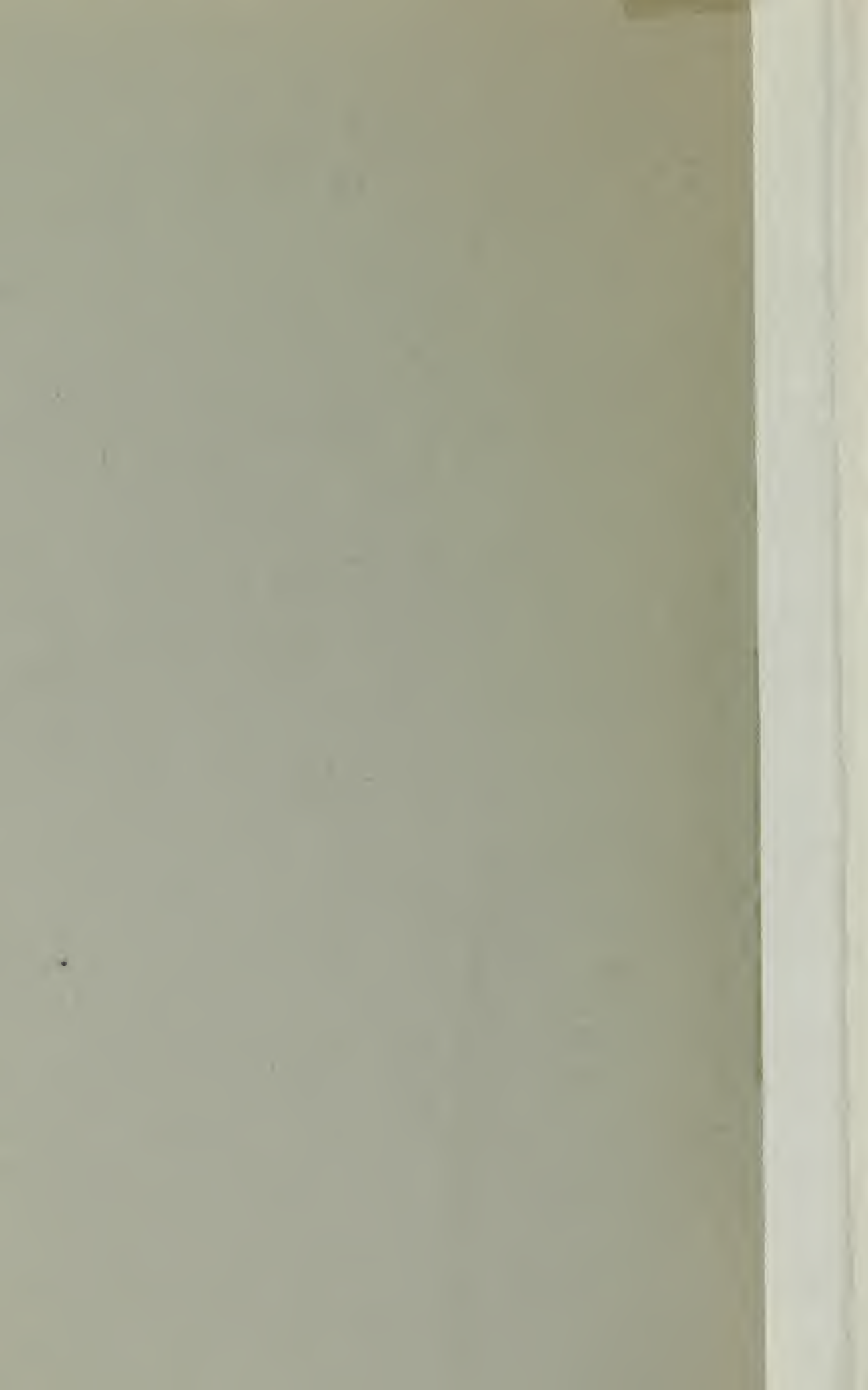


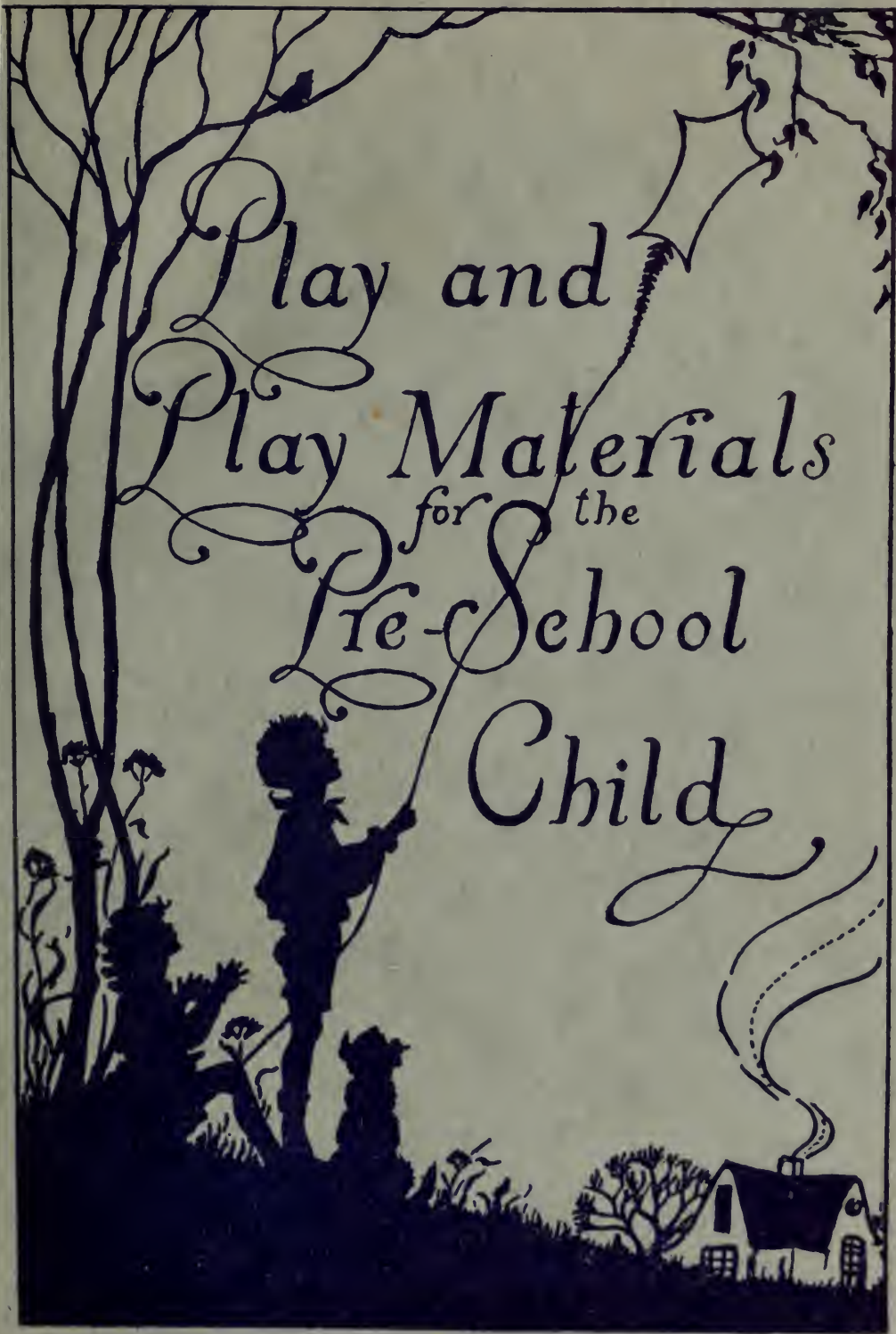


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Play and play materials for
the pre-school child

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Prepared by

HARRIET MITCHELL, B.A., R.N.

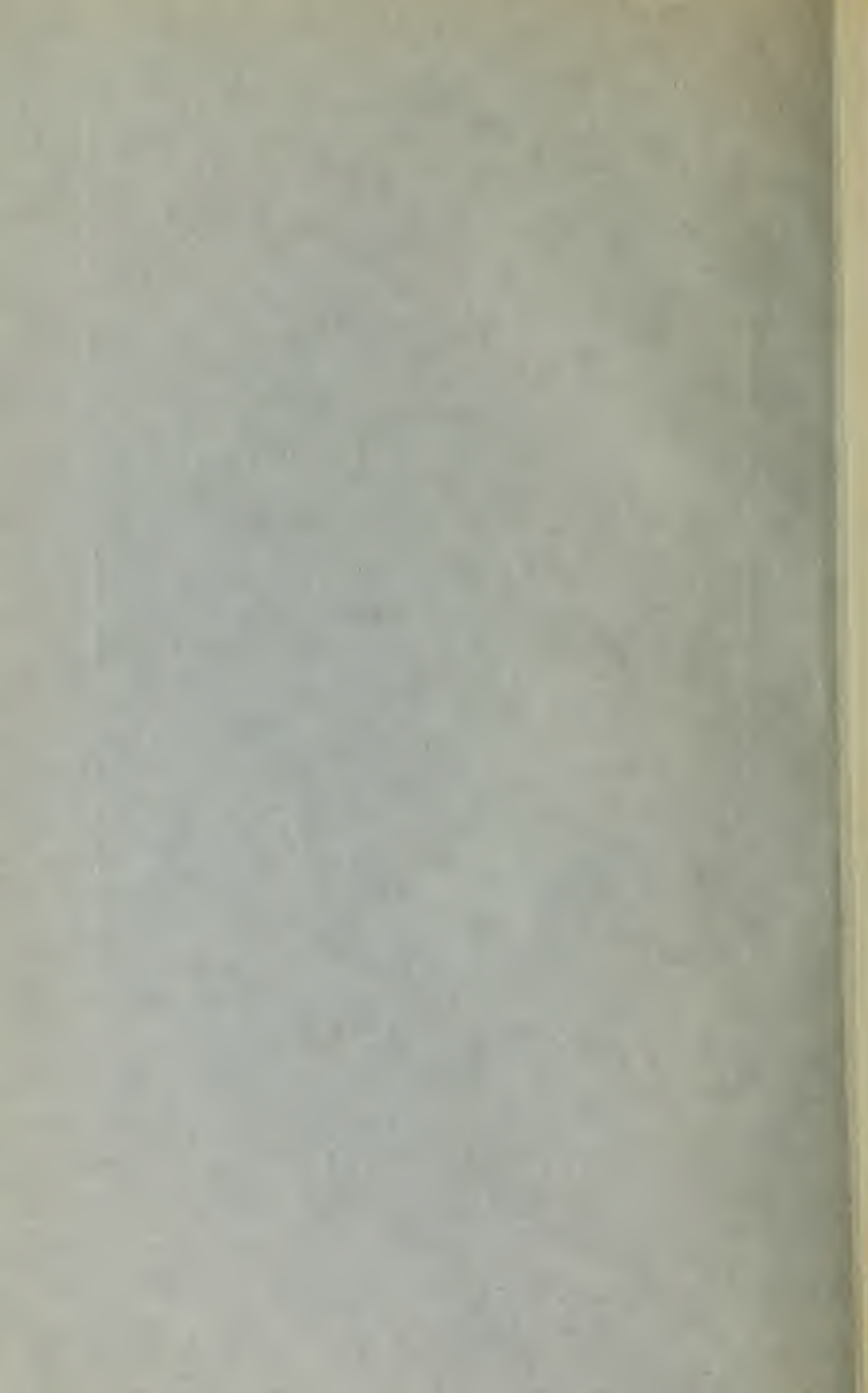
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ERRATA—Due to an unfortunate error, acknowledgment has not been made to the Bureau of Educational Experiments of New York City for permission to use the illustrations appearing on pages 28, 35, 56, 57, and 59, and to Mr. W. C. Batchelor of the Bureau of Recreation of Pittsburg for permission to use the cuts and directions for making the playground apparatus appearing on pages 50, 51, and 53. These courtesies are gratefully acknowledged.

I. PLAY AND PLAY MATERIALS

1. PURPOSE OF PLAY.

IS PLAY
NECESSARY ?

The thing that most needs to be understood about play is that it is a necessity and not a luxury. The conception of play as merely amusement is quite wrong. To the pre-school child it is the most serious thing in the world, and is as necessary to his healthy development as are food and rest. It is his means of getting acquainted with and adjusted to his surroundings.

If you will watch a child at play you will be convinced of its seriousness. When he arranges his blocks on the floor in order to play train he is very thoughtful and absorbed. This imaginary train is as real to him as an actual one would be to you. It is this great seriousness of play that gives it its great educational value; the child's play is meaningful to him because it is spontaneous self-activity. It is activity initiated by him. The pre-school child's life may be divided into two main activities—routine and play, and by far the greatest amount of time is concerned with play.

RELATION OF PLAY
TO PHYSICAL,
EMOTIONAL
AND MENTAL
DEVELOPMENT.

Man is a play built animal. The human young is born a very helpless creature and has a long period of infancy. In the lower animals a large number of instinctive reactions are in perfect order at birth, so that the young animal can do more for itself than can the human baby. The human baby is much slower in developing, so there is more possibility of modifying and adapting his behaviour to better meet existing situations, as memory, reason and imagination come into play. The many instinctive and intellectual powers which are part of the equipment of the normal adult person are at first very imperfect; they require much exercise and practice and modification before they are ready to meet the needs of later life. The chief method by which this development and modification is accomplished is play.

In the life of the child play assumes the importance which adults accord to work. Play is the great instinct and habit educator. The child playing all day long is busy educating himself. He learns to do by doing, by experiencing, by making mistakes. His greatest interest is to explore, to handle, to find out about things and what is to be expected of them. During this process he is also forming habits of feeling, thought and action that will ultimately determine his personality. Whether these habits are desirable ones or undesirable ones, depends largely upon the parents' wisdom in providing him with an environment and materials which stimulate desirable responses.

PLAY IS SELF-
MOTIVATED

Play is the result of impulses that direct the activity of the child during the plastic stages of childhood. It is motivated from within and so is suited to the period of the child's development. The types of play are closely related to structural changes in the growing body and can be explained by the need to exercise these growing parts. At four years nature urges the child to use the larger muscles, to mark with crayons, using large strokes across the page. Unknowing adults are apt to try and teach the child to form the letters of the alphabet, to use the finer muscles of the hand, in short to do something for which he is not yet physically ready. Such activity cannot be called play. To fill the child's play needs to the best advantage the parent must know what is taking place in his child's development—physical and mental.

DEVELOPMENTAL
PHASES OF PLAY
INTERESTS.

The child manifests different play interests and needs as he passes from one stage of development to another. The intelligent parent should be able to understand and recognize these and be prepared for the varying demands as the stages appear, so that he will provide the child with toys and play materials that will not only satisfy his needs but that will stimulate his growing interests along

healthy and constructive lines. It is just as important that the parent know what to provide for the full mental development of his child as it is that he be able to intelligently select and prepare food for his best physical development.

To make a little clearer the purposes and needs of the successive play stages of the pre-school period, we will consider it as roughly divided into two periods. **The first stage**, directly following birth is one of very rapid growth and is concerned with developing the large important leg, arm, and trunk muscles, in learning to focus the eyes, to recognize sounds and develop the voice, and absorbing through the senses as much as possible about the properties and qualities of things about him. **The second period** begins at from two and a half to three years. While physical activity continues to fill the day, it now takes the form of dramatic and representative play and is accompanied by a great deal of construction with materials.

PLAY LIFE OF THE CHILD FROM BIRTH TO THREE YEARS.

SENSORY AND MUSCLE PLAY.

The first period of play life begins with babyhood when the child's life is largely in relation to his mother. At first the baby simply accepts such simple sensations and movements as come to him. He feels the movements of his own arms and legs; feels the opening and closing of his fingers, the contact of hand with mouth which so frequently stimulates sucking. He enjoys the comfort and warmth of his bath and the accompanying gentle patting and friction. These are the beginnings of his play life.

Soon we find that he reaches out for these sensations. He pats and rubs anything his hands touch. He feels his own fingers, face and his mother's breast. He is getting his first knowledge of the qualities of things through repetitional movements. At this period the provisions which the parent needs to make for play are exceedingly simple. It really means providing oppor-

tunities for enriching his sensory experience; singing and talking to him, moving him occasionally from one room to another, giving him at least one hour freedom from clothes every day, when he can kick and stretch as much as he wants. These regular half hours of unhampered movements are invaluable in the baby's progress in acquiring an awareness of his own body and the control of it. Rythmic movements of the arms and legs accompanied by songs and jingles make this period a happy as well as instructive one, to the tiny infant. Any game that calls the child's attention to his own body and its possibilities is of value. To such a class belong Froebel's Finger Plays and such nursery games as "Little Pig Went to Market" and "Pat-a-cake."

The child's interest and pleasure in what he feels evidently grows day by day. He begins to reach out for things. A ball or rattle hung in the hood of his carriage attracts his attention and gives him an incentive for exercising his arm and hand in stretching and reaching. At first his movements are very inaccurate, but after repeated attempts he becomes able to actually reach in the direction of the thing he wants, and then to grasp it. And when he has learned how to get things into his hands, manipulation begins.

PLAY OF THE
THIRD MONTH
ON.

The desire to reach for and grasp things begins to be manifested during the third month. As soon as the baby shows this interest in getting his hands on things, we must make sure that suitable playthings are placed within reach. Rubber toys, spools, keys on a ring, brightly colored beads, all have value. Anything will do that is small enough and light enough for the baby to grasp and move about and feel. From the sixth month pieces of tough unprinted paper may be pinned to his dress. Most infants delight in the crackly sound and the feel of crumpling stiff paper and will play for long intervals with it. A small bell tied to his bootee or wrist will interest him too.

PLAY AT SIX TO
NINE MONTHS.

At six to nine months, lids and covers of pans, small wooden blocks, an aluminum cup and spoon, clothespins, keys on a ring, tinker toys, brightly colored beads all help in his development.

BUILDING
DESIRABLE HABITS
THROUGH PLAY.

Even as early as this it is possible to help the baby in forming the invaluable habit of concentration. By limiting the number of articles given him at one time he will learn to exhaust their possibilities before tossing them aside. He will examine them intently and make new plays with them. Too many toys scatter the attention and the child is soon demanding assistance and amusement from adults. Now as throughout childhood, the "hands off" policy must be adhered to. It is all too easy to attempt to do the baby's practising for him. Since the baby can learn only by doing, he must be allowed to practice the necessary co-ordinations and adjustments for himself. Do not immediately replace the toy that he has dropped if it is within his reach. Allow and encourage him to feel for it himself. After repeated trial and failure, success stands out brightly and thus the child begins to associate space and direction with it and so begins his development of memory and choice. Habits of independence are thus begun at the earliest opportunity and no element in the development of personality is quite so significant as growth in habits of self-reliance and independence. Of course the mother needs to be sure that successful accomplishment is possible. Repeated fruitless effort with its resultant thwarting and rage, if long continued, is sure to be harmful, as it precipitates the exercising of a rage response.

VALUE OF A
PLAY PEN.

Until the child is sitting up the crib or carriage provides ample space for the baby's play. After about the sixth month a Play Pen is almost indispensable, or an enclosed space of some kind. There is no doubt that the small child gets a great deal of comfort from the limited environment that the play pen provides. Whatever the explanation, it

does have a quieting effect, limits the demands upon his attention and simplifies his world. The busy mother too, finds it invaluable as protection for the baby, from difficulties he might get into when crawling about at will. As Lee says "You can look the other way and know that he will not kill himself before you can look back."

PLAY
CHARACTERISTICS
OF TEN TO
TWELVE MONTHS.

At ten to twelve months, or before, the "noise" stage begins. Now the baby will delight in pounding a spoon on a pie plate, a small drum will please him and bells to ring (the tea bell will do nicely) teach him motor control and he likes the resultant noise. These "Noise-makers" should be given only for short periods. The baby is also now interested in fitting things into one another. Boxes and hollow blocks will hold his attention for hours. A baby will sit contentedly for a long time simply fitting one box into another, or putting lids into a jar time after time. Apparently he gets great pleasure in repetitional movements. He will also like old magazines to "leaf over."

IS SOLITARY
PLAY DESIRABLE?

A small box or basket containing a miscellaneous collection of things such as clothespins, celluloid and woollen balls, aluminum cup, spoons, and similar easily cleanable, non-swallowable articles, will keep him happily occupied, emptying them out and putting them in the basket or container. Toys such as stuffed animals, small dolls, tinker toys, rattles, should be given three or four at a time, and one set changed only when the baby has really tired of them. Intelligent rotation of toys is productive of interest and pleasure in solitary play. Solitary play which is normal and to be desired at this period, provides opportunity for training in sustained attention, and as such is essential in the development of the individual child. The wise mother will provide several half hours of such quiet uninterrupted play for her baby and will be careful never to needlessly break in on such concentration by distracting his interest.

PLAY OF THE
TODDLER.

As soon as the child attempts to get about, to crawl, stand and walk and run, opportunity must be provided in every home for a free motor development. It is really criminal to urge small children to "sit still." This period is one of rapid growth and is concerned with developing the large important arm, leg and trunk muscles. The child is learning to control the sets of muscles that make it possible for him to walk, climb, push, talk—and unlimited opportunities for practice are required. He needs plenty of room and freedom. He needs boxes, chairs and stairs, for experimental climbing. He should have wagons to pull and push, big balls to roll and catch, ropes and bars to swing on, kiddie-kars, rocking horse chairs, and such things to climb upon or push around.

THE
MANIPULATIVE
STAGE OF PLAY.

The impulse to manipulative activity, which determines the development of feeling and precision of movement in the hands, is a compelling one and essential in the process of the child's growth. To handle, to touch, to examine, is to know about things. The child is built up around the hand. It determines almost all his early training. Lee says "We are all of us literally 'hand-made.' "

THE URGE TO
"FIND OUT."

At first the child is in a world of unfamiliar things; he is uncertain about everything. He does not know what things will do, and is often surprised by the startling reactions of apparently neutral objects. During these first three years the child's chief business is to "find out." He experiences the "feel" of things, becomes familiar with shape and texture and balance, through grasping, wielding and finger contact. The unresponsiveness of the things he is working with introduces the child to the inevitableness of Nature and her laws. He comes gradually to realize that persistent, patient, intelligent effort is the price of success. While the parent must give some guidance, he must let the child learn with as little help as is possible. What the parent must provide is some

place to play where "don't touch" and "leave alone" are seldom necessary admonitions. The urge to handle and finger things keeps children busy and a wide variety of sense training is the result of such activity. Gradually they learn through the trial and error method what they can do and how to do it. They must be given the opportunity.

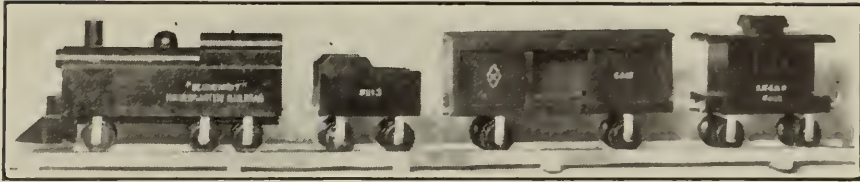
WHAT THE
INTELLIGENT
PARENT CAN DO
THROUGH PLAY.

How often is the child expected to gain this necessary sensory and motor experience in a home where activity is constantly prohibited? How many children are called "naughty" who are merely attempting to get first hand experience from their surroundings? Ideally the home should have few things within the reach of the child that he may not touch. This does not mean that it is advisable to remove all forbidden objects. The little child has to be taught sooner or later that he cannot always do exactly as he wishes. But such prohibitions should be very few. The parents' emphasis should be "do" rather than "don't," expression rather than repression. The mother who intelligently provides her child with plenty of material that he may examine, and experiment with, who will take time and thought to allow her child to exercise his impulses instead of trying to thwart them, who encourages his desire to help with the bedmaking, who praises his efforts at dusting, who welcomes his attempts to help run the vacuum cleaner, who solicits his interest and help in opening and closing the drawers in putting the linen away, that mother will be amply repaid for her temporary inconvenience when she observes how happily busy her child is and realizes that he is getting wholesome physical exercise and forming habits of usefulness and helpfulness which will make him a more efficient and independent adult.

CONSTRUCTIVE
PLAY—THE
"DO-WITH"
STAGE.

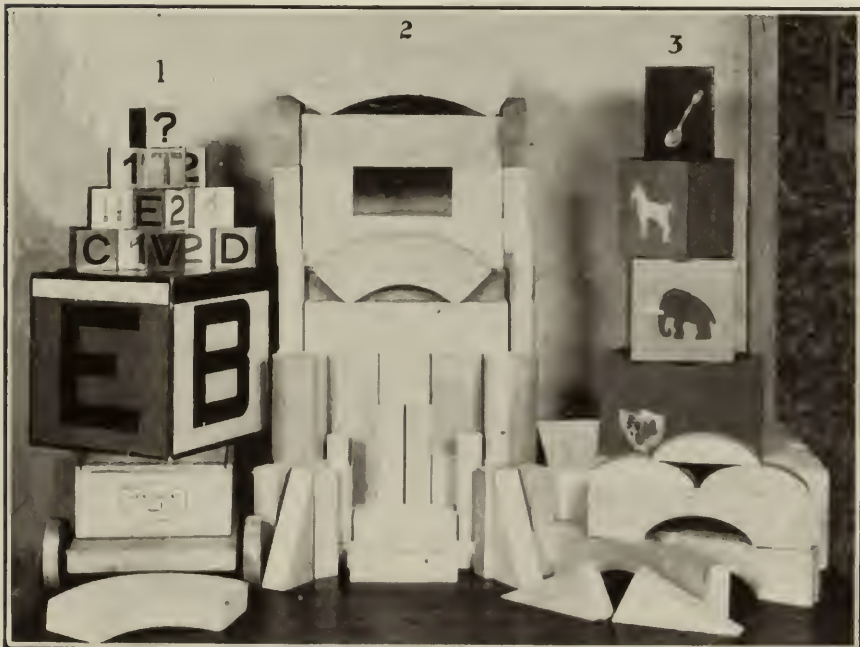
With physical development and the knowledge acquired through his manipulative play, eventually the child comes to have a feeling of certainty about his environment. He discovers that he has the power of changing or

WOODEN TRAIN—DURABLE AND SIMPLE.



DIVERSIFIED BLOCKS.

1. Enamelled Wooden Blocks.
2. Large, Unfinished Wooden Building Blocks.
3. Nested, Wooden Blocks.



(Courtesy, Boys' and Girls' Book Store Montreal).

altering it. Comes a morning when the baby tightly squeezes his piece of buttered toast in his hand and examines the resultant shape with surprised interest and satisfaction. Here is something he has made. He has for the first time the thrill of being a "cause." From this time on, altering and making things will be his chief aim. To see, hear, feel and above all to make things "happen" to materials and objects as well as people in his environment are sources of real satisfaction to the child.

Blocks should now be provided for the child—as many as there is room for. Large brick shaped ones are best, as he will get much pleasure in lifting and carrying them about as well as building with them. Parents should also provide nests of large blocks to fit into one another, pile on top of each other in order of size, etc., sets of large wooden cubes with pictures of animals or letters on the sides. These may be used for building as well as sensory training. Some hollow blocks of large size (24 in. by 6 in. by 12 in.) have been found particularly valuable in the outdoor playground as they allow for large building. The brick shaped blocks can be very easily made at home by sawing a two by four into eight inch lengths and sandpapering the surfaces and edges. Something he can "do with" is now what your child wants and must have. In these impulses to make things during this period the creative instinct is beginning to assert itself.

MATERIALS FOR
CONSTRUCTIVE
PLAY AND
CREATIVE
EXPRESSION.

Parents must see that there is plenty of material at hand to express the ideas as they come. Paper, large crayons, clay for modelling, blocks, sand, wood are all needed.

The sand pile has the greatest possibilities.

Anyone who has watched construction work anywhere knows how fascinating a pile of sand is to children of all ages. In moist sand children will play happily for hours absorbed in the play of molding and building with this plastic material. In small apartments where a sand pile

out of doors is impossible, a sand tray or table may be substituted.

A few substantial toys are all that are needed. Consideration must be given to the child's desire and need to investigate, construct and reconstruct and toys provided which allow of this opportunity. Good examples are Noah's Ark, Tinker Toys, a heavy wooden or iron train, pails and molds for the sand, soft dolls and animals, stout chairs and cakes of hard soap, large nails and a wooden mallet to hammer with. Picture books on heavy cardboard sheets interest the very young child and help in first lessons in turning pages. Children are often thought to be destructive when they tear the pages of books, when very often it is the result of awkwardness and inexperience in turning the thin sheets. Colored picture books are best, with simple, large pictures, showing things related to the child's experience and surroundings.

THE MENTAL
HYGIENE OF PLAY.

The things the child tries to make begin now to be interesting to him as an end in themselves, but the greatest value accruing from the child's activities are the habits and attitudes developed in play and the acquiring of skills. Habits of care and economy of materials, neatness, and order, responsibility for self and play materials, may all be developed during play. The habit of keeping happily busy and the satisfaction following the achievement of some piece of constructive work, the developing of initiative and planfulness, the opportunity for wholesome self-expression, these are only a few of the desirable habits that may be exercised during play that is carefully planned and with play materials that are purchased with this goal in mind.

DO NOT INTER-
FERE WITH
CHILD'S INTEREST.

Perhaps at first the child will not show much method in his play. He may pile his blocks one upon another or end to end untiringly, snip off tiny lengths of thread from the spool he slowly unwinds from his fingers or endlessly fill and refill the little tumbler with water. Here again we must

keep in mind our "hands off" policy of non-interference. Do not interfere; do not overdirect; do not try to force interest. Nature is a good trainer and times her urges pretty accurately. Given a reasonable environment, gradually through practice and experimentation, the child comes to a knowledge of what he can do with his materials. The following things are well to keep in mind during this period.

1. Large coarse movements precede small fine ones, consequently large materials such as sand, clay, large blocks and crayons should be provided before such materials as scissors, small crayons, pencils and painting materials.

2. Construction for the sake of expression, should precede work for technique and exactness. The manipulative activities should be satisfying in themselves to the child.

PLAY LIFE OF THE CHILD FROM THREE TO FIVE YEARS.

DRAMATIC PLAY.

The second period of play begins at about three years—sometimes sooner. There is no less interest in physical activity but it now takes the form of dramatic play or representative play, and is largely a dramatization of the details of home life. The child imitates the ideas as well as the acts of the people he sees around him in his home. He must repeat the actual expression of the life he sees in his attempt to comprehend it. There is a great deal of impersonation or "make-believe." Now the overturned chair becomes a carriage, delicious food can be enjoyed from empty plates, the child rides his hobby horse furiously up and down. The dramatic instinct is expressed in the simple housekeeping plays. Playing "doctor," being mother, bathing and feeding the baby. By the method of impersonation, that is by living through the part of doctor or mother, the child learns to sympathize with and understand the feelings of others. The small child playing with her mother, who pretends that she is

the mother going to call on a neighbour will likely learn something about the manners called for on such an occasion, but even more about putting herself in another's place—an invaluable step in her socialization.



HOUSEKEEPING TOYS OF RELATIVE SIZE FOR THE LITTLE MOTHER.

TOYS FOR THE
DRAMATIC
PERIOD.

Toys at this period are essential, but it is what can be done with them or imagined about them that is important. They should be selected to help the child reproduce the life processes that are going on around him. He will need housekeeping toys, doll furniture, washing, ironing and cooking outfits, gardening tools like father's, telephones for carrying on conversations and giving grocery orders, chairs and tables and dishes for parties, dolls, wooden if possible, with clothes that can easily be taken off and put on. As far as possible toys should be chosen in relation to each other. Eighteen inch dolls and twelve inch beds do not go well together. Dolls should be strongly constructed and made to withstand frequent washings. The Schoenhut dolls answer all these requirements and are very

attractive. These dolls are wooden with guaranteed steel spring joints, and will sit and stand, in a most natural fashion. They can be sent to the factory when need arrives to be "done over" at small cost. Chase dolls are also very much liked by children. They are made of stockinet and painted so they too can be washed without injury. The joints are flexible and the doll is soft and cuddly—a real "rag-doll" that children always love.

Doll furniture can be either bought or made at home. It should include a strong nicely designed bed with the necessary pillows, sheets, blankets, etc., and some sort of a dresser or chest with drawers for putting away dolls' clothes and a trunk for the same purpose.

Chairs and a table upon which to serve meals, a small iron stove with cooking utensils of iron or aluminum and a set of enamel or china dishes will complete the necessary housekeeping equipment. A doll carriage is almost indispensable. It should be of good size and well made. It is not well to economize on this item, as it will have constant and hard use over a long period. Durable toys cost, but when we consider that well made ones are really permanent play materials and can be expected to last for the play of several children, we realize that they are the most economical in the long run. With such toys, connected play at housekeeping, ordering the groceries, taking "Baby" for an outing, and going calling, following much the same sequence as the routine of adults in the family, will be acted out by the child. This sort of sustained play should be encouraged as it helps in the development of planfulness and reasoning powers.

The responsibility for the order and care of the toys should be increasingly given to the children. Even the tiny baby can be carried around to put his playthings on the shelf, and thus begin the habit of tidiness. Children soon learn that they must keep their toys in order or suffer the consequences of being deprived of their playthings. At times when children are overtired it is

better to make a game of the "picking up" and even help a good deal oneself, rather than build up unpleasant associations with the desired habit. If all the house-keeping equipment can be kept together it is more readily accessible when wanted—and more easily put away. The cooking utensils and dishes on one shelf, the laundry apparatus on another. If the housekeeping toys are to



BUILT IN SHELVES FOR THE NURSERY.

"A place for everything and everything in its place," is quite a possible ideal when there is ample shelf room.

have any real educational value they must be substantially made and large enough so that the child may learn how to really use them properly. Clean up apparatus, such as brooms, dustpans, etc., should be of "workable" size and construction and the child needs to be taught how to use them properly. Better housekeeping materials

in small sizes, wash boards, dustpans, small benches, etc., can frequently be found in the housefurnishing department rather than the toy department. As to ironing play—one of the smallest electric irons is probably the best investment for real experience in ironing. They do not get very hot and even a child of four can learn to iron flat pieces like handkerchiefs with safety and pleasure.

TOY ANIMALS. Toy animals stimulate the building of barns and barnyards to put them in and also offers splendid opportunities for dramatic play in carrying out farm activities.

The animals which come in the Humpty Dumpty Circus are the best on the market at present. They are made of wood, jointed and painted quite naturally. These animals can be bought separately and are not expensive.

A series of composition animals are being offered in sets with a certain amount of barnyard equipment in the way of fences, houses, barns, etc. These are very realistic but more expensive. Very attractive rubber animals can be obtained, but these do not often match in size and proportion and so are unsatisfactory.

CONSTRUCTIVE MATERIALS FOR DRAMATIC PLAY. In addition to some of such toys, the child will need an even greater variety of materials out of which to make things. To what has already been provided add blunt scissors, paste, tissue paper, raffia, wool yarns, etc., large marking crayons and large sheets of paper, many more blocks with greater variety as to shape and real tools like "Dad's." The furnishing of a doll's house offers great opportunities for initiative and constructive activity. It is much better to buy handwork materials at a school supply store rather than in the toy department. There one usually gets better materials and one can choose just what one needs rather than having to buy the "sets" containing many materials not wanted. Drawing paper should be bought in quantity, (unfinished paper at least six by nine is best) so that it can always be available. Powdered clay may be bought by the pound from any art supply store.

It is inexpensive and children derive a great deal of pleasure as well as muscle and sense training in its use. It is important that the clay be properly prepared for use. It should be moistened with water and well worked to a plastic consistency. Kept in a covered stone or galvanized jar it is always ready. As in the use of other materials a certain amount of help and direction in the use of clay is necessary. A large piece of oilcloth can be spread on the table for protection. It should be used on the wrong side to prevent slipping of the clay. One mother loaned the enamelled tray of the gas broiler for a clay board. The child should be taught to handle the clay with palms and finger tips and to clean up after his play. With the use of all materials the parent must keep in mind that the aim of all handwork is to train the eye and hand of the child and develop imagination and give opportunity for self-expression, not to secure finished products perfect according to adult standards. The pre-school child is uncritical and easily pleased; but parents must be careful not to destroy the creative impulse and the child's faith in himself by an insistence upon perfection and technique. These will come at a later period when definite instruction is valuable and desirable and eagerly looked for. For the older child newsprint paper and "show card" colors with big brushes make pictures of large size and shape possible and give ample opportunity for the large arm movements.

MUSCLE
EXERCISERS FOR
THE DRAMATIC
PERIOD.

Again let me emphasize the necessity of parents providing plenty of opportunities for large play activities in the home. An "indoor Gym,"—one of the doorways if necessary to conserve space, with swing, trapeze and flying rings,—a slide and ladder; large soft balls for throwing and catching are valuable. A large sized heavy train will encourage crawling and pushing and thus develop muscles. With father's help a string of flat cars may be made from ten inch pieces of wood about five inches wide by one thick, and holes bored through with spools or button molds for wheels.

Parents need to have more "conscience" about the absolute necessity for active play for young children. Those who can make up their minds to sacrifice a little of the quiet and orderliness of their homes, to allow for wholesome spontaneous activity for their children will reap their reward in seeing the children developing into healthy, well-balanced, efficient and independent adults.

**MECHANICAL
TOYS.**

The market to-day is flooded with mechanical toys of all sorts, so a word of warning about them should be in order.

Mechanical toys of the type of "Erector" and "Meccano" and the various electric engines are excellent examples of "good" mechanical toys. The "Tinker Toys" are of equal value, and appeal to the smaller child. These toys all encourage and stimulate purposeful activity, initiative, planfulness and achievement. In contrast to them are the usual mechanical toys the "Do-nothing toys." I am referring to the toys which the child rubs on the floor or winds up with a key and then sits back to watch. They quickly exhaust interest and are easily broken. They have no possibilities.

Children like simple toys they can do something with themselves. Usually the only thing they are able to do with a mechanical toy is pull it apart to see what makes it go. The result is usually a disappointed parent, an "ungrateful" child and a heap of rubbish. The reason so many adults buy mechanical toys is because they themselves find them amusing. Who are you buying the mechanical toy for?

**MUSIC PLAY
AND INTEREST.**

Only musically good and well made musical instruments should be part of children's play equipment. Wooden Xylophones are one of the best things to get for the music play of young children. A drum, a tambourine, a triangle, bells and a rattle are all suitable for the pre-school child. Water tumblers partially filled with water and tapped with a silver spoon will give musical interest and great pleasure to children in their experiments with the varying sounds.

A children's orchestra gives great pleasure on a rainy day. All the children choose some instrument and with the leadership of an older child or adult, keep time to a simple tune. This sort of play gives excellent practice in rhythm, as tunes can be chosen which will give training in different kinds of accentuated measures.

GRAMAPHONE
RECORDS.

A toy gramophone is not desirable, but a real one is very helpful in developing music appreciation, enlarging the child's musical experience and helping in the development of an interest in listening to good music. The Victor and Columbia Gramophone Companies have made a number of records that are suitable for such use with children. By writing to the Educational Departments of either company a list of such records may be obtained.

TIME FOR
PLAY.

There is seldom any difficulty about providing time for play for a very young child. The greater part of his activity is spontaneous play. But as the child grows older, there is a growing tendency on the part of parents to fill up the child's day with activities that cannot properly be called play. In some homes the time of children is so divided up and directed that there is very little opportunity for them to play spontaneously and freely. This is highly undesirable and should be avoided. Certainly every pre-school age child should have at least several hours each day of undirected play.

SHOULD THE PRE-
SCHOOL CHILD'S
PLAY BE
SUPERVISED?

The play of young children should be supervised but not unnecessarily interfered with. The children should be encouraged to settle their own difficulties and stand on their own feet without constantly asking for assistance and "judgments" from mother. Probably the best place to supervise a playroom where young children are playing is from the next room, where one can hear enough of what goes on to know when a critical point has been reached that calls for adult help. In the use of new play apparatus a certain amount of supervision is desirable until the

children have learned how to take care of themselves on it. Children must be assured safety in their explorations if their initiative, inquisitiveness and independence are to be fostered.

The supervisor, parent or teacher should never interfere with any absorbed activity of the child unless it is necessary to carry out the routine of food or sleep. Keep in the background, ready with interest and appreciation and help when needed, but otherwise inactive.

COMPANIONS.

The child under two years is an individualist. He responds very little to children of his own age. He is busy learning from his environment and the adults in it. Thus the ordinary companionship of family life are all the baby needs in this period. But from two years on he should have the companionship of children his own age or a little older. Too great a variation in age among companions is not desirable. The play of the older children is constantly interfered with by the younger ones, or the older child adopts the role of nurse or mother, in which case the younger children tend to become passive and lose a good bit of their impulse to independence and initiative. It is only in group play with children his own age that the pre-school child is adequately socialized.

BOOKS AS PLAY MATERIAL. FIRST BOOKS ARE PICTURE BOOKS.

Books are a very necessary part of the play equipment of any child. The first books for the young child are picture books. Pictures for the child under four years of age should be true to life in color and form and drawn without too much detail. The large books made of heavy cardboard with only about a dozen pages depicting the routine of a little child's day, are excellent. "Let's Pretend," by Nelson, is an illustration of this class. Little children can turn the pages without difficulty, and the material presented is related to their own everyday experiences. After the very small child has learned to handle these books, there are a great number of very desirable stiff linen books that may be purchased. Those

illustrating the "Adventures of Peter Rabbit," "Henny Penny," are very good.

BOOKS FOR THE
CHILD FROM TWO
TO FIVE.

For the first two years the child is interested chiefly in himself and his own environment, but after that his interest gradually extends to other children, animals, and other localities. Ideally the stories for children should start with the child's own experiences and surroundings, and lead gradually to wider environment. His books now should include animal stories, Mother Goose jingles, Fairy stories, stories of children of other lands and poetry.

MOTHER
GOOSE.

The swinging rhythm and repetition of sounds of the Mother Goose jingles have infinite charm for children and have certainly stood the test of long continuous use. Simple fairy stories and nature stories are much enjoyed. Such stories as the Three Pigs and The Three Bears have always been pleasing to children of this age because they present simple graphic word pictures that call up familiar mental imagery.

STORY BOOKS.

The first story books for children should be simple in plot and short. They should have dramatic sequence and action and should be suggestive and give scope to the imagination. Jataka Tales are an illustration. These are animal stories of Hindu Folk Lore, clear and simple as Aesop, with high ethical value.

FAIRY
STORIES.

Fairy stories are perhaps better left until after the pre-school period, when the child has become oriented in his world and has acquired a sense of social values. All stories of witches, ogres and wicked giants should certainly be eliminated. They are likely to cause terror and mental conflict for the small child. Those fairy tales which emphasize right social relationships, that dwell upon the necessity for keeping promises, that teach that kindness pays, and that friendships for men and animals bring a sure reward, are very valuable. This means that Fairy Tales for young children must be very carefully edited and selected.

A SUGGESTED BOOK LIST FOR THE PRE-SCHOOL CHILD.

Twelve Months to Three Years:

Automobile Book	Sam Gabriel Sons.
The Railway Book	" " "
Ships at Sea	Nelson.
Let's Pretend	"
Baby's Daily Life	Koci. Fischerova-Kwechova.
Peter Rabbit	Sam Gabriel Sons.
Three Pigs	" " "
Night Before Christmas	" " "
Three Little Kittens	" " "
Gris Animaux en Image	Bernadin.

Two to Five Years:

The Ark Book	Derrick	Blackie, London.
Portraits at the Zoo	Cook	Nelson.
The Tale of Peter Rabbit	Potter	Warne.
The Tale of Jemima Puddleduck		
The Tale of Benjamin Bunny		
The Tale of Tommy Tiptoes		
The Tale of Tom Kitten		
The Tale of Mr. Jeremy Fisher		
At the Farm	Hardy	Nelson.
Four and Twenty Toilers	Lucas	McDevitt Wilson.
Story of the Ship	Grant	McLoughlin Bros.
Japanese Children		The Toyodo, Tokio.
A.B.C. Book	Falls	Doubleday.
R. Caldecotts Picture Book No. 1	Caldecott	Warne.
R. Caldecotts Picture Book No. 2	"	Warne.
Hey Diddle Diddle Picture Book	"	Warne.
Kleine Marchen	Anderson	O.U.M. Hauser, Ludwigsburg, Ger'y.
Mother Goose	Grover	Volland.
Under the Window	Greenway	Warne.
Jane, Joseph and John	Bergengren	Atlantic Monthly.
The Pelican Chorus and Other Nonsense	Lear	Warne.
The Pied Piper of Hamelin	Browning	Warne.
Child's Garden of Verses	Stevenson	Scribner.
Songs of Childhood	de la Mare	Longmans.
Sing Song	Rossetti	MacMillans.
Babies' Own Aesop	Crane	Warne.
Jataka Tales		
More Jataka Tales	Babbitt	Century.
Grasshopper Green and the Meadow Mice	Rae	Volland.
Pinicchio	Vollodi	Crowel. MacMillans.
King of the Golden River	Ruskin	Lathrop.
The Arabella and Araminta Stories	Smith	Small.
Nicholas	Moore	Putnam's.
Here and Now Story Book	Mitchell	Duttons.
New Stories to Tell Children	Bryant	Houghton Mifflin.

A GUIDE TO TOYS FOR THE PRE-SCHOOL CHILD.

One to Three Months:

Rod to grasp.
Rubber doll and ball.
Rattle.

Three to Six Months:

Rubber toys.
Spools.
Keys on a ring.
Aluminum cup and spoon.
Paper to crumple.
Small bell.

Six to Nine Months:

Mirror.
Wooden beads on a string.
Leather reins to pull, with bells.
Small hand bell.
Pie tins and spoons, clothespins, lids and pan covers.
Large ball.
Bath-tub toys of celluloid.
Tinker toys.

Ten to Twelve Months:

Small drum or Japanese gong.
Basket for toys.
Stuffed animals.
Dolls (wooden, rubber).

For the Baby Beginning to Crawl or Walk:

Balls to roll on the floor.
Small Kiddie-Kar.
Rocking-chair horses.
Floor toys to push—wooden train, etc.
Several brick size wooden blocks with rounded corners.

One or Two Years:

✓ Sand box or colored stones.
Sand toys, pails and molds.
Balls, large, soft, hard, woollen, etc.
✓ Wooden blocks—4x4 inches.
Spools, rattle with bells.
Block nest.
Washable dolls—two or three.
Linen and heavy cardboard picture books.
Toys to pull by strings.
Doll-carriages.
Well made chair to sit in and carry around.
Wagon.
Kiddie-Kar.
Chair swing low enough to let child's feet touch.
Brick shaped wooden blocks—about twenty.

Two to Five Years:

- | | |
|--|------------------------------------|
| For physical exercise, all those mentioned under one or two years, and | |
| Board swing, | Dolls—unbreakable, washable, |
| Walking beam, | Cooking utensils for dolls, |
| Slide, | Doll furniture, |
| Sled, | Laundry equipment for dolls, |
| Wheelbarrow, | Dolls house, |
| Train of cars, | Stuffed or wooden animals, |
| Broom or snow shovel, | Blocks—all we can find room for of |
| Horse reins, | brick size, curved and cylinders, |
| Balls of all sizes, | cubes, etc., range of sizes for |
| Large Floor Blocks, | building towers, |
| Musical toys, Xylophone, | Tools—real ones, |
| triangle, etc., | Sand, |
| Hammer and nails, | Modeling clay, plasticene, paints, |
| Colored beads for stringing, | chalks, paper, paste, blunt |
| Telephone, | scissors, |
| Bean bags, | Toy animals, Humpty-Dumpty circus. |

It would be very unwise for any parent to buy all the toys listed for their children. At the different age levels it is wise to select only one or two toys or materials that fall under the following classes :

1. Physical Exercisers Kiddie-Kars, slide.
2. Sense Developers Xylophone, sand, colored beads.
3. Toys for "Make Believe" Dolls, laundry equipment.
4. Building Toys Blocks, tools.
5. Handwork Materials Papers, weaving materials.
6. Games.

It is well to remember that as great harm can come from too many as too few playthings and play materials.

BIBLIOGRAPHY PLAY AND PLAY MATERIALS.

BOOKS:

Play Life	Palmer	Ginn & Company.
Manual of Play	Forbush	Jacobs.
Play in Education	Lee	MacMillans.
Permanent Play Materials	Garrison	Scribners.
Primary and Industrial Arts	Wilson	Manual Arts Press.
Children's Reading	Terman & Lima	D. Appleton & Co.
Spontaneous & Supervised Play	Sies	MacMillans.

PAMPHLETS:

Best Toys and Their Selection	Leonard	Leonard.
Catalogue of Play Equipment	Hunt	Bureau of Educational Experiments.
Playthings		Bureau of Educational Experiments.
Reading List for Children		Child Study Ass'n.
Play Equipment	Boyd	305 North Michigan Ave.
Home Play		Playground & Recreation Association of America, N.Y.

II. THE PLAY ROOM.

HOW TO PLAN A PLAYROOM FOR CHILDREN :

IS A PLAYROOM
NECESSARY ?

Every home in which there are young children should have a playroom, or at least a play corner where they can carry on their activities undisturbed and without interfering with others. The place where children play in the home does not require elaborate furniture. Instead of the traditional "Nursery" with its conventional border of fairy tales, and beautifully decorated furniture, we need to plan a play-room which will give the child not only materials that he can experiment and "do with" and manipulate, but even more important, a space in which to work, and freedom from interruption. He needs a place where books, toys and other possessions may be kept, where playmates may be brought, where he may litter up the floor in the process of making something, where it is possible to do anything that is wholesome without the inhibiting "don't" that so frequently stifles the self-expression of the child who must play in a room designed primarily for adults and where the child is constantly with them.

In these days of congested cities and small apartments, to provide a playroom for the child is sometimes difficult. It may mean giving up the guest room, but any parent will find such a sacrifice more than repaid, for the playroom will help eliminate disorder and confusion in the home, do away with many so-called "disciplinary" problems, add greatly to the mental, physical and emotional development of the child and to the peace and contentment of the parents. Some advocates even go so far as to say that the time is soon coming when the child who does not have a playroom will be considered an under-privileged child !

WHERE CAN WE
FIND ROOM FOR
A PLAYROOM?

If no special playroom has been provided, an attic or sun-lighted basement room makes a satisfactory one. A basement room, if bright and sunny, makes an unusually good playroom because less disturbance is caused by the running and

jumping that is apt to go on, and the outer entrance often found in such a room would be an especial advantage. The sunporch is frequently utilized. In one city apartment the problem was solved by having a strong folding screen built, light enough to carry around, with three broad partitions. A door was cut in the middle portion, and windows in the other two. This screen could be set up in any room in the house and folded out of the way when not in use. A wooden clothes horse, covered with denim



PLAYROOM FOR THE PRE-SCHOOL AGE CHILD, ILLUSTRATING SLIDE AND LADDER, SHELVES, WOODEN FLOOR BLOCKS, ETC.

or heavy paper could be utilized to make a satisfactory screen of this sort. Ready made screens can also be purchased.

The child's own sleeping room may be used for a play room, even if it has to be shared with others, although this arrangement is not quite so good. If possible a separate room is desirable. But, in any event, the absolute minimum for the self-expression of the individual child and

the right to his own possessions, would be a box or drawer for small materials, a shelf for books and other treasures, and a table where he may work.

Given good light and ventilation, any room can be made an attractive playroom for children. A large room is a decided advantage, but it is quite possible to provide for a great variety of wholesome activity in a comparatively small space if careful planning is done.

DECORATION AND
COLOR SCHEMES
FOR THE
PLAYROOM.

The decoration should be considered with care. Much can be done in developing the child's aesthetic interest through general furnishing and arrangement. A vivid color scheme should be avoided as it frequently proves tiresome and irritating. White reflects too much light and is very tiring. A warm soft gray or tan makes an ideal background for pictures and hangings that may be chosen. A plain paint or unfigured paper is best. Dull enamel makes a good wall and woodwork finish and will stand frequent washings. The furniture chosen may be finished or refinished with easy flowing enamel paint to carry out the color scheme. It is easy and delightful to plan and carry out the details of a color scheme oneself. Conventionalized fruit or flower designs or figures may be drawn or transferred on the chair backs or table tops and painted with oil paints. This decorating may well be made a "work project" for older children in the family and can be a source of purposeful creative activity for some time.

HANGINGS OR
DRAPERIES.

Draperies should be thin so as not to shut out the light and easily washable. Glass curtains are better dispensed with since they obstruct the outlook. Factory cotton, either dyed or with applications of brightly colored nursery figures makes excellent draperies and shelf curtains. All hangings and curtains should be hung on large brass rings so that they will slip easily on the rods.

WHAT PICTURES
SHALL WE HAVE?

The question of proper pictures for the playroom is usually one to promote argument. Some authorities think reproductions of the old masters are most valuable as they believe they will help in developing good taste in art, while others think that only such pictures as are within the experience of the child and can be understood by them are of any value. The Madonnas fulfil both requirements. Series of pictures can be found in Kindergarten supply stores, illustrating the various processes of some occupation such as Miller or Baker. Jessie Wilcox Smith has done some charming pictures illustrating well known nursery rhymes. These delight small children and give practical suggestions for dramatic play. The "First Step" by Millet is enjoyed by all children. Pictures chosen should be hung level with the child's eyes. One resourceful mother had one frame with a variety of pictures for inserting, depicting holidays and seasonal changes. These are changed each week and so there is an ever new stimulus for talk and play.

WHAT FLOOR
COVERING CAN
WE HAVE?

Since a great deal of the play of children takes place upon the floor, the covering is worth our most careful consideration. Well kept hardwood floors are most satisfactory. Battleship linoleum makes an easily kept and resilient floor covering. H. G. Wells recommends green linoleum as being "durable, comfortable and making an excellent blackboard upon which to draw rivers, tracks, etc., in carrying out floor play". Chalk marks are easily washed off. Inexpensive washable rugs are very much liked by the children for sitting and lying upon and add warmth when the floor is cold.

WINDOW BOXES
AND PETS.

If possible the windows should be low enough for the children to see out of. They may be protected with bars or screens to avoid accidents.

A window board is the best means of ventilation for the play room for the winter. A board about five or

six inches wide is cut to fit tightly under the lower window sash when opened. This leaves an open space corresponding to the width of the board between the upper and lower sash, and allows a current of air to enter, which is directed upwards.

Window boxes add to the attractiveness of the room and the planting of seeds and care of flowers and bulbs can be used as an educational opportunity in the facts of reproduction of simple forms of life. An aquarium for goldfish or small frogs or turtles is a much treasured addition, and the responsibility for the daily care of these pets as well as others in the household should be shared by the children.

SHELVES AND CUPBOARDS.

Plenty of space to keep things in, in the playroom makes the acquiring of habits of neatness and order much simpler because more pleasurable. Cupboard and shelf space should be ample; when playthings are crowded and piled up, children cannot be expected to get them out, put them back, or keep them in order satisfactorily. A clothes closet in the room may be fitted with shelves and will provide room for play materials, clay, raffia, paper, as well as toys. A low cupboard with shelves or several built in shelves with curtains sliding easily on brass rings proves both accessible and practical. It is well to vary the space between the shelves so as to accommodate the different heights of the toys to be placed upon them. In one playroom the two foot space below the lowest shelf was utilized by the sixteen months old baby as a place of retreat where she would sit blissfully for long periods turning the pages of a book or piling block on block. Having a top shelf just out of reach of the youngster is valuable too, as it provides the incentive for much climbing upon things to reach it. If there is more than one child each should have his own shelves and books and boxes for his own things. He should be held responsible for putting his own playthings away when he is through with them, and each child should be gradually trained to recognize the rights and property of others. This does not neces-

sarily discourage generosity and helpfulness as many mothers fear, and certainly reduces friction. A low broad seat (a twelve inch board on cleats) built along one side of the room and furnished with bright cushions is most popular and is easily reached by the toddler.

A large box with castors should be provided for the blocks, or at least shelf space provided for them on the floor level of the shelves or cupboards. This makes orderliness in their care an easy matter. Most of the shelves should be within easy reach of the child, since if we wish to encourage independence and initiative we must make it possible for him to get what he wishes without assistance. Hooks should be placed low in the cupboard to hang rubber aprons, smocks, dusters, broom and dust-pans and other tidying up apparatus within easy reach.

CHILDREN'S
FURNITURE.

The principal qualifications for the play-room furniture are strength, correct height and durability. Chairs should be carefully



STEADY, DURABLE, WELL DESIGNED TABLE AND CHAIRS.

chosen for comfort—those with saddle seat and curved back are best. A correctly designed chair conforming to orthopedic standards can be bought for less than two dollars. This chair comes in two heights with one wide strip at the back allowing the hips and shoulders of the child to adjust themselves to a comfortable position. Chairs should be low enough for the feet to rest on the floor. One or two willow chairs with bright cushions are especially attractive and comfortable for informal social play use.

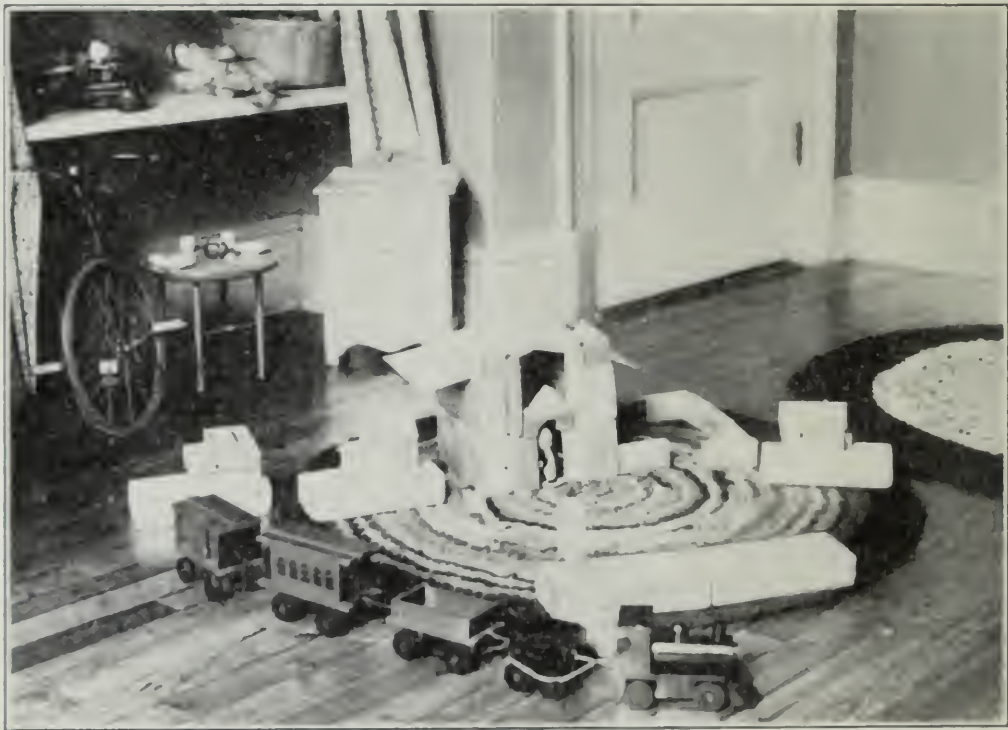
Tables should have rounded corners and should be of correct height for the individual child. The regular kindergarten table is excellent for the pre-school child and can also be obtained in two heights with good table surface for less than five dollars. Such substantial and well planned furniture has the added advantage of being permanent equipment and will usually serve all the members of the growing family. Other quite satisfactory tables for children can be found in furniture stores. One must be careful in selecting, to consider as prime necessities, durability, steadiness and correct height. Where it is desired to make use of furniture already in the home, one can use any kitchen table and ordinary chairs if necessary, by cutting off the legs to the desired height. The individual child should be outfitted with his own equipment according to his individual size and changes made as frequently as growth requires. Rubber silencers on the legs of tables and chairs in the playroom will be greatly appreciated by adults living in the household.

BLACKBOARDS. Wall blackboards are a most popular part of the equipment of the playroom. These should be set about two feet above the floor. A blackboard five and a half feet by four feet gives ample space for the large arm and hand movements characteristic of the pre-school period. A new Canadian made blackboarding is obtainable by the square foot. Smaller framed blackboards ready to be hung up varying in size, can be obtained from the toy department of many stores. These are perfectly satisfactory, reasonable in price and

durable. It is well to keep in mind that a board smaller than two feet by four feet is not good for young children as it does not allow scope for the large muscles in drawing. Dustless chalks can now be obtained and in the interest of health should always be provided.

APPARATUS FOR
ACTIVE PLAY.
LADDER AND
SLIDE.

For the young child, active floor play, with blocks, trains, wagons, and other toys, should be supplemented by definite provision for vigorous muscle exercise, through the use of gymnasium apparatus. Children all like to climb, swing and slide. A slide gives excellent and en-



FLOOR PLAY WITH LARGE BLOCKS AND WOODEN TRAIN.

joyable opportunities for such exercise. Climbing the steps that lead to the slide develops muscular co-ordination and the child gets a great deal of pleasure in looking around from the height. Various slides in sizes suitable for indoor use are on the market. They can be bought in several sizes—the smallest only three feet high. A slide can easily be made at home by father or a carpenter.

Even mother's ironing board has been utilized. A springy landing mat placed at the bottom of the slide avoids the possibility of the sometimes unpleasant thump that seems to account for the occasional child's unwillingness to "try it again." Almost without exception a slide is the most popular piece of play apparatus in the room.

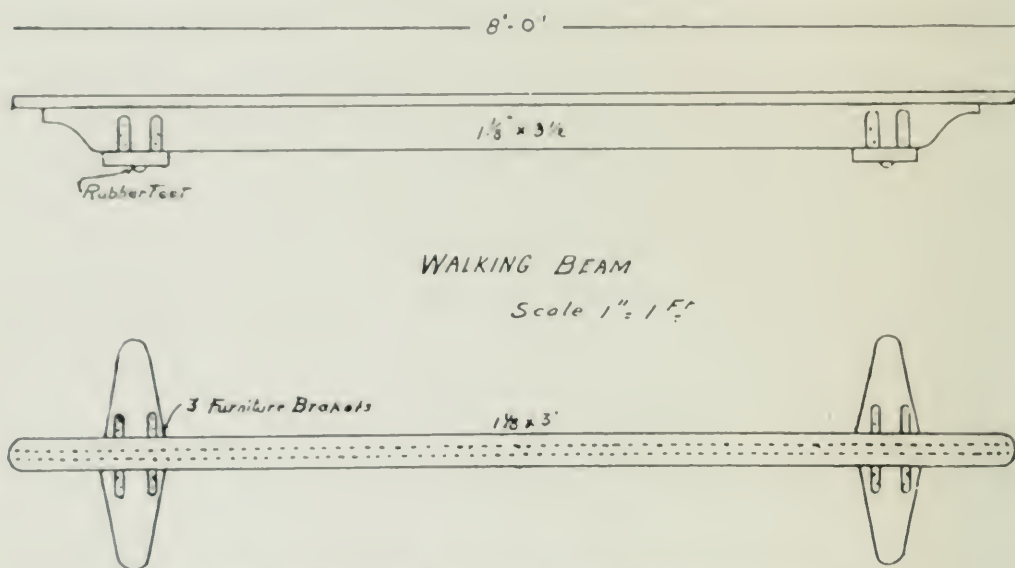
SWINGS. Since standards for swings take up more room than is usually available in the home playroom, one company has designed a piece of simple apparatus—a steel hanger that fits over any door-frame, with adjustable trapeze, swing, flying ring attachments to provide healthy exercise and amusement for any child. The height of the various attachments can be regulated and so enjoyed even by the two year old. This apparatus is absolutely safe and does not mark the woodwork.

HORIZONTAL BAR. A horizontal bar is most appreciated by the pre-school child. Even a sixteen months baby can pull himself along by his hands while swinging sidewise. One baby of this age discovered an unused horizontal radiator pipe in the playroom and used it in this fashion to her great satisfaction. This activity is especially valuable as it strengthens the muscles of the trunk, arms and shoulders and exercises the limbs with the added advantage of taking the weight of the body from the limbs at a time when its weight far exceeds the strength of the limbs to sustain it easily.

The bar is made of hard wood and should be fitted into metal sockets which can be screwed at any height in both sides of the door frame. Into these the bar slips. It can then be put up or taken down easily and quickly as needed.

WALKING BEAM. Walking and running and balancing play are natural to children of pre-school years, and every playroom should have provision for the development of these activities. The small toddler likes walking upon wide boards on the floor, almost as much as walking upon the curbstone. This is a splendid

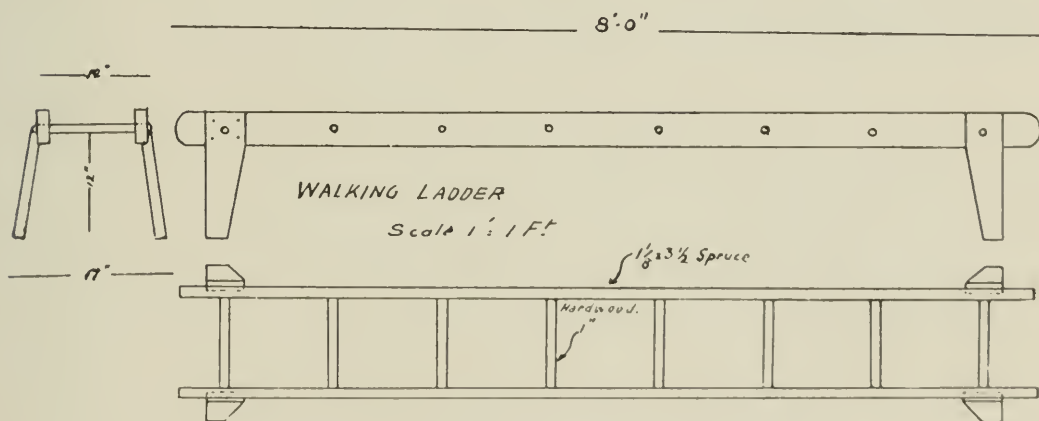
opportunity for building up the muscle co-ordinations necessary to good walking habits. A walking beam about ten feet long by four inches wide and two inches thick with wooden cleats nailed under to raise it a few inches from the floor is good. Later as the child becomes more skilled and finds delight in balancing, the board may be made higher. Care must be taken that the board is securely fastened to avoid slipping with consequent loss of balance.



WALKING BEAM—HOME CONSTRUCTION.

To make the walking beam shown on sketch, proceed as follows:—Obtain two pieces spruce 11-8 inches thick, 3 1/2 inches wide, one of them 8 feet and one 7 feet 6 inches long, the former rounded on ends, and the latter cut in bracket form as shown. If proper tools are not available the corners should be cut off with a saw and sandpapered, sharp edges should also be taken off with plane or sandpaper. For the bottom cleats, 2 pieces of spruce 11-8 inches thick, about 6 inches wide and 20 inches long are required. Before tapering and rounding ends to shape shown on sketch, mark the centre of both pieces crosswise that is 10 inches from each end, and square the line across each piece. This is much more easily done before the pieces are tapered. Eight 3 inch by

3 inch furniture brackets or bent corner irons are required to hold the upright board in place. On the bottom cleats measure back from the centre line 7-16 inch, that is, half the thickness of the upright board, then screw the two brackets in place. When brackets have been placed on both cleats lay them out on floor, and screw the upright part of brackets to the upright board, making sure that the cleats are placed the proper distance from the ends, about 9 inches from ends to centre of cleats. Next, fasten other brackets in place; then nail on top board which should project equally over both ends of upright board. A groove on the under side of top board $\frac{1}{4}$ inch or so deep and of width to fit the upright board exactly helps to hold the top board firm. The fixture can then be stained or painted. If the beam is not to be screwed to the floor, four rubber feet or bumpers should be screwed to the outer ends of the bottom cleats.



WALKING LADDER—HOME CONSTRUCTION.

The walking ladder is made in the following manner:—Get 2 pieces of dressed spruce, 1 1-8 inch thick, $3\frac{1}{2}$ inches wide, and 8 feet long for sides of ladder. The ends should then be rounded or the corners taken off. Also obtain 4 pieces of the same thickness and width, and 14 inches long for legs, these look neater if tapered toward the bottom as shown. Eight pieces of round hardwood, 1 inch in diameter, are required for rungs, 6 of these $11\frac{1}{2}$ inches long and 2 full 15 inches. It is advisable

to test these for strength before putting in place. On the inside of side pieces draw a light pencil line down the centre then mark off centres of holes starting 6 inches from ends, the distance from centre to centre being 12 inches. Bore these holes with bit to same diameter as rungs and of depth a little less than thickness of sides. The end holes should be bored right through and also through the legs after these have been notched at top as shown to spread them out at bottom, the width from outside to outside of legs should be 17 inches. Put the ladder together glueing and nailing the rungs; the nails should be driven from under edge of sides; 2 inch fine nails are suitable for this. The end rungs are pushed in passing through legs as well as sides. Cut these off, flush with outside of legs, then pare or round ends of these rungs before putting screws in legs; this looks neater than leaving the ends flat. Put four screws in each leg long enough to take a firm hold of sides. The ladder can be stained or painted.

JUNGLEGYM. A piece of play apparatus manufactured by one company is called a Junglegym and is admirable for satisfying the average youngsters' instinct to climb and to play while climbing. It gives wholesome exercise for the whole body, especially for the arms and shoulders. It also encourages group play. Children from two years on enjoy it thoroughly. The Junglegym Junior is especially made for the use of small children. It takes up a floor space of only five feet by seven feet and so can be used indoors.

SAND BOX. Probably one of the most important furnishings of the playroom is the sand box. It will provide interesting and valuable play for children of all ages. Very nice sand boxes can be bought or a practical one can be made at small expense by using a large size refrigerator drip pan. This should be placed upon the child's play table, or better, set into a skeleton frame provided with castors so as to be easily moved about. Any wooden box of sufficient size of about

six to eight inches deep with the corners reinforced with tin or zinc will do. One very satisfactory sand table was made by painting the inside of a wooden box with hot paraffin which made it waterproof as well as sandproof. The sand table must be of convenient height (about 26 inches) to make it possible for children to work without difficulty and it must be narrow enough so that children can reach the centre from any side. Incurving sides will prevent spilling. A window seat with a hinged top will accommodate a sand tray and conserve space. The top should open out and thus provide a shelf for sand toys when the tray is in use. A large square of denim under the sand box will protect the floor, and the vacuum cleaner takes up any grains spilled in short order.

**WATER
TRAY.**

Another much loved source of happy play is a zinc tray to hold water. Children love to play in water and if such a tray is provided, they will get great delight in sailing their small boats and catching fish of cork or wood. A refrigerator drip pan makes a good one.

**CLOCK AND
SAND GLASS.**

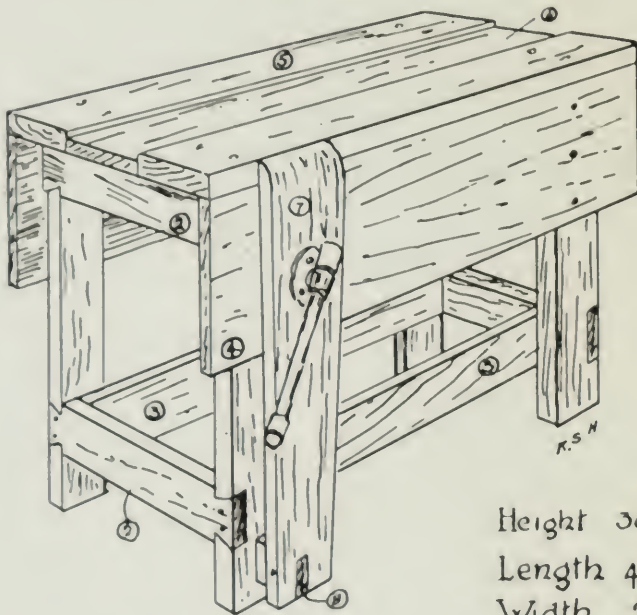
Two other helpful pieces of furniture are a large clock face with distinctly marked numbers and a sand glass. The clock face will help in learning to tell time, and the sand glass (a three minute egg timer can be bought for twenty-five cents) helps the child to a better conception of the measurements of passing time when he can compare the falling sands with the progress of the minute hand. The sand glass has been found to be a very valuable aid in helping a day dreaming child who dawdled over dressing to accomplish her tasks quickly.

Simple equipment is most effective. The kind and amount will vary with the age and number of children. An attempt should be made to provide for all the needs of the growing child. The parent should be so informed that she will recognize the awakening instincts and impulses and will know what to provide for their best development in the way of suitable play materials for play

experimentation. Add to your equipment gradually, and let the children help in any necessary construction.

WORK
BENCH.

A work bench with tools and lumber for making things is a most desirable addition to a playroom, though it is more frequently found in a room not primarily planned for children. A real work bench can be bought, but any man who is clever with tools can make one from a strong box or table. Tools provided for a child should be real tools, not toys. A good start may be made for the three year old



Height 30' to 33'
Length 48' to 60'
Width 24'

- ① Legs $3\frac{3}{4} \times 1\frac{1}{4}$ ② Stretchers $2\frac{1}{2} \times 3\frac{1}{2} \times 1\frac{1}{4}$ ③ Rails $3\frac{1}{2} \times 3\frac{3}{4}$ ④ Apron $8\frac{1}{2} \times 7\frac{1}{4}$
⑤ Top $8' \times 1\frac{1}{4}$ ⑥ $8' \times 7\frac{1}{8}$ ⑦ Vise jaw $7 \times 1\frac{3}{4}$ ⑧ Vise runner $16 \times 2' \times 1\frac{1}{4}$

by getting him a hammer. This with nails of various sizes and soft wood will teach him precision of movement of eye and arm muscles. This beginning can be added to, from time to time, as the child grows older. Grocery boxes, or mill ends will provide all kinds of materials for experimenting with and construction. It is never advisable to buy for any child one of the flimsy so-called "toy tool sets."

THE CARPENTER'S BENCH—HOME CONSTRUCTION.

Method of construction:—

1. Cut legs to desired length of $3\frac{3}{4}$ in. by $1\frac{3}{4}$ in pine.
2. Cut 4 stretchers $22\frac{1}{2}$ in. by $3\frac{1}{2}$ in. by $1\frac{1}{4}$ in. pine, cut dovetails and fit into notches in legs.
3. Fasten with $2\frac{1}{2}$ in. No. 12 screws, or 3-8 in by $4\frac{1}{2}$ in. bolts.
4. Fasten back apron and back bottom rail, screwed to the ends.
5. Fasten front apron and front rail.
6. Bolt on top pieces $1\frac{3}{4}$ in. thick and screw 7-8 in. piece.
7. Make hole for vise screw and mortise for vise runner.
8. Fit vise jaw with vise screw 1 1-8 in. by 18 in. iron.

If preferred birch or other hard wood may be used for vise jaw and front top piece.

Screws, bolts, etc.

3 dozen 2 in. No. 12 Flat Head Bright Screws.

2 dozen 3-8 in. by $4\frac{1}{2}$ in. Square Head Bolts with washers.

1 Vise Screw 1 1-8 in. by 18 in. iron.

(ROBERT S. HOLMES, Ottawa Technical School.)

HOW TO PLAN A PLAYROOM.

REFERENCES :

Play Screen or Folding Playhouse

Price.....\$18.00

F. A. O. Schwartz, Fifth Avenue, New York City.

Pictures—

Bradley's Modern Trade Pictures.

Nursery Rhyme Pictures (Jessie Wilcox Smith).

Mother Goose Pictures.

Sense Pictures (Jessie Wilcox Smith).

Artotypes.

The Geo. M. Hendry Co., Ltd., 129 Adelaide St., Toronto, Ont.

Chairs—

No. 56, Chairs with 12 inch legs.....\$ 1.35

No. 57, Chairs with 14 inch legs..... 1.50

Available in two finishes—light, natural and dark brown, fitted with rubber tips.

The Geo. M. Hendry Co., Ltd., 129 Adelaide St., Toronto, Ont.

Tables—

- No. A., Top 20 by 32 inches, height 20 inches.....each 4.50
No. C., Top 20 by 36 inches, height 23 inches.....each 5.00
The Geo. M. Hendry Co., Ltd., 129 Adelaide St.,
Toronto, Ont.

Blackboarding—

- Hyploplate, composition blackboarding, guaranteed. Can
be ordered in 3 by 6 feet section. Price, per sq. ft.... .37 1/2

Dustless Chalk Crayons—

- One gross sticks in box.....per box .75 to .90
The Geo. M. Hendry Co., Ltd., 129 Adelaide St.,
Toronto, Ont.

Slides—

- Slide for indoor use. Ladder 4 ft. high, chute 8 ft. long....
Frost Playground Equipment, Hamilton & Montreal.
Straight slide, ladder 3 ft., chute 6 ft.....\$16.50
Schwartz, Fifth Avenue, New York City.
Kiddie Slide, ladder 6 ft., chute 10 ft..... 20.00
Kiddie Gym. Co., Power Bldg., Minneapolis, Minn.

Swings (Indoor)—

- Busy Kiddie (Combination)..... 5.50
Standard Pressed Steel Co., Jenkintown, Pa.

Horizontal Bar (Put up in door frame)—

Junglegym Junior—

- Area, 5 ft. by 7 ft..... F.O.B. Boston.... \$50.00
The Playground Equipment Co., 122 Greenwich St., N.Y.

Sand Table—

- 72 by 30 inches, height 24 inches 35.00
The Geo. M. Hendry Co., Ltd., 129 Adelaide St.,
Toronto.
3 1/2 ft. square, with umbrella to shade..... 30.00
Schwartz, Fifth Avenue, New York.

Rope Ladder—

- Manilla Rope Ladder, 10 ft. long, hardwood rungs..... 6.50
Schwartz, Fifth Ave., N.Y.

Work Bench (Sheldon).

Tools.

Chase Stockinet Dolls.

24 Park Place, Pawtucket, Rhode Island.

Schoenhut Wooden Jointed Dolls.

Schoenhut Wooden Jointed Animals.

Sepvivia and East Hagert Sts., Philadelphia.

III. THE HOME PLAYGROUND.

PLANNING A HOME PLAYGROUND.

WHY THE CHILD
NEEDS A
PLAYGROUND.

Everyone accepts the fact that as far as possible the child's play should be carried on out of doors. In the congested cities and even in suburban districts with small building lots, it is not always easy to provide a desirable place for such out door play, where children can be protected from the traffic of the streets, away from dangers, and healthily active.

IS A PUBLIC
PLAYGROUND
DESIRABLE FOR
THE PRE-SCHOOL
CHILD?

In most cities to-day, public playgrounds are scientifically equipped and supervised for the most wholesome out door activities of growing children from six years on. Some few have a special part fenced off for the use of pre-school children. The pre-school child is



ILLUSTRATING ACTIVE USE OF "JUNGLE GYM" AT MCGILL NURSERY SCHOOL, MONTREAL.

not yet ready for play in a general public playground. There is the danger of crossing streets in going to and from it, and then too, the pre-school child is not yet able to compete with others, and the long waits for "turns" might be used to better advantage in ways especially provided for him. Except where special provision has been made for very young children in the public playground, the pre-school child is better off playing in his own backyard, where the supervisor can be his Mother. The Home playground is not in opposition to the public playground, but rather it is supplementary to it.

INDIVIDUAL OR
COMMUNITY
HOME PLAY-
GROUNDS.

Any family that has space enough for a playground, should make use of it. It is surprising what can be done with even a small yard space, with careful planning and wise choice of inexpensive equipment. Sometimes excellent results have been secured by combining two or three adjoining backyards of neighbours who all have children, into a community playground. By dividing the cost of apparatus and equipment between say, three families, the cost per family is very small and the returns in health and happiness and friendship, inestimable. The respective mothers may secure peace of mind and leisure for themselves, without neglecting their children, by taking turns in supervising the playground.

ROOF
PLAYGROUNDS.

Roof space can be utilized as a playground, where no ground space is available. Such playgrounds are often very desirable in cities, as they are removed from the dust and dirt of the streets and frequently are exposed to all day sunshine. Necessary precautions must be taken to protect the children by building a strong fence of heavy wire netting to eliminate all danger of their falling off the playground. It is also wise to have the roof paved, to have the flues at one side and to protect all skylights with wire netting. This can all be accomplished at little additional cost. Flower boxes, summer houses and awnings help to make such a roof playground comfortable and

attractive, and all the usual equipment and apparatus of the yard playground may be used.

**PORCH
PLAYGROUNDS.**

A porch also makes a suitable playground, especially if it is a large one. It will have to be protected with strong wire screening in much the same way as the roof playground, to prevent accidents to children and throwing toys over the sides as well. Here again as much of the usual play apparatus as there is room for should be provided.



“SAND BOX AND WOODEN FLOOR BLOCKS IN ACTIVE USE”
(Courtesy of McGill Nursery School, Montreal.)

**SHOULD THE
YARD PLAY-
GROUND BE
FENCED IN?**

If the outdoor play space is a yard, it should be enclosed. Then the small children can be left to play in safety and freedom. The fewer the number of “dont’s” necessary during the playtime, the happier the child and the more serene the Mother. An enclosed play space makes unnecessary a great many prohibitions. For enclosing the play-yard, a

wire fence is best, not too high, as a high fence suggests a barrier which all children will have an irresistible urge to surmount. A wire fence also has the added advantage that it does not shut out the view.

WHY IS PLAY
APPARATUS AND
EQUIPMENT
NECESSARY?

The playground should provide as near an approach to healthy country conditions as can be supplied to children living in the city. The city child does not have cellar doors to slide upon, trees and fences to climb and swing from, or a brook to wade in and provide sand play. The playground must be designed and equipped to provide substitutes for these activities and furnish what the natural resources provide for the country bred child. Therefore we need such apparatus as swings, slides, teeters and sand piles, as well as outdoor toys and play materials in order to provide for wholesome mental and physical activity.

NATURE STUDY
IN THE
PLAYGROUND.

If the yard is large enough there should be space reserved for individual flower and vegetable gardens for the children to plant and care for. There should be a cage for rabbits or guinea pigs; there should be a dog and if possible a cat too. Trees are a great asset, both for shade and swings and climbing, and for tree houses for bird life study. Such natural resources stimulate nature study and through exercising habits of care of growing things, develop responsibility, planfulness and the satisfaction of achievement. Such plant and animal life also affords an excellent opportunity for the acquiring of the simple facts of reproduction in the most natural way.

WHAT ABOUT
PLAYMATES ON
THE HOME
PLAYGROUND?

A good home playground is bound to be a mighty popular place, with neighborhood children as well as one's own. Parents should regard such companionship as an opportunity rather than an affliction. They should welcome any chances for building up in their children, pleasant associations around the home setting. How better can they do this than by providing plenty of opportunities for

group play in happy wholesome surroundings, continuous with home experiences? Might we not use such habits and associations to offset some of the "outside" attractions and demands that seem to have such a disintegrating influence upon family group life to-day?

RULES. The playground that is used as a gathering place for several children should have a few general rules for play and the care of apparatus. The children should be increasingly responsible for seeing that they are enforced. The most effective penalty for breaking these necessary rules or for disagreeable conduct, is undoubtedly temporary exclusion from the playground. Such discipline invariably accomplishes the desired result.

DESIRABLE HABITS ACQUIRED ON THE PLAYGROUND. A home playground is a place where habits of responsibility through personal ownership can be acquired, where the child can learn the fine art of "getting along" with others and sharing with them; where loyalties and the delight of "belonging" have real scope and chance of development.

Two things the pre-school child will learn in the use of a playground are,

1. To take care of himself, while playing,
2. To learn to respect the rights of others. These are very important lessons. How can parents help in the learning?

PARENTS CAN ENCOURAGE INDEPENDENCE AND FAIR PLAY. If children are not warned too especially or given constant advice about their own safety, there is little fear of accidents. If a child is timid or afraid to use a slide or other piece of play apparatus, a little encouragement and help in showing him how to start off will often give him just the necessary self-confidence. **Never ridicule a child or try forcibly to overcome his timidity.** It would be unfortunate to allow a child to experience a painful fall which is apt to set up fears and inhibitions, so children just learning to use play apparatus should be carefully supervised. Be watchful, avert the impending catastrophe, but do not

otherwise interfere. Usually the urge to use the equipment is sufficient to overcome any timidity arising from a tumble. When some mishap does occur, it is wise to distract the child's attention with a playful remark and to be fairly casual about the bump. If the child asks for help in using new apparatus it should be given him. The urge to independence of action is strong enough in the average child to prevent the formation of undesirable habits of dependence upon adults.

Sometimes small children will be content with just climbing up and down the ladder to the slide. They should not be unduly urged to make a fuller use of the apparatus. Time and development and the force of example will gradually bring about the desired activity. Let the small child take his time.

Parents must be careful that they do not "suggest" fear and timidity by a great many admonitions and cautions. It has been observed in Nursery schools that children will seldom attempt more than they are physically ready to accomplish. It is often said of parents that they are unwilling to free their children by "taking chances" for them. We must allow children an opportunity to experiment and find out what they can do for themselves, if we wish them to develop self direction and initiative. Of course we cannot let children take unreasonable risks, but we should limit our interference and "dents" to such instances. "Do" should be the watchword of the playground.

The home playground offers an excellent opportunity for social training for the pre-school child. Children as young as two and a half are quite capable of understanding the fairness and reasonableness of "taking turns," sharing equipment, and being good natured about it. The evolution of co-operative play and sharing is a very gradual one and should not be forced, but can be encouraged. Certain equipment like sand toys and small carts should be duplicated for group play, so that the impulse to do the same thing at the same time may be

satisfied. Other apparatus such as the slide, will give necessary practise in "taking turns." It should be understood that all the apparatus belongs to everyone. Actually using a toy should establish the right to it for at least a reasonable time. When the child leaves it, anyone may claim it.

Parents need to keep in mind that the play of the child during the first three years normally is highly individualistic and self centered, and must not expect the impossible in the way of social behavior that is characteristic of the six year old.

APPARATUS FOR
ACTIVE PLAY.

In selecting the apparatus for the playground it is well to keep three things in mind.

1. The equipment should be planned with the children's growth in mind, so that it will provide for their play interests not only now, but for years ahead.
2. It must be strong and durable as it will need to stand the strain of the most active and constant use.
3. The apparatus should be selected so that the combined use of the equipment that is chosen will provide exercise for the whole child, mentally and physically.

Of all the suggested apparatus for active outdoor play, everything except the slide can be made quite satisfactorily by a Father who is handy with tools, or it may be bought from manufacturers. It is not necessary to equip the playground with all the apparatus listed, but as much as there is room for is highly desirable. A slide, a sand pile, a horizontal bar would seem to be the minimum for all round development. Following is a list of suggested equipment.

HORIZONTAL
BAR AND
LADDER.

There is probably no piece of equipment that contributes so materially toward the child's physical development as the horizontal bar. Its use expands the chest, strengthens the arms and shoulders, and at the same time hanging by the arms and "chinning" are ideal for developing good posture.

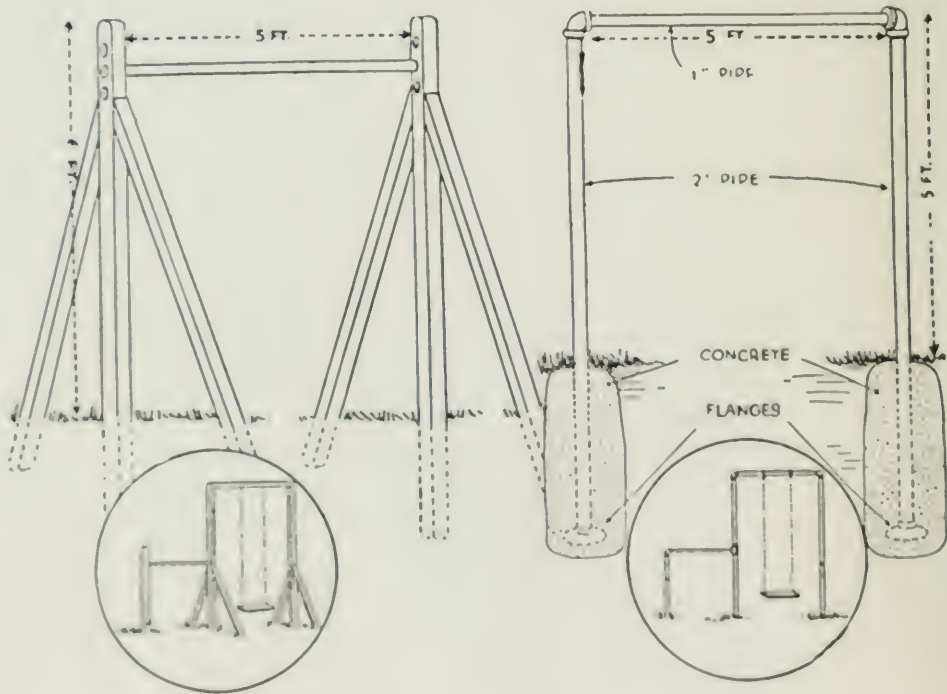
This piece of equipment is for sale by—

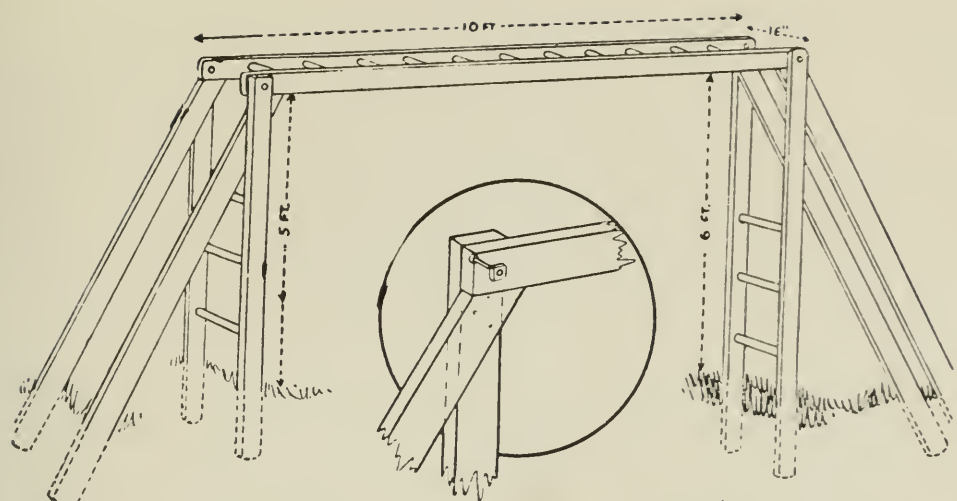
Frost Playground Equipment Co.,
500 Notre Dame St.,
Montreal.

H. Wilson & Co., Sporting Goods,
Toronto.

Stanley Toy Combination,
Stanley, Wis., U.S.A.

Kiddy Gym Combination,
Minneapolis, Minn., U.S.A.





Six

HORIZONTAL LADDER

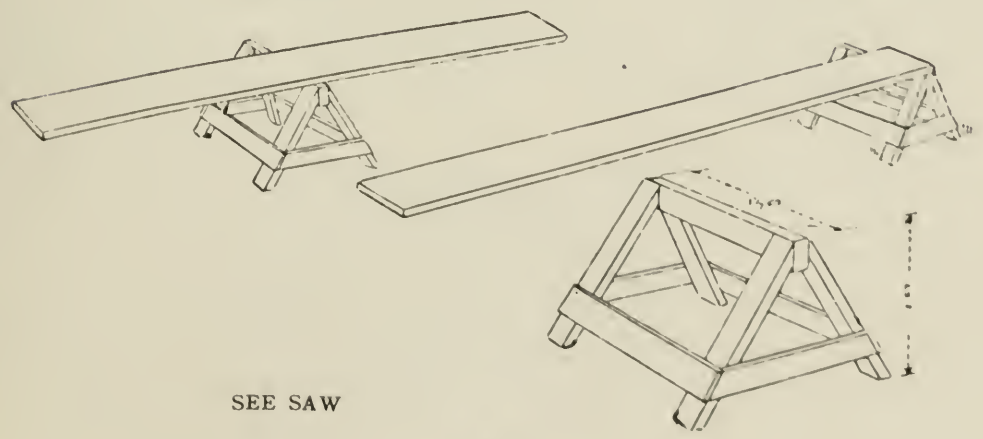
LADDER AND SLIDE.

The slide is probably the most popular piece of play equipment. A slide of home-made construction is not recommended. To insure absolute safety, carefully selected material and expert workmanship are necessary. It is cheaper and safer to buy the slide from one of the following manufacturers.

Frost Playground Equipment Co.,
500 Notre Dame St.,
Montreal.

H. Wilson & Co., Sporting Goods,
Toronto.

Stanley Toy Combination,
Stanley, Wis., U.S.A.



SEE SAW

SEE
SAW.

The see saw or teeter is at the same time one of the safest and most fascinating pieces of play equipment. It has an added advantage in being one of the most inexpensive to construct. The fact that its use requires co-operation indicates that it teaches this most valuable quality. This piece of equipment is for sale by the following manufacturers.

Frost Playground Equipment Co.,
500 Notre Dame St., Montreal.

H. Wilson Co., Sporting Goods,
Toronto.

Kiddie Gym Co.,
Minneapolis, Minn., U.S.A.

Stanley Toy Combinations,
Stanley, Wis., U.S.A.

Schwartz,
Fifth Avenue, New York City, U.S.A.

SWINGS AND
STANDARDS.

Next to the sand box, a swing will be found to be the most popular diversion for either boy or girl.

We never quite outgrow the pleasurable sensation resulting from our bodies travelling through the air. It may be by means of a swing, a broad jump, a pole vault, a dive, or riding in an automobile or an aeroplane, or just one of the mechanical devices of the amusement park or carnival. Once fear is overcome, the pleasure is universal.

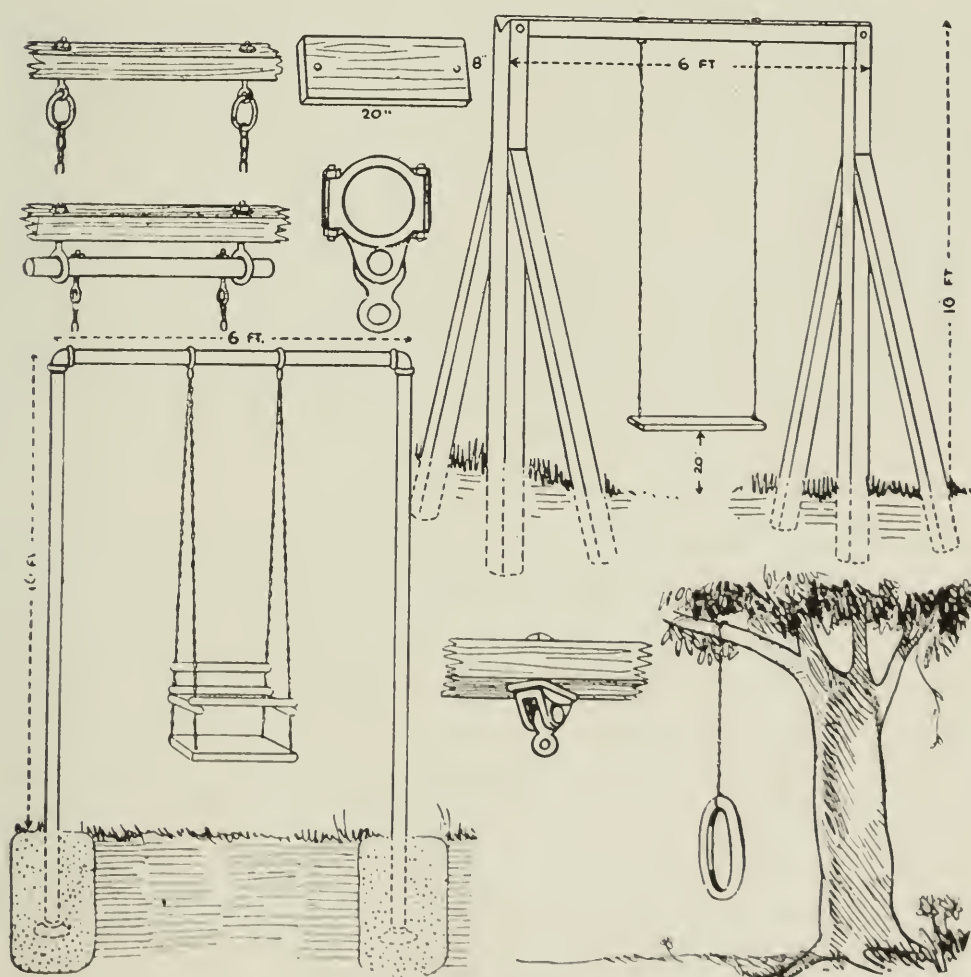
The first consideration therefore in the construction of a swing is safety. It should be built by a good workman. Iron pipe is preferable for the framework but with care a safe and substantial swing frame may be built of wood at a considerable saving. Ten feet is a good height. The accompanying sketch indicates a safe method of construction.

Swings and standards may also be purchased from the following manufacturers.

Frost Playground Equipment Co.,
500 Notre Dame St., Montreal.

Kiddie Gym Co.,
Minneapolis, Minn., U.S.A.

H. Wilson & Co., Sporting Goods,
Toronto.



SWINGS AND STANDARDS

WALKING
BEAM.

This piece of apparatus is best made at home. A board ten feet long, four inches wide and two inches thick is used by screwing wooden cleats on the under side, at the ends and under

the middle. The board should be firmly fastened to the ground to prevent slipping. This will take the place of the "curb stone" walking, in which all children take great delight, and gives opportunities for pleasant practice in balancing with increase in self-confidence and body control. The height of the cleats may be increased with the increasing dexterity of the child.

SAND BOX
OR TRAY.

The sand pile is without doubt the most popular play facility of childhood. Even up to the age of ten years and older, both boys and girls enjoy the unparalleled opportunity for play of the imagination in the construction in sand, of caves, lakes, rivers, highways, railroads, farms, villages and the like.

Not only does the attraction of the sand box keep the child in its own yard, but at the same time engages it in a highly educational activity. Creative genius, resourcefulness in the use of whatever scraps of material are at hand, pride in careful workmanship, keenness of observation in order to produce accurate duplication, are merely a few of the faculties developed.

The cost of a sand box is so slight that no child need be denied this precious opportunity. The accompanying sketch indicates a practical method of construction.

Sand boxes may also be purchased from the following concerns.

Geo. Hendry & Co.,
129 Adelaide St., Toronto.

Schwartz,
Fifth Avenue, New York City, U.S.A.

H. Wilson, Sporting Goods,
Toronto.



WADING POOL



PACKING BOXES

WADING
POOL.

All children delight in any sort of water play. It is quite easy for any man to construct a small wading pool in the backyard playground, from concrete and field stone. Such a pool can be made a constant source of delight to the children as well as an artistic spot in the home surroundings. (Illustration.) The children will use it for sailing boats, wading, and as a home for turtles, and other small fry, gathered in the small boy's journeys afield.

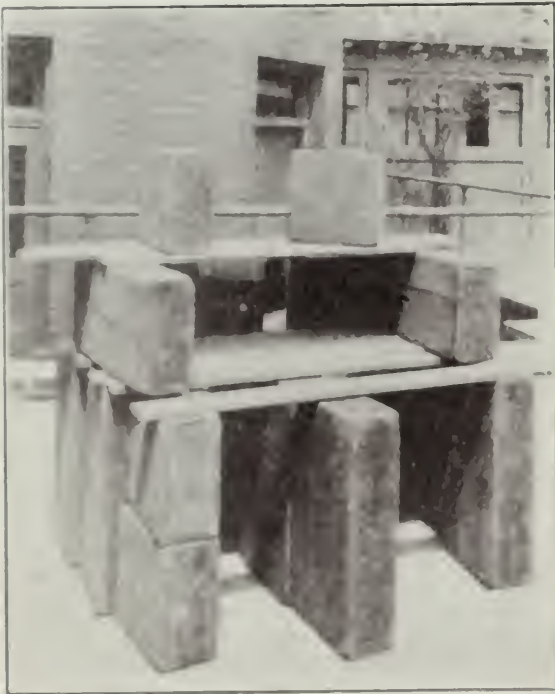
PACKING
BOXES.

The playground equipment would be far from complete without the addition of two or three good sized packing boxes. Small children love to climb in and out of them and older ones use them as "houses" in their group play. They make excellent "dramatic" material and provide many opportunities for physical exercise.

YARD
BLOCKS.

For the construction that is constantly going on in the playground, nothing can take the place of the large yard blocks. These blocks are large enough to give exercise to the

fundamental arm, leg, and trunk muscles, in lifting and carrying them around, and yet are not too heavy for even a two year old to carry. In fact the very small children seem to get particular delight in just such carrying about and handling them. The blocks are hollow, made in two sizes, and may be painted or stained to protect them from the weather. They should be made of $\frac{3}{4}$ inch stock, 6 in. by 12 in., and also



YARD BLOCKS

6 in. by 12 in. by 24 in. Board lengths of 48 in. and 60 in. made from 4 in. stock may be used with these blocks in construction play. These blocks will have to be made at home or by a carpenter at present since none can be purchased from manufacturers.



YARD BLOCKS

An attempt is being made at the present time to interest Canadian manufacturers in making such blocks for sale.

GARDENING
TOOLS.

Small size and well made gardening tools are hard to find. As yet there seem to be no sets for children that can compare with those for adults. It would be better to buy the standard tools and cut down the handles, rather than get an inferior "child's set." There should be a rake, trowel, shovel, hoe, snow shovel and a wheelbarrow.

TENTS AND
PLAYHOUSES.

The small daughter will get great delight from a small playhouse. Such a miniature house may be as simple or as elaborate as desired. An excellent one can be made from a piano box. The following description of one is taken from the May, 1928, number of "Children," the Magazine for Parents.

"One father delighted his three youngsters last summer with a trim little cottage made from a piano box. The box was set up under a tree in the backyard. A door was cut in one end and fastened with hinges. In the higher side of the box two windows were cut and fitted with discarded screens and with sliding wooden windows inside, to protect the interior from rain. The finishing touch was window boxes which the children filled with dirt and planted with pansies. Little sister used a week's allowance to buy the pansy plants, which she nursed carefully into bloom.

Painting the playhouse was a job in which all the children joined with enthusiasm. Even the youngest daubed at the lower part of the house which he could reach. The outside of the house was given two coats of gleaming white paint. Green bands around the windows and green window boxes furnished a touch of color. After the outside of the house was dry, the children attacked the inside, painting the walls green. Then they sandpapered and scrubbed the floor, giving it ample time to dry and painted it also green. Furnishing the house proved to be more fun than wielding the paint brush. This was a task of joy which continued through all the summer. Brother made furniture from wooden boxes collected from the grocery store, while sister wove rag rugs for the floor on an improvised loom."

The above is quoted to give an illustration of what can be done in a simple way to stimulate interest and valuable activity around a pleasant "project."



TENTS FOR THE INDIANS

Some sort of tent should be provided for the small boy. This can either be made at home, with poles, "wigwam" style, or lacking something better, a piece of canvas or carpet thrown over a line makes a satisfactory substitute. Tents and playhouses may also be purchased from the following firms.

Schwartz,
Fifth Avenue,
New York City, U.S.

H. Wilson & Co.,
Sporting Goods,
Toronto.

Others.

SWINGING ROPE
OR LADDER.

The swinging rope or ladder is one of the most valuable pieces of playground apparatus since in using it the child exercises his

whole body in climbing, swinging and hanging on. The apparatus can easily be made at home by tying successive knots eight or nine inches apart in a piece of rope $\frac{3}{4}$ in. in diameter, and fastening securely to the swing supports or other framework. The swinging ladder is a flexible ladder made of ropes with wooden bars or entirely of metal, and it should also be fastened to the swing supports or other framework. The swinging ladder may be purchased from the following firms.



THE SWINGING ROPE

Frost Playground Equipment Co.,
500 Notre Dame St., Montreal.

Kiddie Gym Combination,
Minneapolis, Minn., U.S.A.

Schwartz,
Fifth Avenue, New York City, U.S.A.

TOYS FOR
OUT OF DOOR
PLAY GROUND.

Other toys which should be provided in some quantity, in order to provide for the best physical and mental development of the pre-school child, are,

Hoops,	Scoters,	Wagons,
Bean Bags,	Pails and Shovels,	Kiddie Cars,
Sleds,	Stuffed Animals,	Trains, etc.,
Balls,	Dolls and Housekeeping Toys,	

In conclusion I should like to quote from a description of the prize winning playground in the contest held by the Mothers' Club of Okmulgee, Oklahoma;

"The apparatus on the prize winning playground consisted of one combination merry-go-round and teeter-totter; one sand pile with sand toys for construction purposes; one horizontal bar; one large swing, one baby swing; two tire swings; two benches; one pile of bricks which was used constantly; one trunk for old clothes which furnished material for much imaginative play, and also provided costumes for a play written and given in the back yard by the children; a set of homemade golf sticks, these articles having been fashioned from branches of trees, having the peculiar characteristics of different golf sticks. The entire cost of equipping the above playground was seven dollars, as the Father did the construction work. The Children of this family numbered six, ranging in age from three to seven years. The Playground was open to all the children of the neighborhood and was used by them throughout the summer months and well into the fall."

Few people realize the possibilities of backyards for playgrounds. The backyard play idea means so much for the child's safety and wholesome development, that it unquestionably merits the intelligent consideration of all parents and others interested in children. Womens' Clubs, Women's Institutes and Parent-Teacher Associations would be doing a constructive service to their home towns or communities by stimulating all interest along this line.

Psych
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Materials for the pre-school

NAME OF BORROWER.

Bates Grad

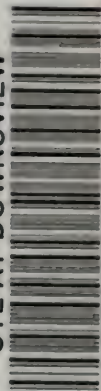
Tracy School

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Mitchell, Harriet
Play and play materials for
the pre-school child.

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