

A SURVEY OF SELECTED DAY NURSERIES AND NURSERY  
SCHOOLS TO IDENTIFY LEARNING EXPERIENCES IN  
PEDIATRIC NURSING FOR A BACCALAUREATE  
SCHOOL OF NURSING

by

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A THESIS

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S.I.

## PREFACE

Several years of experience and association with student nurses in the classroom have convinced the author of the need for the inclusion of more knowledge and understanding of well people in the basic collegiate nursing education program. It has become apparent that too often we have continued to proffer to the young student the picture of people as sick individuals and the hospital as the center around which nursing care revolves. With the growth of the concept of comprehensive nursing, we must present each patient as an individual with his specific patterns of reaction, of relationships, of needs, of attitudes, of feelings and of his place in the family and community with his illness only an incident in his life, significant though it is.

While there is general agreement in education of the importance of knowledge of people as a part of the family and the community, more needs to be done about including opportunities for such learning experiences in the curriculum for basic collegiate nursing education. The material in this study will be an attempt toward the first step in providing such an opportunity in pediatric nursing through observation in day nurseries and nursery schools

in the city of Portland, Oregon. Much of the knowledge gained through this experience should be applicable to other areas of the curriculum as well. For this reason it is hoped that this study may prove useful to all teachers in schools of nursing.

G.L.

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CHAPTER I  
INTRODUCTION

Introduction to the Problem

It has long been recognized that the program for preparing competent nurses qualified to function as members of the health team in providing comprehensive care of the sick and in promoting socially adequate health plans must embrace a wide variety of learning experiences. The broad concept of current nursing practice involves the promotion of physical and mental health, as well as the care of the sick. A program which aims to develop a nurse who can meet current health needs must include essential learning experiences in both the hospital and the community.

The clinical areas commonly accepted as essential to a basic professional nursing program are Medical and Surgical Nursing, Maternal and Child Health Nursing, Communicable Disease Nursing, and Psychiatric Nursing. The basic nursing programs which lead to a baccalaureate degree have endeavored to enrich their curricular offerings and thus enhance their students' concepts of comprehensive nursing and their ability to perform on a truly professional level. One means of enriching the program is that of supplementing hospital experiences with those available in the community.

Many factors have contributed to the change in hospital census during the past few decades. Early ambulation resulting in decreased length of hospitalization, the discovery and use of antibiotics, more widespread use of such preventive measures as immunizations, pasteurization and sanitation, and more effective health education of the public are some which have had far reaching results. Some of these factors have promoted a more rapid exchange of patients with an increase in the percentage of those acutely ill. This in turn contributes to the complexity of nursing care. Gladys Benz says,

Many diseases of infancy and childhood have been either eliminated or greatly controlled by the persistent efforts of individuals through well-executed programs for the education of the public. Measures which have improved general health conditions, have invariably improved the care of children. (3)

The shortage of medical and nursing personnel to care for the civilian population during and since World War II has led to the nationwide increase of hospitalization of patients who need professional care. This factor in turn brought about the Hospital Construction Act with the resultant increase in hospital facilities.

One of the clinical areas most affected by the aforementioned changes is pediatrics. In addition, there has been an increase in the number of pediatric departments with a decrease in the daily census in each. Thus less



experience is available for student nurses within the hospitals where basic educational programs are conducted.

The Curriculum Guide states,

Changes are recognized as desirable and necessary in view of the changed conditions and needs of life. Such changes should be in keeping with the newer developments in educational, social and scientific knowledge. (1)

The program of instruction for student nurses in pediatric nursing is designed to develop the concepts of physical and emotional growth and of the family as a unit of health care. The program also aims to assist the learner to become competent in recognizing and meeting the needs of the child in health as well as in illness and in understanding the psychological implications of illness as they affect him, his family and the community. These concepts must be developed for the learner through planned clinical instruction, guided experiences in the care of sick children in the hospital, the clinic, and the home, and by means of directed observations and experiences with the well child. The opportunity to observe children at play as individuals and as groups would enhance these concepts.

It follows then that because of the decrease of hospital experience in pediatric nursing and because of the importance of developing an understanding of the well child, it is essential that opportunities for observing

well children be located in situations which can be utilized as a part of the student nurse's pediatric experience.

#### Purpose of the Study

The purpose of this study will be to locate and survey day nurseries and nursery schools where student nurses will be permitted to observe well children and where there are such learning experiences as will assist student nurses to develop a broad understanding of the well child.

#### Statement of the Problem

It has become important that learning experiences in pediatric nursing be identified in situations that contribute to forming good concepts of child care in sickness and health.

Are there day nurseries and nursery schools in Portland where student nurses would be given an opportunity to observe the behavior of well children? The problem will involve finding those (a) where the student nurse can observe the physical, emotional and social growth and development of children at different age levels and thus learn what reactions in sick children she might regard as normal, (b) where the student nurse can observe the manner in which qualified teachers help the individual child meet

the problems in daily living, and (c) where the student's skill in observation of children can be developed and sharpened. It will be necessary to locate those day nurseries and nursery schools (a) caring for groups large enough in size to show some comparison between individual children, (b) with personnel who have had educational preparation for their positions plus some supervised experience in teaching, and (c) whose directors are willing to have the student nurses observe the work.

#### Limitations

The nature of the study imposes certain limitations. A minimum of five day nurseries and nursery schools will be visited. All of those to be visited will be located in the City of Portland, Oregon, all will admit children with an age range between 2 and 6 years, all will have a large enough population to allow some segregation of age groups and the children in all will live with their families a part of the day.

The procedure of the study will consist largely of visits and interviews. The findings will be compared with certain criteria established by the National Association of Nursery Education.<sup>(11)</sup> There will be no further attempt at evaluation.

### Assumptions

Several assumptions have formed the basis for the choice of the problem in this survey. They are:

1. That the faculty in a collegiate school of nursing is aware of the need for extending the learning experiences of the student nurse beyond the hospital environment.
2. That pediatric nursing experience can be extended through observation in selected day nurseries and nursery schools.
3. That there are day nurseries and nursery schools willing to provide observation experiences for nursing students.
4. That these day nurseries are in a location accessible to the schools concerned from the standpoint of time, cost, and travel.
5. That the day nursery staffs are prepared by education and experience to make a contribution to collegiate nursing education.
6. That the student nurse in a collegiate school of nursing has sufficient knowledge in child growth and development to profit by directed observation in day nurseries and nursery schools.

7. That good concepts of the care of the sick child are enhanced by a thorough understanding of the behavior of the well child.

#### Importance of the Problem

The problem chosen for this survey has become increasingly important with the decreased census in the pediatric departments. Factors contributing to this decrease are the opening of pediatric departments in more hospitals, the shorter hospitalization of patients due to modern methods of treatment, and fewer admissions of patients who have the acute childhood communicable diseases and their complications due to better control methods and better family health education. As a result, less hospital nursing experience in pediatrics is available for student nurses.

Leaders in the field of nursing education stress the importance of the contribution which community experiences outside the hospital can make to the development of concepts and abilities in the learner. Some of the possible outcomes of this survey might be:

1. Location of nursery schools and day nurseries that offer observation experiences which can be utilized to enrich a course in pediatric nursing.

2. Development of better understanding of child behavior on the part of nursing students, and an awareness of what they can learn about children by means of observation.
3. Growth in understanding by the nursing student of the differences between children of the same age and in the day to day behavior in the same child.
4. Opportunity to gain insight into the reasons for children's behavior and the principles underlying the teacher's management of the situation.
5. Awareness of how children can be helped in developing inter-personal relationships with adults and other children.
6. Motivation of curriculum revision in pediatric nursing in collegiate schools of nursing.
7. Provision of information that can be used by the faculty of the collegiate school of nursing for revising, enriching, or extending instruction and experience in pediatric nursing.

### Overview of the Study

The plan of this study will be to secure information through the use of an interview guide regarding certain day nurseries and nursery schools in Portland which might possibly be utilized by a school of nursing for enriching the course in pediatric nursing.

The interview guide will be designed to include some initial information about the day nursery; the number, preparation and experience of the teaching personnel; the ages and grouping of the children; the purpose or philosophy of the staff; the teaching facilities; the community relationships; and the possibility for educational experiences for student nurses. The guide will be validated against the recommendations of the National Association of Nursery Education as given in the pamphlet Some Ways of Distinguishing a Good Nursery School.<sup>(11)</sup> It will be presented to the Thesis Advisory Committee for evaluation before use.

The definition of day nurseries as given in the licensing law, Chapter 443--Oregon Revised Statutes, will be used and the terms "day nursery" and "nursery school" will be considered synonymous for purposes of this paper.

Licensure by the State Board of Health or the City of Portland will be accepted as an approval of the physical plant, sanitation, safety, health plans and records. The



study will not attempt a further evaluation of these factors.

The day nurseries and nursery schools to be studied will be selected on the basis of the number enrolled, age range, operating schedule, and availability of location. The compilation given by the Portland Branch of the American Association of University Women in their Nursery School and Day Care Catalog, Portland, Oregon,<sup>(8)</sup> will be used to assist in the selection.

Each day nursery will be contacted in advance by letter for the purpose of obtaining willingness to participate in the survey and to make an appointment for an interview. The person contacted in each day nursery will be the one in charge of the program. Appointments for the interviews will be made at the convenience of the interviewees. When the interviews have been completed the total information about each day nursery will be assembled to give a composite picture. The day nurseries will be identified only by letter in this thesis.

The findings of the visits will be compared with the criteria established by the National Association for Nursery Education.<sup>(11)</sup> No recommendations will be made as to choice of selection for use by the schools of nursing.



## CHAPTER II

### REVIEW OF LITERATURE

A review of the literature indicates that both in general education and in nursing education leaders have for some years recognized the importance of the contribution community facilities make to educational programs.

Dr. Dean M. Schweikhard has said,

Whether 50 years ago or today, the underlying idea seems to be that regardless of how good the teaching and learning conditions in the classroom may be, they can be enriched by outside observations and experience. (23)

In the recommendations on nursing education the

Curriculum Guide for Schools of Nursing states:

The changes in modern life are largely the results of science and technology. Nurses must be able to adjust to these rapidly changing conditions and this means that they require a different type of preparation than would be needed for a relatively static society: The kind of training that puts its emphasis on unquestioning obedience to orders and drill in fixed habits of behavior and standardized procedures will not prepare the nurse to meet new and constantly changing situations where intelligence, initiative, and self-direction are needed. In other words, the aims of practical utility and technical efficiency cannot be achieved in modern life without modifications in our concept of education. (1)

In the same Guide, the recommendations on nursing education in pediatrics are:

Facilities should also be available for instruction in the care of the well child. Experience in the observation and care of children in nursery schools and in child development or child guidance clinics is exceedingly valuable and should be made use of whenever it is available. (1)

The National Nursing Council, Inc. published the deliberations of nurses interested in the improvement of nursing education in which it is stated,

The need for more extensive use of community resources to provide broader clinical experience was emphasized. . . . Resources at present recognized as available, such as nursery schools, should be utilized more extensively and effectively. (2)

Florence Gipe makes the statement, "The nurses who take part in the nursery school activities are better equipped to help the sick child lead a more nearly normal life in the hospital." (19)

Jeans, Wright, and Blake have said:

Knowledge of the proper methods of managing children is fully as important to the nurse as knowledge of the physical aspects of the child in health and disease. When these fields of knowledge are combined a more complete understanding of the child is attained. . . .

The pediatric nurse works with children in all stages of growth. To provide physical and emotional support that growing children require, the nurse needs more knowledge of growth and child guidance than a textbook on Essentials of Pediatrics and any pediatric experience can provide. For this reason supplementary reading and educational experiences are being suggested. . . .

A knowledge of the so-called normal child is

necessary for the nurse who is to care for the sick and convalescent child and for those who guide parents in the understanding of their children. Unless the nurse understands the characteristics of optimal physical and mental health she cannot possibly help an individual to achieve it. Through observation in well-baby clinics, in nursery, primary and secondary schools and in organized recreational programs for boys and girls, the nurse will glean some concept of the goal toward which she is working. . . .

The pediatric nurse who has developed skill in observation and a sincere interest in promoting optimal health learns to detect signs which indicate physical and emotional distress. . . . She makes these observations because her education and experience have made her sensitive to the needs of children and to the varied ways in which they may be expressed.<sup>(4)</sup>

Sellew and Pepper, authors of another textbook of pediatric nursing, make this comment:

Understanding this (the normal development of the well child in his home and community) the student is better able to consider illness as an incident in the life of the child, often a tremendously important incident with far reaching consequences. A picture of a normal child at any age helps us to see what sickness means both to him and to his parents. We are then able to adapt nursing care to his particular needs and to give the type of informal instruction and guidance most suitable to him and to his parents, whether in the home, the hospital, or the clinic. . . .

Play, which has been defined as the "child's work" and is a vital part of his whole growth and development, has a very necessary place in the nursing care of children. Long hours in bed may be unavoidable, but the nurse can prevent the feeling of being alone with overwhelming troubles--suffering, loneliness and endless boredom by providing the child with suitable activities in a cheerful, happy atmosphere. . . .

The nurse's part in lessening the trauma of separation of the child from his parents is a very important one which frequently has great bearing upon the child's whole experience in the hospital. (6)

Benz says,

The nurse who understands the behavior of the well child will find it a great advantage in caring for the sick child. . . . She should know what to expect of him at various ages and what factors are likely to influence his behavior. (3)

It is apparent that the authorities advocate that the student nurse's program in pediatric nursing be enriched with guided observations which could be obtained in a good day nursery or nursery school.

The Portland Branch of the American Association of University Women has compiled a Nursery School and Day Care Catalog, Portland, Oregon. (8) This catalog lists 89 day nurseries, nursery schools and kindergartens with the addresses, operating schedules, fees, sizes of groups, numbers of teachers, and licensure status of each. These day nurseries are conducted by individuals, by church groups, by the Park Bureau, and by other organizations. They are distributed over a wide area with the larger number being located on the east side of the Willamette River. They vary in population from five to one hundred twenty with about 75 percent having a population of between five and thirty children. There is a wide variance in fees charged. Five receive some support from the United Fund

and those under the Park Bureau are community supported.

A review of the literature regarding the preparation of teachers for day nurseries and nursery schools showed that as late as 1956<sup>(17)</sup> only five states required teacher certification by a State Department of Education. The manual on Certification Requirements for School Personnel in the United States<sup>(5)</sup> does not list any teacher preparation requirements for day nursery teachers in Oregon nor any special preparation offered in this field in any of the colleges in the state. A personal letter from a consultant in the Oregon Department of Education said that since Oregon, by law, may not use public funds for education of children below kindergarten age there are no public school nurseries in the state at the present time.<sup>(24)</sup>

The National Council of State Consultants in Elementary Education maintains:

All states should have certification provision and requirements for the training of nursery school and kindergarten teachers. The length and program of training for such teachers varies from state to state. A review of the requirements of various states tends to indicate a minimum requirement of graduation from a 4-year college with a major in early childhood education or child development or both; or college graduation, with graduate work in early childhood education. Teacher training courses in early childhood education generally cover work in science, music, language, arts, creative material and play activities. A basic understanding in the field of physical and mental health, work with parents, and community relationships are essential in the preparation

for teaching in this field. An important part of teacher education for nursery school-kindergarten-primary teaching is supervised student teaching and a variety of first-hand experiences with children below six years of age in different types of programs. (12)

The same Council also emphasizes this about the importance of the teacher in the program:

The teacher is the key to a good day for any group of children. It is the adult who has within her power largely to shape the personalities and attitudes of children. The teacher is first and foremost a human being. She needs to become skilled in understanding herself, in understanding children, and in understanding the culture in which she lives. The teacher observes children, she discerns the causes of their behavior, she guides them, and she records their development. Each child in her charge gains in security because the teacher herself is a secure, flexible person with a sense of humor and with a sense of the importance of creating a warm, friendly atmosphere. (12)

Two pamphlets, one a February 1942 publication of the Children's Bureau entitled Standards for Day Care of Children of Working Mothers (14) and the other, Some Ways of Distinguishing a Good Nursery School, (11) published by the National Association of Nursery Education were reviewed. These were very similar in their recommendations relative to teacher preparation, program and plant. Those relative to teacher preparation were that they should be specifically prepared and qualified for teaching in nursery school, the preparation should be secured in an approved teacher education institution, the teachers should have had

supervised student teaching, and their training should include theoretical and practical work in nursery education, child psychology, growth and development, nutrition, mental hygiene, parent education, and family and social relationships.

Other teacher qualities recommended in the pamphlet, Some Ways of Distinguishing a Good Nursery School,<sup>(11)</sup> are that she (a) gives the children a feeling of stability and belonging, (b) she shows warmth and affection without sentimentality or favoritism, (c) she encourages children to express their feelings, (d) she can show firmness or gentleness, consistency or flexibility toward the children according to their need, (e) she helps children express in socially acceptable ways feelings sometimes termed undesirable, (f) she helps the child learn to consider the rights and feelings of others, take turns, share, yet stand up for his own rights and fight his own battles, (g) she helps the shy, retiring child to learn skills and techniques useful for social contact, and (h) she not only pays attention to what a child does but considers why he does it and how to help him.

Dr. Benjamin Spock has said:

When you are thinking of placing your child in a nursery school, you want to know: What is the spirit of the teachers toward the children? Almost as important is the question: Have the teachers had real training? Next: How many children to a teacher? (It's hard to do a good



job with more than eight to ten children to a teacher.) (7)

A recommendation of the pamphlet, Some Ways of Distinguishing a Good Nursery School, (11) about the number of teachers is that there should be enough teachers both to guide group living and care for the needs of individual children with "at least two teachers with every group of children." No group should be larger than twenty in number and the younger children should be in smaller groups.

The equipment and play materials recommended for the two to six year age group included large and small blocks, balancing boards, ladders, balls, shovels, carts, crayons, clay, paints, bean bags, packing boxes, books, pictures, and simple tone instruments. Opportunities for musical experiences through songs and rhythm should be provided.

Regarding the understandings the student nurse needs of the well child, Benz observes,

She should know what to expect of him at various ages and what factors are likely to influence his behavior. . . . It is necessary to be cognizant of what is to be observed or time may be spent in casually watching children at play and little helpful information will be gained. (3)

Benz also suggests that the following should be pointed out to the student nurse: (a) coping with problems such as quarrels, displays of selfishness, temper, shyness, or the child who demands undue attention, (b) what one child does or says in a ten minute period, (c) all evidences or desire



for individual play, (d) a comparison of individuals of the same age as to ability to take care of personal needs, put on or remove wraps, and (e) the types of play and equipment most frequently selected by each age group.

Dorothy Johnson proposes,

We have to sharpen our purpose in sending the student to nursery school. If the purpose is to do observation, to focus her for a moment on nursery school, to sharpen her observation of children in their differences, then perhaps this is something we can achieve in nursery school. (22)

Agnes Inglis suggests that the following can be learned:

1. The problems arising from the separation of parent from child and child from parent.
2. The businesslike friendliness of the teacher toward the child on daily arrival.
3. The teacher's quick size-up of the child's mood and manner.
4. The child's initiation into new routines.
5. The behavior problems peculiar to the children in the preschool age group.
6. The importance of allowing children freedom in doing things for themselves.
7. How to laugh with them--not at them.
8. What his interests are. How well he can express them.

9. What equipment and toys he uses. What he does with them.
10. What kind of music, stories and games he is ready for.
11. How two and four year olds compare in interest span and degree of social control.
12. What, how and how much a two year old eats, how he sleeps, and his toilet habits. (21)

## CHAPTER III

### REPORT OF THE STUDY

#### Method of Procedure

The purpose of this study was to locate and survey day nurseries and nursery schools where student nurses would be permitted to observe well children and where there were such learning experiences as would assist student nurses to develop a broad understanding of the well child. Seven day nurseries which seemed to meet the criteria indicated in Chapter I were selected from the Nursery School and Day Care Catalog, Portland, Oregon. (8)

It was necessary to determine what standards for day nurseries and nursery schools would be important in such a survey. Requests for information were sent to the Department of Education in Oregon regarding state standards, and to both the Children's Bureau and the Office of Education of the United States Department of Health, Welfare and Education regarding national standards. Letters were written also to Boston University School of Nursing and to the University of Minnesota School of Nursing inquiring about the guides these two schools use as standards in evaluating day nurseries and nursery schools since both these Universities have nursery school observations in

their basic nursing programs. Following suggestions in answers to the above letters references were obtained from the State of Minnesota Department of Public Welfare, the University of Minnesota Institute of Child Welfare, the State of West Virginia Department of Education, the National Education Association, the National Council for State Consultants in Elementary Education, the Rhode Island State Board of Education, the Superintendent of Public Instruction, Raleigh, North Carolina, and the Connecticut State Board of Education. A copy of a study on State Standards for Preschool Groups(17) made by a Committee on Standards of the Portland Association for Nursery Education was secured later. The various publications purchased from these organizations were compared for areas of similarity and difference. (5,9,10,13,14,15,18,20)

Since frequent reference was made in the replies to some of the above letters to the pamphlet, Some Ways of Distinguishing a Good Nursery School, (11) the recommendations it contained were compared with those in the other publications. Because of the similarity in recommendations and because this pamphlet had been prepared by the National Association for Nursery Education the decision was made to use standards in the above named pamphlet in formulating the interview guide.

The licensing divisions of the Oregon State Board of

Health and the City of Portland were contacted by telephone about standards for the licensure of day nurseries. Copies of the rules and regulations governing day nurseries were requested. Both were found to use the leaflet entitled Law and Rules and Regulations Governing Day Nurseries in Oregon, 1957, (16) which was approved by the Oregon State Board of Health September 20, 1957 and filed with the Secretary of State October 9, 1957. The above leaflet was then compared with the standards recommended in Some Ways of Distinguishing a Good Nursery School, (11) regarding the physical plant, sanitation, safety, and the health plan for children and personnel. It was decided to accept current licensure by either the Oregon State Board of Health or the City of Portland as evidence that the plant and health plans were adequate. These areas would not be included in the interview.

The definition of day nurseries as given in the licensing law Chapter 443--Oregon Revised Statutes and included in the Law and Rules and Regulations Governing Day Nurseries in Oregon, 1957, (16) of the State Board of Health was chosen to indicate either day nursery or nursery school as used in this study. The definition is given as follows:

As used in ORS 443.010 to 443.060 unless the context requires otherwise, "day nursery" means any institution, establishment or place in which are commonly received at one time three or more children not of common parentage, under the age

of 14 years, for a period or periods not exceeding 12 hours, for the purpose of being given board, care or training apart from their parents or guardians, for compensation or reward. (16)

A plan was made to interview the directors of the selected day nurseries. An interview guide was constructed. Information desired about age group segregation of the children and teacher preparation was put in tabular form. Information about the philosophy of the nursery, the facilities, the use of community resources, and the use of the day nursery for nursing education was put into direct questions with "yes" and "no" answers. The proposed interview guide was then reviewed and evaluated by the Advisory Committee for this thesis. The Committee felt that a directed evaluation of the philosophy of the day nursery and the use of community resources might not produce a true evaluation. The interview guide was re-constructed, again reviewed by the Committee, and accepted. (See copy of form used in Appendix A.)

The purpose of Part I of the guide was to determine the preparation and experience of the teaching staff, of Part II to ascertain the grouping of the children by age and number and the number of teachers per group. Part III was designed to secure as nearly as possible statements of the philosophy of the nursery school and staff in their work with the children, the parents, and each other. These would indicate

the general attitude toward the children, their problems, their development and their guidance. Part IV of the guide was concerned with determining whether the nursery school was providing equipment and play materials which would foster the child's physical-motor development, promote social and dramatic play, encourage creative activity, and stimulate interest in books and music. The purpose of Part V was to indicate whether or not the day nursery staff used other community services in referring families for help as needed and whether there was an exchange of ideas between the day nursery and other organizations toward the best possible development of each individual child. Part VI attempted to determine the attitude of the day nursery staff toward participating in an educational program for student nurses and an indication of what the staff thought could be contributed to the education of student nurses.

A letter was written to the director of each of the seven day nurseries selected for study explaining the purpose of the survey and requesting an appointment for an interview. A self-addressed post card was enclosed for use in replying to the request as well as a cover letter from the University of Oregon Medical School, Department of Nursing Education, and a copy of the interview guide. (See Appendices B, C, and D.) Affirmative answers were received from five of the day nurseries. Two did not respond; they were contacted later

by telephone. The director of one indicated she did not care to participate at all, and one did not care to do so at this time, hence two day nurseries were omitted from the study.

Appointments were made for the interviews and the five day nurseries were visited. In each one the information was secured from the person responsible for the administration of the program.

#### Findings of the Study

Following the interviews the information secured was compiled for each day nursery separately. These were identified in the compilation by letter only as "A", "B", "C", "D", and "E". A summarization of the data follows. In the tables on teacher preparation and experience, an x in the first column indicates preparation of the director in each item so checked. The number given in the second column indicates the number of staff members other than the principal or director having such preparation.

#### Day Nursery "A"

Position of person interviewed: Preschool Principal  
Total enrollment: 105 (30 for full days)  
Total teaching staff: 6  
Age groups accepted: 3 to 6 years  
Current licensure: In the process of being licensed.



## I. Teacher preparation and experience:

	Principal	Staff
Master's Degree		
Bachelor's Degree	x	5
3 years college		
2 years college		
1 year college		
No college		
Nursery Education	x	3
Child Psychology	x	4
Growth and Development	x	4
Nutrition		2
Mental Hygiene	x	5
Parent Education	x	2
Family and Social Relationships	x	3
In Teacher Education Institution	x	5
Supervised Student Teaching		5
Experience Under Supervision	x	5
Additional preparation:		

## II. Age group segregation:

Age of groups (in years)	3	4-4½	4½-5	5-5½	5½-6
Number in each group	13	15	16	19	40
Number teachers per group	1	1	1	1	2

In addition, Day Nursery "A" has two blind children attending who have their own full-time teacher.

III. Purpose or aim of the staff as stated by the

Principal:

1. To help the children live with their peers and in a group.
2. To develop the social, emotional, and experience background of the child for reading readiness of kindergarten.
3. To develop the social, emotional, and experience background of the child.
4. To help the parent understand the child.
5. To work closely with parents to gain better understanding of the child. This is with individual parents mostly but also through parent-teacher groups. An attempt is made to have individual conferences with each parent twice annually and oftener if necessary.
6. To promote the mental development of the child through a program rich in guided experiences.
7. To foster emotional security by providing a situation in which the child is conscious of being loved and appreciated.
8. To guide the child spiritually by early participation in chapel services adapted to his years and understanding.

#### IV. Facilities:

Day Nursery "A" was found to have equipment suitable to meet the needs as specified in the standards.

#### V. Community relationships:

Day Nursery "A" specified the following:

Local pediatricians

Ex-teachers

Community Council (membership)

Parent groups working as volunteers

Portland Association for Nursery Education  
(membership)

National Association for Nursery Education  
(membership)

#### VI. Educational experiences available for student nurses:

Day Nursery "A" indicated willingness to allow student nurses to have planned observation periods if mutually satisfactory plans could be developed with the school of nursing. One diploma school of nursing now sends students to this nursery. It is desired to continue with this arrangement.

The Principal feels the Day Nursery could offer observation of:

1. The growth and development of the well preschool child at different age levels.
2. The handling of social and emotional

problems of the preschool age child by qualified teachers.

3. The eating and sleeping habits of the children.
4. The reactions of parent and child on separation. Observation of these reactions would be limited.

Day Nursery "B"

Position of person interviewed: Executive Educational  
Director

Total enrollment: 90

Total teaching staff: 8 and 1 part time

Age groups accepted: 2 to 6 years

Current licensure: State Board of Health

City of Portland

I. Teacher preparation and experience:

	Director	Staff
Master's Degree	x	1
Bachelor's Degree	x	2
3 years college		2
2 years college		1
1 year college		
No college		1
Nursery Education	x	3
Child Psychology	x	5

	Director	Staff
Growth and Development	x	4
Nutrition	x	3
Mental Hygiene	x	1
Parent Education	x	4
Family and Social Relationships	x	2
In Teacher Education Institution	x	5
Supervised Student Teaching	x	4
Experience Under Supervision	x	7

Additional preparation:

One of the qualifications of the non-professional staff is that they must be able to work with and around children.

II. Age group segregation:

Age of groups (in years)	2	3	4	5
Number in each group	18	22	28	25
Number teachers per group	2	2	2	2

There are two rooms for each group and each group is divided some of the time during the day.

III. Purpose or aims of the staff as stated by the Director:

1. To provide a happy experience for each child.
2. To help parents keep their families together.
3. To help the child develop physically, socially, and mentally.
4. To help the child to learn the joy and

satisfaction of achievement.

5. To help him appreciate the comfort of rest and the importance of personal cleanliness.
6. To help the child learn to get along with others so that he can learn to live a full, well-adjusted life.
7. To demonstrate the wonderment of the holidays.
8. To assist the child to learn the joy of sharing.
9. To help the child learn social skills, the development of muscle coordination, and independence in the skills.
10. To help the child to learn to verbalize.
11. To help the child share the equipment and adults with others.
12. To provide the child with situations in which he can work and live with his peers.
13. To provide an environment in which to develop his individual potentialities, but the actual development in this environment depends upon his reaction to it.
14. To show the child the values of individual giving and sharing through the experiences of group living.
15. To promote the basic security, emotional stability, and maturity of the child.

16. To use a slow intake method for the purpose of acquainting the child with the school and program and of getting the parents acquainted with the program.

The teachers study each child carefully and each quarter write a composite of their observations as an aid in helping each individual child more effectively.

#### IV. Facilities:

Equipment and play materials are appropriate and sufficient to meet the standards.

#### V. Community relationships:

Day Nursery "B" specified the following:

Portland City Bureau of Health  
Child Guidance  
Legal Aid  
County Welfare  
United Fund

Parent education is on an individual basis mainly.

#### VI. Educational experiences available for student nurses:

Day Nursery "B" indicated willingness to allow planned observation periods if mutually acceptable plans were made with the school of nursing.

The Executive Educational Director felt she could offer student nurses an opportunity to:

1. See the child in relation to parent and

teachers.

2. Observe growth and development stages.
3. Observe an educational program in a day nursery.
4. Have planned guidance of observational methods in cooperation with the college.
5. Learn some of the philosophy of this particular day nursery.

Until such observation periods were arranged, the Director would be glad to talk with small groups of students at the Day Nursery regarding the development of children as observed in nursery school giving actual observations on the 2, 3, 4, and 5 year level. This would be an interpretation of the child in nursery school and actual observations of teacher guidance.

Day Nursery "G"

Position of person interviewed: Owner and Teacher

Total enrollment: 30 to 40

Total teaching staff: 3 and 1 part time

Age groups accepted: 2 to 6 years

Current licensure: State Board of Health

I. Teacher preparation and experience:

Owner      Staff

Master's Degree

Bachelor's Degree



	Owner	Staff
3 years college		
2 years college		1
1 year college		
No college		1
Nursery Education		
Child Psychology		
Growth and Development		
Nutrition		
Mental Hygiene		
Parent Education		
Family and Social Relationships		
In Teacher Education Institution		
Supervised Student Teaching		
Experience Under Supervision	x	2
Additional preparation:		
Preprimary Education, Music, Art, Literature	x	1
Nursery School Seminar	x	
Workshops without credit	x	1

## II. Age group segregation:

Age of groups (in years)	2 to 5	5 to 6
Number in each group	10--12	10
Number teachers per group	1	1
Number of groups	2	1

One blind child is enrolled in each of the 2 to 5 year

age groups. Day Nursery "C" has two locations. A composite report is presented. The age group segregation is only part time.

III. Purpose or aim of the staff (as stated by the owner):

1. Maximum development of the child at his own rate of speed.
2. Care of the child without any effort to replace the mother and home.
3. Provision of a comfortable and happy situation for the child.
4. Assistance to the child in learning respect for the rights and safety of others.
5. Opportunity for the child to express his feelings with acceptance by the staff and to be directed into socially acceptable ways of expression.
6. Adjustment of the program to the individual child.
7. Imposition of limitations within reason for the child.
8. Acceptance of handicapped children by the staff and children.
9. Development of a program for the children and not for the staff.

IV. Facilities:

Day Nursery "C" was found to have equipment suitable to meet the needs as specified in the standards. This

day nursery is in two locations with one undivided group at one of the locations. At the second location the building is in the process of being remodeled and the space is very adequate for the size group. The location of this part of the day nursery is not easily accessible by city bus though it would be by private car.

V. Community relationships:

Day Nursery "C" specified the following:

Portland Association of Nursery Education  
Health Department  
Crippled Children's Clinic

VI. Educational experiences available for student nurses:

Day Nursery "C" indicated willingness to allow student nurses to have planned observation periods.

The owner feels she could offer the student nurse:

1. An opportunity to participate on a case history study type of experience with one or two children and observe those participating with the rest of the group. They should be prepared for this type observation by the school of nursing.
2. The opportunity to observe the effect on children of an atmosphere of ease and freedom from tension and of limitations

Imposed within reason.

Day Nursery "D"

Position of person interviewed: Director

Total enrollment: 56

Total teaching staff: 7

Age groups accepted: 2 to 6 years

Current licensure: State Board of Health

City of Portland

I. Teacher preparation and experience:

	Director	Staff
Master's Degree		
Bachelor's Degree	x	1
3 years college		5
2 years college		
1 year college		
No college		
Nursery Education	x	5
Child Psychology	x	6
Growth and Development	x	4
Nutrition		
Mental Hygiene		2
Parent Education		
Family and Social Relationships		
In Teacher Education Institution	x	6
Supervised Student Teaching	x	1

	Director	Staff
Experience Under Supervision	x	6
Additional preparation:		
Preprimary education	x	4
Curriculum		2

II. Age group segregation:

Age of group (in years)	2-4	4-6
Number in each group	26	30
Number teachers per group	3	3

III. Purpose or aim of the staff (as stated by the Director):

1. To give children a warm, friendly atmosphere as they would get in their own homes.
2. To give individual attention to meet individual needs.
3. To consider each child as an individual.
4. To supplement the home life.
5. To provide for individual growth and development.
6. To provide educational needs as possible with this age group.
7. To provide for meeting the social needs of each child.
8. To work with emotionally disturbed children to provide more security.
9. To help parents understand the needs of the child and assist with parent adjustment.

IV. Facilities:

The facilities of Day Nursery "D" were adequate according to the selected standards.

V. Community relationships:

Day Nursery "D" specified the following:

Child Guidance Clinic

Child Psychiatrist

University of Portland Psychological Services

Volunteers of America Day Nursery and Family Day Care

Fruit and Flower Day Nursery

Catholic Charities

City Health Department

Visiting Nurse Association Well Child Conference

United Fund

VI. Educational experiences available for student nurses:

This Day Nursery indicated a willingness to allow student nurses to have planned observation periods if mutually acceptable plans could be arranged with the school of nursing. Students from a diploma school of nursing are observing in the Day Nursery at present. The Director felt this Day Nursery could offer opportunity to:

1. Observe children at different age levels and at different levels of development (physical,

- social, intellectual and emotional).
2. Watch the separation of parent and child to observe family relationships as they affect the child.
  3. Learn how a qualified teacher tries to meet the individual needs of each child and yet care for the entire group.
  4. Notice the types and amounts of food each child eats.
  5. Observe the sleep patterns of different children.

Day Nursery "E"

Position of person interviewed: Director

Total enrollment: 95

Total teaching staff: 10

Age groups accepted: 2 to 6 years

Current licensure: State Board of Health

City of Portland

I. Teacher preparation and experience:

	Director	Staff
Master's Degree		
Bachelor's Degree	x	3
3 years college		1
2 years college		2
1 year college		

	Director	Staff
No college		3
Nursery Education	x	1
Child Psychology	x	6
Growth and Development	x	6
Nutrition	x	2
Mental Hygiene	x	5
Parent Education	x	3
Family and Social Relationships	x	3
In Teacher Education Institution	x	6
Supervised Student Teaching	x	3
Experience Under Supervision	x	9
Additional preparation:		
Primary Education		2

II. Age group segregation:

Age of groups (in years)	2-2½	2½-3	3-4	4-5	5-6
Number in each group	8	12	20	25	28
Number teachers per group	2	2	2	2	2

(One of these is the Head teacher.)  
 (One the Supervisor and Director.)

III. Purpose or aim of the staff (as stated by the Director):

To supplement the home by helping to meet the child's need for basic security through wholesome personality development (physical, emotional, social and mental growths).



IV. Facilities:

Equipment and play materials are appropriate and sufficient to meet the standards.

V. Community relationships:

Day Nursery "E" specified the following:

Day Care Committee of the Community Council

Child Welfare

Child Guidance

Other Day Nurseries

City Health Department

Boys and Girls Aid Society

Medical and Dental Schools

Local Pediatrician

Social Worker in their own program

Central Volunteer Bureau

United Fund

VI. Educational experiences available for student nurses:

Day Nursery "E" indicated a willingness to allow student nurses to have planned observation periods if mutually acceptable plans could be worked out with the school of nursing.

The Director felt they could offer student nurses an opportunity to:

1. Observe preschool children at various age levels (mental, emotional, social and

physical growth and development).

2. Develop a case study if sufficient time were permitted by the school of nursing for this. (Guided supervision of the teaching staff is given through the use of directed case studies.)
3. Observe the morning inspection procedure by the nurse.
4. Watch the separation of parent and child in the morning and their reunion at night.
5. Become aware of procedures used by experienced teachers in handling emotional and social problems of children.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The preparatory study for the survey which has just been reported indicated that a wide variety of day nurseries and nursery schools are functioning in Portland, Oregon. There are about ninety in number conducted by individuals, by church groups, by the Park Bureau, and by other organizations. They vary in population from five to one hundred children with about 75 percent reporting a population of between five and thirty. Most of the latter are private day nurseries. Five receive some support from the United Fund.

The seven day nurseries selected for the survey met the criteria as specified in the limitations. They were located within the city where transportation would be available; they admitted children in the two to six year age range; they were large enough in population to allow segregation of age groups; and the children lived a part of each day with their families. Five of the seven responded favorably to the request for an interview. Two private day nurseries indicated that they did not care to participate in this study.

In all the day nurseries included in this survey the person interviewed was the one in charge of the program though the titles varied, two being called Director, one Executive Educational Director, one Preschool Principal, and one owner and teacher.

Licensure is required by law for all day nurseries in Oregon. (24) Four of the five studied were licensed by the State Board of Health or the City of Portland; three were licensed by both; the fifth was in the process of being licensed. Licensure covers safety from fire, hazards of the building and outside play area, sanitation of the building and equipment, health care, food service, and records including the children's immunization records, health certificates and the staff x-rays.

The size of the teaching staff varied from three and one-half in Day Nursery "C" to ten in "E". There was much difference in the preparation of teachers. In Day Nurseries "A", "D", and "E" the Directors held Bachelor's Degrees and in "E" the Director held both a Bachelor's and a Master's Degree. The Directors of these four day nurseries have had most or all of the preparation recommended in the standards selected and some of the staffs were likewise prepared. In Day Nursery "C" the owner and teacher had had only four special courses--namely in music, art, literature, and preprimary education. Her staff was not prepared in any of

the courses recommended. No supervision is available outside the day nurseries for the teaching staffs. There is a privately organized group, the Portland Association for Nursery Education, through which some of the directors are attempting to improve day nursery and nursery school programs in the city on a voluntary basis.

The total population of the day nurseries surveyed varied from a low of forty in "C" to a high of one hundred five in "A". In "A" only thirty of the children attended for the full day. "C" with forty children had three groups but two of them were combined part of the time. This day nursery was using two locations and one was found not accessible by city transportation. "B" with a total population of ninety was divided into four groups but each group was again divided some of the time during the day. There was ample space for this division in the building. "D" with fifty-six children divided them into only two groups. "E" was divided into five groups with the younger children in the smaller groups.

All five of the day nurseries surveyed had equipment suitable to carry out an adequate program as recommended in the pamphlet, Some Ways of Distinguishing a Good Nursery School. (11)

Within the group of day nurseries surveyed there are some that could offer excellent observation for student

nurses from a collegiate school of nursing. The teaching staffs are well prepared and the type of supervisory help the directors of Day Nurseries "B" and "E" are giving the staff teachers indicates an appreciation of educational opportunities and guidance. They all expressed a willingness to participate in an educational program for student nurses if mutually acceptable plans could be arranged with the collegiate school of nursing. Diploma schools of nursing are now sending students for observation at "A" and "D". The directors all feel the school of nursing faculty should prepare the student for making observations. Two of the day nurseries were anxious that their teacher-pupil relationship not be disturbed by the presence of visitors in the classroom.

#### Conclusions

On the basis of the information secured through this survey the conclusions which have been reached are:

1. There are day nurseries in Portland, Oregon which might be used to extend the pediatric nursing experience offered in a collegiate school of nursing.
2. The staffs of some of the day nurseries do not have educational preparation which would justify their being used in collegiate education for student nurses.
3. The expressed concern of some of the directors

of the nursery schools that the present teacher-pupil relationship must be protected points out the need for careful and adequate preparation of the student nurse in her role as observer and for a carefully controlled situation in the day nursery.

4. Since most of the symptoms of an illness or distress in the two to six year age group must be detected through observation, the development of skill in observing is necessary for student nurses. This skill would be enhanced through the opportunity presented in a well-planned experience in a day nursery program.

5. The administrators of the day nurseries visited enumerated the following learning experiences which could be made available to student nurses:

- a. Development of better understanding of the behavior of the well child.
- b. Awareness of what can be learned about children through observation.
- c. Knowledge of the differences in physical, emotional, and social development between children of the same age and of the difference in the day to day behavior of the same child.
- d. Discernment of the reasons for a

- child's behavior and of his need to be loved and accepted as he is.
- e. Insight into the teacher's mode of helping individual children meet their daily problems.
  - f. Realization of the need to help the child and parent accept separation and some ways this help can be given.
  - g. Recognition of the necessity for the child to be initiated into new routines.
  - h. Awareness of the need to guide each child but allow independence.
  - i. Observation of what and how the child eats at various ages and his sleeping habits.
  - j. Comprehension of methods by which children can be helped in developing interpersonal relationships with their peers and with adults.
  - k. Appreciation of the necessity for helping the parent understand the child and of the importance of the contribution the parent can make



toward the teacher's understanding of the child.

- l. Awareness of the happiness success in achievement brings to the child.
- m. Opportunity for planned guidance in observational methods.
- n. Participation in a case study.
- o. Recognition of procedures used by qualified teachers in meeting individual needs of a child and in handling problems.

All these learning experiences would contribute to the development of the student nurse's ability to give comprehensive care in pediatric nursing.

#### Recommendations

The recommendations for further study which have developed through this survey are that:

1. A plan for guided observation in a day nursery or nursery school be developed for basic collegiate student nurses.
2. A similar study be made of more day nurseries in the Portland area.
3. An analysis of teaching-learning experiences be made in those day nurseries now offering observation

experience to student nurses.

4. A study be made for the purpose of identifying other means of enriching courses in pediatric nursing.

5. A study for comparison be made to determine whether the smaller day nursery with a group of mixed ages from two to six years could offer as satisfactory observation experience as the nursery with a larger, segregated group.

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APPENDIX A  
INTERVIEW GUIDE

Name of Agency

---

Address

---

Person Interviewed

---

Position of Person Interviewed

---

Total Enrollment

---

Total Teaching Staff

---

Age Groups Accepted

---

Current Licensure

---



## II. Age Group Segregation in Agency:

Age of Group	Number in Each Group	Number Teachers Per Group
2 - 3		
3 - 4		
4 - 5		
5 - 6		

Other age grouping:

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## III. Purpose:

You are providing some very necessary care for these children which is probably the least of the values. What are the staff members aiming for in their work with these children?



IV. Facilities:

V. Community Relationships:

What community resources do you use?

VI. Educational Experiences for Student Nurses:

Would you be willing to allow nursing students to have planned observation periods in your agency if joint plans could be worked out with the school of nursing?

What could your agency offer that would enrich the program of a school of nursing?

APPENDIX B  
LETTER OF EXPLANATION

Portland, Oregon  
February 17, 1958

Dear

For the Master's Thesis for which I am currently working through the University of Oregon School of Nursing I have chosen to survey selected Day Nurseries and Nursery Schools in Portland to find some which might be used to enrich the pediatric education of students in the baccalaureate schools of nursing in Oregon. May I include the Day Nursery among those to be surveyed?

I am enclosing a copy of the interview guide I plan to use for the survey for you to see the kind of information I would like to have. I am also enclosing a self-addressed post card to be returned at your earliest convenience so that I may know whether or not you will help me in my project. Will you please also specify the time and date most convenient for you to have me call your office for an interview appointment if you agree to do this? I will truly appreciate the help you may give me on this project.

Sincerely,

Gertrude M. Lee

APPENDIX C  
LETTER OF APPROVAL

March 10, 1958

Dear

Enclosed you will find a communication and an interview guide from Miss Gertrude Lee who is undertaking, in partial fulfillment of the requirements for a Master of Science Degree, a survey of selected Nursery Schools which might be utilized as a means of enriching the pediatric nursing experience of students enrolled in Oregon Schools of Nursing which offer a baccalaureate degree.

We hope you will be able to assist with this study. We are full well aware of the time and effort involved in granting interviews and accordingly, both Miss Lee and I wish to express our sincere appreciation for your consideration of this matter.

Sincerely yours,

Lucile Gregerson  
Assistant Director in charge of  
Teaching and Supervision Programs

LG:bjg  
Encs.

APPENDIX D  
RETURN POST CARD

I will be glad to give you time for an interview.

I do not care to participate in your project. \_\_\_\_\_

(Please check one) \_\_\_\_\_

The time most convenient for you to call me for an  
interview appointment would be at

\_\_\_\_\_ on \_\_\_\_\_  
(time) (date)

Signed \_\_\_\_\_

Director \_\_\_\_\_

Date \_\_\_\_\_

Typed by  
Freida M. Smith