabulary of 1,500 words, as compared with the 100 words of the less privileged. The nursery school provides the intellectual stimulus that all children need, and can be specially helpful, when the home environment has been unfavourable. Language after all is the vehicle of thought, without which abstract thinking and reasoning becomes impossible. Hence the importance of the story, song, rhyme and poem, since they stimulate recreative imagination, thoughts come to exist on a linguistic basis, while the retelling and the repeating brings into activity the motor part of the speech reflex, and the child thinks aloud. When speech becomes more free, the child's conversation is listened to with sympathy, his questions patiently answered, and he is provided with a variety of situations and experiences that demand thinking, and interpretation in words. Without all this even the bright, inquisitive, curious, effervescent child can become dull, lethargic, intellectually stultified and quiescent. Even those who belittle early influences will concede that an early unfavourable environment can at the age of 11, make a difference of 10 to 20 points in the I.Q. of children of equal inborn intellectual potential. This is obvious to anyone who has studied the types of schools from which the majority of grammar school pupils are recruited. You cannot give equality of educational opportunity at

the age of 11. It is difficult to assess how far the low intellectual equipment of an adolescent has been biologically inherited, and how far due to his early material and social environment.

Important though the contribution, which the nursery school makes to physical and intellectual growth, it is in the process of emotional growth, when irreparable harm can be done to the child, that the nursery school can perhaps make its greatest contribution. If the home is good, it provides, in addition, opportunity for sound personal relationship with someone other than the child's parents and family, in the persons of the staff of the school and the children. Where home conditions are not good it provides "a tolerant and steady framework in which experiences can be lived through." The personnel of the nursery school, ever stable, ever objective in their outlook, can help to create a sound attitude to reality, and develop a cheerful confident attitude towards life.

Much stress has been recently rightly laid on the harm done by the separation of the child from the mother, for long periods. But in my opinion insufficient attention has been given to the troubles which arise from the frustration, and irritabilities, and worse, during the years of two to five when mothers and young children have no respite from each other's company, and are penned up in a small house, flat or tenement. The children denied the space to run, climb, make a noise, and thoroughly let themselves go, frequently drive their mothers to distraction. Indeed for the parents the years of two to five can be difficult years.

These figures quoted from the last annual report of the N.S.P.C.C. are indicative of what can happen in extreme cases. During last year the Society had to intervene in 25,780 cases of young children of two to five. There were 8,590 cases for each year of two to five as compared with 5,318 for each year of five to 15. It has been suggested to me that for every case that required the drastic intervention of the N.S.P.C.C. there are many more, could be as many as ten on the fringe which can give us the alarming total of 250,000. The last report of the Home Office on the work of the Children's Department states "The number of persons convicted of neglect or ill-treatment and the much larger who engage the attention of such agencies as the N.S.P.C.C. are known, but there can be little doubt, that much neglect that results in children suffering in some appreciable degree, goes unnoticed, and unreported."

I should like also to add that nearly 10,000 children under five were killed or injured in street accidents in 1955, the highest number in the three to five age group; 890 children under five were killed in their own home, the highest number between two and three. The mortality figures of children of one to five for the year 1954 reveal that the principal cause of death was accidents of various kinds. I am giving these figures to illustrate, that for neglect and cruelty, street accidents and accidents in the home, the two to five age group is a vital period.

Nursery schools, while not the sole solution, can do much to prevent neglect and cruelty, by easing the emotional strain in the homes and keeping the children from going into care. Children's Committees and their officers are making every effort to keep children with their parents. Would not nursery schools help in this connection? They have also adopted the policy of placing young children in foster homes rather than Residential Nurseries. Would not a nursery school help not only in easing the difficulty of securing suitable foster parents, but also in giving the child the happy experience of home life, combined with companionship outside the home.

Let us also not forget that at the end of 1954 two-fifths of the 480,000 available hospital beds in this country were occupied by mental patients. Further in the opinion of the psychiatrists working for the L.C.C. the genesis of mental disorder in 87 per cent of the new cases they examined in 1953 lay in the pre-school years.

While it is not claimed that nursery schools are the panacea for all these evils, they can have a considerable remedial and preventative effect. Here a happy understanding can exist between the mother and teacher. They meet daily, there are frank discussions, the teacher can give an objective, unemotional view of the child, and the mother reveals conditions and circumstances, of which the teacher is ignorant. A mother's love is a great motive force, but without wisdom and knowledge it can have disastrous results. There are far too many miniature pampered egotistical Kaisers, repressed and frustrated Hitlers and Stalins in this world. These need never have existed had the mothers in time been helped to handle their children confidently and wisely, and so prevent troubles arising which lead to maladjustment. The Report of the Committee on Maladjusted Children 1955 states " It is often in these early years when the seeds of future trouble are sown or the first symptoms appear, though they may not be noticed till the child goes to school."

What all children also need is the " rough and tumble " companionship of children of their own age, under the guidance of those who understand them, and their ways. It is only in the company of other children that a child fully reveals himself and problems can be detected, and solved, before they become serious. No being can be more pathetic than the solitary child playing in a suburban garden, or on a high floor in a block of flats, or trotting behind his mother on a hurried shopping expedition. Every child needs this children's world, which foreshadows the other homogenous worlds outside the family. Here he gradually accepts contemporaries as satisfactory companions, and experiences in their company sound co-operative behaviour. In other words, he learns to be a little democrat, and unless you become a democrat by the age of five you never wholly become one, since after that age social adjustment becomes a conscious effort and difficult of achievement.

Therefore in the promotion of physical, psychological and social

growth the nursery school can make a valuable contribution. This has been recognised by our Legislature, which in 1944 imposed on Local Education Authorities the duty of providing these schools. Hitherto only a few enlightened authorities have responded. Held back by circulars and administrative memoranda, only a glorious few, who refuse to recognise the impossible, have built, and are building, new nursery schools and re-opening, and establishing new nursery classes.

What is the principal weakness of our educational system? It lies in our failure to utilise to the full the varying inborn potentialities, and the individual abilities and aptitudes of our children. The individual is lost in the mass. In the nursery school, where the group is reasonably small, these qualities are revealed and developed, and if this were followed by a drastic reduction in the size of classes in our infant and junior schools, the same process could be continued, and mass teaching would really come to an end. On this could be built a sound system of secondary and continued education, where election by pupils and parents, rather than selection by the authority, would determine the choice of schools or courses. Nothing but disappointment and disillusionment awaits us if we continue to add to the superstructure before the foundations are strengthened.

Finally what are the lovable characteristics of a young child nurtured with love and understanding. His trust and credulity; his faith and his courage; his honesty and friendliness; his purity and joyousness. Are not these qualities worth nurturing, preserving and fostering? In the words of Emerson "Infancy is the perpetual Messiah which comes to fallen man, and pleads with him to return to Paradise." We may have strayed far from the Elysian Fields, but let us try to prove to our young children that "all the glory has not passed away from the earth."

THE DISCUSSION

Miss E. M. PARRY (Inspector of Nursery and Infant Schools, Bristol Education Committee.)

I feel extremely unworthy standing here to represent you, and I hope I can lead you into something positive for us to discuss, following a few comments on the excellent speech Dr. Davies has given, and the wonderful morning that we had.

During the war years, when England stood alone, it was said to be our finest hour. Well, according to what was said this morning the nursery school schemes stand very much alone in the list of priorities of county colleges, technical college advancement, and so on.

Perhaps this is going to be our finest hour. It is a challenge,

and we probably will be able to review the things that the nursery schools have done for children, and review them in the light of what this new social era represents.

We are apt to look back and say "Nursery schools are this, that and the other: we need this kind of building; we need this kind of staffing," and tend to overlook some of the problems that are immediate to us. First of all let us take the question of propaganda. We have heard this morning from one of our speakers that even members in our own profession are not yet convinced of the value of nursery schools. What are we doing about it? Are we just meeting in our nice, comfortable little nursery schools and deploring the fact that we cannot do very much about it, or are we by contact with people outside the profession, drawing people in who might strengthen our cause?

I am positive that if members of the British Medical Women's Association were asked what they felt about mothers being relieved of the strain and stress of full-time care of the young children, they would support you; they would know of many instances of frustrated and tired and weary mothers.

How much have we joined with Women's Institutes, and have we used their facilities?

Now that is the first point for discussion, and I would like to suggest that if we do not discuss it here you should take it to your own area: let us try to strengthen our cause by bringing in those hundreds of women all over the country who know the value of nursery education for the **normal** child. After all, we are so easily misled by the emphasis of the malajusted child, the deprived child and so on, the social misfits in our nursery schools.

The second point for discussion I would like to suggest to you is "Ways and Means." We have been told by our Chairman this afternoon that we are very wishful-thinking in terms of new nursery schools. Well, suppose we are: what are we going to do in the interim period? There will be an interim period where we may get a few nursery schools or no nursery schools. Are we just going to sit back and try and make do with the limited resources that we have. That is a point I would like discussed.

First of all, when we think of the value of nursery schools, they are to supplement, not to substitute the home. Now, in our social life, what is the pattern of the home? First of all, we must accept whether we agree with it or not, that women are essential to our national life in the field of the professions and work.

We have 1,500 children in either nursery schools or classes in Bristol, and only 27 of their mothers have to go out to work; so this is quite a different pattern. Therefore, we in our city could not make a case for the nursery schools on industrial grounds, but we still do not have enough.

And when you think that the teaching profession alone would collapse unless you had the married women in it, that is a problem

that is challenging us at this time. Therefore just to say quite categorically that you must not encourage women to go out to work is not going to help much. The women are out at work for various reasons, and in some professions—the medical profession, too, women choose to go out to work for some time, though it is not necessarily full-time. Now, in this social background the women are required: in some instances they want to go out, and the whole pattern of family life must be adjusted accordingly.

So that I think if we are thinking together about nursery school advancements, we must not forget this problem; but just to say we are providing some sort of nursery school or class, or whatever the provision may be, but not expand, that is where we go wrong so many times—not expand the numbers of nursery schools—I think that we are defeating our ends and we are letting people get away with it too easily.

Now, when we think of Ways and Means, it is not so very long since the parties who were thinking in terms of children attending school for only part of the day, were not very favourably received by several members of the same profession. Now, again, I think that we can discuss the value of the part-time nursery school provision. It was mentioned this morning in connection with nursery centres in flats.

Again, there is another development that might be possible, and that is something we have done in our own city—part-time for a group of children in an existing nursery school; and you should have many, many doubts about the advisability of introducing that sort of nursery school education. I think it will have to be extremely carefully planned, but I feel that if you have fundamentally the needs of children very close you will not make many mistakes, because the children will tell you whether you are making mistakes or not. And so Ways and Means does not necessarily mean just duplicating the number of nursery schools. That I think would be dangerous.

In the city where I work we have 13 nursery schools, but I think we have only two working with part-time groups, very carefully selected, very carefully planned. But that is one way of showing and proving and giving the children—which is the most important thing—the sort of day they want. You may find that comparatively few do not favour a group of children coming into school on a part-time basis and alongside other children who are on a full-time basis, but I think it would make a very interesting discussion.

There is another way that you might try, and that is the formation with the help of community centres and social services, the sort of thing that we call in our city, Toddlers' Clubs. When that sort of thing is discussed I think the first thing is to make sure that the principles of nursery school education are adhered to.

How many people have thought of getting Townswomen's Guilds or the Nursery School Association or linking up with the Nursery Schools to start such an experiment?

I think, too, that there are other opportunities for people talking about the admission of children of 4 or 4½ to infants' schools. I think it is beset with many difficulties. First of all, for a point of discussion, you must be sure that you are going to get the trained personnel to deal with this new influx of young children.

The second thing is, has it got to be a baby class? I think myself most of the enlightened authorities closed their baby classes with the bulge, and if they are reopening them I would suggest that it might be a very good thing and a good resolution to say that they ought to be brought up to the standard of a good nursery class. It was thought that a baby class was the one way of getting them into school early, because so many people thought that because you were getting them into school early they would of necessity read much earlier; and so many baby classes would if you are not very careful, get that sort of environment and there might be more harm done than good.

So when I was asked to lead this discussion I wanted to make these two points: Are we using our propaganda well and are we using it enough? Have we made our case strong enough?

You have all the facts that Dr. Davies gave us. They proved that nursery school work is the right environment for young children's full development and character building, but I wonder how many people have assimilated those dreadful facts that the community is responsible for—no one else—those facts of the poor young children and their maltreatment in the early years. Do you realise that the N.S.P.C.C. deal with 3,000 cases a year in the two to five age group, more than any other age group, than the whole of the five to fifteen? Did you notice the alarming figures of accidents to the two to fives? You can only convince some people by statistics, and I wonder how many nursery people have used these figures in propaganda; and whether we have understood this change to a new era, this new social environment; whether we are not looking back too much instead of looking forward.

We are talking about equality of spirit, equality for sexes and so on; what impact is that going to make on our nursery teaching?

Well then, having assimilated these things, what are we doing about it? If we cannot get our nursery schools immediately we can only prove they are necessary by showing that the children who should normally have it can benefit by nursery school education, and by only catering for the maladjusted and difficult you are accentuating that special side of your work.

And so, with those two thoughts: the need for a more virile propaganda, and accepting the challenge that we are really up against it, let us see whether the Toddlers' Club, the part-time nursery education, part-time group in an ordinary nursery school, the development of nursery centres and efforts of that sort, would not help us to strengthen our case when we are discussing the problems of the education of children under five.

I am hoping following this there will be evidence from various parts of the country of people who have accepted this challenge.

You can get round Ministry circulars, which are very vague in various ways, providing—providing you do nothing illegal. And there are many ways of avoiding that.

Miss MARSHALL, Hemel Hempstead New Town, made a special plea for nursery school provision in the new towns. On the master plan, there was a plot in each new town for nursery schools. Hertfordshire was an excellent L.E.A., but it was financially impossible for the authority to develop extensive nursery schooling. The plans for nursery education in new towns should be helped from central funds.

Miss CRYER, Lancashire, said that in Lancashire children were encouraged to go, below statutory school age, into schools where there were spare classrooms. There in these so-called Reception Classes, they received nursery training in preparation for infants' school. The children benefited greatly and parents, as a result, were becoming more interested in nursery education.

Whatever use was made of empty classrooms for provision for children under five, it was important to maintain good standards of nursery education. A room must not be utilised simply because it was empty, to take in children under five. Other necessary amenities must be supplied, additional to that " empty room."

In reply as to how a part-time group in an existing nursery school worked, Miss PARRY gave the following explanation :

Bristol has experimented in two entirely different types of nursery school. One nursery school was a large one of 120, consisting of five groups, and the other one was a small 40-unit.

It all came about because we in the city had a tremendous waiting list, and we realised what was happening was that the children were getting in for special reasons and our plan in educational work was not materialising in the right way.

First of all, you have to select the sort of nursery school that you would dare do this experiment in. It would be folly to think of this work in every school. I think that is one of the most important factors. We looked at our 13 schools and we searched through the waiting lists, and then we decided that our first experiment would be a nursery school which had a catchment area in two kinds of district. There was the old district of St. Werbergh, which consists of street on street of very little character, very crowded, very poor in many instances; but on the other side of the railway bridge there was the beginnings of a new estate where there were more modern houses and where there were families that seemed to be smaller and so on, and we thought in our ignorance that this would

be the right spot to do it; because we thought, thinking about what we had done for many years in nursery school education, that the full-time nursery school would serve the poorer social district: we thought it would serve those larger families and so on. And we thought that probably in order to get the children who were the only child, or children whose parents appreciated nursery school education, that we could do that, filling up in the first instance our part-time group. But it did not work out that way at all.

We found there were 70 on the waiting list at St. Werbergh's and so out of that 70 we notified the mothers that we were going to have this part-time group in order to suit the needs of the children. We needed to know lots of facts before we would consider whether their children could come into the nursery school or not. First of all, it depended on the sort of day that the child had at home as to what sort of conditions we would have him in school. For instance, there were two outstanding things that came out of that research. There was the child who got up early in the morning with father at half-past six, pottered round the house, had breakfast and then about ten o'clock curled himself up on a couch and went to sleep.

Now, because of the social conditions of that home, that child should have had a nursery school education, but because of pressure would not get in. When we knew those facts we said "All right: this child's parents have said that he likes his rest in the morning because of the conditions of the home, therefore we will have him in the afternoons." There were five or six young children in the family, and adolescents in the family too, where the hours were long, and that child was drugged with sleep at 8.30 in the morning. And when we thought we were in a position to get him into the nursery school we realised that the mother must have had a terrible task, dragging that child rather sleepily along to the nursery school, so the first thing we did was choose our nursery school carefully and have a look at the parents and the sort of day that the child had.

One of the things that we insisted upon was what kind of mid-day meal was this child having, and who would bring and fetch him and what sort of things would the mother do with him for the rest of the day. We made very careful records of the sort of things they told us the day would include; and having got this we then chose the 40 children, 20 for the morning and a different 20 for the afternoon, who would benefit from or would want part-time nursery school education.

We chose a room at the end of the building so that when the mothers came at 12 o'clock they would not disturb the rest of the children, or the children who were in full-time would not want to go home with mummy.

The other thing we found was that when the children came into the afternoon session they did the quieter things in the afternoon, either always at the far end of the garden or indoors so that

whatever they did would not interfere with the rest period of the other four groups. All those things had to be carefully considered before the plan was put into action.

We have had no difficulty in filling the part-time nursery groups in both schools. In fact, we have had as many mothers asking for children to go to the nursery school in the afternoons as we have in the mornings, which was a surprise to us.

In the small nursery school the waiting list is very much longer for the children who want the afternoon session.

The interesting thing is that we are getting teachers from other nursery schools to expand our part-time system, but I think although we are ready we could not expand, of course, unless we consulted the Ministry of Education; and I think that is right. It would be dangerous to just do it willy-nilly, and I think our safeguard is that we have to ask for permission to do this experiment. I think I can say categorically that there is only one more nursery school out of our 13 that we can expand this system, simply because our other nursery schools, for many, many reasons are unsuitable and we can be quite honest with you—we have some nursery schools that still resist the idea of part-time nursery education.

Miss ELLIS (County Inspector, Staffordshire).

I would like to ask Miss Parry whether the Ministry accepts for grant any part-time nursery education.

Miss PARRY:

I do not think you would have any difficulties of getting your grant; we have not, and I am sure if other authorities feel there is a need for it there is no reason at all why you should not get support if you approach the Ministry in the right way. That is my experience.

Miss ROBERTS, Nottingham.

I have 30 children, full-time children, and after a lengthy interview with the Director of Education, I was prepared to start on a half time basis from after the summer term in 1955. The first full-time children to leave are replaced by part-time children, one morning child and one afternoon child, and so it has gone on for a year and now I have eight full-time children, all of whom will have left me by this summer term and I shall then have a completely two-sessions school.

It has been watched very closely by the Education Committee, and I think that we are succeeding. But as regards meals, we did have to lose our cook for financial reasons, and now we receive container meals.

Everybody is quite willing to co-operate because it is an experiment, and difficulties can be overcome.

Miss CRONIN

In London the L.C.C. had introduced part-time nursery schools, in addition to full-time ones. There was but little emphasis on feeding and sleeping in the part-time school; they were established to cater for the children's educational and emotional needs. The children in these schools were not those who would be better in full-time nursery school. Many were only children—only about half came from the flats of the housing estate on which her school was sited and they benefited, Miss Cronin felt, from part-time attendance. Many parents kept their children away altogether, rather than send them whole time.

Miss LAURENCE, Cheshire Training College, Crewe.

Heads of secondary schools needed to be convinced that nursery teachers must be of good calibre. It was most trying to meet the report "Nice girl . . . would do for young children." The scope of nursery teaching should be more clearly explained to young girls. Too many felt that the nursery teaching meant handling a restricted age range. Potential teachers did not realise that the Nursery School Association stood for the interests of children from two-seven years old, and that that was the real span covered by nursery training and nursery teaching.

Miss ROSBOTTOM, Liverpool.

Liverpool was having difficulties in staffing her 16 nursery classes. Two were closed because teachers were in such short supply.

Miss CAINE, Birmingham.

A similar shortage was holding up the development of nursery school work in Birmingham.

Miss PALMER, Epping, Essex, suggested that the N.S.A. members visited secondary schools explaining and demonstrating the work of nursery school teachers. Recruitment might thus be helped.

Miss M. VERE JOLLY, Sheffield.

The recruitment of nursery teaching trainees was far less difficult than retaining them after they had qualified. When they left training college many girls became infant teachers.

Miss JACKSON said that to interest the older girls at secondary school in training for nursery teaching, the N.S.A. was shortly publishing a pamphlet describing fully Nursery School Teaching as a career. It was detailed and comprehensive, and would be most valuable in all secondary schools.

Miss MORRISON, Glasgow.

In Scotland the pamphlet was to be sent to all Directors of Education, convenors of Education Committees, members of Councils and heads of secondary schools.

Miss THORNE, Brighton, agreed that factual and statistical information should be readily available for propaganda about the purpose of nursery schools.

As a member of a Children's Committee, she thought it would be helpful to foster parents with whom children in care were boarded out, if nursery schools existed in the vicinity. The trained staff there could, when necessary, advise and guide foster parents.

Mrs. WILLIAMS, London.

The flood of mothers going out to work could not be stemmed, but the part-time school had much to commend it. As a corollary, could not the N.S.A. suggest to those in authority that married women could undertake part-time work in nursery schools?

Miss PARRY said married women were used part-time in nursery schools—which was a good idea. If this development could be kept going it would work out and do no harm to mother or to child.

Mrs. GODFREY, London, criticised the time schedules of nursery schools. Mothers had sometimes to walk half an hour to take their children to a school which kept the child only for a three-hour period. The majority of mothers, she thought, favoured full-time nursery schooling, but at more flexible hours. Certainly not from 8.30-4.

The N.S.A. should be brought more effectively to the attention of the press and the public.

Mrs. HAMILTON, Guildford, Surrey, announced that good publicity was being introduced in Guildford. Different local organisations were being notified and invited to a big public meeting. People, she felt, wanted and needed first hand knowledge about nursery schooling.

Miss ROBERTS, London.

We have part-time and full-time nurseries in London, and I would like to put in a plea for part-time nurseries for their own sake, because there are a good many mothers even nowadays who have not a lot to do, who only want part-time nursery schooling, and who have told me they would not send their children to the full-time school. They enjoy their children's company, and they are glad to feed their children; and their children should be able to go, particularly the children we get experience of in the nursery school, without having the children away from them the whole day.

So I hope that part-time nursery provision will be made available for those parents who want it.

Whilst I admit there is a very great need for more full-time nursery provision, I do feel that part-time nurseries should have a place of their own, not as a temporary, but as a permanent measure in the education system.

RESOLUTION

Dr. JOHN D. KERSHAW, M.D., B.S., D.P.H., Medical Officer of Health, Colchester.

There are two ways of trying to sum up a Conference like this, and I do not think either of them is easy.

One is to review the speakers one by one and to try and recapitulate what they have said; but with so many people who have covered the same topics from different points of view, that I am not going to do. What I propose to do is to try to give you my own general impression of the Conference, and if I go into a branch or occasionally a pronunciation of my own, you will have to forgive me.

We got off to a good start. We began with our first two speakers: a doctor who turned out to be a really humane philosopher, and a child psychiatrist who turned out to have a sense of proportion. And when you have the case histories to solve that they represent, it is bound to be a pretty good Conference.

But I was just a little apprehensive during some parts of the morning, because in the early stages we ranged pretty widely over the total field of education, and I began to wonder whether it was really appropriate that we should go so widely over the educational field when we were really primarily concerned with the comparatively small field of nursery work.

I can remember a story about an architectural expert who was wandering around a small town in Lancashire, and while walking he came on a large new town hall, and walked round admiring it and criticising it, and as he walked round a little man came up to him and said: "Interested, Sir?" He explained that he was interested, so the little man took him round the building, and then walked in as if he owned it and took the expert in and showed him all round it from the attics down to the basement. The expert began to wonder just who this man was, as obviously he was

going round the place like the proprietor but from his speech it was quite plain he was certainly not very much; he certainly was not one of the major local officials. Eventually he asked judiciously: "Were you in charge of one of the main construction departments when this was being built?" He answered "No." "Were you in charge of any part of it?"—"No." "But you surely must have had some important work on it in the early stages?"—"No." And then the little man said: "I just made the key for the front door."

The expert laughed—just as you have laughed—and the little man blinked up at him and said "If I had not made the key for the front door people would not be able to use the building."

And that is the sort of position we are in. The nursery schools in a sense hold the key to the front door: the nursery school is the gateway to education. And if you have not got the proper key to your front door, then heaven help the whole of your educational system.

We defined our terms, and I think nothing specific was said on the point. We did go a bit further than the use of this word "Growth." All our speakers have taken the essential point that we are building on healthy growth; that in fact we are thinking in broad terms of healthy adult life as the aim of growth. We are talking of growth and health, and we are accepting the fact that health is a very broad definition: that in addition to plain physical health there is psychological health and there is social health. Exactly where they merge into each other it is difficult to say, but merge they certainly do.

The public are beginning to realise that a great deal of physical ill-health has psychological roots, and you cannot have physical health unless you have psychological health as well. And we are now beginning to realise that much psychological illness has social roots. So you cannot have psychological health unless you have also social health.

And when we get down to these last two points, what is psychological health, and what is social health? Psychological health is the possession of the art of living with people. You cannot have anything more comprehensive in your description of psychological health: it is a matter of knowing how to live with people. And social health is concerned with the acceptance and fulfilment of response particularly to the management of a co-operative community as a free individual.

There I think I have synthesised a great deal of what has been said by several speakers. I want to emphasise both parts of it, of the free individual in the co-operative community. The co-operative community we have now accepted as a desirable pattern of society. We have decided that the choices of absolutely unlimited levels come through competition by men, but there has got to be co-operation between people.

But I think in this country at least we are taking some sort of

concern in this matter of individual freedom. In recent years I have had opportunities to see in action both ends of the political scale—in the United States of America and the U.S.S.R. And what interested me particularly is the important common factor between those two countries; in each of them a tremendous social pressure towards social formality and social standardisation.

Now that pressure is apparent in this country. It has been referred to by several speakers: our standardisation of the way of life; our standardisation of the tools of life; our standardisation of thought and ideas from the standardised press, and the standardised broadcast, and the standardised television, the main standards of the megalomists.

Now, I believe and I think again I am interpreting the feeling of others who have spoken, that standardisation absolutely confirms man's sterility: that a community cannot have authority unless it constantly has the free stimulus of individuals who can think for themselves and speak for themselves as individual people. And it is this proper provision of a free individual in the co-operative community that is an outstanding function of the nursery school. Of course, if you are going to be a free individual in a co-operative community, then you have got to be able to co-operate yourself, and even though you are not standardised you must have your standards of ethics; you must have your standards of morality; you must have your standards of spiritual values; you must have your standards of material values; you must have your standards of behaviour and intercourse as between one individual and the other members of your community.

And while it is true that the ideal for the family is the duty and the responsibility of helping the child to develop its standards for the family, essentially a didactic thing, the family cannot from the very nature of it do the whole lot; the family needs the co-operation of specialist agencies outside. So the ideal education force will be a combination of the family, hand in hand with an outside agency.

Remember that the child is growing in a world which to him is expanding, from a primitive individual conscious of nothing outside himself when he is born, to a fully responsible citizen of the world we want to see.

First, when he is born, he is doing nothing by himself; then his relationship with his mother; then his relationship with the inner circle of the family: father, mother, brothers and sisters; and then the relationship with the outer circle of the family: uncles, aunts, cousins; moving all the time a little further from that intimate, secure cocoon into something a little more remote and yet not too remote. And then the critical time when he moves out for his contacts with and his education among strangers.

There are two critical periods in the growth of the youngster. One of those critical periods is at the time of the first contact with

strangers, and in the early years of schooling whether nursery school or other school. The second critical period in the growth of the child is the adolescent, early years of adult life when the youngster is leaving the family to go out into the world.

Well, I am going to say—and here I am going perhaps to mention a secret signpost; but I did believe it myself—that many of the difficulties experienced by the adolescent in growing out of the family into the world could have been obviated and would not exist had that youngster on his earliest contacts with the world outside the family been managed in the right sort of way. In other words, the bridge between the family and school life—the nursery school—is a very good prophylactic against later disturbances in adolescence.

May I take up another point that has been raised by implication during the Conference? I like the nursery school for something that comes from it in the way of beating the system. Well, let us be candid: you must have an educational system, and if you have got to have it from five to fifteen it is difficult without its being a comparatively rigid system. And a rigid system has very little tolerance for the individual's idiosyncrasies; and when he came straight from home in the ordinary system to the infant school he has proved a difficulty in fitting in.

I remember when my own small son, many years ago, was due to leave his nursery school and go to the ordinary school, I went along with the child to the headmistress of the infants' department. I knew she was not perhaps as fond of nursery schools as some children might be. We chatted about it, and she really came clean! She said "When the children come here from the nursery school they have got too much personality." Well, to me there could not be much greater praise of the nursery school, and I believe that the personality development the children get in the elastic nursery school in those early years appears to help the child and gives encouragement when it comes into the ordinary system of education, and one of the major kinds of tension will be avoided if that person is a little more curious and has an inquiring mind.

Now, your education is a rigid thing from five to fifteen; if the nursery school can produce the inquiring mind in the classes at the nursery school stage, well, this inquiring mind has a pretty good chance of survival. And what we are giving the child in the nursery school has been pretty well stated and pretty clearly stated. It can be put in simple terms. We are developing the child in a world of his own skill; he is adventuring out of his home; he goes to the nursery school and goes home and can do things and fit in easily whether part or the whole day. He can go to the nursery school world with his own skill; he is going to go among his contemporaries, which is tremendously important, his contemporaries and his equals, because he will only learn to get on with other people by mixing with his equals. You cannot learn social habits,

how to co-operate with people and how to live with people unless you do so with your equals.

And, of course, the other thing—understanding adults. I think I would add another word there—the unobtrusive, understanding adult, because there again, as we know perfectly, the good nursery school teacher is a thoroughly unobtrusive person. Goodness knows, she has to be persuasive; she has to be in about twenty places at once all the time, but she never obtrudes. She is just there in case, and because she is there in case, the emergency never happens. She is an influence rather than a person.

Now all this is adding up to the fact that nursery school education has a great deal to offer to the normal child in the normal home, And I do not think for one moment we could go back on that or in any way go back on the fact that the nursery school offers every child an adjusted, a graduated and adjustable introduction to the wider world. It offers him just what he needs in an important, critical phase of his social education. We have got the plans to do this, as I say, and can be thoroughly proud. But we have got to do better. And we cannot do better until we have got more nursery schools, because so long as nursery schools are too few, so long is it absolutely certain that nursery schools will be snowed under with cases of social need and physical need. And we shall never be able to harden our hearts sufficiently in the face of those social and physical needs to say we will not take the needy child: we will only take the child who has no need. Therefore, we must as a first essential before we can improve at all, have enough nursery schools not only for those who need a nursery school because something is wrong, not only those who need them, but those normal children from normal homes who are coming in for ordinary education with prevention, if you like, prevention of this help of nursery school education.

What about age range? There has been criticism by one or two speakers, I think quite properly, because all children do not grow and do not mature in the same sort of age. Some children are ready to move outside the home and start in the nursery school environment even before their second birthday; other children are not ripe enough for that until perhaps well on between their third and fourth birthdays. Again, we know perfectly well from experts that some children are ripe to leave the nursery school and look at the more formal aegis of the infant school at say four and a half, whereas others cannot be ready for that transfer until six, six and a half or even seven. And it makes one wonder. And here if I can interpret some suggestions that have been made by various speakers, that there might be a case for nursery school education and infant department education running parallel for a period, say between five and six, so that the child who was ready to move from one to the other could step across when he was ready, not before he was ready nor yet after he was ready. It is something you can think about.

Now we have got to develop parental co-operation. The nursery school has to help the parents and not to refuse to help. It does help them; and I do not like those people who go around saying that nursery schools are undermining the responsibility of the parent, the family. As a matter of principle they are not. I will concede that occasionally a bad nursery school which is not bothering to co-operate may be undermining the family responsibility, but I know a good nursery school has very much in mind making the responsibility a joint one between the experts and the nursery school and the people of the home. We can go further. It is often suggested that the parents play an important part in the movement, but has anybody got up indignantly and said "Father is also a parent; he has got to be brought into co-operation." You can do that with the nursery school; there are many fields in which you must get the father to co-operate in the care of the child. The nursery schools can do that

And the final point I am going to make—ourselves. Let us have a look at ourselves. Let us have a look at our picture; let us examine our heart and take our pulse and see if we are everything the great pioneers desired. "Pioneer disease" is one of the diseases in the picture; and it takes several forms. The largest form is exclusiveness. People are pioneers; they know they are pioneers; they know they are one of one to three per cent, and they tend to feel excessively proud of this. They tend to combine themselves together in their pioneering clothes, and they often shy away from any extension of their service simply because if it were extended they would cease to have this pioneering exclusiveness. Can you think in the nursery school service there is anyone who suffers from that form of pioneering disease? One does see slight cases occasionally.

And then there is the form of disease, the "Complacent" form. It is a very incipient one and you do not always know if you have got it. I have suffered from it myself in another connection, but I was fortunately able to detect it just in time and save myself before it proved utterly fatal.

Were the pioneers right? We build up our own schools, we build up our own techniques, and after we have built them up we look at them and say "This is good; that will do. Therefore, I am good." And having reached that we take a few steps away and if anyone else comes and suggests an improvement, then he is not as good as we are. In other words, we resist innovation.

Now let us ask ourselves frankly, are we tending to think that what we have built is the only possible way? Is some of the resistance in certain quarters to part-time nursery schools due to the fact that some of us feel about whole-time nursery schools; we have always been engaged in that. I do not know; it is a possibility, and with that possibility and any other possibilities I do feel that in the Association there is a safeguard against complacency, that the Association is ready and willing and eager to take a look at itself

and to experiment. And should there be among some of the younger members still people who have got the complacent form or pioneer disease, there is a wider field before them. It is as I say a very dangerous disease and a definite bar to progress.

Well, then, if we are going forward for a lifetime service we want to develop it because we believe in it; we know it has a future, and because we know that as it develops it can become better and better.

We are concerned because of the dragons in the path. We have a strong enough case to overcome most of those dragons. The only dragon that cannot be overcome by a strong case is the dragon of economic expediency.

Now, can we sell nursery schools to the people who hold the purse strings? And that is the public. Can we sell nursery schools to the public who hold the purse strings as an investment?

All kinds of investments are very much in the air at present. Let us find whether one prefers a steady so-much per cent or nothing per cent at a fat price.

Well, it seems to me that we offer an investment that combines the best of both worlds. We invest in the children of the nation. And if this investment is followed through, if the nursery school can only become what we want it to be, if our work can go on to the fruition we are hoping for, then there will be plenty of interest in the investment.

And every child-investment will be a prize. There you are. Your steady three per cent can be a Premium Bond, and that in the end is well worth while.

Nothing else lasts. We have reason to know since 1939—all our hopes, all the material resources, what they meant: that money loses its value, that bricks and mortar lose their value, that any of the solid things—the things that our Victorian ancestors used to swear by, they may be devalued into nothing at any time.

There is only one thing that represents genuine wealth: the hope of the country is the well-being of its children.

That is our investment now, and that is why we are going to start our Bond selling campaign with this resolution—

> "This Conference asserts that the time is now opportune for greater emphasis to be focussed on the educational needs of the young child, and urges the immediate establishment of more nursery schools and nursery classes, in accordance with the provisions of the 1944 Education Act for England and Wales, the 1945 Act for Scotland and the Education Act (Northern Ireland) 1947."

Mr. J. KING CARSON, M.B.E., M.A.

Last summer a party of teachers from Northern Ireland visited as guests the Union of Soviet Socialist Republics—and, Madam-Chairman, I am not here to speak politically either for or against

the Russians. What I want to do is to tell you a true story, for two reasons.

First of all it is interesting I think to relate it here today, and also which illustrates my point: the party were taken in a very critical mood round important places in Russia. They were prepared at all times to criticise adversely as well as to praise, and one morning they were told they would be taken to a nursery school in Moscow. On arrival at the nursery school they found that its name was "No. 3"—that was the only title of it—"No. 3 Nursery School."

It was an excellent nursery school; everything was as it should be; and to the visitors it seemed obvious that their visit had been expected and that all the best had been laid on. In the course of their visit they were told that there were two-hundred nursery schools in Moscow, and that that was the reason they were numbered instead of named. They were called No. 1, No. 2, No. 3, and so on right up to 200.

Well, that seemed too much for the party to swallow, so they decided to call the Russian bluff, and as they were to visit another nursery school, one of their choice, and as one of the party that day was celebrating his 49th birthday, they said "Take us to No. 49."

They were then ushered into their motor cars and were driven to another suburb of Moscow. The cars pulled up, and here was a nursery school, "No. 49." They went in and found that everything was almost as perfect as it had been in Nursery School No. 3.

My only reason for telling you this is to emphasise the necessity for the right foundations to be laid in the education of man, and how apparently—I have not been there myself—but apparently this is realised in Moscow because the 200 nursery schools are there. Well, we, too, are realising this.

Our Chairman this morning read a message from Lord Silkin, in which he stated that the years of nursery school education are most important in the child's life; and this refers to all children, irrespective of the wage or salary scale of their parents. In fact, personally from what I have seen I think it more important that the children of the highly salaried adults should receive nursery school education than the children of those parents who were referred to not so long ago as "working-class."

The main task of nursery schools, surely, is education for normal children. This morning I was surprised at the emphasis that was placed on nursery school education as remedial education; and as has been emphasised by the proposer of this Resolution and by others, we must not fall into that error.

A similar error occurred in Northern Ireland a year or two ago. We found that Secondary Intermediate education—in England referred to as Secondary Modern education—so much emphasis was laid at that time on the work done in secondary intermediate schools for sub-normal children that the impression began to grow that

Secondary Intermediate education was solely for sub-normal children; and it created a very bad impression. I am glad, however, that we are living that down. But do not let a similar error creep into the minds of the general public about Nursery School Education.

Recently, three Education Acts have been passed in the United Kingdom. They are referred to in the Resolution; and these three Acts give a great opening for nursery school education. Ten years more or less have expired since the Acts were passed. Not a great deal of progress in nursery school education has been achieved, but I do congratulate the County of Lancashire, Madam Chairman, on the splendid progress made there, as stated earlier by you. I think it is a credit to the country, and I am sure we can all feel that.

For this reason, Madam Chairman, I have very great pleasure in seconding this Resolution.

Miss MORRISON

In speaking for the Resolution I should like to point out first of all that the Acts referred to in the Resolution have not been carried out.

I am sure we are convinced that it is in the early years that are laid the foundations on which a much broader education can be established, and without which we as a nation cannot go forward.

I have very great pleasure in seconding the Resolution.

The resolution was then put to the meeting and carried unanimously.

Specialist Printing Company, 97 Ashmore Road, London, W.9.

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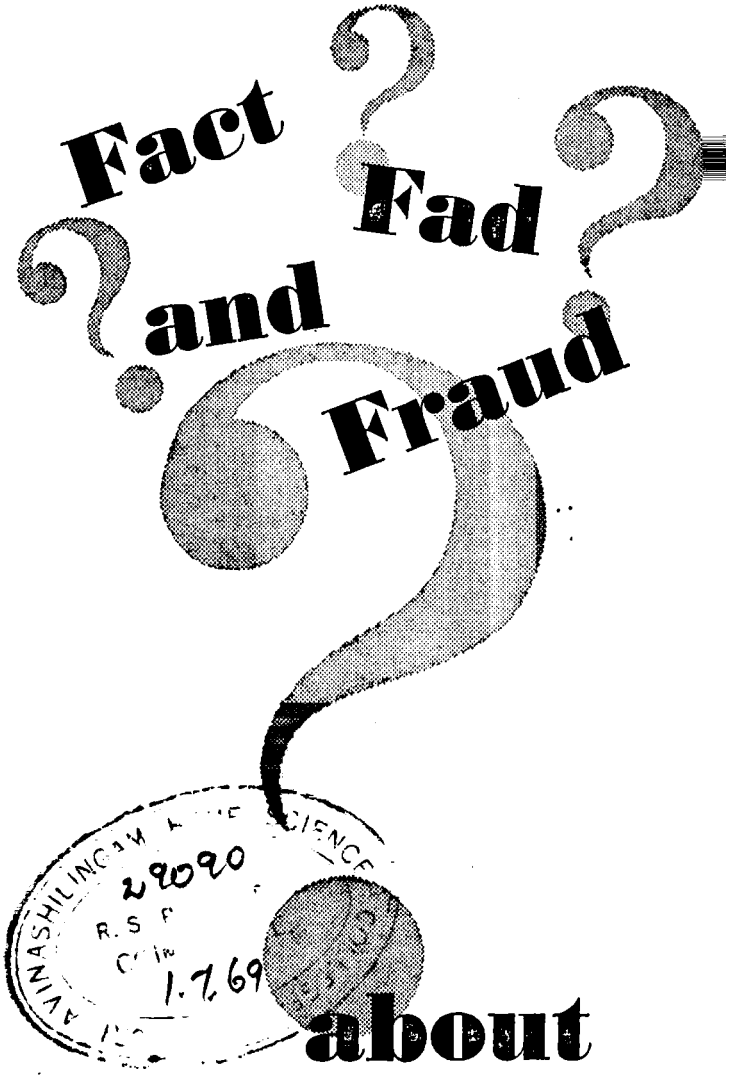
Fact Fad and Fraud about Food



MICHIGAN STATE UNIVERSITY
Cooperative Extension Service
Home Demonstration Work
EAST LANSING

Fact, Fad, and Fraud About Food

Do you choose your meals by fad, or from the facts proved by scientific research? Does the constant stream of new or revived notions about food puzzle you? Perhaps a few basic facts may help.

Following food fads may be very dangerous. This is especially true if peculiar diets and special nostrums take the place of proper medical treatment.

Unfortunately, commonsense advice about menu selection never seems so exciting as the bizarre exaggerations of the food faddist.

Most food fads are expensive. Downright food frauds are even more so.

The questions raised here are answered according to fundamental principles agreed upon by reliable authorities.

STOP READ THINK

Try answering these questions and then turn to page 5 and see how you agree with the scientists.

QUESTIONS

About Meal Planning—

1. Are there combinations of foods that are better used by the body than other combinations?
2. Is there any "rule of thumb" that will make sure of a "balanced diet"?
3. Should everybody take a vitamin concentrate?
4. If one has a craving for a certain food, does it prove that the system needs it?
5. Can a "perfect" food be purchased in tablet form?

About Milk—

6. Was milk not meant to be a food for adults?
7. Are milk and cheese constipating?
8. May milk and cherries be eaten at the same meal?
9. May fish and milk be eaten together?
10. Does pasteurizing milk destroy its nutritive value?

About Food and Disease—

11. Do butter, eggs, and cream cause high blood pressure?
12. Which foods will purify the blood?
13. Are there patent medicines that are helpful in overcoming diabetes?
14. Are "natural" sugars better than manufactured sugars as a part of diabetic diet?
15. Does too much milk cause arthritis?

About Digestion—

16. Are vegetable fats any easier to digest than animal fats?
17. Does eating a high calorie meal at night add more pounds than eating the same number of calories in the morning?
18. Does drinking water with meals interfere with digestion?
19. Is coffee better for one if sugar and cream are left out?
20. Does smoking aid digestion?

About Chemicals—

21. Is bleached flour harmful?
22. Are bread softeners injurious?

23. Are mold deterrents used in bread harmful?

24. Is the fluorine added to drinking water in some cities a health hazard?

25. Are insecticides used in spraying vegetables poisonous to humans?

26. Are products grown with chemical fertilizers safe?

27. Are tomatoes too acid to be eaten?

About Minerals—

28. Does soil that is depleted produce vegetables and cereals of low food value?

29. Are mineral waters good sources of the minerals the body needs?

30. Should everybody take extra iodine?

31. Should iodized salt be used in canning?

32. Is blackstrap molasses very rich in minerals?

About Cooking—

33. Are vegetables put through a juicer especially nutritious?

34. Does beet sugar make as good products as cane sugar?

35. Does cooking in a pressure saucepan save vitamins?

36. Is it harmful to cook foods in aluminum utensils?

37. Is it true that canned foods often spoil if the cook does not feel well when she cans?

38. Is aspirin a good food preservative?

39. May foods be allowed to stand in opened tin cans?

40. Is blanching necessary before vegetables are [illegible]?

ANSWERS

About Meal Planning—

1. There are no "magic combinations." Meals furnishing a good variety of the vitamins, minerals, and proteins needed for body growth, repair and functioning make for efficient use. They are not so likely to be wasted as when too much of one vitamin and not enough of some mineral are eaten at the same time.

2. There are many ways to combine everyday foods to furnish all the nutrients needed in a day. For homemakers serving meals from the usual American food supply, it is well to check to see if the following protective foods are served every day:

1 or 2 servings of meat, fish, poultry, dry beans, or peas.

1 or 2 eggs (depending upon the amount of meat eaten).

1 or more servings of green or yellow vegetables.

1 or more servings of tomatoes, citrus fruit, or fruit or vegetables straight from the garden.

2 or 3 servings of other fruits and vegetables.

**2 or 3 servings (cups) of milk or equivalent in cheese (2½ to 4 ounces).*

†*1 or more servings of whole or enriched cereal or bread.*

†*1 or more servings of butter or fortified margarine.*

3. Most authorities agree that vitamins are supplied safely and economically in a well-chosen diet. The one vitamin which must be supplied from another

*More is needed for rapidly growing teen-age children.
†Number of servings depends on the calories needed.

source is Vitamin D for growing children, at least from October to May. This may be supplied as Vitamin-D milk, or as fish-liver oil. If a special diet is recommended by a physician, he may also suggest that the particular vitamins left out of the special diet be purchased at the drug store. . .

4. Since a craving is usually for some food which is particularly well-liked or for one to which the person is accustomed, it is more likely to satisfy a wish than an actual body need. Unfortunately, poorly nourished persons very often do not "crave" the foods which contain nutrients of which they are badly in need.

5. No. The body's food needs make a variety of foods necessary. For one thing, the amount of bulk supplied by fruits and vegetables would be difficult to obtain in a tablet.

About Milk—

6. The nutrients which cause milk to be an excellent food for children are also needed by adults, though often not in such large quantities. It is an especially valuable food for elderly persons since it is high in protein, minerals, and vitamins, and can be taken by persons with poor teeth or none.

7. Milk and cheese are not constipating; on the contrary, the salt content may be laxative.

8. Yes. The reaction of the normal stomach is naturally more strongly acid than cherries or any other food. Milk is curdled in the stomach even when taken alone.

9. Yes. If both the fish and milk are fresh, there is no reason why they should not be taken together. Gross overeating of any combination of foods is liable to cause indigestion.

10. No, except for some loss of Vitamin C. Milk is not a very high source of this vitamin, anyway.

About Food and Disease—

11. There is some evidence that a substance called *cholesterol* is involved in changes in the walls of arteries. However, the body manufactures cholesterol even when it is not supplied by food. Butter, cream, and eggs do contain cholesterol. Until more is known about the role of cholesterol, a good rule is to eat moderately of all foods unless your doctor specifies otherwise.

12. No food can be said to purify the blood. Blood is a body tissue which readily reflects changes in the kinds of food taken. If the blood needs "purifying," medical attention is required.

13. No. The only scientific treatment of diabetes includes a prescribed diet and, perhaps, insulin.

14. No. The end product of all starch and sugar digestion is glucose, a product which the diabetic can use only in limited amounts.

15. No. There seems to be a disturbance of the calcium deposits in bone in one form of arthritis. This is probably due to hormone changes. It is even possible that more calcium in the form of milk might be needed.

About Digestion—

16. Fats, in general, are more slowly digested than other nutrients. There may be slight differences in the speed of digestion of various fats. In healthy persons, all fats are thoroughly digested. There is probably a greater difference between the functioning of two digestive systems than between the speed of digestion of two fats. If foods high in fat have been limited in a special diet, all kinds of fats are excluded.

17. No. Food is either burned or stored. Whether or not it is stored depends on the amount of exercise taken, regardless of the time it is taken.

18. Drinking water with meals, in a reasonable amount, might actually aid digestion by stimulating

the flow of digestive juices. Water should not be used to "wash down" food.

19. Coffee is a stimulant and not a food. Cream and sugar add calories, but make no other difference in the effect of coffee.

20. No. In fact, smoking may retard digestion.

About Chemicals—

21. No. Harmful bleaching chemicals are not allowed by the Federal Food and Drug Administration.

22. There are many substances used as bread softeners. Actually, shortenings, dry milk, and eggs fall in this class. Some bakers use chemical softeners. Certain of these have been proved harmless, others may not be. The Food and Drug Administration has banned the use of a few chemical bread softeners. Others are under investigation.

23. The mold deterrents in most common use are not harmful.

24. Fluorine in water supplies, in the proper proportions, has been accepted by dental and public health authorities as a means of lessening dental decay. Extra fluorine should never be taken without a personal prescription.

25. Insecticides represent a modern problem which is being constantly investigated. The Insecticide Division of the United States Department of Agriculture is responsible for the registration of all insecticides. Before one can be sold interstate, information on its effects on quality and safety of food must be submitted. Insecticides are a necessary part of modern food production. Without them, sufficient crops would not be possible. Safety lies in allowing the use of the proper ones and banning the use of harmful ones.

26. The form of mineral application to the growing plant makes little difference in its final mineral content. Plants make use of the minerals they need from

both chemical and "natural" sources. After all, chemical fertilizers are made from "natural" rock.

27. No. Tomatoes are acid as eaten, but after digestion the minerals left are the opposite—alkaline. The body needs both acid-forming and alkaline-forming foods, which a mixed diet will supply.

About Minerals—

28. Experiments conducted to date seem to show that depleted soil lessens the *quantity* of the crop but not its quality.

29. They are very diluted—and expensive—sources. For example, milk contains more calcium than concentrated lime water.

30. All persons living in Michigan need to look to their iodine supplies, since the drinking water and the plants grown in the area are low in iodine. Iodized salt has been proved to be the most practical method of obtaining the daily supply. Medicinal iodine should not be taken except under the direction of a physician.

31. Yes. Otherwise, many families would find their iodine intake greatly reduced during the months in which many canned foods appear on the table. Iodized salt does *not* cause food spoilage.

32. Blackstrap molasses is fairly rich in minerals—and also in waste material not intended for human consumption. Molasses is not a very important source of mineral in the average diet since so little of it can be eaten. There are more satisfactory ways of increasing the intake of minerals: use more fruits, vegetables, meat, eggs, milk and cheese.

About Cooking—

33. The vegetables themselves are more nutritious. For example, much of the Vitamin A of carrots would remain in the sieved portion.

34. The two are chemically the same. Any differances in color, odor, or size of crystals are due to the refining processes used.

35. It may and it may not. It depends upon the vitamin in question and the food being cooked. Pressure cooking results in losses similar to those from modern, top-of-stove cooking in a small amount of water.

36. No. Foods acquire very little aluminum, if any, in that way. Small amounts of aluminum are not toxic to the body. Many natural foods contain small amounts of aluminum.

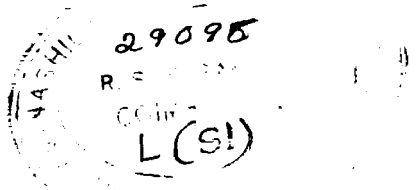
37. No, if she follows directions and timetables carefully. People who feel ill may be careless.

38. The safest and surest way to can food, discovered to date, is the application of heat. The addition of aspirin to fruit does not insure keeping. It might prove harmful to some persons in large quantities.

39. Yes. There is no dangerous chemical action between the metal and foods—even sour ones. Foods will spoil in a few days (or hours) after opening whether stored in the can or in some utensil. All opened cans should be refrigerated.

40. Yes, if good flavor, color and texture in frozen vegetables are expected. Blanching destroys enzymes which will cause many undesirable changes during frozen storage. Some of these changes have occurred after a storage period of only a few weeks.

By ROBERTA HERSHEY, *Extension Specialist in Foods and Nutrition*



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Food

FOR THE FAMILY WITH YOUNG CHILDREN

U. S. DEPARTMENT OF AGRICULTURE
Home and Garden Bulletin No. 5

Meet the Wrights

Meet the Wright family—***Richard Wright,*** husband and father, clerk in an engineering office . . . ***Margaret,*** his wife, homemaker and mother of . . . ***Suzy,*** aged 2 years, and 5-year-old ***Jimmy,*** two jolly, lively youngsters.

And there are the Wrights—a typical young, healthy American family with father, mother, and 2 children not yet old enough for school.

The Wrights live in a neat cottage, near a city. It really seems like living in a small town.

Margaret does all her own housework. She usually shops at a nearby grocery because trips to the city are tiring, and she has no one to take care of the children. A local dairy delivers milk at the door every other day. Margaret puts it into the refrigerator promptly so that the milk will not spoil nor lose any of its value from standing in the light. Eggs and chickens are bought from a nearby farmer who delivers once a week.

The Wrights manage to eat very well, for in addition to the foods that Margaret carefuliy selects at the store, they have a little vegetable garden. During the summer this supplies them with part of their vegetables "fresh off the vine," when they are highest in vitamins and most flavorful.

Margaret does some canning and preserving—chiefly canned tomatoes, tomato juice, and jellies and jams to spread on bread. Otherwise the Wrights buy all their food.

Food to Fit the Family

How does Margaret select food and prepare meals? She follows good nutritional advice, practicing what she learned in classes. Margaret started regular visits to the doctor before her children were born. She has had them checked over and weighed at regular intervals ever since, often going to the community child health center. She has learned that everyone in the family requires the same basic types of food, but the amount and the way the food is prepared may differ. For instance—

Richard, the grown man, is about average in height and weight. Though he has a desk job, his work on the yard and garden in summer, walking to work, doing the winter chores, and helping with the children would rate his activities as "moderate." His needs are for foods that supply energy and the vitamins, minerals, and protein to keep his body in repair and top-notch condition. His "three squares" a day are usually eaten at home since the office is within easy walking distance. Sometimes in bad weather he carries his lunch. Margaret is usually able to put the same foods in his lunch box that he would have eaten at home—deviled eggs in place of creamed eggs on toast—lettuce and carrot strips instead of vegetable salad.

Suzy, 2 years old, and ***Jim,*** 5 years old, need the same kind of food as their father, but more simply prepared. Little children's main business is growing—building strong and healthy bodies. A strong back, straight legs, sound teeth, firm muscles, resistance to infections and disease are all developed in early childhood. To provide foods especially for growth,

Margaret uses milk in all the children's meals, adding a variety of vegetables and fruits, cereals, eggs, and some meat, fish, or chicken.

As for the cooking, she uses simple methods so that the same meal is suitable for all. She cooks food so as to bring out its natural flavor, and avoids very salty or highly seasoned dishes, greasy foods, and rich desserts. She cooks fresh vegetables quickly with only a little water so as to save their minerals and vitamins. This makes them taste good, and leaves their colors bright, which attracts the children.

Usually youngsters are keenly aware of the flavors and textures of food. Suzy is the first to discover if the milk is a little off-flavor, or the vegetables not up to par. Margaret cuts cooked spinach to avoid strings. When milk is heated to go over toast, she carefully stirs it to avoid the scum or "fishes," as Jim calls them.

Now that Suzy has learned to chew, Margaret no longer has to grind meat or chop vegetables so fine. But she does cut them into bite-sized pieces and takes care to remove any tough sections. She is gradually adding to Suzy's diet most of the common vegetables, fruits, and simply cooked meats, chicken, and fish, which Jimmy has already learned to like.

Margaret has learned that small children often do not take to a new food, which later may become one of their favorites. She is careful to give Suzy only little tastes of new foods at first, offering them in a pleasant manner. She gives new foods at the beginning of a meal when Suzy is hungry. When these tastes are acceptable, then Suzy has a teaspoonful or more if she wants it. By repeated small servings, Suzy soon learns to like these new foods just as Jim does.

Days when the children's appetites are not up to par, Margaret doesn't worry. As a rule, the children are as hungry as ever the next day. Margaret has noticed that many parents give too large servings to their little folks. As a result the children are discouraged before they start to eat and get into the habit of wasting food. She is very careful always to give the children small servings so that they learn to clean their plates. Then they may have seconds.

Instead of having the children drink all of their milk, Margaret often uses part of it in custard, ice cream, junket, or milk soups for variety.

Most afternoons Margaret gives the children a snack after their nap. This is usually a small cup of milk apiece and occasionally a graham cracker, fruit, or carrot strips. The children often sit at their own little table for this.

Margaret's food needs now are somewhat like her husband's. As she is built on smaller lines, she does not need as much food as Richard. However, to keep in tip-top condition so she can meet the demands of her

lively family, she is very careful to eat a plentiful, well-rounded diet. This means that she, too, drinks milk—about 3 cups a day. She has her citrus fruit and tomatoes, eggs, liver, green leafy vegetables, and whole-grain or enriched cereals and breads—foods that are good for the whole family.

Planning Meals

Most of the time Margaret is able to plan the same meals for all. Otherwise the days would never be long enough for her housework, nor would she have enough energy left to enjoy her little family. Besides, foods that are good for children are just as good for adults. However, for special occasions she sometimes serves such food as pies for the grown-ups. But even with pies, the children can usually have the filling, which she often bakes in custard cups for them. The children have learned to accept happily the fact that some foods are for "grown-ups only."

Eating is fun at the Wright's table. With Mother and Father trying and liking new foods, the children, too, get the habit. Not that they talk over everything they eat, but when something is especially good, Father never fails to compliment the cook.

Foods that Margaret takes particular care about for her little family are—

Milk. At least 3 to 4 cups a day for each of the children, about 3 cups for Richard and herself. This is used to drink and in cooked foods. Margaret knows that milk is the best source of *calcium*, the mineral needed for strong bones and good teeth. It is also one of the best sources of *riboflavin*, a vitamin required by young and old. In addition, milk supplies a high-quality *protein*, and many other important food values. Therefore, it's a basic food at every meal for the children. Margaret has always used plenty of milk in her own diet, as well as other desirable foods, and was able to nurse both children and give them the best start a mother can possibly give.

Vegetables and fruits. The garden helps to give a plentiful supply of these spring, summer, and fall. Margaret's menus throughout the year include daily:

★ A leafy, green, or deep yellow-colored vegetable

★ Potatoes

★ Citrus fruit, or tomatoes, or generous servings of raw cabbage, salad greens, or raw turnips

★ Another fruit or vegetable

Bread and cereal—whole-grain, enriched, or restored.—At least one of these appears at every meal. Cereals are usually served at breakfast and sometimes at supper for the children. Often a hearty breakfast includes both cereal and bread. Always in shopping for cereals, bread, and flour, Margaret is careful to choose whole-grain, enriched, or restored products.

Meat, poultry, fish, eggs, dry beans or peas. Margaret serves at least one of these every day to each member of the family. Mindful of Jim and Suzy, she cooks these foods without much fat. Dry beans or dry peas are not given to Suzy unless they are put through a sieve. At least once a week, Margaret tries to serve liver, heart, or kidneys, for these variety meats are particularly high in iron and vitamins.

Vitamin D. During winter and on dull days in fall and spring, Jim and Suzy each take 1 teaspoon of cod-liver oil every day. This gives them their vitamin D, though they could get it in vitamin D milk. In summer, both wear sunsuits. Then the sun shining on their bare legs and arms is their source of vitamin D.

Iodized salt. Their doctor advised the Wrights to use iodized salt because they live in one of the States where the soil is low in iodine.

Sweets. For the Wrights' small children, sweets are usually limited to simple puddings made of milk and eggs and fresh and cooked fruit. The children also like tender dried fruits, which Margaret often gives them instead of candy.

Changes to Fit Supplies

Margaret tries to follow this plan as closely as possible. But, for herself and Richard, when certain foods are scarce, she uses more of other foods that are plentiful and similar in food value. During temporary food shortages healthy adults can make quite drastic changes in diet without ill effects. For growing children and nursing mothers and for expectant mothers during the latter months of pregnancy the situation is different. Their food should be the last to be changed.

Food for the Expectant Mother

During pregnancy. Margaret learned that to produce another life without sacrificing her own strength, a mother's diet and the way she lives must be adjusted to the needs of the developing baby. She considered it a privilege to do her part for her children by taking good care of herself.

During the first 4 months of pregnancy, Margaret did not require more food than her usual good diet. But during the last few months when the baby's needs were greater, Margaret ate about a fifth more food than usual and she chose her food with special care.

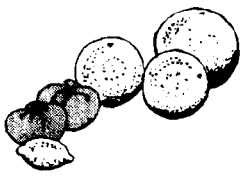
Following are the foods in a good normal diet that should be increased to meet the needs of pregnancy:

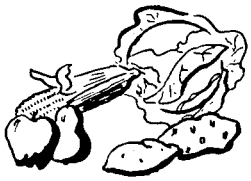
Milk, cheese	A little over a quart of milk or its equivalent every day
Leafy, green, and yellow vegetables	More and bigger servings . . . at least 4 pounds a week
Citrus fruit, tomatoes	More and bigger servings . . . about 3½ pounds a week
Meat, poultry, fish, eggs	Another serving of meat a week, especially liver and the other variety meats high in minerals and vitamins, or some other high-quality protein
Bread and cereal	Whole-grain varieties or enriched bread and cereal to supply more iron and B vitamins
Vitamin D	In fish-liver oil, vitamin D or irradiated milk, or other preparation to provide 400 to 800 units daily

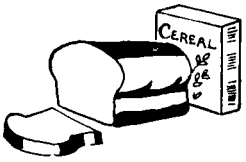
In addition to being especially careful about her food, the pregnant woman should plan for a nap every day and a good night's rest. Some mild exercise outdoors will give fresh air and help to keep muscles in tone. It is also important not to worry or get angry.

Nursing the baby. Mother's milk increases the baby's chances for growing up without sickness or feeding difficulties. Studies show that fewer breast-fed than bottle-fed babies have severe digestive upsets. Breast-fed babies are also less susceptible to rickets and are not so likely to die in infancy. Besides, feeding a baby nature's way is easier than mixing a formula and sterilizing milk and bottles. Almost every mother will want to give her baby the best by nursing him for several months, just as Margaret did Suzy and Jim. Many Federal and State bulletins suggest meals to meet food needs of nursing mothers. Nearly every healthy woman can nurse her baby if she wants to and prepares for it by eating a good diet before, as well as after, the baby is born.

The Wright Family's Food Plan







Kinds of food[1]	For two adul
Leafy, Green, and Yellow Vegetables At least once a day	7 to 8 pounds
Citrus Fruit, Tomatoes Once daily, if possible	5½ to 6 pounds
Potatoes, Sweetpotatoes One or more servings daily	5 to 6 pounds
Other Vegetables and Fruit One or two servings daily	7 to 8 pounds
Milk, Cheese, Ice Cream 2 or 3 times daily and in cooking	10 quarts
Meat, Poultry, Fish Once daily, if possible	5½ to 6½ poun
Eggs Four or more a week per person	14
Dry Beans and Peas, Nuts One or more times a week	6 ounces
Flour, Cereals, Meal (Whole-grain or enriched are best) At every meal for children. Less for grown-ups if there is need to conserve cereals.	5½ to 6½ pounc
Fats, Oils Some daily	2 pounds
Sugar, Sirups, Preserves Some daily	2 pounds

[1] See "What's in Each Food Group" on back cover.

[2] These quantities are geared to the needs of the wife who is keeping house for a young family and the husband whose activities call for a moderate amount of muscular effort, either at home or at his work. If either you or your husband are unusually large or active,

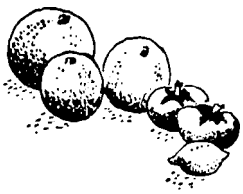
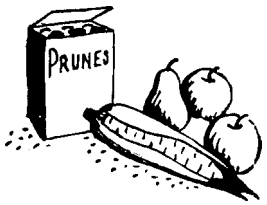
A Week ($21 to $23, Dec. 1950 Prices)

Weekly food plan (approximate amounts)—

For child aged 1 to 3	For child aged 4 to 6	Total for family of four
2 pounds	2 pounds	11 to 12 pounds
2 pounds	2½ pounds	10 to 11 pounds
½ pound	1 pound	6½ to 7½ pounds
2 pounds	2 pounds	11 to 12 pounds
5 quarts	6 quarts	22 quarts (1 ounce cheddar cheese or 2 to 3 large dips ice cream equal 1 cup milk)
¾ pound	1¼ pounds	7½ to 8½ pounds
½ dozen	7	2¼ dozen
1 ounce	1 ounce	8 ounces, or ½ pound
1¼ pounds	1½ pounds	8 to 9 pounds (count 1½ lbs. bread as 1 lb. flour)
¼ pound	¼ to ½ pound	2½ to 3 pounds
⅛ pound	½ pound	2¾ to 3 pounds

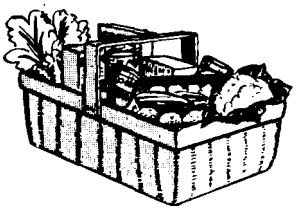
you may need to increase the suggested quantities of potatoes; dry beans and peas, nuts; flour and cereals; fats and oils. If your husband buys his lunch at work you will still need to purchase almost the same quantities of food, except it may take 1 loaf less bread per week and 1 quart less milk.

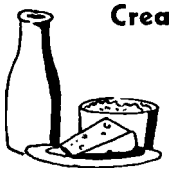
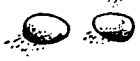
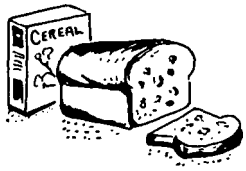
The Wrights' food supply

Leafy, Green, and Yellow vegetables 	2 heads lettuce 1½ pounds snap beans 2 bunches carrots 2½ pounds spinach 1 pound squash 1 head cabbage (small) 1 No. 2 can green peas 1 package green lima beans (frozen)
Citrus Fruit, Tomatoes 	5 pounds oranges 2 grapefruit 1 46-ounce can tomato juice 2 or 3 lemons or 1 small can lemon juice
Potatoes, Sweetpotatoes 	2 pounds sweetpotatoes 5 pounds potatoes
Other Vegetables and Fruit 	2 pounds apples 1 No. 2 can applesauce 1 No. 2½ can pecches 1 pound prunes ¼ pound raisins 3 pounds other fruit 1 bunch celery 1 pound beets 1 pound onions

[1] Margaret buys some of the staple foods in larger quantity than listed here to save time and money. They will keep until the next week if properly stored.

for a week[1] . . .



Milk, Cheese, Ice Cream 	18 quarts whole fluid milk 1 14½-ounce can evaporated milk ¼ pound cheddar cheese 1 to 1½ pounds cottage cheese 1 pint ice cream
Meat, Poultry, Fish 	3 to 3½ pounds chuck roast of beef 2½ to 3 pounds shoulder of lamb ¾ pound liver 1 pound fish (haddock, cod, halibut)
Eggs 	2¼ dozen eggs
Dry Beans, Peas, Nuts	4 ounces nuts (in the shell) 4 ounces peanut butter
Flour, Cereals, Meal, Baked Goods 	3 loaves enriched bread 3 loaves whole-wheat bread 1 loaf rye bread 1¼ pounds rolled oats or whole-wheat cereal 1 small package ready-to-eat cereal 1 pound enriched flour ½ pound macaroni or corn meal 1 box graham or other crackers
Fats, Oils 	½ pound bacon 1½ pounds table fat ½ pound shortening ½ pint salad dressing or salad oil
Sugar, Sirup, Preserves	1½ to 2 pounds sugar ½ to 1 pint molasses, honey, jelly, or preserves

In addition to the foods listed above, Margaret buys coffee, tea, salt, flavorings, gelatin, junket powder, etc., as needed.

THE WRIGHTS' MENUS

SUNDAY

Orange juice
Scrambled eggs
Toast Table fat
Preserves
Milk for children
Coffee or tea for grown-ups

Pot roast with carrots, potatoes, and onions
Chopped spinach
Bread Table fat
Two-egg sponge cake with ice cream
Milk for children
Coffee or tea for grown-ups

Open-faced grilled cheese and bacon sandwich for grown-ups
Hot wheat cereal with milk for children
Shredded cabbage and raisin salad
Fruit in season Milk

MONDAY

Orange
Hot oatmeal with milk
Toast Table fat
Milk for children
Coffee or tea for grown-ups

Omelet Spinach
Bread Table fat
Baked Indian pudding
Milk

Beef casserole with mounds of mashed potatoes
(beef left from Sunday roast)
Green peas Fruit salad
Bread Table fat
Sponge cake with honey sauce Milk

TUESDAY

Grapefruit sections
Soft-cooked eggs
Toast Table fat
Milk for children
Coffee or tea for grown-ups

Baked macaroni Green beans
Shredded raw carrots
Bread Table fat
Oatmeal and prune pudding
(oatmeal left from Monday breakfast)
Milk

Broiled liver or liver pattie Baked potato Baked squash
Tossed green salad flavored with chopped crisp bacon
Bread Table fat
Fruit in season Milk

WEDNESDAY

Orange
Ready-to-eat cereal with milk
Toast Table fat Preserves
Milk for children
Coffee or tea for grown-ups

Apple-cabbage salad
Cottage cheese and nut sandwich
Baked Indian pudding
Milk for children
Coffee or tea for grown-ups

WEDNESDAY (Continued)

Beef hash with potatoes (beef left from Sunday)
Home-made vegetable relish
Creamed carrots and peas Celery
Bread Table fat
Fruit cup Milk

THURSDAY

Tomato juice
Hot oatmeal with milk
Toast Table fat
Milk for children
Coffee or tea for grown-ups

Creamed eggs on toast, or
Soft-cooked eggs with toast
Jellied fruit salad
Molasses cookies
Milk

Baked shoulder of lamb
Baked sweetpotato Green lima beans
Cole slaw
Bread Table fat
Canned peaches Graham crackers Milk

FRIDAY

Prunes with orange slices
Hot wheat cereal with raisins and milk
Toast Table fat
Milk for children
Coffee or tea for grown-ups

Cream of tomato soup
Cottage cheese and peach salad
Bread Table fat
Cookies
Milk for children
Coffee or tea for grown-ups

Baked fish (haddock, cod, or halibut)
Sliced beets Baked potato Celery
Bread Table fat
Lemon snow with custard sauce
Milk for children
Coffee or tea for grown-ups

SATURDAY

Tomato juice
Ready-to-eat cereal with milk
Toast Table fat Preserves
Milk for children
Coffee or tea for grown-ups

Peanut butter and celery sandwiches
Vegetable salad
Floating island or junket
Milk for children
Coffee or tea for grown-ups

Minced lamb on riced potatoes (lamb left from Thursday dinner)
Green beans Hearts of lettuce with dressing
Applesauce Graham crackers Milk

A 6-ounce serving of milk is allowed for the children. If the children do not drink all their milk, they have it as part of the afternoon snack.

To Reduce Your Food Bill

If you do not have as much as the Wrights to spend on food for your family, you can spend less and still have a healthful diet. Meals may not have so much variety, but with careful planning and cooking they will be enjoyable.

Here is a food plan suggested to provide good nutrition for $15 to $17 per week, for a family of two moderately active grown-ups and two children aged 1 to 3 and 4 to 6.

WEEKLY PLAN FOR A FAMILY OF FOUR WITH TWO GROWN-UPS AND TWO PRESCHOOL CHILDREN

($15 to $17 per week for the family of four, Dec. 1950 prices)

Leafy, green, and yellow vegetables	8 to 9 pounds
Citrus fruit, tomatoes	7 to 8 pounds
Potatoes, sweetpotatoes	9 to 10 pounds
Other vegetables and fruit	6 to 7 pounds
Milk	21 quarts
Meat, poultry, fish	5 to 6 pounds
Eggs	1⅔ dozen
Dry beans and peas, nuts	¾ to 1 pound
Flour, cereals, meal	10 to 11 pounds
Fats, oils	2 to 2½ pounds
Sugar, sirup, preserves	2 to 2½ pounds

To provide this good inexpensive diet, you will need to plan and to shop more carefully even though some of the cheaper foods are high in food values. Here are suggestions on how to get the most for your money.

Leafy, green, and yellow vegetables

Leafy, green, and yellow vegetables give you good values in minerals and vitamins. Choose those that are in season—they're generally cheapest when most plentiful. Carrots are nearly always good bargains, and can be used raw or cooked.

Learn to use the leafy tops of young beets and turnips. These, like kale, spinach, mustard, and collards, are cheap sources of vitamin A. They contain other vitamins and iron, too.

Citrus fruit, tomatoes	When citrus fruits are high in price, use fresh tomatoes if they are in season, or canned tomatoes or tomato juice to get your vitamin C. Use about twice as much tomato as orange or grapefruit. Canned orange and grapefruit juice may be cheaper than the fresh fruit. Raw cabbage, raw turnips, and salad greens are also good sources of vitamin C.
Milk	Evaporated and nonfat dry milk are usually cheaper than fluid milk. Evaporated milk can be used in place of cream on cereals and puddings and in coffee. It can also be used in cooking. Nonfat dry milk lacks the fat and vitamin A of whole milk. However, it can be used to make up as much as one-third of the family milk supply, provided other foods are used in the quantities suggested.
Meat, poultry, fish, eggs, dry beans and peas, nuts	When food money is limited, choose the cheaper cuts of meat. Consider the amount of bone and fat—the cost per serving as well as the cost per pound. Commercial-grade meat is an economical buy and is satisfactory for pot roasts, meat loaf, and stew. Use variety meats such as beef, pork, or lamb liver or kidneys once a week for they are bargains in vitamins and minerals. Brains and heart are good buys also. Fish may also be cheaper than meat and will give you good protein. For other main dishes serve dry beans—navy, kidney, lima, or soybeans—dry peas and lentils. Grade B and grade C eggs are just as nutritious as grade A, and are usually cheaper.
Bread, flour, cereals, meal	Choose the brown whole-grain or enriched products for their extra vitamins and iron. Bread made with milk or milk served with cereal makes a high-quality protein combination. To save money, avoid expensive ready-baked items.
Fats, oils	You pay for the fat on the meat you buy, so use any extra for cooking and seasoning, to save money.
Sweets	Use molasses often instead of white sugar in cooking. Children like it and it's a cheap source of iron. Molasses adds flavor and food value to baked beans, gingerbread, puddings, and bread.

What's in Each Food Group

Leafy, green, and yellow vegetables

All kinds of greens—collards, kale, Swiss chard, spinach, and many others, cultivated and wild; carrots, peas, snap beans, green cabbage, okra, green asparagus, broccoli, brussels sprouts, green lima beans, pumpkin, yellow squash.

Citrus fruit, tomatoes, or other high vitamin C foods

Oranges, grapefruit, tangerines, other citrus fruit, tomatoes; or raw cabbage, salad greens, raw turnips, fresh strawberries, pineapple, cantaloup.

Potatoes, sweetpotatoes

Other vegetables and fruit

Beets, white cabbage, cauliflower, corn, cucumbers, onions, sauerkraut, turnips, apples, peaches, bananas, berries, rhubarb, dried fruits—all vegetables and fruits not included in other groups.

Milk, cheese, ice cream

Milk—whole, skim, evaporated, condensed, dry, buttermilk; or as cheese, cream, or ice cream.

Meat, poultry, fish

All kinds, including liver, heart, and other variety meats. Count bacon and salt pork in with fats.

Eggs

Dry beans and peas, nuts

Including soybeans and soy products, cowpeas, lentils, peanut butter.

Flour, cereal, baked goods

Flour or meal made from any grain—wheat, corn, buckwheat, rye; cooked cereals, ready-to-eat cereals, rice, hominy, noodles, macaroni; breads and other baked goods.

Fats, oils

Butter, margarine, salad oils, suet, shortening, lard, bacon, salt pork, meat drippings.

Sugar, sirups, preserves

Any kind of sugar—granulated (beet or cane), confectioner's, brown, and maple; molasses or any kind of sirup or honey; jams and jellies; candy.

Prepared by

BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS

Agricultural Research Administration

U. S. Department of Agriculture

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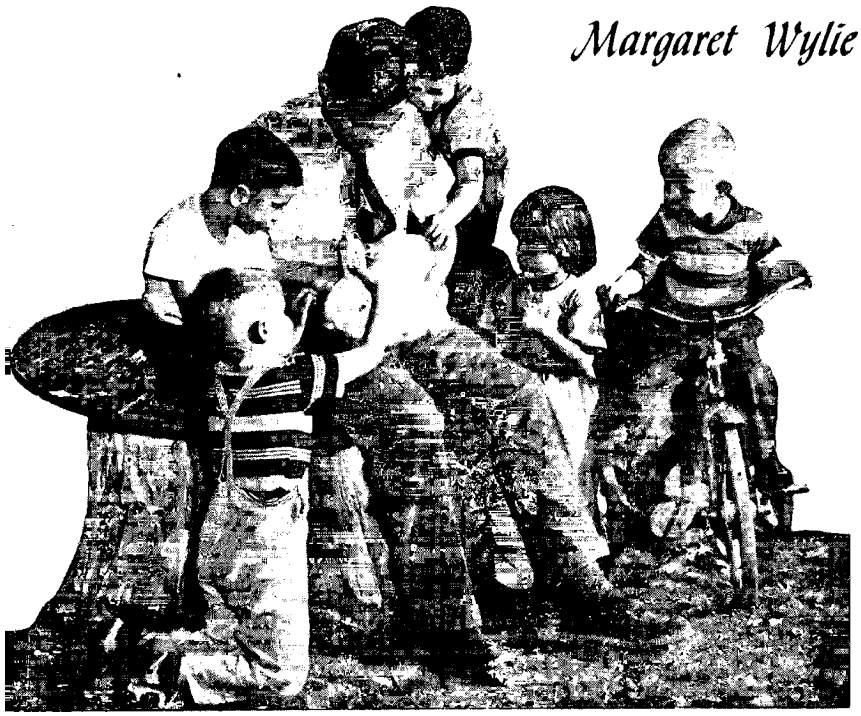
BULLETIN 745

Suggestions for
CORNELL CHILD and ADULT STUDY CLUBS

Margaret Wylie



Cornell Extension Bulletin

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Acknowledgment is made to Erna Boyce, Eunice Brown, Mark L. Entorf, and Anne L. Kuhn for contributions to this bulletin.

SUGGESTIONS FOR CORNELL

CHILD AND ADULT STUDY CLUBS

MARGARET WYLIE

WHAT IS THE PURPOSE OF CHILD AND ADULT STUDY CLUBS?

IF YOU are a parent, you are vitally concerned with the growth and development of your children. You are also interested in human relationships. Because other parents feel the same way, requests often come to the College of Home Economics for help in starting study clubs on these subjects. Thoughtful parents have discovered the advantages of discussing their problems with other mothers and fathers. Tackling common difficulties in that way often leads to community projects such as a neighborhood play group or a community swimming pool. Such ventures are not always possible for one family, but a group of parents often can work out plans for them.

You often feel less worried and more encouraged after you share experiences with other parents. With them, you discover new ways to enjoy your children, understand their needs, and provide for their growth and development.

Through meeting together, you discover that all children behave in much the same ways. You express fully your feelings of concern, and breathe more easily when you see that your child is growing naturally and normally for his age and stage of development.

In response to requests, the Extension Service of the Department of Child Development and Family Relationships of the New York State College of Home Economics here offers suggestions for Cornell clubs for the study of child behavior and guidance, and others for the study of adult relationships. During the past twenty years, many groups have studied with us and have reported enjoyment and help from the experience. The plan includes a series of discussion sessions for which the extension child development specialists supply topic and reference suggestions. If an outline is desired, they supply it.

The College is represented in the county or city by extension agents (agricultural, 4-H, or home demonstration). The home demonstration agent has her office in the county seat. She helps to organize extension study groups, helps them to get books and materials, and arranges for training meetings for officers if five or more clubs are formed in the county. Reports are sent by the clubs to the agent, who forwards them to us at the College.

The program of study, as Mark L. Entorf says, "is not magic; it does not promise easy solutions to complicated problems nor does it foster a belief in quick and painless transformations of character. Sound education for family life cannot be a kind of psychological patent-medicine, dispensing simple rules and recipes guaranteed to cure all human ills....

"Furthermore a program of education for family experience is not just talk. We are all inclined to believe that because we discuss a matter intelligently we have thereby done something about it. We cannot, it is true, have a family life program without talking; but talking cannot take the place of action nor of real satisfactions in our relationships. It is considerably easier to paint glowing verbal pictures of domestic bliss than it is to translate them into the reality of daily experience.

"Then, too, family life education is not concerned with rattling the skeletons in the family closet. Many people who might derive substantial benefits from education of this type shy away from it because they anticipate a public — and painful — inspection of their family tree and all its fruits. They are afraid that sometime they will have to admit that Uncle Ed used to overindulge, or that Aunt Cora really did elope with the iceman. Family life discussion groups should not be 'truth sessions' in which the members tell all. Some slight comfort, however, might be derived from a realization of the fact that at least one small skeleton is standard equipment for practically every up-to-date family closet.

"A program in child development and family relationships is of sufficient importance, both in the development of individuals and in the maintenance of a stable and ordered society, to warrant the expenditure of some time and thought upon it. Part of the program, therefore, involves continuous study of such problems as the ways in which family experience shapes personality, the nature of relationships between the various members of the family and the ways in which these relationships can be made increasingly satisfying."

ORGANIZATION OF A GROUP

First steps

Just a few interested persons who wish to meet at regular times for discussion may start a group. One member acts as organizer and asks for help from the extension agent. If the group is already an extension unit, no separate club is necessary. Discussion may be part of the regular program. Sometimes an extension unit sponsors a study club. The organizer may set a time and place for the first meeting. The invitation to friends, neighbors, or members of church, school, grange, home bureau, older youth, or other neighborhood group should be friendly, appealing, and personal. It is important that the first meeting prove worthwhile and pleasurable. (Pleasure and profit should grow out of each meeting.) Often it is possible to have some member of a study group or the home demonstration agent speak on the fun and value of group work at the first meeting. A name for the group should be chosen and the time and place for the next meeting should be set.

Size of group

Our groups have had as few as 8 and as many as 30 members. Since attendance of all members at each meeting is impossible, a larger membership is desirable. From 12 to 15 is a good number for discussion, but smaller groups also have been successful. Four or five couples or from 8 to 15 mothers make a fair size group.

When and how often to meet

Most groups meet in the evening; others, who meet in the afternoon, plan for a play group for the children while they study. Most meetings are held in homes, but often rooms are found in libraries, churches, schools, Extension Service rooms, or other public buildings. These prove satisfactory and free parents from added work in the home.

Most groups plan for 8 to 12 meetings and meet once every two or three weeks. But each group makes its own plans. Some plan as few as six meetings and others as many as 16 or 20.

Length of meetings

Two hours is the usual length of time for a meeting. It is helpful to agree on the starting and closing time, especially when "baby sitters" must be hired.

Number of officers needed

Two officers, a chairman and a secretary, are enough. Some groups feel that a librarian is helpful especially if books, pamphlets, or packets of materials are passed from member to member.

The officers may be elected by vote of members or a nominating committee may be appointed to present names for balloting.

Duties of the chairman

1. The chairman is responsible for making general plans.
2. She may appoint a program committee of two or three persons to cooperate in planning meetings. If fathers are included in the club, they should be included on the committee. There are many advantages in a mixed group.
3. She orders the necessary material from the home demonstration agent.
4. With the program committee, she arranges for the members to give talks, reports, and papers, and to act as discussion leaders.
5. She may help the home demonstration agent or county leader with arrangements for cooperating with other study groups in sponsoring county-wide meetings in child development, child clothing, child nutrition, and the like.
6. She makes sure that the secretary sends necessary reports to the home demonstration agent.
7. She checks with the home demonstration agent regarding training meetings.

The chairman has the opportunity at the time of the county meetings in child development to attend a training session conducted by the College specialist. At this time methods and club problems are discussed. The home demonstration agent in the county or city plans for these meetings.

Duties of the secretary

1. The secretary acts as contact between the members of her group and the home demonstration agent and the College. She obtains Cornell Extension Bulletin 766, *Let's Tell Our Story,* from the home demonstration agent. Her reports of meetings tell the agent and the college about the progress of the group thinking and the needs for material and guidance.
2. The reports required from the secretary are:
   a. An organization report
   b. A membership list

c. A report for each meeting

d. A membership-attendance list

The secretary should be chosen for her interest in reporting meetings and interpreting the needs of the group. She, as well as the chairman, may attend the county meetings in child development arranged by the agent, and the training session conducted by the College specialist.

Duties of the librarian

1. The librarian works out plans for books through purchase and local sources.

2. She may obtain books through the State Traveling Library, State Department of Education, Albany, New York.

3. She also may obtain books through the extension office of the Extension Service of the Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, New York.

4. The librarian keeps a record of books, pamphlets, and packets loaned to members.

HOW IS THE PROGRAM CARRIED OUT?

The chairman and the program committee discuss with the extension agent topics on which they particularly want help. The following suggestions are from Anne L. Kuhn:

"A variety of study courses and study outlines are being used by Cornell child and adult clubs throughout the State. Some of these are courses mapped out and mimeographed by the Department of Child Development and Family Relationships in the New York State College of Home Economics. Secure the list of titles of Cornell study courses available which range in subject matter on themes from the very young child . . . through the school age and adolescent child, to materials on special interests of middle age and the later years.

"A number of clubs make up *their own outlines* for the year with the aid of the home demonstration agent or the specialist. These groups select discussion topics they wish to include in their course and then proceed to do a little 'research,' seeking out recommended books, pamphlets, and magazines which supply information on these topics.

"Other groups may base their year's program on discussion outlines which appear in periodicals such as Parents' Magazine, the National Parent-Teacher Magazine, and Child Study Magazine. Still others secure study materials from sources such as the American Association of University Women and the New York State Department of Educa-

tion. Information on such materials may be obtained by writing to the following addresses:

Parents' Magazine
52 Vanderbilt Avenue
New York, New York

National Parent-Teacher Magazine
600 South Michigan Boulevard
Chicago 5, Illinois

Child Study Magazine
221 West 57th Street
New York, New York

New York State Education Department
Bureau of Child Development and Parent Education
Albany, New York

American Association of University Women
1634 Eye Street, N.W.
Washington, D. C.

"Any and all of these procedures are acceptable, and the agent can help groups to decide which form of outline would suit their purpose best. Outlines are suggestive only.

"Occasionally, new groups feel 'tied' to the outline they have chosen, and hesitate to branch out with ideas and projects of their own. The agent can encourage them to use new books and articles which they have discovered, and to introduce questions of immediate interest which come up in the group, and which are not included in the course. The study course is something to be used with flexibility and with *imagination*. It is a hopeful sign when group members disagree with 'what the books say.' It means they are using their own ideas and their own experience as a testing ground of the material."

How meetings are conducted

Your group works out the plan best suited to your needs. Some groups find out the special interests, talents, and experiences of members which can help in the activities and programs. A popular plan is to have two members in charge of each meeting. One presents stimulating, thought-provoking questions from her reading; the other leads the discussion. The goal is to have every member share in the meetings.

Anne L. Kuhn suggests the following variety in plans for your meetings:

The discussion meeting

"Some people dislike the word 'discussion' because they think it means something formal and a bit artificial. Actually, discussion is just conversation intelligently directed toward a given goal. Friends who get together to sew, or for church work, sometimes go home with new and helpful ideas gleaned from their neighbors. They have, without knowing it, used discussion. This is true of the 'cracker barrel' discussion, too, which sometimes takes on a definite dignity and direction. The discussion method has been a successful one to use in family life meetings because it enables homemakers to think together and to share ideas on problems or concerns which are of mutual interest and importance.

"The thing to guard against in using this procedure is *expecting definite answers from the leader or the group.* If the questions are good ones, the group members should go away with more questions than they came with, realizing that ideas must be weighed and facts explored and individual judgment used to arrive at even temporary solutions. However, it is very important that the leader be well informed on the questions put to the group and that she be able to steer the conversation so that members go away *wanting to read and think more,* to seek more understanding of the questions of the day.

Some helpful devices. "Groups say, occasionally: 'We've been using these methods for sometime. What are some *new* stunts for stimulating discussion?' Probably the best devices or 'starters' for meetings are quizzes and skits. The *true-false quiz* is good for provoking thought and for arousing controversy. Thus, for example, at a meeting on discipline, the leader might hand out slips of paper on which are written statements like:

Children benefit from occasional spankings. T..... F.....

Strict parents tend to have the most unruly children. T..... F.....

Army discipline is good for boys. T..... F.....

The purpose of such statements is to provoke thought in the group. They need not be questions which are answerable by true or false.

"*Agree-disagree statements* in small 'huddle' groups are also good. The large group may be divided into small groups or 'huddles' of four or five persons who decide as a group whether they agree or disagree with each statement. Then follows a summary discussion with the entire group.

"The *completion-sentence quiz* is also popular. Typical of this form

is the set given out by Dr. Mary Fisher Langmuir of Vassar at a Family Life Conference at Cornell, as follows:

1. I like children who ....
2. The most important thing for children to learn is ....
3. My life will be reasonably successful if ....
4. I am safe and secure when ....
5. I am afraid when ....
6. When I was a child I liked grown-ups who ....

"Any two of these statements, or of ones like them picked from reading material, would be excellent starters for group discussion.

"The *dramatic skit* provides a little fun and also presents material in a new way. Thus, a group which is discussing 'Dawdling and what to do about it,' might start the evening by having a few members take off a scene like 'The Jones Family at Breakfast,' or perhaps one on 'Sally, You'll Be Late for School.' Such skits should be short and suggestive, raising a few questions about parental guidance which will provoke thought from the group. Specialist help on the presentation of skits of this sort may be obtained from Dr. Mary Eva Duthie, Department of Rural Sociology, Warren Hall, Ithaca, New York. Ask your home demonstration agent to arrange for such help if your group is interested.

"Following are some of the different ways in which discussion meetings may be conducted:

The report-discussion. "The leader, having prepared materials on a given topic, presents a brief report of what she has found and then asks for comments or discussion on her report. Or, several leaders, or group members, give brief reports and then open the meeting for discussion. These are procedures *frequently used in study clubs.* The thing to remember in using them is to keep reports brief and to present material in a provocative way which leads naturally into discussion.

The question-discussion. "The leader defines the topic of the day clearly and then 'throws out' several challenging questions to start discussion going. This works best when the subject is one of warm and immediate interest, involving a problem on which the group has been doing considerable thinking. It is a method *used by the specialist in conducting leader training schools.* It requires careful preparation on the part of the leader.

The book review meeting

"Another method which is popular, particularly among groups that

have done considerable discussing and who have met regularly over a period of time, is the book review type of meeting where members take turns reviewing a good current book on a topic of common interest. This provides an excellent opportunity for individual members to express themselves and to 'put across' to others the message they have found in any one volume. It is said that the true test of a good report is whether it makes others want to take the book home and read it themselves.

The work meeting

"The work meeting is so called when groups undertake to accomplish a 'workshop' project such as making toys for children; making a scrapbook for the unit or club; making a file for a pamphlet library. It might also be an art project or a 'hobby' meeting where the group actually works with clay or finger paints or some other creative medium. These work meetings bring a great deal of satisfaction to those who like to do things with their hands. To be successful, however, they must be carefully planned so that sufficient tools and materials are at hand.

The exhibit

"Illustrative materials add a great deal of interest to family life meetings. These may consist of anything from the single newspaper clipping, or cartoon, passed around among the group, to more ambitious displays such as toy exhibits (these may be obtained from the college or county home demonstration agent); clothing exhibits; pamphlet, mimeographed material, bulletin and library exhibits; scrapbook exhibits; and the like. In this same class of visual aids belong film strips and slides which can be used to illustrate talks. Kits of play material may also supplement an exhibit.

The institute type of meeting

"In counties where there is a thriving program in child development and family relationships work, the institute meeting may be a strong impetus to study club and Home Bureau programs. The institute may be conducted as a single meeting or a series of meetings to which all community groups interested in the family life program are invited. Usually outside speakers are brought in to lecture at these meetings and an attempt is made to integrate the work of the various child study and adult study groups in the region. The home demonstration agent, in planning such meetings, calls upon all the help available in her

community to make the necessary contacts, to obtain speakers, and a meeting place.

The joint meeting

"The community meeting or joint meeting at which the Cornell child or adult study club or Home Bureau unit teams up with another organization like the PTA or the health clinic to discuss local topics of mutual interest, is growing in popularity. This method should grow more and more effective as time goes on, since the trend now is strongly in the direction of coordination and cooperation among groups interested in family well-being.

Leadership

"It is well to remember the following 'earmarks' of a good study club leader. A successful leader is one who:

1. Genuinely likes people of all ages.
2. Respects and welcomes the viewpoints of others; listens to what is said (instead of concentrating on what she herself will say next).
3. Goes to meetings with the idea of *learning from* others as well as *contributing* to their ideas and information.
4. 'Knows her stuff' — that is, listens, thinks, reads, and collects as much information as she has time for, but is ready at all times to revise her ideas in the light of new knowledge or new points of view.
5. Has the 'light touch' which keeps a meeting lively and interesting.
6. Uses enough formality to keep order in a meeting (i.e., starting and stopping meetings on time, steering discussion in a businesslike way, etc.) but not enough formality to quench spontaneity in the group.
7. Is constantly seeking to share leadership with others in the group, to draw people out and make use of their ideas. (This means she is willing to 'work herself out of a job' in order that leadership responsibility may be passed along to others.)"

Suggestions for interesting, lively discussion meetings

1. Have a question which is vital, important, and timely to the group.
2. Start off in a lively, attention-getting, thought-provoking manner which gets every member taking part from the start.
3. Have key points raised, considered, and illustrated from everyday situations.
4. Keep the spirit friendly and informal.

5. Encourage discussion but steer clear of arguments and negative feelings.

6. Sum up the highlights of the important points brought out.

7. See that the group leaves feeling that it was good to have spent the time together.

8. Think not only of the welfare of your own families but of the community problems that concern both yourselves and the welfare of the nation.

9. Remember some discussions will only make clear points of view while others may lead to action.

10. Remember success depends, as Mark L. Entorf says, on members "capable of self-direction and self-restraint. Satisfactory group relationships can best be sustained upon a basis of mutual respect and good-will. Mutual respect provides a basis upon which the views and beliefs of every person shall be heard and accepted for what they are worth, while good-will makes possible a degree of mutual confidence which permits interchange of thought sufficiently realistic and candid to be of value....

"The benefits of group experience may be measured by the quality and amount of interaction which takes place within it. In the case of a study group, this implies not only an interest in the subject under consideration, but also a willingness to participate in and to benefit from the discussions which may take place. The experience thus becomes one in which interest leads to thought and to learning. It is the person who is really 'teachable' who derives the greatest benefit from group activity, and who also contributes most fully to it.

"One of the satisfactions frequently derived from group discussions is the discovery that one's experiences, needs and perplexities are very much like those of other people. This fact, however, raises the familiar question as to how far one may go in revealing to others experiences, facts or problems which are essentially of private concern, and which quite often involve other persons who are known to the members of the group. The degree to which a legitimate exchange of personal experience can be carried without betraying either the confidence or the welfare of another person is not always easy to determine. Self-respect, along with an active regard for the other persons involved, will usually indicate the limits beyond which personal confidences should not go. In case of doubt, however, the use of a simple device will often prove helpful, and that is to relate personal experiences or problems in non-personal terms. It is probably more prudent

to remark that 'The stingiest husband I ever knew was a man who did so and so' than it is to plague one's companions with the direct and personal query, 'How can I compel my tightwad husband to give me more money?' This aspect of group work presents a nice problem in discriminating between discussions which are so arid and remote as to be virtually useless, and those which are so personal and intimate as practically to constitute a public confessional. Here, as elsewhere, the golden mean is probably the safest guide."

Suggestions for special projects

Observation periods

Some study groups plan periods for observation of children in a home, school, or elsewhere in the community, and use these firsthand reports for discussion sessions.

Special trips

Some groups plan trips to schools, children's homes, libraries, and museums to supplement their study.

Record and history of your group

In addition to minutes and reports, some clubs keep scrapbooks of newspaper clippings about club meetings and pictures of club members and their families that tell the story of the year's program. These human interest stories are well worth keeping.

Where materials may be obtained

The mimeographed outlines for the courses may be obtained from the College.

Books are suggested for reference. Your group works out its own plan for purchasing books or getting them on loan from the local library or through the State Traveling Library at Albany. Books also may be borrowed for eight-week periods from an extension loan library in the Department of Child Development and Family Relationships at the College.

If your group is able to obtain only one of the books listed under the desired topic, the program must be planned accordingly. If you cannot get the books, suggestions for suitable pamphlets, leaflets, and articles will be given on request. Suggestions and further help may be obtained by writing to the College.

Reports

A report is made after each meeting to the county home demonstration agent. (See report blank sample, page 25 of this bulletin.) She receives reports and forwards them to the College, and she also helps clubs to organize and obtain materials for study. Each group is provided with a secretary's record book (Bulletin 766) which includes report blanks. Clubs are asked to report on the success and interest of meetings and concerning additional help desired from the College. Such reports aid the College in giving individual help to groups. Here are a few excerpts from study club reports:

CHAUTAUQUA COUNTY: Clymer Preschool Mothers' Club

"Interest was good in this meeting and each mother seemed to feel relieved to know that other mothers too couldn't keep their houses in 'picture book order' when there are small children in the home. Happiness and security are, after all, the things we want most for our children."

MADISON COUNTY: Brookfield Child Study Club

"Our second annual hobby show was highly successful! Wish you could all have been there to enjoy it. We feel we have gained many new friends for our club... This show was definitely a community project – children, men and women participated, also other communities."

MONROE COUNTY: Mumford Child Study Club

Seventeen members met to discuss "What parental difficulties cause the teaching of misconduct." The secretary writes, "I believe it opened up a new line of thinking for most of us. Most of us in the group are strangers to at least half of the total members. We got better acquainted as a group and became more familiar with the children of the members."

MONROE COUNTY: Peter Pan Club of Parma

A report of the September meeting of this group says: "The topic (What should we expect of our children and ourselves?) was excellent, given by a girl who was definitely interested and had prepared it very thoroughly. We had a good discussion after the topic. We summarized the important points as follows: Don't expect all children to be alike; don't force a child into a set pattern based on some parental idea; don't be disappointed if the child doesn't come up to the average at

every age; don't expect the same methods of handling one child to work for all children; and don't take advice from others on how to deal with serious differences in a child. Obtain the advice of an expert."

MONROE COUNTY: Spencerport Child Study Club

In connection with the study course "School Age Child in the Community," this group is intensely interested in trying to get a psychologist in the school. They are attempting to arouse interest in this project by contacting other groups in the community.

OTSEGO COUNTY: Better Baby Bureau

"For our meeting about children's books each member brought books from home that their children enjoyed especially and these were passed around and commented on. Material for the program was taken from magazines... All our meetings seem to be a success and we hope to learn a great deal through the books we borrow from your Extension Loan Library."

ULSTER COUNTY: Ellenville Study Club

"The paper read by the leader was very interesting and also the discussion that followed. Many problems brought up were cleared. Points which were brought out in the discussion were: Keeping the child's age in mind when using verbal discipline; using the positive approach rather than the negative in disciplining; avoiding 'sugar-coating' in demands of children; promoting pleasant surroundings in the home — a pleasant, friendly atmosphere; trying to make for thoughtfulness among members of the family and preventing the child from becoming self-centered."

WAYNE COUNTY: Palmyra Child Study Club

"All the members agreed that they had learned much about their own children, themselves, and other people's children since this club was organized. One member commented that even her husband thought the meetings were valuable enough to be glad to stay home with the children while she came to the meetings!... We had a final picnic and everyone had a good time. The members and visitors alike said this was a wonderful way to end a year's work with pleasant memories to look back on and a year of interest ahead."

Where further information may be obtained about Cornell child and adult study clubs

Write to the home demonstration agent of your county, or to the

STUDY CLUB ORGANIZATION REPORT

After the organization meeting, give or send this blank as soon as possible to the home demonstration agent, who will forward it to the Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, N. Y. If your county has no home demonstration agent, send it directly to the College.

Received by H.D.A. Received by college specialist

INITIALS DATE INITIALS DATE

NAME OF CLUB POST OFFICE COUNTY

NAME OF STUDY COURSE

NAME OF CLUB CHAIRMAN ADDRESS: STREET AND NUMBER ZONE CITY

The club chairman has had experience with the following: (underline)

Other child study groups

Other study groups

Other organizations (name which one, as parent-teacher association, home bureau, etc.)

Underline which of the following describes the chairman's education:

Elementary school, high school, normal school, college, nurse's training

NAME OF CLUB SECRETARY ADDRESS: STREET AND NUMBER ZONE CITY

The club secretary has had experience with the following: (underline)

Other child study groups

Other study groups

Other organizations (name which one, as parent-teacher association, home bureau, etc.)

Underline which of the following describes the secretary's education·

Elementary school, high school, normal school, college, nurse's training

Total number of members_____

(Membership list to be filled out and sent in. Be sure to give any changes on later reports.)

Is this your first year of study?_____

If not, what year of study is this?_____

STUDY CLUB MEMBERSHIP LIST

After the organization meeting, give or send this blank as soon as possible to the home demonstration agent, who will forward it to the Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, N. Y. If your county has no home demonstration agent, send it directly to the College.

Received by H.D.A. Received by college specialist

INITIALS	DATE	INITIALS	DATE

NAME OF CLUB POST OFFICE COUNTY

NAME OF CLUB CHAIRMAN NUMBER OF MEMBERS DATE

Names of club members Example: Mrs. Robert C. Jones (Elsie M.)	Address	Names of children	Ages of children