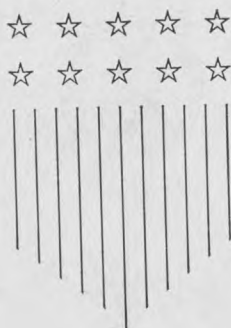


The Selection And Training Of Volunteers In Child Care



Prepared by

U. S. Department of Labor
Children's Bureau

In cooperation with
Office of Civilian Defense

BUREAU PUBLICATION 299

1943

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U. S. DEPARTMENT OF LABOR

Frances Perkins, Secretary



CHILDREN'S BUREAU
Katharine F. Lenroot, Chief



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LETTER OF TRANSMITTAL

UNITED STATES DEPARTMENT OF LABOR,
CHILDREN'S BUREAU,

Washington, August 3, 1943.

MADAM: Herewith is transmitted a manual, *The Selection and Training of Volunteers in Child Care*, written by Marion L. Faegre, consultant in volunteer training. Mrs. Faegre is on leave of absence from the University of Minnesota, where she is assistant professor of parent education in the Institute of Child Welfare.

The material was prepared under the supervision of Dr. Katherine Bain, director of the Division of Research in Child Development, with the cooperation of the United States Office of Civilian Defense. Gordon W. Blackwell, special assistant, Defense Council Service Division, Dean McCoy, area supervisor for civilian war services, and Mary Arnold, program liaison officer, Defense Council Service Division, all of the Office of Civilian Defense, read the manuscript and gave many suggestions that were of special value because of their experience in the field of volunteer training.

It is hoped that the manual will be helpful to those workers who are giving the volunteer program the benefit of their professional experience.

Respectfully submitted.

KATHARINE F. LENROOT, *Chief.*

HON. FRANCES PERKINS,
Secretary of Labor.

IV

THE SELECTION AND TRAINING OF VOLUNTEERS IN CHILD CARE

INTRODUCTION

This manual is an attempt to bring together for the use of child-care committees and community agencies having the responsibility of training child-care aides, some suggestions gleaned from the experience of such groups in many different communities. It is designed to accompany the supplement an earlier manual, *Volunteers in Child Care*, published by the Office of Civilian Defense with the cooperation of the Children's Bureau and the Office of Defense Health and Welfare Services, in which such questions are taken up as why these volunteers are needed, and where and how effective use may be made of them, together with an outline of a suggested course.

During the war professional personnel is being taxed to the utmost to cover the expanded service needed in the child-care field. Volunteers can perform a very important job by assisting professional personnel to meet the needs created by the war. Understanding, on the part of volunteers and other citizens, of what constitutes adequate community services for children is the first step in arousing public interest in obtaining those services.

The training of child-care volunteers under the auspices of the Office of Civilian Defense offers a challenge to committee members who themselves are giving volunteer service. In making available to their communities their special talents and wide experience in social welfare, community health, and the education and care of children, these committee members are being offered at the same time a unique opportunity. Not only do they further the war effort by fitting many thousands of useful workers to serve where they are most needed, but also, by doing this, they bring sharply home to the minds of many more thousands the philosophy back of this undertaking.

The use of volunteers is far from new, but it is still associated in the minds of many people with the casual efforts of the bygone "lady bountiful." The present widespread and increasing need for the services of unpaid workers makes possible a revaluation of the whole idea of voluntary service in community welfare. The extensive use of volunteers in recent years has already been remarkably influential in an educational way. Many who

have been skeptical about the value of workers lacking professional training have become convinced through seeing the results of the last 2 years' effort that there exists among the homemakers of America a reservoir of help that has as yet barely been dipped into. In cases in which the use of volunteers has failed or fallen far short of expectations, it can be seen on close examination that the break-down was due at least in part to hasty and unreasoned planning, based on an unrealistic foundation.

In some such instances volunteers have been trained and then left at loose ends for months without being placed. In others, impossibly high requirements as to training or the number of hours to be contributed per week have limited the groups of trainees to those women who had much leisure. Such women are not always the ones who take responsibilities most seriously. Many women who could have given a few hours a week were denied the opportunity of doing so because the course involved being away from home 3 days a week. Still other communities found that volunteers could not work satisfactorily without good supervision but failed to provide that supervision before the volunteers were lost.

This manual has been prepared in the belief that very careful consideration is necessary both in the selection of persons who are to be working with children and in the planning of their basic training. It is hoped that use of this material will increase the number of those who, instead of "knowing *about* children," "know children."

The terms "child-care aide" and "child-care volunteer" are used to designate those unpaid workers who assist with the care and guidance of children in any of a great variety of programs such as hospitals, playgrounds, schools, and child-care centers.¹ Only those who are in actual contact with children other than their own come under this heading. These volunteers should have completed the requirements of a basic training course for work with children planned and conducted by a child-care committee, a child-care agency, or an educational institution. The course should be approved by the local defense council.

The completion of such an officially approved course and the giving of volunteer service at the rate of 2 hours per week entitle an individual to membership in the United States Citizens Service Corps. The official insignia of the corps may then be worn. Special awards are provided for periods of service of 500, 1,000, 2,000, 3,000, 4,000, and 5,000 hours. Membership pins and special awards may be presented at public meetings or rallies planned by the executive of the corps in cooperation with the child-care committee. Membership in the corps constitutes official Federal recognition for wartime volunteer services. Supervision of the volunteer remains the responsibility of the agency that is being served.

¹ Persons interested in the training of junior child-care aides are referred to a manual published by the U. S. Office of Education, Training High-School Students for Wartime Services to Children, listed on p. 34.

PURPOSE OF TRAINING FOR VOLUNTEER SERVICE

The purpose of the basic training given the volunteers who work with or for children is to provide them with some background for a growing understanding of children, and to make them more alert to the ways in which children are influenced by the early happenings in their lives and more aware of the part that adults play in such childhood experiences. In addition, the course should give a general explanation of the various ways in which child-care volunteers may be useful; that is, a description of community services provided for children in clinics, hospitals, child-health programs, recreation programs, extended school services, child-care centers, in their own homes, and in foster homes.

The course is not expected to take the place of professional training even on a very small scale. But no matter what age group volunteers may work with, some knowledge of the ways in which children differ and the ways in which they are all alike, is essential. Workers with children should have some acquaintance with the principles of human development, for a child at any age is the product of all that has gone before in his life experience. Sympathetic help is possible only when those who teach or care for children have some familiarity with the maturation processes that have been at work.

Following this basic course, directed toward an understanding of the underlying needs of children and the processes by which development goes on, further training courses should be given in order that workers may be specifically prepared for service in many types of child-care programs.

Because the nursery school offers an excellent opportunity for study of young children, any training course that prepares workers for children's programs necessarily makes liberal use of nursery schools as laboratories. Child-health clinics, playgrounds, institutions for child care, and extended school-service programs are some of the other places where directed observation of children may be arranged.

Child-care organizations that have long-established programs of volunteer training will be able to give valuable assistance to those planning training courses. Consideration should be given to all existing agencies in which use has been made of volunteers, in order to profit by their experience.

DIVISION OF TRAINING RESPONSIBILITIES

Any training program for volunteers in child care should be community-wide in scope. It is, therefore, important to consider carefully the threefold division of responsibilities for training in this field.

Training Committee of Defense Council

The training committee of the defense council is responsible for coordinating all training programs of defense-council committees and agencies

in the community and for serving as a clearing house for training facilities, equipment, materials, techniques, and procedures. It therefore stands ready to assist the child-care committee in every way possible in seeing that the course is planned and conducted so that it will be educationally effective. The defense council generally delegates to this committee the responsibility for approving courses for prospective members of the United States Citizens Service Corps.

Child-Care Committee of Defense Council

In the first place, the child-care committee of the defense council should have the major responsibility for deciding what the training needs in this field are in the community and how they can best be met. This is logical, since the child-care committee is representative of the various local agencies and organizations concerned with the well-being of children. It may be the decision of this committee to conduct a training course or to request an agency or educational institution to give the course after consultation with the committee. The child-care committee also may make the final selection of volunteers from those referred to it by the volunteer office.

Subcommittee on volunteers.

If the number of volunteers to be trained is large, the child-care committee may want to appoint a subcommittee on volunteers. Workers from the fields of health, social welfare, and education should be included in the membership of this subcommittee. Any agencies or educational institutions in the community that are concerned with training in this field will need representation. If the community has a good nursery school and nursery-school teachers, much help can be expected from the staff. If possible, the subcommittee should include a staff member from a child-guidance clinic, a person experienced in parent education, a librarian (a children's librarian, if one is available), and someone from the field of group work and recreation. Other interested members of the community—married women who were formerly teachers, nurses, writers, or persons experienced in organizing group activities—will by their special gifts or enthusiasm greatly add to the planning of the group. If this subcommittee is well chosen, lecturers and discussion leaders for the entire course may come from its membership.

The executive assistant.—To have one subcommittee member, called the executive assistant, assigned to the job of making all the arrangements for the physical details connected with the course will be almost a necessity. The chairman of the subcommittee should not be burdened with these responsibilities in addition to those she is already carrying in her work of planning and integrating the course.

The subcommittee must make decisions on such matters as: (1) The number, type, and length of meetings; (2) the proportion of time to be

spent in lectures, discussions, field trips, observation, and practice work; and (3) the time of day best suited to attract the largest number of volunteers and most convenient for the contributing specialists. With the assistance of the training committee of the defense council, the executive assistant will then take over the task of planning such physical details as:

- (1) Finding an easily accessible and suitable location.
- (2) Making sure at each meeting that the room is open and properly ventilated, that enough seats are set up, and that equipment such as blackboard and chalk are ready for use.
- (3) Helping to gather and set up exhibits, charts, posters, and so forth.
- (4) Notifying prospective trainees of the program schedule and the time and place of the meetings.
- (5) Registering students.
- (6) Arranging for the taking of attendance and for the checking in and out of library books or pamphlets, when these are available.
- (7) Seeing that mimeographed materials such as registration and interview blanks, instruction sheets, health certificates, lesson topics, outlines, and bibliographies are on hand when needed.

The coordinator of the course.—Either the chairman or a subcommittee member appointed by the chairman should be responsible for the coordination of the course—for seeing to it that all necessary plans are made and carried out. It will be helpful to have the coordinator open each session and make all announcements. Often it is she who gives the introductory explanatory lecture. In many localities outstanding persons will be available as contributing speakers—among them physicians, mental hygienists, nutrition workers, parent educators, social workers, public-health nurses, and group-work leaders. If specialists outside the subcommittee are asked to contribute lectures, the coordinator will have to acquaint them with the particulars of the course, so as to minimize duplication and overlapping. If subcommittee members themselves are taking part in the meetings, which will usually be the case, their familiarity with the whole plan will help to unify the different features of the course. It is desirable, when possible, to have each contributing speaker attend the meeting preceding the one in which he is to take part or any other meeting in the series that ties up closely with the material he is to present.

The coordinator should see that notes are kept on the details of the course, for use in the planning of future courses.

Liaison members with volunteer office and training committee.—The selection of volunteers may be expected to proceed more smoothly if one member of the subcommittee represents the volunteer office and acts as a liaison person between that office and the child-care committee, interpreting the one to the other. Similarly, a liaison member with the training committee of the defense council should be appointed.

Community Agencies and Educational Institutions

Child-caring agencies and educational institutions of the community may have experience in this field of training and certainly have resources in terms of leadership, materials, and physical facilities. These resources should be used to the utmost. The part each agency or institution should play in the community-wide training program for volunteers in child care should be based upon the decision of the child-care committee.

SELECTION OF VOLUNTEERS

Qualifications of Volunteers in Child Care

To be successful each volunteer needs to feel convinced of the importance of her job and of its constructive nature. She must be willing to take responsibility, she must be able to accept direction from trained workers, and she must have the time and inclination to devote herself regularly to the work.

Health and energy.

Good physical health is a prerequisite, as work with children requires endurance and much physical activity. Many women over 45 years of age do not have the necessary strength. If the chosen work does not involve actual participation in children's activities, the age or physical condition of the volunteer is, of course, of less significance. Medical examination before engaging in work that involves association with children protects the volunteer, the agency, and the children: A chest X-ray is usually required. The report of the volunteer's physician should include a statement to the effect that nothing in her history makes it inadvisable for her to do work that involves associating with children, from their point of view or from hers.

Physical and emotional make-up.

The volunteer worker with children must be free from physical peculiarities or defects noticeable to children. She must be free from speech defects, such as stuttering, marked hesitation of speech, or lispings, if she is to work with young children whose speech is in the process of formation. Her voice should be pleasant and low-pitched. She should not show signs of excessive emotional excitability, often betrayed by nervous mannerisms and nervous laughter, jerkiness, volubility, or fussing with hands or clothing.

The preliminary interview should serve to give many hints as to the volunteer's emotional balance and poise. Much can be learned about the applicant's attitudes toward children. She should have not only a liking for children but a genuine interest in them, which implies much more than a merely superficial response to their appeal. A real wish to help give children a chance to develop, rather than overearnest efforts to mold them

along lines of "goodness" is in itself an indication of a person's emotional health.

Education.

Intelligence, willingness to learn, and understanding of children's needs are not confined to those persons who have completed a certain amount of formal education. A high-school education or its equivalent, with preferably some training in art, nursing, dramatic work, child study, Sunday-school teaching, music, club work, and so on, is, however, used as a basis for selection in many communities. Experience with children—of one's own, in groups of Boy or Girl Scouts, in Sunday school or other organizations—is valuable, but the person who has "taken care of lots of children" or who "just loves children" is not necessarily one who understands their needs.

Skill in human relations is an essential. Experience with people and ability to get on with them, as evinced by successful work, must be sought in all volunteer workers in child care. Special skills or interests, as, for example, in storytelling, music, drawing, nature study, and handicrafts, are of great value and usefulness.

Use of the Civilian-Defense Volunteer Office

It is recommended that all agencies hoping to use volunteers turn to the volunteer office of the local defense council. Where such a volunteer office has not been established, the local defense council should be urged to establish one. The confusion in communities where this has not been done testifies to the desirability of using the volunteer office as a clearing house so that capable volunteers may not have to make a fruitless search for a place in which their abilities and training may be of use. The pooling of needs has the advantage of making it possible for the agencies whose work has not brought them much before the public to obtain the volunteer help they require.

Because of the great need for emergency wartime care of children, a large number of volunteers is required for the various services undertaken in connection with children's welfare. Child-health and child-care centers, schools, recreational activities, playground or extended school programs, juvenile courts, child-caring agencies, hospitals, clinics, libraries, and all other organizations providing help in the guidance or care of children can make use of many thousands of volunteers trained to become child-care aides. Volunteers needed in any of these fields should be provided by the volunteer office. If the volunteer office does not have in its files the names of a sufficient number of qualified persons available to agencies or groups needing volunteers in child care, it is the responsibility of the volunteer office to recruit such personnel with the advice and assistance of the child-care committee or its subcommittee on volunteers.

Eligible volunteers who register with the volunteer office of the defense council are told at the time of registration about the different types of service needed, and after an interview the volunteer's assets are checked on a form listing a great variety of possibilities. After such an initial screening, a list of potential child-care aides is provided the child-care committee upon request.

Selection by the Child-Care Committee

Members of the child-care committee may be designated to interview again persons offering their services and to determine the suitability of each individual for the training course and for work with children. The detection of personality difficulties that might prevent the volunteer from making a useful contribution is often possible in this intimate personal conference. Rigidities and peculiarities come to light under these circumstances that make it possible to prevent clashes later on, as when a volunteer complains that she "just can't work" with a certain person, and causes confusion on a busy day. The importance of a careful interview is corroborated by the experience of British child-care centers indicating that only about half of those volunteering for child care are suitable.² Any candidates for training who finally conclude that their abilities better fit them for other kinds of volunteer work should be taken back to the volunteer office immediately in order that their services may not be lost. To have them go away dissatisfied makes for very poor community relations.

Care should be taken at this point to apprise the volunteer of the amount of time and effort that must be put into the course, of the seriousness of her commitment and of the importance of reliability and regularity. Consideration of the minimum of time to be given to volunteer work after the completion of the training course is also necessary at this point. Much dropping out later on can be avoided if the work is pictured as being hard enough so that those not seriously interested will not enroll.

Thorough discussion of the basis on which selection is to be made should take place among those committee members who are responsible for the interviewing. The first thing to be taken into consideration is what the volunteer wishes to do, and what kind of contribution her experience has equipped her to make. The face-to-face interview should enable the committee member to make a fairly good guess as to whether the volunteer has a point of view and attitudes that will make it possible for her to slip easily into some niche in the child-care program. When an applicant's enthusiasm appears to exceed her strength or her abilities, it may be desirable to guide her tactfully into some other kind of volunteer activity. It may seem necessary, for example, to point out that work with children is

² See quotation from talk by Lady E. D. Simon in *Volunteer Manpower*, published by the California Citizens' Committee of the White House Conference on Children in a Democracy, March 10, 1943, p. 15.

very taxing, requiring a great fund of physical reserve. Also, to describe the reading and field-work assignments as rather difficult may prevent embarrassment on the part of a woman who has not fully realized that more is involved than merely attending lectures. It is highly desirable, if volunteers are going to drop out, that they do so at this point, where they may immediately be rerouted into other kinds of work. They should, without fail, be helped at once to locate another activity more in accord with their interests and abilities. All those finally chosen who complete the requirements for a course should be "passed" for the sake of morale, hence the importance of careful initial selection. The course itself will supplement the interview as part of the selection process. The sample self-analysis sheet shown on page 28 might be discussed with each volunteer at this interview.

Registration for Training

Volunteers who are accepted at the interview by a member of the child-care committee should talk over with the interviewer the hours and the days when they would like to observe and do field work, noting these times on registration blanks for the course.³ When possible, opportunity for actual observation of the type of work for which the volunteer has expressed enthusiasm should be arranged before registration.

As volunteers are accepted, they should be given instructions as to the time when meetings will begin, the number of absences allowed, and so on. They should be told, too, the number of hours to be spent and all other requirements to be fulfilled before membership in the United States Citizens Service Corps is granted.

Introductory Course on the Community and the War

Completion of a short orientation course set up by the defense-council training committee is sometimes required, in order that the prospective worker may have an over-all glimpse of the community's wartime problems, the civilian-defense set-up, and the ways in which attempts are being made to meet the impacts of war. However, it will probably be more satisfactory to provide such basic content material at the beginning of the child-care course or to weave it into the course at various points.

PLANNING THE COURSE

It is suggested that the course be organized as a series of 10 to 12 lecture and discussion periods of at least 1½ hours each, field observation of 15 to 18 hours, and, in addition, about 50 hours of practice and reading in a selected field, under professional supervision, making a total of about 80 hours. Field observation visits should be made before the meetings at

³ For sample registration blank, see p. 36.

which the topics they cover are to be discussed. Field practice may be arranged as a continuation of the course after the class periods are completed or may run concurrently with the meetings. The course may be concentrated into 1 month or spread out over 6 to 8 weeks.

In certain situations the rapidly expanding need of volunteer workers may make it necessary on occasion to decrease the number of hours of practice included in the course. When such circumstances arise, it becomes important to see that especially careful in-service supervision is maintained so that inexperienced workers will not feel confused and inadequate.

In the following suggested course the first two meetings would be largely in lecture form. It is important that full and careful directions as to how field observations are to be carried out be given at these meetings. Assignment of volunteers for observation periods should be made and lists of observation questions handed out in time for each class member to make at least one field observation before the third class meeting. From this time on, what the volunteers are observing in between meetings will come up for discussion in connection with the appropriate lecture.

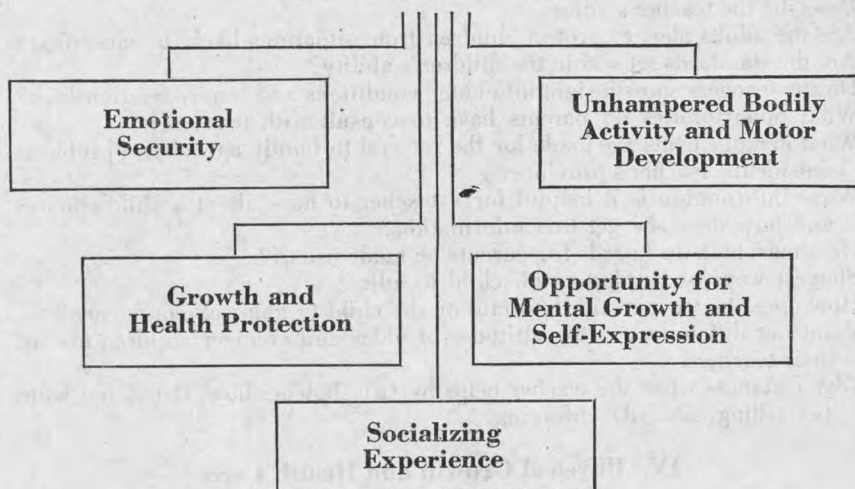
Suggested Basic Course in Child Development for Volunteers in Child Care

I. Orientation Meeting

At this meeting an explanation of the purpose of the course should be given, including a description of the conditions creating the need for volunteer workers and an analysis of what the community facilities for the welfare of children are, and how they need to be expanded. A summary of various types of volunteer participation in the total child-care program should be included, as well as a detailed account of what the course involves in the way of time, responsibility, reading, attendance at lectures, and field and practice work. An outline of the requirements for service after training should be presented, too.

II. Why and How To Study Children

This part of the course would provide a background of knowledge about children as a safeguard to their welfare. It would emphasize the importance of understanding the early years as a foundation for all that comes later, the differences between children and adults and their effects upon relationships, the observation of children as a means of adding to our understanding of them and to our objectivity in dealing with their problems, and the value of the nursery school as a center for observation and study. Particular attention would be given to study of the basic needs of childhood. (The showing of an appropriate film would be desirable.)

Children Need**III. How Adults Can Give Children Emotional Security**

In treating this topic it would be pointed out that the child's desire for security and affection is as strong as his physical needs; that the personality and habits of his teachers and parents furnish a background for the establishment of the child's attitudes; that self-control is possible only when a child feels safe—when he is accepted, liked, approved of; and that group care may supplement home environment.

The lecturer would aim to make clear how the problems of older children arise out of their attempts to free themselves from dependence on the family and would stress the community's responsibility for facilitating the transition to adulthood. It is suggested that half the time at each meeting be given to the presentation of the topic, and half to discussion based upon the field observation of the trainees.

Although most of the following questions apply more particularly to observation in schools and child-care centers, they may be adapted by the leaders who do the training to apply to observation periods in any other type of child-care program. It is not expected that all the questions listed under the various topics can be covered in the discussions. They may serve, as well, to point out the need for supplementary reading.

Discussion***Wise, loving adult guidance.***

Are the teachers in charge sensitive and understanding?

What qualifications are desirable for a head teacher? For her assistants?

For other employees?

Is the atmosphere easy and friendly?

- Do the children appear happy? Is affection freely given?
 Describe the teacher's voice.
 Are the adults alert to protect children from situations likely to cause fear?
 Are the standards set within the children's ability?
 Do the teachers show insight into home conditions and family relationships?
 What opportunities do parents have to consult with teachers?
 What arrangements are made for the referral to family agencies of problems outside the teacher's province?
 What information is it helpful for a teacher to have about a child's home, and how does she get this information?
 How may bulletin boards for parents be made use of?
 Suggest ways of helping a new child to adjust.
 How does the teacher aid the timid or shy child to gain self-confidence?
 Point out differences in the attitudes of older and younger children toward their teachers.
 Give instances when the teacher helps by (a) showing how, (b) doing with, (c) telling, and (d) enforcing.

IV. Physical Growth and Health Care

In connection with this topic, the physical and mental characteristics of children of different ages would be pointed out and the orderly progress of growth and the development of individual variations would be emphasized. The lecture should stress also the need for regular health supervision, including medical and dental care; immunization; guidance in nutrition and mental hygiene; school lunch programs; preventive measures as applied to individuals and groups; and community protective measures for all children.

Discussion

A good physical environment.

- Are the rooms light, airy, well-ventilated?
 Is the temperature well-controlled?
 Is there plenty of floor space per child?
 Is the location safe? Is the building fireproof? Are there enough fire escapes? Are fire drills held?
 How are radiators, heating pipes, stairs, and so on, made safe for children?
 Is the floor covering easily cleaned?
 Is refrigerating and food-handling equipment adequate?
 Are curtains colorful? Is furniture gaily painted?

Equipment planned for children's use.

- What arrangements are made for children's clothing? Lockers? Hooks?
 Separate rooms?
 Describe tables and chairs. Are they suitable?
 Describe toilet facilities. Are they accessibly located? Are there enough toilets and bowls? If these are not child size, are steps or boxes provided?
 How are children's needs for rest and sleep provided for? Is the floor used for informal rest periods? If so, is it free from drafts? How are the cots made? Where are they stored? How is bedding cared for? Must the same rooms be used for play and sleep?

Health care.

Are inoculations and medical examinations required before children enter the group?

Who does the morning inspection? Are the children kept apart until after inspection?

What does the morning inspection include? Why?

What are the rules for exclusion for colds?

What are the arrangements for isolating a child who becomes ill during the day?

To whom does the person in charge report a communicable disease?

Is first-aid equipment on hand? Is it out of the children's reach?

Is someone present who is trained to give first-aid treatment?

Growth variations.

How do the older preschool children differ from the younger ones in the group in respect to: (a) Proportions of the various parts of the body;

(b) getting on and off chairs; (c) walking, running, jumping?

Of what significance to the worker with young children is the fact that growth proceeds from the head downward?

Suggest several reasons connected with individual growth variations why all 2-year-olds or all 3-year-olds cannot be expected to show the same achievements.

Discuss reasons for the increase in average height noticeable in recent years in the general population.

V. Growth Through Learning

These lecture periods would outline the ways in which comfortable family relationships form the basis for social adjustment; the part maturation plays in learning; and sound principles of child guidance as illustrated by the building up of good habits of eating, sleeping, and elimination, and by wholesome social contacts. The lecturer would also stress the basic laws of learning and the importance of recognizing individual rates of development rather than imposed norms of behavior and achievement. (The showing of a nursery-school film would be desirable, if possible.)

Discussion

Good food and eating conditions.

Is the food well prepared and attractive?

Are the menus well balanced? Well varied?

How is the eating situation made pleasant? Are the children broken up into small groups? When and how much is conversation encouraged? How does the teacher guard against distraction? Why are manners not stressed?

What precautions are taken when new foods are served?

Is size of serving varied according to individual needs and preferences?

List some of the phrases that can be used as positive suggestions to get children to eat.

Describe an instance in which a teacher encouraged a dawdler to eat. How does she handle the child who eats too fast? Do her methods tend to keep the atmosphere pleasant?

Are menus available to parents? Of what importance is this?

Adequate rest and sleep.

By what means are the children put in the mood for rest or sleep? Is time allowed for them to quiet down? Is the room darkened?

How does the teacher handle a child whose restlessness or noise distracts others?

Observe several children and note how long it takes each to fall asleep. How much difference is there between the quickest and the slowest?

Do children appear eager and zestful for their noon meal after morning rest?

How is fretfulness upon awakening handled? How is an abrupt awakening avoided?

Independence in toilet habits.

Observe the times when the children are sent or taken to the toilet. How is this schedule arrived at?

How much help does a 2-year-old need? A 3-year-old? A 4-year-old?

Why do small boys and girls use the same toilet room?

What terms do the teachers use about toilet needs?

How are accidents handled?

How does the teacher handle the child who wants to play in water after washing? The child who does not get his hands clean? Who does not want assistance in combing his hair?

Are the arrangements for hanging up washcloths, combs, tooth brushes, and similar things, such as to promote good habit training?

List some of the positive suggestions that would be helpful in the toileting situation.

VI. Growth Through Learning (Continued)***Discussion******Free play, indoors or out.***

Is the play area as large as required for the amount of equipment and number of children?

Do children have direct access to the playground?

Is the play-yard surface suitable for children's play?

What equipment favors large-muscle development? Is climbing apparatus safe? Are there push and pull toys? Large blocks for lifting? Tools for digging, for use in snow, and so on?

What differences do you note in the kind and amount of physical activity in 2- and 4-year-olds?

Are children allowed to choose their own activities? How does the teacher guide them toward constructive use of equipment? Does she encourage experimentation with new materials?

Play among associates.

How does the teacher give encouragement to the child who is a "follower"? One who tends to dominate others?

How are instances of aggression and roughness taken care of? How does the teacher discriminate between noise that is incidental to play and noise that is boisterous and disturbing?

Self-help.

- What parts of dressing and undressing can children undertake at 2 years?
At 3 years? At 4 years?
Do children have access to tissue handkerchiefs? To cloths and brushes when they spill something?
How much help do the children give in setting the table? Serving food? Removing their dishes?
What parts of the routine seem most provocative of anger?
What is the teacher's attitude toward mishaps and mistakes?
When does the teacher step in to give help or prevent trouble? Give instances of interference and noninterference in situations in which children are experimenting?

VII. Opportunities for Intellectual Growth

The lecture on this topic would point out how the child's mind expands through exploring, manipulating, and questioning, and how provision of a rich environment contributes to the stimulation of mental powers. (The showing of an appropriate film would be desirable.)

The lecture would emphasize, too, the desirability of encouraging good habits of reading in older children, of recognizing the educational possibilities of the movies and radio, and of making available to older children a wide range of cultural facilities in the community.

Discussion

Stimulating environment.

- Are the play materials of wide variety and well chosen?
Are they easily accessible to children? Describe.
Are the surroundings stimulating to curiosity? How?
Give an instance in which a child solved a problem for himself (for example, getting a wagon around an obstruction, building a tower of blocks, inducing another child to let him use a toy). Did the solution show good thinking for his age?

Encouragement of language development.

- List questions asked by a 2-year-old and a 4-year-old. How do they differ?
At which age does the child depend more on his teacher's response?
How does the teacher try to acquaint children with new words? How does she help them to understand something puzzling?
Why does the teacher use short words and sentences and the same phrases over and over again?
Are good library facilities available for the older children?

Recognition of changing attention span.

- List and discuss references of children to past and future occurrences. What do "tomorrow" and "yesterday" imply to a 2-year-old? To a 4-year-old?
List a number of articles and materials in the room that may be used in a variety of ways.
Watch a 2-year-old for 5 minutes, noting how often he changes his activity. Do the same with a 4-year-old. How does the change in attention span affect the space provided, the sizes of groups of the two ages, the number and type of play materials provided?

Recognition of gradual achievement of muscular control.

How do the differences in bodily proportions between a 2-year-old and a 4-year-old affect the ability of each to make use of things in his environment? Why is the 4-year-old better able to handle small objects?

Opportunities for self-directed activities.

Do the older children have a part in planning their own program? Does the attitude of the adults in charge encourage initiative? Is the atmosphere free from repressive discipline?

VIII. Growth of Young Children Through Play

The meaning of play in the young child's life would be pointed out in the course of the lecture, also the need for a physical setting that meets play requirements and for materials for active play and for dramatic and creative self-expression. The part played by stories, pictures, songs, and rhythms would be stressed.

Discussion***Recognition of interest changes with age.***

What materials are provided with a view to children's learning size, shape, color, and other qualities of objects?

Listen in at storytelling periods for 2-year-olds and for 4-year-olds. How and why do the story materials vary?

How do children use in their play what they get out of stories and songs? Which books bear evidence of greatest use? Why do the children like these so much?

Count the laughs produced by several stories. What kinds of things caused amusement?

Making use of the world of nature.

How does the teacher make seasonal use of environment? Do children hear stories about plants, insects, animals? Are their questions encouraged? Are short excursions frequent? Do the children have pets? A garden?

Note instances of how children reflect in their play things they see and hear about.

Making use of the child's growing awareness of other children as individuals.

Give examples of children's helping one another, showing sympathy, enjoying one another's humor.

Music and art.

What are some of the things to keep in mind in choosing songs for young children?

Describe music and rhythm experiences that grow out of children's play. What is done with the children's art products?

IX. Play and Leisure-Time Interests of Older Children

Study of this topic would cover the stages and levels of play interest; sex differences in children's activities; and the influence of play in promoting

physical and social powers, imagination, leadership, and creative expression. It would include, too, suggestions for arts and crafts, games, and hobbies for older children and indications of the ways in which informal neighborhood gangs, organized groups, and camps may promote adjustment and good use of leisure. (The showing of an appropriate film would be desirable.)

Discussion

Constructive values of play.

At what age do boys' and girls' play interests definitely begin to diverge?

Note some of the typical activities of 8-year-old boys and girls on a playground.

When does a child begin to lose interest in his immediate neighborhood as a play center? How near a 9-year-old's home should a playground be located?

In what ways is the informal neighborhood gang a constructive influence?

How may recreation leaders build on this group interest?

List some of the benefits of the summer camp for older boys and girls.

List substitutes for these benefits to be had in the city.

Discuss the values of organized athletic activities for older boys and girls.

What are some of the ways in which extended school programs may satisfy creative needs seldom met in the average home?

Are the facilities for the older children's use adequate? Are they separate from those provided for the younger children?

X. Guidance of the Young Child's Emotional and Social Development

This topic would deal with early emotional behavior and its handling; how fear and anger patterns are established, their prevention and reconditioning; how children absorb adult attitudes of fear, hate, prejudice, and their opposites.

Discussion

Through associating with other children.

What are some of the ways in which children learn acceptable group behavior through association with other children? Discuss instances of sharing, taking turns, cooperation in working toward a common end, dramatization of everyday experiences.

Give cases in which you have seen children "disciplined" by other children, or by the circumstances in the case rather than by an adult.

Name some of the materials that encourage group play. With what materials are children more inclined to carry on solitary play?

What methods have you seen teachers use to draw into play a child who tends to be an onlooker? What techniques are useful with a child who likes to dominate others?

Through subordinating one's own wishes to those of the group.

What methods do children use to get others to follow their suggestions?

Are the children who are most original and creative also popular?

Describe instances in which children showed they were learning to control their anger reactions.

Through the beginnings of community living.

What do children learn by being expected to care for materials and equipment?

Are the children expected to put away toys after using them? What responsibility are they expected to assume for their own wraps, and so on?

What occurrences during the day's routine give children a chance to become aware of the rights of others?

What opportunities do the older children have to do things for or with the little children?

XI. The Adolescent's Emotional and Social Adjustment

Treatment of this topic would be concerned with emotional stability as dependent upon how well adolescents' mental-health needs are met. The discussion would stress the ways in which youth's recognition of new powers involves reevaluation of old habits; the ways in which interest in the opposite sex, in earning, in the future, affect the adolescent's development; and the inevitability of conflict leading to emancipation as a normal part of growth.

Discussion

In what concrete ways have you observed older children giving evidence of: (a) Ability to postpone satisfaction of desires, (b) ability to refrain from emotional outbursts when blocked or thwarted, (c) growing power of accommodation to others' desires and interests?

Give examples from observation of older children's craving to be accepted by their peers. What are some of the things, material and otherwise, that appear to concern them most in their attempts at social recognition?

How would you suggest getting the cooperation of a 13-year-old girl who is never interested in the activities planned by the neighborhood-house club she belongs to?

Discuss the kind of training and attitudes desirable for a probation worker to have.

XII. Community Responsibility for Children's Welfare

This topic—to which two class sessions might well be given—would point out basic services necessary for maintaining good family life; ways in which social security, housing, health services, and so forth, form the ground work for a community approach to planning for the total needs of children; community resources and lacks with respect to such specific services as those offered by child-guidance clinics, neighborhood houses, children's institutions, day care in foster homes, family welfare agencies, and recreation and adult-education programs. (Because the discussion provoked by this topic will apply to problems that are different in each community, no questions are listed. Some time at the last meeting should be spent in checking up on reading and field work and in making final arrangements for placement of volunteers.)

Techniques of Teaching

Any training course for volunteers depends for its success not only on the care with which the materials are planned, but also on the manner in which they are presented. All adult education leans heavily on the interest and enthusiasm of the group members. This strong motivation on the part of the learner makes planning and conducting courses for volunteer workers especially enjoyable.

The majority of training courses given so far have depended very largely upon lectures for presenting the main body of information. Research has shown that the use of lectures, or of a combination of lectures and discussions, for helping adults to understand, remember, organize, and use new ideas has been relied on too much. We should keep in mind that under the best of circumstances participants in a lecture program will be likely to understand less than two-thirds of the material, remember less than one-third, and be able to organize and use less than a sixth. Such findings point out the need of tying up the class work, of whatever kind, with practical work, such as actual study of and work with children on a playground or in a nursery school.

Those in charge of volunteer training are thus challenged to find and make use of as many original and different methods as they can. The use of films (such as those listed on pages 29-31) is not new but is a pleasant and too little used way of getting ideas to stick. A dramatization of an interview between a teacher and a parent on some phase of child behavior or education, a panel discussion in which several points of view are represented, a duologue on child-welfare progress between imaginary nineteenth- and twentieth-century characters, a question period in which adolescents themselves take part in talking over their problems, a group session held in a nursery school, a storytelling demonstration—these are only a few of the ways to enliven group meetings.

Workers in adult education must take account, too, of the fact that individual differences in ability are probably greater than in classes for younger students. This necessitates more adaptation of methods to individual needs. "Learning . . . clings childishly to its medieval trappings," suggests an advocate of fresh attacks. "The ritual of discomfort and strained effort to gain factual information"⁴ is out of date.

Desirable changes in attitude and growth of appreciation and insight do not come about automatically by sitting and listening to speakers, no matter how valuable the information they may give or how skilled they may be in presentation; hence discussion, observation, and the practical work in the course are highly important parts of its content material.

When experienced discussion leaders are available, much group participation will be possible. The use of discussion has its hazards, however.

⁴ Thomas R. Adams: *Motion Pictures in Adult Education*, p. 68. American Association for Adult Education, New York, 1940.

When not directed by trained leaders, many group members unaccustomed to this method of unfolding topics may become disgruntled at what seems to them a waste of time. They are not ready for such an approach until they have learned, through carefully planned question and discussion periods, how much the group members actually can contribute to the thinking through of problems. The leader who prefers to talk with her group rather than to talk at them will be able, during the question periods that should be included in each meeting, to give demonstrations of how group contributions to thinking can come about. A very large class can be broken up into small groups for discussion of special topics, under the leadership of persons competent to discuss such things as games, songs, and food preparation.

It may be well to announce in advance that questions from the group should be confined to problems arising during field trips and observation periods, for otherwise individual members whose own children are uppermost in their minds may tend to take up the time of the group on questions that have little or no application to the future work of the volunteer. Some group leaders, however, find that their most successful discussions are those in which mothers bring out points regarding their first-hand experience with their own children, which may be used in a very realistic way to illustrate points applicable to all children. Members of child-care committees selected for their counseling ability should be available for conferences with those individuals whose questions indicate that a lessening of tension about their own problems may increase their value as child-care aides.

The more varied the materials and presentation, the easier it will be to make sure of giving something concrete to everybody, and the more real will be the contacts established with individual group members. Pictures, simple charts and graphs, films, loan libraries, exhibits of play materials, children's stories, music books, and workshops demonstrating the effective use of materials should be included whenever possible.⁵

To place too great reliance upon reading, however, is an unrealistic approach, for study of the reading habits of parents has revealed that more than 50 percent of middle-class fathers and mothers in 3,000 families studied had not read a book on child care within a year, and that 20 percent of parents of the highest socioeconomic level had never done so.⁶

Some communities have charged a fee of a dollar for materials, and with the resulting funds have bought books for the use of the trainees. If 5 or 10 cents a week is charged for the books, they will be returned more promptly.

⁵ A list of suitable films is given on pp. 29-31. A reference list of books and pamphlets will be found on pp. 32-35. State libraries (usually located at the State capital) may often be relied on for loan packets of books. The U. S. Office of Education also sends out loan materials.

⁶ *The Young Child in the Home*. Report of the White House Conference on Child Health and Protection, p. 75. D. Appleton-Century Company, New York, 1936.

Field Trips and Observation

The first step in making field trips and observation valuable is to obtain the hearty cooperation of the various centers or agencies in which observation of children's programs is to go on and in which practice in group leadership or other forms of participation is to take place.

Preliminary conferences with nursery schools, day nurseries, kindergartens, hospitals, clinics, settlement houses, persons in charge of recreation and extended school programs, and other agencies to be visited, are essential, so that their programs may be as little disrupted as possible. If workers in those agencies that are to have dealings with the volunteers are invited to attend the course, much better mutual understanding may result.

Some of the points that must be taken up at conferences with the child-care agencies are the number of volunteers who can be present at different times of the day (for example, fewer in a nursery school during nap period, more during outdoor play period); what is expected of the volunteers by each agency (for example, instructions as to where to put wraps or how to be inconspicuous in a clinic); and what the individual problems of each agency are in relation to volunteers.

Because the person untrained in observing children does not know what to look for when she spends an hour in a nursery school or on a playground, she is unlikely to benefit much by the time spent in this way unless she is prepared on what to watch for and how to record what she sees. Complete lists of things to be looked for should be placed in the hands of the volunteers from the beginning, so that reference to them may be made constantly. Discussion and interpretation of the observations made by volunteers constitute an important part of the training session.

Participation of the student by means of reading reports, field trips to various institutions, filling out observation papers, and so on, will be especially helpful to those in charge of the training as an indication of what the volunteer is getting out of the course.

Scheduling and Supervision

Several considerations should be kept in mind when planning the number of hours and how the periods should be grouped, both during and after training. For example, requiring more than half a day at a time will automatically exclude many women who might be able to give smaller blocks of time. On the other hand, those who must travel long distances may prefer to give 1 full day rather than 2 half days. A plan that works well in places having large numbers of volunteers is to hold two sessions of the lecture and discussion part of the course concurrently, one in the afternoon and one in the evening.

Though it would be preferable to have volunteers give time on several successive days, so that the children among whom they work would feel more

secure, many volunteers cannot arrange this. This fact must be kept in mind when planning schedules.

Requests to take only part of the course will be handled according to the individual local situation. For example, office workers who have only evenings, Saturday afternoons, and Sundays free may in some cases be allowed to attend lectures, putting off or lengthening their observation and field work as circumstances demand, if it is felt that there will be need for these volunteers at odd times. In general, it is inadvisable to allow volunteers to take the lectures only. The lectures and discussions lose much of their meaning when not made concrete by actual association with children.

If the number of volunteers in a class exceeds 25 or 30, it may be necessary to have more than one person handle the scheduling of field work, as the amount of detail makes it a heavy load. In order to meet the war emergency and not to have to repeat the course too often, thus consuming the instructors' time unnecessarily, a class of 50 or even 60 may be arranged, provided there are enough places available for observations and field work, and enough persons competent to supervise this part of the course. It is too great a drain on the instructors' and committee's time and energy to hold a course for only 10 or 15 people, several of whom will invariably drop out.

Each volunteer should have an opportunity early in the course to observe several types of services or programs for children, for she may be helped by this means to make up her mind as to the particular field of work in which she is most interested.

Persons scheduling volunteers who definitely intend to give their time in child-care centers should arrange for each to take part during the course in all the day's routines. If such volunteers are urgently needed, practice-teaching periods may be arranged to follow within a few days the periods of observation of the techniques of each routine.

There are advantages in having volunteers observe in agencies in which they will later work. They get to know the children, the teachers, the group leaders or hospital staff, and the specific procedures. When there is wide variance in standards of group work, it may be advisable for volunteers to become acquainted with several set-ups.

Plans for supervision of field work will probably be worked out differently in each community. In some cities, for example, salaried supervisors handle the practice participation in nursery schools, and in-service continuation training. In many instances skilled volunteer workers with professional background in a particular field will be called upon to direct practice work, whether in a well-baby clinic, a housing-development playground, or an extended school-service lunchroom. Selected members of the child-care committee may bear the responsibility for accompanying small groups of trainees on field trips and discussing with them what they learn on their visits.

However these features of the course are managed, it is highly important that the volunteer be given the benefit of the best supervision possible. It is more than usually necessary now, because of the threat to community relations that exists when inexperienced people attempt to fit into busy, understaffed organizations that are unprepared to deal with them.

Requirements for Satisfactory Completion of the Course

The usual basic requirements for satisfactory completion of the training course are attendance at a series of lecture and discussion sessions of 1½ or 2 hours each, whether weekly or biweekly, and participation in field trips as arranged, often two half-day trips per weeks during the training period.

Observation papers, book reports, or other required written work must be handed in by the end of the course. Paper work should be kept at a minimum, however. The examination (if one is given) must be completed and a final conference must be had with the supervisor. The use of a conference for self-analysis rather than as the basis for a grade is recommended. At the final interview an evaluation may be made of the volunteer's practice work and suggestions may be given for further study.⁷

Cautions in Working With Volunteers

In working with volunteers it should be remembered that they may not have been in a school situation for some time and may be fearful of their ability. They will need the reassurance afforded by a very informal approach, as far removed from a chalk-and-blackboard atmosphere as possible. The bogie of an examination may be avoided by presenting typical questions and discussing them, or even, as was done in one city, by giving out and talking over the examination questions several weeks in advance. Volunteers appreciate recognition of some of the obstacles that stand in their way, such as the limitations of time, distractions of household and family cares, lack of library facilities, transportation difficulties, and others.

Members of child-care committees and supervisors will want to keep in mind that the volunteers need encouragement and appreciation of their efforts. In addition to her desire to serve her community, each recruit has, when she comes into the course, certain personal wants, felt or unmet. All need to have their feelings of worth bolstered up in this new venture, and all need recognition as they go along to increase their awareness that what they are doing is of real importance. In order to help volunteers become useful workers with children, it is as necessary to make them feel happy and serene as it is to increase their knowledge.

Those in charge of the course should foster feelings of self-confidence and worth by showing personal interest in the volunteers as individuals by

⁷ A sample self-analysis sheet (see p. 28) may be handed to the volunteer early in the course or it may be used at this time.

remembering as many of their names as possible, or, failing that, by remembering something about each one, such as the ages of her children, or her work background. It is important to keep well in mind the fact that the surface behavior of the volunteers should not be accepted at its face value but that the workers should be on the lookout for hidden needs, attitudes, and capabilities.

Willingness to learn from the volunteers is an important attribute of those working on the course. Absorption in the job they have set out to do sometimes causes forgetfulness that what is going on is not a one-way process. Open-mindedness and alertness to suggestions about methods, awareness of feelings of perplexity, an attitude of seeking from the volunteers the benefits to be had from their experience should be the aim of those responsible for their training. Expression of opinions should be sought, as open discussion often throws a great deal of light on needs that may not have been planned for.

Publicity

The child-care committee should work in cooperation with the war-information committee of the defense council in awakening the community to the importance of the well-being of children in wartime and the need for volunteers in child care. Good publicity, by radio, newspaper, and organization announcements, should constantly urge new recruits to register with the civilian-defense volunteer office. Of course, recruitment is primarily the responsibility of the volunteer office.

A method successfully used in one Canadian city was to get from school principals the names of individuals in the district who might be interested in volunteer child-care services. Such an approach often leads to the discovery of recruits who have not been reached by other forms of publicity.

Members of speakers' bureaus who attempt to describe the various types of volunteer work needed in a community should be given enough information to enable them to make the work attractive and intelligible to such organizations as college women's clubs, the League of Women Voters, parent-teacher groups, women's clubs, and church groups.

PLACEMENT OF VOLUNTEERS

Referral of volunteers is in the hands of the volunteer office with the child-care committee sometimes handling specific placements. The liaison officer between the volunteer office and the child-care committee, mentioned on page 5, will be very helpful in this connection.

The importance of having a job for volunteers, once they have finished a training course, is obvious. It is difficult to plan so that the need for volunteers coincides with the completion of their training, but it is highly desirable to make immediate use of the enthusiasm engendered by the course.

The number of volunteers available will dwindle very fast if the trainees are not put to work. While those taking training courses undeniably derive great personal benefit from the experience, their morale as volunteers will be almost sure to suffer if they are not given something to do at once. If, for example, it is impossible to have child-care centers open when volunteers who have selected this assignment are ready, it is wise to arrange beforehand for temporary use of the trainees in other locations. Day nurseries, settlement-house nursery schools, hospitals, and recreation centers will look to the volunteer office and the child-care committee for volunteers and may also be willing to give temporary assignments to those wishing to assist in day-care centers. While the time of those giving the course is far from wasted even when trainees are not used, the emergency is too great to permit a loss of good material through haphazard planning.

It goes without saying that locations for either temporary or permanent placements should be chosen with a view to the convenience and preferences of the volunteers. In some cases a small special fund may be required to provide carfare and lunch money for volunteers who might otherwise be unable to carry on if asked to go any distance from home. The provision of such a fund might prevent the loss of a number of able workers.

Even the most responsible of volunteers need to be reminded of certain obligations.

1. To consider their presence on the job as important as though they were paid workers.

2. If absence is unavoidable, to notify their supervisor as long in advance as possible.

3. To stay away for at least 3 days when symptoms of a cold are present, and to remain away the proper length of time if exposed to a communicable disease.

4. To refrain from discussion with other volunteers that could be called "gossip," whether or not such talk concerns the children or their families.

5. To subordinate their own personal likes and dislikes, whether it means being careful not to show partiality to "that darling little Eddie" or to mention their dislike of cod-liver oil.

6. To abstain from hasty criticism, remembering that when observing or helping for only short periods of time, with gaps in between, it is impossible to understand what the teacher, play-group leader, nurse, or physician may be doing as a part of a well-thought-out plan; also to keep in mind the difficulties in the home situation that may be tied up with a child's behavior.

7. To wear simple clothing and to avoid wearing elaborate jewelry. Colorful smocks are suitable for nursery-school use, plain cover-all gowns for clinic wear.

An important feature of placement is arranging for substitutes when workers must be absent. One volunteer should be assigned to this task in each agency using three or four volunteers. The subcommittee on volun-

teers should keep in constant touch with each group. Much telephoning can be saved by prearrangement as to who are substitutes for whom. In some centers each volunteer is responsible for providing a substitute from a list with which she is provided of available persons in her neighborhood. Two women may agree to handle a particular job, alternating as necessary.

IN-SERVICE TRAINING OF VOLUNTEERS

In-service training is the responsibility of the agency using the volunteers. It should include continued conferences with the staff of the agency where the volunteer is placed and with members of the child-care committee, giving opportunity for constant improvement of the worker's abilities along the line of her interests. Follow-up work on techniques in connection with routines, plastic arts, games, storytelling, and so on, will be much appreciated by the volunteers. Though there may not be time at once for a second and more intensive course, the provision of good bibliographies and of available source material will make up to some extent for this lack.

In some communities groups of volunteers who have "graduated" from the first course meet for luncheon and discussion with volunteers in training, thus encouraging a certain esprit de corps among the membership.

A part of the in-service training of volunteers that should not be overlooked is the interpretation of situations encountered by the volunteer in terms of the social problems involved. The interest of the worker should not be confined to tackling the immediate problem, but should lead in the direction of greater thoughtfulness as to her civic responsibility.

FURTHER COURSES

The growth of the volunteer worker can take place only in such measure as her training prepares her to be continually more useful to her community, and as the supervision of her activities is carried out so as to make her more and more conscious of the benefits accruing both to the organization and to herself in a program whose goal is the betterment of child life.

Hardly will the course have been completed and the volunteers placed before it may be necessary to give it again. The increasing need for volunteers in child care and the unavoidable dropping out of trained workers make it desirable to have intervals between courses only long enough for a list of prospective trainees to be built up. Even though volunteers have the best of intentions and attitudes, they are subject to any number of occurrences that cause them to leave. The shortage of domestic help, the constant transferral of families from one part of the country to another, the arrival of new babies, and illness among the volunteers' children are some of the serious interferences to the smooth running of programs involving unpaid workers.

One great advantage of having courses follow one another at fairly short intervals is that women who have missed certain class periods have an opportunity to make up the omissions. It is helpful if the same members of child-care committees contribute to successive courses, for each speaker will profit by his or her experience, and the course may be expected to grow in effectiveness with every repetition.

After the basic course, planned to give a general foundation of attitudes and information, it will be necessary to arrange further training along specific lines, in order that volunteers may be useful in all the types of activities that various agencies may set up. Thus, health programs would want to give detailed courses of instruction along the lines of nutrition and medical care; extended school programs would want to plan courses that include special techniques in crafts, games, and the like; workers in the social-welfare field will need explicit guidance in such activities as home visits; volunteers serving in child-care centers should be given additional help in daily routines, techniques of storytelling, and use of play materials. Such courses should be planned and given by specialists in the various fields in which demand for additional help has become acute.

APPENDIX

Self-Analysis Sheet for Use of Volunteers in Child Care (Adapted From Gary, Ind., Volunteer Training Course)

1. Health and vigor.
 - Do I give an impression of good physical health and mental poise?
 - Am I able to work throughout my period of service without exhaustion?
 - Do I meet periods of confusion, noise, or emergency without tension or impatience?
 - Have I been absent because of illness?
2. Attendance and punctuality.
 - Am I businesslike in carrying out my obligations?
 - Have I arrived punctually and left unhurriedly?
 - Have I willingly given additional time for conferences?
3. Respect for people.
 - Do I really like and enjoy people?
 - Am I free from discrimination based on economic status, creed, race, and so forth?
 - Am I equally interested in service to all children in the group?
 - Do I respect people as individuals, both adults and children?
4. Professional attitudes.
 - Do I show loyalty to those with whom I work?
 - Am I free from idle curiosity and a tendency to gossip?
 - Am I able to show a professional, objective approach to problems?
5. Cooperation and responsibility.
 - Am I willing to work closely with the staff, under supervision?
 - Have I the techniques for comfortable cooperation?
 - Do I anticipate needs and make contributions without being told?
 - Do I carry a fair share of responsibility for routine matters?
 - Am I eager to assume increasingly heavier responsibilities?
6. Rapport with children.
 - Do I enjoy children? Are they at home with me?
 - Do they accept my guidance wholeheartedly with a minimum of resistance?
7. Success in guidance.
 - Are my methods of guidance based on sound principles?
 - Can I analyze situations intelligently and unemotionally?
 - Do I try to study and understand the children in the group?
 - Am I unafraid in problem situations? Am I careful about turning over to the director those problems that she should handle?
8. Understanding of and response to the goals of the center.
 - Am I gaining a fairly adequate understanding of preschool education?
 - Am I open-minded and broad-minded?
 - Am I learning to accept the possibly unique goals of the center?
 - Am I gaining a constructively creative approach to child-care problems?
9. Promise as a child-care worker.
 - Are my qualities such that I should be recommended for further training?
 - Do I have the qualities and abilities needed in a full-time worker?

Questions for the Lecturer To Ask Himself

Subject matter.

- Do you try to learn as much as you can about your audience when planning talks?
- Does the material you present challenge the listeners' thinking?
- Does it inspire them to find out more about the subject?
- Is your material clearly expressed, with concrete illustrations? Are these chosen from the listeners' experience?
- Do you seek to make your material more effective by adding to your vocabulary?
- Do you limit the number of ideas you express, and then bring out those points in a way that will make them stick?

Delivery.

- How do you go about establishing rapport with your listeners?
 Do you make effective use of your voice?
 Is it agreeably pitched?
 Do you avoid monotony and lack of inflection?
 Is it loud enough so that the people in the back can hear?
 Are you free from distracting mannerisms?
 Do you avoid talking to only one section of your listeners?
 Do you avoid leaning on the table, fidgeting, using the same gestures over and over?
 Do you check yourself as to the habit of inserting "uh" between words?
 Do you give your audience a chance to laugh and relax?
 Are you free enough from dependence on notes, except for data, so that you look at your audience much more of the time than at your notes?
 Do you respect the limits of your listeners' powers of attention?

Questions for the Discussion Leader To Ask Himself

- Do you remain as much as possible in the background?
 Do you throw questions back to the group instead of giving a direct answer?
 Do you use the experience of the group whenever possible?
 Do you keep the discussion moving toward a well-thought-out goal?
 How do you check irrelevant comments? Misstatements?
 Are you learning to rise above being afraid of prejudice and emotional bias?
 Are you gaining ability to make use of the contributions of all who participate?
 Are you constantly working on techniques for increasing the number who take part?
 Are you bettering your ability to draw together the points made and solutions suggested and to summarize underlying principles?

Films Suitable for Use in Volunteer Training Classes

- Board of Education, Rochester, N. Y., Parent Education Department, 555 Plymouth Ave. N.
Habit Formation. 1 reel, 16 mm. Silent. Inquire about rental.
 Outdoor play equipment, locker room, morning rest, table setting, and naptime.
Nursery-School Use of Materials. 1 reel, 16 mm. Silent.
 Painting, block play, rest period, morning inspection.
- Boys' Clubs of America, Inc., 381 Fourth Ave., New York, N. Y.
The Building of Boys. 1 reel, 16 mm. Sound. No rental charge, but exhibitor agrees to return film at his own expense. A penalty of \$5 is charged if exhibitor fails to ship film back within 24 hours of showing.
 Good to use in publicity for prevention of delinquency.
- Brandon Films, Inc., 1600 Broadway, New York, N. Y.
A Place to Live. (Based on a survey by the Philadelphia Housing Association.)
 2 reels, 16 mm. Sound. Rental, \$3 a day.
 Community responsibility for decent housing tellingly presented.
- Bureau of Visual Instruction, University Extension Division, University of Wisconsin, Madison, Wis. (May be borrowed from Children's Bureau; borrower must prepay return shipment.)
Judy's Diary Series:
1. From Morning Until Night. 2 reels, 16 mm. Silent.
 Judy's physical care and habit formation.
 2. By Experience I Learn. 1½ reels, 16 mm. Silent.
 Judy's development from 9 to 18 months. Learning to walk, climb, eat, and play.
 3. Now I Am Two. 2 reels, 16 mm. Silent.
 Stresses self-help and independence.

Play's the Thing. 1 reel, 16 mm. Silent.

How safe, inexpensive equipment can be made at home. Emphasizes child's need for playmates.

Erpi Classroom Films, Inc., 3511 35th Ave., Long Island City, N. Y. (The following six films were made by Dr. Arnold Gesell.)

Life Begins. 6 reels, either 16 or 35 mm. Silent. Rental, \$10 a day.

An over-all view of the work of the Yale Clinic of Child Development. A normal infant's development from birth to 18 months is shown. Of particular value to students and to adult-education groups interested in child study.

A Baby's Day at Twelve Weeks. 1 reel, 16 mm. Sound. Rental, \$1.25 a day.

Infant care is presented in detail, with an interpretation of the meaning of the baby's reactions.

Thirty-Six Weeks Behavior Day. 1 reel, 16 mm. Sound. Rental, \$1.25 a day.

The reactions of the baby are compared with those he experienced at 12 weeks.

A Baby's Day at Forty-Eight Weeks. 1 reel, 16 mm. Sound. Rental, \$1 a day.

The psychological implications and the educational significance of the infant's everyday life are stressed.

Behavior Patterns at One Year. 1 reel, 16 mm. Sound. Rental, \$1.25 a day.

Of interest to groups interested in mental development. Baby is shown in many test situations.

Early Social Behavior. 1 reel, 16 mm. Sound. Rental, \$1.25 a day.

Ten different children from 8 weeks to 7 years of age in a variety of social settings.

Maryland State Health Department in cooperation with the Children's Bureau, U. S. Department of Labor, Washington, D. C.

The Child Health Conference. 3 reels, 16 mm. Sound. (Lent by Children's Bureau; borrower must prepay return shipment.)

Shows how doctor and nurse educate parents who bring well babies for physical examination.

Mead Johnson & Co., Evansville, Ind., distributor.

When Bobby Goes to School, by American Academy of Pediatrics. Shown to medical and nonmedical groups on recommendation of physicians. 1 reel, 16 mm. Sound. Inquire about rental.

Shows the importance of a complete physical examination for a child upon his entrance into school.

National Association for Nursery Education, 71 E. Ferry Ave., Detroit, Mich.

Glimpses of a Nursery School. 1 reel, 16 mm. Silent. Rent free; borrower to prepay transportation both ways.

Nursery-school routines, experiences with nature, music, and books. Shows parent participation and observation, also a parent conference.

National Commission for Young Children, 3314 Cathedral Ave. NW., Washington, D. C.

And So To Work They Go. Film strip. Can be used on any projector constructed to show 35 mm. film strip. Rental, \$1.50, plus transportation one way.

A day in a child-care center. Designed for use in factories at noontime, and for any other groups interested in knowing the meaning of good child care.

National Motion Pictures Co., Mooresville, Ind.

Your Health Department. 2 reels, 16 mm. Sound or silent. Inquire about rental.
What a city health department does for a family.

National Probation Association, 1790 Broadway, New York, N. Y.

Boy in Court. 1 reel, 16 or 35 mm. Sound. Rental, \$2 a day or \$10 a week for the 16 mm. film, \$4 a day or \$20 a week for the 35 mm. film.

New York University Film Library, 71 Washington Square S., New York, N. Y.

Studies of Normal Personality Development:

- *1. Balloons. 2 reels, 16 mm. Sound. Rental, \$3 a day.
Aggression and destruction games.
- *2. Finger painting. 2 reels, 16 mm. Color. Silent. Rental, \$6 a day.
Use of nursery-school activity as a projective technique.
- *3. Frustration Play Techniques. 3½ reels, 16 mm. Sound. Rental, \$4 a day.
Special techniques in diagnosis of normal personality patterns.
- *4. This is Robert. 8 reels, 16 mm. Sound. Rental, \$7.50 for 3 days.
Robert's development from beginning nursery school through his first year in public school.
5. A Child Went Forth. 2 reels, 16 mm. Sound. Rental, \$3 a day.
Two- to seven-year-olds are shown in activities at a nursery camp.
6. For Health and Happiness. 1 reel, 16 mm. Color. Sound. Rental, \$3 a day.
Good daily routines are shown as a basis for understanding of health and nutrition recommendations.

Nursery Training School of Boston, 355 Marlborough St., Boston, Mass.

Bending the Twig. 2 reels (1 colored), 16 mm. Silent. Rental, \$2, plus transportation both ways.

Morning inspection, activities illustrating self-reliance; use of jungle gym, painting, clay, and tools.

University of California, Institute of Child Welfare, Berkeley, Calif.

As the Twig is Bent. 1 reel, 16 mm. Silent. Rental, \$3 in California, \$5 elsewhere.

Children who attended the nursery school are shown at various stages of growth until they go back to the campus later as students.

University of Illinois, Visual Aids Service, Urbana, Ill.

Life in the Nursery School of the University of Illinois. 1 reel, 16 mm. Silent. Rental, \$1, plus transportation.

Shows progressively more social behavior of 2-, 3-, and 4-year-olds.

University of Iowa, Department of Visual Instruction, Iowa City, Iowa.

Preschool Adventures. 3 reels, 16 mm. Silent. Color. Rental, \$3.

A wide variety of activities at nursery school and at home.

University of Minnesota, Visual Education Service, Minneapolis, Minn.

A Day in the Nursery School. 2 reels, 35 mm. Silent. Rental, 50 cents, plus transportation.

Typical activities of Institute of Child Welfare nursery-school children.

*Suitable for use by a skilled interpreter with advanced students who have considerable background.

Reading References Dealing With the Care and Guidance of Young Children

Books

On growth and development.

Meek, L. H.: *Your Child's Development and Guidance Told in Pictures*. Lippincott, Philadelphia, 1940.

Rand, W., et al.: *Growth and Development of the Young Child*. Saunders, Philadelphia, 1940.

Included here especially for its section on nutrition.

Schulz, L. R., and M. S. Smart: *Understanding Your Baby*. Sundial, Garden City, L. I., 1942.

The baby's growth in pictures.

Woodcock, L. P.: *Life and Ways of the Two-Year-Old*. Dutton, New York, 1941.

A warm understanding picture of how the 2-year-old differs from older and younger children.

The parents' point of view.

Aldrich, C. A., and Mary M.: *Babies Are Human Beings*. Macmillan, New York, 1938.

Sound recommendations for establishing happy relationships between children and adults.

Bro, M. H.: *When Children Ask*. Willett, New York, 1940.

Contains a helpful discussion on children's questions and how to answer them.

Evans, Eva Knox: *Children and You; a primer of child care*. Putnam's, New York, 1943. 64 pp. 35 cents each, if purchased in minimum lots of 10 copies or more.

"Taking care of children is never easy, but it can be interesting and fun" when done with affection and understanding.

Faegre, M. L., and J. E. Anderson: *Child Care and Training*. University of Minnesota Press, Minneapolis, 1943.

Simple, concrete suggestions for guidance, soundly based on research.

Hanford, H. E.: *Parents Can Learn*. Holt, New York, 1940.

Capably written by a parent who is not a specialist in child development.

Levy, J., and R. Monroe: *The Happy Family*. Knopf, New York, 1938.

A cheerful, constructive picture by a husband and wife of what family life can contribute to the development of personality.

Wolf, A. W. M.: *The Parents' Manual*. Simon & Schuster, New York, 1941.

Mrs. Wolf believes that the most valuable thing parents can do for their children is to enjoy them, and she shows them how.

How children learn in child-care centers.

Alschuler, R., ed.: *Children's Centers*. Issued by National Commission for Young Children. Morrow, New York, 1942.

A guide to those interested in establishing centers. Building plans, equipment, materials, bibliographies.

Foster, J. C., and M. L. Mattson: Nursery-School Education. D. Appleton-Century, New York, 1939.

Standard nursery-school procedure.

Landreth, Catherine: Education of the Young Child. Wiley, New York, 1942.

Manual of techniques for use in child-care centers and nursery schools, with a wealth of practical illustrations.

Waring, E. M. B., and M. W. Johnson: Helping Children Learn. Cornell University Press, Ithaca, N. Y., 1941.

The authors give hundreds of concrete learning situations.

Special psychological problems in wartime.

Freud, Anna, and D. T. Burlingham: Children and War. Medical War Books, New York, 1943.

Gruenberg, S. M., ed.: The Family in a World at War. Harper, New York, 1942.

Wolf, A. W. M.: Our Children Face War. Houghton, Boston, 1943.

Pamphlets

Association for Childhood Education, 1201 Sixteenth St. NW., Washington, D. C.

Children's Books for Fifty Cents or Less. 1943. 25 cents.

Equipment and Supplies for Nursery Schools, Kindergartens, and Primary Grades. 48 pp. 1939. 50 cents.

Music and the Young Child. Helen Christianson, comp. 32 pp. 1936. 35 cents.

Storytelling. 36 pp. 1942. 35 cents.

Toward Democratic Living at School. 32 pp. 1943. 35 cents.

Uses for Waste Materials. 12 pp. 1939. 20 cents.

What Is a Nursery School? Elizabeth Neterer and Lovisa C. Wagoner. 24 pp. 1940. 35 cents.

California State Department of Education, Sacramento, Calif.

California Program for the Care of Children of Working Parents. Vol. XII, No. 6. 125 pp. 1943. (Price not given.)

Canadian Council on Child Welfare, Ottawa, Canada.

Play and Play Materials for the Preschool Child. Harriet Mitchell. Pub. 45. 60 pp. (Price not given.)

Child Welfare League of America, Inc., 130 East 22d St., New York, N. Y.

Standards for Children's Organizations Providing Foster Family Care. 57 pp. 1941. 35 cents.

Children's Bureau, U. S. Department of Labor, Washington, D. C. Single copies free.

Food for Young Children in Group Care. Pub. 285. 34 pp. 1942. 10 cents.

Home Play and Play Equipment for the Preschool Child. Pub. 238. 20 pp. 1937. 10 cents.

Standards for Day Care of Children of Working Mothers. Pub. 284. 20 pp. 1942. 10 cents.

The Child From One to Six. Pub. 30. 150 pp. 1937. 10 cents.

- The Road to Good Nutrition. Pub. 270. 54 pp. 1942. 15 cents.
 Toys in Wartime; suggestions to parents on making toys at home. 44 pp. 1942.
- Cuyahoga County Nutrition Committee, approved by Cleveland Division of Health and Public-Health Committee, Academy of Medicine, Cleveland, Ohio.
 Food for Young Children in Day-Care Homes; for children from 9 months to 2 years.
 How To Feed Children in Day-Care Homes; for children over 2 years of age.
- Institute for Psychoanalysis, 43 East Ohio St., Chicago, Ill.
 Growing Up in a World at War. 28 pp. 1942. 25 cents.
- Iowa Child Welfare Research Station, Iowa City, Iowa. (Prices not given.)
 No. 5. The Young Child and His Education. Ruth Updegraff. 9 pp. 1939.
 No. 10. How the Child's Mind Grows. Beth E. Wellman. 8 pp. 1939.
 No. 29. Musical Guidance of Young Children. Harold M. Williams. 16 pp. 1933.
 No. 57. The Nursery School as a Family Aid. Grace Langdon. 11 pp. 1936.
 No. 73. Art in the Daily Life of the Child. Grant Wood. 10 pp. 1939.
- Kansas State College, Division of Home Economics, Manhattan, Kans.
 Applying Nursery School Methods of Child Guidance in the Home. Katherine Roy et al. Bulletin 2. 48 pp. 1942. Single copies free.
- Michigan State College, Extension Division, East Lansing, Mich.
 Homemade Toys and Play Equipment. Alice Hutchinson. Bulletin 216. 28 pp. 1940.
- National Commission for Young Children, 3314 Cathedral Ave. NW., Washington, D. C.
 Some References on Children in Wartime. 17 pp. 1943. Free.
- National Recreation Association, Inc., New York, N. Y.
 Home Play in Wartime. Virginia Musselman. 19 pp. 1942. (Price not given.)
- U. S. Office of Civilian Defense, Washington, D. C.
 Volunteers in Child Care. 12 pp. U. S. Government Printing Office, Washington, D. C. 1942. 5 cents.
- U. S. Office of Education,* Federal Security Agency, Washington, D. C.
 School Children and the War Series:
 Leaflet No. 1. School Services for Children of Working Mothers. 6 pp. 5 cents.
 Leaflet No. 2. All-Day School Programs for Children of Working Mothers. 12 pp. 5 cents.
 Leaflet No. 3. Nursery Schools Vital to America's War Effort. 12 pp. 5 cents.
 Leaflet No. 5. Training High-School Students for Wartime Services to Children. 60 pp. 10 cents.
 Leaflet No. 7. Recreation and Other Activities in the All-Day School Program. 39 pp. 10 cents.
- U. S. Public Health Service.
 The Communicable Diseases. A. M. Stimson. Misc. Pub. 30. 111 pp. Government Printing Office, Washington, D. C., 1939. 25 cents.

*Information Exchange. Free loan packets (over 60 in number) are available for circulation and use in group discussions and programs of various sorts. Three packets at a time may be borrowed for a 2-week period.

Reading References for Workers With Older Children and Adolescents

Books

- Anderson, J. E.: *Happy Childhood*. D. Appleton-Century, New York, 1933.
- Boettiger, E. F.: *Your Child Meets the World Outside*. D. Appleton-Century, New York, 1941.
- Driscoll, G. P.: *How to Study the Behavior of Children*. Teachers College, Columbia University, New York, 1941.
- Fallis, E.: *The Child and Things*. World Book, Yonkers, N. Y., 1940.
- Hartman, G.: *Finding Wisdom*. Day, New York, 1938.
- Reynolds, M. M.: *Children from Seed to Saplings*. McGraw-Hill, New York, 1939.
- Teagarden, F. M.: *Child Psychology for Professional Workers*. Prentice-Hall, New York, 1940.

Pamphlets

- Children's Bureau, U. S. Department of Labor, Washington, D. C. Single copies free.
- Guiding the Adolescent*. Pub. 225. 94 pp. 1933. 10 cents.
- Handbook for Recreation Leaders*. Pub. 231. 121 pp. 1936. 20 cents.
- Understanding Juvenile Delinquency*. Pub. 300. In press.
- National Recreation Association, 315 Fourth Ave., New York, N. Y.
- Day Camping*. Maude L. Dryden. 32 pp. 1939. 25 cents.
- For the Storyteller*. 44 pp. 1938. 35 cents.
- Games for Quiet Hours and Small Spaces*. Third edition. 59 pp. 1943.
- Teen Trouble; what recreation can do about it*. Virginia Musselman. 24 pp. 1943. 10 cents.
- New York State Committee on Mental Hygiene of the State Charities Aid Association, 105 East 22d St., New York, N. Y.
- Understanding Children; a study outline for children's institutions*. 51 pp. New York. 1939. 45 cents.
- Play Schools Association, 1841 Broadway, New York, N. Y.
- A Handbook on Play Schools for Group Leaders and Teachers*. 37 pp. 1942. 15 cents.
- Plans, procedures, materials for the all-day care and after-school care of children.
- From the Records; an adventure in teacher training*. Clara Lambert. 138 pp. 60 cents.
- A verbatim record with interpretation of training courses for group leaders and teachers of work-play programs.

