

Training High-School Students for  
Wartime Service to Children.

**school Children and the War**

**LEAFLET NO. 5**

# **TRAINING HIGH-SCHOOL STUDENTS for WARTIME SERVICE to CHILDREN**



**Suggestions for  
Administrators  
and Teachers**

**Federal Security Agency**

**U. S. Office of Education**

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## TRAINING HIGH-SCHOOL STUDENTS FOR WARTIME SERVICE TO CHILDREN\*

**T**HIS LEAFLET has been prepared to help administrators, teachers, and others interested in training high-school students for wartime services to children. It is presented in two parts.

Part I discusses the ways in which a project of this kind may be organized and developed in a given community, with a consideration, too, of the instructional content that should be a part of it.

Part II tells the story of Elkview, a hypothetical community in which such a training project is under way, and of the high-school boys and girls who are carrying on enthusiastically as members of the training group.

### ***PART I. HOW THE PROJECT MAY BE DEVELOPED***

The term "child care" is a phrase which describes, in a general way, one of our most important social obligations. The war in which we are now engaged will have been fought in vain unless at the end of it there are people ready and able to carry on the way of life for which members of the Allied armed forces are giving their lives on all the fighting fronts of the world.

The men and women upon whom this responsibility will fall are children in our schools and homes today. If they are to be prepared in mind, body, and spirit to deal adequately with the problems of reconstruction and post-war living we must do at least two things for them now: (1) Provide the materials and conditions essential for wholesome growth and development, in spite of the pressures of war, and (2) provide the educational experiences necessary for a true understanding of democratic principles and the mastery of democratic techniques.

### **THE PRESENT NEED**

If community services previously established had been meeting the ordinary peacetime needs of all children before the war began, the task of meeting children's wartime needs would not be so difficult. Unfortunately, provisions made by most American communities for the education, care, and protection of children have never been ade-

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\*Part I of this leaflet was written by Muriel W. Brown, Part II by Dorothy E. Bradbury, both of the U. S. Office of Education.

quate. Many of the babies who die each year might have been saved if what is already known about pre-natal care and infant hygiene had been applied. Many boys and girls grow up unable to make their maximum contribution to society because we have not made it possible for them to develop their native abilities. Many young men and women reach supposed maturity with practically no understanding of their civic duties and responsibilities because, during childhood, they have not had opportunities to learn citizenship by participating, in accordance with their abilities, in civic affairs. To deny them these opportunities has been one of our most serious mistakes.

This may not be the time to plead for fundamental social reforms, although it may well be that the attainment of some of our important war objectives must wait upon these. On the other hand, it undoubtedly is the time to try to correct weaknesses in our present social structure which make us dangerously vulnerable as war pressures increase. High tension, lack of supervision, and disruption of family life are all contributing to the rising rate of juvenile delinquency in congested areas. Equally serious problems are arising in some communities depleted by the outward flow of manpower, money, and materials to the armed forces and to the war industries.

When a democracy is at war, the responsibility for stabilizing the home front rests upon the civilians. Using processes of community organization which are characteristically democratic, citizens must attack the problems of wartime living as vigorously as the armed forces attack the enemy on the fighting front. Realizing this, many American communities would like to undertake the organization of good programs of childhood education, recreation, health, and protection, as a war measure, but hesitate to try because they lack adult personnel.

In most communities, there is already a committee on child care organized under the local defense council. It brings together public and private agencies concerned with the welfare of the family. This committee is usually responsible for the over-all community planning of wartime services for children. In some defense areas where critical labor shortages exist, it has delegated the responsibility for services for children of working mothers to a subcommittee set up specifically to deal with the problems of children growing out of the war. Such committees have the responsibility for and should assume the sponsoring of all community plans relating to the organization and staffing of child-care services.

## **YOUTH—A MAJOR RESOURCE**

The shortage of manpower to staff community programs is by no means an insurmountable difficulty. Indeed, it may be the incentive

we need in order to take down some of the barriers that have grown up in our society. We have in our high schools a reservoir of energy, intelligence, and idealism. Surely the young men and women with the Army, the Navy, the Marine Corps, and the Red Cross who are inspiring millions today with their courage and skill were ready, yesterday, to help in a nursery school, assist the driver of a school bus, or take charge of the waiting room in a public health clinic.

The energies of youth are a major community resource. Let us bring our boys and girls into civic partnership with us. Let us encourage them, for their own sake as well as ours, to work with us, now, shoulder to shoulder, as we try to understand and meet the basic, persistent problems of community life. Let us, especially, bespeak their efforts on behalf of little children.

## **SOME WAYS IN WHICH HIGH-SCHOOL STUDENTS CAN SERVE CHILDREN**

It is impossible to make a complete list of ways in which high-school students can be of service to children, because new possibilities are constantly coming to light. Services can be either direct or indirect. Direct services are those which involve actual contact with children. The list of indirect services includes all of the many supporting activities indispensable to the operation of good children's programs, making play equipment, for example, or taking over an office routine to release someone needed in a nursery. The specified nature and the number of opportunities in any given place depend on a good many factors—the size of the community, the number and kind of agencies and organizations serving children locally, the adequacy of the supervision available, and the extent to which adults are willing to share the work.

The more important services which older boys and girls can render to children quite generally may be classified for convenience as (1) services to be rendered through community organizations and agencies; (2) services to be rendered in connection with school programs; (3) services to be rendered in homes and neighborhoods.

### **Services through community agencies and organizations**

At a time when the need for their services is greatly increased, few agencies and organizations have been able to enlarge their staffs, and many have lost people they cannot replace. One way of meeting this situation is to make professional help go further by using trained volunteers, assuming, of course, that volunteers will not be used to displace paid workers. Here are some things which high-

school students can be trained to do in programs for children carried on by agencies and organizations:

1. In maternal and child-health clinics and conferences, they can:
  - (a) Help children to undress and dress for physical examinations.
  - (b) Weigh and measure children and, under some circumstances, take temperatures.
  - (c) Help with simple laboratory procedures.
  - (d) Amuse children waiting to see the doctor or nurse.
  - (e) Interpret foreign languages.
  - (f) Help with educational demonstrations.
  - (g) Help expectant mothers prepare layettes and home equipment for babies.
2. In hospitals, convalescent homes, or children's institutions, they can:
  - (a) Help with daily routine care of children, such as washing, dressing, and feeding.
  - (b) Help supervise children's daily activities—play, rest, craft work, etc.
  - (c) Take children on trips, on visits, and for treatments.
  - (d) Entertain and teach sick and convalescent children, under the direction of doctor or nurse and teacher.
  - (e) Help with the housekeeping.
  - (f) Help prepare and serve meals.
3. In settlements and recreation centers, they can:
  - (a) Assist the group leaders.
  - (b) Help supervise playgrounds.
  - (c) Act as "big brothers" and "big sisters" to selected individual children.
  - (d) Help care for equipment and grounds.
4. In day nurseries, nursery schools, and neighborhood play groups, they can:
  - (a) Help with the organization of new groups or centers.
  - (b) Help with children's daily activities, particularly with playing, sleeping, eating.
  - (c) Help with home visiting and preparations for parent meetings.
  - (d) Help make and care for toys and play equipment.
  - (e) Help with excursions.
  - (f) Take children to and from school.
  - (g) Help with records.
5. In housing projects they can:
  - (a) Assist project leaders and committees with the organization of play groups.
  - (b) Help with nursery schools and play groups (see 4, above).
  - (c) Organize a home service corps of their own to help working mothers living in the center with the care of their little children.
6. In libraries, they can:
  - (a) Check books in and out.
  - (b) Help with storytelling.
  - (c) Assist children's librarians with routine library work.
7. In Sunday Schools, they can:
  - (a) Help cradle roll and primary teachers with the preparation of teaching materials.
  - (b) Help little children take off and put on their wraps.
  - (c) Take charge of small groups for handwork, singing, storytelling, etc.

- (d) Help with week-day church activities for older children.
  - (e) Help prepare for special services.
  - (f) Help keep supplies, furniture, and equipment in order.
8. Miscellaneous. In almost any program for children they can:
- (a) Do office work.
  - (b) Be messengers.
  - (c) Relieve on the switchboard.
  - (d) Act as receptionists.
  - (e) Help with the preparation of exhibit materials.
  - (f) Help to secure, prepare, or recondition supplies, clothing, toys, books, furniture.

### Services in connection with school programs

*Learning the Ways of Democracy*, a book published by the Educational Policies Commission of the National Education Association in 1939, describes a variety of situations in which students are actually sharing in public-school administration, helping to make policies, to plan, carry out, and evaluate school programs or projects. Today we are operating our schools in the face of unparalleled difficulties. We have sent hundreds of teachers, engineers, custodians, librarians, supply men, secretaries, and clerical workers to the Army, the Navy, the Air Corps, the Red Cross, and the factories. Yet the schools must carry on. Our children must be ready intellectually, emotionally, and spiritually to take hold of life in a swiftly changing world, 10, 15, 20 years from now, and make it mean something good. If student abilities can be used to bridge gaps and extend services throughout our public-school systems, we will not only be meeting a wartime emergency; we will be providing some realistic education for post-war living.

Here are some specific ways in which high-school students can help with younger children:

1. In elementary schools, they can:
  - (a) Act as leaders of clubs, student councils, and committees.
  - (b) Tutor or coach individual children, under proper direction.
  - (c) Help teachers with some kinds of group work.
  - (d) Help convalescent children to keep up with their school work at home.
  - (e) Help with school lunch programs in a variety of ways.
  - (f) Help organize and supervise recess and noon periods.
  - (g) Help arrange assemblies and special holiday programs.
  - (h) Help teachers prepare materials, correct papers, check books out and in, keep rooms in order.
  - (i) Help teachers and bus drivers with younger children on busses.
  - (j) Take little children to and from school.
  - (k) Help with school- and home-garden projects.
  - (l) Help with care of buildings, grounds, and equipment.
2. In all-day school programs, they can:
  - (a) Help receive and dismiss children who come early and stay late.
  - (b) Help with wraps, toileting, and feeding of little children.



- (c) Help plan and lead group games and other activities.
  - (d) Help with records.
  - (e) Help secure and recondition toys, supplies, and equipment.
  - (f) Help with housekeeping in rooms used.
3. In nursery schools in school buildings (See 4, page 4).
  4. On the playground, they can:
    - (a) Act as group leaders for games, drills, etc.
    - (b) Help with the organization of playground committees.
    - (c) Help with the planning and carrying out of student projects for improving grounds and equipment.
    - (d) Take charge of flag ceremonies.

## Services in homes and neighborhoods

Many more students will be needed to help in homes than can probably be used in school and community programs. One of our major responsibilities as teachers may be to help high-school boys and girls fully to understand and accept their home responsibilities. There are few families in America today as yet untouched by war. All are facing new problems, changed ways of living. Older boys and girls who relieve the anxiety and save the strength of parents engaged in war work by assisting with the care of younger children are serving their country in ways that are vital to the success of our total war effort. These are some of the particular ways in which they can help:

1. In their own homes, they can:
  - (a) Take responsibility for helping younger children to get up and dress on time in the morning, and go to bed on time at night.
  - (b) Take responsibility for planning, preparing, and serving nourishing home meals for children at regular times.
  - (c) Take over the packing of school lunch boxes.
  - (d) Take over the care of children's clothes.
  - (e) Help little children with rest and play.
  - (f) See that appointments are kept with doctors, dentists, music teachers, etc.
  - (g) Take responsibility for providing the right play materials and proper places to play.
  - (h) See that children are ready for school and Sunday school and get there on time.
2. In the homes of friends or neighbors, they can:
  - (a) Take responsibility for giving meals to young children whose mothers are ill or engaged in war work.
  - (b) Be responsible for getting children to school and bringing them home on time.
  - (c) Stay with children at night while parents are out.
  - (d) Organize little neighborhood groups for storytelling, handwork, reading, games, etc.
  - (e) Take children back and forth to medical and dental clinics.

To find the work opportunities for older high-school boys and girls in one's neighborhood or community requires imagination, time, and effort on the part of teachers, parents, community workers, and young

people themselves. This means that a training program cannot succeed unless a community is really interested in it and willing to work on it. It is hard to imagine a better way to invest energy than in the organization of such a project, for to all who participate wholeheartedly will come insights and understandings that may be counted upon to protect the services involved for years to come.

## **SOME SUGGESTIONS ABOUT ORGANIZATION**

### **Scope of the project**

There is no community in the country which cannot make provision in some degree for training young people to work with children. These provisions do not need to be elaborate. In some small places the "program" may be no more than a club project. Sometimes it will mean that the teacher, the public-health nurse, two or three mothers, and some older girls plan together for the care of infants and toddlers brought to parent-teacher meetings. Sometimes it will be a community-wide effort to list all the ways in which older boys and girls might work with or for young children, and prepare them to render these services.

### **Relation to the defense program**

The list of suggested work opportunities in the preceding section shows how far into the life of a community this project may penetrate. The education, care, and protection of children constitute a community job of which training is but one phase. Unless they are planned in relation to the larger whole of which they are a part, the training can have little practical value. One of the most important steps in organizing the project, therefore, is to make sure that it is properly related to the total community program of services to children.

The responsibility for coordinating all wartime community activities has been assigned to local defense councils. Among the problems to which the defense councils have been asked to give special attention is child care.

Since it is highly important in wartime to make the most effective possible use of all resources, the child-serving agencies in communities are being urged by the Office of Civilian Defense to cooperate in centralized planning under the general direction of the local defense council. Where a council of children's agencies already exists in any form, the defense council may delegate this group to act for it in matters relating to the education, care, and protection of children. When there is no such group through which it can work, the defense council is expected to organize a community committee on child care.

## **Relation to child-care committee of the defense council**

A committee which coordinates work for children in a community must represent all local persons and groups dealing with children, youth, parents, schools, governmental and nongovernmental agencies and organizations. It has the following functions: (1) to find out what the needs of children in the community are; (2) to plan projects to meet these needs; (3) to assist established agencies in securing funds and trained personnel to carry on the projects; (4) to make adequate arrangements with the volunteer office for the referral of selected volunteers; (5) to assist in providing training courses for volunteers; (6) to encourage continuous evaluation of all phases of the program, including the training of volunteers; and (7) to awaken the community to the wartime needs of children. It is with such a committee of the defense council that the schools should plan the training of high-school child-care aides. The importance of having the school superintendent or his representative serve continuously on this committee is obvious.

## **Relation to the High-School Victory Corps**

In some communities, the vehicle for the training program for child-care aides will be the High-School Victory Corps, or a similar organization. The High-School Victory Corps has been proposed by the U. S. Office of Education as an appropriate organization for the wartime mobilization of high-school youth. It has two major purposes: (1) to train high-school students for early induction into war services, and (2) to encourage their active participation in community war work. Its program has five major divisions: Land service, air service, sea service, production service, and community services.

The Victory Corps has two classes of membership: (1) general membership, open to any high-school student participating in any type of war activity and taking the prescribed training; (2) special membership, open to any junior or senior who undertakes prevocational training in any one of the occupational fields represented in the five service divisions, and to any out-of-school youth who meets the above requirements. Child-care is one of the projects suggested for students who wish to qualify for general membership in the Victory Corps, or for special membership in the community service division.

## **Place in the curriculum**

The training program for students who wish to prepare themselves to work with children should be of the project type; that is, it should center around worthwhile work experiences for which proper provi-

sion in the school program is made. However it is set up, it should be an integral part of the curriculum, not something extra added on. In-school and out-of-school activities should be regarded as equally important parts of a single educational experience, planned as a whole.

The project might have the status of a third- or fourth-year high-school, one-semester laboratory course. If, however, it is to be used as basic training to qualify any student for general membership through service to children in the High-School Victory Corps, it can easily be adapted to meet almost any situation. It is assumed that younger boys and girls electing to work with children will work out individual study programs with their faculty advisers or deans. Older pupils wishing to train for any one of the vocations included in the community service division of the Victory Corps will find this basic training project a good introduction.

The length of the training period depends on a number of factors. The minimum time for similar projects so far reported is 40 hours, at least 20 of which are spent in field work and observation. The project should be elective and subject to the same regulations in regard to credit as are other high-school courses of a similar nature.

### **Three possible plans for organization**

The training may be incorporated into present day or evening school programs in at least three ways: (A) as a special project, developed cooperatively by students, school departments, parents, and community agencies; (B) as part of an existing course or courses which may be reorganized to include it; (C) as a club program. These plans may be adapted, changed, or combined to meet the requirements of specific situations.

**PLAN A. THE TRAINING GIVEN AS A SPECIAL COOPERATIVE PROJECT:** One of the best ways to provide training for high-school students who wish to work with children is to do it cooperatively. So many fields of knowledge can contribute to our understanding of child behavior that most schools and communities have a variety of resources to draw upon for this training project. In the school, for example, the following services, programs, and departments all have something to offer: (1) the arts—dramatics, music, the fine arts, the language arts, the industrial arts; (2) home economics; (3) vocational education; (4) health and physical education; (5) guidance programs; (6) the physical, natural, and social sciences; (7) special personnel such as visiting teachers, doctors, nurses, psychologists, psychiatrists, coaching teachers, nursery school, kindergarten, and elementary teachers. In practically every community the resources

of the school system can be augmented by nonschool people, including parents, with special skills, knowledge, or abilities to contribute.

When the training is to be given cooperatively by a number of departments, persons, or services, the following procedures are suggested:

1. The person in the school delegated by the superintendent or principal to initiate the program brings together a group of interested persons. He will be sure to include representatives of all school groups and community agencies likely to be concerned, including student organizations.
2. This group talks over the situation, contacts the child-care committee and the training committee of the local defense council, if these exist, and gets clearly in mind a picture of (a) local service opportunities, (b) training needed to qualify for these, (c) resources available for setting up this training.
3. If the group decides that this training project is needed and feasible under the circumstances, it organizes formally as a training committee,<sup>1</sup> and goes on to (a) decide how the project will be carried on; (b) determine the general goals or objectives; (c) make plans for the continuous evaluation of the project in relation to its goals. The child-care committee of the defense council will be asked to function as the general sponsoring and approving agency.
4. The training committee selects a coordinator for the project. This person will be responsible for setting up and carrying out the project outlined in a general way by the committee.
5. If the coordinator is not qualified to teach child development, someone trained in this field is selected as principal teacher for the project.
6. The coordinator and the teacher, if one has been appointed, make a preliminary list of persons both in the school and in the community who may be needed to help with the teaching. On this list will be such people as the local school or public health nurse, the nursery school teacher, if there is one, a pediatrician, and a social worker. It is usually much better to use these as consultants than to have them come in at stated times to give single lectures.
7. Training committee, coordinator, and teacher set up and carry on the training program in close cooperation with students, other teachers, homes, and community organizations.

The form in which such a cooperative course is set up varies with the resources available and with the situation. Some are entirely intra-mural; some are organized jointly by schools and social agencies; some of these latter may be conducted outside the school buildings by qualified volunteers under professional supervision. In any case, it is important to remember that the focus of the training project should be in the school. It is also important to make sure that each person connected with the project understands both the over-all plan and his particular part in it.

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<sup>1</sup> This school-training committee should not be confused with the training committee of the local defense council.

**PLAN B. THE TRAINING SET UP AS PART OF AN EXISTING COURSE OR COURSES:** The training may be included in existing courses offered by departments of guidance, social studies, home economics, psychology, or health education. When the training unit is to be made a part of an existing course the following procedures are suggested:

1. The person with authority to do so (probably the school superintendent or high-school principal) brings together the individuals most concerned to decide which of the high-school courses already being given can best be modified to include this training project. The community child-care committee should be represented in this group of individuals.
2. The person or persons who teach the course into which the training is to be incorporated examine it critically to see how it can be reorganized to include:
  - (a) Opportunities for students to work with children at home, in school, or in the community.
  - (b) Time for developing a program of class work out of the problems and questions suggested to the students by their experiences with children.
  - (c) Additional teaching personnel—other persons besides the teacher who can make valuable contributions to the students' experience.
3. A tentative schedule is worked out allowing time for conferences, field work, observations, and trips as well as for class discussion and reading.
4. The necessary steps are taken to adjust the training unit into the course, and the reorganized course into the rest of the high-school program.
5. Arrangements are made to admit students to this training who are not necessarily enrolled for the entire course.

**PLAN C. THE TRAINING SET UP AS PART OF A CLUB PROGRAM:** The child-care training may be set up as an integral part of the club program. It should be noted that when this plan is adopted the club taking over the project does not in any way lose its identity. The school committee in charge of training is a clearing, coordinating, standard-producing group which delegates responsibilities to appropriate agencies, not a super-organization trying to do the job of training high-school volunteers alone. The child-care committee of the defense council will be asked to sponsor the group as in Plans A and B already presented.

When the training project is set up as a club program, the following general procedure is suggested:

1. The club leader finds out how many of the club members want to undertake this training. If only a few are interested, the leader may help these boys and girls to arrange for taking the training elsewhere.
2. If the training is to be a club activity, a committee of club members sets up the program. This program should include:
  - (a) Systematic study for part of each meeting. Club members will usually learn more from lively discussions in which all participate than from a straight series of lectures. Films, slides, and victrola records are excellent teaching devices here as in many other kinds of learning situations.

- (b) A period of related activity—laboratory work—at each meeting. Club members may work at one or more projects related to their study such as:
- (1) Making children's toys.
  - (2) Collecting songs, stories, and poems, and learning how to sing, tell, or recite them.
  - (3) Making simple furniture for a child's room.
  - (4) Making outdoor play equipment.
  - (5) Preparing exhibits of good clothing for children of various ages.
  - (6) Working on material for a nutrition exhibit.
- (c) Some form of systematic service to be rendered to a child or children at home, in school, or in the community.
3. Arrangements are made for trained leadership. There are several ways of doing this:
- (a) A qualified teacher may be asked to do the teaching on a volunteer basis; or
  - (b) A number of qualified persons may be recruited from school and community to help with the teaching—usually as consultants; or
  - (c) The club leader may undertake the teaching, if he or she is qualified to do so.
4. Plans are made to devote a definite part of each regular meeting to the training project, and sufficient time is allotted for it.
5. Specific arrangements are made for each club member to participate in a service project to be carried on at home or in the community as a regular part of the training.
6. Arrangements are made for reporting on this project to the club leader, or to an evaluating committee of club members on which the club leader serves *ex officio*.
7. A culminating program or activity is planned at which recognition is given to club members who have satisfactorily completed the training project. The ceremony of recognition might be held at a school assembly of which the club has charge.

Among the club groups which might be interested in incorporating this type of training in their programs are the Boy Scouts and the Girl Scouts of America, the Camp Fire Girls, the 4-H Clubs, the Future Farmers, the Girl Reserves of the Young Women's Christian Association, the Junior Red Cross, the Future Homemakers, the home economics clubs, the social studies clubs, the social service clubs, and clubs organized for the special purpose of qualifying members for the High-School Victory Corps through some kind of service to children. When a number of clubs in the same school or community are interested in putting on a training program of this kind, it is usually desirable for them to make plans together, so that all groups may do work of comparable quality and so that competition for work opportunities and teachers' services may be avoided. A number of the national organizations just mentioned are cooperating in the preparation of material for such joint programs. The suggestions made here have been approved by representatives of these organizations.

## SOME SUGGESTIONS ABOUT THE TEACHING

It is often easier to understand a new project if one can think of it as happening somewhere, involving people whom one might know, in situations that seem familiar. Let us suppose that the central high school in a city of medium size has decided to provide a training program for high-school students who want to help with the war effort by doing something for children. This high school also wants to have a Victory Corps,<sup>1</sup> and the principal thinks the two projects might be combined. Ensuing developments would probably be about as described in the following pages.

### Preliminary arrangements for the project

A steering committee to set up the Victory Corps has been organized by the principal. Faculty, students, and parents are represented on this. This committee is considering several projects recommended for the community services division. The social science and home economics departments have proposed that high-school students who are interested be given an opportunity to train for wartime services to children. They point out the fact that this project has important educational possibilities. No matter how modestly it is developed, they say, it will provide opportunities for teachers to (1) help students discover and develop individual interests and abilities; (2) give pre-vocational guidance in actual work situations; (3) extend their teaching in family living and child development; and (4) help students who are actually participating in community affairs to understand community organization. The project is accepted by the Victory Corps, and a member of the Victory Corps committee is designated to initiate its organization.

The first thing the Victory Corps representative does is to consult with the principal of the school, who will clear with the superintendent. This is a necessary step because only the head of the school system can give final permission for a project which requires as close cooperation with other community agencies and organizations as this one.

If the superintendent approves of the plan, he will take the matter up with the chairman or coordinator of the defense council and with the chairman of the child-care committee of the defense council, if one exists. If there is no such committee, he will consult the heads of the various agencies and organizations that will be most concerned. When these lines have all been cleared, he will report back to the Victory Corps representative.

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<sup>1</sup> The existence of a Victory Corps is not a necessary element of the plan; it is one of a number of techniques that might be used to tie the training project into the school program.



## **The training committee at work**

If the administrators who have been consulted think that the project should be developed, the next step of the Victory Corps representative is to talk the matter over with those on the faculty who he knows are interested in the project. At the same time he will probably sound out some of the student leaders to get their reaction to the general idea. When he has had a few of these exploratory conversations he will know which departments and which people in the school will probably be most involved. These are the people who should be asked to serve on the training committee. The principal of the school should extend the invitations. As soon as the training committee is organized it will take entire responsibility for the project. It should have both men and women on it and should always include student representation. The Victory Corps representative might serve on this committee as liaison member for the Victory Corps.

One of the functions of the training committee is to arrange for proper leadership throughout the project. This usually means finding three people with somewhat specialized abilities: (1) a chairman for the training committee, (2) a coordinator for the project, (3) a teacher of child development. In many situations where the scope of the project is limited, the same person will serve in all three capacities.

The chairman of the training committee should be a person of broad outlook who enjoys working with policy-making groups. Since most training committees are made up of people representing a fairly wide variety of interests, agencies, and organizations, it is wise to choose a chairman who is known for his fairness and can be objective when controversial issues arise.

The coordinator of the training project is the person who makes contacts with homes, schools, and agencies; represents the project at meetings of the child-care committee of the defense council; makes arrangements for students' field work; helps integrate the contributions of all who assist with the teaching, the placement, and the supervision. For this position, it is important to find someone who has executive ability, can work well with many different kinds of people, and is accepted as a leader by youth.

Since an understanding of children is basic for satisfaction and success in working with children, the students will want to begin the serious study of child development as soon as arrangements can be made for them to do so. To guide them, they will need a teacher who has had college training in this field and some experience in guiding children. If a person with these qualifications is not available in the school or the community, the project should probably not be attempted.

The training committee will want to consider carefully all three suggested ways of setting up the project as given on pages 9-12 and any others that might be appropriate for this particular situation. Realizing that there are many people both in the school and in the community with special knowledge or experience that would be of value to the students, let us suppose that the committee decides to work out the project along the lines of Plan A. The elementary supervisor is asked by the group to serve as chairman of the committee and coordinator of the project because she has qualities of leadership, has some good community contacts, is interested, and already has some flexibility in her schedule. The wife of the local health officer is asked to take responsibility for organizing the teaching because she has had college training, with laboratory work in child development, and has been a nursery school teacher. In another situation the home economics teacher, the biology teacher, or one of the deans might prove to be the best qualified person to guide the students in their study of children. The choice should always be made in terms of the resources available and the requirements of the project.

When plans for the project are completed, they should be announced through the local press. A community meeting sponsored by the defense council will give the project status. Such a meeting would be arranged jointly by the training committee of the schools and by the child-care committee and the war information committee of the defense council. Whether or not such a public meeting is held, there should be a special school assembly to introduce the plan to the student body of the high school and stimulate interest.

### **The first class meeting**

The coordinator (who may be also chairman of the training committee) is responsible for getting the project under way. He (or she) and the teacher (in this instance, the doctor's wife) discuss the plan carefully and decide just what parts of the work each will do. They both realize that no matter how they divide their responsibilities, they must both work closely with the students from the beginning of the project to the end. They decide that they will take joint responsibility for the first meeting. What each will do at that meeting will depend on how the students want to proceed and how they set up the program. In general, the coordinator will take initiative in matters relating to organization, the teacher in all matters relating to the teaching of the students.

Let us suppose that 30 students have signed up to train for service to children. The coordinator finds out when the first meeting with them is scheduled, and she and the teacher make their preparation for it. Neither one knows at this time how many will choose to work with children in homes, how many will want to help with younger children

in school, or how many will want to work with community child-care agencies. Neither do they know what backgrounds, interests, or abilities students will bring to build upon. Not knowing what the students are going to need or going to do, they have no basis for outlining a program in advance and will not attempt to do so.

They can, however, make preparations that are much more important. They can see that enough time has been allowed for discussion and planning when the group meets. They can try to find a meeting place where students can work at tables, as committees usually do, or group their chairs to bring people together who are studying the same problems. Either the coordinator or the teacher may lead this first meeting. Each will want, beforehand, to check up on her techniques of group leadership, make sure of her own enthusiasm for the project, and provide herself with enough general information about the needs of children in the community to help the students orient themselves as quickly as possible.

The first business, at this first meeting, is to help the students work out their relationship with the training committee so that the organization of the project is compact and efficient. The students may elect one or more representatives to the training committee or elect a steering committee of their own with a liaison member on the training committee. In either case, there will be constant use of student sub-committees to take care of special problems or assignments as these come up.

### **Program planning**

As soon as the group is organized for self-government, students and leaders will want to make the general plan of work. There is no special way in which the project must be developed. Some students who are already caring for children will want to begin immediately with the study of child development. Others will want to get a general idea of the purpose of the project, locate the service opportunities, find their jobs, and approach the study of child development on the basis of specific problems arising in connection with their work. The group will not need to meet in class every day. It is important to have the days and times for general meetings announced or posted well in advance so that everyone knows when they come and can plan for them. They are set, of course, by the group as a whole.

We will suppose that the group we have been following decides to begin with the study of service opportunities. The teacher and coordinator agree that the latter is probably the person to give the leadership for this part of the project. In order to give the students the necessary orientation, the coordinator will help them to get a quick picture of social organization in their community. Particularly the wartime needs of children in the community and the activities of

the local defense council and its child-care committee should be considered. It is probably not necessary to make an elaborate project of this, since the student's knowledge of his community will increase rapidly as training progresses and he exchanges experiences with other students. On this first day, all that the coordinator will probably need to do will be to capture interest by suggesting a variety of ways in which older boys and girls can work with children at home, in school, or through agencies and organizations, and getting students to suggest others.

Before the period closes, the group will want to decide how the service opportunities are to be explored. Since each of the areas mentioned above requires a somewhat different method of survey, the best way to get the information is probably to elect or appoint a special investigating committee for each one. Until these surveys have been completed, the students will probably not want to decide whom they will invite to work with them as consultants. It will probably facilitate the gathering of information if the group as a whole takes time early in the project to develop a simple form for recording the facts gathered—type of work available, name of agency, address, hours, special requirements, etc.

The group adjourns, and the committees go to work. It is decided that the class will meet once a week in its regular period for discussions, reports, etc. The rest of the time will be spent on the job or on field work connected with the project.

The first field work to be done is the location of service opportunities. These are explored:

1. *In community agencies and organizations.*—The committee to get information in this area will confer with the coordinator who, as chairman of the training committee, has already made some contacts. She may send the students to the chairman of the child-care committee of the defense council who probably has a list of places where help is needed already compiled. Or she may direct the students to the local civilian defense volunteer office. With both of these and other community agencies, arrangements have already been made preparing the way for such student contacts. If there is no child-care committee and no volunteer office in this community, arrangements should be made by the coordinator for the students to interview the heads of appropriate agencies and organizations. Plans for such interviews should be carefully worked out in order that students may know how to make the approach and what information to get.
2. *In connection with the schools.*—The people who should decide how high-school students can help in the schools with younger

children are usually those in charge of the elementary program and other services affecting this group of children—teachers, supervisors, principals, heads of service and maintenance departments. These are all busy people who cannot interrupt their work to talk with students unless conferences have been arranged beforehand. The way should be paved by the coordinator and the principals, who should explain the purpose of the survey and request the persons concerned, in advance, to analyze their programs and be ready to indicate where and how help can be used. This preparation will save time when students come with their forms for interviews.

3. *In homes.*—Students themselves can well take over the task of listing opportunities for home service. The student committee directing the survey will probably want to enlarge its membership to include some parents. The entire high school might be asked to cooperate in a survey which would show (1) how many students have young children in their own families; (2) what they are now doing for these brothers and sisters; (3) what they might do for them; and (4) how many know families where help with younger children could be utilized. At the same time students in the training group could visit a few selected families to find out from parents what kinds of help would be most appreciated.

All the survey committees should be ready to report back to the group in about a week. They should make their reports in whatever form will make the information gathered most easily available to others. If there is a mimeographing machine available, a student committee might undertake to list the service opportunities located, and run off enough copies for each member of the group to have one to use in class or for later reference.

### **Student guidance**

At this point in the development of the project, emphasis is placed not on the needs of the young children to be served, but on the needs and interests of the students themselves. Here is an opportunity for some fine prevocational guidance, an opportunity doubly precious because of the extent to which the war has limited vocational choices for older boys and girls.

To help each student find the right work is important. If the school has a vocational counselor, he can be helpful here. Students should be helped to see the bearing on vocational success of such factors as interests, hobbies, home responsibilities, education, health, size, body build, family status, race, special handicaps, and special

abilities. There should be some general class discussion to bring out the simple, elementary principles of good job placement so that students can eliminate the obviously unsuitable possibilities for themselves. A boy who is not physically strong, for example, can see for himself, once the relation between work demands and physical fitness has been brought out, that it would be foolish for him to sign up to take care of the furnace in a settlement. A 15-year-old girl will realize that it is unwise for her to volunteer to lead games in the evening in a recreation center that is 5 miles across town from her own home.

Before students start their work, there should be at least one period of class discussion which would give them a basis for analyzing their jobs in order to know what they need to study. For example, a boy who has volunteered to build a piece of play equipment for a nursery school will need to know how to read a drawing of it, or make one of his own, how to prepare and cut his material, how to handle the necessary tools. A girl who is to assist in a nursery school will want quite different training. She will need to know, first of all, exactly what she is expected to do; then she will need to learn how to do that quickly and efficiently. If she is to help with naps, she will need to know about the sleep requirements of children in general, the sleep habits of the children in her care, and the nap routine of the nursery school in which she is working. Each student will have special training needs like these, the exact nature of which will depend on the requirements of the respective job. When several students are working in the same situation, or on the same project, they can work together as a committee to make their job analysis cooperatively.

Since every student in the training project will be working with children in one way or another, there are some facts about child behavior and child development important for all to know. To help the students gain these understandings is the business of the teacher, who will take over responsibility for leadership from the coordinator as soon as the emphasis shifts in this direction. She may begin to introduce suggestions the first day, building on the students' previous experience with children. Or she may arrange an early observation period for everybody in nursery school or kindergarten.<sup>2</sup> On the other hand, she may prefer to wait until the students have begun their work and can bring in experiences based on the contacts they are having with children.

The teacher should arrange a personal conference with every student to help him study his own personality and adjustment in relation to the work he thinks he would like to try. Students, by the way, should not be made to feel that their first decisions are final. Some students

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<sup>2</sup> See Part II for an account of the project in Elkview.

will need to work in several situations before they are able to decide where they can give their best service. This is one of the reasons why many believe that the coordinator should supervise the student's field work at first, rather than the social worker, teacher, or parent for whom the student is working.

When each student has chosen something to do, contact should then be made, usually by the coordinator, with the agency, school, or parent involved. The students themselves should follow up these contacts by making definite arrangements as to duties, hours, responsibilities, and other business details. These agreements should be in writing, in triplicate, one copy for the agency, one for the coordinator and the teacher, and one for the student.

### **Determining areas of common concern**

The field of child development is so vast that no one training course or project could possibly include all the important material available for study. The teacher's guide to selection will be, as we have said, the questions and problems brought in by the students. These are presented in various ways—asked in class, submitted in writing, checked on questionnaires, incorporated in narrative reports, brought out in class discussions—and finally classified. Students and teacher agree on the main topics for study and on the best ways to study them. A program of work is then outlined for the group as a whole which provides for whatever kinds of learning experiences the students and the teacher think will be most helpful. These learning experiences usually include, besides the work itself: (1) Opportunities to observe children of different ages in a variety of situations; (2) special trips, as, for example, a child-guidance clinic; (3) the class period; (4) independent and assigned reading; (5) individual conferences and reports. In the light of the somewhat limited experience so far reported with programs of this kind, it would seem that at least half of the training time should be devoted to field work, including, of course, time spent on the basic job.

In the course of class discussions, the teacher will discover certain areas of common interest or concern which she will want to explore with the group as a whole. The topics treated in the following pages represent six such major areas, and focus attention on basic principles or ideas with which all students will probably want to be familiar. They are not mutually exclusive, and cannot be used as an outline. The order in which they are presented here has no special significance. The only reason for including them here is to help teachers relate the questions of students to fundamentally sound and helpful material. Such topics as these will, of course, only be studied as the work of the students points up the need.

## 1. What children are really like.

- (a) Important understandings: To work with children intelligently, one must know what to expect of them. Research in child development has shown that each age level has certain characteristics of its own from the standpoint of both behavior and physical development. Students working with children should learn (1) how to recognize these characteristics, and (2) how to help any child make the adjustments right for his age.
- (b) Contributing experiences: Students working with young children in nursery schools, in play groups, at home, and in other situations soon begin to ask such questions as the following:
- (1) How early should a child begin to walk, to talk?
  - (2) Does a 3-year-old child know "right" from "wrong"?
  - (3) At what age should a child be able to feed himself with a spoon?
  - (4) How old should a child be before toilet training is started?
  - (5) Does a 5-year-old child need an afternoon nap?
  - (6) At what age should a child be expected to wash and dress himself?
  - (7) Should you expect a 7-year-old boy to be shy with strangers?
  - (8) Are young children naturally destructive?

These and other questions are the basis for the study out of which the understandings mentioned above should come. Real understanding, of course, is more than intellectual comprehension. Through his actual experiences with children the student will finally make his learnings a part of himself. Students will not get a clear picture of typical development at different age levels by working intensively with a few children. They will also need to visit places like day nurseries, kindergartens, and primary grades, where they can observe many children of the same ages reacting in the same group situations.

### (c) Some good references:

(The lists of references in this and the following sections are not mutually exclusive. Although basically these lists are for the use of the teacher, certain starred books under each heading will help the student's understanding of many aspects of child development.)

1. ALSCHULER, ROSE H. *Two to six: Suggestions for parents and teachers of young children.* Foreword by Carleton Washburne. Revised edition. New York, William Morrow Company, 1937. 177 p.
- \*2. BRADBURY, DOROTHY E. and AMIDON, EDNA P. *Learning to care for children.* (Written especially for high-school boys and girls). New York, D. Appleton-Century Company, Inc., 1943. 160 p.
- \*3. DIXON, C. MADELEINE. *High, wide, and deep. Discovering the preschool child.* New York, John Day Company, 1938. 300 p.
- \*4. ———. *Keep them human.* New York, John Day Company, 1942. 156 p.
- \*5. FAEGRE, MARION L., and ANDERSON, JOHN L. *Child care and training.* Rev. ed. Minneapolis, Minn., University of Minnesota Press, 1943. 327 p.
- \*6. NEEDHAM, IRENE BENNETT, and BROUGH, G. ALINE. *Parents' ways with children: Dramatizations and outlines for discussion groups.* A packet series including Series I, *The preschool child*; Series II, *The school child*; Series IV, *Child welfare.* Chicago, Ill., The Elizabeth McCormick Memorial Fund, 1942.



7. STRANG, RUTH M. An introduction to child study. Revised edition. New York, The Macmillan Company, 1938. 681 p.

## 2. How children differ.

(a) Important understandings: To interpret a child's behavior, it is not enough to know what most children of his age can do. It is just as important to know how children in each age group differ from one another as it is to know how they are alike. This whole matter of individual differences is especially important in a democracy where each person contributes to the welfare of all by making the most of his own special skills and abilities.

Students working with children should learn: (1) How children at each age level differ in size, strength, temperament, interests, abilities, and emotional control; (2) how these differences affect behavior and influence development; (3) how to distinguish between normal variation and actual abnormality in growth.

(b) Contributing experiences: Students working with children in groups very quickly notice marked differences in behavior. They are likely to come back to class with such questions as:

- (1) How does it happen that one 3-year-old child in nursery school can climb to the top of the slide and come down alone when none of the other 3-year-olds can?
- (2) Should you worry if a child is late in talking or walking?
- (3) Should you always dress twins alike?
- (4) My little brother wants to draw all the time. Should we let him?
- (5) Why is one child in the same family tall and another short at the same age?
- (6) Why do they have so many different kinds of things for children to do in nursery school?
- (7) Some children are quicker than others in getting on their wraps at play school. Should we try to hurry up the slow ones?
- (8) The smallest boy in the third grade is the biggest show-off. Does his size, as compared with that of the other children, have anything to do with the way he acts?

In order to learn to appreciate individual differences in children, students should study youngsters of the same age reacting to the same situations. Fifteen 6-year-olds, for example, told to paint an Easter picture, will produce 15 drawings utterly different in story, color, composition, size, style, and craftsmanship. Half a dozen 4-year-olds taking a form board test under standardized conditions will give responses that vary widely in time and quality. Opportunities to observe such demonstrations as these at several age levels should be provided for all students in the training project.

(c) Some good references:

All the books listed on page 21 will be helpful here. In addition we suggest:

1. BARUCH, DOROTHY WALTER. Parents and children go to school. Chicago, Ill., Scott, Foresman and Company, 1939. 504 p.
2. RAND, WINIFRED; SWEENEY, MARY E.; and VINCENT, E. LEE. Growth and development of the young child. Philadelphia, Pa., W. B. Saunders Company, 1940. 462 p.

- \*3. RICHMOND, WINFRED V. *Making the most of your personality.* New York, Farrar and Rinehart, Inc., 1942. 247 p.
- \*4. WASHBURN, RUTH WENDELL. *Children have their reasons.* New York, D. Appleton-Century Company, Inc., 1942. 257 p.
- \*5. WEILL, BLANCHE C. *Through children's eyes. True stories out of the practice of a consultant psychologist.* New York, The Island Workshop Press, 1940. 365 p.

### 3. How children grow and develop.

- (a) Important understandings: It is very difficult to help a child grow if one has no knowledge of the laws according to which he is developing. All high-school students working with children should learn: (1) what conditions and materials are essential for wholesome growth, (2) how these are supplied, (3) how the child uses them in his development.
- (b) Contributing experiences: Wherever students work with children they will notice things that will lead them to ask such questions as:
  - (1) What makes that little girl look so pale?
  - (2) Is it good for a 2-year-old to have candy all the time?
  - (3) My little sister doesn't want to go to bed early at night. Should my mother make her?
  - (4) How often should little children go to the movies?
  - (5) Some of the children at the settlement nursery live in very poor houses. Some of them live in trailers. Will this make a difference in the way they grow up?
  - (6) How do you help a child not to be afraid of the dark?
  - (7) How do you teach children not to be cry-babies?
  - (8) Why do they have so much play in nursery school?

Because growth is a slow process, it is sometimes difficult for students who are with children only for a short time to see what is happening to them. Much can be learned through repeated observations in a nursery school or play group where the program has been planned to meet developmental needs. Changes that take place in the children in response to changes in the environment (new materials to work with, more difficult problems to solve) can be noted as time passes, if students are watching for them.

The more obvious signs of retardation or disturbance in development may be seen in clinics, hospitals, slum dwellings, and certain institutions. The students who are helping in clinics will have many opportunities to study the effects of undernourishment on development. Some students will be able to observe or work with one or two little children closely over a period of time, and watch the development of special skills or abilities. Students working alone or in small groups can share their experiences with others through group discussion.

#### (c) Some good references:

- \*1. ALDRICH, CHARLES ANDERSON, and ALDRICH, MARY M. *Babies are human beings: An interpretation of growth.* New York, The Macmillan Company, 1938. 128 p.
- \*2. KELIHER, ALICE V. *Life and growth.* New York, D. Appleton-Century Company, Inc., 1938. 245 p.
- \*3. MEEK, LOIS HAYDEN. *Your child's development and guidance. Told in pictures. With photographs and line drawings by Lucia Manley.* New York, J. B. Lippincott Company, 1940. 166 p.

4. PRESCOTT, DANIEL A. *Emotion and the educative process. A report of the committee on the relation of emotion to the educative process.* Washington, D. C., American Council on Education 1938. 323 p.
- \*5. REYNOLDS, MARTHA MAY. *Children from seed to saplings.* New York, McGraw-Hill Book Company, 1939. 337 p.
6. STUART, HAROLD C. *Healthy childhood: Guidance for physical care.* New York, D. Appleton-Century Company, Inc., 1933. 393 p.

#### 4. How family experience influences children's behavior.

- (a) Important understandings: Students working with young children in their own homes will be especially interested in this area, but all students will want to know: (1) what makes family life "good" or "bad" for children, (2) how children learn from parents, brothers, sisters, and other family members, (3) how family members plan together for family living that is both wholesome and satisfying.
- (b) Contributing experiences: The following questions are typical of the problems students bring into class for discussion, once they have begun to think seriously about family living and what it means:
  - (1) Everything in our home centers around the youngest child. I don't think this is good for him. Is it?
  - (2) Should parents agree on how they discipline their children?
  - (3) How old should a child be to have an allowance?
  - (4) Should children help with the housework?
  - (5) Should children know how much money their father makes?
  - (6) What is a family council?
  - (7) Where can you find games that families can play together?
  - (8) Should a mother work if she has little children?

Students who are interested in problems like these can take for their work experience some home responsibility or problem with which they would like help. The fifteen-year-old girl who makes her training problem the care of a six-year-old brother so that her mother can work in an airplane factory is helping with the war effort and making good use of an educational opportunity at the same time.

Students will need to supplement the study of people and situations in their own families with the study of other kinds of family experience. There are a number of devices that can help students to analyze the influence of family behavior on children. They can write autobiographies in which they reflect upon some of their own family experiences. They can make informal surveys among their friends to find out how different families meet a variety of problems and situations. They can observe the behavior of younger brothers and sisters in their own homes under different kinds of treatment. They can study biographies and read books in which family relationships are portrayed. If they live in one of the larger cities they can probably visit a juvenile court or a child-placing agency to find out how broken homes or improper guardianship may handicap a child's development.

#### (c) Some good references:

- \*1. ANDERSON, HAROLD H. *Children in the family.* New York, D. Appleton-Century Company, Inc., 1937. 253 p.
- \*2. GREENBERG, SIDONIE MATSNER. *We, the parents.* New York, Harper and Brothers, 1939. 296 p.
3. LANGDON, GRACE. *Home guidance for young children: A parents' handbook.* New York, John Day Company, 1931. 405 p.

\*4. PRUETTE, LORNE. The parent and the happy child. New York, Henry Holt and Company, Inc., 1932. 290 p.

### 5. How older boys and girls can help younger children develop.

(a) Important understandings: One of the most fascinating of the fields which research is now opening up to us is the study of human relationships. Students should learn for their own benefit as well as for the benefit of the children they work with: (1) what makes relationships between people "good" or "bad"; (2) why it matters when relationships are poor; (3) what it means for an older child to establish a good relationship with a younger one; (4) what older boys and girls can do to help provide the materials and experiences which younger children need for wholesome growth.

(b) Contributing experiences: This training project can help a student to gain insight into the nature of human relationships in many ways. If attention is directed to behavior in relationships, such questions as the following will soon give a basis for working on material that will help students to understand better how people help and hurt each other in the contacts of everyday life:

- (1) Is it wrong for a big boy to tease a little one?
- (2) Is dictatorship really more efficient than democracy?
- (3) What makes you like some people better than others?
- (4) Why is it that the nursery school teacher so often does not answer a child's question? Instead of telling him what he wants to know she usually says, "What do you think?"
- (5) Where can I learn some games to play with children 4 to 6 years old? I'd like to learn some songs to use with my group.
- (6) Is it all right to amuse little children by telling them stories?
- (7) How can you tell what kinds of toys to get for children?
- (8) I've noticed that when a real little child gets stubborn or mad in the clinic the nurse usually tries to take his attention to something else. Why doesn't she just make him behave?

Questions like these help a teacher to know which students are interested in (1) acquiring specific skills that will help them in an immediate situation; (2) learning more about the techniques of helping children; and (3) learning how to understand human behavior. She will especially welcome any leads that pave the way for her to help students gain a better understanding of themselves by gaining a better understanding of the people they work with. She can help them to use their work situations, laboratory fashion, study the effect of their own behavior on children and adults. This is one of the places where the very set-up of the project itself offers excellent opportunities for important kinds of learning. The committees, for example, that are a part of the project organization are sources from which can be learned a great deal about co-operation and adjustment in working with other people.

(c) Some good references:

- \*1. ALDRICH, C. ANDERSON, and ALDRICH, MARY M. Feeding our old-fashioned children. New York, The Macmillan Company, 1941. 112 p.
2. BEUST, NORA E. 500 books for children. Washington, U. S. Government Printing Office, 1940. 39 p. (U. S. Office of Education Bulletin 1939, No. 11.)

- \*3. BOETTIGER, ELIZABETH. *Children's play, indoors and out.* New York, E. P. Dutton and Company, 1938. 189 p.
- \*4. BRO, MARGUERITE H. *When children ask.* Chicago, Ill., Willett, Clark and Company, 1940. 267 p.
5. COLEMAN, SATIS N. *Your child's music.* New York, John Day Company, 1939. 180 p.
6. FRANK, JONETTE. *What books for children?* Revised edition. New York, Doubleday, Doran and Company, 1941. 462 p.
7. HUNT, SARAH ETHRIDGE, and CAIN, ETHEL. *Games the world around.* New York, A. S. Barnes and Company, 1941. 268 p.
8. JORDAN, NINA R. *Home toy shop.* New York, Harcourt, Brace and Company, 1937. 233 p.
- \*9. KIRK, PAGE. *Make it for the children. Directions for making apparatus, furniture, toys.* Prepared from materials assembled and evaluated by the Committee on Equipment and Supplies, Association for Childhood Education, Washington, D. C., 1942. 36 p.
10. MARRAN, RAY J. *Playthings for indoor and outdoor fun.* New York, D. Appleton-Century Company, Inc., 1940. 163 p.
11. SAWYER, RUTH. *The way of the storyteller.* New York, The Viking Press, 1942. 318 p.
12. SPAETH, SIGMUND. *Music for everybody.* New York, Leisure League of America, Inc., 1934. 83 p.

## 6. How war affects the development of children.

- (a) Important learnings: We have not yet had enough experience with war in this country to know just what it can mean to our children. Studies made in England, however, show what has happened to some children there. All students working with children in wartime should know:
  - (1) what the chief hazards are to their mental and physical health;
  - (2) what can be done to maintain their emotional stability;
  - (3) how their physical health can be safeguarded.
- (b) Contributing experiences: Most high-school students in this country will probably not experience the full impact of war, or work with children who have done so. On the other hand, the majority of them will feel in themselves, or see in others, the effects of certain wartime conditions. Wartime changes in home living, wartime changes in work responsibilities, wartime changes in family financial status, wartime curtailment of individual freedom, the loss of, or anxiety about fathers, brothers, or sons—these and other wartime stresses and strains will influence children in ways which students will notice and want to discuss. They will ask such questions as:
  - (1) How do you explain the war to children?
  - (2) Should children listen to war news over the radio and read the papers?
  - (3) Should children be taught to hate the Germans and the Japanese?
  - (4) What can adults do to keep children from being frightened during blackouts?
  - (5) I heard a man say that children catch the jitters from adults. Is this true?
  - (6) I read in a book that it is worse for a little child to lose his mother than to be hurt in a bombing. Why?
  - (7) Is it a good idea for children to be evacuated without their parents? Who takes care of them?
  - (8) When a little child is badly scared, how can you get him over it?

Whether or not a student can find the answers to questions like these in his work situation depends on what he is doing. The high-school boys and girls who are working in evacuation centers or helping with air-raid drills in schools will have opportunities to get first-hand information about children and the war from adults with whom they are working. They can gain some understanding of children's problems in wartime from the studies of English children published in this country from time to time. Those who live in war areas can observe the reactions of children to living conditions in such places as trailer camps and overcrowded apartment houses. If the community has a child-guidance clinic or a practicing psychiatrist, students may have an opportunity to study some anonymous case histories which show the effect upon children of shock and/or family disorganization. All of this material can be brought into class for general discussion or worked on by an individual student as a special problem.

(c) Some good references:

1. BARUCH, DOROTHY WALTER. You, your children, and war. New York, D. Appleton-Century Company, Inc., 1942. 234 p.
- \*2. Fun in an air-raid shelter. Suggested activities for children during air-raids. By Elementary Staff and Elementary Club Members. New York, King's Crown Press, Teachers College, Columbia University, 1942. 28 p.
- \*3. GRUENBERG, SIDONIE MATSNER (*editor*). The family in a world at war. New York, Harper and Brothers, 1942. 298 p.
4. WOLF, ANNA W. M. Our children face war. Boston, Mass., Houghton Mifflin Company, 1942. 214 p.
5. U. S. OFFICE OF EDUCATION. Meeting children's emotional disorders at school. Washington, U. S. Government Printing Office, 1943. (School Children and the War Series, Leaflet No. 5.)

## Helping students with special problems

Class discussions will bring out problems and points of view interesting to the majority of students. Every student in training, however, will have certain problems with which he wants special help. Sometimes the problem will be of a personal nature, sometimes it will be connected with some special piece of work he is doing, sometimes it is a particular line of thought that he wants to pursue for himself. In any case, he will need individual assistance.

This special help may be provided in a variety of ways. Sometimes the teacher in charge of the project can give it to him in conference. Sometimes she will arrange a conference with one of the consultants. Sometimes she will direct the student to another high-school class or project. In every training project there will probably be a number of small groups wanting to study material relating to their respective work situations in the same way in which the group as a whole works with child development. Boys who have volunteered to help with the school garden, for example, will want some special work with the agriculture teacher. Girls helping with the school

lunch program or taking responsibility for meal preparation at home will want some intensive instruction in foods and nutrition. These little special classes or group conferences will be arranged by the teacher. To do so is part of her responsibility as a coordinator for the project.

### **Supervision**

Because of the real necessity for coordinating all phases of the student's work, the teacher and the person responsible for the situation in which the student is working must plan together for counseling on the job. It is usually desirable for the teacher to give the initial supervision if this can be managed. The staffs of all community agencies are extremely busy in times like these and it is seldom possible for a nurse, nursery school teacher, or social worker to take time to follow the details of the student's training closely enough to be able to help when help is most needed. As the student becomes more and more able to take responsibility and teachers, students, parents, and community workers get to know one another better, the teacher will gradually withdraw from the work situation and the student will more and more assume the role of the regular staff member. The student's progress, incidentally, will be much more rapid if the supervisor starts him off on something he enjoys doing and can do well.

To give the kind of supervision which is essentially guidance is a delicate and difficult task, even for one counselor. When two or more people are advising with the same student, the possibilities for misunderstanding are numerous. The only way to guard against the development of dual supervision, with all that that implies, is for the teacher in charge of the training and the homes, teachers, and community workers who provide the service opportunities to keep closely in touch with one another, planning together and working together from the beginning to the end of the project.

### **Evaluation of training**

Everyone connected with the project will want some evidence that the training has been worth while. Such evidence should not be hard to obtain. If the student has really benefited by his work, that fact will show in some kind of changed behavior. It is in terms of these behavior changes that progress in learning is measured, not in terms of time spent studying, ground covered, or credits gained. To evaluate these changes one must know where the student was when he started and where he is trying to go. This means that the first step in evaluation is to state objectives concretely and clearly.

It is probably wise here to add a word of caution about these objectives from the standpoint of the student. High-school students are at an age when they are apt to be preoccupied with themselves and

their problems. Many of them easily become discouraged and self-conscious. They will enjoy the project more, do better work, and make faster progress if the teacher directs their attention away from themselves to the work to be done by helping them to choose objectives that are specific.

A girl who is helping on a playground, for example, is being practical when she says that her objective is to run the playground so that all the children on it are busy and happy while she is in charge. She can evaluate her progress in relation to this goal in a number of ways. She can keep track of the number of children who participate in the activities to see whether this increases from day to day. She can have some one record the number of fights that have to be settled each day to see whether these become fewer as she learns more about leadership. Such figures, if recorded as the project goes along, are objective evidence of progress toward a particular goal clearly defined. The most important thing for the student to remember in this connection is to collect the evidences as she goes along. If no provision is made for doing this, much valuable material is lost.

From the standpoint of the teacher, evaluation is a more complex problem. For her own satisfaction she will want to have some assurance that students are gaining in directions that seem especially important to her. To help her to gather the kind of evidences she wants as the project develops, she will keep a check list of changes in student behavior which seem to her to be desirable goals for the training project. Most teachers regard the following kinds of changes as evidences of student progress:

1. *The development of specific skills, habits, or practices.*—A student who is learning to tell stories to children at a public recreation center is certainly gaining skill as a storyteller if the number of children who listen to her voluntarily grows larger day by day.
2. *The acquisition of knowledge or facts.*—In this project, it is important for students to gain an accurate understanding of certain basic concepts in child development. This understanding can be tested to a fair degree by any one of a number of standard testing devices.
3. *Changes in habits of thinking.*—The student who has been in the habit of making snap judgments about children, for example, may learn to “look before he leaps.” Gain here may be evidenced by an increasing ability to apply principles to new situations as shown either in actual work with children or in solving problems on written tests.



4. *Changes in attitudes.*—A student who comes into a project with definite racial prejudices may grow more tolerant after several months' experience with children of the race formerly resented. Teachers who are interested in this aspect of student development will find a few devices for recording such changes which are reliable enough to be worth trying.
5. *Changes in interests.*—Exploring a new field of knowledge should widen horizons and lead to many new ideas. High-school students who train for work with children are likely to develop new interests of many different kinds. A high-school boy, for example, who recently elected a course in child development became interested in nutrition through helping with nursery school meals. A high-school girl in this same group became interested in making educational toys for little children.
6. *The development of appreciations.*—The more a student knows about children, the greater the satisfaction he gets from watching their development. He "appreciates" the little things about their behavior that help him to understand them better. The further he goes in his studies, the more extensive and varied his experience, the more opportunity he has to develop these appreciations and the more they will mean to him. The teacher can tell when a student on this project has developed a real appreciation of children by the increasing accuracy with which he notes and remembers details.
7. *Improvement in the student's own personal-social adjustments.*—It usually happens that high-school students who study children learn, at the same time, a great deal about themselves. Older boys and girls who sincerely try to help younger children to control their tempers, to overcome their fears, to be thoughtful and kind, often find that they themselves improve in these same ways. It is not easy to measure such changes in personal adjustment, but some promising attempts to evaluate such changes indirectly are being made in several places. If a teacher feels sure that such changes have taken place, her own sense of satisfaction may be evaluation enough for all practical purposes.
8. *Fundamental changes in the student's philosophy of life, a broadening and deepening of his purposes.*—During the later years of adolescence, most boys and girls make important progress in personality development. They try harder than they have done before to translate their ideals into purposes, and to make life plans which will carry these purposes out. This project affords unusual opportunities for young people

to come in contact with the problems, ideas, and experiences of people in many different walks of life. This broadening of outlook makes for spiritual growth. Here again measurement of progress is difficult but not impossible. A number of available devices record, at least partially, such changes in purpose and point of view.

Teachers who feel responsible for attempting technical evaluations of particular aspects of student progress will be able to find, as has been said, some useful testing devices: "Before and after" tests which show a student's ability to apply principles, make judgments and discriminations; true-false and completion tests which show a student's grasp of facts; attitude tests; direct observation of performance; and anecdotal records which show increasing understanding over a period of time. Perhaps the most useful device of all is the simplest, namely, the conference in which teacher and student sit down quietly together to talk about what the training has meant to both of them.

## **PART II. HOW ELKVIEW DID IT\***

"If anyone 2 years ago had told me that some time I would consider taking care of youngsters my patriotic duty, I'm sure I would have laughed at him or thought that he was mildly crazy," declared Janet Warner, a 15-year-old girl in the Elkview High School. "But, honestly, that's the way I feel about it now. With our parents, including many of our mothers, working in the factory at such odd hours, well, someone just has to help out and look after the children. There's a real demand for 'baby tenders' in this town now."

John Pinkerton laughed and added, "Yes, even we boys are doing it. And I for one would like to know more about taking care of youngsters. I tell you, my 3-year-old brother Freddie and 1-year-old sister Sue just run circles around me when I look after them. I'm beginning to understand why Mom used to be so tired at night. Now that she works in the plant from 4 in the afternoon until 12 at night and sleeps from 1 to 9 in the morning, all of us older children just have to lend a hand. And I'd rather lend a good hand than a poor one, I know that."

This is the way two high-school students explained to the principal, Miss Davis, why they wanted to know more about the care of children. "We really represent about 30 students," they said. "The others appointed us to act as a committee to come and see if you could think of some way of helping us to take care of youngsters better."

Elkview is a small midwestern city, and, like so many other small American cities, has been feeling the impact of America's all-out war effort. About a year ago, a munitions factory was established in the town, and with it, and the army of war workers which followed, came many, many problems. Stores and places of amusement were jammed with people, schools were filled to overflowing, and living quarters became almost impossible to find, even at the very high rents which were being asked. And what was even more alarming, many things which had been quite foreign to the sleepy little city of Elkview now happened with frightening regularity.

To say that Miss Davis was surprised at the interest in children would be to distort facts. She was too close to the lives of the boys and girls in Elkview to be unaware of the problems facing them. But

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\*This is the story of a hypothetical community to show how the program may operate in a local high school. All names are fictitious.

to say that she was puzzled about how to help them would really be true. As she thought about it, she realized that what the young people needed was some good training in caring for children. "I wonder which ones on the teaching staff in Elkview have the best background for assisting with this work," she puzzled.

She discovered that Miss Porter, the home economics teacher, and Miss Brewster, the kindergarten teacher, had had some college work in the field of child development. She also felt that the teachers of biology, physical education, art, science, and music, the supervisor of elementary education, and the personnel in health and guidance would all have contributions. "I think that I will call all of these people together to make plans for the work," she finally decided.

## PLANNING THE PROJECT

Through the local child-care committee this planning group obtained a picture of the possibilities for service of high-school youngsters in caring for children in the community and the types of training likely to be needed. They discussed the objectives and goals of the training to be given and decided that the course should include observations of children in many different situations, discussion of problems arising in caring for children, conferences on individual problems, actual assigned work with children, and a certain amount of reading. Miss Porter was entrusted with the responsibility for the organizing project. She would be responsible for much of the actual teaching and she would be free to call in other help as she needed it.

Miss Porter remembered that the women's clubs in the town were sponsoring a nursery school for the young children of mothers who worked the daytime shift at the plant. They had a trained nursery-school teacher in charge, although much of the actual care was given by volunteer workers. The volunteers who were working in the nursery school had taken some rather rigorous training under the nursery-school teacher. Perhaps she could arrange for the high-school boys and girls to go over and observe. The school kindergarten would be another place where the high-school youth could observe children. Such observing might be a "jumping-off" place for discussion about the care of children. Of course, she'd had training in child development, but to adapt what she knew to this special need really was a problem!

She agreed with the planning group that learning to work with children involved more than just securing information about them. The boys and girls would learn most effectively if they had an opportunity to relate their own experiences to this information because people think best in terms of their own experiences. She would need to give them the best possible opportunity to understand children. To

do this they would need a chance to observe children in many different situations, to discuss what they had seen, actually to work with children in the situations that they had observed, and to discuss and read what specialists had to say on the subject.

Miss Porter appreciated the fact that she would need the help of other high-school teachers and specialists but she went even further than that in her thinking. "I wouldn't be at all surprised," she mused, "if I'd need to call on people outside the school, too—people like Miss Reynolds, the county nurse, and Dr. Rawlings, the children's doctor at the City Hospital, and Miss Murphy, the librarian at the public library. I will need to coordinate the contributions of many people. That will be my job."

On Monday, Miss Porter called the group together who had indicated their desire to learn more about children. "It seems to me," she began, "that one of the best ways to start would be to find out what you are doing for children now. What are you being asked to do? Maybe such information would show us what our next steps should be. Suppose we list the types of things you are doing on the board. Why don't we begin with you, John? What are you doing that makes you feel that you need to know more about children?"

"I look after my younger brother and sister while my mother works at the munitions plant."

"How many of you are taking care of younger brothers and sisters?" Twelve raised their hands.

Then George said, "I don't have any younger brothers and sisters but I've been looking after neighbor children in the evenings."

"How many are looking after children who are not members of their family?" Five girls and two boys responded.

"What are the rest of you doing? Patricia, what are you doing?"

"Well, I come to school on a very crowded school bus and some of the children get very loud and boisterous. Mr. Jones, the driver, is so busy with his driving that he doesn't have time to make them behave. Some of us older ones thought maybe we could help."

Joan reported, "The older girls over at the Methodist Church look after the younger children in the Sunday school rooms while their parents go to church. We've had an awful time managing. They make such a rumpus that they interfere with the church services.

"And I help at the library after school and on Saturday afternoons. I'm in the children's room. I think I could help the youngsters select books better if I knew more. I'd like to learn how to tell them stories, too."

After all the rest had told why they needed to know more about children, Miss Porter said: "I believe that it would help us to decide what we wanted to do next if we knew the ages of the children that you are caring for. How many of you are taking care of youngsters

under 6 years of age?" Fifteen were. "How many are looking after children over 6?" Ten raised their hands. "How many are caring for children in both of these groups?" Twelve responded affirmatively.

"More of you are dealing with young children. Do you suppose that it would be a good idea for us to begin with them?" This question was answered by a chorus of "Yes."

"Suppose, then, that we begin by finding out what young children like to do and how they like to be treated. I believe that we could do this best by observing some of them in nursery school and kindergarten. By tomorrow could you have a list of some of the things that you think we should look for when we observe?"

This is the way Miss Porter began the project. She might have started in many other ways.

## STUDENTS OBSERVE IN NURSERY SCHOOL AND KINDERGARTEN

As soon as these preliminary plans were formulated, Miss Porter investigated the possibilities for observation in the nursery school and in the school kindergarten. Miss Miller, the nursery-school teacher, was glad to arrange to have the high-school students observe. She did say, though, that the observations would have to be carefully scheduled so that no more than three students would be observing at one time. At that rate, it would take a little over a week for the boys and girls who might wish to observe in the nursery school to make their observations. The kindergarten teacher, Miss Brewster, stated that five or six could observe at the kindergarten at a time. Miss Brewster, Miss Miller, and Miss Porter worked out an observation guide that would help the high-school youth know what they were seeing. (See page 60 for observation blank.)

Among the things suggested by the students on Tuesday were the following:

1. What's the difference between a nursery school and a kindergarten?
2. What do the children do in nursery school? In kindergarten?
3. Do they like to go to school?
4. What chances do the children in the nursery school and kindergarten have for making things?
5. Do the youngsters enjoy music, stories? How do they show it?
6. Do they have trouble learning to get along with other children?
7. Do they have a chance to figure things out for themselves?
8. What do they learn?
9. What kind of playthings do they have?
10. How does the teacher manage the children?
11. Do the children learn to share their playthings? How?
12. Do they quarrel much?

Then Miss Porter added. "To help you in observing, Miss Brewster, Miss Miller, and I have made out an observation guide which includes many questions like these." After he had looked over the guide, John asked, "Are we to get answers to all of these?"

"Well, no. You couldn't see enough in one or even two visits to answer all of them. If you wanted to answer all of the questions, you would need to observe for several hours on several days. Just answer as many as you can in the time you have. Let's try to get our observing in the nursery school and kindergarten finished by a week from Thursday."

## STUDENTS DISCUSS THEIR OBSERVATIONS

A week from Thursday came almost too quickly for all concerned. At 2 o'clock the students, chatting with one another as they came, drifted in. The teacher began the discussion by saying, "I believe 25 of you observed in the nursery school and 15 in the kindergarten. Peter, would you be willing to tell the ones who didn't get over to the nursery school just what it was like?"

"I'll do the best I can although I'm sure that I didn't see as much as I should. The nursery school was in a room on the first floor of the recreation center over in the west end of town. The rooms were quite light and airy, with many windows, small furniture, low shelves full of playthings, and small bathroom fixtures. Outside there was a wide shady play-yard enclosed by a white picket fence. There were a lot of things to play with in the yard—swings, a low teeter-totter and a slide, a sand box, big packing boxes, ladders, and blocks, tricycles, wagons, boards, and a lot of other things that I've forgotten. The children were just playing together, with the teachers and parents looking on for the most part. As near as I could see, they didn't teach them anything."

"Yes, that's the way it looked, all right," interrupted Janet Warner, "but I could see that those youngsters were really learning a lot."

"What were they learning, Janet?"

"Well, mostly I guess they were learning to get along with other children, and with teachers and grown-ups, too. There were some awfully cute children there, and [laughing] some awfully interesting things happened."

"What kind of things?"

"Well, two little boys, Teddy and Billy, were building a train out of the blocks and boards. Teddy was the engineer and he sat up in front. He kept chanting 'Here goes our train! Chug! Chug! Chug! Chug! We're going to Chicago. Chug! Chug! Chug!' Billy was at the back of the train. Every once in a while Teddy would pretend to stop and Billy would call 'All aboard-d-d: North L-i-b-e-r-t-y-!'

Another little boy, Alec, just stood and watched. He seemed too shy to go over and play. Well, the teacher, Miss Miller, finally noticed him and said, 'It's a funny thing, boys, but you don't seem to have any passengers. Why don't you ask Alec and Ruthie to be passengers?' In no time, Alec and Ruthie were over there playing and having a good time, too."

"I wouldn't be surprised if the teacher was just looking for chances to encourage Alec to play with other children," Fay Williamson offered. "He's such a shy little boy. I know him. He lives in our neighborhood. I'll bet that's one of the things a good nursery-school teacher does—tries to get the shy child to play with other children."

"Yes," agreed Ben, "and I think we could help the youngsters we take care of in that way, too. I know one thing, I'm not going to make Dennis walk right up to strange children like I did the other day. I think small children like Dennis need help in getting used to strange people. You ought to give 'em a chance to look strangers over first."

Betty said, "There were some other things that happened at nursery school that I think are important for us to remember when we are taking care of little children."

"Just what are you referring to, Betty?"

"For one thing I was interested in the way the teacher encouraged the children to work out their own difficulties by talking to other children rather than by slapping, pushing, or yelling. Miss Miller was always saying such things as 'Tell Ruthie that you want to use the swing now; explain to her that it is your turn,' or 'He doesn't understand when you cry, Bobby. If you want Tommy to move the wagon, you'll have to tell him so.' Sometimes she encouraged the youngsters to stand up for their own rights, too. When Jimmy tried to take the truck away from Tommy, Miss Miller said to Tommy, 'Well, hold on to the truck if it's yours. Tell him he can't have it.'"

Miss Porter hesitated, then went on, "I'm sure you're right, Betty. We could help the youngsters we take care of in such ways, too."

"I was interested in the way the teacher helped the children solve their own problems," continued Florence Main.

"Could you give us an example of that, Florence?" Miss Porter asked.

"Well, I noticed it especially when two little boys got into difficulty when they were playing on the rocking boat. They were rocking very hard and under its own momentum the boat moved across the playroom until it was knocking against a chair. One of the youngsters began to call to the teacher to come and help. Instead of going over and getting the children out of the difficulty, the teacher said, 'What do you think is wrong? What should you do?' The boys pushed with



their feet and the boat swung around so that it was no longer hitting the chair, but now it was too close to the table. Still the little boys were in danger of getting bumped."

"What did the teacher do then? Did she help them?"

"No, she didn't. She just pointed out, 'It's still not in a good place, boys. You'll have to move it farther away.' Again the boys started to push with their feet. Then the teacher said, 'What would be the best way to move it? It's too heavy to move with your feet. Maybe you could move it better if you got off.' The little boys then climbed off and moved it out to the center of the room."

"As you see it, Florence, what did the teacher actually do?"

"It seems to me that she encouraged the children to solve the problem by themselves rather than to give them help. She did this by asking what was wrong and what should be done."

"I was interested in the way the children enjoyed their cod-liver oil. In the middle of the morning small glasses of orange juice and cod-liver oil were placed on a table in the playroom. The youngsters crowded around the table and drank the orange juice and took the cod-liver oil as if they really liked it," declared Jane. "When I remember the trouble I have getting cod-liver oil down Susan Baxter when I take care of her on Saturdays—well, honestly, I could hardly believe my eyes."

"Well, I felt sorry for those little boys and girls having to take cod-liver oil," Marjory Bates said heatedly. "I hated things like that when I was small. If I ever have children, I'm not going to make them take things like that. I'll never make them take anything that they don't like."

Ben laughed, "But the youngsters *liked* the cod-liver oil. If you ever had children, you'd have to give them a *chance* to like a lot of different kinds of food. You're a fussy eater, Marjory, and you'd have to be mighty careful to see that they didn't 'catch' all your silly food dislikes."

Miss Porter, realizing that Marjory was about to protest Ben's statement indignantly, interrupted, "I think we're getting off the subject. Some of you observed in the kindergarten. I believe you did, Virginia. Could you tell us about it?"

"Well, as near as I can tell from what John said, the kindergarten is a good deal like the nursery school. It had ladders, swings, sand boxes, slides, boards, and a sand pile for playing. It had blocks and boxes, paints, clay, beads, books, scissors and paper, hammers, wood, and nails."

"Did any of you happen to observe in both the nursery school and kindergarten?"

"I did," answered Bruce.

"Well, Bruce, did you notice any differences?"

"I think that the main difference seemed to be in the way the children used their playthings. They did more with them probably because they were older. For instance, on the jungle gym, the 3- and 4-year-olds just climbed up and down. They seemed to enjoy just climbing. But the 5-year-olds in the kindergarten did quite hard things like weaving in and out, hanging by their hands, and other stunts. There were differences in the way the nursery-school and kindergarten youngsters handled such things as clay, too. In the nursery school, the children poked, patted, rolled, and thumped the clay but they didn't make real things with it very often. While I was at the kindergarten, Michael made a bunny and lots of the youngsters made dishes, cakes, and 'dollies.'"

George spoke up, "I observed in both places, too. I noticed how much oftener the kindergarten youngsters played in groups. The 2-year-olds in nursery school just played *near* each other rather than with each other, while the kindergarten children played house, train, and store, sometimes five or six playing together at once."

"I was interested in the way the kindergarten teacher 'helped' children do things. I for one have learned that you can manage youngsters without yelling at them or bossing them," offered Virginia.

Miss Porter smiled, "Virginia, I think you'll have to explain that remark a little bit if we're to follow you."

"All right. One youngster hadn't wiped his face after orange juice. Now if I'd been the teacher, probably I would have called to him and said 'Go wash your face,' but Miss Brewster asked quietly, 'Peter, what have you on your face? Can you feel?' Peter felt and then answered 'Orange juice.' 'Then, you know what to do about it, don't you?' Peter laughed and said, 'Wash my face' and trotted off to the washroom. Every time Miss Brewster encouraged the youngster to make his own decision."

"I liked the way that Miss Brewster gave the children a chance to settle their own quarrels, too. She waited to see if the youngsters could work it out before she tried to settle it," Joel added.

"Tell us about it, Joel."

"Well, three or four children were playing house in one corner of the yard. The first thing that I heard was one little girl, Diana shrieking, 'No, no, no! I want to be the mamma.' Jean answered, 'But you can't be the mamma. I'm the mamma. You'll have to be the baby.' 'I don't want to be the baby. I want to be the mamma.' Jean smiled pleasantly, 'You be the daddy.' 'I don't want to be the daddy. I want to be the mamma.' 'Well,' Jean spoke thoughtfully and slowly, 'This house is in such a mess, I guess maybe we need two mamas.' And with that the difficulty was settled. Miss Brewster just stood quietly by until she saw the little girls were playing happily."

"She did much the same thing in handling questions," Barbara pointed out. "One little boy constantly asked questions, often when you knew that he knew the answer. Each time Miss Brewster would turn the question back to him. She'd say 'What do *you* think, Michael? You tell me?' Then Michael would tell her."

"That's all right. But you have to be careful and be sure that the youngster isn't asking because he really wants to know," Ben thought. "If he's asking because he really wants to know, you should take him seriously and answer his questions."

"That's a good point, Ben, and you're absolutely right. We have to be very careful not to stifle a youngster's interest in the world around him."

At this point Roger Peterson spoke up. "Say, what does one do when children ask embarrassing questions? Should you answer them? My little cousin, Frankie, is always asking such questions."

"Can you give us an example of Frankie's embarrassing questions, Roger?"

"Yes, I can. The other night he asked his grandmother, 'Why do you have that funny pink wart on your chin?' Not long ago when his aunt gave him a birthday present he said, 'I have a teddy bear just like that, so why don't you take it back to the store and get me something else?' His parents almost went through the floor."

Ben said, "I think anyone who gets embarrassed over remarks like that is silly. Why didn't his folks just laugh it off? After all, the questions were perfectly fair and natural. I don't see why any youngster should be hushed up for saying such things. Personally, I think that the boy was entitled to an answer."

"So do I," Marjory chimed in. Apparently many of their classmates agreed because there was a vigorous nodding of heads.

John frowned thoughtfully for a moment, "I don't know how the others feel, but I'm sure that I need to know a great deal more about children if I'm to do a good job of looking after Freddie and Sue. Personally, I'd like to see some older youngsters. You see, Sue is 7. I need to know more about playthings and books, and feeding them, and making them mind and—and—well a lot of other things. I think taking care of youngsters could be fun if you did it right. And I want to do it right."

"That's true for me, too. We're going to have a play group in our neighborhood for the children of mothers who are working and I'm going to help. I'll need a lot of information," declared Betty.

"Why don't we plan other experiences then?" suggested Miss Porter. "Suppose all of us scout around and see what kinds of things it will be possible for us to do and what organizations in Elkview would be glad for our help. The planning committee of teachers made a prelimi-

nary survey of opportunities for services when they were considering the need for this course. I'm sure that they can help us a great deal. Perhaps we had better talk to them about our chances for service. Maybe some of us will know about still other situations where help with children is urgently needed. Such information will give us the best possible leads to next steps both in observing and helping.

"Betty, you and Ben seem particularly interested in children's books. Why don't the two of you talk to Miss Murphy, the librarian, and see if she would be willing to come and tell us about selecting books for children. Could the class report by next Tuesday on other experiences with children that they would like to have? I have a number of good books about children in which some of you might be interested, especially after you get to working with youngsters. I am going to leave them here in the classroom on the table. If you have any specific problems which you would like to discuss either with me or with the group, I would like to hear about them."

With that the class broke up.

## **SOME THINGS THAT HAPPENED DURING THE DISCUSSION**

1. First of all, the discussion was shaped by the needs and interests of the youth. They wanted and needed to know about children if they were to help take care of the children in Elkview.

2. The discussion set the stage for the application of the principle of "learning through doing." The boys and girls observed in nursery school and kindergarten and reported on occurrences in homes. They were active and took part in expressing their thoughts and feelings about children and the problems that they found in caring for them.

3. Much of the class discussion was concerned with the experiences or observations of the class members, so that a definite feeling of meaningfulness and reality pervaded the discussion. Peter, Ben, Joel, Janet, Betty, Florence, Jane, George, Roger, Virginia, and Bruce all told about experiences they had had.

4. The reporting of these experiences gave the boys and girls ease and freedom of expression. Since they were talking about things that they had experienced themselves and therefore knew intimately, they participated in the conversation readily.

5. One thing gave rise to another, one thought suggested other thoughts with the result that there was a great deal of cooperative thinking. Yet throughout the discussion, there was at the same time room for differences of opinion.

6. New problems relating to children were brought in by class members, rarely by the teacher.

7. Early in the class work some of the young people began to realize that the methods used by the teacher in the nursery school and kindergarten could be applied to children in the home.

8. The group exchanged ideas freely. The youth directed remarks to each other as well as to the teacher. They did not pause after each remark for a comment from the teacher. They did not need to wait for the teacher's recognition before making remarks. They took part wherever and whenever they wished.

9. But at the same time, the teacher helped maintain the continuity of discussion. She brought the class back to the subject if a meaningless or unfruitful digression occurred. She highlighted and clarified principles and interpreted meanings.

10. The teacher maintained an attitude of acceptance and respect for the ideas and opinions of the youth through an interest in and an acceptance of the ideas expressed.

11. The members of the class felt the need for more material and experiences. The teacher suggested ways that they might obtain them. A committee was appointed to follow through on these suggestions and to make others.

## STUDENTS CARRY ON OTHER EXPERIENCES

Early the next week, the students brought in their lists of other experiences which they would like to have and the opportunities which they saw for service together with an indication of their choice. The class compiled this material. (See pages 3-6 for a list of such opportunities.)

It was decided that, after some preliminary observation and discussion of children in many of these situations, the class members would begin service in them under guidance. From time to time as they felt the need for more information or help, they would report back to the class and to the teacher.

In the meantime, class discussions and reading would proceed. Always, of course, they would be based on the needs and experiences of the high-school boys and girls. Specialists would be called in whenever a need was felt for the consideration of the contributions of a special field.

Some of the possible topics to consider and discuss together with the field experiences upon which the discussions might be based, are listed in this section. That many of them contribute to one or more of the six areas of common concern listed on pages 20-27 can readily be seen. No one boy or girl, of course, had or could have all of these experiences in the semester allotted to the course. The list is of value only because it suggests the varied possibilities for such experiences in many communities.

*Experience*

*Discussion and reading on:*

Using a running record, diary, or check list in observing a young child.	The observation of young children.
Observing free play period in the nursery school and kindergarten.	The importance of observing the activities of young children with "seeing" eyes.
Observing the play activities of a 2-year-old, a 6-year-old, a 10-year-old.	The significance of play and the play needs of children of various ages and interests.
Arranging an exhibit of good toys for a 2-year-old, a 4-year-old, a 6-year-old.	
Making some "good" playthings for a child in family or neighborhood.	
Observing "play groups" of elementary school children in neighborhood, size and age of group, type of play interest.	Growth of the child's interest in social grouping. Values to the individual and the neighborhood.
Making a 5-minute observation on the use of language by a 2-year-old, a 6-year-old, a 10-year-old.	Age differences of children in language development.
Recording a conversation between two children at ages 2, 3, and 5.	
Observing an intelligence test on a 10-year-old and a 5-year-old. Making comparisons on reasoning, language, memory.	Growth in intellectual capacities. (Discussion led by school psychologist or guidance personnel.)
Reporting on observation of musical and art activities in nursery school, kindergarten, third grade, and sixth grade.	Musical and art interests of nursery school and kindergarten children; of children in third and sixth grades; suggestions for providing such experiences in the home. (Discussion led by nursery school and special teachers.)
Collecting some examples of children's art from the nursery school and kindergarten.	Setting the stage in the home for art experiences with clay, crayons, paints, blocks.
Visiting a neighborhood school, noting individual differences among pupils in the same grade in terms of interests, drawing, and musical ability, amount of strenuous play activity.	
Studying a group of fifteen 10-year-old boys for variations in height, weight, hair, and eye color.	
Weighing and measuring children at a child health clinic.	Ways and means of safeguarding the health of the child. (Discussion led by doctor or public health nurse.)
Observing the play of two children in the same family (conversation, laughter, play interests, self-reliance).	Discussion of ways in which environments are different for two children in the same family.

*Experience*

*Discussion and reading on:*

- Recording the food selections of 5 children between 8 and 10 years of age in the school cafeteria, then checking on the food eaten at home on that day by these same children.      The food needs of children and ways of determining whether they are receiving an adequate diet. (Discussion led by a nutritionist or a doctor.)
- Observing a group of preschool children.      } Characteristics of emotional behavior in children.
- Recording incidents of fears, of temper tantrums, of jealousy.      }
- Observing the activities of children on a community playground for instances of quarreling, bullying, shyness, fear.      }
- Recording the activities of a child for one-half hour as a basis for understanding behavior, especially noting any behavior that seems to reveal an unmet need.      Undesirable behavior resulting from children's unmet needs—physical, social, or emotional.
- Recalling and writing incidents of own childhood—the happiest, the saddest, the most embarrassing. Recalling the way that they were understood by adults.      Need for understanding and seeing child's point of view.
- Visiting a local child-guidance clinic.      Basic principles underlying guidance of children.
- Visiting a meeting of the parents of the nursery-school children or of a specific grade.      Importance of considering the total child in making school or family plans for the child.
- Recording five statements or actions by adults that indicate democratic or dictatorial attitudes in family living.      Basic importance of democratic living in the homes of a democracy.
- Observing child in home for evidences of practices encouraging or discouraging self-reliance.      Growth in achieving independence through practice in self-reliance while young.
- Taking a small group of fourth-graders to a nearby farm, airport, or other place of interest.      } Helping the child learn about the world —the ways in which a father and a mother or a brother and a sister can "bring the world to the child."
- Visiting a firehouse or dairy, noting things of interest to a young child.      }
- Confirming conclusions by later taking child.      }
- Obtaining a list of hobbies from a group of 10 or more 10-to-12-year-old boys.      Hobbies: Types, prevalence, length of interest. Importance of encouraging hobbies.
- Observing a "story" group in the library, at nursery school, or in a kindergarten.      } Importance of encouraging love of good literature. (Discussion of "good" books led by school or public librarian.)
- Investigating reading interests of child in family.      }
- Compiling a list of good books for children 2 to 5 years, 6 to 8 years, and 8 to 12 years of age.      }

*Experience*

*Discussion and reading on:*

Observing of adult volunteers in various agencies.	} Some important skills and knowledges needed by child-care volunteers and ways of gaining these.
Contacting volunteer office of the local defense agency as to qualifications of child care volunteers.	
Visiting a crowded defense area. Observing factory, trailer camp, and housing project.	
Assisting in a survey to determine the number of children of working mothers needing care.	} The needs of children of working mothers.
Visiting an elementary school to study extended school services for children of working mothers. Observing provisions for before- and after-school and week-end use of playground, art and music rooms, workshops, gymnasiums.	
Gathering a list of questions asked about war by children of families in the neighborhood. Reporting on war play in neighborhood.	} Answering children's questions about war. Significance of war play.
Discussing and collecting a group of interesting, compact materials to be used by school children in air-raid shelters.	} Needs of children during air raids.
Visiting a juvenile court and having a discussion with the judge of the court about the types of delinquency growing out of wartime conditions.	} Juvenile delinquency during wartime.
Showing on a local map poor housing areas; comparing with delinquency areas.	
Gathering facts on five cases reaching juvenile court which showed an undesirable attitude toward authority. Probable cause?	

Miss Porter soon realized that discussing and reading about children was not enough. Observing children in and of itself, she felt, had little to recommend it. "Knowledge about children," she believed, "is of value only if it enriches day-by-day living with them. Can these high-school girls and boys apply the principles they have learned about living with children to life and work outside the school? Or is the knowledge that they have acquired through observation, through discussion and interchange of experiences, and through reading, still in the realm of 'empty theories' without meaning in the work-a-day world?" Any qualms she had as to the value of these varied experiences with children were set aside as the reports began to come in



from the young people concerning their ventures in caring for children as part of wartime community services.

### **Fay takes care of her brothers at home**

"My mother decided to take a part-time job in a munitions factory, and I was faced with the responsibility for looking after my two brothers, 5 and 7 years of age. My brothers are of different temperament. The youngest one, Bob, is very sensitive, easily frightened, and quiet in his ways, while Jack is just the opposite. He enjoys rougher games than Bob and nothing frightens him.

"As I am the oldest child in the family, it has often been my duty to look after the younger children. Sometimes I have thought that I did not do it as well as I might and I thought now was my chance to improve. I felt that I had learned a great deal by seeing children in many different situations and the discussions of the class and my reading had given me many new ideas—new to me at any rate.

"Well, I think my efforts were mostly a success. I began taking care of my brothers on Saturday, May 24. The problem which was the most difficult for me was that of obedience. When my father was at home, the children minded very well, but just as soon as he left they would pay no attention whatever to me. I tried everything I knew. When I talked the problem over with Miss Porter and the class, they suggested that I try to provide them with more playthings. After I did this, the boys didn't do quite so many things that they shouldn't and I didn't have to order them about so much.

"The boys always took a long time to settle down at night. They sleep in the same room and they would get to giggling, talking, and playing so I was nearly desperate trying to find some way to get them to go to sleep promptly. I remembered our discussion in class about ways in which we could help children get ready to sleep. How could I use what I knew in handling this problem with my brothers? Then, one night I had an idea. I told them how the soldier boys in camp always quieted down when taps were blown, for taps meant the end of all talking. Every night after that we played soldier and I sang 'taps' for them. It worked like a charm. Now when they are settled in bed, they are allowed 5 minutes for talking, then I 'blow taps' and that is the last I hear of them.

"One other problem which caused me quite a bit of trouble was playing with the lawnmower. The children would go and get it out of the garage and roll it around the yard. I was afraid that they would get their fingers cut and for this reason I taught them to come in and get me whenever they wanted to take it out. At least then I could watch them and see that they were careful. I didn't think it would do any good to forbid their taking it. They got it out

several times the first few days but after a while they didn't seem so fascinated by it."

### **Patricia entertains convalescent children in a hospital**

"I've been entertaining convalescent children over at the City Hospital. I learned many things in class that have helped me here. Miss Peterson, the supervisor of nurses, gave me some valuable information about the special needs of sick children. Then I was ready to begin to do the things which the doctor or nurse believed would help keep the children amused and happy.

"By taking care of convalescent children, I hoped to make things easier for the nurses who are very busy now. I've learned a lot about children in the process. Youngsters who are just getting well are often quite suspicious of strangers. I've discovered that, if possible, the first time you come to see the child you should have someone that he likes in the room, preferably his mother or the nurse. Just let him see and look at you while you talk to this other person. It will help if you smile at him. I usually try to have something with me that he will be interested in. This makes talking to him easier.

"One of the easiest ways of entertaining a sick child is to read or tell stories to him. I talked to Miss Murphy, one of the librarians down at the public library, and she suggested a few good books which I could use with children of different ages. I've made up a few games, too. I call one of them 'What do I hear?' Through the open door or window, the child can hear many sounds some of which he can recognize and some of which he can't. We both try to guess what the sound is. Sometimes I play a guessing game with the child by saying, 'I see something blue and green. Guess what?' Then the child tells me about something he sees. We both have fun doing this.

"Children who are well enough to sit up in bed enjoy cutting pictures out of magazines and pasting them in scrapbooks or coloring them. The City Hospital has bed tables that you can use for this. I used a card table for this purpose when I entertained the little Brown boy in his home while he was getting well. I left two legs standing on the floor and two folded under so the table rested on his knees. It worked O. K.

"One little girl I took care of enjoyed making a record of the weather on the calendar. If it was sunny, she colored a big yellow sun on the day's space on the calendar. If it was raining she put in heavy dark clouds or a picture of an umbrella.

"I've enjoyed entertaining children who are getting well. It certainly takes a lot of planning and trying new things."

## Marjory, Joel, and Virginia serve as volunteers in the nursery school

The description of the experiences of Marjory, Joel, and Virginia in the nursery school are reported by Marjory.

"Joel, Virginia, and I first observed in the nursery school as part of our class work and we found it very interesting. So naturally when we were given a choice as to what we wanted to do, we all thought that it would be fun to work in the nursery school. And it has been!

"Before we started at the nursery school, Miss Brewster, the teacher, told us a few things that she thought we would need to know about the nursery school and the nursery-school child, particularly in terms of such activities as eating, sleeping, going to the toilet, and story book and music time. Since then we have been learning by doing. Of course our *doing* has been under the direction of either Miss Brewster or Miss Porter, who help us whenever they see or we feel that we need help.

"For a while each of us is spending about 2 hours a day in the nursery school, only two of us being there at any one time. The nursery school opens at 7 in the morning because that is about the time the mothers go to work. One of us is at the door to meet each child and before he takes off his wraps we take him to the nurse who looks down his throat with a flashlight and at his nose, chest, and wrists for signs of a cold or other illness. If his throat is red or if his nose looks as if he is taking a cold, we take him to the isolation room to rest and play until his mother can come after him or make arrangements for his care at home.

"Usually two of us help the children with their breakfast, dinner, and supper. We sit at a low table with three or four of the children.

"One of the children at my table is a 2-year-old, and a 2-year-old has a lot to learn about eating. He is just beginning to use a spoon instead of his fingers and he doesn't know how to manage a cup very well. Often you have to help him do these things. Sometimes you even have to feed him if he gets tired of doing it himself. The 4- and 5-year-olds don't need much help. We usually try to give all the children small helpings and give them more if they want it rather than overloading their plates.

"One of us usually helps on the playground or in the playroom. Sometimes we read stories to the youngsters or play the piano for them to sing, or march, or skip. The other day Joel took the 4-year-olds across the street to see the steam shovel. One of us usually takes the responsibility for midmorning and midafternoon lunch and for seeing that the children get to the toilet in time. Often we sit in the room during nap time. Sometimes Miss Brewster suggests that

we help a youngster sleep by patting him on the back, talking to him softly, or even singing to him a little.

"All of us have learned a great deal. Children are interesting because they are all different and you never know what they are going to do next."

### **Ben, Bruce, and Peter make a play yard for the neighborhood children**

The little children in a certain neighborhood were always playing in the street. Finally one youngster was knocked down by a car. Fortunately he was not injured seriously, but the incident made Ben, Bruce, and Peter do some serious thinking.

How they happened to make a play yard for the neighborhood children is told in the words of Peter. "Ben, Bruce, and I talked about the close call Bobby Hays had when he was hit by the car. Bruce said that parents should keep their youngsters out of the street. If they didn't, well, then they should expect them to get hurt. The automobile driver couldn't be blamed. He was going at a reasonable speed and Bobby had just dashed out in front of the car. Ben sided with the youngsters. After all, they didn't have anything to play with in their yards and naturally they often played in the street. He thought the city or some organization should make a playground. That's where I entered the conversation.

"I said that I'd be willing to bet that the parents in the neighborhood could be persuaded to put a little money into a play yard. It wouldn't cost much—not nearly as much as having one child hurt, even if you didn't think of anything but just the money. It was then that we decided to do something about the situation.

"We talked the whole idea over with Mr. and Mrs. Crawford, who had the biggest backyard in the neighborhood and two of the liveliest little boys. They readily agreed to furnish the space. Some of the other parents contributed money—a total of \$10.

"First we talked plans over with Mr. Haines, the manual training teacher. He had a lot of good ideas about making playground equipment. Miss Porter agreed to let us spend part of our class time in the manual training shop actually making some of the playthings.

"Then we started to work. This is what we did. We hung two swings from limbs on the large tree in the yard. Sand was placed in a space bounded by four straight logs. The mothers donated old kitchen spoons and a sieve, pots, and pans to the sand pile.

"Mr. Creighton, the storekeeper in our neighborhood, gave us a number of packing boxes, orange crates, and barrels of various sizes and shapes. You see he has a little boy and was interested in the play yard, too. We cut the legs down on an old style kitchen table belonging to Bruce's mother and made a vise for it with the result that

we had a swell work bench. We bought hammers, a saw, and some large flatheaded nails. We got some scrap lumber from the carpenters who were building a house across the street.

"Ben found a few strong boards and planks in his garage. We used one of them for a teeter-totter, made a couple of ladders with some, and left the rest for the children to use as they pleased. Bruce and I brought over three or four wheelbarrow loads of 2-foot logs that were intended for the Brewster fireplace but now became building materials for make-believe garages, air-fields, and houses.

"Then we fastened a barrel hoop on the garage so the driveway could be used for a basketball toss court. The children in the neighborhood brought their dolls, toys, tricycles, wagons, doll dishes, and furniture. One family furnished a croquet set. Later we helped the boys make a 'club house' in the tree and the girls a 'playhouse' in one corner of the yard.

"After we'd made the playground, we decided to become playground supervisors for a few hours each week. The school librarian gave us some tips on books and storytelling, the scout master showed us how to do some simple handicrafts, and one of the recreational leaders downtown told us about some games the children would enjoy. Armed with this information, we soon had the youngsters taking part in a great many different things. I think that we had almost as much fun as the kids in doing them.

"In addition to the \$10, about all this play yard cost was some of our time, thought, and energy, and it kept the youngsters off the street. For all we know, our play yard may have been the means for saving the life of one of the children in the neighborhood. It was a big relief to the mothers, too, to know that their youngsters were safe. Before the summer was over some of the mothers went to work in a war factory, and some of the other mothers decided to help us with the play yard so that the children in the neighborhood would be looked after for the whole day. So our play yard turned out to be a direct contribution to the war effort, too. Pretty good for a play yard made by three high-school boys, don't you think? Besides, we boys had a lot of fun making it and the children had a lot of fun using it. I'd say it was worth doing, wouldn't you?"

### **Jane works in a doctor's office**

"Dr. Rawlings is the children's doctor at the City Hospital. Before the war, he had two nurses in his office. Now he only has one nurse and me. I suppose that I'm really a sort of 'child entertainer' as far as my work is concerned. Much of the success that I've had keeping youngsters amused and happy goes back to the many different things

that we learned in class. Dr. Rawlings and Miss White, the nurse, have helped me a great deal, too.

"The mother is usually the one who brings the youngster to see Dr. Rawlings. I meet her at the door and take her wraps and the child's, too. I have quite a few toys scattered around the waiting room and usually the youngster notices them and starts playing with them. This is my chance to get acquainted, and I begin by talking to him about the toy. If he doesn't go over to the toys, then sometimes I bring a toy to him. When the doctor is ready to see the youngster, he is allowed to take the toy with him. I usually go into the doctor's office with the mother and youngster and stay until the strangeness has worn off for the child.

"Miss White and Dr. Rawlings are old hands at getting along with children and I have learned a lot from them. First of all, they try to get acquainted with the child by talking to him, by letting him explore the office, and even looking at some of the instruments. One of their first principles is never to 'kid' the child about what they are going to do and whether it will hurt. They never tell him it won't hurt if it will. For example, Miss White told Margaret Spencer 'Dr. Rawlings knows a great deal about ears—more than anyone else around here. There is some pus in your ear that makes it hurt. Dr. Rawlings says that he will have to take it out. He can take it out easier if you will help him. It will hurt, but not for long. You will be able to stand it because after a while you will feel so much better.' Margaret went through the treatment willingly and with very little crying.

"Sometimes Miss White helps the child bear the pain by saying, 'This is going to hurt. Sometimes pain is easier to manage if you hang on to someone. Would you like to have your Daddy hold your hand? If you feel like crying, just cry because sometimes crying makes you feel better.'

"If a child refuses to cooperate Dr. Rawlings tells him that what he is going to do is absolutely necessary. 'It is going to hurt some but after a while it will feel better. It will hurt more if you do not help. It will not hurt so much if you do help.' The child is given the choice of letting the doctor give the treatment while he holds on to his mother's hand or of being held down by his mother and the nurse. Most children decide to help. Often after the treatment is over, Dr. Rawlings gives the youngster the toy which he has picked out from the ones in the waiting room.

"I've learned that it is important to be honest with children. If you tell a child that it won't hurt when you know all the time that it will, well, if any ties of friendship or trust exist between you and the youngster, they will be broken then. A child won't stand for being deceived. And he shouldn't."

## **Roger helps with a before- and after-school program for children of working mothers**

Roger told the class about his work with children in the following words:

"Today surely has been busy although it isn't much different than all the other days that I've been having lately. My feet hurt from going on an excursion with the sixth-graders and my ears ring with the shouts of the fourth-grade boys playing baseball. You see, I am helping take care of the children over at Wilson school. In many of the homes in this district, no one is at home to look after the kids from 7:30 in the morning until 6 or 7 o'clock in the evening. Their fathers and mothers are working in the munitions plant. So the school has planned a lot of play activities for the children to do before and after school, during the noon hour, and on Saturdays. Some of the high-school students in this class are helping and I'm one of the helpers.

"In addition to taking this class, those of us who are helping on the playground learned to play games with the children. The physical education teachers, Mr. Flynn and Miss Hamilton, helped us here. What I learned through my Scout troop activities and some tips from the science teachers have helped me out, too.

"I've done quite a number of different things with the youngsters. The other day I was the 'nature' helper. Some of us boys found a lizard over in the park and I brought it to school to show the children. All of the children crowded around to watch it eat insects out of my hand. One 9-year-old boy yelled to another, 'Hey, Larry, look at the lizard. It's got long toes, n' a tail like a dragon n' it can run across the water without sinking.'

"Another time I brought a toad and a turtle. You ought to have heard the questions those youngsters asked me about the turtle, 'Why is the shell so hard?' 'Do all turtles live in water?' 'What do they eat?' 'What are the enemies of the turtle?'

"But we really had the most fun with a little garter snake that we found on the playground. At first the children were afraid of it but finally I persuaded them that it wouldn't hurt them. Even some of the more timid children finally touched the snake and were so surprised to find that it wasn't slimy.

"'Getting acquainted with the world' is the general idea behind the trips for some of the youngsters at the school. Often the trips take place on Saturday afternoons when 10 or 12 of the fourth- and fifth-grade youngsters accompanied by a couple of us older boys and one of the recreational leaders go to see interesting places.

"So far we have gone to the airport, the fire station, a laundry, a greenhouse, the post office, the telephone building, a cannery, a bakery, and a small nearby farm. The children certainly learn a lot. Bobby

Jones told his mother after he had visited the cannery, 'Do you know that these peas were picked out on a farm and brought into town to the cannery to be canned? Some of the cans of peas are taken clear across the country to our soldiers.' Sally Fox told me after she'd been out to the farm: 'I used to wish I could live on a farm but when I looked around and saw how far away other houses were, I knew I'd be lonesome.' The children aren't the only ones who've learned a lot on these trips. We boys have, too.

"I've been helping with some games like soft-ball, horseshoes, and volley ball. Next Saturday, we are having a soft-ball tournament and expect to have four teams playing to see which is the best. All of the boys are quite excited about it.

"Maybe this will seem a strange way to help win the war but that's why I'm doing it. It's one of the best ways a '15-year-old' can help. By taking care of these youngsters, I'm helping their mothers and fathers be better war workers and turn out more munitions for the fellows like my brother Joe who are in Uncle Sam's army."

## STUDENTS NEED HELP ON SPECIAL PROBLEMS

### A small group discusses "When children say, 'No' "

One morning Miss Porter found the following note on her desk:

Dear Miss Porter:

I am taking care of a little neighbor boy. Whenever I ask him to do anything, he says "No!" or "I won't." I don't know what to do about it. Ben, John, and Betty say that they've been having the same kind of trouble, too. We would like to talk it over with you. If we come in after your 3 o'clock class, would you have time to talk with us about it?

Yours truly,  
PATRICIA LONG.

Promptly at 4 o'clock, the four students came to Miss Porter's room. Miss Porter asked Patricia to tell her about the situation first of all. "Well, the little boy I take care of always says 'No' or 'I won't' or 'I don't want to' whenever I ask him to do anything."

Miss Porter smiled and said, "Do you have any notion why he does it? What do his parents do when he refuses?"

"That's the trouble. When Bobby says 'I won't' to his father, his father says, 'I guess you will do what I tell you, young man,' and makes him carry out the command or gives him a spanking. But his mother only responds to 'I won't' with, 'Please, darling, do as mother says' and when he continues his refusal, the 'I won't' settles the matter. I don't suppose there's really much that I can do about it. After all, I'm hired to take care of him and I have to do pretty much as his folks do."



Miss Porter responded, "I suppose that is true to a certain extent. Patricia. Yet I believe you can do a few things about his behavior. First of all, maybe you could keep the 'I won't' from happening so often. At least, you can see to it that *you* only give reasonable commands. Often we give children unreasonable commands—we ask them to do the impossible—for example, we tell the child to 'keep still' or to keep quiet for a long time. Little children simply can't do that. John, can you think of anything else Patricia might do?"

"Maybe the youngster is given too many commands. If you give orders all the time, children naturally learn to pay no attention to them."

"That's a good suggestion, John. Ben, can you think of anything else?"

"Well, if I were Patricia, I'd be very careful to speak simply, slowly, and clearly. Maybe he doesn't mind because he doesn't understand what is said to him. I noticed that the teacher in the nursery school was particularly careful about this."

"I think those are all good suggestions. You know, Patricia, if you are tactful, I think that you might even talk to the youngster's parents about it. Couldn't you ask them if they didn't think that all of you should be more consistent in your treatment of the child?"

Turning to Ben, Miss Porter said, "Ben, Patricia says that you've been having some of the same sort of difficulty."

"Well, yes, I have. I take care of my 4-year-old brother Dennis after school and at night when my mother does her Red Cross work. Every time that I ask him to do something like coming in for supper or going to bed, he refuses to do it. He doesn't do that with Mom. I don't know what's gotten into him."

"I tell you what, Ben, I think if I were you I would try giving him choices. Tonight when it's time to go to bed, give him a chance to choose what happens just beforehand. Why don't you say, 'Dennis, pretty soon it will be time for you to go to bed. You will have time to do just one more thing. Would you like to have me read you a story or play on the floor with your blocks, or listen to some music? What do *you* want to do?' Maybe choosing his own activity will make him feel sort of big. And then he won't need to feel bigger through protesting when you want him to go to bed. Do you think maybe that would be a good idea, Ben?"

"Maybe that would work. It would give him a chance to get used to the idea of going to bed, too. I'll try it, tonight."

Betty then said, "I think sometimes we squelch children when they try to make choices. For instance, at bath time last night, I wanted Mary Ann to get into the tub. But Mary Ann kept wandering around the bathroom. I thought she was just trying to get out of taking a bath and I was about to order her to climb in and to 'hurry' about it

when I suddenly realized that all she really wanted was to choose the way of getting in. She put a towel over the side and said, 'Not so cold now' and climbed in. She just wanted to get in in her own way. After all, (laughing) I didn't care how she did it, just so she did it. I think sometimes we need to give youngsters time to do things in their own way."

Miss Porter agreed, "I think that's right, Betty. Well, do you understand a little better how to manage children who say, 'No'? Or should we discuss it further?"

"I think that we'd better try out some of these ideas first," declared Ben.

### **The class learns about toys for young children**

"Miss Porter, many of us who have young brothers and sisters are trying to figure out just what kinds of toys to get them. We think that maybe they would be easier to manage if they had more things to play with. We know that it is easy to make mistakes and spend considerable money for something only to find that the youngster doesn't play with it or gets tired of it quickly."

"Yes," Miss Porter agreed, "selecting good play materials for children is a real job. Maybe Miss Miller, the nursery-school teacher, would be willing to come and tell us how to go about selecting toys for young children. Would you like to have me ask her?"

A number of the boys and girls responded in the affirmative. Miss Porter said, "It's so easy just to consider toys from the theoretical point of view. Why don't we make up a list of the toys that you or your family are thinking of getting and we'll have Miss Miller tell us about their good or bad points."

When Miss Miller came to the class, Miss Porter began the discussion by saying, "Miss Miller, many of the students have visited toy departments in the large stores downtown and the 10-cent stores. Others have looked through the pages of several catalogs. Each of them has several toys in mind which they would like to ask you about. The first on the list is a tricycle that Jane's family is planning on getting for a 3-year-old brother."

Miss Miller replied, "Well there are three or four things that I keep in mind when I buy a toy for a young child. The first thing I ask 'Will it encourage the child to do things?' This is an important point, for play materials are for children and they should be bought with the child's interest and abilities in mind. The next thing I ask, 'Is it strong enough?' If a young child really uses a toy, he will be hard on it—so his toys must be strong enough to stand the strain. Then the third thing is the item of safety. For instance, a toddler will put everything in his mouth, so his playthings must be the kind that are easily cleaned and must have a finish that is harmless and will not come off.

"Now, let's apply these ideas to the tricycle. Will a tricycle encourage a 3-year-old to do things? I would say, yes, by all means, providing, of course, that it isn't too big for him. And is a tricycle strong enough to stand up under the use it will receive? When you look at the construction of a tricycle and get one that is well made, there shouldn't be any difficulty on that score. And is it safe? Yes, if it is low and well enough balanced, so that a child can use it safely. If it is, the tricycle passes this test. In fact, it passes all the tests."

"The next thing on our list is a wagon. What about a wagon for young children?"

"How do you think a wagon would meet these requirements, Joel?"

"I think wagons meet all three of the tests."

"Do the rest of you agree with Joel? I think you are quite right in saying that a wagon meets these tests."

"Miss Miller," asked Ben, "what about blocks? Down at Big Store they have a set all done up in a box. The largest block is about 3 inches in length and the smallest about 1 inch. Blocks are supposed to be good for young children of all ages, aren't they?"

"I don't think the set you describe would be so good. It would meet all the tests but the first one. Blocks like these would not encourage the child to do things. Children like to see results. They like to make a pen that is big enough to sit in; they like to make a road clear across a room. So I would not get very small blocks. I would get some blocks about the size of bricks. I think I would have some one-half that size and one-fourth that size and maybe some long narrow pieces, say 12 inches long, 3 inches wide, and 1 or 2 inches thick, too. If I thought that the ones in the store were too expensive, I would go to the lumber yard and get some lumber, the kind that does not splinter, such as white pine, and I would make the blocks myself. Blocks are a good example of a play material which the children will use for hours at a time and they can be had for very little money. Every home can afford at least a bushel basket full of such blocks."

"What do you think of a tractor set?" asked Joel. "This set has a tractor about 8 inches long and 4 inches high with a caterpillar tread. With it comes a dump cart, a plow, and a few other things that the tractor can pull. The tractor has a strong wind-up motor in it. It can climb up over a pile of blocks 8 or 10 inches high."

"I think that sounds like a pretty good toy, except you don't need the wind-up motor. Most children like to make things go themselves. Most youngsters would rather push the tractor, and, of course, it is rather difficult for a child under 4 years of age to do the winding. If the frame and all the things that go with the tractor are strong enough so that they can't be easily bent or broken, and if they have no sharp edges and a good finish, I think a tractor set is a very interesting toy for a young child."

"What about such things as mechanical ducks, clowns, acrobats, and monkeys? Are they O. K.?" asked Virginia.

"Let's see if some of you can answer Virginia's question. What do you think about such mechanical toys, Patricia?"

"Well I think that they fail the first test. There is just one thing a child can do with them and that is wind them up and let them go. They don't encourage him to do a lot of different things."

"That is certainly true, Patricia. They fail the second test, too. They won't last. I imagine a week after Christmas 75 percent of the mechanical toys that have been bought for children have been broken. And last, they aren't particularly sanitary or safe, either. They are apt to be flimsy, have sharp edges, and exposed gears that may catch the child's fingers. In general, I think that we would all agree that they are poor play materials for any age child."

"What about dolls and teddy bears?"

"Teddy bears are all right, except, of course they are not easily kept clean. They make a good cuddling toy for children up to perhaps 3½ years of age. Beyond that age they aren't very stimulating.

At the nursery-school level, dolls are a popular play material for both boys and girls. We must apply our other tests. Are they durable, safe, and sanitary? For a child one year of age who still puts almost everything in his mouth, I would suggest a flexible doll which can easily be cleaned or a rag doll with a water proof finish so you can wash it. I wouldn't get a thin celluloid doll and I wouldn't get one with a head that would break easily.

"Girls of all ages below 10 delight in dolls. They may also want and will get rather good use out of baby buggies, baby beds, and clothes for the dolls. These all hold a great deal of interest. You want to be sure to get a doll buggy and doll bed that are well made, and the doll clothes should be of the type that can easily be buttoned so that the child can learn to take them off and put them on herself."

"What about a nice water-color set?" Roger asked. "It comes in a small wooden box with several colors and some small brushes. Don't all children like to use water colors?"

"I agree," responded Miss Miller, "that all children like to paint. But the trouble with the kind of water-color set that you suggest, Roger, is that it is too small. The use of such a small brush requires a degree of muscular control that is beyond the level of the young child. Also, the child likes to be more effective. He would like a larger brush. I would suggest a brush about 1 inch wide. Then I would suggest a board about 2 feet by 3 feet, set up as an easel. On this I would put a piece of paper about 1½ feet by 2 feet or so—the idea is to use a large piece of paper. You could even make satisfactory paints. To do this, I'd get some certified food colors, mix them with

water, and perhaps put in a little gum arabic from the drugstore to make the solution thicker. Then I would put these paints in wide-mouthed bottles or glasses and set them in a box attached to the easel. The youngster will need a small apron and there should be some newspapers on the floor to catch anything that is spilled. Such an outfit would be much better than the small water-color set for the young child. All of the materials can be made at home if you want to do so, and the paper can be ordinary newsprint which is obtainable at any printing shop."

Bruce then wanted to know "What do you think about cut-out books, blunt scissors, and crayons? That's a good combination, isn't it?"

"Well," Miss Miller said, "cut-out books are probably constructive for younger elementary school children, but for most young children they are still too difficult. But a simple color book and a set of bright-colored thick crayons can be very interesting for young children. The designs in these books should be large so that the child can do an adequate job of filling in the outlines without having to make too many small careful movements. The blunt scissors, of course, are very good because children seem to get much satisfaction even from cutting out sheets of plain or colored paper."

"Thank you, Miss Miller. I believe that just about covers our questions on what kinds of toys to get youngsters. Now we can go to work. Suppose each of you look critically at the toys that you are planning to buy and see if they meet these standards. Next time I would like to have you tell us if they do and why they do or do not," said Miss Porter, in closing the discussion.

## **WHAT DID THESE EXPERIENCES CONTRIBUTE TO THE YOUTH AND TO THE COMMUNITY?**

Just what did all of this reading, discussion, observation, and work with children contribute to the youth? Let's analyze in a little more detail the experiences with children reported in the previous section.

1. Invariably, these experiences were based on the needs of the young people for more information, for better ways of taking care of children, or for ways of contributing to family or community living.

2. In every case, too, the pupil got something new from the experience—new in terms of experiences with children, insights into the causes of undesirable responses, perspective into child and human behavior.

3. Always the experience made it necessary for the student to think, to adapt in new ways the principles which he had ac-

quired through discussions and reading. Although no "ready-made" answers to his problems were given him, yet he found what he had learned in class valuable. In most cases, he needed some special training before actually entering a specific work experience. In most cases this was given by the person who was supervising the student's work in that situation.

4. In most cases, the boy or girl accomplished what he or she set out to do, or, if not, realized the cause of his or her failure to do so.

5. The experience was a part of the total learning of the student; she or he brought back to the classroom discussion any problems that he faced and got assistance from the teacher, other class members, or a person especially well-equipped in the field in which the problem occurred, thus enriching the experience of the entire group.

6. The pupil also derived satisfaction from being of service. He achieved a feeling of accomplishment, of having done a better job, of having made a contribution to the welfare of the child, the family, or the community.

From the point of view of the community, the most immediate result was keeping intact many existing community services for education, care, and protection of children and the expansion of other services to include additional provisions for the children of mothers engaged in wartime employment. Mothers were able to take the places of men in certain essential civilian occupations; they were made available as a source of labor for certain essential war industries. Some nurses were better able to carry on the additional load caused by the withdrawal of so many of their fellow workers from civilian pursuits. The well-being and normal growth of many of Elkview's children were safeguarded.

As important as these immediate outcomes of the work were, there were other outcomes that were even more important from the long-time view—benefits that would not terminate with the end of the war and the passing of the need for the mobilization of community resources to meet wartime conditions. Many of the boys and girls of Elkview learned to feel a concern for the welfare of the whole community. They had the experience of assuming certain civic duties and responsibilities. In short, they became the responsible citizens of the community.

What happened in Elkview, of course, is important only because it shows us what can and will happen in many other American communities which discover the "untapped reservoir of energy, intelligence, and idealism" represented by the boys and girls of high-school age who are able and eager to assume many responsibilities for community services for children.

## GUIDE FOR OBSERVATION IN A NURSERY SCHOOL OR KINDERGARTEN\*

Name of observer..... Place of observation.....  
Date of observation..... Hours of observation.....

In observing the children make yourself as inconspicuous as possible. Do not talk to the children unless they ask you direct questions, then answer briefly. Blanks are left after the following questions so that you can jot down any notes that would help you in answering them.

Do the children remove their own wraps? Yes..... No.....

Is help or encouragement given when necessary? ..

How?

Are hooks low enough for children to reach comfortably? Yes..... No.....

Does the child know where his own hook is? How?

What play materials, both indoors and out-of-doors, encourage:

Active physical play? List:

Making things? List:

Imagining? List:

Choose one of the youngest and one of the oldest children and compare their development in the following ways:

	2-year-old	4-year-old
Independence with wraps, in toileting, in eating (5-minute period)		
Play activities during a 5- minute period		
Talking with other people		

Describe an incident where laughter occurred.

What was the apparent reason for laughter?

Describe an incident involving a dispute over the use of play materials.

How was it settled?

Describe an incident where two children shared a toy.

Describe one where they took turns in using the toy.

Describe a situation in which the teacher had to take control. What did she do and with what result?

Describe incidents to show the teacher's reaction to:

Small bumps and hurts

A child who is disturbing or interfering with other children

A child who has spilled water, food, milk, sand, etc.

A child who says, "No"

Describe an incident where a child was faced by a problem. Was he able to solve it? Without help? With help?

\*Based in part on a blank developed at the Merrill-Palmer School, Detroit.

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