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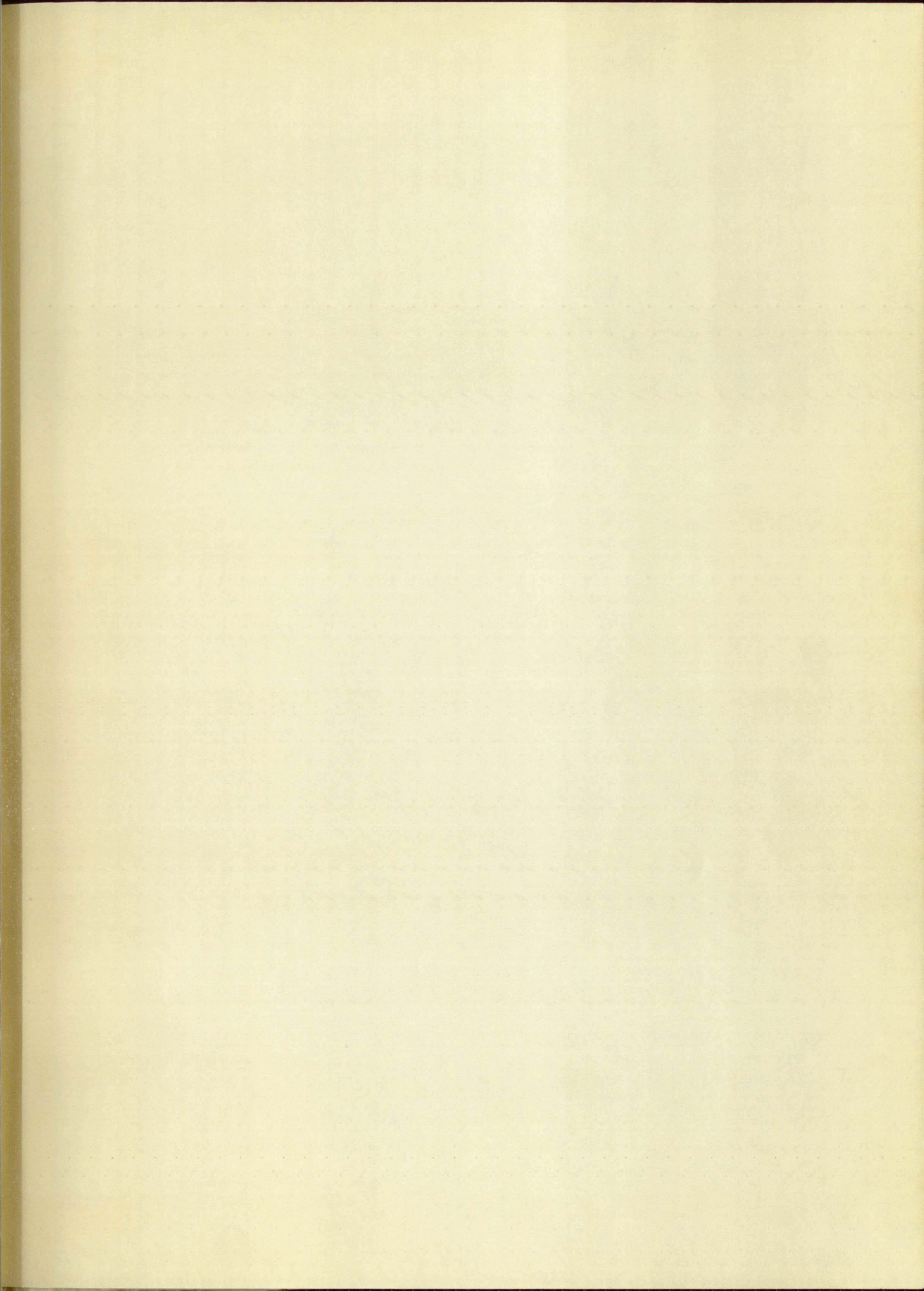
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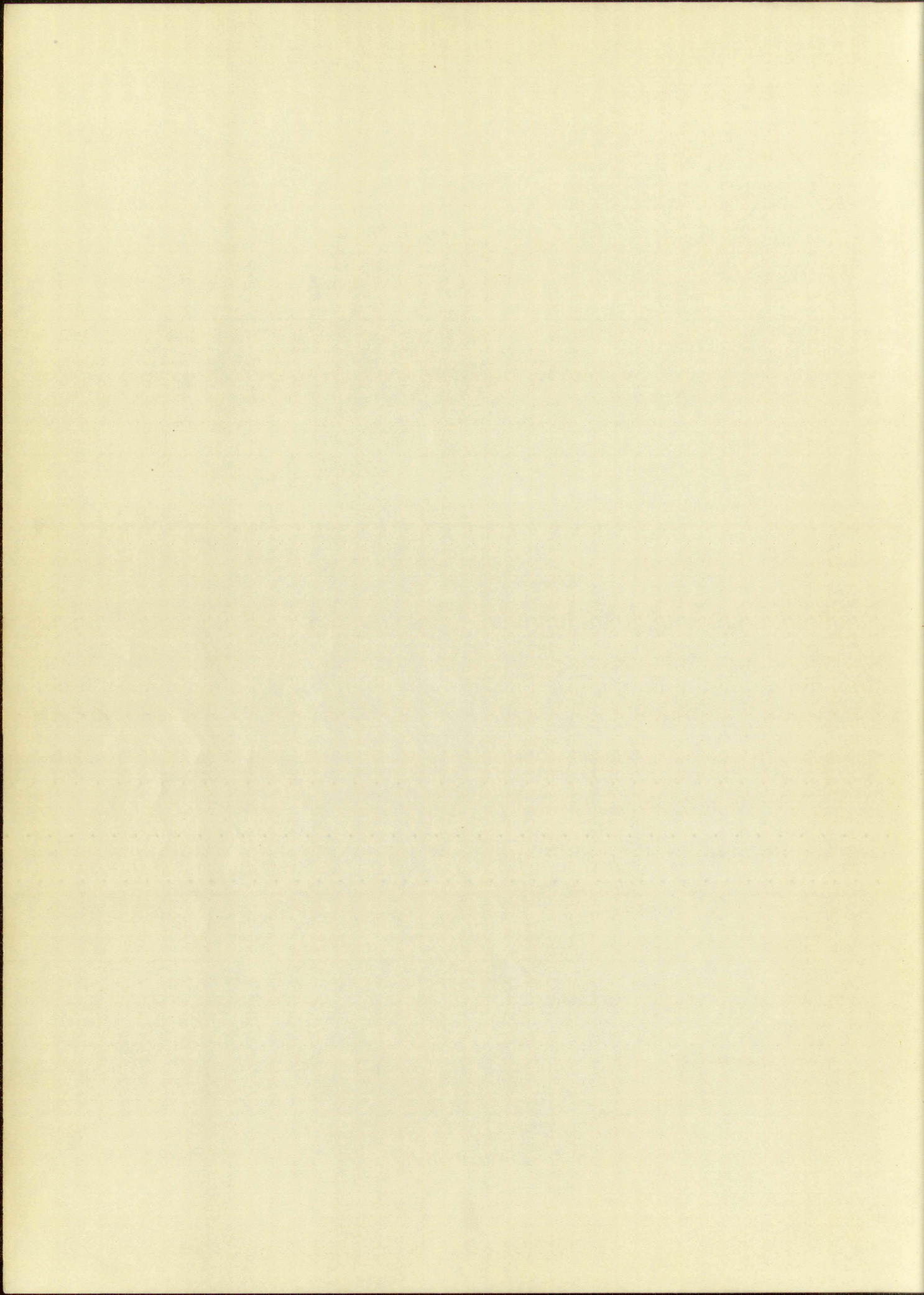
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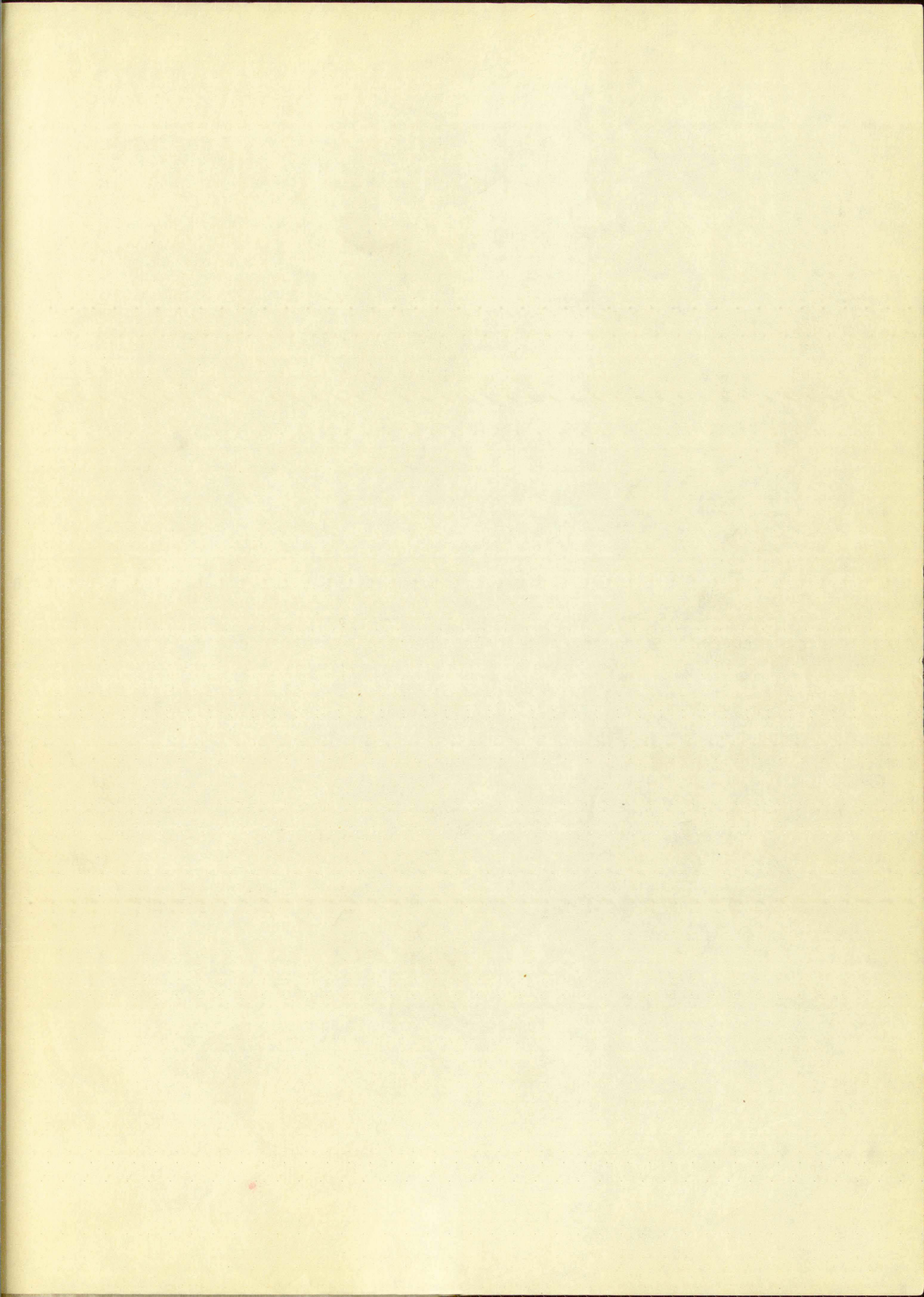
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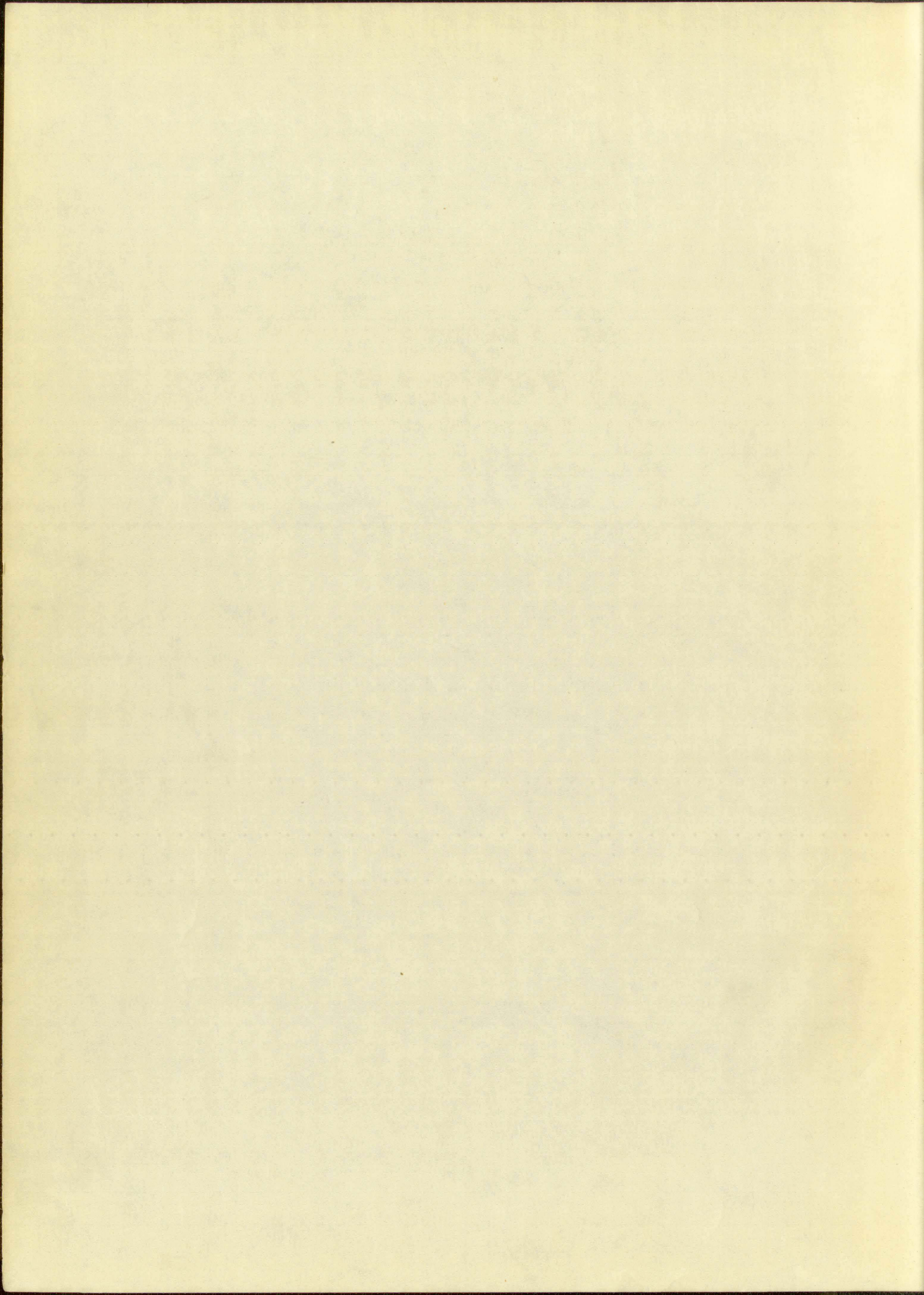
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A HISTORY OF PRESCHOOL EDUCATION IN ALBUQUERQUE

By

Velma May Mills

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1949



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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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CHAPTER I

INTRODUCTION

The significance of preschool education outside the home deserves increasingly important consideration by educators as it moves forward with greater momentum year by year. The average citizen could give little information about the facilities for child development in preschools within his own city. Yet this same citizen may have a child who has attended, is attending, or is a potential pupil of some preschool in his community. Since these institutions have grown from a very few to a large number in Albuquerque today, a study recalling their progress to their present status seems feasible.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to relate a history of the preschools in Albuquerque, including kindergartens, nurseries, and day care centers; (2) to present a clear physical and educational picture of the preschools in operation now in Greater Albuquerque; and (3) to summarize the preschool movement in Albuquerque, giving recommendations as to setting up some standards of operation that are acceptable to authorities in the childhood development field.

The significance of the present study is that it shows that the human mind is not a passive recipient of information from the outside world, but an active participant in the process of knowledge. The human mind is a complex system, and its functioning is influenced by a variety of factors, including the environment, the individual's experiences, and the individual's own thoughts and feelings. The present study is a contribution to the understanding of the human mind, and it is hoped that it will be of interest to those who are concerned with the study of the human mind.

1. THE PROBLEM

The problem of the present study is to determine the factors which influence the functioning of the human mind. This study is a contribution to the understanding of the human mind, and it is hoped that it will be of interest to those who are concerned with the study of the human mind. The present study is a contribution to the understanding of the human mind, and it is hoped that it will be of interest to those who are concerned with the study of the human mind.



Delimitations of the problem. This study will be limited to a history and a survey of preschools made within Greater Albuquerque, but some history of care centers, kindergartens, and nursery schools in other cities will be cited in order to make comparisons. Preschool children are those under six years of age before January first of each school year.

Importance of the problem. Because a good preschool provides educational opportunities that can help both children and parents to happier living, an analysis of these schools seems amply justified.¹ A growth from one preschool to over thirty institutions today in Albuquerque shows the value of this study. Down to this date no history has been recorded. Through this survey it is hoped that some evaluations and recommendations may be made that will be of use to others interested in improving and standardizing preschools. It is well to keep in mind that the only prerequisite to opening a preschool in Albuquerque is to spend two dollars for a city business license. There are no regulations regarding the buildings, the staff, or the physical status of the pupils, nor does such a school have to be approved by the State Board of Education.

¹ Some Ways of Distinguishing a Good Nursery School. National Association for Nursery Education (Iowa City: University of Iowa, 1942).

II. DEFINITION OF TERMS USED

Nursery school. A nursery school is here defined as a school which trains children two, three, and four years old in experiences of social, mental, and physical conduct.

Kindergarten. A kindergarten is a school for children four, five, and sometimes six years old.

Day care center. The day care center as used here refers to any place that cares for five or more babies or children of various ages. It does not attempt definite instruction but merely provides a place for working mothers or mothers who desire leisure time to leave their children by the hour, day, week, or month.

Preschools. Preschools is used to cover all the places that keep or train children under six years of age and includes all three of the above terms, nursery school, kindergarten, and day care center.

III. SOURCES OF THE DATA

Data for this study were obtained by personal interviews, preschool records, questionnaires, and newspaper articles from the Albuquerque Tribune and Albu-

II. PURPOSE OF THE STUDY

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Querque Journal files from 1907 to 1949 and The Summer Lobo, 1942. Secondary sources were leading books and magazine articles on child care and development that are listed in the bibliography. A helpful insight into the field of preschool education was gained by the writer when she studied Child Care and Development and worked in the University of New Mexico Nursery School during the summer of 1948 under the able leadership of Miss Florence Schroeder.

IV. METHODS OF PROCEDURE

Data collected for this historical study have been handled partially chronologically but mainly according to the three types of preschools surveyed - kindergartens, nursery schools, and day care centers.

V. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II will set forth the initial records and efforts made in establishing preschools in Albuquerque, beginning in 1907. A brief history of kindergartens will precede this information. In Chapter III the nursery school's entrance into Albuquerque, through the use of government-supplied funds, will be shown, and the addition of a nursery school as a laboratory work shop for students interested in child development at the University of New

Mexico. Chapter IV will be devoted to a survey of Albuquerque's day care centers. The purpose of Chapter V is to relate the histories of the various private kindergartens and nursery schools in operation today and present the current overall picture. Chapter VI presents a brief summary of the findings made by this study and, in conclusion, suggests certain recommendations that seem worthy of consideration.

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CHAPTER II

EARLY KINDERGARTENS

A brief history of kindergarten schools will precede the presentation of information concerning early kindergartens in Albuquerque. This phase of preschool education had its beginning in Germany in 1837 when Freidrich Froebel established a kindergarten; however, it was not until 1855 that the first kindergarten was opened in the United States.¹ In 1907 one finds that Miss Philbrick opened her kindergarten for preschool children of Albuquerque.² Early newspapers indicate no competition with Miss Philbrick's school for small children until 1917.³

Froebel's kindergarten was the outgrowth of the philosophy of idealism, and his "idealistic interpretation of the oneness of God, man, and nature, with its emphasis upon man's divine origin, brought to the fore a belief in the innate goodness of the child."⁴ Froebel's educational

¹ Grace Langdon, Similarities and Differences in Teaching in Nursery School, Kindergarten, and First Grade (New York: The John Day Company, 1933), p. 2.

² Advertisement, The Albuquerque Morning Journal, September 1, 1907.

³ A search through the Albuquerque Journal files from 1907 to 1917 revealed no ads except Miss Philbrick's.

⁴ Langdon, op. cit.

THE FIRST PERIOD

A brief history of the early years of the movement for the improvement of the condition of the negro in America is given in the preceding chapter. It is now necessary to trace the progress of the movement from its beginning to the present time. The first step was the establishment of a school for the education of the negro children. This was done in 1807 at the city of New York. The school was founded by a group of white and negro friends of the cause. The first teacher was a white man, but the school was managed by a negro, who was a member of the same. The school was successful in its operations, and the number of pupils increased from year to year. In 1810, the school was moved to the city of Philadelphia, where it continued to operate until 1818. The school was then moved to the city of New York, where it continued to operate until 1825. The school was then moved to the city of New Orleans, where it continued to operate until 1830. The school was then moved to the city of New York, where it continued to operate until 1835. The school was then moved to the city of New Orleans, where it continued to operate until 1840. The school was then moved to the city of New York, where it continued to operate until 1845. The school was then moved to the city of New Orleans, where it continued to operate until 1850. The school was then moved to the city of New York, where it continued to operate until 1855. The school was then moved to the city of New Orleans, where it continued to operate until 1860. The school was then moved to the city of New York, where it continued to operate until 1865. The school was then moved to the city of New Orleans, where it continued to operate until 1870. The school was then moved to the city of New York, where it continued to operate until 1875. The school was then moved to the city of New Orleans, where it continued to operate until 1880. 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1. Grace Langdon, *Education of the Negro in America*, New York, 1907.

2. *Advertisement*, New York, 1907.

3. A search through the records of the school from 1907 to 1917 revealed the following facts:

4. Langdon, pp. 111.

principles have been summarized as being those of (1) social imitation, (2) learning through motor expression,⁵ and (3) learning through systematized plays and games.

The 1948 Proceedings of the National Education Association of the United States summarizes the Kindergarten-⁶

Primary Education activities thus:

Elizabeth Palmer Peabody, sister-in-law of Horace Mann, opened in her own home in Boston in 1860 the first English-speaking kindergarten in the United States. Five years before, Mrs. Carl Schurz had opened in Watertown, Wisconsin, a German-speaking kindergarten, the first kindergarten in the United States. In 1870 Miss Peabody secured establishment in Boston of the first kindergarten in a public school in America. It was discontinued a few years later. In 1873 St. Louis organized a public kindergarten that became a permanent part of the school system.

Miss Peabody was associated with the N. E. A. Department of Kindergarten-Primary Education from its beginning. The Department is an outgrowth of a meeting of the Froebel Institute of North America which met in connection with the N. E. A. meeting at Madison, Wisconsin, in 1884. First sessions were held in Saratoga Springs, New York, in 1885. The Department was then called the Department of Kindergarten Instruction. The name was changed in 1927 to the Department of Kindergarten-Primary Education.

⁵ Ibid., p. 3.

⁶ National Educational Association of the United States, Proceedings of the Eighty-Sixth Annual Meeting Held at Cleveland, Ohio, July 5-9, 1948 (Washington, D. C.: National Education Association of the United States, 1948), p. 294.

At the Cincinnati meeting the following resolution was adopted: "The coordination of the many organizations and departments working on childhood education is urged so that their united efforts will be of greater value to parents, administrators, teachers, and children.

To implement this resolution, the following requests were made to the N. E. A. Executive Committee: (a) that the N. E. A. appoint a person especially qualified in childhood education on the staff of the Research Division; (b) that the N. E. A. create a Commission on Childhood Education, to consist of outstanding leaders in the various fields of childhood education.

Early kindergartens were established as private or philanthropic institutions and were slow in being accepted as a desirable adjunct to a school system. In fact, the Forty-Sixth Yearbook points out that "since not more than one in every five of our five-year-olds now attends kindergarten, it may be doubted that the concept is yet thoroughly accepted." However, in states where kindergartens do exist under boards of education, they are almost universally a part of the elementary-school organization, coming within the responsibilities of the elementary-school organization.⁷

Forrest states that kindergartens found their way into the American public school as early as 1873, when,

⁷ The Forty-Sixth Yearbook of the National Society for the Study of Education, Part II, Early Childhood Education (Chicago, Ill.: The University of Chicago Press, 1947), p. 49.

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Section (Chicago, 1911, p. 46).

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under the direction of William T. Harris, United States Commissioner of Education, Miss Susan Blow opened one in a St. Louis school. She continues:

A few years later, at the Philadelphia Exposition, there was a demonstration of kindergarten work which brought it to the attention of the American people. After that kindergartens increased very rapidly. They were introduced into settlements and day nurseries were organized privately for the benefit of the children of the rich. Gradually but surely public-school systems began to take the responsibility for kindergarten education, and the private enterprises became less numerous and less important.⁸

Kindergartens were allowed in the public schools of New Mexico by a law passed in 1923 which stated in part:

Any school in a school district having four hundred, or more, pupils in average daily attendance, shall have power to establish and maintain through their governing authorities, kindergartens for the instruction of resident children of the district between five and six years of age, the cost thereof to be included in the budget allowance of the district and paid from tax proceeds as other maintenance expenses are paid. The governing authorities may, at their discretion, establish and maintain such kindergarten. The state board of education shall have the power to prescribe the course of training, study and discipline for said kindergartens. No person shall teach a kindergarten without a diploma from a reputable teacher's institute or without passing an examination in kindergarten work prescribed by the state board of education.¹⁰

⁸ Ilse Forest, The School for the Child from Two to Eight (New York: Ginn & Co., 1935), p. 1.

⁹ Loc. cit.

¹⁰ "Kindergartens," New Mexico Statutes, Volume 4, 1941 (Indianapolis: The Bobbs-Merrill Company Publishers, 1942), p. 55 - 1402.

Minor changes were made in this law in 1925, 1927, and 1929. Then, in 1931, the law was repealed. The Albuquerque City schools included the kindergartens in the elementary schools from 1927 - 1928 until 1931 - 1932 when the law was repealed during the depression. Since these kindergartens were specifically a part of the public school,¹¹ little data regarding them are given in this thesis.

The state of New Mexico does not specifically provide funds for maintaining kindergartens now. By 1948 nine states authorized the use of state funds for kindergartens and one additional state authorized the use of state funds for supervision of kindergartens.¹² Also, states may establish standards or locate authority for the establishment of standards relating to qualifications of teachers.¹³ In many states the health or welfare department is authorized to establish standards of safety, sanitation, and the like, and three states require state registration of private schools for young children.¹⁴

¹¹ Information concerning kindergartens in the Albuquerque Public Schools was secured from Superintendent John Milne's office.

¹² Forty-Sixth Yearbook, op. cit., pp. 47-48.

¹³, ¹⁴ Loc. cit.

Little information regarding early kindergartens in Albuquerque was found by searching through early newspapers. The following notices in The Albuquerque Morning Journal files from 1907 to 1914 speak for themselves:

Miss Philbrick's Kindergarten will open September 9. In the Women's Club Building, 614 West Gold Avenue. Tuition \$30 per year of 36 weeks; \$7.50 per quarter of nine weeks, payable in advance. Miss Philbrick will be at Kindergarten all day, Saturday, September 7.¹⁵

Send your children to Miss Philbrick's kindergarten, 308 S. Fourth St., next Monday. Tuition \$7.50 per quarter of nine weeks.¹⁶

Kindergarten
Miss Philbrick's Kindergarten begins September 3d, at 318 S. Fourth St.¹⁷

Kindergarten
Miss Philbrick's Kindergarten begins September 2nd at 312 South Fourth St. Tuition \$7.50 for 9 weeks or \$1.00 a week.¹⁸

Kindergarten
Miss Philbrick's kindergarten begins September 14th at 312 South Fourth Street. Tuition, \$8.50 per term of nine weeks, half-day session, or \$1.50 per week all day attendance.¹⁹

¹⁵ Advertisement, The Albuquerque Morning Journal, September 1, 1907.

¹⁶ Ibid., September 11, 1911.

¹⁷ Ibid., August 31, 1912.

¹⁸ Ibid., August 30, 1913.

¹⁹ Ibid., September 8, 1914.

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According to advertisements and news items in The Albuquerque Morning Journal files, Miss Philbrick's Kindergarten was succeeded by a musical kindergarten taught by Mrs. William Moore Combs, who also maintained a studio for teaching pipe organ and piano at the Woman's Club in September, 1917.²⁰ Mrs. Combs continued this kindergarten work and in 1920 announced the fourth annual kindergarten opening in the Presbyterian Annex at Fifth and Silver with the assistance of Miss Iva Hillyer, an experienced kindergarten teacher.²¹ She also taught first and second grades that year and the following two years.²² By the fall of 1921, Mrs. Combs' notice reads:

Mrs. W. M. Combs' private school will open its sixth term September 8th, 9 a.m. Kindergarten, first and second grades. Transportation can be arranged for a limited number. 418 W. Silver.²³

In 1923, Mrs. H. B. Stott was associated with Mrs. Combs' School of Kindergarten and First Grade which was located in the Combs Building, 513 West Gold.²⁴ The next

²⁰ Ibid., September 9, 1917.

²¹ Ibid., August 29, 1920.

²² Ibid., September 5, 1920.

²³ Ibid., August 29, 1921.

²⁴ Ibid., September 2, 1923.

year, 1924, the Combs School of Kindergarten and First
 Grade announced its ninth session at the same location.²⁵
 A final news item in 1925 reveals the nature of the Combs
 Kindergarten and is quoted in full.

COMBS KINDERGARTEN SCHOOL TO OPEN

The Combs Kindergarten school will offer many attractive and excellent courses this year for little tots, including, for example, clay modeling in basic forms with typical objects, parquetrys in circles, squares, etc., stick laying, sewing, weaving (design work), paper construction work, pastella and crayola work. In the musical department special attention will be given to rhythm, expression and memory training. A unique work, produced by the school, is the compiling of a construction book into which each student puts all his flat work accomplished during the year. These are unusually attractive books and highly prized by young students.²⁶

Mrs. Stotts, who taught with Mrs. Combs, opened a kindergarten in competition with the Combs' school in 1924 and employed the Froebel Method as the following
²⁷
 notice reveals:

MRS. STOTTS SELECT SCHOOL

618 West Gold Avenue Woman's Club Building
 Kindergarten - Directed by Harry B. Sloth, graduate of
 "Miss Illman's School for Kindergartens," Philadelphia,
 Pa. This is one of the leading schools in the East for
 the training of private kindergartens. The Froebel

²⁵ Ibid., August 31, 1924.

²⁶ Ibid., September 6, 1925.

²⁷ Ibid., August 31, 1924.

Method which is recognized all over the world as the leading kindergarten method will be used in this school. . . . The equipment is new and modern and an ample play ground away from the street, awaits the children.

Other kindergartens during this period were the Nichols-Thompson at 114 North High Street and 316 East Lead Avenue in 1923,²⁸ and the Margaret Harper kindergarten school at 415 South Second Street in 1923-1925.²⁹ Miss Norma Hunt, M.A., B.D., of Colorado University assisted in the Harper School.³⁰ This is the first reference to a teacher's qualification for teaching preschool children and should be noted, as the great need for educated kindergarten teachers offers a tremendous challenge to teacher education today.³¹

Mrs. D. J. McClanahan advertised the opening of a kindergarten in the fall of 1927 at 408 West Coal for children three to six years, price \$8 a month with "education through play, with joy and freedom and active self-expression," and "Out of doors as much as weather will permit."³² This school continued in 1928 with the addition of

²⁸ Ibid., September 2, 1923.

²⁹ Ibid., August 31, 1924.

³⁰ Ibid., August 31, 1924.

³¹ Forty-Sixth Yearbook, op. cit., p. 246.

³² The Albuquerque Journal, September 4 and September 11, 1927.

Method which is suggested in the report as the
leading principle of the school is the
The school is a day school and the
ground is the school, which is the

Other kindergartens having this plan are
Nichols-Thompson at 114 North High Street and 125 East
Avenue in 1935, and the Baptist Church Kindergarten
school at 415 East Second Street in 1935-1936.

Norma Dunn, B.S., E.D., a National University graduate
in the Kindergarten field, is the kindergarten teacher
teacher's qualifications in teaching kindergarten children and
should be noted, as the grade and the school are kindergartens
given teachers of the kindergarten children in the school

education today.
Mrs. D. J. Wellman, kindergarten teacher of the

kindergarten in the city of Cleveland, Ohio, for
children three to six years of age, is the teacher
tion through the use of the kindergarten plan and
expression," and "out of the kindergarten plan, which
Miss" This school is the only one in the city of

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dancing instruction by Mrs. Edgar Knight.

The next year, September 15, 1929, Lyla Fryer-Gibbs announced the opening of a private kindergarten for ages
 34
 four to six at 1118 West New York.

In 1932, the following kindergartens existed in Albuquerque:

Mary McFie Lackey

. . . A new course in musical kindergarten work, the Aquado System of Training Children of pre-school age, will be offered for the first time this year.
 For terms and information, call 2836-J.³⁵

Mrs. Rosenwald's Kindergarten
 Reopening 36

801 West Tijeras Phone 1646

"Garden of Children" School
 (For children 3 to 6)
 Make reservations now for classes starting September 8.
 Morning or afternoon session.
 Fern F. Marsh
 Helen D. Artz

1505 E. Silver Phone 3372-J
 Open for Inspection.³⁷

³³ Loc. cit.

³⁴ Ibid., September 15, 1929.

³⁵ Ibid., August 28, 1932.

³⁶ Loc. cit.

³⁷ Loc. cit.

Heights Kindergarten
 Registration September 5th
 Special Rhythm Band.
 Mrs. Floyd Smith, director.
 Mrs. Oakley 38
 215 Columbia Avenue Phone 3772-W

Mrs. Leslie Briggs
 Private Kindergarten
 Dancing taught by Rozella Britt
 Toy Orchestra Dramatics
 713 West Gold Phone 747-W³⁹

The Heights Kindergarten as well as Mrs. Leslie
 Briggs' school continued in 1933.⁴⁰ In fact, the Briggs
 Kindergarten was still in session in 1935 when a news item
 disclosed the Briggs' School had a "parents day and pro-
 gram," with nineteen pupils participating.⁴¹ It further
 stated that "Wednesday afternoon some mothers met to dis-
 cuss some of the problems of kindergarten."⁴² Activities
 of the school are evident by this item:⁴³

The last few weeks Mrs. Briggs kindergarten had had
 some interesting excursions. The class visited Mrs.
 Philips on S. Edith. She has so many white rabbits,
 white pigeons, canary birds and many, many, kinds of
 fish. Mrs. Philips told interesting things about the
 fish and the class brought some back for the school.

38, 39 Ibid., August 28, 1932.

40 Ibid., August 27, 1933.

41 Ibid., September 3, 1933.

42 News Item, Albuquerque Tribune, February 8, 1935.

43 Loc. cit.

Last week kindergarten pupils took a trip to the fire station. They saw the hook and ladder, the hose trucks and pump engine and the firemen explained the use of each. Chief Westerfield turned in an alarm so the pupils could see the firemen slide down the poles, etc. . . . This week the pupils are making a fire engine at school to ride in and carry our hose and ladder.

Tuesday morning they went to Nordhaus playground and had a good time on the swings, see-saws, merry-go-rounds and bars.⁴⁴

The year 1933 marks the beginning of a kindergarten under the direction of Mrs. B. A. Trudelle that has held continuous sessions to the present time.⁴⁵ A typical notice of this school follows:

Kindergarten
Mrs. B. A. Trudelle
Dancing Music
Industrial Arts
Toy Orchestra
Dramatization
Advanced work in afternoon.
Dancing under Direction of Dorothy Knight
135 S. 14th St. Phone 1857-W⁴⁶

A similar advertisement in 1936 and 1937 announces the addition of the first grade to the school.⁴⁷ In 1938 and 1939, the tuition fee of \$6.00 appears with the other in-

⁴⁴ Ibid., March 16, 1935.

⁴⁵ Albuquerque Journal, August 27, 1933.

⁴⁶ Ibid., August 25, 1935.

⁴⁷ Ibid., August 23, 1936 and August 22, 1937.

last week... five station... five engine... and ladder.

Twenty... and had a good time... go-roads and more.

The year 1933... under the direction of... continuous... notice of this school.

COPYRIGHT

EVANS

Band... 1933

A... 1933... 1933... 1933...

1933

1933

1933

1933

formation.⁴⁸ The primary grades are taught in 1940,⁴⁹
⁵⁰ 1941, ⁵¹ 1942, and by 1944 Mrs. Bernard A. Trudelle opened
 her school for the fall term at 1508 West Central with one
 hundred children enrolled, and all grades taught as well as
⁵² kindergarten. An interview with Mrs. Trudelle, who heads
 this same school, is discussed in a later chapter.

A musical kindergarten was started by Mrs. Blanche
⁵³ Underwood in the fall of 1935 and this type of preschool
⁵⁴ education was still offered in 1938,⁵⁵ 1939,⁵⁶ 1940,⁵⁷ and
 1941. The pre-instrument course for children from three
 to eight included games, songs, music notation and rhythm
 band. Mrs. Underwood's studio was at 120 South Walter St.

⁴⁸ Ibid., August 28, 1938, August 29, 1939.

⁴⁹ Ibid., August 18, 1940.

⁵⁰ Ibid., August 17, 1941.

⁵¹ Ibid., August 23, 1942.

⁵² Ibid., September 6, 1944.

⁵³ Ibid., August 25, 1935.

⁵⁴ Ibid., September 4, 1938.

⁵⁵ Ibid., September 3, 1939.

⁵⁶ Ibid., August 18, 1940.

⁵⁷ Ibid., August 17, 1941.

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 - 52 1941, October 2, 1941
 - 53 1941, October 9, 1941
 - 54 1941, October 16, 1941
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 - 56 1941, October 30, 1941
 - 57 1941, November 6, 1941
 - 58 1941, November 13, 1941
 - 59 1941, November 20, 1941
 - 60 1941, November 27, 1941
 - 61 1941, December 4, 1941
 - 62 1941, December 11, 1941
 - 63 1941, December 18, 1941
 - 64 1941, December 25, 1941
 - 65 1941, January 1, 1942
 - 66 1941, January 8, 1942
 - 67 1941, January 15, 1942
 - 68 1941, January 22, 1942
 - 69 1941, January 29, 1942
 - 70 1941, February 5, 1942
 - 71 1941, February 12, 1942
 - 72 1941, February 19, 1942
 - 73 1941, February 26, 1942
 - 74 1941, March 5, 1942
 - 75 1941, March 12, 1942
 - 76 1941, March 19, 1942
 - 77 1941, March 26, 1942
 - 78 1941, April 2, 1942
 - 79 1941, April 9, 1942
 - 80 1941, April 16, 1942
 - 81 1941, April 23, 1942
 - 82 1941, April 30, 1942
 - 83 1941, May 7, 1942
 - 84 1941, May 14, 1942
 - 85 1941, May 21, 1942
 - 86 1941, May 28, 1942
 - 87 1941, June 4, 1942
 - 88 1941, June 11, 1942
 - 89 1941, June 18, 1942
 - 90 1941, June 25, 1942
 - 91 1941, July 2, 1942
 - 92 1941, July 9, 1942
 - 93 1941, July 16, 1942
 - 94 1941, July 23, 1942
 - 95 1941, July 30, 1942
 - 96 1941, August 6, 1942
 - 97 1941, August 13, 1942
 - 98 1941, August 20, 1942
 - 99 1941, August 27, 1942
 - 100 1941, September 3, 1942

and her appeal to parents for students reads:

The value to every child of some music training is universally recognized. The work given for pre-instrument ages by Mrs. Underwood in her Piano Studio is the most economical means of discovering the child's aptitude for music. Every child should have this training.⁵⁸

The Kastning's Kindergarten in 1936 asked this Question: "Why not give your boy or girl this outstanding combination of piano, singing, corrective speech, dramatics, dancing, and rhythm band?" It was open to children ages three to six at 716 East Central.⁵⁹ The same school carried on in 1939,⁶⁰ and 1940,⁶¹ giving the tuition fee as \$5.00 per month.

A more recent musical kindergarten was opened in 1945 by Mrs. Ethel Preston at 901 North Eighth Street.⁶² The following item explains this type of preschool, which is still in operation today:

⁵⁸ Ibid., August 30, 1936.

⁵⁹ Ibid., August 23, 1936.

⁶⁰ Ibid., September 3, 1939.

⁶¹ Ibid., August 18, 1940.

⁶² Albuquerque Tribune, September 23, 1945.

MUSICAL KINDERGARTEN

An Educational Treat for Little Folks.

A varied curriculum includes music, art, physical education, natural science, social sciences, reading readiness and numbers.

ALL TAUGHT THROUGH MUSIC.

Children may attend one to four days a week. Enroll now for classes starting September 3. Albuquerque's Unique kindergarten.

Ethel Preston, B. Mus., B.S. in Education. 63
901 North Eighth St. Phone 2-5575.

An unusual method of presenting a kindergarten to the public is disclosed in the following advertisement.

KINDERGARTEN

I took a piece of plastic clay,
And idly fashioned it one day,
And, as my finger pressed it, still
It moved and yielded to my will.
I came again when days were past:
The bit of clay was hard at last.
The form I gave it still it bore
But I could change that form no more.
I took a piece of living clay,
And deftly formed it day by day,
And folded, with my power and art,
A young child's soft and yielding heart.
I came again when years were gone;
It was a man I looked upon.
He still that early impress bore,
But I could change it nevermore.
--Selected.

L'Ecole des Petits

Dial 9816

501 W. Fruit

64

Opens for Enrollment

School opens September 2nd.

Other schools to open about this time were the Nob Hill Kindergarten at 2131 East Lead under the direction of

63 Albuquerque Journal, September 18, 1946.

64 Ibid., August 31, 1941.

AN EDUCATIONAL...
A variety of...
education, natural...
residence and...
all...
Children may...
now for...
These...
Ethel...
801 North...

An...
the...
the...

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I...
And...
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Other...
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⁶⁵
Mrs. Ruby Way Scott in 1939 and the Manzano Day School at
⁶⁶
1508 West Central in 1938. Both of these schools are in
operation at present and will be discussed at length in
Chapter V, where a current survey of Albuquerque's kinder-
gartens is given.

⁶⁵ Ibid., August 20, 1939.

⁶⁶ Ibid., August 17, 1938.



Mrs. Rudy May Moore of 1221 N. 1st St. St. Paul, Minn. 55102
1808 West Belmont St. St. Paul, Minn. 55102

operation as reported in the St. Paul Pioneer-Press
Chapter 1, with a view to the St. Paul Pioneer-Press
Garden in St. Paul, Minn.

St. Paul, Minn. 55102
St. Paul, Minn. 55102

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CHAPTER III

NURSERY SCHOOLS IN ALBUQUERQUE

Nursery schools were begun much later than kindergartens in Albuquerque, following the national trend. The Encyclopedia of Child Guidance says that whereas in 1920 only three nursery schools were reported to the United States Office of Education, in 1930 it was estimated by those who directed the White House Conference Survey of institutions concerned with the care and education of children under six that there were about five hundred¹ nursery schools in the country. The White House Conference Survey also showed the kindergartens to be less well staffed, on the average, than the nursery school, to be about twice as crowded and to be "less concerned for the mental and physical health of the children."²

A report in a recent magazine sums the development of nursery schools thus:

Nursery schools in the U. S. had their beginning mainly between 1918 and 1930. Some of the first schools concerned with important aspects of growth of children

¹ Ralph B. Winn, Editor, "Nursery Schools," Encyclopedia of Child Guidance, (New York: The Philosophical Library, 1943), pp. 261-286.

² Loc. cit.

NUCLEAR SCHOOL IN ALABAMA

Nuclear school was held in the
garden in Alabama. Children who were
participating in the school were
only three nuclear school were held in the
States Office of Education, in 1950. The school was
those who directed the school were John G. Gandy of
Institution connected with the school and education of
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under five years of age were organized at Boston, Mass.; Teachers College, Columbia University; 69 Bank Street, New York City; and the University of Iowa. The Merrill-Palmer School, which opened in 1921 in Detroit, Michigan, included a nursery school in its program. In 1923 Laura Spellman Rockefeller funds for child development centers gave impetus to the establishment of additional nursery schools, especially in colleges and universities. Highland Park, Michigan, in 1924, and Chicago, Ill., in 1926, had two of the first programs in public schools. By 1930 the number of nursery schools reported to the U. S. Office of Education was 262, whereas the number reported in 1920 was three.³

From 1930 to 1946 there was an increase of public and private nursery schools and those sponsored by universities and colleges, community fund organizations, and other interested local groups.⁴ Furthermore, rapid increases occurred twice when Federal subsidy was provided. First, in 1933, when the Federal Government, in the Emergency Relief Act, included nursery schools as a part of a program designed to supply work for unemployed persons and next, in 1945, when the Lantham Act provided for the FWA program.⁵ In July, 1945, approximately 60,000 children whose mothers were employed outside the home were enrolled in nursery schools receiving Federal funds.⁶ A significant statement shows that "nursery-school education had met with

³ Gertrude E. Chittendon, Margaret Nesbitt, Betsey Williams, "The Nursery School in American Education Today," Understanding the Child, XVII, No. 4 (October, 1948), pp. 107-10.

4, 5, 6 Loc. cit.

public approval, however, was shown in 1946 by the fact that there were more parents interested in enrolling their children in good nursery schools than there were facilities available.⁷

While up to 1933 the nursery school in the U. S. served chiefly the children of the middle and upper classes, in 1933, during the depression, the Federal Emergency Relief Administration made provision for the establishment of federally supported Emergency Nursery Schools principally for under-privileged children in those communities where local initiative was sufficient to supervise and carry through the project.⁸

Albuquerque's city school system launched two nursery schools as FERA Projects in the fall of 1934.⁹ These nurseries were at Central and Longfellow schools, and City School Superintendent John Milne, who announced the project, said sessions of the nursery schools would be held in the day-time.¹⁰ Activities of the schools are shown in the following article in The Tribune:

⁷ Loc. cit.

⁸ "Nursery Schools," Encyclopedia of Child Guidance, loc. cit.

^{9, 10} The Albuquerque Tribune, September 25, 1934.

public approval. However, the fact that there were some private institutions for children in good health, which were available.

Referring to the fact that in 1933, during the first year of the Relief Administration, the number of children in the institutions was 10,000, it is noted that the local interests were not satisfied with the project.

At present, the only school system in the nursery schools as well as the fact that these nurseries were at present not functioning. The only school system in the project, said members of the nursery schools, which is in the day-time. The following are the results:

1. The fact that the nurseries were not functioning.
2. The fact that the nurseries were not functioning.
3. The fact that the nurseries were not functioning.

Toys especially for outdoor playing are needed by the two nursery schools conducted under the FERA and in cooperation with the public schools.

Sand-piles have been furnished at the Central and Longfellow schools, and from 30 to 40 little children of pre-kindergarten age are cared for daily by Mrs. Smith and Mrs. Kallas, teachers. There is a possibility of another nursery school at North Fourth street later.

The teachers keep the children out of doors as much as possible, but they have regular rest periods inside. English is spoken at the schools and the children who are between 3 and 4 years old are taught to speak correctly.

Dolls, blocks, sand pails and shovels are particularly wanted and if anyone has toys to contribute, they are asked to call Mrs. Frank Westerfield at the Superintendent's office.¹¹

By the next spring, there were four of these nurseries. A story in the Tribune gives this account:

Babies from 2 to 5 years old are taken care of daily in four nursery schools in the city.

The average number of pupils to each school is 18 to 20. Teachers try to teach the children to get along with each other, to play co-operatively and to speak English.

Most of the children are Spanish-speaking and learn English readily when they are required to speak it at play at school.

Health habits, cleanliness and manners are taught.

The nursery schools, all FERA projects, are at Low Wallace, Longfellow, Central and John Marshall build-

¹¹ Ibid., October 12, 1934.

Two separate... the two... counter...

...of the... Smith and... fifty of...

The... as... English is... and between...

Dolls... daily... they are...

By the... series. A...

Below... in...

The... 25... with...

Most... English...

...The...

BECKSTEDT
AND
BOND
COFFEE

ings. The city school system provided rooms. Much ingenuity has been used by the teachers in devising play equipment.

Furniture is made from old crates. A playhouse has been built at Central School with pieces of scrap lumber and paper donated to Mrs. Frances Smith, teacher.

A victrola has been lent to the group at Lew Wallace. Old kindergarten equipment is used there by Mrs. Julia Shepherd.

At John Marshall Mrs. R. H. Gannon is in charge of the nursery group. At Longfellow Mrs. Ruby Kallas supervises.

No formal instruction is given and free play periods are the rule. Songs and music are learned by use of the phonograph. Milk is provided undernourished children by the school fund.

Children were chosen from groups in which care of them during the morning hours would do the most good for the family. Some of the families are on relief, some of the parents work, when they can get work.¹³

With the opening of another nursery school at Washington Junior High in September, 1935, another appeal for toys and furniture was made through the newspaper.¹³ This article stressed the fact that "quarters are provided by the school system, but no equipment is furnished."¹⁴ By 1936, there were six nursery schools operated as WPA projects located in Albuquerque, employing twelve teachers

¹³ Ibid., April 26, 1935.

¹³, ¹⁴ Ibid., September 13, 1935.

YATONS
CORRASABLE

and located at the following schools: Lew Wallace, Long-
 fellow, Central, John Marshall, Washington, and North
 15
 Fourth.

An over-all picture of these nursery schools is
 shown by reading the following news story:

Careworn mothers in needy families throughout New Mexico are relieved of the responsibility of daily care of some 700 children between the ages of two and five years, according to Mrs. Anafred Stephenson Hume, director of emergency nursery school projects.

At present, there are 23 such schools in the state. The program is being enlarged as soon as the need is shown and a project can be approved under Works Progress Administration, she said.

Each school requires a head teacher and assistant, both selected from relief rolls. In addition, from three to five girls on National Youth Administration rolls are given part-time work at each school.

An institute for the 43 teachers and assistants employed now, has just been completed. They received instruction in health care, feeding, rest provisions, characteristics of children at different ages and play and guidance supervision.

.....
 An allotment of eight cents per day, for feeding the children is made through WPA. Aside from that, the Government, through distribution agencies, supplies surplus goods and other commodities.

Schedule

- 8:45 - Children arrive and health inspection.
- 9 to 10:15 - Outside play.
- 10:15 - Tomato juice and cod-liver oil.
- 10:30 - Inside Quiet play - paints, scissors, etc.

¹⁵ Ibid., November 6, 1936.

11:15 - Music, stories.
 11:30 - Wash and ready for lunch. (Each child has a locker with wash-rag, towel, and comb and is taught to use each.)
 11:40-12:00 - Rest period.
 12:00 - Lunch. 16
 12:30 - 2 hour sleep in individual beds.

With the withdrawal of WPA funds, these nursery schools were closed in Albuquerque and many of Hymes predictions back in 1946 have come true. He predicted that "these postwar years will probably see a mushrooming of 'play groups' many of which will be unprofessionally staffed, uneducationally conceived and inadequately equipped and planned." 17 He further states:

For although the W. P. A. and Lanham Act nursery schools whetted the interest of parents, there is some reason to believe that they dulled the interest, particularly of school people. In too many communities school educators start with the premise that children under six are not "our children." To be forced, as they were by circumstances during the depression and the war, to make administrative arrangements for these somehow alien children was a burden, rather than an opportunity. Too many schools, instead of learning from the experience that children now three quite soon become six, are glad that now they have the support of the withdrawal of federal money to their own wish to wash their hands clean of these young ones. 18

16 Ibid., October 28, 1936.

17 James L. Hymes, Jr., "The Road Ahead for Nursery Schools," Understanding the Child, XV, No. 2 (April, 1946), pp. 36-39.

18 Loc. cit.

The WPA nursery schools in Albuquerque and Bernalillo County did much good among the Spanish-American people according to Mrs. Floy Brookfield Easterday, who volunteered her services and shared her experience in Child Welfare work during this time.¹⁹ Mrs. Easterday said that the Spanish-American children often gained as much as a year's time in school by learning to speak English in these nursery schools.²⁰ These preschool children also gained much physically by the free cod-liver oil and hot lunches given them each day at school. Sanitary and health measures employed in the schools were carried over into the homes and a program of Adult Education was instituted. The class of children served by these schools have few opportunities to attend nursery schools today. The nursery at Martinestown is probably the only one.

The next development of the nursery school in Albuquerque came at least five years later and in a very different form. A backward look gives the beginning of the nursery school sponsored by the University of New Mexico.

In 1919, the kindergarten - first-grade department of Teachers College sponsored a project of a group of

¹⁹ Mrs. Floy Brookfield Easterday, Personal Interview, April 11, 1949.

²⁰ Log. oil.

parents to have their two-year-olds together in the morning. It was not, however, until the spring of 1921 that the College authorized the opening of a nursery school. Meanwhile, in 1919, the Bureau of Educational Experiments had opened a nursery school in the City and Country School in New York City. The purpose of the school was to study the growth and needs of children in order to determine educational program, procedures, and materials.²¹ About 1922, "the first nursery school to be used as a laboratory for the education of young girls in the care and training of children was opened at the Merrill-Palmer School of Home-making in Detroit."²²

The Twenty-Eighth Yearbook²³ calls attention to the fact that:

Unlike early infant schools and the English nursery schools, the schools for children three years of age and younger which have developed in the United States have been primarily for educational experiment, for demonstration of educational methods, or for purposes of research, and not for the relief of working mothers or neglected children.

²¹ This school may be studied in detail in Johnson, H. M., "Children in the Nursery School," (New York: John Day Company).

²² Twenty-Eighth Yearbook of the National Society for the Study of Education (Bloomington, Ill.: Public School Publishing Company, 1929), p. 28.

²³ Ibid., p. 19.

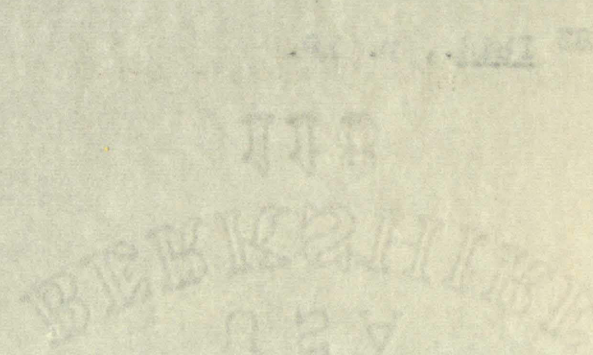
parents to have their children educated in the future.
ing. It was not, however, until the year 1852 that
the College commenced the study of the history of
Massachusetts, in 1852, the history of Massachusetts
had opened a course of study in the City and County School
in New York City. The purpose of the school was to study
the growth and needs of children in order to develop the
national progress, education, and character. The school
the first history school to be used as a laboratory for
the education of young girls in the City and County School
children was opened at the Central-School in New York City
making in Detroit."

The Twenty-Fifth Yearbook
Last Year:

During this year the school has been in the history
schools, the school for children and the school for
and young girls. The school has been in the history
have been studying the history of the school, the
development of educational methods, of the progress
of research, and the study of the history of the
or neglected children.

21 This school has been in the history of the school,
H. M., "History is the history of the school" (New York: The
Day Company).

22 Twenty-Fifth Yearbook of the Central-School
for the study of the history of the school, the
School of the Central-School, New York, N. Y.



It is further pointed out in the Twenty-Eighth Year-book that:

One of the most outstanding characteristics of the growth has been the variety of avenues all of which have led to the establishment of nursery schools. Psychological research, home economics, educational methods and curricula, pre-school clinics, professional careers for married women, philanthropy and mother's co-operative care of children are a few of them. . . . ²⁴

The Home Economics department of the University of New Mexico opened a nursery school July 13, 1942, at 1901 Las Lomas road. According to information from The Summer Lobe:

The nursery school is to be used as a laboratory for students studying child development. The students will have an opportunity to observe and guide children through the outdoor and indoor play period, the lunch hour and nap period.

Enrollment will be limited to 10 children, 2 to 4 years old. School session will be from 9:15 a. m. to 2:30 p. m. Application for enrollment may be made to Miss Florence Schroeder, instructor in home economics, under whose supervision the nursery school will be conducted. . . .

At all times the children will be under supervision. Slides, sandpiles, and plenty of muscular activity will be available. ²⁵

Florence M. Schroeder, director of the University Nursery School from its beginning and to the present time, is Associate Professor of Home Economics. Miss Schroeder

²⁴ Ibid., p. 26.

²⁵ The Summer Lobe (Albuquerque, N. M.) July 1, 1942.

has a B. S. from Iowa State College and her M. A. from
 Teachers College, Columbia University.

The purpose of the nursery school is to provide an environment where preschool children can develop physically, mentally, and socially at an optimum rate, and to provide a laboratory for family life, education, and training for professional work with children.

The curriculum of the nursery school is planned around the following objectives:

1. To provide environment in which wholesome attitudes and serviceable habits may grow and be put into practice.
2. To provide opportunity for the child to find himself a person with abilities, responsibilities, and privileges.
3. To develop recognition that his behavior affects the happiness of himself and of other people.
4. To develop learning to respect himself as a person, and how to defend his person and his property.
5. To develop learning to respect other people and their property, techniques for living with other people.
6. To provide physical and mental hygiene adapted

²⁶ The University of New Mexico Bulletin, 1948-1949 (Albuquerque: University of New Mexico Press, 1948), p. 19.

²⁷ Mimeographed material, N. S. 42-13, Home Economics Department, University of New Mexico.

2 NOV 1954

has a B. S. from the College of Arts and Sciences, University of
Massachusetts, Amherst, Massachusetts.
The purpose of the study is to determine the
environmental effects of the various factors
of, namely, and especially, the effect of the
provide a laboratory for the study of the
ing for professional work with the

The objectives of the study are as follows:

around the following objectives:

1. To provide information on the effect of the
situation and the effect of the
on the effect of the
2. To provide information on the effect of the
situation and the effect of the
on the effect of the
3. To develop techniques for the study of the
effect of the situation on the effect of the
on the effect of the
4. To develop techniques for the study of the
effect of the situation on the effect of the
on the effect of the
5. To develop techniques for the study of the
effect of the situation on the effect of the
on the effect of the
6. To develop techniques for the study of the
effect of the situation on the effect of the
on the effect of the

to the University of Massachusetts, Amherst, Massachusetts
(Albuquerque University of New Mexico, Albuquerque, New Mexico)

By Massachusetts Department of Education, Bureau of Research
and Development, University of Massachusetts, Amherst, Massachusetts

to the developmental level of the child with routines as framework which makes possible more worthwhile activities.

7. To provide opportunity to experiment with and gain control over wide varieties of material -- gaining knowledge of possibilities of materials and techniques for using them -- beginning of creative expression.
8. To develop growing sensitivity to beauty in nature on his own level.
9. To develop wholesome intellectual curiosity.

28

The children enrolled in the University Nursery School come from business, professional, and faculty homes in Albuquerque and the parents are acquainted with the many opportunities offered their two to four-year-old children. These opportunities are given in full so that one may distinguish a good nursery school from just any nursery school.

Opportunities Offered Your Child

- A. The playmates your child will find in the Nursery School are:
 1. Children who are near his own age, so that
 - a. They talk about the same thing
 - b. They like the same toys
 - c. They can do the same things and like to do what they see the others doing. In this way they get more ideas for play
 - d. They really understand each other, get other's point of view (have their own jokes, etc.)
 2. Children whose bodies and minds are growing normally and who are not having more than the usual difficulty in learning to control

to the development level of the child with
reference to the child's mental and
physical activities.

Y. To provide opportunities for the child to
gain control over the child's behavior
and to develop the child's self-control
and independence in the child's behavior.

6. To develop the child's ability to control
his own behavior.

7. To develop the child's ability to control
his own behavior.

The child's behavior is the result of his
own behavior.

Behavior is the result of the child's own
behavior.

in the child's behavior and the child's own
behavior.

many opportunities for the child to control
his own behavior.

children. The child's behavior is the result
of his own behavior.

one may distinguish a child's behavior from
his own behavior.

behavior is the result of the child's own
behavior.

behavior is the result of the child's own
behavior.

A. The child's behavior is the result of
his own behavior.

1. Children who are born with a behavior
that is different from the behavior of
other children.

2. They are born with a behavior that is
different from the behavior of other
children.

3. They are born with a behavior that is
different from the behavior of other
children.

4. They are born with a behavior that is
different from the behavior of other
children.

5. They are born with a behavior that is
different from the behavior of other
children.

6. They are born with a behavior that is
different from the behavior of other
children.

7. They are born with a behavior that is
different from the behavior of other
children.

their feelings, each in his own way.

- B. The playthings your child will find in the Nursery School are:
1. Raw materials from which he can make things (such as sand, wood, paper, clay)
 2. Tools with which he can make things (such as hammers, shovels)
 3. Playthings that have more than one use (such as boards, boxes, blocks)
 4. Things which make it easier as time goes on for him to use his whole body well (such as places to climb, things to lift and pull)
 5. Things which help him to relive experiences, (such as housekeeping toys)
- C. How do we try to help your child to learn to use playthings?
1. Supply suitable playthings.
 2. Arrange experiences which will give ideas for play and help him to see ways of working out these ideas with the things he has.
 3. Help him to think things out for himself, even if they are a little hard so that soon he will not turn to the grown-up for help. (If the wheel of his wagon is caught he will be asked what can be done and helped to find out that he can back the wagon off the thing which holds it.)
 4. See that unnecessary failure is avoided. (Some failures teach as nothing else can.)
 - a. Encourage play in which we know he can learn to succeed.
 - b. Make suggestions instead of doing it for him when he seems discouraged.
 5. If toys or other things are being broken or used badly, help him to think up something better to do with them.
 - a. Explain the proper use of the plaything.
 - b. Remove the plaything from the child or the child from the group if he goes on.
 6. Help him to keep busy without playmates, if there happens to be nobody who can play.
- D. How do we try to help your child to learn to get on with other children?
1. Help him to learn the few necessary laws of the group.

- a. All playthings belong to the Group.
 - b. Things may not be taken from children who are using them. (Taking turns in the use of a popular plaything is encouraged.)
 - c. Play which disturbs the Group, which is dangerous to himself or others, may not be carried on.
 - d. As often as possible, children settle their own quarrels when one of the children is not bigger or stronger. However, timid children are encouraged to defend themselves. Those who are too domineering have to leave the Group for a short time.
- 2. Explain when he misunderstands what the other children are trying to do. (One child tries to help another who thinks it is an attack.)
 - 3. Encourage group play, (individual play is quite normal part of the time especially for the younger children and those who are self-contained, so group play should not be indiscriminately encouraged,) by arranging plays which need group effort such as rolling a big barrel, lifting a heavy plank.
 - 4. Remove a child for a short time from the Group if explaining to him does not help him to behave in an acceptable way, but also arrange for him to come back very soon to show that he does not need to behave in that way.
- E. How do we try to help your child to learn to control his feelings?
- 1. See to it that he does not get things or attention for which he cries.
 - 2. Arrange so that self-control brings some sort of satisfaction.
 - 3. Help him to think through things he is finding it hard to do, rather than simply express his anger or disappointment. (If he fails in something in which he is interested, help him to understand why and encourage further effort under simpler conditions.)
 - 4. Change rhythm by substituting another rhythm such as swinging.
 - 5. Commend when your child is a good sport.

F. What are some other opportunities or experiences which the Nursery School offers your child?

1. Opportunity to grow in independence.
2. Music Experiences, such as listening, singing, rhythms and the use of simple instruments.
3. Literature Experiences, such as listening to stories being told or read, and having books available for individual use.
4. Nature and Science Experiences, such as opportunity for observation of many trees, flowers, insects and birds. The children also take care of pets and do some gardening. Trips are taken and materials are brought into the environment so the child may learn more about the world in which he lives.²⁹

An information blank filled out by the parents is filed at the office of the University Nursery School to place the child on the waiting list. A child is accepted after a pre-enrollment conference. Daily recordings are made concerning health, attendance, home record reported by parents, sleep, meals, and elimination and behavior.³⁰

The Nursery School tries to provide an environment which shall be healthful both from the point of view of physical conditions and of mental hygiene.³¹ While adults are

²⁹ Mimeographed material from Home Economics Department, University of New Mexico, N. S. 42-13.

³⁰ Mimeographed copies of these record blanks are to be found in the appendix.

³¹ Mimeographed copy of "Directions for Student Assistants in Nursery School," N. S. 42-14, Home Economics Department, University of New Mexico.

always in charge, the situation is one that is as far as possible child-developed. Self-help, initiative, individual development, and respect for the rights of others are encouraged by the use of positive suggestion.³² Student assistants are shown that a low-pitched voice and a smile makes the children more responsive to suggestions. Corporal punishment is not used but sometimes it is necessary to hold a child's hands for a few moments to prevent him from punishing another child, or at times removing him forcibly from the room when substitution of desirable activities or explanation is not feasible.³³ These things about social and emotional adjustment are stressed.

1. Children are many times able to adjust difficulties without adult help.
2. Self-control is developed by helping the child to maintain poise when hurt by a casual word or no attention on the part of the adult.
3. Teacher helps to encourage social contacts when children show interest in making them.
4. Toys are shared by taking turns or playing with another. Children learn to ask for toys rather than to snatch or grab them, and to recognize others' possessions.³⁴

The University Nursery school is open one semester and during the summer session each year. In 1943 it moved to its present location at 1631 East Roma. As many as twenty-five students throughout the term are doing laboratory work in the nursery and learning what a good nursery

^{32, 33, 34} Loc. cit.

school really is. It is not a "parking place" that takes
 little two, three, and four-year-olds away from parents. ³⁵

Here are some things that a good nursery school does according to an outline published by the National Association for Nursery Education:

1. A good nursery school has ample space indoors and outdoors.
2. A good nursery school maintains safe, sanitary and hygienic housing conditions.
3. A good nursery school protects and conserves the child's health.
4. A good nursery school provides equipment and play materials that help a child's whole body and whole self to grow and develop.
5. A good nursery school has enough teachers both to guide group living and to take care of individual children's needs.
6. In a good nursery school a child does not become tired of paints, clay, blocks, or other constructive materials. The notion that he need be bored by the time he reaches kindergarten or first grade is erroneous.
7. A good nursery school helps children develop wholesome attitude toward their own bodies and bodily functions.
8. A good nursery school provides real opportunities for a child's social adjustment.
9. Because the small child is so closely linked with his father and mother, learns so many of his life habits and responses from them a nursery school considers parents as well as children, and is affected emotionally by their feelings.
10. The teacher in a good nursery school is well adjusted. She realizes that human feelings are important, so she herself expresses feeling and encourages the expression of feeling in children.
11. A good nursery school has teachers who understand

³⁵ Some Ways of Distinguishing a Good Nursery School.
 "National Association for Nursery Education" (Iowa City,
 Iowa: University of Iowa, 1942).

method really is. It is not a "method" at all, but a
little too, then, and that's all right.
Here are some things that a good student should
according to an excellent authority, the following:
for history students:

1. A good student should be able to read quickly and accurately.
 2. A good student should be able to write clearly and legibly.
 3. A good student should be able to speak clearly and confidently.
 4. A good student should be able to think clearly and logically.
 5. A good student should be able to work independently.
 6. A good student should be able to work with others.
 7. A good student should be able to solve problems.
 8. A good student should be able to communicate effectively.
 9. A good student should be able to manage time.
 10. A good student should be able to stay motivated.
11. A good student should be able to learn from mistakes.

12. A good student should be able to work under pressure.

13. A good student should be able to work with a team.

14. A good student should be able to work with a supervisor.

15. A good student should be able to work with a client.

16. A good student should be able to work with a community.

17. A good student should be able to work with a government.

18. A good student should be able to work with a business.

19. A good student should be able to work with a school.

20. A good student should be able to work with a church.

21. A good student should be able to work with a family.

22. A good student should be able to work with a friend.

23. A good student should be able to work with a neighbor.

24. A good student should be able to work with a stranger.

25. A good student should be able to work with a world.

little children and how they grow.

12. The teacher in a good nursery school does not try to get children to deny or hold in what we have termed "undesirable" feelings, but rather to admit and accept them, and then if advisable, to redirect their expression.
13. A nursery school not only pays attention to what a child does, but considers why he does it.
14. In a good nursery school the children are observed, and notes or records are made on their progress and development. These are used by the teachers and parents. They not only help both teachers and parents to clearer vision of the children and to a better evaluation of their needs, but also serve as guides to wiser procedures.
15. In a good nursery school, children are enrolled for a continuous day after day attendance, not for an occasional hour or day while mother goes shopping.
16. In a good nursery school, the program is set up to consider the varying needs of the family.
17. The nursery school does not ignore discipline.
18. Because the entire nursery school staff has a direct or indirect influence on each child, each member tries to work in accordance and in sympathy with one another.
19. The good nursery school works with other groups in the community in order to use all available resources.³⁶

The University Nursery School is the only school in Albuquerque exclusively for children two, three, and four years old. There are other nursery schools with kindergartens and possibly the elementary grades. Some of these which will be discussed in Chapter V are the Trudelle Private School, Nob Hill Nursery and Kindergarten, Fairfield

³⁶ Loc. cit.

ROAD

COURTYARD

1. The first thing I noticed when I stepped out of the car was the smell of fresh air. It was a relief after being cooped up in the car for so long.
2. I walked towards the building, feeling the sun on my face. The air was warm and inviting.
3. As I approached the entrance, I saw a group of people standing outside. They were talking and laughing, and it felt like I had found a new friend.
4. I walked up to them and introduced myself. They were friendly and welcoming, and I felt like I had found a new home.
5. We went inside the building, and I was amazed at how big it was. The rooms were large and bright, and the people were all smiling at me.
6. I was shown to my room, and I was happy to see that it was exactly what I needed. It was clean, comfortable, and had everything I needed.
7. I went back outside and saw a beautiful garden. There were flowers, trees, and a path that led to a small pond. It was a peaceful and beautiful place.
8. I walked around the garden, taking in the sights and sounds. It was a wonderful experience, and I felt like I had found a new world.
9. I went back inside and saw a large hall. There were people sitting at tables, and I saw a sign that said "Welcome". I felt like I had found a new family.
10. I went to the kitchen and saw a woman cooking. She was smiling at me, and I felt like I had found a new friend.

The University of Kentucky is a public research university located in Lexington, Kentucky. It was founded in 1825 and is one of the oldest universities in the United States. The university is known for its sports teams, particularly its football and basketball teams, which are both highly successful. The university also has a strong reputation for its academic programs, particularly in the fields of agriculture, engineering, and medicine. The university is a member of the Association of Public Universities and Colleges (APUC) and is a part of the University of Kentucky System.

Day School, Manzano Day School, Kirtland Field Nursery and Kindergarten, Martineztown Kindergarten and Nursery, Mrs. Mildred Parmelee's Kindergarten and Nursery, Sunset Mesa Day School, La Casa Country Day School, and the Cerebral Palsy School.

In conclusion it is well to restate that the nursery school is not in lieu of kindergarten.³⁷ It cares for the two, three, and four-year-olds. One complements the other and both are valuable in the child's development.

³⁷ Editorial from "Understanding the Child," Vol. XV, No. 2, April, 1946. (Editor this issue Francis R. Horwich)

Bay School, located at Bay School, ...
Kindergarten, ...
Mixed ...
Bay School, ...
Paley School.

In connection with the ...
school is not in line of ...
two, three, and ...
and both are ...

BY ...
IV, No. 2, ...
(Revised)

EATON'S
CORRASABLE
BOND
U.S.A.
ARKSHIRE
118

CHAPTER IV

ALBUQUERQUE'S DAY CARE CENTERS

This chapter will chiefly survey the Day Care Centers operating in Albuquerque today. Since no standards of operation are in force here, the standards adopted by New York City in 1943 are cited as exemplary patterns.

Day Care is currently a new and fertile field. Five years ago a new unit was set up in the Bureau of Child Hygiene in the New York City Department of Health called the Day Care Unit.¹ For the first time in the history of the city "a full-time well-qualified professional staff was selected to give thought and concentrated effort toward surveying, evaluating, and improving the standards of day care in New York City."² This staff consisted of public health nurses and a public health nursing supervisor, nursery education consultants, and a nursery education supervisor, as well as a social work supervisor and consultant.³ Consequently a new licensing code and a new procedure were established requiring every day care agency

¹ Cornelia Goldsmith, "A City Department of Health Sets up a Day Care Unit," Child Welfare, XXVIII, No. 2 (December, 1948), p. 17.

^{2, 3} Loc. cit.

REVOLVING



CHAPTER IV

RECONSTRUCTION OF THE CITY

This chapter will relate to the New York
Centers operating in the city, which are
of operation and in the city, the city
New York City in 1915, and the city
New York City in 1915, and the city
years ago, and the city, and the city
Hygiene in the New York City, and the city
the New York City, and the city
the city, and the city, and the city
selected, and the city, and the city
surveying, and the city, and the city
care in New York City, and the city
health nurses, and the city, and the city
very educational, and the city, and the city
superior, and the city, and the city
autism, and the city, and the city
proceeding, and the city, and the city

1. General Statement of the
State of the City, and the city
(December, 1915, p. 15)

to be relicensed every two years after meeting the minimum requirements of the new Sanitary Code which was adopted by the Board of Health in February, 1943.⁴ The Code, a remarkable document, interprets health as including the physical, mental, and emotional health of the children, and includes such provisions as the following:

The premises in which groups of young children live must be approved by the Fire Dept., the Bureau of Sanitary Engineering of the Health Department and the Housing and Buildings Departments as a part of the regular licensing procedure. In addition the staff must meet State Education Department qualifications in the field of early childhood education. There must be adequate space and equipment, a satisfactory program indoors and out and even "comfort for the children during meals." The program, in action, is carefully observed by members of the Day Care Unit staff, and both medical and registration records are reviewed. Every member of the staff must have a medical examination and a chest X-ray and every child must have a complete physical examination before admission and every six months thereafter.⁵

In order for the Day Care Center to fulfill its objective, provisions must be made for all the following services:⁶

^{4, 5} Log. cit.

⁶ "The Need for Day Care Centers," Child Welfare, XXIX, No. 1 (January, 1949), (by a special committee of the Family-Child Welfare Division and the Day Care Section of the Council of Social Agencies, Cincinnati, Ohio) pp. 18-19.

1. Preliminary counseling with parents to determine the advisability and need for Day Care Center service; subsequent counseling, if the child is accepted, by a mature worker, preferably trained in family case work.
2. Professional guidance of children throughout the day. The teacher must have an understanding of the needs and development of the age child in her group, one trained teacher for each ten children in a preschool group from age 2 to 3½; one teacher for 15 children 3½ to 5.
3. Promotion of good health practices and precautions. Inspection of children with provision of isolation room for children with suspicious symptoms who cannot be sent home. Sanitary surroundings, including kitchen, dishwashing, sleeping rooms, toilet facilities.
4. Management of the Center, planning menu, supervising the selection and preparation of food, serving of meals, keeping records, supervising housekeeping services, etc.
5. Adequate play space, equipment, and play materials.

Records indicate that the Christina Kent Day Nursery was the first day care center in Albuquerque. It was opened at 322 South Seventh Street in a one and one-half story six-rooms-and-bath building in 1921 as a project of the Albuquerque Woman's Club, and named for Christina Kent, mother of Mrs. Margaret Kent Madler, one of the eight board members.⁷ It was taken over several years later by the Community Chest and an article from the 1934 files of the

⁷ Record Book #4 of Christina Kent Day Nursery, May 1, 1935.

1815

Albuquerque Tribune depicts the type of center it was in the beginning.

Over at the Christina Kent Day Nursery there are eight children today who are being cared for while their parents are at work. . . .

Mrs. W. T. Neel, who is in charge of the children, says that about 200 children a month come to her. That is, the average is eight a day. Under her care, they play in the sand pile outdoors when the weather is good and in the nursery when it is not good. There is a room with white cribs in it where they all take afternoon naps.

Lunch is served in the nursery room at a low long table with benches on each side.

If the child is supported by the mother, a charge of 15 cents a day is made, which includes the care of the child during the day and its lunch. If the child is supported by its father, the charge is 35¢.

Mothers who want to go shopping or play bridge and have no one to leave their children with may leave them at the nursery for 35 cents, the money from such arrangements going into the Day Nursery fund as do the fees.

The day nursery is participating in the Community chest drive, and will receive 7½ per cent of the funds raised. It is the only institution of the kind in the city where mothers or fathers can leave their children to be cared for while they work.⁸

In 1941 the Community Chest board of directors allotted a \$2000 special fund to the Christina Kent Day Nursery for enlarging and remodeling its plant, and the need for extending the nursery's service was recognized in the regular maintenance allotment which was increased from \$2400

⁸ The Albuquerque Tribune, October 23, 1934.

to \$2750.⁹ The next year the new day nursery which is still in use today was opened at Third and Coal with the following announcement in the Journal:

Hundreds of Albuquerque residents are expected Sunday to visit the open house being held by the Christina Kent Day Nursery at its new building at Third and Coal, from 10 a.m. to 6 p.m.

Visitors will be shown through the 22-room remodeled structure which includes separate playrooms and sleeping quarters for older and younger children, an isolation room; nursery and a special kitchen for preparing babies diets in the regular kitchen.

The \$15,000 plant is designed to accomodate 100 children of working mothers.

Greeting visitors will be O. E. Beck, president of the nursery's board, and the following directors: Mrs. Clyde Tingley, Mr. R. P. Woodson, Jr., Mrs. William Hume, Merritt Oldaker and Bruce Gardner.

Mrs. Herbert L. Galles, Sr., and Mrs. Agnes Averyt, the other directors, are out of the city.¹⁰

Today Christina Kent Day Nursery is supported with funds of which the working parents supply sixty-five per cent and the Community Chest contributes thirty-five per cent.¹¹ The charge to parents is based on a wage scale and ranges from one to three dollars per week per child.¹² The

⁹ Albuquerque Journal, August 23, 1941.

¹⁰ Ibid., September 13, 1942.

¹¹ Mrs. F. A. Doyle, Personal Interview, February 5, 1949.

¹² Loc. cit.

to 1935. The year 1935 was the first year in which the
still in use today was made of stainless steel and

Following measurements in the laboratory:

Measurements of the rate of reaction between
hydrogen peroxide and the various metal ions
chromium, iron, copper, cobalt, nickel, and
manganese were made. The rate of reaction
was found to be proportional to the concentration
of the hydrogen peroxide and to the concentration
of the metal ion. The rate of reaction was
not affected by the presence of other ions.

The rate of reaction was found to be proportional
to the concentration of the hydrogen peroxide
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Following measurements in the laboratory:

1935.

1935. The year 1935 was the first year in which the
still in use today was made of stainless steel and

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nursery is staffed with eight workers consisting of Mrs. F. A. Doyle, a registered nurse who heads the staff, interviews the parent and records the case history on each child, and makes a daily health inspection of all children; Mrs. McDaniels, bookkeeper and kindergarten teacher; three girl teachers or helpers; Mrs. H. E. Hensen, dietician; a kitchen helper and a cleaning lady.¹³ A story by Evelyn Yrisarri gives a clear picture of activities in this day nursery now:

Mrs. John Dee was faced with a problem. Although she was strong and healthy, her husband was sick with heart trouble and had to stay in bed all the time. She needed to get out and work to support her husband and three children.

But who would take care of the children while she worked? It was then she remembered the Christina Kent Day Nursery.

Going to the nursery, Mrs. Dee is greeted by a registered nurse who was busy making her daily health inspection of all children and giving special attention to any newcomers.

It was soon arranged for Mrs. Dee to leave her children at the nursery. But before she left the nursery, Mrs. Dee was assured her children would have safe day care with excellent food, supervised play and study.

The Christina Kent Day Nursery provides necessary day care for 64 pre-school children whose mothers are employed outside the home.

Its purpose is to give the best physical care and provide the protection and security that a child needs

¹³ Loc. cit.

who must be away from its mother.

Children who arrive at the nursery before breakfast are fed. At noon a well-balanced meal is served the children and after nap time they are given milk and graham crackers or cookies.

The Nursery program is adjusted to fit the needs of the children rather than forcing a strict conformity to routine. However it is felt that a certain amount of routine is desirable and necessary.

While being cared for the child is given a real opportunity for physical, social, mental and moral development according to his individual capacities.

To do this the children are divided into age groups and a kindergarten teacher is on the nursery staff. Each age group is given work and activities according to age. These activities consist of using clay, crayons, peg boards and pegs, scissors, paste, various kinds of paper and puzzles. They learn Mother Goose rhymes, poems, finger-plays and simple organized games. And the story hour is a great favorite among the children of all ages.¹⁴

Turning from the Christina Kent Day Nursery, one finds that another agency partially supported by the Community Chest today cares for fifty-six preschool children.¹⁵ This is the St. Anthony Boys' Home, which was founded in 1913 for the purpose of caring for homeless, neglected, and abandoned children of every color and creed.¹⁶ It is located on West Indian School Road and is primarily an

¹⁴ Evelyn Yrisarri, "Christina Kent Nursery Helps Working Mothers," Albuquerque Tribune, September 8, 1948, p. 7.

¹⁵ Sister Anselma, Head of St. Anthony Boys' Home, Personal Interview, February 19, 1949.

¹⁶ Loc. cit.

who must be very much like a...

Galileo and the study of the history of the world...

are told. It is a well-known fact that the world is...

children and their mothers and fathers and...

greatly interested in the world.

The history of the world is a story of the world...

the children of the world, the children of the world...

to the world. However it is told, it is a story of the world...

of the world is a story of the world.

While the world is a story of the world, it is a story...

potentially for the world, for the world, for the world...

development of the world, for the world, for the world...

To do this the world is a story of the world, it is a story...

and a story of the world, it is a story of the world...

each the world is a story of the world, it is a story...

to the world. These are the world, the world, the world...

and, the world, the world, the world, the world, the world...

it is a story of the world, it is a story of the world...

history, the world, the world, the world, the world, the world...

and the world is a story of the world, it is a story...

children of the world.

Turning from the world, the world is a story of the world...

finds that the world is a story of the world, it is a story...

mostly the world is a story of the world, it is a story...

This is the world, the world, the world, the world, the world...

1912 for the world, the world, the world, the world, the world...

abandoned children of the world, the world, the world...

based on the world, the world, the world, the world, the world...

Working History, the world, the world, the world, the world...

P. 7.

the world, the world, the world, the world, the world...

the world, the world, the world, the world, the world...

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institution for the care of homeless boys, presided over¹⁷ by the Franciscan Sisters of the Catholic Church. St. Anthony's own food production supplements the aid given by fraternal organizations, private donations, and the Albuquerque Community Chest Fund.¹⁸ There are about forty children of both sexes whose ages are from birth to five years old in the nursery. The Sister in charge of the nursery is a trained nurse, and supervises the care of the babies and preschool children who have adequate sanitary rooms equipped with beds, pans, small dining tables and benches, and little indoor play equipment. Preschool children have a supervised playground. About sixteen five-year-old boys are quartered with the six-year-old boys and¹⁹ attend kindergarten classes regularly.

Mrs. Oneta Syverston opened the Cornell Day Nursery in October, 1941, at 114 South Cornell in her residence as a means of livelihood.²⁰ She provided day care for children of working mothers or of mothers who wished hourly care for their children at the rate of \$1.50 per day for nine

¹⁷ Albuquerque Journal, September 12, 1937.

¹⁸ Pamphlet about St. Anthony Boys' Home published 1948.

¹⁹ Anselma, log. cit.

²⁰ Oneta Syverston, Personal Interview, February 19, 1949.

hours and including lunch, or twenty-five cents an hour.²¹

A portion of her five-room house is used as the nursery and is partially equipped with children's furniture. The fenced back yard includes swings, playhouse, and a sand-pile. She has a helper to assist with caring for an average of fourteen children a day. Her sister, Mrs. H. W. Brunell, who lives down the street at 134 South Cornell, opened a nursery in October, 1948, to accommodate the overflow of children from the Cornell Nursery.²² Mrs. Brunell now provides care for the babies, ages six weeks to two and a half years and Mrs. Syverston takes the three years old on up. A new room is being built on Mrs. Brunell's home to house the dozen babies which now fill her living room daily.

There are other day care centers operated in private homes. Miss Marie Theed, who lives at 130 South Arno, provides both day and night care in her home for children from one year old up to school age.²³ She has been engaged in this method of self-support for seven years and keeps an

²¹ Loc. cit.

²² Mrs. H. W. Brunell, Personal Interview, February 26, 1949.

²³ Miss Marie Theed, Personal Interview, February 19, 1949.

average of eight children at a time.²⁴ Mrs. R. E. Nelson, 517 South Richmond, began caring for children in her home about two years ago and now keeps an average of thirteen daily who are mostly under four years old. She has converted her attached garage into a nursery room and with the assistance of a cleaning woman provides day and night care to children. She says that many of the children she keeps²⁵ are from divorced or separated parents.

Mrs. Holmes, 422 Euclid Avenue, opened her small home to children about a year ago under the name of Linda Lee Nursery and provides day and night care for a maximum²⁶ of seven children. At the beginning of January, 1949, Mrs. Loomis, a graduate nurse, who lives at 630 North Bryn Mawr, advertised for children to care for in her home. She has two preschool girls of her own and wished to care for²⁷ other children to supplement her income.

Mrs. Pearl Walrath, 410 South Columbia Avenue, keeps

²⁴ Loc. cit.

²⁵ Mrs. R. E. Nelson, Personal Interview, February 4, 1949.

²⁶ Mrs. Bertha Holmes, Personal Interview, February 19, 1949.

²⁷ Mrs. Pauline Loomis, Personal Interview, February 26, 1949.

a few children today. When she began caring for small children in her home in 1945 she often had an average of ²⁸ ten. Mrs. Alice Tanner at 3105 Campus Boulevard uses her home also as a day care center. For eight years she ²⁹ has cared for children by the hour or day.

Mrs. Thelma Smith, a colored woman, who lives at 1602 South Arno, converted a garage at the back of her residence into a nursery in 1947 and opened the Little Miss Muffet Day and Night Nursery. The one long room with a small kitchen and a very small bath at one end houses as many as thirty preschool children per day. The nursery is almost half filled with small beds one against the other provided for the children at nap time. There are some children's toys inside and adequate fenced outdoor space which contains only a small sandpile. Mrs. Smith provides transportation for the children to and from home in her private car, and cares for children of all races. She said that she thought in the beginning that she would accept colored children only but soon decided to take any color that wanted to come and now her clientele is mostly Anglo

²⁸ Mrs. Pearl Walrath, Personal Interview, February 25, 1949.

²⁹ Mrs. Alice Tanner, Personal Interview, April 21, 1949.

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EX-100

a few children... children in her home... her home also as a day care center... has cared for children by the name of Mrs. Thomas Smith, a married woman, who lives at 1808 South Avenue, occupied a room at the home of her residence into a nursery in 1941 and gave the little Mrs. Miller and eight children. The one boy and three small children and a very small one who was born in many as thirty months old children and Mrs. Smith almost half filled with small children and provided for the children at her home. There were children's toys inside and outside and which contained only a small number. The children for the children to be taken to the private car, and there for children of all ages. The child that she thought in the beginning that the world would colored children with her and she was in with her that wanted to come and see her children in her home.

22 Mrs. Pearl Wilson, 1808 South Avenue, Chicago, Ill.
23, 1942.
24 Mrs. Alice Thomas, 1808 South Avenue, Chicago, Ill.
1942.

30
children.

The Bide-a-Wee Nursery at 110 South Edith began four years ago at a location on North Fourth Street. It is housed in a very old two-story frame house which badly needs repairing. Mrs. Francis C. Marshall owns and operates this nursery, with Mrs. Selley and Mrs. Pino as helpers. Children from six weeks old to six years are kept for one dollar a day or twenty-five cents an hour. It is open twenty-four hours a day.³¹

There have been other day care places in homes and perhaps there are some existing now that are not mentioned here. Unfortunately, the day care centers in Albuquerque that would meet the minimum recognized good standards are in the minority. The care here, as in New York City, may be described as ranging from "excellent through substandard and mediocre to utterly wretched."³² Albuquerque would do well to adopt the New York Day Care Unit's objectives which are:

³⁰ Mrs. Thelma Smith, Personal Interview, February 10, 1949.

³¹ Mrs. G. Selley, Personal Interview, March 12, 1949.

³² "A City Improves Day Care for its Children," The Child, Volume II, No. 8, February, 1947, pp. 138-40.

- (1) Clean, safe place where children may run, sleep comfortably, sit.
- (2) Food in accordance with their needs.
- (3) Equipment that permits right play for children's growth.
- (4) A program allowing for fun, exercise and rest.
- (5) Care for health and well-being.
- (6) Trained teachers who have insight and warmth.

33

33 Loc. cit.

- (a) ...
- (b) ...
- (c) ...
- (d) ...
- (e) ...
- (f) ...
- (g) ...

...

BEKSHI
V. A. B.
R. O. D.

CHAPTER V

ALBUQUERQUE'S KINDERGARTENS AND NURSERY SCHOOLS IN 1949

There was a law passed in 1933 permitting kindergartens to be placed in the public schools in New Mexico but, unfortunately, this law was repealed in 1931. Thus the responsibility of providing nursery and kindergarten schools has been in the hands of private teachers with few exceptions. Just what does Albuquerque offer in the way of preschools today? During the 1948-1949 school term there have been twenty kindergartens and nursery schools open, with a total enrollment of 645 children of ages two to six years old. A list of these schools with the location and enrollment is given below in the order in which they will be discussed:

ALBANY, N.Y., MAY 10, 1918

THE NEW YORK TIMES

There are a few points on which the

entire to be placed in the light of the

but, unfortunately, this has been

the responsibility of providing

schools has been in the hands of

exceptions. Just what does

of preschools today? During the

there have been many instances

open, with a total enrollment

to six years old. A list of

tion and enrollment is given

they will be discussed:

NEW YORK
BROAD
CORRECTION

Lowlands

	N*	K*	T*
Manzano Day School 1801 West Central		75	75
Trudelle's Private School 1508 West Central	20	38	58
San Felipe School Old Town		34	34
Martineztown Nursery & Kindergarten 509 East Slate	17	17	34
St. Anthony Kindergarten West Indian School Rd.		16	16
Christina Kent Kindergarten 423 South 3rd		33	33
La Casa Country Day School 7015 North 4th	13	15	28
Mrs. Ethel Preston's Musical Kindergarten 901 North 8th St.		18	18
The Cerebral Palsy Day School 1831 North Broadway	3	4	7

Heights

Nob Hill Kindergarten & Nursery School 509 S. Bryn Mawr	10	50	60
Fairfield Day School 4601 Los Lomas Rd.	21	39	60
Nordeen Kindergarten 312 S. Dartmouth		10	10
Mrs. Parmelee Nursery & Kindergarten 422 S. Dartmouth	12	9	21
Mrs. Leonard's Kindergarten 519 S. Richmond		17	17
Mrs. Werrell's Kindergarten 1012 N. Girard		11	11
Sunset Mesa Day School 801 N. Girard	10	26	36
Mrs. Long's Kindergarten 2731 San Rafael		10	10
University Nursery School 1621 East Roma	13		13
Kirtland Field Nursery & Kindergarten Kirtland Field	20	50	70
Sandia Base Kindergarten Sandia Base		34	34

Totals 139 506 645

*N - Nursery; K - Kindergarten; T - Total

Manzano Day School, a non-profit corporation, which was founded by the late Mrs. Albert G. Simms in 1938, is operated by a Board of Trustees appointed by Mr. Simms. It was located at 1508 West Central in "Historic Old Huning Castle" until 1942, when it moved to its present location at 1801 West Central.¹ Mrs. Elizabeth Westerfield is headmistress and the trustees are Mrs. John Simms, President, Mrs. Fred Luthy, Mrs. Franklin Bond, Mr. Sam Minces, and Mr. George Savage.² This announcement of the Manzano Day School in 1941 is self-explanatory:

Located in Historic Old Huning Castle in Albuquerque Manzano Day School offers a well balanced program of modern education for boys and girls from nursery school to high school age. The first concern of the school is the development of each child as a well rounded personality adjusted to life in a group and ready to think and stand on his own feet in a rapidly changing world.

The nursery school and kindergarten department for children ages 3-4 and 5 years specializes in child growth and development at these age levels. . . . Classes are small enough to ensure the personal interest of teachers and to provide the opportunity for the development of individual abilities with each child progressing at his own rate.

The faculty at Manzano Day School is comprised of teachers, each with special training and experience in the handling of children of definite age groups. The faculty at Manzano Day School is recognized to be among the finest in the country.

¹, ² Mrs. Elizabeth Westerfield, Personal Interview, March 1, 1949.

In addition to regular subjects, music, dramatics, dancing, arts and crafts, speech, health, and character training play a large part in the curriculum for children of all ages. This year, for the first time, Spanish will be taught to the 5 and 6 year old groups. Out-of-doors programs of supervised games are provided. Those who wish their children to remain at the school for luncheon may do so with the knowledge that the child will be provided with a hot, nourishing well balanced meal. A member of the faculty is the hostess at each table and special attention is given to table manners and interesting conversation. Those who remain at the school for luncheon have a supervised rest period following the meal.

Manzano Day School is permanently established and substantially endowed, making its advantages available to Albuquerqueans at a remarkably moderate cost. The 1941-42 school year begins September 3rd.

Open to visitors daily. 1508 West Central Ave. 3 Nursery School and Kindergarten Tuition \$70 per year.

Mothers of preschool children were attracted by this advertisement in the Journal in the fall of 1942.

Busy mothers this year face new problems with the preschool child. At Manzano Day School your 3, 4 or 5 year-old child will receive understanding guidance in a program based on the needs and interests of each age group.

Literature, music and rhythms---the expression of ideas in paint and clay---large block building, climbing, swinging, nature study---fill three happy hours from 9 to 12.

Milk or fruit juice will be given at mid-morning. A limited number of pre-school children may stay until 3:30 p.m. These will have a hot lunch and an afternoon nap.

³ Advertisement, Albuquerque Journal, August 17, 1941.

For the pre-school child, \$90 a year covers all regular expenses. For children kept through the afternoon session, there will be an extra charge of \$5 a month.⁴

Mrs. Albert Simms took active direction of the Manzano Day School in 1942 when it moved from Huning Castle to its present location at 1801 West Central, which was the former Hugh G. Calking residence.⁵ Mrs. Frank Westerfield, head mistress, announced a full enrollment of 136 children in 1943 and

Despite the fact that a Government priority was obtained for an additional building in order to accommodate an increased enrollment, innumerable applications were turned down because early reservations had taxed the school's facilities," she said.⁶

This capacity enrollment continued during 1944,⁷ 1945,⁸ and 1946.⁹ In 1947 the nursery school was discontinued and the kindergarten providing for children four and five years of age was kept in operation.¹⁰

⁴ Ibid., August 23, 1942.

⁵ Ibid., August 15, 1942.

⁶ Ibid., September 5, 1943.

⁷ Ibid., September 6, 1944.

⁸ Ibid., September 26, 1945.

⁹ Ibid., August 18, 1946.

¹⁰ Westerfield, loc. cit.

For the purpose of this report, the following information has been obtained from the records of the Bureau of the Census, Department of Commerce, and the Bureau of the Census, Department of the Interior.

The first of these sources is the Bureau of the Census, Department of Commerce, which has provided information on the number of persons who have been employed in the various industries of the United States since 1900. The second source is the Bureau of the Census, Department of the Interior, which has provided information on the number of persons who have been employed in the various industries of the United States since 1900.

In addition to the information obtained from the Bureau of the Census, Department of Commerce, and the Bureau of the Census, Department of the Interior, the following information has been obtained from the records of the Bureau of the Census, Department of the Interior:

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- 2. The number of persons who have been employed in the various industries of the United States since 1900.
- 3. The number of persons who have been employed in the various industries of the United States since 1900.
- 4. The number of persons who have been employed in the various industries of the United States since 1900.
- 5. The number of persons who have been employed in the various industries of the United States since 1900.
- 6. The number of persons who have been employed in the various industries of the United States since 1900.
- 7. The number of persons who have been employed in the various industries of the United States since 1900.
- 8. The number of persons who have been employed in the various industries of the United States since 1900.
- 9. The number of persons who have been employed in the various industries of the United States since 1900.
- 10. The number of persons who have been employed in the various industries of the United States since 1900.

Today a staff of three qualified teachers and three assistants teach the seventy-five children of four, five¹¹ and six years of age. Children who were six years of age in January or February are admitted to a newly-organized group directed by Mrs. Elizabeth Hill, and allowed to begin¹² the reading program.

The Kindergarten is housed in large, well equipped rooms built on the two acre plot where the school buildings of Spanish Colonial architecture are built around a patio with a large cottonwood tree in the center and "within the spacious grounds, secluded and quiet behind adobe walls, the gardens, lawns, and lily pond provide a natural labora-¹³tory for the study of plant and animal life." The program is based on the needs and interests of each age level, with guidance in growth conducive to emotional stability and a well-integrated personality and

Knowledge of the world about them is gained through firsthand experience and observation as they take trips, at first through the school plant and around the immediate neighborhood, and later to the farm, dairy, zoo, railway station, and airport.

¹¹ Log. cit.

¹² Mrs. Elizabeth Hill, Personal Interview, March 1, 1948.

¹³ Pamphlet on Manzano Day School.

Today a staff of three...
assistants...
and also...
In January...
Group...
the...
The...

rooms built on the...
of Spanish...
with a large...
spaces...
the...
for...
Mexico is...
level...
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The information acquired from these excursions is clarified through constructive and dramatic play with blocks and through the expression of ideas with paints, crayons, clay, and wood.

Literature, music and rhythms play an important part in each day's activities.

The Kindergarten hours are from 9:00 to 12:00, with a period for milk followed by rest in the middle of the morning. At least one hour and a half is spent in outdoor activities each day where climbing, swinging, sliding, see-sawing and vigorous play help to develop the larger muscles. In good weather many other activities are also carried on out-of-doors.¹⁴

Reports to parents is explained in a pamphlet designed to acquaint interested persons with the school's practices and states:

No numerical grades are given, but careful records are kept of each child and his development, both academically and as an individual personality. Teachers arrange frequent conferences with the parents of each child at which time they may see the pupils at work. Conferences of groups of parents are also arranged throughout the year. Academic reports are mailed to the parents at the end of the school year.

The school reserves the right to request the withdrawal of any child who is unable to make satisfactory adjustment to the group.¹⁵

In 1943 Mrs. B. A. Trudelle moved her school from 135 South Fourteenth Street to Huning Castle at 1508 West Central, formerly the location of the Manzano Day School.¹⁶

¹⁴ Loc. cit.

¹⁵ Loc. cit.

¹⁶ Mrs. B. A. Trudelle, Personal Interview, March 1, 1949.

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The information contained in this document is classified "Secret" and its disclosure is prohibited by law. It is to be controlled, stored, and handled in accordance with the provisions of the Atomic Energy Act of 1946.

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1946

Early announcements of Mrs. Trudelle's school were quoted in Chapter II. Mrs. Trudelle began her school as a kindergarten with seven four and five-year olds enrolled in 1933 at 135 South Fourteenth Street and now maintains a school for nursery, kindergarten, and elementary grade children with an enrollment of fifty-eight in the nursery and kindergarten departments.¹⁷ She employs two kindergarten teachers for the five-year-olds and they teach morning and afternoon groups totaling thirty-eight children.¹⁸ The nursery school is open from 8:45 to 11:30 a.m. and is conducted by Mrs. L. L. Olbert, who has been with the Trudelle Day School for six years.¹⁹ She stresses singing and story-dramatization, along with a varied program for the three and four-year-old children. Milk is served at mid-morning to the twenty children enrolled now. A registration fee of three dollars and nine dollars monthly is charged.²⁰ Mrs. Trudelle said that of general interest to a history of preschools was the fact that the current school year had produced more absences from school

^{17, 18} Loc. cit.

¹⁹ Mrs. L. L. Olbert, Personal Interview, March 1, 1949.

²⁰ Loc. cit.

of pupils due to communicable diseases than any previous
²¹
 year had shown.

The San Felipe Elementary School in Old Town is
 housed in the old County Court House and is staffed by
 Sisters of the Catholic Church. Books are furnished by the
²²
 State of New Mexico. Five-year-old children are accepted
²³
 and taught along with the six-year-olds. Miss Therisa
 Gutierrez is the teacher of this group now and of the sixty-
²⁴
 five pupils in her room, thirty-four are five years old.
 Since most of these children are of Spanish descent, the
 daily program from 9:15 a.m. to 3:00 p.m. is designed to
²⁵
 alleviate language difficulties. Milk is served in the
 mornings and the original tuition of one dollar per month
 for the five-year-olds has been increased to two dollars
 according to Sister Joseph Elizabeth, the first teacher of
²⁶
 this group from 1936 to 1947. A typical day's schedule
 follows:

²¹ Trudelle, log. cit.

²² Miss Therisa Gutierrez, Personal Interview,
 December 1, 1948.

²³ Sister Joseph Elizabeth, Personal Interview,
 December 1, 1948.

^{24, 25} Gutierrez, log. cit.

²⁶ Sister Elizabeth, log. cit.

of pupils due to temporary absence from school

year and above.

The school is situated in the village of

located in the village of

History of the school is given in the

State of the school is given in the

and taught in the school

Outcomes in the school are given in the

five pupils in the school

Since most of these pupils are in the school

daily program from 8:00 a.m. to 4:00 p.m.

elaborate program of activities.

morning and the afternoon session of the school

for the five-year-old pupils are given in the

according to the school program.

This group has been in the school

Below:

27. School, 1951-52.

28. School, 1952-53.
December 1, 1952.

29. School, 1953-54.
December 1, 1953.

30. School, 1954-55.

31. School, 1955-56.

9:15-9:30 - Religion.
 9:30-9:50 - Reading, Numbers.
 9:50-10:05 - Recess.
 10:05-11:00 - Numbers, Reading.
 11:00-12:45 - Home for lunch.
 12:45-1:00 - Prayers.
 1:00-2:00 - Reading.
 2:00-2:15 - Recess.
 2:15-3:00 - Music and Prayers.²⁷

The Martineztown Nursery and Kindergarten is located at 509 East Slate in a small building at the back of the Second Presbyterian Church and sponsored by the Church for Spanish-American children ages three and four years old in the morning nursery class from 8:45 to 11:30 a.m., and for the five-year-olds in the kindergarten from 1:00 until

²⁸
 3:30 p.m. Miss Elizabeth Johnson, the present teacher, who is assisted by two volunteer high school girls daily from Menaul School, says that the parents are charged fifty-cents a week per child for the nursery school children who are served crackers and milk in mid-morning and thirty-cents weekly for the kindergarten children who come only
²⁹
 three afternoons a week. An interesting story written by twins, Carlos and Maria Teresa Martinez, who are now in Junior High School, is given in part:

²⁷ Guiterres, loc. cit.

²⁸ J. I. Candelaria, Pastor of Second Presbyterian Church, Personal Interview, March 3, 1949.

²⁹ Miss Elizabeth Johnson, Personal Interview, March 3, 1949.

1891

We are Teresa and Carlos Martinez. We live in Martineztown. All out uncles and aunts live in Martineztown, too. Our father has six brothers and three sisters. We are too many at Christmas when we go to Grandpa's! . . . We like our church. We come here almost every day after school because there are so many things to do. We started to come when we were three years old. That was Nursery School in the cottage. What fun we had! Mother brought us every morning before nine o'clock. Our favorite toy was the teeter-totter. We sang songs about horses and trains and ducks. There were many blocks to make garages and houses. After we washed our hands we had milk and crackers. All the children and the teacher prayed before we ate. Then we rested on rugs on the floor. On cold days our teacher and her helpers warmed the blankets before she covered us. We liked the pink blankets best. We rested a very long time and sometimes we went to sleep. When we got up we had juice to drink.

Then one day Mother said, "You are too big for Nursery. Your teacher says you may go to Kindergarten now." Kindergarten was in the cottage, too, but we went in the afternoons. There were many children there. Every day we sat in a circle on the little chairs. We listened to stories and sang songs. Sometimes there were pictures to draw and cut and paste. . . . Some days the nurse came from Menaul School. She put a stick in our mouths and would tell us to say "Ah". We liked to get on the little white scales to see how much we weighed.

We learned many things in kindergarten about trains and cars and policemen. We read about Peter Rabbit and Little Black Sambo. Sometimes the stories were from the Bible and we read about Moses and Samuel. There were many stories about Jesus. The teacher said we should speak English so we could go to the public school when we were six years old. We like to speak English but when we want to hurry then we say it in Spanish! It is fun to be six years old, especially if you are a twin. Now we are old enough to go to Long-fellow School. The kindergartentteacher said we could graduate.³⁰

³⁰ Mimeographed copy of this story was supplied by Rev. Candelaria.

The Martinestown Nursery and Kindergarten was started about 1948 with Eleanor A. Davis as the preschool teacher.³¹ A Mother's Club meets monthly with the teacher,³² who also calls frequently in the homes of the children.³³ Many individuals and organizations have made donations of money and toys for the nursery school which usually has a capacity enrollment with a waiting list.

Since the St. Anthony Boys' Home and Christina Kent Day Nursery were discussed at length in the chapter on Day Care Centers, it will only be stated here that sixteen five-year-old boys are in a kindergarten class with the six-year-old boys at St. Anthony and approximately thirty-three of the children at Christina Kent are in a kindergarten class part of each day.

The following news story in the Tribune³⁴ announced a new nursery and kindergarten school for Albuquerque this year:

Work is nearing completion here on a new private school for children, La Casa Country Day school, which will be located at 7015 N. Fourth. The founder and

³¹ Candelaria, loc. cit.

³² Johnson, loc. cit.

³³ Candelaria, loc. cit.

³⁴ Albuquerque Tribune, August 21, 1948.

director of the school is Mrs. Lucille L. Miller, daughter of the late Dr. W. H. Long, Albuquerque pioneer.

The new school, designed for children from nursery age through the sixth grade, is scheduled to open on October 4.

Mrs. Miller said today that the curriculum will be based on experiences that are educational and socially significant, and that the children's individual needs will be studied, followed, and corrected.

Mrs. Miller, a graduate of North Texas State Teachers College, taught for 11 years in the public school system at Washington, D. C., and later founded a private school in the outskirts of that city similar to the one she is opening here.

This school, called the Countryside School, proved to be a popular and successful enterprise and had an enrollment of more than 150 children when she sold it three years ago and moved to Albuquerque.

Mrs. Miller said that Albuquerque is an ideal location for this type of school, as the mild climate here makes it possible for the children to meet in the out of doors for the majority of their classes.

Transportation to and from the school will be provided, she said, and tuition fees and other information concerning the school will be made available as plans progress.³⁵

36

An interview with Mrs. Miller, director of the school, disclosed that

The aim of the nursery school is to develop those habits and attitudes which contribute most to the young child's physical, mental, social and emotional development, with due consideration given to the fact that

³⁵ Log. cit.

³⁶ Lucille L. Miller, Personal Interview, March 3, 1949.

Director of the Public Health Service, Washington, D. C.
The following information was received from the
Director of the Public Health Service, Washington, D. C.
on October 1, 1945.

Mr. Miller, a resident of the District of Columbia, has
been on leave from his position as Director of the
Public Health Service, Washington, D. C., since
October 1, 1945. He is currently on leave from
his position as Director of the Public Health Service,
Washington, D. C., and is currently on leave from
his position as Director of the Public Health Service,
Washington, D. C.

This report, dated the 1st of October, 1945, shows
to be a report of the Director of the Public Health
Service, Washington, D. C., dated the 1st of October,
1945. It shows that the Director of the Public Health
Service, Washington, D. C., is currently on leave from
his position as Director of the Public Health Service,
Washington, D. C., and is currently on leave from
his position as Director of the Public Health Service,
Washington, D. C.

Transmitted to the Director of the Public Health Service,
Washington, D. C., on the 1st of October, 1945, for
transmission to the Director of the Public Health Service,
Washington, D. C., for transmission to the Director of
the Public Health Service, Washington, D. C.

An interview with Mr. Miller, Director of the
Public Health Service, Washington, D. C., was conducted
on the 1st of October, 1945.

The aim of this survey is to determine the
status of the Public Health Service, Washington, D. C.,
and to determine the status of the Public Health Service,
Washington, D. C., and to determine the status of the
Public Health Service, Washington, D. C.

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each child is an individual personality with distinct needs and aptitudes.

The program for the nursery school group is planned to provide a balance between activity and rest, and is carried out with the regularity which is so necessary in the care of young children, in a natural environment with equipment scientifically planned to meet the needs of two, three and four year olds.

The groups are small and under the supervision of trained teachers. Most of the activities are out-of-doors when the weather permits.

Their activities are planned to avoid over-stimulation and fatigue. A mid-morning rest is taken and fruit juice given, milk and crackers are given after the naps in the afternoon. Special attention is given the young children to develop good eating habits.³⁷

The health program is as follows:

Parents are requested to have all children given a thorough physical examination and any defects corrected before entering.

There is a daily physical examination of all children.

The director's decision is final on the exclusion of any child from the group after this examination.

Naps are taken after lunch by the younger groups and some older children who need extra rest.

The children's diet is scientifically planned and good wholesome food is served.³⁸

The nursery and kindergarten tuition is twenty dollars registration and about twenty-two dollars per month for half days or forty dollars monthly full days with

^{37, 38} Loc. cit.

some of the most important and interesting

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lunches and transportation provided.

A visit to Mrs. Ethel Preston's Musical Kindergarten at 901 North Eighth Street, which has been in operation since 1945, revealed how eighteen kindergarten children are taught sixteen things through the medium of music for four mornings a week at a rate of fifty-cents per day.⁴⁰ Mrs. Preston, who has a degree in music and B. S. in Education, teaches these little children tone matching, note reading, music listening, piano preparatory, rhythm band, science, stories including poems, myths and fairy tales, puppets, pantomime, art, seasonal songs, mother goose, recess activities, health rhythms, singing games, and miscellaneous songs.⁴¹

A demonstration project in Cerebral Palsy is sponsored by The Albuquerque Junior League and The New Mexico Society for Crippled Children, Inc. at 1801 North Broadway in an army surplus barrack which is directly behind the new Albuquerque Community Health Center. This Cerebral Palsy Day School opened its doors for service October 4, 1949 with morning classes for eight children whose ages range from two to eight years inclusive.⁴² Medical supervision,

³⁹ Loc. cit.

^{40, 41} Mrs. Ethel Preston, Personal Interview, February 23, 1949.

⁴² Miss Bette Redwine, Personal Interview, March 3, 1949.

lunches and refreshments were served.
A visit to the...
at 501 North...
since 1925, revealed...
taught sixteen...
nothing a week...
Freeman, who has...
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stories including...
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physical-therapy classes, speech correction, as well as recreation and social rehabilitation, are important services offered by this school to the eight pupils who were selected from twenty-five cerebral palsied children who attended a screening clinic conducted May 18, 1948 by the following:

- Dr. Louis M. Overton, Orthopedic Surgeon and Board Member of the Cerebral Palsy Day School
- Dr. W. L. Minear, Orthopedic Surgeon and Chief Surgeon of Carrie Tingley Hospital
- Dr. William C. Porter, Psychiatrist, Administrator of the Los Lunas Hospital for the Mentally Difficient
- Dr. Stuart Adler, Pediatrician and Pediatric Consultant for the Department of Public Welfare, Crippled Children Services
- Mr. Fred Christ, Director of the Division of Speech Correction, Department of Speech of the University of New Mexico.⁴³

Miss Bette Redwine, physical therapist, specially trained in cerebral palsy through an Alpha Chi Omega scholarship at the Children's Rehabilitation Institute in Baltimore, Maryland, serves as full-time paid administrator⁴⁴ and physical therapist of the school. She is assisted by another paid staff member, Mrs. Alyce Richards, who serves as coordinator and teacher in the school. Mrs. Richards has also had special training in work with the

⁴³ Mimeographed pamphlet by Julia D. Penny, Executive Secretary of New Mexico Society for Crippled Children, October 5, 1948.

⁴⁴ Redwine, loc. cit.

cerebral palsied at the Horace Rackham School of Special Education under Michigan State Normal College, Ypsilanti,⁴⁵ Michigan.

Therapeutic equipment such as walking and climbing bars, standing tables, and specially built tricycles is provided and three volunteer workers from the Junior League, Alpha Chi Omega Sorority, and other women's clubs of Albuquerque, are used daily after they are given a preliminary training course.⁴⁶ This school is employing methods which Dr. Meyer Perstein urged back in 1947 when he said, "Treat the child with cerebral palsy first as a child, then as a handicapped child, and last as a cerebral-palsied child."⁴⁷

The Nob Hill Kindergarten and Nursery located in a residence at 509 South Bryn Mawr under the direction and ownership of Mrs. Ruby Way Scott is the oldest preschool in the Heights.⁴⁸ It was begun in 1939 as a Musical Kindergarten at 3131 East Lead.⁴⁹ From the Albuquerque Journal

⁴⁵ Mrs. Alyce Richards, Personal Interview, March 3, 1949.

⁴⁶ Redwine, log. cit.

⁴⁷ Meyer Perlstein, M. D., "Exploring the Problems of the Cerebral-Palsied Child," The Child, Vol. 16, No. 12, June, 1947, page 198.

⁴⁸ Mrs. Ruby Way Scott, Personal Interview, March 11 1949.

⁴⁹ Albuquerque Journal, August 20, 1939.

in 1943 the following staff is announced:

NOB HILL KINDERGARTEN AND NURSERY
 Announces Opening Sept. 13, 1943
 Ruby Way Scott, Director
 Mrs. Merle H. Tucker
 Mrs. J. H. Feth, Assistants
 Mrs. Sydney S. Cole, Registered Nurse
 Supervisor
 Limited Enrollment Transportation
 509 S. Bryn Mawr Ave. Dial 2-2532 50

The next year, 1944, there were three units to the school, as indicated by the following article:

The Nob Hill Kindergarten and Nursery under the direction of Ruby Way Scott will open its fall term Wednesday. The school will consist of three units; a kindergarten at 506 S. Bryn Mawr, under the supervision of Mrs. Wayne Leonard, another kindergarten at 540 N. Solano under the supervision of Merle H. Tucker, and a nursery at 521 S. Bryn Mawr under the supervision of Mrs. Layneit Trussell.

All three schools held open house Tuesday for inspection by parents.⁵¹

A recent newspaper account of the Nob Hill School is quoted here:

The 1948 fall term of the Nob Hill Kindergarten and Nursery School will open Tuesday with morning and afternoon sessions, Mrs. Ruby Way Scott, director, said today.

Three departments of the school, the oldest in the Heights area, will have a limited enrollment of 10 children in the nursery and kindergarten school groups.

⁵⁰ Ibid., September 13, 1943.

⁵¹ Ibid., September 6, 1944.

Only children aged two to four are eligible for nursery school, those four years old may enter kindergarten, and first-year kindergarten classes are composed of children five years of age until admitted to the first grade.

The school emphasizes preparation for entrance in grade school, with especially designed programs in music and dramatic play, such as picture study, story telling, nature study, care of pets and excursions into community life.

Courtesy, safety rules, health inspection and character building are an integral part of the program, Mrs. Scott said.

The playground will be separated into two divisions for younger and older children, Mrs. Scott said.

Groups are limited in the amount of time spent in 52 the school each day to avoid overtiring the children.

The school now has an enrollment of approximately 53 sixty preschool children and a staff of four teachers.

The Fairfield Day School located at 4801 Los Lomas Road is owned and operated by Mrs. Merle H. Tucker and contains a nursery school and kindergarten as well as the first three grades. Mrs. Tucker began her school as a 54 kindergarten in her home at 540 North Solano in 1944.

A semester is announced in the February 3, 1948, edition of the Journal:

52 Albuquerque Tribune, August 26, 1948.

53 Scott, loc. cit.

54 Mrs. Merle H. Tucker, Personal Interview, February 7, 1949.

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Only children aged 5 to 12 are admitted to the nursery school. The school is open from 8:30 a.m. to 12:30 p.m. and is located at 1111 1st Avenue, New York, N.Y. 10017.

The school emphasizes the child's individuality and creativity. The curriculum includes music, drama, art, and storytelling. The school is open to the community.

Donna, Deputy Director, is in charge of the school. She is a graduate of the City University of New York.

The playground is in the rear of the building. It is open to the public and is used by the children and the community.

Groups are invited to the school for the purpose of the school. The school is open to the public and is used by the children and the community.

The school has a number of activities. The school is open to the public and is used by the children and the community.

The Parent-Teacher Association is a group of parents and teachers. The school is open to the public and is used by the children and the community.

Room is owned and operated by the school. The school is open to the public and is used by the children and the community.

contains a nursery school and a kindergarten. The school is open to the public and is used by the children and the community.

Kindergarten is open to the public and is used by the children and the community.

A secretary is employed in the school. The school is open to the public and is used by the children and the community.

the school.

82-1111-1111, dated Nov. 1963.

82-1111-1111, dated Nov. 1963.

82-1111-1111, dated Nov. 1963.

7, 1963.

Mrs. Tucker's Kindergarten
540 North Solano

Ages 3½-6 Hours 9:00 a.m. - 12:00

Spring Term Beginning February 4, 1946

Complete Pre-school Training and Kindergarten Course

Art - Rhythms - Rhythm Band - Singing

Teachers - Mrs. Merle H. Tucker, B. A., University
of Louisville

Mrs. Goodsell Slocum - Yankton College

Miss May Thibodeau - Bates College⁵⁵

The opening of her school in 1947 reads:

FAIRFIELD SCHOOL

Mrs. Tucker's Day School

919 North Amherst

Accredited 8 Qualified Teachers

Kindergarten - ages 3-6 ⁵⁶

During this year, 1947-48, Mrs. Tucker was sued for maintaining a school in a residential area and, although a final decision from the court had not been granted, she moved to a business building converted to a school center at 4601 Los Lomas for the 1948 fall term. ⁵⁷

Today there are 110 pupils enrolled in the Fairfield Day School and approximately sixty of these are in the nursery and kindergarten department, which are housed in one long room and supervised by three teachers. Lunch and transportation are provided at an extra cost to those desir-

⁵⁵ Albuquerque Journal, February 3, 1946.

⁵⁶ Ibid., August 23, 1947.

⁵⁷ Tucker, loc. cit.

ing these services.⁵⁸

Mrs. R. S. Nordeen has taught a kindergarten class for four and one-half and five-year-olds in her home at 312 South Dartmouth since September, 1947. She converted a room with an outside door and adjoining bath into school quarters and equipped it with small tables, chairs, record player, and other equipment. It is here that she conducts morning classes for ten pupils who pay a tuition of \$12.50⁵⁹ per month. After the mid-morning milk, the children en-⁶⁰joy supervised play in her fenced yard.

Another preschool on South Dartmouth is a Nursery and Kindergarten owned and operated by Mrs. Mildred Parmelee at 423 South Dartmouth. Mrs. Parmelee uses a detached single-car garage as her school. She enrolled only nursery age children when she began in June, 1946, but now has added a kindergarten department with Mrs. Helen Hayes as teacher, and has a total enrollment of twenty-one children. She provides transportation to and from the school to all pupils,⁶¹ who pay a tuition fee of \$15.00 per month.

⁵⁸ Loc. cit.

⁵⁹, ⁶⁰ Mrs. R. S. Nordeen, Personal Interview, March 23, 1949.

⁶¹ Mrs. Mildred Parmelee, Personal Interview, March 8, 1949.

ing these activities.

Mrs. H. B. Brown, who is a member of the Board of Directors

for four and one-half years, has been elected to the position of President of the Board of Directors. She is a resident of the city and has been active in many of the city's affairs. She is also a member of the Board of Directors of the City of New York. She is a woman of many talents and has been a great asset to the city. She is a woman of many talents and has been a great asset to the city. She is a woman of many talents and has been a great asset to the city.

Another resident of the city, Mr. J. B. Brown, has been elected to the position of Vice President of the Board of Directors. He is a resident of the city and has been active in many of the city's affairs. He is also a member of the Board of Directors of the City of New York. He is a man of many talents and has been a great asset to the city. He is a man of many talents and has been a great asset to the city.

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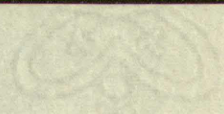


Mrs. Wayne Leonard opened a kindergarten in her basement apartment at 519 South Richmond in January, 1947. She has seventeen children of four and five years of age whom she teaches from 8:45 until 11:30 a.m. five days a week at a rate of \$12.50 per month, with a registration fee of \$7.50.⁶² Twice a year a report is sent to the parents of each child showing his progress on self-confidence, adjusting to the group, attentiveness, contribution to group, play with others, take directions, enjoy stories and table work, health, use of voice and hands, spontaneity, dramatization, and good listener. Mrs. Leonard assisted her friend, Mrs. Ernest Werrell, in setting up a similar kindergarten in another part of the Heights at 1012 North Girard⁶³ in the fall of 1948.

Mrs. Werrell has eleven children in her kindergarten which is housed in her home at 1012 North Girard. She stresses such things as singing, health, numbers, art, history, dramatization, and enlargement of vocabulary through stories from books, original stories, and conversation in preparing these children of kindergarten age for entrance

⁶² Mrs. Wayne Leonard, Personal Interview, February 7, 1949.

⁶³ Loc. cit.



Mrs. Mary ...
 basement apartment at 514 ...
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 friend, Mrs. ...
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Mrs. ...
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 protecting these children of ...

62 Mrs. Mary ...
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to the first grade.⁶⁴

Another new private school opened in the Heights January 3, 1949, at 801 North Girard in a business building converted to a school. This was the Senset Mesa School headed by Mrs. Beatrice Adkins and offering school for nursery and kindergarten children as well as the primary grades.⁶⁵ At present Mrs. Adkins is assisted by two teachers and a part-time nurse and has thirty-six preschool children enrolled. Her ample indoor equipment is modern, and fenced space for outdoor play is provided at the rear of the building. Mid-morning snack and lunches are provided, and creative activities including art, dancing, poetry,⁶⁶ rhythm, and dramatization are stressed.

Mrs. Eloise Long's kindergarten at 2731 San Rafael was closed at the end of 1948 but is listed because it afforded school for ten kindergarten children for one semester and also was in session one semester during 1947-1948 at 150 South Louisiana, offering instruction at \$10 a month per

⁶⁴ Mrs. Ernest Werrell, Personal Interview, February 16, 1949.

⁶⁵ Mrs. Beatrice Adkins, Personal Interview, February 16, 1949.

⁶⁶ Loc. cit.

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child.⁶⁷ Two other preschools which were open in 1947-48, but are closed now, are Mrs. Hilda Maddison's kindergarten on Chadwich Road,⁶⁸ and Mrs. J. B. Towberma's "Jack and Jill Nursery"⁶⁹ at 213 South Sixth Street. The University of New Mexico Nursery is merely placed in the group to show total enrollment of preschool children in Albuquerque, as it has been discussed at length in a previous chapter.

The Kirtland Field Nursery and Kindergarten is for the exclusive use of children of army personnel living at Kirtland Field or Sandia Base. It is housed in barracks buildings at Kirtland Field and run by a Board of Governors headed by Lieutenant-Colonel Amaker. Mrs. H. V. Scanlon, the head teacher for many years, has moved to another state and is replaced at present by Mrs. R. D. Phipps, a former kindergarten teacher in the school. The school is approximately three years old and has made many improvements since it began with a large enrollment and very meager equipment. Since the school hours are 7:00 a.m. until 5:00 p.m. it may also be considered as a day care center. The enrollment varies but has run as high as eighty-six children in the

⁶⁷ Mrs. Eloise Long, Personal Interview, March 12, 1949.

⁶⁸ Mrs. Hilda Maddison, Personal Interview, April 13, 1949.

⁶⁹ Albuquerque Journal, September 13, 1947.

nursery and both afternoon and morning kindergarten. There are three teachers, a maid, a cook, and a janitor employed at present. The army not only supplies the quarters but also the small beds, sheets, blankets, and kitchen equipment. The fees are \$1.50 per day for day care and \$12.50⁷⁰ per month for tuition in the kindergarten classes.

Perhaps some children who were attending school at Kirtland Field are now enrolled in the Sandia Base Kindergarten, which opened in October, 1948, at Sandia Base with Mrs. Sheila Umlauf and Miss Martha Hughes as teachers. This school is open from 8:20 until 11:20 a.m. five days a week for thirty-four children ages four to six. It is operated exclusively for children living at the Base and is⁷¹ also administered by a Board of Governors.

These twenty kindergarten and nursery schools in Albuquerque have 139 children in the nurseries and 506 registered in the kindergartens, with a total of 645 boys and girls receiving pre-school training.

⁷⁰ Mrs. Thelma Phipps, Personal Interview, February 26, 1949.

⁷¹ Mrs. Sheila Umlauf, Personal Interview, March 14, 1949.

nursery and both children of the same family are
are three teachers and a nurse, and a kitchen
at present. The children are all under five
also the small ones, and the children are
ment. The house is at the corner of the street
per month for rent is for the children's
Perhaps some children who are not
Hillside Park school, which is in the same
garden, which opened in January, 1900, at
Mrs. Sophia Grant and Elizabeth Grant
This school is open from 8:30 to 10:30 a.m.
a week for the children of the same family
operated exclusively for the children of the same family
also administered by a board of trustees.
These children are reported as being
Albuquerque have the children of the same family
registered in the same manner, and the children of the same family
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CHAPTER VI

SUMMARY AND RECOMMENDATIONS

The importance of preschool education has been recognized by practically all of the outstanding contemporary writers in psychology and pediatrics. They agree that the years from "birth to school age (five or six years) are occupied with learnings which are as important as, if not more important than, any which occur later in life."¹ Blanton has expressed the viewpoint that the emotional personality and habitual slants "begin at birth and the child may be said to graduate into the schools."² Since education begins at birth, it deals with small and apparently insignificant things such as sleeping and eating and moving and crying.³ There is no universal formula for the bringing up of children, although there are certain general laws of child development as a result of scientific study supplemented by good sense and observation, and Gruenberg forcibly says:

¹ Winifred Rand, Mary E. Sweeny, E. Lee Vincent, Growth and Development of the Young Child (Philadelphia: W. B. Saunders Co., 1940) p. 2.

² M. G. Blanton, and R. S. Smiley, Child Guidance (New York: Century Company, 1927), p. 6.

³ Loc. cit.

When a child is born his sex is irrevocably fixed; the character of his eyes and his hair, the form of his features and the ridges on his finger-tips are unalterable except through mutilation or disease. But up to a certain limit the child will grow just in proportion to the nurture that he receives.⁴

The type of nurture available for preschool children of Albuquerque since early days has been related with the thought that these schools may yet attain better standards of child training. Competition in the preschool field has no doubt improved many institutions. The model nursery established by the University has been an excellent example for some teachers, while others have ignored it entirely.

The education study group of the Albuquerque branch of the American Association of University Women has done significant work this year toward standardizing preschools in Albuquerque. Their report for the year's study is given here in its entirety:

In Albuquerque, as in many fast growing communities, there are too many inadequate care centers for infants and pre-school children. These function under the names of day nurseries, kindergartens, and nursery schools. The license, if any, is issued by the city clerk without question. There are no approved standards, nor is there any inspection. As of January 1949, however, the applicant for a license must talk with a public health officer before being granted one.

⁴ Sidonie Matsner Gruenberg, Your Child To-day and To-morrow (Philadelphia: J. B. Lippincott Company, 1938), p. 19.

The education study group under the guidance of Miss Florence Schroeder, Associate professor of Child Development and Family Life in the Home Economics department of the University of New Mexico, met in a two hour period each third Wednesday of October, November, January, and February to discuss standards for care of children in nurseries and pre-schools.

Reports by University Child Development students on visits to the local care centers were used to acquaint the group with some of the practices in this area. The enclosed leaflet, How to Distinguish a Good Nursery School,* published by National Association of Nursery Education, was used as a basis for the discussions.

In the beginning it was planned that a check list of standards for evaluation be set up. By repeated visits at irregular times, each center could be evaluated and this information could be included in a directory of child centers in Albuquerque. It was hoped this information could be used to stimulate legislation to improve licensing and standards of care for children.

It was soon evident that the project was too ambitious for the group who could not be prepared for such a responsible task in so short a time. No attempt will be made at this time to evaluate existing centers but we hope that it can be done at some future time.

In March, the members visited each known school or care center, to obtain information of factual nature, to be used in making the directory. This was done in cooperation with the American Home Economics Association who provided the questionnaire used. The directory will be made available to all parents and other interested persons thru the A.A.U.W., Supt. of Public School, the University Home Economics department, the Welfare Division, the City Chamber of Commerce, the Albuquerque Council of Social Agencies, and others.⁵

⁵ A.A.U.W. Branch Report, 1948-49, Study Group Chairman, Miss Florence Schroeder, University of New Mexico.

* The main points from this leaflet are cited in Chapter III.

With due respect to all preschool teachers who are maintaining good standards of operation, the writer concludes that, as a whole, the child care centers, nurseries and kindergartens in Albuquerque are below standard. Many of these centers could be made acceptable with but few improvements. Others are in such poor condition that they would have to close if any standards of education, safety, or sanitation were established.

Since the preschools in Albuquerque have grown from the lone one operated by Miss Philbrick, in 1907, to approximately thirty, in 1949, with an enrollment of 850 children under six years of age, the conclusions are that parents want educational services for their small children. Many parents do not seem to realize, however, that the private schools, unless endowed, tend to put financial gain as their first objective. This often results in inadequate housing, and the use of poor teachers. It is also evident that many parents are more interested in the cost than the social, mental, and physical opportunities of the school because they do not take the time to visit for a day and make a thorough investigation of the institution before enrolling their children.

The first recommendation is that the health department should require the personnel of all day care centers,

With this report to the committee on the
maintaining good relations with the
district, on a basis of mutual respect, understanding
and understanding of the needs of the community.
of these people and their needs and interests.
provision. One of the main aims of the
would have to be to the community and the
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that many people do not have a good understanding of the
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because of the lack of understanding of the community and the
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kindergartens, and nursery schools to undergo a health examination at least once yearly to ascertain if they are free from any communicable disease. All these centers should be inspected regularly for compliance with sanitary and safety regulations. Space allotment should be approximately thirty-five square feet inside the room and seventy square feet per child outside for play space.

It is further recommended that teachers in the nurseries and kindergartens be certified by the State Board of Education after meeting educational requirements acceptable to child development authorities. The kindergarten and nursery school teachers could benefit from an association of preschool teachers. This association might affiliate with the New Mexico State Teachers Association.

The last recommendation is that more adult education regarding childhood development be advanced. This can be accomplished if the lead set by the American Association of University Women's Study Group is followed by other organizations. In a democratic society the worth of our youngest children is recognized by educational leaders who, in turn, must work with parent organizations, clergy, teachers, school supervisors, parent leaders, pediatricians, psychologists, and specialists in mental hygiene, in convincing the public of the significance and worth of the preschool program.

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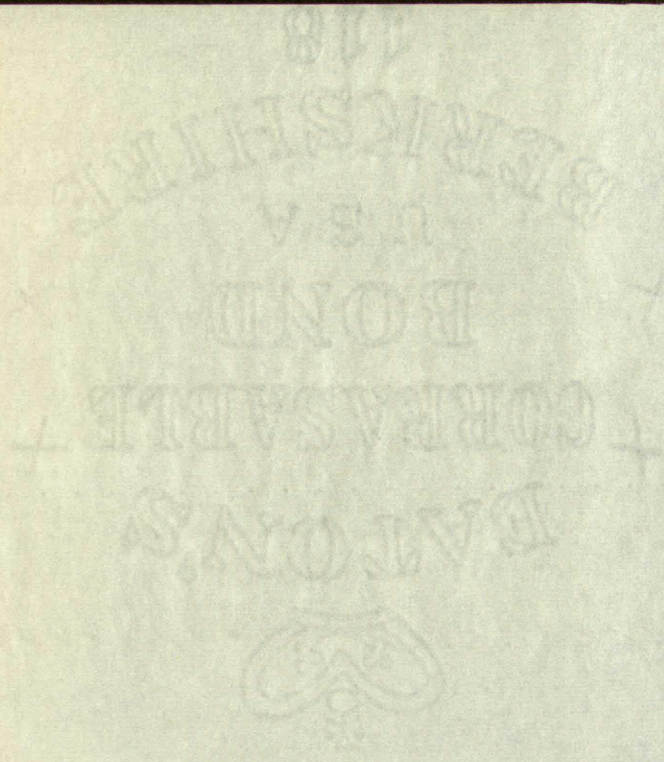
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APPENDIX

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TABLE I-A, PRESCHOOL CENTERS IN ALBUQUERQUE

Lowlands	Bldg.	Enrollment			T*	Teachers	Comments
		N*	K*	DC*			
Manzano Day School 1801 W. Central	Residence & school room on 2 acres		75		75	6	Well equipped, half or whole day.
Trudelle's Private School, 1508 W. Central	Huning Cas- tle convert- ed to school. Ample space.	20	38		58	3	Nursery in a.m. Kindergarten a.m. or p.m.
San Felipe School Old Town	Catholic Elementary School		34		34	1	5 yr. olds accepted with 1st yr. group.
Martineztown Nur- sery & Kindergarten 509 E. Slate	Room at back of church	17	17		34	1 plus	Nursery in a.m., Kindergarten in p.m.
St. Anthony Boys' Home, W. Indian School Rd.	Orphanage		16	40	56	2	
Christina Kent Day Nursery, 423 S. 3rd St.	2-story center.		33	31	64	4	Children of low-salaried working mothers only.
La Casa Country Day School, 7015 N. 4th St.	School at back of re- sidence.	13	15		28	3	Half or whole day, lunches and transportation.
Mrs. Preston's Musical Kinder- garten, 901 N. 8th	Music room in home		18		18	1	Mornings - 4 days a wk. 50¢ per day.
Cerebral Palsy Day School, 1831 N. Broadway	Barracks converted to center.	3	4		7	2 plus	Demonstration school for cerebral-palsied children.

*N - Nursery School; K - Kindergarten; DC - Day Care; T - Total preschool children.

Table I-B, PRESCHOOL CENTERS IN ALBUQUERQUE (continued)

Heights	Bldg.	Enrollment			Teachers	Comments
		N*	K*	DC*		
Nob Hill Kindergarten & Nursery, 509 S. Bryn Mawr	Residence	10	50	60	4	Transportation. Nursery in a.m., Kindergarten in a.m. or p.m.
Fairfield Day School 4601 Las Lomas Rd.	Business Building	21	39	60	4	Half or whole day. Lunches and transportation.
Mrs. Nordeen's Kindergarten, 312 S. Dartmouth	Residence		10	10	1	Kindergarten a.m.
Parmelee Nursery & Kindergarten, 422 S. Dartmouth	Garage in back of residence	12	9	21	2	Mornings only. Transportation.
Mrs. Leonard's Kindergarten, 519 S. Richmond	Basement apt. of residence		17	17	1	Kindergarten a.m.
Mrs. Werrell's Kindergarten, 1012 N. Girard	Residence		11	11	1	Kindergarten a.m.
Sunset Mesa Day School, 801 N. Girard	Business buildings	10	26	36	3	Half or whole days; Nurse 3 days a wk.
Mrs. Long's Kindergarten, 2731 San Rafael	Residence		10	10	1	Closed at mid-term.
University Nursery School, 1621 E. Roma	Residence converted to school	13		13	1 plus	Child Development Laboratory
Kirtland Field Nursery, Kirtland Field	Barracks converted to school	20	50	10	3	Day care also for army personnel only.
Sandia Kindergarten Sandia Base	Barracks converted to school		34	34	2	Kindergarten a.m.

* N - Nursery; K - Kindergarten; DC - Day Care; T - Total preschool children.

№	Имя	Возраст	Пол	Состояние	Примечание
1	Иванов Иван Иванович	35	М.	Здоров	
2	Петров Петр Петрович	42	М.	Здоров	
3	Сидоров Сидор Сидорович	28	М.	Здоров	
4	Климов Климент Климентович	55	М.	Здоров	
5	Васильев Василий Васильевич	30	М.	Здоров	
6	Мухоморов Михаил Михайлович	25	М.	Здоров	
7	Попов Павел Павлович	40	М.	Здоров	
8	Смирнов Семён Семёнович	38	М.	Здоров	
9	Соколов Соколов Соколов	22	М.	Здоров	
10	Трофимов Трофим Трофимович	50	М.	Здоров	
11	Федотов Федот Федотович	33	М.	Здоров	
12	Харьков Харiton Харитонович	45	М.	Здоров	
13	Цыганов Цыган Цыганович	27	М.	Здоров	
14	Чайков Чайко Чайкович	31	М.	Здоров	
15	Шаров Шаро Шарович	48	М.	Здоров	
16	Щербатов Щербат Щербатович	29	М.	Здоров	
17	Юрьев Юрий Юрьевич	36	М.	Здоров	
18	Яковлев Яков Яковлевич	41	М.	Здоров	
19	Зайцев Зайце Зайцевич	24	М.	Здоров	
20	Кузнецов Кузнец Кузнецович	52	М.	Здоров	
21	Лебедев Лебеде Лебедев	37	М.	Здоров	
22	Морозов Мороз Морозович	26	М.	Здоров	
23	Новиков Ново Ново	43	М.	Здоров	
24	Осипов Осип Осипович	34	М.	Здоров	
25	Рябенко Рябен Рябен	21	М.	Здоров	
26	Савин Савин Савин	49	М.	Здоров	
27	Тихонов Тихон Тихонович	32	М.	Здоров	
28	Устинов Устинов Устинов	44	М.	Здоров	
29	Филиппов Филипп Филиппович	23	М.	Здоров	
30	Холмооров Холмооро Холмооров	51	М.	Здоров	
31	Царев Царе Царев	39	М.	Здоров	
32	Чайков Чайко Чайкович	28	М.	Здоров	
33	Шаров Шаро Шарович	46	М.	Здоров	
34	Щербатов Щербат Щербатович	25	М.	Здоров	
35	Юрьев Юрий Юрьевич	33	М.	Здоров	
36	Яковлев Яков Яковлевич	42	М.	Здоров	
37	Зайцев Зайце Зайцевич	27	М.	Здоров	
38	Кузнецов Кузнец Кузнецович	53	М.	Здоров	
39	Лебедев Лебеде Лебедев	38	М.	Здоров	
40	Морозов Мороз Морозович	29	М.	Здоров	
41	Новиков Ново Ново	44	М.	Здоров	
42	Осипов Осип Осипович	35	М.	Здоров	
43	Рябенко Рябен Рябен	22	М.	Здоров	
44	Савин Савин Савин	50	М.	Здоров	
45	Тихонов Тихон Тихонович	31	М.	Здоров	
46	Устинов Устинов Устинов	43	М.	Здоров	
47	Филиппов Филипп Филиппович	24	М.	Здоров	
48	Холмооров Холмооро Холмооров	52	М.	Здоров	
49	Царев Царе Царев	40	М.	Здоров	
50	Чайков Чайко Чайкович	29	М.	Здоров	
51	Шаров Шаро Шарович	47	М.	Здоров	
52	Щербатов Щербат Щербатович	26	М.	Здоров	
53	Юрьев Юрий Юрьевич	34	М.	Здоров	
54	Яковлев Яков Яковлевич	43	М.	Здоров	
55	Зайцев Зайце Зайцевич	28	М.	Здоров	
56	Кузнецов Кузнец Кузнецович	54	М.	Здоров	
57	Лебедев Лебеде Лебедев	39	М.	Здоров	
58	Морозов Мороз Морозович	30	М.	Здоров	
59	Новиков Ново Ново	45	М.	Здоров	
60	Осипов Осип Осипович	36	М.	Здоров	
61	Рябенко Рябен Рябен	23	М.	Здоров	
62	Савин Савин Савин	51	М.	Здоров	
63	Тихонов Тихон Тихонович	32	М.	Здоров	
64	Устинов Устинов Устинов	44	М.	Здоров	
65	Филиппов Филипп Филиппович	25	М.	Здоров	
66	Холмооров Холмооро Холмооров	53	М.	Здоров	
67	Царев Царе Царев	41	М.	Здоров	
68	Чайков Чайко Чайкович	30	М.	Здоров	
69	Шаров Шаро Шарович	48	М.	Здоров	
70	Щербатов Щербат Щербатович	27	М.	Здоров	
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79	Рябенко Рябен Рябен	24	М.	Здоров	
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81	Тихонов Тихон Тихонович	33	М.	Здоров	
82	Устинов Устинов Устинов	45	М.	Здоров	
83	Филиппов Филипп Филиппович	26	М.	Здоров	
84	Холмооров Холмооро Холмооров	54	М.	Здоров	
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95	Новиков Ново Ново	47	М.	Здоров	
96	Осипов Осип Осипович	38	М.	Здоров	
97	Рябенко Рябен Рябен	25	М.	Здоров	
98	Савин Савин Савин	53	М.	Здоров	
99	Тихонов Тихон Тихонович	34	М.	Здоров	
100	Устинов Устинов Устинов	46	М.	Здоров	

Table 1-B. PERSONNEL DATA IN THE DISTRICT (continued)

TABLE I-C, PRESCHOOL CENTERS IN ALBUQUERQUE (continued)

Day Care Only	Bldg.	Enrollment			Teachers	Comments
		N*	K*	DC*		
Cornell Day Nursery, 114 S. Cornell	Mrs. Oneta Syverston, Residence			14	2	\$1.50 per day with lunch. Ages 2-6.
Brunell Nursery, 124 S. Cornell	Mrs. Nan Brunell, Residence			12	2	\$1.50 per day, 6 wks to 2 yrs.
Little Miss Muffet Day & Night Nursery, 1602 S. Arno	Mrs. Thelma Smith, converted garage			30	1	\$2.50 for 24 hrs., \$1.25 per day, transportation.
Bide-a-Wee Nursery, 110 S. Edith	Mrs. Frances Marshall, converted house			25	2	\$1.00 per day, \$3.00 for 24 hrs.
Linda Lee Nursery 422 Euclid Ave.	Mrs. Bertha Holmes, Residence			7	1	\$1.50 per day, \$3.00 for 24 hrs.
Mrs. Pauline Loomis, R.N., 630 N. Bryn Mawr	Residence			5	1	\$1.50 per day, hourly rates
Mrs. Marie Theed 120 S. Arno	Residence			12	1	\$1.50 per day, \$2.50 for 24 hrs.
Mrs. R. E. Nelson 517 S. Richmond	Residence			15	2	24 hr. care babies to 4 yrs
Mrs. Alice Tanner 3105 Campus Blvd	Residence			5	1	\$1.50 per day, hourly rates
Mrs. Pearl Walrath, 410 S. Columbia	Residence			3	1	\$1.50 per day
TOTALS: N - 139; K - 511; DC-206; 139TAL - 856.						

Note: Enrollment figures were secured when the schools were visited sometime between December 1948 to April 1949.

* N - Nursery; K - Kindergarten; DC - Day Care; T- Total preschool children.

TABLE II-A, INFORMATION BLANK

Nursery School - University of New Mexico

(This blank must be filled out in proper form and filed at the office of the Nursery School to place your child on the waiting list)

Child's name _____ Sex: boy, girl
(last name) (first) (middle) (underscore)
Reasons for wanting
child in nursery
Present date: _____ school:
(year) (month) (day of month)

Date of birth: _____

Present age: _____
(years) (months) (days)

Home Address _____	Telephone _____
Father's name _____ Age _____	Occupation _____
Business address of father _____	Telephone _____
Mother's maiden name _____ Age _____	Occupation _____
Mother's occupation before marriage _____	

List all children in family in order of birth. Place a star (*) in front of name of this child. Include children not living (if any)

Name	boy or girl	living or dead	If dead, cause of death	Pres. age at school death	Pres. age at school	School est grade reached

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Education of father: (Draw a line under highest grade reached in school or college).

Grade: 1 2 3 4 5 6 7 8 High School: 1 2 3 4 College: 1 2 3 4
Graduate: 1 2 3 4 Degrees:

Education of mother: (Draw a line under highest grade reached in school or college).

Grade: 1 2 3 4 5 6 7 8 High School: 1 2 3 4 College: 1 2 3 4
Graduate: 1 2 3 4

Is child living with both parents? _____ If not, why? _____

With whom does he live?

Birthplace of father

Birthplace of mother

TABLE 1-1, INFORMATION

Primary School - University of New Mexico

(This blank sheet is filled out in pencil by the parent or guardian of the child, and is to be submitted to the office of the Bureau of Census, Washington, D.C., with the child's record card.)

Child's name

(Last name) (First name) (Middle name)

Present date:

(Year) (Month) (Day)

Date of birth:

(Year) (Month) (Day)

Present age:

(Years) (Months) (Days)

Home Address:

Street

Father's name

Business address of father

Mother's name

Mother's occupation before marriage

List all children in family in order of birth (Name, Date of Birth, Sex, and Age of each child at time of census) (If any in front of name of child, indicate whether male or female)

Name of child living at home, date of birth, sex, and age of each child at time of census (If any in front of name of child, indicate whether male or female)

1. Name of child living at home, date of birth, sex, and age of each child at time of census (If any in front of name of child, indicate whether male or female)

Education of father: (Name of school, college, or university, and grade or degree completed)

Education of mother: (Name of school, college, or university, and grade or degree completed)

Is child living with...

With whom does he...

Birthplace of...

Birthplace of...

Years in U. S.: Father _____ Mother _____
 Is any language other than English spoken in the home? _____
 If so, what? _____

Is child in good health? _____ If not, describe ailments here _____

Height of child now _____ inches. Weight of child now _____ lbs.

Weight of child at birth _____ lbs.

Name of family physician who has had charge of child _____

Office address _____

Has child ever attended a nursery school? _____ How long? _____

Is child trained in toilet habits? _____

In case child is enrolled in the Nursery School, are you willing to furnish detailed information regarding the child over an extended period? _____

Are you willing to furnish information concerning your family history, with the understanding that all such information will be held confidential? _____

Are you willing to make reasonable effort to attend not less than two conferences per semester with the nursery school staff if asked to do so? _____

Are you willing to have your child immunized against contagious disease if the nursery school physician recommends it? _____

Is it likely that you will want the child enrolled until he is four years old? _____

In case of accident, do you relieve the University of New Mexico of all responsibility? _____

When would you like to have the child enrolled? _____

Remarks:

U.N.M. 42-10

TABLE II-B, ENROLLMENT RECORD

Name of child _____	
(surname first)	
Date of birth _____	Sex _____
month day year	
Name of Parent _____	
Home Address _____	Phone _____
Occupation: Father _____	Mother: _____
Date of entrance _____	
Attendance _____	
Dropped: Date _____	
Reason: _____	
Remarks: _____	

TABLE 1-1-1

Name of child	
Date of birth	
Name of parent	
Home address	
Occupation	
Date of interview	
Attendance	
Proposed date	
Remarks	

U.N.M.
 BEKISHI
 1942
 BOND
 CORRECTION
 240124

TABLE II-E, UNIVERSITY OF NEW MEXICO
Nursery School Daily Home Record
(Reported by parents)

[illegible]

PATENT
 CORRESPONDENCE
 BOND
 1888




CONTINGENT
 FEE
 \$10.00
 PAID
 1888

No. 1
 1888

(Inscribed by patent)
 United States Patent Office
 1888

TABLE II-F, UNIVERSITY OF NEW MEXICO
RECORD OF MEALS AT NURSERY SCHOOL

Name		Week				Recorder		
	Food	Amt.	Time	General Behavior	Enjoyment	Dislike	Distaste	Method, results, recommendations
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								


 EATON'S
 CORP. & CO.
 BOND
 U.S.A.
 BUREAU OF SHIRTS
 118

RECEIVED		DATE		TIME	
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
109	110	111	112	113	114
115	116	117	118	119	120
121	122	123	124	125	126
127	128	129	130	131	132
133	134	135	136	137	138
139	140	141	142	143	144
145	146	147	148	149	150
151	152	153	154	155	156
157	158	159	160	161	162
163	164	165	166	167	168
169	170	171	172	173	174
175	176	177	178	179	180
181	182	183	184	185	186
187	188	189	190	191	192
193	194	195	196	197	198
199	200	201	202	203	204
205	206	207	208	209	210
211	212	213	214	215	216
217	218	219	220	221	222
223	224	225	226	227	228
229	230	231	232	233	234
235	236	237	238	239	240
241	242	243	244	245	246
247	248	249	250	251	252
253	254	255	256	257	258
259	260	261	262	263	264
265	266	267	268	269	270
271	272	273	274	275	276
277	278	279	280	281	282
283	284	285	286	287	288
289	290	291	292	293	294
295	296	297	298	299	300
301	302	303	304	305	306
307	308	309	310	311	312
313	314	315	316	317	318
319	320	321	322	323	324
325	326	327	328	329	330
331	332	333	334	335	336
337	338	339	340	341	342
343	344	345	346	347	348
349	350	351	352	353	354
355	356	357	358	359	360
361	362	363	364	365	366
367	368	369	370	371	372
373	374	375	376	377	378
379	380	381	382	383	384
385	386	387	388	389	390
391	392	393	394	395	396
397	398	399	400	401	402
403	404	405	406	407	408
409	410	411	412	413	414
415	416	417	418	419	420
421	422	423	424	425	426
427	428	429	430	431	432
433	434	435	436	437	438
439	440	441	442	443	444
445	446	447	448	449	450
451	452	453	454	455	456
457	458	459	460	461	462
463	464	465	466	467	468
469	470	471	472	473	474
475	476	477	478	479	480
481	482	483	484	485	486
487	488	489	490	491	492
493	494	495	496	497	498
499	500	501	502	503	504
505	506	507	508	509	510
511	512	513	514	515	516
517	518	519	520	521	522
523	524	525	526	527	528
529	530	531	532	533	534
535	536	537	538	539	540
541	542	543	544	545	546
547	548	549	550	551	552
553	554	555	556	557	558
559	560	561	562	563	564
565	566	567	568	569	570
571	572	573	574	575	576
577	578	579	580	581	582
583	584	585	586	587	588
589	590	591	592	593	594
595	596	597	598	599	600
601	602	603	604	605	606
607	608	609	610	611	612
613	614	615	616	617	618
619	620	621	622	623	624
625	626	627	628	629	630
631	632	633	634	635	636
637	638	639	640	641	642
643	644	645	646	647	648
649	650	651	652	653	654
655	656	657	658	659	660
661	662	663	664	665	666
667	668	669	670	671	672
673	674	675	676	677	678
679	680	681	682	683	684
685	686	687	688	689	690
691	692	693	694	695	696
697	698	699	700	701	702
703	704	705	706	707	708
709	710	711	712	713	714
715	716	717	718	719	720
721	722	723	724	725	726
727	728	729	730	731	732
733	734	735	736	737	738
739	740	741	742	743	744
745	746	747	748	749	750
751	752	753	754	755	756
757	758	759	760	761	762
763	764	765	766	767	768
769	770	771	772	773	774
775	776	777	778	779	780
781	782	783	784	785	786
787	788	789	790	791	792
793	794	795	796	797	798
799	800	801	802	803	804
805	806	807	808	809	810
811	812	813	814	815	816
817	818	819	820	821	822
823	824	825	826	827	828
829	830	831	832	833	834
835	836	837	838	839	840
841	842	843	844	845	846
847	848	849	850	851	852
853	854	855	856	857	858
859	860	861	862	863	864
865	866	867	868	869	870
871	872	873	874	875	876
877	878	879	880	881	882
883	884	885	886	887	888
889	890	891	892	893	894
895	896	897	898	899	900
901	902	903	904	905	906
907	908	909	910	911	912
913	914	915	916	917	918
919	920	921	922	923	924
925	926	927	928	929	930
931	932	933	934	935	936
937	938	939	940	941	942
943	944	945	946	947	948
949	950	951	952	953	954
955	956	957	958	959	960
961	962	963	964	965	966
967	968	969	970	971	972
973	974	975	976	977	978
979	980	981	982	983	984
985	986	987	988	989	990
991	992	993	994	995	996
997	998	999	1000	1001	1002

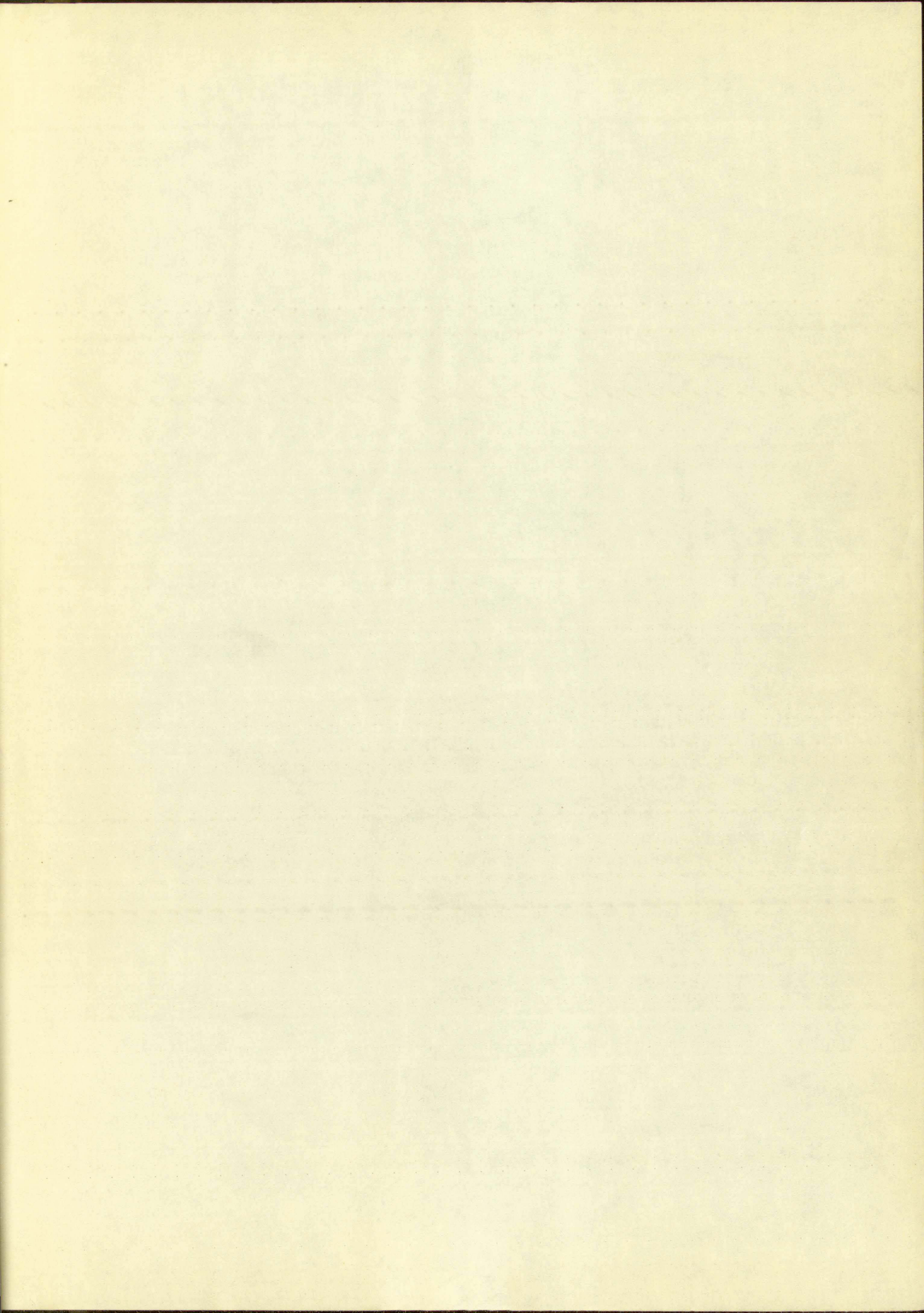
RECEIVED OF NEWTS LA MARSHALL SCHOOL
 OCTOBER 10 1911
 NEWTS LA MARSHALL SCHOOL

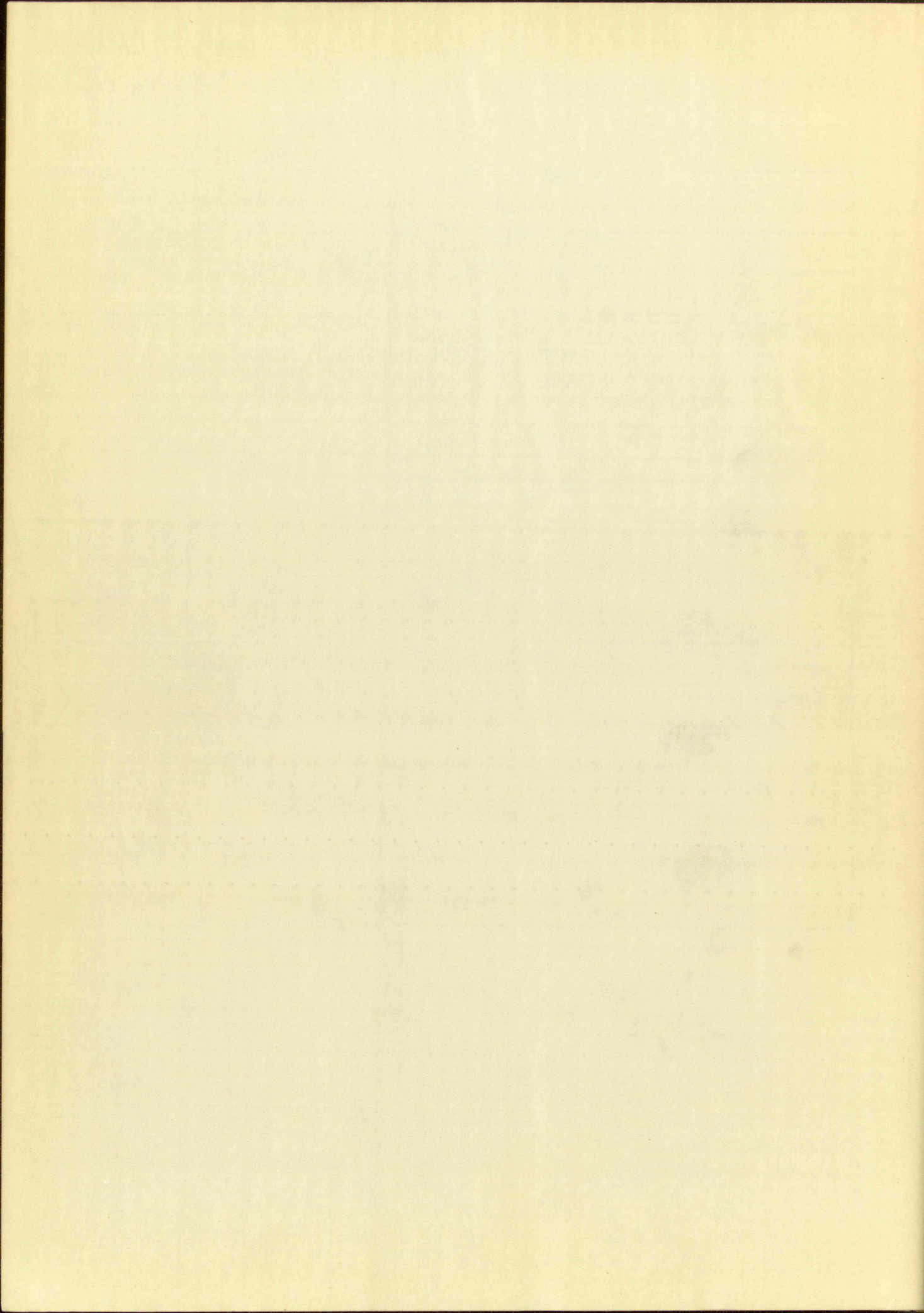
N.S. 42-4

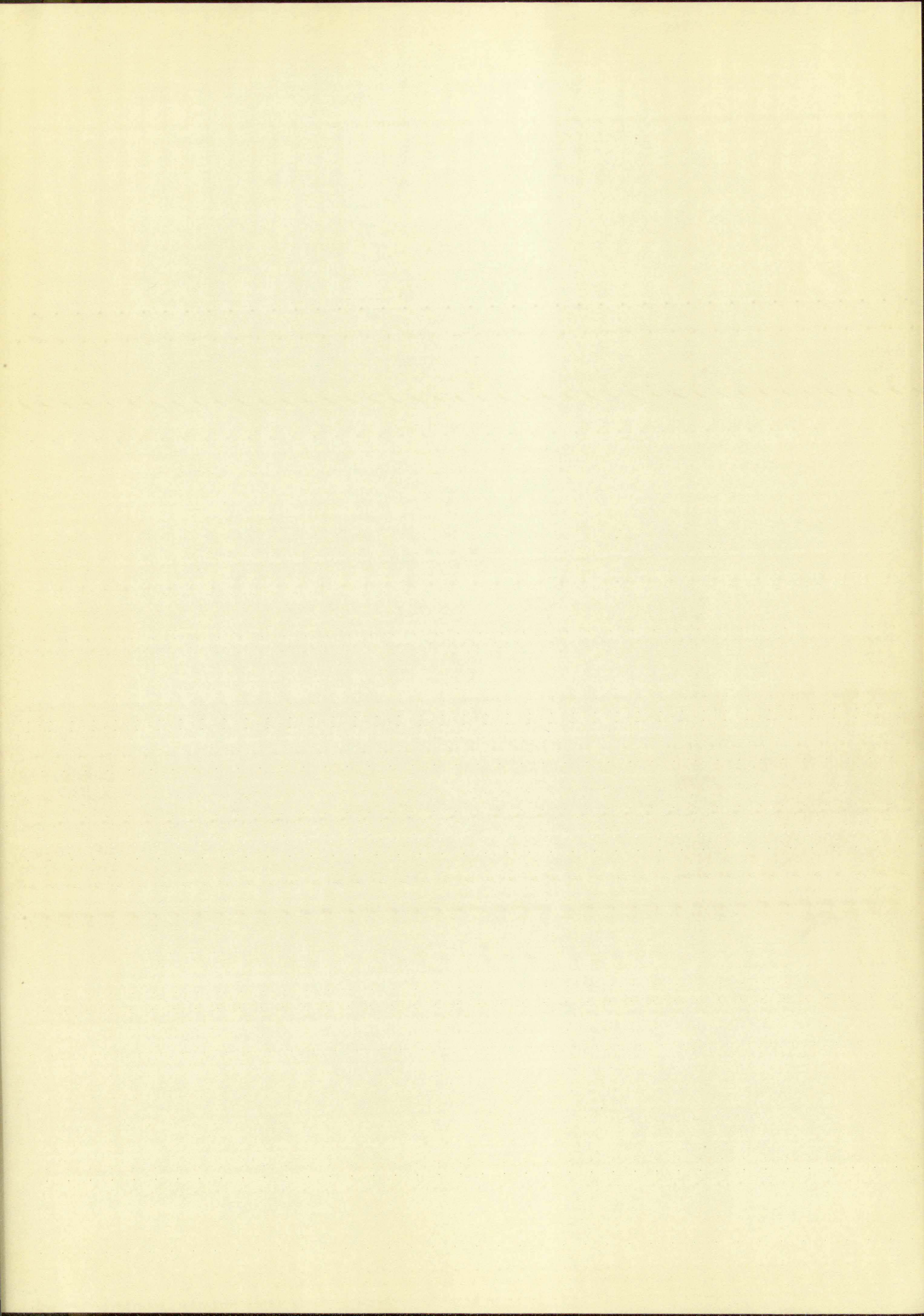
TABLE II-H, BOWEL MOVEMENT RECORD

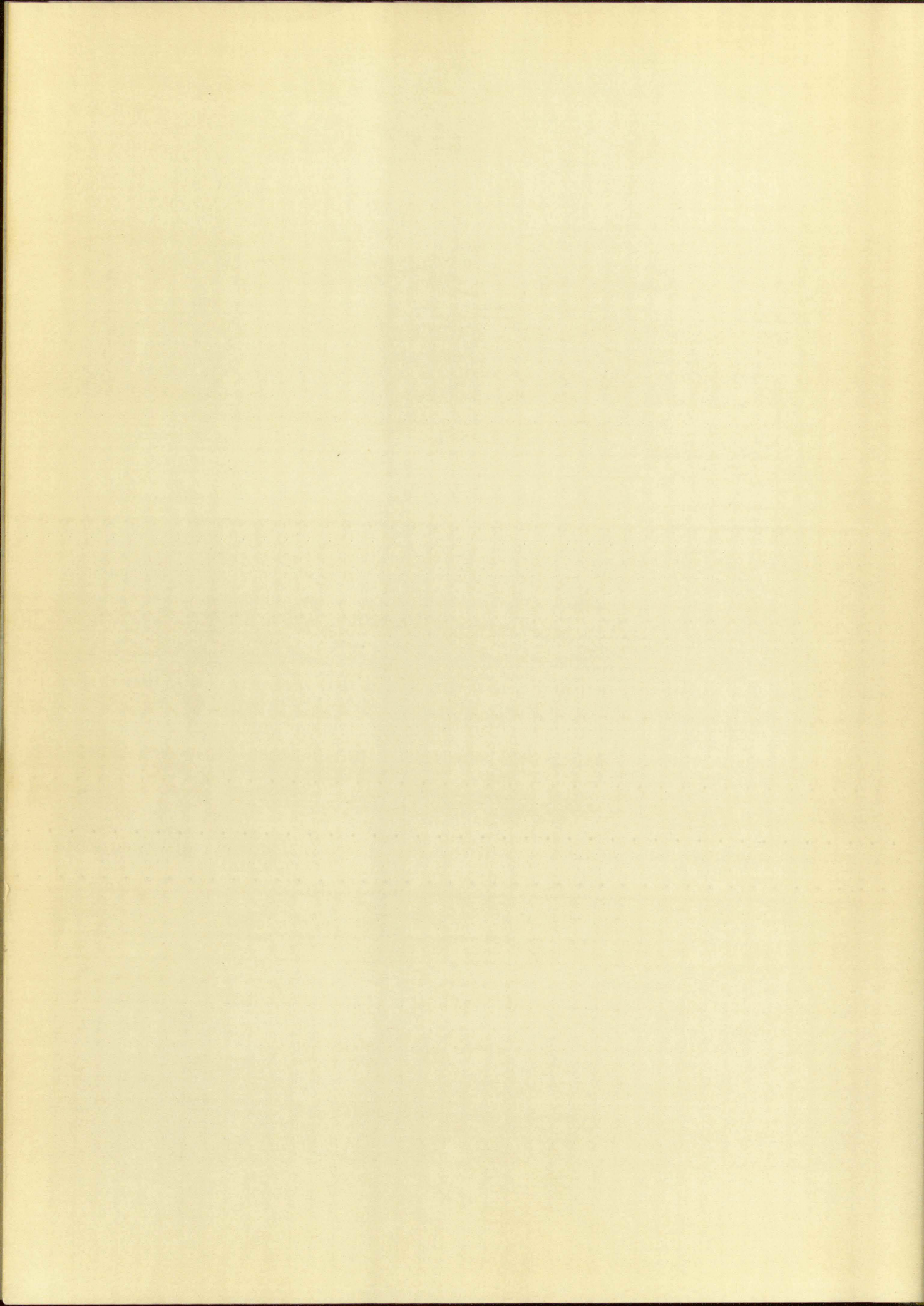
Record conditions as large, small amount, and as loose, hard or normal

	Date	Name of child	Time	Accident	Condition of bowel movement
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					











IMPORTANT!

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