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WINIFRED HARLEY
JEAN KRUEGER

Merrill-Palmer School

ESTABLISHED UNDER THE WILL OF LIZZIE MERRILL-PALMER
71 FERRY AVENUE, EAST
DETROIT, MICHIGAN

LELIA MCGUIRE
MARIAN BRECKENRIDGE
ELSIE HATT
ELNA JENSEN
FLORENCE WILLSON
REGINA M. McDERMOTT
CARROLL F. SHUKERS
ELIZABETH CLARKE
MABEL R. RODGERS, REGISTRAR
C. A. BENNETT, BUSINESS MANAGER

May 12, 1931

Mrs. M. S. Perlis
3337 Glynn Court
Detroit, Michigan

Dear Mrs. Perlis:

I am sorry to have been so long in getting this report ready on Sanford, but the pressure of other work makes me have less time for these reports than I wish I had. I hope that you will think that this gives you a fair picture of Sanford. I wish that I really had the gift to get down on paper a truly adequate picture of all the delightful little personalities that we have here at School.

Cordially yours,



WR:C

MERRILL-PALMER SCHOOL

Detroit, Michigan

Report on Sanford Perlis

February, 1931

Born	January 14, 1926		
Entered School at 111	April 9, 1928	Age	2 years 3 months
Transferred to 71	September 18, 1929	Age	3 years 8 months
Left School	February 2, 1931	Age	5 years 1 month

Record of Attendance During Last Year:

Fall Term	66 days	Absent	13 days
Winter Term (up to February 2nd)	20 days	Absent	4 days
		Total	17 days

The first spring that Sanford was in school he missed 18 days, 10 of them because exposed to measles and 8 at two different times because of a cold and swollen gland. The next year from September, 1928, to June, 1929, he missed 86 days. From November, when he came down with a severe cold which threatened to be pneumonia, on through March he lost practically all of this time, apparently having an almost continuous respiratory infection of some sort. The year 1929 - 1930 showed a marked improvement in his attendance as he only missed 25 days throughout the year, 9 days being his longest consecutive absence. The longest consecutive absence this last year was 11 days and is recorded as being for a stomach upset and cold.

Physical Examination:

The physical examination made September 11, 1930, records his general development, posture and nutrition as fair. His head was forward and he had slight knock knees. His skin was clear and well nourished, his mucous membranes slightly pale and his muscles medium in size and firmness. Eyes, ears and nose were

recorded as normal as were all the glands except the submaxillary which was enlarged. His adenoids and tonsils in the examinations last year had been recorded as enlarged and diseased and during this last summer (1930) they had been removed. The heart was recorded as having a marked sinus arrhythmia, an irregularity which is not considered abnormal. Lungs, abdomen and reflexes were considered normal.

Dental Examination:

The last dental examination was made January 30, 1931. At that time there were some caries present. The occlusion was considerably improved probably due to the treatment he has undergone.

Record of Growth During Year:

Sanford was only weighed once during this last year on October 14, 1930. At that time his height was 42 $\frac{9}{16}$ inches and his weight was 42 $\frac{8}{16}$ pounds. He had gained 6 pounds since his last weight in the spring and 1 $\frac{5}{16}$ inches in height. The gain in weight had been especially satisfactory as it had raised his percentile rank in weight for height from 30 to 86. It is quite possible to suppose that the removal of diseased tonsils had been a factor accounting for this gain. Last May the comment on his growth for the year was that his gain in weight had not kept pace with his gain in height, but the gain in weight during the summer had certainly made up for the slow gain last year. His height of 42 $\frac{9}{16}$ inches gave him a percentile rank of 53 in height. A percentile rank in height of 53 means that 47% of boys of his age who have been in the Merrill-Palmer School have been taller than he, which would indicate his height as just above the mid point of the average group. His percentile rank of 86 in weight for height had brought him up from a low average to well above the average as the upper level of the average is 75.

Physical Life in School and Attitude Toward the Day's Regime:

Sanford learned to go through the routine of the day in a most matter of fact way, never rebelling at any duty no matter how difficult it might seem to him. At the first examinations, both physical and mental, he had objected strenuously, and in his early days at school and during the year when he had the long absences, he obviously found it hard to part from his mother, but he accepted the necessity, only weeping silently sometimes after his mother had gone. He learned, however, to be thoroughly cooperative and developed a real sense of responsibility about doing the things which were expected of him.

Although he apparently had no particular zest for food and has expressed some dislikes from time to time, his attitude for sometime has been one of willingness to try, a great improvement over the time when he was unwilling to taste new foods. He showed a dislike for eggs at one time but valiantly ate them and even when he apparently did not feel well would struggle to get through with his dinner. He had been one of the slow eaters at school who needed many reminders to get on with his meal. He would gaze about the room, talk, comment on certain foods he disliked, and when eating was often recorded as chewing almost indefinitely on his food. But this last fall he came back to school and proved himself one of the speedy eaters. After Christmas he lapsed again and several days took thirty minutes or more, a thing he seldom did in the fall. It would seem as if there had been a definite increase in appetite after the removal of the diseased tonsils and the adenoids in the summer.

The home reports indicate that he has the well established habit of a morning bowel movement and has had no trouble at all with constipation. They also indicate that he frequently has cocoa malt for breakfast and supper, that eggs sometimes occur twice a day in his diet and that he has cereal frequently for supper. Cocoa malt is high in carbohydrates since there is so much malt sugar added to the cocoa, and the suggestion is that he be given milk or weak cocoa made with milk rather than the cocoa malt, that he have a green vegetable for supper, cereal more often for breakfast and that an egg once a day is sufficient provided that he receives an adequate amount of protein in other forms.

He practically always took a nap, only missing three during this last year. His longest nap this year was 1 hour, 40 minutes; his shortest 40 minutes, and his average was approximately 1 hour, 10 minutes. He went quickly to sleep and slept quietly. The home reports indicate a regular bed hour and a good average of hours in bed compared with other children his age. A child who takes a nap so regularly and willingly and who takes such a good nap seems to need still that daytime sleep. As time goes on he will, of course, give up the nap but probably a rest period would be advisable even after he gives up sleeping.

Sanford had become thoroughly competent about waiting on himself, and needed no reminding about getting through with the routine duties but accomplished what had to be done without dawdling. The one thing about which he had lagged had been his food and, as has been said, there has been a marked improvement in this.

Physical Characteristics:

Sanford was a busy child at school, this being especially so this last year, but not a hyperactive one. He never seemed to be in

a great hurry but gave one the impression of moving quietly and steadily about his business. This did not mean, however, that he was never quick moving for he often could be, but his tendency was to be slow and deliberate about what he did and yet constantly busy. He was skillful in bodily control and deft in the use of his hands, doing some very nice weaving work this last year, learning quickly the technique of doing it.

His voice was soft and gentle and his speech slow to deliberate. His speech had been indistinct and at 3 years, 3 months was recorded as difficult to understand. This had gradually cleared and a year later he was recorded as easily understood, although there was still apparently some difficulty with a few vowels. The only thing recorded this year is the use of w for r.

Habits of Work and Play:

Sanford had excellent work and play habits, he concentrated on the thing he was doing, carried his interest in some project over from day to day, was constructive, skillful and very careful in all that he did. He needed practically no direction in finding things to do, was not discouraged if a thing were difficult but rather redoubled his efforts. He showed a quiet pleasure over his accomplishments but no marked elation. He did a great deal of constructive work with blocks, enjoyed the work with tools, painting, paper cutting and weaving. Domestic activities, domestic play, dolls and puzzles interested him less. His play was always full of ideas, his activity always purposeful. He did not just dig, wheel a wheelbarrow, or ride a bicycle for the activity itself, but because he was going to plant bulbs, was a workman on a construction job or was riding in an automobile. He seemed to enjoy all the large projects which were carried on over a period of time, such as the building of the circus, the grocery store, the farm and others of that type. He even gave some attention to the building of the doll house, its interest to him probably being that it was constructive work rather than that it was a doll's house.

Out of doors he was apparently one of the less physically active boys (this was especially so in the activity study last year and less markedly so from the records this year). Indoors his rating in the activity study last year ranks him as one of the most active boys of his age. As has been noted in his choice of play, his great interest was in building projects and he was more often busy at that sort of thing than at the more quiet table occupations.

Mental Traits:

The mental tests given Sanford at school, both performance tests and language tests have always recorded him as a superior child.

At the last test the examiner records him as "keen and alert with superior powers of observation and reasoning. His ability to draw fine distinctions of cause and effect relationships is suggested by his reply to 'What Growls?' that 'A dog growls when you touch him when he sleeps.' His associations and interests are wide and show insight, imagination and thought." There are many instances in the records of his reasoning power and the keenness of his observation, even of details which escape many children's notice or at least, comments. He has a very definite tendency to always find the reason for things and state it. This tendency to delve into causes and his ability to find them makes him one who solves his own problems to a great extent. He was very resourceful in his work, gave it considerable thought and critical attention and got the most out of every opportunity given him. He does not accept things on the say so of others but does his own thinking and comes to his own conclusions.

He uses on occasions long descriptive sentences, picks up new words readily and has consequently picked up a certain amount of rough speech which he enjoys using in the midst of play. But if one is a workman running a steam shovel, it is only running true to form to resort to a certain amount of such language and it seems, on the whole, best to ignore this particular display of histrionic ability. He talked as he played and worked, talking both to adults and to children, but talking never stopped him from doing things.

The record on his music states that: "He showed much interest in the music period, recognized the music played immediately and had a fine rhythmic sense, recognizing instantly when there was a change of rhythm. He liked to listen to the singing during the rest period and had his preference as to choice of song. Sanford would profit from work done in tone placement. He showed great improvement in his voice work at school and a little of this done with him at home would be of great advantage."

He is recorded as having "a sense of humor, not a quick, sharp sense, but rather slow and droll." When he found humor in a situation, he broke into a delightfully contagious little giggle.

Emotional Reactions and Moods:

Sanford was a contented, happy, stable, steady child at school, going the even tenor of his way without emotional storms of any sort. He had apparently overcome all apprehensions which he had had about some of the examinations at school and no longer showed fear, nor did he show jealousy, temper, nor any particular display of affection for people at school. He evidently had a happy time here but showed no particular elation at any special

event. The one emotion he showed was when he was reprimanded by some one of the teachers for whose good opinion he obviously cared. Very sensitive to their approval or disapproval, he was crushed when it had to be disapproval and sobbed in a heart-broken fashion.

Social Traits:

Sanford was a most cooperative, helpful, willing child at school, conforming with a very happy spirit to all the requirements made of him, not because he was easily led, dependent on the dictates of others, but because he enjoyed the harmony of cooperation and was willing to do his part. He was never aggressive, never pushed himself forward, although he had developed a power of leadership in the group because of the fertility of his ideas. He was a bit self conscious and became uncomfortable whenever he felt that attention was centered on him. He quickly noticed a student observing him and did not like it, nor did he like it to feel that people were talking about him and he was quickly conscious if they were doing so.

He contributed to group activity, joined in the circle, not merely in a passive way doing what the others did, but making suggestions as to what might be done.

He has a definite sense of justice, would stand up for the rights of others and not let any child be "put upon." Although not dependent on the companionship of others, able always to find things to keep him busy, he nevertheless enjoyed play with other children and, as has been said, was a successful leader in the group, especially when some constructive work was under way. Dona and he, practically the same age, both thoughtful with somewhat similar tastes and interests, were delightful companions.

Sanford fitted in so comfortably to the school life, had so much to offer, was so responsible, and so resourceful that he was a very positive influence in the school, especially since he became one of the older children, and the Nursery School teachers felt as if a right hand man had left them when he moved on to other spheres in February.

Sanford Perlis

Mental Test

From the mental test given June 1934, at the age of 8 years, 8 months, it appears that the child is in the superior group. He did better than average in certain tests demanding the ability to work with them in his imagination to take the abstract principle from concrete situations. The teacher especially commended the consideration he gave to every answer, indicating a thoughtful, well-ordered mind.

Home Observations

REPORT ON

From the four days' observation, it seems that Sandy is spending a considerable part of his time in vigorous outdoor activity, and with other children. It is noted that the amount of time spent at the radio and in reading funny papers when Jack was typical? During these days of his reading books he showed a lot of creative imagination. It may be that the particular week you reported was not characteristic of his home life.

SANFORD PERLIS

June, 1934

Based on Home Records and Observations

Sanford Perlis

Mental Test

From the mental test given March 2, 1934, at the age of 8 years, 2 months, it appears that Sandy ranks well in the superior group. He did better than average in all tasks, and especially well in certain tests demanding the ability to visualize concrete objects, and work with them in his imagination. His ability to take the abstract principle from concrete situations was also especially mature. The tester especially commented on the consideration he gave to every answer, indicating a thoughtful and well-ordered mind.

Home Observation

From the four days' observation, it seems that Sandy is spending a commendable part of his leisure time in vigorous outdoor activity, and with other children. We did wonder if the amount of time spent at the radio and in reading funny papers when indoors was typical? During these days we saw no evidence of his reading books to himself, nor of creative play (indoors), nor of household tasks. It may be that the particular week you reported was not characteristic of his home life.

Age	8-1/2	8-11/16
Height	45-11/16	45-1/16
Weight	36-1/16	36-1/16
Standard	42-1/16	36

NOTE: When King reports that Sanford's mother is good.

Sign & SIGNATURE
Good

DIET
On the whole Sanford's diet is very good. Good variety. However, wish and see that Sanford gets about a quart of milk daily. It is particularly valuable for children who are growing as rapidly as Sanford is. A glass of milk with each meal might take the place of some of the bread he eats now.

Mary T. [unclear]
Charles [unclear]

MERRILL-PALMER SCHOOL

Report to Parents
on
Physical Measurements

Child SANFORD PERLIS

	Last Measurement	This Measurement	Suggestions
Date	10- 11- 33	2-12-34	
Age	7- 9 mos.	8- 1 mo.	Sanford is about the standard in both height and weight. He is making excellent gains.
Period Covered	6 mos.	4 mos.	
Weight	65- 7/16	n 68- 2/16	
Gain	6- 2/16	2-11/16	
Standard	57	61	
Height	49-12/16	51- 1/16	
Gain	1- 9/16	1- 5/16	
Standard	49- 8/16	50	

POSTURE

Miss King reports that Sanford's posture is good

SLEEP & ELIMINATION

Good

DIET

On the whole Sanford's diet is very good. Good variety. However, watch and see that Sanford gets about a quart of milk daily. It is particularly valuable for children who are growing as rapidly as Sanford is. A glass of milk with each meal might take the place of some of the bread he eats now.

Marian E. Breckleyidge
Charles A. Wilson

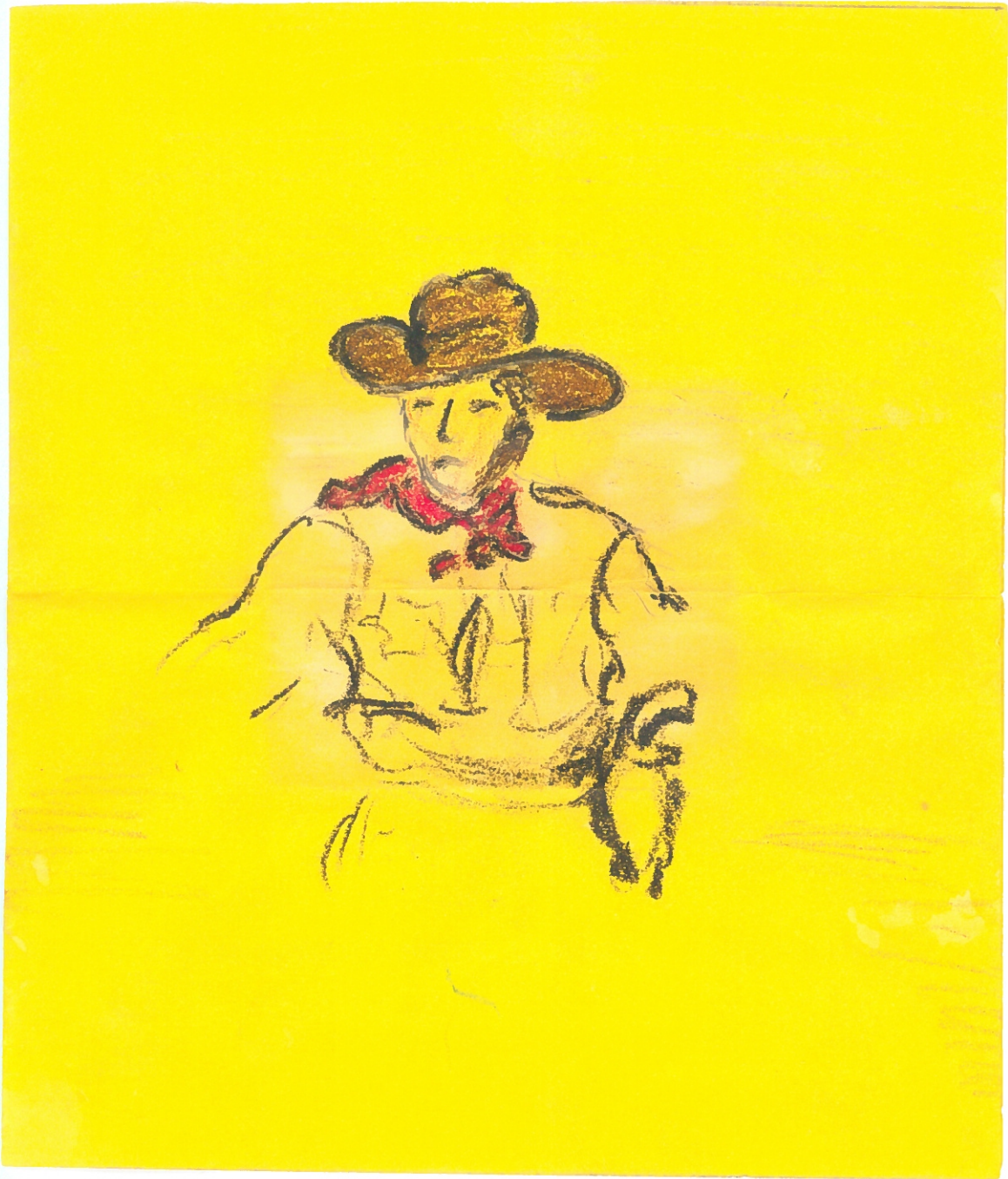
MERRILL-PALMER SCHOOL

Report to Parents
on
Physical Measurements

Child Sanford Perlis

	Last Measurement	This Measurement	Suggestions
Date	2- 12 -34	5-14-34	
Age	8 yrs. 1 mo.	8 yrs. 4 mos.	Good gains
Period Covered	4 mos.	3 mos.	
Weight	68-2/16	70-0/16	
Gain	2-11/16	1-14/16	
Standard	61	62/11/16	
Height	51-1/16	51-9/16	
Gain	1-5/16	0-8/16	
Standard	50	51-11/16	

Marian E. Beckwith
Charles Wilson



MERRILL-PALMER CAMP

R. F. D. NO. 1

Dryden, Michigan

PARENTS' VISITING DAY

Thursday, July 4, 1955

TIME: 4:00 to 9:00 P.M. Eastern Standard Time (Detroit Time)

PROGRAM:

- | | |
|--|-------------------------------|
| 4:00-7:00 P.M. - Games | Fishing |
| | Hikes |
| | Swimming |
| | Boating |
| | Horseback Riding |
| | Nature Lore Exhibits |
| | Handicraft Exhibits |
| 7:00-7:45 P.M. - Buffet Supper - For visitors, campers and counsellors | |
| 7:45-9:00 P.M. - Singing | |
| | Rickey's Story |
| | Games for Adults and Children |
| 9:00 P.M. - Farewell | |

YOU ARE CORDIALLY INVITED TO ATTEND.



Donna

Merrill-Palmer School

ESTABLISHED UNDER THE WILL OF LIZZIE MERRILL-PALMER
71 FERRY AVENUE, EAST
DETROIT, MICHIGAN

EDNA N. WHITE, DIRECTOR
MARY E. SWEENEY, ASS'T DIRECTOR

August 5, 1935.

Dr. and Mrs. Moe Perlis,
3337 Glynn Court,
Detroit, Michigan.

My dear Dr. and Mrs. Perlis:

The counsellors have summarized their opinions of our Camp children for the season just closed. You may be interested to know the results of our opinions, as they concern you. We are, therefore, enclosing your report.

You will, please, remember that this report represents impressions only, gained during the short period of camp. The conditions are unusual for the group. Many adjustments were made and many new opportunities offered. The reactions are, therefore, not always what would occur in the children's regular environments.

The conditions of the Camp were growth-producing to all the campers. Development cannot always be measured, but we are confident that the children had a good time in a recreational atmosphere which was beneficial to them in many ways.

We will be pleased to hear from you regarding the future, and assure you of our continued interest.

Yours very truly,

Charles A. Wilson
Charles A. Wilson, M. D.
Camp Director

EDNA N. WHITE, DIRECTOR
MARY E. SWEENEY, ASS'T. DIRECTOR

ELLEN MILLER
WINIFRED RAND
ELIZABETH LEE VINCENT
CHARLES A. WILSON, M. D.
ROBERT G. FOSTER
PAULINE PARK WILSON
C. WINIFRED HARLEY
DOROTHY CURTS BUCK
MILDRED THURLOW TATE

Merrill-Palmer School

ESTABLISHED UNDER THE WILL OF LIZZIE MERRILL-PALMER
71 EAST FERRY AVENUE
DETROIT, MICHIGAN

July 7, 1936.

LOIS HARWOOD
DOROTHY TYLER
LELIA MCGUIRE
MARIAN BRECKENRIDGE
ELISE HATT CAMPBELL
FLORENCE WILLSON DUHN
MARGARET NESBITT
KATHERINE E. ROBERTS
JOAN MILLINGTON
JULIA DAWSON

MABEL R. RODGERS, REGISTRAR
C. A. BENNETT, BUSINESS MANAGER
CAROLINE E. NEWBURGH,
OFFICE EXECUTIVE
THEKLA R. HODGSON,
LIBRARIAN

Dr. and Mrs. Moe Perlis,
3337 Glynn Court,
Detroit, Michigan.

Dear Friends:

A week of camping is now finished. You will appreciate a brief report of Sanford's adjustment at camp. It is too early to say much about progress but a later report will indicate accomplishments.

Sanford seems happy to be back at camp and interested in the various projects. The three older boys in the Eagles cabin, Marvin, Manart Johnson, and Sandy, are very congenial and proceed in an exceptionally self-reliant manner. Their cabin is always neat and they have their own ideas as how they wish to spend their time. Sandy has entered into the spirit of the whole camp well and is regarded by the others as a leader. In the group discussions of all campers he has contributed excellent ideas. At present he is especially interested in the newspaper project.

Sanford has been riding, playing baseball, has gone on an overnight hike on horseback, and has done some swimming, although not in the water everyday. The pollen extract for hay fever has not yet arrived. He has been sleeping during afternoon rest period.

Yours truly,



Charles A. Wilson,
Camp Director

CAW:C

EDNA N. WHITE, DIRECTOR
MARY E. SWEENEY, ASS'T. DIRECTOR

ELLEN MILLER
WINIFRED RAND
ELIZABETH LEE VINCENT
CHARLES A. WILSON, M. D.
ROBERT G. FOSTER
PAULINE PARK WILSON
C. WINIFRED HARLEY
DOROTHY CURTS BUCK
MILDRED THURLOW TATE

Merrill-Palmer School

ESTABLISHED UNDER THE WILL OF LIZZIE MERRILL-PALMER
71 EAST FERRY AVENUE
DETROIT, MICHIGAN

August 8, 1936.

LOIS HARWOOD
DOROTHY TYLER
LELIA MCGUIRE
MARIAN BRECKENRIDGE
ELISE HATT CAMPBELL
FLORENCE WILLSON DUHN
MARGARET NESBITT
KATHERINE E. ROBERTS
JOAN MILLINGTON
JULIA DAWSON

MABEL R. RODGERS, REGISTRAR
C. A. BENNETT, BUSINESS MANAGER
CAROLINE E. NEWBURGH,
OFFICE EXECUTIVE
THEKLA R. HODGSON,
LIBRARIAN

Dr. and Mrs. Moe Perlis
3337 Glynn Court
Detroit, Michigan

Dear Friends:

The staff has summarized the results of the summer at camp. You will be interested in the opinions concerning your child. You should remember that this report represents impressions gained during six weeks of camping. Many adjustments were made and new opportunities offered. The reactions are, therefore, not always what would occur in the child's usual environment.

The description of Sanford's good adjustment at camp included in an earlier letter continued to be true. His leadership and the example which he set for others in various respects were admirable. We were especially pleased to note, and found that he, too, appreciated his improvement over last year with regard to sportsmanship. In the discussion of all campers on this general subject his behavior was used by counsellors and children to illustrate an outstandingly good sport. In baseball, as captain he was willing to sacrifice the strength of his team to take on his side players that were younger or not so popular, whereas other sometimes objected. When work needed to be done on a project, he persevered until it was completed. He seemed to get satisfaction from his own sense of achievement and did not seek recognition for it. For example, with the Newspecker, he was to a great extent responsible for making it a success, but showed no objection that the editor, another child, received more prominence.

In cabin duties he began his work immediately after breakfast, did it well, and was usually the first in his cabin to finish. In personal care, he was neat and cleanly. Although sometimes slow in quieting down at afternoon rest period, he usually slept. At the table, his appetite was average, he entered into conversation and into the occasional "silliness" which the boys and girls of his age enjoyed.

In addition to baseball and the Newspecker, Sandy had a variety of other interests. He rides horseback very well. At the waterfront, he did the tests that were set up, which the restriction of keeping his head out of the water did not exclude, swam across the lake, did boating and canoeing. In handicraft he drew pictures for the movie and Indian book and also worked with tools. In nature lore he won a luna moth offered for the one who first mounted a butterfly, but did not continue his collection. He also enjoyed group singing, took part in the Dramatics Club play, and was a member of the Photography Club.

Yours very truly,

Charles A. Wilson
Charles A. Wilson, M. D.
Camp Director

Merrill-Palmer Farm Camp

SUMMER ADDRESS

R. F. D. No. 1 - Dryden, Michigan

May 3, 1941

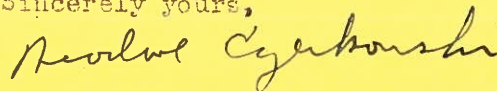
Mr. Sanford Perlis
3337 Glynn Court
Detroit, Michigan

Dear Sandy:

This letter is to officially inform you that you have been appointed as a counselor at the Merrill-Palmer Camp for the 1941 season. We hope that the experience will be profitable to you as it certainly has many possibilities. We will endeavor to give you a varied experience so that you will become acquainted with many phases of camp as well as child development.

The camp season is from June 22 to August 2. The staff are expected to be there June 19 and leave August 4 in order to open and close camp properly.

Sincerely yours,



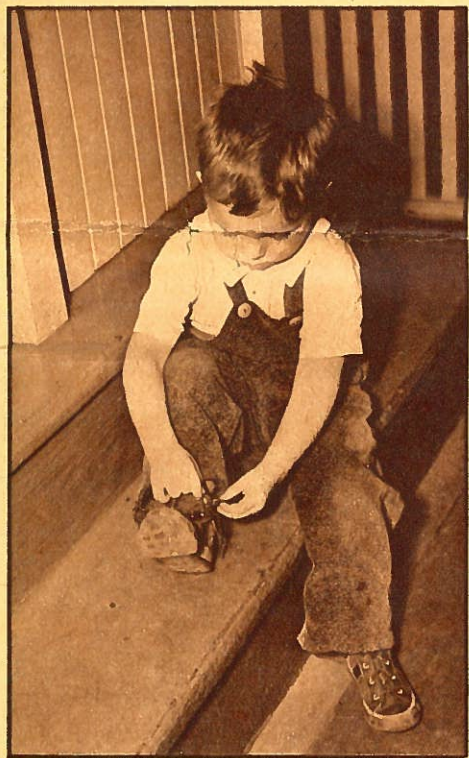
Theodore Czerkowski, Director

TC/d

Youngest Fall Fashions...



AT MERRILL-PALMER SCHOOL this relaxed three-year-old takes her nap in her cotton plaid dress. The school staff suggests this sort of frock as being good because it's comfortable enough to sleep in, and easily laundered.



WIDELY-SPACED eyelets and stiff tips on shoe laces help him to put on his own sneakers. Sneakers aren't suggested for full time wear. His corduroy suit is brown.



HIS STURDY SHOES give his feet support and his toes plenty of room. He can manage his own dark red jersey pants with elastic across back and his striped jersey.



THE TWO LARGE BUTTONS on this three-year-old's coat are about as big as he wants to cope with at one time. Good-sized button holes help. His coat and cap are blue. His brown pants are long enough to keep his ankles warm, and his stout shoes complete the job. The cupboards provide a place to put his things; and he can't hurt his fingers.



HE GETS fruit juice and cod liver oil after his nap and before his outdoor play.



THIS easily laundered brown outfit gives him freedom, especially for leg action.



THESE four-year-olds wear clothing that's light, comfortable and warm for outdoors in fall.

PHOTOS BY MORT WALT

TO THOSE attending the ninth biennial conference of the National Association for Nursery Education at the Hotel Book-Cadillac this week-end, Detroit is more than a convention city. It is the home of Edna Noble White, director of the Merrill-Palmer School since its inception in 1920, and as such more responsible than any other individual for the growth of nursery schools



Woman of the Week.

BY HELEN BOWER

HE GETS fruit juice and cod liver oil after his nap and before his outdoor play.

THIS easily laundered brown outfit gives him freedom, especially for leg action.

THESE four-year-olds wear clothing that's light, comfortable and warm for outdoors in fall.

PHOTOS BY MORT WALTON

TO THOSE attending the ninth biennial conference of the National Association for Nursery Education at the Hotel Book-Cadillac this week-end, Detroit is more than a convention city. It is the home of Edna Noble White, director of the Merrill-Palmer School since its inception in 1920, and as such more responsible than any other individual for the growth of nursery schools and child development centers in the United States.

"Merrill-Palmer" was only an idea and a bequest from the estate of Lizzie Merrill Palmer when a board of Detroiters chose the head of Ohio State's home economics department to formulate a program and establish a nursery school, which opened in 1922. In the interval of planning, Miss White went to England to study the nursery school movement as it operated there for underprivileged children, though Merrill-Palmer was to be for normal children who would prove that education of children, and parents, begins much earlier than kindergarten.

From the unique combination of 12 children and six students from Michigan State, the Merrill-Palmer School has become a model, attracting world-wide attention and sending its own students to distant lands. Nine nursery schools in wartime Wales are modeled on Merrill-Palmer.

IT WAS characteristic of Edna Noble White, native of a small Illinois town and graduate of the University of Illinois, that when she came to Detroit, she settled down to become a part of the community. It was characteristic that she should choose for her home a brick coach house on John R, around the corner

from the school located in the dramatic old Freer house on E. Ferry, and have the coach house remodeled to plans of her own drawing. Here she has made a home for her sister, Miss Leila White, and for two motherless nephews, her brother's sons, since grown and married. It was characteristic that she did not use the boys as "guinea pigs," but rather gave them rich opportunity. Some 15 years ago she bought a farm 40 miles from Detroit, chiefly so that the growing boys could have country life. Today the farm is Miss White's weekend home, her avocation. Friends testify to her generosity with crops of strawberries, raspberries, grapes. But Miss White's vocation

has followed her. The eleven-year-old Merrill-Palmer Camp is just across the road from her farm.

The best comment on Miss White came from a friend who said of this vigorous, vital person that "growing things appeal more to her than static." She likes to work with people, young and old. She likes committees; is a member of some 25 national organizations and 13 local groups serving the community. Detroit, as an industrial community, fascinates her for the challenge it offers to the educational facilities which utilize it.

TRAINED in home economics, Miss White prefers cooking to sewing, but isn't

a famous-for-one-dish woman. She cooks a "good, square meal;" is an exact housekeeper. In dress she is conservative; doesn't like strong colors. But she is a connoisseur of jewelry, especially necklaces and pins; though, characteristically, she prefers hand-wrought jewelry which expresses the craftsmanship of a people. She likes the theater, isn't quite so fond of concerts. She doesn't play cards, but she likes to read.

Biographies and books on international affairs are her favorites. She never reads detective fiction, which inspired a friend to observe that it would be good for her if she did get a murder or two under her skin.



EDNA NOBLE WHITE, of Merrill-Palmer . . . "Growing things appeal more to her."

Woman of the Week..

BY HELEN BOWER

Children Vacation at School

By GAY BARTLETT

ONE OF THE BUSIEST spots in town, is Ferris School in Highland Park—it's fairly swarming with happy kids. It's not classroom routine that's keeping them there, but vacationtime, for the school is entirely given over this summer to keeping city-bound children as happy and carefree as if they were romping on the sands of a lakeshore.

The PTA had the idea in mind for several years—and their dream has become a reality this season. They saw no point in having a big, cool building like a schoolhouse with all its facilities for making children happy and entertained go to waste all during the summer months.

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THE PROGRAM had a concrete beginning last fall when the PTA board worked out a Halloween program for children and charged 25 cents admission. That brought the stay-at-home-camp funds up from nothing to \$300.

Then the project took shape.

City 'Campers' Picnic Indoors



Ferris School in Highland Park is working full time this year. It's being used as a day camp for city-bound children during the summer months. The "campers" arrive with their lunches in the morning and stay until late afternoon. They swim, play outdoors, participate in plays, sing and learn the crafts. Milk is served to round out their home-packed lunches.

Lady Luck was on the Board's side when they obtained the help of Merrill Palmer School in working out a program. Theodore Czerkowski ("Mr. Caesar" to the kids) was released from duties at that school to go over to Ferris and direct activities this summer. He's proved to be a wizard at such work, and the kids think he's swell.

"They know that this is their program, and that we want them to contribute to the plans for the summer," Mr. Czerkowski said. "Because of this, the children feel responsible, and want to help in keeping the building and equipment in good condition. They feel that it is their's, too."

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THE 150 children attending the camp arrive in the morning at 10 o'clock with their lunches (except milk, which is furnished for them), and camp until 3. Most of the morning is spent outdoors in the playground. The Department of Recreation is helping out by providing a staff of playground supervisors.

Lunch is eaten at noon, with milk served and general supervision given by volunteer workers, many of whom are high school girls interested in child study. The high school girls help in mixing paints, taking care of equipment, and guiding the children in any way they can.

After lunch, the children rest until 1:30, and from there they go to classes in dramatics, crafts

which there is a demand. Swimming goes on almost continually, with different groups assigned to certain hours so the pool will never be overcrowded.

Assembly, two or three times a week, is the big get-together, where they sing—both with and without a piano, because there's a scarcity of available piano-players. Little plays produced by the dramatic club are enacted, and general discussions are carried on.

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IT'S A GOOD IDEA that's working out well—and the children are happy about it. They have no "going-to-school" feeling because, except for necessary supervision, they are free to come and go, enter into whatever activities they are interested in, and are held down by supervision no more than is necessary for their own safety and happiness.

PTA mothers helping with the activities are Mrs. Walter Hanes, chairman; Mrs. Edward Malasky, executive secretary; Mrs. Stanley Darling, treasurer, and Mrs. Ferdinand Mielke, registration. Other mothers contribute their help part-time.

Also in co-operation are Edgar H. E. Mumford, principal of Ferris School, the Highland Park Police Department, Kenneth Woble and the Department of Recreation, the public library, and Camp Fire groups.

The camp is financed by a 20-