A play school is a group of children brought together in a wholesome environment for social contact with other children of similar age levels. The play school, which is an adaptation of a nursery school, as set up in a high school, is organized primarily to provide laboratory experience for students enrolled in homemaking or child development courses.

It is the purpose of this study:
1. To formulate recommendations for standards of organization and administration of the play school as a teaching device for child development classes in secondary education.
2. Recommendations for standards are to be based on the following methods by which the data were secured:
   a. An analysis of the emphasis which is being placed on play schools in the United States.
   b. A survey and evaluation of play schools which have been conducted in high schools of Oregon and Arizona.
   c. An analysis of high school and community needs which can be met through a play school laboratory.
   d. Experience in a college demonstration play school organized for the purpose of teacher training at Oregon State College.
   e. Testing of results in an experimental play school at the high school level. The school used was Turlock Union High school, Turlock, California.

Recommendations for standards were made by the writer. These standards were based on procedures set forth in the purpose of the study. It is the writer's hope that this study will:
1. Set forth the scope of the play school when used as a laboratory for teaching child development in secondary education.

2. Give assistance to homemaking teachers who desire to use a play school as a device in teaching child development to high school students.

3. Acquaint administrators in the secondary field of education with the possibilities for learning through this method of instruction.
RECOMMENDATIONS FOR STANDARDS IN CHILD DEVELOPMENT PLAY SCHOOL LABORATORIES ON THE SECONDARY LEVEL

by

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A THESIS submitted to the OREGON STATE COLLEGE

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

August 1939
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Chairman of State College Graduate Council
ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. Vera Brandon, Major Professor, for her invaluable assistance, guidance, and inspiration throughout the development of this study; to Miss Winifred C. Harley and to Dr. Katherine Roberts, Directors of the Demonstration Play School, Oregon State College; and to the students of the Homemaking Department, the principal, and the teachers of Turlock Union High School, Turlock, California, for their assistance in the collection of the data for this study.

L.J.W.
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RECOMMENDATIONS FOR STANDARDS IN CHILD DEVELOPMENT PLAY SCHOOL LABORATORIES ON THE SECONDARY LEVEL

CHAPTER I
INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

One of the functions of the homemaking departments of secondary schools is training for home living. Students should learn to do well that which is to be their later occupation. Many young men and women will establish homes of their own shortly after leaving high school. Home making departments have already recognized this educational need of young people by broadening their programs to include family relationships and child development.

Laboratories for the teaching of foods and clothing have been used for many years but not until recently have high schools introduced the play school as a laboratory for teaching child development.

When a new method of teaching or a new type of learning experience such as the play school is introduced into schools, although many aspects may have been borrowed from other well developed programs, these new methods must be carefully analyzed and evaluated in their new setting. Research which may be used as a basis for making judgments is often lacking. When this is the case, the best criteria we have is that of testing methods which are based on the composite judgment of experienced specialists in the field.
This study therefore represents an attempt to assemble, analyze and test the methods of those who have developed play school projects at the secondary level.

The Problem

The Play School Defined

A play school which is an adaptation of a nursery school has been defined as a group of children brought together for a period of play. (1)

The play school with which this study is concerned is for pre-kindergarten children and one which may be used in homemaking departments of secondary schools as laboratory experience for high school students.

Any mention of the play school in the following pages will refer to the above defined play school.

The Play School an Outgrowth of the Nursery School

A review of literature indicates that the play school as a laboratory for child development classes in secondary education is an outgrowth of the nursery school movement. The latter in many situations has been used as a child development observational laboratory for high school students, but has not been extensively used as a part of the

1. Miss Winifred Harley, Director of Demonstration Play School, definition to play school class students. Summer Session 1933, Oregon State College, Corvallis, Oregon.
high school homemaking departments. Nursery schools of this type have been in existence for approximately fifteen years, and the following schools which represent a sample only, are mentioned in this study as indicative of observational centers.

The nursery school in Highland Park School, Highland Park Michigan, is a demonstration school.¹ It is also used as an observation center by students from high schools and by students from the Merrill Palmer, school, Detroit Michigan. The school is financed by the board of education, but a fee is charged for each child who attends. This fee merely covers the cost of the food served.

The Jane Adams Girl's School of Portland, Oregon, conducts a nursery school which serves as a laboratory for high school girls who participate in the routine program as well as in observational work.²

The W.P.A. Nursery Schools, frequently called the Emergency Nursery Schools have offered observation facilities for girls.³ Much of their equipment has included the

2. Conference with Mrs. Helen Lehman, Director of the Jane Adams Girls' School Nursery School, Summer 1938.
3. W.P.A. Nursery School, Modesto, California, used by Modesto High School and Modesto Junior College Students as an observational center.
home-made type or low-cost materials.

These schools have many characteristics which are similar to the play school.

Although the above list is not inclusive, it does point out a few samples or types of pre-schools that have been used as high school observational centers.

Children have also been brought into the high school by the homemaking classes for an afternoon party, preparing the food served, picture books, and simple toys for the children.\(^1\) In this short contact with the children girls can hardly be expected to gain a great number of observations, but it added an interest to the conclusion of the unit.

**Review of Research**

In a review of the research in pre-school education the writer found no studies which are concerned primarily with the play school. The wide-spread rapidity with which play schools are being introduced into the United States by high school home-making teachers (see Table III) calls attention to the necessity for research which will make available some of the fundamental needs related to this program.

---

The writer found numerous studies which yield data concerning nursery schools and also research on play. Although these studies give information which can be adapted to the play school, no standards for making these adaptations are set forth.

Need for the Play School in Secondary Education

Carl Jessen comments that "Six of every seven high school students will in all probability never go to college".  

Cole makes the statement that of all the girls of 16 years of age in the United States, regardless of race, as taken from the 1930 United States census report, "about 65% are in high school; 5% in junior high school; 5% are married, 1% in college; 1% out of school because of ill health; 3% are defective or are in institutions of some kind. The remaining 20% are working. She also states that at the age of eighteen 19.2% are married and at the age of twenty-one 45.2% are married."

Since graduation from high school means the close of formal education for such a large number of the boys and

3. Ibid. p. 9.
girls of the United States, and since many will establish homes of their own, the learning of knowledge and good attitudes toward child care and training is highly important at the secondary level. The play school makes it possible to provide practical first-hand experience in care and training of small children. For a large proportion of those boys and girls who graduate from the public school, this is an opportunity where they as potential parents and as members of family groups may receive help in learning some of the fundamental principles most needed in adult life.

The small present-day family groups of the United States do not provide adequate experiences for all students to observe or to care for younger brothers or sisters. This is shown in the 1930 census of the United States which states that the median size of the family for the United States is 3.40. (1)

---

Usually the span of years in a family between siblings would make it such that the adolescent girl unless she were a member of a large family and among the elder of the group, her younger brothers and sisters would be at an age level older than the pre-school group, and could not serve as observational material for her.

"The lowering birth rate in the United States makes for concern, therefore added education is needed for adult and family life."(2)

1. Table No. 4. Families by Size in the United States, All Classes, 1930, p. 7.

<table>
<thead>
<tr>
<th>Family Comprising</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 person</td>
<td>7.9</td>
</tr>
<tr>
<td>2 &quot;</td>
<td>23.4</td>
</tr>
<tr>
<td>3 &quot;</td>
<td>20.8</td>
</tr>
<tr>
<td>4 &quot;</td>
<td>17.5</td>
</tr>
<tr>
<td>5 &quot;</td>
<td>12.0</td>
</tr>
<tr>
<td>6 &quot;</td>
<td>7.6</td>
</tr>
<tr>
<td>7 &quot;</td>
<td>4.7</td>
</tr>
<tr>
<td>8 &quot;</td>
<td>2.8</td>
</tr>
<tr>
<td>9 &quot;</td>
<td>1.6</td>
</tr>
<tr>
<td>10 &quot;</td>
<td>0.9</td>
</tr>
<tr>
<td>11 &quot;</td>
<td>0.5</td>
</tr>
<tr>
<td>12 or more</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Table No. 6. Families Classified by Number of Children Under 10 years of Age, p. 8.

<table>
<thead>
<tr>
<th>No. of Children under 10 Yrs.</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 child</td>
<td>19.2</td>
</tr>
<tr>
<td>2 &quot;</td>
<td>11.8</td>
</tr>
<tr>
<td>3 &quot;</td>
<td>6.0</td>
</tr>
<tr>
<td>4 &quot;</td>
<td>2.8</td>
</tr>
<tr>
<td>5 &quot;</td>
<td>0.3</td>
</tr>
</tbody>
</table>

2. Dr. Gertrude Laws, Chief of Bureau of Parent Education in California - in talk before Parent Education Group, Educational Frontier Conference. Stanford University, California, July, 1939.
In many communities of foreign-born parents the age level of marrying is very low. Many girls do not complete even as much as a high school education before their lives as homemakers begin. Also, little consideration is given in many foreign families to the physical and mental needs of the family because in the large family the time may be devoted to thoughts of providing life essentials for the family. To these groups of students from foreign families the play school program should make a contribution.

The modern homemaking departments of secondary schools include a unit in child development as a part of the training for high school students. This class is usually designed for advanced students of junior or senior rank, depending on such factors as: the size of the school, the number of teachers on the department staff, and the homemaking curriculum.

A review of the literature on the subject would indicate that the child care unit has been taught by lecture and books in the majority of departments, and by observing younger brothers and sister in a home situation, or neighbor children.

1. The writer cites the community of Newman, California on which to base her statement, of which she was a member for seven years, in the local high school, coming in contact with girls through her program of teaching and Dean's of Girls work.
Although books, pamphlets, pictures and other source materials are important in teaching child development, it is also true that human relationships can best be understood by the actual experiencing or observing of the life situations being studied. In an unpublished study by Rowland(1) which includes an analysis of the attitudes of two hundred high school seniors toward adjustments in family living, results show that "Actual contact with children does more to increase favorable attitudes toward children than does a classroom study of the child which includes a short unit in family relationships".

It would follow that some facilities which make possible the study of groups of young children would be an advisable and usable tool of instruction.

The writer in making this study recognizes the fact that all phases of so wide a subject cannot be discussed. She has therefore attempted to develop generalizations and build recommendations for play school standards through a survey of the field, an analysis of ten play schools, experience in a demonstration play school, and the establishment of an experimental play school on the secondary level.

Two important considerations that have not been incorporated in this study and which have direct and important bearing on the problem are concerned with the girl's home and the play school relationship, and second, the adolescent girl. The importance of these topics has been mentioned and the details left for further studies in the field of play school research.

The Problem Stated

It is the purpose of this study:

1. To formulate recommendations for standards of organization and administration of the play school as a teaching device for child development classes in secondary education.

2. Recommendations for standards are to be based on the following:

   a. An analysis of the emphasis which is being placed on play schools in the United States.

   b. A survey and evaluation of play schools which have been conducted in high schools of Oregon and Arizona.

   c. An analysis of high schools and community needs which can be met through a play school laboratory.

   d. Experience in a college demonstration play school organized for the purpose of teacher training.
e. Testing of results in an experimental play school at high school level.
CHAPTER II

METHOD OF PROCEDURE

Method of Procedure in Gathering Data Concerning Play Schools

To secure as complete data as possible concerning play schools which have been used as a laboratory for teaching child development in secondary schools, the following methods were used to obtain information for this study:

1. Questionnaire. A questionnaire was constructed for use in gathering data concerning ten play schools conducted in Oregon and Arizona during the school year of 1937-38. (A copy appears in the Appendix A). This questionnaire contained 22 sections covering all aspects of organization and administration. To prepare this questionnaire, the writer first listed specific questions pertaining to the play school. These were evaluated by four specialists in the field of pre-school education to determine their adequacy for the study. After revisions were made, the remaining 70 questions were arranged under the 22 sections. Since it was possible to have personal interviews with four of the high school teachers who had directed play schools included in the above group, the writer used the questionnaire-interview method for gathering data concerning these schools. By means of this questionnaire-interview method points were brought to light and discussed that would have
been difficult to discover by means of the questionnaire method alone. The length of time spent on each interview was approximately two hours.

Information concerning the remaining six schools was obtained by means of the questionnaire that were mailed to the instructors in charge of the play schools.

From these ten questionnaires the information was transferred to a master chart (see Table I, p. 17) from which an analysis and summary was made.

2. Letter-questionnaires. A letter was sent to each of the forty-eight state supervisors of homemaking education in the State Departments of Public Instruction of the United States, to determine the status of the play school movement. Responses were received from 41 states, and the information obtained was summarized to show developmental trends of play schools in the United States.

3. Demonstration Play School. A demonstration play school was conducted at Oregon State College during the 1938 summer session. This play school was a project developed by members from the Child Development Staff and by graduate students enrolled in the teacher training class. The experience gave first-hand knowledge related to the organization and management of a play school. Nursery school methods which could be adapted were selected and modified for play school procedures. The methods that were
selected are reported in the latter part of this chapter.

4. An Experimental Play School at the Secondary Level. The writer set up an experimental play school in the Home Economics Department of the Turlock Union High School at Turlock, California. This school was used as a laboratory for the presentation of a six weeks unit in child development and family relationships. This play school referred to in this study as the experimental play school was organized in October 1938 after the writer had gathered data concerning selected existing schools, and after she had had the experience of participating in the development of the demonstration play school which was a class project in a teacher training program. The experimental school therefore served as a means of testing and checking suggested methods for play school education, first by giving to the writer experience in a practical application of the recommendations developed in this study; second, giving to the writer additional knowledge of the problems that present themselves and their solution, when a play school is offered to high school girls as a laboratory for a child development unit; third, through this experience the writer reached decisions that the play school has possibilities for improving educational methods for teaching child development, and can be recommended as such to the administrators of secondary schools and homemaking teachers.
5. Regional Conference Reports. The regional conference reports of the Vocational Home Economics Association gave information of play schools which had been reported in the various state conferences. These reports were made available through the office of the Oregon Supervisor of Home Economics, Oregon State Department of Public Instruction.

6. State Courses of Study. Suggestions set forth in state courses of study for homemaking education in secondary schools of Oregon and Arizona were a valuable aid.

7. Conferences with Specialists in the Field of Child Development. Interviews with specialists in the field, who were members of the teaching staff at Oregon State College during the summer session of 1938 yielded suggestions which had been developed as a result of their experience. These are reported in the reference list.

**Summary of Questionnaire Reports**

**Introduction**

The findings from questionnaires sent to ten play schools held in the high school homemaking departments during the school year 1937-38 in two states, Oregon and Arizona, make it possible to present here a resume of what has taken place in high schools in which play schools have been put to actual use.

Of these schools six were located in Oregon. The
other four selected were located in the state of Arizona.

A summary Table I reveals the following statements to be true about these schools.

Oregon

The Oregon schools were located at Oregon City, McMinnville, Grants Pass, Cottage Grove, Bend, and Ontario. This was the total number held in Oregon for the above mentioned year.

Schools at Ontario and Bend were started the same year, 1934. No play school in Oregon has been in existence more than three years, and there was none before that time.

The state course of study for secondary education of Oregon\(^1\) makes reference to play schools and uses for its suggestions work that has been done by Arizona; therefore it would seem best to go back to a study of those schools, and the writer selected four in Arizona. The Arizona Course of Study for Home Making Education also makes reference to play school techniques.\(^2\)

Arizona

The schools of Arizona tabulated were located at Mesa, Phoenix, Gilbert, and Jerome. With the selection of these schools the writer confined her analysis to the western states.

---

<table>
<thead>
<tr>
<th>Name of High School</th>
<th>Time of year</th>
<th>No. of yrs. conducted in high school</th>
<th>Time of play per school week</th>
<th>No. of days per period</th>
<th>Age ranges</th>
<th>Class discussion time</th>
<th>Status of children's family income</th>
<th>Occupation of children's parents</th>
<th>Food served</th>
<th>High school enrollment</th>
<th>Charge to parents</th>
<th>No. of girls enrolled</th>
<th>Previous training of students before entering class</th>
<th>Class group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cottage Grove High School</td>
<td>Jan- Feb.</td>
<td>1 year</td>
<td>9:00-11:30</td>
<td>5 wks</td>
<td>3</td>
<td>1 week</td>
<td>10</td>
<td>1/2 Mon.-Fri.</td>
<td>Business</td>
<td>Tomato, orange</td>
<td>District</td>
<td>$60</td>
<td>760</td>
<td>100</td>
</tr>
<tr>
<td>Grants Pass High School</td>
<td>Spring</td>
<td>1 year</td>
<td>11:00-1:00</td>
<td>2 wks</td>
<td>3</td>
<td>3 wks</td>
<td>16</td>
<td>1/2 Mon.</td>
<td>Upper</td>
<td>Professional</td>
<td>Milk</td>
<td>District</td>
<td>$50</td>
<td>130</td>
</tr>
<tr>
<td>Ontario High School</td>
<td>Sept.- Oct.</td>
<td>2 years</td>
<td>10:00-11:00</td>
<td>5 wks</td>
<td>4</td>
<td>2 wks</td>
<td>12</td>
<td>1-2 Mon. All</td>
<td>All</td>
<td>Tomato</td>
<td>District</td>
<td>$450</td>
<td>122</td>
<td>21</td>
</tr>
<tr>
<td>Molalla City High School</td>
<td>May</td>
<td>2 years</td>
<td>9:00-11:30</td>
<td>3 wks</td>
<td>3</td>
<td>12</td>
<td>2-4 Tues.-Thurs. Upper</td>
<td>Professional</td>
<td>Tomato, Business</td>
<td>Milk</td>
<td>District</td>
<td>$400</td>
<td>90</td>
<td>14</td>
</tr>
<tr>
<td>Bend Junior High School</td>
<td>April</td>
<td>3 years</td>
<td>8:30-11:45</td>
<td>3 wks</td>
<td>2</td>
<td>2 wks</td>
<td>13</td>
<td>3-5 Tues.-Thurs. Upper</td>
<td>Professional</td>
<td>Tomato</td>
<td>District</td>
<td>$800</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td>Oregon City High School</td>
<td>1938-Feb. 1 year</td>
<td>8:30-12:30</td>
<td>2 wks</td>
<td>2 da. 2 wks</td>
<td>PM 4 days</td>
<td>2-4 Fri. Middle</td>
<td>Layman</td>
<td>Milk</td>
<td>District</td>
<td>$750</td>
<td>50</td>
<td>30</td>
<td>Freshmen, Sophomore, Junior</td>
<td></td>
</tr>
</tbody>
</table>

**OREGON**

<table>
<thead>
<tr>
<th>Name of High School</th>
<th>Time of year</th>
<th>No. of yrs. conducted in high school</th>
<th>Time of play per school week</th>
<th>No. of days per period</th>
<th>Age ranges</th>
<th>Class discussion time</th>
<th>Status of children's family income</th>
<th>Occupation of children's parents</th>
<th>Food served</th>
<th>High school enrollment</th>
<th>Charge to parents</th>
<th>No. of girls enrolled</th>
<th>Previous training of students before entering class</th>
<th>Class group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mesa Union High School</td>
<td>Nov.</td>
<td>1 year</td>
<td>9:30-11:00</td>
<td>5 wks</td>
<td>3</td>
<td>3 wks</td>
<td>12</td>
<td>1/2 Mon.-Fri.</td>
<td>Upper</td>
<td>Professional</td>
<td>Commercial</td>
<td>Tomato, orange</td>
<td>District</td>
<td>$992</td>
</tr>
<tr>
<td>Gilbert High School</td>
<td>March</td>
<td>2 years</td>
<td>8:30-11:30</td>
<td>3 wks</td>
<td>3</td>
<td>1 day</td>
<td>8</td>
<td>1/2 Tues.-Mon.</td>
<td>Middle, upper</td>
<td>2 professional</td>
<td>Business</td>
<td>Tomato, orange</td>
<td>District</td>
<td>$115</td>
</tr>
<tr>
<td>Phoenix High School</td>
<td>Sept. and Oct.</td>
<td>4 years</td>
<td>9:00-11:30</td>
<td>4 wks</td>
<td>4</td>
<td>3 days</td>
<td>12-18</td>
<td>1/2 Tues.-Thurs.</td>
<td>All</td>
<td>All</td>
<td>Tomato</td>
<td>Orange and milk</td>
<td>District</td>
<td>$325</td>
</tr>
</tbody>
</table>

**ARIZONA**

<table>
<thead>
<tr>
<th>Name of High School</th>
<th>Time of year</th>
<th>No. of yrs. conducted in high school</th>
<th>Time of play per school week</th>
<th>No. of days per period</th>
<th>Age ranges</th>
<th>Class discussion time</th>
<th>Status of children's family income</th>
<th>Occupation of children's parents</th>
<th>Food served</th>
<th>High school enrollment</th>
<th>Charge to parents</th>
<th>No. of girls enrolled</th>
<th>Previous training of students before entering class</th>
<th>Class group</th>
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<tr>
<td>Jerome High School</td>
<td>Oct.</td>
<td>3 years</td>
<td>8:45-11:00</td>
<td>2 wks</td>
<td>4</td>
<td>1 wk</td>
<td>10-15</td>
<td>1/2 Mon.</td>
<td>Middle, upper</td>
<td>All</td>
<td>Tomato</td>
<td>Orange and milk</td>
<td>District</td>
<td>$325</td>
</tr>
</tbody>
</table>
Analysis of Table I

General Data

The high schools in which these play schools were conducted ranged in student body enrollment from 115 students to 4800 students, with enrollments in homemaking classes of from 30 to 325 students. In the school of 325 homemaking students, two sessions of the play school were held during the year, one in the fall and one in the spring. This lessened the number of observers and gave more opportunity for student participation.

All schools were financed through district funds, four being included in the homemaking department budget plan.

Aids were given or loans made of materials such as: doll buggy, books, dolls, doll clothes, boxes, orange crates, rubber balls, trains, etc. No donations in the form of money or food were given.

Physical Set-up of the Room

The room used was the room available that could be adapted, avoiding basement rooms, and second story rooms where possible. One school used part of a large cafeteria room, and a small homemaking dining room was used in another case. The smallest room listed was 16 ft. x 25 ft., and only one teacher reported that the room was too small to accommodate the group of children.
The equipment and toys, which were not borrowed, were constructed by the homemaking classes, shop classes, art classes and one school was assisted by the agricultural department and the janitor.

Length and Time of the Play School

The time of the year varied, as every month of the school year, with the exception of December had been used. It was, however, in many cases suggested that the time of year selected be that time when weather was such that the children could have outdoor play for part of the time.

The play schools ranged in length from two to five weeks after the preparation period. Teachers stated that in those schools which were in session two or three weeks only, a longer period of time would have made for a more satisfactory adjustment by the child. No teacher suggested that the school be held for more than four to five weeks after the preparation period, as the teacher group felt this arrangement with the children coming three times per week and two days discussion period, made a fair division of the curriculum allotment of time for the unit of work, and tended to keep the girls from feeling it a burden or an overbalance of time placed on the unit. Enough observations could be made in that time to be valuable.

Monday, Wednesday, and Friday appeared to be the preferred days for the play schools, with Tuesday, Thurs-
day the days for class discussion periods. One school was held for two weeks, using all five school days of the week. This report was made with an explanation by the teacher that this was necessary because the high school was overcrowded and the room selected could be spared for only two weeks.

The time of day also has varied, both morning and afternoon play schools being held. The number of hours has been on the basis of either two or three; morning hours were preferred.

The Children and Parents

The number of children ranged from 8 to 15, with an average number of ten, selected by suggestions from girls, publicity through the local newspaper, or by the teacher herself. The parents were from all levels of income, listed on the questionnaire as: lower, middle, or upper level. These communities did not include the extremes of income levels. This classification served to classify the families.

The parents were from the following groups: professional, business, labor, and farmer.

The children were brought to the school in almost all cases by brothers, sisters or mothers. Members of the homemaking class took them home at least half of the time of the school's session.
No school required a health examination of the children before enrollment, but six schools had the services of a school nurse, without a charge to the homemaking department.

In no high school did the parents express opposition to the play school. Parents participated only in the capacity of visitors.

In no high school were there parents' classes conducted by the homemaking teacher paralleling the play school.

All children were allowed to bring toys from home.

All homemaking teachers stated that the play school was a valuable tool of instruction and that they desired to repeat it when presenting other units in child development.
TABLE II
EQUIPMENT LISTED AS USED IN PLAY SCHOOLS OF OREGON AND ARIZONA

<table>
<thead>
<tr>
<th>Listed as essential equipment</th>
<th>Mentioned more than once as desirable but not essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beads or spools to string</td>
<td>1. Board slides</td>
</tr>
<tr>
<td>2. Blackboard and chalk</td>
<td>2. Buckets</td>
</tr>
<tr>
<td>5. Boxes</td>
<td>5. Fish pond</td>
</tr>
<tr>
<td>6. Clay or plastacine</td>
<td>6. Inclined planes</td>
</tr>
<tr>
<td>7. Climbing devices</td>
<td>7. Lockers</td>
</tr>
<tr>
<td>10. Dishes for sand box toys</td>
<td></td>
</tr>
<tr>
<td>14. Labels</td>
<td></td>
</tr>
<tr>
<td>15. Next of cans or blocks</td>
<td></td>
</tr>
<tr>
<td>16. Napkins, paper</td>
<td></td>
</tr>
<tr>
<td>17. Peg boards</td>
<td></td>
</tr>
<tr>
<td>18. Phonograph</td>
<td></td>
</tr>
<tr>
<td>19. Pictures</td>
<td></td>
</tr>
<tr>
<td>20. Racks, coat, and towel</td>
<td></td>
</tr>
<tr>
<td>21. Rugs</td>
<td></td>
</tr>
<tr>
<td>22. Sand box or sand table</td>
<td></td>
</tr>
<tr>
<td>23. Small chairs</td>
<td></td>
</tr>
<tr>
<td>24. Sorting games</td>
<td></td>
</tr>
<tr>
<td>25. Tables</td>
<td></td>
</tr>
<tr>
<td>26. Tray</td>
<td></td>
</tr>
</tbody>
</table>

Routine Program

As only two high schools conducted an afternoon school, an example of a morning program will be cited here.

- **8:40 - 9:00**  Inspection by school nurse or teacher
  - Drink of water
- **9:00 - 9:10**  Toilet and wash hands
- **9:10 - 9:50**  Free play
- **9:50 - 10:00**  Toilet
- **10:00 - 10:15**  Juice
- **10:15 - 11:00**  Quiet room play, circle, music, etc.
- **11:00 - 11:45**  Walk or free play
- **11:45 - 12:00**  Drink of water and then home
In each questionnaire teachers stated that a program could not be exactly fixed to the minute as shown above.

**The High School Girl**

Homemaking I and II as set forth in the State Course of Study were recommended as a prerequisite, or at least one year of a general homemaking course. Beginning homemaking classes were used in cases of a very small high school, or when the high school class schedule would not permit adjustment.

Members of the homemaking class participated in the school work routine by:

1. Assisting with wraps
2. Directing play groups
3. Assisting at juice time
4. Assisting at circle time
5. Assisting with toilet and washing duties
6. Bringing and returning children
7. Assisting with equipment

The homemaking class enrollment varied from 14 to 45 depending on the size of the high school.

Development in the girls' points of view toward children and child development courses was expressed by:

1. Greater interest in children
2. Keener observation of children
3. Girls did child development project during spare time: (developed a P.T.A. nursery school)
4. Learned that children were individuals
5. Learned to appreciate children more, and a child's point of view
6. Developed a greater pride in doing better class work
The following statements were given by the girls of one high school in answer to the question, "What did you derive from the course in child development?" (1)

"1. I have a better understanding of children.
2. I really enjoy children now.
3. I learned they have a personality all their own.
4. Their spirit of cooperation is greater than ours in high school.
5. We could learn much from them.
6. Children need companionship with others of their own age.
7. I did not realize before that toys to fit the age and development made so much difference in the amount of enjoyment they derive from them.
8. I marvel at the effectiveness of simple forms of discipline, such as isolation, and the use of positive suggestions instead of always saying "don't do this or that."
9. It is easy to develop independence in small children, if allowed to do things for themselves.
Some who came to us perfectly helpless, learned to do many things by the end of the play school such as: They learned to take off their coats and hats and hang them up, to wash their hands, and faces, and comb their hair. To serve tomato juice to the group, and in many other ways did they show their initiative.
10. I learned to love children where as before I though them just something to be endured."

In summarizing the effect the play school had on making the child development unit effective, in relation to the standards of achievement of the homemaking depart-

ment when compared with former methods of teaching.

1. More interest on the girls' part.
2. A greater carryover value in the girls' lives and the home.
3. A greater appreciation of the home.

Reactions Toward a Future Course for Boys

Nine teachers of the ten said "yes" to this question. Three made the qualifying statement that, at the present, until more thought had been given to the unit, observation rather than participation would be advisable. Five stated that boys showed great interest and enjoyment in observing in the play school.

The Status of the Play Schools in the United States

The writer made a survey of the United States by sending letters (See Appendix A) to the State Supervisors of Homemaking Education, State Departments of Public Instruction, to determine the length of time the play school movement had been in progress. Although there was in many cases an uncertainty in the minds of the state supervisors of the origin in their states, no state responded that the play school had been in existence more than seven years. In most instances it was not over four years.
In three states, Connecticut, Colorado, and South Dakota, those schools offering a vocational homemaking program were required to offer to the girls electing those classes a play school as a laboratory in child development units.

Arizona and Colorado have done pioneer work in the movement.

Table III records the information received by letter from the state supervisors of homemaking education.
### TABLE III
THE STATUS OF THE PLAY SCHOOL MOVEMENT
IN THE UNITED STATES 1937-1938

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>States reporting Play Schools</td>
<td>States reporting no Play Schools</td>
<td>States requiring P.S. in homemaking</td>
<td>States requiring vocational depts.</td>
<td>States requiring use of WPA</td>
</tr>
<tr>
<td>N = 22</td>
<td>N = 19</td>
<td>N = 3</td>
<td>N = 10</td>
<td></td>
</tr>
</tbody>
</table>

- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Idaho
- Illinois
- Kansas
- Kentucky
- Louisiana
- Michigan
- Minnesota
- New York
- North Dakota
- Oregon
- South Dakota
- Tennessee
- Texas
- Utah
- Wisconsin
- Wyoming

Summary
1. States reporting play schools............22
2. States reporting no play schools........19
3. States requiring play schools as part of Vocational Homemaking program........... 3
4. States that reported a use of nursery school as observational center..........10
5. States from whom no answer to letter was received.................. 7
Experimental Procedures

Before setting up the demonstration play school, the writer made a careful analysis of the developmental needs of the child of the pre-school age. This analysis was made for the purpose of assembling criteria which could be used in evaluating play school procedure and equipment.

Although considerable agreement is found among authorities, the data are reported in a form which is difficult to summarize in a unit. For a summary of various authors' opinions, see Appendix D.

These facts and opinions of specialists were kept in mind as the experimental work progressed.

Specific applications were made in selecting:

1. Room facilities
   a. Indoor
   b. Outdoor
2. Play equipment
3. Health and safety protection
4. A routine program suitable to the children and adaptable to high school needs

The purpose of the following experimental work, which includes the setting up of a demonstration and experimental play school, is therefore to develop a play school program suitable to high school needs. Procedures used are summarized in this part of the study.
Demonstration Play School

In 1938 a play school was organized in a basement room of the Home Economics building on the Oregon State College campus for the purpose of giving to summer school students an opportunity to assist in organizing and participating in the development of a demonstration play school. This school was used as a teacher training laboratory.

The class, which was graduate in rank, consisted of teachers in the field of Home Economics from various states, nursery school directors, and nursery school instructors. Pre-requisites were at least one course in child development and preferably a course in nursery school education. Twenty-two were enrolled in the class.

The staff consisted of two directors (each serving for a period of three weeks) and one assistant. Members were experienced in the field of pre-school education.

The Physical Plant

Inside Space

The room selected for this study was a west window exposure, of basement type, 26' x 27' x 8'. The room was not entirely satisfactory because the floor was cement and was cold for the children. The room was ample in size for the eight children. It had a direct outdoor entrance, easily accessible to the play yard.
The lavatory in the corridor adjoining the play room was used. An attractive picture was placed on the door to identify it for the children, because of the several doors they must pass before arriving at the toilet room. A low coat rack held individual towels and wash cloths. A handy comb rack was made from a box just wide enough to allow the teeth of the comb to fit over the edge. Hollow blocks made standing boxes for the children to reach the three toilets and two washbowls.

Outside Playground

The space provided for play had no fences and was bounded on one side only by a non-busy street. An all turf play space with a cement walk and driveway leading to the building entrance served as tricycle runways.

Equipment

The students enrolled in the class devoted one week to preparing the laboratory and the making of toys and equipment.

As would be the case in a high school laboratory, several things could be borrowed. This was done from the local college nursery school, the W.P.A. nursery school, and class members. See Appendix E for a detailed description of toys and equipment made or assembled for the demonstration play school.
List of Equipment Used in Play School

The demonstration play school used the following equipment and found it quite adequate for the eight children.

All references to plates are made to Plates I to XII as shown on pages 34 to 46 of this chapter.

Borrowed (from nursery schools and class members and high school)

10 small chairs and 3 tables. See Plate III.

2 rugs (1 for doll house (See Plate I) and 1 for a story hour. See Plate IV.

2 coat racks (1 for wraps (See Plate I) and 1 for towels to be used in the toilet room).

1 easel. See Plate VII.

2 trays, 10 glass cups, and 1 pitcher to use for tomato juice and water. See Plate III.

1 piece of outdoor equipment (rocking boat). See Plate X.

1 low bench to hold educational toys. See Plate II.

12 pieces of educational toys. See Plate II.

1 large sewing table used for a doll house by tacking material around the side, leaving an opening for a door. See Plate I.

1 large table used up-side-down as a sand table. By lining it with oilcloth it made a satisfactory table for water play. See plate VI.

1 hammer and nails. See Plate VI.

1 portable victrola.

1 box of mill-end blocks. See Plate I.
10 towels and wash cloths (paper ones could be used).
1 tricycle (loaned by a child). See Plate VIII.
2 dolls and bedding. See Plate I.
3 hollow blocks of wood.

**Donated by Stores, Members, and Interested Persons.**

- cardboard boxes of all sizes (used for holding materials, etc.)
- box of dresses, aprons, old purses, etc., to use for "dressing up".
- box of odd pieces of wood to use for blocks. See Plate I.
- box of odd pieces of lumber to use for carpenter work.
- cloth to use for the doll house. See Plate II.
- doll bed. See Plate II.
- large wooden boxes for climbing. See Plate V.
- one balance board. See Plate V.
- many large cartons. These were reenforced by replacing the empty tin cans in them, and taping them together with heavy paper tape. These made satisfactory blocks. See Plate I.
- three old auto tires. See Plate IX.
- two medium sized barrels. See Plate VI.

**Bought**

- 10 combs
- 1 pkg of paper napkins
- 2 picture books from the dime store. These were cut up and the pictures made into a frieze used around the room. See Plate III.
- 2 jars of paste
3 jars of poster paint, red, blue, and yellow. These colors are found to be the most popular and the children may be encouraged to mix other ones.

1 box of thumb tacks
2 rolls of transparent tape
3 paint brushes for the easel
2 pairs of scissors
2 lbs. of unprinted newsprint, to use on easel
6 sticks of colored chalk
2 doz. tags to mark the children's names on the coat rack and towel rack. See Plate I.

2 1/2 yds. of oilcloth for the sand table
2 cans of enamel paint and brushes used for painting sand table toys, etc.

The tomato juice was paid for by the Home Economics Department as a legitimate expense of the department.
The following pages of plates present the equipment and toys used in the demonstration play school.
Plate I

Corner of Demonstration Play Room
Showing a Sample of Equipment Made and Assembled by Students
Plate II

An old bench, converted into a play table
Elephant, butterfly, train are plywood cut-out toys.
Decoration on bench cut from a child's
painting book and colored
Plate III

Children ready for their tomato juice
Note frieze which decorates wall space
and pillar in the room.
Note the instruction charts on bulletin
board near the student entrance door.
Plate IV

A Story From Picture Books Made By Students
Plate V

Outdoor Play Yard With Equipment
Plate V
Plate VI

Outdoor Equipment
Plate VII

Equipment: Easel for Painting
Notice self-help apron for painting activity.
Plate VIII

Two children assist with the oilcloth for the sand box.
Plate IX

Old tires make a satisfactory bird's nest.
The carton served as a house or garage for dramatic play.
Plate X

Cooperative Play
Four children rock together in the boat.
Plate XI

The boat turned upside down makes a climbing device
Plate XII

Clay develops the small muscles and brings about socialized play.
Cost of Equipping the Play School

The cost of equipping the laboratory was nominal. Four dollars and twenty cents was spent of department funds as shown by the table below.

TABLE IV

COST OF DEMONSTRATION PLAY SCHOOL SUPPLIES

<table>
<thead>
<tr>
<th>Amount</th>
<th>Article</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 1/2 yds.</td>
<td>Oilcloth</td>
<td>$0.65</td>
</tr>
<tr>
<td>1 roll</td>
<td>Tape</td>
<td>.05</td>
</tr>
<tr>
<td>1 pkg</td>
<td>Napkins</td>
<td>.10</td>
</tr>
<tr>
<td>5</td>
<td>Combs at 10¢</td>
<td>.50</td>
</tr>
<tr>
<td>5</td>
<td>Combs at 5¢</td>
<td>.25</td>
</tr>
<tr>
<td>2 pkg</td>
<td>Mending Tape</td>
<td>.25</td>
</tr>
<tr>
<td></td>
<td>Turpentine and Needles</td>
<td>.15</td>
</tr>
<tr>
<td>2</td>
<td>Picture Books</td>
<td>.30</td>
</tr>
<tr>
<td>1 roll</td>
<td>Picture Wire</td>
<td>.05</td>
</tr>
<tr>
<td>1</td>
<td>Rubber Ball</td>
<td>.15</td>
</tr>
<tr>
<td>2 jars</td>
<td>Paste</td>
<td>.30</td>
</tr>
<tr>
<td>3 jars</td>
<td>Poster Paint</td>
<td>.45</td>
</tr>
<tr>
<td>2 lbs.</td>
<td>Newsprint</td>
<td>.20</td>
</tr>
<tr>
<td>6 sticks</td>
<td>Colored Chalk</td>
<td>.10</td>
</tr>
<tr>
<td>2 doz</td>
<td>Tags</td>
<td>.15</td>
</tr>
<tr>
<td>2 cans</td>
<td>Enamel Paint</td>
<td>.30</td>
</tr>
<tr>
<td>2</td>
<td>Brushes</td>
<td>.20</td>
</tr>
<tr>
<td>1 box</td>
<td>Thumbtacks</td>
<td>.05</td>
</tr>
</tbody>
</table>

Total $4.20

The Children

No medical examination was required as a prerequisite before entering. An effort was made to select only those children who were physically fit.
The children were selected from the college nursery school applicants. The majority of children came from homes of the professional class. Eight children were selected. Of these two dropped out.* To replace these, two were invited to attend each day from the college nursery school. This added new interest for the children and proved to be satisfactory.

A daily attendance chart was kept for all enrolled children.

The children's ages ranged from 2 years, 6 months, 19 days to 5-10-12. See Table V.

**TABLE V**

**AGE RANGE OF DEMONSTRATION PLAY SCHOOL CHILDREN**

<table>
<thead>
<tr>
<th>Code Number of Child</th>
<th>Sex</th>
<th>Age in Years, Months, Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>2 - 6 - 19</td>
</tr>
<tr>
<td>*2</td>
<td>M</td>
<td>2 - 11 - 6</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>3 - 1 - 15</td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td>3 - 5 - 0</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>3 - 11 - 27</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>4 - 3 - 21</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>4 - 7 - 6</td>
</tr>
<tr>
<td>*8</td>
<td>M</td>
<td>5 - 10 - 12</td>
</tr>
</tbody>
</table>

**Tuition Fee**

A tuition fee of one dollar per week was required of all parents.
Length and Time of Play School

The play school was in session five days each week and for a period of five weeks, the hours being from nine in the morning until twelve.

The Program

The following daily schedule served merely as a guide, although it was modified from day to day.

9:00           Arrival of children, health inspector, drink of water
9:00 - 9:45    Free play
9:45 -10:00    Toilet routine
10:00 -10:15   Tomato juice
10:15 -11:20   Walk
11:20 -11:30   Toilet routine
11:30 -11:45   Story on the rug
11:45 -12:00   Free play and putting toys away

Although this program was flexible, it was a planned educational experience for the child; no rigid schedule was followed.

Routine

The routine procedures such as inspection, toileting, juice period, taking off and putting on of wraps, and putting toys away are fairly standardized procedures in nursery school. Little adaptation was necessary for the play school. For details of procedures used in demonstra-
tion and experimental schools see Appendix. The only consideration that needed to be made was introducing boxes or stools, which the children could stand on to use adult equipment.

Tomato juice was served at two small tables (See Plate III) on which were placed two trays; one for the pitcher of juice and clean glasses, and another for empty glasses. One child was asked to serve, placing a napkin at each place. Then with the assistance of a student he poured the juice into the glasses to be served to the children. To avoid spilling, a low pitcher was used. Sherbet glasses with handles were used because they are easily handled by children.

While the children were being served, one of the instructors or students sat between the two tables which were used and kept the children interested by incidental conversation. Without this, it was very difficult for a 2 1/2 year old child to wait until all the children had been served, and it also gave those observing an opportunity to hear the children's responses to the questions directed to them.

As each child finished the tomato juice, he placed his glass on the tray and napkins in the wastepaper basket, slid his chair up to the table and was ready for the next activity. Sometimes the next activity would be
the selection of toys for play, or at times an excursion about the campus was planned, depending on weather conditions.

Methods used to Enrich the Environment with a Minimum Amount of Equipment

Formal music and circle groups were not planned. The children did, however, make situations which were used as a basis for group work.

Inexpensive and improvised materials were provided for the child which stimulated thought, and from which the children were permitted to originate play.

Students assisted in creating child responses by rearranging the environment from time to time. Some materials were held in reserve and brought out at intervals. This added increased stimulation for the child.

Excursions

Excursions provided learning experiences for the child. A few that were planned for the children are listed below:

1. To the grocery store to buy food.
2. To watch the process of house building.
3. To a large spreading tree that served as a climbing device.
4. To the College Museum.
5. To the foods laboratory to assist with the washing of tomato juice glasses.
6. Walks about the campus.
Projects

Often one child, or even an entire group, will need stimulation. An interesting project is one of the best ways of bringing this about.

The grocery store project which was organized in the play school illustrates possibilities for stimulating mental and social growth.

One four-year old child, who had had nursery school experience, excluded herself from the group by playing alone. She had possibilities for leadership and needed association with the group. A play grocery store was planned for the outdoor play yard to stimulate group activity. The child became interested and brought material from home. This project required thinking on the part of the children to assemble needed materials. Milk caps served as money. Cereal boxes, empty spice cans, etc. made the imagination of youngsters active as they did their buying and selling. The children in many cases were not familiar with the labels, and many a cereal package sold for ice cream.

The children dressed up in old clothes to go shopping, and made homes under the shrubs or the boat. The store activity covered the period of a week.
Student Participation and Observation

The student class met twice per week for lecture and discussion periods. Each student also spent six hours a week in the play school.

Student contact with children was considered valuable, and since student learning was a primary consideration, as many legitimate contacts as could be made were planned. Students participated in such activities as music, story, or conversation, but always remembering the fundamental principle of waiting for the children to create the situation.

To make student contacts with the home, the students rotated in calling for and taking the children home. This served a two-fold purpose; first, an entry into the home; second, better acquaintance with the child.

Staff and students considered possibilities for observational material. The class group opinion was that the best use of student time would be to record situations that need class discussion. These serve as a basis for class discussion. Situations that students observed were analyzed carefully and reactions were reduced to principles and generalizations.

The blackboard was used by the instructor as an aid in making known to the students situations which yielded excellent observational material. (See Appendix C for
samples of material written on the board).

During the last weeks one child was assigned to each student as a special study problem. The child's reactions in the play school situation were analyzed.

**Student Work Routine at Demonstration Play School**

To facilitate a smooth running program and to insure maximum student participation, two programs similar to the following were posted. Each student was assigned duties which were rotated from day to day. As students participated in these activities, observations were recorded.

**No. 1 and No. 2**

9:00-9:45  See that the carpenter tools (hammer, nails, etc) are out of doors and supervise their use there. The gray box may be used as a work bench.

9:45-10:00  Take two children to the toilet and bring them back for tomato juice. Gordon and Eton.

10:00-10:15  Observe the tomato juice activity.

10:15-11:20  During the walk be responsible for the same two children you supervised for toilet routine.

11:20-11:30  Toileting.

11:30-11:45  Story books on the rug.

11:45-12:00  Ask some child to assist you in bringing in the carpentry tools.
No. 3
9:00-9:45  See that the easel, paint, brushes, and paper are out of doors and ready for use. Supervise the activity, having just one child painting at a time. When he is finished, supervise the child as he removes his picture from the easel.

9:45-10:00  Take Barbara H. and Bessie to the toilet. Then take them in for tomato juice.

10:00-10:15  Observe the tomato juice time.

10:15-11:00  Put away the painting things, etc.

No. 4
9:00-9:45  Bring out the sand table, sand, pails, etc., and supervise the children's activities there.

9:45-10:00  Take two children to the toilet, then bring them into the play room for tomato juice. Barbara and Patty.

10:00-10:15  Observe the tomato juice.

10:15-11:00  Take the responsibility of Donald and Patty while on an excursion.

No. 5
9:00-9:45  Bring out the boxes and boards for climbing, and be responsible for the play with this equipment.
9:45-10:00 Take Donald and Kirby to the toilet and bring them back to the play room for juice.
10:00-10:15 Observe the tomato juice.
10:15-11:20 Be responsible for your children on a walk.
11:20-11:30 Toileting.
11:30-11:45 Story books on the rug.
11:45-12:00 Ask some children to assist you in putting the sand away under the shrubs.

No. 6

9:00-9:15 Prepare tray of glasses and a pitcher of water. Bring it outside and serve the children. Use the green pitcher for the water and permit the children to pour. Use an empty tray for the used glasses.
9:15-9:30 Wash the glasses.
9:30-9:45 Observe the children.
9:45-10:00 Prepare the tray for tomato juice as you did for water, using two trays.
10:00-10:15 Serve the juice.
10:15-10:30 Wash the glasses.
10:30-11:00 See that the play room is in order.

No. 7

10:00-10:15 Observe the tomato juice.
10:15-11:20 Go on the excursion. When Miss Norris leaves at eleven, be responsible for Barbara N. and Bessie.

11:20-11:30 Toilet your two children.

11:30-11:45 Stories on the rug.

11:45-12:00 Ask some of the children to assist you in putting away equipment, helping children who need it.

No. 8

10:00-10:15 Observe the tomato juice time.

10:15-11:20 Accompany group on an excursion and when Miss Goodwin leaves at 11:00, be responsible for Patty and Barbara T.

11:20-11:30 Toilet for your two children.

11:30-11:45 Story books on the rug.

11:45-12:00 Invite some children to assist you in the sand things. The sand may be put in cans and left under the shrubs.

No. 9

10:00-10:15 Observe the children having tomato juice.

10:15-11:20 Go on an excursion with the children.

11:20-11:30 Prepare a tray of glasses and a pitcher of water. Have an empty tray ready for the used glasses.

11:30-11:40 Serve the children water as they return from toilet. Permit them to pour water.
11:40-11:50 Wash the glasses.

**No. 10**

9:00-10:00 Ask someone to help you take the rocking boat outside, and supervise the play with the boat.

**No. 11**

9:00-9:15 Help take the boat outside, and do anything you can to assist with the play.

9:15-10:00 Observe the children.

11:00-11:20 You may join the group on the excursion or work in the room until it returns.

11:20-11:45 Observe the children.

11:45-12:00 Help wherever needed in putting away equipment.

**No. 12**

10:00-11:00 Observe the children today. You may either join us for a walk or work in the room.
**Student Observations**

Observations in the demonstration play school were made from the standpoint of the teachers in training. An analysis of learning experiences which could be the outgrowth of the play school were set forth. This material was analyzed further in class discussion. The following illustrates the type of student observations that were made.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Student Reaction</th>
<th>Reactions of the High School Girl</th>
</tr>
</thead>
</table>
| Donnie's first day was quite a sad one to many of us who were observing. His mother stayed and watched almost all of the morning, and Donnie seemed so very dependent upon her. Somehow he felt insecure and needed reassurance at every turn. He seemed to be almost the youngest for his age of any of the children attending. | He was meeting with problems of adjustment.  
1. He had a feeling of insecurity around so many new people.  
2. He was not certain he would be allowed to play with all the things he could see. | They will be able to see many different types of adjustment in the child's life at the play school. Some of them are: being away from home and parents, playing with other children, learning to follow a definite routine, learning to take directions from people other than their own parents, learning to have confidence in themselves. Students will learn the need for a feeling of security around the play school from the very first day so that it will relieve tensions. |
<table>
<thead>
<tr>
<th>Situation</th>
<th>Student Reaction</th>
<th>Reactions of the High School Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty seems at all times inclined to want attention from the other children as well as from the teachers. When Gordon is riding the tricycle, she wants to show everybody how she can ride it. At the museum she wants the best place to stand and simply must see everything that anyone else sees. When washing, she must show the girls in attendance how well she can wash. Quite frequently she asks the other children if they like her. When others would naturally be hurt at some of the answers she receives, they seem not to bother her.</td>
<td>Her social development is not very far advanced. She hasn't learned to play with other youngsters and to cooperate with their play. She has such a natural way about her that observers wonder if she has been led to ask at home if the people there like her and to seek praise for her activity.</td>
<td>They should be able to quite easily see that even among children of this age level there is a certain amount of social development that needs to go on. They could observe the different methods used by the various youngsters to make and keep friends. They could understand why some children are not accepted by the group. Applications to their own social contacts could be made.</td>
</tr>
</tbody>
</table>
After the demonstration play school was closed, the writer carefully analyzed the methods used and from the results of this analysis formulated plans for setting up a play school on the secondary level.

This adaptation involved an adjustment to the lower level of maturity, and the working out of more detailed plans of organization for high school students. This organization is set forth in the description of the experimental play school which follows.

**Experimental Play School on the Secondary Level**

Turlock, California, the city in which the experimental play school was conducted, has a population of 4,276 and is located in the San Joaquin Valley, one hundred miles south and east of San Francisco. Its surrounding country is agricultural being devoted to dairying, truck gardening, and fruit, melon, and berry raising.

The predominate foreign group is Swedish.

**The High School**

The Turlock Union High School has a student body enrollment of 850. Of this number, 205 students are members of homemaking classes.

Sixty minutes is the time scheduled for each class.
The Homemaking Department

The services of two teachers and one half of a third are devoted to homemaking instruction.

The Homemaking Department gives a wide offering of subject matter to students through a curriculum of:

1. Homemaking I, II, III, and IV.
2. Boys' Foods Class.

These classes were organized in units of broad subject matter and include related material.

Special Problem Related to Organization of the Play School

The special problem in planning the project which needed the assistance of the high school principal was that of student class schedule adjustments to permit students to leave classes early or enter late when it was their turn to assist with routines. This was presented at a faculty meeting by the homemaking teacher by means of a report of the project plan. All plans for the unit were discussed with the principal before they were used. He was therefore aware of procedures, and his cooperation was secured.
Contacts with Parents of Children to be Selected

The Homemaking Department with the approval of the principal selected families having children. A home visit by the homemaking teacher and head of the Homemaking Department, gave a contact with the parents of the children before the play school began. A copy of the children's routine schedule was given to each parent. Information regarding the child and family was obtained in written form:

1. Name of parent
2. Address and phone
3. Name of child
4. Age in years, months, and days
5. Siblings and their ages
6. Remarks concerning child's health
7. Habit formation, toilet, and eating
8. Person to call in emergency in absence of parents
9. Permission to call family doctor or school doctor in an emergency.

Each parent was made aware of the safety protection given her child, urged to visit the play school and asked to bring her child to the play school three mornings each week. The students would return their children to the home. No classes in parent education were offered to the parents, as the high schools student was given primary consideration in pre-parental education.
The Physical Plant

Inside Space

The Homemaking Department was fortunate in being able to secure a room 20' x 19' adequate for the nine children who attended. This room was on the ground floor, (See Plate XIII) with adjoining toilet facilities and a direct outdoor entrance to a grassy inner courtyard.

The room and toilet facilities were used by the play school group only during the six weeks the project was being conducted. The room was part of the space provided for the dramatics program of the high school, serving as their make-up room. It therefore had a shelf accessible by the children around two sides, on which toys and picture books could be stored. A wardrobe cabinet with a "roll-back" door made a coat cabinet. A rack was made in the school shop class to make the cabinet suitable for coats and other wraps. A shelf at the top was used for storage space for toys. Three windows provided adequate ventilation and light.

Toilet and washing facilities were adjacent to the play room. The one toilet and wash bowl served the group. Boxes before the toilet and wash bowl made them an adequate height for the children. Paper towels were available for the children to use in drying their hands.
Outside Play Space

The door leading to inside space opened onto a cement walk used by students to pass between buildings. This passageway was closed to students during the hours the play school was in session. The grassy court adjoining this walk was bounded on three sides by the buildings. This lessened the problem of supervision of the children and made fences unnecessary.

Equipment

Two weeks were used by the students and teacher in planning and making equipment and toys. See Plates XIII and XIV. As the equipment was assembled, the project no longer became merely a department project because from janitor, gardener, to principal's office, aid was given to the Home making Department.

Large climbing equipment was not needed, as a public recreation park one half block from the high school grounds was sufficient.

Picture books, quiet toys, blocks, toys of spools, and two drums were constructed by students. An old music stand was remade into a painting easel by the shop class. It was desirable because it could be lowered and raised for age levels.

A bowl of gold fish added an experience of nature study for the children.
A large rug was loaned by the Dramatics Department for the floor of the room. Borrowed woven rag rugs were used in the outdoor space.

Toys, wagons, wooden beads, nests of blocks, dolls, three rubber balls, two tables, one writing table, and seven chairs were brought from home by the children. A student supplied the other two chairs.

Five educational toys, purchased by the teacher from equipment of the demonstration school, was loaned.

A water pitcher, nine cheese glasses, and two trays were borrowed from the foods laboratory.

The first-aid kit and kleenix from the high school office were used.

Three benches for student observers were borrowed from the school.

Aprons for painting were made by the students from scrap material in the clothing laboratory.

Other borrowed equipment not included in the above list is shown in Plates XIII and XIV.

The Cost of the Play School Equipment

The only expenditures were for the following items:
1 package of napkins and 1 lb. of plastacine.
The Children

Selection

As stated above, the children were selected by the teacher and the head of the Homemaking Department.

Only apparently normal children, physically and mentally, were enrolled.

No physical examination was required for entrance.

Selection was also made on a basis that the child was within a reasonably short walking distance from the high school so that students might return them to their homes each day.

TABLE VI

AGE RANGE OF CHILDREN OF EXPERIMENTAL PLAY SCHOOL

<table>
<thead>
<tr>
<th>Code Number of Child</th>
<th>Sex</th>
<th>Age in years, months and days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>F</td>
<td>2 - 1 - 3</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>2 - 2 - 9</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>2 - 2 - 17</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>2 - 6 - 10</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>2 - 10 - 8</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>2 - 10 - 28</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>3 - 4 - 20</td>
</tr>
<tr>
<td>8</td>
<td>F</td>
<td>3 - 9 - 21</td>
</tr>
<tr>
<td>9</td>
<td>F</td>
<td>3 - 11 - 25</td>
</tr>
</tbody>
</table>

The above table indicates that four of the children were under two years, seven months of age. In each case the child's bladder control had been established.
The group of children was composed of four boys and five girls, making the total number, nine. No children dropped out.

Studies of the Children Who Attended the Play School

Louise

Age 2-1-3

Louise, the youngest child, whose father was a teacher in the local high school, was very independent. She had a younger brother five months of age. The mother was asked to bring this small brother to the play school one morning and the students watched Louise's reactions. She paid no attention as the girls admired the baby, although the other children wanted to touch and feel the baby. The mother then bathed the baby in the home nursing laboratory as a demonstration for the girls who could be spared from duties in the play school and other homemaking classes. Louise's manipulative ability was above the average, as demonstrated by the way she could serve juice.

Buddie and Glenele

Age 2-2-9 Age 3-11-25

Buddie was the younger brother of Glenele. Their parents owned and operated a grocery store. Patrons of the grocery store showed preference for Glenele. Much of the time the children were left with a housekeeper.
Glenele was a very attractive child, had been given popularity by being flower girl at a wedding, appearing on a float as the center of interest, during a community festival parade, and in several other ways was made to feel superior because of her attractiveness. Her imagination was vivid, and she dominated the group at first.

Buddie, the slow-moving type of child, bit and pinched so much that the mother dared not allow him to play with groups of children. She was reluctant to permit him to attend the play school because of the biting and pinching. Upon the writer's request, Buddie came. The homemaking classes conducting the project were told of his problem, and the suggestion was given that it would be a real challenge to the class to assist this child. The students did solve the problem, in a measure with the aid of the teacher and were able not only to help Buddie, but also Glenele who was the cause of a good deal of his difficulty.

Sonny
Age 2-2-17

Sonny indulged in solitary play by the hour and was very inactive. It was not until the fourth week in the play school that he joined in social play or in serving tomato juice. He had a brother and sister 8 and 10 years of age respectively, who were very companionable to each
other. His father and mother were temporarily separated. The father was a laborer.

Connie
Age 2-10-8
Connie, a quiet only child, could serve tomato juice very well. She liked very much to be with the others in group activities. Her father was a doctor.

Ronnie
Age 2-6-10
Ronnie was the adopted child of middle aged parents who had lost their only child by death. He was dainty and almost feminine in his movements. He loved music and was cherished by all, especially the foster parents. He was very easily managed but able to stand up for his rights in the children's group, if the toy belonged to him at the moment, because he was using it. His father was an executive in a business corporation.

Leon
Age 2-10-28
Leon was a very determined child and eager for his own way. He had had two severe illnesses, one having come the early part of the year. He had spent several weeks in bed recuperating. He had a brother eight years old. His father was the janitor at the local high school.
Sue
Age 3-4-20

Sue was the only child to refuse her tomato juice the first day. She said that she would drink it if permitted to do so outside. To present a learning situation for the students, she was allowed to do so, and the next day there was a repetition of the previous day's activity. Upon being refused permission, she drank the tomato juice and there was no recurrence of the refusal to take the juice. She had a younger brother nine months old. Sue squealed a great deal at first, and each time it brought a chorus from the rest of the children. Her father was a local business man.

Shiela
Age 3-9-21

Shiela was the youngest child of a family. Her brother and sister were students in the junior and senior classes of the high school. They adored her, and the family age spacing made her more like an only child. She had long blond curls and enjoyed telling each morning that she had something new, such as a purse or dress. Her father was a local business man.

The preceding description of the children may seem irrelevant to the study, but the writer includes it to
illustrate that children who are enrolled in the play school will vary in personalities and home backgrounds, and each child will present a different type for study. A happy adjustment of these personalities in the group is the responsibility of the teacher.

The last names of the children were not given to the students, although in some cases, because the city was not large, the family was known by some of the students. Names of the children were written on pieces of paper and pinned to the back of the child's garment. By this method the students became familiar with the name and the child.

**Attendance of the Children**

Fine cooperation of the parents in endeavoring to have regular attendance of the children is shown by the fact that five had a perfect record; two were absent but one day each, and the remaining two were absent two and three days.

Most of the absences appear during one week when an epidemic of colds and sore throats was in Turlock. One child's cold was almost negligible, but he was asked to return home with his mother as a precaution from spreading infection.

**Length and Time of the Play School**

The experimental play school was held during the
months of October and November for a period of four weeks. The two weeks prior to the opening of the school was used in preparation. This arrangement provided for a unit of six weeks in child development.

The children came Monday, Tuesday, and Wednesday. Student discussion periods were scheduled for Thursday and Friday. This arrangement of time was necessary because of a student body assembly hour from eleven to twelve each Friday. All other morning periods were shortened to accommodate the added period. Students were required to attend. The anticipated confusion that would result if the play school was held on Friday resulted in the selection of Tuesday.

The hours of nine to eleven were chosen. Since no play school had been held previous to this one, it was the opinion of the teacher, in discussion with the students and head of the Homemaking Department, that two hours would be as much as should be used on a new project.
The Program

Routines

The daily schedule on Monday, Tuesday, and Wednesday was planned as follows:

8:45-9:10 Mothers brought children

Four girls came early to the class to prepare the laboratory to receive the children.

Health inspection - done by the homemaking teacher.

Drink of water

Hanging up of wraps

Toilet

9:10-9:40 Free play

9:40-10:00 Toilet and washing hands

One student assistant brought tomato or orange juice from the foods laboratory.

10:00-10:15 Tomato or orange juice

Children:

One child placed napkins

One child served juice, with the aid of student assistant in filling glasses.

One child each day assisted a student in washing the glasses.
Teacher - two weeks directed at the tables, second two weeks girls were chosen by teacher to act as director, sitting on a low chair between the two tables.

10:15-10:30 Free play or an excursion. Because of the short hours of the play school no long excursions were taken.

Excursions:
1. To the large gold fish pond and fountain on the high school campus
2. To the grocery store across the street
3. To the music auditorium to hear children's music by the orchestra, planned for in advance. Each child was invited to beat the large drum, and the rest walked or skipped to the beating.
4. To the recreational park to play on the slides, swings, etc.

10:30-10:50 Rest or quiet play

Story or music on the rugs under the shade in the outdoor play space or in the play room.

10:50-11:05 Children assisted students in putting away the toys.
Toilet for the younger ones; the older ones if there was a need.
Putting on of wraps. (Usually the child had only a sweater or no wrap at all).
Each child was taken home by a student.
This gave the student:
1. An entrance into the home
2. A better acquaintance with the child.

Students rotated taking the children home.

Nursery school techniques for routines adapted to play school needs in the (demonstration school) were used. See Appendix C. Therefore they are not reported here.

All possible routines were carried on in the outdoor play space so that the children might have the advantage of being outside. The climate in October and November is mild, and the sun shone every day with the exception of two.

The Students

The Classes Chosen to Sponsor the Play School

The classes chosen to sponsor the play school were two classes of 20 and 23 girls each. Junior and senior students in homemaking III and IV met at the hours of nine
and ten o'clock respectively. These classes were chosen because the students composing them were of upper division rank. Each student had had at least one year of homemaking instruction.

The Younger Brothers or Sisters of Students

Each student was asked to give information concerning the number of brothers and sisters of preschool age in her family. (See Table VII)

Results show that only eighteen of the forty-six students enrolled in the two classes had younger brothers or sisters of preschool age to observe or to assist with their care. A few students did, however, mention that there were in their neighborhood children of this age whom they watched at play.

The results of Table VII indicate a need for the child development classes to include the use of a laboratory for observation of preschool children.
# TABLE VII

**NUMBER OF CHILDREN OF PRESCHOOL AGE IN FAMILIES OF GIRLS ENROLLED IN HOMEMAKING CLASSES SELECTED IN TURLOCK HIGH SCHOOL TO CARRY ON THE PLAY SCHOOL PROJECT**

<table>
<thead>
<tr>
<th>Ages of Children in Family</th>
<th>Ages of Children in Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student No.</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>9</td>
<td>x</td>
</tr>
<tr>
<td>10</td>
<td>x</td>
</tr>
<tr>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>13</td>
<td>36</td>
</tr>
<tr>
<td>14</td>
<td>37</td>
</tr>
<tr>
<td>15</td>
<td>x</td>
</tr>
<tr>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>x</td>
</tr>
<tr>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>20</td>
<td>x</td>
</tr>
<tr>
<td>21</td>
<td>x</td>
</tr>
<tr>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>23</td>
<td>x</td>
</tr>
</tbody>
</table>

**Summary of Table:**

Total number of students 46
No. of students having brothers and sisters of preschool age - 18
Schedule of Rotation by High School Students

<table>
<thead>
<tr>
<th>Days</th>
<th>High School Class A - 9:00-10:00</th>
<th>High School Class B - 10:00-11:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Assist 8</td>
<td>Observe 6</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Observe 8</td>
<td>Study 8</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Study 8</td>
<td>Assist 8</td>
</tr>
</tbody>
</table>

According to the above schedule the children were in school Monday, Tuesday, and Wednesday. On these days the high school students rotated on a three-group plan, thus permitting each high school girl to take a turn in observing, assisting, and reading on child care problems during the week. On Thursday and Friday a discussion was held of the problems that arose. This discussion was planned to answer the questions on the observation sheets, and to make further plans for the succeeding days.

Student participants were those students who assisted the teacher in the routines. Observers were those who did not take part in the routines. It was found that to allow
an hour for assisting or observing made a program more easily managed by teacher and students than one in which a student observed, assisted, and studied during the hour.

**Student Participation**

Participation in the routine gave students contact with children so that they might have actual experience with children. In the experimental play school students participated by:

1. Assisting with drinks of water
2. Assisting with games and clay modeling
3. Preparing and assisting child in serving mid-morning tomato or orange juice
4. Supervising the toilet time
5. Supervising the children while they wash their hands
6. Mixing paints for children's use
7. Assisting with excursions
8. Supervising the activities on the play equipment at the recreational park and in the outdoor play yard
9. Assisting the children in putting the toys away
10. Telling stories from class-made picture books and assisting with music
11. Assisting children with wraps when necessary
12. Returning children to their homes at the end of the play school day.
13. Assisting in making the laboratory in readiness to receive the children in the morning.

For detailed suggestions used for student participation see Appendix C.

**Student Observations**

Observations were necessary as a learning device for students. Methods used in making observations were:

1. **Blackboard notations**
   
   A portable blackboard was used by the teacher to convey to the students the activity which she wished them to observe.

2. Each student observed and made a written report of a child.

3. Three short observation blanks were filled out.

   See Appendix B.

One difficulty that presented itself was that the discussion periods seemed very short in which to talk over the many problems that were presented for discussion. A sheet of suggestions for observers was posted near the playroom entrance door. See Appendix C. All student observers were asked to observe the suggestions.

Student observers were encouraged to bring cameras and take pictures of the activities, providing they remained in the background and did not interrupt the children.
Students not Participating or Observing

The student group not participating or observing was studying on child development or working out plans for the day during which they would be participants.

Many sources of information are available for study. Books were chosen that were written for high school students and to meet high school students' needs. Examples of the type used are: "Knowing Yourself" by Donald McLean; "Child Care and Training", Faegre and Anderson; "Care and Guidance of Children", Goodspeed and Johnson. (See reference list). These three books do not conclude the list used but represent a sampling of the books available.

Student Discussion Period

Each of the two homemaking classes held a discussion period on Thursday and Friday. Routine plans were developed at this time. Recorded observations were discussed in relation to the children's growth and development. An attempt was also made to show students how applications could be made in meeting their own problems of development and adjustments. A few of the observations that served as a basis for discussion were:

1. Expressions of individuality or personality
2. Evidences of cooperation
3. Stages in social development
4. Ways of gaining willing cooperation
5. Use made of play equipment
6. Children's reaction to their physical environment
7. Children's interests and needs
8. Children's reaction to adults in the group
9. Children's reaction to leaving parents
10. Evidences of children's good health
11. Children's clothes in relation to needs

Education of the Community Through Publicity

Through the high school newspaper the student body was informed of activities in the play school. One student each week was selected from the homemaking class to write the article for the student newspaper.

A news story accompanied by pictures appearing in the Turlock local newspaper, gave the community an opportunity to receive information about the project.

The "School News Hour" over Modesto Radio Broadcasting Station, informed the surrounding areas about the play school project in Turlock High School.

A talk before the Turlock Chamber of Commerce by two students, assisted by the teacher, was good developmental procedure for these two girls and also informed businessmen of the play school activities.

Parents and local townspeople were encouraged to visit the play school.
Community Reactions to the Play School

Turlock had no nursery school. When the play school closed, mothers of the children attending stimulated a community desire to establish a nursery school in the community to continue the work, using parent participation in the routines, and to establish a parents' discussion period for parent education.

Results of Investigation

The methods of techniques of organization and management of play schools tested in the experimental play school, as developed by adaptation and simplification of nursery school procedure and the demonstration play school, gave a basis on which the writer could set forth recommendations for standards in organization and administration of play schools used as a laboratory for child development units of a homemaking program in secondary schools. The recommendations which are presented in the following chapter serve as a recapitulation of the writer's investigation.
CHAPTER III
RECOMMENDATIONS FOR THE ESTABLISHMENT OF PLAY SCHOOLS

A. General Considerations

The play school as a laboratory for teaching child development on the secondary level is still in the experimental state of growth. Therefore the few principles and recommendations set forth can serve only as a guide for establishing play schools.

Standards of Achievement

It is apparent that there can be different levels of meeting essentials of a play school. A given need may be met at the barest minimum or it may be met fully. The completeness with which the essentials are executed, the adequacy with which the school strives to move from the requirements for a bare existence to a fuller, well rounded program will determine possibilities for the level of achievement for students and children. It is the writer's recommendation as a result of her findings in the experimental and demonstration play schools that teachers in the secondary field of education who conduct play schools set their standards at a maximum level. These high standards which should be within the range of student achievement and meet student needs are vitalizing in building up attitudes and appreciations and recognition of the play school
as an educational laboratory in the high school and in the community.

Comparison of Nursery School and Play School (1)

Even though there are many variations of both the nursery school and the play school, those which are achieving the desired objectives are based upon the same constructive philosophy of child development. There are, however, some essential differences between the nursery school and the play school as shown by the following comparison.

TABLE VIII

<table>
<thead>
<tr>
<th>The Nursery School</th>
<th>The Play School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An educational experience having continuity and permanency for a given child over a period of from one to three years. May or may not be used as an observation center for students.</td>
<td>1. A temporary experience of only a few weeks giving the child an opportunity to associate with a group of his peers for a brief period of time. Used primarily by students as a center for observation and participation.</td>
</tr>
<tr>
<td>2. An opportunity for education for the parents of the children.</td>
<td>2. Parent education is not necessarily a part of the program. Primarily the play school provides pre-parental education.</td>
</tr>
<tr>
<td>3. Because the children are enrolled for a longer period, some of the children's difficulties may be corrected.</td>
<td>3. Because of the short period of enrollment, many difficulties may be only partially corrected.</td>
</tr>
</tbody>
</table>
4. Set up with a flexible schedule

5. Needs a larger variety of durable equipment to carry on activities over a longer period of time.

6. May accommodate a comparatively large number of children because more trained adults are included on the staff.

7. Usually charges a per capita fee for the training given child as part of his education.

8. Those directing the program organize the physical equipment and plan the activities.

9. Observation may be scientifically recorded to contribute to research as well as to a better understanding of these children.

10. Medical examination of children usually required upon entrance.

The play school is a simplified outgrowth of the nursery school, and as such should be based upon the same fundamental principles. Principles which should be adapted to the play school from the nursery school are:

1. Provision for the physical well being of the child, through housing, equipment and personal care.
2. Provision for a variety of suitable play equipment in and out of doors.
3. Cooperation with parents.
5. A calm atmosphere.

Consideration of Community Needs

Each community has its specific needs and conditions. It is therefore not possible to transplant an organized program of play school from one community into another community of entirely different background. The parents in one community may be a majority of foreign parentage with the major proportion being non-english speaking, adhering to old country customs and traditions. The program may seem a frill to education for them, but through education and tact, the project can be presented in a manner that their hearty cooperation will be received.

In other communities the "stage may be set" because nursery schools and kindergartens have been established as part of the educational system, and the teacher will
experience only cooperation from the beginning.

A very definite understanding of the community helps to facilitate a successful play school program. This may mean to make a careful study of the community in the light of suggestions given in Chapter II of this study, from those play schools that have been developed in other communities, and use those items that will apply to the local high school. If the teacher is new in the community, considerable time may need to be given to thorough and planning before initiating such a project, thus delaying the organization of a play school until the second year of her teaching.

**Interesting the Community in the Play School**

Through effective publicity in the local newspapers, the teacher has an opportunity to interpret the homemaking program, which includes the play school, to the community. Any pictures taken to be printed should depict a normal situation. The children should never be posed, but should be engaged in their regular activities. Adults and students who appear in the pictures should be few in number and appear in the background. Best results may be gained when articles are written in terms easily understood by the public, and when they indicate the relationship of the play school to the homemaking program.

The high school newspaper brings the project in story
form into the homes of all the high school students.

Either moving pictures or photographic pictures used on a belloptican, aid in presenting a program before the local women's organizations to depict the homemaking department by the teacher, assisted by the students.

A talk before the leading organization groups, Chamber of Commerce, Parent Teacher Association, American Association of University Women, of the city not by representatives from the homemaking class not only interests business men and women of the city, but it also aids in the development of the high school students who appear before groups to give the talks. When this type of project is carried on, the homemaking teacher should also be present to make sure controversial topics are dealt with properly.

Visitation of parents and townspeople to sessions of the play school may be a satisfactory means of developing interest.

The Play School in a High School Program

Cooperation among many departments in a high school make for greater success. Although a project may be sponsored by one department, wider benefit comes to a larger number of students where integration of subject matter takes place.
CHART I
THE PLAY SCHOOL
IN A HIGH SCHOOL PROGRAM

Board of Education

Supt. of Schools

High School Principal

Homemaking

Other Health Agencies

DENTIST  DOCTOR  CLINIC  PHARM. DEPT.  OTHER CLINICS

Child Development Unit

Bond Achievement Classes

Focuses and Nutrition

Family and Social Relationships

Clothing

Oral English Classes

Act. Dept.

Shop Class and As Dept.

School Nurse

Girls' Physical Ed. Classes

School Psychologist

PLAY SCHOOL

Direct relationship
Practice or Observation (student)
Service
Cooperation

Parents

Community Agencies
Chart I shows how the play school may occupy a vital part not only of the homemaking program but also of many departments by serving in four ways: first, direct relationship; second, student practice or observation; third, service; fourth, cooperation.

Following under the above named divisions the school departments take their places thus:

The Board of Education, the Superintendent of the School, and the High School Principal, act as the governing body of the school to which the homemaking department is directly responsible. For their cooperation the entire plan for the child development unit, including a play school, should be discussed with the principal. His approval of the plan must be secured and his cooperation gained. Any irregularities which may arise will also need the assistance of the principal for the success of the plan.

The homemaking department should assume responsibility for the play school which serves as a laboratory for students in observation and participation.

The success of a play school will be influenced by the extent to which the instructor obtains and uses the cooperation of the following groups:

1. Board of Education
2. Superintendent and Principal
3. Supervisors
4. Other teachers and school officials
5. Community agencies
6. Parents of children enrolled in the play school
7. School and public health nurse

Some of the classes in which the teachers might use the play school for motivating their work in the homemaking program are:

1. Foods and Nutrition
2. Clothing
3. Child Development
4. Family and social relationships
5. Boys' homemaking
6. Home safety

Situations of the children occurring in the play school may be used as interest approaches in all homemaking units in which it is applicable.

**Special Problems Related to Organization**

Certain problems arise in developing a play school program. These problems are related to the adjustment of the curriculum to make provision for a two or three hour laboratory time to carry out the play school. High Schools in general usually adhere to one hour or less class schedule periods. For the students who may need to remain absent from another class, if an emergency arises to be of assistance in the play school, adjustments in their
schedules need to be worked out in advance with the teachers involved. A presentation of the play school project to the high school faculty and a discussion of schedules may be the means of reducing adjustments to the minimum.

An over-pretentious program for a first play school may lead to an unhappy parent-school situation and might even create a dislike for the caring of children by the students. The above conditions may result from over enthusiasm by recruiting too large a number of children and by making a large number of pieces of equipment. In other words, the school should be kept within limits which will permit a school to become an educational experience for the students and children. No play school would be preferable to a poor one.

After the play school has been established in the high school, the program will no doubt need further revision to meet changing conditions.

Suggested Cooperative Projects

From the writer's analysis of her questionnaires sent in by teachers who had conducted play schools and the experimental play school set up in the Turlock High School Homemaking Department, it was found that the departments of the schools had opportunities to cooperate through:
Foods and Nutrition Classes

1. A study of food in relation to the child's growth and development.
2. Planning and serving a noon lunch to play school children.
3. Observation of children's food habits
4. Preparing food for a reunion party of the children at a later date
5. Canning tomato juice and other foods in anticipation of the play school.

Clothing Classes

Clothing classes, which frequently include a unit on children's clothing, may make aprons to be used by the children during painting activity. Towels may also be hemmed. The play school affords students an opportunity to observe play garments for children and to determine their adequacy.

Boys' Homemaking Classes

Boys can be of great assistance in arranging heavy equipment and assembling equipment.

Manual Training and Industrial Arts Classes

1. Manual training and shop classes may make and repair equipment and toys.
2. As the boys and girls plan this equipment, they can consider the learning experiences which each article will provide for the child.
**Art Department**
1. May provide types of decoration: friezes
2. May make or mount pictures
3. May supply flower arrangement for the room
4. May arrange a table water garden arrangement for the room
5. May paint toys
6. May make dolls’ heads and puppets

**Physical Education and Health Department**
1. May set up standards for judging a child’s health
2. May cooperate with local dentist for a lecture on children’s teeth
3. May observe daily health inspection
4. May loan equipment. Ten pins were enjoyed by Turlock play school group, as a loan by this department.

**Agriculture Department**
1. May in small schools improve the playground and equipment.

**Music Department**
1. May lend a victorla, piano, or drum
2. May assist with arranging music for simple songs for the children’s group
3. A unit in children’s music would help prepare students for better participation in the play school.
English Department

1. The oral English class can make a contribution in the form of a puppet show or story telling to the group, or create simple stories for small children.

2. Students may use subject matter suggested by play school for term papers or journalism stories.

Commercial Classes

1. May type or mimeograph:
   a. Booklets or menus
   b. Notices to be sent home to the parents
   c. Records
   d. Observation material

School Service Department

Janitor and gardener of the school may prove to be of fine assistance by:

1. Providing equipment, and assisting with arrangement, or heavy pieces of equipment

2. By maintaining cleanliness and order in room and yard

3. By donating flowers from the high school gardens

Photography Class

Pictures of the play school activities or equipment that is interesting to have on file for teaching material will lend subjects for the photography
class. Moving pictures taken by this class add interest to a homemaking club meeting or to teaching material.

The needs of the homemaking class in carrying out procedures will determine the extent to which other departments not mentioned will be used.

Qualifications of the Teacher

Results of experience indicate that the homemaking teacher who uses the play school as a means of teaching child development should have the following minimum qualifications:

1. An accredited standing in the field of secondary education, with at least a major in home economics including courses in:
   a. Child development
   b. Nursery school education (including actual experience with children in a nursery school)
   c. If possible, a course in play school education.
   d. One course at least in first aid.

2. Recent contacts with small children, such as kindergarten, Sunday school, playground or home groups to supplement nursery school experience, if these were not recent.
3. An understanding of the wholesome, normal development of children.

4. Recent contacts with trends in nursery school education and methods.

5. A sympathetic understanding of the high school girl and boy.

6. Confidence in the handling of children herself; otherwise there will be a carryover to children and students of uneasiness.

7. Capability of handling situations at all times and of being emotionally stable.

8. Poise and a low voice which invites cooperation.

9. At least one year's teaching experience in the field of homemaking in secondary education.
R. Organization of the Play School

Children.

The age range of children in a play school within the limits accepted in practice is determined by the availability of children. In practice, children up to kindergarten age have been accepted. This age varies in different communities, but children from two to four-and-a-half years with a scattering of ages within these limits have been found to provide a satisfactory group. Children near this lower limit should not be considered unless adequate bladder control has been established, because of toileting facilities in high schools. Older children are not accepted because of the complexity of problems resulting from the wider age range. If afternoon hours are used for the program, older children are desirable because there would be less interference with afternoon naps.

Approximate equality between the number of boys and girls provides an interesting group for observation, in addition to providing a natural grouping.

Adequate provisions for space and equipment may be controlling factors in the number of children admitted. Practice would indicate that eight to ten children form the most satisfactory group. With an enrollment of ten, daily absences would give an average of eight to nine.
The size of the student group may also be a factor in determining the number of children. There should not be more than one participating student for each two children. This does not imply a limitation to the size of the homemaking class, as those not participating would be observing, working on equipment, or studying.

There should be no program of mental testing for the children. For student observation at the high school level this procedure would be unwise.

Children with physical or mental abnormalities probably should not be included in a play school program. Unless there are special provisions for handling such children, it is possible that they would absorb more than their share of the teacher's time and energy and would also cause students to dislike children. The writer feels that this selection is justified because the primary concern of the play school program is the teaching of high school students and diverting factors should be avoided when possible.

The general health of each child enrolled should be such that neither the child nor the group will suffer ill effects from every day contact. Each play school should define its policy for vaccination and immunization, based on a minimum established by local health laws.
Several different means have been used to secure a list of children as candidates for admission to the play school.

1. Recommendations of high school students.
2. Brothers or sisters of high school students.
3. Newspaper articles.
4. Parent education or other adult study groups.
5. Parent-Teacher group.
6. Suggestions of the faculty of the school.
7. Borrowing a few children from a nearby nursery school.

Contacts with Parents

Individual conferences between the teacher and parents is a necessary step in securing children for the play school. A call at the home is a convenient method of securing information concerning the child's health history and home environment which will aid the teacher to determine and meet the needs of the individual child.

Certain information in written form will furnish useful and necessary records for conducting the project. This could be secured during the interview and would include the factors indicated in Chapter II, page 63.

Cooperation of the parents should be secured in the reporting of any unusual home incidences that might affect the activity of the child during any particular day, i.e.
broken rest by late hours as a result of a party, trip, or other family activity. Likewise, the parents should promptly be informed of unusual events at the play school which will affect the activity of the child at home.

If there is an understanding with the parents that every child is taken on trial, those not able to make adjustments can be eliminated until a later time when the child is more developed without misunderstandings between the teacher and parents.

At the time of the interview an understanding can be reached regarding the parents' participation in the program. The role of visitor permits the parents to have a somewhat detached view of the child as a member of a play group. Parent classes do not parallel the play school program, as it is designed for pre-parental education of high school students.

Parents are urged to assume the responsibility of regular attendance of the children when possible, and of being home at the regular time when the children are returned home by the high school students.

Building up the attitude in parents that the teacher and students are careful of physical conditions of the children is necessary, and all possible safety measures are taken to insure elimination of accidents from hazards.
Time

The time of year selected for the project depends upon the local climatic conditions and upon the sequence of units offered in the homemaking department. That time of year when the children can spend most time out of doors is desirable.

Experience has indicated that a two weeks' period of preparation makes possible the necessary planning, constructing and borrowing of equipment, organization and discussion of routines, and the securing of other necessary background for an understanding of child development. The time necessary for this preliminary work may vary with the number of classes participating in the project, but it should be sufficient to complete all necessary arrangements before the children arrive. This is important as it makes for a calm beginning and lessens the feeling of insecurity on the part of the children.

Results show that six weeks are sufficient for the presentation of this unit. After two weeks have been devoted to preparation, four weeks remain for the attendance of the children and the observation by the students. Children attend Monday, Wednesday, and Friday, leaving Tuesday and Thursday for class discussion and study. This four weeks' period provides enough observation for the needed class discussion, and also is sufficiently long for
the children to make a satisfactory adjustment.

Careful consideration of the high school schedule of classes will be required to determine whether the play school be set up with a two or a three hour period. Morning hours for the program have certain advantages. The children are less tired than for an afternoon program; naps should not be broken into; time is available for students' participation in after-class activities, which might not be true in the afternoon when busses leave soon after the school day is closed.

Space

There are a number of factors for consideration in the selection of space for the play school program.

Care should be taken to make the indoor space attractive. See Plates I to V, Chapter II, as one method that has been used.

The location in the school plant will be made with reference to these considerations: sufficient space so that the children will not be crowded; space on the ground floor, to avoid the hazards of second-story windows and stairways; convenience of toilet facilities; direct entrance to outdoor play space; should be away from the high school student traffic lanes; provision of adequate sun and shade for the outdoor play space; heating and ventilation facilities of room; and safety measures, which
would include such things as locks for doors leading to stairways, fencing for the outdoor play space, avoidance of busy streets. Consult the local fire department for the local code of regulations for housing school children.

Outdoor play space should be well drained and free from dampness. Smooth walks facilitate the use of wagons, tricycles, and other wheel toys. A space in which there are plants, trees, and other growing things will help in supplying nature experiences. An irregular shaped playground is more difficult to supervise than one in which the entire space is visible by one person.

The recommendations of the White Conference Report on Child Health and Protection, Nursery Education, include minimum space requirements for nursery school education. These are applicable to the play school, as the age group is the same, and standards have been set for play space. The recommendations are:

1. Outdoor space, 275 sq. ft. per child \(1\)
2. Indoor space, 52.5 sq. ft. per child \(2\)
3. Shelving space, 2.3 sq. ft. per child \(3\)

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2. Ibid., p. 67
3. Ibid., p. 117
Cost

By careful planning of toys and equipment the cost of the play school program can be kept very low. This necessitates generous loans of equipment by school and community. Furniture may be borrowed from kindergarten or Sunday school rooms, etc. Old typewriter tables may be cut down to a height suitable for children.

Planning the budget for the play school involves two major items: the necessary expenditures, and the source of the income. These expenditures are usually considered as legitimate items for the budget of the homemaking department to be met by district funds, as the activity is a part of the school instruction program. No fee is charged to the parents, as they are making the play school possible by permitting their children to attend.

Equipment

There are two aspects to the problem of equipment for the play school, furnishings for the physical plant, and toys suitable to the age group.

The equipment needed for the play school will depend upon the hour of the day when the children are to be present, the length of the period, and the activities in which they are to be engaged. For instance, if the children are present from nine until one, equipment for rest and lunch must be provided; but if the children are present from
nine until twelve, the provisions for lunch will not be necessary. Because of the short period of time and size of the group, some temporary equipment may be used.

It is recommended that whenever possible a room be set aside specifically for the play school, with no other activities taking place there, so the problem of daily preparation might be minimized. This room must be located near toilet facilities.

Until the Board of Education realize sufficiently the values of education that the play school offers to high school students, any room available will probably have to be chosen, but it is a laboratory and needs to be considered in future building, remodeling, or expansion programs of high school plants in making preparation for space and equipment. Considering that the period in which the laboratory would be used during the school year is so short, the building of a laboratory with a dual purpose would eliminate unnecessary expenditures of money, i.e. a home nursing laboratory adaptable to play school laboratory needs.

Consider the needs of the children when planning furniture. Children require child-size furniture such as the table, chair, and water play table sketched in Plate VI in Appendix B. The demonstration play school study plates I to XII, will suggest what can be made from
materials about the home at practically no cost. Reference is also made to the additional plates in Appendix B.

Provision needs to be made for hanging up wraps of the children, and towels, wash cloths, and combs in the toilet room, equipment being so arranged that they can do this for themselves. A picture can be attached to each hook or hanger as a means of identification by the child.

Children frequently bring play things with them which may be stored in the sewing lockers if these are low enough, or small cupboards may be improvised from orange crates or other boxes. This shelving should be low enough so the children can reach it easily.

For story or music groups and outdoor quiet play, portable rugs are quite essential. These need to be of a thickness to prevent any dampness of the ground from penetrating. They may be borrowed or the high school girls may make pads of several thicknesses of heavy paper, bound on the edges with tape.

If lunch is to be served to the children, bibs which protect their clothes will be needed. The foods laboratory can provide glasses of suitable size to be easily handled by children, such as small cheese glasses or sherbet glasses with handles. Water pitcher and two trays can also be furnished.
Toilet facilities must of course be provided. The school toilet rooms can be used, though it is desirable that boxes be placed in front of the stools and bowls in order to make them a suitable height. A good quality of paper towel may be used, or the clothing laboratory may provide individual towels and wash cloths.

A first-aid kit, such as is standard equipment in all high schools, and paper handkerchiefs or kleenex are indispensable.

Reference has already been made to the plates in Chapter II and Appendix B showing the various kinds of toys and equipment that can be easily made. Occasional rearrangement of the equipment helps in stimulating new activities. Endless combinations can be made with flexible materials such as boards and boxes of different sizes and shapes.

It is important that toys be furnished that will be suitable to the particular age group of the children. As a result of the writer's study of the writings on this subject, the following suggestions are offered as a guide for the selection of toys.

1. A child does not require many toys at one time. Too many toys tend to confuse and distract the child, and make concentration difficult. It is good procedure to keep some toys in reserve which can be brought out at a later time when stimulation is needed.
2. Construction materials are considered valuable to the development of self expression.

3. Toys should be kept within the range of the manipulation abilities of the children, so that some accomplishment may be experienced in their use.

4. Toys that have a specific function should be workable, i.e., it is discouraging to the child to try to use a saw that buckles and bends.

5. Select toys that have "do with" possibilities, as contrasted with the toy that places the child in the role of a spectator as many mechanical toys do, requiring nothing but winding.

6. Toys should be durable, strong enough to stand continuous hard use.

7. There should be provision for access to a sufficient variety of play apparatus.

8. Water affords excellent possibilities for developing dexterity of handling and manipulation, in a water play table or in the sand box.

9. Safety precautions are desirable to avoid the introduction of types of toys which might become hazards. It would seem better practice to discourage such toys being brought to the play school than to be constantly taking toys away from the children. This recommendation applies to such toys as sharp pointed scissors, toy guns,
colors or paints that are poisonous in nature, sharp shovels, etc.

10. Toys should be hygienic, i.e. of the type that can be washed or baked.

The sharing of toys brought from home with other children will aid the social training of the group. If the owner does not wish to share the toy with others, then a desirable policy would be to take the toy away and have it returned home.

Each child needs to be encouraged to put away his toy before selecting a new one during play.

Gruenberg, in her book, "Your Child Today and Tomorrow", comments that a normal child does not need elaborate toys. Experience has shown that often a cast-off article from the kitchen will give more pleasure to a child than a complicated and expensive toy.

"There are differences in the quality as well as quantity of children's achievements. It is of importance that persons responsible for training children recognize individual differences between them in both mental and emotional make-up. There is often a discrepancy between the mental and physical development of a child. To judge by age, by size, or by appearance is likely to have disastrous effects, and discipline based on such considera-

tions may be very unfair and harmful."(2)

Play materials may be classified in five groups, and in selecting equipment for children it would be well for the teacher to consider the value of each toy and strive to select some from each group. Often one toy or type of material will meet several needs. The following is suggested as a classification of a limited number of items:

1. Those which stimulate physical exercise and develop large and small muscles:

- Tricycles
- Balance boards
- Old auto tires
- Sand
- Jungle jyms
- Swings
- Balls
- Trees
- Large boxes
- Peg boards
- Wagons, large
- Educational toys
- Ladders
- Kiddie Kars, with paddles

2. Those which develop the senses. Any type of material which may be handled:

- Sand
- Flowers
- Picture books
- Clay
- Garden vegetables
- Cloth
- Stones
- Colored materials, Paints
- Leather
- as crayolas,
- Rubber
- and colored pegs

Include other materials which have an odor. The children should also have an opportunity to hear various sounds, such as bird calls or music.

3. Toys which stimulate the imagination and may be used for "make believe".

<table>
<thead>
<tr>
<th>Material</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand</td>
<td>String</td>
</tr>
<tr>
<td>Clay</td>
<td>Thread</td>
</tr>
<tr>
<td>Blocks</td>
<td>Doll houses</td>
</tr>
<tr>
<td>Cloth</td>
<td>Toy furniture</td>
</tr>
</tbody>
</table>

Housekeeping toys, as dolls, dishes, etc.

4. Toys which lead to creative construction:

<table>
<thead>
<tr>
<th>Material</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hammer</td>
<td>Paints</td>
</tr>
<tr>
<td>Nails</td>
<td>Cloth</td>
</tr>
<tr>
<td>Boards</td>
<td>Paper</td>
</tr>
</tbody>
</table>

Paste
Scissors
Clay

5. Toys which develop skill in handling:

<table>
<thead>
<tr>
<th>Material</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tray and dishes</td>
<td>Blocks</td>
</tr>
<tr>
<td>Educational toys</td>
<td>Sand</td>
</tr>
</tbody>
</table>

It is not necessary for all of the foregoing materials to be available for any one play group, but sufficient materials both in number and variety should be available for the children to have free play without too much interference with each other.

Very useful picture books can be prepared by the high school students from illustrations in magazines and newspapers. These suggestions have been outlined to aid in the construction of such materials:

1. Use clear-cut pictures with good coloring.
2. Let the picture tell the story; no letter type.
3. Pictures should be well pasted down.
4. Pictures should be of a size easily handled by children.
5. A well-devised hinge will allow the book to lie flat in the child's lap when open.
6. Repetition, simplicity, and subject matter are the important factors in planning the books.
7. Subject matter which indicates situations and things common to children is best when planning a book.
8. Water play in the play school is desirable and may be had by putting water in the sand box or by using a water play table. See Plate VI, Appendix E.

**Storage Space**

Storage space for toys and equipment is a concern in many homemaking departments because often the room must be shared with other classes. This obstacle may usually be overcome through a conference with those involved.

Equipment and toys which are to be left in the department for another play school at a later date require storage space out of the way and should not be scattered about, lost, or damaged. Frequently shelves or lockers in the laboratory which have been used for other purposes may be cleared away and used for this purpose. Large boxes or bushel baskets which have been painted attractively form a part of the play room furnishings and have been found satisfactory.(1)

C. The Play School Program

An important problem to consider is the actual play school program, as it affects the high school students, the children who attend, and the parents. This includes a study of the objectives of the program for each of these groups, and a detailed outline of the specific procedures by which these objectives are to be realized. These objectives also serve to illustrate the contribution the play school may make to the above mentioned groups.

Objectives

The play school has been defined in this study as a group of children brought together in a play period for social contacts with other children of similar age levels. The play school, as set up in a high school, is organized primarily to provide laboratory experience for students enrolled in homemaking or child development courses, and to provide interest approaches in other homemaking units.

From the standpoint of the high school student, the objectives of the play school are:

1. To provide opportunity for increased understanding of children through:
   a. Observation of children, their activities and habits, in the play school environment.
   b. Interpretation of these observations.
   c. Participation in the play school program.

2. To develop some judgment in selecting suitable equipment for small children.
3. To develop a sympathetic attitude toward small children.

4. To help girls to enjoy small children.

5. To lead to the discovery and understanding of the high school girl's own problems of development and social adjustments.

6. To develop an understanding of how children grow and how to help them become independent and confident.

7. To gain an understanding of the satisfactions, difficulties, and responsibilities of parenthood.

8. To give boys enrolled in homemaking observations so that through these contacts they may learn to appreciate and enjoy children.

From the standpoint of the child taking part in the play school program the objectives are:

1. To enrich the child's experience by providing new interests and new contacts with adults and children.

2. To give to the child an opportunity to meet other children of his own age and interests outside his home, thereby making easier his later adjustment at school.

3. To provide an environment which will give him more planned opportunity for physical development, intellectual stimulation, and freedom for his own play.

From the standpoint of the parents of the children attending the play school, the objectives are:

1. To assist the parents in the social adjustment of the child.

2. To broaden the parents' understanding of the function of play in the life of the child by means of visitation.
As an incidental result of the program, parents have pointed to the fact that they are afforded two or three hours of freedom from care of the child, during which time they can relax, do necessary shopping, etc.

**Children's Program.**

The program of the play school should be quite flexible with little attempt to adhere to a fixed program excepting for the morning health inspection, mid-morning juice period, and toilet. This schedule is desirable for the child since he knows from experience what is going to happen next and thus passes from one activity to another more easily. It is also easier for teacher and students to manage a program of this type. The clock's measurement of time means little to the young child; his interests and needs should determine the type and duration of any activity. The toilet schedule should permit sufficient flexibility to take care of the needs of the youngest child. The minimum of assistance to children is desirable in carrying through routines because it permits them to learn self help.

The periods in which the child is permitted to select his own activities should be fairly long and uninterrupted when possible. However, to avoid fatigue of the child, it is important that the periods of activity and quiet play
alternate. In a study made by Cockrell\(^1\) of a group of two and three year olds, it was found that the average time which elapsed before they needed or wanted adult guidance was fourteen minutes and twelve seconds. She also found a shift in activity one every twelve seconds for a group of six children.\(^2\)

Periods assigned to organized group activities to gain the best results have a fifteen or twenty minute duration. In the free play period the child will vary the type of activity himself by choosing his own occupations and play materials, with a minimum of teacher and student supervision. With very young or inactive children, activity may be motivated by a change of toy or by a suggestion.

Each child should be examined every day upon arrival at school. Upon any suspicion of a cold or other disorder he should be taken home at once. If the homemaking teacher is sufficiently well trained to be able to recognize cold conditions, or unusual conditions of throat and skin, she may make the examination, but it is more desirable to have the school nurse do this if there is one available.

2. Ibid., p. 458.
The examiner might look for the following:

1. Clear throat—no swelling or redness

2. Dry noses

3. Clear skins. (Signs of rash usually appear first around wrists, chests, or backs).


Many children make a more satisfactory adjustment to the play school if introduced to it gradually. Procedures which have been found helpful are: keeping a child for only a portion of the first few days; not insisting on all of the routines on the first day; and forming a nucleus of children who have previously attended play school.

Attempts at social adjustment made by the children during the beginning days of the play school may seem anti-social in nature. A child may be experimenting in getting acquainted with the other children by touching, hitting, pushing, pulling others. The teacher should assist the students in handling these early adjustments so that the outcome will be happy and satisfactory for the children. However, a maximum of freedom should be allowed the children in these situations in order that they may learn the technique of social adjustment by experience.

In cases of anti-social behavior, discipline may be accomplished by: first, letting the children of the group discipline the child. They may exclude the child from the group effectively; second, discipline by the teacher
in isolating the child from the group; third, explaining to the child what happens, thereby giving him some basis for action.

The Daily Schedule

The daily schedule of the play school usually provides for:

1. Health examination of the children
2. Removal and hanging up of wraps
3. Drinks of water
4. Free play
5. Juice period - tomato, orange, or milk
6. Toileting
7. Washing of hands and face
8. Rest and quiet play
9. Excursions
10. Lunch, if children remain during noon hour
11. Calling for and returning children home

For procedure techniques in toileting, washing face and hands, serving of food, and painting activity, see Appendix C.

There are certain supplementary activities which are a part of the program listed as numbers 8 and 9. These activities are such as finger play, music, stories, puppet shows, excursions, and various games.
Excursions, (1) no matter how simple, are real adventures to little children, and they are fatiguing. The type of excursion will depend upon local conditions and the age, interests, and experience of the children. For instance, two-year-olds would profit by short and simple excursions. A trip into the next room, into the next block or across the street is an excursion for the very young child. As the children grow older and can comprehend more, the process of house building, the laying of cement walks, and similar activities make good objects for excursions.

Wise preparation and forethought on the part of the teacher and students is necessary to insure complete safety and the maximum values in an excursion. Every detail for safety should be carefully considered in advance, such as the selection of a careful driver if the trip is made by automobile, consent of the parents of the children to make the trip, etc. If the trip is to be made on foot, procedures should be planned in advance for crossing streets, and small groups should go together so as to minimize the danger at crossings, alleys, and driveways. Each student will enjoy taking the hand of a youngster.

Strive to conduct the group informally, promoting a sense

of ease and freedom, but at the same time preserving an orderly group of children and students.

Story telling can be a means of getting a group quieted for a rest period. Girls will have a learning experience if they take turns in telling stories. This may be done either by arranging rugs on the floor or the outdoor space, if climatic conditions permit. The children and story teller are seated upon rugs. See Plate Chapter II. One story may last over several days, as repetition makes for a better understanding by the child.

**Student Program**

When planning the schedule of a play school, it is necessary to consider not only the children but also the high school students, and, since there is no standardized schedule for a high school class in homemaking, it is impossible to record here a complete schedule which will be usable for all play schools. The individual homemaking curriculum will determine the schedule.

For the high school girl the schedule will rotate through periods of observation, participation, and study. There may be two homemaking classes conducting the program. Each class may be divided into several groups; one of these observes, another makes additional equipment, and still another may spend the time in directed reading.
This will give the students turns in observing, assisting, and reading on child development problems.

Both participants and observers can assist the teacher in working out a simple observation sheet for their own use, as well as a schedule for their duties with the children; they can be on guard at all times to avoid casualties; they can make articles which will be needed in the group, such as pictures, picture books, drums, dolls, and doll clothing, painted cans, make frieze for the room, make quiet toys, and assist generally in setting up the laboratory. The preparation of a booklet to be sent home to the parents of the children will add interest to the project for the girls.

Junior and senior students will benefit most from a program of this type as their maturity will soon bring many of them into family life with homes of their own.

Detailed suggestions for student participation and observation are listed in the Appendix C and Chapter II, page 82.

The observers in the play school program are those high school students who are watching the activities of the children, but who are not contacting the children by participating in their routine or activities. If the student group is very large, a one-way screen may be used(1)

as was done in Phoenix High School where there were as many as forty-five observing at one time. It is necessary to make provision for students to sit in the room and yard space.

Methods for Student Observations

For use during the class discussion periods which are held two days each week, observations should be made and recorded. If observations are made, they should be evaluated by the teacher to see that they provide real learning experiences rather than busy work. The method used for this may be any of several means adapted to the situation.

Methods for recording effective learning situations are:

1. Observational charts. Observational charts have received much criticism, because of their lengthiness in some instances, entailing too much work to be of interest to girls. This has brought about the recommendation that they be short, of few items, and specific to the local situation. The use of several short ones for the unit is one way of avoiding the lengthy charts. If typed or mimeographed, they should be done in double or triple space so that students may have room to write their observations.

2. Observation of one child in story or diary form. A student will observe one child over the period of the play school, and record such items as language, physical structure, etc.
3. Incidences of child behavior such as aggression may be recorded as a basis for class discussion. This type of record was used by the demonstration play school and was found satisfactory.

4. Blackboard suggestions. When there is a large observation group, this method is perhaps the most effective means of pointing out to students what the teacher desires them to observe at the moment, without the child being aware of it. These suggestions may be recorded and are additional materials for class discussion. The use of the blackboard is also an effective means of disciplining the high school students. A portable blackboard has been found very desirable.

The functions of these observations in the homemaking program are:

1. They provide a rich source of development information about the child, or a well rounded picture of the child.

2. They are a learning aid for high school students.

3. They provide a direct connection between school and home when such observations as those on health or unusual behavior are reported to the home.

See Chapter II, page 84, for observations that may be recorded by students, which make for discussion material.
**General Suggestions**

No high school student or adult should be permitted to remain with the children when she has a cold or any symptoms of a communicable disease.

Voice is an important factor in gaining willing obedience or cooperation from children. The student should endeavor to speak with a calm, low-pitched voice, distinctly, with authority, making sure the child hears and understands, choosing as few words as possible, and if the child fails to understand, express the same though in different words. Few directions should be given, and these should be in the form of positive suggestions. For a list of words and phrases adaptable to play schools, refer to Appendix C.

When the student calls for or takes a child home, there should be a definite understanding between the teacher and the parent that this is to be done. To avoid any casualty, each student should be responsible for only one child. If the parent fails to be at home when the child is returned, the student should understand that she is to remain with the child until the parent returns—and in no case is the child to be left alone. Taking children home gives to students an entree into the child's home situation and adds the experience of getting further acquainted with the child.
Teacher's Participation

The teacher's part in the play school program is limited largely to administrative supervision and student guidance.

The high school student's interest must be secured and cooperation established by the teacher before the project is attempted.

There are certain steps to cover in setting up the program. Conference with the administration in the settling of all the details of organization, and home conferences with parents will establish the foundation. Then an explanation of the program should be made to the members of the participating classes, and the routine tasks necessary for a smooth running day should be analyzed as a part of the class discussion. This will familiarize the students with the procedures. This preliminary work with students is necessary because as it is, the students who organize and set up the play school, under the guidance of the teacher. The unit should be presented in such a manner that the students are aware that it is a learning situation for them. An outline of duties is a part of this preliminary work. This should be prepared and posted on the bulletin board, near the entrance door if possible. This schedule will be set up to provide for a variety of activities for each student. Encourage students to accept tasks that are difficult for them, so there will be no
feeling of inadequacy. However, discretion will be the guide in this.

Problems which arise, especially child behavior problems, must be discussed with care, so that no parent will get an unhappy report through second-hand channels. Caution students against making the behavior problems topics of conversation among their fellow schoolmates. This aspect may be presented to the students as a question of ethics of the play school, with an explanation of the place of ethics in professional life. "A doctor does not talk about his patients to other patients". This appeals to the sense of responsibility and trust in the students, and they realize that it is an honor for them that mothers share their children with them for a study period.

There should be an understanding between teacher and students that students do not talk to the parents about the children. Students' judgments are not mature enough to discuss with parents their children's problems.

Careful, watchful, constant supervision of both children and high school students by the teacher is necessary at all times. Evidences of affection by students and teacher without sentimentality or favoritism is desirable. Impress the students with the fact that the child is the most precious part of the school, and his safety and well being come first of all. One teacher should be present in the room or play yard at all times, in order to
establish and maintain a feeling of security in the children. One authority makes for better cooperation, and the one authority should be the teacher, for as the classes shift into another period, she is the one who remains stable to the group, and her being there gives the children that feeling of someone taking the place of their parents for the moment. Another aid to this feeling of security is to have school set up in readiness when the children arrive to avoid any confusion and frustration in the student group. Use consistency in all relationships with children.

Teachers who are alert will find many situations in the play school which illustrate, positively or negatively, various areas of child development which are of interest to the students.

Frank, in his talk before the Seventh Conference of the National Association for Nursery Education states, "The question of socialization of the child without distortion and emotional disturbances must be seen in the light of the great individual differences in intelligence, temperament, rate of maturation and need of reassurance, so that each child must be treated individually."

It is the teacher's responsibility to the children in the play school that they are not exploited. When students and teachers have an understanding of the child, his nature and needs, and where careful planning has been made in organization, the possibilities are reduced.

**Visitors.**

Visitors should be welcome and encouraged to come to the play school, but the attention of all visitors should be directed to the suggestions made to student observers, lest they cause confusion. It is stimulating to the students to have parents and others attend. Parents' observation of the routines will make for better cooperation.

**Records**

It does not seem wise to recommend any one particular type of record, because of the varying demands of different play schools. Simplicity and significance should qualify each part of the records. Some of the various types found to be an aid to a smooth running play school are:

1. Daily attendance. These records assist in keeping in written form the number of children per day, and the cause of absences.

2. Personal record for each child, as secured during the home interview, and including name, age, etc.

3. Health record, while at the play school.
4. The name of the family doctor, with his telephone number, should be posted along with the address and telephone number of the parents.

5. Schedule of routines. These records aid in keeping the daily routines running smoothly.

6. Family record of the high school student, stating younger sisters and brothers and their ages and student's participation in the home.

7. Feeding records. These records include special happenings at lunch time, such as eating diffic

The choice of records is a matter of preference, and will depend on the amount of time the teacher has available, as well as the information desired. Records which have no use or value should not be kept.

Outcomes of the Study

It is the writer's hope that this study will:

1. Set forth the scope of play school when used as a laboratory for teaching child development in secondary education.

2. Give assistance to homemaking teachers who desire to use a play school as a device in teaching child development to high school students.

3. Acquaint administrators in the secondary field of education with the possibilities for learning through this method of instruction.
CHAPTER IV
RECOMMENDATIONS FOR FURTHER RESEARCH

As a result of the writer's findings, experience, and reading in this field, it is recommended that the following topics be investigated:

1. The high school girl's reactions to child development as a result of her participating in the play school.
2. The level of secondary education at which courses in child development should be placed.
3. The advisability of providing a play school course for boys.
4. The maximum and minimum student-child ration in play school classes.
5. Analysis of content of course in a child development unit of homemaking programs at the secondary level when the pre-kindergarten play school is used as a laboratory.
7. A study of the reactions of girls who have completed the course and now have homes of their own.
8. An analysis of word phrases used in giving directions to children enrolled in play schools.
9. Research on the value of record sheets and observational charts which may be used in play schools.

10. A study of the child's adjustment, when play schools are established in classes at secondary level.

11. A study of play school group activities such as music, stories, and finger play, with suggested techniques for their use.

REFERENCE LIST

Books


Magazines


Conferences


32. Harley, Winifred - Director of Demonstration Play School, Oregon State College, Corvallis, Oregon; Former Director of the Nursery School at the Merrill-Palmer School, Detroit, Michigan.
33. Jack, Frances - Director of Play School, Gilbert High School, Gilbert, Arizona.


35. Lehman, Helen - Director of the Jane Adams Girls School - Nursery School, Portland, Oregon. Assistant in the Demonstration Play School, Oregon State College, Corvallis, Oregon.

36. McQuesten, Isabella - Director of Play School, Phoenix, Union High School, Phoenix, Arizona.

37. Notvedt, Marion - Director of Play School Cottage Grove Union High School, Cottage Grove, Oregon.

38. Roberts, Katherine - Psychologist at the Merrill-Palmer School, Detroit, Michigan. Director of Demonstration Play School, Oregon State College, Corvallis, Oregon.
APPENDIX A

QUESTIONNAIRES
PLAY SCHOOL QUESTIONNAIRE

(Used in collecting information from selected play schools of Oregon and Arizona)

1. Name of Teacher_________________________ Date_________

2. Name of School ______________________ City and State____
   __________________ County ______________

3. Name of Play School ______________________

4. Name of Principal of School ______________________

5. High School enrollment ____ Number of girls enrolled in Homemaking classes ____

6. How many years have you conducted a play school? _____
   Give inclusive dates __________________________
   Was there one before? _____

7. How is the play school financed?________________________
   Other aids in the form of donations (money, food, etc.) and by whom given:
   __________________________ __________________________
   __________________________ __________________________
   Is there a charge per youngster to parents? _____
   If so, how much? ______

8. Physical set-up of the room.
   The size _____ Is the size adequate? ____
   Too large? ____ Too small? ____
   The equipment.
   Pieces and kinds __________________________
Who made the equipment? Shop classed? ______
Homemaking classes? ______
Other departments __________________________

What is the length of your play school in weeks?
____ Is this continuous? Explain _____________
What days per week? _________________________
Do the children come each day or is part of the
time spent in discussion? _________________
The time or months of year it was held _________
The time of day _________________
At what hour do the children arrive? ____ What
hour do they go home? ______

10. Do you have a fixed program throughout the morning?
If so, list:
________________________________________
________________________________________
________________________________________
________________________________________

11. The children.
Number ___ Ages ___ How do you select children?
________________________________________
Family status of children (lower, middle or upper
levels) _________________________________
Types of parents (professional group, business,
laymen) _______________________________
Who brings the children to the schools (mother, brother, sister, etc.)? ________________

Do you require a health examination of the child before enrollment? ______

Do you have the services of the local medical staff? ____ Free? ____ If not, Cost ______

Who finances? ________________

Do the children bring toys from home? ____________

Do children have orange juice? ___ Tomato juice?__
Cod liver oil? ___ Milk? ____ At what time of day? ____________

Do you think your school was held sufficiently long to bring about satisfactory adjustment among the children? ______

12. Do you have a P.T.A. nursery school? ___ W.P.A.?_____

To what extent did you cooperate with it? ____________


14. Did you find opposition to the school by the parents?
   ____ If so, what? ________________

15. Did you have parent's classes paralleling the play school? _____

16. The High School Girl.

   Number ____ Training before entering play school
What class group (Fr., Soph., Jr., Sr.)? ________

How much do the girls participate in the school work routine?

__________________________________________

__________________________________________

__________________________________________

Do the girls serve any meals? ____ What class? _____

Student reactions.

Was there development in the girls' points of view toward children and child development? ____ How? _____________________________________________

__________________________________________

Do classes other than child development i.e., foods, art, clothing participate in the play school? ____ If so, what classes? ___________

17. Summarize the effect you think the play school had on making work in child development more effective in the lives of the girls and in the school homemaking program.

__________________________________________

__________________________________________

18. What books did you use in the course? ______________

__________________________________________

19. Your reaction toward a future similar course for boys
20. Please attach copy of your observational charts if available.

21. What suggestions would you give to a teacher forming a play school? (Enclose any change you would make in the organization as you have reported it above).

22. List minimum essentials in equipment in setting up a play school.
Corvallis, Oregon
July 1, 1938

State Supervisor of Home Economics Education
Department of Education

Dear Madam:

I am working at Oregon State College for a Master's degree on a study of the pre-kindergarten play schools when used as laboratories for teaching child development in secondary education, and would be so grateful for the information you can give me, by answering the following questions concerning such schools that have been held in the homemaking departments of the high schools of your state this past year.

1. Number of such play schools in your state.
2. Where are these located?
3. Names of teachers conducting each.
4. By whom, when, and where was the first one conducted in your state?

I am enclosing a self-addressed air mail envelope for your convenience, and would appreciate an answer at your earliest opportunity.

If you have information that would be available to me, concerning the play schools, their set-up, and standards, I would be glad to pay any postage charge required.

Your cooperation is appreciated.

Yours truly,
APPENDIX B

PLANS FOR TOYS AND EQUIPMENT THAT MAY BE MADE IN HIGH SCHOOL HOMEMAKING AND SHOP LABORATORIES

References from which suggestions were taken:


PLATE VI

WATER PLAY TABLE
PLATE VIII

CHAIR

1 1/2 ft. 7/8″ pine
1 ft. 3/8″ white wood
APPENDIX C

OBSERVATIONAL METHODS AND SUGGESTIONS FOR PROCEDURES
OBSERVATION OF AN INDIVIDUAL CHILD IN THE GROUP

NAME OF CHILD __________________________ Age of Child ______

1. Did the child seem happy? What were the indications of happiness or lack of it?

2. In what ways did he show consideration for others?

3. Did he hang up his own things after being told where to do so?

4. Did he take toys away from other children?

5. Can he wash his own hands?

6. Can the child walk steadily? Run without falling? Jump without falling?

7. How well does he rest?

8. List the activities in which the child you are observing was engaged for the most part.

9. What toys did he play with most?

10. Did he seem destructive with the toys? If so, in what way?

11. Has he learned to help himself when he goes to the toilet?

12. Are his living habits (eating, sleeping, etc.) regular?

13. Did the child talk a great deal? List a few words that he used.

14. Is "baby" talk used in the home?

15. Can he manage his cup without help?

16. Did he cry often? Why?

17. Did he sulk, pout, or have a temper tantrum when crossed?

18. Does he let others take his toys without protest?

19. What nonsocial habits does he have, if any?
20. Does he enjoy starting a new activity?

21. In what ways does he show imagination in his activities?

22. Does he talk plainly? A great deal?

23. Does he express himself in words? Phrases? Sentences?

24. Can he deliver a message?

25. Can he understand commands? Does he act upon them?

26. What evidence is there that he enjoys looking at pictures?

27. Of the following characteristics or attitudes, which ones did he exhibit in the beginning of the play school? Cooperation, Politeness, Consideration for others, Agreeability, Leadership, Self-centeredness, Timidity, Joyousness, Sense of humor, and Aggressiveness.

28. Did you note any changes in the child by the end of the play school?

29. What other things of interest did you note?

Observation sheet which met the needs of one particular play school, adapted from suggestions of several schools, but is not recommended for all schools. Each teacher must revise it to meet local situations. Triple space should be used between questions so that students may write as they observe the child or children.
OBSERVATION OF THE ENTIRE GROUP OF CHILDREN

1. What evidence of good health did you see?
2. Did the children get acquainted with each other easily?
3. What did the children do to get acquainted with each other?
4. What toys did the children choose to play with?
5. Did all the children join in the group games or play?
6. How did they settle their difficulties?
7. How did they part from their mothers?
8. If some did not play, why do you think they did not?
9. Did all the children drink their tomato juice?
10. Could you pick out those who are "only" children?
11. Did the children seem very tired when they went home?
12. Did the children enjoy the story hour? What leads you to think they did or did not?
13. What interest did the children show in group games?
14. How did the children show their cooperation?
15. Were most of the activities started by the children?
16. List the play materials that seemed most popular. Why do you think this was so?
17. Which children seemed hard to guide? What in your opinion made them difficult?
The following are a few situations written on the blackboard by the teacher for the benefit of students who are observing, during the play school hours, that made for class discussion material. It is a combined list from several schools.

1. Notice Patty Ann crowding others out of the sand box.

2. Note Bessie singing and looking around the room to see who is watching her. She smiles now as someone does.

3. Notice Kerby's lack of courage in walking up the balance board. He is saying: "I knew it wouldn't work".

4. John and Pat remember about taking turns in play school.

5. Notice the older ones direct the younger ones.

6. Peggy is sitting on a chair until she gets through crying.

7. Notice Elton helping little sister with her tomato juice.

8. I love to watch the happy expression on Joyce's face.

9. I hope everyone is noticing Janice's hair. One of the children says it's a boy dressed up in girls' clothes.

10. Janice did her own barbering and is very sensitive about it, so we will say nothing about it.

11. Jimmy says he "Come here to be taught".

12. Edwina does not seem as shy as she was last fall.

13. Can you see any muscle development taking place?

14. Mary says that she goes by the name of "Mary Evelyn".

15. Observers are talking. Please be as quiet as possible.

16. Mary Lou watches her sister quite a bit, but doesn't speak to her. Seems to know she is supposed to be a silent soul.
GENERAL SUGGESTIONS RECOMMENDED FOR
STUDENT PARTICIPANTS

1. If possible, when you must be absent, and have responsibilities, let the teacher know, so that someone may be substituted without confusion.

2. Check bulletin boards to be sure of your responsibilities before entering the group. Be sure you know also what is expected of observers.

3. Enter and leave the children's activities as quietly as possible.

4. Do not put on or take off your wraps in the children's presence unless the entire group goes on an excursion, otherwise children may think it is time for them to go home, too.

5. Avoid standing in doorways or stairways.

6. Sit down in the background when supervising an activity if possible.

7. Do not hesitate to ask the teacher questions about anything you do not understand concerning routine or behavior problems.

8. Avoid assisting the children too much. They learn self help by doing for themselves.

9. Do not entertain the children.

10. Always treat the child courteously, and as you would want to be treated.

11. Never talk about a child in his presence.

12. Laugh with a child but never at him.

13. Always respect the child's interest and abilities. This means that you should let the child take the initiative whenever possible, while being prepared to act in emergencies.

14. Never interrupt a child's play unnecessarily. When necessary to give a command, make sure that it is a reasonable and well thought out plan. Have an inward conviction yourself that he will obey. Take obedience for granted.
15. Put emphasis on the thing to be done, not on child doing it: "Water turns on gently", etc.

16. The little child's tempo is much slower than ours - give him time to obey, to respond, to cooperate. Walk slowly beside him, do not propel him by his head or shoulders. If you touch him at all, hold his hand, at larger situations, and other times, if he is willing.

17. Stoop or sit on low chair if possible when talking to a little child in long conversations so as to bring your face on a level with his.

18. Give all directions clearly and simply. Have clearly in your mind just what you wish to accomplish.

19. Do not make a series of requests of the child. Make one request and then, if necessary, the other.

20. In cases where a choice is involved, show this by your tone, and request: "Would you like to help set tables today?" Abide by child's choice. If no choice can be made, tell the child what is expected of him.

21. Brief statements of praise when a procedure or request is carried through well, makes for better cooperation. Praise the accomplishment, not the child.

22. Avoid showing favoritism among the children.

23. Do not become prejudiced against any child.
GENERAL SUGGESTIONS RECOMMENDED FOR STUDENT OBSERVERS

1. Enter and leave the room as quietly as possible.
2. Strive to leave all unnecessary articles and wraps in lockers before going into the playroom.
3. Sit down as soon as possible.
4. Distribute yourselves about the room to avoid "bunching up".
5. Avoid visiting with each other.
6. Avoid talking to the children unless they initiate the conversation, then answer their questions courteously and in terms the children can understand.
7. Use a quiet, calm voice if it is necessary to talk to the children.
8. Give no indication of amusement as to the children's conversation or behavior.
9. If you have questions to ask the teacher, do so when her time is not occupied with the children.
10. Be alert to the activities of the teacher and the children. Record situations that need an answer during class discussion period.
Word phrases used by the Los Angeles City School District
Emergency Nursery Schools that student participants
could use in the play school to gain cooperation of
the children. The age level of the children remains
the same.

1. It's music time.
2. There's a place for you to paint now.
3. I would like you to help me do this.
4. Orange-juice time.
5. It is your turn to (jump, slide, etc).
6. It is time to come to the toilet.
7. You may work here.
8. Here is a place to wash.
9. It hurts to be hit so you may not do it.
10. It hurts to be hit so you may not hit.
11. Balls are the only things we throw.
12. This is the way to (hammer, wash teeth, etc.)
13. We do not push people.
14. We try not to push people.
15. This is the way to rest.
16. I will tell you when it is your turn.
17. It is easier to do it this way.
18. Now you try.
19. I think you are big enough to do it without help.
20. I think you (older child) can do it alone. Some day
he (younger child) will be big enough.
21. We will pour together. You put your hands here and here.
22. Keep your feet quiet near your own chair.
23. After you go to the toilet you wash your hands.

For Two Year Olds

1. First go to the toilet.
2. Now wash your hands (said when child is at basin).
3. The soap is in the soap dish.
4. Rinse your hands. Wring the cloth.
5. Hang up the cloth.
6. You may pour out the water.

Four Year Olds

1. First you go to the toilet, then you wash your hands.
2. You need to use soap and when you are finished, empty
the water.
Procedure Techniques for Some of The Routines in the Play School

Avoid making the child feel a resentment toward routines. They should be a pleasure to him. Encourage the child to be self-reliant in these activities.

Toileting

1. Use the word toilet (Children at home sometimes use other words).

2. Avoid making sex an issue. Both boys and girls may use the same toilet.

3. Children should be taken to the toilet at regular intervals.

4. Toileting can be a frightening experience for the child, when conditions are not correct.

5. Procedure:
   a. Show child how to raise the seat.
   b. In case of an older child, stand back to see if child knows what to do.
   c. A box (for the child to stand on) at each toilet elevates the child to a satisfactory height.
   d. A younger child:
      (1) See that clothing is not in the child's way.
(2) The boy may either stand or sit.
(3) Adjust clothes.

e. Child flushes toilet

f. Accident

(1) May have been from tenseness, excitement, or reaction to an unsettled environment.
(2) Take an attitude of:
    Not reprimanding the child, but one of reassurance.

g. Student should be there watching, saying as little as possible and only when the need arises.

Washing Hands and Face

Procedure for child:

a. Bring wash cloth to top of bowl. (Cloth should be about one-fourth normal size).
b. Put in the stopper.
c. Turn on cold water, then hot (eliminates danger of burns).
d. Basin half full.
e. Wash hands, using soap.
f. Draw clean water.
g. Wash face, no soap.
h. Get towel - dry hands and face.
i. Comb hair.
Serving Food

Orange Juice

Orange juice may be served either informally or at a table. Good practice may be given in motor control if the child helps serve. See procedures used, and plates of Demonstration Play School, Chapter I of this study.

Lunch

This needs to be very carefully planned. Teachers are advised not to try it in the first year a play school is held. Plan carefully for what: the girls are to do, and what the children are to do. Nursery school procedures can be adapted. It has been found very satisfactory to arrange for three or four children with a girl in charge at each table. Teachers should feel free to move about and be alert to all situations that may arise. All must know what procedure is to be, so that all the girls are doing the same things with the children. Children can pour milk, set table, place chairs, wait on others, or clear away.

Give small portions; more can be served if they wish it. Children may have to learn to like the food. Desserts should be on the same proportion as other foods instead of adult size. Avoid hurrying the children in eating; this also applies to serving of juice. The food
should be ready to be served as soon as the children come from the toilet, in order that there be no unnecessary delay.

Painting Activity

1. A well lighted convenient place to paint should be made ready.
2. A brush for each color of paint should be supplied.
3. Colors of red, yellow, and blue in poster paints are satisfactory. Children may mix colors. Many varieties of powdered paint are also satisfactory.
5. The following approach is used by the student before the child begins to paint:
   a. Help the child learn a technique for holding the brush.
   b. Encourage him to use his own ideas, and do not suggest what he should make.
6. The approach used by the student after the painting is finished should be:
   a. Admire the painting, the color, or the line.
   b. Do you want to tell me about your painting?
   c. Abide by child's decision, as he may not know what he has painted.
APPENDIX D

BASIC NEEDS OF THE CHILD AND SUGGESTIONS BY AUTHORITIES FOR PLAY EQUIPMENT SUITABLE FOR PRESCHOOL CHILDREN

Basic needs of the child as set forth by the Committee of the National Association for Nursery Education are stated below. (1)

It is essential that:

1. A child be provided with an environment in which he can find enjoyment.
2. A child be provided with an environment which takes into account his total twenty-four hour a day experience.
3. A child be provided with an environment planned with developmental characteristics and needs in mind, an environment which can be and is adjusted to his changing development.
4. Children be in an environment that is planned to meet the individual differences within the group.
5. A child be given physical safety.
6. A child be provided with an environment which shall maintain and promote physical health and vigor (including protection from inroads on health).
7. Effective opportunity be provided for learning habits of healthful living; for instance, good food habits, regular sleep habits, regular habits of elimination.
17. A child be provided with an environment conducive to intellectual honesty. By intellectual honesty is meant seeing a situation as it is, admitting it is that way, seeing himself in his true relation to it, acting straightforwardly concerning it.

18. A child have opportunity to develop willingness and power to face difficulties and disappointments with confidence that a solution in which he has an active part can be worked out.

19. A child have provision daily for experiencing success.

20. A child have totality of experiences that result in his gradually increasing constructive independence.

21. A child have an opportunity to be with, to know, to adjust to, and to interact with other children, particularly of his own levels of development.

22. A child be provided with an atmosphere in which he can develop poise, both covert and overt.

23. A child be in an environment where behavior likely to lead to later maladjustment is recognized and the child given help to develop away from the maladjustment into constructive, balanced behavior.

24. There be some element in the child's environment in which he can place implicit confidence.
8. A child be provided opportunity for acquiring increasing power in the use of the body.
9. A child have opportunity for progression in the use of materials.
10. A child be provided with materials and experiences that permit exercising his sense perceptions (visual, tactile, kinaesthetic, gustatory, olfactory, auditory) and enriching his acquisition of meanings.
11. A child have language experiences; that he be given an environment in which he can hear language, play with language, comprehend language and use language.
12. A child be provided with an environment in which he can develop a feeling for beauty (for instance in music, in the appearance of things, in stories, in the actions of people).
13. A child be provided with the atmosphere so planned as gradually to develop a feeling for the orderly sequence of events.
14. A child have opportunity for drawing accurate conclusions from his experience with things and people.
15. A child be provided with an environment conducive to seeing relationships between cause and effect.
16. A child be provided with an environment encouraging him to put his ideas into action.
25. A child be provided with an environment in which
sympathy, love, comradeship and kindness are felt
and manifested."

The free play period is the time when the child chooses
his own occupations and play materials. Van Alystyne re-
ported in 1923 a study of the choices and uses of play of
two, three, four, and five-year old children in the nur-
sery school and kindergarten free play situations. There
were 112 subjects; 25 play materials were available.
Haberly(2) in her thesis shows the results of the above
study.

   Essentials of Nursery Education - Edited by Beth Wellman 
   Washington, D. C., p. 3
   Equipment for the Preschool children and a method of 
   evaluating Them for Use in Laboratory Classes in Child 
   Development" Oregon State College, 1933.
1. Blocks, clay and the doll corner are outstandingly interesting at all four age levels. Boys spend more time on blocks, dump trucks, wagons and small cars than girls. Girls are more interested than boys in dolls, crayons, scissors, clay, colored cubes, beads, wooden animals, and books.

2. The two-year old children prefer clay, doll corner, painting and assorted blocks. Blox and Lox have as much attraction value as assorted blocks.

3. Boys spend considerably more time with active materials than do girls.

4. Doll corner and clay rank the highest on all criteria of interest for the three-year old group. As compared with the two-year level, more time was spent with the wagon. Books had more holding power, painting more appeal value, and hollow blocks and dolls more participation value. On the four-year level, blocks, clay and doll corner tend to satisfy all criteria of interest. As compared with the three-year level, small cars have slightly more enduringness of interest. On the five-year level, blocks, clay and doll corner are also criteria of interest. As compared with the four-year level, crayons have considerably more enduringness of interest, doll corner has a greater holding power.
5. The earlier age levels show a greater diversity of interest in materials. There is a difference of two materials between two and five years.

6. When the average of all play materials which were presented in all situations was taken (twelve) there was a rise of approximately two minutes in attention span between each age level: 6-9; 8-9; 11-4; 12-6; minutes respectively. The attention span for the eight most popular materials for the two-year-old group was 7 minutes, 8-0 minutes for the three-year-old group, 12.3 for the four year group and 13.6 for the five-year-old group.

7. Boys tend to choose more the active-play materials as compared with the girls.

8. There seems to be a significant relationship between the length of attention span and intelligence as measured by two kinds of tests, on the four and five-year-old groups.

9. All ages showed the greatest interest in raw materials. Younger children are slightly more interested in locomotor toys and household toys than the older children are. There is relatively little interest in the pattern type of toy throughout all age levels.
10. At the earlier ages children tend to play more with active materials than with the sedentary; whereas at the five-year-old level, interest is divided somewhat between the two.

11. Interest in doing constructive work with materials exceeds the interest in manipulation with materials at approximately four years. Interest in dramatic play, or playing house, exceeds the interest in using the doll corner materials for manipulation at four years.

12. A gradual change in the way material is used is noted from year to year.

13. The least popular materials on the two-year level were pull toys, stone tiles, pyramid of rings, beads and wooden animals; on the three-year level, pyramid of rings, stone tiles, pull toys, wooden animals, and crayons; on the four-year level, pull toys, stone tiles, telephone, peg board and wagon; and on the five-year level, pull toys, puzzles, beads and painting were the least popular. Blox and Lox, wooden animals, hollow blocks, pyramid of rings, dishes and telephones were not judged on the five-year level.
Another classification for a toy list is recorded by Arlitt\(^1\) in the following manner:

**Toys for House Play**

1. Doll beds, carriages
2. Stoves
3. Wash tubs, wash board, clothespins.
4. Chests of drawers, containing doll clothes.
5. Brooms, sweepers
6. Unbreakable dishes
8. Screen playhouse, tea party.
9. Chairs, tables.

**Blocks**

1. Nests of blocks
2. Large cubes and blocks
3. Architectural blocks
4. Large maple blocks

**Toys for Block Play**

1. Toy animals
2. Set of trus
3. Nooks Arch
4. Doll house families

**Dolls**

1. Unbreakable dolls
2. Rag dolls

**Out-door Playthings**

1. Sand box and sand toys
2. Seesaw
3. Slike
4. Climbing ladder
5. Yard blocks, boxes
6. Swing

**Manipulative Materials**

1. Wooden beads for stringing large size 1" in diameter
2. Montessori Material

**Arts and Crafts Material**

1. Modeling clay or plasticine.
2. Paint: non-poisonous water colors, provide paper and rubber aprons.
3. Crayons, and drawing paper
4. Scissors, paste, art construction paper
5. Hammer, large nails, and soft wood.

**Toys for Active Play**

1. Pulling toys, carts wheelbarrow, animal toys or wheels, wagons.
2. Riding toys, velocipedes
3. Kiddie Kar
4. Trains, trucks, autos
5. Horse reins
6. Balls, several sizes

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Kawin,(1) gives suggested list of toys for early childhood.

For the Development of Strength and Skills

<table>
<thead>
<tr>
<th>Two and Three Years</th>
<th>Four and Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push-and pull-toys</td>
<td>Bubble set</td>
</tr>
<tr>
<td>Wagon</td>
<td>Tennis racket with ball attached</td>
</tr>
<tr>
<td>Wheelbarrow</td>
<td>Scooter</td>
</tr>
<tr>
<td>Junior Jungle Gym</td>
<td>Sand digger</td>
</tr>
<tr>
<td>Toy auto to ride in</td>
<td>Simple throwing games</td>
</tr>
<tr>
<td>Small slide</td>
<td>Simple rolling games</td>
</tr>
<tr>
<td>Three-wheel scooters</td>
<td>Balls</td>
</tr>
<tr>
<td>Balance board</td>
<td>Velocipede</td>
</tr>
<tr>
<td>Large colored wooden</td>
<td>Roller-skates and ice skates</td>
</tr>
<tr>
<td>beads to string</td>
<td>Hand car</td>
</tr>
<tr>
<td>Wading pool</td>
<td>Ten-pin game</td>
</tr>
</tbody>
</table>

For Constructive and Creative Play

<table>
<thead>
<tr>
<th>Two and Three Years</th>
<th>Four and Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large hollow blocks</td>
<td>Blocks</td>
</tr>
<tr>
<td>Sand toys</td>
<td>Paper to cut</td>
</tr>
<tr>
<td>Blunt scissors and colored paper</td>
<td>Blunt scissors</td>
</tr>
<tr>
<td>Large peg-board and pegs</td>
<td>Smaller beads to string</td>
</tr>
<tr>
<td>Tinker toys</td>
<td>Simple tool chest</td>
</tr>
<tr>
<td>Color cones</td>
<td>Felt-O-grams</td>
</tr>
<tr>
<td>Hammer and large nail set</td>
<td>Krazy Ikes</td>
</tr>
<tr>
<td>Picture puzzle (three or four pieces)</td>
<td>Picture puzzles (five to eight pieces)</td>
</tr>
<tr>
<td>Nests of blocks</td>
<td>Hammer and small nail set</td>
</tr>
</tbody>
</table>
For Dramatic and Imitative Play

Two and Three Years
- Doll carriage
- Broom
- Sweeper
- Dump trucks
- Simple trains
- Simple boats
- Toy animals
- Milk wagon
- Small autos for dolls

Four and Five Years
- Lawn mower
- Garden tools
- Housekeeping toys
- Simple stores
- Fire engines
- Garages and gas stations
- Farm sets
- Noah's Ark
- Toy telephone

For Social Development

Two and Three Years
- Dolls
- Doll corner materials:
  - bed
  - bureaus
  - chairs
  - carriage
  - tables
- Balls
- Blocks
- Wagons

Four and Five Years
- Toy village
- Sand box
- Animal lotto game
- Fishpond game
- Play tents
- Teeter-totter
- Tea table and chairs
- Dishes

For Artistic Development; Arts and Crafts

Two and Three Years
- Easel
- Large crayons
- Modeling clay
- Jingle bells
- Drum

Four and Five Years
- Easel
- Large paints and crayons
- Modeling clay
- Finger painting materials
- Plasticine

To Stimulate Knowledge and Aid in School Activities

Four and Five Years
- Animal and bird lotto games
- Object lotto game
- Rubber-stamp point set
- Scrapbook and pictures
- Animal and bird picture puzzles
- Aquarium

Alschuler and Hienig\(^{(1)}\) classify toys in the following manner according to the likes of children.

"Two-Year-Olds Like"

**Active and Physical Development**
- Large hollow blocks
- Fairly good-sized wagon
- Blox and Lox
- Balls
- Push and pull toys, automobiles, trains, trucks
- Small metal airplanes and trucks

**For Dramatic and Imaginative Play**
- Doll corner material, bed, chairs, tables, bureaus, unbreakable dishes
- Dolls, unbreakable and washable
- Children's house play materials: tables, chairs, brooms, dustpans, mops, dustcloths
- Animals: small wooden and "cuddley" ones

**For Creative and Constructive Play**
- Clay or plasticine
- Easel
- Painting materials, brushes
- Blunt scissors
- Long wooden beads
- Pyramids with disks
- Ring pryamided or wooden pegs

"Three-Year-Olds Like"

**Active and Physical Development**
- Assorted blocks
- Large hollow blocks
- Big wagon
- Push and pull toys: airplanes, automobiles, fire engines, trains, trucks
- Parallel bars
- Hammer and nail sets
- Balls
- Junior indoor gym sets

**For Dramatic and Imaginative Play**
- Doll corner materials (See above)
- Children's house play materials (See above)
- Dolls
- Doll accessories: dresses, combs, brushes, bed clothes
- Animals (See above)
For Creative and Constructive Play

Plasticine or clay
Easel paints, easel paper, brushes
Blunt scissors
Colored cubes
Large crayons
Large wooden beads
Large peg boards
Paste
Ring pyramids or wooden pegs

"Four-Year-Olds Like"

Active and Physical Development
Assorted blocks
Push and pull toys
Balls and bean bags
Dump trucks
Hollow blocks
Workbench and tools
Balls: also of the blow up ballon type

For Dramatic and Imaginative Play
Doll corner materials
Children's house play materials: small suit case, laundry toys
Animals and farm yards
Collections of small toys for reproducing farm or community life
Costumes: Indian, etc.
Telephones

For Creative and Constructive Play
Clay
Painting materials
Scissors
Large wooden beads
Crayons
Colored cubes
Simple puzzles
Hammer and nails
Soft wood
Easel and paint, brushes, paper, news and wrapping.

Standards Suggestive of Normal Development of the Preschool Child

The following standards suggestive of normal development determined by Dr. Arnold Gesell, and recorded by Faegre and Anderson, serve to indicate in a general way the development of a child at different age levels. (1)

<table>
<thead>
<tr>
<th>Two Years</th>
<th>Language</th>
<th>Personal-Social Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motor Characteristics</strong></td>
<td><strong>Use simple sentences and phrases</strong></td>
<td><strong>Bladder control established</strong></td>
</tr>
<tr>
<td>Can operate a kiddie-kar around a chair</td>
<td>Names familiar objects like key, penny, watch</td>
<td>Listens to stories with pictures</td>
</tr>
<tr>
<td>Can fold paper</td>
<td></td>
<td>Asks for things at table by name</td>
</tr>
<tr>
<td>Can run</td>
<td></td>
<td>Tells experiences</td>
</tr>
</tbody>
</table>

| Three Years | | |
|-----------------------------|-----------------------------|
| **Builds tower of more than four blocks** | **Uses plurals, pronouns, and past tenses** | **Can open door** |
| **Draws circle from a copy** | | **Asks questions of elders** |
| **Discriminates longer and shorter lines** | | **Pretends in his play** |
| | | **Crosses street alone** |
| | | **Puts away toys** |

| Four Years | | |
|-----------------------------|-----------------------------|
| **Draws cross from copy** | **Uses descriptive words with picture** | **Buttons clothes** |
| | | **Goes on errands outside of house** |
| | | **Washes self, brushes teeth** |

| Five Years | | |
|-----------------------------|-----------------------------|
| **Draws triangle from copy** | **Defines words by use** | **Draws recognizable man and tree** |
| | **Speaks with non-infantile articulation** | **Laces shoes** |
| | | **Puts on coat alone** |
| | | **Names four colors** |
| | | **Tells age** |
APPENDIX E

SUMMARY OF PLAY EQUIPMENT CONSTRUCTED BY STUDENTS OF THE DEMONSTRATION PLAY SCHOOL DURING PREPARATION PERIOD FOR THE SCHOOL

Toys for quiet play were constructed by the class group; originality was emphasized. These consisted of matching games, and cut-out games made from mounting pictures on heavy cardboard or plywood, and cut into 5 or 6 sections using the jigsaw puzzle method. Durability was not considered an essential, since the toys were to last for only a short period of time.

Frieze

A frieze was made for the pillar support in the room, and for a vacant wall space. Wrapping paper was used on which cut-out colored figures from a book purchased from the five and ten cent store was mounted. This extended two feet up from the baseboard.

Book Rack

The blackboard rail served as a book rack, and a picture wire cord held the books in place, and at the same time made them easily accessible to the children. Students used their ingenuity and originality in preparing picture books of various sizes. See Plate I.

Blocks

Various sizes of mill-end wooden blocks made excellent materials. Heavy paper cartons from which No. 10 canned
goods had been received, made blocks from which children constructed houses, etc. They proved too light in structure to allow children to stand on them; therefore the empty washed No. 10 cans were placed back in the boxes. They were then sealed with paper sealing tape. This reinforcement was sufficient. Heavy constructed paper boxes of smaller sizes were sealed up and allowed for a variety in sizes of building materials.

Hollow building blocks of plywood were borrowed. These were of three sizes:

<table>
<thead>
<tr>
<th>Length</th>
<th>Width</th>
<th>Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>12&quot;</td>
<td>6&quot;</td>
<td>6&quot;</td>
</tr>
<tr>
<td>12&quot;</td>
<td>24&quot;</td>
<td>6&quot;</td>
</tr>
<tr>
<td>24&quot;</td>
<td>12&quot;</td>
<td>12&quot;</td>
</tr>
</tbody>
</table>

It has been found from observing in nursery schools that blocks should be double or triple in proportions, so that they will fit together well for constructive building.

**Sorting Games**

The local stores donated boxes 5 1/2" x 6" x 3" deep, which were used for making a sorting game. There were four such boxes and a larger box into which were placed rocks, spools, milk bottle tops, etc. On the top of each small box was mounted a picture indicating the article that was to be taken from the larger box to the smaller box.
A Doll House (See Plate I)

A laboratory work table 28" x 69" was placed in the corner of the room on a borrowed rug. Two sides were covered by a curtain. An opening was left for a front entrance. This proved a popular place for carrying on dramatic play.

Inside was a box of old clothes to facilitate play. A doll bed made from a box and a few cast-off dolls made the doll house complete.

Sand Box (See Plate VI)

No sand box being available, a laboratory work table was turned upside down, and lined with oilcloth. This and the sand could be removed at the close of the class period, and the table stored for future uses. This table was transported to the play room or the play yard, depending on the weather conditions. The legs were sufficiently high so that the children would not get hurt on them.

Water play was made available by adding water to the sand in the sand box.

Sand Toys (See Plate VI)

Students made sand toys from Crisco pails which they painted red, yellow, and blue.

Painted sardine cans make sand toys when precaution is taken to have the edges cut smooth.
Kitchen kettles and sauce pans of small size, wooden spoons, and many other discarded objects make satisfactory sand toys.

Miscellaneous Equipment

Plenty of long light-weight boards were available to the children for building purposes.

The children showed great interest in a paper carton (See Plate IX) large enough for two children to play inside. In fantasy play this served as a bird house, a garage, a home dwelling, etc.

Three old tires (See Plate IX) were stacked one on top of the other for a bird's nest.

Salmon kegs (See Plate X) were used by the children for making climbing equipment.

Drums

Drums of varying sizes were constructed from coffee cans, crisco cans, etc. Both ends were cut open, rim left on, cans painted, and then the ends were covered with circular sections of inner tubes from tires. Holes at uniform spacing were cut with a paper punch one-half inch from the edge of the pieces of rubber. This provided the holes for lacing the two pieces of rubber over the ends of the cans, and the tension which was applied to the lacing produced different tones in the sounds of the drums. (See Plate I). To complete the rhythm band
cymbals may be constructed with horse shoes and a large nail.

Napkins
A package of paper napkins was purchased. Experience had shown that one-fourth of the regular size is ample for a child.

Identification Tags
Identification tags for coat racks were purchased made of small circles of cardboard, with metal binding (regular tags for marking in department stores). (See Plate I). Each had a crayola picture drawn on it making it possible for the child to learn the picture and thus distinguish his coat or towel from those of other children in the group. Caps from milk bottles could also be used, with a picture pasted on them, and punched with a paper punch to insert the string to hang them.

Children's first names were written on pieces of paper and pinned to the back of each child's garment to aid students in learning the names of the children.