Regional Oral History Office
THE BANCROFT LIBRARY
UNIVERSITY OF CALIFORNIA BERKELEY, CALIFORNIA 94720

Catherine Landreth

THE NURSERY SCHOOL OF THE INSTITUTE OF CHILD WELFARE OF THE UNIVERSITY OF CALIFORNIA, BERKELEY

Regional Oral History Office
The Bancroft Library

University of California
Berkeley, California

Catherine Landreth

THE NURSERY SCHOOL OF THE INSTITUTE OF CHILD WELFARE OF THE UNIVERSITY OF CALIFORNIA, BERKELEY

An Interview Conducted by
Dan Burke
in 1981

Edited by Catherine Landreth

San Francisco Chronicle
February 9, 1995

Catherine Landreth

Catherine Landreth, a former professor of psychology at the University of California at Berkeley and an author and expert in child development, died January 29 in her Berkeley home. She was 95.

A native of New Zealand, Professor Landreth obtained her doctorate at Berkeley in 1936 and joined the faculty two years later. She directed one of the first university nursery schools to study the behavior of young children. She was an authority on childhood crying.

Among her books were "The Psychology of Early Childhood" in 1958 and "Preschool Learning and Teaching" in 1972. She retired from the university in 1964.

Surviving are two nieces and a nephew in New Zealand. A memorial service will be held March 5 at 3 p.m. in the Harold Jones Child Study Center, 2425 Atherton Street, Berkeley.

It is recommended that this oral history be cited as follows:

> Catherine Landreth, "The Nursery School of the Institute of Child Welfare of the University of California, Berkeley," an oral history conducted in 1981 by Dan Burke, Regional Oral History Office, The Bancroft Library, University of California, Berkeley, 1983.

INTERVIEW HISTORY

This oral history with Dr. Catherine Landreth is the happy outcome of an undertaking that was begun in the Fall of 1981 when the Regional Oral History Office was approached to participate in a field placement for a student who had an interest in the history of child development, and who wished to do his research using oral history techniques.

An ideal subject for him was Dr. Landreth, who was in 1938 the first director of the nursery school which became the Harold E. Jones Child Study Center. An authority on early childhood behavior and learning, and a scholar with a particularly interesting educational experience of her own, Dr. Landreth had been identified by the Regional Oral History Office as an important possible oral history interviewee.

Under the supervision of the Regional Oral History Office, the student interviewer, Dan Burke, did considerable reading about the Institute of Child Welfare and its nursery school, and after a preliminary meeting with Dr. Landreth, the interviews were conducted on November 6 and November 12, 1981.

At the same time that Mr. Burke was doing his work, Professor Vicki Green, on sabbatical leave from Oklahoma State University's psychology department, was constructing a highly organized and systematic oral history of the Institute of Human Development (formerly the Institute of Child Welfare), and Dr. Landreth was one of her interviewees.

The interest generated by all this activity, and a retrospective mood at the Institute resulting probably from the Green study, made Dr. Landreth come to feel that what she had done in the interviews with Mr. Burke was not entirely satisfactory, too rough to be a real reflection of how she wished to describe developments, and lacking material that was central to the history. She was adamant in her wish not to release the November 1981 interviews, and not to go on with further interviews.

Instead she took time to think about just what she wanted to say for the historical record, and in the late summer of 1982 Dr. Landreth called the Regional Oral History Office with the news that she had reworked the interview, dictated the revised and edited memoir, and was replacing the original Burke/Landreth tapes with her edited version. (Those two hour tapes are in the Donated Oral History Collection in The Bancroft Library.) The corrected transcript following is what was created from the Burke tapings, and from Dr. Landreth's editing, and from the additional thoughts of the intervening months.

The generating moment in all this was the initial proposal from Susan Brand in the Field Studies Program. The Regional Oral History Office wishes to thank her, and to thank Dan Burke for his conscientious effort and important interviewing role. Above all we extend our thanks to Dr. Landreth for carrying the work to completion.

Readers may inquire at the Institute of Human Development for the progress of the Green study. Mary Cover Jones' oral history [1983] of the Longitudinal Studies, in particular the Oakland Growth Study, and of the history of the Institute of Human Development and of the Laura Spelman Rockefeller Foundation's contribution to child development research, should also be consulted by interested readers.

January 1983

Suzanne Riess
Senior Editor, Regional
Oral History Office

Regional Oral History Office

The Bancroft Library
University of California
Berkeley, California 94720

I, Catherine Landreth, do hereby give to The Bancroft Library for such scholarly and educational uses as the Director of The Bancroft Library shall determine the following tape-recorded interview(s) recorded with me on August 22, 1982 for The Bancroft Library as an unrestricted gift and transfer to the University of California legal title and all literary property rights including copyright. This gift does not preclude any use which I may want to make of the information in the recordings myself.

name

date(s)

This agreement may be revised or amended by mutual consent of the parties undersigned.

Catherine Landreth
Signature

Catherine Landreth
2465 Hilgard
Berkeley, CA 94709
Name & address of interviewee

12. 22 82
Date

Willa Baum
Department Head
Regional Oral History Office
The Bancroft Library

Dec. 16, 1982
Date

Subject of Interview(s) Institute of Child Welfare; the Nursery School

Approved as to Form, 24 August 1976

CATHERINE LANDRETH
Professor, Emeritus, Psychology, University of California, Berkeley, California 9472
Consultant and Writer.

PERSONAL.

Birthdate: July 20, 1899, Dunedin, New Zealand.
Unmarried
Home address: 2465 Hilgard Avenue, Berkeley, California 94709.
Next of kin: Dr. John F. Landreth, 103 Hackthorne Road, Christchurch, New Zealand.

EDUCATION.

B.Sc. 1920, University of Otago, New Zealand.
M.S. 1926, Iowa State University, Ames, Iowa.
Ph.D. 1936, University of California, Berkeley.

ACADEMIC APPOINTMENTS (postdoctoral 1936-64).

1936-38: University of Chicago.
Assistant Professor, Director, Nursery School.
1938-64: University of California, Berkeley.
1938-58: Professor, Department of Home Economics, Director of Nursery School.
1947-62: Also Lecturer, Department of Psychology.
1958-62: Professor, Department of Home Economics.
1962-64: Professor, Department of Psychology.
1948: University of Hawaii, Summer Session.
1964 and 1966 Oregon State University, Summer Session.
1966: University of Arizona, Summer Session.

FELLOWSHIPS AND AWARDS.

Laura Spelman Rockefeller Fellowship.
1929-30: Columbia University.
University of Minnesota, Merrill-Palmer School, Detroit, Michigan.

Fulbright Research Grant, 1959.
Victoria University, Wellington, New Zealand.

MEMBERSHIP IN SCIENTIFIC AND PROFESSIONAL SOCIETIES.

American Psychological Association--Developmental Section.
Association for Research in Child Development.
National Association for Nursery Education.
Sigma Xi, Omicron Nu, Delta Phi, Upsilon.

PUBLICATIONS. Catherine Landreth

Books:

Landreth, C., with K. Read 1942
Education of the Young Child
John Wiley & Co., 279p.

Landreth, C. 1958
Psychology of Early Childhood
Alfred H. Knopf, Inc., 412p.

Landreth, C. 1967
Early Childhood: Behavior and Learning
Alfred H. Knopf, Inc., 381p.

Landreth, C. 1972
Preschool Learning and Teaching
Harper & Row, 201 p.

RESEARCH REPORTS.

Landreth, C. 1940
Consistency of four methods of measuring one type of sporadic emotional behavior (crying) in nursery school children.
J. Genet. Psychol., 57, 101-118.

Landreth, C. 1941
Factors associated with crying in young children in the nursery school and the home.
Child Development, 12, 2, 81-97.

Landreth, C., Gardner, G. M., Eckhardt, B. C., and Prugh, A. D. 1943
Teacher child contacts in nursery schools.
J. Experimental Ed., 12, 2, 65-91.

Landreth, C., and Platt, E. F. 1951
A problem in factorial design: the development of a picture and inset test for determining young children's responses to persons of different skin color.
J. Ed. Psychol., 385-398.

Landreth, C., and Johnson, B. C. 1953
Young children's responses to a picture and inset test designed to reveal reactions to persons of different skin color.
Child Development, 24, 1, 63-80.

Landreth, C., and Horton, E. J. 1953
What do parents want for their children in the way of pre-Kindergarten education? (Summary of writers' research on a sampling of first-grade California children.)
N.A.N.E. Bull., 8, 4, 4-6.

Landreth, C. 1963
Four-year-olds' notions about sex appropriateness of parental care and companionship activities.
Merrill-Palmer Quarterly, 9, 3, 175-182.

Non-Technical.

Film--Large muscle skills of four-year olds. Twelve minute silent color film distributed by University of California Extension Division. 1942

Landreth, C. 1942
Facts and fads in child health.
California Parent-Teacher, 18, 7 and 18.

Landreth, C. 1947
The school environment. Early childhood education.
Yearbook. National Society for the Study of Education, 46, 2, 131-140.

Landreth, C., and Moise, H. 1949
Unit plan for nursery schools.
Progressive Architecture, March, 79-83.

Landreth, C. 1953
"Survey of Kindergarten and Pre-kindergarten Experience of Children in the First Grade, in October California Schools, 24,3, 1951" (Summary of writers' research).

Landreth, C. 1953
"Kindergarten and Pre-kindergarten Experiences of First-Grade Children" (Summary of writers' research).
California Journal of Elementary Education, 21, 2, 2-4.

Landreth, C. 1956
What research and education can do for the young child.
Canadian Home Economics Journal, 6, 3-6.

Landreth, C. 1958
Report of the twenty-sixth Ross Pediatric Research Conference
Parent-child interaction and children's behavior, 37-41.
(Summary of Writers' and other research.)

Landreth, C. 1961
Playing Games.
American Psychologist, 16, 9, 603-607.

Landreth, C. 1964
Child Laboratories on University Campuses.
Child Development, 35, 989-992.

BOOK LISTS.

Landreth, C., and G. Gardner — 1944
Book list for nursery school children.

Landreth, C., L. Allen, and F. Mogerman — 1945
Book list for parents of young children.

Landreth, C., and W. Schmidt with assistance from Q. Hawkins — 1950
Book list for nursery school children.

REPRINTS OF PUBLICATIONS.

1. Playing Games, reprinted in J. Nursery Education, 19, 1, 27-29, — 1961
and in
Readings in Psychological Tests & Measurements, Barnette, W. L., — 1963
Dorsey Press.

2. An experiment in reconditioning reported in Education of the Young Child; 1942 reprinted in Thompson, G., Child Psychology, First — 1952
Edition,
and in
Social Learning and Personality Development, Bandura, A., and R. H. — 1963
Walters, Holt, Rinehart & Winston, Inc., 1963, pp. 233-236.

DIRECTION OF GRADUATE RESEARCH.

[illegible] M.A. theses.

ADMINISTRATION (Post-doctoral).

Director, Nursery School, University of California — 1938-48
University of Chicago — 1936-38

STUDENT ADVISER

Child Development Major — 194[illegible]-[illegible]

CURRENT PROJECTS.

Head Start and CEO Projects
Evaluation of Head Start Programs in California — 1965

Nova University and Board of Public Instruction, Broward County, Florida. Development of pre-school program. — 1967

San Francisco Unified School District.
Childrens' Centers Division.

Preparation of Curriculum Guide for Childrens Centers. 1968-69

Department of Education, State of California.

Evaluation of State Programs and Curriculum Planning. 1969

Burke: So, you were saying you were born in 1899 in New Zealand.

Landreth: And it is perhaps not surprising that I became interested in teaching and in child development because my father was the headmaster of a primary school and my mother had been a teacher before she was married. When my father died in his early thirties, my mother went back to teaching in a rural one room school. Two of my aunts with whom I had a close affectionate relationship were also teachers. One was a lecturer and demonstration teacher in a teachers' training college and I remember the other aunt spending a year in England in 1907 studying current innovations in primary education. So I grew up in an atmosphere of interest in children and in their education. Remember, of course, that at the beginning of the 20th Century teaching was one of the few professional occupations readily open to women in New Zealand.

Burke: Do you think you applied anything from your own childhood experience in your work with children?

Landreth: What I remember most clearly of the school in which my 2 brothers and I, along with 18 other children, were taught by my mother is its relaxed family atmosphere. We each worked at our own pace on what was assigned and we had some choice of what we might do - read, sew, draw or help other children when we finished what was assigned. We were in a sense all teaching as well as learning. This may have made it seem natural to me that a school for young children should provide a range of activities and experiences which offer some promise of successful involvement for beginning learners as well as continuing challenge for the more advanced. Then, as there was an 8 year range in the ages of the children, and as we all heard and saw all that went

on in the school each of us was aware both of what he was learning and of what kinds of learning this led to. This gave me an abiding sense of the from-to sequential character of all learning. If what a child is doing doesn't lead to more advanced or diversified learning he is occupied but not necessarily learning - a distinction that is sometimes lost sight of in school activities.

Burke: There wasn't a problem about getting enough attention to each student in such a school set up?

Landreth: It is hard to say what is "enough" attention for different children with different needs. I recall that my mother worked in rotation with one or more children, hearing them read, add, subtract, calculate, discuss or answer questions, and that she often had a child or children she thought needed extra help stay on after school. I remember too when a boy broke his leg 6 weeks before the end of year proficiency examination for school leavers Mother walked round to his house after school - a distance incidentally of 4 miles - to coach him so that he would not be handicapped by leaving school without a certificate.

Burke: Since you say the children all helped each other, what did you learn from your school mates?

Landreth: What I learned from them became clearer to me years later when I encountered intelligence tests like the Stanford Binet and the supposition that such a test was measuring an innate intellectual process or processes. My school mates were the children of farmers on small dairy farms. Their life as I remember it, seemed hard and monotonous. From an early age these children were hoeing turnips,

milking cows and cutting wood. Their life experiences were very different from mine and my brothers. The school house we lived in was 10 miles from Dunedin, one of New Zealand's 4 major cities. Each Saturday mother drove us - we had a horse and phaeton - to Dunedin to see my grandmother and aunts, to have music lessons and a variety of experiences in urban life. Our house was full of books, the children's encyclopedia, and children's games. Little wonder that the public examinations which punctuated children's schooling were no problem to us or that all 3 of us won national scholarships to high school [£40 a year] in competitive examinations. I was therefore early convinced that what the Stanford Binet test measured was not a process or processes but a product of experience and native abilities, and that a teacher's task was to develop each child's ability by matching experiences to what each child was ready to profit from.

Burke: Did your school mates go on to high school?

Landreth: Before the first world war (1914-1918) I would guess that very few rural children went on to high school. For one thing there was the expense of boarding school for rural children. For another their parents were eager to have them help with the work on the farm. And, with barely a book in their homes, there was little in the children's home life to kindle interest in further schooling. Even if they had gone on I am not sure what it would have meant to them. The high schools - separate institutions for boys and girls - streamlined children in terms of their performance on school leaving examinations into forms or classes ranked A to D. In A forms were the presumably academically abler children, mostly children of parents in professions

and mostly hoping to go on to the University. What these children learned was well suited to their learning level and relevant to their presumed life course. I doubt the same could be said of what went on in D forms. However, lest I present too restricted a picture of the lot of rural children, my father who grew up on a dairy farm a few miles from were we lived went on to high school with a scholarship in the 1880's and later to the University and one of my schoolmates of the 1905-13 period became a general in the New Zealand armed forces and was later knighted. What the others did I don't know. As far as I know none went on to high school.

Burke: At what age did you think you wanted to be a teacher of young children, or did you know what you wanted to be?

Landreth: From the time I could write sentences I wanted to be a writer. I wrote poetry, or what I thought was poetry, in primary school, and in high school I wrote the form notes for the school journal - neither of these of course auguries of later literary creativity. However, after 3 years in high school I passed the matriculation examination required for university entrance, but as I was underage for admission I spent a year as a pupil teacher in the infant room of a Dunedin school. A pupil teacher was like an apprentice teacher. I was assigned to the head teacher of the infant room and remember playing the piano for singing classes and teaching a small group of five year old school entrants the letters of the alphabet. I and the other pupil teachers also prepared lesson plans and demonstrated them under the critical eye of the headmaster. We met with him too once a week for discussion of the writings of various educators, among them

Comenius, Froebel, Rousseau and Montessori. My main reaction to this year's experience was a conviction that there was a better way of teaching young children than regimenting them in dull group activities: drawing strokes, pot hooks and circles on smelly slates, counting aloud in unison, sitting for long periods on hard forms and being strapped if they didn't "pay attention." A material gain from my 'pupil teaching' was that following an examination I got a teacher's certificate which made it possible for me to do relieving teaching during part of the long university summer recess and thereby augment a meager student income. In 1917 I was therefore happy to leave the infant room for the university.

Burke: What did you major in as an undergraduate?

Landreth: In 1911 a chair in what was called home science was established in the University of Otago. The chair was the result of an endowment from a New Zealander whose readings in economics, at Oxford, convinced him that the material resources of a society could never be equitably distributed to the satisfaction of all its members. Rather than endless wrangling over national income distribution he suggested that a more productive approach might be to educate consumers, particularly homemakers to make the best possible use of what material resources each of them had. To do this effectively, he reflected, would require application of recent advances in science and art; hence the need for a university chair in appropriate applied sciences. His argument that money is not wealth, that wealth is human satisfactions and that by increasing human satisfactions through the optimum use of material resources the wealth of a society is increased had a natural appeal in

New Zealand because many of the early settlers had a vision of its becoming some kind of Utopia - "God's own country". It also appealed to the medical profession, many of whom felt that most of their patients were the victims of poor choices of food and life style. It probably also appealed to the Scotch Presbyterian Church of Otago, the body most influential in the establishment of the University of Otago because the proposed endowed chair offered a means of improving society through education rather than through disruption of the social order. Under these favorable auspices the School of Home Science came into being with a four year course leading to a science degree and some curricular association with the School of Medicine.

Burke: Why did you choose this major?

Landreth: I do not know what appealed to me more about this major: its grounding in the biological sciences or its social goal. I think, though, that I had the antecedents for a crusader. One of my great grandfathers was the editor of the church paper for the Free Church of Scotland and was active in the church's colonising concerns and one of my grandfathers was a Chartist. At an early age I had read one of his cherished books Bellamy's "Looking Backward" and also Butler's 'Erewhon', both Utopian visions. In addition, the general atmosphere in Otago favored the quest for a better social order. The 60's, you can see, were not the only generation fired to improve society. Where my generation differed was in its choice of education and applied science to achieve this purpose.

Burke: Could you give me a little more historical information about the University of Otago.

Landreth: Briefly the province of Otago was initially a Scotch colonizing enterprise with land bought from the Maoris sold in small holdings to Scotch settlers. The settlers were offered the inducement that schools, churches, and eventually a university would be established under the authority of the Scotch Presbyterian Church. The first settlers arrived in 1848. The University opened its doors in 1871 with three chairs. Classics, Mathematics and Mental and Moral philosophy. Today the University of Otago is one of the six campuses of the University of New Zealand which is the governing degree granting body.

Burke: What led to your coming to the United States, and when did you come?

Landreth: After I graduated I spent 2 years teaching food chemistry and food preparation in a secondary girls' school and 2 years as a lecturer in home science at the Dunedin Teachers' Training College. While there I was a fairly active member of the International Federation of University Women and so had contact with 2 recent United States appointees to the University's School of Home Science, one of them was the Dean, the other the senior lecturer in nutrition, Dr. Lilian Storms. Knowing my interest in graduate work abroad she suggested that I consider Iowa State College. She was an alumnus of this college and her father had been one of its presidents.

Iowa State College, a Land Grant College, now called Iowa State University had one of the most respected colleges of home economics in the United States. It was also renowned for its argicultural and home economics extension work. As the new Dean of Home Science in Otago (Ann Gilchrest Strong) was eager to develop a similar kind of extension program in Otago she suggested that I study the program in Iowa.

Through the supporting interest and advocacy of Dr. Storms I was offered an AAUW fellowship at Iowa State College which covered my tuition, room and board. I completed a masters degree there with a thesis on the organization of home economics extension work in Iowa combined with some recommendations for a similar development in New Zealand. Thus began what has been a continuing influence in my professional career: the supporting encouragement and advocacy of senior home economics colleagues. But in addition to my indebtedness to them I owe infinitely more to my mother's attitude toward her children and to women's role in a profession. Decades before the days of women's lib she felt that a daughter had the same right to pursue a career as her sons. Both of them had gone overseas after graduating. With whatever inner reservations, in 1925, she cheerfully saw me off too.

Burke: Did you ever make use of what you learned about extension work?

Landreth: Not in an extension program. It was some years before funds were available for such a program in New Zealand. In the

meantime I had gone into another area of specialization. Briefly because I had resigned my position in Dunedin when I left for Iowa State College I decided to stay on in the United States, after completing my M.S. until a position was available in New Zealand. I was fortunate therefore in obtaining a teaching position in North Central College, Naperville, Illinois but left it at the end of a year because the extension program in New Zealand appeared, misleadingly, it turned out, on the verge of funding. I have always regretted the inconvenience I thereby caused the understanding and kindly president of this small college, my first employer in the United States. Two of my memories of my year there are more a reflection of the times than of the educational atmosphere of the college. One was the curfew which required that any black person found in Naperville after sundown be arrested. The other was that when I was shown the room I was to occupy in the home management house a drawer of the dressing table was pulled out to show me a revolver for protection against intruders. As I was more afraid of firearms than possible intruders I cautiously closed the drawer and never reopened it.

Caught without an appointment I was once again indebted to a home economist of Iowa State College who recommended my appointment to a one year position on the staff of Washington State College. At the end of the year there I was invited to stay on in a Purnell

research appointment which involved estimating the thermal efficiencies of electric stoves and cooking utensils. What impressed me during this and subsequent academic appointments was the fraternal cooperative relationship between faculty members and departments on university campuses. Before my laboratory was adequately equipped I was loaned a voltmeter, an ammeter, thermocouples and various kinds of equipment from the school of mines, the physics department and various divisions of the college of agriculture and could always count on an interested helpful response to any problems I wanted to discuss.

At the end of the year the Dean of Home Science of Iowa State College, Helen Richardson wrote to tell me that the Laura Spelman Rockefeller Foundation on whose board she was an adviser was offering traveling fellowships for a year's graduate work in child development and parent education to graduates in related disciplines. She had remembered my interest in young children and had generously given time and thought to helping a young colleague from another country.

Despite some thoughtful, fatherly advice from the Dean of Agriculture who assured me I was making a mistake in giving up a promising field in which he thought I showed promise (I had published an article in the Journal of Home Economics) I was delighted at the prospect of study in the division of home economics in which I felt I would be most at home.

Incidentally I never regretted the loss of appointment in home economics extension. Though I was impressed by what the extension program did for rural homemakers in Iowa, and deeply impressed by the 4-H Club program, I felt that I lacked rural identification. I had grown up in a rural environment but I was in it rather than of it. I felt too that I lacked the expertise and enthusiasm in household crafts--boning chicken, canning, pickling and preserving and making slip covers--that inspire the confidence of farmers wives in a home demonstrator. Practical courses in such crafts were limited (or lacking) in my home science degree course and my home experience had been of a mother fully engaged in a profession and all housework done by a resident domestic servant, a country girl learning the basics of housekeeping before marrying into a home of her own.

Burke: Where did you go with this traveling fellowship?

Landreth: Where I went was to assigned institutions for an assigned course of study: first to Merrill Palmer for a semester, then to Teachers College, Columbia University for a semester and to the University of Minnesota for a summer session.

Burke: Merrill Palmer was a fairly renowned institution. I wonder if you'd like to say something about it.

Landreth: What impressed me about it was its friendly home like atmosphere; its family type residential quarters for around 30 graduate and undergraduate students from different countries and different parts of the United States; its informal 4 o'clock

tea in the library for staff and students and the opportunities it offered to meet visiting specialists--who were concerned in some way with the growth and development of children. I remember in particular, meeting Dr. McCollum from Johns Hopkins, Dr. Gesell from Yale and Dr. Blatz from Toronto University. Merrill Palmer's director Edna Nobel White, a former dean of home economics at Ohio State University and her congenial staff of psychologists, physiologists, parent educator English nursery school director and teachers offered, I felt the best possible introduction to the emerging specialization of child development. And it was all so pleasant and child oriented.

Burke: Do you remember anything of its nursery school program?

Landreth: Though the nursery school was a delightful play center for young children, it's daily program included what seemed to me an inordinate amount of time spent in the bathroom and lockerroom, getting into and out of outdoor clothes, toileting and hand washing. Teaching the children to feed themselves acceptably also involved considerable ritual procedure. I wondered if this emphasis on self help activities might stem in part from teachers not knowing how else to occupy children.

During the early days of preschool education, Dr. Blatz' writings on "Physiological appetites and their modification" offered of course acceptable support for some such emphasis but nursery school programs around 1930 all reflected a tendency to adopt ritual procedures without sharp scrutiny of their purpose. For instance the Merrill Palmer nursery

school children were wrapped in blankets and carried outdoors for their afternoon nap in deference, I think, to the English nursery school teachers' cultural addiction to 'fresh' air. The air of Ferry Avenue Detroit, home of the automobile industry was so polluted by automobile exhaust from passing traffic that it seemed to me hardly worth going outdoors to inhale.

The semester in Teachers College was quite a contrast.

Burke: In what way?

Landreth: I was plunged into courses in educational philosophy and parent education. Group work in parent education, at that time, appeared to be based on 2 strategies. One was to "draw out" of parents, mainly mothers, whatever each of them had on her mind concerning her relationships with her children. Then, having drawn out whatever problems, anxieties or attitudes a parent revealed the second strategy was "to clarify" her thinking about her problems.

Having been effectively conditioned from early childhood not to ask questions about others' personal affairs and to maintain a seemly reticence about my own I was a complete failure in the "drawing out" strategy. Nor did I have any confidence in my ability to clarify 'parents' thinking about their attitudes and personal relationships. By 1930 psychoanalysts had made clear that before attempting to influence another person's attitudes it was necessary to have some awareness of

ones own biases. Developing this awareness required a training analysis, a time consuming costly undertaking I had no wish to embark on.

The outcome of my courses in parent education which I doubt was the one they were designed to produce was that I decided to limit my future interactions with parents of nursery school children to sharing with each of them our common enjoyment of her child, our common interest and involvement in promoting his development and well being and, to this end, sharing what each of us learned about him at home and at school. I had in mind also sharing with parents, to the extent they wished, whatever I knew of research findings on the behavior and development, learning and teaching of young children. As a non analyzed, non parent raised in a somewhat different culture, I felt this was the best I would do for mothers of young children, a group often confused and threatened by the admonitions of "experts".

Burke: Was this all you got out of your semester at Teachers' College?

Landreth: No. A bright spot in this semester was a course on parent child relationships by Sidonie Gruenberg, Director of the Child Study Association of America and author of several widely read and highly regarded books for parents. To me she seemed the prototype of the Jewish mother. She had warmth, humor, human understanding, practical good sense

and a gift for story telling. Her long involvement in helping parents had given her a fund of anecdotes about them and their children. These she skillfully wove into her class presentations to illustrate antecedent and consequent elements in parent child interaction. Her stories were always straight reporting rather than interpretations, they were used to make a point rather than to entertain, and to introduce an evaluation of the current state of knowledge on the behavior they illustrated, rather than to replace research findings. Her use of anecdotal material convinced me that relevant anecdotes have a place in class presentations on human behavior provided their use is limited to focusing interest and curiosity and to introducing discussion of research or illustrating its possible applications.

From Teachers' College I went to the University of Minnesota Institute of Child Welfare, a fitting conclusion I thought to the years introduction to child development.

Burke: What was the emphasis there?

Landreth: The emphasis was on research: on the problems inherent in investigations of human behavior and on evaluation of the research to date at a time when the research literature was not as voluminous as it is now. I and about 12 other Spelman Rockefeller fellows spent 8 weeks in seminars with Dr. John Anderson, Director of the Institute and Dr. Robert Scammon, whose research and publications on developmental anatomy were, at that time, required reading for anyone concerned with this field of inquiry.

The Institute was a friendly informal place with a small library stocked with all the journals publishing research reports concerned with child development. The entire institute offered an intellectually invigorating atmosphere of scientific inquiry much of it I felt due to John Anderson. I am indebted to him for his clear exposition of the nature of scientific inquiry which, like Sir Peter Medawar, he described as a hypothetico-deductive process, which begins with a question or hypothesis; which must then be tested with rigorous concern for appropriate population samples, appropriate experimental methods and statistical procedures, followed by parsimonious interpretation of the results in terms of statistical probabilities and reliability. As a preliminary to any investigation an investigator he insisted was guilty of "scientific sin" if he was not completely informed concerning what was already known in relevant fields of inquiry. Dr. Anderson therefore drilled his seminar students in a form of research abstracting that condensed into the smallest possible space all the essential information in a research report concerning its purpose, sample, experimental procedure, statistical analyses and quantitative results expressed in terms of their reliability and probability along with the abstractor's evaluation of the scientific acceptability of the investigator's conclusions. To have reread a research report was he insisted proof that it had not been critically read and

The Institute was a friendly informal place with a small library stocked with all the journals publishing research reports concerned with child development. The entire institute offered an intellectually invigorating atmosphere of scientific inquiry much of it I felt due to John Anderson. I am indebted to him for his clear exposition of the nature of scientific inquiry which, like Sir Peter Medawar, he described as a hypothetico-deductive process, which begins with a question or hypothesis; which must then be tested with rigorous concern for appropriate population samples, appropriate experimental methods and statistical procedures, followed by parsimonious interpretation of the results in terms of statistical probabilities and reliability. As a preliminary to any investigation an investigator he insisted was guilty of "scientific sin" if he was not completely informed concerning what was already known in relevant fields of inquiry. Dr. Anderson therefore drilled his seminar students in a form of research abstracting that condensed into the smallest possible space all the essential information in a research report concerning its purpose, sample, experimental procedure, statistical analyses and quantitative results expressed in terms of their reliability and probability along with the abstractor's evaluation of the scientific acceptability of the investigator's conclusions. To have reread a research report was he insisted proof that it had not been critically read and

adequately abstracted in the first reading. He did not though overlook creative originality in research. He encouraged and exemplified a breadth of reading and interests and a willingness to speculate provided speculations were not confused with tested principles. I felt so at home in the Institute I would like to have continued there in graduate work, particularly after Dr. Anderson offered me a graduate fellowship but I also wanted to try out many ideas I had concerning preschool education so I happily accepted a position to open a nursery school at the New Jersey College for Women.

Burke: What were the ideas you wanted to try out?

PM:* Having written two books and a curriculum guide on early childhood education I find it hard to be brief. In 1930 my ideas were a blend of my observations of infants and young children, of my teaching experiences with learners ranging in age from 5 to 20 years, and of my reading. It seemed to me that the function of a nursery school was not to impose learning on the young but rather to aid and abet them in what they are most eager to do: to make creative use of their senses, minds and muscles and to discover and learn for themselves. A nursery school, I thought should be a learning laboratory providing materials equipment and experiences to help each child expand and develop - his large muscle coordination - his fine muscle coordination and use of simple tools - his sensory discrimination (in ways that prepare him for decoding and reading words and figures and for recognizing and reproducing sounds of different pitch and rhythm patterns in ways which lead to the enjoyment and making of music) his understanding of the physical world: of mechanical forces, of heat, light, sound and electricity and some of the properties of matter and of such natural phenomena as rain, snow, wind and dew and seasonal changes. Also I felt he could enjoy a variety of experiences with living organisms - plant and animal. Because such experiences challenge a child to bring what he sees and hears within his comprehension he needs freedom to speculate, to fantasize and make believe as well as to test his speculations. And because what he knows becomes clearer when he tries to communicate it to others he needs opportunities to express his thoughts and feelings in a variety of media - words, paintings, dramatic play even dance and music. This leads to sharing with him, to the extent that he is capable of enjoying it, his cultural heritage in the arts which in turn calls for available

*The initials PM should be taken to stand for Catherine Landreth.

PM: material resources and for teachers with some breadth of education in the arts and sciences as well as expertise in focusing and directing children's activities and challenging their thinking by adroit questions.

To suggest that what I had in mind for young children was an initiation into the scientific process and Socratic dialogue seems less far fetched, thanks to Piaget, in the 80s then it did in the 30s.

I: I thought the early nursery schools were very preoccupied with social behavior.

PM: This was true. In fact it often seemed the dominant emphasis in some nursery schools. There is though no denying that young children, like adults, have a lot to learn in getting along with their age peers - in sharing, taking turns and recognizing that others have needs, feelings and rights just like they do.

The direction this learning takes is necessarily influenced by the social philosophy of those who teach nursery school children. My own bias was toward that of Tiehard de Chardin, of promoting both social individuation and social cooperation, of fostering the unique potential of each individual to the end that it be used not only for his own satisfaction but, as he matures, for the maximum contribution he can make to the society of which he is a part - the society of man. Translating this lofty cooperative spirit into education of young children requires making their first association with other children so rewarding that they will be willing to endure the frustrations and inconveniences this association can entail. I felt too that children might be helped by getting some sense of the kind of cooperation, contribution and respect for law and order that can be seen in any

PM: community. Field trips, books, pictures and visits from a variety of workers would I felt not only give children some notions about transportation, communication, production of goods and services and government functioning, but could also reveal the part that good manners, courtesy and consideration for others play in all social interaction.

I: You spoke of the emphasis in the Merrill-Palmer nursery school on washing, dressing, toiletry, and acceptable eating behavior. What ideas did you have about their place in early childhood education?

PM: There seemed to me two reasons for such an emphasis. One was to help children become independent in taking care of their physical needs. The other was to foster their development of tastes and habits in eating and physical activity that might persist and be beneficial to their health throughout their life span.

And now, lest I have given the impression that I expected all young children to be involved in the same program of activities this was not my purpose. Rather it was to give each child a range of choices and opportunities to find out what he could do, what he liked to do, what he did best, and what seemed most worth doing, and in these choices to learn something about himself as well as the world around him. To this end, teachers I could see would have to be programmed to respond selectively to each child's interests, abilities and learning level and to respect the uniqueness of each learner.

There is so much more to teaching young children than having a kindly disposition and enjoying children's company, though these are essential qualities in a teacher.

Burke: When did you begin writing about preschool learning and teaching?

Landreth: Not for several years. In New Jersey I was as much a learner as the children. My learning, incidentally was much helped by daily analyses, with my young assistant after the children had gone home, of where we thought we had failed and where succeeded in terms of children's responses. Our analyses, which usually took place while we were resting in deck chairs outdoors, were occasionally stimulated by off-the-cuff observations from Robert White who had an office upstairs and saw something of our activities as he came and went. I remember his reporting, with relish, that he had overheard me say to a disruptive struggling two-year-old who I was isolating from the pre-lunch rest-group, "We're resting Andy". "You," he said, "Were not resting. Neither was Andy. Wrestling looked to me closer to what you were doing!"

A nursery school teacher has to develop a critical ear for what she says, along with an ability for total recall of what went on during a school day. She has to be both observer and participator. This I found a completely absorbing process. Even today I vividly remember each child in the school, what each of them looked like, things each said and did. Tolstoy is described as "giving his life and passionate affection" for three years to a school he opened for peasant children. I know what this means. I was so happily absorbed in the nursery school that I was somewhat unaware of the possible outcomes of the deepening economic depression. It was therefore something of a shock to be informed while I was conducting a summer nursery school program in Texas Technological College in 1932 that the New Jersey College for Women was forced to make program retrenchments and that the fairest way to do this was to eliminate the most recent developments, among them the

nursery school. This was a fair judgment. The nursery school with a staff of teacher, assistant and cook housekeeper, was used to a negligible degree by the psychology, ~~the~~ home economics, or ~~the~~ education department. A nursery school to justify its existence on a university campus must function substantially as a laboratory for student observation, for research, or for teacher training.

Burke: What did you do then?

Landreth: Though the summer of 32 might have seemed a logical time for me to resume graduate study I was fascinated by regional differences in child rearing and life style in New Jersey and Texas, so could not resist an appointment in the Alabama Women's College, where I was to teach both children and students.

Burke: What were some of these differences?

Landreth: A few months after my appointment to the New Jersey Women's College, I was discreetly informed that eastern colleges maintained a "quota" on Jewish admissions--something I did not appear to be doing in the nursery school. Having grown up in a Scotch Presbyterian colonial settlement I had been exposed to a fairly virulent form of anti Irish Catholicism. Jews, though were highly regarded. They had many Scotch characteristics, regarded as virtues. They were clannish, had strong family ties and great respect for education. They were also canny with money and community minded. While the Scotch did not consider themselves the chosen people they acknowledged having what Robert Burns called "a guid conceit" of themselves. Hence the natural affinity.

Burke: What seemed different in Texas?

Landreth: One morning I was singing with a cluster of children round the piano about the sounds barnyard animals make. Our voices were raised in

a chorus of moos, quacks, and oinks, but when I got to the sheep my opening ba (as in bar) produced dead silence. I repeated it--still silence. My young Texan assistant leaned over the piano "In Texas", she said firmly, "the sheep say ba" (as in bat). With this correction singing continued. In New Jersey, not of course a sheep raising state, the three and four year olds were unconcerned about sheep with an English bleat. Texas preschoolers were. I could see I had much to learn about the American way of life in different regions.

My learning continued in Montevallo.

Burke: What did you learn there?

Landreth: First, what I was unable to learn was any toleration for the racial segregation so unpleasantly manifest in separate elevators and separate seating in buses and railway stations for "white" and "colored" people. I learned though that there was another side to Negro-white relationships in the South. Families not only felt responsible for the Negroes who worked for them, they cared for them and shared with them, though always within the limitations of their perceiving Negroes as a different breed. An incident may illustrate. Because there were no opportunities for swimming or tennis I used to take long walks in the late afternoons out into the country round Montevallo. After a few months there the President's wife telephoned to tell me her husband was very worried that something might happen to me which might lead to a lynching such as had occurred in another small rural town. His concern, as a Southerner was as much for the Negroes safety as it was for mine.

I also had some experience of sharing. The Negro lady who did my washing insisted on collecting it on Friday and returning it on Monday, a timing my Southern friends assured me, that made it possible for her to wear my

clothes over the weekend. Her many approving comments about my dresses reflected a proprietary interest which supported this supposition. I remember her saying of a candy striped pique, "I shuh favah that dress". Before leaving Montevallo, I told her, in thanking her for her washing that since she liked the pique dress I would like her to have it. Thus--what had been my dress became our dress and finally her dress--integration at a wardrobe level.

In the College I was meanwhile learning how to integrate nursery school and student teaching and how to succeed in parent education. Here success was practically thrust upon me. My young assistant, an Alabama girl and I set off by college car each morning to pick up the cook-house-cleaner, the lunch groceries and the children, all of whom lived too far from the school to walk there. Our informal house calls led to an easy friendly parent teacher relationship. When I asked the mothers if they would care to have weekly afternoon meetings with me to talk over a cup of tea, about whatever they chose, the response was enthusiastic, the attendance 100%. Since afternoon social gatherings in Montevallo were limited to quilting bees and "all day sings", I did not, of course, have much competition. At one meeting on children's fears, a mother asked if I could overcome her 15 months' old son's fear of having his haircut before it began growing down his back. Following Mary Cover Jones classic reconditioning technique I successfully took care of both fear and hair. My fame spread from the barbers' shop and mothers' group to the Baptist Church. I was mentioned favorably from the pulpit. The minister called on me, addressed me as Sister and invited me to join the Church.

To add lustre to my reputation a few words I had written about young

children were published with some charming illustration in a womans monthly, "The Womans' Home Companion"—similar to the Ladies Home Journal. My being in print greatly impressed both the mothers and the children. The hundred dollars I was paid for these lightly written words impressed me too. So why did I not stay in Alabama. Because I literally could not afford to. The depression was deepening. Monthly pay cheques became irregular. The president of the college invited faculty and their families to eat in the student dormatories with the understanding that they would pay for their meals when and if they were paid. The Red Cross began distributing sacks of flour. The State Legislature considered a state self balancing budget—state debts not paid by June 30 were to cease to be a state responsibility.

At the end of the year I left Alabama for another summer session in Texas Technological College, which was happily solvent and went on to the University of California in Berkeley where, with Dr. Harold Jones, Director of the Institute of Child Welfare, as my advisor I began graduate work leading to the Ph.D. in Psychology.

Burke: What were major emphases in Child Development when you began work toward a Ph.D. in 1934?

andreth: Because the study of young children's behavior was, like the young children, in an early stage of development there was considerable emphasis on ontogeny, or simply finding out what children could do at succeeding ages. To establish a base line there were detalied studies of the behavior repertoire of the newborn, his spontaneous activity and his responses to a variety of stimuli. Then, since longitudinal studies of a group of children tested at succeeding ages showed a progression in capability there was interest in the part nature and nuture played in this progression.

And, Since the rate of progression was found to differ in different children there was interest in the relative influences of maturation (or neurological development) and practice on performance which lead to consideration of the the merits of early and later training in phylogenetic and ontogenctic skills. This in turn lead to speculation concerning critical periods at which to institute practice.

In general, in a new field in which there was little data there was a tendency to accumulate data or whatever behavior children exhibited rather than to test hypotheses. Thus, investigations of language development catalogued size of vocabulary, length of utterance, and parts of speech at difficult ages. Emotional behavior such as fears, anger outbursts, and laughter and the circumstances under which they occurred was similarly catalogized. So were childrens' forms of social interaction with their age peers. In all these studies, age and sex differences were compared as were differences in behavior of children raised under different socioeconomic circumstances or reared in primitive and

industrial societies. Confidence in the differences was expressed in terms of statistical probabilities.

Burke: Were these research emphases reflected in any way in preschool education?

Landreth: Yes, a knowledge of developmental sequences, behavior norms and the range of individual differences was central to a nursery school teachers' interaction with young children. And, after John Watson's behaviorism was given practical expression in Mary Cover Jones reconditioning of childrens' fears, conditioning or attaching satisfaction to acceptable behavior became one of the basic if not hallowed strategies in behavior modification in the nursery school. Examples of other research findings that were given practical application were Pyles that young children remember better if what they are to remember is labelled and Dawes that quarrels and crying in childrens' groups are related to the availability of play materials. As illustration of the ways in which research findings were drawn upon in nursery school practices my book Education of the Young Child, 1942 contains several pages in the appendix listing the sources of research findings drawn on in each chapter.

Burke: What research methods were used by investigators?

Landreth: A major research method was observation of young childrens' behavior in a "natural setting" - mostly a nursery school with the observers mostly but not always observing behind a one way vision screen or mirror. To give some precision to observational technique the observer recorded defined overt behaviors on each child in a group for the same length of time. To illustrate an observer might get a one hour sample on each of 30 children by making a 5 minute observation with recordings each 15 seconds on 12 different days. The order in which the 30 children were observed was rotated so that no child was observed

always at the beginning or at the end of the day. This was called Time Sampling. The only equipment it required was a stop watch and a separate behavior check list for each child. A variant of this procedure was incident sampling in which the first behavior incident, of a specific sort, during a 5 minute period was recorded. Such observations, to be acceptable required a statement of reliability in terms of the γ between 2 independent observers or/and the γ between the first and second half of the observations.

Another technique was rating children on, say, a 1-5 point scale against descriptions of the behavior at points 1, 3 & 5. There too the reliability of the ratings was expressed in terms of the γ between independent observers.

A third method was to use mothers' reports on the incidence of specific emotional behaviors in their children. Here again descriptive ratings were usually used. The experimental method in which behavior of a control group was compared with that of a group of children subjected to some specific experimental procedure was largely limited to a few studies involving identical twins. There were though studies comparing the same children's behavior under different experimental conditions as in recording aggressive behaviors on well and poorly equipped playgrounds.

Measurement of behavior was at its most precise in studies of neonatal behavior, the investigators being dubbed gadgeturs because of the equipment they devised to measure spontaneous activity and the strength of sensori stimuli and responses.

Perhaps the most widely used measurement, though of an indirect sort, was the mental test, which gained some validity because of the

relationship between test scores and school performance. Because an indrect measure of this sort raised questions about its validity and also because different research approaches to specific behaviors produced somewhat different results a widely used test of validity was the γ between measurements obtained by different methods.

There was also concern with population sampling procedures. The University of Minnesota took pains to insure that its nursery school population represented a "cross sample" of the population of Minneapolis. Other university nursery schools' populations drawn from the families of university professors were used in comparison with day care center populations.

Burke: Since you mentioned Day Care Centers what other schools were in operation besides those in Universities?

Landreth: In 1933 the Federal Emergency Relief Administration authorized the establishment of emergency nursery schools to "provide employment for teachers and other workers needed to assure an educational and health program for young children whose families were suffering from conditions incident to the economic depression." The WPA nursery school greatly increased the number of children in preschools of some sort. There were of course also some private nursery schools.

Burke: I notice you did not refer to any Freudian influence either in research emphases and procedures in nursery school teaching. Were there none?

Landreth: I do not recall any Freudian influence in research other than the development of projective techniques of a simple sort in studying children's play with dolls representing family members. As for nursery school teaching Susan Isaacs' widely read 'Social development of the child' has a Freudian base. As you may have gathered I was not psychoanalytically

oriented though I recall once asking Eric Erikson to come out in the nursery school to offer an opinion on some structural changes I was planning, "Don't you think Eric" I began. He looked at me, "You don't want my opinion." he said, "You only want me to agree with you." Though impressed by this evidence of the validity of psychoanalytically honed perception I also remembered Eric's story about the little boy who said to his father "Daddy, you and I know that dogs which bark don't bite but do the dogs know?"

Burke: Since you mention Susan Isaacs what were your main sources of information both on research and preschool education. What were your bibles of the early 30's?

Landreth: Main sources of research literature (though this is not a complete list) were the Journal of Genetic Psychology and Genetic Psychology Monographs, both publications of the American Psychological Association. Increasingly important were the publications of the Association for Research in Child Development (instituted 1933) -- Child Development, Child Development Monograph and Child Development Abstracts. Several Child Development Institutes published monograph study series through their University Press -- among them the University of California, Iowa, Minnesota and Ohio State University. Reviews of major fields of investigation were to be found in the Annual Year Book of the Society for Studies in Education.

At the undergraduate student level Murchisons Handbook of Child Psychology and Jersild's Child Psychology were widely read. As for bibles in preschool education Susan Isaacs in England and Harriet Johnson in the United States were probably the most influential writers. At a level of general information the Journal of the National Association for Nursery Education founded in 1927 and publications of the Children's Bureau, founded 1912, and of the American Child Study Association founded 1888, were most helpful sources of information for anyone working with young children. This of course is not an exhaustive list even for 1934.

Burke: Given the state-of-the-art in 1934 what research problem did you choose for your Ph.D. thesis?

Landreth: It was the factors associated with crying in young children in the nursery school and at home. I had two reasons for choosing this problem -- one was to find out why the children cried -- or were unhappy -- the other was to test the consistency of different methods of measuring one type of readily observed sporadic emotional behavior. I was impressed by a summary of 10 investigations of children's traits in which 15 of 34 correlations between ratings and objective measures were below .5. This to me was an illustration of insufficient attention to methodology in investigations of children's behavior.

Burke: What did you learn from your investigation?

Landreth: The results can be found in 2 publications. "Consistency of four methods of measuring one type of sporadic emotional behavior (crying) in nursery school children." Journal Genetic Psychology, 1940, 57, 101-118 and "Factors associated with crying in young children in the nursery school and the home "Child Development" 12, 2, 1941. Briefly there was not much relationship between frequency and causes of crying

at home and at school. At home crying occurred mainly in conflicts with parents over sleeping, eating and dressing routines or over limitations imposed on children's play activities. In the nursery school crying arose over conflicts -- between children, involving play materials. Time sampling, widely used in studying the incidence of sporadic behavior proved the least reliable (as well as least informing) method, of recording the incidence of this behavior. These findings supported my conviction that results from investigations of children's behavior were affected both by the circumstances under which they were obtained and by the method of study. Obvious though these generalizations may seem they were frequently overlooked in summaries and reviews of the research literature on children's behavior.

Burke: There is much comment today on the treatment of women graduate students and women faculty members. What was your experience in the early thirties?

Landreth: The Psychology department which seemed to me an extraordinarily close. knit congenial and friendly group of faculty members had two women professors, Jean Macfarlane and Olga Bridgman. Both seemed highly regarded by their male colleagues with whom they made the department a supporting setting for graduate work. As a homely illustration of the consideration shown graduate students the night of my Ph.D. oral examination there was a violent rain storm. One of my examiners drove me to and from the examination with a stop for hot chocolate on the return trip.

My closest association, of course was with my adviser, Dr. Harold Jones. I owe a great deal to him both for his generous interest in my professional career and for what he contributed to my thinking and writing. He had an editorial ability to communicate and coordinate research findings in ways that were both informing and generative of further research. This is important in the early development of a new field of scientific inquiry. He was also attracted to new ideas and to the contributions from different disciplines. His institute staff included such diverse specialists as a physician, psychoanalyst, sociologist, anthropologist, social worker and statistican as well as a developmental and a clinical psychologist. All of these and his graduate students from different academic backgrounds could always count on his giving their ideas at least courteous reflective attention. In a university environment in which there was considerable pressure for individual achievement Dr. Jones seemed to me unusually generous in helping his staff and students to develop their ideas and their research potential.

Burke: I believe you went to the University of Chicago after you completed your Ph.D. degree. What did you do there?

Landreth: Before speaking of Chicago I should perhaps mention that following my oral examination in 1935 I spent 2 quarters at Ohio State University relieving the director of the nursery school in the School of Home Economics. I am indebted to Edna Noble White for this appointment which was a financial help during my graduate period without income.

My appointment at the University of Chicago was Assistant Professor in the Department of Home Economics and Director of the Nursery School which originated in 1915 as a cooperative venture on the part of faculty wives and was later affiliated with the University.

In looking back I feel that my two years there were somewhat of a holding operation. I knew I would probably be offered an appointment in the University of California within one or two years and that my stay in Chicago would therefore be brief. Moreover the Chicago University nursery school had a long established ongoing program with around 80 two, three and four-year old children, 3 headteachers, assistant teachers a part time pediatrician advisory service from Helen Koch psychologist and Lydia Roberts, nutritionist. My activities were largely routine -- I gave mental tests, assisted the pediatrician in his routine physical examinations of the children, inspected the throat of each child each morning, often with medical parents standing by during this cherished nursery school ritual, held weekly meetings with the staff and joined a group of children for lunch. This was the bright spot of the day I remember one noon after a morning of mental testing which included determining childrens' concepts of time by their understanding of morning and afternoon and days of the week a four-year-old Dick delighted me with his awareness of the immutability of time -- a much more sophisticated concept. This boy, very partial to prune whip and always pleased when it appeared on the table was back in nursery school after a weeks absence. When he saw his favorite dessert placed in front of him he drew a deep breath of anticipation and enfolding his friends,teacher and dessert in a warm glance of love he said "I wish I wouldn't be born for a hundred years. When you're born after a while you die. When you die you're dead forever." An English novelist Morgan evoking the poignancy of a parting between friends wrote "In each instant of our lives we die to the instant." Dick too was savoring the passing of a moment, never to be recaptured, in which friends and prune whip were happily combined.

As the only course I taught was offered in the summer session. I had little feeling of being a part of the University despite my pleasant association with Dr. Helen Koch and Dr. Lydia Roberts.

I was therefore delighted when I was offered the appointment of Assistant Professor in the newly established Department of Home Economics and Director of the Nursery School (a new appointment) in the Institute of Child Welfare on the Berkeley campus. Returning to Berkeley was like coming home. So much so that I am tempted to say that I lived happily ever after in a position which combined work with children, undergraduate and graduate students, and opportunities for research and writing. It also offered the challenge of developing a new program and the stimulation of working with associates I knew and admired. It is perhaps symbolic of my sense of identification with the University and the country in which I had lived and travelled for 13 years that I shortly took out citizenship papers. However lest it appear that I had lost connection with New Zealand this was not so. I had returned for short visits each two years thereby maintaining a kind of bicultural life pattern.

I: What were your responsibilities as Director of the Nursery School?

PM: As I saw them they were first to make the nursery school an effective learning laboratory for three to five year old children. In 1936 the nursery school's physical setting was the back yard of an old redwood house on Bancroft Avenue - the current site of the Law School. Aside from a locker room and bathroom in the house the only shelter was a large garage. Perhaps because of the economic depression and a restricted Univeristy budget the equipment was also limited. Since students from the home economics department were to use the nursery school as a child development laboratory the College of Agriculture made funds available to attach to the garage a semi-shelter wing whose back wall had a one way vision screen behind which students in a darkened gallery could observe the children without distracting them by their presence. This simple structure and a separate semi-shelter for wagons, hollow blocks, trcycles and other outdoor equipment were put up by the University Buildings and Grounds Department, working from rough sketches I supplied. When I say "I supplied" I must make clear that whatever was done in or for the nursery school was always the result of discussion and collaboration with the nursery school staff from whom I had enthusiastic cooperation. To avoid detailed verbal descriptions which are not as informing as the photographs in "Education of the Young Child" on pages 28, 35, 106 and 216 what was done would be summed up as providing for the range of activities and experiences I described on pp. 18-20.

Basic considerations in making these activities and experiences available were presenting them in separate activity centers in ways which suggested the constructive use of the equipment provided (saws and hammers on a wall alongside a carpentry bench and bin for wood ends) and in providing types of storage suited to young children's

use (racks for books, nets for balls). Aesthetic appeal was not overlooked. Plato described the young child's aesthetic development as "learning to love through sensori experience" what he would later recognize as intelligible principles. After some consulting with the Art and Landscape Art Departments an attractive mural was painted on the back wall of the semi-shelter, and a pictorial map beside the indoor sandbox. Planting with seasonal interest and some variety in color, foliage and fragrance was set round the boarders of the yard and in large tubs in the patio (formed by the L shaped garage semi-shelter structure).

One outcome of this remodelling activity was a continuing association with the departments of architecture and landscape architecture. I was regularly invited to speak to their students on requirements for buildings and play areas for preschool children. I collaborated with a member of the School of Architecture Howard Moise in an article in "Progressive Archetecture" "A unit plan for nursery schools" and I was a consultant for the nursery school buildings the Kaiser Ship Yards erected for preschool children of working mothers. I also did considerable discussing and reviewing of nursery school plans throughout the State. Later I wrote a section for the 46th Yearbook of the National Society for the Study of Education, "The School Environment: Early Childhood Education". Equipment was designed too; one of several pieces being a tree house which could be reached by a stationary ladder, a rope ladder or a knotted rope - all offering the reward of coming down the slide from the platform. It was all great fun - to observe what the children were doing, design equipment to further their efforts and then note their response. A widely distributed color film, photographed in the nursery school "Large Muscle Skills of Four-year-olds" is testimony to the children's

enjoyment and profit from the thought that went into planning yard equipment.

I: So much for the equipment and physical set up, what about the staff?

PM: I was coming to that. Susan Isaacs said, "The school, the teacher and the teaching alike are simply a clarifying medium through which the facts of human life and the physical world are brought within the measure of the child's mind at successive stages of growth and understanding". It seemed to me that in a University nursery school the staffing should reflect the University's concern with professional excellence, based at least in part on participation in and application of research. A nursery school advisory committee composed of the Director of the Institute of Child Welfare, and Chairmen of the Departments of Home Economics, Education and Social Welfare, a member of the School of Public Health and I therefore recommended to the President the institution of nursery school teaching internships for graduates in child development, who while working for an advanced degree would undertake a research problem bearing on early childhood education.

The internes, 2 in the morning 3-year-old group and 2 in the afternoon four-year-old group spent half time teaching in the nursery school, half time in graduate work. They were drawn from applicants from Colleges and Universities throughout the United States.

Another in=training staff addition came from students in an undergraduate course of mine, "Techniques with Young Children". They each spent 2 half days a week working under the supervision of the head teacher and internes. To coordinate what children, students, interns and head teachers were trying to accomplish I met with the head teachers and interns once a week during the 12 to 2 noon break and shortened the morning and afternoon school periods by half an hour so that the

head teacher, interns and student participators in each group could review the morning and afternoon activities and give thought to each child's progress and to the effectiveness of what the staff were doing. In all that we did we were helped by the understanding cooperation of the parents, who went along with our change in time schedule, permitted home visits from student participators and frequently kept records to supplement research in progress.

Since I had a full schedule of department teaching (the terms of my appointment were that I deveote 9/10 of my time to the department of home economics, 1/10 to the nursery school), the day to day quality of nursery school teaching was necessarily dependent on the two head teachers. I was, therefore, fortunate to have the same head teacher in the morning group, Lucille Allen, during the major part of my term as Director. In the afternoon group there were a succession of head teachers because the small salary this position carried made its main professionalattraction that of getting experience and a recommendation to a more responsible position elsewhere. Among these teachers Katherine Read went on to the same position as mine in Oregon State University, Gladys Gardner to a similar appointment in the University of Hawaii and Evelyn Peters to directing the day care center program in Arab countries sponsored by the American J.D.C.

I: Since you speak of full time teaching in the Department of Home Economics what course did youteach?

PM: I taught 3 undergraduate courses - a 3 hour lecture course in Psychology of Early Childhood, a 1 hour course on Observation of Children's Behavior and a 3 hour course Techniques with Young Children which had 2 one hour lecture periods and 2 - 3 hour periods of participant observation or practice teaching in the nursery school.

PM: Because I wished to go beyond evaluating research in child development to a considerstion of its implications for the care and education of young children I developed my own text book "Psychology of Early Childhood 1957", its revision Early Childhood 1967. What may be unique to both in addition to a critical review of research findings and methodology is the use of questions to stimulate curiosity and focus attention and of anecdotes drawn from my own nursery school experience to relate research findings to children's behavior and hopefully encourage students to be thoughtful observers of young children's behavior.

I also developed a text book for my course Techniques with Yougn Children, which again used questions to whet interest. It also set assignments which required objective recording of students interactions with children under different circumstances and the outcomes of their olanned educational experiences or projects for the children.

In the student observation course the focus for each student was the interrelation between different facets of a particular child's behavior, sensori-motor, linguistic, cognitive, social and emotional rather than fragmenting observation of a specific behavior in a number of children.

The courses appeared to have student appeal; the lecture course at times attracted close to 200 students from various majors - among them psychology, pre-medical, pre-nursery, social welfare, social and biological sciences. They also lead to the institution of a child development major in the College of Letters and Science because many students who wanted such a major but did not wish to meet the chemistry requirements of the Home Economics Department signed up with me for individual majors in such numbers that the Dean of Letters and Science recommended its inclusion as a regular major in the College of Letters and Science. The numbers of students in this major rose

PM: to around 200. Another outcome of my undergraduate teaching was a number of invitations to teach summer courses in universities in other states. These that I accepted were at the Univeristy of Hawaii, the University of Arizona and the Oregon State University. In retrospect I think that even this limited acceptance of summer appointments was not the most productive use of my time though they did acquaint me with child development programs in other universities.

I: You had graduate courses also?

PM: I had 2 graduate courses. One a professional (400 series) course on Nursery School Administration, the other a seminar in current research in Psychology of Early Childhood. I feel sure the professional course must have served a useful purpose because the students enrolled went on later to administrative positions in community colleges and state universities. As for the seminar, it stimulated consideration of fruitful problems for thesis research. The Chairman of the Department of Home Economics, Dr. Agnes Fay Morgan, a productive investigator in human nutrition pointed out to me that one investigator working alone could accomplish little in any scientific field, particularly when research funds were in limited supply. What, she pointed out, was in supply were graduate students, research novices, but curious, questioning and eager to learn. By developing my own area of research, she suggested, I could attract some of the students to undertaking related problems, thereby giving them both independence and collaborative experience with a senior investigator. Rarely , she said,is a masters thesis worthy of publication. Several coordinated thesis problems could make an acceptable contribution to the research literature. I found this excellent advice.

I: So what was your area of research?

PM: There were three general areas, one concerned with the nature and outcome of teacher-child, child-child and child-equipment interaction in the nursery school, a second concerned with children's social perceptions and a third with California State practices in group care and education of young children.

With the hope of giving scientific basis to early childhood education graduate students collaborated with me in a series of observational studies on the nature and outcome of teacher-child, child-child and child-equipment interaction in younger and older groups of children in the University and WPA nursery schools. Seven masters theses and one publication Landreth et al, Child Development 12-2-819, resulted from these studies. Briefly they revealed that the educatinal quality of nursery school experience varied with the competence of the teachers and the characteristics of the children, a fact frequently overlooked in controversy over the influence of nursery school attendance on mental test performance. A later study of levels of motor performance in nursery school children revealed that in the free play atmosphere of the nursery school some children make little use of the facilities available. These indications of a laissez faire and somewhat fortuitous quality in early childhood education stimulated later investigation of the educational outcome of planned educational educated projects for 4-year-olds.

As for social perception, interest in the development of social attitudes and prejudice, stimulated by my living in different countries and different parts of this country led me to direct a series of studies on young children's response to skin color. This study required the solving of several methodological problems and the study of many groups of white and Negro children of different ages

PM: and social backgrounds. Six theses resulted and two publications (Landreth and Platt 1951, J. Ed. Psychology 385-398 and Landreth and Johnson 1953, Child Development 24, 1-63-80. The publications revealed the presence of prejudice in children as young as three years and its relationship to their parent's level of education. Later studies were directed to children's perception of parental roles (2 theses) and of their age peers (1 thesis). In these and other studies of children's notions of good and bad behaviors (2 theses) and of their likes and dislikes (1 thesis) parent's ability to predict their children's responses was determined. Since much study of childrens behavior had been based on parental report it is noteworthy that their notions of what their children felt and thought was often wide of the mark.

In an extension of this approach to the study of social perception I undertook a comparative study financed by a Fullbright grant of notions of socially acceptable behavior held by children in New Zealand and California. The results were published in the Merrill Palmer Quarterly in 1963.

In all of these studies the emphasis was not on assembling fragments of information about children's perception but of developing adequate methodology for determining the basic processes by which social perception develops. A side result of my interest in methodology was a comment "Playing Games" in the American Psychologist 1961 and a short article, "Child Laboratories on University Campuses" in Child Development 1964. Another was a graduate students thesis "An analysis of research during the last decade on social aspects of the young child's home environment" which revealed a surprising lack of control of variables in published research.

I: What was the nature of your study of state practices in the care and education of young children?

PM: There were 2 major field studies. One was "An analysis of some of the social and economic factors concerned in the operation of state supported child care centers in California during the month of October 1947 - undertaken by Dr. Jessie Coles, economist in the department of home economics and me. Our 31 page report was used as a basis for judgment, by the California legislature in voting on funds for the state child care centers. Briefly the study revealed that in October 1947, 13,000 children, 58% under 5 years and 42% between 5 and 16 years received care in the centers at an operating cost of $602,842 and their 10,000 mothers were thereby enabled to earn $1,313,179 for their families support by their gainful employment outside their homes. The report further revealed that the reasons families needed this program were that divorce resulted in 1/3 being one parent families. In another 1/3 the fathers income was inadequate for family support. The remaining 1/3 was made up of teachers and nurses whose services were required because of a shortage of trained nurses and teachers and of veteran families in which the mother had to support her husband while he completed a university degree. As for the programs in the centers the majority of the staff had very little professional training for work with young children, a fact which stemmed from low salaries and uncertainty of continuing employment in a program voted on year by year. We, therefore, recommended that the most realistic state policy would be to improve the quality of state supported group care while seeking means to reduce the need for it. The second study, funded by the Rosenberg Foundation, and sponsored by the California Committee for the Study of Education was a survey of pre-first grade experience of a 4 percent sampling of first grade

PM: children in the public schools of California in 1951-52. It was based on questionnaires concerning 7680 children in 54 counties and 497 school districts in California and lead to 3 masters theses, and publications in the National Journal of Nursery Education 1953 and the California Schools 1953 the official publication of the California State Department of Education. The reasons for undertaking this study was that at the California Mid-Century White House Conference in 1950, a group of parents and educators raised the question - what percentage of young children attend pre-kindergarten? Other groups agitated for providing the kind of kindergartens parents were presumed to want without any evidence that the agitator's presumptions were correct. In the sample we studied we found that only 13.8% of the children had attended pre-kindergarten of some sort and that of the 86.2 per cent who had not attended only 48% of the parents would have liked this experience for their children if it had been available. Descriptions of what they wanted in daily schedule, types of program, and parent involvement revealed preferences for either day care centers for children of working mothers or half day programs for 3½ to 4½ year old children which included some parent education and parent participation.

Among outcomes of these studies was the cordial relationship established with the state department of education, the state director of child care centers and the staff in the centers. I was thereby assured of cooperation in any investigation involving children in the centers. Another outcome was that on my retirement Theresa Mahler, Director of the Children's Centers in San Francisco invited me to serve as a consultant in developing a curriculum guide for child care centers and pre-kindergarten in the San Francisco Unified School District, The six months I spent with the staff and children in the

PM: canters was among the most challenging and rewarding of my professional experience.

I: You seem to have had a fair amount of community involvement as well as teaching, research and directing the nursery school. Could you give me some idea of its nature and what you thought it accomplished?

PM: As I understood it the staff of a state university, supported by tax-payers were obliged to make some contribution to public understanding of whatever field they were working in. At one time the quality of this contribution was even considered in staff members academic promotion. Since behavioral research is an area of general interest, I may have been somewhat more involved than, say a professor of sanskrit in advising, in representation on state and national policy committees, in speaking and in invited nontechnical writing. I have already mentioned advising on the architectural plans of day care centers constructed by the Kaiser Ship Yards in Richmond. I also gave advisory service to the State Departments of Educationa and Social Welfare on programs and standards for state supported child care centers and at the national level to the Office of Educational Opportunity in Head-Start Programs as well as to the Board of Public Instruction and Nova Univeristy on the development of a preschool program in Florida. All of these involved written reports.
At a campus level in 1954 at a state wide faculty meeting I attempted to stimulate interest in university sponsored nursery schools for children of student parents. President Sproul was favorably impressed by this proposal and referred it to the Chancellors of the Berkeley and Los Angeles campuses for consideration. As there was no further response I wrote to Chancellor Kerr a year later asking if it would be acceptable for me to make a survey of the characteristics of the over 1500 student parents on the Berkeley Campus. No reply was ever

PM: made to this letter but I continued to draw attention whenever circumstances seemed appropriate to the lot of young children of student parents. Later, in 1966 when the poor preparation for school entry of young black children was well documented I helped to develop a YWCA preschool project which involved students, each spending two hours a week helping an assigned black four or five year old child develop some of the basic concepts essential to primary education. This project, which quickly attracted a waiting list of 75 children, also attracted some financial support from the Rosenberg Foundation. It was more over so appreciated by the children's mothers they organized a fair to obtain funds to help students with their bus transportation to and from the children's homes. Other community involvements were serving on the Board of Directors of the Northern California Association for the Prevention of Blindness, among whose projects was the screening of preschool children for amblyopia, presidency of the Northern California Association for Nursery Education and election to honorary membership in Dalta Phi Upsilon a national honorary fraternity of workers in early childhodd education.

I: What about the public speaking you did?

PM: The speaking was mainly to professional groups such as the department of pediatrics on the San Francisco Campus both at the medical center and at their Ross Conference. I was also a speaker at annual meetings of the Americanca Home Economics Association, the Canadian Home Economics Association, the Child Welfare Association of America and the Association for Early Childhood Education. THere were also speaking stints to parent-teacher association groups in California and Hawaii to the University of California alumni at their home coming celebration and in New Zealand, while I was on a Fullbright Fellowship I was asked to give eight public lectures.

I: Since you were a member of the University faculty at a time when there were very few women appointees, could you say something about the treatment of women faculty during your 25 years of tenure.

PM: First, I must explain that I was a member of a department, Home Economics, chaired by a woman, staffed almost entirely by women and with a student body who were also almost entirely women. Moreover, the department was in the College of Agriculture, which like all such colleges on land grant campuses had as one of its functions the sponsoring of teaching, research and extension work in home economics. Even in the Institutee of Child Welfare, in which my appointment was on a 1/10 time allotment the majority of the staff were women and, as I may have mentioned, the director's wife, Mary Cover Jones, was one of the most distinguished women psychologists of her time. I was, therefore, never aware of any discrimination on the basis of my sex, rather the contrary.

The challenge to all faculty members, regardless of their sex, was to try to live up to the University's standard of excellence in teaching, research and public service, with the major emphasis always on research. I do not see how I could have been shown more courtesy and consideration. As for the handful of other women on the faculty my only contact with them was in monthly dinner meetings in the Women's Faculty Club of what were dubbed "the learned ladies" each of whom took turns in reporting her research in progress.

I: But wasn't the Department of Home Economics and with it the major in Child Development phased out during your period of tenure?

PM: The phasing out of the department of home economics on the Berkeley Campus was, as I understood it, simply a matter of state wide reorganization of the state supported tertiary educational institutions a part of President Kerr's master plan for higher education in California. I doubt it had anything to do with the sex of the

PM: department's faculty. I think though that home economics on the Berkeley campus might have had a better case for survival had it been a school rather than a department. Of necessity it included some applied practical content of a type to be found in, say, the clinical work of medical, dental and other professional schools. Such content on a university campus can be justified only as necessary professional preparation in a professional school.

The phasing out though reflected a curious weakness of the use of committees to obtain information and make policy recommendations. More than one committee with no intercommunication or even knowledge of the other's existance appeared to function simultaneously with one concerned with plan specifications for a building to house activities which another committee was recommending should be phased out. At least this appeared to be the case when plans for expanded nursery school facilities to meet the laboratory needs of 200 undergraduate students and an increasing number of graduate students in child development culminated in 1959 in completion of a building now called the Harold E. Jones Child Study Center. In that same year another committee recommended the phasing out of the home economics department which was the home base for these child development majors. As a result not only were the extensive textile and clothing laboratories the penthouse homemanagement house, and other home economics laboratories made functionless, the two nursery schools planned as mirror images of each other to facilitate experimental studies of different types of educational programs for different preschool populations also lost the original reason for their existence. Today there are no undergraduate or graduate degrees in child development on the Berkeley campus. There are though 500 undergraduate human development majors and a large number of graduate students in human development on the

PM: Davis Campus.

I: How did this phasing out affect your work?

PM: When the phasing out of home economics was first mooted the Psychology Department graciously invited me to join them, teaching my same courses under psychology department listings. I already had guest listing in the psychology faculty because my course in psychology of early childhood was an integral part of the department major. I delayed accepting this invitation until the home economics department officially closed in 1962. I did though ask to be relieved of my appointment as director of the nursery school in December 1958 prior to my leaving for a Fullbright assignment in New Zealand and to the moving of the nursery school program to the new building. Before leaving I suggested to President Kerr that community criticism of the university's appropriation of the land on which the new building was placed might be countered by inviting one of the Berkeley School Department's Parent Participation Nursery Schools to move its staff and enrollment of children and parents into one of the units, thereby making a child population available for observation while releiving the University of the expense of staffing it.

I should perhaps mention here that in 1959 the faculty of the home economics department in Davis made a special trip to Berkeley, en masse, to try to persuade me to consider the chairmanship of their department. Though warmly appreciative of their interest and confidence in my administrative potential I felt that an administrative position so near my retirement would not be a wise choice for me or for the department at Davis.

Instead, during my eighteen months in the psychology department I concentrated, apart from my teaching, on a pilot study, financed by a small grant for the National Institutes of Health, "Exploring

PM: educational potential of four-year-olds through the development of educational projects". Following retirement I happily involved myself in writing - first a revision "Early Childhood" of my Psychology of Early Childhood, followed by collaboration with Theresa Mahler, the director of child care centers in San Francisco and her staff in "A curriculum guide for preschool centers and prekindergartens", and a few years later a paperback for parents and aides in preschool programs "Preschool learning and teaching". During this period there were several invitations to teach in other universities and colleges, one which I regretted not accepting because of my involvement in writing was at Berea College, Kentucky. There was also continuing involvement in the Head Start Program and various advisory committees. Now, perhaps, because I am no longer professionally active I have a sense of something unfinished and not as definitive as I had hoped in my involvement in trying to make preschool education a professional field in which research and professional practice would be mutually invigorating. There is still so much to be done - not only in applying research findings to date and stimulating on-going research but also in fostering public acceptance of the logic of maintaining at least the same standard of professional preparation and remuneration in preschool education as exists in primary and secondary education. But then who would want to work in a field in which there was not much to be done.