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Chapter One

DEVELOPMENT OF THE NURSERY AND INFANT SCHOOLS

IT has never been seriously doubted in Britain that a good home is the most important factor in the education of young children, and today we are becoming increasingly aware that true education can scarcely exist unless home and school work in close co-operation. There is further a steadily growing belief that the endeavours of the parent as well as the progress of the child can be supported by the provision of nursery schools.

As we shall see, the first schools for very young children to be set up in this country were in the sort of districts where parents were unable to give their children adequate care: physical and mental development became stunted during the all-important years of early childhood and any later attempts to care for and educate the children were doomed either to failure or at best only to partial success. Nevertheless, the results of the early nursery schools showed a benefit to children and parents so great that a desire arose to provide nursery schools for the children of much more favourable homes, and we now recognise that the nursery school has a valuable part to play in the development of all children and a contribution to make to the task of favoured parents as well as to that of parents whose hard daily lives leave them little leisure to study more than the most elementary needs of their children.

In 1944[1] the decisive step was taken of including Nursery Schools in the national system of education and making it a duty of the Local Education Authorities[2] to provide these schools wherever there is a need for them. At the time of writing, there appears to be little doubt that the demand is steadily increasing.

[1] In Scotland, 1945. Education in Scotland is separately administered.

[2] Publicly provided education in Britain has always been locally governed, though latterly State supported with increasing State control.

As early as 1816, more than twenty years before Froebel's first kindergarten, the famous social reformer Robert Owen opened a school in New Lanark in Scotland for children under six, in which he "anticipated by a century the present-day Nursery School movement"[1] (though his school was known as an "infant school"). Among the principles which he laid down, and to which his first teachers faithfully adhered, were that the children were to be out of doors as much as possible and to learn "when their curiosity induced them to ask questions", to dance and sing and not to be "annoyed with books". They were to be educated and trained without punishment or the fear of it, no unnecessary restraint was to be imposed upon them and they were to be taught only "what they could understand". The teachers were told to think about such matters as forming good habits and helping the children to treat each other kindly. Visitors to Owen's school commented on the health and happiness of the children and the kindness with which they were treated by the teachers, and described them as playing out of doors with hoops and sticks. They also commented on the friendliness of the children towards each other and the absence of anything likely to produce bad habits. Unfortunately Owen was so far ahead of his time that although his school attracted attention those who followed him were unable to believe that education was possible without books, and the early infant schools gradually ceased to be places of free activity and natural learning.

In 1854 the kindergarten methods initiated by followers of Froebel became known in England. By this time a large number of infant schools had been founded by philanthropic bodies for the benefit of children of poor families, but for a long time the kindergarten influence failed to benefit the children at such schools because the infant school tradition of reading, writing, counting and, above all, sitting still, had too firm a hold. When at length kindergarten ideas began to penetrate into infant schools, the spirit of the kindergarten was lost and all that was retained was a series of dictated exercises with kindergarten material. Even this was some relief to the children.

[1] *A History of Infant Education in Britain.* R. Rusk.

By 1870-72 the Infant School for children under eight was established as an integral part of the provisions for public elementary education in England, Scotland, and Wales. In many elementary schools, especially in England, it formed a separate department under its own mistress. Children might be admitted at the age of three if accommodation allowed. From this time, education from the age of five rapidly became compulsory in most areas.

The Infant School as a separate stage in public elementary education appears to have no exact parallel in any other country.

Although these early Infant Schools were not satisfactory, their teachers gradually became willing to experiment and contributed much which has been of value to the education of older children.

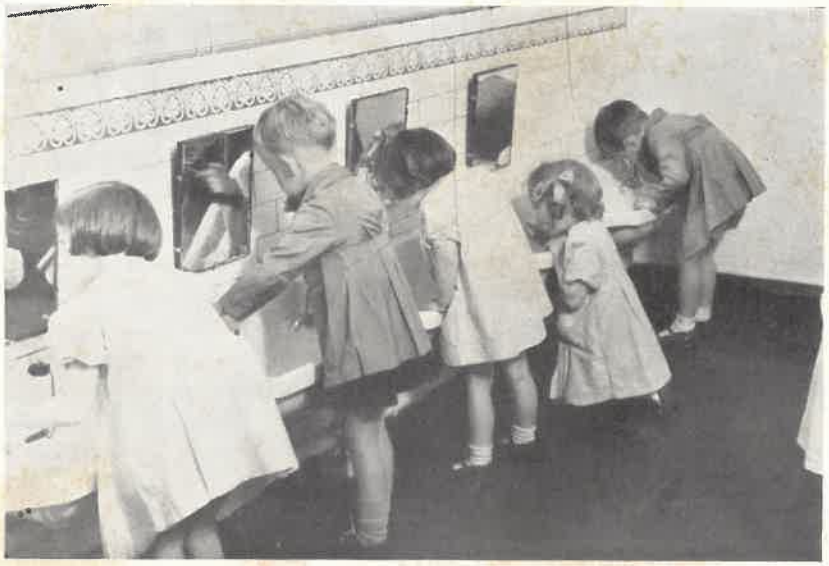
Many authorities consider that on the whole our Nursery Schools and Infant Schools are the best part of our public educational system today (though at one time the Infant Schools were probably the worst), and there is no doubt that their independence from the schools for older children has given them a sense of freedom which has encouraged experiment. In Scotland, where they are very seldom separate, experiment has proved to be more difficult; many Scottish teachers would like to see them separated and under their own headmistresses.

Gradually the spirit of the kindergarten as well as its apparatus began to appear in the Infant Schools. In 1874 the London School Board appointed a trained Froebelian to lecture to Infant School teachers. The Froebel Society was founded in the same year and at once began instituting courses of lectures for teachers and from 1876 conducted examinations. Meanwhile the Nursery School had been foreshadowed again in the "Free Kindergarten" movement. The first of the Free Kindergartens was founded (in 1873) by the philanthropist Sir William Mather in Salford, near Manchester. These, and other kindergartens where fees were not charged, were established by charitable effort in the poor districts of large cities. Edinburgh was particularly enterprising in providing them. Not only were the methods used in them much better suited to young children than those of the Infant Schools, but many provided for baths, meals, sleep and open-air play.

An important step was taken by the Government in 1893 when H.M. Inspectors[1] received a circular directing their attention to two leading principles and pointing out that sufficient attention had not previously been paid to them. The first concerned " the recognition of the child's spontaneous activity " and the second " the harmonious and complete development of the whole of the child's faculties", and it was emphasised that the teacher should pay special regard to the child's love of movement. Progress, however, was slow, and ten years later educationists, who were beginning to understand more generally the needs of young children, were urging that the public elementary schools were not providing a suitable type of education for children below the age of five, and doctors that the attendance of the youngest children was prejudicial to health because they were crowded together and deprived of exercise and daytime sleep. The Board of Education, having recently established a staff of women Inspectors, appointed five of them to conduct an inquiry. In their Report, published in 1905, they agreed that the education given in the public elementary schools was unsuitable for the younger children and likely to dull the mind and stifle curiosity. They praised the kindergarten teachers but condemned the mechanical kindergarten occupations. After that, the Board discouraged the admission of children under five to Infant Schools, and issued new directions, bearing upon education up to seven or eight years of age, which had considerable influence for good upon the Infant Schools.

For a time, therefore, the nursery school idea was to lack State encouragement, but it still throve under independent auspices. As we shall see, some of these nursery schools and free kindergartens developed into the kind of nursery school which became eligible for Local Education Authority Grants in 1919. One such nursery school was to win international note. Rachel McMillan and her younger sister Margaret began work with young children at Deptford, a slum area in South London, in 1911 : in 1914 the Rachel McMillan School was opened there.

[1]His Majesty's Inspectors is the term used to designate the inspectors of schools appointed by the Government.



Nursery-class children in an Infant School. Their part of the buildings has been adapted for them.



Looking after themselves, and helping each other.



Nursery Schools in post-war prefabricated buildings. Above, the afternoon sleep; below, getting up after an outdoor rest period.





Above, serving themselves with their morning milk. Below, the Nursery School kitchen is not a forbidden place for future housewives.





"Once upon a time . . ." Companionship and a family atmosphere are essential.



It consisted of low, well-warmed open-air shelters grouped round a garden, a plan which has had a great influence on the type of Nursery School buildings provided in Britain today. The children lived for a large part of their time in the open air. The school was kept open from seven in the morning till five-thirty in the evening, because many of the mothers were out at work all day. Three meals a day were provided for children who were present for long hours, and there were baths, physical care and medical inspection. All the children slept in the afternoon. Margaret McMillan did perhaps more than anyone to make the principles and value of nursery schools widely recognised.

In many of the early nursery schools, though the Froebelian tradition was strong the Montessorian influence was also noticeable. Play, especially in the open air, was already a feature of all the nursery schools, but there was often more work with graded apparatus, used while children were seated at tables, than we have today.

As the influence of the nursery school began to be felt in the Infant Schools, an open-air type of building was, from 1905 onwards, often designed for new Infant Schools. Greater attention to physical health was also invited by the success of the nursery schools. From 1908 medical inspection was made compulsory in all the publicly provided (elementary) schools in Britain. Margaret McMillan's advocacy was largely responsible for this.

Certain (independent) special training colleges for nursery school teachers did much to ensure that the principles of this newer type of education were understood. The Rachel McMillan School established its own Training College and its work attracted many visitors : other Centres which played a leading part in influencing nursery school educational policy were Gipsy Hill College, London, the Mather Training College, Manchester, and Moray House College in Edinburgh. Influential books were those of Margaret McMillan, Grace Owen and Margaret Drummond.

In 1918 powers were given to Local Education Authorities to aid or provide Nursery Schools ; but development was slow and was almost entirely confined to crowded city areas where bad

housing conditions were the reason for making such provision. This was partly due to the heavy cost of such schools—due to regulations which the Board of Education rightly made to ensure high standards of physical care.

In 1931 even this slow progress was temporarily checked altogether by measures of economy resulting from the financial crisis. But the value of the nursery school was too well established to suffer a permanent setback, and, during the short period when separate Nursery Schools ceased to be sanctioned, many improvements were made to the Nursery Classes which had by then been organised in many Infant Schools. Some enterprising Local Education Authorities who had continued to accept children under five and were providing rather rudimentary " baby classes " converted these into " Nursery Classes " which provided all, or nearly all, the amenities of the separate Nursery School. Some of these Authorities laid down that the name " Nursery Class " could be used only where the school provided a midday meal, separate toilet rooms and frequent medical inspection by doctors and nurses. Beds for children under five to facilitate afternoon sleep were by that time commonly accepted even in " baby classes ".

Nursery Schools continued to develop slowly and Nursery Classes more rapidly in the years preceding the war, and some Authorities built special " Nursery Wings " to new Infant Schools (or attached them to existing Infant Schools), providing separate kitchens and giving the Nursery children separate entrances and cloakrooms, and separate gardens where they could play undisturbed by the older children in the Infant School.

Experiences during the war hastened development : hundreds of special war-time Nurseries were opened by the Ministry of Health to care for the children of war-workers. The Nursery Schools exercised considerable influence on these Nurseries, although it was impossible to staff them all with Nursery School teachers. The most usual practice was to place the Nursery in charge of a hospital-trained nurse, which meant that children under two could safely be accepted, while the educational activities of the children aged two to five were in the charge of a woman specially engaged for the work, given a short course of training,

and supervised where possible by a trained Nursery School teacher who visited several Nurseries. Sometimes it was possible to place a trained Nursery School teacher in a war-time Nursery, but the demand for teachers greatly exceeded the supply.

As we have seen, the Education Act passed during the war took the decisive step of incorporating the Nursery Schools in the standard system of education; making it a duty for Local Education Authorities to provide Nursery education wherever there is a need, and defining the type of provision which may be made. Nursery Classes for children aged three to five may be provided in Infant Schools, but separate Nursery Schools, taking about forty children from two to five years old, are specially favoured by the Ministries of Health and Education[1] (and their Scottish counterparts). Nursery-Infant Schools for children aged two to seven may be set up : these call for a note of description, given at the end of this chapter.

The Infant School

The early history of the Infant Schools in Britain has already been touched on. They have become increasingly less formal in the type of education offered and their physical amenities have steadily improved. This has been partly due to the influence of the Nursery School, but also to the enthusiasm of the Infant School teachers—who often contrived to give a delightfully free and happy form of education even in the old type of building and to adapt the building as far as possible to the needs of children.

New Infant School buildings have, on the whole, reflected the growing appreciation of the needs of young children : they are light and airy, each classroom opening on to a garden or playground where growing plants are to be found ; furniture is light and movable, and the space provided (though seldom, even yet, *enough*) is designed to cater for ' active ' methods of education.

We still have many Infant Schools where education is of the older traditional type, where there is much too much sitting still and very little active exercise except during official " play time " and during periods of " physical training ", and where instruction in reading, writing and arithmetic is still uppermost in the

[1]The Board of Education had been raised to the status of a Ministry in 1944.

teacher's mind. But the number of such schools is steadily declining, and they are giving place to schools in which the child is an *active* learner and where his physical needs are as carefully considered as in the Nursery School.

The gulf noticeable in the British system between the Nursery School and the Infant School is being gradually bridged, and many of our teachers are now well aware that education should unfold as naturally and gradually as the natural development of a child. Infant and Nursery School teachers are approaching each other in a spirit of co-operation, and there is a growing feeling among teachers that the years from two to seven or eight should be thought of as one continuous progress through the first stage of education and not as two clearly defined stages.

Two-to-Seven Nursery Schools

Not only teachers, but many parents too, deplore the system which, as we have seen, sometimes imposes a break for the five-year-old with the type of education he has become accustomed to at a good Nursery School.

We have, however, in England and Wales a small number of schools for children from two years old to seven,[1] those in the Rhondda Valley and the Princeville School, Bradford, being the ones best known to British educationists.

The idea behind these schools must be distinguished from that which accepts the adding of Nursery Classes or Nursery Wings to existing Infant Schools. They are specially planned and organised so that complete continuity in education is assured right through early childhood. The children and their parents get to know the teachers very well and the child is not faced with the need to adapt himself, for a second time, to a strange building and unfamiliar grown-ups at the early age of five. Close contact is maintained between brothers and sisters. The older children continue to enjoy the full amenities for physical welfare, as well as the homelike atmosphere, of the Nursery School, and their intellectual needs can be met more fully

[1]The term "Two-to-Seven" does not exclude children in their Eighth year: as is implied throughout these pages, promotion to the Junior School occurs during that year.

than is possible in a large Infant School, since it is easy to see that the five-year-old is not pressed to begin formal work too soon, and that his individuality is considered.

It is generally recommended that the number of pupils should not be large, so that the interests of the younger children can be safeguarded; a maximum of 150-200 has been suggested by the Nursery School Association. Another recommendation is that the playrooms for older children be placed at a distance from the nurseries for younger ones, though the children should sometimes mingle freely, especially in the garden.

Schools of this type have not yet been sufficiently numerous for large-scale comparative experiments to be made. It is hoped by many British educationists that the permission given in the Education Act of 1944-45 to set up more of them will lead to expansion in this direction. It would then be possible to investigate and experiment with the advantage of the latest types of buildings and equipment.

A valuable pamphlet entitled *A Nursery School for Children from Two to Seven Years of Age* by Alice McKechnie, a former headmistress of the Princeville School, was published by the Nursery School Association in 1938.

Chapter Two

LIFE IN A NURSERY SCHOOL TODAY

THE Nursery School is based on the idea of providing not a substitute for but an extension of the home. It is therefore made as home-like as possible, not only in the type of building, which gives the child easy access to the garden and provides cheerful playrooms where groups can gather round a fire, but in the still more important matter of the relations between teachers and children. The Nursery School teacher knows that she will often be called upon to act as a wise mother and is ready to give comfort and warm affection expressed in caresses at times of distress, as well as to respect the child's desire for independence when he feels happy and secure. She gives the child a sense of individual welcome when he arrives and is prepared to meet his needs for real mothering when they occur. She encourages the whole of the domestic staff of the Nursery School to be interested in the children, not merely in the cooking of meals and attention to daily routine tasks.

The Nursery School also aims at providing those conditions for the best development which the busy mother is unable to provide during the hours when she must be absorbed in her domestic duties. The intellectual development of young children is largely dependent on active experiments which would lead them into danger if undertaken in the normal home kitchen where gas taps must not be turned on nor electric irons used as playthings, and where the commands " Don't touch " and " Keep still " tend to occur too frequently. The Nursery School provides an environment which is planned to suit the needs of children, and in which experiment can be freely and safely permitted. The pace of life in the Nursery School is also suited to the capacities of young children. They need not hurry to keep up with the adult's pace of life and there is time for them to acquire skill by laborious methods of trial and error. The Nursery School teacher is free from the mother's preoccupations with the daily



Our school architects and designers have made great progress in providing the setting for an active, informal, natural life.





Exploring the physical and the natural worlds. Above, an indoor sand-pit. Below, talking to the gardener (and you may choose your own apple).



round of work, and can watch and encourage experiments and even answer a large part of the torrent of questions with which the intelligent three-year-old tends to assail the adult. The all-important good relations between mother and child are strengthened by relieving the mother of the child's ceaseless questions and experiments during the busy middle hours of the day, and the child is guarded against the danger of his damping down curiosity and effort, in these very important and formative years, in his attempts to please his mother.

Moreover, he enjoys and benefits from the companionships of children of his own age. Many little children are despondent when their older playfellows leave them for school, and the 'only child' is apt to become retarded in social development and to feel afraid of, or hostile towards, other children unless he meets them regularly in friendly play. It is useful, too, for a child to become accustomed to friendly relations with adults, and to experience living in a community where turns must be taken, and other children's rights recognised, before he is plunged into school life at the age of five. Nursery School children are noticeably more confident and co-operative on entering school than those who enter straight from home.

The Daily Programme in a Nursery School

In districts where mothers are impelled to seek paid employment, and in areas where they are still needed for post-war work, Nurseries open at 7 a.m. and close at 7 p.m.; but the typical Nursery School opens a little before 9 o'clock and arrival is leisurely, there being no insistence on rigid punctuality. Mothers linger and chat with the teachers, though they are encouraged to let the child take off his outer garments himself and be as independent as possible.

Nursery School programmes differ, but in these days it is usual to begin with a long period of free play, out of doors if weather permits. Indeed, when conditions are favourable the child's whole day is spent in the open air and meals and sleep are taken out of doors.

Full scope is allowed for the children's active experiments, the teacher's part being to comfort children who may feel strange on

arrival, to answer questions and make suggestions when the child shows he is seeking for help and advice. She will protect children if necessary, and arbitrate if quarrels arise, and suggest the idea of taking turns and respecting other children's rights. She will also intervene to prevent destruction of valuable material and direct the child who wishes to destroy something to raw material on which he can exercise this impulse harmlessly or usefully. She respects and gives scope to his desire to exercise power over objects and materials. The chief materials available are those designed to encourage good muscular development, such as climbing frames, planks, ropes and boxes, wheeled toys, balls, and balancing bars; materials which specially call for creative activity; wood, sand and water with appropriate tools; gardening tools and materials for imaginative play; dolls and play houses, clothes and properties for dressing up; things for building; appliances for domestic activities—washing, dusting and cooking.

At about 10.15 it is usual for the children to come indoors, or in warm weather to sit at tables outside, for a mid-morning lunch which includes milk. Hands are washed, but usually the preparations for this meal are simpler than those for dinner.

Visits to the toilet are not organised; the child is encouraged to go when he wishes, except before the afternoon sleep, when all go. One of the staff will be in attendance in the toilet room to give individual help and supervision. The Nursery School superintendent and teachers will take a share in this work, recognising its importance to the child's happiness and good development. They will not leave it entirely to young helpers and will see that these helpers are trained to handle the children wisely and sympathetically.

After the mid-morning lunch, the older children often have a short period of music or stories; the younger ones usually return to play unless they wish to join in. In many schools different occupations are offered in the second period of play, such as painting and modelling in clay, or play with constructive toys and other things which are less productive of physical activity than those offered in the earlier period. If, however, a child wishes to return to one of the early morning occupations, as is frequently the case, he is allowed to do so.

At about 11.30 some of the children go to wash their hands and then lay the tables for dinner. Others go in groups a little later, to wash and then look at picture books or listen to stories until the meal is ready. Crowding of large numbers in the toilet room is thus avoided and individual help can be given.

The midday meal is well cooked and daintily served. It may be supplemented by cod-liver oil and fruit juice, or these may be given at another time during the day. In some schools the fruit juice is given on arrival and the cod-liver oil with the midday meal. Methods of serving the meal differ in different schools, but the tendency today is to ensure that the child gets individual attention over his food, by the teacher herself serving the child or telling the little helpers which child the plate is intended for, or by letting each child come to fetch his own plate so that she can give him a large or small helping as he desires. As the meal ends, the children who finish first go to the toilet, wash and clean their teeth. (Opinions differ about the advisability of keeping toothbrushes in school: in some schools a piece of raw carrot or apple is given after the meal.) This method ensures that no child is hurried over his meal, or kept waiting while the slower ones finish so that he becomes restless or quarrelsome. The children then prepare for rest.

In some Nursery Schools all the children lie on their beds after the midday meal. In others a quiet period of occupation is substituted, for children who do not sleep and appear to derive no benefit from lying on a bed. But in either case the children are encouraged to relax and rest. The older ones have a shorter rest period than the younger. Children who sleep are not wakened. After the rest, the children return to play, out of doors if possible, until their mothers come for them. For children who are fetched late an extra meal with milk is provided.

It may appear as if little attention is paid to actual learning, but the belief is that play is the finest of all educations and can include the best beginning in all the "subjects" of later study. Speech and language are not neglected, though it is no longer attempted to provide for them by special lessons but rather through informal talk with the children about their play and at meals and in the toilet room. Nor is it now believed that the

child's intelligence is developed, or his knowledge increased, by the performance of graded exercises with particular apparatus as much as they can be by occupations which he seeks for himself. The teachers try, rather, while watching these occupations, to give the child scope for full intellectual satisfaction, making their own contribution as they see his needs. He is encouraged to help the teachers and other children, but not so much by a set procedure of domestic occupations and systematic waiting at table as by using those occasions when needs for helpfulness arise of which the children are aware. We aim at good friendly feeling rather than set habits. The younger and older children are encouraged to play together during part of the day, because the little ones learn much from the older and because their presence leads the older ones to help them. But it is realised, too, that the little ones need quiet and leisure and close contact with the grown-ups for part of the time, and that the older ones need opportunities for more boisterous play and for intellectual experiments which would be hampered by the constant presence of the little ones. The four-year-old is a long way from the two-year-old in intellectual achievement, and becomes disheartened if his elaborate buildings are destroyed and his imaginative play too often interrupted, just as the two-year-old can become distressed by the older child's interference or help which he does not desire.

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Chapter Three

LIFE IN A MODERN INFANT SCHOOL

AS was pointed out earlier, we still have plenty of Infant Schools of the older traditional type, but the number of schools which are like the one to be described is increasing so rapidly that there is no doubt that such a school represents the direction in which we are moving today. No two Infant Schools have exactly the same programme, but they have certain broad features in common.

Like the Nursery School, the modern Infant School begins the day with a period of free activity. Teachers who have experimented with the time-table have become convinced that this period should be taken early in the school day, because the child comes to school full of plans, purposes and ideas which are often lost if he cannot carry them out immediately, and also because he seems better able to settle down to quieter work after he has had the satisfaction of moving about freely and talking to his friends. The whole school takes this period at the same time so that the children do not disturb each other and can overflow from their generally too crowded classrooms into corridors or hall and playground.

The character of the activity differs a little from Nursery School play. Infant School children are more sociable and tend to work in larger groups, and their purposes endure longer, so that they need places where the things they make and build can remain to be continued on another day. It is quite common to find, in one room, a 'hospital', a 'house', a 'shop', an 'aerodrome' and a 'railway station', housed in various places and attracting the same groups of children for several weeks or even an entire term. Where outdoor space permits and simple sheds can be constructed, progress is very much helped. The children tend to make familiar objects, and to play imaginatively at situations observed in their immediate environment. Sometimes

they will work individually, as when painting a picture or constructing a model with Meccano, but they tend to seek stimulus from each other. At the top of the Infant School one occasionally finds that a whole class has taken up one topic, as for example when some interesting event such as a Fair has occurred in the town, or some expedition to visit a place of interest has stimulated the whole class. Class projects, however, are less common in the Infant School than group projects.

The six- and seven-year-olds like to show their work and discuss it with each other and to make their plans for the next day; so the teacher will spend a few minutes in conference with the children before they clear away their materials. This first period devoted to free activity is very valuable for language training and for encouraging thought and the solving of problems, and children will often offer to bring pictures, books and materials from home to help the work of their own and other groups. Such a conference, too, often shows the teacher where a talk or story from her will open up fresh possibilities to the children, or where a visit could usefully be paid to enrich the children's knowledge. With the five-year-olds she will probably have to find this out by observation just as the Nursery teacher does, but the older children are very articulate and moreover enjoy listening to class discussions, as well as taking part themselves.

In some schools, directly after they arrive the children assemble for a short period of songs, hymns and prayers. This is sometimes followed by the Bible Story period: but in schools such as the one described below this Scripture period is usually taken at the end of the morning in order not to postpone the period of free activity.

At about 10.15 clearing-up generally begins.

At 10.35 they have lunch, which, as in the Nursery School, is daintily served; and then they go out to play.

At about 11 the five-year-olds usually settle to a period of quiet activity, during which children who have developed a genuine desire to read and write can do so while other children draw and model, use constructive toys or picture books, or play at number-games. Meanwhile the older ones work at reading, writing and arithmetic.



Scrubbing no drudgery. Domestic play is a necessity at school, where it puts no one's housework out of step and no one out of patience.





The Arts: it is never too early to begin them. Encouragement, materials, advice if they demand it; but no rules.



At about 11.40 the Bible Story period is taken throughout the school.

For the midday meal some of the children will go home and some stay and have their dinner at the school.

In the afternoon, the five-year-olds first have a rest period of quiet occupations or listening to stories or music. Some children lie down to rest. Then they have poetry or stories read to them, followed by dramatic play, music, a talk by a teacher, or a Nature-observation walk. The rest of their time is spent in play, or 'occupations' such as informal handwork.

The older children often begin the afternoon by a short period of relaxation, during which stories are read to them or music is played, and then settle to a second period of reading, writing or arithmetic—since only half an hour of this was done in the morning. The second part of the afternoon is given to poetry, stories, music or Nature activities.

Physical training is taken once in the day by all the children, the time being varied in each class to allow of use of the playground or hall. It is never taken in the early morning free-activity period.

The time-table is flexible and considerable freedom is given to the teacher to use the time as she thinks best for the children. Some time-tables give only such broad descriptions as "free activity", "directed activity" and "appreciation". Sometimes talks are given, and reading and writing or arithmetic is based on topics which arise from the activity period. Sometimes an expedition is made to some place connected with a topic studied by a class or group.

The postponement of systematic teaching in reading, writing and arithmetic until the children are six is becoming more usual now in Infant Schools, and comparative tests have shown that the children do better when the five-year-olds are left free to begin on these subjects, or not, as they wish. The teacher of the five-year-olds will arouse interest in books and writing by reading to the children from books, and by the use of notices and labels in connection with everyday life in the school and for certain activities where it is natural to do so. For instance, notices saying "Shop open" or "Shop closed" will be appreciated by

children playing shops and help them to realise the value of being able to read. In arithmetic, too, there are many situations of daily life and in the children's play which the teacher will use to give them their first experiences of simple counting and calculation. Once the desire to read and calculate is aroused the six-year-olds and seven-year-olds benefit from a certain amount of direct teaching and practice work, done with the object of gaining skill—provided that the more immediate purposes of the child are kept in sight by the frequent use of real situations which require reading, writing and calculation.

Formal handwork is not taught in the modern Infant School, but the children are encouraged to use creative material and to discuss and criticise their work from the point of view of its usefulness in their projects. Some demonstration by the teacher and by children themselves will be given when the need is felt by the children for greater skill. Children educated in this way, when tested against children taught handwork by systematic exercises and by much teaching and demonstration, prove to have far greater ingenuity and inventiveness, and equal neatness and skill.

Similarly, 'conversation lessons' have been discontinued, but conferences and discussions on topics which are of real interest to the children are held, and the teacher introduces new words and expressions as the need arises. The freedom of the children to talk to each other and to the teacher is found to improve their powers of speech, and make them more fluent as well as more sociable than children in formal Infant Schools.

The introduction to reading is generally through large books composed by the children themselves. Writing introduces itself through the children wanting to send notes and messages or to write something under a picture they have drawn. In many of the schools this develops into delightful illustrated diaries and books made by the children. The link between reading, writing and spoken language is therefore kept close. Reading is taught by practice in recognising whole sentences and words and only later by analysis into sounds and syllables. Writing, too, generally begins by attempts to write whole sentences and words.

Nature activities—gardening, care of plants and pets, feeding

of birds and observation of the countryside and parks—have taken the place of formal Nature lessons. Records are often kept of weather and of interesting observations noted by the children, and the interest in living things which is always keenly shown in the Nursery School goes on.

From this description it will be seen that the education of children in our best Infant Schools progresses continuously from the Nursery stage, providing for the growing social purposes and increases in skill which the child's development requires. On the physical side the picture is often less bright. The Infant School is still too often cursed with inadequate buildings, survivals of an earlier age which did not recognise the need of young children for movement and for access to gardens, or for suitably planned toilet rooms. Hot water, and a towel for each child, which are always provided in Nursery Schools, are not yet found in all Infant Schools, and water-closets are still sometimes outside the building. There are no young girl helpers such as are provided in the Nursery School to assist the teacher, and this makes it difficult to give the five-year-olds the care and supervision in the toilet room which are still needed, especially by children who are entering school for the first time at the age of five (those who have passed through a Nursery School are often more independent and confident). Nor were the Infant Schools built with the idea that a midday meal would be cooked in them. Many children, however, now stay at school for this meal and will continue to do so. Consequently the meal has in many schools to be sent in containers from a central kitchen, which means that it is cooked a long time before it is eaten. The ingenuity and enthusiasm of teachers have prompted many of them to provide pleasant surroundings and a happy atmosphere in which the meal can be eaten, but the children are often too crowded and there are not enough helpers available to make the meal as pleasant a social function as it can be in a good Nursery School.

The classes still tend to be far too large. With even one additional teacher on the staff of every Infant School it would be much easier to give adequate physical care; and a great advantage would be gained in the teaching, especially of the more backward children or of those who, through absences from

school, need individual help. But at present we have not enough teachers. According to the regulations in force at the time of writing an Infant School class may contain up to forty children. Owing to the shortage of teachers, classes are often much larger than this. A Nursery School group of three- and four-year-old children may not be more than thirty, and the teacher will be assisted by a helper. Two-year-old groups are limited to fifteen children with one teacher and a helper, and sometimes more than one helper to each group is provided in Nursery Schools. It is possible that when sufficient teachers become available the regulations will be altered to reduce the maximum size of groups in both Nursery and Infant Schools.

Many Infant Schools have formed Parents' Associations, and encourage informal contacts with parents, but here again the large numbers and crowded conditions are an obstacle and make it difficult to have parents in the school in the informal way which is common in Nursery Schools. On the whole, our Infant School teachers deserve great credit for the way in which they succeed in keeping a happy informal atmosphere, for both children and parents, despite the difficulties.

Enterprising teachers have not waited for conditions to be improved before developing fresh methods of teaching. Many of the improvements to be seen in newly planned Infant Schools have been the direct result of the illustration of their need given by progressive teachers, who carried out experimental work in unsuitable buildings and themselves provided equipment which is now recognised as necessary and made available to Infant School teachers generally. The freedom to experiment countenanced by H.M. Inspectors has produced a rich harvest. In many cases Inspectors have co-operated in these experiments, and their general policy has been never to interfere with a head teacher who has good reasons for the methods she is using. Advice from official sources has been in the form of suggestions, and the term " suggestions " is always used in the official handbooks issued to teachers.

Many of the Directors of Education of the Local Education Authorities have been keenly interested in making good provision for the youngest children, and some beautiful buildings bear



Carpentry at Nursery School is experimental; at Infant School (below) it is already quite skilful.





Spontaneous group activities. Above, older children at an Infant School: below, "under-sixes" building with planks and boxes.





The natural way of learning how to calculate; a Post Office project at an Infant School. Below, quiet studies in reading and writing.





The modelling room at an Infant School. Below, drawing and writing go together pictures are annotated, writings illustrated.



witness to their enthusiasm. Some local inspectors of education have also done a great deal to encourage experimental methods in their areas. Many lecturers from the Training Colleges have helped, and been helped by, the schools in which their students practised, and the attitude of head teachers towards experiments carried out by students has been generous and co-operative.

Infant Schools differ considerably, in matters of theory and of practice, but as a whole they form an admirable and very living part of education in Britain. The Nursery School has had the advantage of being a younger movement which was initiated on more generous lines, but the Infant School is much too vital to remain trammelled by bad conditions, and is already exerting influence on the schools for children aged seven to eleven as well as drawing upon influences from the Nursery Schools.

COLLEGE
COIMBATORE

Chapter Four

TRAINING COLLEGES

THE training offered to intending Nursery School or Infant School teachers is of various kinds. In England and Wales, students who have graduated at a University need train for one year only—either at one of the five Froebel Colleges or at one of the National Training Colleges[1] in which a special course has been planned for them; or in certain University training departments such as the one at Manchester University where a special Nursery Course is offered. (Some graduate teachers voluntarily undertake a longer training.) The graduate is not required to study 'academic' subjects while training and is free to concentrate entirely on 'professional' subjects.

Non-graduate students have a choice between the Froebel Colleges, which offer a three-year course for non-graduates, and the National Training Colleges, which offer them two years; the latter training is considerably less expensive, and it will be extended to three years when post-war recovery permits this. Non-graduate students are required to qualify in academic subjects as well as professional ones: in the National Training Colleges the usual practice is for the student to choose two academic and two 'practical' subjects—for example, English and Biology; Music and Handwork. English Language is generally a compulsory subject, English Literature optional. On the professional side, all the students study child psychology and the principles and methods of teaching, also hygiene and physical training.

[1]It is convenient to call these colleges National although the usual term at present is "Two-Year Colleges". Most of them are assisted by the State with grants (with the exception, at present, of certain of those provided by religious bodies); all are inspected by the Ministry of Education. Between them they train the majority of the teachers who enter the State schools. Most of them are provided by the Local Education Authority.

No tuition fees are charged at the National Training Colleges, and maintenance grants are made, if necessary, according to the student's financial circumstances. At the Froebel Colleges (with one exception) students enjoy similar advantages during two out of the three years of the course.

In the National Training Colleges at least three months of the course is spent in actual teaching, and the students also visit good schools and observe their methods. Many of these Colleges, in addition to giving the students experience in schools, arrange for them to get extensive knowledge of children in an informal way. Some National Colleges have their own play centres organised by lecturers and students, others send their students to help in play centres, or in holiday camps or other types of vacations organised by schools, or arrange for them to spend part of their holidays living in homes where they can help with the children.

Many training college lecturers beg[illegible]eir course on psychology by arranging that their students, bef[illegible] beginning to study text-books, should watch children at play, [illegible]t to know children, and discuss their observations. The teaching of psychology in the training colleges has become much more related to the practical understanding of children and less concerned with abstract conceptions than it used to be, and the students are encouraged to discuss their own problems of understanding and teaching children and to find out the answers to some of them by observation and experiment. The students are also encouraged to think of education in its widest sense, and to be interested in the home background and out-of-school pursuits of children, and to visit welfare centres and clinics which give physical and psychological help to children. Formal demonstration lessons have disappeared, but students with their tutors undertake some experimental teaching in the schools and discuss the results together.

Some of the colleges are dissatisfied with the types of training college curriculum hitherto common and are experimenting with courses of study more closely related to the kind of life our children lead, and based sometimes on that of the neighbourhood of the college. The tutors feel that such courses

will, among other advantages, give a better insight into the reasons underlying modern methods of education, as well as giving the students themselves a fresh and vital approach to study.

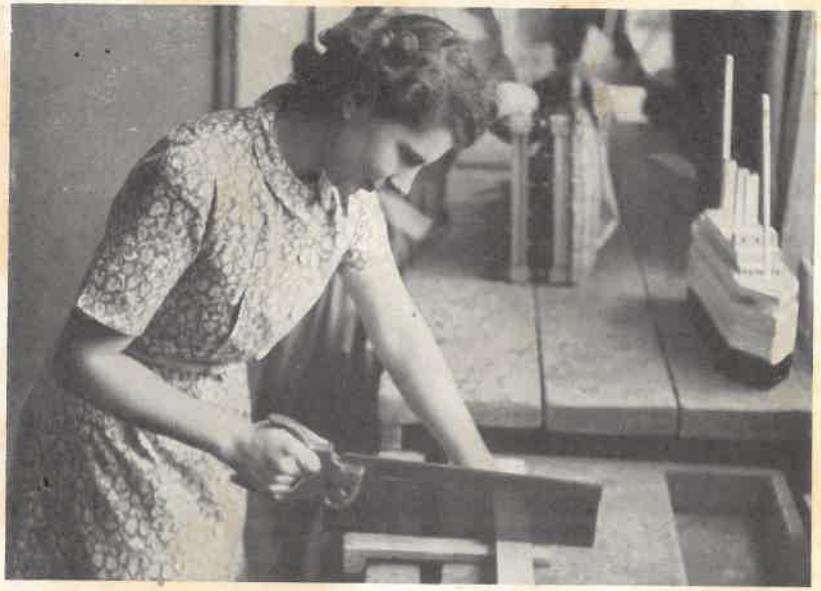
Some colleges attempt, especially in the first year, to make a real break with the methods which the students experienced in the Secondary Schools and the attitude towards knowledge which is too often imposed by the sense of impending examinations. There is a tendency to reduce examination as much as possible and to substitute assessment of work done by the students—even in the final tests on which certificates are granted. Some colleges have abolished all examinations except the final ones, and have found that the students' work has benefited from the greater intellectual freedom.

In the Froebel Colleges the curriculum does not differ fundamentally from that in the National Training Colleges, but it is more leisurely and the students spend more time with children. The Froebel Colleges give more time than the others to the history of education and the work of great educators.

The National Training Colleges differ considerably in curricula and methods, and it is probably true that no two Colleges are alike in detail or even in the courses of study offered to the students. The syllabus and also examinations and tests are generally arranged by Boards of Studies formed by grouping the Colleges round their nearest University, and the Boards consist of lecturers from the Colleges together with University lecturers in the appropriate subjects.

The National Froebel Foundation plays a corresponding part to the Universities in respect of the Froebel Colleges and conducts their examinations. In addition to its Teacher's Certificate, which carries eligibility for recognition by the Government as a qualified teacher, it awards advanced Diplomas (by examination) including one in Teacher Training.

The Training College lecturers therefore exercise considerable influence upon the syllabus and examinations and many of the Colleges set their own papers, but these have to be approved by an external examiner appointed by the Board of Studies. The results are assessed both by the lecturer and by the external



At Training College. Besides studying theory, the student has full opportunities for practical training.





Qualified teachers regularly take refresher courses at Training Colleges (as here) or at Institutes of Education.

examiner. The fact that there is no single central examination and that the individual Colleges have so much influence has done much to safeguard experiment and has prevented the training from becoming stereotyped. These arrangements may be modified with the development of the University Institutes of Education now in progress throughout the country. These Institutes will be responsible for making recommendations for the status of "qualified teacher" in respect of all students trained within their areas. They will be responsible for the examination and the assessment of practical teaching work of students, and may be expected to exercise considerable influence on the curriculum of the Training Colleges—both of the National Training Colleges and of the Froebel Colleges.

In Scotland, in the National Training Colleges and in other such colleges the course is a three-year one, and Nursery School teachers are required to add a fourth year. This requirement of an additional year for Nursery School teachers emphasises a tradition of which we are proud, namely that both England and Scotland recognise the importance of educational work with the youngest children and make it a higher, not a lower qualification which is required. The Scottish system however requires that Nursery School teachers should first take the same training as teachers of older children.

In England, although it is possible to train as a Nursery teacher by taking a third year in this work after a two-year general teaching training, there are National Training Colleges where Nursery work may be prepared for in two years' special training, or where three years are devoted to training for work with children of Nursery and Infant School age, while the intending teachers of older children follow a different course. In most of the National Training Colleges in England the students mix for their study of academic subjects, and separate only for professional subjects concerned with children of different ages.

Most of these Colleges are aware of the need to give their students the widest possible social contacts, and welcome the closer co-operation with the Universities which is already beginning to come about. Unfortunately some of the Colleges are rather far away from their nearest Universities, which makes

it difficult for their students to mix frequently with other young people training for different professions.

Since the war, temporary Emergency Colleges have been instituted in which older students can train in one year. This has been necessary because of the acute shortage of teachers and the interruption during the war years of the training of those who intended to enter the profession. These students are encouraged to continue their study after they leave the Emergency Colleges.

Few enterprising teachers are satisfied to let their college training be the end of their professional studies. Refresher courses of all kinds are eagerly sought by teachers of young children. Many two-year-trained teachers re-enter a training college for a third year to study a special subject or for Nursery School training. Or they may add the Froebel Foundation's advanced Diploma in Teacher Training to their first qualifications; preparation for this certificate in the special week-end classes held during school term-times by the National Froebel Foundation has been found to exercise a vitalising influence on practice in such teachers' schools. Any course of more advanced study which is available tends to produce more applicants than it can accommodate, and the need for more opportunities for further study is abundantly evident.

The Nursery School Association and the National Froebel Foundation offer regular summer schools and courses of lectures, both in and out of London, and the Ministry of Education as well as some of the Local Education Authorities and Universities arrange courses from time to time. Montessori courses also are organised by the Montessori Society.

Training of Nursery Helpers

In the past the instruction of young helpers was left to the Local Education Authority or to the superintendent of the Nursery in which the girls worked. Recently a National Nursery Certificate was instituted to be awarded after a course of training which the girls can take usually at a Technical College while helping in the Nurseries. The helpers work in relays, which allows them to be free for study two days a week. On one day they continue their general education and on the other follow a simple course

of professional study. The certificate will qualify them to act as children's nurses in private houses as well as in residential or day Nurseries where children under two are admitted. They gain practical experience and have lectures on the care of babies as well as on children aged two to five. The certificate qualifies them to hold junior posts only; they can add to their qualifications if they wish to take posts of greater responsibility. They can complete the National Nursery Certificate when they are eighteen, whereas the private Colleges which train for Nursery Nursing do not accept students before they reach this age. It is not anticipated that all the girls who take the National Nursery Certificate will necessarily decide to take up Nursery Nursing as a career, but the knowledge gained may prove of great use to them as mothers, or if they decide to train later for Hospital Nursing. It is possible that some of them will train as Nursery School teachers, but the usual course for intending teachers will probably be to remain at their secondary schools until they are eighteen.

Chapter Five

INFLUENCES WHICH AFFECT THE EDUCATION OF YOUNG CHILDREN IN BRITAIN TODAY

THE strongest influences which now affect the early education of young children in this country are those of Froebel and Dewey together with that of psychologists in the field of child development, particularly of the late Dr. Susan Isaacs, former head of the Department of Child Development of the University of London's Institute of Education, whose books are much studied here in the training colleges for teachers.

Montessori

As we have said, the Montessorian influence was strong in the early nursery schools in Britain and it also had a considerable effect upon the Infant Schools during their period of transition from formality to greater freedom, particularly perhaps from 1920 to 1930. There are still some Montessori Schools, in the London borough of Acton, for example, but on the whole we have accepted some of Dr. Montessori's broader principles rather than her apparatus and methods of teaching. The Board of Education Report of 1933 on Infant and Nursery Schools states the position very fairly when it says: "The Montessori method, though suggestive in many respects, is hardly suitable for application in its entirety in the Infant Schools of this country". (One reason stated is the relatively small provision for development of free imagination or of the child's wider interests in the activities of the outside world.) "Its influence may be seen" the report continues

> "(*a*) in the growing tendency to make provision for individual occupation with the minimum of intervention on the part of the teacher; (*b*) in the emphasis on equipment of appropriate size (e.g., small basins, brooms, low cupboards), and the encouragement given to the children to handle and

> use everything about them with independence and initiative; (*c*) in the introduction of appropriate apparatus for sense training; and (*d*) in a growing scientific attitude towards the general care of mind and body, and renewed emphasis on self-education."

Since these words were written (*c*) has given place to an emphasis on sensory experience in ordinary activities rather than on special apparatus for sense training. Teachers are now inclined to spend their allowances for equipment upon toys and materials which call forth imaginative and constructive effort, rather than on apparatus of which the chief purpose is to encourage sensory discrimination. But there is no doubt that we owe a real debt to Dr. Montessori in that it was her work which convinced Infant School teachers that it is possible to have children learning by active individual methods even in large classes.

Froebel

Froebel's influence is seen, similarly, not in the use of his apparatus, but in his educational principles, particularly in his recognition of the value of play and his respect for the child's spontaneous interests. The Froebel Training Colleges in Britain ceased many years ago to teach the students the use of the "gifts and occupations" and the special songs and games which used to be a feature of Froebel kindergartens, but they still value his book *The Education of Man* and have welcomed the more scientific application of his principles emphasised by Dewey.

Dewey

Dewey, as was Froebel, is a student of children's play. His insistence upon the educational value of spontaneous activities generated by the child's interest in his immediate environment, his understanding of the nature of thought and its relation to the solving of the practical problems of the learner, and his unbiased observation of children, have given him a very important place among those who influence the thought of educationists in this country. Many teachers work on his principles though they may not have read his books. The work of Miss E. F. Mitchell

(of the Maria Grey Teachers' Training College for Women, London) and her writings—particularly her book *The Child Under Eight*—did much to instil Dewey's principles in England.

The Froebel Training Colleges, whose students study the principles of both Froebel and Dewey, have an important influence because from the ranks of their ex-students are drawn many of the lecturers in Infant education at the National Training Colleges, which turn out most of our teachers.

Other Foreign Influences

The work of the experimental schools in America, especially those attached to the Universities, has naturally attracted the attention of British teachers, as has also the work of Dr. Decroly in Belgium. These influences can be seen in some of our Nursery and Infant Schools today; where Decroly's methods of teaching writing, for instance, are often followed.

Susan Isaacs

Since 1933, when the Department of Child Development was opened at the University of London Institute of Education under Dr. Susan Isaacs, many lecturers in the training colleges as well as intending lecturers and head teachers have taken an Advanced Course there. This has made the work of contemporary psychologists and physiologists more fully recognised in the training colleges and schools. Dr. Susan Isaacs's work while at the Malting House School[1] in Cambridge, and her writings, had attracted considerable attention among educationists before the creation of the Department caused her influence to spread more widely.

The genetic and biological approach to the study of young children, the deeper consideration of their emotional life and ways of learning, and the basing of education upon the actual needs and purposes of children, have been very much strengthened by Dr. Isaacs's work. Both her students and the Froebel students tend to resist the crystallisation of educational systems and to work on experimental lines, recognising that every group of

[1] A private school for children two to ten, many of exceptional intelligence, conducted on experimental lines.

children has special needs and purposes apart from those which are common to all children, and that our knowledge is still far from complete.

Experimental Schools and Teachers

Among the vital influences on our present-day education must be placed the experimental work of teachers in our own schools, of which much could be said. One of them, E. R. Boyce, is the author of a valuable book *Play in the Infant School*. Many of these teachers, by their lectures at the summer schools for advanced students held in vacation periods by Universities, Training Colleges and voluntary societies, and by welcoming visitors in their own schools, have done much to help other teachers to work out in daily practice principles which they had studied but had not previously understood how to apply.

Present-day education in Britain also owes much to voluntary societies among which must be mentioned two especially, the National Froebel Foundation and the Nursery School Association of Great Britain and Northern Ireland.

Reference has already been made to the Froebel Society, founded in 1874. This society, now assimilated under the name of the National Froebel Foundation, still exerts considerable influence and continues its original work of arranging courses of lectures for teachers and keeping the knowledge of progressive educational principles before the public, as well as its more specific work, mentioned earlier, in the training of teachers and lecturers. It publishes a Bulletin and maintains an extensive library in London. It has several branches in various parts of Britain, and contacts abroad.

The Nursery School Association was founded in 1923 when there was an acute need to press for the greater provision of Nursery Schools and to make clear and give greater publicity to the principles upon which they should be conducted. It is a very vigorous and influential body. Its present membership is about 9,500 and it has more than 90 branches in Great Britain and Northern Ireland. Its membership is not confined to educationists, but includes members of other professions, parents and members of the public. Like the National Froebel

Foundation, with which it works in friendly co-operation, it organises conferences, summer schools and courses of lectures, and it has many contacts with similar associations abroad. The Nursery School Association has published pamphlets on every aspect of Nursery School education. One of its most recent publications, *Planning the new Nursery Schools*, was circulated to all the Local Education Authorities and has aroused interest among visitors from overseas. The headquarters of the Association in London has an international library, and workshops in which toys and apparatus are designed and exhibited. The Association has taken effective action during times of economic crisis, when provision of Nursery Schools has been held back (as occurred in 1931), and has always sought to influence public opinion in support of those in authority who are seeking to further the cause of Nursery education. The Association was very active during the time when the Education Act of 1944-45 was being debated in Parliament, and during the period since in which Local Education Authorities have been working out their plans of development under the Act.

War-time Influences

The sudden need to accommodate large numbers of young children in Nurseries during the late war naturally focused a good deal of public attention on the question of good Nursery provision. Some of the children had even to reside in the Nurseries, and this led to a more vivid realisation among public authorities of the physical and emotional needs of very young children.

The extreme rapidity with which certain infections spread on occasion among these large groups of very young children attracted the attention of medical experts and led to much more thorough teaching of Nursery probationers and students about health and the prevention of infection. Diet, too, was studied closely because the nurses, students and teachers could see what food was eaten over the whole day, and variation in children's appetite, and capacity for sleep and exercise, could be noted.

The fact that satisfactory physical development is dependent

on happiness, and that different children require different treatment, became more widely recognised with the result that a much less rigid attitude towards "habit training" developed. Above all, the child's absolute need for a mother or, failing that, someone to whom he could turn as a substitute, was very clearly and dramatically demonstrated to many helpers. The type of Nursery School teacher who before the war was sometimes inclined to think "If only we could have the child in the Nursery School all the time, how good it would be for him", learnt humility, and came to appreciate the simple fact that the most ordinary mothers had been providing something which the most perfect institution cannot give. The desire of teachers to co-operate closely with the mother, which was always a feature of our best Nursery Schools, has been strengthened by the experience gained in the war. The desirability, too, of shorter hours of work for mothers of young children and consequently a shorter Nursery School day is now being strongly pressed by Nursery School teachers, in the interests of the child. Miss Anna Freud, daughter of the famous psychologist who came to London just before the war, organised two Nurseries for homeless children, and made a close and valuable study of their emotional needs, besides training her workers and students to understand them. In face of almost insuperable difficulties during the war, she managed to keep close contact between parents and children, and by careful staffing to provide a substitute for the mother when the mother could not be present. Her two small books *Young Children in War-time* and *Infants Without Families* have done much to add to teachers' understanding.

The short courses of training given to women enlisted for Nursery work have helped to spread the knowledge of the young child's needs to a wider public. Many of the people recruited have since sought full professional training and others have carried the knowledge they gained back to their own homes. Until the Act of 1944 eliminated the practice, many Local Educational Authorities in Britain barred the employment of married women as teachers: the contribution made by married women during the war years did much to overcome economic prejudice against their employment in the educational field and

to bring about the change of policy. The war-time shortage of equipment for play drew attention again to the value of the simple natural materials, sand and water, clay, wood, boxes, planks and ropes, and has provided perhaps a healthy antidote to a tendency to over-elaborate apparatus and toys.

The need to help and inspect so many Nurseries naturally aroused considerable interest among those H.M. Inspectors who had not previously been concerned with the education of very young children : they held conferences with colleagues in this field and with experts in child psychology. H.M. Inspectors have strongly supported the educational work in the Nurseries and encouraged the consideration of the individual needs of children. They did much to expose the fallacies of Behaviouristic belief in the 'conditioning' of children—a viewpoint which, though it was never held by educationists in this country, was likely to become common in the early days of the war-time Nurseries when large numbers of people untrained in the education of young children were suddenly plunged into new responsibilities.

A very important war-time influence, which will persist, is that a very large number of mothers have come to value good Nursery education and to realise that their children benefit from the really satisfying play with other children that a good Nursery School is able to provide. Mothers who thought first of the Nursery merely as a place where a child could be kept safe while they were at work have come to value it for other reasons and are showing discrimination between Nurseries which differ in educational value.

BOOKS MENTIONED IN THE TEXT

A History of Infant Education	R. R. Rusk *University of London Press.* 6*s.*
A Nursery School for Children from Two to Seven Years of Age	Alice McKechnie *The Nursery School Association.* 4*d.*
The Education of Man	Froebel *Appleton-Century Crofts Incorporated, 35 West Thirty Second Street, New York, 1.*
The Child Under Eight	E. R. Murray and H. Brown Smith *Edward Arnold.* 6*s.* 6*d.*
Play in the Infant School	E. R. Boyce *Methuen.* 8*s.* 6*d.*
Planning the new Nursery Schools	*The Nursery School Association* *University of London Press.* 2*s.* 6*d.*
Young Children in War-time	D. Burlingham and Anna Freud *Allen & Unwin.* 1*s.* 6*d.*
Infants Without Families	D. Burlingham and Anna Freud *Allen & Unwin.* 5*s.*

OTHER BOOKS RECOMMENDED

Infant School Activities	E. R. Boyce *Nisbet.* 8*s.*
The Mothering of Young Children	Gwen Chesters *Faber.* 3*s.* 6*d.*
Testing Results in the Infant School	D. E. M. Gardner *Methuen & Co., Ltd.* 9*s.* 6*d.*
The Nursery Years	Susan Isaacs *Routledge.* 2*s.*
The Intellectual Growth of Young Children	Susan Isaacs *Routledge.* 15*s.*
The Educational Value of the Nursery School	Susan Isaacs *Nursery School Association.* 1*s.*
Life in the Nursery School	L. de Lissa *Longmans.*
Life of Rachel McMillan	Margaret McMillan *Dent.* 6*s.*
Froebel Education Today	B. Priestman *University of London Press.* 2*s.* 6*d.*
Living with Our Children	J. P. Slight *Grant Education Co., Ltd., Glasgow.* 3*s.* 6*d.*