

AN ABSTRACT OF THE THESIS OF

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(Name) (Degree) (Major)

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Title Attitudes of Homemaking Teachers Toward Play Schools as  
Laboratories for Teaching Child Development

Abstract Approved **Redacted for privacy**  
(Major Professor)

The purpose of this study was to determine how widely the play school was used as a laboratory for the teaching of child development by homemaking teachers in Oregon and to investigate some of the beliefs and practices of these teachers concerning play school.

A group of 90 homemaking teachers from 80 schools responded to a questionnaire. No attempt was made to determine definitely that the schools represented a typical cross-section, however, 29 of the 36 counties in Oregon were represented.

The questionnaire consisting of 114 statements was arranged in eight spirals. These spirals were: (1) Attitudes of the teacher toward teaching child development; (2) Methods for teaching child development; (3) Relationships between home, school and community; (4) What teachers believe to be students' attitudes toward play school; (5) Integrating child development into other units during the year; (6) Problems relating to the organization of play school; (7) Teachers' objectives for teaching child development.

Charts were drawn to present the findings of the beliefs and practices of homemaking teachers who conducted play school as compared with those who did not. Analysis of these charts show that a broad homemaking program was taught by the majority of the 90 respondents. Experiences were included in every area of homemaking for every grade level. It was particularly encouraging to note the emphasis placed on relationships units--child development and family relationships. Major emphasis was placed on units in baby sitting, play school and prenatal and infant care. The majority of child development were taught during the tenth grade.

A majority of homemaking teachers agreed that child development was a very challenging unit to teach to high school students. Having a play school produced a real learning experience that could not be achieved any other way.

#2--Thesis Abstract

Bigej, Barbara Bethine  
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From the group of teachers who had taught fewer than ten years, about 50 per cent conducted play school. Those teachers whose teaching experience exceeded 20 years did not conduct a play school.

Each of the 42 respondents who conducted a play school had much variation in her college preparation for teaching child development.

Major problems which confront teachers when they conduct a play school centered around the amount and condition of equipment provided by the school for the play school unit and the arrangement as to location and size of rooms provided for play school.

Play school helped to promote good relationships between home, school, and community and provided an unusually fine opportunity for making the homemaking department better known to both the school and the community.

This study shows need for (1) more adequate subject-matter background and experience with small children for teachers if they are to have play school units; (2) thorough in-service training programs in teaching child development and conducting a play school; (3) homemaking teachers to foster a feeling of need among high school students for study of child development in the total homemaking program; (4) helping potential and first-year teachers set up a play school; (5) helping school boards, administrators, and other staff members understand the goals and objectives for conducting a play school in the homemaking department; (6) and homemaking teachers to recognize and appreciate the opportunities which play school can provide for establishing rapport among homes, the school and community.

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Neonah  
OLD COUNCIL TREE  
BOND

ATTITUDES OF HOMEMAKING TEACHERS  
TOWARD PLAY SCHOOLS AS LABORATORIES  
FOR TEACHING CHILD DEVELOPMENT

by

BARBARA BETHINE BIGEJ

A THESIS

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APPROVED:

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Dean of Graduate School

Date thesis is presented

May 7, 1953

Typed by Alura Paul

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Appreciation is expressed to the Oregon homemaking teachers who participated in the study.

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ATTITUDES OF HOMEMAKING TEACHERS TOWARD PLAY SCHOOLS  
AS LABORATORIES FOR TEACHING CHILD DEVELOPMENT

Chapter I

INTRODUCTION

One of the present-day functions of homemaking departments in secondary schools is to provide opportunity for training in home and family living--first as family members and later as contributing members of a world community. Portwood considered this fact in the question she poses,

Considering that one of the main purposes of education is meeting the needs of students today, the question arises in the field of child development, are students receiving enough first-hand experiences in order to improve their understanding of children and the place of children in the family group? (10,p.1)

As homemaking teachers we can provide real experiences for students within the classroom to practice democratic living and to appreciate the rights and privileges of others. In a broad homemaking program that includes family relationships and child development, each individual can be given opportunity to develop his own abilities, aptitudes and real interests. Many students will establish homes of their own shortly after leaving high school; thus the development of a healthy personality becomes more important than well-taught skills or well-presented lectures when helping students to become happy, well-adjusted members of the community.

According to the findings of the Purdue-Opinion Panel, the high school is the place for training in child care because it is the last formal educating agency encountered by the majority of young people.

Remmers and Drucker say,

The high school years are appropriate for such training for we have been able to show that much variation in the teen-ager's attitudes toward child management is associated with educational levels in high school and is perhaps attributable to individual maturation to courses already given in the high school, or both. (11, p.113)

Laboratories for the teaching of foods and clothing have been used for many years in our homemaking departments but not until recently have high schools introduced the play school as a laboratory for teaching child development. Scott accentuated the importance of the play school when she said,

Home economics teachers are always searching for the best illustrative material for their classes. We have models of stitches and seams for clothing classes, demonstrations of food preparations and table settings, illustrations of furniture arrangements and color harmonies worked out in fabric or flower arrangement. When lessons concerning child development and guidance are taught, there should be children in the classroom. (13, p.263)

In the area of child development, the student learns to see himself in relation to others in his family; to gain an appreciation of values in family living for him; to better understand courtship, marriage and parental relations; to grasp the whole range of human development through experiences with a range of ages; to develop respect for children as persons; to accept, enjoy and be interested in children; and to understand himself including the effects of his own behavior. These are some of the real purposes of a unit in child

development in the homemaking program. (1,p.7)

Adolescents are keenly interested in themselves, yet because of their immaturity, they lack the ability to look at their own problems objectively. Paolucci confirms this when she says,

When the high school pupil can see behavior in action, observe the consequences of that behavior and then analyze it in terms of himself, he has acquired much that can help him become a happier individual, capable of coping with our complex society. (9,p.300)

Thus it is desirable to have children present when students study child development and guidance.

#### Purpose of This Study

Homemaking teachers have a unique opportunity to develop keen interest in the child development phase of the total home economics programs of secondary schools by conducting a play school as a laboratory for training adolescents for the role of parenthood tomorrow. Many high school students who have had no actual training in child care and guidance are now caring for small children outside of their own homes as "baby sitters." Others are assisting with the responsibilities in their homes caring for younger brothers or sisters. Varied problems confront these students who are given unlimited responsibilities in child care. A large number of high school students will marry soon after graduation, thus terminating their formal education to establish homes of their own and to become parents with or without training and knowledge of some of the real responsibilities and privileges of parenthood.

Thus the need for including play school as an integral part of child development in the homemaking program seems apparent if teachers propose to meet real needs and interests of the students enrolled in homemaking classes. Many teachers who conduct successful play schools believe that such an experience for the children enrolled, students, parents of the play school children and the teacher is well worth the time and effort put into this phase of teaching. A play school serves as a basis for more meaningful study of child behavior. Yet play schools are not conducted by all homemaking teachers who teach child development. What causes this lag in the utilization of a method which gains such praise from some teachers? The purpose of this study is to determine some of the answers to this question by seeking to find the beliefs and practices of a group of homemaking teachers--some of whom conduct play schools and some of whom do not.

The analysis of beliefs and practices should help to provide insight for supervisors and administrators in secondary schools for developing a more effective homemaking program for teaching child development. This analysis should also be of interest to the homemaking teachers themselves to learn whether or not their own beliefs and practices are consistent.

#### Statement of the Problem

This study is an investigation of the beliefs and practices of homemaking teachers in Oregon to determine the following:

1. What units are the teachers emphasizing in their total homemaking programs?
2. What units are the teachers emphasizing in the child development phase of the homemaking program?
3. What are the methods used for teaching child development?
4. What are the beliefs and practices of the teachers who conduct a play school during the child development unit?
5. How do the beliefs and practices of the teachers who conduct play schools compare with those who do not conduct play schools?
6. Does the number of years of experience in teaching have any effect on whether or not a teacher conducts a play school?
7. What effect does the size of the school have upon including a play school in the homemaking program?
8. Does the enrollment in homemaking classes have any influence on the play school?
9. Does the college preparation of homemaking teachers have any influence on having a play school?
10. What kinds of experiences with small children have teachers had who conduct a play school compared with those who do not conduct a play school?
11. What are the problems which confront teachers when they conduct a play school?
12. Do the facilities for toileting and handwashing have any influence on having a play school?
13. Do outdoor facilities for play have any influence on having a play school?

14. What home-school-community relationships may be established by the homemaking teachers who conduct a play school as compared with those who do not conduct play schools?

15. What do teachers who conduct a play school believe to be students' attitudes toward the play school?

16. What are the teachers' objectives for teaching child development?

#### Basic Philosophy of Play School

What is a play school? As stated in *Homemaking Education for Secondary Schools* issued in 1946 by the State Department of Education in Oregon,

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, as set up in a high school, is organized primarily to provide an observation center for students enrolled in homemaking or child development courses. (14,p.382)

Primarily, a play school provides a method for high school students to study child behavior at different development levels, to learn more about personality development, and to see the interaction of behavior as personalities are developed. Second, the play school offers realistic examples of what is presented through reading and discussion in the classroom. Third, a play school provides opportunity for a group project to be planned, prepared, executed and evaluated by students. And fourth, a play school can demonstrate to the community and to the school that the homemaking program is providing students with real opportunities to learn more about people. (16,p.8-9)

Lambert reports that no better way than a play school was found in which to allow teacher and pupils both to observe the same behavior. It is here, she says, that the home and school meet. (8,p.188)

In many communities the play school serves as a visible connecting link between home and school fostering the training of adolescents for the role of parenthood and accomplishing a major objective of education--training for home and family living. Parent contacts become important to both teacher and students in order to observe attitudes and practices of parents as well as to secure facts regarding the children enrolled for the best possible experiences in play school.

Experiences in play school need not be limited to the unit on child care. Other phases in the total homemaking program may be promoted in relation to the play school as expressed by Hartness and Cushing when they say,

It not only vitalizes the child care unit but also motivates certain aspects of the clothing and foods classes. It furnishes material for group discussion of child development and family relations and provides students with invaluable practical experience in the guidance of young children. (6,499)

A study was made by Kohlmann to find where 488 high school girls were having opportunities to be with children or to be in charge of them. From this study Kohlmann found the largest number of opportunities were with "relative's family," "your neighbors," and "your own family." The girls checked "baby sitting" most frequently as the opportunity they had to be in charge of children. The places with the most opportunities for contacts were "their own families," "a relative's family," "school," "at an entertainment," or "a school bus." Girls who

had opportunity to be in charge of children listed "their neighbors' homes," "a play school," or "a nursery." In conclusion to this study, Kohlmann said that all girls recognized need for help in all areas of child development. Very few girls (18 of the 488) had little or no contact with children. Sophomore girls were not interested in working with or studying about children. (7,p.26)

Even though we have evidence that the units in child care and guidance are important in a broad homemaking program we find relatively few high schools are as yet making such study and observation possible. Rustad and Reulein confirm this when they say,

There are still those who think the units and semester courses on the high school level are superficial tending to emphasize environmental factors such as physical set-up, play materials, schedules of routines and the like and not to go into the dynamics of interpretational relationships and their meaning in the personality development of the child. (12,p.321)

How much study should be made of personality development of the child is questionable and certainly will depend upon the intellectual maturity of the students enrolled in homemaking classes and upon the background and experiences of the teacher.

Obstacles that seem to hinder the establishment of play schools in secondary schools are these as stated by Hartness and Cushing:

- (1) Lack of room in which to hold a play school
- (2) Too short class periods
- (3) Teachers didn't feel prepared to teach or carry through such a program
- (4) Cost was too high
- (5) No place available for out-of-door play
- (6) Couldn't get small children from ages 2 to 5 to attend
- (7) Discipline problems arise in the hour after play school when the teacher is busy with

- another class and parents have not called for the child
- (8) Parents sometimes send children to school with bad colds, measles, mumps, thus creating a disease epidemic
  - (9) Impossible to hold play school in a double-shift school system
  - (10) Full-time teachers without a free period cannot schedule a play school (6,p.502)

Much of the success of the play school lies directly in the kind of pre-planning that is done by the homemaking teacher, her students, and the parents whose children will be attending play school. Recognition of the need for serious thought and study of behavior is revealed in Christianson's statements,

Adolescents have a keen incentive to grow and understand themselves, their own feelings, and aspirations. As individuals they are concerned with present and potential relationships to others in the home, the community, and the world at large. These young people are geared for action; hence, we find them eager to expand their area of operation through independent activities with their own age groups and through closer identification with socially useful work in the community. They compare themselves with others at home and school and question the how and why and wherefore of people's behavior. Throwing the spotlight on young children is one of the most practical, profitable and stimulating ways to help adolescents meet their need of further understanding of human relationships. Child growth and development takes place before our very eyes—a phenomenon everyone may see. (2,p.103)

Therefore, play school provides an ideal set-up for a good parent-teacher-student planning and participation experience—offering a real opportunity for each to understand better the responsibilities of the other in their relation to the children.

If students in high school can gain some insight into the factors involved in personality development as well as the responsibilities and opportunities of parenthood, students themselves have profited from such

a laboratory experience. If students have begun to appreciate and to understand as well as to enjoy the youngsters enrolled in a play school, they, as adolescents today and parents of tomorrow, have come a long way toward becoming happier, more stable individuals themselves.

#### Other Related Studies

A number of studies pertaining to play schools conducted in secondary schools have been carried on in several states. Two of these studies were concerned with play school as a means of teaching child development. High school students answered a questionnaire before and after the unit on child care in the first study and homemaking teachers cooperated in giving their opinions in the questionnaire of the second study. In a third study high school students cooperated in giving their opinions pertaining to their attitudes toward small children.

The following conclusions are based on the findings of the Dobbins' study (5), which was an attempt to make child study more meaningful to high school students by using a play school as a laboratory for teaching child development rather than using the subject-matter approach. The play school proved to be a more valuable method for teaching child development. There was more interest; there was an evidence of changed attitudes toward children; and more new understandings were gained. The play school provided an opportunity for the home economics students, the teacher and the parents to study the same children under natural conditions; the play school provided learning experiences for adults as well as high school students; the students

thought that this study helped them to be better baby sitters; the mothers gained a better understanding of how to work with the problems of preschool children; the problem approach can be used in a unit on child care and guidance when real children are made available for study; a play school can be established in a small high school provided the home economics teacher has a cooperative principal and faculty; an adequate amount of equipment and supplies for a play school can be gathered at a minimum cost; and the play school established better public relations between the home economics department, the school, the Parent-Teacher Association and the community.

In the Portwood study (10), the play school was more satisfactory than other experiences with children such as observing children at home, on play grounds, in the first grade, and assisting with children in other ways. The following recommendations concluded this study: that more attention be given to the child development phase of homemaking; that more schools be encouraged to attempt the play school as a means of teaching child development and that records of the results be kept; that the teachers consider the surroundings and see possibilities of resources at hand; that teachers, pupils, and administrators plan together for the best type of experience with children for their school; that more specific helps and references be afforded by institutions of higher learning and the state department; that more teachers use the child development unit and the play school or nursery school as a core for much of the homemaking curriculum; that money be budgeted and more teacher time be provided for either play or nursery schools in the high school program; that more provision be made for boys to have first-hand

experiences with children.

The main purpose of the Connolly study (4) was to study the attitudes of high school girls toward small children in order to include the study of child development in the high school homemaking program. The results of this study show that the students have many misconceptions concerning behavior characteristics of the young child and they expect too much of the small child because they do not understand differences in social development of the 2, 3, and 4-year olds. These facts should be considered in the planning and preparation of training in child development in the high school homemaking programs.

## Chapter II

### METHODS OF PROCEDURE

A play school conducted as a laboratory is used for teaching child development in secondary schools. This method has been advocated for a number of years in the area of home economics education. The present study was prepared to determine how widely the play school is used as a teaching method by homemaking teachers in Oregon and to determine the beliefs and practices of these teachers concerning play school.

#### Source of Data

The data used in this study were gathered from two sources: first, from the Oregon School Directory; second, from a questionnaire sent to all the homemaking teachers in Oregon.

The plan for the study was to secure from high school homemaking teachers an expression of their beliefs and practices toward play school. The writer used the Oregon School Directory for 1949-1950 (15). First, she checked all the teachers listed in the directory as teaching "Homemaking" or "Home Economics" in high school. She included only one Portland teacher, as only one high school teacher in Portland conducted a play school at that time. This check of teachers gave a list of 210 homemaking teachers who teach one or more classes of homemaking of ninth grade level or above.

### Construction of the Questionnaire

The writer, believing that play schools are an effective method for teaching child development, wanted to know the extent to which other homemaking teachers participated in conducting play schools and what they believed about play schools. Questions were set up to which answers were wanted.

Various forms of questionnaires, check lists, and surveys used for collecting data of this type were then studied. Finally, the writer chose to pattern her device after the form used in the American Vocational Association Research Study, "Factors Affecting the Satisfactions of Home Economics Teachers," (3,p.91-92).

The device was set up in the form of a questionnaire in which all statements pertaining to the questions to be answered would fall into eight spirals. The spirals were: (1) Attitudes of the Teacher Toward Teaching Child Development; (2) Methods for Teaching Child Development; (3) Relationships Between Home, School and Community; (4) What Teachers Believe to Be Students' Attitudes Toward Play School; (5) Integrating Child Development Into Other Units During the Year; (6) Problems Relating to the Organization of Play School; (7) Teacher's Objectives for Teaching Child Development; (8) Problems Relating to the Interaction of Students and Teacher in Conducting a Play School. There were from 11 to 16 statements pertaining to each spiral. These statements were arranged intermittently throughout the questionnaire. The first statements from each spiral were listed, then the second statements from each spiral were listed and so forth until each statement from the eight spirals had been used. Two separate spirals were designed to analyze

the problems of teaching child development. One spiral was used to investigate problems of organization that might arise in the development of a play school. The other spiral was used to investigate the various teacher-student interactions that the homemaking teachers experienced while teaching child development units.

Resource material used in formulating the statements for the questionnaire included: recent articles concerning play schools in the periodicals associated with home economics and education; textbooks in home economics education; suggestions from members of the Oregon State College Home Economics Education staff; and the experiences of the writer in conduction of play schools.

In addition to the eight spirals in the questionnaire, a section was included covering points under three headings: About Your School, covering high school enrollment, number of homemaking teachers in the department, classes in which homemaking is taught, number of students enrolled in homemaking classes, units taught in the total homemaking program, and units taught in child development; About You, the Teacher, covering college preparation in child development, number of years of teaching homemaking, kinds of real experiences with small children; About Teaching Child Development, covering total number of times pre-school children attended play school, time of day play school is held, number of hours each day play school is held, facilities for toileting and handwashing for children attending play school, equipment for play school available in the school and community, schedules of directed activities for the children enrolled and the kind of real experiences

with small children provided for high school students when a play school is not available.

Teachers in summer school, particularly in a graduate class, were asked to answer the questionnaire and to criticize it. On the basis of this help the questionnaire was revised, some questions were clarified and tables were set up.

A copy of the form sent to the homemaking teachers is in Appendix A.

#### Letter of Transmittal

A letter was written to 210 homemaking teachers explaining the purpose of the study and asking each teacher to indicate on the enclosed postal card her intention to help. As the cards were returned, a questionnaire was sent to all those teachers who indicated they would cooperate in the study. Ninety-three indicated that they would participate.

#### Number of Questionnaire Forms Distributed and Returned

Of the 93 questionnaires mailed to the homemaking teachers 92 were returned after two follow-up letters were sent to many. Two questionnaires were discarded because they were incompletely answered. This left 90, or 42 per cent, of the original total group of homemaking teachers. This study, therefore, is based on the opinions of 90 of the 210 homemaking teachers in Oregon.

### Chapter III

#### BACKGROUND INFLUENCING 90 HOMEMAKING TEACHERS' BELIEFS AND PRACTICES CONCERNING PLAY SCHOOL

In order to have a better understanding of the characteristics of the total homemaking programs of the schools represented in this study, the writer needed to know something of the schools and the homemaking teachers. From such information, certain implications could be realized for teachers having or not having play schools in their homemaking programs. No attempt was made to consider any particular schools or homemaking teachers in the study. However, the 90 teachers who did respond to the questionnaire do represent the 210 homemaking teachers in Oregon as shown by the following information.

#### Number of High Schools Where 90 Homemaking Teachers Were Employed

A total of 90 teachers from 80 different schools in Oregon responded to the questionnaire. Of these 80 schools, 69 each were represented by one homemaking teacher who responded to the questionnaire; nine schools were represented by two homemaking teachers who responded to the questionnaire; and one school was represented by three respondents teaching homemaking.

#### Location of High Schools Where the 90 Respondents Were Employed

The 90 respondents were from 80 schools located in 74 cities and

towns in Oregon. In six cases there were both a junior high school and a senior high school teacher represented by the respondents. The majority, as seen from the map of Oregon, in Figure 1, were located in the Willamette Valley and in the southern area west of the mountains. Seventeen schools were located east of the Cascade Mountains. No attempt was made by the writer to include any particular section of Oregon in the study. However, as shown by the map, 29 of the 36 counties in Oregon were represented by the 90 respondents who taught homemaking in the 80 different schools. In the six counties not represented in this study there are only ten high schools offering homemaking.

#### Sizes of Schools and Number of Homemaking Students

Table 1 shows the number of students enrolled in homemaking classes taught by each of the 90 respondents and the relationship of that enrollment to total school enrollment. It also shows that 46 per cent of the respondents taught from 51 to 100 students in homemaking. The distribution of teachers who had this number of students were teaching in high schools ranging in size from 101 students to more than 600. Almost one-third of the 90 respondents reported having fewer than 50 students, whereas one-fifth reported having from 101 to 150 students. The distribution of teachers in different size schools was about equal. Only one teacher had more than 150 homemaking students but 19 teachers who were employed in schools of 300 or more had from 101 to 150 students in homemaking classes.

FIGURE I  
DISTRIBUTION MAP OF RESPONDENTS' HIGH SCHOOLS

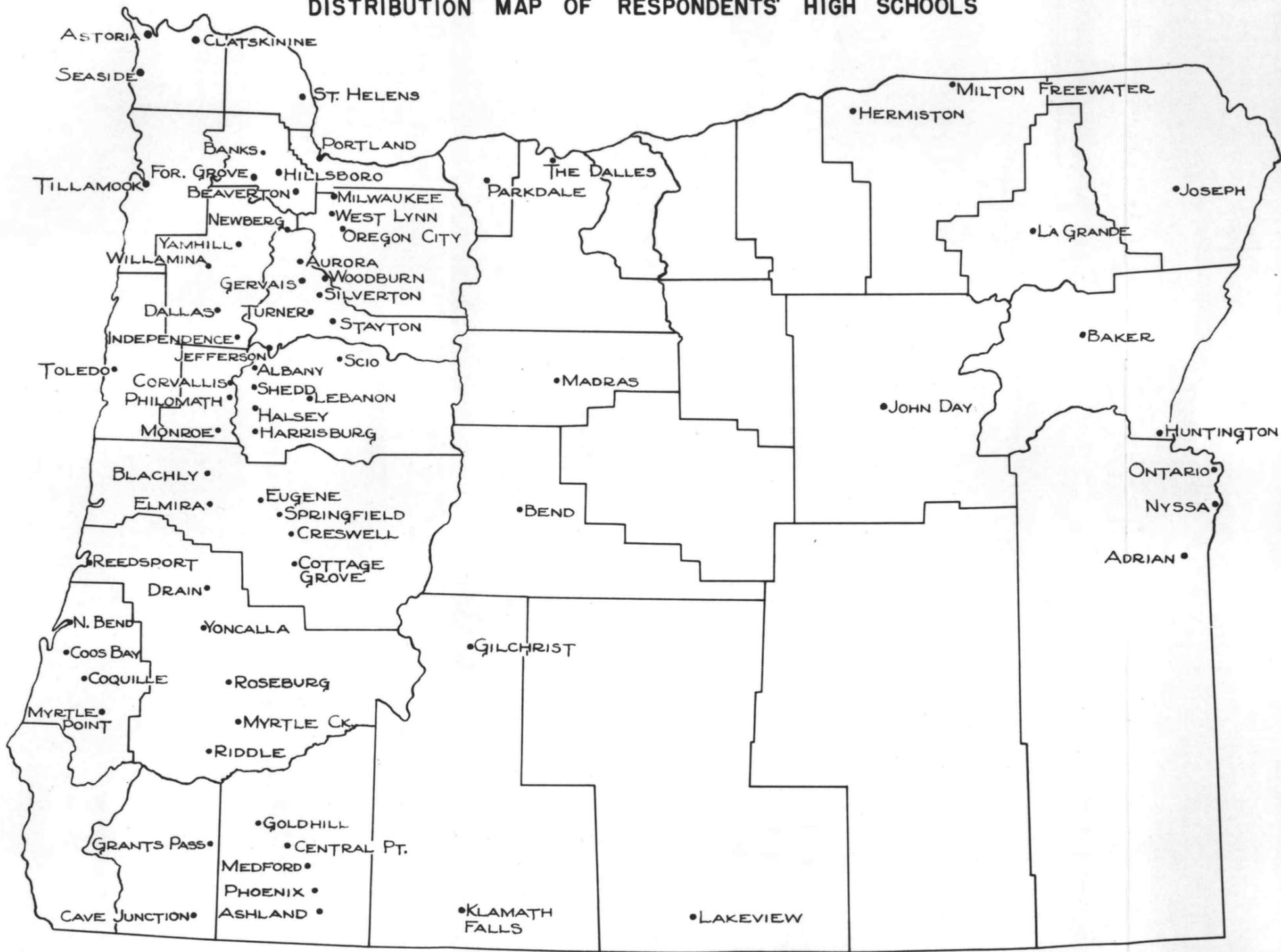


TABLE 1

HOMEMAKING ENROLLMENT PER TEACHER IN RELATION  
TO TOTAL SCHOOL ENROLLMENT

Total School Enrollment	Total of Teachers in Study		Number of Homemaking Students Per Teacher								
			0 - 50		51 - 100		101 - 150		151-200		
	No.	%	No.	%	No.	%	No.	%	No.	%	
0-100	10	11.1	10	11.1							
101-200	20	22.0	13	14.4	7	7.6					
201-300	12	13.3	3	3.3	9	10.0					
301-400	13	14.3	1	1.1	8	8.8	4	4.4			
401-500	9	9.9	1	1.1	7	7.7	1	1.1			
501-600	8	8.8			4	4.4	4	4.4			
601-More	18	19.9	1	1.1	6	6.6	10	11.1	1	1.1	
Total	90	99.9	29	32.2	41	45.5	19	21.1	1	1.1	

Table 2 shows the range and median of homemaking students for each of the 90 respondents. Eleven per cent of the teachers employed in schools of 100 or less have a total enrollment of 11 to 32 students in homemaking with a median of 20 students per teacher. Nineteen per cent of the 90 respondents working in schools with enrollments of more than 600 have much larger classes ranging from 40 to 157 students enrolled in homemaking with a median of 115 students per teacher. In schools of enrollments of 501-600 were the smallest number of teachers, only nine per cent of the total group. These teachers had homemaking classes ranging from 66 to 122 with a median of 101 per teacher. One-half the

TABLE 2  
RANGE AND MEDIAN OF HOME-MAKING STUDENTS  
FOR EACH RESPONDENT

Total School Enrollment	Total Teachers in Survey		Range of Home-making Students per Teacher	Median of Home-making Students per Teacher
	No.	%	No.	No.
0-100	10	11	11- 32	20
101-200	21	23	19- 87	47
201-300	12	13	40- 73	64
301-400	13	14	50-150	83
401-500	9	10	50-124	90
501-600	8	9	66-122	101
601-More	17	19	40-157	115
Total	90	100		

teachers who answered the questionnaire was in schools ranging from 100 to 400 in total enrollment. These teachers had as few as 19 homemaking students or as many as 150. Actually this grouping shows very little difference from the total group where the enrollment in homemaking reported ranged from 11 students to 157 students.

From Table 3 it can be seen that 31 teachers were employed part-time in homemaking departments. Any respondent teaching any other subject was considered as a part-time teacher. Fifty-nine of the 90 respondents were employed full-time in homemaking departments.

TABLE 3

NUMBER OF PART-TIME AND FULL-TIME HOME MAKING TEACHERS  
IN RELATION TO TOTAL SCHOOL ENROLLMENT

Total School Enrollment	Respondents			
	Part-Time		Full-Time	
	No.	%	No.	%
0-100	9	10	1	1
101-200	14	16	7	8
201-300	3	3	9	10
301-400	3	3	10	11
401-500			9	10
501-600	1	1	7	8
601-More	1	1	16	18
Total	31	34	59	66

Table 2 shows that ten schools had a total enrollment of fewer than 100 students. Table 3 shows nine of those ten schools employ part-time homemaking teachers and one of them employs a full-time homemaking teacher. In the 25 schools with enrollment above 500 students, as shown in Table 3, only two teachers who were teaching homemaking for part of the school day answered the questionnaire. In the schools of 101-200, two-thirds of the 21 teachers teach subjects other than homemaking. One-third are full-time homemaking teachers. On the other hand, when the schools have enrollments of 201-300 or 301-400, the figures are reversed; about three-fourths are full-time homemaking teachers. When the enrollment reaches 401-500 the nine teachers are all full-time

homemaking teachers.

Homemaking Programs in the Schools

Table 4 shows the relationship of what homemaking classes the 90 respondents taught compared with the total number of homemaking classes in the schools.

TABLE 4

COMPARISON OF GRADES IN HOMEMAKING TAUGHT BY RESPONDENTS WITH  
TOTAL NUMBER OF GRADES IN HOMEMAKING OFFERED BY 80 SCHOOLS

Homemaking	80 Schools		90 Respondents Teaching	
	Grades	No.	No.	%
	7th	7	5	6
	8th	20	13	14
Homemaking	I	83	76	84
	II	79	69	77
	III	72	60	67
	IV	40	29	32
	Boys'	10	7	8
Home Relations		2	2	2

Two respondents taught Home Relations classes. One class had both boys and girls enrolled. The other was a class for girls. These were the only Home Relations classes offered in the 80 schools. Six per

cent of the respondents taught seventh grade homemaking and eight per cent taught Boys' Homemaking. There were seven schools which offered seventh grade homemaking and five teachers who taught these classes. Ten schools offered Boys' Homemaking and seven of the teachers responding to the questionnaire were the teachers in their schools responsible for such classes.

The majority of respondents taught Homemaking I, II, and III. Eighty-four per cent taught Homemaking I, 77 per cent taught Homemaking II and 67 per cent taught Homemaking III. In four of the 80 schools represented, Homemaking III and Homemaking IV were combined. The writer gave credit for both classes when compiling the data for Table 4.

As seen in Table 4, 76 respondents taught Homemaking I but in 83 classes of the 80 schools where these teachers work, Homemaking I is taught. In other words, teachers other than the respondents are responsible for Homemaking I in some of the 80 schools. In these schools this relationship would be a factor in determining whether or not there would be a play school for any particular level of homemaking. Coordination of plans of work and homemaking rooms might make play schools impossible to arrange.

#### Units Taught in Homemaking Programs

Definition of the term "unit" as it is used in this study applies to a series of closely related activities needed to meet any situation faced by the learners.

The units taught in the total homemaking programs of the

respondents were grouped under six major headings in Table 5.

TABLE 5  
UNITS TAUGHT IN HOMEMAKING PROGRAMS

Areas of Homemaking	Total Units	Taught by Respondents						
		Grades in Homemaking						
		7	8	I	II	III	IV	Boys'
Child Development	167	2	6	47	47	38	20	7
Clothing	281	4	15	87	76	64	27	8
Foods	539	8	18	137	150	136	73	17
Family Relations	425	7	22	142	98	88	50	18
Home Management	715	7	21	196	166	200	102	23
Housing	137	1	22	31	62	19	2	0

When the 90 respondents answered the section of the questionnaire which contained the units they taught in each year of homemaking, they not only checked the units as listed but added many others. Units in all areas of homemaking were checked for every grade level. These data do not show the length of time spent on each unit. It is questionable whether the respondents understood the usual terminology for a unit of work since they checked many more units than could be taught adequately in a school year. For example, the group of 90 checked 715 units of work for home management and 281 units in clothing. Probably on the basis of what the state supervisors say of teachers' curricula in homemaking, these 90 teachers do teach 281 units in clothing in all of their classes and they may provide many experiences in the area of home

management, but it is very questionable that they teach 715 separate units. (See Appendix for Classification of Units Taught in Homemaking Program.)

Even if learning experiences instead of entire units were provided by the respondents, it is very encouraging to see experiences were included in every area for every grade level, except housing for boys. It is particularly encouraging to note the emphasis on relationships units—child development and family relationships. Evidently major emphasis was not placed on foods and clothing alone but rather a broad homemaking program was taught by the 90 respondents.

The importance of Table 5 is illustrated with the use of the Boys' Homemaking. Seven respondents had such classes. They reported units in every area but housing. Each teacher reported a unit in child development but only one had play school for boys. The seven teachers reported eight clothing units, slightly more than one unit per teacher. Seventeen foods units were taught, or over two units per teacher. Eighteen family relations units were taught. These average about two and one-half per teacher. Finally, the 23 home management units which were included total over three units per teacher.

To carry this illustration further, Table 5 shows that these seven teachers reported 73 units in Boys' Homemaking. This means that in a 36-week school year, each teacher averaged ten units. Since six to eight units per year would be the maximum number to teach effectively, it is not likely that 73 home management units would have been included.

The writer listed all the units reported by the 90 respondents and grouped related units under six major areas of homemaking. In the

area of Child Care, there were three units listed by the respondents that were related to the teaching of Child Care. Home Management and Housing were two areas not as clearly defined for classification as Foods, Clothing and Child Care. The writer interpreted the grouping of these units on the basis of content under each of the major headings as suggested in Oregon's Homemaking Education for Secondary Schools. An individual respondent, for example, may teach applied design in a clothing unit rather than in a housing unit as listed by the author.

Table 5 shows a summary of the units reported taught by the 90 respondents. Since this study is primarily concerned with the teaching of play school no emphasis was placed on areas of homemaking other than child development.

#### Units Taught in Child Development

From a long list of units in child development (See Appendix) reported by the 90 respondents, the writer grouped the units under eight major headings as shown in Table 6.

These child development units group themselves easily around such areas as Baby Sitting, Children's Clothing, Food for Small Children and Play School. The writer grouped the other units under such areas as Problems of Childhood and Adolescence, Care of Small Children, Special Activities for Small Children, and Prenatal and Infant Care. Special activities for small children are real experiences, such as parties and story hours for students who do not have opportunity to observe small children in a play school.

TABLE 6

## UNITS TAUGHT IN CHILD DEVELOPMENT BY 90 RESPONDENTS

Units in Child Development	Total Units Taught	Years of Homemaking Taught by Respondents						
		7	8	I	II	III	IV	Boys'
		Respondents						
		No.	No.	No.	No.	No.	No.	No.
Problems of Child- hood & Adolescence	14			7	2	3	2	
Baby Sitting	23	1	5	11	4	1	1	
Care of Small Children	53	2	3	22	18	5	3	
Children's Clothing	17			2	6	8	1	
Food for Small Children	17	2	2	2	7	2	2	
Special Activities for Children	53	3	3	10	15	16	4	2
Play School	85		2	21	32	20	9	1
Prenatal and Infant Care	70	1	1	11	17	24	14	2
Total	332	9	16	86	101	79	36	5

A total of 332 units of child development were reported as being taught by the 90 respondents. From Table 4, it can be seen that five respondents teach seventh grade homemaking. Table 6 shows that nine units of child development were taught by those five teachers. Sixteen units of child development were taught by 13 respondents teaching eighth grade homemaking. Each respondent taught at least one unit of child development in each grade and in some instances respondents taught more than one.

As seen from Table 6, 11 units of Baby Sitting were taught in Homemaking I. Twenty-two units of Child Care were taught in Homemaking I and 18 units were taught in Homemaking II. Only three units of Child Care were taught in Homemaking IV. Units in Children's Clothing were emphasized in Homemaking II and III. Only one unit of Children's Clothing was taught in Homemaking IV. Units in Planning Children's Activities were emphasized in Homemaking II with 15 units reported and 16 units were taught in Homemaking III. Prenatal and Infant Care units were emphasized in Homemaking III with a total of 24 units taught by the 90 respondents. Homemaking IV had only 14 of the 70 units taught in Prenatal and Infant Care. In other words, juniors in Homemaking II and III were given more advanced work in Prenatal and Infant Care than seniors in Homemaking IV. This discrepancy may be due to the fact that only 29 of 90 respondents teach Homemaking IV whereas 69 teach Homemaking II and 60 teach Homemaking III (Table 4).

Play school was not held in any seventh grade class. Eighty-five units of play school were reported by 42 of the respondents who conducted play schools. Thirty-two units of play school were taught in Homemaking II and one Boys' Homemaking class had play school. Five units of child care were taught in Boys' Homemaking classes.

#### Real Experiences with Children for Homemaking Students

It is believed by home economics education authorities that high school students learn more by doing than by discussing; therefore, it is recommended that real experiences in working with small children be

provided for high school students who are studying child development. These experiences provided by the 90 respondents are listed in Table 7.

TABLE 7  
REAL EXPERIENCES WITH CHILDREN FOR HOME MAKING STUDENTS

	No. Reported
Play school unit	42
Girls make baby sitting and observation reports	11
Observe at local nursery school	6
Girls observe first to fourth grades	5
Plan parties for children during special holidays	5
Younger brothers and sisters visit class	5
Girls care for own brothers and sisters at home	4
Field trip to kindergarten	3
Girls care for children during parent meetings	3
Had mother bring baby for bath and feeding demonstration	3
Luncheon-party for children	2
Fix over toys for welfare	1
Girls help serve school lunch in lower grade rooms	1
Girls help second graders bake annual birthday cake	1
Girls help with kindergarten	1
Girls read stories to first graders	1
Girls tell stories to first graders	1
Had mother bring children (2) and discuss child care	1
Had party for first graders	1
No answer	26

Table 7 shows that of the 90 respondents, 26 did not answer the question, therefore, it may be assumed that they did not provide any real experiences for their students in the child development unit. Forty-two respondents provided play schools. Eleven of the 42 who conducted play schools reported providing additional real experiences for their homemaking students, whereas 31 respondents conducted only play schools. Eighteen other types of real experiences were reported by one or more teachers. For example, 11 of the 90 respondents assigned students written observations to do while baby sitting. Six respondents provided opportunity for students to observe at local nursery schools in the communities represented. Only four respondents assigned students to care for own brothers and sisters at home as part of their study in child development. Five respondents provided opportunity for brothers and sisters to visit classes. Respondents have shown a great variety in the kinds of real experiences they provided in striving to meet needs and interests of students enrolled in their homemaking classes.

#### Respondents' Personal Experiences with Children

To know something of the homemaking teachers' background they were asked to check what experiences they had had with children, as well as their academic background in child development. As seen from Table 8, the 90 respondents reported various kinds of real experiences that they had had personally with small children.

Thirty-one of the 90 respondents had small children of their own. Thirteen of these 31 respondents conducted play school units. Fifteen

TABLE 8

## RESPONDENTS' PERSONAL EXPERIENCES WITH CHILDREN

Kinds of Experiences with Small Children	Report of 90 Respondents	
	No.	%
Observe small children frequently	74	82.2
Have relatives with small children	68	75.5
Have many contacts with small children	54	60.0
Live in same house with small children	41	45.5
Teach Sunday School class	34	37.7
Have or have had children of your own	31	34.4
Have taught Nursery School	15	16.6
Have few contacts with small children	12	13.3
Do not observe small children	1	0.01

of the respondents have taught in nursery schools. Of the 15, eight conducted play schools. Seventy-four of the 90 respondents reported observing small children frequently. Only one reported not observing small children at all.

#### Organization of Play Schools

Table 9 shows the time of day play school was held by the 42 respondents who conducted such activity. It also shows the total number of hours small children participated in play school and the facilities available for toileting and hand-washing near the play room or play yard.

TABLE 9

TIME OF DAY, NUMBER OF HOURS, AND TOILETING FACILITIES  
REPORTED BY 42 RESPONDENTS HAVING PLAY SCHOOLS

Time, Hours, Facilities	42 Schools with Play School	
	No.	%
<b>Time of Day:</b>		
Morning only	22	53.5
Afternoon only	6	14.5
Morning and afternoon	14	32.0
Total	42	100.0
<b>Hours of Play School:</b>		
1-1½ hours	5	
2-2½	18	
3-3½	12	
4-4½	4	
5-5½	2	
6-more	2	
No answer	1	
Total	44*	
<b>Facilities for Toileting:</b>		
Bathroom in Department	4	
Faculty Women's Room	7	
Girls' Lavatory	29	
Boys' Lavatory	3	
Health Room Lavatory	2	
Total	45*	

\*Some of the 42 respondents used more than one plan.

The time of day in which play schools are conducted in these different schools depends greatly upon the schedule of classes in the homemaking department. As seen in Table 9, 54 per cent of the respondents held only morning sessions for play school. Fifteen per cent

conducted only afternoon sessions and in 32 per cent of the 42 schools, play school was held in both the morning and afternoon. Eighteen of the 42 respondents conducted play school from two to two and one-half hours. Twelve others reported sessions from three to three and one-half hours in length. Two respondents conducted play school six hours or more each day.

Having suitable toileting facilities is one of the problems of conducting a play school. In 26 schools the girls' lavatory was used for toileting and in three schools both the girls' and the boys' lavatories were used when boys were in the homemaking classes to take small boys to the toilet. In two schools boys had some responsibility in play school. Only four of the 42 respondents had toileting facilities within their homemaking departments.

Table 10 shows the number of days for play schools according to the grades in which homemaking students participated.

TABLE 10

## NUMBER OF DAYS FOR PLAY SCHOOLS ACCORDING TO GRADES OF HOMEMAKING

No. Days Play Sch. in 42 Sch.	Total Classes		Grades of Homemaking											
	No.	%	8	I	II	III	IV	Boys'						
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
1	11	26.1		1	2.3	5	11.8	3	7.1	1	2.3			
3-5	9	21.4		3	7.1	4	9.5	2	4.7					
6-9	33	78.5	1	2.3	8	19.0	12	28.5	8	19.0	4	9.5		
10-more	40	95.2	1	2.3	14	33.3	10	23.8	8	19.0	6	14.2	1	2.3
Total	93	----	2	4.6	26	61.7	31	73.6	21	49.8	11	26.0	1	2.3

As shown by Table 10, play school was not taught in the seventh grade. Play school was conducted in only two eighth-grade classes and in one Boys' Homemaking class. Thirty-one classes of Homemaking II participated in play school compared with 21 classes of Homemaking III and 11 classes of Homemaking IV. Of the 93 classes having play school as reported by the 42 teachers, 11 teachers conducted their play school for only one day. Many would question whether having children in the school for one day would be considered "play school." Seventy-three of the 93 classes were taught six days or more. In other words, the majority have a play school unit long enough for a varied schedule of activities each day for a real learning experience for high school students.

As seen from Table 6, the play school is used predominantly for classes in Homemaking I, II, and III. From a total of 16 units of child development taught in the eighth grade, only two play schools were conducted; from a total of 36 units of child development taught in Homemaking IV classes, nine play schools were conducted. A total of 266 units of child development were taught in Homemaking I, II, and III by the 90 respondents. A total of 73 classes in Homemaking I, II, and III participated in play schools that were conducted by 42 of the 90 respondents.

Indoor and outdoor equipment for a play school may be borrowed from the community, constructed at school by the students or purchased for the homemaking department by the school district. The type of equipment available will influence the kinds of activities planned by the homemaking students and the teacher for the small children enrolled

in play school. Table 11 shows the source and type of equipment available and the activities included in the schedules of 42 play schools reported by the respondents.

TABLE 11  
ORGANIZATION OF PLAY SCHOOLS

Equipment for Play School*	42 Schools with Play School	
	No.	%
<b>Sources:</b>		
Borrowed from community	9	21.4
Made by students	12	28.5
Toys brought from home	7	16.6
Provided by school	5	11.9
No answer	21	50.0
<b>Types:</b>		
Indoor Equipment	25	59.5
Outdoor Equipment	18	42.8
No answer	16	38.0
=====		
Activities Included in Schedule for Play School*	No.	%
Enrollment, name tags	30	71.4
Inspection	6	14.5
Outdoor play	18	42.8
Toileting	27	64.2
Juice or refreshments	27	64.2
Indoor play	26	61.9
Stories	27	64.2
Music	21	50.0
Planned Activities	15	35.7
Naps	2	4.7
No answer	11	26.1

\*Some of 42 respondents used more than one way.

Table 11 shows 50 per cent of the respondents did not answer the question pertaining to equipment for play school. Twenty-nine per

cent provided opportunity for students to make the equipment and 12 per cent purchased their equipment. The writer grouped separately that equipment borrowed from the community by students or teachers and that brought to play school by the small children. Twenty-one per cent of the equipment, such as low tables and chairs, swings, slides, sand boxes, etc were borrowed from community sources, such as elementary schools or kindergartens, churches, etc. Seventeen per cent of the toys, such as tricycles, wagons, dolls, stuffed animals, etc, were brought to play school by the small children enrolled.

Sixty per cent of the 42 respondents had only indoor equipment and materials for quiet play.

Table 11 shows that 71 per cent of the 42 teachers having had play school designated time on their schedules for taking roll and pinning name tags on each child to help high school students identify the individual children. Only six schools included daily inspection of the children in their routine. Two schools provided opportunity for naps in the afternoon schedule. Most of the schools, however, provided quiet play or a "rest" period combined with music or stories rather than a definite "sleep" period. Fifteen respondents listed "planned activities" separately from indoor play and outdoor play. "Planned activities" are included in the schedule to enrich the experiences of the small children and to provide opportunity for homemaking students to organize a variety of activities that will afford a different kind of learning with small children. Group games, action songs, trips to the grocery store and the fire station, or a ride in a school bus are

the kinds of activities homemaking students and small children enjoy sharing together. Sixty-four per cent of the respondents served refreshments of some kind, such as fruit juices, and crackers or cookies to the children. Classes of two respondents prepared and served luncheon to the children in play school.

#### Preparation and Background of Respondents for Teaching Child Development

The respondents who taught play school had much variation in their college preparation for teaching child development and in their own personal background. Table 12 shows the college preparation that the 90 respondents reported.

As seen from Table 12, 64 per cent of the respondents had courses in Child Development. Forty-seven per cent of the respondents had Nursery School Procedures. Eighteen of them had Child Psychology and ten had Child Care and Training. Eight of the ten in this group had Child Care and Training before 1946. Only one respondent of the 90 respondents reported having had preparation in Children's Clothing. Course work and experience from Merrill-Palmer was reported by one respondent. One listed nursing education as preparation for teaching child development.

A comparison of the recency of preparation in child development with the number of years the 90 respondents had taught in Oregon and elsewhere is shown in Table 13.

As seen from Table 13, 48 of the respondents had taught in Oregon for a period of one to three years. Only one respondent had

TABLE 12

## COLLEGE PREPARATION IN CHILD DEVELOPMENT OF 90 RESPONDENTS

College Courses	Respondents	
	No.	%
Child Development	58	64.4
Nursery School Procedures	42	46.6
Child Psychology	18	20.0
Child Nutrition	12	13.3
Child Care and Training	10	11.1
Home Economics Curriculum	9	10.0
Adolescent Psychology	3	3.01
Behavior and Guidance of Children	1	1.1
Clothing for Children	1	1.1
Merrill-Palmer Experience	1	1.1
Nursing Education	1	1.1
Personal Problems of Everyday Living	1	1.1
Public Health and Hygiene	1	1.1
Social-Family Relations	1	1.1
Special Problems in Family Relations	1	1.1
Teaching Child Care	1	1.1
No Answer	7	6.6

taught in Oregon for a period of 26 to 30 years. Thirty-eight respondents had taught in Oregon and elsewhere for a period of one to three years and two had taught for a period of 26 to 30 years in this group.

TABLE 13

COMPARISON OF THE REGENCY OF PREPARATION IN CHILD DEVELOPMENT  
WITH THE NUMBER OF YEARS THE 90 RESPONDENTS HAVE TAUGHT

Range of Years in Teaching	Years of Teaching				REGENCY OF CHILD DEVELOPMENT COURSES									
	in Oregon		in Oregon and Elsewhere		1947-1952		1941-1946		1937-1940		1936-Before		No	Answer
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1- 3	48	53.3	38	42.2	27	30.0	2	2.2			3	3.3	6	6.6
4- 6	21	23.3	20	22.2	6	6.6	7	7.7	2	2.2	1	1.1	3	3.3
7-10	13	14.4	14	15.5	1	1.1	3	3.3	2	2.2	2	2.2	5	5.5
11-15	5	5.5	8	8.8	2	2.2	1	1.1	1	1.1	3	3.3	1	1.1
16-20	1	1.1	4	4.4	1	1.1	1	1.1	1	1.1			1	1.1
21-25	0		2	2.2	1	1.1					1	1.1		
26-30	1	1.1	2	2.2					1	1.1	1	1.1		
No answer	1	1.1	2	2.2									4	4.4
Total	90	99.8	90	99.7	38	42.1	14	15.4	7	7.7	11	12.1	20	22.0

The greatest variation in number of years of teaching and recency of preparation in child development courses appears after the tenth year of teaching. Eighty-two of the 90 respondents taught from one to ten years in Oregon. Only seven teachers, seven per cent, of the 90 homemaking teachers taught in Oregon longer than ten years. Seventy-two of the 90 respondents taught from one to ten years in Oregon or elsewhere. Sixteen of the 90 respondents taught longer than ten years in Oregon and elsewhere.

Thirty per cent of the 90 respondents had the most recent college preparation from 1947 to 1952 for teaching child development. One respondent who taught in Oregon for a period of 26 to 30 years had child development courses in 1936 or earlier.

It appears from this table as the number of years of teaching increases, the recency of preparation in child development courses seems to decrease.

Table 14 shows a comparison of college preparation of those respondents who conducted play school and those who did not conduct play school.

There is no significant indication, as shown from Table 14, that those respondents who taught play school were better prepared to teach child development than those who did not teach play school. The distribution between the two groups is about equal. The number of real experiences that the respondents reported having had with small children is of about equal distribution between the two groups, too. Twenty-one per cent of the respondents who taught play school had college preparation in child development courses from 1947 to 1952. Twenty-five per

TABLE 14

COMPARISON OF COLLEGE PREPARATION AND EXPERIENCES WITH SMALL CHILDREN  
OF RESPONDENTS TEACHING PLAY SCHOOL WITH  
THOSE NOT TEACHING PLAY SCHOOL

Preparation, Experience, and Recency of Training	Respondents Teaching Play School		Respondents Not Teaching Play School	
	No.	%	No.	%
No. College Courses in Child Development:				
	1	10	13	14.4
	2	18	19	21.1
	3	12	10	11.1
	4	1	1	1.1
No answer		1	5	5.6
Total		42	48	53.3
No. Real Experiences with Small Children:				
	1	1	2	2.2
	2	7	9	10.0
	3	7	10	11.1
	4	13	13	14.4
	5	8	9	10.0
	6	4	3	3.3
	7	1	1	1.1
No answer		1	1	1.1
Total		42	48	53.2
Recency of Respondents' College Preparation in Child Development, Year:				
1947-1952		19	23	25.5
1941-1946		7	5	5.5
1937-1940		5	2	2.2
1936-Before		7	5	5.5
No answer		4	13	14.4
Total		42	48	53.0

cent of the respondents who did not teach play school had the same kind of college preparation in child development courses from 1947 to 1952.

This chapter of the study has included the information pertaining to the background influencing the 90 homemaking teachers' beliefs and practices concerning play school. The next chapter will include the homemaking teachers' beliefs and practices concerning play school.

## Chapter IV

HOMEMAKING TEACHERS' BELIEFS AND PRACTICES  
CONCERNING PLAY SCHOOLNinety Teachers' Attitudes Toward Teaching Child Development  
and Play School

The 90 teachers in this study represent 80 different high schools located in all parts of the State of Oregon. Homemaking classes in which the respondents taught ranged in size from an enrollment of 11 to 157 students. Fifty-nine respondents taught only homemaking and 31 taught homemaking in addition to other subjects. Fifty-eight had been teaching fewer than ten years. Forty-two teachers had conducted a play school and 22 others included in their classes a variety of other experiences with small children. These are the 90 homemaking teachers who responded to the questionnaire concerning play school and their beliefs regarding the use of the play school as a laboratory for teaching child development.

This questionnaire contained 114 statements which were arranged in eight spirals of varying length. These spirals have been recorded as follows:

1. Attitudes of the teacher toward teaching child development;
2. Methods for teaching child development;
3. Relationships between home, school, and community;

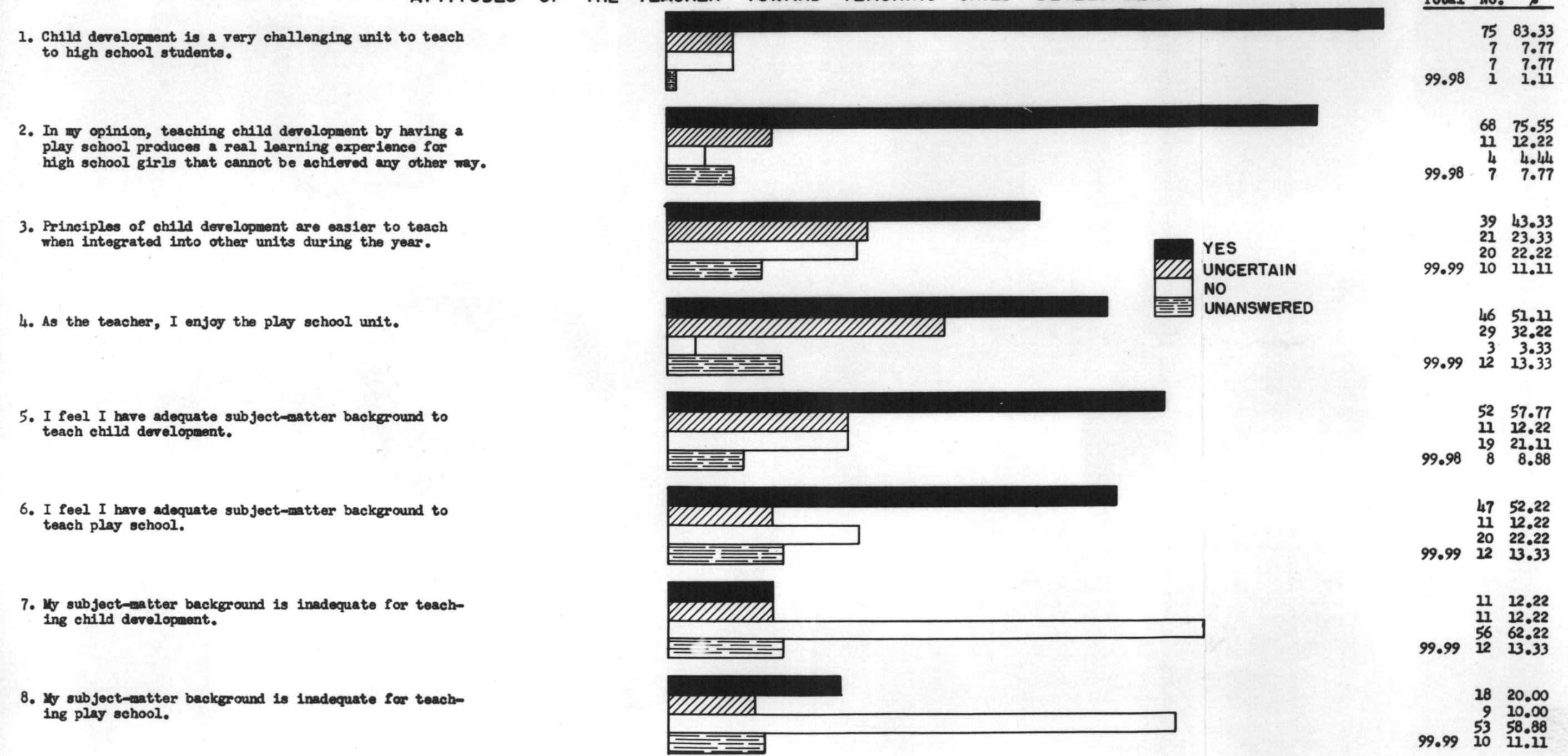
4. What teachers believe to be students' attitudes toward play school;
5. Integrating child development into other units during the year;
6. Problems relating to the organization of play school;
7. Teachers' objectives for teaching child development;
8. Problems relating to interaction of students and teacher in conducting a play school.

The teachers' responses to each spiral will be discussed separately except in the case of numbers 6 and 8. These will be discussed as one. In formulating the questionnaire, the problems relating to organizing and conducting a play school were so numerous that they were classified into two groups in order that the technique of setting up the questionnaire in spirals could be used.

#### Attitudes of the Teacher Toward Teaching Child Development

There are many homemaking teachers in Oregon who teach child development but do not conduct a play school as a laboratory in their child development units. What problems cause this lag between the practice of providing experiences and the belief that experiences provide the best learning situations? This spiral of the questionnaire was designed for investigating the attitudes of the 90 teachers toward teaching child development. The sixteen statements as they appeared in the questionnaire with a tabulation of the responses given for each are presented in Figure 2.

FIGURE 2  
ATTITUDES OF THE TEACHER TOWARD TEACHING CHILD DEVELOPMENT



**FIGURE 2**  
**ATTITUDES OF THE TEACHER TOWARD TEACHING CHILD DEVELOPMENT (CONT.)**

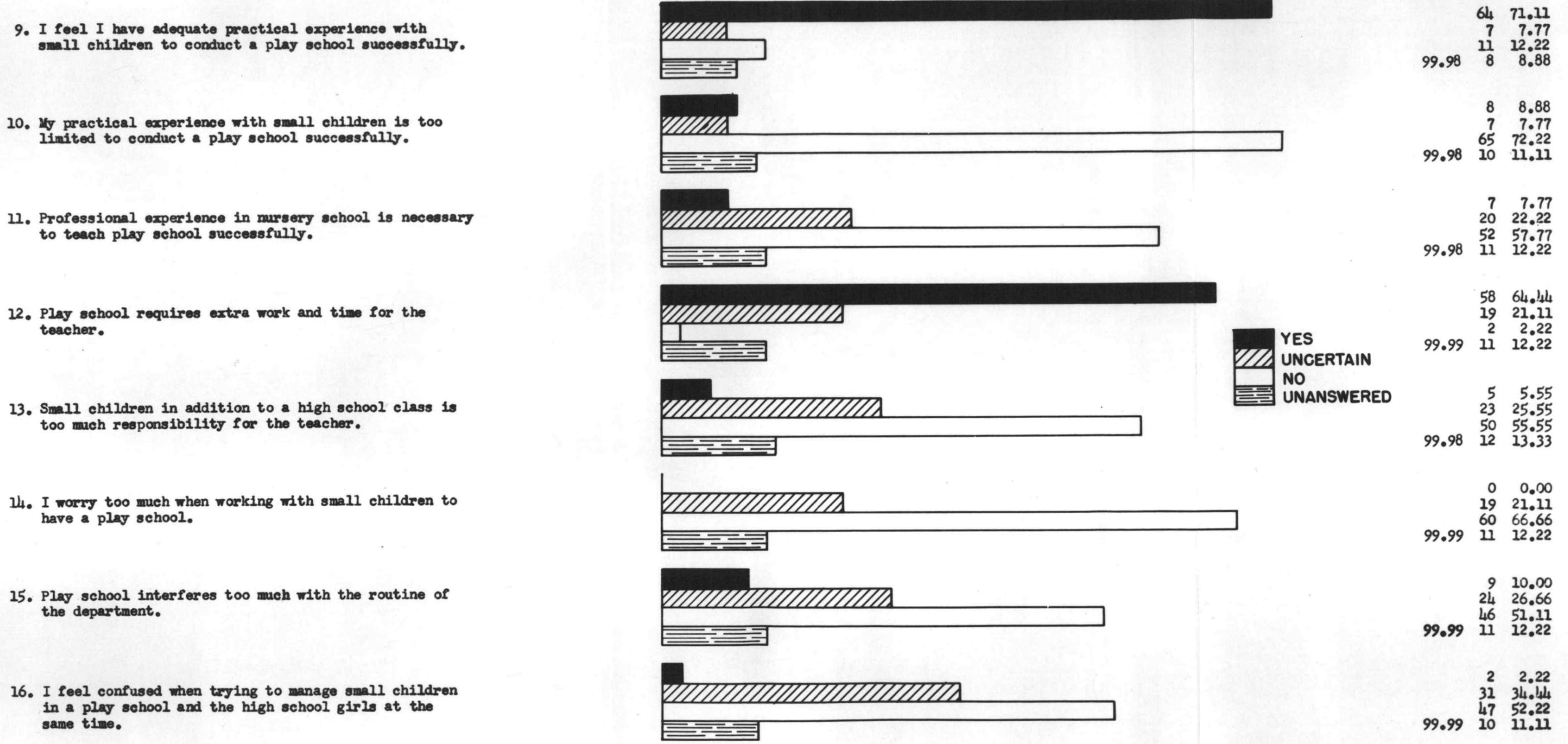


Table 15 shows how those teachers who had conducted play schools and those who had not, reacted to each item in the category.

Seventy-five of the respondents agreed that child development was a very challenging unit to teach to high school students. Sixty-eight of the 90 respondents believed having a play school produced a learning experience that could not be achieved in any other way for homemaking students. However, only 39 of the 68 actually conducted a play school.

Statement number 5 shows that 52 respondents believed they had adequate subject-matter background for teaching child development. Twelve per cent believed their subject-matter background was inadequate. Of the 52 respondents, 29 conducted a play school.

Forty-seven of the respondents thought they had adequate subject-matter background for teaching play school and 20 per cent stated their background was inadequate in this instance. Of the 47, 29 actually conducted play schools. In other words, these figures seem to show that five people believe they are academically prepared for teaching child development in other ways than play school. These figures actually show that quite a few more believe they are adequately prepared for teaching play school than the number who conduct such an activity.

Sixty-four respondents stated their practical experience with small children was adequate for teaching child development. Of the 64 reporting, 39 conducted play schools. Only eight of the 90 respondents reported their practical experience was inadequate for teaching play school successfully.

TABLE 15

## ATTITUDES OF THE TEACHER TOWARD TEACHING CHILD DEVELOPMENT

Statement	Answers to Statements in Spiral 1											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	75	39	36	7	1	6	7	2	5	1	0	1
2	68	39	29	11	1	10	4	1	3	7	1	6
3	39	16	23	21	10	11	20	14	6	10	2	8
4	46	36	10	29	4	25	3	1	2	12	1	11
5	52	29	23	11	7	4	19	5	14	8	1	7
6	47	27	20	11	6	5	20	5	15	12	4	8
7	11	4	7	11	6	5	56	31	25	12	1	11
8	18	6	12	9	4	5	53	31	22	10	1	9
9	64	36	28	7	4	3	11	2	9	8	0	8
10	8	1	7	7	3	4	65	37	28	10	1	9
11	7	1	6	20	6	14	52	34	18	11	1	10
12	58	34	24	19	5	14	2	2	0	11	1	10
13	5	1	4	23	3	20	50	37	13	12	1	11
14	0	0	0	19	1	18	60	40	20	11	1	10
15	9	4	5	24	1	23	46	36	10	11	1	10
16	2	2	0	31	3	28	47	37	10	10	0	10

T Total number of respondents answering question

PS Number of respondents who had play school

N Number of respondents who did not have play school

Other outstanding beliefs of the respondents teaching child development were revealed in the following statements, numbers 3, 4, and 12:

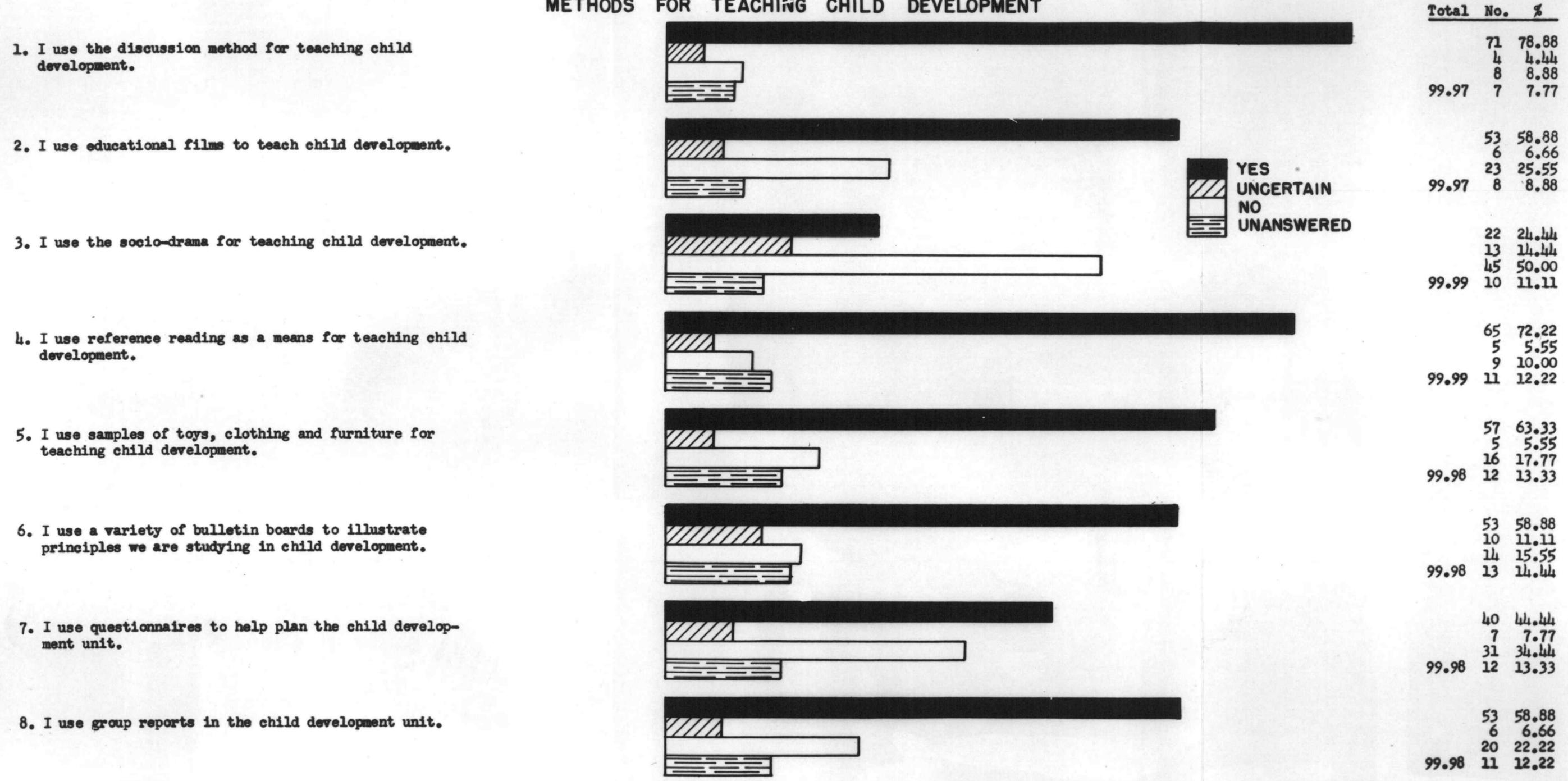
3. Principles of child development are easier to teach when integrated into other units during the year;
4. As the teacher, I enjoy the play school unit;
12. Play school requires extra work and time for the teacher.

#### Methods for Teaching Child Development

The spiral in the questionnaire on methods for teaching child development was designed for investigating the various methods used by the 90 respondents for teaching child development. Sixteen statements were used in this group as listed in Figure 3. Table 16 shows how those teachers who conducted a play school reacted to the items as compared with those who did not conduct a play school.

All of the teaching methods listed in the questionnaire were used by some of the respondents. Only four respondents used the tape recorder as a teaching method. The majority of respondents, 71 in all, used the discussion method for teaching. Of the 71, 35 conducted play school. Sixty-five of the respondents used reference reading as a method of teaching child development and of the 65, 32 conducted a play school. Sixty-three used cooperative planning with their students in planning and teaching child development units. Four respondents, however, checked the statement negatively and of the four, only one had conducted

**FIGURE 3**  
**METHODS FOR TEACHING CHILD DEVELOPMENT**



**FIGURE 3**  
**METHODS FOR TEACHING CHILD DEVELOPMENT (CONT.)**

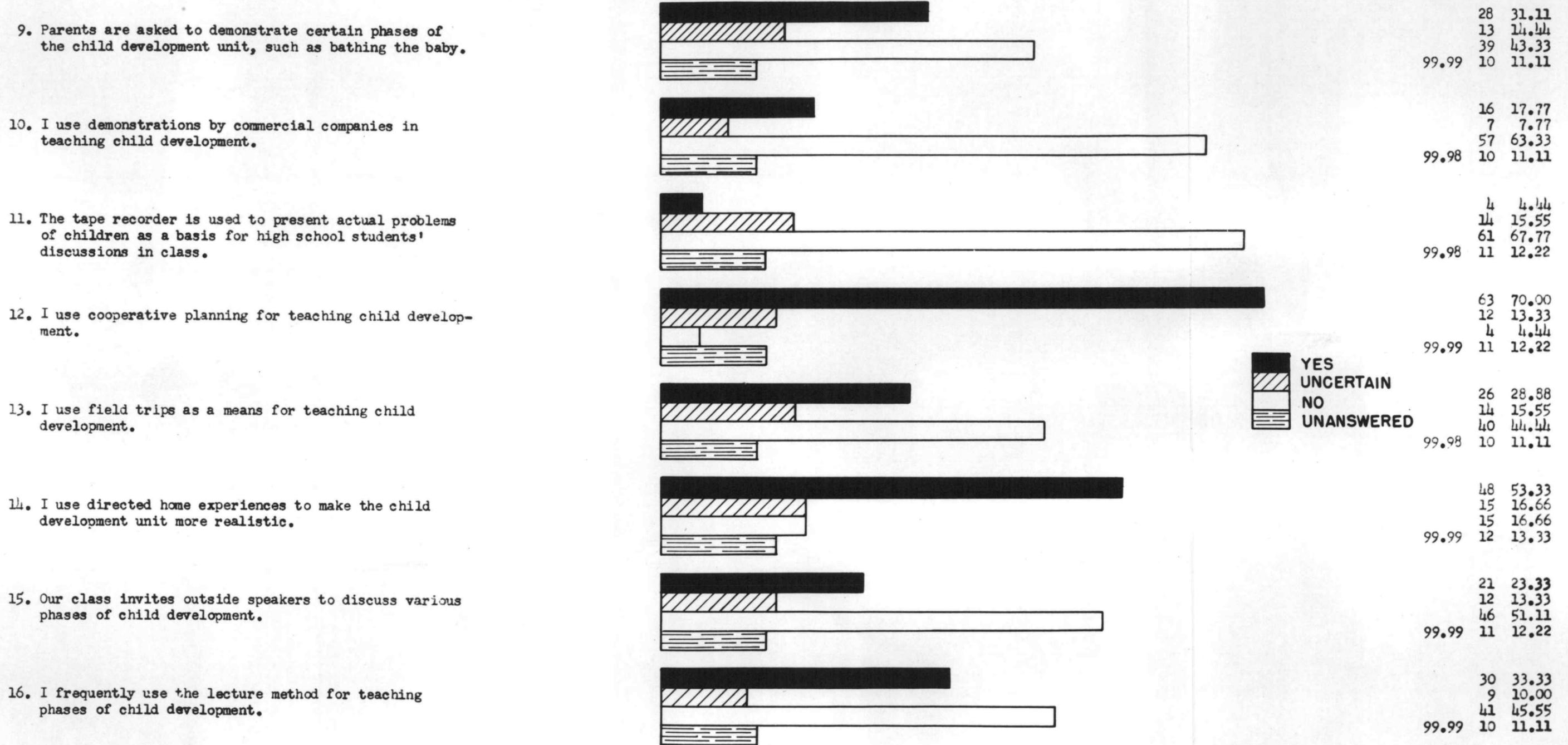


TABLE 16  
METHODS FOR TEACHING CHILD DEVELOPMENT

Statement	Answers to Statements in Spiral 2											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	71	35	36	4	1	3	8	4	4	7	2	5
2	53	24	29	6	1	5	23	15	8	8	2	6
3	22	11	11	13	4	9	45	26	19	10	1	9
4	65	32	33	5	1	4	9	7	2	11	2	9
5	57	35	22	5	0	5	16	6	10	12	1	11
6	53	27	26	10	5	5	14	7	7	13	3	10
7	40	22	18	7	1	6	31	17	14	12	2	10
8	53	25	28	6	1	5	20	14	6	11	2	9
9	28	13	15	13	5	8	39	23	16	10	1	9
10	16	7	9	7	3	4	57	31	26	10	1	9
11	4	3	1	14	3	11	61	35	26	11	1	10
12	63	38	25	12	2	10	4	1	3	11	1	10
13	26	12	14	14	4	10	40	25	15	10	1	9
14	48	24	24	15	5	10	15	11	4	12	2	10
15	21	10	11	12	5	7	46	26	20	11	1	10
16	30	13	17	9	7	2	41	20	21	10	2	8

T Total number of respondents answering question  
 PS Number of respondents who had play school  
 N Number of respondents who did not have play school

a play school. Thirty-eight respondents conducted play school who had checked this statement in the affirmative.

The methods used for teaching child development by the majority of those respondents who conducted a play school were shown in Statements 1, 4, 5, 6, 7, and 14, as follows:

1. I use the discussion method for teaching child development;
4. I use reference reading as a means for teaching child development;
5. I use samples of toys, clothing and furniture for teaching child development;
6. I use a variety of bulletin boards to illustrate principles we are studying in child development;
7. I use questionnaires to help plan the child development unit;
14. I use directed home experiences to make the child development unit more realistic.

The methods of teaching used by the majority of those respondents who did not conduct a play school were slightly different, shown in Statements 1, 2, 4, 6, 8, 14, and 16, as follows:

1. I use the discussion method for teaching child development;
2. I use educational films to teach child development;
4. I use reference reading as a means for teaching child development;
6. I use a variety of bulletin boards to illustrate principles we are studying in child development;
8. I use group reports in the child development unit;
14. I use directed home experiences to make the child development unit more realistic;

16. I frequently use the lecture method for teaching phases of child development.

As seen from these lists, there are three statements common to both groups. Those teachers who do not conduct a play school tend to use a greater variety of teaching methods in the child development units than those who use the play school as a laboratory for teaching child development. These teaching methods, as reference reading, group reports and lectures are intellectualizing experiences which may have less meaning for high school girls than actual work with children.

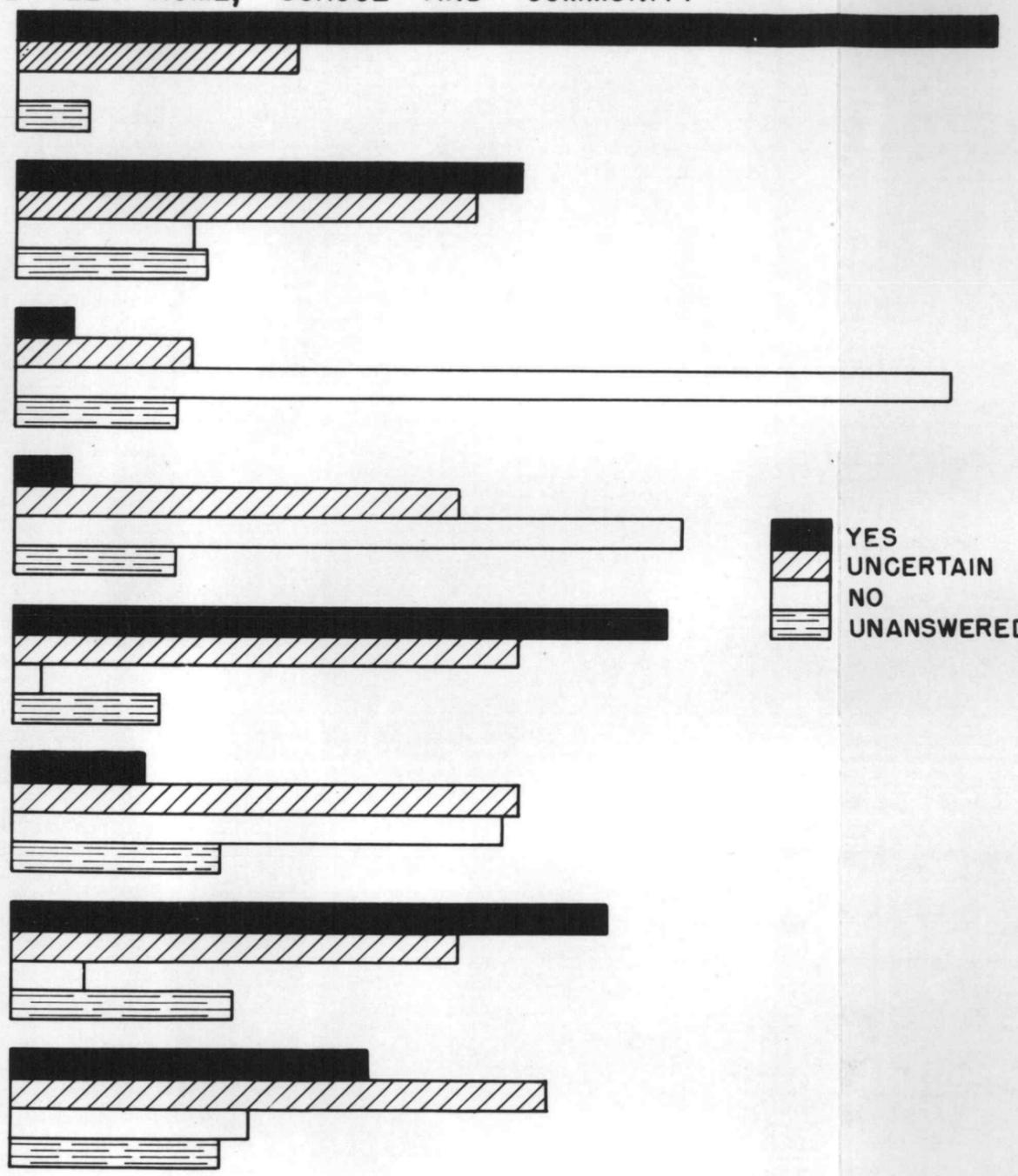
#### Relationships Between Homes, School and Community

The spiral having to do with relationships between homes, school and community was designed to investigate the relationships that existed between homes, schools and communities of the 90 respondents who conducted play school as well as the beliefs of those respondents who did not conduct play school for various reasons. Figure 4 shows statements as they appeared in the questionnaire with a tabulation of the responses given for each statement.

Seventy-three per cent of the respondents believed play school helped to promote good relationships between the home, the school, and the community as revealed in Statement 1. Statement 16 shows that 75 per cent of the respondents believed play school provided an unusually fine opportunity for making the homemaking department better known to both the school and the community. Of the 67 respondents who reported "Yes" on this statement, 40 had conducted a play school, as shown in Table 17.

FIGURE 4  
RELATIONSHIPS BETWEEN HOME, SCHOOL AND COMMUNITY

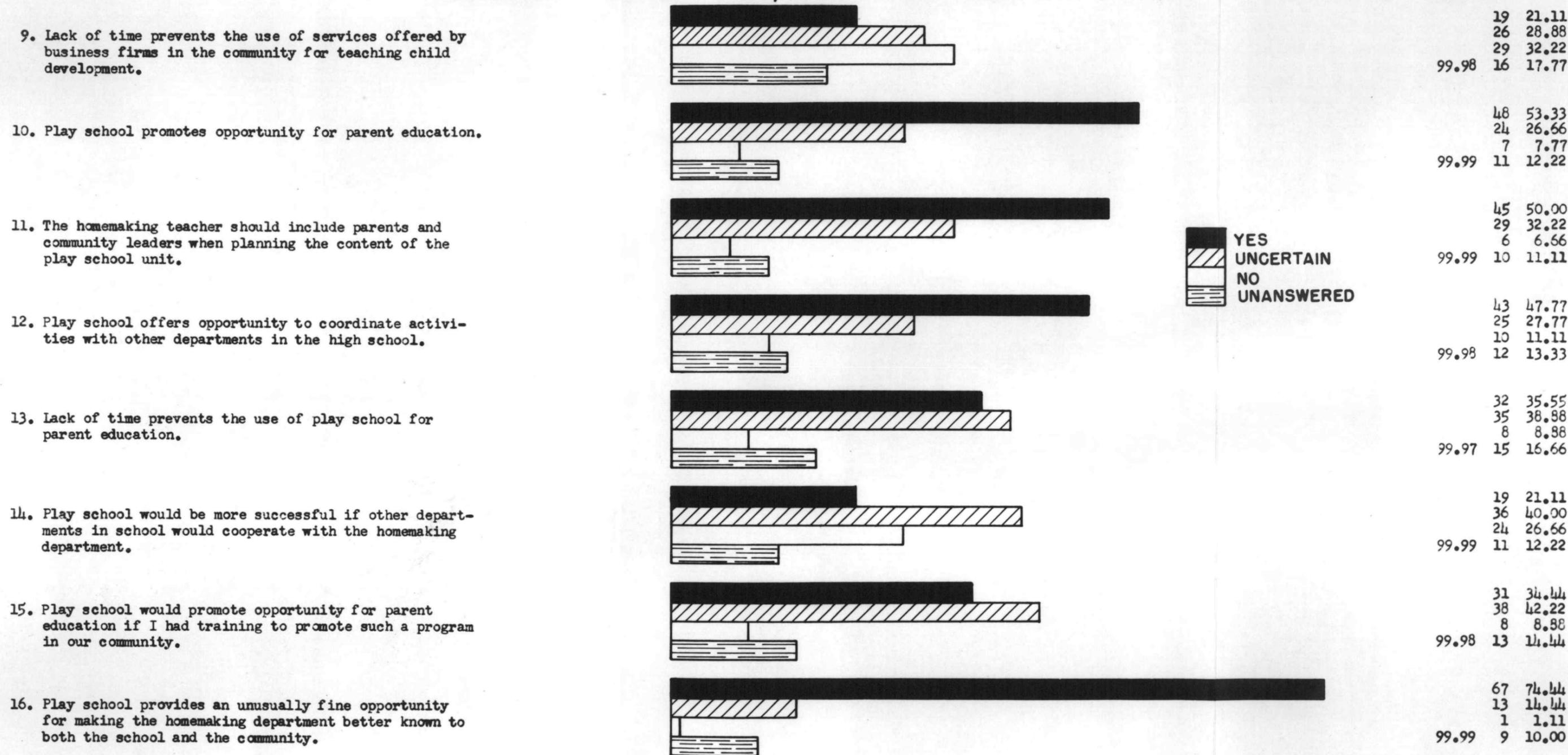
1. Play school helps to promote good relationships between homes, school and the community.
2. Play school is appreciated by a few parents in the community.
3. Play school discourages good relationships between home, school and community.
4. Parents refuse to transport children to and from play school.
5. Play school is appreciated by many parents of the community.
6. Play school is misused by some of the parents of the community.
7. Parents cooperate with the homemaking classes by transporting children to and from play school.
8. Business firms in my community are very cooperative in loaning exhibits such as children's clothing for teaching child development.



	Total	No.	%
1.	99.99	66	73.33
		19	21.11
		0	0.00
		5	5.55
2.	99.98	34	37.77
		31	34.44
		12	13.33
		13	14.44
3.	99.99	4	4.44
		12	13.33
		63	70.00
		11	12.22
4.	99.99	4	4.44
		30	33.33
		45	50.00
		11	12.22
5.	99.98	44	48.88
		34	37.77
		2	2.22
		10	11.11
6.	99.98	9	10.00
		34	37.77
		33	36.66
		14	15.55
7.	99.98	40	44.44
		30	33.33
		5	5.55
		15	16.66
8.	99.98	24	26.66
		36	40.00
		16	17.77
		14	15.55

YES  
 UNCERTAIN  
 NO  
 UNANSWERED

FIGURE 4  
RELATIONSHIPS BETWEEN HOME, SCHOOL AND COMMUNITY (CONT.)




 YES  
 UNCERTAIN  
 NO  
 UNANSWERED

TABLE 17  
RELATIONSHIPS BETWEEN HOME, SCHOOL, AND COMMUNITY

Statement	Answers to Statements in Spiral 3											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	66	40	26	19	1	18	0	0	0	5	1	4
2	34	25	9	31	3	28	12	10	2	13	4	9
3	4	3	1	12	0	12	63	38	25	11	1	10
4	4	1	3	30	3	27	45	37	8	11	1	10
5	44	34	10	34	7	27	2	0	2	10	1	9
6	9	6	3	34	5	29	33	28	5	14	3	11
7	40	34	6	30	1	29	5	3	2	15	4	11
8	24	17	7	36	15	21	16	7	9	14	3	11
9	19	11	8	26	9	17	29	17	12	16	5	11
10	48	28	20	24	6	18	7	6	1	11	2	9
11	45	19	26	29	16	13	6	5	1	10	2	8
12	43	27	16	25	6	19	10	7	3	12	2	10
13	32	25	17	35	8	27	8	7	1	15	2	13
14	19	10	9	36	13	23	24	18	6	11	1	10
15	31	16	15	38	17	21	8	6	2	13	3	10
16	67	40	27	13	1	12	1	0	1	9	1	8

T Total number of respondents answering question  
 PS Number of respondents who had play school  
 N Number of respondents who did not have play school

Another revealing factor from Figure 4 is shown in Statement 10. Fifty-three per cent of the respondents believed play school promoted opportunity for parent education. Of the 48 who answered this statement in the affirmative, Table 17 shows that 28 conducted a play school. Statement 13 reveals that 35 of the respondents were uncertain as to whether or not lack of time prevented the use of play school for parent education, and in Statement 15, 38 respondents were uncertain of the fact that play school would promote opportunity for parent education if teachers had training to promote such a program in their community.

Other major findings revealed in Figure 4 were found in Statements 5, 7, 11, and 12, as follows:

5. Play school is appreciated by many parents of the community;
7. Parents cooperate with the homemaking classes by transporting children to and from play school;
11. The homemaking teacher should include parents and community leaders when planning the contents of the play school units;
12. Play school offers opportunity to coordinate activities with other departments in the high school.

#### What Teachers Believe to be Students' Attitudes Toward

##### Play School

A spiral of 15 statements was designed to investigate what teachers believed to be students' attitudes toward play school, as shown in Figure 5 and Table 18.

Statement 9 shows that 67 of the 90 respondents believed that

FIGURE 5  
WHAT TEACHERS BELIEVE TO BE STUDENTS' ATTITUDES TOWARDS PLAY SCHOOL

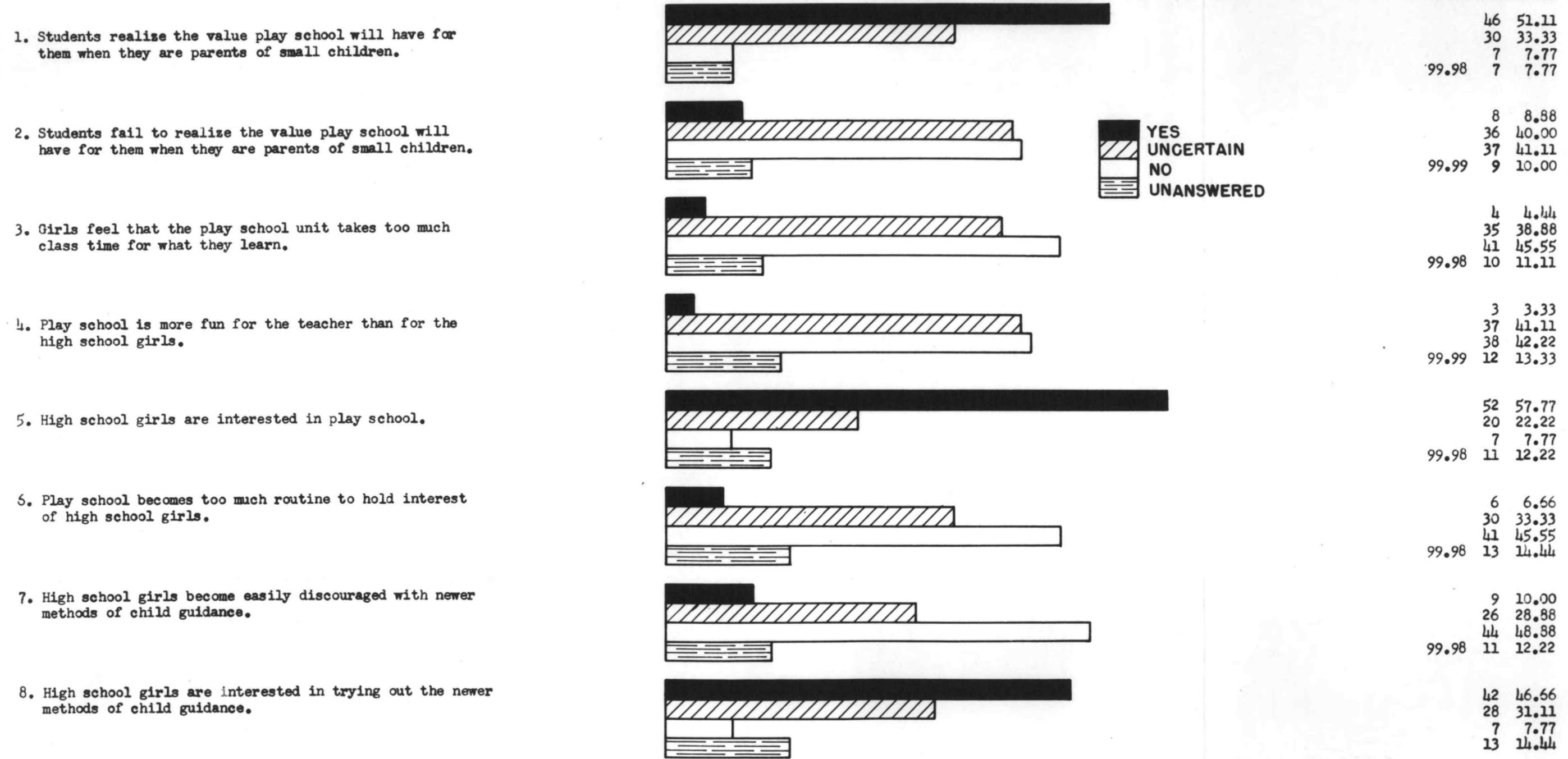


FIGURE 5

WHAT TEACHERS BELIEVE TO BE STUDENTS' ATTITUDES TOWARDS PLAY SCHOOL (CONT.)

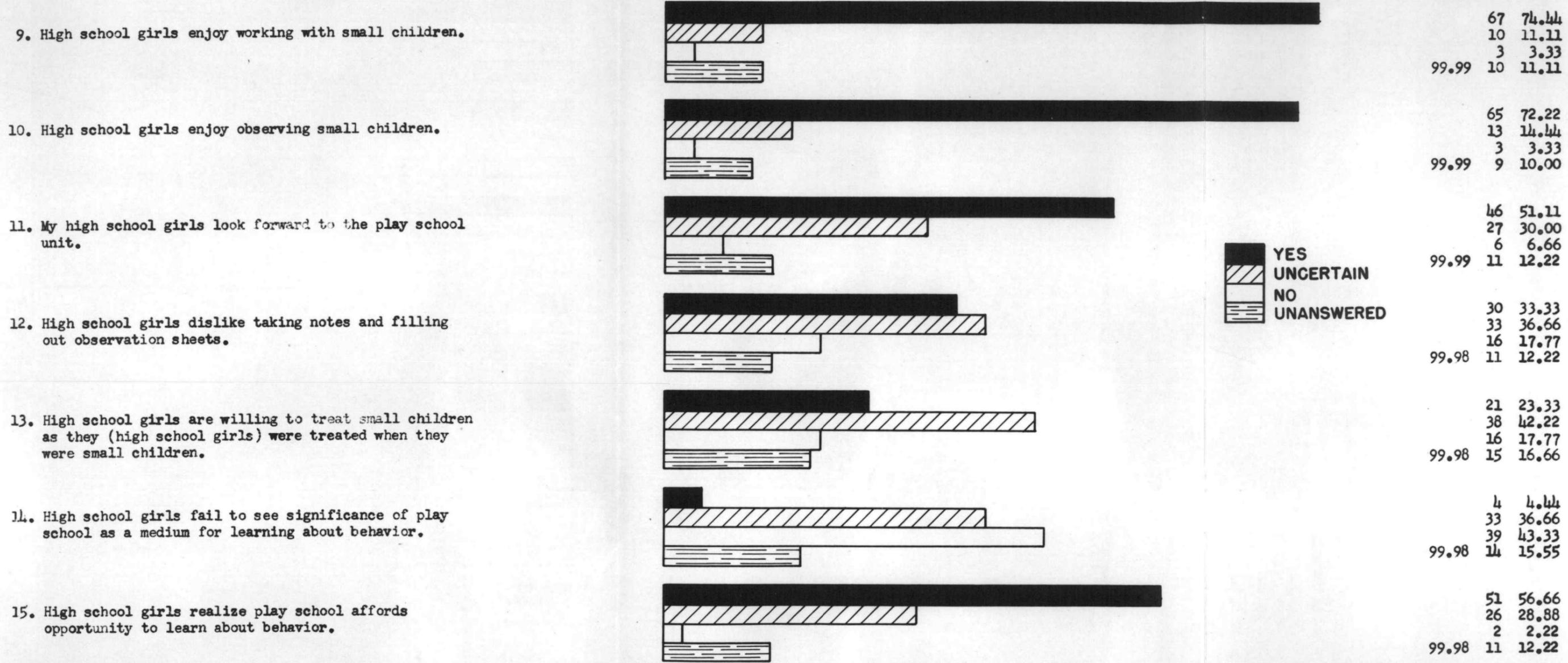


TABLE 18  
WHAT TEACHERS BELIEVE TO BE STUDENTS' ATTITUDES  
TOWARD PLAY SCHOOL

Statement	Answers to Statements in Spiral 4											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	46	31	15	30	6	24	7	4	3	7	1	6
2	8	4	4	36	7	29	37	31	6	9	0	0
3	4	2	2	35	7	28	41	33	8	10	0	10
4	3	2	1	37	8	29	38	31	7	12	1	11
5	52	38	14	20	0	20	7	2	5	11	2	9
6	6	4	2	30	6	24	41	30	11	13	2	11
7	9	5	4	26	7	19	44	28	16	11	2	9
8	42	23	19	28	12	16	7	4	3	13	3	10
9	67	39	28	10	1	9	3	1	2	10	1	9
10	65	38	27	12	2	11	3	1	2	9	1	8
11	46	39	7	27	2	25	6	0	6	11	1	10
12	30	18	12	33	12	21	16	11	5	11	1	10
13	21	15	6	38	13	25	16	10	6	15	4	11
14	4	2	2	33	9	24	39	27	12	14	4	10
15	51	36	15	26	4	22	2	1	1	11	1	10

T Total number of respondents answering question  
 PS Number of respondents who had play school  
 N Number of respondents who did not have play school

high school girls enjoy working with small children; ten respondents were uncertain; three answered negatively; and ten did not answer. Of the 67 who answered this statement in the affirmative, 39 had conducted play school. Of the three who answered negatively, only one had conducted a play school. Seventy-two per cent of the respondents believed high school students enjoyed observing small children, as shown in Statement 10; 13 were uncertain; three answered negatively and nine did not answer. Of the 65 who answered this statement in the affirmative, 38 had conducted a play school; one of the three respondents had conducted a play school who answered negatively.

Fifty-eight per cent of the respondents believed their homemaking students were interested in play school according to replies to Statements. Thirty-eight of the 52 respondents had conducted a play school.

Other statements that were answered in the affirmative by a majority of the 90 respondents were Statements 15 and 8, as follows:

15. High school girls realize play school affords opportunity to learn about behavior;
8. High school girls are interested in trying out the newer methods of child guidance.

In Statement 11, 46 respondents agreed their homemaking students looked forward to the play school unit, however, only 39 respondents had conducted a play school. In other words, seven respondents anticipated their students would look forward to the play school unit.

In Statement 13, 38 respondents were not certain that homemaking students were willing to treat small children as they (high school students) were treated when they were small children. Only 13 of the

38 who responded to this statement had conducted a play school; 25 had not conducted a play school.

There were four statements written in the negative approach with the majority of respondents answering "No." Forty-four respondents believed high school girls did not become easily discouraged with newer methods of child guidance. Twenty-eight with that opinion had conducted play schools. Forty-one respondents felt that the play school unit did not take too much class time for what they learned. Thirty-three respondents had conducted a play school.

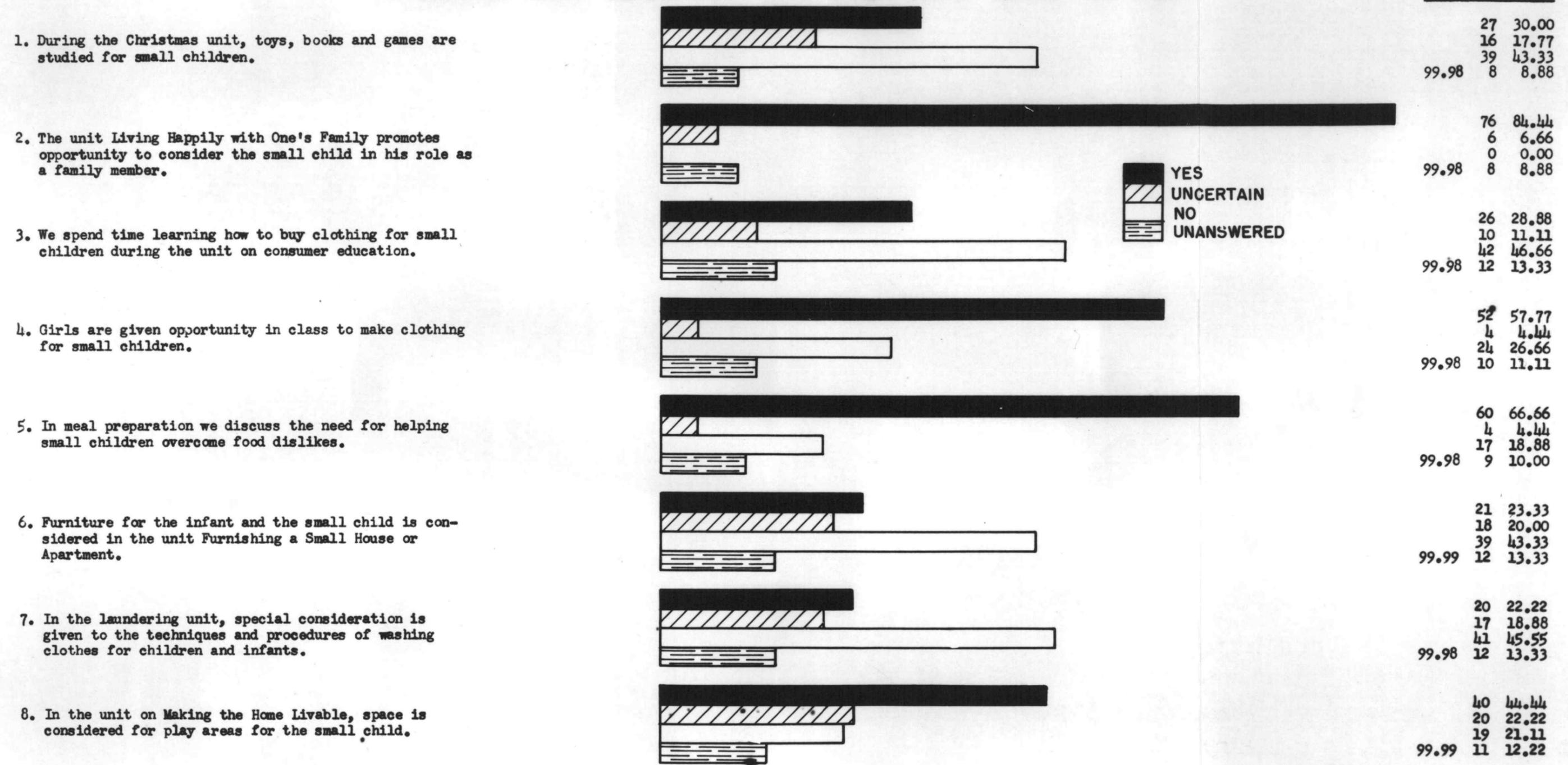
#### Integrating Child Development Into Other Units

The spiral having statements concerning how child development is integrated into other units was designed to investigate where teachers believe child development units should be taught in the total homemaking program.

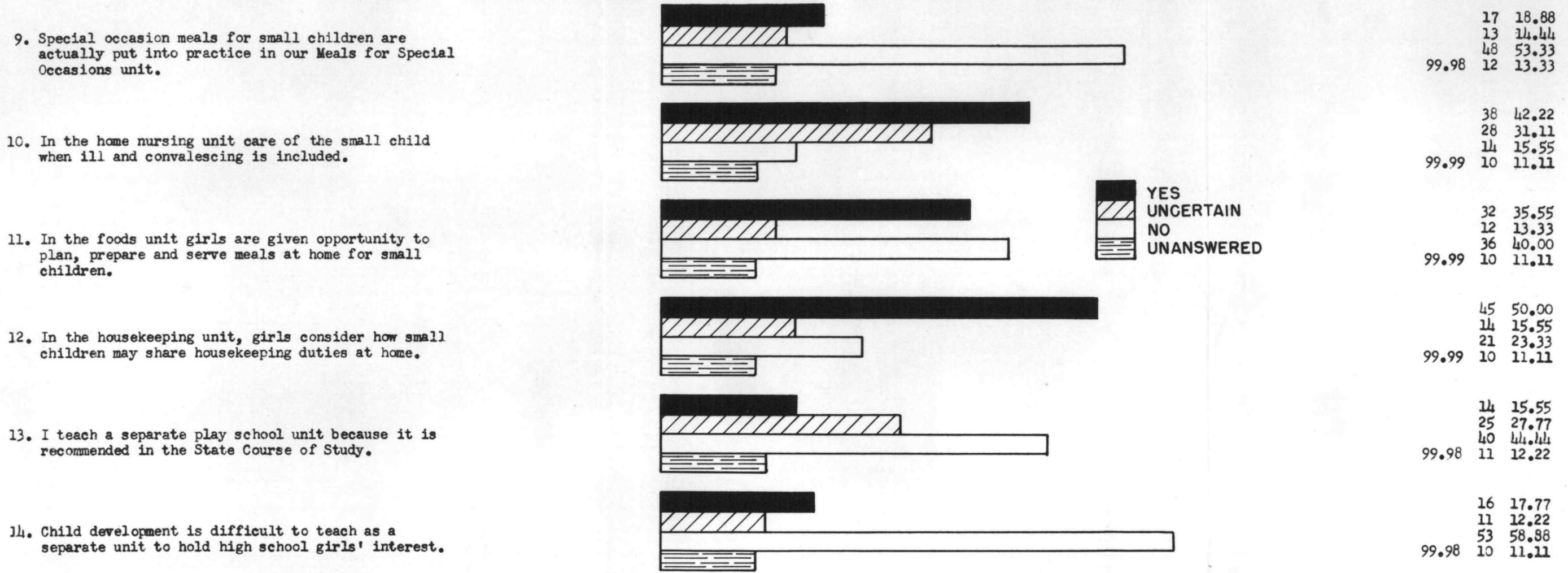
Some of the teachers integrated child development into other units during the year without teaching a separate unit in child care; others taught only a separate unit in child care with little integration into other units; and a few taught both a separate unit in child development and integrated part of the subject matter into other units. The answers to the 14 statements which appeared in the questionnaire are shown in Figure 6 and Table 19.

Eighty-five per cent of the 90 respondents who checked Statement 2 in the affirmative were in agreement that the unit Living Happily with

**FIGURE 6**  
**INTEGRATING CHILD DEVELOPMENT INTO OTHER UNITS DURING THE YEAR**



**FIGURE 6**  
**INTEGRATING CHILD DEVELOPMENT INTO OTHER UNITS DURING THE YEAR (CONT.)**



Total No.	%
17	18.88
13	14.44
48	53.33
99.98	12 13.33
38	42.22
28	31.11
14	15.55
99.99	10 11.11
32	35.55
12	13.33
36	40.00
99.99	10 11.11
45	50.00
14	15.55
21	23.33
99.99	10 11.11
14	15.55
25	27.77
40	44.44
99.98	11 12.22
16	17.77
11	12.22
53	58.88
99.98	10 11.11

TABLE 19

## INTEGRATING CHILD DEVELOPMENT INTO OTHER UNITS DURING THE YEAR

Statement	Answers to Statements in Spiral 5											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	27	10	17	16	5	11	39	25	14	8	2	6
2	76	38	38	6	3	3	0	0	0	8	1	7
3	26	11	15	10	4	6	42	26	16	12	1	11
4	52	21	31	4	1	3	24	17	7	10	3	7
5	60	29	31	4	2	2	17	9	8	9	2	7
6	21	11	10	18	9	9	39	20	19	12	2	10
7	20	12	8	17	5	12	41	22	19	12	3	9
8	40	22	18	20	13	7	19	5	14	11	2	9
9	17	13	4	13	5	8	48	22	26	12	2	10
10	38	19	19	28	13	15	14	9	5	10	1	9
11	32	14	18	12	6	6	36	21	15	10	1	9
12	45	22	23	14	8	6	21	11	10	10	1	9
13	14	12	2	25	5	20	40	23	17	11	2	9
14	16	5	11	11	4	7	53	32	21	10	1	9

T Total number of respondents answering question  
 PS Number of respondents who had play school  
 N Number of respondents who did not have play school

One's Family promotes opportunity to consider the small child in his role as a family member. Sixty-seven per cent said during meal preparation units they included discussions for helping small children overcome food dislikes. Twenty-nine had play school and were integrating this phase of child development into their food preparation classes in addition to conducting a play school.

Fifty-two respondents said girls were given opportunity in clothing classes to make garments for small children. Of the 52 respondents, 21 had conducted a play school.

Other statements answered affirmatively by 40 to 50 per cent of the 90 respondents were Statements 8, 10, and 12, as follows:

8. In the unit on Making the Home Livable, space is considered for play areas for the small child;
10. In the home nursing unit, care of the small child when ill and convalescing is included;
12. In the housekeeping unit, girls considered how small children may share housekeeping duties at home.

It is interesting to note that in each case only about 50 per cent of those answering affirmatively had had play school. There were two statements written in the negative approach and answered in the negative that were very encouraging. Fifty-three respondents believed that child development was not difficult to teach as a separate unit to hold high school students' interest. Forty respondents did not choose to teach a separate play school unit just because it was recommended in the state course of study.

### Teachers' Objectives for Teaching Child Development

The seventh spiral of the questionnaire was designed to investigate teachers' objectives for teaching child development in the homemaking program. The twelve statements as they appeared in the questionnaire with a tabulation of the responses given for each are presented in Figure 7 and in Table 20 these responses have been broken down to show how those who had a play school answered in comparison with those who did not.

Everyone of the 12 statements were checked in the affirmative by at least 40 per cent of the 90 respondents. Statement 2 reveals that 91 per cent of the respondents answered this statement in the affirmative because they believed it is important to help girls accept, enjoy, and be interested in small children. All of the 42 respondents who conducted a play school answered this statement in the affirmative. No one answered "No" to this statement.

Statement 3 shows that an equal number of respondents answered this statement in the affirmative. Thirty-nine who had conducted a play school agreed with 39 who had not that high school girls develop respect for small children as individuals as they understand the behavior of small children. Again, no one answered "No" to this statement.

Statement 4 reveals that of the 57 who answered this statement in the affirmative, 38 had conducted a play school and believed that play school provides opportunity for high school girls to gain appreciation of values in family living. It is interesting to note that only the two respondents who checked this statement "No" were two who

FIGURE 7

TEACHERS' OBJECTIVES FOR TEACHING CHILD DEVELOPMENT

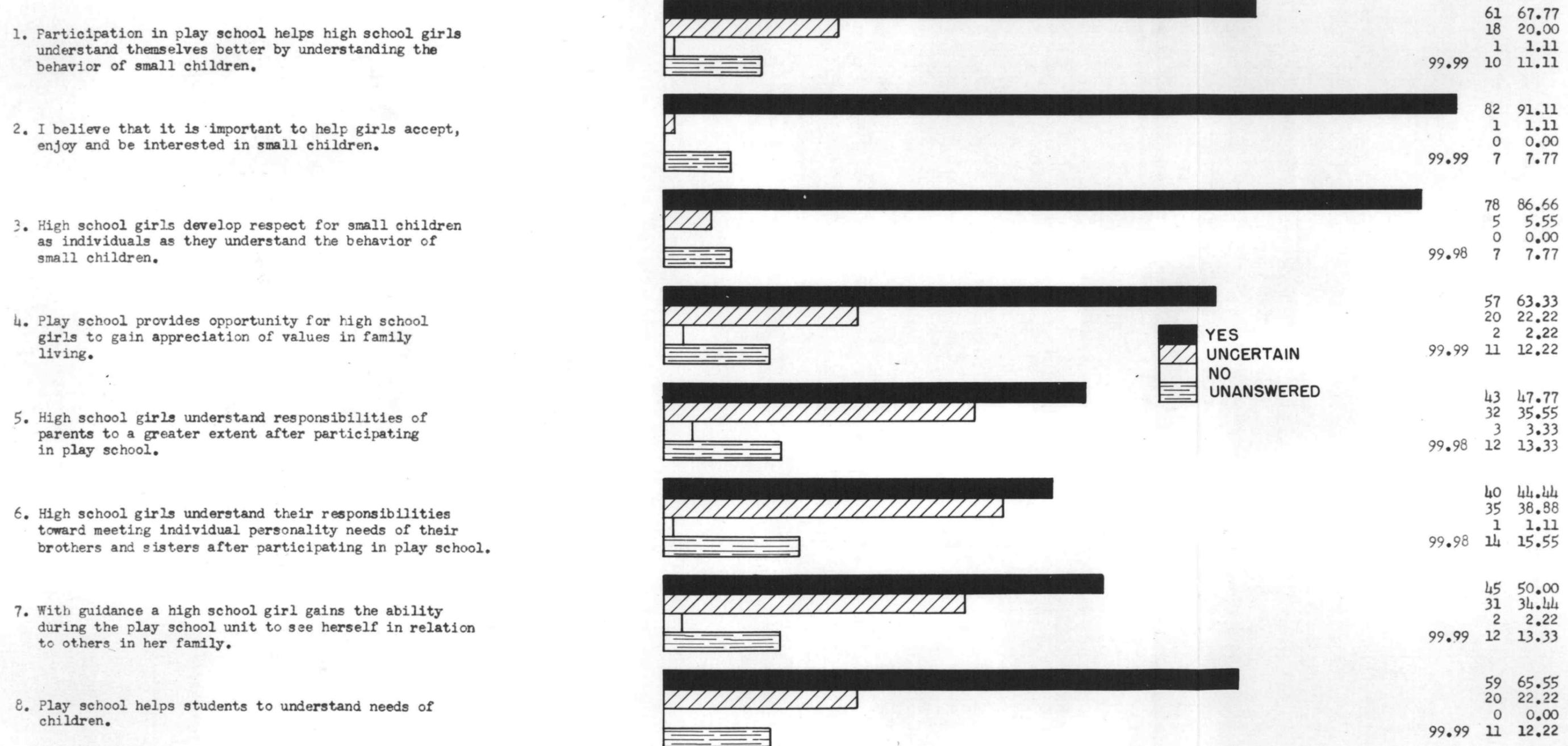


FIGURE 7  
TEACHERS' OBJECTIVES FOR TEACHING CHILD DEVELOPMENT (CONT.)

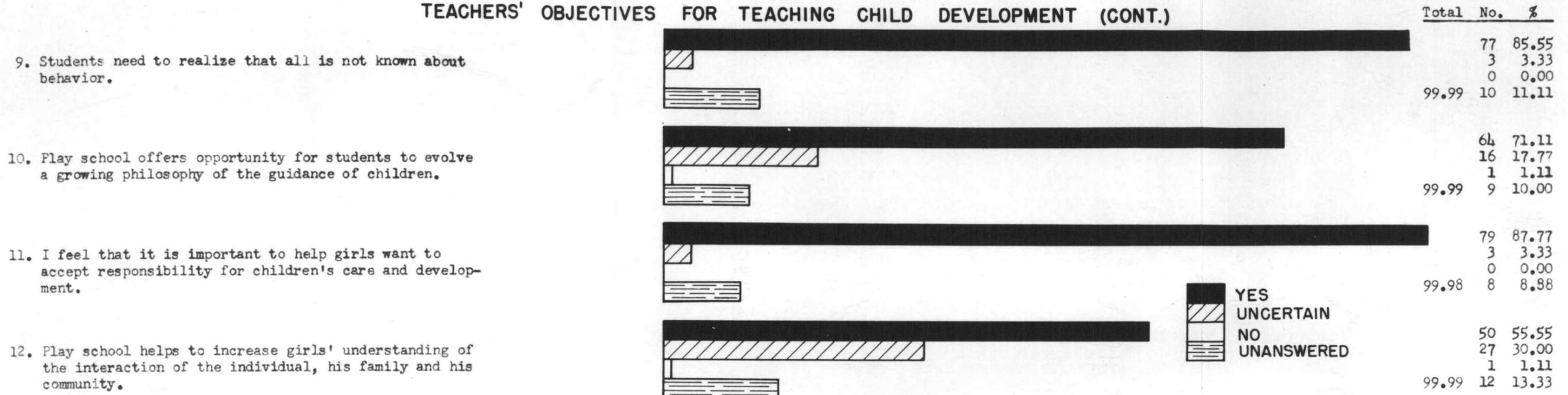


TABLE 20

## TEACHERS' OBJECTIVES FOR TEACHING CHILD DEVELOPMENT

Statement	Answers to Statements in Spiral 7											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	61	34	27	18	5	13	1	0	1	10	3	7
2	82	42	40	1	0	1	0	0	0	7	0	7
3	78	39	39	5	2	3	0	0	0	7	1	6
4	57	38	19	20	1	19	2	2	0	11	1	10
5	43	30	13	32	8	24	3	2	1	12	2	10
6	40	29	11	35	10	25	1	0	1	14	3	11
7	45	28	17	31	12	19	2	0	2	12	2	10
8	59	40	19	20	1	19	0	0	0	11	1	10
9	77	40	37	3	1	2	0	0	0	10	1	9
10	64	38	26	16	2	14	1	1	0	9	1	8
11	79	41	38	3	1	2	0	0	0	8	0	8
12	50	33	17	27	8	19	1	0	1	12	1	11

T Total number of respondents answering question  
 PS Number of respondents who had play school  
 N Number of respondents who did not have play school

had conducted a play school.

Statement 8 shows that no one answered in the negative. Sixty-five per cent of the respondents agreed that play school helps students to understand needs of children. Forty of the 59 had conducted a play school.

Statement 9 shows that no one answered in the negative. Eighty-five per cent of the respondents agreed that students need to realize that not all is known about behavior. Forty of the 77 had conducted a play school.

Only one respondent answered in the negative in Statement 10. Seventy-one per cent agreed that play school offers opportunity for students to evolve a growing philosophy of the guidance of children. Thirty-eight of the 64 had conducted a play school.

Statement 11 reveals that no one checked this statement in the negative. Eighty-seven per cent of the respondents answered "Yes" to this statement and agreed that it is important to help girls to want to accept responsibility for children's care and development. Forty-one of the 79 had conducted a play school.

In this particular spiral, it is interesting to note that regardless of whether or not the respondents had conducted a play school, they accept the objectives listed for teaching child development in secondary schools.

#### Problems of Teaching Child Development

Two separate spirals were designed to analyze the problems of

teaching child development. One spiral was used to investigate the problems of organization that might arise in the development of a play school. The other spiral was used to investigate the various teacher-student interactions that the homemaking teachers experienced while teaching child development units.

Fourteen statements were listed in the questionnaire pertaining to such factors as indoor and outdoor equipment, facilities for toiletting and handwashing, health and safety regulations that might influence the teacher in having or not having a play school. These statements are listed with the tabulations of the responses given for each and presented in Figure 8. Table 21 shows a summary of the problems of organization that were checked by the respondents who had conducted play schools as compared with those who had not.

Statements concerning equipment brought the greatest number of responses related to problems in child development. Statement 1 reveals that 42 respondents agreed that equipment in their school is in very poor condition for play school. Fifteen of these 42 respondents had play school and 27 did not.

Statement 3 shows that 38 respondents stated their homemaking rooms are poorly arranged to accommodate small children and equipment for play school. Of the 38 respondents, 14 had conducted a play school. Thirty-four respondents answered "No" to this statement and of the 34 respondents who did not find this a problem, 25 had conducted a play school.

Statement 7 reveals that 52 respondents believe that they do not

FIGURE 8  
 PROBLEMS RELATING TO THE ORGANIZATION OF PLAY SCHOOL

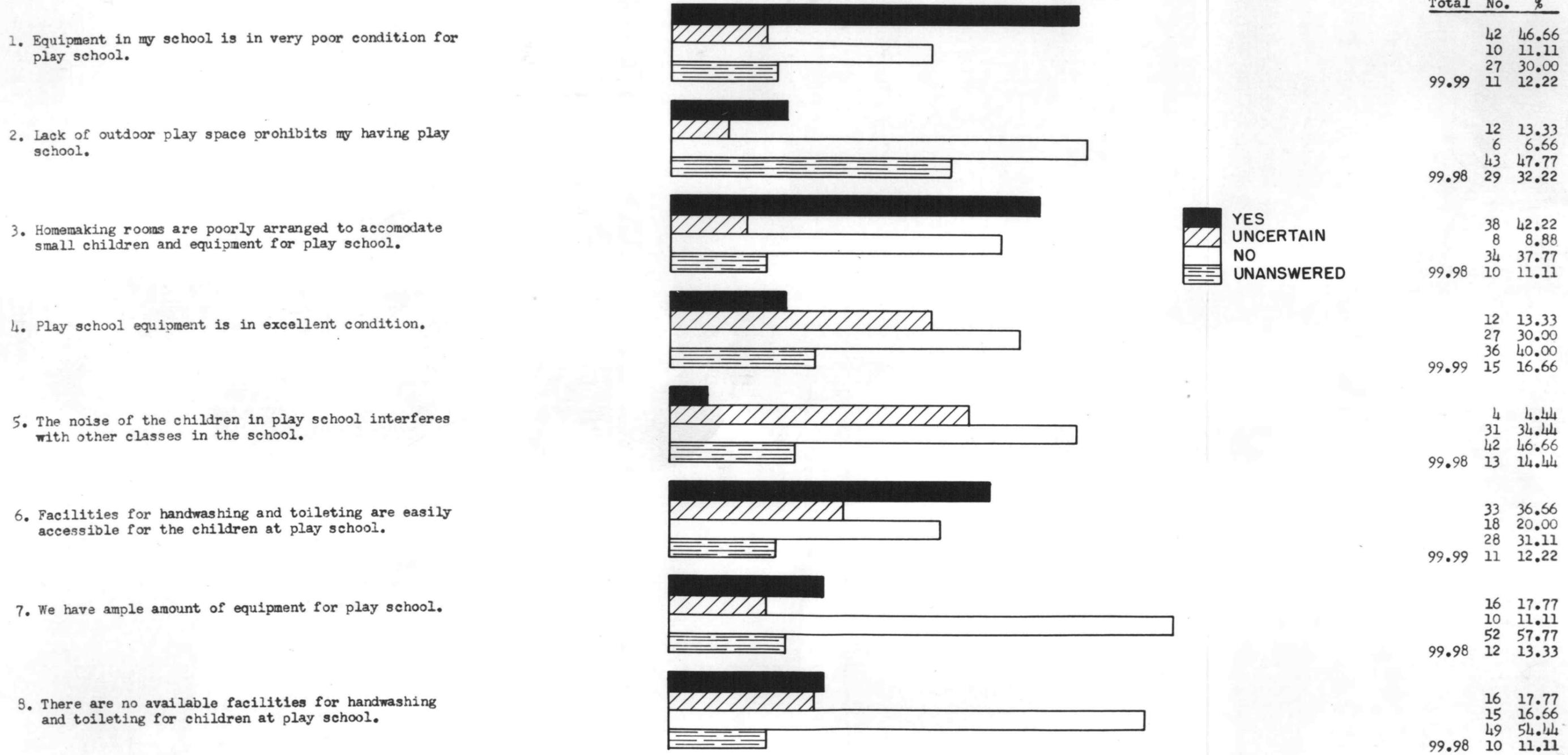
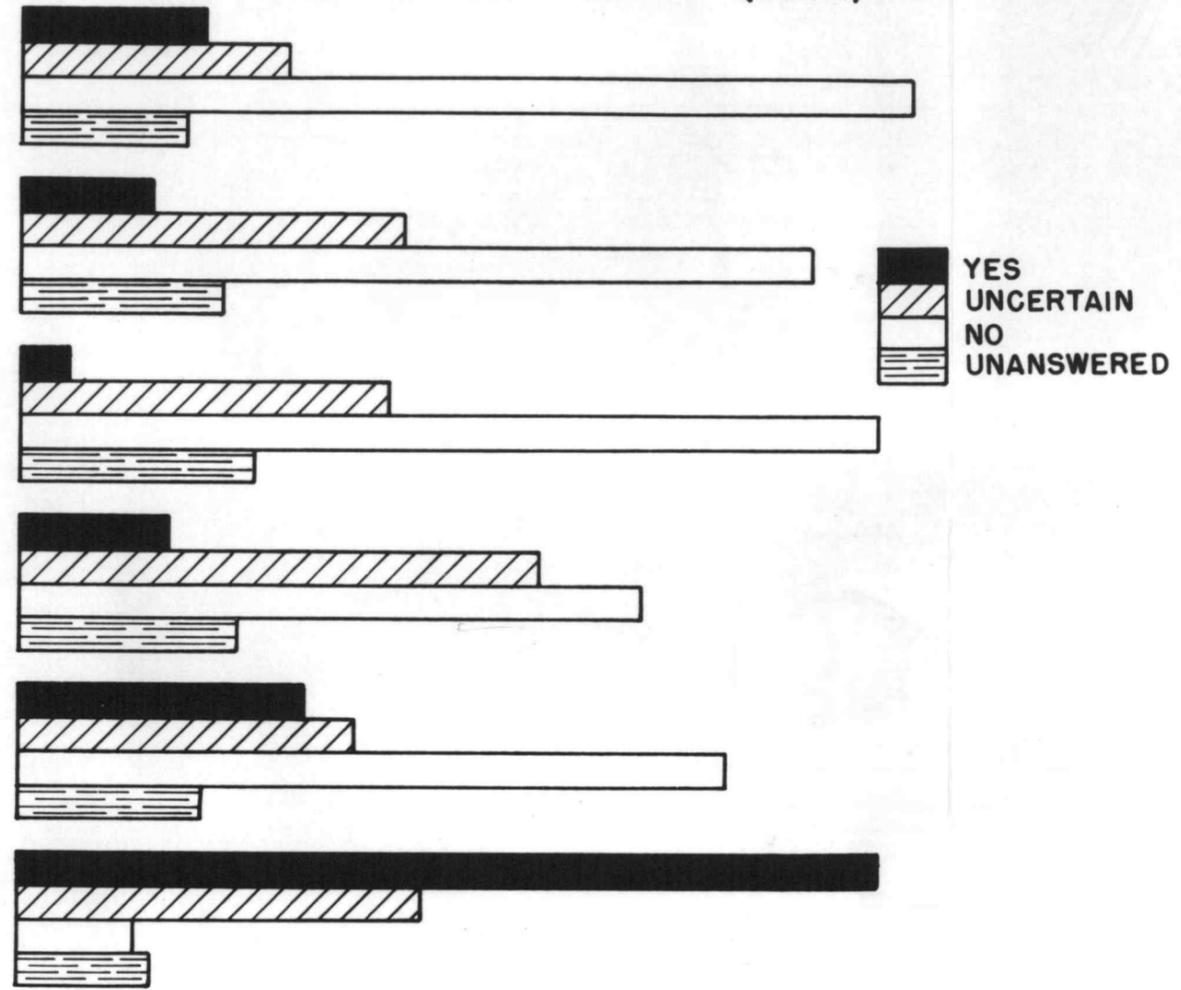


FIGURE 8

PROBLEMS RELATING TO THE ORGANIZATION OF PLAY SCHOOL (CONT.)

- 9. Play school is too expensive for our budget in homemaking.
- 10. My administrator does not approve of play school.
- 11. The school's legal responsibility and limitations when children are brought to school prohibits my having play school.
- 12. It is difficult to provide adequately for the health and safety of children at play school.
- 13. Class periods are too short to make play school worthwhile.
- 14. My administrator approves of the play school unit.



	Total	No.	%
		11	12.22
		16	17.77
		53	58.88
99.98	10	11.11	
		8	8.88
		23	25.55
		47	52.22
99.98	12	13.33	
		3	3.33
		22	24.44
		51	56.66
99.98	14	15.55	
		9	10.00
		31	34.44
		37	41.11
99.99	13	14.44	
		17	18.88
		20	22.22
		42	46.66
99.98	11	12.22	
		51	56.66
		24	26.66
		7	7.77
99.97	8	8.88	

TABLE 21  
PROBLEMS OF TEACHING CHILD DEVELOPMENT

Statement	Answers to Statements in Spiral											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	42	15	27	10	2	8	27	24	3	11	1	10
2	12	1	11	6	0	6	43	32	11	29	9	20
3	38	14	24	8	1	7	34	25	9	10	2	8
4	12	12	0	27	10	17	36	17	19	15	3	12
5	4	3	1	31	2	29	42	35	7	13	2	11
6	33	30	3	18	0	18	28	11	17	11	1	10
7	16	16	0	10	3	7	52	20	32	12	3	9
8	16	3	13	15	0	15	49	38	11	10	1	9
9	11	1	10	16	1	15	53	39	14	10	1	9
10	8	2	6	23	2	21	47	37	10	12	1	11
11	3	0	3	22	2	20	51	39	12	14	1	13
12	9	5	4	31	5	26	37	31	6	13	1	12
13	17	3	14	20	4	16	42	33	9	11	2	9
14	51	37	14	24	3	21	7	2	5	8	0	8

T Total number of respondents answering question  
 PS Number of respondents who had play school  
 N Number of respondents who did not have play school.

have ample amount of equipment for play school. Of the 52 respondents, 20 had conducted a play school. Thirty-six respondents said that the play school equipment provided in their homemaking department was not in excellent condition; however, 17 of the 36 respondents conducted play school in spite of the condition of the equipment. Forty-two people said their equipment was in very poor condition and of these 42, 15 conducted play school.

The statement that is most outstandingly negative and answered by the majority of respondents is Statement 9. Fifty-three respondents agreed the play school was not too expensive for their budget in home-making. Of the 53, 39 respondents conducted a play school. Eleven agreed the play school was too expensive for their budget, and one of the 11 who agreed conducted a play school in spite of the cost.

Statement 11 reveals that the school's legal responsibility and limitations when children are brought to school does not prohibit 51 of the respondents from having a play school. Only three respondents did agree that the legal responsibility was prohibitive and did not conduct a play school.

Statement 12 reveals that nine respondents said it is difficult to provide adequately for the health and safety of children at play school. Of the nine, five conducted a play school. However, 37 said it was not a problem and of this number, 31 conducted a play school.

In Statement 13, 42 respondents agreed that the class periods were not too short to make play school worthwhile. Of the 42, 33 had conducted a play school. Seventeen respondents said that the periods

were too short and of this number, 14 did not have a play school; however, three conducted a play school in spite of short periods.

The statement that is most outstandingly affirmative and answered by the majority of respondents is Statement 14. Fifty-one respondents said that their administrator approves of the play school unit. Of the 51 who answered "Yes," 37 conducted a play school. Two of the seven respondents conducted a play school who reported their administrator did not approve of the play school unit. Twenty-four stated they were "uncertain" of the approval of their administrator.

#### Problems of Teaching Child Development

A second spiral of 11 statements was evolved to investigate the various problems of teacher-student interaction that the homemaking teachers experienced while teaching child development units. The responses to these statements are shown in Figure 9 and Table 22.

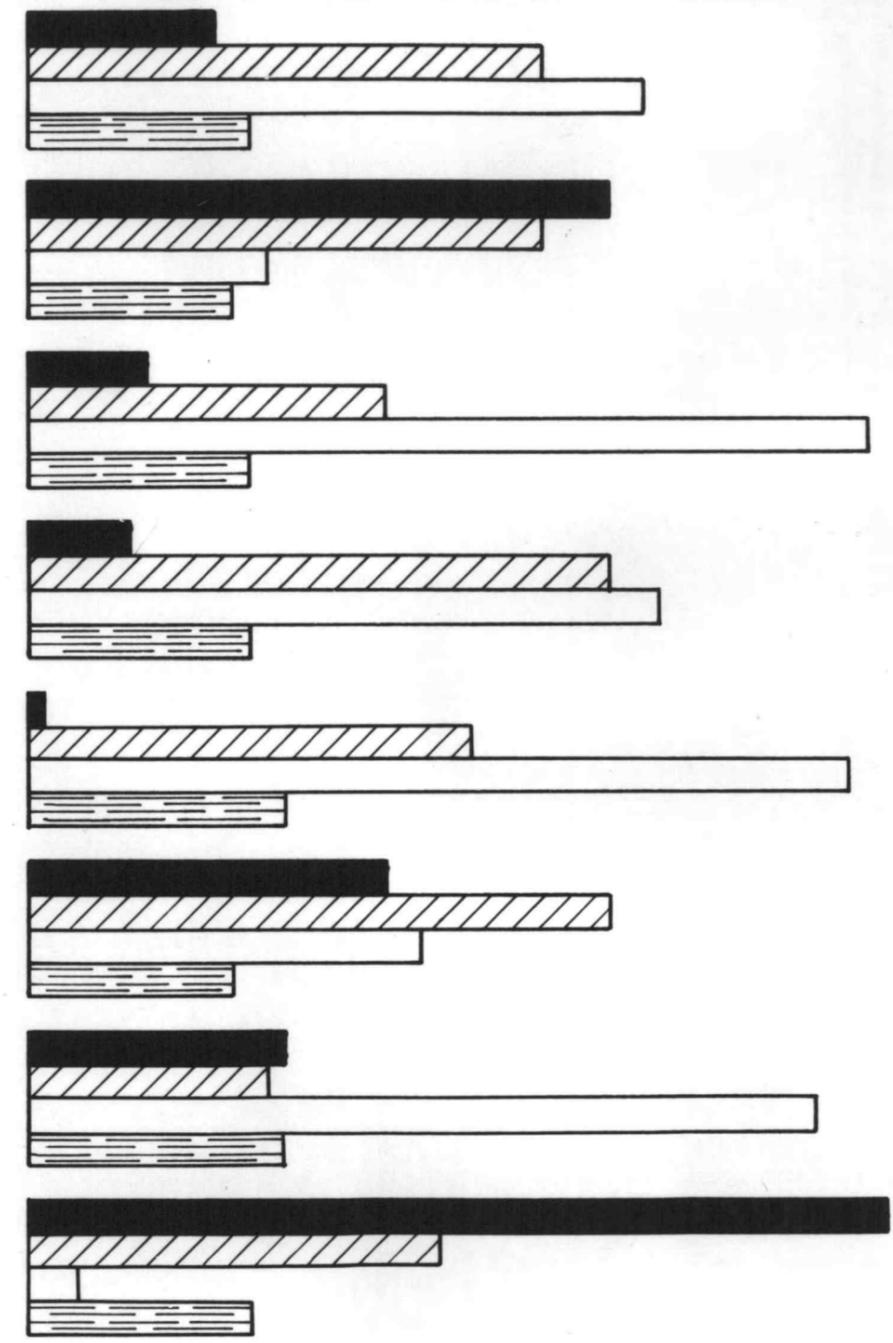
Statement 6 shows 34 respondents were "uncertain" as to whether or not it was difficult for the teacher to plan work with enough variation from sophomore, junior and senior years in the play school units. Eleven respondents who stated "uncertain" responses had conducted play schools.

The statement that is most outstandingly affirmative and answered by the majority of respondents is Statement 8. Fifty respondents agreed that the play school provides an unusually fine opportunity for the students and for the teacher to plan a unit together to meet real needs and interests of the students in homemaking. Forty of the 50

FIGURE 9

PROBLEMS RELATING TO INTERACTION OF STUDENTS AND TEACHER IN CONDUCTING A PLAY SCHOOL

1. High school girls fail to cope with the discipline problems that often arise among the children in play school.
2. High school girls can manage the problems that arise among the children in play school.
3. Helping high school girls to guide small children is a difficult problem for me.
4. It is impossible for me to keep all the high school girls under control during play school.
5. High school girls assume little responsibility for the care of children in play school.
6. I feel it is difficult for the teacher to plan work with enough variation from sophomore, junior, and senior years in the play school units.
7. I find it is difficult to keep my attitudes and ideas from being too great an influence upon the students in discussing their own experiences with children.
8. The play school provides an unusually fine opportunity for the girls and for me to plan a unit together.



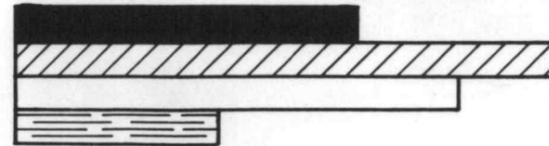
YES  
 UNCERTAIN  
 NO  
 UNANSWERED

	Total	No.	%
1.	99.99	11	12.22
		30	33.33
		36	40.00
		13	14.44
2.	99.98	34	37.77
		30	33.33
		14	15.55
		12	13.33
3.	99.98	7	7.77
		21	23.33
		49	54.44
		13	14.44
4.	99.98	6	6.66
		34	37.77
		37	41.11
		13	14.44
5.	99.98	1	1.11
		26	28.88
		48	53.33
		15	16.66
6.	99.98	21	23.33
		34	37.77
		23	25.55
		12	13.33
7.	99.98	15	16.66
		14	15.55
		46	51.11
		15	16.66
8.	99.98	50	55.55
		24	26.66
		3	3.33
		13	14.44

FIGURE 9

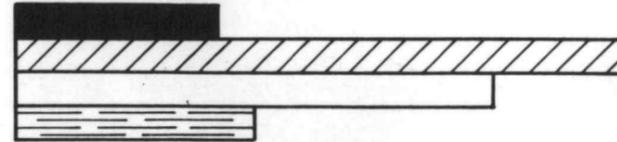
PROBLEMS RELATING TO INTERACTION OF STUDENTS AND TEACHER IN CONDUCTING A PLAY SCHOOL (CONT.)

9. The play school unit is difficult for students to plan.



Total	No.	%
	20	22.22
	32	35.55
	26	28.88
99.98	12	13.33

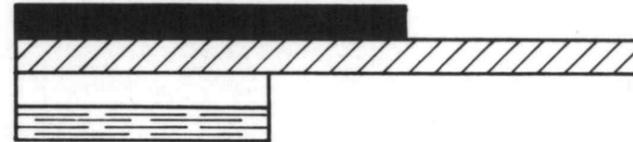
10. I plan the play school unit to the last degree so all will go well.



	12	13.33
	36	40.00
	28	31.11
99.99	14	15.55

YES  
 UNCERTAIN  
 NO  
 UNANSWERED

11. In order to have the play school run smoothly, I direct high school girls' activities.



	23	25.55
	37	41.11
	15	16.66
99.98	15	16.66

TABLE 22  
PROBLEMS OF TEACHING CHILD DEVELOPMENT

Statement	Answers to Statements in Spiral 8											
	Yes			Uncertain			No			Unanswered		
	T	PS	N	T	PS	N	T	PS	N	T	PS	N
1	11	9	2	30	5	25	36	27	9	13	1	12
2	34	24	10	30	8	22	14	8	6	12	2	10
3	7	2	5	21	7	14	49	30	19	13	3	10
4	6	5	1	34	7	27	37	28	9	13	2	11
5	1	1	0	26	0	26	48	38	10	15	3	12
6	21	12	9	34	11	23	23	18	5	12	1	11
7	15	10	5	14	5	9	46	23	23	15	4	11
8	50	40	10	24	0	24	3	0	3	13	2	11
9	20	11	9	32	10	22	26	20	6	12	1	11
10	12	11	1	36	8	28	28	21	7	14	2	12
11	23	19	4	37	9	28	15	12	3	15	2	13

T Total number of respondents answering question  
 PS Number of respondents who had play school  
 N Number of respondents who did not have play school

respondents who answered "Yes" to this statement had conducted a play school.

Statement 9 reveals that 11 of the 42 respondents who conducted a play school answered "Yes" to the statement that the play school unit was difficult for students to plan. In Statement 10, 11 respondents also stated in the affirmative that the play school was planned by the teacher to the last degree so all will go well.

There were seven statements in which the "uncertain" responses were given by at least a third of the 90 respondents. Such answers may indicate problems that discouraged the teachers from conducting play schools.

Statement 11 reveals that 37 of the 90 respondents were "uncertain" in their responses that in order to have the play school run smoothly, the teacher directed high school students' activities. Only nine who stated "uncertain" had conducted a play school in this group.

This chapter of the study has included the tabulation of information pertaining to the homemaking teachers' beliefs and practices concerning the play schools. The following chapter summarizes the study, states the conclusions drawn, lists the implications and makes recommendations for further studies.

## Chapter V

## SUMMARY

Conclusions

The purpose of this study was to find some of the beliefs and practices of a group of homemaking teachers toward play school. Some of the teachers conducted a play school and some of them did not. The expression of the beliefs and practices of teachers who conducted a play school compared with those who did not conduct a play school should help to answer the question what causes this lag in the utilization of a method which gains such praise from some teachers?

The investigation of the beliefs and practices of the homemaking teachers toward play school was accomplished by asking a group of homemaking teachers in Oregon to respond to a questionnaire consisting of 114 statements arranged in eight spirals. These spirals were: (1) Attitudes of the Teacher Toward Teaching Child Development; (2) Methods for Teaching Child Development; (3) Relationships Between Home, School and Community; (4) What Teachers Believe to be Students' Attitudes Toward Play School; (5) Integrating Child Development into Other Units During the Year; (6) Problems Relating to the Organization of Play School; (7) Teacher's Objectives for Teaching Child Development; (8) Problems Relating to the Interaction of Students and Teacher in Conducting a Play School.

From the analysis of the beliefs and practices of 90 homemaking

teachers who answered the questionnaire, the writer has compiled the following answers to the questions listed in the statement of the problem. These answers were as follows:

1. What units are the teachers emphasizing in their total homemaking programs? It was very encouraging to find experiences were included in every area for every grade level. It was particularly encouraging to note the emphasis placed on relationships units--child development and family relationships. Evidently emphasis was not placed on foods and clothing alone by the majority of the 90 respondents but rather on a broad homemaking program that covered many phases of home-making.

2. What units are the teachers emphasizing in the child development phase of the homemaking program? The child development units that were taught by the 90 respondents were grouped around eight major headings, as follows: (1) 23 units of baby sitting; (2) 53 units on the care of small children; (3) 17 units of children's clothing; (4) 17 units of food for small children; (5) 70 units of prenatal and infant care; (6) 14 units on problems of childhood and adolescence; (7) 85 units of play school. Eighty-six units were taught by the 90 respondents in the ninth grade; 101 units were taught in the tenth grade; 79 units were taught in the eleventh grade; and 36 units were taught in the twelfth grade. Play school is emphasized by the 90 respondents during the ninth, tenth, and eleventh grades. Prenatal and infant care units were emphasized during the eleventh year and baby sitting was emphasized during the ninth year.

Since these data do not show the length of time spent on these

units and since a teacher might have as many as six classes for which she was reporting, the number of units in child development is not as significant as the fact that a wide variety of child care units were reported.

3. What are the methods used for teaching child development?

All of the teaching methods listed in the questionnaire were used by some of the respondents.

A majority of respondents who conducted a play school used the discussion method, reference reading, made use of samples of toys, clothing and furniture, bulletin boards, and questionnaires. A majority of respondents who did not conduct a play school used the discussion method, educational films, reference reading, bulletin boards, group reports, directed home experiences, and the lecture method.

The teaching methods common to the majority of respondents of both groups were discussions, reference reading, bulletin boards and directed home experiences related to the care of small children.

Those teachers who did not conduct a play school tend to use a greater variety of teaching methods in the child development units than those who use the play school as a laboratory for teaching child development.

4. What are the beliefs and practices of the teachers who conduct a play school during the child development unit? A majority of the homemaking teachers who responded to this study agreed that child development was a very challenging unit to teach to high school students. A majority of the respondents also believed having a play

school produced a real learning experience that could not be achieved any other way for homemaking students.

5. How do the beliefs and practices of the teachers who conduct play schools compare with those who do not conduct play school? In many instances the study revealed that the beliefs of those who conducted a play school were very similar to those who did not conduct a play school. Thirty-six of the 42 respondents who conducted a play school stated they enjoyed the play school unit. Ten stated they enjoyed the unit even though for some reason they did not conduct a play school.

Thirty-four respondents who conducted play school agreed positively with 24 who did not conduct play school that the play school requires extra work and time for the teacher. A majority of the teachers, 55 per cent in all, agreed the small children in addition to a high school class was not too much responsibility for the teacher. Only one respondent who conducted a play school believed it was too much responsibility. No respondents stated that they worried so much when working with small children that they avoided having a play school.

Only four respondents who conducted a play school believed the play school interfered too much with the routine of the homemaking department. Two of the 42 respondents who conducted play schools said they were confused when trying to manage a room of small children in play school and high school girls at the same time.

6. Does the number of years of experience in teaching have any effect on whether or not a teacher conducts a play school? The number

of years of experience in teaching does seem to have some effect on whether or not a teacher conducts a play school. From the group of teachers who responded in the study who had taught fewer than ten years, about 50 per cent conducted play school and about 50 per cent did not conduct play school.

The variation in conducting a play school showed up most clearly among those teachers with more than ten years of teaching experience. In this group 71 per cent of the teachers who had taught from ten to 15 years conducted a play school. Seventy-five per cent who taught 16 to 20 years conducted a play school. On the other hand, those teachers who reported their teaching experience exceeded 20 years, did not conduct a play school at all.

7. What effect does the size of the school have upon including a play school in the homemaking program? Play school was conducted in 39 high schools in Oregon by 42 homemaking teachers. Only two of the schools which had enrollments of 100 or less had play schools. Nine of the larger schools (600 or more) had play school as reported by respondents. The greatest number of play schools were conducted in high schools where the enrollment range was from 101 to 500 students.

8. Does the enrollment in homemaking classes have any influence on having a play school? The number of students enrolled in homemaking classes seemed to have little if any influence on whether or not a play school was conducted. The number of students enrolled in homemaking departments where play school was conducted ranged in number from 16 students to 142 students in one department in one day.

9. Does the college preparation of homemaking teachers have any influence on having a play school? Each of the 42 respondents who conducted play school had much variation in her college preparation for teaching child development. Twenty-one per cent of the respondents who conducted play school had college preparation in child development during the period from 1947 to 1952. Twenty-five per cent of the respondents who did not conduct play school had the same kind of college preparation in child development at the same time during the period from 1947 to 1952.

Of the 52 respondents who believed they had adequate subject-matter background for teaching child development, 29 conducted a play school. Five of the 19, or 12 per cent, who thought their subject-matter background was inadequate to teach child development, conducted a play school. Of the 47 respondents who believed they had adequate subject-matter background for conducting a play school, 27 actually conducted play school. Five of the 20 who believed they were inadequately prepared to conduct play school did conduct play school. In other words, some of the homemaking teachers attempted to conduct a play school even though they thought they were inadequately prepared and quite a few more believed they were adequately prepared for teaching play school but for some reason did not do so.

10. What kinds of experiences with small children have teachers had who conduct a play school compared with those who do not conduct a play school? The kinds of experiences with small children seemed to vary with individual teachers rather than with any one group of

respondents. There were no significant indications to show that those respondents who taught child development by using the play school as a laboratory had any more experiences with small children than those respondents who did not conduct a play school, as part of their child development study. One interesting fact was that of the 42 teachers who had play schools, 13 had small children of their own.

11. What are the problems which confront teachers when they conduct a play school? The major problems of the 90 respondents who conducted a play school centered around the amount and condition of equipment provided by the school for the play school unit and the arrangement as to location of rooms provided for play school in the high school.

Fifty-seven per cent of the respondents reported a lack of equipment necessary for play school. Twenty conducted play school even though they reported this lack. Forty-six per cent indicated the equipment was in very poor condition for play school in their particular school; however, 15 teachers conducted a play school in spite of having poor equipment to use in their play schools.

Forty-two per cent of the respondents reported that the home-making rooms were poorly arranged as to location and size to accommodate small children and play equipment. Fourteen respondents conducted play school even though the arrangement of homemaking rooms was reported poor.

12. Do the facilities for toileting and handwashing have any influence on having a play school? The facilities available for

toileting and hand washing for the small children enrolled in play school seem to have little if any effect on whether or not a play school is conducted. Only four of the 42 respondents who conducted play school reported having facilities within the homemaking department and the majority of respondents indicated the use of girls' lavatories for hand-washing and toileting. In three schools both the girls' and the boys' lavatories were used.

13. Do the outdoor facilities for play have any influence on having a play school? In many instances, schedules of activities for the play school children did not include both indoor and outdoor activities which would indicate that either outdoor equipment was not available or that a play area was not available for some reason.

The majority of teachers, 47 per cent, indicated that a lack of outdoor play space did not prohibit them from having play school; however, eleven respondents reported lack of outdoor facilities as a contributing factor to their not having a play school.

14. What home-school-community relationships may be established by the homemaking teachers who conduct a play school as compared with those who do not conduct play schools? Those teachers who conducted play schools indicated that play school helped to promote good relationships between home, school and the community. Many parents, for example, cooperated with the homemaking classes by transporting children to and from play school. A majority of the respondents, 75 per cent, reported play school provided an unusually fine opportunity for making the homemaking department better known to both the school

and to the community. Of the 67 who reported this encouraging statement, 40 had conducted a play school.

Respondents agreed that the homemaking teacher should include parents and community leaders with the high school students when planning the content of the play school unit.

Opportunities often arise in the play school, as indicated by 47 per cent of the respondents, to foster coordinating activities with other departments such as art, biology, industrial arts and physical education within the high school.

15. What do teachers who conduct play school believe to be students' attitudes toward the play school? A majority of the teachers who conducted a play school indicated that they believed the high school girls enjoyed observing small children; enjoyed working with small children; were interested in the play school and looked forward to the unit; high school girls were interested in trying out the newer methods of child guidance and did not become easily discouraged with the newer methods. Teachers believed that play school afforded opportunity for high school students to learn more about behavior by working with the children as well as observing them.

16. What are the teachers' objectives for teaching child development? In this particular phase of the study it was most interesting to note regardless of whether or not the respondents had conducted a play school, the 90 respondents accepted the objectives as listed for teaching child development.

The objectives for teaching child development that received the

most positive response were in this order, as follows:

I believe that it is important to help girls accept, enjoy and be interested in small children;

I feel that it is important to help girls want to accept responsibility for children's care and development;

High school girls develop respect for small children as individuals as they understand the behavior of small children;

Students need to realize that not all is known about behavior.

### Implications

The evaluation of the beliefs and practices of Oregon homemaking teachers toward play schools as laboratories for teaching child development has brought to light six major implications:

1. There is a definite need for more adequate subject-matter background and experiences with small children. This additional preparation should help students feel more adequate in planning and conducting a play school in conjunction with the child development units. If conducting a play school is a valuable method for teaching child development, this preparation should be given potential teachers.

2. There is a great need for a thorough in-service training program in teaching child development and conducting play school.

Teachers now teaching in the secondary schools should be given opportunity to bring their subject matter in child development up-to-date and to consider the adequacy of their own beliefs and practices toward conducting a play school. With this kind of training, the homemaking

teachers may grasp the importance of using newer methods for teaching child development.

3. A third lack which is revealed in the results of this study is for homemaking teachers to foster a feeling of need among high school students for study of child development in the total homemaking program. Teachers endeavoring to prepare students for all phases of homemaking need to include opportunities for study of behavior along with play school as a laboratory for actual participation and observation of small children.

4. There is a great need to help potential and first-year teachers set up a play school. To meet adequately the needs of students in a particular community, an inexperienced teacher will need help in setting up the play school to make the total homemaking program and the play school a successful experience for her as the teacher, her students, her school and her community.

5. There is a definite need to help school boards, administrators, and other staff members understand the goals and objectives set up for conducting a play school in the homemaking department. Homemaking teachers need the support of the school board, of their administrators, and of other staff members if the play school is going to be an important part of the homemaking program carried on in the high school.

6. A sixth need which is revealed positively in the results of this study is for the homemaking teachers to recognize and appreciate the opportunities play school can provide for establishing rapport among

homes, the school and the community. Play school can serve as a "common meeting place" for homes, the school and community. Play school provides a fine opportunity for parent education for those parents whose children are enrolled in the play school.

#### Recommendations for Further Study

The present study has just begun an investigation in the area of teaching child development in secondary schools. In light of the study, the writer recommends the following be made:

1. A study of the effect of play school on young parents who were former students of homemaking;
2. A study of the effect of play school on enrollment in the homemaking department;
3. An analysis of administrators' attitudes toward play school;
4. An analysis of students' attitudes toward small children before and after participating in a play school;
5. An analysis of the attitudes of parents whose children are enrolled in play school;
6. A study of the effects of play school in relation to the promotion of adult education classes;
7. A study of the value of play school in establishing and maintaining effective public relations;
8. A study of the effect of the homemaking teacher's daily schedule in relation to having or not having a play school;

9. A job analysis of teaching homemaking to determine the comparison of values of the many teaching activities with those of play school.

Need in  
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BOND

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Memorandum  
Old City School  
Fund  
100% GAS CONTENT

APPENDICES

## GEOGRAPHICAL LOCATION OF HIGH SCHOOLS INCLUDED IN THE STUDY

Northwestern Oregon

Astoria  
 Banks  
 Beaverton  
 Clatskanie  
 Forest Grove  
 Hillsboro  
 Seaside  
 St. Helens  
 Tillamook

West Central Oregon

Toledo

Southwestern Oregon

Ashland  
 Cave Junction  
 Central Point  
 Coos Bay  
 Coquille  
 Drain  
 Goldhill  
 Grants Pass  
 Medford  
 Myrtle Creek  
 Myrtle Point  
 North Bend  
 Phoenix  
 Reedsport  
 Riddle  
 Yoncalla

East Central Oregon

Adrian  
 Baker  
 Huntington  
 Nyssa  
 Ontario

South Central Oregon

Gilchrist  
 Lakeview  
 Klamath Falls

Northeastern Oregon

Hermiston  
 Joseph  
 LaGrande  
 Milton-Freewater

Willamette Valley

Albany  
 Aurora  
 Corvallis  
 Cottage Grove  
 Creswell  
 Eugene  
 Gervais  
 Halsey  
 Harrisburg  
 Independence  
 Jefferson  
 Lebanon  
 Milwaukie  
 Monroe  
 Newberg  
 Oregon City  
 Philomath  
 Portland  
 Scio  
 Shedd  
 Silverton  
 Springfield  
 Stayton  
 Turner  
 West Linn  
 Willamina  
 Woodburn

Central Oregon

Bend  
 John Day  
 Madras  
 Parkdale  
 The Dalles

## QUESTIONNAIRE

About Your School

1. Name \_\_\_\_\_
2. Permanent Address \_\_\_\_\_
3. Summer Address \_\_\_\_\_
4. School Address \_\_\_\_\_
5. Size of High School:  
 100 or less \_\_\_\_\_  
 101 to 200 \_\_\_\_\_  
 201 to 300 \_\_\_\_\_  
 301 to 400 \_\_\_\_\_  
 401 to 500 \_\_\_\_\_  
 501 to 600 \_\_\_\_\_  
 More than 600 \_\_\_\_\_
6. Number of homemaking teachers in the department: \_\_\_ full time; \_\_\_ part time.
- \*7. Check the classes in which homemaking is taught in your school: \_\_\_ 7th; \_\_\_ 8th; \_\_\_ Homemaking I; \_\_\_ Homemaking II; \_\_\_ Homemaking III; \_\_\_ Homemaking IV.
- \*8. Check the years of homemaking you taught last year: \_\_\_ 7th; \_\_\_ 8th; \_\_\_ Homemaking I; \_\_\_ II; \_\_\_ III; \_\_\_ IV.
9. Give the approximate number of students enrolled in your homemaking classes: \_\_\_ 7th; \_\_\_ 8th; \_\_\_ Homemaking I; \_\_\_ II; \_\_\_ III; \_\_\_ IV.
10. Check the units you taught this year in homemaking as listed in Oregon's State Manual:

Units

Years of Homemaking

7th 8th I II III IV Boy's

Care and Repair of Equipment

Child Care\*\*

Clothing

Cooking for Large Groups

Effective Shopping

Entertaining at Home

Establishing a Home

Family Relationships

Food Preservation

Furnishing a Small House

Home Nursing

Housekeeping

Improving My Room

Laundering

Making and Keeping Friends

Making the Home Livable

Making over Clothing

Management

Meals for Special Occasions

Meals for Two

Meal Preparation

Planning Family Finance

Renovating Furniture

Others:

Note: \*If you have boys' homemaking classes or boys' and girls' homemaking, home living or home relationships, write this information in the margin under questions.

\*\*See question #11.

Questionnaire: continued

11. Name child development units you taught this year:

Units in Child Development:	Years of Homemaking						Boys'
	7th	8th	I	II	III	IV	
Example: Prenatal and Infant Care							x

About You, the Teacher

1. What is your college preparation in child development?

<u>Course</u>	<u>Year College or University</u>
---------------	-----------------------------------

2. How many years have you taught homemaking? \_\_\_ years; how many years have you taught homemaking in Oregon? \_\_\_ years.

3. What real experiences have you had with small children?

- Have or have had small children of your own
- Have relatives with small children
- Live in same house with small children
- Teach Sunday School class
- Have taught in a nursery school\*
- Have had very few contacts with small children
- Have had many contacts with small children
- Observe small children frequently
- Do not observe small children

\* Do not include college courses in Nursery School Procedures

Questionnaire: continued

About Teaching Child Development

1. If you do not have a play school, what real experiences with children do you provide for your high school students?

For example:

Girls take turns going to the first grade to read stories.

2. In the columns designating the years of homemaking, check the total number of times pre-school children attended play school (the last time you had play school).

Total Number of Days	Years of Homemaking						Boys'
	7th	8th	I	II	III	IV	
For example: 4 days							
1 day							
3 to 5 days							
6 to 9 days							
10 or more days							

3. Please tell us about your play school answering with brief description such questions as:

(1) What time of day is your play school held?

(2) How many hours is play school held each day?

(3) What facilities such as toileting and handwashing are available for children attending play school?

(4) What equipment is available for play school?

(5) What is your approximate schedule of directed activities for the children and high school students at play school?

Directions: Record your feelings about each statement by checking in ONE (and only ONE) of the three blanks--Y, U, N-- corresponding to the number of the statement.

Y--means "YES; I agree; or it is true in my situation!"

U--means "UNCERTAIN; I have no feeling one way or the other; or the item does not apply to my situation."

N--means"NO; I disagree; or it is not true in my situation."

Be sure that you have clearly in mind what each letter--Y, U, N--means; for example, it is very important to check to indicate "it is not true in my situation" if this IS the condition rather than to check "It does not apply to my situation." Your response to each of the 114 statements should indicate YOUR USUAL feelings about it under conditions which exist this year.

1. Child development is a very challenging unit to teach to high school students.
2. I use the discussion method for teaching child development.
3. Play school helps to promote good relationships between homes, school and the community.
4. Students realize the value play school will have for them when they are parents of small children.
5. During the Christmas unit, toys, books and games are studied for small children.
6. Equipment in my school is in very poor condition for play school.
7. Participation in play school helps high school girls understand themselves better by understanding the behavior of small children.
8. High school girls fail to cope with the discipline problems that often arise among the children in play school.
9. In my opinion teaching child development by having a play school produces a real learning experience for high school girls that cannot be achieved any other way.
10. I use educational films to teach child development.
11. Play school is appreciated by a few parents in the community.

- Y U N 12. Students fail to realize the value play school will have for them when they are parents of small children.
- Y U N 13. The unit Living Happily with One's Family promotes opportunity to consider the small child in his role as a family member.
- Y U N 14. Lack of outdoor play space prohibits my having play school.
- Y U N 15. I believe that it is important to help girls accept, enjoy and be interested in small children.
- Y U N 16. High school girls can manage the problems that arise among the children in play school.
- Y U N 17. Principles of child development are easier to teach when integrated into other units during the year.
- Y U N 18. I use the socio-drama for teaching child development.
- Y U N 19. Play school discourages good relationships between home, school and community.
- Y U N 20. Girls feel that the play school unit takes too much class time for what they learn.
- Y U N 21. We spend time learning how to buy clothing for small children during the unit on consumer education.
- Y U N 22. Homemaking rooms are poorly arranged to accomodate small children and equipment for play school.
- Y U N 23. High school girls develop respect for small children as individuals as they understand the behavior of small children.
- Y U N 24. Helping high school girls to guide small children is a difficult problem for me.
- Y U N 25. As the teacher, I enjoy the play school unit.
- Y U N 26. I use reference reading as a means for teaching child development.
- Y U N 27. Parents refuse to transport children to and from play school.
- Y U N 28. Play school is more fun for the teacher than for the high school girls.

- Y U N 29. Girls are given opportunity in class to make clothing for small children.
- Y U N 30. Play school equipment is in excellent condition.
- Y U N 31. Play school provides opportunity for high school girls to gain appreciation of values in family living.
- Y U N 32. It is impossible for me to keep all the high school girls under control during play school.
- Y U N 33. I feel I have adequate subject-matter background to teach child development.
- Y U N 34. I use samples of toys, clothing and furniture for teaching child development.
- Y U N 35. Play school is appreciated by many parents of the community.
- Y U N 36. High school girls are interested in play school.
- Y U N 37. In meal preparation we discuss the need for helping small children overcome food dislikes.
- Y U N 38. The noise of the children in play school interferes with other classes in the school.
- Y U N 39. High school girls understand responsibilities of parents to a greater extent after participating in play school.
- Y U N 40. High school girls assume little responsibility for the care of children at play school.
- Y U N 41. I feel I have adequate subject-matter background to teach play school.
- Y U N 42. I use a variety of bulletin boards to illustrate principles we are studying in child development.
- Y U N 43. Play school is misused by some of the parents of the community.
- Y U N 44. Play school becomes too much routine to hold interest of high school girls.
- Y U N 45. Furniture for the infant and the small child is considered in the unit Furnishing a Small House or Apartment.
- Y U N 46. Facilities for handwashing and toileting are easily accessible for the children at play school.

- Y U N 47. High school girls understand their responsibilities toward meeting individual personality needs of their brothers and sisters after participating in play school.
- Y U N 48. I feel it is difficult for the teacher to plan work with enough variation from sophomore, junior, and senior years in the play school units.
- Y U N 49. My subject-matter background is inadequate for teaching child development.
- Y U N 50. I use questionnaires to help plan the child development unit.
- Y U N 51. Parents cooperate with the homemaking classes by transporting children to and from play school.
- Y U N 52. High school girls become easily discouraged with newer methods of child guidance.
- Y U N 53. In the laundering unit, special consideration is given to the techniques and procedures of washing clothes for children and infants.
- Y U N 54. We have ample amount of equipment for play school.
- Y U N 55. With guidance a high school girl gains the ability during the play school unit to see herself in relation to others in her family.
- Y U N 56. I find it is difficult to keep my attitudes and ideas from being too great an influence upon the students in discussing their own experiences with children.
- Y U N 57. My subject-matter background is inadequate for teaching play school.
- Y U N 58. I use group reports in the child development unit.
- Y U N 59. Business firms in my community are very cooperative in loaning exhibits such as children's clothing for teaching child development.
- Y U N 60. High school girls are interested in trying out the newer methods of child guidance.
- Y U N 61. In the unit on Making the Home Livable, space is considered for play areas for the small child.
- Y U N 62. There is no available facilities for handwashing and toiletting for children at play school.

- Y U N 63. Play School helps students to understand needs of children.
- Y U N 64. The play school provides an unusually fine opportunity for the girls and for me to plan a unit together.
- Y U N 65. I feel I have adequate practical experience with small children to conduct a play school successfully.
- Y U N 66. Parents are asked to demonstrate certain phases of the child development unit, such as bathing the baby.
- Y U N 67. Lack of time prevents the use of services offered by business firms in the community for teaching child development.
- Y U N 68. High school girls enjoy working with small children.
- Y U N 69. Special occasion meals for small children are actually put into practice in our Meals for Special Occasions unit.
- Y U N 70. Play school is too expensive for our budget in homemaking.
- Y U N 71. Students need to realize that all is not known about behavior.
- Y U N 72. The play school unit is difficult for students to plan.
- Y U N 73. My practical experience with small children is too limited to conduct a play school successfully.
- Y U N 74. I use demonstrations by commercial companies in teaching child development.
- Y U N 75. Play school promotes opportunity for parent education.
- Y U N 76. High school girls enjoy observing small children.
- Y U N 77. In the home nursing unit care of the small child when ill and convalescing is included.
- Y U N 78. My administrator does not approve of play school.
- Y U N 79. Play school offers opportunity for students to evolve a growing philosophy of the guidance of children.
- Y U N 80. I plan the play school unit to the last degree so all will go well.
- Y U N 81. Professional experience in nursery school is necessary to teach play school successfully.

Memorandum  
OLD COUNCIL TREE

- Y U N 82. The tape recorder is used to present actual problems of children as a basis for high school students' discussions in class.
- Y U N 83. The homemaking teacher should include parents and community leaders when planning the content of the play school unit.
- Y U N 84. My high school girls look forward to the play school unit.
- Y U N 85. In the foods unit girls are given opportunity to plan, prepare and serve meals at home for small children.
- Y U N 86. The school's legal responsibility and limitations when children are brought to school prohibits my having play school.
- Y U N 87. I feel that it is important to help girls want to accept responsibility for children's care and development.
- Y U N 88. In order to have the play school run smoothly, I direct high school girls' activities.
- Y U N 89. Play school requires extra work and time for the teacher.
- Y U N 90. I use cooperative planning for teaching child development.
- Y U N 91. Play school offers opportunity to coordinate activities with other departments in the high school.
- Y U N 92. High school girls dislike taking notes and filling out observation sheets.
- Y U N 93. In the housekeeping unit girls consider how small children may share housekeeping duties at home.
- Y U N 94. It is difficult to provide adequately for the health and safety of children at play school.
- Y U N 95. Play school helps to increase girls' understanding of the interaction of the individual, his family and his community.
- Y U N 96. Small children in addition to a high school class is too much responsibility for the teacher.
- Y U N 97. I use field trips as a means for teaching child development.
- Y U N 98. Lack of time prevents the use of play school for parent education.

- Y U N 99. High school girls are willing to treat small children as they (high school girls) were treated when they were small children.
- Y U N 100. I teach a separate play school unit because it is recommended in the State Course of Study.
- Y U N 101. Class periods are too short to make play school worthwhile.
- Y U N 102. I worry too much when working with small children to have a play school.
- Y U N 103. I use directed home experiences to make the child development unit more realistic.
- Y U N 104. Play school would be more successful if other departments in school would cooperate with the homemaking department.
- Y U N 105. High school girls fail to see significance of play school as a medium for learning about behavior.
- Y U N 106. Child development is difficult to teach as a separate unit to hold high school girls' interest.
- Y U N 107. My administrator approves of the play school unit.
- Y U N 108. Play school interferes too much with the routine of the department.
- Y U N 109. Our class invites outside speakers to discuss various phases of child development.
- Y U N 110. Play school would promote opportunity for parent education if I had training to promote such a program in our community.
- Y U N 111. High school girls realize play school affords opportunity to learn about behavior.
- Y U N 112. I feel confused when trying to manage small children in a play school and the high school girls at the same time.
- Y U N 113. I frequently use the lecture method for teaching phases of child development.
- Y U N 114. Play school provides an unusually fine opportunity for making the homemaking department better known to both the school and the community.

## CLASSIFICATION OF UNITS TAUGHT IN HOMEMAKING PROGRAM

## CHILD CARE

- Play school
- Making toys and equipment for play school
- Baby sitting

## CLOTHING

- Clothing Care
- Children's Clothing
- Dress Design
- Making Over Clothing
- Mending and Patching
- Personal Appearance
- Personal Grooming
- Tailoring
- Textiles and Fabrics

## FOODS

- Cooking for Children in play school
- Cooking for Large Groups
- Food Preservation
- Meals for Special Occasions
- Meals for Two
- Meal Preparation
- Meat Cutting and Selection

## FAMILY RELATIONS

- Entertaining at Home
- Establishing a Home
- Making and Keeping Friends
- Fun in the Home
- Leadership Training
- Sex Education

## HOME MANAGEMENT

- Care and Repair of Equipment
- Effective Shopping
- Home Nursing
- Housekeeping
- Improving My Room
- Laundering
- Management
- Planning Family Finance
- Renovating Furniture

## HOUSING

Applied Design  
Flower Arrangements  
Furnishing a Small House or an Apartment  
Home Furnishings  
House Planning  
Interior Decorating  
Making Household Articles  
Making the Home Livable

*Neenah*  
OLD COUNCIL TREE  
BOND

100% PAPER CONTENT

MADE IN U.S.A.

## CHILD DEVELOPMENT UNITS AS REPORTED BY RESPONDENTS

Child Development Units Taught	Years of Homemaking						Boys'	Total
	7	8	I	II	III	IV		
Adolescence			1					1
Baby Sitting	1	5	11	4	1	1		23
Behavior of small Children			1	1	1			3
Care of the Child--Birth to 6 yrs			1	5	3	1		10
Child Care	1	1	5	6	2			15
Children of School Age			1	1				2
Children's Clothing			2	6	8	1		17
Children's Toys	2	2	2	1	2			9
Establishing Habits	1	1	1	1				4
Food for Children and Infants	2	2	2	7	2	2		17
Fun in the Family				1				1
Gaining Cooperation in Supervision				1				1
Guiding Children			1	1	5	1	1	9
Having Fun with Children		1						1
Heredity and Environment			1	1				2
Laundering					1			1
Mental and Social Development						1		1
Mother and Child Care					1			1
Observing Children at Play				1	1			2
Personality Development				1				1
Physical Growth			2	3	1	2		8
Planning Children's Activities			2	6	3			11
Planning for Baby in the Home			1					1
Play and Development			1			1		2
Play School		2	21	32	20	9	1	85
Prenatal and Infant Care	1	1	9	11	21	14	2	59
Preschool Child			4	1	3	1		9
Problems in Growing Up						1		1
Problems of School Child					1			1
Psychology Related to Children				1				1
Stories for Children	1	1	2	1	1			5
Toys and Equipment			2	3	2		1	8
Understanding Small Children			13	6		1		20
Totals	9	16	86	101	79	36	5	332

## SPIRALS IN THE QUESTIONNAIRE

Attitudes of the Teacher Toward Teaching Child Development:

1. Child development is a very challenging unit to teach to high school students.
2. In my opinion teaching child development by having a play school produces a real learning experience for high school girls that cannot be achieved any other way.
3. Principles of child development are easier to teach when integrated into other units during the year.
4. As the teacher, I enjoy the play school unit.
5. I feel I have adequate subject-matter background to teach child development.
6. I feel I have adequate subject-matter background to teach play school.
7. My subject-matter background is inadequate for teaching child development.
8. My subject-matter background is inadequate for teaching play school.
9. I feel I have adequate practical experience with small children to conduct a play school successfully.
10. My practical experience with small children is too limited to conduct a play school successfully.
11. Professional experience in nursery school is necessary to teach play school successfully.
12. Play school requires extra work and time for the teacher.
13. Small children in addition to a high school class is too much responsibility for the teacher.
14. I worry too much when working with small children to have a play school.
15. Play school interferes too much with the routine of the department.
16. I feel confused when trying to manage small children in a play school and the high school girls at the same time.

Methods for Teaching Child Development:

1. I use the discussion method for teaching child development.
2. I use educational films to teach child development.
3. I use the socio-drama for teaching child development.
4. I use reference reading as a means for teaching child development.
5. I use samples of toys, clothing and furniture for teaching child development.
6. I use a variety of bulletin boards to illustrate principles we are studying in child development.
7. I use questionnaires to help plan the child development unit.
8. I use group reports in the child development unit.
9. Parents are asked to demonstrate certain phases of the child development unit, such as bathing the baby.
10. I use demonstrations by commercial companies in teaching child development.
11. The tape recorder is used to present actual problems of children as a basis for high school students' discussions in class.
12. I use cooperative planning for teaching child development.
13. I use field trips as a means for teaching child development.
14. I use directed home experiences to make the child development unit more realistic.
15. Our class invites outside speakers to discuss various phases of child development.
16. I frequently use the lecture method for teaching phases of child development.

Relationships Between Home, School and Community:

1. Play school helps to promote good relationships between homes, school and community.
2. Play school is appreciated by a few parents in the community.
3. Play school discourages good relationships between home, school and community.
4. Parents refuse to transport children to and from play school.
5. Play school is appreciated by many parents of the community.
6. Play school is misused by some of the parents of the community.
7. Parents cooperate with the homemaking classes by transporting children to and from play school.
8. Business firms in my community are very cooperative in loaning exhibits such as children's clothing for teaching child development.
9. Lack of time prevents the use of services offered by business firms in the community for teaching child development.
10. Play school promotes opportunity for parent education.
11. The homemaking teacher should include parents and community leaders when planning the content of the play school unit.
12. Play school offers opportunity to coordinate activities with other departments in the high school.
13. Lack of time prevents the use of play school for parent education.
14. Play school would be more successful if other departments in school would cooperate with the homemaking department.
15. Play school would promote opportunity for parent education if I had training to promote such a program in our community.
16. Play school provides an unusually fine opportunity for making the homemaking department better known to both the school and the community.

What Teachers Believe to be Students' Attitudes Toward Play School:

1. Students realize the value play school will have for them when they are parents of small children.
2. Students fail to realize the value play school will have for them when they are parents of small children.
3. Girls feel that the play school unit takes too much class time for what they learn.
4. Play school is more fun for the teacher than for the high school girls.
5. High school girls are interested in play school.
6. Play school becomes too much routine to hold interest of high school girls.
7. High school girls become easily discouraged with newer methods of child guidance.
8. High school girls are interested in trying out the newer methods of child guidance.
9. High school girls enjoy working with small children.
10. High school girls enjoy observing small children.
11. My high school girls look forward to the play school unit.
12. High school girls dislike taking notes and filling out observation sheets.
13. High school girls are willing to treat small children as they (high school girls) were treated when they were small children.
14. High school girls fail to see significance of play school as a medium for learning about behavior.
15. High school girls realize play school affords opportunity to learn about behavior.

Integrating Child Development into Other Units During the Year:

1. During the Christmas unit, toys, books and games are studied for small children.
2. The unit Living Happily with One's Family promotes opportunity to consider the small child in his role as a family member.
3. We spend time learning how to buy clothing for small children during the unit on consumer education.
4. Girls are given opportunity in class to make clothing for small children.
5. In meal preparation we discuss the need for helping small children overcome food dislikes.
6. Furniture for the infant and the small child is considered in the unit Furnishing a Small House or Apartment.
7. In the laundering unit, special consideration is given to the techniques and procedures of washing clothes for children and infants.
8. In the unit on Making the Home Livable, space is considered for play areas for the small child.
9. Special occasion meals for small children are actually put into practice in our Meals for Special Occasions unit.
10. In the home nursing unit care of the small child when ill and convalescing is included.
11. In the foods unit girls are given opportunity to plan, prepare and serve meals at home for small children.
12. In the housekeeping unit girls consider how small children may share housekeeping duties at home.
13. I teach a separate play school unit because it is recommended in the State Course of Study.
14. Child development is difficult to teach as a separate unit to hold high school girls' interest.

Problems Relating to the Organization of Play School:

1. Equipment in my school is in very poor condition for play school.
2. Lack of outdoor play space prohibits my having play school.
3. Homemaking rooms are poorly arranged to accomodate small children and equipment for play school.
4. Play school equipment is in excellent condition.
5. The noise of the children in play school interferes with other classes in the school.
6. Facilities for handwashing and toileting are easily accessible for the children at play school.
7. We have ample amount of equipment for play school.
8. There are no available facilities for handwashing and toileting for children at play school.
9. Play school is too expensive for our budget in homemaking.
10. My administrator does not approve of play school.
11. The school's legal responsibility and limitations when children are brought to school prohibits my having play school.
12. It is difficult to provide adequately for the health and safety of children at play school.
13. Class periods are too short to make play school worthwhile.
14. My administrator approves of the play school unit.

Teachers' Objectives for Teaching Child Development:

1. Participation in play school helps high school girls understand themselves better by understanding the behavior of small children.
2. I believe that it is important to help girls accept, enjoy and be interested in small children.
3. High school girls develop respect for small children as individuals as they understand the behavior of small children.
4. Play school provides opportunity for high school girls to gain appreciation of values in family living.
5. High school girls understand responsibilities of parents to a greater extent after participating in play school.
6. High school girls understand their responsibilities toward meeting individual personality needs of their brothers and sisters after participating in play school.
7. With guidance a high school girl gains the ability during the play school unit to see herself in relation to others in her family.
8. Play school helps students to understand needs of children.
9. Students need to realize that not all is known about behavior.
10. Play school offers opportunity for students to evolve a growing philosophy of the guidance of children.
11. I feel that it is important to help girls to want to accept responsibility for children's care and development.
12. Play school helps to increase girls' understanding of the interaction of the individual, his family and his community.

Problems Relating to Interaction of Students and Teacher in Conducting a Play School:

1. High school girls fail to cope with the discipline problems that often arise among the children in play school.
2. High school girls can manage the problems that arise among the children in play school.
3. Helping high school girls to guide small children is a difficult problem for me.
4. It is impossible for me to keep all the high school girls under control during play school.
5. High school girls assume little responsibility for the care of children in play school.
6. I feel it is difficult for the teacher to plan work with enough variation from sophomore, junior, and senior years in the play school units.
7. I find it is difficult to keep my attitudes and ideas from being too great an influence upon the students in discussing their own experiences with children.
8. The play school provides an unusually fine opportunity for the girls and for me to plan a unit together.
9. The play school unit is difficult for students to plan.
10. I plan the play school unit to the last degree so all will go well.
11. In order to have the play school run smoothly, I direct high school girl's activities.