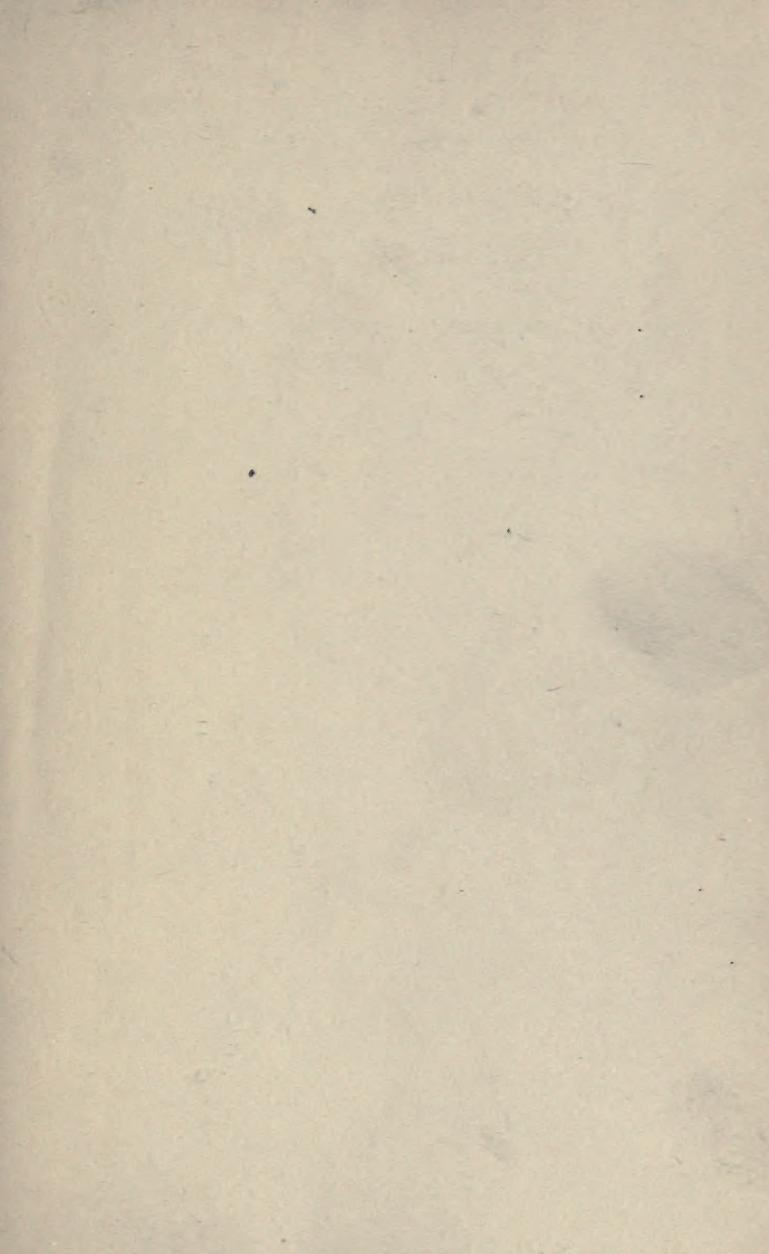


CLEVELAND FOUNDATION SURVEY
EDUCATION





**EDUCATION THROUGH
RECREATION**

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EDUCATION THROUGH RECREATION

BY

GEORGE E. JOHNSON

DIVISION OF EDUCATION
HARVARD UNIVERSITY



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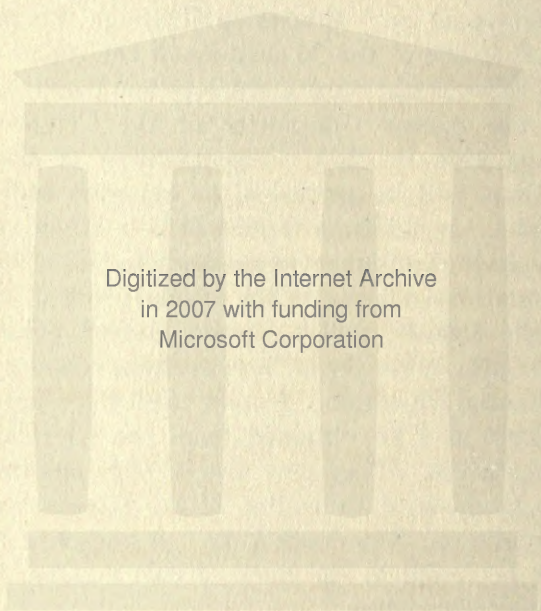
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FOREWORD

This report on "Education Through Recreation" is one of the 25 sections of the report of the Educational Survey of Cleveland conducted by the Survey Committee of the Cleveland Foundation in 1915. Twenty-three of these sections will be published as separate monographs. In addition there will be a larger volume giving a summary of the findings and recommendations relating to the regular work of the public schools, and a second similar volume giving the summary of those sections relating to industrial education. Copies of all these publications may be obtained from the Cleveland Foundation. They may also be obtained from the Division of Education of the Russell Sage Foundation, New York City. A complete list will be found in the back of this volume, together with prices.



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EDUCATION THROUGH RECREATION

EXCELLENT EQUIPMENT FOR RECREATION

No principle in home life or school life has received more universal recognition among English-speaking people than that expressed in the old saying, "All work and no play makes Jack a dull boy." Following the example of the earliest school systems of America, Cleveland long ago made provision for the play of the pupils.

More than 10 years ago Cleveland organized a department of physical training in which plays and games had a prominent place. At the entrance of one of the offices in the Administration Building of the Board of Education is a significant sign:

Director
Medical Inspection
Physical Training
Play

Moreover, Cleveland has organized a division devoted to the "schoolroom and indoor recreation" of the pupils of the first four grades that is nearly unique among school systems.

Thus physical equipment and supervision for recreation have been more definitely and systematically included in the plans of school administration in Cleveland than is usual elsewhere. What is more, the city has invested large sums of money in providing recreational facilities for the pupils. The school yards surpass in size, equipment, and adaptability for play those of most of our large cities. Forty-six of the school buildings have two playrooms apiece, 18 others one playroom; 44 have gymnasiums; seven have space prepared for swimming pools, two of which are installed; 94 have regular auditoriums, or else use the lower hall for auditorium purposes, the total combined seating capacity being 43,797; and 25 of the school yards are provided with playground equipment. The total playground area is 4,716,997 square feet, or more than 108 acres. (For a more detailed statement of equipment, see Table 1 on page 24.)

INTEREST IN SUMMER PLAYGROUNDS

Since 1913 the School Board, under the general supervision of the Medical Inspector, has conducted public Play Centers for the children of the city, on the theory that organized play is a valuable means of education. The Medical

Inspector is also Director of Physical Education. For the purpose of efficiency and economy of administration, the activities variously called Summer Manual Training, School Gardens, and Play Centers were united. Half a hundred trained graduate playleaders are employed to organize and conduct the games, athletics, folk dances, and numerous clubs. Among the clubs may be mentioned the Nature Club, the Sewing Club, the Hammer and Nail Club, the Cardboard Club, the Story Telling Club, and the Dramatic Club.

Some idea of the scope of the work may be gathered from the fact that during the summer season of 1915, 18 playgrounds were in operation for 49 days from the last week of June till the first week of September. Approximately 10,000 children were enrolled. The average daily attendance was 3,334 for all playgrounds, or 222 for each. There were in all 163,366 separate visits to playgrounds. There were a few more boys than girls. The total operating expense for the year was a little over \$5,000, which means that the cost per child was under three and a half cents per visit, or about fifty cents per child for the entire summer.

It is clear from this brief summary of facts that the children of Cleveland like to play in well-equipped playgrounds under trained leader-

ship. Capably directed work of this kind is perhaps as valuable as anything the City School Administration does for the children under its guidance, and the results that are bound to flow from it are highly beneficial. It would be very unfortunate for both the children and the city if, for any reason, this energetic beginning were not to be followed up with enthusiasm and intelligence.

RECREATION FACILITIES ONLY PARTLY USED

The most natural and historically the first use of the recreational facilities in the schools was at recess. Nominally, 15 minutes during each morning session is allowed for recess through all the grades. As a matter of fact, the morning recess is often omitted, or regularly done away with, at the discretion of the principal. In such cases it is customary to dismiss earlier, the school session being shortened by the extent of time supposed to be gained by omitting the recess. The afternoon recess of former generations has entirely disappeared from the upper four grades of the elementary schools.

The recess in Cleveland is used in the traditional manner for the "blowing off of steam." On the physical side, such a recess is certainly worth while. But this conception of the re-

cess is quite inadequate under the present interpretation of the educational value and social significance of children's play.

The playground provides almost the only possible opportunity for sociability and democratic relationships of a school class. The schoolroom is ill adapted to serve as a laboratory of citizenship or for the practice of democracy. Schoolroom management is established on an almost purely autocratic basis. The teacher is much more like a ruler on a throne than like a president or a parent. Unless other satisfactory provision is made, then, from the standpoint of preparation for citizenship, the recess can no more safely be omitted from the school program than can the study of American history.

While recesses in Cleveland are generally unorganized and lack method, they are sometimes used for the purpose of practising for the physical tests conducted by the Department of Physical Training, and classes of the lower grades use the school playgrounds to some extent in playing games suggested by the Department of Schoolroom and Indoor Recreation. In some cases principals encourage these games at recess.

Under conditions attending recesses that are unorganized and that lack method children do nevertheless play games, but there is a vast

deal of informal, sometimes anti-social, and relatively valueless romping and scuffling, and the recess becomes a period not of genuine social increase, but rather of social leakage.

SCHOOLROOM AND INDOOR RECREATION

In the first four grades, periods of "rest and recreation" are given several times daily. These play periods do not come at regular intervals, but at the discretion of the grade teacher. They are from two to five minutes in length. The activities of these periods are exclusively formal games as distinguished from plays, such as climbing, swinging, tetering, playing in the sand, doll play, and the like. Primarily the purpose of these periods is for rest and recreation, but the games are chosen with some regard for their correlation with school subjects and for mental development. The games are methodically taught to the children by the Supervisor of Schoolroom and Indoor Recreation, or by the teacher of physical training or the grade teacher, under the direction of the supervisor. They are classified, and used according to classification, as Active, Quiet, Games Correlated with School Subjects, and Rhythmic. The following are typical illustrations of games used:

Active Games

- Circle Bean Bag (passing bean bags)
- Jumping the Brook (running around the room and jumping over two chalk lines on the floor)
- Stepping Stones (stepping or hopping from one circle to another chalked on the floor)
- Jumping over Stick (running in single file and jumping over stick)
- Jumping over Seats (hands on the desks and jumping over seats)
- Circle Seat Relay (running down the aisle circling the rear seat)
- Squirrel in a Tree (adaptation of "Puss in the Corner")

Quiet Games and Games Correlated with School Subjects

- Visualizing brief lists of words on the board
- Identifying child by his voice
- Finding a hidden object, as eraser
- Memorizing, from quick observation, articles of clothing worn by classmates
- Memorizing picture from quick observation; describing picture, each child repeating what has been said and adding a word
- Adding or multiplying number of taps made with pointer on the floor
- Spelling game, children standing in line and holding letters in the right order

Rhythmic Games

Children's Polka

Thread the Needle

Shoemaker Dance

I See You

Klap Dance

Did You Ever See a Lassie

Other simple singing games and folk dances

Valuable and desirable as the indoor play periods may be, they are not a complete substitute for outdoor play during the school session. When the recreational activities of children are transferred from outdoors to indoors their value is lessened through:

1. Loss of fresh air
2. Lack of sunshine
3. Restriction of space and full freedom of activity
4. Diminished pleasure
5. Narrowed range of activities
6. Extreme brevity of the period
7. Dust raised by the running and jumping

The spontaneous play of children is now generally recognized as the expression of such fundamental human instincts as hunting, fighting, creating, nurturing, imitating, etc. All out-of-doors is none too large to provide the needed stimuli to these instincts, and every unnecessary narrowing down of environment denaturalizes by so much the essentials in child play.



Marion School Playground on a holiday afternoon in
beautiful weather

Furthermore, the natural plays of children of the earlier grades are activities prompted by instincts which are expressed, not so much in formal games as in informal plays, according to the distinction mentioned before.

PLAYGROUNDS IDLE MOST OF YEAR

“Pupils will not be allowed to . . . remain on or revisit the premises after dismissal of the school, except by special permission of the principal of the building.” So read the Rules of the Board of Education. Whether under the circumstances this is a wise rule or not, it suggests disuse of the school playgrounds, and generally, though happily not universally, the suggestion is taken and children are accustomed to leaving the school premises out of their minds in their hours of leisure, and to substituting the street, the vacant lot, the back yard, and the moving-picture show instead.

Another great “unwelcome” is the playground apparatus entirely denuded during the school year, all except the bare frames being put away in storage. As if to add to the gloom of the bare appearance of the playground, one sees the worn and empty sand-bins, from which the children, as one principal reported, had “carried away the remaining sand in tin cans and pails

that they might play with it at home." Unthinkable as "stripped apparatus" is in the vacation school period, it is really more pathetic and inconsistent in term time, when the freedom of activity is curtailed and there is even greater need than in vacation time to invite children from sedentary to active occupation.

MANY GYMNASIUMS UNEQUIPPED

Twenty-five out of 31 gymnasiums in the elementary schools lack equipment. An unequipped gymnasium is essentially an additional playroom. It fails in the quality which is supposed to distinguish it. It is somewhat like a house without furniture, or a shop without machinery. Data are lacking as to exact use made of the gymnasiums, but so far as available they indicate that many of the gymnasiums are comparatively little used. It was not until several members of the Survey Staff had made over a thousand classroom visits, covering all the schools of the city, that they found one gymnasium being used for gymnastic purposes.

SWIMMING POOLS UNFINISHED OR UNUSED

Swimming is perhaps the best of all exercises for bringing the fundamental muscle groups into exhilarating and vigorous activity. By some



Stripped apparatus at the Brownell School

authorities it is claimed to be the most quickly recuperative of all sports. But swimming has mental and spiritual values also. The boy or girl who learns to swim has gained an element of confidence, a consciousness of achievement, a broader courage, or, as William James might say, an added chamber to the soul. The Greeks said of a truly ignorant man, "He can neither swim nor read." Significantly, several of our best known institutions of learning and some public schools have made ability to swim a requirement for a diploma.

Cleveland has wonderful natural facilities for swimming. But natural facilities alone are not sufficient for the universal acquirement of swimming, except among primitive peoples. The Board of Education started to move in the right direction and then halted. The physical structure of seven or more schools provides space for swimming pools, but in only two instances have the pools been completed and put in actual operation. In one case the janitor, with a commendable sense of social responsibility, permitted boys to swim on Saturday. And, yes, the pool had been used by the teachers. "For some reason this year," said the principal, "our teachers are fresher and more courageous and amiable than ever before at this time of the year. I do not know how to account for it,

unless it is because they have had great times going into the swimming pool.”

Elementary School Boys over 8



Swim



Help!

Elementary School Girls over 8



Swim

Help!

Reports from 3308 public school pupils in Cleveland indicate that—

88 per cent of the girls over eight years of age in the elementary school cannot swim

77 per cent of the girls in the high schools cannot swim

45 per cent of the boys over eight in the elementary school cannot swim

34 per cent of the boys in the high school cannot swim.

The age at which children learn to swim is significant:

41 per cent of all boys and girls who could swim had learned by their 10th year
65 per cent had learned by their 12th year
94 per cent had learned by their 14th year.

High School Boys



Swim



Help!

High School Girls



Swim



S.S. Board of Education!



Learned by 14th Year

Learned after 14th Year

The ideal time of life for instruction in swimming is between the ages of eight and 12. No pupil of sound physical body should leave the elementary school unable to swim. Existing pools should be run to their full capacity, even many hours a day if necessary to accommodate all; and new pools should be added or lake baths substituted, until Cleveland is fully equipped to teach swimming universally to school children.

TABLE 1.—RECREATIONAL FACILITIES OF THE CLEVELAND SCHOOLS

School	Auditorium	Area of playground	Pieces of playground apparatus	Play-rooms	Gymnasium	Swimming pool
Addison	yes	21,250	..	..	yes	..
Alabama	..	11,325	..	..	..	..
Almira	yes	59,904	..	2	..	yes ^a
Barkwill	yes	27,431	..	1	yes	..
Bolton	yes	56,520	..	1	..	..
Boulevard	yes	20,000	..	2	yes	..
Boys'	yes	8,207	..	..	yes	..
Broadway	yes ^c	59,077	12	..	..	..
Brownell	yes	31,713	21	1	yes	yes
Buhrer	yes	13,635	12 ^b	..	..	..
Case	yes ^c	34,262	..	..	..	..
Case-Woodland	yes	46,211	..	2	..	..
Central	yes	30,300	..	2	yes	yes ^a
Charter Oak	..	15,869	..	..	..	..
Chesterfield	yes	59,000	..	2	yes	..
Clark	yes	29,715	..	2	..	..
Columbia	yes	46,907	..	1	yes	..
Corlett	..	59,000	..	2	..	..
Dawning	yes	65,400	..	2	yes	..
Deaf	yes	24,000	..	2	..	..

^a Swimming pool left unfinished.

^b Playground apparatus not installed in summer of 1915.

^c Lower hall used as auditorium.

TABLE 1.—(Continued)

School	Auditorium	Area of play-ground	Pieces of play-ground apparatus	Play-rooms	Gymnasium	Swimming pool
Denison	yes	39,770	..	..	..	..
Detroit	yes	34,065	..	2	..	..
Dike	yes	21,174	..	..	yes	..
Doan	yes ^c	41,721	..	2	..	..
Dunham	..	25,564	10	..	..	..
Eagle	yes	19,600	21	2	yes	..
East Boulevard	yes	36,300	..	..	yes	..
East Denison	yes	40,700	..	2	yes	..
East Madison	yes	79,834	17	1	..	..
Empire	yes	35,000	..	..	yes	yes ^a
Fairmount	yes ^c	29,840	..	..	..	..
Fowler	yes	46,978	..	..	..	..
Fruitland	..	70,648	..	1	..	..
Fullerton	yes ^c	48,825	..	..	..	..
Giddings	yes ^c	38,768	..	1	..	..
Gilbert	yes	39,200	12 ^b	..	yes	..
Gordon	yes ^c	32,786	12	2	..	..
Halle	yes	56,451	..	1	yes	..
Harmon	yes	26,186	..	..	..	..
Harvard	yes	51,560	..	2	..	..
Hazeldell	yes	23,800	..	2	..	..
Hicks	yes ^c	26,341	20	2	..	..
Hodge	yes	46,000	16	..	..	..
Hough	..	57,342	..	..	..	..
Huck	..	32,311	..	2	..	..
Kennard	yes	44,000	14	..	yes	yes
Kentucky	..	17,836	..	..	..	..
Kinsman	yes	47,035	..	2	..	..
Landon	yes ^c	44,065	..	..	..	..
Lawn	yes	45,585	..	1	..	..
Lincoln	yes	32,209	..	..	..	..
Longwood	yes	40,000	17 ^b	2	yes	..
Marion	yes	26,815	..	2	yes	..
Mayflower	yes	30,000	31 ^b	2	yes	..
Memorial	yes	80,000	18 ^b	..	..	..
Memphis	yes	35,000	..	2	yes	..
Meyer	..	16,492	..	..	..	..
Miles	yes	50,000	..	2	yes	..
Miles Park	yes ^c	81,437	12	1	..	..
Milford	yes	66,674	20	4	yes	..

^a Swimming pool left unfinished.

^b Playground apparatus not installed in summer of 1915.

^c Lower hall used as auditorium.

TABLE 1.—(Continued)

School	Auditorium	Area of playground	Pieces of playground apparatus	Play-rooms	Gymnasium	Swimming pool
Mill	yes	34,970	..	2	..	..
Moulton	..	29,856	..	..	..	..
Mound	yes	42,463	..	2	..	..
Mt. Pleasant	yes	74,000	..	2	yes	..
Murray Hill	yes	26,600	..	2	yes	yes ^a
North Doan	yes	43,915	..	..	..	..
Nottingham	yes	35,000	..	2	..	..
Oakland	..	37,864	..	..	..	..
Orchard	yes	35,805	..	2	..	..
Outhwaite	yes	49,653	..	2	yes	..
Parkwood	yes	22,200	..	2	..	..
Pearl	..	25,000	..	1	..	..
Prescott	..	16,966	..	..	..	..
Quincy	yes ^c	29,721	12	2	..	..
Rawlings	yes	36,600	..	2	..	yes ^a
Rice	yes	39,422	..	1	yes	..
Rockwell	..	19,945	..	..	..	..
Rosedale	yes	64,901	..	2	..	..
Sackett	yes	72,813	12	2	..	..
St. Clair	..	43,602	20 ^b	..	..	..
Seranton	yes ^c	27,213	..	..	..	..
Sibley	yes	36,816	..	2	..	..
South Case	yes ^c	34,408	..	2	..	..
Sowinski	yes	34,134	..	1	..	..
Stanard	..	31,628	16 ^b	..	..	..
Sterling	..	37,534	20 ^b	..	..	..
Tod	yes	38,057	17	2	yes	..
Tremont	yes	72,000	..	..	yes	..
Union	yes ^c	25,468	12 ^b	2	..	..
Wade	..	5,021	..	..	..	..
Wade Park	yes	62,958	..	1	..	..
Walton	yes ^c	30,953	..	1	..	..
Warner	yes	50,600	..	2	yes	..
Warren	yes	50,111	17	..	yes	..
Waring	yes	34,612	..	2	..	..
Washington Park	..	60,000	..	1	yes	..
Watterson	yes	10,542	..	2	..	..
Waverly	..	32,865	..	1	..	..
Willard	yes	17,000	..	2	yes	..
Willson	yes ^c	55,200	16 ^b	2	..	..

^a Swimming pool left unfinished.

^b Playground apparatus not installed in summer of 1915.

^c Lower hall used as auditorium.

TABLE 1.—(Continued)

School	Auditorium	Area of playground	Pieces of playground apparatus	Play-rooms	Gymnasium	Swimming pool
Woodland	yes ^c	42,241	..	..	..	..
Woodland Hills	..	21,700	..	..	..	..
Wooldridge	yes ^c	39,580	..	1	..	..
HIGH SCHOOLS						
Central	yes	75,858	..	..	yes	..
Collinwood	yes	60,000	..	..	yes	..
Commercial	yes	31,500	..	..	yes	..
East	yes	69,846	..	..	yes	..
East Technical	yes	..	..	..	yes	..
Glenville	yes	54,886	..	..	yes	..
Lincoln	yes	41,240	..	..	yes	..
Normal	yes	40,000	..	..	yes	..
South	yes	61,285	..	..	yes	..
West	yes	47,807	..	..	yes	..
West Technical	yes	225,000 ^d	12	..	yes	..

^c Lower hall used as auditorium.

^d Includes West Side Athletic Field.

ATHLETIC TRAINING IN HIGH AND ELEMENTARY SCHOOLS

Athletics constitutes a regular division of the course in physical training for high school boys. All participation in athletics and all instruction or coaching for such participation are subject to the supervision of the Educational Department. All professionalism is forbidden and coaching by regular teachers only is permitted.

For the control of athletic games in the high schools there exists a Senate consisting of the Superintendent of Schools, the Assistant Super-

intendent in charge of Physical Training, and the high school principals. This Senate makes rules and regulations governing the conduct of inter-scholastic games. There is also a Games Committee for each branch of inter-scholastic sports, consisting of the Supervisor of Physical Training and a faculty member from each high school, nominated by the principal.

Table 2 shows the range of athletic activities among high school boys for 1914-15.

TABLE 2.—NUMBER OF BOYS' TEAMS IN EACH KIND OF ATHLETIC ACTIVITY IN THE CLEVELAND HIGH SCHOOLS IN 1914-15

School	Baseball	Basket-ball	Foot-ball	Soccer	Indoor baseball	Swimming	Tennis	Track and field	Indoor athletics	Total
Central	..	11	1	..	..	..	..	1	..	13
East	..	5	7	..	..	..	..	1	..	13
East Tech.	40	41	1	..	..	..	..	31	..	113
Glenville	..	45	5	..	..	..	8	..	..	58
Lincoln	1	9	1	..	5	1	1	1	12	31
South	1	21	..	..	..	..	9	1	..	32
West	1	19	6	..	..	1	1	3	..	31
Commerce	1	11	..	..	4	1	..	2	..	19
West Tech.	22	43	34	20	..	..	..	7	..	126
Total	66	205	55	20	9	3	19	47	12	436

The great disparity in the number of teams in the various high schools will be noticed, as well as the fact that in the technical schools, in which there is a larger element of motor

training in the school work, are found the larger number of teams. If there is any difference in the need of participation in active sports as between academic and technical schools, the academic school has the greater need.

The extent of participation of high school girls in athletics is indicated by Table 3.

TABLE 3.—NUMBER OF GIRLS' TEAMS IN EACH KIND OF ATHLETIC ACTIVITY IN THE CLEVELAND HIGH SCHOOLS IN 1914-15

School	Basketball	Indoor baseball	Hockey	Tennis	Track	Total
Central	12	..	..	..	..	12
East	13	2	..	1	4	20
East Technical	22	..	..	1	..	23
Glenville	4	12	..	..	..	16
Lincoln	7	2	..	3	..	12
South	4	10	..	..	..	14
West	14	..	2	..	..	16
West Commerce	..	..	..	..	..	..
West Technical	15	12	10	..	4	41
Total	91	38	12	5	8	154

ATHLETIC TESTS VERSUS ATHLETIC GAMES

In the elementary schools practically no games or athletics are conducted either between different schools or between classes in the same school. As a substitute, athletic tests for the boys are held. The schools compete for first place on the basis of the percentage of the

number of boys passing the tests. The tests are conducted on the school playgrounds and are in charge of the teachers of physical training. Boys in the upper four grades only are eligible. The tests are as follows:

<i>Fifth Grade</i>	Minimum limit
Standing broad jump	5 ft. 4 in.
Chinning	4 times
50-yard dash	8 $\frac{4}{5}$ seconds
<i>Sixth Grade</i>	
Two standing broad jumps	11 ft. 2 in.
Chinning	4 times
50-yard dash	8 $\frac{2}{5}$ seconds
<i>Seventh Grade</i>	
Two standing broad jumps	12 ft.
Chinning	6 times
50-yard dash	8 seconds
<i>Eighth Grade</i>	
Three standing broad jumps	18 ft. 6 in.
Chinning	5 times
50-yard dash	7 $\frac{3}{8}$ seconds

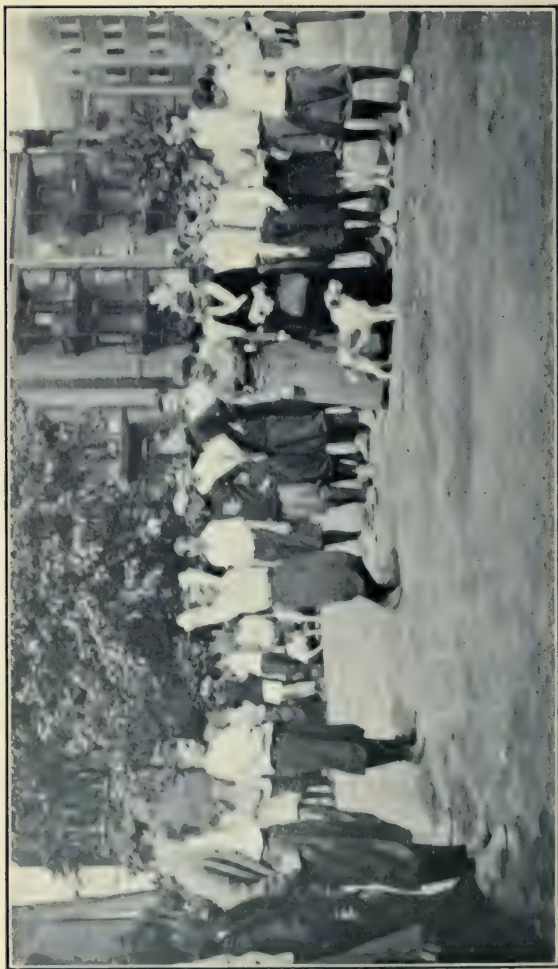
The method of scoring is as follows:

“One point shall be scored by equaling or exceeding the limit indicated.

“The standing of a school in a test shall be determined by dividing the sum of points so



Athletic tests—the 50-yard dash



Athletic tests—the standing broad jump

scored by the number of boys enrolled in the respective grades.

“The District Trophy will be awarded to the school making the highest percentage in its respective district.

“The City Trophy will be held for one year by the school attaining the highest percentage.”

The attainment of a standard of athletic ability as called for in these tests is most desirable and the general aims and purposes of the tests are highly commendable. But as a substitute for athletic games they fall short in several particulars. They lack the full stimulus of personal competition. A boy runs against time. The immediate, instinctive spur of a running mate or competitor is lacking and the powers of the runner are not stretched to their full limits, even when he may think he is doing his best.

The standards are, for some boys, easily within their power of attainment and they are conscious that they need not exert themselves to the limit. There is no incentive to make a supreme effort or to acquire a surplus of ability. The spiritual value of competition in which boys of this period are absolutely engrossed is the maximum of effort which it calls forth. In the majority of cases the chief difference between men in the presence of a crisis lies in the relative

capacity for extreme effort. This capacity is part of one's character. Competition is an essential in the moral training of children of these grades of the elementary schools, for without it few, if any, will ever reach a maximum of development of the will and capacity to try.

Again, the jump, the pull-up, and the running, conducted as tests, do not have the element of sudden crisis so frequent in such games as baseball and the like, which requires that all the physical, mental, and moral powers of the players converge in one supreme effort to meet the crisis. Here is educational "stuff" for children not found today in the schoolroom or school studies, nor in athletic tests either. Under ordinary city conditions there is no other way whereby our children may be saved in this matter than by athletic games.

HARDY GAMES IN THE ELEMENTARY GRADES

Organization of teams and games in the elementary schools is essential because there is no clear-cut division between the elementary school and the high school with respect to adolescent needs and interests.* Dr. C. Ward Crampton, Director of Physical Education in

* Dr. C. Ward Crampton, "Anatomical or Physiological Age versus Chronological Age," *Pedagogical Seminar*, Vol. XV, pp. 203-237.

the New York public schools, found the percentages of boys in the various stages of puberty at the ages of 12.5 to 18 to be as shown in Table 4.

TABLE 4.—PER CENT OF IMMATURE, MATURING, AND MATURE BOYS IN EACH AGE GROUP

Age in years	Pre-pubescent (Immature)	Pubescent (Maturing)	Post-pubescent (Mature)
12.5 to 13.0	69	25	6
13.0 to 13.5	55	26	18
13.5 to 14.0	41	28	31
14.0 to 14.5	26	28	46
14.5 to 15.0	16	24	60
15.0 to 15.5	9	20	70
15.5 to 16.0	5	10	85
16.0 to 16.5	2	4	93
16.5 to 17.0	1	4	95
17.0 to 17.5	..	2	98
17.5 to 18.0	..	..	100

TABLE 5.—APPROXIMATE NUMBER OF BOYS IN DIFFERENT STAGES OF MATURITY IN THE CLEVELAND ELEMENTARY SCHOOLS IN THE SECOND SEMESTER OF 1914-15

Age	Number	Pre-pubescent	Pubescent	Post-pubescent
12	3,534	2,438	884	212
13	3,257	1,571	884	802
14	2,417	507	628	1,282
15	1,202	85	182	935
16	205	3	8	194
17	19	..	..	19
18	5	..	..	5
Total	10,639	4,604	2,586	3,439

If similar proportions held for Cleveland boys, the distribution, according to stages of maturity,

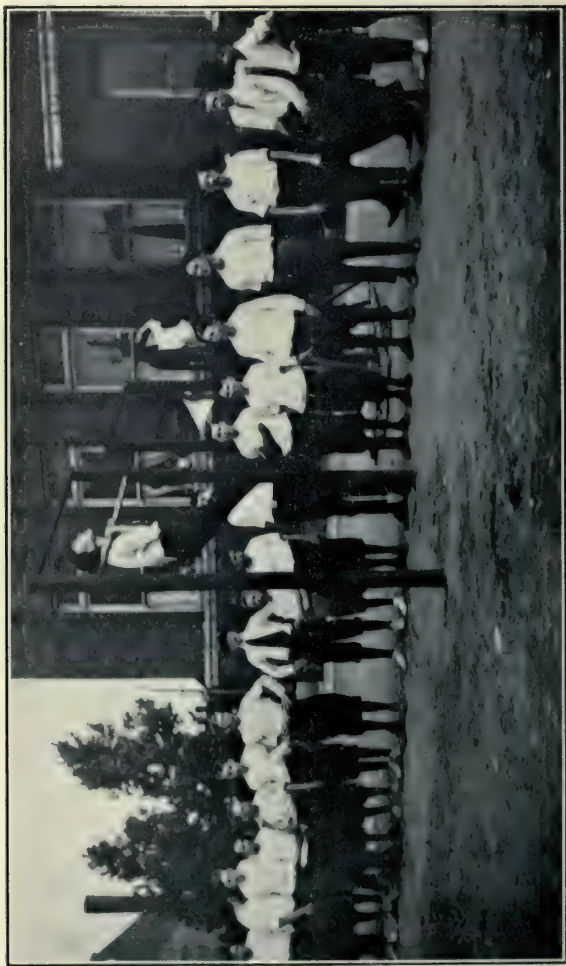
of the 15,167 boys 12 years of age or over enrolled in the regular elementary and high schools in the second semester of 1914-15 was as shown in Tables 5 and 6.

TABLE 6.—APPROXIMATE NUMBER OF BOYS IN DIFFERENT STAGES OF MATURITY IN THE CLEVELAND HIGH SCHOOLS IN THE SECOND SEMESTER OF 1914-15

Age	Number	Pre-pubescent	Pubescent	Post-pubescent
12	22	15	6	1
13	228	110	52	56
14	807	170	210	427
15	1,074	75	163	836
16	1,035	16	43	976
17	719	..	7	712
18	441	..	..	441
19	149	..	..	149
20	53	..	..	53
Total	4,528	386	491	3,651

ADOLESCENT BOYS IN THE GRADES AND HIGH SCHOOLS

There were then, in the elementary schools of Cleveland, in the second semester of 1914-15, approximately 3439 post-pubescent or adolescent boys, and 3651 adolescent boys in all the high schools for the corresponding date, or nearly as many mature boys in the elementary grades as in all the high schools put together. But if we add, as we should, the number of pubescent boys to the number of post-pubescent boys in each class of school, we find there were 6025 pubescent and adolescent boys in the



Elementary school athletic test. Note adolescent boys

elementary schools as against 4142 in all the high schools, or 45 per cent more pubescent and adolescent boys in the elementary grades than in all the high schools combined.

If we are to advocate athletic games on the ground of adolescent needs and interests, the need for such games is as great in the elementary schools as in the high schools, and to confine them to high schools is an inconsistency in the administration of educational opportunities.

This is in agreement with a more general conclusion made by Professor A. J. Inglis* after a study of age-grade distribution in more than 25 cities. He says that any attempt to make a sharp differentiation between elementary and secondary education at any one period is quite unjustifiable.

Again, practice in hardy games ought to begin before the age when most pupils enter the high school. The pre-pubescent years from 10 to 12 are, for the majority of boys, especially favorable for the beginning of athletic interest and skill. If participation is delayed beyond the elementary school period, sufficient interest and skill for personal participation in later years are far less likely to be developed.

* Dr. Alexander J. Inglis, "A Fundamental Problem in the Reorganization of the High School," *The School Review*, Vol. XXIII, No. 5.

Organization of teams and games in the elementary schools is essential also because there exists no other agency in the community capable of general organization and conduct of games for children of elementary school ages. Left to the street or vacant lot, the organization serves the few rather than the many, and the type is that of the gang rather than that of the team. And the matter should not be postponed till the high school period, for the majority of school boys never reach the high school. But they do become citizens.

Therefore, the organization of inter-group school games in a democratic country is a fundamental duty and unavoidable responsibility of the educational system.

SOME OBJECTIONS TO INTER-SCHOLASTIC GAMES

Stress has been laid upon games between groups or classes in the same school. But inter-school games have their place also. Objection is made to inter-scholastic games in elementary schools on the ground that they engender ill feelings and jealousies between principals or teachers. This can result only in cases of entire misconception of the purpose and aim of inter-scholastic games. If the general welfare is not worth the

price of loss of individual glory in the mind of any principal or teacher, what hope is there from such leadership in civic ideals? If a man love his precinct more than his city, the breath of citizenship is not in him and he would indeed be a blind leader of children. It is the lack of this very point of view that inter-scholastic games, conducted for the cause of education, can so well bring about that is the cause of the whole trouble. The supposed failure discloses the necessity for the continuation of such games.

A second objection often made is that inter-scholastic games give occasion for rowdiness. In some cities teachers have been mobbed. This objection discloses the fact that elementary school boys have arrived at the age of mob action and have not yet attained either self-control or a sense of social duty. Inter-scholastic games are needed to educate our children along these very lines. Here also failure points to the need of continuing. These games are the very opportunities for the development of control in times of stress. Neighborhood jealousies, race prejudices, mob violence, perhaps wars, exist largely because in the education of children and youth the instincts and emotions under stress have not been brought under the control of the will and the reason. It is notable that where inter-institu-

tion or inter-community games are rare, control, justice, and courtesies between opposing factions are rare; and where such games are most frequent, the best order prevails.

A third objection frequently advanced is that inter-school games in elementary schools get boys "on the cheering-line" altogether too soon. This objection suggests a neglect in the matter of organization of teams and games in the elementary schools rather than a bad result of inter-school games. Inter-school games need not in the least, and never should, interfere with general participation in games. No boy who has been gripped by the joy of active games and who has opportunity for playing them will voluntarily abandon playing for the sake of joining the cheering-line. Here again the difficulty lies in the misconception of the aims and purposes of inter- and intra-school games. Under proper management each should supplement and stimulate the other.

GAMES ASSIGNED TO GRADES

A good list of games is issued by the Department of Physical Training for use in grades three to eight. These are classified under three heads, namely, Song Games, Room Games, and Playground Games. Valuable and desir-

able as these games are, it will nevertheless be evident, even to the casual observer, that Song Games lack some of the essential elements of training which have been suggested above. It is equally evident that Room Games, such as Zig Zag Bean Bag and other bean-bag games, Blackboard Relay Race, Going to Jerusalem, and the like, cannot take the place of the more vigorous athletic games for pupils 10 to 14 (not to say 15 or 16) years of age. While the Playground Games come nearer supplying the elements needed, even these fall short of what is desirable. They consist very largely of games of tag, and the simpler games played with an inflated ball. Not one of these, by any stretch of the imagination, could be conceived as holding such wide-spread interest as do our great national games, which boys of grammar school age universally admire and attempt. The Playground Games hold about the same relation to the national games that tether-ball does to tennis.

Athletic games in a very few years greatly influenced 100,000 Filipinos in departing from the ghastly custom of head hunting. But Song Games, Room Games, and Playground Games of the kind mentioned could never have converted Filipinos from head hunting, nor can they convert or restrain from hoodlumism, from "bum-

ming," from "rushing the drunks," from street fighting, and from other undesirable gang activities, the boys who begin to participate in these things long before the elementary school age is passed and the high school age is reached.

CLEVELAND SCHOOLS AND SOCIAL ACTIVITIES

Of course, all school activities are, in a sense, social activities. By social activities is meant the out-of-school activities conducted in school buildings, such as receptions, parties, club, or society meetings, and the like. Complete data of such activities are not available for this report. In general, it may be said that the school buildings of Cleveland are not at present commonly utilized for such social activities.

WHAT ONE HIGH SCHOOL DID DURING THE YEAR 1914-15

First Year Pupils—

Freshman reception given by the Faculty to the parents of first year pupils and to the first year pupils.

Second Year Pupils—

No social functions.

Third Year Pupils—

Boys' society of about 30 members met once a week for debating. Girls' literary society of

about 40 members met once a week. Meetings were of literary nature, sometimes social. The Girls' Society entertained the Boys' Society once with a spread and afternoon dance. Then the Boys' Society gave a dance for the girls. About 70 pupils attended these functions.

The junior class gave an afternoon dance to the senior class and 150 to 200 pupils attended.

Fourth Year Pupils

Boys' society of about 25 members met once a week for debate. Girls' literary society of about 50 members met once a week. Meetings were of a literary nature, sometimes social. An occasional meeting was open for non-members.

The Girls' Society gave a spread and afternoon dance to the members of the foot-ball team. About 100 were present.

The Girls' Society and the Boys' Society entertained each other in turn with a spread or afternoon dance. The Girls' Society gave a reception to its former members among the school alumnae.

The senior class had an evening dancing party, attended by about 200. The senior class gave an afternoon dance to the junior class. Between 100 and 200 were present. The senior class gave a luncheon to the faculty. About 200 attended.

In General—

The principal of the school, once every year, gives a banquet to foot-ball teams and to the men of the faculty. The school societies have faculty members who are present at the meetings.

Membership in the girls' societies is on the basis of scholarship. In the boys' societies any member of the class is eligible for membership. Teachers are always present at the spreads and dances given at school.

WHAT ONE EXCEPTIONAL ELEMENTARY SCHOOL DOES FOR PUPILS AND ADULTS

The following is an outline of the social activities in the Eagle School:

Evening Social Work

Domestic Science. Five nights a week

Syrian Mothers' Cooking Club

Factory Girls' Supper Club

Boy Chefs. Three Clubs

Syrian Girls' Sewing Club

Manual Training. Five nights a week

Classes for boys over school age

Gymnasium. Five nights a week

Basket-ball Leagues

Indoor Baseball Teams

Volley and Medicine Ball Teams

Girls' Classes

Outdoor play-porches used as outdoor gymnasiums and for roller-skating

Shower baths in constant use

Game room used five nights a week for boys.

Average attendance, 75

Club room used as meeting place for—

Boys' Band

Boys' Social Club

Moses Cleveland Cadets

Sanitation Club

Dancing one night a week, with instructor, for boys and girls over 18 years of age

Evening Educational Work

Five Night Schools

Citizenship Class, two nights a week (581 men were prepared for examination to obtain naturalization papers)

Activities After School Hours

(Volunteer work by teachers)

Story Hour in the kindergarten for children of primary grades

Basket-ball Teams equipped and supervised by seventh and eighth grade teachers

Game Room and Gymnasium often used for folk dancing and play. Supervised by teachers of all grades.

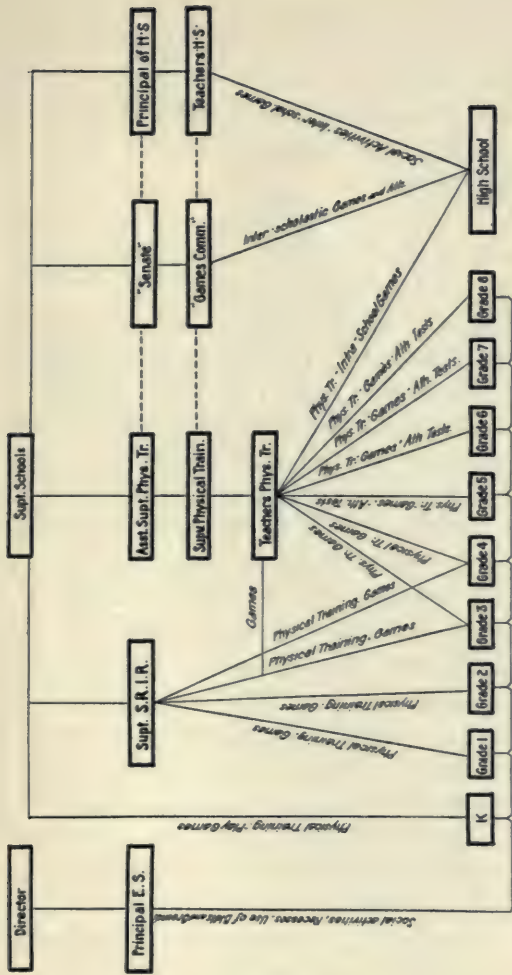
THE CONDUCT OF SCHOOL RECREATION

Supervising officers, teachers, and employees concerned in the administration of recreation in the schools include practically the whole

public school corps from the superintendent to the custodians. The organization of this corps for the conduct of recreation is, naturally enough, rather loose and indefinite, since play and recreation are conducted more or less independently by several different departments. While the duties of the various members of the corps are definite, their inter-relations and responsibilities to one another are not.

The diagram on page 45 shows some conflicting lines of the relationship and some duplications of responsibilities.

It will be seen from the diagram that there is no supervisor of the plays and games of the kindergarten. The games of the first two grades are both taught and supervised by the Supervisor of Schoolroom and Indoor Recreation, who is independent of the Director of Physical Education. Games are taught in the third and fourth grades by the Supervisor of Schoolroom and Indoor Recreation; by the teachers of physical training, who are answerable to the Supervisor of Physical Training; and by the grade teachers, who are answerable to the Supervisor of Schoolroom and Indoor Recreation. The Supervisor of Physical Training has no supervision over the kindergarten, or the first and second grades, and divided responsibility for games in the third and fourth grades. The



Power and responsibility in the administration of school recreation are widely scattered

Assistant Superintendent in charge of Physical Training has no responsibility for the physical training, plays, or games in the kindergarten and first two grades, and divided responsibility for the physical activities for the third and fourth grades.

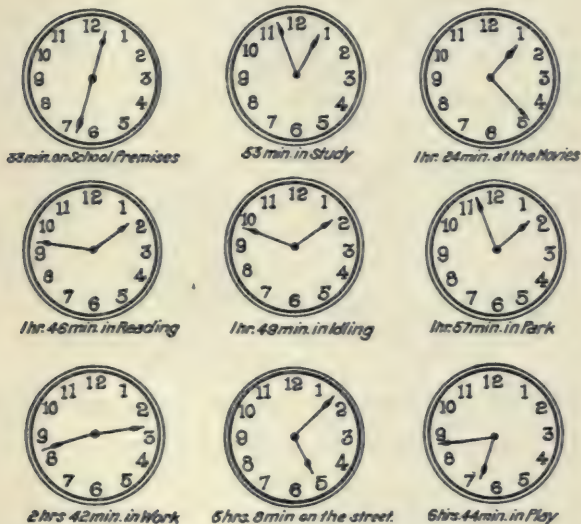
RECREATIONAL INFLUENCE OF SCHOOLS OUT OF SCHOOL HOURS

Since the play and recreation of children and youth have come to be thought of by the public as social problems, we discover in this matter of recreation additional emphasis on the fact that the fundamental reason for the existence of our school system is its supposed influence on out-of- and after-school life. Does the recreational leadership of the school continue beyond the regular school hours?

The idleness and emptiness of the recreational facilities during out-of-school hours have already been suggested. Children generally are not invited or attracted to school yards for play, but rather are left to the attractions of the street, vacant lot, show, and park, where they do not practise the things of the school.

Through the generous co-operation of a number of elementary school principals in Cleveland it was possible to get careful data on how and

where 915 children spent their time on a pleasant Saturday and following Sunday in June. From these diaries, which accounted for the full 24 hours of each day, it appeared that during



How 915 children spent their spare time on two pleasant days in June

the two days each child spent on the average spare time as shown in the diagram on this page.

In connection with what was said above re-

garding the failure of the assigned school games to grip school children, it is of interest to note that the games assigned to the grades were rarely mentioned by the children in these diaries. So far as could be determined the relative time spent by children in playing games included in the school lists and in other plays during the two days may be represented by the following illustrations:



School plays and games interested children for only 15 minutes in two days



Other plays and games held their interest for 6 hours and 29 minutes in two days

A PLAY CENSUS OF CLEVELAND PUPILS

A play census, taken June 23, 1913, under the direction of the Chief Medical Inspector and Assistant Superintendent in charge of Physical Education in Cleveland, seemed to show this same lack of relationship between the school and the out-of-school activities of children. The results of this study are shown in Table 7.

TABLE 7.—WHAT 14,683 CLEVELAND CHILDREN WERE DOING
ON JUNE 23, 1913

		Boys	Girls	Total
WHERE THEY WERE SEEN	On Streets	5,241	2,558	7,799
	In Yards	1,583	1,998	3,581
	In Vacant Lots	686	197	883
	In Playgrounds	997	872	1,869
	In Alleys	413	138	551
WHAT THEY WERE DOING	Doing Nothing	3,737	2,234	5,961
	Playing	4,601	2,757	7,358
	Working	719	635	1,354
WHAT GAMES THEY WERE PLAYING	Baseball	1,448	190	1,638
	Kites	482	49	531
	Sand Piles	241	230	471
	Tag	100	53	153
	Jackstones	68	257	325
	Dolls	89	193	282
	Sewing	14	130	144
	Housekeeping	53	191	244
	Horse and Wagon	89	24	113
	Bicycle Riding	79	13	92
	Minding Baby	19	41	60
	Reading	17	35	52
	Roller-skating	18	29	47
	Gardening	13	14	27
	Caddy	5	0	6
	Marbles	2	0	2
Playing in other ways, mostly just fooling	1,863	1,308	3,171	

CONCLUSIONS DRAWN FROM THIS CENSUS

1. That just at the age (under 15) when play and activity are the fundamental requirements for proper growth and development 41 per cent of the children seen were doing nothing. The boy without play is father to the man without a job.

2. Fifty-one per cent of all the children seen were in the streets, in the midst of all the traffic, dirt, and heat, and in an environment conducive to just the wrong kind of play.

3. That only six per cent of the children seen

were on vacant lots despite the fact that in most of the districts vacant lots were available as play spaces. A place to play does not solve the problem: there must be a play leader.

4. That even though 36 playgrounds were open and 16 of them with apparatus up, only 1869, or 11 per cent, of the children seen within four blocks of a playground were playing on playgrounds. Last Friday 6488 children played on playgrounds.

5. That of the 7358 children reported to have been playing, 3171 were reported to have been playing by doing some of the following things: fighting, teasing, pitching pennies, shooting craps, stealing apples, "roughing a peddler," chasing chickens, tying can to dog, etc., but most of them were reported to have been "just fooling"—not playing anything in particular.

6. We need more and better playgrounds and a better trained leadership.

THE RECREATIONAL INTERESTS OF CLEVELAND PUPILS

That the play interests of children and youth answer to deep-seated needs and are essential for fullest development and education is now so universally admitted that only the mere statement is here necessary. It is also evident that these play interests are the prototypes

of the great lines of human interest, endeavor, and achievement represented in adult life and in educational work today.

Let us consider a few of these interests with relation to their educational and social significance. These include the universal passion for and admiration of achievement in physical activity, bodily skill, and prowess in active plays, games, and sports. They have the same roots as those interests which once determined a race's supremacy and inspired all song and story. They are fundamentally related to physical vigor and health, and in the field of physical education are paramount in importance.

Among the great games to which these interests lead is baseball. The physically sound American boy who never plays baseball is losing an important element in his education. Seventy-five per cent of elementary school boys over eight years of age in a large Cleveland school play baseball; 25 per cent do not. Eighty-three per cent over 10 years of age play; 17 per cent do not. The percentage for elementary school boys over 10 who play baseball may seem high, and yet if there are even as many as 17 physically sound boys in every hundred, from 10 to 15 years of age, who never play baseball, it is certainly unfortunate, to say the least.

BASEBALL AS MUCH SOCIAL AS PHYSICAL

There is another aspect of the matter to be considered. Baseball is as much social as physical. Boys should not only play baseball, but they should play on well-organized teams. Scrub baseball is not the real thing. A scrub team has scarcely half the social value of a regular team. Forty-one per cent of elementary school boys who play say they play on a "regular nine," a rather higher percentage than one would expect to find except under a loose interpretation of what constitutes a "regular nine." Forty per cent of the players over 10 belong to "regular teams."

The conditions under which boys play ball are important. For one elementary school boy who practises on the school premises and three who practise in the park, six practise in the street, and 18 in vacant lots.

Elementary School Boys over 6



We Play Base-Ball



I Never Do



Players Organized



Players Not Organized



Practice-School Yard



Practice-Park



Practice-Street



Practice-Vacant Lots

Among high school boys the story is not very different. Ninety per cent of the boys play baseball, but only 26 per cent of the players are organized; seven per cent practise on the streets, eight per cent on school property, 42 per cent in vacant lots, and 43 per cent in parks.

Rather unusual opportunities exist in Cleveland for attending good baseball games. Seventy-seven per cent of the elementary school boys attend ball games as spectators. Ninety-one per cent of these go to the parks to see the games, and 84 per cent of them go as often as once a week.

It will be remembered that one objection advanced against inter-school games is the supposed tendency to put boys on the cheering-line too soon. It seems that this has been accomplished to an unusual degree in the absence of inter-school games, and it is a fair question to raise whether the organization of elementary school ball players would not really greatly reduce this substitution of rooting for playing.

Eighty-four per cent of high school boys go to baseball games; 97 per cent of these go to games in the parks; and 52 per cent go as often as once a week. It would appear from this that elementary school boys without the privilege of inter-school games are found "on the cheering-line" at ball games even oftener than high school

boys, whose schools participate in inter-school games.

High School Boys



We Play Base Ball



I Never Do



Organized



Unorganized



Practice - Sch. Prem.



Practice - Park



Practice - Street



Practice - Vacant Lots

BASEBALL FOR GIRLS

But Cleveland school girls as well as boys play baseball. Although girls play a modified game, the number participating is of much interest. Of the elementary school girls over eight years of age 30 per cent, and of high school girls 66 per cent, play some form of baseball. This high percentage for high school girls is probably due to the influence of the school in the organization of indoor baseball teams for high school girls. It should be noted that in Cleveland it is quite customary for both girls and boys to play indoor baseball out-of-doors.

Thirty-five per cent of elementary school girls play on the streets, two per cent in the parks, and 63 per cent in vacant lots. None reported playing on school premises.

The high school girls are more fortunate. Ninety-one per cent play on school premises, seven per cent play in vacant lots, two per cent in the parks, and none in the streets.

This does not seem quite fair to elementary school girls. Physically and socially there could hardly be a better game for girls from 10 to 12 years of age than modified baseball, and if begun at that age, it continues as desirable when they are older. It is rather generally considered that girls are inferior to boys in team spirit and the ethics of sportsmanship. But when girls have adequate opportunity, they prove as susceptible to the moral and social influence of group games as do boys. The importance of group games for elementary school girls can scarcely be overemphasized. The elementary schools of Cleveland contribute little in this particular to the play life of their girl pupils, although the high schools contribute much to the group games of girls. One would think the school yards, at least, might be available always for the play of elementary school girls. About 11 per cent of the elementary school girls who play, and 24 per cent of the high school girls who play, belong to "regular teams."

Elementary School Girls over 8



We Play Base-Ball



We Never Do



None

Play-School Yard - Play-Parks Play-Street

Play-Vacant Lots

High School Girls



We Play Base Ball



We Never Do



Play-School Premises

Play-Vacant Lots and Parks

BASKET-BALL

The disparity of opportunity for elementary school girls and high school girls is more evident when we come to consider the game of basket-ball. While decidedly inferior in many respects to baseball, basket-ball has an undeniable place in our educational system. Nine per cent of the elementary school girls over 10 years of age play basket-ball, while 40 per cent of the high school girls play. Over 99 per cent of the high school girls who reported place of practise do their practising on school premises, while very few of the elementary school girls practise there.

Elementary School Boys over 10 Years



We Play Basket Ball



We Never Do



We Practice at School



We Practice Elsewhere

High School Boys



We Play Basket Ball



We Never Do



Players Organized



Players Not Organized

High School Girls



We Play Basket Ball



We Never Do



Players Organized



Players Not Organized

High School Boys



We Practice at School

High School Girls



We Practice at School



Practice Elsewhere

Twenty per cent of elementary school boys over 10 play basket-ball. Sixty-four per cent of high school boys play. Very few of the elementary school boys who play mentioned playing on school premises, while 91 per cent of the high school boys reporting place of practice reported school premises. Twenty-

four per cent of elementary school boy players are on regular teams; 38 per cent of high school boy players are on regular teams, and 35 per cent of high school girl players are on regular teams.

FOOT-BALL

Twenty-two per cent of elementary school boys

Elementary School Boys over 10



We Play Foot Ball



We Never Do



Practice in School Yard - Practice in the Park -



Practice on Grass Lots and on the Street



Players Organized



Players Unorganized

High School Boys



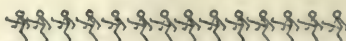
We Play Foot Ball



We Never Do



Players Organized



Players Not Organized



Practice at School - Practice in the Park - Practice on Grass Lots and On Street



over 10 play foot-ball, and 45 per cent of high school boys. Of every 22 elementary school boys, one plays in the school yard, while three play in the park and 18 play in the street and vacant lot. Two high school boys practise on school property, three in the park, and four in vacant lots and on the street.

WHEN THE SCHOOL SHOULD CATCH THE BOY

On the whole, it may be said that the influence of the school is deplorably slight in the matter of the hardy group games for elementary school boys, and it should be emphatically stated over and over again that it is in the elementary school period that the school can catch the great majority of boys. The street does not wait for the high school age—it gets them far younger. The gang does not wait—it is right on hand at the ages of eight or 10, and grips very hard before the high school age. Nature does not wait—emotion, impulses, capacities, opportunities, all come in overwhelming array long before the high school doors open for the relatively few who enter. Why should the school despise despatch, ignore opportunity, and neglect so completely in this matter the boys and girls who pass so young beyond its influence to the burdens of a wage-earning life?

Elementary School Boys over 8



Play Tennis

Not Play Tennis

Elementary School Girls over 8



Play Tennis

Not Play Tennis

High School Boys



Play Tennis

Not Play Tennis

High School Girls



Play Tennis

Not Play Tennis

There are few tennis players among elementary pupils

Among other physical interests of children and youth for the exercise of which there should be opportunity under right conditions somewhere are wrestling, boxing, tennis, ice-skating, riding, swimming. Into these activities all boys and, excepting the first two mentioned, all girls of sound physique should enter. In this connection the following are interesting ratios:

Elementary School Boys



Wrestle

Not Wrestle

High School Boys



Wrestle

Not Wrestle

Every sound-bodied boy should learn to wrestle

Elementary School Boys



Box

Not Box

Some form of fighting play is essential in a boy's education

If public school teachers were to take an interest in the out-of-school play and recreation of their pupils, somewhat as they now do with respect to their reading, the "diaries" might tell a different story. Most girls would be greatly benefited by tennis. A teacher might be as instrumental in getting a girl pupil interested in tennis as in getting her interested in Scott. The school might arouse unprecedented interest among pupils as to the use of park facilities for tennis, to mention one activity only.

Elementary School Boys



Skate on Ice



Do Not Skate on Ice

Elementary School Girls



Skate on Ice



Do Not Skate on Ice

Flooded school yards make the very best skating-rinks



Cleveland boys on Saturday morning

Few things would be easier than for the school to organize "hikes" for pupils. Hikes would contribute directly not only to physical training, but also to history, geography, composition, and many other subjects of the curriculum.

Elementary School Boys



Go Hiking



Never Go Hiking

Elementary School Girls



Go Hiking



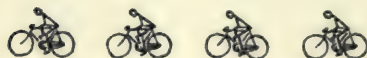
Never Go Hiking

There is both pleasure and profit in hiking

Riding a horse was once a universal experience. It is surprising that so many Cleveland boys have had this experience. It is unfortu-

nate when the experience of riding something fails to come to a child.

Elementary School Boys over 8



Ride

Not Ride
Anything

Elementary School Girls over 8



Ride Bicycle

Not Ride Bicycle

Every child ought to know how to ride something

THE SOCIAL VALUE OF RECREATION

The lack of opportunities for genuine social expression and practice of democracy under conventional school methods of recreation has been previously suggested. Besides the active physical games which have been mentioned (which are also eminently social) we should consider here specifically societies, clubs, and other social activities of pupils to which the school may lend itself.

EARLY APPEARANCE OF THE GANG INSTINCT

Many do not realize how early in life children tend to join the gang. Sheldon's study of the institutional activities of American children showed that the most common age of members of the predatory gang was from 10 to 14 years, culminating at about 11 or 12. Inherently the gang is all right, but the misled gang is all wrong. In "Boyhood and Lawlessness" the author, after speaking of the feuds among the West Side boys of New York, says: "Gang fighting, in fact, as practised in this neighborhood, is conducive to neither manliness, honor, courage, nor self-respect. The strength of the boy is the strength of the gang, and under its protection unspeakable horrors take place for which it is impossible to place responsibility.

Rumors of boys being stabbed, shot, clubbed, maimed, and killed are current everywhere, and there is good reason to believe that many of them are true. Such things are, of course, never mentioned to strangers, and residents learn of them only by chance conversation. The moment that any definite questions are asked, the boys become reticent and change the subject. But there can be no doubt that many crimes are committed in these blocks which never reach the ears of the police, and that a considerable proportion of them are due to the boy and his gang.

Elementary School Boys over 12



Belong to Boy Scouts

Not Belong to Boy Scouts

“And so the word ‘gang’ here has grown to be synonymous with the worst side of boy life, and the group itself, which might in other surroundings and under other traditions be a positive civic asset, simply adds the irresponsibility

of the mob to the recklessness of youth and becomes a force which turns West Side boyhood into cowards and savages. As a priest of one of the Roman Catholic churches said the other day, 'The social evil may be an important one, but the question in this neighborhood is that of the gangs.'"

Elementary School Boys over 10



Belong to Society or Club

Do Not Belong to Society or Club

Elementary School Girls over 10



Belong to Society or Club

Do Not Belong to Society or Club

How the undesirable gang experience may be headed off by organized clubs and athletic games has already been suggested. The social activities of clubs, etc., also absorb and divert to right channels the same gang interest. Some agency or agencies must see that all children

of ten years and over have opportunity for the right exercise of their budding social interests. What agency is there, other than the school, which can reach practically all the children?

High School Girls



Belong To Camp Fire



Not Belong To Camp Fire

High School Girls



Belong To Society or Club



Not Belong To Society or Club

THE NATURE INTERESTS

Children are deeply interested in nature and, where opportunity offers, their play interests lead them naturally into those realms of knowledge and activity which are directly related to some of the most important fields of human interest, endeavor, and achievement today. But in modern city life children do not have this ready contact with nature under whose in-



Animal pets in the Union School summer playground

fluence the race developed. Unless the community, through the school or some other agency, exerts itself directly to relieve this handicap of city children, the majority must forever remain incomplete in development and education. Among these nature interests (although interests rarely, if ever, act alone) we may include the nurturing of plants and animals, hunting, fishing, love of life in the open, camping, and the like.

Cleveland children, to an unusual extent, have gardens. This is due partly to local conditions, and partly to the school-garden work. Seventy-two per cent of boys over eight years of age in a large elementary school have gardens, and 83 per cent of the girls over eight years of age. Sixty-seven per cent of the boys and 65 per cent of the girls keep animals or pets.

Among high school boys and girls the nurturing interests of this character seem somewhat less strong than among elementary school pupils. Fifty-one per cent of the boys have gardens, 61 per cent of the girls. Thirty-two per cent of the boys keep animals or pets, 41 per cent of the girls.

SOCIAL VALUE OF NURTURE INSTINCT

It would be next to impossible to overemphasize the importance of the nurturing instincts

in education. Sympathy doubtless developed in man all the more surely and quickly through care of animals. The ownership and nurture of animals, and especially the planting of fields and cultivation of plants, had much to do with the development of regard for property rights. What a child works over, cares for, and watches grow quickens far more than mere possession ever can a sense of his own property rights with relation to the corresponding rights of others.

EDUCATIONAL VALUE OF OUTDOOR LIFE

Fondness for outdoor life, as in hiking, camping, hunting, fishing, and marksmanship, is allied to interest in skill and prowess in sport and to interest in nature. The physical activities and the emotional accompaniments of these forms of recreation have been beyond all price in the development of our national stock. The ratios indicated below will suggest to what extent such experiences are disappearing from the childhood and youth of the city. Yet "the greatest scientists, philosophers, artists, and poets of the world of all ages have been ready to bear testimony to the debt they have owed to outdoor life." "No man is liberally educated who does not know as much about nature as he does about books." "The school of the woods and hills,

fields and streams, is that from which our greatest thinkers have been graduated."

And it may be asserted that some basis of common experience is necessary on the part of the ordinary run of people for them to appreciate scientists, philosophers, artists, and poets. As Brand Whitlock used to say, it was his experience that you couldn't tell a man anything unless he knew it already. A basis of appreciation and a demand for it on the part of the people is an important element in the world's progress and achievement, and the unusual man's contribution to it.

Elementary School Boys



Go Camping



Never Go Camping

Elementary School Girls



Go Camping



Never Go Camping

Schools could easily do much in the matter of hiking, and in some places have done much. Camping might readily be suggested and assisted by the school. Hunting in various forms, as well as fishing, could be greatly stimulated with little more than an intelligent interest in these activities shown by the school.

It is not alone the joy of camping that makes it valuable, nor the physical benefits; it is the mental, moral, and social influence as well. It is doubtful if a child ever grew to complete manhood or womanhood who had never come in touch with nature in some way comparable to that of camping.

Hunting is one of the most fundamental and

Elementary School Boys over 8



Elementary School Girls and High School Girls



99 Never Do

High School Boys

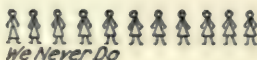


impelling of human tendencies. It has many forms. It is an easy transition from finding things to finding out things. There are many forms of hunting possible for city children which the school might easily seize upon as an aid to efficient teaching.

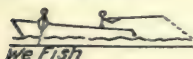
Elementary School Boys



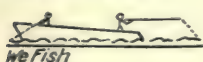
Elementary School Girls



High School Boys



High School Girls



The teacher who has never asked a boy how many fish he caught, nor cared, has missed at least one secret of power.

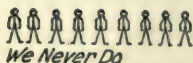
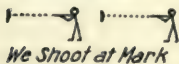
Elementary School Boys over 10



Elementary School Girls



High School Boys



High School Girls



THE DRAMATIC INTERESTS

Among the most familiar of the plays of little children are the dramatic and imitative plays, by which children in make-believe enter into almost every occupation and profession of men. The dramatic interest is practically universal and persists in adult life, and some of our more important social and civic problems are related to the drama. This dramatic instinct of children has in late years been very widely used in schools as an aid in teaching reading through story acting, lending great charm to the reading lessons of young children, and also in teaching history and literature. In social work the value of dramatic play for children and adolescents has been widely recognized and utilized. But all this has been hardly a drop in the bucket to what the schools might accomplish, and local and civic problems, as well as educational problems, are pressing home to the schools this question of the dramatic interests in education.

Of the more formal use of dramatic play it is of interest to note that 30 per cent of the boys of the elementary school have taken part in shows or plays, and 46 per cent of the girls. Among high school pupils the percentages are 46 per cent for boys and 58 per cent for girls.

CLEVELAND CHILDREN AT THE MOVIES

But by far the most striking evidence of the dramatic interest is seen in the attendance record of pupils at the moving pictures. Seventy-eight per cent of the boys of the elementary school are accustomed to attend the movies, and 84 per cent of the girls. These children attend, on the average, three times in every two weeks. This is more frequent than the attendance that has been estimated for the general population of New York City—once a week; or for Cleveland—once in every six days. Twenty-four per cent of the boys attend the vaudeville as well, and 30 per cent of the girls. The average number of times the boys and girls attend the vaudeville is a little less than once a week. Besides, 18 per cent of the boys attend the regular theater over twice a month, and 21 per cent of the girls over once a month.

Eighty-nine per cent of high school boys are accustomed to attend moving pictures, and 91 per cent of high school girls. The boys go, on the average, three times in two weeks, and the girls a little oftener than once a week. Sixty-seven per cent of the boys attend the vaudeville, and 59 per cent of the girls. The average attendance of boys and girls is once in two weeks. Forty-eight per cent of the boys attend the regular theater, and 63 per cent of

the girls. These boys attend nearly twice a month, and the girls over once a month.

Elementary and High Schools



Attend "Movies"



Not Attend "Movies"



Daily Attendance



Daily Non-Attendance

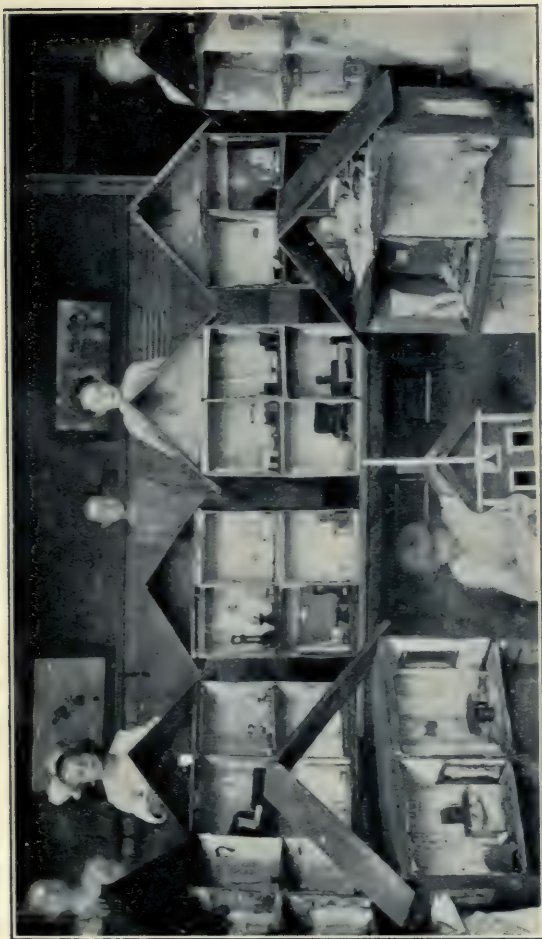
THE MISUSE OF THE EMOTIONS

One of the most important things in all elementary education is the proper use of the emotions, and except possibly in the kindergarten, this is most neglected. It is a serious thing that the emotional life of children has come to be so largely a matter of the street and the moving picture. Everybody knows to what great extent the movies appeal to the elemental emotions of "blood and sex." Promiscuous and excessive attendance at the movies and the vaudeville without educational guidance

is a grave menace to the normal, healthy, emotional life of young people. Competitive games and dramatic play are the great correctors of wrong influence of the street and the drama. At present the Cleveland schools make comparatively little use of the dramatic interests. Somehow the social and educational forces of the city must control and utilize these interests, which are of the greatest educational and social significance.

THE CONSTRUCTIVE INTERESTS

Constructive or creative play is one of the earliest and most universal of the plays of young children. Sand, and pies, and blocks are the universal passion of little children who have access to them. The earlier schools neglected the manual arts in favor of writing and ciphering. More recently manual training has been quite generally adopted somewhere in the curriculum. Whenever the manual arts have been introduced into the school with regard to the constructive interests of the children, they have been truly recreational as well as educational. But often the type of manual training and the methods of teaching have been determined with too little reference to the constructive and allied interests of the pupil.



Playhouses and their mistresses at the Stanard School Playground

The work has come too late, or has been too formal. Children crudely imitate in their constructive play many adult occupations. Given encouragement and opportunity, children zealously undertake much constructive work that is of genuine educational value. But this constructive work must be of a kind that will appeal to the emotions of children. When there is a rich emotional background to the occupations, however arduous they may be, they are play to the child; but without that emotional background they are laborious work. Dolls, doll houses, toy furniture, kites, boats, toys, pet cages, etc., provide the very richest educational material for heart and hand and head. The illustrations facing pages 78 and 80 illustrate educational constructive play conducted in the Cleveland summer schools.

THE MUSIC INTERESTS

Twenty-one per cent of elementary school boys over eight years of age and 35 per cent of the girls play some kind of a musical instrument. Only one per cent of the children belong to an orchestra or band. Forty-three per cent of the boys are fond of singing and 63 per cent of the girls. Few of these, however, belong to a singing club or musical society.

Twenty-eight per cent of high school boys confessed to singing and 44 per cent of the girls. Of the boys and girls who sing, 20 per cent belong to a singing or musical society. Thirty-nine per cent of the boys and 69 per cent of the girls play some musical instrument.

Presumably the schools have considerable influence in the matter of singing. At least singing is taught in the schools, but the influence of the school in creating a love of singing may be open to some doubt, when scarcely over one high school boy in four sings out of school, and less than one-half of the girls.

It is unfortunate, also, that so few of those who play musical instruments are organized into bands or orchestras. Of over 500 boys and girls in two high schools who play, only eight per cent of the boys and four per cent of the girls belong to either a band or an orchestra.

We hear much of the value of co-operative play in so-called team games. In an orchestra there must be the completest co-operation and subordination of self to the whole. The orchestra is one of the easiest types of social activities to start and maintain in a school. The opening of the school buildings on the west side of New York City for the purpose of organizing musical bands has done more than all other agencies to break up the gangs in that locality,



Constructive play at Standard Summer Playground

according to Captain Ormsby, of the police force. "In music all races speak a common language," and through it neighborhoods, in which teachers said it was impossible to do any social work because the people were so divided on racial lines, have become united.

EDUCATIONAL INFLUENCES OUTSIDE THE SCHOOL

While the public schools of Cleveland conserve and direct some of these interests, they do so only in a very limited way, and with inadequate method, except in the few instances which have been noted. This is not a criticism of the Cleveland schools. It is rather a commentary on the very general failure of public school systems the country over to appreciate the significance of play and recreation, and to conceive popular education in social, as well as in disciplinary aspects, in terms of living as well as of preparation for living. The school has been self-sufficient, and has ignored or despised the external educational factors which, socially at least, have been mightier than the school itself. It is conceivably the office of the school to harmonize, so far as possible, all the influences of daily life upon the child. If this

necessitates modification of school buildings, extension of the school day, the reorganization of the curriculum, the problem should be met squarely and courageously.

For a full quarter of a century Cleveland has observed in her midst an example of a greatly prolonged school day in a private school attended by many of her boys of the best home influences and surroundings. If an eight-hour school day has, through so many years, proved its success and its desirability for the boys from the better homes, it suggests a way of increased influence upon public school pupils. The school must somehow stretch itself to reach the boy and girl in all those activities in which, to them, seem to come the realities of life.

PLAY AND RECREATION DISTINGUISHED

Play is nature's method of effecting growth and development. It is, therefore, in a sense as essential as food, and may not be regarded simply as a means of restoring physical equilibrium after energy has been depleted in some line of activity. Play may properly precede rest, may tire the child out, and indeed even exhaust utterly. The idea contained in recreation is rather that of relief from exertion in some other

line of activity or work. Play is not always recreation in the physiological sense. When little children begin to play immediately upon waking in the morning, they do so not through any need or desire for recreation. Nor do glass factory boys, at the end of a long hard day's work—on their feet all the time—rush from the factory into a playground to play basketball because they are impelled by the need of physical recuperation. They use the muscles that are already tired. They are impelled rather by the desire for the full expression of their inherent interests and powers. Children maintain physical, mental, and social health through play; they grow and develop physically, mentally, and socially through play. But adults, having reached maturity, recreate in the physiological sense rather than play in the strictly biological sense described above.

Now the reason for this discussion of the distinction between play and recreation lies mainly in the fact that all too generally the play of children and youth is regarded by the public in the way that adults regard their recreation, as a pleasant means of restoring physical equilibrium. It cannot be too strongly emphasized that the value of play is vastly more than that.

PLAY AS A METHOD IN EDUCATION

The most conspicuous use of play in education in the Cleveland schools is, of course, in the kindergarten. Here play is not utilized for physical relief as in a recess. It is utilized as a means to mental and spiritual progress. This is not the place to discuss at length the work of the Cleveland kindergartens,* but it may be urged both upon the kindergartner and upon the public that if there is any reason to be found in biology, psychology, or other science, for the use of play as a method of education in the kindergarten, the same reason holds for the use of play in education throughout the whole period of child growth and development to maturity. This suggests to the kindergartner that if play is a desirable means of education, the play utilized should conform to the biological, psychological, and sociological facts that explain its nature and suggest its value, and not to any a priori conception not in harmony with those facts. To the public it suggests that to support an educational method at one period of a child's development and to ignore it at the next is most inconsistent and irrational.

There is, however, this excuse, that the kin-

* See "Measuring the Work of the Public Schools," by Charles H. Judd.

dergarten has evolved, or attempted to evolve, a complete system whereby play may be used as a means of education within the field of subject matter, whereas the rest of the school has not. But Froebel himself conceived of play as the true means of education for children of ages beyond the kindergarten, although he did not live to work out his scheme in detail beyond that period. In his book, "The Education of Man," Froebel is speaking of children of elementary school age, even more than of children of the kindergarten age. This uncertainty as to just what ought to be done in the grades beyond the kindergarten is the great impediment to the progress of play in education. The kindergartner does not know how to relate the play of the children of the grades to the subject matter, nor do the grade teachers, nor does anyone. Yet enough is known, so that vastly more than is done might be done.

Let us consider for a moment the fact that the subject matter of the schools is the accumulation of the social inheritance of the race. It has been handed down by tradition, custom, records. Inherently it has no more to do with the young child of today than with the savage infant of ages ago. But the child of today comes into the world with an organic heredity, vitally related to the subject matter of the

schools in that the subject matter is the record of the interests, activities, and achievements of the race. Kindred interests, kindred activities, kindred achievements are the inherent predispositions of the child. Under any due regard for the inherent predispositions of children, subject matter may and does become the natural and desirable goal of children's interests, activities and achievements. But the efficient method is and must, in the nature of the case, always be from interests, activities, achievements to subject matter, and not the reverse.

PLAY AND WORK

These considerations naturally lead one to recall the old-time prejudice (of which not all of us are even yet disabused) against play when it is considered with relation to the accomplishment of the important and serious things of life. The same answer is to be made here as in the case of play and subject matter. Play, by which is meant the organic predisposition towards characteristic human activity, preceded work in the race as activities preceded subject matter. Man followed in primitive ways every line of human activity found in the world today under the impulsion of instinctive interests long before he ever pursued them as a

conscious work. And because he pursued these activities from instinctive interests, his activities, in contrast with many work activities today, had a keen, emotional background. One easily recognizes the emotional element in all such occupations as hunting, fishing, fighting, gathering nuts and food, searching for herbs, making one's own hut or weapon or decorating the same, weaving wampum belts, building fires, and the like.

This emotional accompaniment may and does continue with many men of various occupations and professions today in what is commonly spoken of as "interest in one's work." Thus Edison is reported to have said that he had never done a day's work in his life. What he meant is perfectly obvious. The presence of this emotional element, sometimes called "playing the game," does not mean less and poorer but more and better work. The problem of play versus work in education is to find the basis for emotional background in the activities. If this can be done, education will be more effective, not less, and more rather than fewer channels of efficient effort will be opened to the pupil. As was said before, subject matter in every field of knowledge is the natural and logical goal of the child's instincts, interests, and initiative. This does not mean

that laborious effort and drudgery will disappear. Play is preëminently the field of drudgery. In all college life there is nothing to match the toilsome drudgery of the foot-ball field. The difference between the drudgery of work and the drudgery of play lies in the background of the emotions, which in play makes drudgery a part of the game. Infinite pains are taken by the naturalist in his collections, notes, observations, comparisons; by the scholar in his research; the inventor in his shop; the writer in his study; the artist in his studio; the foot-ball player in the field; and the child in kite-making, sand-play, blocks, and dolls.

SUMMARY

1. Cleveland is extraordinarily well equipped in plants and in teaching force for the conduct and administration of recreation in the public schools. Many of these advantages, however, are neglected.

The recesses should not be omitted, and they should be organized. This does not imply formality at recess. It does imply study and organization so that the recess may count for the most possible, physically and socially. More "steam" is blown off in a skilfully organized than in an unorganized recess, and the social value is certainly far greater.

Better still, groups might take their recesses in rotation: outdoors in pleasant weather, in the gymnasium or playroom in unpleasant weather. This would increase the value of the recess and might be made the means of relieving congestion. To some extent this has already been done.

2. Schoolroom and indoor recreation should, so far as possible, become outdoor recreation. The play periods should be longer. The plays and games should reflect the deep, instinctive interests of children of the ages concerned. They should perpetuate the play traditions of the nation. The plays and games employed should not be devised at the desk—manufactured out of whole cloth; they should be the growth of generations.

3. There should be a relatively larger element of free play in the kindergarten and lower grades. The waste places, between wings of buildings and elsewhere, small and at present for the most part useless, should be thoughtfully equipped for the little tots of the school. With a slight expenditure these desert places can be made to blossom as the rose educationally and socially, to the relief of congestion, to the aid of teachers, and to the immeasurable benefit of the children.

4. The apparatus should be taken from storage and the school playgrounds made inviting

to pupils out of school hours. This will necessitate additional supervision, which should be provided.

5. The swimming pools that have been begun should be completed and both swimming pools and gymnasiums should be justified by the use made of them.

6. Far more attention should be paid in the elementary grades to hardy, organized games. There both numbers and needs (even the adolescent needs) predominate, as compared to the high school. In Cleveland, schools can do larger service with plays and games in the grades than in the high schools. It would be better to turn the whole corps of physical training teachers into the elementary grades and neglect the high schools than to practise economy so unequally at the expense of the grades as at present. The whole system of play and recreation for the grades should be revised with reference to educational and social aspects.

7. The general question of the wider use of school plants for play and recreation is complicated by local conditions. But in general it may be said that the schools contribute relatively little to the social activities of the several neighborhoods. This subject is considered more exhaustively in the section of the Survey report entitled, "Educational Extension."

8. Some reorganization of the educational corps should take place with a view to efficient administration of play and recreation from a broad educational and social standpoint. This would lead to a far greater influence of the school upon the out-of-school life of the community. Through lack of greater influence of the school during out-of-school hours, there is a great social leakage for which the city must pay.

9. The school is the natural and logical agency for the safeguarding of the great fundamental interests of children and youth. Each year discloses more and more clearly that the school is the one institution we have yet conceived that is best fitted adequately to conserve these interests and utilize them for educational and social progress. Opportunities that came as a matter of course to children a generation ago do not come to many children now unless they are specifically planned for by some agency other than the home. Met wisely by the community, this seeming handicap may, in the end, result in a great and new-found social strength.

10. Play is more than recreation. If its educational significance is real in the kindergarten period, it is real in every subsequent stage of growth and development. Rightly conceived, play is a most efficient method of education for

life, for work, for social service. The fact that we do not yet know how to make full use of play in education need not and should not prevent the utilization of play, to the full extent to which we are prepared, for the tremendous social service it can render.

11. In the Cleveland school system, as in that of every large progressive city, there should be—

a. An officer whose entire time should be devoted to giving a social interpretation to educational work, and an educational interpretation to social work. He should know the general fields of sociology and education, and should know intimately the fields of play and recreation. He should be to the social functions of the school what the Director is to the business management and what the Superintendent of Instruction is to the academic work. He should organize and utilize the physical properties of the school and, so far as practicable, the existing educational corps for the directing of the play and recreational interests of the pupils and the community towards constructive education and social progress.

b. An officer whose function it is to organize and direct especially the active plays, games, sports, pastimes, and athletics of the system. He should have a general knowledge of the social and educational aspects of play and recre-

ation and a technical knowledge of physical training. Cleveland has at present a supervisor of physical training having but limited authority in the elementary schools and almost none in the high schools.

c. An officer whose function it is to supervise the play of young children to eight or nine years of age. She should have a thorough training in the fundamental principles of the kindergarten plus the general social and educational background of a thorough knowledge of play and recreation. She should be a part of the Division of Physical Education and not independent of it as she now is in Cleveland.

d. Besides the officers mentioned above, there should be one who is trained to organize and direct the almost universal, but greatly wasted or misused, dramatic interests; one who can utilize similarly the musical interests for educational and social progress; one the nature and nurturing interests; one the constructive; one the æsthetic.

These great lines of human interest and endeavor are replete with recreational as well as educational opportunity; they have their place as avocations quite as truly as vocations. The various official functions mentioned might, of course, be delegated to existing officers, and sometimes several might be combined in one

person. But educational and recreational problems must be seen from each of these angles by some one who feels the burden of responsibility. Education needs play, and play needs education. The problem of adult recreation is but a phase of the problem of the play of children and youth.

CLEVELAND EDUCATION SURVEY REPORTS

These reports can be secured from the Survey Committee of the Cleveland Foundation, Cleveland, Ohio. They will be sent postpaid for 25 cents per volume with the exception of "Measuring the Work of the Public Schools" by Judd, "The Cleveland School Survey" by Ayres, and "Wage Earning and Education" by Lutz. These three volumes will be sent for 50 cents each. All of these reports may be secured at the same rates from the Division of Education of the Russell Sage Foundation, New York City.

- Child Accounting in the Public Schools—Ayres.
- Educational Extension—Perry.
- Education through Recreation—Johnson.
- Financing the Public Schools—Clark.
- Health Work in the Public Schools—Ayres.
- Household Arts and School Lunches—Boughton.
- Measuring the Work of the Public Schools—Judd.
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- The Public Library and the Public Schools—Ayres and McKinnie.
- The School and the Immigrant.
- The Teaching Staff—Jessup.
- What the Schools Teach and Might Teach—Bobbitt.
- The Cleveland School Survey (Summary)—Ayres.

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- Boys and Girls in Commercial Work—Stevens.
 - Department Store Occupations—O'Leary.
 - Dressmaking and Millinery—Bryner.
 - Railroad and Street Transportation—Fleming.
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Johnson, George Ellsworth
Education through recreation.

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