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# The Playground

The World at Play



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# The Playground

Published Monthly by the

## PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

1 Madison Avenue, New York City

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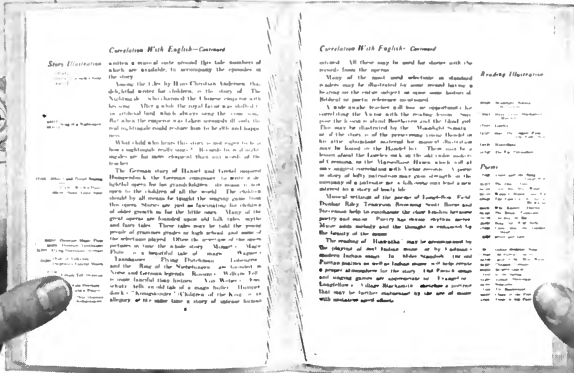
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## A BRIEF HISTORY OF THE PLAYGROUND MOVEMENT IN AMERICA\*

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Only thirty years have passed since the first effort at outdoor playgrounds was made in America in the establishment of children's sand gardens in Boston. Dr. Marie Zakerzewska, visiting in Berlin, wrote to the chairman of the committee of the Massachusetts Emergency and Hygiene Association, that in the public parks of Berlin there were heaps of sand in which the children, rich and poor, were allowed to play and dig as if on the seashore. That year three piles of yellow sand were placed in the yards of the Children's Mission on Parmenter Street. The next year there were ten heaps in the courts of tenement houses and one heap in the yard of a school-house to be used in connection with a vacation school. These sand gardens were intended for small children and were open three hours a day with a kindergartner in charge—thus the first organized and supervised outdoor playground in America was established in 1886.

Joseph Lee points out, in *Constructive and Preventive Philanthropy*, that the "Commons" of all New England towns, originally preserved for pasture and later used for "training" for citizens able to bear arms, had, in Boston at least, official dedication to the needs of boys at play, for a tablet in Boston records that when the British soldiers before the Revolution interfered with the boys' games on the Common, a group of lads called upon Governor Gage to protest and thereafter their play was protected. Play, a sacred heritage even to British soldiers, has come into its own kingdom in the United States in the twentieth century.

### **Early Outdoor Gymnasiums**

As early as 1821, some efforts at physical education out-of-doors had been made in the first outdoor gymnasium in the Latin School in Salem, Mass., and in 1825 at the Round Hill School, Northampton, Mass., where systematic, organized and supervised play was conducted. In 1825 and the following year or two, such gymnasiums were established in Harvard, Yale, Amherst,

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\*Many of the facts herein given were collected for the Association by Dr. Henry S. Curtis.

## THE PLAYGROUND MOVEMENT IN AMERICA

Williams, Brown, and in the New York High School, but these attempts were sporadic and by 1830 the enthusiasm for physical education had died down.

**Vacation School Experiments** A vacation school was opened in Providence, Rhode Island, in 1868, by a volunteer committee, and was carried on until 1876. After a long period of somnolence, the school was revived in 1894, continuing under volunteer direction, until 1900 when it was taken over by the city school committee.

It is said that a vacation school was started in the old First Church in Boston, in 1866, and two years later when the church moved to its new home on Copley Square an outdoor playground was added in one of the schools nearby. Not much attention was given to this effort, however, and it is doubtful if it had any influence in causing further developments in Boston, or elsewhere.

In Boston, the next record of organized play activities is in 1879—a vacation school conducted by Mary E. Very, supported in part by the Women's Education Association. In 1881, the Associated Charities began another and four more were added within a few years.

To Brookline, Massachusetts, according to available records, must go the distinction of first voting at a town meeting, to purchase land for playground purposes, April 10, 1872. Four years later the first park playground and recreation field was opened in Washington Park, Chicago, Illinois.

The movement at this time was for the benefit of very young children, a matter of providing space for play during the hot summer months. With the children on the grounds, it soon became evident something must be provided for them to do and at the same time came the startling realization that not only infants and children of kindergarten age longed for play spaces and creative activities but even big boys hung around and looked wistful. In the year 1889, the first public gymnasium for men and boys was opened in Charlesbank, Massachusetts.

One of the very first of the large playgrounds, which represented the ideals which have come to be those for that type of playground, was the Columbus Avenue Playground, in Boston, opened in 1900. This playground was due to the generosity of Joseph Lee, who paid the entire cost of operation for its first years.

## THE PLAYGROUND MOVEMENT IN AMERICA

### Activities in Vacation Schools

Other cities independently were discovering the same needs and were solving them in much the same way. "The fact," says Joseph Lee, "that so many groups of people starting independently upon this single-minded quest in so many places, have arrived with practical unanimity at the same conclusions, is remarkable testimony of the value of the occupations and procedure which they have adopted." In most of the vacation schools, some sort of manual work, usually carpentry, was taught. Singing appears in many of the lists of subjects. Besides this nature study occupied a very important place. In Chicago, a regular weekly excursion was made into the country and the work of the week centered about the sights and experiences of this excursion. In Newark, where vacation schools were the first to be made part of the city school system, in 1886, Philadelphia and other cities, nature study was a vital part of the curriculum.

### Early Efforts in New York

In New York, meantime, in 1887, a very important bill was introduced into the State legislature—the first playground legislation—which in May, 1888, became a law, providing for the incorporation of societies for providing parks and playgrounds for the children in the cities, towns and villages of the State. In 1889, under this Act, the Brooklyn Society for Parks and Playgrounds was incorporated. The Brooklyn Society then maintained from two to five playgrounds in different parts of Brooklyn at a cost of from \$2,000 to \$3,000, including the salary of the chief supervisor. The grounds were usually donated.

The New York Society for Parks and Playgrounds was incorporated in 1890, with Bishop Potter, Abram S. Hewitt, Andrew H. Green, Felix Adler, Charles Parkhurst and many others, as charter members. In 1891, this Society opened its first playground, equipped with swings, see-saws, small wagons, wheelbarrows, shovels, footballs, flags, drums, banners, and a sand-pile, at Ninety-Ninth Street and Second Avenue. A year before this two philanthropic women had tried to maintain a playground at Fiftieth Street and North River, with about the same equipment, but without supervision. It was soon found, however, that the children actually did not know how to play the commonest folk games and the little folks, for whom the ground was intended, could not get in because of the big boys and supervision, therefore, was a necessity.

## THE PLAYGROUND MOVEMENT IN AMERICA

### **High Tide of Enthusiasm**

After the opening of the first playground by the New York Society, the work received much attention and created great enthusiasm. On Saturday, November 21, 1891, twenty-seven prominent Jewish Rabbis spoke before their congregations on the need of playgrounds for children, and the next day one hundred clergymen preached on the same theme. It looked as though the movement had been launched on a high tide of popular enthusiasm, but nothing to speak of came of it. A certain newspaper injured the movement by claiming it as its own, endeavoring to make capital of it. Three or four playgrounds were opened, but no important step, besides the establishment of a few private playgrounds, among them one "under the wistaria vine back of the Nurses' Settlement in 1895," was taken until 1897, when a resolution was introduced, asking that \$25,000 be set aside for the establishment of vacation schools and playgrounds. Before the schools had a right to open their buildings for such a purpose, special legislation had to be secured at Albany. The Outdoor Recreation League, of which Charles B. Stover was president, waited on the Mayor and secured a promise of his co-operation and as a result \$15,000, later increased to \$25,000, was set aside for vacation schools and playgrounds in the Borough of Manhattan and \$5,000 in Brooklyn. Seth T. Stewart was placed in charge, twenty playgrounds mostly school yards were maintained for two months in Manhattan and ten in Brooklyn. One hundred and seventy-five teachers were employed. The four vacation schools which the Association for Improving the Condition of the Poor had opened in 1894 in the school buildings were taken over by the Board of Education in 1898.

### **Enormous Expenditures Necessary**

The New York law of 1887 had permitted the city to spend \$1,000,000 a year in acquiring small parks and playgrounds. The sum was not cumulative, however, and, since even a small park in the places where such were needed cost more than a million dollars, nothing was done until 1894. That year Mulberry Bend Park, comprising about two and one-half acres was purchased for \$1,700,000. A number of other sites were selected and the city proceeded to acquire these, about one a year. Seward Park, in the most congested district, a tract of two and five-eighths acres, covered with five and six story tenements, cost \$1,800,000.

## THE PLAYGROUND MOVEMENT IN AMERICA

The tenements were torn down and for some time the unsightly spectacle of cellars half filled with débris constituted the "parks." Mulberry Bend was used as a standing-place for teams at night by the teamsters of the neighborhood until a dray one night fell into a cellar and crushed two children. In Seward Park a splendid place for violent gang fights and law-breaking was supplied by the unimproved waste. When the improvements were begun, the Outdoor Recreation League found the Park Commissioner determined to make a small park or "breathing place" with grass and trees but without a playground. Mulberry Park was developed in this way but after faithful and strenuous resistance to such treatment of Seward Park, the Outdoor League gained permission to level and fill in the cellars, remove the débris and conduct an experimental playground for children. The League was composed mostly of social workers without money but they managed to open the playground and so popular was it that thousands of contributions of from one to five cents each were made by the people of the neighborhood towards the expense of maintenance. The proof had been clearly made. No further demonstration was necessary. It was recognized by the city officials that the sentiment of the neighborhood demanded a playground and not a park and, at an expense of \$2,500,000, Seward Park became an improved, equipped playground.

### **Jacob A. Riis**

Joseph Lee notes that the provision for older boys came side by side with the anti-slum agitation and in the campaign no separation of the causes is made. Certain it is that the children of New York City and the grown people as well who now enjoy public play centers owe more than they can know to Jacob A. Riis, for his indefatigable labors to get more free space and to get that space wisely used. In 1897, Mayor Strong's Committee on small parks, of which Abram Hewitt was chairman and Jacob Riis secretary, reported, "not a single municipal playground and not yet a school playground worthy of the name." In 1899 there were thirty-one school play centers, five open-air gymnasiums, six recreation piers, three sand gardens with kindergarten games, seven roof gardens, ten swimming baths, six evening play centers. An interesting development at this time, too, is the making of provision for spectators. Benches are provided for adults who wish to watch the play. The time when play and playgrounds were for little children only has distinctly gone by.



## THE PLAYGROUND MOVEMENT IN AMERICA

### **The Public Schools Athletic League**

In 1903, a notable contribution to the movement was made in the organization of the Public School Athletic League by Dr. Luther H. Gulick, with the idea of extending athletics to all school boys and college students, instead of only to those particularly fitted or especially interested. This had the effect of encouraging *play* for all instead of a sort of professional amateurism for the few and of course helped to make a greater demand for playgrounds and to get them used when supplied.

### **Recognition of Play Provision as a Municipal Function**

The idea of organized play with a play leader had evidently come to stay. While New York was struggling to such a really remarkable achievement in ten years, Boston, too, was pressing on. In 1894, Mayor Matthews induced Boston to take Franklin Field, of which forty acres were suitable for a playground—one of the very early big public athletic fields. In 1898 Mayor Quincy helped to secure the passage of an act by the legislature which permitted the city of Boston to spend not over \$200,000 a year up to half a million to establish a comprehensive system of playgrounds—a very important act not only because of its recognition of play and recreation as a municipal function, but because it looks forward to a “comprehensive system” for the municipality—not little stranded islands in the great need. The sum allotted was wisely expended in purchasing open spaces, sometimes reclaimed or filled land, before a rise in property values made the tremendous prices which New York had to suffer. The conduct of games and municipal playgrounds was placed under the Board of Education.

### **Developments in Chicago**

The first playground in Chicago with play leaders and modern equipment was in connection with Hull House in 1892, on land belonging to William Kent, now Congressman from California and second vice-president of the Playground and Recreation Association of America where, for the first time, the word “model” was applied to playgrounds, followed by a similar one at Northwestern University Settlement, in 1896, (which, however, did not last) and at the University of Chicago Settlement in 1898.

Resulting from the work of a committee of the Associated Charities appointed in 1896, the Civic Federation opened a vacation school in 1897 and the next year the Women’s Clubs organ-

## THE PLAYGROUND MOVEMENT IN AMERICA

ized a system in the congested parts of the city, carrying on six playgrounds for eight weeks in school yards. Toward this work the city appropriated \$1000, the first public appropriation in Chicago. In 1899 the Special Park Commission was organized and in 1901 began the work of establishing playgrounds with public funds. Four municipal playgrounds were opened in 1901; three upon land which had been owned by the city for years. Ten years later thirty-six were maintained at an annual cost of about \$400,000. The Chicago park playgrounds have been widely famed for the magnificence of their grounds and equipment, especially those of the South Park system, which E. B. De Groot has had so large a part in developing, in which the parks contain from seven to three hundred acres and each park contains a field-house built at a cost of about \$100,000. In the spring and summer of 1905 ten recreation centers were dedicated, including outdoor gymnasium, swimming pool, children's playground, sand court, wading pool, ball field, tennis court, and in the building an assembly hall, club rooms, refectory and gymnasium. The West Park and the Lincoln Park systems are being developed along the same lines.

### **Extension of The Movement**

Two summer playgrounds were started with private support in Philadelphia in 1893. Two years later the city council in response to a petition from the Civic Club and a large number of other organizations opened four of the most available school yards, which were supervised and equipped with sand and apparatus. One thousand dollars was appropriated to maintain these grounds. The work was carried on by the Civic Club. In 1898 the Board of Education took control. The first endowed playground in America was the Children's Playground and Playhouse in East Fairmount Park which was built and endowed by the will of Richard and Sarah Smith in 1897.

Baltimore was one of the early cities to make a beginning in playground work. There playgrounds have been carried on since 1896 in the school yards by the Children's Playground Association. In the summer of 1907 their first appropriation, \$3,000, was given by the city on condition that the Association raise an equal amount. Five municipal gymnasia were equipped and maintained by the Public Athletic League.

The first playground in Washington was opened in 1901 in

## *THE PLAYGROUND MOVEMENT IN AMERICA*

connection with Neighborhood House by Mr. and Mrs. Charles F. Weller. The work developed very rapidly from that time, Congress making large appropriations from 1905 on.

The playground movement in Pittsburgh was organized in 1895. Up to 1906 the work was carried by the Civic Club and the Associated Women's Clubs. Each of the larger women's clubs became responsible for a playground, while the smaller clubs united by two's and three's for this purpose. The work is now conducted by the Pittsburgh Playground Association, to which the city and the board of education make an annual appropriation.

Through the efforts of Beulah E. Kennard, President of the Association, attention in Pittsburgh was early given to the development of girls' activities. In 1907, the Association called George E. Johnson from Andover, Massachusetts, to become its superintendent. Pittsburgh was one of the first cities to widen the scope of playground and field house activities. While many cities included only games and folk dances, Pittsburgh was conducting clubs and classes in these and in art, manual training, sewing, cooking, dramatics, storytelling and nature study and gardening.

The first beginning in Rochester was made in 1900 when a playground was opened in the yard of school number 18 with the proceeds received from the annual fair. Two years later the Children's Playground League was organized.

The movement spread westward very rapidly after it once got out of the New England and Middle Atlantic States. Cleveland, Minneapolis, and Denver had sand gardens in 1898, and even in 1895 the Ladies' Aid Society of the Old Stone Church in Cleveland had a vacation school. The whole system was taken over by the Board of Education in 1903.

In 1900 the first summer playgrounds of St. Louis were opened on vacant lots by the Wednesday Club and the Civic Club. In seven school yards the Vacation Playground Association, an outgrowth of the work of the social economic section of the Wednesday Club, maintained playgrounds until 1907 when the two Clubs united to form the St. Louis Playground Association.

The first supervised playground in San Francisco, according to the statement of Mrs. Margaret S. Hayward, a member of the California Club and of the Playground Commission, was a playground for boys opened in July, 1898, on Bush Street, near Hyde, on a lot owned by the Board of Education. For three years this

## THE PLAYGROUND MOVEMENT IN AMERICA

was maintained and supervised by a committee of the California Club assisted by Mr. Hutton. In April, 1902, the city gave \$12,000 for a playground which was opened at Seventh and Harrison Streets. The city playground in Golden Gate Park which is not supervised was established twenty-eight years ago.

Playground developments in Los Angeles date from 1905 when a Playground Commission was organized. In 1907 the city appropriated \$100,000 for acquisition of sites and \$10,000 for maintenance. The work done has been of a high order. A residence is furnished for the director of each recreation center.

Oakland, one of the most representative systems of the Pacific Coast, established its work in 1909.

**Administration** Since the early playgrounds developed in a number of cities independently of one another there was little similarity in the methods of administration of the various cities, and even with the tremendous increase in the number of cities maintaining playgrounds, conditions have continued to vary so decidedly that no one has yet felt like declaring, "This is *the way*." In 1908, the first Year Book of the Playground and Recreation Association of America, twelve cities reported playgrounds managed by the park commission; three, the board of education; ten, other municipal authority; and twelve, combinations of several agencies. In 1913, thirty-six cities reported unified management under recreation commissions or departments and in ten more such commission combined with other agencies.

**The Importance of the Play Leader** Experience forced many communities—and is constantly pointing the way to many more—to the conclusion that playgrounds without play leaders were an extravagant and wasteful experiment. In Duluth, Pawtucket, Toledo, East Orange, Baltimore, and other cities playgrounds open but a short time were closed as nuisances because no leadership was provided and all cities have seen the attendance increase when leaders were present on the grounds. Waterbury, Connecticut, is a case in point. Four playgrounds were established at a cost of \$1,000 each with no trained worker in charge. The movement seemed a total failure. Then the Associated Charities started a playground with a trained leader and soon as many children were to be found on this one playground as on the city's four. People began to ask why the city had so few children on its grounds. It was not a difficult

## LOOKING AHEAD FIVE YEARS

question to answer and Waterbury and many other cities have profited by the answer.

**Municipal Support** The next step, almost simultaneous with the acceptance of leadership as an essential to successful playground development, was the recognition of the opportunity and responsibility of the municipality in the recreation of the people. When the first field secretaries of the Playground and Recreation Association of America were sent out in 1910-1911, they were committed to a policy of municipal support. In many cities, playgrounds opened and conducted by private associations, in many cases women's clubs, up to the point where the value had been proved, have at the request of this body, been taken over by the city. The early tendency to begin with private support is rapidly changing through the conviction of the wisdom and practicability of municipal support. Within the last year or two, a number of cities have placed the work from its inception on a basis of municipal support. The reports for the 1913 Year Book of the Playground and Recreation Association of America showed the work in 226 cities either wholly or partly supported by municipal funds.\*

(To be continued)

## LOOKING AHEAD FIVE YEARS

Asked to outline a program for the work of a recreation commission for five years, Joseph Lee made the following answer:

Apart from the direct administration *on* the playgrounds, I think in five years a really successful recreation commission would include some of the following things:

I. Getting some games *planted* so that children will play them *off* the playgrounds, in the streets and back yards and other available places. I think we are suffering greatly from the lack of *play* games,—all the little children now imitating the older ones who get into the newspapers, and not playing their own games like *three deep, hill dill, prisoner's base, duck on a rock*,—in fact *no* running games without a ball, no games where they run round and

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\*The Association is indebted to many people in various parts of the country for the facts here given. If any of the readers of *THE PLAYGROUND* know of variations in these facts they will render a real service by writing the editor of *THE PLAYGROUND*.

## A SOCIAL WORKERS' CONFERENCE

squeal and laugh. A strong game virus will bend its environment to its purposes. In other words, a game that is in the blood will somehow get itself played, whether there is a chance or not.

We don't want to forget that what we are gunning for is not the playground but the population, and that recreational life is not only on the playground and the school center but in the home, the back yard, and the street, and that all the spare lots should be used. Home games and recreation should be taught.

II. Getting, or perhaps rather *keeping* hold of the big boys and young men who become the glass of fashion and the mould of form to the younger ones. So long as the graduates of our playgrounds fall from the playground under the sole influence of tough associates—or with the alternative of merely becoming good, hardworking, innocent and inoffensive citizens, prematurely weaned of kick-up-their-heels proclivities, our whole effort will have broken down at a vital point. The boy with the playground must graduate not only into the man with a job but into the man with a life also, which he means to continue living so long as he remains above ground.

III. The same idea applies to girls, with implications as to good dance halls, probably in school centers.

IV. Politics is the most natural form of sport for mature men, and although recreation systems cannot go into politics in a partisan or electoral aspect, they can develop their social centers into citizenship, which is an essential part of the game.

This is not arranged chronologically, and probably it could not be so arranged. I have suggested the warp rather than the woof.

## A SOCIAL WORKERS' CONFERENCE\*

MARY WILLCOX GLENN

President 42nd annual meeting of the National Conference of Charities and Correction, New York City

In looking through the volumes of proceedings of the National Conference of Charities and Correction one will find that since the early years of the twentieth century the playground and the

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\*Any reader of *THE PLAYGROUND* who would like information about the National Conference should communicate with Mr. William T. Cross, secretary, 315 Plymouth Court, Chicago, Ill.

## A SOCIAL WORKERS' CONFERENCE

"gospel of the playground" have been discussed in one conference after another. But it is not primarily because the subject of play has in the past been considered in meetings of the National Conference, nor because it was being considered before the first playground conference was convened, nor even because there will be a session on recreation at the 42nd annual meeting of the National Conference of Charities and Correction which will be held in Baltimore from May 12th to 19th, that I wish, as president of the Conference, to appeal to the readers of *THE PLAYGROUND*. My appeal is based on what I believe to be a common need of the social workers,—a need that is peculiarly great this spring of 1915. Because we have been passing through a period of special stress, we should come together on the ground not alone of our several specific tasks, but on the ground of our collective interest in a movement which is bigger than any one of its several parts, deeper than any individual appreciation of it. We should come together to take measure of the work that lies before us as a body and to get a clearer conception of what the relation of the different parts to each other may become.

If one read the program of the Conference, one can, however, readily see that many of the subjects do have a direct bearing on the activities of the playground. The family, and its relation to the community in the spring of 1915 will be discussed with the intent of seeing what new or what revived attitudes should be taken at this critical time to family life. "A community plan in children's work" has been considered by a group of men and women who are thinking hard about the life of the child in city and in country in advance of their offering it to the Conference for consideration. "The welfare responsibilities of the school," which owe their development, in large measure, to the group that has pushed play as a social force, will be considered at a general session. "What doctors don't know about mental hygiene" I shall not presume to comment on, as Joseph Lee, himself, will lead the discussion of a subject which is especially timely when even the non-medical social worker is talking aspiringly of Binet-Simon tests. "Protective league work" (a part of the program of the Social Hygiene Committee) will commend itself to many play leaders who realize their need of knowing what steps to take to help protect the children under their care. Closely related to this last mentioned topic will be the study of "the adolescent boy;"

## NATIONAL SHAKESPEARE PAGEANT

another topic will raise for discussion the perplexing question: "What is practicable in the way of prevention of mental defect and disease?"—a question which must often present itself to the mind of the play leader.

"Unemployment" is a subject that comes home to every worker who has been in close touch this winter with people whose economic resources are limited. The discussion of this subject both at a general session of the Conference and at a section meeting will be of interest to those who in the playground during the coming months will inevitably find how closely related are the big family problems of work and play.

No one who attends a Conference ever comes away with the feeling that the meetings for set discussion have been the most significant part of the experience through which he has passed. They have been the key which has opened the door to treasures of new personal relationship, of new insight into fine endeavor. Like Tagore's traveller, one has learned through new contacts that after knocking at many alien doors one may come to one's own. The appeal, therefore, lies not only in what the program itself has to offer to a specialized group, but to that spirit, the *noblesse oblige*, latent or active in each one of us who is, socially speaking, worth his salt, to mass forces when the times demand a uniting of effort.

## CONFERENCE ON NATIONAL SHAKESPEARE PAGEANT

RUTH CARPENTER WOODLEY

New York City

The meeting was called by the Drama League, the Chairman of the Festival Committee presiding.

Mr. Percival Chubb, Chairman of the proposed Shakespeare Pageant Committee, as appointed by the 1914 Drama League Conference, presented a rough draft of what he would like to see done. His Committee includes J. O'D. Bennett, Dr. Burton, Dr. Baker, Mr. Dykema, Otis Skinner and Margaret Anglin, and they conceive it their function to make the tercentenary of Shakespeare's death the opportunity to develop a greater interest



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in the drama—to institute a dramatic renaissance. They feel “that as a nation, we can best honor him by promoting the art of which he is the master.” This they would undertake by stimulating the writing of plays; and by holding out-of-doors celebrations of the people, in honor of Shakespeare.

In order that the festivals may be nation wide, participated in by all ages and classes of people, the following forms of festivals were suggested.

1. Community—including city, town, home week, county fair or other unit that has *standing* in community
2. All forms of recreational and playground celebrations
3. Dramatic Clubs—amateur, including music and art clubs
4. Educational Agencies—including private and public grade and high schools and colleges and universities
5. Social Settlements
6. National Memorial Society, hinting at the possibility of a national school of acting and national theatre

It is hoped that settlements, schools, playgrounds and clubs will make their public presentations next year Elizabethan and Shakespearean. Commencement plays and festivals should come in line, and the chairman of the meeting reported that Barnard College had already signified its intention of doing that very thing.

Mr. Chubb spoke more particularly of the community type, saying that Boston had had meetings on the subject and Washington would soon follow: and St. Louis had taken action in deciding to hold such a pageant.

Their idea now is to organize a good professional stock company to take the main roles and to train large groups of people to assist in the pageantry, elaborating, for example, such a play as Henry VIII. If entered upon, an effort would be made to develop a circuit of cities to use the stock company, each city training its own pageant.

Mr. Otis Skinner spoke next from the side of professional drama and rather took issue with Mr. Chubb on his plan for community celebrations. He most interestingly and simply sketched the changes of drama from the Greek to the Shakespearean and modern, bringing out most emphatically the point that Shakespeare's plays are effective *only* when played *in* a theater to a

## NATIONAL SHAKESPEARE PAGEANT

comparatively *small* audience. The fact that they were written from the humanistic and not the pageant standpoint makes it practically impossible to *spread* a Shakespeare play.

Mr. Baldwin most enthusiastically endorsed folk festivals, emphasizing the fact that humanistic feeling was sorely lacking in the United States. We are still of too many tribes and races to produce a National dramatic expression, he thought, but each community would work out something that would be best for them. Pantomime, he said, would be a most effective mode of presentation.

Mr. Bass, President of the Shakespeare Birthday Club, spoke entertainingly of the Pageant on Shakespeare's birthday carried out by the public schools in New York City last year that proved most conclusively that there was great interest in Shakespeare and pageants both in the children and the teachers.

Dr. Wood spoke in behalf of the rural communities and most enthusiastically endorsed any opportunities for expressing the dramatic instinct. Repression has been the keynote to the lives of many rural people and such anniversaries give a chance for emotional enrichment that everyone needs. Pantomime has been taught in Teachers College for five years and Dr. Wood feels it a valuable part of their education. If the celebration of the Shakespeare pageant would bring a demand on school teachers to be capable of conducting similar celebrations and dramatic occasions in their various communities, that alone would be excuse enough for furthering it.

Dr. Bowman, of the Drama League, spoke on such concrete details as to how pamphlets could be prepared and distributed to the country at large, particularly districts not in close touch with good libraries. He felt that those people not only need but want help, and look to the cities for inspiration. A list of sample pageants, then, should be prepared, giving notes on cutting costumes, bibliography, and possibly could be published by the Government Educational Bulletins so as to be free and available.

The meeting was then thrown open and several representatives were present who had been authorized to offer their services toward the proposed pageant. Among these were the Educational Dramatic League and Christodora House.

A resolution was drawn up and accepted by the meeting that the New York Drama League will co-operate with the National Pageant Association and assist in a celebration.

## BASKETRY AND KITE-MAKING

### A PEACE PLAY FOR PLAYGROUND CHILDREN

Many who are interested in the peace movement believe that those who have a gift for writing plays for children can render an unusual service at this time by giving a simple story play suitable for use by playground children throughout the country. Incidentally there are few better opportunities for promoting international peace and a larger patriotism.

Miss Kate Oglebay, Chairman of the Junior Work Committee of the Drama League of America, has offered a prize of \$100 for the best play for children under sixteen. Why shouldn't a peace play win this prize?

### BASKETRY AND KITE-MAKING ON THE PLAYGROUND

F. D. DAVIS

Saskatoon, Saskatchewan, Canada

On hot and sultry afternoons when the boys and girls do not feel inclined to play or engage in big-muscle activities, it was necessary to find something to occupy their minds beside loafing in the shade, and to get them out of the habit of simply doing nothing. Being a manual arts teacher, I naturally turned to some simple manual activity. I chose basket-making for the girls and kite-making for the boys.

**The Older Folks  
Like Constructive  
Play**

At first, I planned for two and one-half hours one day a week for each class. In the basket class I had only the girls from the fifth and sixth grades in the beginning, but I soon had a waiting list so large demanding the work I had to limit the membership to the seventh and eighth grade girls. In a few weeks the older people began to come, and from that time until the close of the playground season the attendance was large from among the grown up people, young ladies, mothers and grandmothers. Their presence was an excellent thing for the playground; it added dignity and stimulated interest in the plays and games. I soon found I had more pupils than I could take care of, so had to arrange for the classes to meet in two sections. The older people were placed in one group and the younger ones in the other and each given the same time as before.

## BASKETRY AND KITE-MAKING

All the equipment we bought was a small wash tub in which to soak the reed; this tub cost seventy-five cents. Members of the classes brought their own knives and shears to split and cut the reed and a local furniture dealer supplied us with rulers. We kept our reed and all necessary supplies in a large box which was provided with a lock. Rough benches were placed under a tent already provided by the playground board.

### **Some of the Things Made**

We started with simple mats and baskets but the work soon progressed into advanced and more complicated projects, especially among the older people, to fancy weaves, combinations of wood and raffia and reed, reed and raffia, double weaves and spokes and many original ideas. It would take too long to enumerate the different articles made but some of the most practical ones were lamps and shades, trays with board and wooden bottoms, hanging flower baskets for the porch, candle sticks and shades, and baskets of all descriptions. Some displayed wonderful initiative in creating original and artistic designs and projects. In all, there were about three hundred baskets made. We allowed all members to make one basket free of charge, after that we charged a small fee to cover the cost of reed.

I venture to say that no other manual activity can be conducted with less cost for equipment and be suitable for all ages and I am sure the interest was all that could be desired and the results obtained of the highest order for children and amateurs.

### **A Kite Tournament**

In beginning the kite-work, we first tried to find all the material on the subject available. Of this we found plenty at the public library in boys' magazines and in a few books I had. It was surprising to find how much had been written on this subject. One of the best series of articles was found in one of the big daily newspapers. The boys were very anxious to know all they could, and soon had quite a supply of material which they all read with much interest.

We began first with the old fashioned tail kite, then to the bow tailless kite and from that to the box kite both in single and tandem. We also made fancy kites of all kinds, the boys originating some very novel shapes and designs but all included the principles that make kite-flying a possibility.

All the equipment necessary was a sharp jack knife, home-made flour paste, string, small brads and the sticks which we

## WHAT ABOUT THE MERRY-GO-ROUND

secured at a very small expense,—in many cases split out of old packing boxes. We bought some cloth for the box kites, and the Park Board supplied us with some.

All the boys took an intense interest in the making and flying of these kites, even the boys of advanced age, some of the older boys building a box kite over eight feet high (though the smaller models are better for general use on account of expense). Every evening when it became cool you could see kites everywhere in the sky. We also attempted some gliders.

The interest soon spread to other playgrounds and we found all the boys of the city playgrounds making kites. This all gave rise to a deeper study among the boys of the underlying principles of kite-flying, and a broader knowledge of all air-craft. I noticed too that the boys read every thing we could obtain on the subject, instead of simply idling away their time.

We formed the boys into squads to build the larger kites and appointed captains and arranged for the different squads to hold a tournament on the closing day when prizes were given for certain performances with kites. I know of nothing better to interest boys than this manual activity on account of the simple equipment, the activity that is required to fly the kites and the research necessary to understand the principles of air-craft. This was proved by the report of the library that every book on kite-flying and aviation was out, while before they had been practically untouched.

## WHAT ABOUT THE MERRY-GO-ROUND?

John H. Chase, of Youngstown, Ohio, wrote: For five years I have been trying to find a merry-go-round for a playground that would be strong enough to hold all the children that could and would pile upon it, and at the same time be light enough in its running mechanism so that a few children could make it spin, and yet run it while sitting in their seats,—and have an awning for shade. I tried and investigated several of the merry-go-rounds on the market. Each of them would have one or two of the above qualities, but none of them combined them all.

The Carnegie Steel Company, in opening playgrounds for their employees, have put their inventive mechanics on the problem and this year have evolved a merry-go-round with all the

## WHAT ABOUT THE MERRY-GO-ROUND

above qualities. Last year they had all but the second and now that has been added. The apparatus is propelled by both the arms and legs and can carry thirty-five or forty children at once.

Mr. Chase wondered what experiences other workers had had with such apparatus. The Association consulted a number and received the following replies:

Regarding your letter about merry-go-rounds on the playgrounds, would say that we have none in use on our city playgrounds but there are several on the park playgrounds. I have not recommended the installation of these on our city playgrounds because with a limited appropriation I do not feel that we could spend the money for this rather complicated apparatus, and secondly, I have in mind the objection that children have been made dizzy and sick from the whirling around in a small circle. However, this criticism may not be general, and I cannot substantiate it.

I think perhaps if the apparatus becomes perfected that we might adopt it, as it seems that quite a number of children are able to get a lot of amusement from the merry-go-round and those doing the turning get quite a little exercise.

Cordially yours,

J. LEONARD MASON, Sec'y

Newark Playground Commission

We believe in Columbus that the merry-go-round is a very desirable piece of apparatus.

The most acceptable one in our department to this date has been the one manufactured by the Everwear Manufacturing Company at Springfield. It possesses Mr. Chase's first two qualifications, but lacks No. 3. Number four we do not consider essential as most of our playgrounds are provided with sufficient natural shade to take care of this want.

Yours very truly,

DEPARTMENT OF PUBLIC RECREATION

R. S. Wambold, Sec'y

I have no serious objection to a merry-go-round that makes the child "work his passage" in some hygienic way. But there

## WHAT ABOUT THE MERRY-GO-ROUND

are so many better things for children to do in play than riding on a merry-go-round that I can't feel very enthusiastic about this kind of apparatus. For an occasional ride it is all right but for steady use it is one of the lowest forms of playground activity.

Yours sincerely,

G. E. JOHNSON

Professor of Play, School of Philanthropy, New York City

I have had a good deal of personal experience with merry-go-rounds in the playground and I am forced to the conclusion that playground workers go pretty far afield from fundamentals when they put either time or money into that type of apparatus. At best the merry-go-round is more of an "amusement device" than an essential or even desirable piece of apparatus as part of a playground scheme. Merry-go-round "play" essentials, to say nothing of the developmental (social and physical) values, are better derived in the giant stride. The merry-go-round is a complex mechanical device. Playground problems call for a solution in the simplest and not the most complex apparatus. Moreover we can buy a dozen pieces of desirable apparatus for the price of one merry-go-round. In the busy playground a multiplication of various pieces of apparatus is more to be desired than one spectacular piece upon which all the children try to climb at one time.

On the whole, I am opposed to the merry-go-round, except where some peculiar local problem is to be met, on the ground that it smacks of an "amusement device." One of the greatest difficulties in the way of advance in the play movement is our inability to get people to think of the playground as something more than a mere "amusement" place. Such apparatus as the merry-go-round hinders rather than helps in the establishment of the full appreciation of playground values.

Yours sincerely,

E. B. DEGROOT

General Secretary Chicago Playground Association, Chicago, Ill.

## SAFE FENCING FOR THE PLAYGROUND

W. SCOTT O'CONNOR

Secretary Amateur Fencers League of America, New York City

As a set of rules to more thoroughly safeguard the boys engaged in the practice of playground fencing, I submit the following:

Masks should be of heavy wire and close mesh.

The body should be protected with a heavy canvas jacket and apron.

The contestants should be compelled to fence according to the rules of the game and not be allowed to jab and thrust and rush "just for fun." If they want to horse play don't let them do it with swords—there is no safe way.

In addition to the foil I would suggest that they take up the single stick with basket hilt and learn through it the practice of sabre as well as single stick; this exercise is very inexpensive, requiring only a mask and stick and hilt. The single stick play is most exciting and interesting and is a good foundation for finer work with the small sword and it is absolutely safe. The sabre corps drill made with single sticks by a company would be a wonderful and beautiful exhibition and would certainly "get" the boys.

The practice of fencing is a moral as well as a physical training: fair play, courtesy and chivalry, modest winning, "good losing" are all part of the code. It should therefore be generally cultivated.

## RURAL COMMUNITIES AT PLAY

The Nathaniel Thayer Playground in Lancaster, Massachusetts is an example of a community center, conducted under the direction of its donor and founder.

**A Barn Made Over** A commodious barn has been converted to the use of the association. The large main floor of this building has been cleared of horse stalls and lofts, a hard wood floor laid, the sides of the room sheathed and a number of large windows cut in the upper half of the wall, thus admitting light and air but offering no distraction from work. The room is



## RURAL COMMUNITIES AT PLAY

open to the pitched roof which has been trussed, leaving the rafters exposed as a convenient tie-up for apparatus. Electric lights have been installed and the place is heated by large wood stoves. Several large box stalls have been converted into dressing rooms and the carriage-shed, freshly plastered, newly floored and lighted by electricity serves splendidly as a game room or assembly hall. A gallery extends over the dressing rooms and office in the front part of the building and here members and visitors may watch the games.

### Government

The activities of the Association are in the hands of an executive committee of six members. This committee has been carefully selected and numbers among its members in addition to the founder, the local superintendent of schools, the minister of the First Parish Church, an attorney and two young women actively interested in social and charitable work. This organization is a volunteer organization and not in any sense professional, all the members serving without remuneration. The final decision of all matters is in the hands of this committee. The executive committee has selected various other committees for the different activities of the association, such as a basket ball committee, a roller skating committee, folk-dancing committee, and athletic committee. It is intended to include on these committees most of the more active people in town and they are expected to take charge of their special line of work with the advice and consent of the executive committee.

### Membership

Membership in the association is divided into two classes: active membership and associate membership. The active membership is sub-divided into seniors and juniors. The senior membership ticket costs fifty cents and is issued to those over fourteen years of age and entitles the holder to all the privileges of the gymnasium. A junior membership ticket costs twenty-five cents and is for those over eight and under fourteen years of age and entitles the holder to an active participation in the various classes of the gymnasium. Associate membership is for the older people and is issued free to any resident of Lancaster, entitling the holder to the privileges of the gymnasium without any active participation in the classes or the work of the association. The senior and junior memberships assist in financing the proposition and the deficit is at present taken care of by Mrs. Thayer personally. The prices above named

## RURAL COMMUNITIES AT PLAY

for membership are only experimental and merely cover the first few months the gymnasium is to be open.

### Activities

It is not intended that there shall be any discussion of political topics or debates of any other kind, the object of the gymnasium being healthful recreation under pleasant auspices, amid agreeable surroundings, and with a sufficient amount of that discipline which is so vitally necessary to the success of any organization. The principal activities at present are roller skating, gymnasium work for the boys under a professional instructor, folk dancing for the women and girls also under the direction of a professional instructor, basket ball for both boys and girls under proper coaching, and a game room where various amusements may be enjoyed by the younger members of the association, and which on one afternoon in every week is devoted to a social gathering somewhat in the nature of an afternoon tea. A nursing class has also been opened under the direction of a competent trained nurse where instruction is given to both the older and younger women in the more ordinary and essential principles of nursing. An indoor tennis court is also provided and a shower bath and other varied accessories go to make up the equipment. At present a bowling alley is being installed. It is probable that an additional charge will be made for the use of this alley.

There are at present over eight hundred enthusiastic members.

### Children's Prize Day

Ashfield, Massachusetts, with the usual problem of the rural community, little to do, little interest, dependence on outside manufacture and recreation, has for ten years conducted an Annual Children's Exhibit and Prize Day, on Labor Day. Critics have suggested that a smaller number of articles or subjects for prizes might be better, but as it is, the plan grows in favor and achievement. In its offer of awards the committee calls special attention to the more ordinary exhibits; plain sewing and darning, a loaf of bread, and a pan of rolls, insects found in Ashfield, work with jackknife or other tools, daily record of the weather. This last is felt to be particularly valuable in developing patient persistent striving instead of spasmodic effort. The plain sewing and darning received so little attention that a class was finally formed for the instruction of the girls.

## RURAL COMMUNITIES AT PLAY

**In Meyersville,  
New Jersey**

Meyersville, until recently, was a decidedly unsocial community. The people did not pull together at all, either in business or in a social way. Then a local Grange was organized. The Grange brought the farmers together primarily for co-operation in business matters, such as the purchase of supplies, and insurance. But out of this coming together a social spirit has been developed. A Grange picnic was held at which a few enthusiastic speakers gave the people a vision of what might be done for the recreational and social life of the community. Athletics were organized for the boys. A field was provided for baseball and the town hall, where the Grange met, was secured for basket ball. This hall is an old store made over into a public hall.

One of the residents, Judge Sweeney, realized that Sunday was a rather dull day for the people, so he tried the experiment of occasional Sunday afternoon meetings at which such topics as travel, nature study, and history were discussed, and in connection with which lantern slides were used. He was able to get the Governor to speak at one of these Sunday afternoon meetings, also the President of Rutgers College and several members of the Rutgers faculty. Next a singing school was organized with one meeting each week, and the leading choir master of Newark took charge. This course of twelve lessons cost the young people about \$3.00 each. There seemed to be no difficulty in raising the necessary funds. Later a dancing class was organized and a camera club as well. All this has been brought about through voluntary work,—Judge Sweeney and a few others meeting with the young people and helping to get things under way.

The great need is a suitable building and grounds that will accommodate the recreational, social and business activities of such a group. Such a building might include offices for the town officials and possibly include the public school. Judge Sweeney is working out a plan for such a building and believes that with the co-operation in its construction that could be secured in a rural community, the expense could be kept down to a figure quite within the range of possibility. He thinks that the town should provide for its running expenses, including the salaries of caretakers and a social worker. With such a center in each township, and a larger one at each county seat, the latter to accommodate the annual county fairs, it is possible that much might be done to

## RURAL COMMUNITIES AT PLAY

solve the problem of recreational and social life in rural communities. Some State legislation will be necessary, but with the Grange organization and Mothers' Clubs co-operating, it is possible that in time a plan of this sort might be put into general operation. The great need is for a model center of this kind where the plan may be thoroughly tried out.

### **A Progressive Superintendent**

The following letters show the efforts of one superintendent to forward recreation in his own county.

Superintendent's Office, Sac City, Iowa

"To The School Directors: As you have no doubt already heard, we are planning a series of play festivals for the schools of the county. The plan is this:

"The county has been divided into four districts with four townships in each district. A central place has been selected in each of these districts and the schools are asked to meet at this central place for an all-day picnic and general good time. The eighth grade commencement exercises will be held on these days at the various places of meeting. This is done in order to bring these things closer to the people than is possible when the pupils are asked to meet at Sac City.

"These will be great days for the schools and I hope you will help in every way you can to make the meeting in your district a success. The teachers who are present with their schools will have as hard a day of it as if they were teaching and I am sure you will not think of docking them for the day. Will you not try to see your teacher and tell her that you will help in any way possible to get the school to the place of meeting and make the day a success? Every one is invited to attend.

"Very truly, JOHN R. SLACKS"

### **The Play Festivals**

"To the Teachers: Full arrangements have been completed and it is now possible to announce the places and dates of the play festivals in the four districts. I ask that you explain this fully to your school and urge all the patrons to attend if at all possible. I shall write to your director and ask that the schools be given the day off without loss to you. If the weather is good, we should have 400 or 500 people at these picnics. Explain to your pupils that they are to go in the morning and take their dinners prepared to remain all day. Tell the boys and girls they may wear their good

## RURAL COMMUNITIES AT PLAY

clothes if they like, but the boys should take their overalls and the girls calico dresses so they may engage in the games with no fear of spoiling their clothes. Tell the boys to take their balls, gloves, bats with them. Ropes for swings would also come in handy. No formal program will be carried out but we shall try to pull off the following events in some kind of order:

"10:00 a. m. Ball Games for the boys. King base for the girls

"11:00 a. m. Tug of war by townships. Same for the girls

"12:00 Picnic Dinner

"1:30 p. m. Short informal program of singing, recitations. Awarding diplomas to graduates of the rural schools. The sixth and seventh grade pupils will also be given their certificates of promotion.

"3:00 p. m. Boys' relay race between townships. Same for girls. (The time and place for each meet is here given.)

"The places selected are all good ones and while they are not exactly at the geographical center of the districts, they are as near as good places could be found. There is plenty of shade, water is not far away, and there is space for the games.

"Do not forget the time and the place in your district. These will be great days for the school in a social way. The pupils of your school will see how they compare with the pupils of other schools and it will be a fitting close to the year's work. Over twenty schools gathered in one place will be an inspiring sight. Be there with your school, if possible.

"Very truly, JOHN R. SLACKS"

### **A Renaissance in a Rural School**

Mrs. E. E. Kiernan, of Somerset, Pennsylvania, writes:

A neighbor and I who became interested in some of the children attending the rural school near us decided it was a poor place for children to spend so many of their waking hours in—bare and gloomy and not even clean. So we visited the school and asked the teacher—a wide-awake, energetic woman, if she would co-operate with us in renovating the building. We also asked the children. Everybody agreed to do their best and quite a stir of interest crept over the room. But we could form no plans until the school board was consulted and their assistance asked. To our surprise they were much pleased and gave us \$9.00 to buy paint for the interior, which had never been painted. Four of the

## RURAL COMMUNITIES AT PLAY

fathers agreed to put the paint on—a cheerful yellow, which, with brown stain for window and door frames, so transformed the place that we took fresh heart and canvassed the neighborhood for pictures and for funds for yellow window-shades to replace the funereal dark green ones. We asked each patron for seventy-five cents and the money was cheerfully given.

Then began a very busy and happy time. The girls came to my house one Saturday afternoon and helped make neat little sash curtains of soft unbleached muslin with a three-cent edge, and all the children worked after school sandpapering their old desks and chairs and staining them brown to match the woodwork of the room. We sent to the Perry picture people for eight large-sized copies of good pictures, and a picture dealer in town, as his contribution, framed them for very little, with wide brown frames. A few green bowls full of ferns added a finishing touch.

### **School Fitted Over**

But co-operation touched the high water mark for that community when the mothers got together and gave that building, windows old rusty stove and unspeakable floor, such a thorough cleansing and brightening as no other school in the county had ever received. The next day we gave a reception for the patrons and school directors and had speeches and refreshments, and took a collection when everybody was in good humor, for a library from the Force Library Commission at Harrisburg, which includes 50 volumes, and can be kept during the whole school year. To our great surprise we raised enough money to buy in addition individual drinking cups for the school, which has not suffered from a single epidemic since that time.

### **Loosening an Iron- Bound Curriculum**

My neighbor and I worked with the teacher during the year in many ways, trying to loosen up the iron-bound curriculum. Birds and flowers were studied and we found that these country children knew only the robin and the blue-bird and two or three of the common flowers by name. A few talks on agriculture and domestic science, cycles of stories, such as the Greek and Norse, and special celebrations of holidays made the children so interested in their school that through all this bitter winter, and in spite of long distance, the average attendance was above ninety percent—an unheard of thing in the history of this school, where it has been no

## RURAL COMMUNITIES AT PLAY

uncommon thing for parents to force their children to attend school by threats and even blows.

We furnished the school with a set of really good books of songs and the children learned to like good music instead of the inane, silly songs their natural fondness for music had been fed upon. A set of Spalding's athletic library 10 cent books made recess time a new thing, for the teacher played games with the children.

For two years we have got penny packets of seed from Cleveland and the children have raised flowers and vegetables at home and exhibited their products at the opening of school, when prizes have been awarded to the best in each class.

We gave an entertainment to raise funds to beautify the school yard and entered the contest for a prize offered by the Garden Magazine for the most improved school yard, and came off second. Next year when our shrubs and vines are better grown, we shall try again. The children come every two weeks during the vacation to take care of the yard.

A writer in *Farm and Fireside* says:

### **Laying Out the Playground**

How to go about the transformation of the ground available into the place for play is the problem.

To make the playground I suggest that the land be leveled. Mark off on it with lime a court of any size; 35x70 feet is large enough for most of the games, and a smaller court would do very well. Place a post about 7 feet high at the center of each of the long sides of the court. Perhaps the easiest procured as well as the best sort of post would be a sapling brought in from the nearby woods. Procure from a hardware store for 25 cents, 6 screw hooks and 4 snaps. On the inner side of each post place 3 of the screw eyes; the first near the ground, the second  $3\frac{1}{2}$  feet above the first, and the third 3 feet above the second. Attach snap hooks to a tennis net or, if you do not want to go to the expense of a net, to a piece of stout twine or tape, so that the court may be divided by this when desired. You now have ready a court for various games. With the addition of a few more inner lines you may have a tennis court.

### **For the Ball Games**

A small baseball diamond for the use of indoor baseball may also be laid out on this ground, using the center of one back line as "home." For these

## *A RECREATION SECRETARY FOR NEW YORK CITY*

various games one must have balls of different sizes. Children who live in the country and enjoy the fun of the butchering season have material that may readily be used to make these balls. To be sure, they are not lasting, but they will do very well for beginning. The original cost of the balls, however, from dealers, is not large, considering the service they give. The volley ball as it is used in the gymnasium is a light-weight inflated ball about eight inches in diameter and covered with pigskin. A ball that answers the same purpose may be made by blowing up a pig's bladder before it becomes stiff and tying it tightly so that the air cannot escape. This may be made to last some time by frequent oiling. What is known as an indoor baseball may be made by properly cutting strips of pigskin, sewing them together, and stuffing them with hair and twine. The under and over stitch is the best for this work in order to avoid a ridge. The exact pattern can be secured from an old baseball cover.

## *A RECREATION SECRETARY FOR NEW YORK CITY\**

A civil service examination to fill the position of secretary of recreation, committee on Social Welfare, Board of Estimate and Apportionment, New York City, was held early in March. The subjects and weights for the examination were: training and experience 4, 70% required; written examination 4, 70% required; oral examination 2, 70% required. The Committee on Recreation is a sub-committee of the Committee on Social Welfare. The duties of the secretary of recreation are rather different from those in the cities where the title is borne by the individual in charge of the recreation work of the city, for the New York secretary will conduct investigations, formulate and submit the findings resulting from such investigations, and examine and prepare material for the calendars of this committee. The committee will make investigations of the recreation provisions now made by the city and will submit constructive recommendations looking toward their improvement and increase. The salary of the secretary is \$4,000.

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\*The time for receiving applications has been extended to the seventh of April.



## IS IT HOPELESS?

The following letter from a county school superintendent expresses some of the real difficulties rural workers so often find. THE PLAYGROUND welcomes suggestions for the solution of this problem.

I received the pamphlets you sent me preparatory to the meeting at the Education Department and have read them with interest. However they do not answer the problems which most of us as superintendents of rural schools in the State have to face. The work outlined in them presupposes money, intelligent assistance from at least certain groups of the general public and an equipment to start on which are entirely lacking in the great majority of rural communities. The County I partially represent is one of the smaller, poorer, most thinly populated counties in the State. Nowhere is the sort of work your pamphlets describe more needed than right here. Because of this fact and also because I believe some of the handicaps we have to meet are those which other counties face, though perhaps in a lesser degree, I should like to tell you something of the conditions here even at the risk of going into too much detail.

The largest village in the county has a population of about three thousand. There are several other villages ranging from five hundred to a thousand. A railroad runs through the center of the county with one or two very short branches. One State road runs through the county which is covered with snow at least three months of the year, generally longer. The nearest trolley is forty miles away. Except in the valley where there are some pulp and paper mills the chief occupation is farming but a large majority of the people do not own the farms and there is constant shifting among those who rent farms. In two towns of my district the standards are extremely low and the soil very poor. In one or two districts I have had trouble finding school officers who could read and write. In another section up on the hill large numbers of Polish families are moving in very rapidly and there has been trouble finding enough Americans or naturalized residents to officer the districts.

On this hill are twelve of my schools. They have the severest kind of winters. The snow piles high and the wind blows constantly and some days fills up the roads almost as fast as they are

## IS IT HOPELESS

made. In several cases last winter with an experienced driver my cutter was upset in trying to reach these schools and there are districts where I always carry snowshoes in the winter and often finish my trip on them.

The schools throughout my district are as forlorn as you would expect. The one terror in many districts is higher taxes. After three years of repeated effort on my part the majority of the people see now why the open pail and common drinking cup are not desirable in a school. Many of them think the fresh air idea perfectly foolish. In the majority of districts it would be hard to find one person sufficiently interested and intelligent to assist in managing even the simplest attempts at social work. In many cases the teacher could not or would not do it. Most of them face problems which would tax a university man to solve. They are not overwhelmed by them because in most cases they do not realize they face them. The township system and the consolidated school, when they come, will help somewhat but the latter is a long way off because public opinion is so opposed to it here. In many cases the climate would make it impossible.

But all these conditions make it all the more necessary that some such work should be done. The homes are cheerless in many cases. Sometimes when I see how poor they are I do not wonder that the owners dread any additional expenditures for their schools. The violation of health rules, especially in regard to fresh air and diet is appalling and the opposition to innovation of any kind is intense in some places. In one district I found three years ago that there were almost no books in the library. The trustee did not want his children to read. He did not want them to do anything which would distract their minds when out of school from work. He said so frankly. He lives on a very lonely road with little to interest or amuse his family and exceedingly long winters.

I hope that in the course of the next five or ten years we shall see three or four strong consolidated schools in my district. I doubt if the above district can ever belong to one because of the severity of the winters and the difficulty of transportation. In the meantime what I am very anxious to know is how we can make even the feeblest beginning in our little one-room schools toward such work and then how we can equip these buildings for the work. It seems to me that the work will have to start long before we have the equipment. Such a man as I have mentioned above would be

## TO TEACH THE LOVE OF NATURE

convulsed with mirth at the suggestion of taxing him for provision for pleasant evenings. We must do something worth while before we can make the people see that it is worth while to give us money to do more.

## TO TEACH THE LOVE OF NATURE

"The child has the same right to be taught to read the roadside as he has to read a book" is the slogan adopted by the City Planning Committee of the Sacramento Chamber of Commerce.

A section has been formed on the introduction of the nature study field excursions in the public schools. Mr. and Mrs. C. M. Goethe have followed the development of such work in Great Britain and Switzerland, and also in Germany and Denmark, and believe that these countries are far in advance of the United States in this kind of activity. The University of California, and the Fish and Game Commission of California are co-operating with the educational authorities and with the Chamber of Commerce. If the plan is successful, the Fish and Game Commission are planning to extend it to every school in the State. The Fish and Game Commission have come to believe that the most efficient way of preserving our wild life is not so much to work with this generation as it is to instill in the minds of our young children a love for the wild life instead of a desire to destroy it.

## BOOK REVIEWS

### EDUCATION THROUGH PLAY

By HENRY S. CURTIS, PH. D. Published by The Macmillan Company, New York, 1915. Price \$1.25

This book, the first of a series by the same author, on the play movement, deals mainly with the nature and value of play and the place of play in the schools. The various theories of play are briefly given, followed by a detailed discussion of the physical, mental and moral values of play in education, for the author is a firm believer in education gained from other sources as well as from books. "It is quite obvious that play will not teach us arithmetic or geography; we shall not master Latin or Greek by playing baseball; and if education consists in gaining information of foreign countries or languages or theorems, then play will not give us an education. But we may well question these ideals."

With reference to directed play, the author has this to say: "Play, whether directed or not, will be good for children physically. It will tend to make them healthier and stronger. Undirected play, however, is often a bad thing for

## BOOK REVIEWS

children morally. The undirected playground is likely to fall into the hands of young loafers. . . . Such a playground is not really undirected. It is directed by these young rowdies and toughs and expresses their ideals."

The rest of the book takes up types of play worked out by the schools of England, Germany, and in various places in America, using these experiences as a basis for judging what the best conditions for school play should be. Dr. Curtis believes that through the utilization of school property and school direction the problems of play for all children of school age are to be solved. "If we are really going to furnish organized play for all the children, the only way it can be done is to put it into the curriculum." Dr. Curtis has had long practical experience, both in local work and as secretary of the Playground and Recreation Association of America. In placing his experiences in book form, Dr. Curtis is helping all workers in the play and recreation field.

### A HANDBOOK OF AMERICAN PAGEANTRY

By RALPH DAVOL. Published by Davol Publishing Company, Taunton, Massachusetts

The author has gathered together "notes and observations on the psychology, structural composition and by-products of the pageant" made while attending various pageants as a newspaper correspondent. After discussing the philosophy of pageantry, he defines a pageant as "an idealized community epic, conceived and presented dramatically and simply in the open fields and sunshine, by the co-operative effort of creative local townspeople." He finds for pageantry a place among the fine arts, provided it can "dispel the charge of being merely a passing fad and prove its vitality as an artistic phenomenon." Part of the book is devoted to the technique of pageantry, choice of subject, dialogue, costumes, and,—almost best of all—there are over one hundred lovely illustrations of pageant scenes from far and near.

### EDUCATING THE CHILD AT HOME

By ELLA FRANCES LYNCH, Founder of the School of Individual Instruction, Atlantic City, New Jersey. Published by Harper & Brothers, New York. Price \$1.00 net

Believing that children can do in a short time what is now done in a long time, that the power of concentration and love of work are often dwarfed or killed by unskillful teaching or the machine-like organization of the perfectly graded school, Miss Lynch has turned back to the mother as the natural educator. The book shows simply how the various school subjects may be taught and at the same time related to life. If the mother does not feel equal to the task, the next solution is the small neighborhood school with opportunity for individual instruction and much time for play. "With proper individual instruction, essential at this period of life, every normal child can accomplish in four hours of daily work for four years results which are not now attained in eight years and eight weary hours a day."

A modification of this plan has been put into operation in the schools of Oakland, California, arousing much enthusiasm from the class teachers. They say that in a single month's work with the children in small groups for a short daily period they have already accomplished a half-term's work. The remainder of the day is spent in play with a trained play leader.

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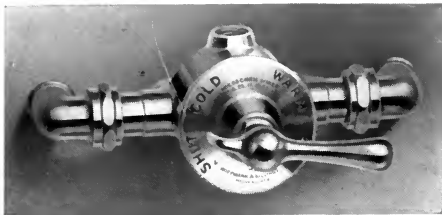
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 young people, indoors and  
 outdoors throughout the  
 year.



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to schools only

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## A BRIEF HISTORY OF THE PLAYGROUND MOVEMENT IN AMERICA\*

*(Continued from April number)*

As the city has come to recognize its responsibility in play for its children it has almost unconsciously extended the field of interest from the very young children, for whom the first playgrounds were established, to children of school age, and on to young people of working age. The Women's Municipal League of Boston, Massachusetts, in opening up the public schools for evening recreation, declared that the plan was not supplemental to the educational system but a continuation of it. That is, up to fourteen the children usually follow the same road, up to the same goal. "After fourteen, the different needs of different lives make it necessary that these children take different roads although the goal is still the same; some follow the road that leads through the high school; others, those who must work in the daytime, might, if our hopes were realized, follow one which should lead through the social center. We insist, however, that the goal is still the same, and that consequently it is incumbent upon our school boards to provide the second road for those who cannot take the first."

### **Grounds Open in the Evening**

Such a recognition of course involved new facilities and extension of old facilities. In 1911 John H. Chase, Supervisor of Playgrounds in Youngstown, Ohio, in endeavoring to decide the best hours for playgrounds to be open, discovered that by far the largest number of children and of adults were on the playground from six p. m. until seven thirty p. m., and the play at that time was the happiest and most energetic of the day. Many grounds were kept open through the twilight hours and gradually many cities are providing good light so that the play can go on through the evening.

### **Greater Scope of Activitives**

The longer hours and wider age range resulted very soon in a greater scope of activities. Volley ball, playground ball, soccer football were added to the games for boys, more complicated folk dances

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\*Many of the facts herein given were collected for the Association by Dr. Henry S. Curtis.

## THE PLAYGROUND MOVEMENT IN AMERICA

came in for the older girls and a whole new field of interests was recognized as play. At first, a kindergartner and a physical training man and woman were sufficient for any playground. But when storytelling, dramatics, music, both vocal and instrumental, sewing, cooking, nature study and gardening, art, and woodwork began to be recognized as legitimate expressions of the play instinct, a new order had indeed arrived. Field houses began to be considered an essential part of a playground plant and in those which were already supplied with field houses, it became necessary to arrange for other rooms besides a gymnasium. The wider use of the school plant opened up rooms for the multitudinous clubs interested in such activities.

### **Training**

### **Recreation Workers**

And even more important than the problem of space became the problem of securing play leaders, adequate in training as well as in numbers. The physical training schools and kindergarten colleges,—even the settlements, could not quite give the theoretical and practical training needed. In response to this need, the committee on a Normal Course in Play of the Playground and Recreation Association of America prepared and presented in 1909 at the third annual meeting of the Association a normal course in play. In the year following seventeen institutions reported that the course was in use, and from that day there has never ceased to be a demand for the course. Many cities give courses in connection with the playgrounds for present or prospective workers, either on certain days throughout the year or in the winter in preparation for the following summer's work. Baltimore has trained almost all her own workers through such courses. Cleveland enrolled more than 300 for evening courses the first year the plan was tried in 1913. Pittsburgh worked out a very elaborate system in connection with the School of Education of the University of Pittsburgh and many of the instructors in playground topics have been taken over by the university for full time positions. The summer school of the University of California enrolled over one thousand students in its play course in the summer of 1912. The University of Wisconsin, the Springfield, Massachusetts, Training School for Young Men's Christian Association Workers, the Chicago School of Civics, the Boston School of Civics and Philanthropy are among the larger institutions now giving courses planned to give adequate training

## THE PLAYGROUND MOVEMENT IN AMERICA

to play leaders, and in 1913, the New York School of Philanthropy appointed George E. Johnson, formerly Superintendent of the Pittsburgh Playground Association, Professor of Play, and head of a department specially organized for the training of recreation secretaries, those in charge of the recreation work of an entire community.

### **Year-round Systems**

As more elaborate systems of playgrounds and recreation centers grew up, with play leaders in charge, and it became necessary to secure a recreation secretary, who should have charge of the work of the other play leaders and plan for a comprehensive system for the whole city, it became more and more impossible to build up such a structure for a few months each summer. The playground season has gradually lengthened until in many cities it is recognized that the need is just as great in January as in July. To-day the Playground and Recreation Association of America works upon the theory that every community needs a year-round system, with a competent secretary, employed throughout the year.

The following cities had year-round systems in 1913:

### HONOR ROLL

Cities Which Have Reported Recreation Work Carried on throughout the Year with at Least One Worker Employed throughout the Year

Alameda, Cal.	East Orange, N. J.
Baltimore, Md.	Evanston, Ill.
Belmont, Mass.	Fort Smith, Ark.
Bennington, Vt.	Glens Falls, N. Y.
Berkeley, Cal.	Grand Rapids, Mich.
Birmingham, Ala.	Greenwich, Conn.
Boston, Mass.	Henry Clay, Del.
Brookline, Mass.	Hoboken, N. J.
Buffalo, N. Y.	Jacksonville, Fla.
Canton, Mass.	Jersey City, N. J.
Canton, Ohio	Kentfield, Cal.
Champaign and Urbana, Ill.	Lebanon, Ohio
Charleston, S. C.	Los Angeles, Cal.
Chattanooga, Tenn.	Macon, Ga.
Chicago, Ill.	Marysville, Cal.
Cleveland, Ohio	Milton, Mass.
Dallas, Texas	Mineville, N. Y.
Dayton, Ohio	Montreal, Can.
Denver, Colo.	Natick, Mass.

## THE PLAYGROUND MOVEMENT IN AMERICA

Newark, N. J.	Rochester, N. Y.
Newton, Mass.	Sacramento, Cal.
New Orleans, La.	Sag Harbor, L. I.
New York, N. Y.	St. Louis, Mo.
Norwood, Mass.	San Diego, Cal.
Oakland, Cal.	San Francisco, Cal.
Orange, N. J.	Schenectady, N. Y.
Pasadena, Cal.	Scotch Plains, N. J.
Philadelphia, Pa.	Seattle, Wash.
Philmont, N. Y.	Springfield, Mass.
Pittsburgh, Pa.	Toronto, Can.
Plainfield, N. J.	Washington, D. C.
Pontiac, Ill.	Waterbury, Conn.
Princeton, N. J.	Westbrook, Me.
Richmond, Va.	

In addition the following cities reported workers employed the year-round, but did not report on centers the year-round:

Camden, N. J.	Morristown, N. J.
Columbus, Ohio	St. Paul, Minn.
Detroit, Mich.	Sioux City, Iowa
Everett, Wash.	Spokane, Wash.
Fresno, Cal.	West Orange, N. J.
Kansas City, Mo.	Winnipeg, Can.
Lynchburg, Va.	Worcester, Mass.
Milwaukee, Wis.	Youngstown, Ohio

In many cases the need for facilities for year-round work has been met by utilizing the schoolhouses after school afternoons and evenings. The wider use of the school plant has been taking form for many years. Evening schools for working people, English classes for foreigners; occasional meetings of parent-teachers' associations or of school clubs at night, the evening lectures which have been conducted in New York City for over fifty years, and in Philadelphia and other cities for nearly that length of time, have at last made clear the way for educational and recreational activities every night in the week. John Dewey, at the meeting of the National Educational Association in Minneapolis, in 1902, advocated the use of the schools as social centers. Dr. Chas. W. Eliot, too, early recognized the need for a wider use of the school plant. Edward J. Ward, in 1909, was brought to Rochester, New York, to help in the opening the school houses of Rochester to the people.\* Here,

\*For description of the neighborhood centers of Rochester, see **THE PLAYGROUND**, Vol. 4, No. 3, p. 103.

## THE PLAYGROUND MOVEMENT IN AMERICA

the emphasis was rather upon the civic center idea, as Mr. Ward believes that it is as a public forum that the widest opportunity of the movement lies.

The first study of the wider use of the school plant showed that eleven cities reported some form of evening use. In a dozen or more additional cities, certain of the school facilities, such as the gymnasium, shower baths, or rooms for club purposes, were open in one or more schools on certain evenings. In about six cities, recreation was reported in some building other than the school houses. Thus thirty-nine cities had some sort of centers for public recreation. In six other cities agitation was being made for social centers. In over one hundred cities occasional club meetings or lectures were held. Philadelphia, Boston, Pittsburgh, Chicago, Los Angeles, Kentfield, California, Waterbury, Connecticut, Gary, Indiana, Louisville, Kentucky, Baltimore, Maryland, Detroit, Michigan, Elizabeth, New Jersey, Syracuse, New York, Cincinnati, Cleveland, and Columbus, Ohio, Newport, Rhode Island, and twenty-six communities in Wisconsin were among the cities which had such social centers in full swing in 1912. In Wisconsin in 1911 the first legislation was passed regarding social centers, establishing the right of the people to the use of schoolhouses and other civic buildings when they were not in use for their prime purpose.

### **Rural Recreation**

The playground idea starting as it did in many places with a negative purpose—to keep children off the streets,—it is not surprising that it should have been taken for granted that where there was no problem of congestion there was no problem of playgrounds. Originally a city movement, the small towns were slow to take it up—and even the cities were not concerned about play spaces in the residence sections. A member of the San Francisco playground commission in 1909 visited the east side and found so many open lots and so little congestion that it was decided no playground was needed in their section. The time came, however, when not only uncongested portions of great cities, but small towns and even rural districts realized that the problem was no less acute because it was not a matter of space, that children and adults might be play-starved in miles of unoccupied country—that the need was for organization, inspiration, a means of getting together—that games did not teach themselves—nor would the higher social instincts develop spontaneously without

## THE PLAYGROUND MOVEMENT IN AMERICA

thought and practice. Myron T. Scudder, writing for the Year Book of the National Society for the Study of Education in 1911, points out ways in which the rural school may be a factor in rural recreation.

Dr. Scudder had a right to speak with authority of such possibilities, for, beginning in 1906, he had developed an annual field day and play picnic of the country schools of Ulster County, New York, which had brought a new spirit to the schools and had served as a model for like recreation in many places. A county fair which is really a play day for the people and by the people has come to be more appreciated than the old commercialized affair where people dragged wearily about from booth to booth watching trick jugglers and magicians striving to entertain with an art essentially foreign to rural interests.

The Amenia field day conducted by J. E. Spingarn, in New York State, and the Hesperia movement, which has been in operation since 1892, are typical of the new order.

Liberty H. Bailey pictured at the Fifth Annual Meeting of the Playground and Recreation Association of America in 1911 the possibilities lying in recreation for rural happiness and a more rapid evolution of country life. The Young Men's Christian Association had been promoting athletics in their county work for some years. In 1909 in Kentfield, California, the experiment of providing ground and buildings for a real community center was begun by Mrs. A. E. Kent and her son, William Kent, in the establishment of Tamalpais Centre. Twenty-nine acres of land at the foot of Mount Tamalpais and a splendidly equipped club house, with a trained worker in charge, were placed at the disposal of the people of the community. An effort was made to use the Centre every waking hour seven days in the week.

Hamilton County, Tennessee, in 1911, engaged a supervisor of play to look after play interests throughout the schools of the county. Senior and junior ball teams were developed in all the schools and the good old games which everybody knows—only, unfortunately, most of the boys of Hamilton County didn't know them—were taught. The girls were not left out, and on certain days the whole community was invited to a play day.

Most rural efforts have been made under the leadership of the school, the church, or the grange, or through private interests, and

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the suggestion of a county or township organizer with a community life hall has been often made and heard favorably.

**The Recreation  
Movement  
Coming into  
Self-Consciousness**

The growth of interest in rural recreation within less than a decade is but a phase of the coming into consciousness of the recreation movement. Slowly, inevitably, like the rise of an ocean wave, or the coming up of the sun,

recreation, the play of the people, the play of all the people, the right to live, the expression of democracy in making a life, as well as a living, has come to stand, like a youth, firm and slender and strong, as one of the foremost social interests of to-day. All stages and all phases of the recreation movement are seen to-day in America, but those cities in which is the keenest vision see that not in playgrounds for the children alone, not in continuation classes for young working people alone, but in a comprehensive system of municipal recreation shall the message be incorporated and every American citizen have a free opportunity for the development and enjoyment of self-expression in art, music, dancing, politics, leadership, humanity.

Richard Cabot in 1910 named work, play and love as the prime needs for a happy and successful life—play coming “out of the fine arts, out of popular arts such as athletics, dancing and the drama, and out of the minor arts—roughly grouped as manners and dress. All these arts need to be more intimate with each other. There is beauty and renewal of the soul in all.”

Joseph Lee, even in earlier writings, but particularly in 1911 in *Play as an Antidote to Civilization*, diagnoses the disease of civilization as “the banishment of ideals through the perfecting of means which could be valuable only in service of them—the cultivation of utilities at the expense of ultimates”—a national disease to be remedied by more opportunity to live as we go along.

*(To be continued)*

# AIDS IN THE PRACTICAL CONDUCT OF PLAYGROUNDS

GEO. E. DICKIE

Superintendent of Recreation, City of Oakland, California

The problem of the single playground is so closely related to the problems of the entire city recreational system—its policies, finances, facilities and activities—that the writer believes greater clearness will be secured by discussing the subject under two heads:

1st. Aids in Practical Conduct of a System of Playgrounds

2d. Aids in Practical Conduct of a Single Playground

While the conduct of each playground may vary within broad limits, yet all are working toward a common end and are bound by common principles of management.

The Recreation or Playground Department of a city is a business, as well as an educational institution. Property must be accounted for—land purchased and improved. The plant must be maintained and operated in the interests of the people so as to secure the greatest good for the greatest number. Therefore, the program of a particular playground is colored largely by the policy of the whole organization.

The average person goes to the playground and enjoys one of the activities, perhaps meets one of the supervisors; or he sends his children and they come in contact with a part of the system only. He does not realize that beneath the surface of these things is an organization which plans the playground, sees it built and maintained, and directs or leads in the policy of operation. He does not see the janitors, caretakers, laborers, mechanics. He perhaps does not realize that the supervisor must study and prepare for each day's activities—that he attends special department meetings and classes to remain efficient.

All this requires effective organization. The recreation department must account for its handling of the public funds. This new phase of municipal activity has come to stay, but it will grow and prosper only in so far as it is placed on the solid foundation of efficiency.

Frequently the playground movement has been started in a community by zealous and enthusiastic people filled with the spirit of service. Often, however, in an excess of enthusiasm they have



## PRACTICAL CONDUCT OF PLAYGROUNDS

failed to control the loose ends. Individual supervisors have gone off at a tangent on some hobby or other, and good effective work for all ages and classes has not been done. Re-organization in many places has become a necessity.

We desire and must seek the highest type of supervisor, teacher or director, and he should not be unduly restricted or hampered in his work. But in order to secure the best results in a large system of playgrounds a definite general policy of activity must be adopted and suitable regulations enforced to carry this out.

There are so many methods that may be used successfully under varying conditions of playground work that it is not attempted to cover this subject exhaustively in a short article. The writer will, therefore, suggest a few plans and programs that have been found effective in actual experience. Where concrete examples are given it is not supposed that they are ideal. Endless varieties of good programs may be devised by the playground supervisor.

### **Aids in Practical Conduct of a System of Playgrounds**

First, let us have a look at the organization and personnel of a play and recreation system. Herewith is a schedule of the organization of the Recreation Department of the City of Oakland, California. (See diagram.)

As will be seen, several agencies for play and recreation are included under this one department, such as school playgrounds, park playgrounds, municipal boat house, refectories and recreational use of school buildings.

A brief study of this diagram will show that the Recreation Department is controlled by the Board of Playground Directors. The Superintendent of Recreation is the executive officer in charge of and responsible for the work of the entire department.

The department is divided into three sub-departments: 1. Clerical 2. Maintenance and Construction 3. Operative

The Chief Clerk and the Department Mechanic are in charge of the first and second of these divisions. The Operative Department is in three divisions: 1. Boys' Activities 2. Girls' Activities 3. School Playgrounds

Each is under the charge of a General Supervisor. Below these are classified the various playgrounds and recreation centers. Under the name of each center is given the staff of supervisors and other employees assigned to each.

## PRACTICAL CONDUCT OF PLAYGROUNDS

The Operative Department is, of course, the important thing—in fact, the business for which we exist—and should be made just as strong and large as possible, and all other departments as small as is consistent with efficient management. The recreation department may in a sense be compared to an army. The supervisors or teachers are on the firing line. They are in daily contact with the children and adults who attend the play and recreation centers. They are bringing the play service directly to the citizens. The other departments, such as construction, maintenance and clerical, may be compared to the quartermaster and commissary departments of an army. They serve to supply the supervisors with equipment, materials, information and instructions. The Board of Playground Directors, the Superintendent and the general supervisors may be compared to the general staff of an army, which furnishes the inspiration, determines the policy, issues orders, secures co-ordination of the different parts and branches, and generally directs the operation of the whole work.

**Records** The recreation department of a municipality should keep the following records:

Minutes of governing board, including copies of all resolutions adopted

Careful and detailed account of all funds received and expended

Copies of all communications, reports, requests, requisitions, applications received

Copies of all letters, reports, news items, permits, orders, instructions, requisitions sent out

Records of all activities, festivals, pageants, athletic meets, leagues and schedules

Inventories of all property and supplies belonging to the department

In order to illustrate the workings of a recreation department from an administrative point of view let us give the following examples:

1. Relation of department to the installation of a playground

2. Relation of department to the installation of a supervisor

### **Relation to Playground**

Before the land is purchased for a playground, surveys are made showing the need of a playground in the district. Prices are secured and

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several available sites considered, together with petitions that may come in from improvement clubs and neighborhood associations. The superintendent has interviewed members of the City Council, members of improvement clubs and other officials, and has no doubt been called upon to speak to neighborhood meetings on the subject. The playground purchase entails work on the part of many city departments.

As soon as the land is purchased, or before, plans are thought out and drawn on paper showing the possible arrangement and equipment of the playground. These plans are discussed and revised and finally adopted. The funds for equipment must be forthcoming or secured. Contracts for grading, surfacing, fencing, constructing buildings and apparatus and other equipment must be let, executed and supervised—all of which means thought and labor for superintending, clerical and constructing forces.

### Relation to Supervisor

Before the playground is completed many applications are received for the position of supervisor.\* Candidates are interviewed or examined according to civil service rules or otherwise, and one is finally employed.

The supervisor is ready to begin work in the department. He receives a copy of instructions to playground supervisors. These instructions outline certain general policies of the department and give some specific rules for conduct in certain cases. The supervisor learns that he shall keep a daily record showing the number of persons attending his playground, number of baths taken, number of games of various kinds played, report on accidents, remarks, etc. All of these reports shall be turned in on the first day of the month. He learns that a detailed record of supplies received must be kept; that he shall report all breakages or damage to apparatus. To secure new supplies, improvements or repairs to the ground he must fill out requisitions and send them to the office of the superintendent; and must attend a weekly meeting of supervisors for instruction and discussion.

He also receives schedules of activities and sample programs of play activities which may be conducted on the ground, and a copy

\*More and more cities are calling the person responsible for a single playground "director," reserving the term "supervisor" for persons responsible for several playgrounds.

## PRACTICAL CONDUCT OF PLAYGROUNDS

of the schedules for athletic games and leagues for the year. All this he receives, and more, and goes upon his way to make a start on his playground.

### Supplies

The problem of athletic supplies, such as baseballs, bats, basket balls, footballs and other inflated balls, is ever present on the playground. These supplies, on account of continuous use, wear out quickly and are a source of considerable expense in most large playground departments.

It is necessary that all possible precautions be taken against loss and extravagance in the use and distribution of athletic supplies. The store of athletic supplies at any playground may be compared to a circulating library, except that instead of having books for children to use we lend them balls and bats, which may be used but not taken away from the playground and must be returned before the close of the day. This sort of library receives the widest possible circulation, and unlike an ordinary library there are no unused "books."

In Oakland we keep a large stock of athletic supplies in the department store room. An allowance of supplies is made to each ground, depending upon size, attendance and kind of activity. Before being sent to the playground all balls and bats are marked by burning with the name of the playground. In the case of baseballs, both hard and soft, certain definite allowances are made for wear and tear. In the case of inflated balls and bats, the supervisor is required to return a worn article before receiving a new one. The worn articles are carefully assorted and repaired. Basket balls, for instance, that are unfit to use, can be patched at a slight cost and can be used for practice and rough work on the playground for a considerable time. The repaired articles are kept on hand in the supply room and returned to the ground from which they originally came.

The necessity for strict economy in handling of athletic supplies is apparent when it is known that in large playground systems expenditures for this item amount to several thousand dollars annually, but when properly administered it is an expenditure which is fully justified by reason of the service it gives to the public. The average family may not feel able to furnish the son and heir with a six dollar basket ball and a five dollar football, but the city can not only buy these articles at wholesale rates, but one ball can be used in common by a great number of children.

## PLAY FOR INSTITUTIONS

**General Supervision** In this chapter I am avoiding any detailed reference to playground activities, as that subject will be taken up under the heading of *Aids in Practical Conduct of a Single Playground*. However, the activities in general are planned for the whole department. It is one of the duties of the general supervisors of boys' and girls' work to see that the directors are properly instructed and that the activities are being carried out on the playgrounds.

It is very easy for the supervisor of a single playground to get into a rut, and devote much time to a few favorite activities or to special groups. It is the duty of the general supervisor to see that adequate attention is given to all groups, ages and both sexes on the playground, and that the program of activities is as varied as may be consistent with good results.

The general supervisor should make regular and frequent visits to the various playgrounds and should consult and advise with the supervisors about the work.

The purpose of this article has been to indicate and illustrate the relation of the city playground system to the individual playground. It is not intended to cover the entire subject of administration of a system of playgrounds, which would require greater space.

In the second article of this series will be discussed *Aids in Practical Conduct of a Single Playground*.

## PLAY FOR INSTITUTIONS\*

### ORPHAN ASYLUMS

HENRY S. CURTIS

Olivet, Michigan

Probably the place where organized play is needed most of all is in institutions for children. These children live at the school and have abundant time to play. Their activities are greatly restricted by the institution, as they are generally not allowed to go far from the building either into the country or the town, if they are allowed to leave the grounds at all. For the most part they have none of the home duties which come normally to other children, and they

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\*Chapter from a forthcoming book

## PLAN FOR INSTITUTIONS

are denied the association with father and mother, brothers and sisters, which make so much of the sweetness of life, and their days are mechanized to such an extent that they offer almost no possibilities for personal initiative, as they usually arise, dress, go to school, dine and go to bed at the stroke of the bell. Scarcely anything could be imagined that is more unnatural for children than such a routine, as the child is utterly unsystematic and wishes to do things when the spirit moves and not in accordance with any pre-arranged plan. These institutions also have often been in charge of matrons who may have been excellent cooks and seamstresses, but who have no large appreciation of the problems of childhood or the significance of life. They have often felt that they did their whole duty when they gave to these children good food and comfortable beds. But there are few places where the saying of Jesus, "Man shall not live by bread alone," is more appropriate or where it might be written more properly over the doorway or carved on the corner stones.

These children are usually required to do the common work of the institution. They scrub the floors, wash the windows and the dishes, make the beds and often their own clothes and shoes. While the making of clothes and shoes is an educational task of considerable value for the older children, most of the work that has been given to the younger children can only be described as drudgery. It is indoors, essentially uninteresting, and all in the nature of routine.

### **Little Opportunity for Play**

Many of these children have very slight opportunity to play out-of-doors, and in general, unless there has been some systematic effort to develop their play life, they will be found not playing games but running aimlessly about or indulging in horse-play. Such an institution may nourish the body but it kills the spirit. Almost any sort of home is better than an orphanage of this kind. During the last few years there has been such a strong reaction against them that the tendency is to make them merely receiving grounds for children for whom homes are later to be found in the community.

### **The Idea of the English School Might be Applied**

However, it must be reasonably evident to everyone that an orphan asylum need not be an institution of this kind, and perhaps it might be the very best place for a good part

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of the children. We are all familiar with Plato's idea in his Republic, in which he would have all children brought up by the state in orphanages in order that they might be more appropriately educated, and of course the English preparatory and public school has always been an orphan asylum to all intents and purposes, for it has been a school where the children have come for nine to ten months of the year and where they have entered at eight or nine. These schools have turned out a larger percent of successful men and are probably more loved by the children than any other schools. However, in all of them play is compulsory for about two hours a day, and there is a very intimate relationship between the master and the pupil, so that he comes to take the place of the parent during a large part of the year. We have a dozen or more such schools in this country and all of them are growing rapidly in numbers and popularity. They are successful scholastically, the boys become strong and well, have a good time, and develop a sturdy physique and social habits. It seems reasonably evident that every orphan asylum might be a Groton or a Lawrenceville if it were as well organized. It is undoubtedly true that some of the children would need to stay at the school twelve months of the year instead of ten, but there is also a large proportion of the children at the orphanages who have one parent living and who would be glad to go home for two months of the year the same as the children do from the great private schools. Undoubtedly the state would not be willing to maintain its wards at so great an expense as is required at Groton, but we may well question if large expense is essential to the success of the idea. It is the play and athletics and vigorous social life and good teaching that make these schools successful, and to secure these results in an institution in the country or on the edge of town where the children do a large part of the work no great expense is necessary. In a school of this type there is an opportunity for every boy to learn a trade as he goes along, to have an abundance of play, intimate social relationship, a thoroughly good time, and perhaps to get the very best education all around that is being anywhere afforded to children. Certainly the training of a school of this type would be far better than that of a considerable portion of the homes.

## PLAY FOR INSTITUTIONS

### **Seen in an Orphan Asylum**

My interest in the idea of play for institutions grew out of several visits which I made to the orphanage founded by Mr. Corcoran in Washington. I found this institution amply endowed and located centrally in the city, with nearly a block of land, most of which was devoted to the raising of potatoes, while the children were loafing or running aimlessly about on the small plot of land assigned to them. In several visits there I never found them playing games. Whenever I or any adult came to the ground a half a dozen children usually held on to our hands or coat-tails as we walked about, showing that they had that same sort of hunger for adult society that the gregarious animal feels for the herd, or that the person in solitary confinement feels for his fellows. It was very evident that these children lacked initiative in the organization of games and that what was needed most of all was a sympathetic, capable adult who could be what the English master is to the children in the preparatory schools, or what their parents might have been to them; and that so far as they were to have play, they could have it only through the furnishing of some leadership which would teach the games and get tournaments and contests started.

### **Efforts to Provide Play**

We called a meeting of representatives of all the institutions in Washington, at which this subject was presented, and a number of institutions decided to put in playgrounds. All over the country at the present time orphanages that are able to do so are putting in apparatus such as swings, slides, see-saws, and the like; but these children do not need equipment but play. The swing and the see-saw have comparatively little value in the development of initiative or social habits or courage or any of the other things which these children lack on account of their institutional life. Perhaps we have not sufficiently realized how much the social and religious nature of the child has fed on the love of his parents and how much the social life of the institutional child has been impoverished by this lack. Beyond question the easiest way to develop intimate friendships and personal relationships, either among children or adults, is through social play together, and play for these children probably has a greater value in developing the qualities which might make them successful adults than the school can possibly have. The need of sympathetic physical directors or teachers who will also



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be capable leaders in play is probably the greatest need of orphan asylums.

There probably is not at the present time an orphanage in the United States that is making adequate provision for the play of its children, or where there is efficient leadership furnished. But there are two institutions that are worthy of mention for what they have done along these lines.

### **Play at**

### **Girard College**

Girard College was founded under the will of Stephen Girard at the beginning of the last century and now has an endowment that amounts to nearly seventy millions of dollars. It has about forty acres of ground which is located in a thickly built up section in the northern part of Philadelphia. Its buildings are all of white marble. It contains fifteen hundred children from the ages of seven to eighteen. There are at Girard some four or five good sized playgrounds and an outdoor swimming pool, and there is a fine gymnasium and swimming pool in the new high school. Many things are done exceedingly well at Girard. The teachers in the school are well paid and are high-grade men and women. The health and physical training in the class rooms is carefully looked after. The children have an opportunity to learn a number of trades. They also have considerable time and space for play, which, however, thus far is under proctors who regard their work as essentially that of policemen in keeping order and preventing fights. Girard is built on the model of the English public school, but it has not organized the play for all the boys in the same way that the public school has done, and this seems to me its chief weakness. However, it produces some very superior baseball and football teams, and there is ample opportunity for the older boys to play tennis. Moving pictures are being shown one or two evenings a week after or just before supper, and phonograph entertainments are given at certain times. The smaller children have a story period right after supper in most of the dormitories. Nearly all of this work is fine, and if Girard had organized the play as the English preparatory and public school has, I believe it would be offering a training nearly or quite equal to the training of Rugby or Harrow.

## THE FLOATING PLAYROOM

### **Play in the New York Asylum**

The New York Orphan Asylum is situated at Hastings-on-the-Hudson, and is in charge of Dr. R. R. Reeder. This school has been recently moved from a downtown situation to its present site, and the children are located in cottages of twenty with capable house-mothers in charge. The grounds are large, and beside their school work the children have ample opportunity for gardening, the raising of chickens, and the keeping of pets. Perhaps the most unique thing about their activities is the building of playhouses in which they indulge to a very unusual extent, as nearly every boy and girl or group of boys and girls have houses, sometimes in the trees, sometimes in the woods, or sometimes on the playgrounds. These houses are fitted up with a great deal of care and pride by the occupants. The children nearly all learn to swim in the river and soon become skillful. There is considerable of the ordinary play apparatus such as swings, and see-saws, and the hills are used during the winter for coasting. But perhaps the most unique and suggestive place of play equipment to be found there is a concrete playground about one hundred feet square. At certain times this is used for tennis and basket ball and several games may be going on at once. It is popular also during the summer for roller skating.

## THE FLOATING PLAYROOM

RUTH JABINE

Yonkers, New York

Early in May, if you will take your wife and the children of your little brother and sister and sail up the Hudson river on one of the Hudson River Day Line boats you will give the children the treat of their lives, while you, incidentally, will stand outside the windows, fascinated, watching the children play baseball until you wish once more that time would turn backward. Or if you can not borrow any children and are standing looking across Tappan Zee perhaps the teacher will take that moment to tell some of her one-day—for it is all part time in this school—scholars the wonderful history of Hendrick Hudson, “he thought, children, when he reached here and the river grew wider and wider

## THE FLOATING PLAYROOM

and the Palisades and Hook Mountain dwindled away, that he had encircled the earth. For he had never seen such a large river!" So, too, you will pick up information concerning Mad Anthony Wayne and Benedict Arnold and the old Dutch settlers and Rip Van Winkle that you have always known but now can never again think of without a thrill at their wonderful settings.

The class room is in the observation parlor on the third deck in the aft of the big river steamers. Fifty children can be accommodated there at play. It is indeed a novel playroom; its four walls are practically of glass and the greater part of the time even these windows are thrown wide open so that the room seems a part of the tremendous deck and big outdoors with its ever-changing landscape. The only furnishings in the room are a long narrow table and a mysterious large wooden box underneath, containing the toys and books. There are a few chairs for visitors, always filled, and the only decorations are two lovely paintings of the river and an old church on one of the river banks. Two big boxes of ferns beneath these pictures are the only vivid spots of color that detract from the impression of strong sunshine.

Immediately after the boat leaves Desbrosses Street the teacher in charge makes a round of the steamer inviting all the children on board to come with her to the playroom. The "Pied Piper of Hamlin" is the nick name the officers of the boats have given to the two young women who have been in charge of this summer's trial. First a mother will hand over a lovely baby, then a boy of twelve or more will join, all the little girls on board trail after the teacher and by the time the observation room is reached the average attendance of thirty is there ahead of the teacher. Closely following come the curious fathers and mothers, who stand watching awhile but, seeing the contentment of the children, are soon off to enjoy the pleasures of the day.

There are two rules that are always enforced and that will be the foundation of the next season's discipline; they are, "Never leave the classroom unless a parent or guardian comes for you" and, "No quarrelling."

The teacher wears a white costume consisting of a plain white skirt, a "middy" and white tennis shoes. On the floor of the room is a crex rug which is dusted and rolled up after each trip so

## THE FLOATING PLAYROOM

that the little travellers may play upon the floor without harm to their clean frocks.

With a cry of, "Who knows this game?" the day's sport is on, the children who know it show those who do not, and in a moment all are playing, the boys "scrubbing the floor" just as well as the girls "strike out." Even if the game is at its climax any child who enters the room is welcomed and dragged into the circle. The little ones are put in a corner where they play blissfully with simple white tags from which the bright colored strings have been cut; the tag is just too big for baby to swallow but quite big enough for him to wonder at as he turns it over and over again in his fat hands with "coos" and "ahs" of delight. Italian babies, Irish babies, plain every-day American babies, they are all the same to the play leaders who seem to exert some magical charm which puts the child safely on the floor and leaves him to make friends with his new neighbors whom he will probably never again see.

The older children are given books to read or games to play. First the class as a whole will play a round game or two, then they will divide into groups for small quiet games. In the midst of the most exciting, teacher is apt to exclaim, "Just a minute, children, here is West Point, you mustn't miss seeing where Uncle Sam trains his army officers."

It is a curious lesson for those of us who are trying to further the brotherhood of man to see how these children, strangers at nine o'clock, are friends at half-past nine! It is just doing something together, with teacher to guide, that brings this about. Those children who have the most attractive stateroom on board, who have a motor boat of their own, playing with the little chap to whom the day will stand out forever in his recollections of long hot summers in New York City! Those children who came down from the country, from the farm way back in Chenango county, who see no other children but their brothers and sisters unless they drive miles and miles, they are playing happily with the flat dweller of Harlem who is the head of the gang of his house and a terror to the janitor. Beautiful, too, is the "Little Mother" and "Little Father" spirit in the class where the age limit ranges from three months to fourteen years.

The main idea of the playroom's founder was that the children should be happy—someone has wisely said that we cannot

## THE FLOATING PLAYROOM

make others happy unless we are happy ourselves. "Wylie's" letter written from the country after he had made the long journey up the river in the playroom is only one of the answers to the founder's wish and an illustration of this principle showing clearly from whence came his inspiration when he wrote, "Dear Miss Walsh—Just a line—I wish you luck—Wylie." Almost invariably the children thank the teachers for their good times for it is certainly a true "party." When it is lunch time the children pick up the toys for teacher and put them away, but when she returns from her meal there is waiting for her a row of eager children. Even the bashful ones who have stood all morning with their noses pressed against the window panes manage courage enough to wriggle in for the afternoon. They play *Here we go 'round the mulberry bush*, *Little Sally Walters*, *Farmer in the dell*, *Cat and mouse*, and some of the modern song games that have been perfected since the time of *London Bridge*. For instance, they have a parlor arrangement of *Duck on the rock*, and I saw a whole cheering section of disconsolate Rutgers men who got on at West Point after a football game grow happy again as they watched the children lined up as the Braves and the Athletics make three runs in an inning!

The box of toys was collected, with a few picture books; there are comparatively few toys, a bean bag game, lottos, jack straws, balls and anagrams. Thus the start was made. The teachers were put on board and left to their own discretion as to what to do next. They not only found what to do but are full of suggestions for next year, one plans a larger library, the other wants to take her children down to the engineer and let him explain the wonderful machinery that is pushing the boat up the river.

Two of the boats had playrooms this summer; there will be more next summer. There were no signs on board to show where the room was, but the prevailing spirit and the welcome in the teacher's eyes quickly pointed the way. Many old basic Froebel principles are used, there are touches of Montessori methods, there are playground ethics and there is considerable work in history and geography taught in correlation from the modern educator's standards with the world of God for practical example as the children float along, and there is that spirit that came from 'way across the Atlantic and was put into working shape by the successful business

## AN ATLANTA SWIMMING POOL

man, that spirit which the Christ taught when he said, "Suffer little children to come unto Me," that is making this latest and newest of playrooms a happy remembrance to hundreds of little travellers as they journey up and down the great water way.

## AN ATLANTA SWIMMING POOL

DAN CAREY

Formerly General Manager, Department of Parks, Atlanta, Georgia

The equipment for activities in the park consists of eight baseball diamonds, fifteen tennis courts, a children's playground, a bridle path that is two miles long, unrestricted fishing privileges, a lake for boating and the bathing pool.

In the summer of 1913, the bathing pool opened on May twenty-second and closed on September nineteenth. Between those dates the pool was visited by 72,989 men, 25,715 women and girls and 31,816 boys, making a total of 130,520.

In building this swimming pool I tried to remember my own days of boyhood, abandoned all frills and features that I thought interfered with the true enjoyment of swimming and endeavored to make it as much like the old swimming hole as was compatible with the conditions that I was forced to meet. This place is like an outdoor bathing beach, if you can imagine such a thing in an inland city.

In selecting the location for this pool an arm of the lake (which covers about twenty-five acres) that was shaped very much like a horseshoe was chosen. Around the edge a cement wall was built connecting with a cement walk which runs the entire length of the pool. A platform four feet wide is located on the outer edge of the swimming pool. This platform is 350 feet long and the distance from the cement wall to the platform at the apex of the curve is 120 feet. The bottom of this swimming pool is cement. The water has a depth of eighteen inches at the concrete wall and a depth of four and one-half feet at the platform. The slope is gradual from the wall to the platform. At the base of this concrete wall is a water pipe which runs the entire distance around the bathing pool. This is a two-inch pipe which is fed from a four-inch pipe connecting

## AN ATLANTA SWIMMING POOL

with the City Water Works. A stream is kept going into the bathing pool through small openings that have been punched in the two-inch pipe. These openings are about an eighth of an inch in diameter. By this arrangement we get an even distribution of fresh water throughout the entire surface of the bathing pool. The Water Works Company Department furnished about 600,000 gallons of water daily into the pool. The overflow is at the lower end of the lake some distance from the pool. Three platforms have been built, each eight by eight feet. Two are located in the center of the lake and one on the four foot platform that has already been referred to. Outside of the bathing pool the water is deep, obtaining a depth of twenty-five feet at the lower end of the lake.

Two life-guards were kept on the lake during 1913 who picked up 67 men and women who had called for help. The life-guards are, of course, at work this year also.

The bathing houses are constructed in an interesting manner. There are two large rooms for the men with lockers built next to the walls. There is one large room filled with lockers for boys. The women are cared for in separate rooms in an enclosure which is in charge of a matron. There is also a man in charge of each of the lockers and a man in charge of the entire bathing plant. We have 440 lockers for men and boys and 50 bathrooms for women and girls. Adjoining each locker room and adjoining the enclosure where the women are cared for are shower baths, and those who swim are required to take a shower bath before going into the water.

This year the bathing pool has been as popular as it was last year, which clearly shows that it has become a part of the public life in Atlanta, and any attempt to discontinue this feature of our park work would be disastrous to the one who proposed it. The pool was opened this year on May twenty-fifth, and between that date and June first it was visited by 1,670 boys, 2,104 men and 572 women and girls, making a total of 4,346. During June, 1914, the attendance for boys was 7,330, for men 12,796, and for women and girls 5,838, making a total of 25,964 for the month of June, and a total of 30,316 for the bathing pool season up to July first. This is an average daily attendance of 865 during June, but we have accommodated a great many more than that. For instance, on Wednesday, June tenth, the bathing pool was visited by 435 boys, 298

## AN ATLANTA SWIMMING POOL

women and girls, and 729 men, a total of 1,462, while on Thursday, June eighteenth, which was a very cold day, the pool was visited by 4 boys, by 26 women and girls, and by 34 men, making a total of 64 for the day. It is a safe estimate to say that 3,000 persons have enjoyed the bathing pool during the month of June.

The rules governing bathers who swim in Piedmont Park have been printed and placed in conspicuous places in the bath-houses. They are very simple and are designed to interfere as little as possible with the enjoyment of the people.

The bath-houses will be open on week days from 5:00 a. m. until 10:30 a. m. and from 2:30 until sundown.

The bath-houses will be open on Sundays for both men and women from 5:30 a. m. until 8 a. m., and on Sunday afternoons for men only from 2:30 p. m. until sundown.

Swimming will not be allowed in the lake at night.

Bathers will be required to use two piece bathing suits. White suits and suits made of silk will not be permitted. All suits will be required to have half-sleeves that reach some point between the shoulder and the elbow.

No one will be allowed to enter the bathing pool except through the regular entrance provided for that purpose.

Bathers will be required to use the shower baths before entering the pool.

Bathers will not be allowed to lounge around the pool, on the banks or in the Park while wearing their bathing suits.

Persons in bathing suits will not be allowed on the platform or in the refreshment stand, the intent of this rule being to require bathers to go directly from the pool to their bathrooms and from their bathrooms to the pool.

Bathers will not be allowed to dive from the bridge or to bathe in the south end of the lake.

Boats, canoes, or crafts of any kind whatever, other than those of the concessionaire, will not be allowed on the lake under any circumstances.

Rowing will not be allowed on the lake at night.

Persons showing the slightest evidence of being under the influence of intoxicants will not be permitted on the lake either in boats or as swimmers.

Patrons of the swimming pool are requested to use the steps.



## A LETTER ABOUT A HOME PLAYGROUND

The swimming pool has been beautified at considerable expense, and those who run up and down the banks are destroying the sod which was placed there by the Park Department.

Please remember also when you are in any park that the flowers and shrubs, including the dogwood and honeysuckle, are there to beautify the park. Help us to keep the parks attractive by refraining from destroying these flowers or breaking the shrubs, and use your influence to prevent others from doing so.

My only criticism of bathing pools as found in inland cities over the country is that they cost too much and are so hedged about with fine furnishings and restrictions as to lessen the enjoyment of swimming. Nearly every park has its lake, and it is my opinion that an outdoor swimming pool in these lakes would give more real enjoyment to the people and, therefore, furnish more recreation than do hot natatoriums such as I have seen.

## A LETTER ABOUT A HOME PLAYGROUND

I read with much interest to-night in the paper an article by you on what do your children do out of school hours, and what do they play and how do they play. I would like to tell you what mine do.

As a little introduction will say that I am a railroad man, following that vocation for the past twenty-two years. I have two boys, seven and nine years, and one girl sixteen years.

For their amusement and instruction, and to instill practical ideas and independence into their minds, I have built for them a miniature railroad—seven inch gauge rails, eight pounds to the yard and six freight cars and caboose and an electrical engine and a station. Engine is capable of hauling about 470 pounds.

They run excursions, bill freight in and out, and have a general good time. Also they have learned to keep their feet off the rails and their hands from between the cars. Have built them a six-passenger lawn-swing, turning pole, and as a former member of the Y. M. C. A., I picked up a little on boxing, wrestling and fencing, I assure you we have some very warm sessions at times. In the evening after dark we have mechanical sets, drawing lessons, spelling bees, or we will have folk dances, recitations and singing.

## *SCHOOL PLAYGROUND AS AN EDUCATIONAL FACTOR*

I have taught the boys a few lessons on Jitsu, to skin the cat, stand on their heads, Hare and Hound, to run a 100 yard dash, running and standing broad jump, throwing the ball. Wife teaches them how to sew.

There I have given you an outline on how the wife and I are trying to raise our children. What they will be in the future that's a guess, but if our teachings amount to anything, I will not worry much about their character or conduct.

One reason I write this letter is it almost breaks my heart to see children on the streets where accidents happen so easy, and bad habits are quickly absorbed, perhaps never to be forgotten.

Our school ground here is a very sacred spot. The children may come to school just at a certain hour, go in a certain door, out a certain door, and immediately get off the grounds. Fine thing (for the grounds)! What I believe we need is an instructor of children with a boy's heart and ideas.

We who are poor in purse can't help matters much, I know from experience, as I only allow myself two nights a month away from my family, and that to attend the Brotherhood of Railroad Trainmen Lodge. The rest of the time is spent with my family, and it has taken all my surplus cash to provide for them the above mentioned games, and to try to give my daughter a high school course.

I must apologize for the length of my letter and close with this, I hope you will not construe my letter as an attempt on my part to thrust any of my ideas on your work, but if there is anything in it that will help you solve any problem pertaining to the welfare of children, I will feel amply repaid.

## THE SCHOOL PLAYGROUND AS AN EDUCATIONAL FACTOR

One of the most vital addresses at the Chattanooga meeting of the Southern Educational Association was that delivered by Dorothy Jane Fennessee, who declared that although Plato and Froebel long ago asserted that play was the most characteristic spontaneous activity of the child, providing the best natural stock

## SCHOOL PLAYGROUND AS AN EDUCATIONAL FACTOR

of native interests and capacities upon which to graft education, the ordinary school director is not influenced by their doctrines.

Small and inadequate play yards surround the schools that boast any at all in many places and the teachers almost never venture upon the grounds.

Not long ago some high school boys were warned about going into cigar stores and poolrooms at intermissions, because of the bad habits certain to be formed there. The leader of the boys answered the Principal, superintendent and school board members in about these words: "Where shall we go? You give us no playground; we are not allowed freedom in the school house and we are in serious need of some unhampered fellowship with each other. Tell us of a better place to stay."

### **To Produce Well-Balanced Men and Women**

Miss Fennessee quoted Tyler, Spencer, Gulick and others to show how the medical profession and the psychologists had agreed that if the aim of education is not learning but the production of well-balanced men and women who can bear the burdens and do the work of their own place in life, then the chief business of the earlier grades must be to promote healthy physical growth. "The body of the young boy or girl demands more care and attention than the mind. Pulmonary rather than cerebral capacity is the best promise of future usefulness."

### **A Platform for Educators**

But the outlook at present for a greater incorporation of physical activity in the public schools is not dark. Half-time schools, where the children work at books in the morning only are found in many places. The speaker declared that the following platform would soon be adopted by educators:

1. Play is physical education of the best kind; it is natural, it is joyful, and it is recreative, far more than heavy gymnastics, which have been proved to cause more brain fatigue than arithmetic.

2. Play is the best form of manual training; it puts motor activity and sense stimulation first, and is the best organizer of the fundamental bodily co-ordination. Nature knows best.

3. Play is a great health producer. It is the best protection against tuberculosis, which carries away one out of every six or seven of our people. It provides for normal physical development and makes the children strong enough to endure the in-door con-

## SCHOOL PLAYGROUND AS AN EDUCATIONAL FACTOR

finement that school children and an increasingly large number of adults in our city life are doomed to suffer.

4. Play is good moral training because it teaches the ethics of the deed. It is experience and opportunity to act in the living present that we must furnish the children, not preachments and generalizations. What Christ said to adults is true of children: "Ye must be doers of the deed if ye would know the doctrines."

5. Play is excellent social training in leadership, co-operation, courage, the making of friends, self-denial, and acting from social motives and real interests. It transforms the gang into the group.

6. Play is mental training, as we have shown, and it furthers the mental training of the schoolroom by keeping the children in better shape to do it.

7. Play is social economy. It decreases juvenile crime. Since we spend three dollars in this country for taking care of our criminals to every dollar spent on charity, education and religion combined, we see what a saving playgrounds will bring to society.

8. Play is a good form of nature study, for it is out doors most of the time, deals with real things and persons and will be real nature study in the school garden and geography excursions which are all play to the child.

9. Play is for the child religious training. The child learns to appreciate and to love his brother and to act with a fine emotional sense of joyous at-one-ness with the universe.

As a practical step Miss Fennessee urged all teachers who were present to go back to their communities and try to help to get school playgrounds by legislation or school board rule, to help to demonstrate the value of play and educate the community, to try to get in the course of study a graded series of indoor and outdoor games.

### CLEVELAND RECREATION SECRETARY.

In the examination for the position of Commissioner of Recreation, Cleveland, Ohio, training and experience were given a weight of thirty-five percent, personality forty percent and a thesis twenty-five percent. Seventeen candidates from all over the United States took the examination. T. McCance Black, formerly of Pittsburgh, was appointed to the position.

## AN OPPORTUNITY TO STUDY THE BOY

The annual Conference of the Federated Boys' Clubs will be held at Pittsfield, Mass., on May 26, 27, 28. The entire program will be one of practical interest to playgrounds and recreational workers. Among the themes that will be discussed are: The Recreation Center Boys' Club, Standardizing Athletics, Boys' Gardens, Storytelling, Reaching the Boy in Rural Communities, the old Boy Problem, Indoor Games, Industrial Class Work, etc. Demonstrations will be a feature of the conference. Interest in Boys your credential. For further particulars and programs, write C. J. Atkinson, Executive Secretary, 1 Madison Ave., New York City.

## BOOK REVIEWS

### VOLUME VIII OF THE PLAYGROUND

The appearance of the annual index of *THE PLAYGROUND*, completing another volume, may legitimately be the occasion for a long breath and a momentary stock-taking. It is astonishing, even though one recognizes the necessity in a movement which has such varied expressions, to see what a wide range of interest the last twelve numbers have covered. Two complete issues were devoted to pictures, graphically showing, one the need, the other the possibilities of play for children. Many months of time were consumed and hundreds of pictures looked over in the effort to find those which should do the double duty of carrying the message straight to the hearts of the unthinking and rousing a new thrill in the thoughtful. Later, it is hoped to perform this important service in similar fashion for other phases of recreational activity.

In an effort to meet the need of the workers on the ground who must have very practical suggestion, information and inspiration, considerable space was devoted to actual developments, interesting, to be sure, but primarily suggestive for others who might go and do likewise. Literally thousands of clippings, letters and other sources of information were considered in order to cull the very best for this purpose. And closely allied with this purpose, though with an appeal as well to other types of readers was the unusually strong number of articles on the need and significance of play.

Various experiments in activities, festivals, pageants, administration problems, and an inviting array of guides to new books in the field are to be found in volume VIII. Truly there is food for every type of reader who may have a genuine interest in the play movement.

### FOLK GAMES AND GYMNASTIC PLAYS FOR KINDERGARTEN, PRIMARY, AND PLAYGROUND

By DAGNY PEDERSEN and NEVA L. BOYD. Published by Saul Brothers, 626 Federal Street, Chicago. Price, seventy-five cents

Singing games of the Danish are given with music and complete directions for playing, followed by games without songs and gymnastic exercises and

## BOOK REVIEWS

suggestive "day's order" for use with young children. Great care has been used in adapting the Danish games to keep them traditionally correct.

### RURAL SCHOOL BUILDINGS

By R. E. LEE. Prepared for the State Department of Education. Extension Work Bulletin, Volume X, No. 2, April, 1914, Clemson Agricultural College, Clemson College, South Carolina

The movement to socialize the school in rural districts has created a demand for a new kind of building, which is considered in this bulletin. Suggestions, plans and specifications are given.

### IMPORTANT FEATURES IN RURAL SCHOOL IMPROVEMENT

Compiled from special reports of rural superintendents to the Bureau of Education, by W. T. HODGES, Division Superintendent of Schools, Alexandria County, Va. Bulletin, 1914, No. 25, whole numebr 599. May be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C. Price, 10 cents

In response to a request from the United States Commissioner of Education that rural school officers should write him regarding "any work out of the regular routine done in their schools which they thought to be of sufficient value to make it desirable that it should be made known to others," many excellent suggestions were given. It is most encouraging to see how many of these deal with socializing the school. Annual field days or play picnics, singing and oratorical contests are almost common. In Johnston County, North Carolina, a rural supervisor was employed. Eight schools were chosen to be made into social and educational centers. Within a year, seven of these schools had added rooms or were erecting larger buildings. One new four-room building has an auditorium on the second floor which is used for community gatherings of every kind. A large part of the money for this building was raised by private subscription among the patrons of the school.

Pierce County, Washington, has specially emphasized the work of playground apparatus and playsheds. District No. 74 is building a \$3,000 gymnasium and two other districts have built substantial, well-equipped playsheds. Almost every school has now play apparatus, in many cases made by the boys and girls. In Eatonville, in addition to four and one-half acres, the district has purchased ten acres of ground with a good water system installed for an agricultural experiment ground and athletic field.

Industrial contests, school fairs, frequent parents' days have been used with great success in many counties.

### POPULAR AMUSEMENTS CHRISTIANITY AND AMUSEMENTS

By RICHARD HENRY EDWARDS. Published by Associated Press, 124 E. Twenty-Eighth Street, New York City. Price, \$1.00 and \$0.50, respectively

The first of these books is part of a series planned for use by "community interest groups" of citizens who wish to know the facts about community problems and help in the solution of them. That the "amusement," or recreation situation, on the whole, to-day in America is too largely in the hands of commercial interests; that enthusiasm for wholesome recreation is not universal; that the love of spontaneous play has largely given way to the love of being amused; that a considerable portion of our people are "poor in play and rich in vice;" these facts are set forth by a statement of conditions in the "dramatic group of amusements," the "social rendezvous"

## BOOK REVIEWS

group, the athletic group, special amusement places, and special amusement events, compiled from the best studies of these various groups made by experts in their respective fields. What has been done in various places and what needs to be done is carefully considered, both in restrictive and constructive action, and an excellent bibliography provided. No better book has been published for just such use as is planned.

The second book, *Christianity and Amusements*, repeats in part the work of the first, but is intended for use by those whose interest in the problems is primarily Christian. The universal and fundamental place of play is regarded as eminently Christian, and the words and works of Jesus quoted to disprove the position taken in many ages that Christianity must be ever sombre. "It is well to believe in play, for the love of it leaps up instinctively in every normal being. It is well to believe in play, for morality and play grow up together like joyous children when play is spontaneous, unbound and free. America believes in play; that is manifest. The question at issue is the sort of play in which she believes, the sort of recreations which are to possess her leisure hours. These will shape the national character; these will fashion the morals of her sons and daughters."

Daily readings from the New Testament are given and their bearing upon play searched, so that in the book, a structure is built embodying the personal and the social attitude toward wholesome play and unwholesome pervasions, not in general or superficial form but in courageous pressing to underlying beliefs and impulses which lead to expression. The last chapter of the book, *Making Public Opinion Effective*, is a splendid clarion call to Christian men and women to help in this so urgent duty.

### **Sixty Musical Games and Recreations**

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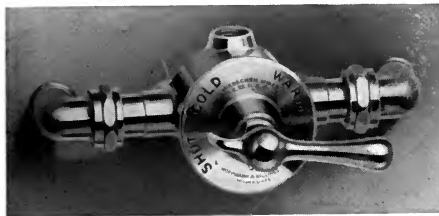
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## II. AIDS IN THE PRACTICAL CONDUCT OF A SINGLE PLAYGROUND

GEO. E. DICKIE,

Supt. of Recreation, Oakland, California

### **Foreword**

In presenting this article the writer has in mind that it shall be helpful to the beginner in his work as a supervisor of play or recreation secretary to a new community. There will be much that is elementary and of little value to trained and experienced workers. Special attention has been given to details under suggestions and instructions to supervisors. While not essential to the spirit of play leadership, these apparently small matters are important. In practical work more than one new supervisor has failed through not observing the ordinary business amenities.

### **Equipment of the Supervisor**

The need of playground equipment pales into insignificance beside the need of special "equipment" on the part of the supervisor. The following are some of the personal qualities necessary to the supervisor in the practical conduct of playground:

1. Personality—that gift which attracts others and makes leadership possible. The ability to interest people, to let them know instinctively that you are interested in them and their activities, that you trust them and expect fine things of them; the ability to maintain order, co-operation, joyousness, contentment, earnestness and the true principles of sportmanship
2. Executive ability—Have your orders carry weight. Make few rules—those necessary for the safety, comfort and pleasure of the many—and then enforce them! This means "discipline." If possible secure discipline through tactful means, but if not, become a policeman for the time being
3. Common sense
4. Courtesy
5. Tactfulness
6. A good sense of humor
7. Unlimited patience

## PRACTICAL CONDUCT OF PLAYGROUNDS

8. Robust health, and a sincere desire to use it in the service of others
9. Alertness. See more than people think you see and use the knowledge when necessary
10. Enthusiasm. Do not allow yourself to get "rusty." Study! Work! Play! Too many supervisors neglect their own personal play life
11. Technical training in games, folk dancing, storytelling, dramatic, handwork, and club methods—with the theory necessary for the best use of such knowledge

The man supervisor should not lose sight of the fact that children's games are quite as important and necessary to the younger boys as are the organized activities, such as baseball, basketball and football, for the older ones. Games give variety, training in obedience to the rules; they teach alertness, fair play and consideration for others, and cause the day to end with a laugh and the desire for more. Watch for the signs of leadership among your boys and use it to further the organization on your grounds.

As there are but few men trained for playground leadership, the man supervisor is frequently at a decided disadvantage in the technique necessary for the handling of all ages of boys and men. The man supervisor should study wrestling, tumbling, apparatus work, dancing, dramatics, games, athletics, club organization and administrative methods. He should be prepared to care for the adolescents and adults in the evenings, as well as for children in the afternoons.

This knowledge will lead to better salaries and greater opportunities for advancement. It is well for a city recreation department to maintain a course of instruction in games and activities, other than the organized team games, and to require supervisors to attend the classes regularly. Such instruction is also necessary to the woman supervisor, even though she has special training before appointment.

### **Instructions to Supervisors**

#### **Rules for Opening and Closing the Playground**

(These are slightly modified excerpts taken from Instructions in use in the Recreation Department of Oakland, California.)

1. Be present on the playground fifteen minutes before the official time for opening.

## PRACTICAL CONDUCT OF PLAYGROUNDS

**Opening** 2. Open all gates and all doors to toilets, dressing rooms, *exactly on time*. Hoist the flag on all playgrounds having flagpoles.

3. Check out supplies, making sure that the proper person is charged with the article taken out. Individual responsibility prevents loss of equipment.

**Closing** 1. Call in all supplies at least fifteen minutes before closing time and see that all are returned and checked up before closing.

2. See that all hydrants, gas and electric switches are shut off.

3. See that the children are all out.

4. Close and lock all doors to field houses, toilets, dressing rooms. Take down the flag and put away carefully. Be sure that all windows are locked. Close and lock all gates. Be the last one off the ground.

**Boys' and Girls' Sections** Each playground should be divided into two sections, one for boys and one for girls—and boys under six years of age. See that the children stay in their proper places.

**Conduct on Playground** Permit no smoking or chewing of tobacco, quarreling, climbing of fences, or the use of improper language on the playground. Allow no rough usage of any property in your charge, and teach the children to take a personal pride in the care of the apparatus and the playground in general.

**Supplies** Athletic supplies are liable to be lost unless a careful check is kept on each article. In giving out different materials take the name of the receiver and hold that person responsible for the same until returned to you, being sure to check name when article is returned. Also, check up all athletic supplies each night; see that everything is put away properly.

**Daily Work** During the day you will have children of all ages and sizes visit your ground. Do not lose the opportunity to make it interesting for them. (Don't get into a rut)

To do this you will have to plan your work each day—and carry out your plan. When the children know that there are interesting things going to happen they will tell others all about it and come—and it is for you to select those interesting things for the various divisions. During the hot hours of the day story-

## PRACTICAL CONDUCT OF PLAYGROUNDS

telling, reading, quiet games, will be appropriate, thus saving the more strenuous events for the cooler hours.

**Equal Attention to All Children** Give all the children an equal chance, paying particular attention to children that are rather slow and backward. Encourage competition in games that can be played by large numbers. Be sure to have a responsible umpire that you can rely upon. See that the children are not continually objecting to decisions. Train them in self-control.

There will be a tendency on the part of the men especially to devote too much time to the older boys. It is pleasant to work with them, but that is not your whole duty. Get the small boys started. Give your leadership to all groups.

**Discipline** If it is necessary to discipline a child be careful to find out the facts of the case before acting; then, as to the form of punishment—always think of the results. For instance, you might have a boy leave the ground for some offence, and when he leaves the ground you lose all hold on him and he may get deeper into trouble—whereas if you had been careful and given a different form of discipline he would still be under your supervision and give you an opportunity to encourage him. Do not be too severe in the management of the children. Say what you mean, and mean what you say—but in such a manner as not to gain the ill-will of the children.

**Teach Cleanliness** The matter of cleanliness is very important. Have the children appear as neat as possible, and *set an example yourself along this line.*

**Shower Baths** The bathing and use of showers has to be carefully watched, as there is danger of overdoing. Two minutes is long enough for a child to stand under a shower. If warm water is used see that cold is used to finish.

**Towels** Keep careful account of towels. See that no two children use the same towel.

**Testing Apparatus** Persons in charge of the different grounds should examine *carefully* every piece of apparatus on Monday of each week. Faulty apparatus must not be used. Promptly report all accidents and broken apparatus.

**Accidents** In case of an accident on the ground have the injured person removed to a quiet, cool corner

## PRACTICAL CONDUCT OF PLAYGROUNDS

and apply first aid. In the meantime have someone notify the parents or family physician. If these cannot be found and the accident is serious call the *Emergency Hospital*.

Any accident that may be serious—such as a broken arm or leg or falls which may render a child unconscious—should be reported to the office of the Superintendent as soon as possible. Report all minor accidents on the monthly report blank.

One of the best ways to avoid accidents on the playground is for the supervisor to keep his eyes open and ears alert at all times and to move about frequently to the different sections of the ground.

**Promptness** Do not allow the children to lag as they are leaving the ground after the signal to close has been given, but see that they respond promptly to this signal and leave the neighborhood of your playground immediately.

**Treatment of Visitors** Make it a point to act in a courteous manner to all visitors and take pleasure in showing them over your ground. This does not mean that you should neglect your work if it is at a time when your services are needed by the children.

**Absence from Grounds** During the hours specified for playgrounds to be open supervisors should not leave the playground without making special arrangements for a substitute.

**Enrollment on New Playgrounds** After you have the playground well started fill out enrollment cards with addresses of children attending.

**Insignia** The supervisors should wear some insignia to inform the public of their official status. A special uniform is used in some cities.

**Object** The object of this work is to give expression to the play instinct—to educate through play leadership—and to introduce new games and plays. These suggestions are made, not to hamper you in the large work, but rather to make for uniformity and efficiency. Your slogan should be, "Play and Recreation for every member of the community."

We want new methods so as to reach this goal. You know your conditions. Think out new plans and try them out.

In playground work no small part of the emphasis is placed on initiative. In judging your efficiency not only the above outlined matters should be considered—but most of all *initiative*.



## PRESENT-DAY TENDENCIES IN PHYSICAL EDUCATION\*

GEORGE W. EHLER

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How in all the ages of man's history did children learn to stand and walk and climb and run and jump and throw and strike and catch, and all the endless combinations of these? Through what "calisthenic drill" or "scientific day's order" did the race first acquire the "posture" we call "correct" or learn to perform with "accuracy the movements that are essential?"

The only possible answer to these questions renders argument unnecessary.

It is necessary to realize first that the determining factors in securing physical education results in any given situation are primarily administrative and mechanical and local and not the relative value of games and calisthenics. These factors are: space, time, numbers, facilities.

While formal physical training was developed in the first place to meet the military needs of mankind, the modern "formal" methods have developed out of the necessity of handling large numbers of individuals, indoors, in a small space, in a short time. Doctor Gulick first stated this a good many years ago. Complicating this is the modern environment that deprives the individual of the opportunity to live a rational life in which he would exercise every part of his body in accordance with its natural function.

Jahn started with the natural forms of bodily exercise, emulating the Greeks. Increasing numbers and the inconvenience of going to the open field and forest drove him and his followers indoors and to the conventionalization of climbing, swinging, vaulting and riding. From this developed the bars, the rings, the ladders, the horse. Theory later grew up around the established mode and

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\*Extracts from an article in *Physical Training* for March, 1915. A protest against ideas expressed by those who believe that there is a tendency in physical education in the United States to emphasize recreation to the detriment of the more complete scientific day's order. This is but one article from a series appearing in *Physical Training* giving various points of view.

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perpetuated it, and since, as Spencer long ago noted, all human institutions naturally tend to greater and greater formality and rigidity and increasingly become concerned with the maintenance of their own particular form, when Spiess adapted the gymnastic idea to the school there was established a tradition that still holds us in thrall-dom. Torngren, at Chicago in 1893, stated that the Swedish day's order was the direct result of an effort to give children exercise in the schoolroom in a few minutes, and without causing perspiration, because there could be no change of clothing and no bath.

Our so-called "formal" exercises are a makeshift, a crutch, an educational or hygienic device, necessary in many places when conditions prevent the better thing, but unnecessary to the child or youth or adult with opportunity to exercise his organs in the mode of their natural functions.

With this lengthy preface, let us answer the questions as stated.

1. Do you believe there is a tendency in physical education in the United States to emphasize recreation to the detriment of the more complete scientific day's order?

No. There is a movement to displace gymnastics with play and wherever adequate opportunity for the latter is provided under proper leadership gymnastics will and should disappear.

2. Can recreative games alone be used to secure the complete physiologic results ordinarily desired in a day's order?

Yes. What are the "complete physiological results ordinarily desired in a day's order?" Are they not the stimulation immediately of respiration, circulation and elimination, and then of the nutritive processes as a cumulative result? Which of these cannot be secured by "recreative games?"

3. Can we not more accurately and more completely meet the physiologic needs of a given group through calisthenics?

The "complete physiological results ordinarily desired" can be secured by calisthenics alone, neither more accurately nor more completely, but more conveniently and more quickly, if only physiologic results are considered, and with more expenditure of energy, depending on emotional and mental attitude.

4. Is it not possible to make calisthenic drills pleasurable and entertaining, so that individuals will become intensely interested in them?

Certainly, but for only so long as there is the stimulus and inspiration of the leader on which the pleasure and entertainment de-

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pend. Drills never become pleasurable and entertaining, *per se*; games do.

5. Is it possible to secure good posture through games alone?

No. Good posture cannot be secured through either games or calisthenics, alone or in combination. It can be secured without either.

Posture is not related primarily to either formal or informal exercises, but to one's state of mind. It is a matter of habit. Exercise may assist and make easier the maintenance of good posture or the corrections of bad posture, but the vital factor is how one feels about it.

Why should good posture not be expected during "informal" as well as "formal" exercises? The habitual state of the individual tends to be informal rather than formal.

Primarily "good posture" is the natural erect state of the child. It is not acquired. It is a state of equilibrium and not of static contractions.

Example and ideal are essential factors in preventing its loss. Military cadets maintain the military posture because of the example and ideal, not the "setting-up" drill. The latter is only a device.

6. Do you believe that in the attempt to make the physical training program informal in the United States we have tended to the extreme and fail to give attention to correct posture and accuracy in movements that are essential?

No. There is no such attempt except in isolated cases.

There is a failure to "give attention to good posture" in the right manner.

There is a failure to give attention "to accuracy in movements that are essential," chiefly because of the concentration on movements that are not essential.

Nine-tenths or more of the movements actually taught in the gymnasiums of the United States are calisthenics and marching and exercises upon apparatus. Not one percent of these are "movements that are essential."

Children are taught to stand at "attention." They never stand that way at any other time. They are taught to run "in place," to charge and lunge, to bend the knees, to jump up and down. They are never taught to run to get anywhere or if they are it is in uniform step and cadence, not the individual's own rhythm and

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stride, nor proper angle of body and swing of arm. If they jump over or off apparatus they must maintain a form while moving and landing that is absolutely impossible under ordinary conditions and at variance with the principles of efficient and economical expenditure of energy. The normal rhythms of natural movements are changed to harmonize with a mechanical or musical rhythm with a loss of grace and power.

In exercises upon apparatus the emphasis is upon the use of the arms as means of support rather than prehension and of the legs in a state of static contraction that tends to remove all elasticity from muscles and ligaments and ruins form and efficiency in hurdling, and high and broad jumping, and sprinting, and all forms of activity demanding spontaneity and elasticity and agility.

If games are taught, little or no attention is paid to the technique of throwing, striking, catching, dodging, starting, stopping, turning. No gymnastic exercise or calisthenic movement requires or develops as great accuracy in "movements that are essential," or adaptability to constantly different complex situations, as do baseball, basketball and the like. Games are not the application of gymnastic movements of any sort.

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Reprinted from the *Popular Science Monthly*, Vol. LXXXIV, No. 4, April, 1914, a pamphlet, entitled *An Outline of Nature Study Showing the Plan and Practice in the Los Angeles Public Schools*, by Charles Lincoln Edwards, Director of Nature Study, gives a very significant point of view.

"Children have a natural interest in all *things that are alive*, and especially in such comrades as the dog and cat. The nature-study that does not appeal to this interest is worthless. Without formal lessons and examinations and stimulated only by the spirit of play, the child may get an understanding of the other animals that live in the world about him. This is a recreation subject, with the world for its playground; wherein a deep-lying sympathy, bred through the ancestral ages of growth near to the heart of nature, shall lead the child into the joy of living and the happiness of love and knowledge. Nature-play, rather than nature-study, is the key to this wonderful fairyland, of which the child is a part."

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### First the Domestic Animals

The nature work in Los Angeles begins with a study of the domestic animals—the cat, the dog, the ant, the fly. “Every child, when led by curiosity and interest, is an investigator, and the discoveries made constitute the most important part of his education. Through open eyes the child should see the common things about him; and then through imagination he may visit distant lands. The domestic cat is quite as interesting and important as the Siberian tiger. At first, the child thinks he knows all about his common playmate, the cat; and yet, he is ignorant of the most significant fact: of the relationship of the cat to himself and other animals. By the simple process of feeling the top of his head, and looking at the back of his hand, he is brought to realize that he, as well as his cousin the cat, belongs to the fur-bearing animals. He learns that the cat walks about on two hands and two feet, and does not have four feet, as he has hitherto believed. In addition, the cat, like himself, has two eyes, one nose, one mouth, two ears, a heart, lungs, stomach, and, in all respects, is built very much like a human being. After fellowship in play, the child becomes conscious of the most important fact of all: that the cat is intelligent, and, in addition to feelings and instinctive actions, has a sense of humor, malevolent and affectionate emotions, thinks and reasons, not indeed with a human mind but with a cat mind. After this, the boy is not so apt to throw a stone at the cat, for he may hit his cousin. He now begins to distinguish the animals who are his friends, to be loved and protected, from those like the fly, who are his enemies, to be eliminated. While learning to love nature, the child should not be influenced by a sickly sentimentality, which prefers to allow flies to live rather than the little babies whom these dangerous animals infect with disease germs.” Emphasis is always placed upon the relationship of one animal to another—and to the child. Nature-play, started in the school room, may be continued after school about the home. Studying the same type in all the grades, children of different ages and families and neighborhoods may learn of the type in hand and “movements for civic betterment, such as the campaign against the fly, may be organized and promoted with power and efficiency.”

The children find out everything they can for themselves and then tell the story of their observations. “In this way the child develops initiative, resourcefulness and the power of expression, while others share in his interesting knowledge and discoveries.

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The child himself and his development is the chief aim of nature-play."

### **Making Nature**

#### **Maps**

"As a record of individual observations, nature maps may be made of much value and at the same time give an inspiring opportunity for practice in drawing. On a large sheet of paper, the pupil lays out his home square, bounded by streets and subdivided into lots. Houses, stables, trees, bushes, cats, dogs, rabbits, horses, cows, chickens and other birds, lizards, toads, ants and other insects—indeed all the works of nature and of man that it is possible to include—are drawn in, or indicated by appropriate symbols. The sanitation map is a modification, showing all unsanitary conditions, such as piles of stable manure and other filth where flies breed, and stagnant pools harboring mosquito larvæ. An accompanying explanation indicates the remedial work to be done in order to make the region a sanitary place of residence.

"The nature map may be made the basis for a knowledge of economics, by showing: (1) the gardens and the value of their products; (2) the utility of common garden animals—like the toad, lizard, and spider—who eat destructive insects; (3) the proper development of the unused ground.

"At the general annual exhibition of nature-play, prizes are offered for the best nature map, poster, drawing and photograph, and this recognition of their work encourages the pupils to sketch and photograph from nature."

Many excursions are made to park, field, or museum, and when possible the subject of investigation is kept in the school room in the "live box," one of which should be in every school room. The collecting instinct is stimulated and directed toward the gathering of objects which do not rob nature of things beneficial to man. Thus each room may build up a useful museum of natural history.

A nature club is organized in each school and a congress is held every month at which the Director gives an illustrated lecture.

A game called *caravan* has aroused much interest.

### **The Game of**

#### **"Caravan"**

"To develop narrative skill we have introduced a game called caravan. Beginning in one of the rooms of the upper grade, the teacher selects three pupils especially interested in nature-play, each to describe some animal from the course. The name of the creature is not to be given by the narrator, but must be guessed by the others.

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Contrary to most guessing games, the object is to have given such a lucid description that the name of the animal will be guessed very soon. Then every one is invited to add anything not mentioned, or to correct any misstatements; so that the descriptions may become the general contribution of the room. By a majority vote the animal is selected to represent the room in the caravan, and then in a similar manner the pupil who can best describe the selected animal. Thus, the caravan starts on its way, in each room, adding a new animal after those already in the caravan have been described. The game proves an admirable review, in which each participating mind is keenly stimulated by the spirit of competitive play."

The development of various forms of life and a study of fossil beds and primitive animals and of nature myths and fancies helps the child to see the scheme of the universe and to realize his place therein.

"The child, learning that the horse walks on the tips of the middle fingers and the middle toes, becomes fascinated with the story of the evolution of this animal, through thousands of generations, from a small mammal about the size of a dog, which had five fingers on each hand and five toes on each foot.

**Back to Prehistoric Days** "In our excursions to the asphalt fossil beds of Rancho La Brea, down in the pits the pupils see the embedded skulls and teeth of the imperial elephant and of mastodons, and the bones of saber-toothed tigers, lions, wolves, sloths, giant oxen, camels, and many birds. Here, too, beside the trunk of a large cypress tree, a human skeleton has just been found, its bones intermingled with those of the giants of the past. It is not yet determined whether this rare discovery will antedate the earliest remains of man previously recorded. We may then more vividly realize how these strange creatures roamed over our mesa several hundred thousand years ago. These bones have been as perfectly preserved by the infiltrated tar, as if from animals only recently dead; and in the county museum we observe with delight the rare collection of their mounted skeletons. Frequently some bird, deceived by the brightly reflecting surface of a tar pool, alights and is drawn to death and burial in the sticky tar, thus repeating the story of the ages.

"Another story from this wonderland of ancient days is added in that of the gigantic reptiles of the past, like the thunder lizard, twice as long as the school-room and so tall that its back-bone would

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go through the ceiling. The toothless hen, with arms as wings, adapted to flight, a rudimentary free thumb, and the other fingers fused into one piece, has descended from the first bird, with many teeth, three free clawed fingers and a long lizard-like tail having a row of feathers on either side. The ancestor of the first bird was a reptile with five fingers on each hand and five toes on each foot."

### **Primitive Peoples**

#### **Come Close to**

#### **the Child**

"The stories and songs of negroes and Indians, as gathered in books of folk-lore, constitute a helpful adjunct to nature-play. These more primitive people are but grown up children, living in that closer touch with nature often forbidden the dwellers in brick apartments. The beginnings of romance are found in the thrilling adventures of "Brer Rabbit" and the contest of "B'Helephant and B'Vw'ale." Such mythical tales as "Why the Bat is Blind" and "How the Animals Secured Fire" are among the first fanciful attempts to account for natural phenomena. Boys and girls are at home with the ant people, while these intelligent and industrious creatures transport and care for their young, hunt their enemies, cultivate their aphid herds, or fill their subterranean granaries with the seeds which the workers have harvested. We shall not deny mind in the ants simply because they do not perceive and think just as we do. It is quite as efficacious to touch and smell at the same time, through antennal end-organs, as to have these functions separately performed through fingers and nose; and it is also just as well to hear through the vibrations of the earth as through those of the air. Because ants remember odors, they are able to distinguish between friends and enemies, and the observant child may learn that the ant people get angry, at times are afraid, dislike some things and are fond of others, and show sadness and joy, hatred and love.

"One of the principal elements in human happiness is the realization of beauty in nature, whether it be in the exquisite form and color of the petal of a rose, the glowing green of the beetle's armor, the flight of the swallow, the moonlight serenade of the mocking bird, the iridescent green and bronze ocelli of the peacock's tail-coverts, the mountains veiled in opalescent mists, the abysmal blue of the ocean, the glory of red and gold in the sunset, or the shimmer of the myriad stars. There is a beauty of structure and function, as in the system of lenses which focus upon the retina the countless



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rays of light from objects near and far, and thus make possible the mental perception of beauty in nature.

"Nature-play is the true basis for all knowledge. Through this dominant interest the child is led to know of the living things about him. Not merely are the facts of nature important, but much more valuable is the fascinating story of how and why these facts came to be. It is of much import to learn that the animals which bear scales and those covered with feathers, or fur, are all wearing similar clothing, but of the different fashions best suited to their needs. It is still more significant to realize that fundamentally the minds of all animals are as allied as are their digestive and respiratory systems. The great end of nature-play for the child is not simply to learn of the rest of nature, but better to know himself as a part of nature."

## SOCIAL CLEAVAGE AND THE PLAYGROUND

DOROTHY BOCKER

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The playground deals with race cleavage by Americanizing immigrants. The west side districts of Chicago witnessed many fights between Italians and Slavs—now they, and Hungarians, Scandinavians, Irish and German, are receiving the touch of nature that makes all the world kin in the playground swimming pool. German and Italian basket ball teams are playing on Polish grounds in Buffalo.

Yankee, Russian Jew, American and Italian boys and girls sing in the same language. The folk dances in which the girls and sometimes the boys of the playground are trained further race amalgamation. When the excitable Italian sees his children dancing the Tarantella, the stolid Swede sees them doing the Klap Dans, the lowering Russian sees them doing the Krakoviak, the maligned Hungarian sees them dancing the Csebogor, there arises an overflowing feeling of pride in his adopted country—the adopted country which recognizes the things worth while of the mother country and incorporates them into its own life.

Race cleavage is constantly being broken down at the playground in ways such as the following—on one occasion the women

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of a social center in Rochester, New York, entertained the Italian men's club; the hostesses presented their guests with an Italian flag and the men gave the women a large picture of George Washington. At every social center conditions are found much like those in the center described as follows: "A class room on the first floor was occupied by a group of foreigners who studied English, sang American songs and imbibed American ideas taught by a man of the neighborhood who was proficient in three languages." One hears constantly such comments as, "I never realized before how interesting humanity is."

A common interest of all groups is government, anything which affects the government of a city, state, or nation is of interest to all groups, hence the hold which the study of civics exerts on the older members of the social centers; it is the happy hunting ground of the social worker who deals with the older individuals of the neighborhood. Clubs are formed with the motto: "For the City as a whole." Civic clubs were the basis of the organization in the Rochester social centers. These clubs invite politicians to address them on various subjects. The following is the reply of a New York Alderman who was thanked for the speech he made—"If you have been benefited by my coming here, I have benefited more. If every member of the common council and every other public servant had frequently such opportunities as this to discuss public matters with those to whom he owes his appointment, it would mean that we would have much better, more intelligent representation of the peoples' interests and cleaner government." This club eliminated cleavage by giving its members a common interest; how great the elimination is shown by the fact that the first president of the club was a successful physician; the vice-president, a labor agitator; the secretary, a journeyman printer; and the treasurer, a bank director.

One of the social centers uses the following as a song:

"Now there are some distinctions which are seen upon the street,  
For some folks ride in auto cars and some ride on their feet.  
And worry about the price of clothes comes in and spoils the fun;  
But there is a place where hats are off and rich and poor are one."

The rural social center is best expressed by the grange which has been highly developed in certain sections of the country. Professor Roberts, for a long time Dean of the School of Agriculture at Cornell, says: "In my dreams I see this rural center housed in a

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large, plain, attractive building, fitted with kitchen and assembly hall for public meetings—social, recreative and religious; a building which will furnish conveniences for carrying on all those activities which the country people desire and need; a place where any one who has anything to say or do which will improve any phase of rural life, or which might stimulate to noble endeavor, should find a welcome; a central meeting place perhaps for two or more districts where agriculture will be taught the young and old, and where handicrafts and domestic economy will be taught alongside the three R's."

### **How Break Down Social Cleavage?**

To break down social cleavage, justice is necessary,—justice which is balanced between the interests of different groups. The conditions essential to breaking down social cleavage are: first, a re-organization of the groups themselves, then a re-distribution of power among the groups, and a change in the prevailing principles of society. The possibilities of these three changes lie in association, and association depends upon the means of communication between groups. In early days the store was the center of communication. In the country it still is, we all know, the cracker box orator. Banks, hotel lobbies, saloons, newspapers, social gatherings, are centers of communication. When groups communicate, they associate; following association will come co-operation, the final step in the breaking down of cleavage.

There must be a directive agency to secure the highest kind of co-operation; the government is the most comprehensive of these agencies; others are public opinion, tradition, the school—but the most powerful to the groups of a neighborhood is the playground. It is the only agency which is run definitely for the people and by the people. In it we have no outside interference and the groups must come together, must break down cleavage, and co-operate, or the playground ceases to exist. Its life depends upon this elimination of social cleavage. If cleavage be not broken down, there is no playground.

Some illustrations will perhaps show just how the playground breaks down cleavage—a girl's club in a recreation center was planning a party with which to finish the year's activities; the girls worked in factories or as errand girls of one sort or another; the party meant so much to them that the president of the club wrote

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to Colonel Roosevelt, then President of the United States, sending him an invitation to the party.

### **The Playground as a Unifying Force**

The very agitation for playgrounds breaks down cleavage. In Columbus, Ohio, for instance, the Federation of Women's Clubs, The Young Ladies' Playground Association, The United Commercial Travellers' Club, and the College Women's Club united to demand playgrounds.

At a social center a prohibitionist who spoke against the saloon was followed by the vice-president of the Turn Verein, who gave the other side. A manufacturer, who a number of years ago justified the convictions of Gompers, Mitchell and Morrison, was answered by a Labor Leader. Some of the topics discussed at this same center were—the Italian question; the policies of the different national political parties; and non-partisan political ideals. A business man in the neighborhood of this center remarked to one of the workers: "The social center has accomplished what I had regarded as impossible. I have been here nine years, and during that time there has always been a gang of toughs around these corners that has been a continued nuisance. This winter the gang has disappeared." The worker answered: "They aren't a gang any more, they are a debating club."

Denominational barriers are broken down—the officers of one of the women's clubs at No. 14 Social Center at Rochester included two Jewesses, two Catholics, a Methodist, a member of no sect and a colored Baptist.

A wonderful example of a group consciousness of the breaking down of cleavage between that group and other groups is expressed in a play on the plan of Israel Zangwill's *Melting Pot*, written last year by a boy in the Seattle playgrounds and acted there.

Let me conclude with excerpts from a Social Litany used at a mass meeting under the auspices of the joint Commission of Social Service at the General Convention of the Protestant Episcopal Church: "From the sins that divide us; from all class bitterness and race hatred; from forgetfulness of Thee and indifference to our fellow men; good Lord deliver us \* \* \* that the watchword of the Christian state 'thou shalt love thy neighbor as thyself' may become a command with power \* \* \* that the spirit of reconciliation may be made manifest among men; we beseech Thee to hear us, good Lord."

## REPORT OF THE RECREATIONAL INQUIRY OF THE STATE OF CALIFORNIA

The Legislature of the State of California in 1913 authorized the appointment of a State Recreational Inquiry Committee consisting of seven members, one member from the senate, one from the assembly, and five to be chosen for their knowledge or experience in public school work, juvenile court work, playground work, public and private charities and police work. Those appointed were Senator Herbert C. Jones, Assemblyman Howard A. Peairs, C. A. Stebbins, Dr. Grace Fernald, Bessie D. Stoddart, James Edward Rogers, August Vollmer. The report of the Committee, recently made public, consists of three parts, "Why we need recreation," "The existing conditions of recreation in the State, general and rural," "What we need further in recreational facilities."

The first part, written by James Edward Rogers, takes as a text Percy Mackaye's declaration that the use of a nation's leisure is a test of its civilization. As the nineteenth century was the age of the Machine, the twentieth will be the age of Man. Leisure has increased but provision for use of leisure has not increased proportionately, and the result has been vice through a perverted type of recreation. Now the teacher, the minister, the social worker unites with the business man in urging the need of provision for right recreation. "Just as the city and government at large has come to regulate privately owned industry, so in recreation the well-wishers of the community have come to the decision that part of the duties of recreation commissions should be to supervise and censor privately owned concerns which furnish amusements for the people during their leisure hours. The doctrine of laissez-faire must be discarded for the eight hours of the twenty-four which are devoted to recreation.

"The immediate problem is this: Let the municipality recognize its right to control places of amusement which its citizens patronize. The future problem is this: Let the municipality adequately provide for and supervise the leisure time of its citizens, young and old."

Part Two was written by Grace M. Fernald and August Vollmer, the Rural Recreation discussion by C. A. Stebbins. A fairly

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satisfactory development is found in the playground movement but the use of the school as a social and play center has been surprisingly small, except in the city of Los Angeles. "What can be done in a given community is shown by the specific instances of schools in the state which have become real neighborhood centers. Such a school as the Castelar School in Los Angeles illustrates the place a school may have in the community. This school is used by a congested Slavic, Mexican, and Italian population from early morning till late at night for everything from men's and women's clubs to shop work and shoe repairing, and is crowded at all times. A sufficient number of other schools are successful as social centers to justify any movement which will make the practice general." In the investigation of institutions, situations were found "which were almost barbarous in their disregard of the needs of the individual for spontaneous activity." In the prisons, little effort has been made for the most part, though the men's department at San Quentin is an exception, for "there are dramatics, lectures and excellent library facilities in addition to baseball, handball and general athletic activities." An hour and a half of school is given to the younger men and three hundred men are taking regular university extension courses which may properly be called recreation for them. No organized recreation is provided for the women. This is true in almost every institution for women and girls, the California School for Girls having very recently made itself a marked exception.

Commercial recreation in the State was found in about the same condition as in San Francisco, as reported by the Commonwealth Club of San Francisco, in its survey of the city in 1913.

The following quotations from Mr. Stebbins' article on rural recreation indicate conditions revealed by the study: "The mating instinct fundamentally directs the life of man for good or for bad. A survey of the history of man's development for the past four thousand years almost leads one to conclude that the driving forces for good—that nature—had lost control, and that the mating instinct, misdirected, might eventually burn the heart out of mankind. However, the saving grace will be the evolution of ideals which nature, in her slow, costly way, is building as the controlling factor.

"Play is one of the fundamental factors in disciplining this racial urge, hence we should concern ourselves, as citizens of a great state, with the recreation of the people. Sixty-five percent of juvenile delinquency and 90 percent of the illegitimate births are due to

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misdirected play. A man's community value is from \$15,000 to \$25,000 between the ages of 15 and 40 years. Delinquency destroys community value and delinquency is materially the result of loose recreation.

"The country home is the balance wheel of the state. Its citizenship determines the citizenship of the state. Only those nations have achieved greatness which have had great rural homes. Let us give our direct attention to rural recreation."

Something of what might be done is suggested by the work undertaken by the Chico Normal School. "The Chico Normal School has a two-fold purpose (so has each educational institution in the state). (1) A purpose specific to itself—that of preparing men and women to be teachers; (2) a purpose of direct service to the people of its community. Until the last two or three years the school has concerned itself but little with the second function. And this function of articulation with the community is universally ignored by all schools. Three years ago there were no paved streets in Chico. The type paved street came after strenuous efforts on the part of a few. Now there are sixty blocks of pavement. The type only was necessary. Realizing that rural homes do not know their needs, that types are needed, that stimulation of resident forces is necessary, we visited the trustees and teachers of four representative rural school districts a year ago. We asked for eight evenings in their communities. With one exception they were freely given.

"One Thursday evening four Normal School students and two members of the faculty motored to Durham. The program as given for over two hundred children and adults was as follows:

Piano Duet .....	Normal school students
Reading .....	Normal school student
Song .....	Children of school
Vocal Solo .....	Normal school student
The Grand Canyon, illustrated talk .....	Member of faculty
Demonstration of Babcock Milk Tester ....	Member of faculty
Distribution of Farm Bulletins	
Moving Pictures	

"This is one of the typical evenings given in each district. The primary aim is to set best types in sanitation, in home conveniences, in agricultural practice, in recreation, before the rural people so as to teach and to stimulate resident potentialities. The songs, the reading, the moving pictures tease the people to the meetings. Already

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definite results show. A recreational league, literary societies, and parental clubs have been organized. Schoolhouses and churches have been wired for electricity. Organs and pianos have been added to school equipment, industrial clubs of various kinds have been started. A growing community interest is quite manifest. The Chico Normal School is demonstrating a constructive plan for making country life optimistically livable. . . .

"In a score of different ways the rural school is the logical recreational center for a community. Electric lights, a reading room, a room for games, a gymnasium should be prominent features of the plan. With superior leadership, such recreational centers would revolutionize country life. A healthy balance between rural and urban communities would thus be attained."

Among the recommendations made for further recreational facilities, those regarding greater utilization of California's wonderful mountains and sea beach are particularly interesting.

"We have in California some of the most magnificent mountain scenery in the world. Our mountains, moreover, are livable, not subject to great dangers, and should be used for pleasure and health yearly by hundreds of thousands in place of the few thousands that are now able to visit them. Switzerland has spent a vast sum to make her mountains accessible, but has received back many times that sum from tourists. Our mountain scenery in the high Sierras is as magnificent as that of Switzerland, but thus far California has done very little towards opening up this great treasure of beauty and inspiration to the inhabitants of our state and the tourists of the world. Any one of our national parks—the Yosemite National Park, covering 1,150 square miles, the Sequoia National Park, the General Grant National Park, the Muir Woods, so close to San Francisco—is a heritage beyond price. The series of national forest reserves of this state cover an area of 27,567,075 acres—more than two and a half times the area of Switzerland. The Forest Service of the United States Department of Agriculture controls these forests, and its policy is both to serve the public and to conserve the forests. Hence these lands may be used for seekers of recreation, and this human side of the forester's work is coming more and more to the fore." That the state should build roads, print instructions and suggestions for campers, provide stations where paraphernalia might be purchased, establish



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municipal camps, obtain more state park land, acquire a chain of beaches for public recreation are among the ideas touched upon.

“Art and play are closely allied. California should, in every way possible, foster expression through the fine arts. Encouragement should be given to efforts that look towards the establishment of civic theatres that will give the best in drama, towards the establishment of public concerts and of low-priced opera, the production of music festivals, historical pageants. In our public schools, all forms for the expression of the finer human feelings should find a place. With our mixed population, we are rich in the inheritance of the art of expression of many peoples. It is possible for this coast, with all its natural resources and its type of population, to become to a budding new world what Greece was to the world of her day, if commercialism is not given the right of way.”

### RECREATION CONVENTION IN CONNECTION WITH PANAMA—PACIFIC EXPOSITION

EUSTACE M. PEXIOTTO,

Chairman Recreation Convention Committee, San Francisco, Cal.

Several months ago Mr. Jas. A. Barr, Director of Congresses of the Panama-Pacific International Exposition, brought to the attention of the Recreation League of San Francisco the fact that, among the five hundred conventions at that time scheduled to be held in San Francisco during the Fair—the number has since been increased to 875—there was not one on the subject of recreation. In response to a call sent out by the Recreation League, a committee was formed comprising the four municipal commissions of the cities about San Francisco Bay, namely, San Francisco, Oakland, Alameda and Berkeley, representatives of the University of California and the League itself. This Committee set about making plans for a convention which should endeavor to express the latest trend of thought in connection with public recreation, just as the Exposition itself is a gigantic endeavor to express the latest in thought and achievement of the human race.

This convention will offer an opportunity to those interested in the subject of play and recreation to combine with conference sessions in which some of the best known authorities in the country will take part, a visit to a World's Exposition and to California.

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### California Attractions

Conditions in California on account of the climate are peculiarly favorable to certain outdoor forms of amusement, and both in an organized and unorganized way Californians have not been slow to take advantage of these opportunities.

For example, such organizations as the Sierra Club promote each year tours by large parties to portions of the state that are inaccessible to ordinary travellers, and by means of careful planning and systematic organization enable people of little mountain experience to make journeys that otherwise would be impossible to them. During the summer of 1915 this Club will maintain a camp in the Sierras from which trips will be taken to the surrounding country. The Sierra Club especially invites delegates to the convention to take advantage of this opportunity for a mountain sojourn.

However, one does not have to go to the Sierras to get beautiful scenery. There are Redwood forests, water falls and, in general, primeval nature twenty miles from San Francisco on the slopes of Mount Tamalpais. This country offers unrivalled opportunities for one or two day "hikes," and each Sunday during the summer one may see thousands of persons of all ages and sexes returning khaki-clad from such journeys. The Tamalpais Conservation club has been organized to preserve this wonderland against fire, to place signs along the trails, to publish maps and guides to make out-of-the-way nooks more accessible.

Again, outdoor plays have attained a surprisingly widespread development in California. Stimulated first perhaps by the Greek Theatre at the State University in Berkeley and the great grove plays held annually by the Bohemian Club of San Francisco, forest theatres have sprung up in many places where amateurs perform dramas often specially written to suit their peculiar environment. A mountain play is held annually on top of Mt. Tamalpais, three or four a year are produced at Carmel and Santa Cruz, while many of the Old Missions have been the scene of historical pageants. The Convention will be held at the height of this forest play season.

Camping is a feature of the summer vacation indulged in by young and old in California as in no other place in the world. People of all classes taking advantage of the proximity of fine camping sites to San Francisco enjoy "getting back to Nature." Organized efforts in the way of boys' camps have achieved great

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advancement in California, as elsewhere, and visitors will be able to visit some typical boys' camps within a day's journey from the City. In these and many other ways outside the official program of the convention exceptional opportunities will be offered for study of unusual recreational developments for those who come to spend a few weeks.

### **Public Recreation in California**

Turning from the private and semi-public to the public field, we find Los Angeles, San Francisco and Oakland among the first cities in the country to establish separate Playground Commissions, and yet in each of these cities municipal provision for recreation has been developed along rather different lines. In connection with the convention itself ample opportunities will be afforded to see as well as to hear. One session will be held in each of the four cities about San Francisco Bay, all of which are within thirty-five minutes' journey and a ten-cent fare zone. Each city will demonstrate a different phase of play or recreational activities, and in each opportunity will be given to see the more striking developments in the way of public facilities.

Following is the preliminary program of the Convention. There are still some speakers whose replies had not been received at the time this article went to press.

For Monday, July 5th, the program will consist of the civic celebration of Independence Day and the registration of delegates at Convention headquarters in the rooms of the Recreation League of San Francisco, 1058 Phelan Building.

On Tuesday, July 6th, the morning session will be held in the Civic Auditorium, San Francisco. The topic will be Public Recreation,—Rev. D. O. Crowley will preside. Municipal Responsibility will be discussed by J. R. Richards, superintendent of Playgrounds and Sports, South Park System, Chicago; State Responsibility, Miss Bessie D. Stoddart, member Playground Commission of Los Angeles, and California State Recreational Inquiry Committee; Administration of Public Recreation, Edgar S. Martin, superintendent of playgrounds, Washington, D. C., Myron A. Kesner, superintendent of playgrounds, Dallas, Texas, Sidney A. Teller, director of Stanford Park, Chicago. In the afternoon visits to San Francisco playgrounds and a demonstration of boys' work under the auspices of the San Francisco Playground Commission will be made.

In the evening at the Civic Auditorium the topic will be Leisure

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and Efficiency—Jesse W. Lilienthal will preside. The Problem of Leisure will be discussed by James Edward Rogers, secretary Recreation League of San Francisco, member California State Recreational Inquiry Committee; Labor's Interest in Recreation, Grant Hamilton, Washington, D. C., member National Legislative Committee A. F. of L.; Recreation and Industrial Efficiency will be discussed by representatives of the United Steel Corporation, National Cash Register Company, and other large concerns.

On Wednesday morning, July 7th, visits will be made to the Exposition under guidance, with special reference to exhibits pertaining to the recreation field. In the afternoon a visit will be made to the Oakland Playgrounds and to a demonstration of aquatic sports at the Municipal Boat House on Lake Merritt.

The subject under discussion for Wednesday evening will be Civic Festivals; Miss Ethel Moore, president Oakland Board of Playground Directors, will preside; Drama and Pageantry as a Civic Institution; Children's Festivals and Demonstrations; Children's Drama are the topics for the evening.

At the Haight School auditorium, Alameda, Thursday morning, July 8th, Method of Financing Public Recreation will be discussed by George E. Dickie, superintendent of recreation, Oakland; The Place of the School in Public Recreation, E. B. DeGroot, director of the Department of Physical Education, Athletics, Social and Lecture Centers of the San Francisco Schools; The Place of the Municipal Camp in Public Recreation, C. B. Raitt, superintendent of playgrounds, Los Angeles.

In the afternoon there will be a Children's Festival by the Alameda playgrounds; in the evening a visit to the Exposition to view the illuminations and fireworks.

Friday morning, July 9th, will be given over to a visit to the University of California, Berkeley, especially to the Play School and Model Playground, under the auspices of the summer session, Professor C. H. Rieber, Dean.

In the afternoon at the High School auditorium, Berkeley, Practical Application of Play in Moral Training will be discussed: Laboratory Methods in Moral Training, Clark W. Hetherington, professor of physical education, University of Wisconsin; The Public School, C. H. Rugh, professor of education, University of California; The Church, Rev. Albert W. Palmer, member Oakland Board of Playground Directors; The Athletic Field, F. W. Klee-

## ENDICOTT, JOHNSON & COMPANY

berger, assistant professor of physical education, University of California; The Dance, Miss Elizabeth Burchenal, inspector of girls' athletics, New York.

On Saturday morning, July 10th, an international session will be held at Festival Hall, Panama-Pacific International Exposition. What America has to offer other nations in the recreational field will be discussed by C. M. Goethe, former representative of the Playground and Recreation Association of America on his world tour. Commissioners of countries represented at the Exposition will speak on Recreation Developments in Foreign Countries.

For the afternoon (or evening) program a demonstration of recreational events by the natives of various countries is being developed. An effort will be made to present a truly international "play festival."

In each city a luncheon or dinner—whichever best fits in with the rest of the program—is being arranged by the commission acting as host for the day. At these gatherings round-table discussions on topics that suggest themselves at the general session or are suggested to the committee before the Convention will be in order.

A final program containing the complete list of speakers, directions for reaching meeting places and exact hours of sessions and demonstrations will be ready to place in the hands of the delegates on their arrival in San Francisco. For any further information address Eustace M. Peixotto, chairman Recreation Convention Committee, 1058 Phelan Building, San Francisco.

### PLAYGROUNDS OF ENDICOTT, JOHNSON AND COMPANY\*

Playgrounds laid out and maintained for the villages of Endicott and Lestershire by Endicott, Johnson & Company, premier shoe manufacturers, have attracted wide attention.

Mr. George F. Johnson, general manager of the great shoe manufactory, has always put the worker above the work. He believes man and child should have healthful recreation; that play is a large part of life. He believes that play and efficiency go hand in hand. The efficient man plays in order to work more and better.

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\*Extracts from an article in the Endicott and Lestershire *Record*

Speaking of correct living, a leading shoe craftsman of Endicott said the other day:

"Our idea of amusement should be to enjoy it while we play, but employ it after we play. And if we would analyze the holidays that give us most pleasure, we should find them carrying out this idea. The 'morning after' headache belongs to the man who didn't use his head the night before. A pastime is like a meal, we spoil it by thinking while we take it—or by failing to think before we take it."

With this idea, this man has worked out for himself an efficiency amusement chart based upon close analysis of work, surroundings, health, temperament, ideals and his amusement in relation thereto.

"Now I am not so foolish as to suppose that a sane man will, for the rest of his days, consult a dry table of efficiency values whenever he wants to play chess or frolic with the baby. I do believe, however, that a shrewd, ambitious man will construct this chart for himself, will study it carefully, and will form the habit of choosing his games from the plus side of the efficiency ledger."

The efficiency principles embodied in the chart may be stated in a few words. A scientific recreation should include:

1. Complete break in routine activities and obligations, with specific rest for overworked organs, nerves, brain cells and muscles
2. Exercises for unused faculties and functions to the point of wholesome fatigue of a kind seldom known
3. An element of surprise, mental, emotional or spiritual, to reawaken interest in everyday life
4. Absolute freedom, inner and outer, during the recreation period
5. Temperamental uplift and renewal

"The tests for a scientific amusement are few and easy. It should be natural, simple, unconventional. It should combine emotional expression with nervous relaxation and muscular exertion. It should result in mental and physical balance. It should restore the child in us. It should make us frank, honest, loyal, democratic, whole-hearted. It should give us perspective, and a saner view of ourselves and the other fellow. It should transfer the grip on our game to the grip on our job. It should develop tolerance, patience, keen judgment, fair play, sure method, fine team work. It should leave body stronger, heart bigger, mind clearer, soul finer.

## NEIGHBORHOOD CENTER COMPETITION AWARDS

"Does your favorite pastime do all these things for you? Then you can make it your hobby and ride to the top of the world!"

Chief among the community efforts in Endicott is that to conserve health, and the records are truly astonishing at results attained here. Opportunities and facilities have been provided for play and recreation through the whole gamut of recreation possibilities from tag to opera. The toddling young American finds his sand bed; while the older brother has his tennis court. Recreation is a part of the scheme of life in every individual and family that constitute the village. And after all physical comfort and mental peace are the fundamental elements which cause the healthy evolution of human bodies and souls, after the manner of divine and natural law.

"Personal efficiency is one of the chief measures of a community's commercial and social success. Here in Endicott life is affirmative. To know, to discover, to grow, to evolve, to become is the laudable ambition one is impressed with, and the spirit of doing, loving and hoping that one finds here constitute the prime essentials of happiness. Here the man in the back of the chorus takes part without discord; here men are a help and an ornament to their profession; here each gets the fruit of his labor, and toil brings reward full of cheer.

"And the reason?"

"Years ago Endicott, Johnson & Company started out to make shoes. They succeeded in making shoes—and with the shoes better men—and they have done more. This company has done much to revolutionize and humanize industry."

## NEIGHBORHOOD CENTER COMPETITION AWARDS

Miss Anna Pendleton Schenck and Miss Marcia Mead, of New York, architects, were awarded first honors in the competition for plans for a neighborhood center held by the Chicago City Club.\*

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\*The neighborhood for which this center is designed is located on the Harlem River in the Bronx, New York. The high school is the dominating feature in the scheme. Other institutions grouped at or related to the center are grade schools, library, playgrounds and athletic field, club building, Y. M. C. A. and Y. W. C. A., churches, moving picture theatre, amphitheatre for open air spectacles, restaurant, market square, shops and office buildings, bank, postoffice, hospital, day nursery and police and fire stations

## NEIGHBORHOOD CENTER COMPETITION AWARDS

The honor plans and those contributed outside the competition were displayed at the City Club. Six public meetings were held during the week of March first in connection with this display. Some of the points of the discussion, as reported in the *City Club Bulletin*, follow.

"The neighborhood groups which center at the social settlements gather around the personality of some individual. While we are thinking of the beautiful new neighborhood center buildings which are proposed, we should give a great deal of thought to the human personality that is going into them—for this is the dynamic force which holds groups of people together."—MRS. HARRIET M. VAN DER VAART, *Neighborhood House*

"The public playgrounds are a good beginning for neighborhood centers. Each of our parks has been developed to meet the requirements of social life in a particular district. In Dvorak Park, in a Bohemian neighborhood, is the largest orchestra and chorus in any of the parks. In both Eckhart and Stanford Parks are a large number of local organizations—159 different organizations met in Stanford Park in one year. The proposed park consolidation bill will aid the development of neighborhood centers by making possible the location of government buildings—postoffices—in the recreation centers."—FRED. G. HEUCLING, *Superintendent of Employment, West Chicago Park Commissioners*

"We are living in an age when society is organized on a national or international instead of a geographical basis. We come in contact with one set of people in our business relations, with another set of people in our professional relations, and we go to church with still another set of people. We have a whole series of different sorts of relationships, partly social and partly something else. The great problem is to work out some kind of agreement whereby we can enjoy the larger association which comes to us from living in a complex age, and at the same time perfect these simple social, family and neighborhood functions."—WILLARD E. HOTCHKISS

"There seems to be a tendency now toward a revival of those local zones of community interest which mean so much for civic progress, for good fellowship, neighborly kindness and the develop-



## JULY FOURTH ON THE PLAYGROUNDS

ment of those social instincts which make life worth living in a large community. In furnishing a common source of inspiration and a rallying point, the public libraries serve as a strong local cohesive force."—HENRY E. LEGLER, *Chicago Public Library*

"The Civic Music Association, last season, gave forty-seven concerts to audiences numbering 23,000. Our dream is to develop through these concerts the talent that is slumbering in many of the people for want of some stimulus to awaken it. We want to organize these people into choruses and orchestras and to help them express themselves."—MRS. FANNIE BLOOMFIELD ZEISLER

"Too much emphasis cannot be laid upon the development of the musical genius of the people. Each of Chicago's eighteen field houses should eventually become a musical center, where the community may hear the best music and find an opportunity to participate and produce its own music."—MISS FRANCES BRUNDAGE, *Civic Music Association*

"Granted a Neighborhood Center with its neighborhood theatre, pageant grounds and motion picture house, all under community direction, managed and supported by the people as a whole, not as individuals, and you have solved the problem of the danger in our leisure hours. The Neighborhood Center theatre, co-operating with other centers, directed and controlled by the neighborhood and supported as its own expression, will be an asset to the community, not only on its moral and social side, but financially as well."—MRS. A. STARR BEST, *National Drama League*

### PROGRAM FOR JULY FOURTH ON THE PLAYGROUNDS

IRENE E. PHILLIPS MOSES

Bethlehem, Pennsylvania

I. Ringing of the School bells on all School grounds in commemoration of the ringing of Independence bell. This shall be the signal for all on the playground to gather at some predecided spot from where they will march.

## JULY FOURTH ON THE PLAYGROUNDS

2. Parade of the grounds. Previously chosen honor bearers will head the procession with the outstretched flag carried between them. The song "Our Flag" by W. H. Neidlinger ("Small Songs for Small Singers") might be sung. (The words of this song are given at the end of this program.) The parade will halt at the flag pole.

3. Flag raising with the children singing "Flag of the Free"

4. Flag Salute

5. One verse of "The Star Spangled Banner"

6. Military Drill around the flag pole

Music "Tramp, Tramp, Tramp"

7. Flag Pole Dance. (Same as a Maypole Dance except that there are a series of three streamers, red, white and blue, instead of two sets of weavers)

Music "Columbia the Gem of the Ocean"

8. Yankee Doodle. (Similar to a simple Folk Dance)

9. Boys and Girls separate and march to their various sections of the grounds

Music "Marching Through Georgia"

10. Boys' and Girls' Games and Track Meets. Small flags given to winners of events. All events to be run off with contesting teams designated as red, white and blue, or in two team contests the Continental and British armies. Appropriate games especially adapted to the occasion may be played as Washington Crossing the Delaware or Valley Forge instead of Prisoners' Base. Instead of a potato race, three lines may pick up red, white and blue "cannon balls." Ring tosses may be over red, white and blue posts. A girls' race with red, white and blue gas or tissue paper balls is very effective. The balls are kept in the air by using the palms of the hands and are not permitted to fall to the ground.

11. Charades may be given after the more strenuous part of the program is over. Words appropriate to the day should be acted out.

### "OUR FLAG"

Hurrah! Hurrah! we march along,  
With a beautiful flag, as you see;  
The flag we love the best of all,  
The flag of our country so free,  
Our country so free.

## BULBS FOR THE CHILDREN

Look at the stripes of red and white,  
And the stars in a sky of blue,  
Hurrah! Hurrah! to our country's flag,  
Forever we'll be true.

—W. H. NEIDLINGER

## BULBS FOR THE CHILDREN.

*To the Editor of THE PLAYGROUND:*

Forty-two hundred, not forty-two thousand, was the number of iris and lily plants I put in bags and handed out to six hundred enthusiastic children who go to school in Chattanooga.

For this experiment, I selected perennial plants instead of seeds of annuals, because the child's interest in its work in the ground will be continuous from year to year, and will grow as the plants multiply—as they are sure to do. Giving my children five different colors of iris is, I think, likely to induce them to watch out for the first show of color, as well as for the earliest blooms. This will add much to the fun of raising flags and lilies.

A much smaller number of plants than I used, and different methods may be employed to distribute them, but I think there can be no doubt that the initial desire to get "next to the ground" will go out with every bag of plants. It can be shown that the spade and the hoe may be quite as good to keep the child "too busy to be mean" as are the more costly things.

With the help of other "flower freaks," I am planning for next fall a distribution of ten thousand plants, or even more if I can get them.

Very truly,

EDWARD A. ABBOTT

## A CHINESE CHRISTMAS TREE

'13. Chung Ying Mei is directing the playground work recently inaugurated in Shanghai. She is assisted by Evelyn Derry, of the School of Hygiene and Physical Education, and others.

'17. Gladys Haven, formerly of 1917, had the pleasure of attending the Christmas-tree party at the beautiful garden of Mr. Nieh in Shanghai, given for the poor Chinese children of the

## BOOK REVIEWS

neighborhood in which he lives. Mr. Nieh is a wealthy owner of cotton mills, and is the generous patron of the playground work in which Chung Ying Mei, 1913, is engaged. Mr. Nieh's mother was one of the hostesses. She is the daughter of the famous statesman, General Feng Kuo Chang, and is a lady of marked refinement and charm.—*Wellesley College News*

### SUMMER SESSION AT THE CHICAGO SCHOOL OF CIVICS AND PHILANTHROPY

The Chicago School of Civics and Philanthropy announces a summer course for playground workers from June twenty-third to July thirtieth. The regular course includes gymnastics, folk dancing, two courses in games, *Methods of Social Advance* and either *Theory of Gymnastics* or *Story telling*.

## BOOK REVIEWS

### FOLK-DANCES OF DENMARK

### FOLK-DANCES OF FINLAND

Collected and Described by ELIZABETH BURCHENAL, Organizer and First Chairman of the Folk-Dance Committee of the Playground and Recreation Association of America, Inspector of Girls' Athletics for the Board of Education of the City of New York, Executive Secretary of Girls' Branch of the Public Schools Athletic League of New York City. Published by G. Schirmer, New York. Price, Paper, \$1.50, net. Cloth, \$2.50, net, each

Two very important contributions to the literature of folk-dancing are made in these two books, for here for the first time, a body of folk-dances of these two countries sufficiently great to picture the national atmosphere and artistic spirit is presented. Miss Burchenal is wont to say she likes to dance Italian dances until she *feels* like an Italian; one feels that she has danced Danish and Finland dances until she feels like a Scandinavian and somehow has managed to carry the spirit over through the printed page, so that through these dances a new breadth of horizon and a deeper appreciation of the national life of these peoples is given the American users of the books. The Danish Folk-Dance Society evidently feel that the author has succeeded in conveying this national atmosphere, for the volume, *Folk-Dances of Denmark*, is dedicated

"To My Friends of the Danish Folk-Dance Society who have so greatly honored me by authorizing this translation of their work."

Seventy-three dances of Denmark and sixty-five dances of Finland are given with music and complete directions for performance of the dances,—a welcome addition to Miss Burchenal's previous books, "Folk-Dances and Singing Games," "Folk Dance Music," and "Dances of the People" (G. Schirmer, New York).

## BOOK REVIEWS

### PLAYGROUND APPARATUS.

By W. B. GIVENS; with an article on the playground movement in rural schools, by C. L. PHELPS, and an article on suggested combinations of apparatus, by SOLOMON W. CUNNINGHAM. Bulletin, No. 1, Fresno, California, State Normal School. Published by California State Printing Office, 1914

Play leaders, especially those in small towns or in the country, who have no apparatus available unless they make it will be glad for this little pamphlet, which contains specific directions and plans for making all the ordinary apparatus. The suggested combinations, also, ranging in price from \$30 to \$275.00 will be helpful to many.

### THE DRAMATIC INSTINCT IN EDUCATION

By ELNORA WHITMAN CURTIS, Ph. D., with a foreword by G. STANLEY HALL. Published by Houghton, Mifflin Company, Boston, New York, Chicago

The completion of a study begun some six years ago, part of which was published in the *Pedagogical Seminary* in 1908 is presented in this book. An investigation of the results of the theatre-going of children in the eyes of the teacher revealed a wide difference of opinion, while many had given the subject no thought at all. The same thing was found in the teachers' attitude toward dramatization by the children. "In general, a certain degree of appreciation of its advantages was apparent, though not the enthusiasm which the writer has encountered when talking with teachers who make a special point of meeting the need in children for dramatic expression, and who recognize the splendid opportunity for it in connection with school work." The comments of the children themselves showed the great enjoyment of the majority, both of the preparation and of the actual giving of the performance.

A chapter on "efforts to provide good drama" reviews the work of the People's Institute, the Drama League, the Children's Educational Theatre and others in this country and abroad. Chapters are devoted also to *play*, *dancing*, *storytelling*, *moving pictures*, and *puppet plays*, and *pageantry*, giving in each case something of the ideals and experiences which mark the development of each form of dramatic play.

From her study of dramatic play Miss Curtis concludes that educational dramatic play has a very different aim from professional study, in that it looks to the development of the individual rather than of the art; that the "practical value of the impractical must be recognized; the training must be continuous, not spasmodic; it must arouse and deepen the sense of moral values."

### SUNDAY IN THE HOME

By the Educational Staff of the Institute. Published by the American Institute of Child Life, 1914, Chestnut Street, Philadelphia, Pennsylvania

Many unique and valuable suggestions are given for making Sunday a day of change, rest and uplift for every member of the family. The Hebrews called Sunday the "bride of the week" and it should be to all a day of privileges and joy. Certain scenes from the Bible may be dramatized; cardboard sets to illustrate missionary fields may be bought for play or may be made as play; the children may be given a chance to "fix up" their rooms. Perhaps the young folks may gather to sing for a time, or one or two may be invited to "drop in" for tea. "Somewhere in the day a book—a real book—with great pages in it, a book that shall tax my mind to read, and that, read, shall give me mind. . . . And, after a day like

## BOOK REVIEWS

this,—of morning-hush, of home, of worship, of books, of nature, of friends,—how good to sink, thankful, trustful, into the silent, solemn night, into stars, into sleep, into God!"

### THE TEACHER'S AID IN RECREATION WORK

By DAISIE E. FORREST. Published by A. G. McKee, Bozeman, Montana. Price, Twenty-five cents

This pamphlet is another of the increasing number of inexpensive books of games and playground suggestions, which are so welcome, particularly to the rural teacher far from a comprehensive library. Games and folk dances with music for each grade are described.

### MANUAL OF PHYSICAL TRAINING GAMES AND MASS COMPETITIONS

By CHARLES H. KEENE, A. B., M. D., Director of Hygiene, Minneapolis Public Schools. Published by World Book Company, Yonkers-on-the-Hudson, New York 1915. Price, paper, thirty cents; cloth, seventy-two cents

Finding a need for a simple manual which he could put in the hands of his teachers, Dr. Keene prepared two bulletins which proved so useful that they were put into book form. Nearly seventy games are described, besides the outline of systematic physical training.

### PHYSICAL EDUCATION COMPLETE FOR SCHOOLS AND PLAYGROUNDS

By LAVINIA HENDEY KAULL. Published by the News Publishing Company, Sacramento, California

A marvellous deal of information, even though somewhat sketchy, is contained in the pages of this book. As an outline for quick reference, it will probably become quite valuable to playground workers. Naturally it is not quite "complete" as there are many phases of play activities and play interests which are not touched upon in the manual. The storytelling lists are adequate, the games and folk dances suggestive and the music is given. Some readers may feel that the health motive is given rather undue prominence but probably many play leaders need this special emphasis, and the discussion given under each topic is brief and to the point.

A short history of the playground movement is given. The discussion of equipment for school playgrounds gives specifications for "plain, practical and durable equipment which the local carpenter can design and erect."

### WEST SIDE STUDIES

#### BOYHOOD AND LAWLESSNESS—THE NEGLECTED GIRL

Studies carried on under the direction of PAULINE GOLDMARK. *The Neglected Girl*, by RUTH S. TRUE. A Russell Sage Foundation publication published by Survey Associates, Inc., 105 E. 22nd St., New York. Price, \$2.00

No review nor series of extracts from this book could hope to suggest the culminating power of the stories of actual child life, simple, unelaborated fact, which burns like fire. That even one boy or girl in beautiful, free America

BOOK REVIEWS.

should grow up without a fighting chance for decency as hundreds upon hundreds of the little ones of the Middle West Side must is so deep a stain upon patriotism that it seems even the stones of the street would rise in protest.

"No place to play" for either boy or girl—and worse, the play spirit will and does spring forth in streets and docks and halls and alleyways, but always with vicious surroundings, so that "by the time he reaches the gang age he is usually a hardened little ruffian whom the safety of numbers encourages to carry his play to intolerable lengths. He robs, steals, gets drunk, carries fire-arms, and his propensity for fighting with stones and bottles is so marked that for days whole streets have been terrorized by his feuds." . . . "The whole influence of such conditions on a child's life can never be gauged. But just as apart from his traditions and background he is incomprehensible as a boy, so, as a wanton little ruffian, he is unintelligible apart from his playground. This develops his play into mischief and his mischief into crime. This educates him superficially in the worst sides of life, and makes him cynical, hard, and precocious. It takes from him everything that is good; almost everything that it gives him is bad."

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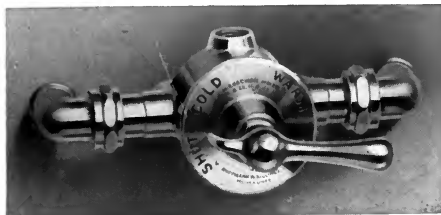
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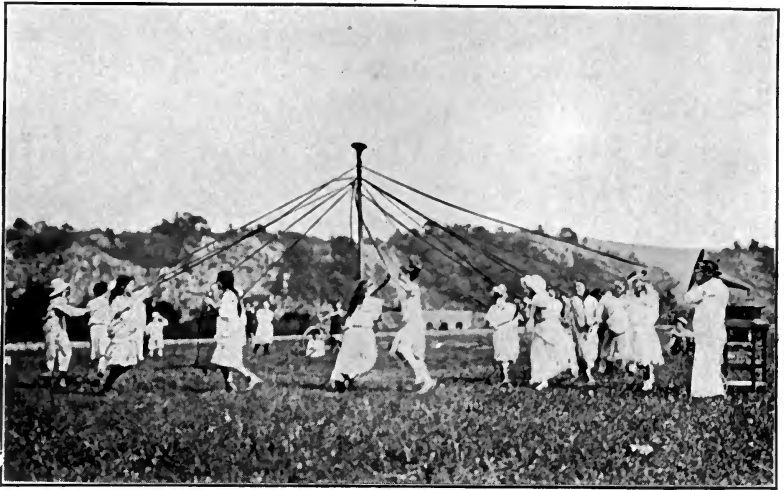
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As if you were a deer  
Or a wild goat,  
Sucking the water in your throat  
Where a little brook goes by  
Under the trees and the summer sky.  
Oh, it is fun to drink this way!  
Like a pleasant game to play,  
Not like drinking in other places.  
And it is fun to watch the faces  
That come and bend them at this urn.  
Something you can learn  
Of each person's secret mind:  
Know which is selfish, which is kind;  
Those who guard their dignity,  
And those whose curiosity  
Is turning cold.  
Many of the young are old  
And think  
A drink is nothing but a drink.  
Water is water: always the same.  
They could not turn it into a game.  
Charily, with solemn mien,  
They lean—  
These incurious of heart!—  
And hurrying depart.  
But the children know 'tis a gay rare thing

## MAKING CHILDREN'S DRAMATICS WORTH WHILE

To drink outdoors from a running spring ;  
And laugh  
And quaff,  
As if their zest  
Would challenge to a test  
The bounty of this store  
Which gives, and still has more.  
They drink up all they can :  
Wait in turn to drink again.  
As I watch the reaching lips  
It seems to be my mouth that sips :  
I stoop and rise with each one.  
But when they are done,  
And their faces touched with spray,  
They quickly wipe it away.  
And this, sometimes, I regret,—  
Because their lips look prettier, wet.

## MAKING CHILDREN'S DRAMATICS WORTH WHILE\*

MRS. HOWARD S. BRAUCHER  
New York City

When we first began to talk about the dramatic instinct and its use in education the chief task was to open up something of the educational possibilities of a wisely directed use of the dramatic instinct, to try to illustrate its power to keep away the "shades of the prison-house" which too often "enclose the growing boy," to plead for the place of the emotions in education. Sometimes statistics were given to show how deep-seated and wide-spread is the hunger for satisfaction of the dramatic instinct as shown in the appalling records of the attendance of children and young people at moving-picture shows. People raised their eyebrows a trifle at the propinquity of the words "dramatic" and "educational." Dramatization was rather one of the "frills" in education which all good educators held in horror. Now that attitude on the whole has undergone a change. So universal is the effort to utilize the dramatic instinct in education that some have recently referred to it as a "craze" or

\*Address given at Brooklyn Institute of Arts and Science in Educational Dramatic League Course

## MAKING CHILDREN'S DRAMATICS WORTH WHILE

even a "fad." A "craze" it may be, but a "fad" if wisely handled it cannot be for the relation of the sentiments to morality can never again be doubted, and no form of training is more potent in training the sentiments than dramatic play.

The danger, perhaps, now lies entirely in unwise handling. To those who still call dramatic play an educational "frill," one can only say, "Wise handling." That objection comes usually in schools where a play of little educational value is allowed to disrupt the regular work and is not so treated as to give substitute training of equal importance. The children are over-stimulated, fed on sweets for a time and relax at the end, with a very natural disinclination for bread and milk. Or, sometimes, those in the cast are over-trained, over-praised, made self-conscious little egotists and of course it is a little difficult thereafter for the conscientious teacher to persuade triumphant Cinderella that she really must learn long division!

Some teachers, required or stimulated to do a little dramatic work carry a too severe method over into the dramatic work, and while the children enjoy it—one can but marvel at the elasticity and perennial persistency of childish joy—the spontaneity and initiative are pretty well crushed out—and with them the educational value. This instinct is primarily a play instinct and the joy of the doing should be apparent as much as possible. Someone has said, "Imitation is essentially making—minus the best thing in making—motive." In the same way, the ordinary school play is often play with all the initiative taken out. Perhaps there is more educational value in the story-play for children up to twelve than in the ready-made play. Children demand results quickly. It is bad psychology to defer the climax too long with them. The story-play offers climax closely following upon effort. But the story-play must not become fixed or set. There must be constant growth. If the words get set, and growing power of characterization is no longer apparent, it is time to leave the story for a time—perhaps for good.

Now, what are we definitely aiming at in dramatization—let us think particularly of the spontaneous acting-out of a story with the children's own words—which is variously called story-playing, dramatization or simplest dramatic play. We wish to vivify, elevate and enlarge the effect of the story. Then the story must be worth the effort. We wish—and this I think, primarily—to provide opportunity for creative self-activity on the part of the child—with all

that that includes of spontaneity, initiative and the inculcation of moral ideals. That is our aim—the aim of the leader. What is the child's aim? Probably, to have a good time, but soon enters in with some the desire to "show off," with others the inhibition of shyness or self-consciousness. The remedy for these two conditions is the same—an insistence upon the motive of *sharing*. "No, we don't want to see Sadie—we're not a bit interested in Sadie—we want to see Red Riding-Hood." "Now all these children are waiting to see Red Riding-Hood spy the wolf." "Oh, yes, but you'd like to have Ben, sitting in the back seat, hear what you say, wouldn't you?" Share, share, share! And be, *be!* Ignore any other possible personality—call your player Red Riding-Hood—she is not *acting* Red Riding-Hood—she *is* Red Riding-Hood. Don't tell her to act *like* or *as if* this or that—but "Red Riding-Hood is so sorry"; "well, wasn't Red Riding-Hood frightened"; "how frightened you are, poor child!" The motive and the imagination once established in the mind of the child, the story will almost play itself. But, suppose, through several years of inhibition or repressive influences, your player doesn't respond, suppose the story doesn't play itself. The principles are the same: self-activity—share—be. And with these principles the leaders will not say, as did one whom I was helping not long ago, after I had spent ten strenuous minutes building up in the child's mind a realization of the situation which would cause response—"Try to put more feeling in it!" Nor will she use that much used and little understood word "expression" which couldn't possibly help the child an iota, for if he had anything to express he'd express it quickly enough, once freed from inhibitions. If he pauses for words, ask him, "What would the old witch say when she saw Hansel and Gretel eating her house up? That's the only house she has and she doesn't want it eaten up, and, anyway, she's a very cross, mean old witch!"

No one can say just what words and images piled up will vivify any given child's images. Every situation is different. The leader can only try this and try that, be so filled with the spirit herself that she communicates it in the tones of her voice or by her unconscious gestures. Often another child can give the suggestion. But it is to be self-activity and it is better to build up the realization of the situation and get the player to give his own interpretation, if possible. Next best is imitation of another child, and last, imitation of the leader. And yet, this is a subtle point. The leader must be ready

## MAKING CHILDREN'S DRAMATICS WORTH WHILE

with a model just at the moment when the player has reached his utmost and just before any sense of failure or discouragement enters. It is often better to free the class as a whole first, if possible, for naturally child drama develops just as Greek drama evolved,—from the whole group to one actor and chorus and then two actors, and so on.

The more dramatic folk-dances are good for such a purpose. Belle Ragnar Parsons in *Plays for Indoors and Out* gives suggestions for dramatic plays for the whole group, though, of course, if the leader suggests each movement and counts for the children to keep together, the self-activity of the drama is absurdly absent. Miss Crawford's *Dramatic Games and Dances* gives the ideal type—and though these games are intended for very small children, some of them can be used successfully even for the fifth year for this purpose of freeing the creative instinct. After a whole class has played "This is the way my dollie walks" or "Marched up the hill and then marched down again," a few leaders will more easily interpret individual parts. And while I abhor the practice of always selecting a favored few for every activity involving initiative—thus denying the right of development of initiative to those who need it most—still I do think it is necessary to start with the most responsive, gradually letting the others take as much as they wish or are able to do. For a long time this story-playing should be for the joy of doing, using the whole group as much as possible, but with no thought of audience or presentation. It is almost super-human restraint for a leader to wait patiently for natural development when she has a public production in mind and knows that she will be judged according to the work of her children. And that brings me to the question of this judging. We are enlisted for educational development. Is our thought of production to be like that of a fifth-grade boy whom I asked how his play went. "Fine," he replied, "not a single mistake!" referring, of course, to mere mechanical excellence. And yet I knew one or two of those boys walked through their parts like little automatons. Is the test of excellence, "No half-rehearsed plays?" Is it as close an imitation as possible of professional child-actors? To me a presentation is educational when it is child-like, deeply sincere, giving evidence of natural development, even though crude, yet with a response of the player to the situation complete in so far as he is able.

Now, for some good stories to use. For the little tots Miss Craw-

## MAKING CHILDREN'S DRAMATICS WORTH WHILE

ford's games are lovely and they can be played even if one has no piano, by humming or singing the music, though, of course, they are much more attractive with the music. All story-playing is—it softens the children's bodies, fills in the awkward places, lifts the interpretation—gives a sense of the artistic to the player which is manifested in his playing. However, it is usually not possible to have music, save at productions, and the children must not be deprived of the basic values because the more ethereal are lacking.

For the very young children the shorter stories which reach a climax quickly, such as the Mother Goose rhymes, Stevenson's *Child's Garden of Verses*, and stories in which a large number, the majority of the class, are involved most of the time. The *Shoemaker and the Elves*, with the emphasis on the elves, even leaving out the shoemaker and his wife for some time; *Snow-white and the Dwarfs* making much of the dwarfs and their activities, dancing, singing, chopping down trees—I played this once with a group in which one little boy always cried, "Let's not forget our axes!" and the drama always included the careful lifting of imaginary axes. Very little speaking should be expected of these little folks since pantomime comes first in psychological development, save in the case of the many stories which fill the first-grade readers which consist almost entirely of meeting one after another and asking the same question, as in the old woman who found a silver penny, Billy Bobtail, Little Half-Chick, and almost never should there be any thought of production.

*Hansel and Gretel*, *Sleeping Beauty*, *Rumpelstiltskin*, and, especially, *Cinderella* come next. A very wonderful leader of story-playing surprised me not long ago by saying she never used *Cinderella*, as the mechanical difficulties were so great. But since it is a case of imagination anyway, why not imagine a little more, especially since every boy and girl in the group can go to the ball and dance? The stories which give opportunity for many and those in which simple pantomimic dances can be used appeal to me as most practical. I think I've had better times with *Cinderella* than with any other of my story friends. *Ten Dancing Princesses*, *The Golden Goose*, the *Eleven Wild Swans*, the *Goose Girl* I have always found very usable as well as George MacDonald's *Princess Daylight*, Kipling's *How the Camel Got His Hump*, the *Hole in the Dike*, *Excalibur*, *Gareth and Lynette*, the story of the little Duke Richard from *Tales of Heroism*, *Proserpine*, *Ali Baba and the Forty Thieves*, the *Pied Piper*.



## DOES THIS APPLY TO YOUR CITY?

The City Club of Milwaukee has published the results of a survey of amusements and recreation, which contains many ideas and queries which might well be applied to other cities—even those which, like Milwaukee, have already made a notable beginning in solving the recreation problem. Perhaps the following quotations will suggest some of these applications:

The people of Milwaukee have 10,000,000 hours of leisure to spend each week. That is to say, 1,000 years are spent every seven days in Milwaukee in expressing the complex instincts which make up the desire for play and happiness. Amusement of some sort is demanded by the average person to fill this leisure. This demand may be satisfied by letting people supply their own amusements. But individual recreation soon loses its charm. People insist upon playing in groups.

### **Municipal Recreation**

The city, as a recreation provider, can meet all of the requirements set up. It is in touch, not with a fraction, but with *all* of its citizens.

Rigid care has brought the amusements in the playgrounds and social centers to a high standard of wholesomeness. Not only is this recreation clean, but it upbuilds the capacity for enjoyment.

Municipal recreation is far less costly than commercialized amusements. It costs the city about two cents to furnish a child an hour's play at a playground, about two cents for an hour's attendance at a park concert, about six cents for an hour in a natatorium, and six or eight cents for an hour's attendance at a social center. The cheapest commercial amusement is moving pictures at five cents per hour. It costs ten cents or more per hour to attend a commercial dance hall, forty cents an hour to occupy a 75 cent seat at a theatre, 60 cents an hour to attend a street carnival show, and \$2.00 an hour to ride on a roller-coaster at an amusement park.

It is often charged that Americans look on passively while professionals play their games for them. Milwaukee sports drew an estimated total of 900,000 spectators, as against 225,000 participants.

Besides the organized sports there are certain very general forms of exercise. Swimming is popular. The attendance at the natatoriums alone in 1913 was over 1,000,000, and the attendance at the beaches and upper river undoubtedly brought the total to over 2,000,000.

## DOES THIS APPLY TO YOUR CITY?

### Co-operative Recreation

One of the splendid and notable features of Milwaukee's recreation is its co-operative outing clubs. The banks of the upper river and the shores of the lakes lying west of the city are lined with cottages belonging to clubs from Milwaukee. Groups of families combine to build or rent a little cottage and use it in turn for a week or two at a time, as vacation headquarters. On Sundays the whole club comes out for a picnic. One such club of eight members has invested \$5,000, and owns an island with a boat-house and a cottage accommodating 32 persons. Such co-operation makes it possible for families who otherwise would have to pass the entire summer in the city to spend long, wonderful days in the woods and on the lake.

The popularity of week-end outings is shown by the fact that 30 outing clubs have cottages around one of the nearby lakes, while the total number of such organizations undoubtedly runs up to 200 or more. Over 40,000 people are said to have left the city for week-end trips on the Fourth of July last summer.

In Dresden a society arranges all-day picnics three times a week for children at a pine forest outside of the city. Thirty thousand children were given outings in this way in one year. Wholesome sports and activities are arranged. Perhaps some such system might be developed in Milwaukee.

Labor unions are also centers of social life. One-ninth of the dancing in the city is provided by the local unions. Picnics and other social gatherings are frequently held.

Dramatic societies are a thriving type of co-operative recreation club. Besides the plays given by the "Little Theatre," The "Wisconsin Dramatic Society," and the "Milwaukee Repertory Company," many amateur performances are given by college, school, church, and social organizations. The performances range from high tragedy to vaudeville and minstrel shows.

One splendid type of recreation in Milwaukee is that furnished by the musical societies. Forty such organizations are listed in the directory, in addition to numerous church choirs and countless smaller musical clubs. Not only do these societies provide the highest type of pleasure for their members, but they also furnish music on innumerable occasions for the rest of the public.

All of these organizations need meeting places. Only a few, relatively, can afford to build club-houses. Many school buildings have been thrown open for their use and more facilities should be

## DOES THIS APPLY TO YOUR CITY?

provided to encourage activities along athletic, social and musical lines, and to provide opportunity for self-improvement. Repressive measures do not meet the problem.

### **Neighborhood Festivals**

A far more wholesome substitute for the traveling pike shows are the local street carnivals gotten up under the auspices of the Business Men's Association in neighborhood trading centers. During the summer of 1913, eight different neighborhoods held festivals of this sort, with an estimated total attendance of nearly 300,000 people. On National Avenue, for example, almost every Saturday night would find band music, colored fire, ludicrous neighborhood contests, and general jollity. While the absolute wholesomeness of beauty contests and pie-eating contests may be doubted by the hypercritical, they are immeasurably more wholesome than the cheap nastiness of the professional street carnivals. Although these celebrations are arranged by the local merchants in order to stimulate business, there is no reason why they should not continue to maintain high standards of wholesome neighborhood fun. Inasmuch also as these events tend to keep the young people in the neighborhoods where they are known instead of allowing them to be drawn to the down-town glitter, they are a wholesome influence.

Somewhat allied to these business men's carnivals are the mercantile exhibitions, such as the auto, kodak, and household shows.

Another picturesque phase of the carnival spirit is the religious celebrations in the Italian quarter. On a Saturday the images of the saints are borne through the streets amid the crowds, while Italian vendors sell strange confections at booths along the sidewalk. On Sunday night the celebration is closed by a splendid exhibit of fireworks arranged by the Italians themselves. These festivals are, however, being rapidly Americanized, and the "If-you-hit-the-nigger-baby-you-get-a-five-cent-cigar" and other American features are being introduced.

Other national festivals—such as the recent celebration of the anniversary of the battle of Leipzig, the Negro Jubilee, and the commemoration of the Lutheran anniversary—have been made notable in Milwaukee by splendid choral music. Milwaukee is fortunate in its musical societies and in its love of song.

The evil features of street carnivals, amusement parks, and penny arcades, therefore, seem capable of being remedied in the following ways:

## DOES THIS APPLY TO YOUR CITY?

FIRST: By the enforcement of the ordinance with regard to obscene exhibitions

SECOND: By the refusal of licenses by the mayor to objectionable traveling street shows

THIRD: By further development of business men's street carnivals and other festivals along the wholesome lines already started

FOURTH: By the substitution of wholesome amusement in recreation centers and playgrounds at a fraction of what the present degenerate amusement costs the public

FIFTH: By the encouragement by the recreation department of native folk dances and games at national festivals. . . .

A third element in efficiency—the attractiveness of the ground itself—is a point in which great improvement can be made. On some of the playgrounds the gravel has been so coarse that barefooted children could not use the ground. The size of the playground has not been adjusted to the density of the population, some of the largest playgrounds being located in the most sparsely settled locations. In some playgrounds there is no provision for shade and hence they are practically deserted on sunny summer days. These are points for the elimination of which the recreation director, the School Board, and the Park Board are co-operating and much improvement is to be expected.

Milwaukee has a splendid recreation system. But so long as less than one-fifteenth of the city's children get the use of playgrounds, there is a problem which can be met only by making the system more extensive, more efficient, and more attractive.

After supper the employed boys (or girls on ladies' night) use the building. An active game room (called by the boys the "rough-house room") is set aside for the expression and exhaustion of animal spirits. Wire netting protects the windows and lights. Medicine balls and indoor base balls are furnished and vigorous, energetic games played, so that the exuberance which might otherwise go into disturbance, is expended in body-building sport.

**Use of Public Natatoriums** Although the five public natatoriums in Milwaukee now accommodate about 1,200,000 bathers per annum, they are capable of serving 400,000 more people a year than at present. This is due to four facts: that the natatoriums are open to the public for only about 5 1/3 days out of the week; that they are closed during the noon

## DOES THIS APPLY TO YOUR CITY?

hour and after 8:30 in the evening; that children are excluded on certain days at hours when the natatoriums are not in demand on the part of adults; that the hours of the various natatoriums are not adjusted to local needs.

The public natatoriums are now open for an average of fifty hours a week—about two-thirds as long as the Y. M. C. A. pool and a little more than half as long as the Athletic Club pool. The natatoriums are closed all day Monday and are open on Sundays in summer for only three and a half hours in the morning and in winter for only one hour and a half, while the Y. M. C. A. pool is open every day except Sunday, and the Athletic Club pool every week-day and five hours on Sunday. The natatoriums close at 8:30 in the evening, leaving a very short time for those who work throughout the day to take advantage of these facilities at night, whereas the Y. M. C. A. tank is open until 10 p. m., and the Athletic Club pool until 11 p. m. The public natatoriums are closed entirely from 11:30 a. m. until 2 p. m., every day, thus making it impossible for many who might otherwise make use of them during the noon hour to do so. The Athletic Club pool is most crowded between 12 and 2 p. m. The Y. M. C. A. has its largest attendance at noon and at night, except for classes of boys on summer mornings.

Sunday opening is much more important at the West Side than at the other natatoriums. In summer the attendance at this tank in three and one-half hours on Sunday, is nearly one-fifth of the whole week's attendance, while in other natatoriums it is under one-tenth.

The hours devoted to women at the various natatoriums should be adjusted to the demand. At West Side in winter only one-twentieth of those using the baths are women, yet one-third of the time is given up to them. Throughout the city in winter (except in the Northwest Side natatorium) women and girls form only from 5 per cent to 12 per cent of the attendance, yet 29 per cent of the time is given up to them. It would be far more reasonable and just to allow only one day a week to the girls and women in winter. In any case the hours should be adjusted to the peculiar needs of the people patronizing each natatorium.

The most fundamental fault in the public bathing system in Milwaukee is that the natatoriums are run as separate institutions under the Board of Public Works instead of as parts of recreation plants under the Board of Education or a special recreation department.

## DOES THIS APPLY TO YOUR CITY?

Another great advantage of this combination of recreation facilities is the possibility of getting a stronger grip on the boys who patronize the tanks. Probably the most important item in wholesome recreation is the building up of loyalty on the part of the boy or girl for some man or woman of character. Admiration brings about imitation; hence one of the best ways to reform an unruly gang is to get them to become devoted to a vigorous, manly man. There seems to be very little of this spirit in the present natatoriums. This is due in part to the swarms in which the boys come to the pool whenever it is open to them. If, however, the natatoriums were parts of complete recreation plants, and if it were possible for the boys to have swimming instructors who really endeavored to become friendly with them and to help develop their character, the natatoriums might perform a great social service.

### **Public Celebrations**

In public celebrations Milwaukee has recently made some noteworthy achievements. The "Sane Fourth," the "Perry Centennial," the "Community Christmas Tree," prove the ability of Milwaukee people to work together in celebrating the great common anniversaries.

Certain points with regard to these celebrations need attention, however. The question of expense is important. The Community Christmas Tree, which was attended by 25,000 people, cost only \$300—about a cent per person. The Perry Centennial, attended by perhaps 500,000 persons, cost \$132,000\*—26 cents per person. Even assuming that a million people attended it, the cost per person was ten times that of the Community Christmas Tree. This total of \$132,000 is equal to more than the whole cost of the playgrounds, social centers, and natatoriums during 1913. It is questionable whether one week of festivity is worth this price.

A better use of the money expended would bring larger results. For instance, pageantry is very little developed in Milwaukee. Other cities have given splendid historical pageants depicting the life of their early settlers and the great events of their development. Such pageants might be made a feature of the local celebrations at comparatively little expense and with great returns in public interest and spirit.

One extension of the public festival idea is badly needed: The Sane New Year's Eve should follow the Sane Fourth. To make the end of the year an occasion for a drunken debauch is scarcely worthy of Milwaukee.

\* Including national, State, and private contributions

## PROBLEMS OF SUPERVISION OF A PLAYGROUND

FRANCES J. MCGOUGH

New York City

The supervisor of a playground is confronted by two types of problems, those which concern her relation to the children, and those which have to do with the public.

The first problem of the playleader in a new center is that of getting the children organized into groups which can be successfully handled. Several writers, who have studied closely the play interests of children, have formulated a series of age groupings in which the rise of these interests is indicated. Those suggested by John M. Tyler in *Growth and Education*, and by George E. Johnson in *Education by Play and Games* agree in the main and are as follows:

0—3 years	motor activity and sense development
3—6	“ imitation and imagination
6—9	“ individual competition
9—12	“ group competition
12—15	“ co-operation

The principle underlying these is that the activities and interests of the child develop along a line that parallels his physical growth and development. At certain stages instincts arise, have a period of highest activity and then gradually harden into habits. Accepting this as a basis the play-leader may group her children according to age, knowing that most of them, at any given age, will have interests that tend toward similarity. Thus we find the children of kindergarten age content to make sand cakes just for the sake of the activity; while children a few years older will carry on this same activity only as a means toward some other play, such as housekeeping or store-play.

### **Necessary Divisions**

The most necessary division is that which separates boys over nine years of age from the girls and smaller children. This is the most satisfactory arrangement in a playground which is to be supervised by one or two leaders. There should be at least two playleaders in a playground which is open to both of the above groups, as each group ordinarily needs constant supervision. The younger children, especially, lack social development, so will not keep up group ac-

## VACATION PLAY TIME

and that if he plays, his play must look forward to that particular aspect of life which he calls his serious or bread-winning activity. . . . Would it not be just as appropriate to say that the man's toil and sweat are a preparation for the radiant childhood of the son or daughter whom he may beget, as that the plays of childhood are a preparation for the prosaic work-life of the father?"

The author puts forward the propositions—that the "term 'play' may be applied to all those human activities which are free and spontaneous and which are pursued for their own sake alone; that the plays of children and the sports of adults are to be closely coordinated and explained by reference to the same general principles; that there is a striking similarity between the plays of children and the sports of men, on the one hand, and the pursuits of primitive man on the other. This similarity is due to the fact that those mental powers upon which advancing civilization depends . . . are undeveloped in the child and subject to rapid fatigue in the adult. Hence, the child's activities and the play activities of the adult tend to take the form of old-racial activities, involving brain tracts that are old, well-worn, and previous."

Professor Patrick declares that the modern passion for amusement and for narcotics indicates that the world is getting too severely serious and laborious, a condition which makes reactions of one kind or another inevitable. "It is the age of work, the age of stress and effort and tension, the expansive, centrifugal age, the age of outer conquest but not of inner harmony. Is it not possible to think of a higher civilization than ours—a civilization faintly realized by the ancient Greeks—where the play motive will be ascendant and where a greater degree of repose, of measure, and of harmony will be attained?"

## VACATION PLAY TIME

WILLIAM A. MCKEEVER

Professor of Child Welfare, University of Kansas,  
Lawrence, Kansas

The Department of Child Welfare in the University of Kansas was established less than two years ago and placed in the division of extension. Notwithstanding this brief existence the new department has aroused a large amount of interest and enthusiasm throughout



## VACATION PLAY TIME

the State. The head of the department spends about one-third of the time in the field, while the remaining time is occupied with the direction of the work through correspondence.

Much of the best work of the department of child welfare is accomplished through the medium of plans and specifications which are issued to the leaders in the field. A recent effort of this kind is given in part below.

Many of the towns of Kansas took up actively the local playground work during last summer vacation and a still larger number are arranging to get into the movement for the coming season. In order to stimulate the effort and to assist in making it as successful as possible the following suggestions are offered:

**Select Leaders  
Carefully** The first step toward the successful management of the vacation activities of the children is to secure able leadership. As a rule the second-class towns have employed a young man on full time and a young woman to give half-time service. The playground is located as centrally as possible, perhaps upon the school ground, and is kept in use during about four hours each afternoon. The young man directs the boys in their games and play activities and the young woman has charge of the girls and the little children of kindergarten age.

Some of the second-class cities and many of the third-class have got along very satisfactorily with one leader. In case only one leader is employed, whether it be a young man or a young woman, will be determined chiefly by local conditions. Presumably, a young man will be more able in directing the boys in both their play and industry. The young woman will be naturally more able in handling the girls and the children of kindergarten age. In some instances young women have also directed the boys' work and play most admirably. In a few of the very small towns the playground has been successfully managed during three afternoons per week.

The Child-Welfare Department at the University will be glad to assist in the selection of these leaders and will undertake to keep a list of available ones on record.

**A Community  
Effort** The playground equipment may be at first rather crude, home-made stuff. Under the right leader the boys may be induced to make the swings, see-saws, ladders and the other apparatus. Good leadership means a mini-

## PROBLEMS OF SUPERVISION OF A PLAYGROUND

the activities of others part of the time. Either of these solutions is unsatisfactory; one drives the children back to the street, and the other limits his opportunity for doing.

In making provision for leadership, the number of types of activity to be inaugurated and the number of children are the factors to be considered. For constructive work one instructor should be provided for every twenty children in regular attendance. In the department often incorrectly called the kindergarten two play leaders are usually placed in charge of groups ranging in size from seventy-five to about three hundred. For groups approximating the latter number a third person is sometimes engaged. If the playground is supplied with sufficient apparatus the play leaders can keep these large crowds active and happy, but they cannot hope to reach the individual child except to a limited extent.

### **Adapting the Schedule to the Children**

The playground schedule must at present adapt itself to the existing institutions that have already claimed the child for their own; the home always and the school for at least nine months of the year. During the other three months the playground must offer opportunity for regaining rosy cheeks, and straightening little spines that were getting all curled up sitting at misfit desks, while the owners were perhaps attempting to do misfit tasks.

The playground leader, in summer, may keep the child under seven years of age, almost the entire day, and hence must plan for activities of a quality and variety to make the day a profitable one. It may keep the child, between the ages of seven and twelve years, most of the day, especially if accompanied by younger members of the family. Children over that age, particularly the girls, have household duties often that keep them in the home at least an hour of the morning and possibly another in the afternoon. Because of this, special activities should be scheduled for the hours when the children for whom they are intended can be present to enjoy them. Thus a class in folk dancing may be better late in the afternoon, while special constructive or sand plays are more useful in the morning in a neighborhood where the little folks are put to bed directly after the noon meal. In a playground supervised by but one person, the schedule must be so arranged that some part of each day belongs definitely to each group, the others being permitted the freedom of the apparatus and any accessory materials.

## PROBLEMS OF SUPERVISION OF A PLAYGROUND

There is a tendency for foreign people coming to this country to take up their abode in a house or neighborhood in which other members of their family, race or creed have already settled themselves. Such groupings of people often affect the playground schedule because of religious observances or race prejudices. Because of the Sabbath observances groups made up largely of Jewish children should not have occupational classes after sunset on Friday, or on Saturday. For the same reason outings involving railway trips should be avoided for such groups. In cooking classes, observance of the dietary laws will keep together a group that otherwise would hardly be willing to join the class.

### **Making Friends with the Public**

Race prejudice has been one of the hardest problems of the playground worker. To overcome it is the work of years. This feeling is more intense among the older children, but even the younger ones often show it as a result of home influence. In one neighborhood, inhabited by both negroes and whites, the schedule of the older children was so arranged that the colored children were in the gardens when the white children were in the gymnasium or cooking classes. The ill-feeling existing between Italians and Jewish boys in one neighborhood was lessened by a series of competitions which pitted them against each other. It was a splendid opportunity to develop fine ideals of good sportsmanship.

A lack of interest in the playground of those living in the neighborhood is traceable to ignorance of its objects and methods. Visits to the homes, special visiting days, parents' meetings, festivals and pageants will serve as methods of offering enlightenment and getting co-operation.

Sometimes the neighborhood is openly opposed to the playground. The three nervous gentle ladies, who own and live in the house opposite, might object to the terrible noises issuing from the throats of a hundred lusty youngsters cheering their heroes on to victory in a baseball game. The head worker on that playground must make the acquaintance of the gentle ladies and arouse their interest in the nice gentle occupations of cooking and sewing of the girls' classes, then lead them on through the stages between aversion and intense interest. At the same time remove the offensive activities as far from the suffering public as the size of the playground will permit. This will also do away with the indignation that is apt to be aroused by broken front windows across the street.

## PROBLEMS OF SUPERVISION OF A PLAYGROUND

Sometimes, under stress of severe living conditions, or because of natures warped by unfavorable conditions of development, parents, forgetting the plays and fun of their own early years and their possible larger opportunity for the same, cannot or will not recognize the need of their children. They had no playground, therefore why should their children be so indulged? They forget the hay-mow; the brook, with its shining pebbles; the meadow, soft with grass, and lovely with blossoms; the snow covered hill-land, the home-made sled. Worst of all they forget that their own little ones have none of these, and that they are being denied the only poor substitutes that our more complex life has to offer. "But," objects the mother, "my children will become idlers if they spend their time playing!" Do you know, mother, that play is activity, and activity is the beginning of industry? There is a time in the life of the adult when there is a tendency to attempt to make up for deficiencies in early training. The person, who, as a child, plays too little may, as an adult, play too much. Then, too, the child who leaves off his play too soon to become a wage earner, too early reaches his highest earning capacity and at too low a level of efficiency. He is an old man when a more favored individual is in the prime of life.

A while ago, I spoke of race prejudice as a factor in schedule-making. I am now stating it as a neighborhood problem, for such it truly is. Having the groups meet at different hours is after all only a temporary sidestepping of an issue. To cure a disease one must treat the cause, not a minor symptom. The disease here is lack of understanding between two groups of people of one another's fine qualities, together with lack of sympathy for one another's failings. When we know people, we are proud of the fine things they do, and like them in spite of the faults they possess. A common bond of sympathy can unite all sorts of differences. Mrs. Goldstein and Mrs. Alivero, sitting side by side watching their daughters in a folk-dance, have a new feeling of fellowship; while Yetta and Angelina, through the medium of quaint nods, bows and steps, have played away their animosities and are, at least for the moment, fast friends.

The playground director who steps into a system that has had its playgrounds open without supervision or under the care of kind-hearted but untrained volunteers, will probably find that, as a result of unhappy experiences, the City Fathers will not be very active in supporting her schemes for improvement. Such a playground may have acquired an unpleasant reputation because of acts of rowdy-

## PLANS OF THE PROCTOR CENTER

ism. It is sure to have become unpopular because of the bullying of little children by the older ones. By well-chosen sports and games, the supervisor can get the interest and co-operation even of those who were the terror of the formerly unsupervised spot. Many a tough gang leader has succumbed to healthful activity, combined with real good fellowship.

### **Making the Most of Available Funds**

The ingenious play leader, who can invent substitutes for apparatus for which no funds are available, will be popular with those who supply the funds, as well as with those who use the apparatus. The substitution of the homely newspaper and the used paper bag for expensive colored folding and wrapping paper, is not only an economy but also a method of stimulating the child to make at home the objects that have been made on the playground for play use. The prepared squares of colored paper are not like any home materials, so rarely suggest possibility of repetition. But a big, nursable doll made from newspaper is so much superior to the little folded chair or house, that the child is interested in making more and can, most likely, find plenty of old papers at home with which to increase the size of her doll family.

When people of a community agree to spend their money for any purpose, they are interested in knowing just what they are getting for their money. At present the method used is that of statistical reports. The more figures the supervisor can put on the left side of the decimal point the better satisfied is the public. Often there is no inquiry as to whether those figures mean fence posts or real live human beings, making honest use of their birthright. So the supervisor gets statistics which often represent not actual count but an estimate, for the children come and go at their own pleasure, making exact counting almost impossible. When we succeed in evolving a scheme for measuring quality instead of quantity, then indeed, shall we be able to show the taxpayer what he is getting for his money.

## PLANS OF THE PROCTOR CENTER

*The American Architect* of February 3, 1915, contains a number of lovely illustrations of the John C. Proctor Recreation Center, of Peoria, Illinois, together with floor plans of the building drawn by Messrs. Hewitt and Emerson.

## UNIVERSITY OF CALIFORNIA DEMONSTRATION PLAY SCHOOL

The University of California Demonstration Play School under the direction of Clark W. Hetherington, lasted six weeks, sessions being held in the morning only so that the School might not conflict with the work of the model playground organized for all the children of Berkeley, as a practice center for students. Of course many limitations were placed upon the demonstration by the short daily session, brief term, and by the fact that some of the leaders could give only part time. The total enrollment was 207—the waiting list 99. The enrollment was limited to children between the ages of four and twelve, though three adolescent girls and two adolescent boys were enrolled because of their personal insistence and willingness to “do anything to get in.” The activities of the children between four and six were organized under one leader, with assistants. Children above six were organized departmentally under experts in the several activities. The children were all required to participate in every activity, in order to test the soundness of the classification of activities, since it was believed that if the classification were sound, all children would enter all activities. Then too, it was felt that the choice of children is untrustworthy until they are organized in activities in which latent hungers and instincts are expressed, and, as yet, no data has been collected as to the distribution of time necessary in different classes of activities in the various age periods to develop efficiency in adult life.

A pamphlet by Professor Hetherington, published by the University of California, (vol. 5, No. 2, University Publications, Education) gives in detail the theories upon which the School was established, the mode of operation and the results with the children.

### **The Result with the Children**

“The children were exceedingly happy, free, alert, and concentrated. A backward boy in the public school said: ‘I don’t know why, but somehow I like to go to this here school.’ On the final day several children cried because school was closing and many more expressed earnest regrets. Discipline, as the word is ordinarily understood, was practically nil. A look or a word and, two or three times, a brief discussion was all that was necessary. A suggestion that a child was discourteous or should go home was considered the extreme punishment.

"The children were free within the limits of staying with their groups. Naturally, there was noise. Habitually the little children passed from one activity to another on the run and with a whoop. But there was law and order in it all, and frequently a quiet that was surprising.

"Concentration was generally marked. The children were indifferent to outside attractions. One day when two hundred visitors were present 'the absorption of the children in their work' was observed as a striking characteristic of the school. Where teaching developed in the activities, attention was as easily held as within four walls. The only place where 'holding attention' appeared as a problem was in the more formal side of the musical activities, and even here it was in process of practical solution when the school closed.

"The courtesy in the leadership soon developed the spirit of courtesy and co-operation among the children. An older 'difficult boy,' a 'leader in trouble,' soon found himself a leader in courtesy and co-operation.

"Instead of the 'teacher' driving the children, one might almost say that the children came to the point in several activities of driving the leaders through their eagerness. Frequently, though not generally, the attitude approached the ideal: one of eager and intense effort, with the idea of the leader as an aid in satisfying hungers and as a source of appeal in case of difficulty. The spirit and attitude of the children during the summer demonstration seems to indicate just what has been revealed many times before: that it is possible through leadership to have perfect freedom combined with perfect control. This is the ideal.

"Expressions of approbation were numerous. A Boston educational woman said: 'I have seen many educational experiments in the United States, but this is the finest.' Such phrases as 'this is perfect' or 'ideal,' or 'this seems like a dream,' or 'you are on the right track—keep up the good work,' were frequent. One mother voiced a sentiment broadly held, 'I should consider it a great privilege if I could keep my children in such a school all the year.' More substantial was the declaration of a leading commissioner of recreation from Oakland, that another year the Play School administration might have two or three of Oakland's expert playground directors for their full time while paid by the commission, in order that they might catch the spirit of the Play School.

## UNIV. OF CALIFORNIA DEMONSTRATION SCHOOL

“Following a paper on the Play School in the Pacific Coast Conference and question by an auditor as to whether the Play School would be ‘absorbed’ by the public school, Professor Rugh of the University of California declared that in his opinion the Play School would absorb the public school, as a part of the whole. An elderly teacher passed in this interesting statement headed ‘An Observer’s Comments on the Play School’: (1) This is the beginning of the end of war; (2) courtesy is wonderfully developed here; (3) democracy is the keynote of the play.”

Professor Hetherington’s idea of a play school is “a school organization with its program of activities and methods, based on the central idea of uniting the spontaneous play-life of the child, who needs and desires leadership, with society’s demand that he be instructed.” The School established in school practice the necessity of leadership in play from infancy to maturity and the “*educational superiority of leadership in play to instruction in work.*” Instead of teaching subjects it organizes activities out of which subjects develop.

The child wants an education but he wants to get it through activity and through experience. “Play is nature’s method of education. Why? Because education, in its broadest sense, is identical with the process of living . . . Schools, books, libraries, laboratories and museums are only devices to give opportunities for activity. All these are worthless and the teacher is impotent without the activity of the individual to be educated. And play is the primary form of this activity . . . From the standpoint of the child there are only two classes of activity, internally impelled activity, or play, and externally impelled activity, or work. Play is the child’s chief business in life. In these internally impelled activities he lives and learns how to live. In them he should gain his primary development and life adjustment. \* \* \* Play is a better developer than work of the whole work mechanism. It develops organic vitality, nervous energy, and skill, interest, volitional attention and enthusiasm together as a unified and efficient working whole.”

Many modern educational developments, such as the out-door school, vocational training, school hygiene, are significant of the recognition of the need for more complete education of the whole child.

“The time has come when men are beginning to realize that the stifling of the child’s developing enthusiasms in life, through a back-



## THE PSYCHOLOGY OF PLAY

warping, chest-cramping, nerve-breaking, mind-deadening desk and schoolroom program of 'studies,' is as cruel as the Spanish Inquisition.

"The tendencies noted point to the solution. All the vital special desires in education can be met—the overcrowding eliminated, the program increased to eight, ten or twelve hours a day and through three hundred and sixty-five days in the year, the present injury to health replaced by a positive construction of vital and nervous powers of which health is an index, moral education placed squarely on a laboratory basis, with each child treated as an individual as well as a creature to be socialized, and the 'learning' increased both in quantity and quality—by re-interpreting the school as an open-air, educationally-fused play and school center; and by shifting the emphasis in the school program from subjects of study to the organization of activities which evolve with the aid of leadership into specialized, adult interests."

The activities regarded as necessary to complete child living in the Play School of 1913 were: (a) big-muscle activities; (b) manipulating and manual activities; (c) environmental and nature activity; (d) dramatic activities; (e) rhythmic and musical activities; (f) social activities; (g) vocal and linguistic activities; (h) economic activities.

Professor Hetherington's pamphlet will become a classic in play literature.

## THE PSYCHOLOGY OF PLAY

In a pamphlet reprint from the Pedagogical Seminary, of September, 1914, Professor G. W. Patrick of the University of Iowa, summarizes briefly the better-known theories of play—the Spencer-Schiller, the Groos, the Hall, and finds them inadequate, because each suggests a native state of quiescence in the child or man, and none correlates properly the play of children and of adults. "It is as if one should say that under normal conditions the child or the man rests or works and that when energy accumulates or superabounds, then he plays. Truer it would be to say that the child or man is a playing animal and that on those rare occasions when he has to, then he works. . . . In the Groos theory, as in that of Spencer, there seems to lurk the belief that the child is naturally quiescent,

## VACATION PLAY TIME

and that if he plays, his play must look forward to that particular aspect of life which he calls his serious or bread-winning activity. . . . Would it not be just as appropriate to say that the man's toil and sweat are a preparation for the radiant childhood of the son or daughter whom he may beget, as that the plays of childhood are a preparation for the prosaic work-life of the father?"

The author puts forward the propositions—that the "term 'play' may be applied to all those human activities which are free and spontaneous and which are pursued for their own sake alone; that the plays of children and the sports of adults are to be closely coordinated and explained by reference to the same general principles; that there is a striking similarity between the plays of children and the sports of men, on the one hand, and the pursuits of primitive man on the other. This similarity is due to the fact that those mental powers upon which advancing civilization depends . . . are undeveloped in the child and subject to rapid fatigue in the adult. Hence, the child's activities and the play activities of the adult tend to take the form of old-racial activities, involving brain tracts that are old, well-worn, and pervious."

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Many of the towns of Kansas took up actively the local playground work during last summer vacation and a still larger number are arranging to get into the movement for the coming season. In order to stimulate the effort and to assist in making it as successful as possible the following suggestions are offered:

**Select Leaders Carefully** The first step toward the successful management of the vacation activities of the children is to secure able leadership. As a rule the second-class towns have employed a young man on full time and a young woman to give half-time service. The playground is located as centrally as possible, perhaps upon the school ground, and is kept in use during about four hours each afternoon. The young man directs the boys in their games and play activities and the young woman has charge of the girls and the little children of kindergarten age.

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## VACATION PLAY TIME

imum of necessary play equipment. The chief purpose of all this work is to keep the boys and girls from idleness and evil conduct and to help them engage in doing such things during the vacation as will tend to build up their characters. So the leaders will not only have charge of the play and industry suggested above but will accompany the young people on the occasions of their picnics, outings, and the like. At certain appointed times the whole community will be invited to come out and participate in the play and sociability, and on at least one afternoon per week the young people of the farming communities will be especially invited.

### **How to Raise the Money**

In case the school board or some other organization does not have funds available for this new child-welfare movement, the necessary money may be raised by means of a children's play festival, as follows:

Plan as far ahead as possible to have the play festival at about the closing day of school. Prepare flag drills, songs, maneuvers, folk dances, athletic events, and the like. Arrange to have practically every school child participate. Have a parade of all the school children with flags and banners flying. Arrange that one or two rural districts shall send in a team to participate in some kind of drill or other performance. Then admit all school children, both at home and from the rural districts, free of charge and at the same time require all adults to pay twenty-five cents each to see the performance.

Advertise the play festival liberally both in the home papers and by means of large posters. Make it the talk of the town for a month preceding the event. Barring bad weather, this festival should net enough money to finance the summer movement for an entire season.

**Send for Literature** The University Extension Division will offer every possible assistance to the furtherance of this new work for the children. The Department of Child-Welfare has just issued a new 40-page bulletin. (5c outside the State.) Those interested should send for it and for other helps.

A careful survey of this new vacation effort for the children shows that the failures have been attributable chiefly to weak leadership and ill-advised management of details. So again, the local authorities are urged to proceed carefully in regard to these two matters and to seek all available advise and suggestions.

## FUN FOR EVERYBODY ALL THE TIME

The Civic Herald, of Norwood, Massachusetts, published by the Norwood Civic Association, gives information to the citizens of Norwood of available recreation activities. Judging from the notices, one would say Norwood must be a pretty good place to live in. Among events announced during the last few months are: a Women's and Girls' Gymnastic Demonstration, Exhibition and Food Sale by the home-making department of the Corner House; league bowling matches, several local dramatic productions, *Girls of 1776*, *Yeats' Land of Heart's Desire*, swimming contests, a clean-up week, amateur orchestra. People who don't have a good time amid such wealth of opportunity must be sick or cross.

## COMMUNITY Y. M. C. A. WORK IN PITTSBURGH

Pittsburgh is one of the first cities in the United States to inaugurate a comprehensive plan of boys' work through the co-operation of the Young Men's Christian Association with existing agencies in providing a man-friend for the boys, in helping church, playground, club, home, school, to hold and develop the boys they now have and to relate to these agencies boys now unattached. Under the leadership of J. Herbert Wilson, the new secretary of the Homewood-Brushton Community Y. M. C. A., already a census of boys who are not members of any church or Sunday School has been made, a training class for workers with boys instituted, a gymnasium rented and put into use for every afternoon and evening except Wednesday.

## THE HIGH SCHOOL ATHLETIC FIELD

JOSEPH LEE

I think it would be very good to have an athletic field very near the high school—not more than a quarter of a mile off—in which case something of the Gary plan could be introduced, the field being used a large percentage of the time by successive relays; or could be used, as in the Country Day schools in Boston and Baltimore for play early in the afternoon, to be followed by a study period. If

## PLANNING RECREATION IN CHARLOTTE, N. C.

not within a quarter or three-eighths of a mile, it can't be used in those ways, and the distance makes less difference. I mean that the difference between a mile and three miles is not so very important.

In Boston we have one school using a playground three miles off, while on the other hand one school has a small inclosed courtyard in which they have built a running track which they use a very great deal, getting more good out of it than they would out of a first-rate field a mile or even perhaps a quarter of a mile off. The school, partly for this reason, leads all the other high schools in the percentage of pupils taking part in athletics and in its success.

## PLANNING RECREATION IN CHARLOTTE, NORTH CAROLINA

The Charlotte Park and Playground Association has recently published a study of recreation conditions in Charlotte, prepared by Ivan G. Wright, Director of Play. The purpose of making the study was to help in planning for an adequate recreation system. Although various efforts to provide recreational activities had been made before 1914, in that year a very definite and permanent development began in the appointment of a director of play and the establishment of one good playground, equipped with a wading pool, hill and cave, play-house, sand boxes, an outdoor gymnasium, consisting of a large slide, traveling rings, ladder, climbing poles, trapeze, horizontal bar, giant stride and sliding poles. Besides these are a croquet court, base-ball field, provision for volley ball, basket ball, tether tennis and a large open space for games without apparatus. Four workers were present all the time and an average daily attendance of one hundred and ninety was recorded.

The investigation revealed many conditions which citizens of Charlotte will probably not be slow to remedy—such as, that Charlotte has 865 inhabitants to each acre of park space, as compared with Washington's 60, Los Angeles' 81, Minneapolis' 104; that the school-house plays no part at all in the recreational life of the city; that an unusually large number of young people, from ten to twenty years of age, drift up and down Tryon Street, both in the afternoons and evenings.

The report recommends securing open playgrounds at the school, and securing playgrounds in addition to those at the school since "it should not be conceived that playgrounds in conjunction

## AMERICANIZATION DAY

with schools are the only necessary ones." Large play-fields, social centers, public baths and every phase of municipal activity which will make it possible to provide recreation for every man, woman and child in the city are suggested as parts of the ideal system which it is hoped the city will undertake year by year to build.

### MAKING A CITY PROSPEROUS

Recreation work in Wheeling's school houses is playing a quiet but much needed role in the life of the city. The real prosperity of a city, all things considered, depends in large measure upon the intelligence, industry and contentedness of its population; and while profitable labor is an important element contributing toward this condition, and education, a powerful and absolutely necessary factor in bringing real prosperity, yet much of the reward of labor and much of the results of education are misused and perverted during the leisure time—the play periods—of our daily lives. The outlets for the play spirit offered night after night by the city tended to sap vitality. The social centers offer instead such outlets as tend toward growth and development through the normal exercise of the play instinct. And the gratitude of all Wheeling is due the Playground Association and the Board of Education who have made possible this larger richer life in the community.

—From Report of the Wheeling Playground Ass'n, 1914-1915

### AMERICANIZATION DAY

The *Immigrants in America Review* is sending out a patriotic call to all citizens, American born and foreign born alike, to make the Fourth of July, *Americanization Day*.

The *Review* therefore offered a prize of \$250 for the best article on What America Means and How to Americanize the Immigrant, with a program for a Fourth of July celebration especially designed to welcome recently naturalized citizens and alien residents.

The National Americanization Day Committee, which is now being organized, wishes to aid cities individually by suggesting programs and speakers, and by co-operating in every possible way to make Americanization Day for newly naturalized citizens a success.

Inquiries should be addressed to the National Americanization Day Committee, Room 1205, 95 Madison Avenue, New York, N. Y.

## THE PLAYGROUND FROM A NORMAL SCHOOL VIEW POINT

*Teaching*, published by The State Normal School, Emporia, Kansas, devotes the issue of December 15, 1914, to the playground. Brief articles on good sportsmanship and the value of play precede two practical articles upon the school playground, which gives rules for playing games for the different grades, and upon athletics for girls. The rural school playground article includes a description of the making of school play apparatus.

Regarding the most important play apparatus, Claire K. Turner observes that in the Sherman Park playground in Chicago, which is equipped with nearly five thousand dollars' worth of splendid modern apparatus, only six pieces, aside from the swimming and wading pools, were used regularly without suggestion. These were traveling rings, flying rings, swings, giant strides, horizontal bars, and, for the small children, the see-saws.

### ANNUAL MEETING PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

Saturday, May 22nd

CHARLES F. WELLER

Associate Secretary

While America, waiting for Germany's reply, faced the possibility that our citizenship might be put to serious tests, the Playground and Recreation Association of America took stock of what this movement has done—and can do—to build up citizenship throughout America. (You recall Wellington's statement that the battle of Waterloo was won on the playgrounds of Eton.)

"One grave American weakness," said one speaker, "is provincialism. American people generally, when tested by an appeal for a national movement, show that their vision and interest are limited narrowly to their own communities. One benefit of an American war would be the fusing of these localisms and limitations into a unified, all-American spirit."

Without war, this broader spirit is developing. The 342 cities which have playgrounds are learning to work together. From El Paso and New Orleans, north to Duluth, Detroit and Portland, Me.,



## ANNUAL MEETING PLAYGROUND ASS'N

from Omaha, Minneapolis and Kansas City east to Providence and Newport, came enthusiastic reports of how our field secretaries, working from three to twenty weeks in each city, have helped 61 cities during the past year to get in line with all the others which are developing year-round, publicly-supported systems of character-building recreation.

J. C. Walsh came from Montreal, Esther Sinn from Scranton, Pa., Fred M. Butzel from Detroit, Rowland Haynes from Boston and Francis R. North from Bethlehem, Pa., to tell what this effective promotion of "Life More Abundant" has meant in terms of health, happiness and citizenship.

Gustavus T. Kirby presided. Dr. Luther H. Gulick, the pioneer president of the Association, interpreted its growing, nine-year-old work. Helen Tucker Lord and Abbie Condit described the central office functions—the free employment exchange, our monthly magazine *THE PLAYGROUND*, and the writing of thousands of letters yearly, answering countless questions.

Despite hard times plus war times, our financial year—which ended April 30—has been completed without debt or deficit! True, the number of workers in the field was reduced from thirteen to seven. But the essentials of the Movement have been saved—thanks to a Higher Power than our own.

Joseph Lee, our president, for whom we all feel honor and affection, was absent because of illness. Perhaps this gave a freer opportunity to speak of the indispensable help he has given—by contributing the largest financial gift we have received, by personally soliciting a large sum from his friends, and by writing a new, great book, *Play in Education*.

While Belgian, French, English and German thinkers are charging America with selfish materialism, we were somewhat reassured, at our meeting, by the popularity and power which have been manifested by the play movement—for it is spiritual, not materialistic; it builds team-play, loyalty, character, patriotism.

So we talked of fundamentals—of Democracy and its development through neighborhood centers in public schools and through other recreational activities by which all ages and classes of people are drawn together—to express themselves vitally and to realize each other.

No one would claim that this national movement for "Recreation"—or for "Changing Leisure from a Liability to an Asset"—or

## EXTRACTS FROM PUBLIC LECTURES

for "Education through Freedom"—is the only force or the greatest of the forces which are developing American unity and strength—

But, that it is worthily one of these fundamental forces, all felt who saw the vision, consecration and practical achievement manifested in the recent annual review of the work.

### A SUMMER SCHOOL OF FOLK DANCING

A summer school of folk dancing under the direction of Cecil J. Sharp is being held at Eliot, Maine, June twenty-sixth to July seventeenth. The school was organized by the United States Branch of the English Folk Dance Society, which was formed March 23, 1915, with Professor George P. Baker as President, Mrs. James J. Storrow as Secretary and Miss Elizabeth Burchenal as Treasurer.

### EXTRACTS FROM REPORT OF PUBLIC LECTURES—FOR THE YEAR 1913- 1914—BOARD OF EDUCATION, NEW YORK CITY

HENRY M. LEIPZIGER

Supervisor of Lectures, New York City

The character of a nation's amusements is an index to a people's civilization, and the people that finds its recreation in the study of literature and art, in discussion of economic and social questions, in refined and social intercourse, such a people is on the road to civilization, and one of the triumphs of our movement is that it has pointed the way for this wise use of leisure. There are no statistics possible to measure exactly the influence that has been exerted during the past twenty-five years, and the immensely increasing influence that will be exerted in the twenty-five years to come. But this we do know, that hundreds, aye, thousands have been inspired, stimulated and made happy through the medium of our work.

As an illustration of social intercourse developed in connection with the lectures, I cite the reading club that has been established at P. S. 165, Manhattan, 108th Street near Amsterdam Avenue. This club was formed in October last by a group of men and women who had been for years attending the lectures. In their request for the establishment of this reading club, they said it would seem that the desired end of reading in connection with the lectures would be more directly reached by members of the different centers forming themselves into reading or round-table groups to meet in the schools and library halls to instruct and entertain themselves by reading

## EXTRACTS FROM PUBLIC LECTURES

aloud standard books on the subjects of the lectures, and by listening to original papers written by the members. Such meetings at the same time would serve the purpose of the neighborhood social clubs so frequently and favorably discussed in the public press.

For the entire winter a large group of people, all adult, the majority over thirty, have held these meetings on Friday night, and all their programs have borne upon the lectures of the week. The last lecture was on the subject of Turkey and on the Friday night following the program of the club contained among its numbers music and singing illustrative of Turkish music. Papers were written by the members on, "The Geography of Turkey," "Mohammedanism," "The Koran," and "My Recollections of Turkey" by a former resident.

No one appreciates the fact that not the least of the beneficial influences is that exerted by the audience upon the lecturer himself more than the President of the United States, who some years ago lectured before our audiences and testified to their keenness and their appreciation.

Not the least valuable of the effects of our Public Lecture System is that it has given to thousands an increased interest in life. There is abundant proof that the human intelligence lengthens human life by increasing its instincts.

"Old age is opportunity no less  
Than youth itself, though in another dress;  
For, as the evening twilight fades away,  
The sky is filled with stars invisible by day."

The thinking faculty is the latest to be developed in the human individual, and an ardent desire for knowledge comes frequently at maturity. That which we teach ourselves is of infinitely greater value than all the information injected into us against our will in our early years. The mere taste of knowledge which the school years scantily afford cannot content an intelligent man or woman, and what is particularly characteristic of modern knowledge, particularly in science, is its rapid progressiveness. So all must keep on going to school to keep abreast with the times.

Among the most delightful letters that have been received are those from men and women past sixty who are keeping their interest in life largely through the aid given by our public lectures, so that the old philosophers who asserted that there was a fountain that would give perpetual youth were not wholly idle dreamers.

## BOOK REVIEWS

### PLAY IN EDUCATION

BY JOSEPH LEE. Published by The Macmillan Company, New York, 1915. Price, \$1.50

Many men and women have given much to the play movement but among all these leaders there is no one who has given more than Joseph Lee. All that has gone before in the history of the world of action and the world of thought he has lived over again to find its value for modern life. In his own city of Boston and later as president of the Playground and Recreation Association of America—throughout the nation he has led in the modern renaissance of play—putting into practical application the best thought of the ages as to how the child, the man, the woman can best be given an opportunity for full, rich, overflowing life. Hour after hour as Joseph Lee during the past years at board meetings, committee meetings, special conferences has considered the practical problems of administration, of technique involved in using play as a means of developing, sometimes almost as a means of creating life in the individual and in the community—he has ever been the philosopher bringing to bear on each practical problem the fundamental principle involved. On the other hand when he has gone fishing and while waiting for the fish to bite has formulated these fundamental principles in words—the words which he has now placed in his book—*Play in Education*—he has, even while thinking upon the philosophy, been the practical man of affairs concerned with the every-day life of every man, woman and child. Out of a rich life of thoughtful, practical work on the one hand, and of practical thought as to the fundamental and the permanent on the other hand, this book has come. Those who know Mr. Lee will recognize that the book is a part of Mr. Lee himself.

To Mr. Lee play is life. Play is the great builder and restorer. Physical play occupies small space in the book; gymnastics receive but scant attention, and that not altogether complimentary. All the various stages of life, the various play periods and their characteristics are treated in terms of life-building. The book is intended to "present a portrait, not a photograph, and therefore includes the element of interpretation as well as that of reporting."

"A child playing is absorbed into the end he seeks. What is the nature of that end?"

"In the first place, it should be said, the child's purpose is seldom if ever the same as Nature's. She has not intrusted him with her whole plan, nor told him why she has made such or such an act appear desirable. He has no conception that he is training himself to be a man—or at least not until a later stage than that which we are now considering. The sight of his friends is to him simply an invitation to the chase or contest; the tree suggests climbing, the brook a swim, the squirrel a shot with a snowball—with no hint of remoter advantages to be attained. So, in our maturer play, pictures and symphonies are to us simply and ultimately desirable, regardless of whatever purpose Nature may have had in giving us a feeling of rhythm and balance and a sensibility to certain sequences and tones.

"But Nature, though she does not intrust the child with her whole purpose from the start—and perhaps never with her final and inclusive purpose, whatever that may be—does prescribe to him, at each stage of his development, purposes not only so weighted as to make them adequate and

## BOOK REVIEWS

final motives for his action, but such as are the most inclusive that he is then able to achieve. And as soon as he can follow them she prescribes to him the full-blown purposes that are to govern his adult life. Wielding succeeds grasping as soon as the child has learned to hold things in his hand; pounding supersedes mere brandishing, using the stick as a tool follows close on pounding. Then come building, moulding, creation. So walking takes the place of kicking as soon as his legs can hold him up; chasing follows walking, tag supplants chasing, and football conquers tag. Each successive exercise has for the child its own sufficient end; but as soon as possible the final, inclusive end is introduced and the mind becomes focused on the sort of object that is designed to govern the grown man.

"Play drills the child to the service of ideals under the conditions imposed by his social and physical surroundings. He is squeezed to the desired pattern between the inexorable pressure of the ideal within him and the obdurate resistance of outer fact.

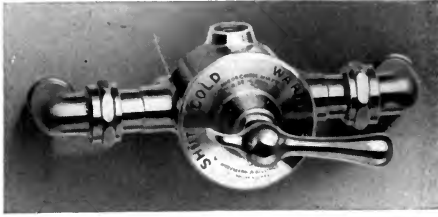
"The ideal ends that play prescribes are the ideals that dominate our later life, the ends for which men and women in all ages have gladly died and been praised for doing so. Building, creation, rhythm; nurture, curiosity; hunting, fighting, citizenship—these are the abiding sources of our ideals. The mother who sacrifices her life for her child, the poet facing poverty and death for the sake of art, the scientist for his discovery, the patriot for his country, testify to the moral sufficiency of the same instinctive motives that govern children's play. The fighting instinct itself, which to some people seems the least ennobling, is the basis of the great ideals of chivalry which alone have shown power to capture not merely the reason but the imagination of our western world.

"I have described the process by which as I believe the great achieving instincts build up the child. Man, the outcome of the process, is the incarnation of these instincts. His body is their tool and in great part their handiwork. His mind and heart are emanations of them. And the impulses that have produced the man also sustain him. It is in proportion as he is maker, fighter, hunter, nurturer, scientist, citizen, artist—achievement set to rhythm—that he is really there. Uninformed by these constituent purposes, he is a derelict, the left-off clothes of a soul that has abdicated. So long as these purposes are alive in him, his life persists. When they cease to operate, the flame goes out.

"Man is still plastic to the purposes that formed him so long as he is yet alive. Infancy is for the acquiring of the vocabulary, for getting in all the elements that go to make the whole. The perfecting of the instrument, refining it closer and closer to the invisible law of its best service, is the work of the rest of life."

It is significant that a statesman in the field of the modern social up-building of democracy after writing *Constructive and Preventive Philanthropy* should choose for his second book—not the tariff—immigration—taxation—the building of houses which shall be homes, the fight against disease—but the problem of play in its relation to life.

Many have spent their hours in thinking and writing on the problem of producing more corn per acre. Joseph Lee has thought and written on how to produce more life per man.



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### III. SUGGESTIONS FOR THE FIRST WEEKS ON A NEW PLAYGROUND \*

GEORGE E. DICKIE

Superintendent of Recreation, Oakland, California

Strive for *Safety First* in the use of apparatus and establish rules to insure it, and explain the reason for these rules to the parents, the guardians, and the children.

Children under five years of age should not be allowed on the high slides, even if the parents or guardians insist on going up and sliding down with them. The children soon refuse to use the lower slides and are a constant source of anxiety and care to the supervisor, as they slip away from their guardians and climb to the top in a surprisingly short space of time. The greatest danger of serious accident on the playground is in small children falling from high slides or other apparatus.

Standing up in the swings is dangerous and the younger children should not be allowed to use high swings. They should have their own low ones. A fence enclosing the swings is essential and should have bars close enough together to prevent a small child from "ducking under" to reach the swing or to run for a ball.

From the first day "fair play" should be the motto and all questioning of decisions and selfishness should be discouraged. Persistent offenders should be denied the use of the apparatus temporarily or excluded from the game.

Require neatness on your grounds. Discourage the throwing about of papers, orange peels, and other rubbish. Have plenty of receptacles for refuse, and ask the public to use them.

Be systematic. If you plan a regular event for a certain hour each day carry it out. By so doing you encourage the children and parents to be regular in attendance, and they learn that you are dependable.

As the weeks and months go by, learn to know the people who frequent your playground. Call them by name and have a word of greeting for *all* who enter your grounds. Ask them to take charge of a game group for you; to referee or umpire a baseball, basket ball or volley ball match; to play the piano for you or run the phonograph, or to watch the apparatus.

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\* Last article in the series on *Practical Conduct of Playgrounds*

## FIRST WEEKS ON NEW PLAYGROUND

**Adult Activities** Offer to organize activities for the adults. Start a women's club and a men's club with regular days for meeting. You will be surprised to see the response you will get and their keen enjoyment in volley ball, folk dancing, relay races, simple circle games, pass ball, baseball. Organize leagues for the women and their husbands.

Older girls many prove a problem. If you can, organize them into clubs for dramatics, sewing, or whatever they like, and through this channel get them interested in the game activities. Organize the children of different ages into congenial groups. Supervise the plans of these leaders, but let them manage their own club during the club session.

Keep all ages busy so that there will be no time or opportunity for idle talking and loafing. You are the chaperon for your ground and the young people should feel your chaperonage and interest. Get acquainted with the mothers and fathers of your young people and ask for their co-operation.

**Programs** The following programs were prepared for playground supervisors to carry out under conditions as shown. No doubt they will be freely criticised. Better and more ideal theoretical programs could be given, but in keeping with the spirit of an article on the *Practical Conduct of Play* it was thought best to quote *practical* programs from actual playgrounds as samples.

It is left to the student of play supervision to devise his own proper program to suit his conditions, rather than to copy any of these.

The writer acknowledges with thanks the assistance given in the preparation of these suggestions by Miss Winifred Van Hagen, Supervisor of Girls' Activities in the Recreation Department, Oakland, California.

### SAMPLE PROGRAM FOR A PARK PLAYGROUND AND PICNIC GROUND OF FIVE ACRES

Time: September. Weather: Cool. Day: Saturday

Supervisors: one man and two women; one field house attendant to attend to the supplies, shower baths, towels and lockers

## FIRST WEEKS ON NEW PLAYGROUND

### *Program for the Girls*

9:30 to 10:30 a. m.	Free play for small children; apparatus, sandbox
10:00 to 11:00	German bat ball, volley ball—for girls 10 to 15 or over
10:30 to 11:00	Story hour by the supervisor or special story-teller
11:00 to 11:30	Dramatization of the story; singing and dramatic games
11:00 to 11:45	Folk dancing, relay and ball games, free play, play on the apparatus for the older children
11:45 to 1:30 p. m.	Luncheon hour. Picnic parties
1:30 to 2:00	Free play
2:00 to 2:30	Organize different groups for baseball, volley ball, German bat ball, 9 court basket ball, and provide captains for the various groups, if possible one of the women supervisors attending to the instruction
2:30 to 3:30	Ring games and singing games for the babies and all who care to play
3:30 to 3:45	Trip around the grounds to see if all are busy and happy, and to count the attendance
3:30 to 4:30	Folk dancing for older children and grown-ups and new groups organized for the team games
4:30 to 5:15	Free play
5:15 to 5:45	Relay races, <i>Beetle goes round</i> , Dodge ball
5:45 to 6:00	Call in supplies and close the grounds

### *Program for the Boys—Same Ground*

9:30 to 10:15 a. m.	Soccer—70 pounds and under
9:30 to 12:00	Hand ball (different groups by winners)
9:30 to 12:00	Tennis " " " "
9:30 to 12:00	Quoits " " " "
9:30 to 12:00	Free play
9:30 to 10:15	Basket ball—100 pounds and under

## FIRST WEEKS ON NEW PLAYGROUND

10:00 to 11:45	Relay games, circle games, ball games, for younger boys
10:15 to 11:00	Soccer—85 pounds and under
10:15 to 11:00	Basket ball—115 pounds and under
11:00 to 11:45	Rugby—High School boys
11:00 to 11:45	Basket ball—130 pounds and under
11:15 to 11:45	Apparatus tag for younger boys
12:00 to 1:30 p. m.	Luncheon hour
1:30 to 6:00	Hand ball (different groups by winners)
1:30 to 6:00	Tennis " " " "
1:30 to 6:00	Quoits " " " "
1:30 to 2:15	Football practice—115 pounds and under High school boys only
1:30 to 2:15	Basket ball—70 pounds and under
2:15 to 3:00	Football—130 pounds and under. High School boys
2:15 to 3:00	Basket ball—85 pounds and under
3:00 to 3:45	Quiet games; checkers; throwing for baskets
3:45 to 4:30	Soccer—100 pounds and under
3:45 to 4:30	Basket ball—unlimited
4:30 to 5:00	Practice throwing baskets
4:30 to 5:00	Apparatus tag for all ages
5:00 to 5:45	Football—unlimited
5:00 to 5:45	Basket ball—100 pounds and under
5:00 to 5:45	Free play
5:45 to 6:00	Closing time. Supplies in

### SAMPLE PROGRAM FOR A SCHOOL YARD PLAYGROUND

Size: 4 and 2/100 acres. Time: Vacation in July. Weather: warm. Supervisors: one woman, one man

#### *Program for Girls*

9:30 to 10:00 a. m.	Free play
10:00 to 11:00	German bat ball practice for girls nine to eleven Sand box for the younger children Practice in throwing baskets for the older girls

## FIRST WEEKS ON NEW PLAYGROUND

11:00 to 12:00	Story hour
11:45 to 12:00	Collect supplies and close the grounds for the noon hour
12:00 to 1:30 p. m.	Noon hour
1:30 to 3:00	Sewing Club girls, twelve to fourteen years Girls take turns entertaining the club by stories, recitations, songs, while the others sew
1:30 to 3:00	Curtain ball and German bat ball for girls twelve to fourteen Free play in the sandbox for the younger children
3:00 to 4:00	Singing and circle games for the younger children
4:00 to 5:00	Playing of league game of German bat ball between the senior athletic clubs
4:00 to 5:30	Baseball games with soft ball for the older girls of the playground
5:00 to 5:45	Free play
5:45 to 6:00	Call in supplies and close the grounds

### *Program for Boys—Same Ground*

9:30 to 9:45 a. m.	Organize baseball and German bat ball for the younger boys
9:45 to 11:00	Umpire, if necessary, the league game of baseball between your team of intermediate boys and a visiting team
11:00 to 11:45	Play with the smaller boys such games as <i>Bull in the ring</i> , Dodge ball, <i>Three Deep</i> , <i>Cat and Rat</i>
11:45 to 12:00	Call in supplies and close the grounds for the noon hour
1:30 to 3:00 p. m.	Baseball for the older boys
3:00 to 4:00	Small boys' games and instruction in the rules of basket ball
4:00 to 5:15	Team games, baseball, volley ball, kick ball
5:00 to 5:45	Baseball for the small boys
5:00 to 5:45	League games for the older boys in soccer football and baseball

## FIRST WEEKS ON NEW PLAYGROUND

- 5:15 to 5:45 Apparatus tag, instruction in use of the apparatus, tumbling  
5:45 to 6:00 Call in and check up supplies and close the grounds

### SAMPLE PROGRAM FOR A SCHOOL YARD PLAYGROUND

Size: 2.3 acres. Time: October. Weather: cool. Supervisors: one man, one woman. Hours: 3:00 to 6:00 (after school). Equipment: play field, used for football or baseball, 2 volley ball courts, 2 basket ball courts, 1 set gymnasium apparatus, 4 hand ball courts.

#### *Program for Girls*

- 3:00 to 3:10 p. m. Organize activities  
3:00 to 5:00 Women's Outdoor Club  
(Volley ball—gymnastic drill, ring games, folk dancing, relays, nine court basket ball; two or more of these activities a usual program for our women's clubs)  
3:10 to 3:45 Ring games—younger boys and girls  
3:10 to 3:45 German bat ball—twelve to fifteen years  
3:10 to 3:45 Basket ball practice—7th and 8th grade pupils  
3:10 to 3:45 Free play  
3:45 to 4:30 Ball games and relays—twelve to fifteen years  
Senior Athletic Club  
3:45 to 4:30 German bat ball—Junior Athletic Club  
3:45 to 4:30 Jacks, checkers and quiet games  
3:45 to 4:30 Volley ball—older persons  
4:30 to 5:15 Junior Athletic Club  
4:30 to 5:15 Basket ball throwing practice  
4:30 to 5:45 Free play and quiet games  
5:15 to 5:45 Running games, *Follow the Leader*, for all  
5:45 to 6:00 Call in supplies and close the ground

#### *Program for Boys—Same Ground*

Hand ball played constantly with "winners," *One o' cat*, *Strike out*, German bat ball, and volley ball need little supervision after being organized.

## FIRST WEEKS ON NEW PLAYGROUND

3:00 to 3:10 p.m.	Organize groups for basket ball, football and volley ball
3:10 to 3:45	Soccer—100-lb teams
3:10 to 3:45	Basket ball—115-lb teams
3:10 to 3:45	Volley ball—unlimited (Challenge game between upper classes)
3:10 to 3:45	German bat ball—70-lb teams
3:10 to 3:45	Running games and free play for younger children
3:45 to 4:30	Soccer—85-lb teams
3:45 to 4:30	Basket ball—70-lb teams
3:45 to 4:30	Volley ball
3:45 to 4:30	Apparatus tag—unlimited
4:30 to 5:45	Rugby—High School boys
4:30 to 5:45	Ball games for younger boys
4:30 to 5:45	Practice and teaching of "stunts"
4:30 to 5:45	Basket ball practice—unlimited
5:45 to 6:00	Call in supplies and close grounds

**Activities** The opportunities for variety in arranging a playground program are limited only by the number of activities available and the ingenuity of the director. The following classification will serve as a key to hundreds of separate games and activities:\*

*Athletics*—Baseball, basket ball, rugby, track and field events, soccer, swimming, tennis, hand ball, German bat ball, volley ball, tug-of-war, regattas, quoits, cricket, football, golf, riding, skating, cycling, hockey, fencing, boxing, wrestling, boating, archery, curling, bowling

*Games*—Ball games, running games, field games, circle games, singing games, playground games

*Gymnastics, Dancing, Dramatics, Storytelling, Clubs, Boy Scouts, Camp Fire Girls, Camping, Hiking, Social Centers, Industrial Work, Gardening, Music, Boating, Swimming, Pageantry and Festivals, Kite Flying, Model Yachts, Model Aeroplanes*

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\*These lists are partial. For further suggestions consult any of the standard authorities, such as: *Education by Plays and Games*, George E. Johnson; *Games for the Playground, Home, School and Gymnasium*, Jessie H. Bancroft; *Three Hundred Games and Pastimes*, E. V. Lucas and E. Lucas; *Cassell's Book of Sports and Pastimes*; *Every Boy's Book of Sport and Pastime*, Professor Hoffman; *Hand book of the Boy Scouts of America*.

## THE SANDPILE—ITS USE AND CARE

FRANCES J. MCGOUGH

Madison, New Jersey

Any one who has ever lived near a small stream can probably recall the thrill of pleasure that was connected with the occupation of walking in the water and making the soft sandy mud ooze up through the toes. Last summer one of the streets of the lower east side of New York City was being repaired. As the stones were replaced the spaces were filled in with sand. Before long there were a dozen dirty little children hovering about with small sticks, spoons, playing with whatever sand they could scoop up. One little fellow ran to a garbage can and extracted from it a discarded tin pail which he proceeded to fill and empty to his heart's content.

Such efforts surely point to some need. Indeed in any playground where the boxes are kept fairly well filled, and the play-leader is at all interested in the possibilities of sand, wonderful things do develop. Often the sandpile is looked upon as a convenient place to drop the wee folks while the older children have a game or race. It is a good place. It is also a good place for the older sisters and brothers. The sandpile can furnish interesting and valuable play for the children of all ages. Sand is a splendid medium of expression for the little people because of the ease with which it may be modified to satisfy the childish desires; also because there is no possibility of destruction of the material itself as there is in the use of paper, cardboard and like materials.

The simplest types of sand play involve the use of the sand in a dry state. There is the sifting of sand through the fingers, and playing that it is rain or snow. "Very stupid," you say; but to two or three-year-olds it is most attractive. These same little people like to hide their fingers in the sand and have mother or teacher come seeking for them. There is much joy and shouting when after a most difficult search the little fingers are found and brought forth to the daylight. Then again, how busily they will fill a dish or pail with sand, then empty it just that they may repeat the whole performance over again.

The next development is that in which the moulded sand is turned out of the mould for further play. The handling is no



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longer an end but a means by which the child is enabled to weave innumerable imaginative and imitative plays. The boy becomes a grocer and weighs out sugar for his customers. The girl is a homemaker and the sand becomes sugar, flour, tea; in fact, anything which it in any way suggests. Who has not made mud pies, and perhaps tried to eat them? In connection with the store plays, counting and measuring plays spring up. Buying and selling sugar and similar commodities calls for weights and measures. The words pint and quart begin to be heard although the vessels which the child uses to represent those measurements are very diminutive. When the children begin to do this the teacher may use the opportunity to introduce real measures. Crude scales are also made for weighing. The baker sells cakes by the dozen and half-dozen. Artistic tendencies exhibit themselves through the efforts of the children to obtain and use prettily shaped moulds for their cake-making and through attempts to decorate the cakes with paper flowers, pictures traced in sand with sticks, or designs of small pebbles.

The earliest forms of play suggested above are individualistic in character and belong to the years which lead up to and begin the child's kindergarten life. But a time comes when the child begins to be interested in the work of another, and they unite what they have made. If the play has been house-building it may end by visiting back and forth; or a street may be constructed and gradually carried past all the houses. This form of play is crude and simple in its beginnings, but we see it repeated in more advanced forms by children whose range of experience is enlarging, until we find the upper grade school children laying out parks, ball fields and cities with rivers running past. These older children often carry out in sand play their newly acquired knowledge of the topography of a country.

Besides the early experiments of the babies with a new material, and the social play already suggested, the sand lends itself to artistic expression. The earliest and simplest form is developed through the cake-making when the young baker places the cakes in an orderly row on the board used for a shelf or counter. Similarly pretty shells or pebbles are laid on the sand or pressed into it leaving imprints. The single rows will develop into rows made up of twos or threes and later into balanced designs. There are skeptical persons who believe that children do not develop this

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form of activity unless it is suggested by an older person. This doubt always calls to mind a little girl I once knew who took upon herself the duty of keeping her mother's salt cellars filled in order that she might make pretty patterns upon the yielding surface.

Sand play may be enriched by the use of many accessories besides those already named. Blocks are sometimes used for building houses and walls; boards for bridges; twigs for trees. Toy animals and dolls are sometimes brought by the children from home, and add to the reality as do also the benches, carts and other play objects constructed by the children in the course of their play.

Older children, especially the boys, delight in plays that show the operation of physical laws. They delight in crudely constructed sandmills. They have been known to spend hours in the construction of a gravity road, down a winding pathway on a mountain of sand. If the curve of the road or the inclination of the slope is not just right the marbles go over the side instead of rolling down the pathway made for them. There is a feeling of real triumph when the road is just right and the marbles at last go racing round the curves and finally reach their resting place at the bottom.

Two sandpiles should be provided when there are both older and younger groups interested in sandplay. This plan makes it easy for a group of children, who are working out some special ideas, to keep their work intact without fear of disturbance from the other children who also wish to play in the sand. Interest in the possibilities of their sandbox has been so great that I have known boys to volunteer to stay and act as guards during the lunch hours so that the work might be successfully completed in the afternoon.

There have been objections made to the playground sandpile on the score that it is a dirt catcher and a breeder of disease. It is true that the little folks who use the sandpile will, if permitted, drop the remains of lunches, bread crusts and apple cores. It is also true that dust and papers carried by the wind are as likely to be deposited in the sandpile as elsewhere. But there is no more reason for their remaining than for permitting dirt to accumulate in the home. With the aid of a wire meshed sifter or a rake such accumulations may be removed, and further cleansing may be done with a hose. The removal of such refuse, before it begins to decay, reduces to the minimum the opportunity for development

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of disease germs. The turning over of the sand exposes it to the sun's rays and to the air, nature's best purifiers, more effective than any prepared disinfectants. Besides the cleansing process one other precaution must be taken in order to prevent infection through the sandpile. This is the exclusion of children who have any form of communicable disease.

Although it is necessary to have the sandpile open to the fresh air and sunlight, yet for the sake of the children who use it there should be some protection from the direct rays of the sun during the hottest part of the day. If there is a large spreading tree on the playground the space beneath it may prove a good place for a sandpile. Or there may be a place for it where the shadow from a building or high fence may fall across it.

In my experience the sandpile has been one of the most used pieces of equipment on the playground. From the moment the gates are opened in the morning until they are closed at the end of the day at least a half-dozen children may be found in the sandpile at any time. More often it is the scene of activity of from fifteen to twenty children especially if some older person is there to stimulate the backward ones to take part. A sandpile 5x12 feet which is definitely supervised during a portion of each day will be used during a three-hour session by at least one-hundred-twenty children. This means that fifteen children have made use of the sandpile during every half-hour of the session. The only other piece of apparatus that furnishes activity for so many children is the slide. It can be used by more children at one time but they tire of it more quickly because of its limited possibilities.

The activities of the sandpile are of such a type as to furnish material for long continued interest, and for a sequence of interests that keep developing as the children play. Each variation in the play suggests another. In this it differs from most of the other apparatus in use, as they (slide, swing, see-saw) offer stimulus for one type of activity only. In the class room it is now believed that the periods devoted to any one form of work usually should not exceed fifteen to twenty minutes in the lower grades and in the upper grades thirty to forty minutes. This is believed to approximate a correct estimate of the child's power to concentrate and of the instructor's power to hold the interest of the child. If introduced to a pile of sand the small child becomes so interested in its possibilities that instead of his being held to it for fifteen

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minutes he may need to be dragged away from it at the end of a half-hour. The older boy who stifles a yawn in the middle of a thirty-minutes class period in geography, spends an hour or two working out in the sand the ideas over which he struggled laboriously in the class room.

Many pieces of apparatus that are suitable for playground use are frequently unattainable when funds are limited. Being cheap, the sandpile is not an impossibility. A wagon load of clean river sand costs about \$2.00. Through use and the cleaning process the sand gradually is washed or carried from the box so that it is usually necessary to replenish it by the time the summer is half over. The boards cost about as much as the load of sand. The work of putting the frame together may be done in a half-hour by an unskilled laborer or by the older boys, under supervision. Spend the remainder of a ten-dollar bill on pails, shovels and a few accessories and the sand pile is ready for use.

## CLASS ATHLETICS FOR BOYS

### THE KIND OF SCHOOL ATHLETICS THAT ARE REALLY WORTH WHILE\*

*Class Athletics* is simply a device by which every boy, physically fit, may enter any athletic event, and if he does his best, feel that he is helping his class to win, even though he may not be good in the event in which his class has entered. In this form of athletics, a trophy is won, or a record is made, not by the individual record of a boy, but by the average of the individual records of the boys in a class or school.

In the Jordan district contests for the best records shall be held in the following events: pull up, or chinning, standing broad jump, running, and shot put.

- Regulations**
1. No restrictions are placed upon the boys except physical fitness.
  2. No pupil shall be exempt from participation except for physical inability. Pupils refusing or neglecting to take part shall be placed in the list with a record of zero.
  3. The number taking part must correspond with the enroll-

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\*A message sent to each school in the Jordan District by Orson Ryan, Superintendent of Schools, Midvale, Utah

## CLASS ATHLETICS FOR BOYS

ment for the day on which the record is taken: except as exempted in 1 and 2.

4. Events shall occur as follows: (a) pull up in the month of February, (b) standing broad jump in March, (c) running in April, (d) shot put in May.

Final tests and records are to be made on or before the following: pull up—the last Friday in February, jumping—the last Friday in March, running—the last Friday in April, shot put—the first Friday in May.

5. Records are to be sent in for: pull up, not later than March 3rd, standing broad jump, not later than April 3rd, running, not later than May 3rd, shot put, not later than May 10th.

6. In the pull up, no kick, snap, jerk, or swing shall be allowed. It must be a dead pull from an under grasp.

7. Jumping must be from a line and on level ground. Many schools cannot have a "take off" without too much inconvenience. Weights are not to be used.

8. The distance for running shall be fifty (50) yards.

9. In jumping and the shot put give the record in feet and inches, carrying the inches out to ten-thousandths. Carry out other records in the same way. This is to prevent ties. Measure from toe to heel.

10. When the records for each event are all in, the records shall be compared and the results announced by the Athletic Committee.

11. A trophy will be given for each event.

12. The records shall be found as follows:

*Pull Up:* An inclined ladder is ideal for the pull up, or a bar may be fitted into a door way, or the regular horizontal bar may be used.

It must be impossible for any contestant to reach the bar without jumping. Each contestant must pull himself up until his chin is over the bar, and then lower himself the whole length of his arms. This he does as many times as he can. The number of times he pulls himself up is his record. The class record is found by adding the individual records and dividing by the number of boys entered (enrolled) minus exemptions in 1 and 2.

*Jumping:* Each boy jumps, taking three jumps if he wishes, and his best jump is recorded. Weights are not to be used. The class record is found as above.

## CLASS ATHLETICS FOR BOYS

*Running:* In this there may be some difficulty in taking the individual records of the boys. The following method is suggested:

Carry a Message to Garcia—The boys are lined up in two groups fifty yards apart. The time keeper, who acts also as starter, stands by the finishing line. When ready he gives Boy No. 1 "The Message to Garcia," (a soft roll of paper 1 to 1½ inches in diameter and 10 or 12 inches long). At a given signal Boy No. 1 runs and as he finishes passes the message (roll of paper) to Boy No. 2, who carries it back to Boy No. 3 and so on. As the last boy crosses the finishing line the time is taken. The record is found by dividing the elapsing time by the number of boys that run.

As a preparation for this contest the teacher should read *A Message to Garcia* to the class and have it intelligently discussed.

*Shot Put:* An eight-pound shot shall be used. This contest shall be between pupils of the seventh and eighth grades of each school. Official rules for shot put shall be observed in determining final records.

13. The principal and teacher of each grade contesting shall be the committee on exceptions. Questionable or challenged exemptions shall be referred to the committee on athletics for final decision.

14. Each contestant must be an officially enrolled member of the fifth, sixth, seventh, or eighth grade in the school with which he takes part.

15. By common consent, every school in the district has been officially entered and the final results from each school will be recorded.

16. The principal and two teachers chosen from his corps shall act as officials for the finals. Their decisions cannot be challenged or disputed.

17. The principal shall submit the reports to the school office as provided in the foregoing.

**Suggestions** Have class trials frequently before taking final records. Encourage the boys to practice by themselves, in the yard, in the street, at home, or elsewhere.

Write the boys' names upon the blackboard, if you have the space; if not, write the names upon a sheet of paper and pin it up. Enter the boys' records as they bring them to you.

## CLASS ATHLETICS FOR BOYS

Women teachers should not be afraid to take hold of this form of athletics. *It is not how far the boys can jump; it is getting them to jump that is success.* This a woman can do as well as a man, perhaps better.

Divide your school into classes or squads and appoint captains; encourage emulation among the squads. Have squad or class contests.

### PRESCRIBED STANDARDS OF PHYSICAL EFFICIENCY FOR BOYS AND GIRLS

All boys and all girls in the fifth, sixth, seventh, and eighth grades and the high school of the Jordan district shall be classified according to physical efficiency tests. The individual record of each child shall be kept. The total number of children falling below the standard; the total number attaining the standard; and the per cent reaching the standard in each school shall be reported to the Athletic Committee. All children attaining the standard in either class shall be known as "Physically Efficient Boys" or "Physically Efficient Girls."

Each boy and girl shall be encouraged to take part and attain the standard as soon as possible. To be eligible to join The Physically Efficient Class, a child must reach the standard in all three events on the same day during the week in which May 1st occurs.

*Prescribed Standards of Physical Efficiency* known generally as the Athletic Badge Test is another form of competition differing from all other kinds of athletics, in that it is not necessary to defeat someone in order to win. While this is one of the most desirable features of this form of athletics, it is not necessarily the most valuable one. The opportunity afforded every boy and every girl to discover his or her own powers and possibilities and the encouragement to reach the prescribed standard of physical efficiency must appeal to all. In this form of athletics every boy or girl who can attain the prescribed standard, and who is doing acceptable work in school, may win an athletic badge.

A County Rally Day is held in this county at which any boy who does not have a chance to try for a badge at a district rally is given an opportunity. A county contest is held in which each district may enter its two best contestants. The Playground and Recreation Association of America tests are used exactly as given out by the Association.

PLAYGROUND MODEL AT CITY PLAN COMMISSION  
EXHIBITION, CITY HALL, NEWARK, N. J.,  
MARCH 4TH, 1915

The Model represented a ground 200 x 400 feet, the scale used being one-quarter inch to one foot. This made the dimensions of the Exhibit, which was placed on a long table, about four feet by eight feet. The grounds were fenced. Around the shelter house, which was of a simple type, was a covered piazza eight feet in width which provided shelter and a place for quiet games, and an opportunity for mothers to watch their children play. A wading pool was placed near the shelter house, a swimming pool where both boys and girls could use it on separate days. A running track surrounded the entire field. Volley ball, basket ball, baseball and other courts were carefully marked out in sand, according to the proper dimensions and showed the nets and equipment. The apparatus was made of wire to resemble steel apparatus. The system of lighting was shown by four large arc lights, one on each side of the ground. These and the recreation building were wired so that they might be lighted by turning on a switch. Drinking fountains, one on each end of the ground were shown, and even the system of drainage indicated. The ground was covered with green sawdust to represent grass. The swimming pool was represented by glass and surrounded by canvas which could be rolled up. The pergolas were covered with flowers and leaves and in this way added much to the attractive appearance of the ground. No attempt was made to represent children on the grounds with the exception of one figure in the sand box. The cost of the Model was very little as the workers themselves had constructed most of the apparatus and many firms and individuals helped. One company placed the fence around the ground, the Public Service Corporation did the wiring for the electric lighting.

### STREET PLAY

Those who have had most experience in conducting street play in New York believe that the feasibility of street play has been proved and the experimental stage passed. Probably there are few cities in which street play is justified, for street play ought not to



## STREET PLAY

be made a substitute for permanent playgrounds except in very unusual cases of congestion.

One of the interesting features in New York City has been the attitude of sympathy and cordiality on the part of policemen toward the children in the street play zone.

Those advocating street play in New York have not regarded it advisable to pass ordinances on the subject, for it has been recognized that street play is an emergency measure for dealing with unusual conditions and not something to be regularly planned for as a permanent feature of city life.

Many streets in New York are closed between the hours of three and six o'clock every afternoon. Several policemen are stationed at each center to give protection and any assistance necessary; in some cases, the streets are roped off, while in others wooden-horse standards are used. At each center a placard is displayed, stating that the streets are closed to traffic during the hours named, for use as playgrounds.

The play streets under the direction of the Parks and Playgrounds Association are supervised by trained play leaders employed by that association to organize and direct the children's play. In other cases, volunteer play leaders direct the activities.

The only regulations regarding the use of streets as playgrounds are that the street in question shall be well paved, situated in a district where traffic is not heavy, and shall be neither a commercial, fire, nor hospital street. Requests for the closing of certain streets for play are filed with the Commissioner of Police.

The list of streets closed may be of interest even to other cities because it shows the extent to which the movement for opening the streets for play has gone in New York City.

### STREETS CLOSED AS CHILDREN'S PLAYGROUNDS

#### MANHATTAN

<i>Location</i>	<i>Date of Closing</i>	<i>Persons Providing Attendants Therefor:</i>
Roosevelt St. 2 blocks between Oak & Cherry St.	8/17/14	Miss Hennie Ward, Supt. Salvation Army House, 94 Cherry St.
Henry Street between Oliver & Catherine Sts.	8/17/14	Parks & Playgrounds Assn, No. 1123 Broadway.

## STREET PLAY

Jefferson St. between East Broadway & Henry St.	8/10/14	Educational Alliance, E. Broadway and Jefferson St.
Scammel St. 2 blocks between E. B'way & Henry St.	8/17/14	Mr. Sokohl, Madison House, No. 216 Madison Street.
Pitt St. between Delancy & Rivington Sts.	8/17/14	Mr. Nathan Greenbaum, Pres. Civic Club, No. 311 East Broadway.
Cannon Street between Broome & Delancey Sts.	8/17/14	Mr. Nathan Greenbaum, Pres. Civic Club, No. 311 E. Broadway.
Essex Market Place between Ludlow & Essex	8/10/14	Mrs. Levy, Spanish & Portuguese House, No. 86 Orchard St.
Eldridge Street between Delancey & Rivington	7/24/14	University Settlement, No. 184 Eldridge St.
Second Street between Ave. "A" & 1st Ave.	8/17/14	Miss Clara Kibbe, Music School Settlement, 55 E. 3d St.
Dry Dock St. between 10th & 11th Sts.	8/17/14	Miss C. J. McColl, Headworker of Christodora House, 145 Ave. B.
91st Street between 1st & 2nd Aves.	8/17/14	Mr. Henry Kaufman, Dobbs House, No. 512 E. 87th St.
103d Street between Madison & Fifth Aves	8/17/14	Mr. D. H. Morrison, Union Settlement, 237 E. 104th St.
King Street between Varick & McDougal Sts.	9/9/14	Parks & Playground Ass'n, No. 1123 Broadway
Sheridan Square between Barrow & Grove Sts.	9/8/14	Parks & Playgrounds Ass'n, No. 1123 Broadway
Grove Street between Hudson & Bedford Sts.	9/8/14	Parks & Playgrounds Ass'n, No. 1123 Broadway
West 47th St. between 10th & 11th Aves.	9/3/14	People's Inst. No. 70 Fifth Avenue
Park Avenue between 105th & 106th Sts.	9/7/14	Parks & Playgrounds Ass'n, No. 1123 Broadway

## STREET PLAY

Park Avenue between 113th & 114th Sts.	9/7/14	Parks & Playgrounds Ass'n, No. 1123 Broadway
Park Avenue between 120th & 121st Sts.	9/10/14	Parks & Playgrounds Ass'n, No. 1123 Broadway

### BROOKLYN

<i>Location</i>	<i>Date of Closing</i>	<i>Persons Providing Attendants Therefor:</i>
Butler Street between Hoyt & Bond Sts.	8/18/14	Parks & Playgrounds Ass'n, No. 176 Nassau St., Seymour Barnard, Sec.
Cheever Place between Harrison & Degraw Sts.	8/18/14	Parks & Playgrounds Ass'n, No. 176 Nassau St., Seymour Barnard, Sec.
Georgia Ave. between Sutter & Belmont Aves.	8/18/14	Parks & Playgrounds Ass'n, No. 176 Nassau St., Seymour Barnard, Sec.
Christopher Ave. between Belmont & Sutter Aves.	8/18/14	Parks & Playgrounds Ass'n, No. 176 Nassau St., Seymour Barnard, Sec.
Pacific Street between Rockaway & Stone Ave.	8/18/14	Parks & Playgrounds Ass'n, No. 176 Nassau St., Seymour Barnard, Sec.

The question is sometimes asked under what ordinance street play in New York City has heretofore been regulated. Under the title of ball playing and throwing of missiles, there is the following provision: "Nor shall any person throw or cast any stone, stick, or other missile in, from, or to, any street, lane, public place, or unenclosed grounds, under pain of a like fine (\$10.00) for each and every offense."

In Brooklyn there is also the following provision: "No person shall raise, fly or attempt to raise or fly any kite in any street or avenue."

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The Association has recently received an inquiry regarding the efficiency of cement skating rinks. Will not the readers of THE PLAYGROUND who have been interested in such experiments in their communities tell us what their experience has been?

## A PARK OR A PLAYGROUND

Where a city has no parks or playgrounds to speak of—should the development of parks and playgrounds go hand in hand—or should a minimum number of playgrounds be secured first? This is a question raised in the *Chattanooga Times*.

The park departments of the cities of America are giving a larger and larger proportion of their thought and of their funds to active recreation. Some leaders in park work advocate changing the name of their department—from park department to park and recreation department. Many members of park boards have stated that the playground work which they do is so popular that it enables them to secure money for boulevards and rest parks which would not otherwise be appropriated. Even in the rest parks there is now a more distinct effort to give the people the most from these parks instead of making the grass and trees an end in themselves. From some of the old park reports no one would have guessed that the parks were meant for the people—almost no indication of the use to which the park was put.

Each city has its own conditions, each neighborhood its individual need. There are few neighborhoods, however, which will not be better off, financially even, at the end of any ten-year period, if both a neighborhood play center and a rest park are developed. The problem is to secure money enough for both and let the development of both proceed in co-operation.

## PARK DEVELOPMENT IN NEW YORK CITY

In an address before the Academy of Political and Social Science, Cabot Ward, chairman of the Park Commission of New York City, pointed out how much present day New York is indebted to the first park commissioners who against great opposition secured a large part of the present park property. Land secured at a more moderate price is now worth many millions. The pioneers in park development foresaw the growth of the city. We profit by their foresight. As the city grows are we in the new sections now being developed taking the same foresight for those to come after us which the early pioneers took for us?

Mr. Ward advises the appointment of a committee to draw up

## NEW USES FOR SCHOOLHOUSES

a plan of development for Riverside Drive so that with all the changes in the office of park commissioner the carrying out of the plan may go steadily on year after year. There is a tendency for each commissioner to cast aside the plans of his predecessor and start a new system all his own without regard to the experiences of the past commissioners.

Some day Mr. Ward expects Blackwell's Island to be transformed into a large park—the Belle Isle of New York. This was long the dream of Jacob Riis.

The small parks should be made neighborhood civic centers to develop civic spirit of all kinds. The number of park playgrounds, Mr. Ward would increase only so fast as it is possible to provide suitable supervision.

## NEW USES FOR SCHOOLHOUSES\*

T. S. Settle, Field Secretary of the Playground and Recreation Association of America, gave a talk at the High School yesterday afternoon on a subject which is of vital interest to all patriotic citizens of America.

The Scribe will first give Mr. Settle's ideas and then will endeavor to show their close relation to American patriotism.

The subject was: "A Talk on the Conservation of our Leisure." In our life, here in America, by reason of holidays, child labor laws, the restriction of working hours and the accumulation of wealth, leisure time is constantly increasing. It becomes an important problem to utilize that leisure to the best advantage in pleasure and character building.

In one city Mr. Settle calculated that the inhabitants had 2,000,000 leisure hours, and he found that the saloons got 100,000, the pool-rooms 90,000, the churches 75,000, the libraries 15,000, and the Y. M. C. A. 10,000.

Mr. Settle's association is interested in the extensive use of school buildings and grounds as places of recreation for the pupils, and centers of social diversion for both children and parents. "Play and Recreation Should Be Supported by Public Funds," is the fundamental proposition of his argument. And he illustrates, by his pictures, how many cities in the United States have already adopted this idea and put it into effect, so as to use a part of the municipal

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\*Atlantic City Review, February 4, 1915

## NEW USES FOR SCHOOLHOUSES

income in turning dollars into taxpayers' amusements. The day when the janitor chased the boys and girls out of the school-yard after four o'clock is over.

The school is to become a club-house, working overtime as a factory of happiness, and the school-yard, under supervisors, a playground in which pastimes are added to the studies in books. Domestic conveniences are also features. In Lexington, Ky., for instance, there are bath tubs for the babies, laundry tubs for the mothers and a swimming pool for all comers. There are grounds for tennis and volley ball, and the schoolhouse is the poor man's approach to the country club of the rich. In El Paso, Texas, the city has been districted into sections and every section has a center whence radiates such influences as have just been described. Six hundred and fifty cities in America have utilized the new idea to increase the beneficial and educational influences of the schoolhouse.

What is the full significance of this movement in relation to American patriotism?

"America is not a nation; it is only a state of mind," the Scribe once read in an English magazine, and for a moment he was irritated by what seemed British insolence. Very slowly a new view of his own country dawned upon him. He saw the million of immigrants, Italians, Hungarians, Hebrews, Slavs, Japanese, pouring into the country every year, and realized that America was no longer a land of old English traditions, tintured with Scandinavianic and German flavors, but it had become the great Melting Pot of the nations, as Zangwill puts it—a melting pot in which diverse elements are being fused, and, if the proper coinage dies are at hand, in which they may be transformed according to American ideas. But if the coinage dies are not at hand, they remain unformed, unassimilated, patches of Europe transplanted; for American usage, useless. The presence today of so much crude foreign ore in the melting pot, still unmelted, caused the English critic to say that we are not a nation, only a state of mind; an idea not yet realized.

The schoolhouse, as a playground and as a social center, is a new force to help the process of recoinage; to help the transformation of foreign materials into American patriotism.

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EXTRACTS FROM  
THE NEIGHBORHOOD IN SOCIAL RECONSTRUCTION\*

ROBERT A. WOODS

South End House, Boston, Massachusetts

The time has come for a great renewal of confidence in the vitality of the neighborhood as a political and moral unit. Disorganized neighborhoods must by a great and special effort be reconstructed. These and all other neighborhoods which have lost their responsible leadership must by motives of patriotic adventure be provided with such a transfusion of civic blood as will lead to a thorough quickening of the functions of "the family of families." And all normally conditioned local communities must be inspired to the rediscovery in modern terms and under modern standards of achievement of their latent collective energies.

The new meaning of the neighborhood as developed at *four hundred settlement* houses which have sprung up in America during this generation, will find its fulfillment in the next in a national movement for a new synthesis of neighborhood well-being and productive power.

It is surely one of the most remarkable of all social facts that, coming down from untold ages, there should be this instinctive understanding that the man who establishes his home beside yours, by that very act begins to qualify as an ally of yours and begins to have a claim upon your sense of comradeship. Surely this deeply ingrained human instinct is capable of vast and even revolutionary results. Among the unexplored and almost undiscovered assets upon which we must depend for the multiplication of wealth and well-being in the future, may it not be that here in the apparently commonplace routine of our average neighborhoods is the pitch blende out of which, by the magic of the applied social science that is to come, a new radium of economic and moral productive resource *will be elicited?*

The social recreation of young people is in every sort of community a problem of anxious significance; but where the home and the neighborhood have lost their coherence, it is beset continually with moral tragedy. A study of the problem of the young working girl which the National Federation of Settlements has been con-

\* Reprinted from *The American Journal of Sociology*, March, 1914 (University of Chicago Press, Chicago, Ill.)

## THE NEIGHBORHOOD IN SOCIAL RECONSTRUCTION

ducting for the last two years, \* whose results represent the collated evidence of 2,000 social workers, brings out very clearly the fact that as soon as the young girl wage-earner finds that she cannot have in her own neighborhood a satisfying reaction from the strain of work, she is carried by the essential forces of her being into a veritable ambush of moral danger. As President Lowell has suggested in urging the freshman dormitories, the recreations of youth lose their danger when they are associated with one's normal conditions and relationships; they become ominous when they have to be sought apart from the normal way of life. It is precisely so with young people everywhere. Some of the best social service of today is being rendered by residents of settlements, who enter wholeheartedly with young working people into a really vital program of enjoyment within the immediate circle of neighborly acquaintance. These leaders thus acquire an authority from within which enables them, with full and free consent, to establish a better standard, and a still better, for social custom and for personal behavior. To those who know how the fundamental sexual morality of our cities often seems to be trembling in the balance, the value of such a method can hardly be stated in terms too strong or too broad; and it depends upon as close a study and as persistent and exhaustive a practice, of neighborhood sociology as the most expert local politician can make in his way and for his purpose.†

Here the neighbor instinct again demonstrates its priceless value as the cement of twentieth century democracy; but not when left to itself, for here more than ever is necessary the infusion of a type of neighborhood leadership which represents American economic, political and moral standards. It would be only too easy for the neighbor sentiment to bring about a kind of assimilation among immigrants which would be only a foreign composite, hardly nearer to American standards than were its original constituents.

There are two of our great institutions which, roused by the results of experiment in neighborhood reorganization, are beginning to awaken to the great national possibilities of a quickened neighborhood spirit, freshened down to date. The public school in some

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\* *Young Working Girls*, edited by Robert A. Woods and Albert K. Kennedy, Boston. Houghton Mifflin Co., 1913

† Professor T. N. Carver, of the community organization section of the national Department of Agriculture, says that it is now clear that the economic prosperity of the farmer, instead of making him and his family satisfied to remain upon the farm, only the sooner leads them to move to a town or city. Neighborhood cultural organization in the open country thus appears to be not merely a matter of sentimental interest but of the most substantial national concern.



## CHRISTIANITY AND AMUSEMENTS

of our states is being developed into a rendezvous for every form of local community interest; and a specialized force is beginning to be organized for the necessary and responsible leadership in such enterprise.

### EXTRACTS FROM CHRISTIANITY AND AMUSEMENTS \*

RICHARD HENRY EDWARDS

The chief purpose of this book is to discover the degree to which the spiritual welfare of the people also is moulded by their amusement life, and the degree to which, in turn, Christianity is able to remould their amusements.

It is well to believe in play, for the love of it leaps up instinctively in every normal being. It is well to believe in play, for morality and play grow up together like joyous children when play is spontaneous, unbought, and clean. America believes in play: that is manifest. The question at issue is the sort of play in which she believes, the sort of recreations which are to possess her leisure hours. These will shape the national character; these will fashion the morals of her sons and daughters.

**Professionalism** Over against the wholesome love of play, the love of being played upon has become a national passion. The spontaneity of playful activities and the originality which creates them are being lulled to sleep by the habit of being amused. Among great groups of people it is wholly out of date to "make your own fun." Especially where congestion of living conditions and the fatigue of over-work make private recreation difficult for families and friends, the crowds are flocking to the public entertainers. They look on, wistful or jaded, while others do their playing for them. Yet not with these alone has the professional come to dominate the situation. Almost equally with those whose resources for private recreation are ample, the compelling motive is to be amused. The professional entertainer holds sway in every field from which he is not rigidly excluded, and the rights of the amateur are not vigorously asserted. He plays the game better than the rest of us. We play him to devote his time to it.

\* Copyright, 1915, by The International Committee of Young Men's Christian Associations. Used by permission of the Publishers, Association Press, 124 East Twenty-eighth Street, New York, (Price 50c)

## CHRISTIANITY AND AMUSEMENTS

His work has high social value if he teaches the rest of us how to play the game better and we keep on playing, but when his superiority shames us into inactivity—into merely watching him—we are in a dangerous way. That is what has happened to us, and the line of division between the entertainer and the entertained is an ever-deepening line, save where reassertions of the amateur spirit restrain it. Witness the fact that a handful of motion-picture actors are the only acting participants in drama for an estimated twenty millions of Americans every day. The rest are all spectators. The movement for amateur dramatics, encouraging though it be, is only one little note over against the whole orchestra of professionalism.

Walter Rauschenbusch has well stated the influence of commercial control in the following: "Pleasure resorts run for profit are always edging along toward the forbidden. Men spend most freely when under liquor or sex excitement; therefore, the pleasure resorts supply them with both. Where profit is eliminated, the quieter and higher pleasures get their chance."

As the congestion of city life thickens and the daily struggle for a living wage grows sharper, the human need for release through real recreation becomes sharper also. It has, indeed, become for many a desperate need. "Leisure in an industrial city is life itself." The more tragic therefore, becomes the loss of those spiritual values which are crucified by commercialism in association with play.

**A Public Awakening** The first step in the solution of this problem is a public awakening to the facts of the situation. Only as the full significance of professionalism, commercialism, and immorality in amusements is brought home to the thinking public will reconstructions take place. The charm of home life will then be re-established, as it must, for it is the stronghold of morality. There can never be any adequate substitute for the home, however long the economic struggle, and however difficult the reconstructions of the social order required to liberate it in city life. An awakened public opinion must see to it in the meantime that a vast amount of organized recreation in the midst of wholesome surroundings is made effective, in order that society may bring to its youth those normal pleasures which make for morality.

Constructive public opinion seeks to discover the normal human desire which has been perverted in its expression, and to work for the natural and wholesome expression of that desire. It starts its

## CHRISTIANITY AND AMUSEMENTS

campaign with a deep and valiant belief in play. In season and out of season it preaches the gospel of play—an ample opportunity for wholesome pleasure for every man, woman, and child, in every home, store, and factory in America, and the means of enjoying it to the full at least once every week. The gospel of play is the beginning of wisdom in this whole matter. Perhaps the most fundamental and enduring of all solutions of the problem lies in the universal adoption of this gospel, in the full development of private recreation as over against public—private in the sense that the crowd is avoided, that commercialized attractions are shunned and reliance placed upon plays and games in which personal skill, initiative, wit, and originality count.

Amateur athletics thus become not only a magnificent expression of the play spirit, but a positive and effective opponent of the evil tendencies in prevalent amusements. It would be difficult to over-emphasize, therefore, the value of amateur baseball, football, boating, track games, tennis, swimming, tramping, and the like, in the warmer months; and skating, bobbing, skiing, and gymnasium games, such as handball and basketball, in the winter months.

Add to organized athletics the wide variety of other private recreations, such as camping, riding and driving, the ancient and honorable picnic, fishing and hunting, gardening, photography, outings, travel, woodcraft, and nature study; and to these the pleasure of music, home games, private social parties, minstrel shows, and amateur theatricals; and through them all trace the perennial joy of natural love and friendship. All these by their healthy vigor, their spontaneity and wit, their freedom from sordid commercialism, and their clean morality, may become the most far-reaching solution of our present problem. How vital are the restorations that work out in us when we play with joyous absorption!

If our study of Christianity might help to uncover here a great force that could energize the public conscience and sustain it in its efforts to stamp out unwholesomeness in amusements, it would be well.

We study Christianity, furthermore, to rediscover its positive message to the spontaneous interests of youth. The Christian religion is on trial before the spirit of youth to-day in America.

“Jesus,” says Rauschenbusch, “worked on individuals and through individuals, but His real end was not individualistic, but social, and in His method he employed strong social forces. He

## CHRISTIANITY AND AMUSEMENTS

knew that a new view of life would have to be implanted before the new life could be lived, and that the new society would have to nucleate around personal centers of renewal. But His end was not the new soul, but the new society; not man, but Man."

Those who think through the underlying difficulties involved in the amusement situation come to realize that the active forces of evil are by no means wholly responsible for them all. Many of them run away back to the barren leisure in the lives of young people, especially working girls and boys and those who live in isolation in the country; to the arbitrary dictation or neglect of many well-meaning parents who fail to provide sympathetic counsel, suitable places, and fit recreations for their sons and daughters; to the ignorance of basic facts which is the condition of vast numbers who are flung, in their early teens, into the turmoil of city life; to the dependence of girls upon their men acquaintances for many forms of amusement; and to the failure of home and school, church and community to provide such a positive and attractive program of recreation as will bring all young people to that leading out of personality which true recreation provides.

There is in America a wide, spontaneous interest in amateur dramatics which, although unorganized, is nation-wide. It expresses itself in plays presented by little groups of drama lovers in every type of community, from the smallest villages to the most crowded parts of Chicago and New York. Sometimes acting the plays of the great dramatists, sometimes producing plays of their own, these little groups are centers of dramatic enthusiasm. They are frequently quite independent organizations in community life, but more often spring up as clubs or societies in a school, a settlement, a college, or a university. Their very spontaneity, rising up as they do locally, makes them a true expression of the nation's love of drama independent of the commercial theater—a bit of fundamentally constructive action. Their acting, whatever its quality, is their own and a real expression of their love of art. This means freedom and democracy in art, and in the end good art as well as sound morality. When true to the amateur spirit, these groups stand for a fine correlation of all the agencies necessary to the production of a drama, high-minded authors, managers, players, and audiences.

Open air, sunlight, and a place to play, bring social and spiritual gifts as surely as they bring physical releases.

The recreation movement recognizes, however, that it is not

## A PET SHOW

enough to provide these places and leave the young people to frequent them without guidance in the pleasures which develop there. The supervision of activities that go on is, after all, the essential element, without which the facilities provided are often worse than wasted. Only as counsellors and play leaders of tact and wisdom, men and women of rich personality, are brought into touch with young people, will recreation be sure to bring youth out into a rich maturity. Only thus will the "upper ends" of play bear fruit in citizenship and community spirit. It is this high quality of play leadership which, in the actual outworking of the recreation movement, will largely determine the effectiveness of public facilities for recreation in competition with commercial amusement resorts and parks. If the best public opinion and moral responsibility can actually control the supervision of these facilities and take the lead in public recreation, then low commercial offerings can either be driven out of business or forced to raise their standards.

## A PET SHOW

LOUISE KLEIN MILLER

Curator of School Gardens, Cleveland, Ohio

Last summer some of the playgrounds of Cleveland were associated with school gardens. The organization contemplated education through freedom. Children were organized into various clubs which they were privileged to join voluntarily.

Places on the high honor roll were earned by those who qualified in the various clubs, in plot gardens, box gardens, pot gardens, flower shows, sewing, "making things," games, stories, athletics, folk dances.

It was suggested that the children have a pet show on each playground. One was announced on the bulletin of the Tod School Playground for a certain afternoon. The auspicious time arrived and with it a happy, proud group of youngsters. The "Show" was to be held on the playground. There was no formality. The children simply brought their pets for display and competition. One youngster, seven, came carrying a long-haired poodle dog, leading a goat and his "pard" brought up the rear with his Rhode Island Red rooster. A beautiful maltese kitten arrived in a gilded bird

## DIPLOMAS FOR PLAYGROUND SUPERVISORS

cage. It was not recorded whether the bird was within or not. Two boys hauled a wagon bearing a cage of marvelous construction containing a family of rabbits. Four varieties of turtles were exhibited in a tub. An interested neighbor volunteered to judge the chickens, consisting of twelve varieties, Plymouth Rocks, bantam hens and roosters, the motley assortment that might be expected on such an occasion.

### **A Blue Ribbon for Everyone**

The dogs would have rivaled any bench show in variety,—pups, pugs, poodles, setters, terriers, each the loved pride of its owner. The classes were not closely drawn and each owner went home, the proud possessor of the only ribbon in his class in the exhibit.

The exhibition of pride shown by the children was a delight to see. Two boys sat around the whole afternoon nursing old Rhode Island roosters. A forlorn chap exhibited a more forlorn kitten. It did one's heart good to see the little fellow cuddle it, stroking its rough fur; to hear it purr with evident satisfaction and to see it look up into his face with seeming love and affection.

It is a wonderfully wholesome thing for a child to love and care for a pet of some kind. A boy who loves his dog will hesitate to abuse another boy's dog.

Try a Pet Show on your playground this summer.

## DIPLOMAS FOR PLAYGROUND SUPERVISORS

Teachers College, Columbia University, granted its first diplomas as playground supervisors to four students this spring. The following students received these diplomas: Miss Mary M. Devec, Miss Mary M. Gross, Miss Frances McGough, and Mr. Harry L. Luft. The course is under the general direction of Dr. Thomas D. Wood, the playground administration courses given by George Ellsworth Johnson.

## AN INVITATION TO PLAYGROUND WORKERS

We are all much indebted to George E. Dickie for his three articles on *Practical Conduct of Playgrounds*. Mr. Dickie speaks out of his own rich experience in city recreation work. As you

## BOOK REVIEWS

have read these three articles you have no doubt thought of questions you would like to ask Mr. Dickie—perhaps your own experience has led you to different opinions. Please send any such questions or comments to the Editor for no doubt others are thinking your same thoughts and a discussion of the plans outlined will be of help to all of us.

The program outlined by Mr. Dickie in this issue has been objected to as containing no suggestion for evening recreation. Mr. Dickie in his own work does provide for evening activities and descriptions of evening recreation activities upon playgrounds have already appeared in *THE PLAYGROUND*.

Several have objected to programs similar to Mr. Dickie's as being entirely too formal but we must remember that these programs are meant to be only suggestive. Some of the best playgrounds have had no regular schedule. Sometimes the leaders have had schedules in mind but so many activities have grown naturally out of the happenings of the day that the program has been entirely forgotten. A good deal of knowledge and a good deal of planning in every profession is of most value when forgotten.

## BOOK REVIEWS

### WRITTEN THOUGHTS. WAPA THREE

By DR. LUTHER H. GULICK. Published by Camp Fire Girls. Price, ten cents

As always with Dr. Gulick's writings, in this case it would be easier to quote largely than to try to give the general trend, for each sentence is full of meaning and challenges the reviewer to try omitting it. Three essays, *Army or Hospital, Patriotism and the Camp Fire Girls* and *Team Work in Social Life*, make up the pamphlet. Camp Fire Girls correspond to the army rather than to the hospital, since the purpose is to find the ablest girls and train them to give woman's service in the community. "This is the Patriotism of the Camp Fire Girls: To serve their country and their times by consecrating to it the most precious quality of womanhood; to bring about more sympathy and love in the world; to make daily living more wholesome and happy and large; to convert temptation toward evil into opportunity for righteousness."

"Your task is to take the affections which similarly have had their center in the home and so develop them that they shall make a new world of comradeship, of friendship."

### SEBAGO-WOHELO CAMP FIRE GIRLS

By ETHEL ROGERS. With an introduction by Mrs. Luther Halsey Gulick. Published by Good Health Publishing Company, Battle Creek, Michigan

The beauty of the style of this book in printing, decoration and photo-

## BOOK REVIEWS

graphs and the "great wild pull" of the descriptions of camp life and experiences which read like a story, would make one recognize it as something unusual, even if one did not know the vital significance of it—the story of the beginnings and the growing ideals of that great modern movement for and of girls—the Camp Fire Girls of America.

In a very personal introduction Mrs. Gulick tells with thrilling simplicity of the spiritual birth of the movement, growing out of the ideals and experiences of her own family. Then comes a real little gem of a lyric, *The Call*, by Margaret Bradshaw; and then the story of the camp, told not only as a story but with all details so that others may go and do likewise—as they will undoubtedly be inspired to do. The book makes a decided contribution to the much-discussed problem of recreation for girls.

### RHYTHMIC ACTION PLAYS AND DANCES, A BOOK OF GAMES FOR LITTLE CHILDREN

By IRENE E. PHILLIPS MOSES. Published by Milton Bradley Company, Springfield, Massachusetts

The book is divided into two parts—the teaching of rhythmic action and rhythmic action plays and dances arranged progressively for teaching. The author's theory is that in the period just succeeding the kindergarten, rhythm plays may develop the child so that he naturally and joyously grows into folk and aesthetic dancing without undue concentration upon form. By eliminating the names of steps, counts and all straining to secure proper form through conscious effort, by substituting dramatization and imitation for more formal commands, she hopes to develop gradually and almost unconsciously simple foot movements, balance, accurate adjustment of the body weight, a sense of direction, differentiation in the use of right and left foot and other fundamentals of dancing.

The plays are for the most part dramatizations of Mother Goose rhymes, set to bright, lively, and "catchy" airs.

### COMMUNITY CENTERS

By RAYMOND V. PHELAN, PH.D. Published by the University of Minnesota, General Extension Division, General Series No. 25, January, 1915

This pamphlet will be helpful to those interested in organizing a community center, either to give suggestions for procedure or to place in the hands of influential people to arouse their interest. A brief statement of the value of community centers is given, followed by outlines for organizing, suggestions for programs and constitutions.

### TRULY STORIES FROM THE SURELY BIBLE

Adapted by MARGARET HOWARD. Published by The Rumford Press, Concord, New Hampshire

The best-known Bible stories of the old Testament are here collected in the words of the Bible itself, "the text of the King James version being followed with only such passages or words omitted as are unnecessary to preserve the unity of the story and hold the attention of the child." All experienced storytellers are familiar with the delight of children in this





Cleveland, Ohio

AN UNUSUAL PET EXHIBITED AT THE PLAYGROUND PET SHOW

chaste and dignified diction and it is a help to have just the story ready either to tell or to put in the children's own hands.

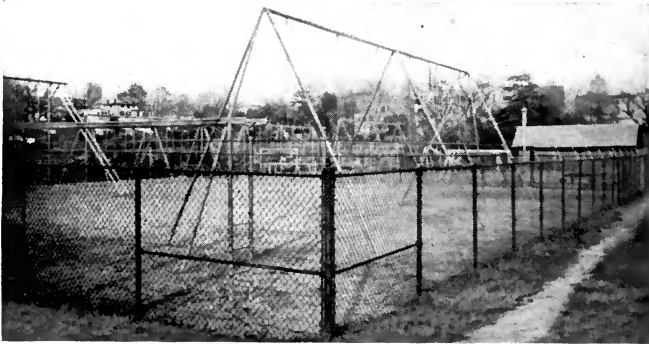
FRANCIS W. PARKER SCHOOL YEAR-BOOK. VOL. III, JUNE, 1914

Published annually by the Faculty of the Francis W. Parker School, Chicago. Price, 35 cents

The suggestive, scientific and inspiring quality of the first two year-books is maintained in this third volume, which is devoted particularly to "expression as a means of training motive."

All of the suggestions for the teaching of various modes of expression are based upon Colonel Parker's statement: "Mere imitation of art has no relation to art itself, and no educative influence. Imitation, whatever its kind or quality, is essentially *making*, minus the best thing in making—motive."

A brief chapter on "play as fundamental in education," and articles on clay modeling, metal working, making a rug and drawing and painting will be of special interest to play leaders. And the chapter on the dramatic instinct is one of the best things of its kind that has appeared in print, for it is at once helpful in theory and practice for the simplest of story-playing and development from that to profoundly artistic production.



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*William A. McKeever*

THE STORIES HEARD UPON THE PLAYGROUND WILL IN YEARS TO COME BE TOLD BY  
THE GIRLS IN THEIR OWN HOMES

## THE ATTITUDE OF THE PRESS TOWARD NEIGHBORHOOD PLAY CENTERS

Among the powerful friends of playgrounds and recreation in America the newspapers of the country may be given an important rank, for few and scattered are the editorials against playgrounds, while the number of splendid, sane endorsements in the editorial columns can scarcely be counted. The relation of play and crime or delinquency is the theme of many of these. Says the *Louisville Courier-Journal*:

"At a meeting of the city club in Philadelphia recently at which the subject of municipal recreation was under discussion one of the speakers gave utterance to the sentiment: 'A foot of playground is worth an acre of penal institutions.'

"It is difficult to gauge the value of the playground but in every city where a playground or a system of playgrounds has been established the testimony has been in its favor as a beneficent institution. Most of our American cities did not give much thought to the recreation idea in the beginning, but none of them undertook to get along without prisons. Perhaps if the playgrounds were more numerous the country might be able to dispense with a few acres of its penal establishments.

"That the playground has a civilizing and elevating influence is not to be doubted. Figures compiled in various cities show that juvenile offenses are fewest in localities where recreation grounds are available. They also show that there are fewer accidents and injuries to children in such neighborhoods. Children who are 'raised up in the street' make trouble for themselves and for other persons. In cities where there is not a playground system it is inevitable that children will play in the streets—for it is the nature of the child to play.

"No city ever made a bad investment in buying a playground or in establishing a system of playgrounds. There are very few cities that are adequately supplied in this way and it is regrettable to say that Louisville is not one of the fortunate few."

The Cincinnati *Times-Star* says:

"Of all the movements toward improvement in our cities that have been in evidence these past few years, not one is more deserving of popular support than that which looks toward the providing of plenty of open spaces for the children. In those cities which are fortunate enough to possess adequate playground systems, the influence of these breathing spaces upon the next generation will inevitably be very great.

## ATTITUDE OF THE PRESS TOWARD PLAY CENTERS

"Cincinnati has made a good deal of progress in playground development these past few years. But we still have a long way to go!"

The Taunton, Mass., *Gazette* finds in abuse of a cemetery by boys of the neighborhood evidence of the need of a proper playground.

The Reading, Mass., *Chronicle* puts the question squarely: "The question is, Are the young people of Reading entitled to a place where they can engage in athletics, baseball, football, tennis, track sports, folk dancing, and general healthful recreation to take up their spare time?"

A number of newspapers have done good service in protesting against playgrounds closed at hours when they might be used. The New Bedford, Mass., *Standard* ran a series of protests, accompanied sometimes by pictures with such captions as "Sunbeams and Sparrows Play within Fence while Children Gaze Wistfully, from Outside." "When Is a Playground not a Playground? Why, in the Springtime and Early Fall, of Course!" The *Standard* suggests that a sign should be placed on every gate, reading, "'Hathaway Playground for Children. Children Forbidden to Play Here.' The children might detect a certain inconsistency and injustice in such a notice, but then they are only children." In Bridgeport, Conn., too, the *Telegram* asks: "Why is it that the city, owning expensive, 'scientific' playgrounds for children, keeps those playgrounds systematically locked and barred so that children cannot by any mischance get into them?"

"Why is it that with these playgrounds, children must play on the streets, where they are in imminent danger of being run down by automobiles?"

"Why are these playgrounds closed for the greater part of the year, and closed for the greater part of the day when they are ostensibly open?"

"An expensive plant which is inoperative the greater part of the time is highly inefficient. Bridgeport's system of playgrounds is inefficient with a cruel and needless sort of inefficiency, the kind that is depriving children of the chance to play, or forcing them into the street where it is dangerous for them, and troublesome for other users of the street."

The same desire for a chance for the children is manifested in word from Hartford, Conn., "We have twenty-one parks and squares in Hartford and not one 'Keep off the grass' sign."

The point of view suggested in the New York *Times* in discussing the report that Denver's Commission government has proved considerably more expensive than the old way is seen in many discussions

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of the high cost of playgrounds. "The mere fact that the city has spent more this year than last proves nothing at all. Denver should be more interested in the question whether it got its money's worth than in the amount it spent." Says the Newark, N. J., *Evening Star*: "About \$70,000 of the Newark taxpayers' money well spent on two important phases of public betterment is the story of the annual report of the Playground Commission. The total attendance at the playgrounds last year was close to 934,000, so that each dollar of the \$45,000 appropriation enabled one child to enjoy twenty times the varied recreations of these spaces, safe from the dangers of street traffic and under faithful care and teaching. Similar figuring might be applied to the \$26,000 appropriation for the public baths and the total patronage of more than 722,000 people.

"Conspicuous among the recommendations of the commission for a still wider usefulness of the recreation system is that certain streets be set aside for children to play in at hours when traffic can be suspended. Recognizing that the completion of the trunk sewer will enable a revival of the good old era of aquatic sports on the purified Passaic, the commission shows foresight in advising that now is the time to make plans for parks along the river banks, as proposed by the original Essex Park Commission. Newarkers have reason to be proud of their playgrounds for the children and baths for the whole community population and to commend the excellent management of these two great municipal activities, which tend to a happier, healthier and cleaner community and make the moderate sum which they cost fully worth while."

The Harrisburg, Pa., *Telegraph*: "Just what the cities of the United States over 30,000 in population are doing with their money is shown in an interesting census report recently issued. According to this report the cost of government in municipalities of this class has advanced 33 per cent., or from \$13.02 per capita to \$17.34. Thirty-two cents of this increase was for police protection; 20 cents for fire protection, and \$1.41 for education. The remainder of the increase went for such things as health and sanitation, playgrounds, parks, municipal improvements, and so on. Ordinarily such increases might not be looked upon with pleasure; but in view of the fact that nearly all the increases went toward better living conditions and education, perhaps it is not so bad that municipal taxes are higher now than they used to be. Certainly we in Harrisburg have been getting our money's worth."

"It is poor economy to postpone acquiring park lands. Land for

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parks and playgrounds should be acquired a little faster than the population increases. Delays are costly. The time has come for us to make this step, to issue long term bonds for a considerable sum and make the improvements which are so necessary to our proper development. The cost of carrying these bonds and of the very improvements themselves would not be a burden upon the taxpayers, but on the contrary would be speedily returned in increased ratables." (Hoboken *Observer*.)

"We are proud of the children of Jacksonville, but if the city in its progressiveness thinks that an expenditure of money for play is a luxury, we will have a sad awakening when the boy of Jacksonville becomes a voter. A boy problem of any city is a city's problem, and if we continue to give him the street and gutter for his playground, we can expect to have an undesirable citizen of tomorrow.

"A few years ago the boy of Jacksonville had sufficient play space which was a result of the fire—but what about today? If he attempts to start a ball game, the first inning will hardly be reached before an officer of the law is upon the scene, and the boy is warned that another attempt will mean arrest. Then the boy invariably seeks to evade the law through his cunningness and will often try to play between the watches of the cop. Thus the city starts early to teach its future citizens contempt and total disregard for law through lack of proper designated playgrounds.

"Jacksonville is spending much money and time on material development which is necessary—but what about human development and conservation? The boy—the future voter—has been entirely forgotten and left to his own resources, and the result is petty crime and moral degenerates. The time for the installation of athletic fields and playgrounds is now and not tomorrow, and it is criminal not to give the boy a chance."

Evidently there are those who have more faith in the willingness of the people to support playgrounds than had the Scranton councilman who, when Supt. C. R. H. Jackson of the playgrounds of Scranton Pa., was pleading for the full amount of the budget of \$7400. which the Council was threatening to cut, dared him to run for Council next year on the platform, "I favor more playgrounds and a consequent increase of taxation."

According to a bulletin issued by the Information Census Bureau, Denver, Colorado, spends for recreation 7.4 per cent of all the money expended by its general departments. The per capita for recreation is \$1.44, higher than that of any one city of its class. The



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per capita expenditure for hospitals, charities, and correction is only 68 cents in spite of the large number of transient invalids in the city.

Commenting on the statement of certain economic and sociological writers that as free land goes and farm values soar it will be increasingly hard for a man to rise from one class to another and aristocracy and snobbishness will result, the Kansas City, Mo., *Star* says:

"It is to be hoped that the learned writers are mistaken. There are forces working against snobbishness as well as for it. The importance of one of the allies of the wholesome forces is only now being recognized. Boys who know each other in play can never completely misunderstand one another afterwards. There is no truer democracy than that of fair play in games where only skill, which all have a chance to acquire, counts. The playground has proved to be, along with the public school, a strong agent for democracy."

"The trouble with our educational system is that it straps children to school seats for five hours a day, gives them monotonous, impractical and artificial instruction in reading, writing and arithmetic, and then expects that in some miraculous way the result will be a rising generation full of health, virtue, intelligence, knowledge and industry! *Under such circumstances children are not educated; they are annihilated.*

"*The problem of educating children resolves itself into the need of finding suitable occupation for the whole of a child's time, for it is during the idle hours, during the time when guidance and supervision are almost entirely withdrawn, that characters are ruined and right development is checked.*" (*N. Y. Morning World*)

A number of newspapers commented favorably on William E. Harmon's view: "The plea for including parks and playgrounds in developing suburban properties has hitherto been made to the public spirit of real estate men, rather than to their business judgment. They have been urged to perform a civic duty, to make a present to the community of a part of the property purchased by them for hard cash, but it is my deliberate judgment, based on a quarter of a century of experience, that just the contrary is true; that here we have one of those cases where philanthropy is good business."

And, as though to support that belief, the following advertisement appears:

### "A CHILDREN'S PLAYGROUNDS HOME

"I have recently completed at No. 1605 East 7th street—exactly opposite the Children's Playgrounds—and opposite the East 7th

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street 'Crystal Springs'—one of the nicest bungalow homes in that section. The lot alone with no house on it is easily worth \$2,500—as any real estate man in Charlotte will tell you—if he knows anything about values out there—We bought the lot long time ago when they were very cheap—we have built the house—added our regular profit—it's your gain. We will take other property in exchange on this place too—\$4,250 is the price—and it's a dandy place for a family with small children—the playgrounds and advantages offered your children there, are worth the price.

"Since the PLAYGROUNDS were established, property adjacent is leaping in values—people won't sell for love nor money out there."

The New York *Evening World* conducted a campaign for more spaces for children's play. The *World* representative, Sophie Irene Loeb, accompanied a committee seeking unused lots and kept the public informed of the progress made each day. The closing of a large number of streets for play during certain hours was in part due to this paper's efforts.

The Los Angeles *Record* prints the following: "There is as much need of keeping the watchful eye on the BOY as the girl! Put boys under the surveillance of school authority from the minute they enter the school grounds until it is time for them to go home to their evening meal.

"Do away with the unsupervised recreation hours between the close of school in the afternoon and the supper hour at home.

"Make the playground movement fulfill its mission in the fullest sense of the word.

"Don't take play away from the boy, but know what he is playing, and where he is playing.

"These are some of the recommendations which will probably be included in a letter to parents written late today by a committee of school men. It is to be a companion to the letter of warning issued some time ago to parents regarding their girls. The idea originated with the City Mothers' bureau and has been gladly seconded by the principals, vice-principals and teachers of the public schools. The girls' letter was written by women. The boys' letter is to be drafted by men. The chairman of the committee, Geo. A. Rice, instructor at the Lincoln high school said this morning: 'I cannot say positively what will be in the letter yet. But I think we shall incorporate the suggestion that Los Angeles follow in the wake of New York in the full utilization of the playground movement. There I understand, is

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playground supervision from the time school is out till supper time. Unless students have some good reason to go elsewhere, they remain on the grounds where they may engage in all sorts of recreations. We shall probably recommend that parents and teachers work in closer co-operation for the protection of the youngsters, and that parents make a greater effort to know where their youngsters are after leaving school.' ”

George A. Parker of Hartford, Conn., writes in *Park and Cemetery*:

“It is customary in discussing playgrounds or play opportunities to consider them as a center of a circle of influences of varying diameters, such as, a playground for small children has a radius of influence of one thousand feet, one for larger children of two thousand feet; and a baseball field of a mile, but it seems to me a clearer conception of their influence can be gained by considering a city as a great maelstrom of human life, with placid even currents in some parts, and strong rapids in others, and innumerable eddies and whirlpools caused by the conflicting and contrary directions of the different currents. In this maelstrom child life and weaklings are too often caught and held helpless in the eddies and whirlpools. The extent of the influences of the playground depends upon the extent and vigor of the eddy it serves and cannot be measured by any geometrical form, for public playgrounds are needed most in the eddies of city life and not so much for the homes of those located in the even, placid stream of life.

“Recreation in cities is a new problem. Heretofore, men and women were made under country influences, and afterwards lived in the city. The reverse of this fact is fast coming true. Up to the present time the city has not been able to produce fully developed men and women from boys and girls born in the city of parents who were born and lived continuously in the city. Rare indeed, has been the exception to this rule. The time must come, and I believe soon will come, when cities will produce stronger and better men and women than the country ever did. When it does so, the recreation problem of cities will have been solved, for recreation is the road to this end. Recreation, then, is a constructive force of the first magnitude in city building equal to and co-ordinate with the other two great constructive forces, work and education.

“The variety and amount of recreation facilities needed is quite constant with each group of people living under similar conditions, and varies but little in groups of ten thousand.

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"The recreation desired by any condition or class of people will be supplementary and complementary to their daily work and education, and while varying much as to groups, is quite constant within each group.

"If play facilities are provided too abundantly or not sufficiently to meet the people's needs, the group as a whole is weakened. There is proportion or balance between their needs and the means of satisfying them that will give the greatest strength and the best results."

Mrs. Florence Kelley of New York, writing in the *National Municipal Review* on "Children in the Cities," says, "Whenever some city awakens to the need of organizing the space back of the house with the care which is now confined to the front, there will be needed no policemen, they can be left in the streets, but instead physicians, nurses and kindergarten or Montessori teachers. With the rear space used as gardens for those too young to go to school, to command an outdoor life day or night, rain or sunshine, winter or summer, these municipal friends can protect life and keep the peace far more readily than the police have ever yet succeeded in doing in the streets."

The Reverend Richard W. Boynton, of Buffalo, New York, has said that more facilities are needed for city boys in order to develop strong, rugged bodies, since only by training the muscles can the will be trained.

Dr. C. F. Aked lauds the influence of the schoolhouse in American life, in the *New York American*: "It is inspiring to think that after three centuries of world-great achievement the schoolhouse seems to be only at a beginning of its career. In practically every important city of the land the evolution of the school house is apparent. The school becomes the social center, the recreational center of community life. Municipalities appropriate funds. Men and women organize and direct the healthy recreation of the city's boys and girls. A legitimate human need should be met, a legitimate instinct for pleasure and the joy of life gratified in proper places, at proper times, under proper conditions, and every one should be happier for it.

"In San Francisco the Recreation League has established such a center in the Monroe Grammar School, serving a crowded neighborhood in the Mission district. The Center boasts of a Boys' Club, Girls' Gymnasium, Dramatic Club, and a Choral Section. More, of course, ought to be established without delay. There is need for them in many parts of the city, and in every large city."

The second annual Report of the chief of the Children's Bureau to the secretary of Labor (Fiscal Year Ended June 30, 1914) declares:

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"Recreation is now universally recognized as one of the important subjects in any program for the welfare of children. As the community increasingly holds itself responsible for the education of the child, for his physical well-being and for protection against moral injury, it necessarily enters the field of providing recreation.

"The provision of play spaces is now assumed, in greater or less degree, as a municipal responsibility by more than 300 American cities. The value of play spaces depends upon certain principles of accessibility, of equipment, and management which have been stated, but which need to be studied and applied by local authorities, as towns develop, with the same eye to the future with which schoolhouses are provided.

"But almost greater than the need to standardize the provision for recreation made by the community itself is the need to determine upon an effective way to standardize the commercial recreations offered to children. The reports of the Chicago censor board for 'movies' under the Chicago department of police show that last year (1913) over 80 miles of film were condemned by the board."

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That the newspapers and other leaders of public opinion have the people behind them in their growing advocacy of playgrounds is indicated by the reports which come in of townspeople turning out in a body to clean up grounds or otherwise prepare them for recreative uses. Straws show which way the wind blows. The Commercial Club of Helena, Montana, set aside a day in which every able-bodied man was asked to take a pick or shovel or in some way do a real day's work on the Great Northern Park site donated to the city. Boys of the Sinai Social Center in Chicago borrowed a plot of land, cleaned it of weeds, tin cans and other refuse and made a playground which "compares favorably with the best in the city." Women of the park improvement committee of Colfax, Washington, not only held a pavement dance for their fund, but after the filling was completed, drove wagons of dirt a mile across the city to provide the top dressing for grass and flowers. The wagons were loaded and unloaded by business men, who assisted the women. Children of Allentown, Pennsylvania, and of Red Bank, New Jersey, participated in monster parades, calling attention to the need of playgrounds. High school boys of Walla Walla, Washington, made play apparatus for the playgrounds.

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A Jewish newsboys' club in Cincinnati donated a treasury surplus of five dollars to the fund for opening school playgrounds. The playground of Public School 150, Brooklyn, New York, was kept open several months in addition to the municipal provision by the Council of Jewish Women.

Colored men of Lawrence, Kansas, are collecting subscriptions for a playhouse for the colored people of Lawrence. The intense interest shown by the colored boys in their free day at the Y. M. C. A. roused the men to a recognition of the need for supervised play.

The University Extension Division of the University of Kansas has established a department of general information with a view to making knowledge of all sorts more generally available to the people of Kansas. This department will assist schools, parents, organizations in all matters pertaining to child welfare. It furnishes lectures by members of the University faculty, sends out lantern slides upon educational subjects, and moving picture films; selects plays for high schools and other organizations; and co-operates with women's clubs, civic clubs, debating societies and other similar organizations in every way possible.

POOR LITTLE RICH CHILDREN.—A playground for "poor little rich children" was opened in New York City by Miss Alma Guy, who became convinced that they needed play and playgrounds almost more than the children of the crowded districts where playgrounds are usually placed.

"I had always accepted the fact that children were taken to Central Park for their outings. I took several walks through the park, and then I was convinced that playgrounds for the rich children were a necessity. For what were the children under the care of their nurses and governesses doing? Playing? Not a bit of it. They were either walking up and down or sitting on the benches. Now, there is nothing more tiring for a child than walking aimlessly up or down, or trying to sit still on a bench. The nurses and governesses seemed to be the only ones really enjoying themselves. They could visit with one another. The one benefit accruing to the children was the fact that they were out of doors in fresh air.

"But I wanted to see them skipping about exercising their muscles, shouting and laughing. Instead, they looked bored—as who wouldn't?

"The children I was observing are those who will grow up to be what is known as 'society men and women.' So it struck me as paradoxical that these children had no social life at all. Most of them

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didn't know any other children of the same age. Few of them came of big families."

So the playground was started. At first the children came in white dresses or suits and fancy ribbons, but soon they wore real play clothes which they needn't fear to soil or tear.

Many of the playgrounds of Oakland, California, are headquarters for women's outdoor clubs. Volley ball is the preferred game of most of these clubs, though baseball has been elected the club game in a few.

**BUSINESS MEN.**—The East Orange Playground Commission has arranged to give locker room to a number of business men who play tennis between six and eight in the morning, thus enabling them to play right up till train time, instead of stopping in time to go home to dress. Brookline, Massachusetts, has a twilight baseball league for men and boys over seventeen. Games are played at five-thirty p. m. in order to encourage workers to use the grounds after business hours.

Buffalo kept its golf links open during the summer of 1914 from sunrise until dark and the links were always crowded as early as seven o'clock in the morning, and sometimes many players were out at five a. m.

The playgrounds of Rockford, Ill., have found roque a very popular game. Two rinks for bowling on the green are also popular and regular match games are played.

The boys of Aurora, Illinois, held a kite contest in which many of the kites were six or seven feet long.

A quoit tourney under the direction of the Pittsburgh playground association, with double and single matches, was held in the summer of 1914.

Wilmington, Del., conducted municipal hikes during the summer of 1914, open to all persons who cared to go. The roads lead through the woods to a cool, delightful spot for a resting place, and a place to eat lunch. Hornell, New York, also had regular hikes through the summer.

**FIGURES THAT SPEAK.**—During 1914 the gymnasiums of the South Park System of Chicago were used 1,636,160 times; the swimming pools 792,159 times; the bathing beaches 33,659 times.

The shower baths were used about two million times during the year 1913.

Philadelphia reports that the attendance upon the twenty-two municipal playgrounds was almost doubled in the year 1914.

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Evening high school students of New York City held an athletic meet in March at which some of the best talent and keenest sportsmanship in amateur athletics was in evidence.

Campfires and "wiener roasts" in nearby woods helped to make summer happy for Akron, Ohio, playground boys and girls. Jersey City playgrounds have commission government modeled upon that of the city, with officers elected by the children from their own number, from mayor down to police force. Clinics for mothers, with lectures by well-known physicians and nurses, held at the summer playgrounds in Denver, are said to have reduced the infant mortality of the city.

Baltimore has expended \$8,000 for a municipal band. West New York, New Jersey, has a weekly band concert on the playground. A chorus of two hundred children from Salt Lake City sang at the Pioneer Day celebration. Choral singing is a regular activity of the playground. Children of the Petworth school playground, in Washington, D. C., gave a play weekly.

DRAMATICS.—The Wisconsin Players have developed a form of recreation almost boundless in its possibilities, little developed in most communities as yet. They write and present plays, maintain a school of acting and a dramatic work-shop, and send "unprofessional" touring companies throughout the Middle West. Like the Irish Players in their early days at the Abbey Theatre, or the Washington Square Players of New York City, the Wisconsin Dramatic Society is an experiment in carrying out the expression of the lives of the people of the community, their individual interests, tastes and ideals in terms of dramatic art. Most of the players are young men and women of the towns and villages of the State, many of them working people.

The Mountain Play of California, that famous drama held upon the slopes of Mt. Tamalpais, will give as its third annual production Rip Van Winkle.

STORYTELLING.—In honor of the birthday of Hans Christian Andersen, the Junior Department of the Drama League in Los Angeles co-operated with the school and playground in a gala day in Elysian Park. The morning was given over to storytelling to groups centralized under the trees. After a picnic lunch, the thousands of children and grown-ups flocked to the natural woodland theatre, where a series of fairy plays, tableaux and pantomimes were given.

Dr. John L. Elliott, believing strongly in storytelling for boys' clubs to build up a moral background, suggests classic literature, the



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Bible, mythology, fables, the epics, Shakespeare, Kipling, history and the daily newspapers. Damon and Pythias, The Fight with the Cannon, The Hero of Battle Row, a story from a newspaper report in 1907, succeeded in showing the meanness of race prejudice. "Their Natural King," based on a story of Prince Harry of Monmouth, is a story that never fails of response and the boys invariably discover the points,—loyalty, obedience to law, and unswerving devotion to duty.

PRIVATE PLAYGROUNDS FOR THE PUBLIC.—From York, Pennsylvania, comes word of a playground in a department store, owned by P. Wiest's Sons. A space fifty feet square at the south end of the top floor is equipped with slides, and see-saws and two play leaders are provided.

The Neversink Dye Works of Reading, Pennsylvania, has announced the opening of a playground for children in the vicinity of the plant. At Phillipsburg, Pennsylvania, a baseball diamond has been laid out by the Penn Public Service Company for its employees and a free swimming pool and general playground is being considered.

An interesting idea is occasionally expressed that positions in playgrounds or recreation parks of a city should be given only to those who are residents of that city. That such a shortsighted policy should be advocated by American citizens in a country in which brotherhood, not only with the people in your own block but also with the people in your city and community is constantly boasted of, and where the great watchword of patriots is "co-operation," seems a very curious phenomenon. Commenting upon this provincial attitude of mind, the *Cleveland Plain Dealer* says—"The only thought should be to get the best man for the place that the salary will command quite regardless of whether the man is to be found in the city or one thousand miles away. It is mistaken civic patriotism to demand that a local office of this character must be filled by a local man." Many feel that at least one-third of the new school teachers each year should come from outside the city limits. Pittsburgh, Indianapolis, Burlington, Newark, Harrisburg, are among the cities that have begun definite steps to make sure that a certain proportion of teachers each year are appointed from other cities besides their own. Undoubtedly the same system should be followed in the appointment of play leaders and supervisors, for the narrow, local point of view is just as harmful in the recreation of a municipality as in education.

The principal of Public School 10, Paterson, N. J., hearing of the action of the Mayor in appointing a playground commission wrote the following letter to the Mayor:

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"I have studied this playground proposition from various angles and I have observed the life of our city children, and I firmly believe that with sufficient and supervised playgrounds for all our children, juvenile crime would almost disappear. The wrong doing of our children is not so much of evil intent as misdirected energy. The old days of great areas of open country for free play are largely gone. There is no place for them now but the open street, which is becoming very dangerous for them, besides the annoyance to the householders and traffic. Besides, it is in the seclusion of the back alley that most of the vice has its origin. There should be sufficient playgrounds properly supervised to take care of every child, when out of school. In the end it would reduce our criminal expenditures to such an extent as to overbalance the cost of the playgrounds. This is one of the most constructive pieces of municipal statesmanship that has been proposed in our city."

A LETTER FROM MANILA.—"You will be glad to know that our playground work goes steadily on here and that new grounds are being opened up and new equipment secured constantly. A prominent Filipino recently donated a thousand pesos worth of equipment and Bishop Brent has secured from some friends in the States more than two thousand pesos worth, half of which will be used in Manila and half to equip the first playground in Moro county. Just yesterday the Municipal Board made an appropriation of ten thousand pesos for playground supervision, and so our work moves steadily."

FESTIVAL DAYS.—There are two times each year when one wishes earnestly for an airship in order that all of the playgrounds or school outdoor festivals or celebrations might be visited. As these usually come during the month of May or the latter part of August, a very speedy airship would be necessary in order even to touch all of the cities where these festivals are held. This year, the number of community celebrations has been very much increased by the various Christmas celebrations which have meant so much to the people of cities where community Christmas trees and community celebrations have been instituted. Among the cities which have sent word of large athletic meets are Brooklyn, N. Y., Allentown, Pa., Richmond, Va., and El Paso, Texas. In most of these cities the athletic meets for the older boys were combined with singing games for the smaller children and folk dancing for the girls. Nothing is prettier than acres of dancing or playing children, and not only for the delight of the children but also for the effect on the interest and enthusiasm of the people of the city, we should have more of these community festival days.

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Many cities have not only a play day but complete the program with some sort of dramatic festival or spectacle ranging in various cities from a tremendous pageant such as that given in St. Louis or Philadelphia, to the simplest kind of pantomime, which is no less sure of appeal to the spectators. Lexington, Mass., brought a three-day playground carnival to a close when the town of Lexington entertained seventy-five boys and girls and their play leaders from five Boston playgrounds with a sightseeing tour about the town, an outdoor dinner, folk dancing and games by the visitors, a flag salute and the singing of America.

Pageants in Janesville, Wis., Newark, N. J., Newburgh, N. Y., and a great pageant of New York City in which 3,000 children represented the history of New York City must be included in the list of interesting historical pageants. In Pittsfield, Mass., 300 children took part in a pageant of the pre-revolutionary period of the state of Massachusetts; in Chester, Pa., a pageant of the seasons was given. In Jefferson, Iowa, the subject of a pageant was "The Festival of Play When Miss Iowa Comes to Town," representing the history and progress of Green County, Iowa. In Colorado Springs, Colo., the early history of Colorado with cowboys and Indians and the gold mining period and the dramatization of Colorado's admission to the Union formed the basis for a very beautiful pageant, none the less beautiful because the financial cost was but \$20.00. In Dallas, Texas, the most noteworthy feature of an exhibition was the presentation of Greek and Indian dances. Games and dances were given at a Richmond, Va., festival and a similar program was presented before the delegates at the conference of the General Federation of Women's Clubs in Grant Park, Chicago, under the direction of Amalie Hofer Jerome.

One day of the Monmouth County Fair in New Jersey was the playground day.

Five hundred colored children and their fathers and mothers had a play day at the opening of their own playground in Richmond, Va., presented by a woman of Richmond. Flag-raising, baseball and basket ball games, track events, band concerts, and fire works attracted great numbers of people to the community play days of Norwich, N. Y., Toledo, Ohio, Glens Falls, N. Y., Hornell, N. Y., and Wyomissing, Pa.

The May Festival at Alameda, California, drew many thousands of spectators. It consisted of a great parade, followed by a pageant in two parts, the first historic, the second a May revel. Another May Festival which attracted much attention was that given by the West

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Chicago Park Commissioners, participated in by representatives from six of the parks. The Pageant of the Year was followed by a program of playground activities.

The Mayor of Baltimore has offered \$250.00 in gold for the best original poem on Baltimore suitable for musical setting. Later a prize will be offered for the best musical setting of the prize-winning poem.

Boston has a committee on park shows. These shows were recently inaugurated and will be continued five evenings a week for at least a month and probably all summer. Motion pictures, stereopticon slides and music make up the program, showing among other things the resources of the city for recreation, civic progress and good living. Seymour H. Stone, of the Boston Society for Relief and Control of Tuberculosis, is chairman of the main committee. A subcommittee, charged with arrangements for conducting the entertainments, consists of D. M. Claghorn, Director of Social Work for the Y. M. C. A., Dr. G. W. Tupper of the Immigration Department, State Y. M. C. A., and E. B. Mero, Secretary of the Public Recreation League and Social and Civic Secretary for the Boston Y. M. C. Union. Other co-operating agencies are the Women's Municipal League, Massachusetts Child Labor Committee, District Nursing Association, Milk and Baby Hygiene Association, and the Poster Campaign of the Associated Charities.

The Government of the Philippine Islands, Department of Public Instruction, has called attention to its public school exhibit at the Panama-Pacific Exposition, which includes an exhibit of play and athletic features.

A writer in the *American Physical Education Review* asks: "whether, in its essence, the question of waging war is not one of international sportsmanship; and also, if the proper training of the youth of the nations in sports will not be helpful in bringing about sportsmanship in the nations themselves; and in also inducing a greater willingness to submit disagreements to arbitration. Will not such training eventually demand sportsmanship in its rulers and if the form of government does not give them voice in the matter, demand a kind of government that must recognize such fundamental demands?"

The University of Montana, at Missoula, announces a summer school boys' club and girls' club in which activities similar to those of the Boy Scouts and the Camp Fire Girls will be offered under the direction of the department of physical training.

One of the most progressive efforts to solve the girl problem in

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recreation is that made by the Recreation League of San Francisco, which has a girls' section, which has already largely increased the swimming by girls in the city. Last spring a conference of workers with girls was held as a beginning of an even more serious effort to affect the recreational life of San Francisco girls.

CIVIC SECRETARY.—Neillsville, Wis., has inaugurated a civic secretary and organized a community association to co-operate with him. Nine public school principals in the State have been made village or town clerks, but Neillsville is the first place whose Board of Education had added to its staff a civic secretary whose full time will be shared by the city in promoting its business, recreational and municipal work. No less than twenty thousand public meetings were held in Wisconsin public school buildings for adult citizens during the past season.

The inauguration of the civic secretary in Neillsville was the occasion of a great mass meeting. Congratulatory messages were read from many prominent people in the United States, among them Margaret Wilson, who expressed her appreciation of the unique action they were taking, referring to it as an appointment of unusual importance and significance. Professor Graham R. Taylor made the chief address, pointing out the tremendous importance of this recognition of the need of community association and the building up of neighborhood life.

"Recreation is identified with industry in your community interests, play with work, leisure with labor. At last the leisure problem is considered as great as the labor problem. Your section on recreation and your civic secretary will promote interests as vital to the community and as valuable to its life as its commercial, industrial and agricultural interests. The foundations for efficiency in team work both in industry and citizenship are best laid by team play in youth. The well-directed playground is as valuable an educational asset of any community or family or church as their day school or Sunday school."

Finally, as the climax of his address Prof. Taylor summoned the secretary, Walter P. Schatz, whom he taught at the Chicago School of Civics and Philanthropy, publicly to answer the question: Do you accept and will you faithfully fulfill to the best of your ability the trust committed to you by your fellow citizens as civic secretary of Neillsville to serve and promote the commercial, industrial, agricultural, municipal, recreational and educational interests of all the people without fear or favor?

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A number of playgrounds in various parts of the country have found swimming carnivals and winter sport days very popular. Worcester, Mass., and Norwalk, Conn., among others report such days. It is said that all public schools in Jersey City in future will contain swimming pools. There is a good deal of feeling in many cities where there are rivers or bays where numbers of children are drowned every summer that it is a municipal duty to make swimming compulsory in the schools in order to avoid this unnecessary loss of life.

The Fair Grounds swimming pool of St. Louis, situated in the old amphitheater, is circular in shape, four hundred and eighty feet in diameter, and is divided into a shallow and deep pool by a strip of land which also serves as a station for life guards and for the general administration of the pool. It is completely surrounded by a wire fence which is found to be absolutely necessary for the effective handling of both bathers and spectators. Admission to the pool is free: a rental charge of five cents for a suit and one cent each for a towel and cake of soap being made to those who do not bring their own. The dressing rooms are so arranged that every bather must pass through an ingenious arrangement of shower baths under the watchful eye of a doctor upon entering the pool. Fresh water flows in continually. The water is chemically treated every night and the pool is completely emptied and scrubbed once a week. Every hour for twelve hours a day, six days a week, two thousand living, shouting, splashing people left the pool and two thousand new people entered within six minutes.

WINTER SPORT.—Park Commissioner Ingersoll of Brooklyn arranged to flood a number of playgrounds in the city and also certain places in some of the large parks so that those who enjoy skating need not wait for the intense cold which freezes the lakes. On this plan there is little danger for the water is very shallow.

Newton, Mass., and Newark, N. Y., made special efforts to provide skating for the playground children. In West Newton, the playground was flooded and in Newark besides flooding some of the playgrounds and using pools in the vicinity for daily skating and for special carnivals, arrangements were made for tobogganing at the playground centers so that the children forsook steep hills with their attending dangers for the wooden inclines of the playground.

Among the rules which Mr. Mason, former secretary of the

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Board of Playground Commissioners, formulated when streets were set aside for coasting were the following:

Coast on hills that are policed.

Don't follow the coaster ahead too closely.

If upset, get up or roll out of the way as quickly as possible.

Get out of the way quickly when you come to the end of the slide.

Do not walk up hill near the sliding course; keep on the sides of the street.

Attach bell or gong to your sled; this will warn others that you are coming, and adds fun at the same time.

Don't crowd several persons on a sled intended for only one person.

Learn to use your feet well for steering or to lessen your speed when necessary.

When walking up the hill and an upset occurs near you, quickly help the fallen off the course, dragging out sled or bobs.

Fill in the bad bumps with snow, as these may cause upsets and consequent accidents.

A number of coasting races were held. At one time so great was the crowd that only one race—that of bob sleds was held and that only after the younger children had been sent home at eight o'clock. Six bob sleds competed for the medal offered by Mr. Mason. The course was lighted with electric lights and red and green fire was used. Police guarded the crossings at the street intersections and when a vehicle approached, held it up until the hill was cleared of flying sleds by means of a lantern signal. The attitude of the residents of the vicinity, which contains numerous mansions, was particularly gratifying to playground authorities; not only were no objections made to the noise made by the youngsters and the inconvenience of having the street closed, but those living along the course apparently enjoyed seeing the children's delight in the sport and took an interest in watching them. Truck and auto drivers who are in the habit of using the hill good-naturedly turned aside when they learned of the use to which it was being put. Six racing events were held on Sundays for single and double sleds—flexible flyers and pointers, some at a flying start and others at a pushing.

The Binghamton, New York, State Hospital for the Insane gave an entertainment by the classes of physical training under the direction of the play leader. Exhibits, drills, folk and aesthet-

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ic dancing by the men and women patients and a bandaging contest by the pupils of the training school made up the program.

GARDENS.—Nine hundred and eighty-four persons had garden plots under the Board of Education in Philadelphia last summer, the value of the average child's plot varying from \$2.10 to \$6.68. The total reported retail value of the sample and individual plots from thirteen school gardens was \$2,584.09. Each child is entitled to all the vegetables and flowers he raises on his own plot. The cost of the work for the season averaged sixty-seven cents per child. The garden work is carried on from April until October. The classes alternate and the work of the individual plot holders is graded. Visiting classes from the schools go to the school gardens once a week for inspection. Throughout the season all plot holders are required to keep diaries containing records of the work done, the lessons taught, and the crops harvested. The club women of Philadelphia helped greatly in the work by subscribing more than one hundred dollars to be given in awards for prize products. No money prizes were given, the awards taking the form of garden implements or books.

CAMPS.—One of the important developments in municipal camps is that in Los Angeles, which has continued to improve the beautiful vacation camp in the mountains seventy-five miles from Los Angeles as a part of the city's municipal playground system. The State Forest Commission of New Jersey reported to Governor Fielder that negotiations are virtually concluded for the acquirement of Swartswood Lake and Upland by the State for a public playground, park and picnic place. Five hundred and forty-four acres of water and an approach from the public road are included and sixteen acres of upland will be donated when the lake is acquired and made free.

FORESTRY.—The Massachusetts Forestry Association is conducting a town forestry contest encouraging the establishment of such forests as that acquired by the city of Fitchburg which set aside one hundred and five acres as a town forest not connected with its parks or water supply in any way. The Association will plant fifty acres with three-year-old, white pine transplants, one thousand, two hundred trees to the acre in the town forest of the city or town in Massachusetts which meets the requirements of the contest. A city or town wishing to enter the contest must have acquired by gift or purchase at least one hundred acres of land and have it officially set aside as a town forest.



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For the past two years the New York State College of Forestry at Syracuse has been interesting high schools in the planting of one or more thousand trees on Arbor Day in place of planting a few shade trees only. Then, too, the college is urging that Arbor Day be made a Forest Day in place of a Tree Day. This is done because the college feels that if the boys of the State help in the planting of a forest, the forest fire question will be very largely settled.

An effort is being made in Chicago to forward the securing of tracts for a park and forest reserve which was favorably voted upon at the November election in 1910. Upon technicalities the Supreme Court decreed the action unconstitutional and nothing has since been done. Since the inception of the movement for the Forest Preserve district, land values have risen to more than five times what they were and to secure control of the tracts not already occupied by the homes of wealthy residents, legislation must be secured at once.

MOVING PICTURES.—St. Louis has appropriated \$2,000 for free moving picture shows and concerts. The schedule calls for one exhibition in each park and playground every two weeks.

The Denver, Colorado, municipal concerts have proved so popular that it has been necessary to turn hundreds away from the great auditorium at almost every concert.

One of the interesting developments in commercial recreation within the last few years has been the opening of the Strand Roof Garden at Broadway and 47th Street, New York City, by an organized committee, consisting of Mrs. W. K. Vanderbilt, Miss Elizabeth Marbury, Miss Elsie de Wolf, and Miss Anne Morgan. A cafeteria lunch with the prices from five to twenty cents and dancing, as well as tea and dancing are offered. The announcement of the opening on Jan. 4th, 1915 stated: "Every man, woman and child in this big city who is seeking enjoyment will be made to feel at home as proper chaperones will always be on the spot to welcome guests personally. Families are especially invited so that all ages and classes may meet for a good time together. Comfortable seats will be provided for those who do not dance." Through this roof garden hundreds of New York young people have been provided with safe and enjoyable recreation at moderate prices.

DANCING.—In Atlantic City, Springfield, Mass., Allentown, Pa., New Orleans, La., San Diego, Cal., Buffalo, N. Y., playgrounds have been used for evening dances. In Atlantic City, the children were allowed to dance free from 7:30 o'clock for an hour; then the

## THE WORLD AT PLAY

concrete floor of the school yard was given over to adults who were charged a penny a dance until 10 o'clock—the time fixed for closing. In Allentown, Pa., an admission of five cents was charged to cover the actual expenses of the evening. In Springfield a platform which would give room for 100 couples was rented at one of the playgrounds. Redlands, Cal., gave a series of dances once a week during the summer on a block of the city street roped off for the purpose, thoroughly washed and sprinkled with corn-meal. A municipal band furnished music and the slight expense of the corn-meal and placing benches for guests was met by the business men of the town.

In New York City under the auspices of Henry Street Settlement, the street was roped off and 6,000 people danced to the music of a band of fifty pieces.

LIGHTING.—North Ottawa, Kansas, has arranged for grounds to be well lighted with electricity; and quoits, tennis, ball, croquet and other games by electric light have been very popular. Dayton, Ohio, Williamsport, Pa., Philadelphia, Pa., have playgrounds, well illuminated, open at night.

ATHLETIC LEAGUES.—One hundred and fifty golfers and two hundred tennis players entered tournaments in St. Louis, being divided into four local championships, the winners playing for the municipal championship. The number of golf players during the season were particularly interesting as this was the first season on the public links. Every walk of life was represented, a decided refutation of the assertion that golf is a rich man's game. Practically every day the players started as early as 5 a. m. These municipal leagues have had a very great influence not only in popularizing and encouraging amateur athletics but particularly in putting the various sports on a thoroughly clean, healthy basis. Although the leagues are almost entirely self-governed, the Park Department retains a certain amount of control and with the cordial assistance of the players, has secured the elimination of gambling, abusive or profane language, and unfair tactics.

HARTFORD, CONN.—Hartford, Conn., reports that the recreation activities in the parks have increased about forty-five per cent each year during the past five years. Bowling on the green has steadily grown in interest, both to players and spectators. Two successful clubs have been organized. With the good-natured rivalry existing the game is sure to grow with each succeeding year. Scotch quoits, a game which Hartford considers

## PLAY AS PART OF THE SCHOOL PROGRAM

far superior to the ordinary ring or horse shoe, attracts many men to the parks at Hartford. Croquet, too, is played. On several occasions, dancing on the green was enjoyed by the schools and the Central Labor Union at night under a canopy of varied colored lights. In the park playgrounds more than 200,000 children played for a period of about four hours. Picnics—particularly family picnics, school festivals and parties are held at the Pond House at Elizabeth Park and card parties, dinners, music hours, readings and entertainments have been given at all the parks. A simple fire place has been arranged at Goodwin Park where corn or marsh-mallow roasts, broiled steaks, and steamed frankfurters, have been the basis of delightful parties given by Campfire girls and several Men's Clubs. Hockey, hurdling, and a municipal Christmas Tree were among the activities offered during the winter.

An interesting and rather unusual Easter recreation activity was conducted in Greensport, Pa., under the supervision of Miss Alice Quigley, principal of Cameron Township High School. Several hundred small eggs were purchased in Williamsport and each pupil brought an egg or two to make about 400 in all which the high school girls colored at noon. These eggs were hidden on the hillside opposite the school building, covered with stumps of trees and bushes. The children had a very happy time hunting the eggs on the afternoon fixed for the event. A similar event is held each year in Portland, Oregon.

Opportunities for public recreation have been increased within the last year at the Hudson County Park near Hoboken, New Jersey. Hot and cold shower baths all winter, two fine skating ponds and the privilege of using the out-of-door gymnastic apparatus are offered. A clear sweep of sky, a fine view of Jersey City Heights and West Hoboken, with a shadowy outline of the Palisades to the west, and if one stays late enough, a real sunset, helps one to realize the enormous improvement wrought in a park which, up to a few years ago, was only a sweep of waste meadow.

## PLAY AS PART OF THE SCHOOL PROGRAM

As always, during the past year the school people have materially aided the progress of the recreation movement, perhaps more than usual this year because of the widespread interest in the Gary plan, which recognizes the play instincts and activities as basic in education.

## PLAY AS PART OF THE SCHOOL PROGRAM

Mr. William A. Wirt, superintendent of schools of Gary, Indiana, considers it his task to provide for the well-being of the children of his city; to provide life for children so that the children may live in a children's world, instead of in a city built for lawyers, doctors, preachers, but not for the children. The task of making a city a good place for the rearing of children, a good place for children to live in—is no small task.

The boy, as Mr. Wirt knows him, is naturally a bundle of squirmings and twistings; to keep him sitting still for long periods is by preventing the contraction and the expansion of his muscles to interfere with the purification of the blood and the normal functions of the body. Mr. Wirt does not consider it necessary that a school system should require every child to do the same thing, in the same way, at the same time, and in the same place. There is no real reason why some children should not be playing while others study and recite. When play becomes a part of the school world for the younger children their attitude toward school changes. A little boy in Gary met Mr. Wirt upon the street and said, "I am going to start school next year." "I hope you will like to go to school," said Mr. Wirt. "I know I shall like the schools," was his reply. When asked why he was so sure that he would like to go to school, he replied, "I have been reading in the papers about the schools and as near as I can make out a feller can take a vacation whenever he wants to."

In Sewickley, Pennsylvania, the superintendent's visit to the Gary schools resulted in the introduction of a departmental plan, which gives the children in the first four grades 412 minutes a week for play under the direction of a special playground instructor; the fifth and sixth grades, 135 minutes, and the seventh and eighth, 112 minutes. This plan has been in operation two years and has proved successful from an educational and financial point of view.

Much of the recreation development in Philadelphia has been accomplished through the Board of Education and the public schools. Governor Brumbaugh, leaving the superintendency of Philadelphia public schools, expressed regret that even more had not been accomplished, adding:

"If now you will heed the unanimous demand for auditoriums in elementary schools throughout the city, you will take a step forward of the greatest consequence. I beg you to do this. Do not allow the splendid co-operation of the people in making the schoolhouse a great social center to languish and die by denying

## PLAY AS PART OF THE SCHOOL PROGRAM

this city-wide provision. Next to fireproofing the buildings, this is the best thing you can do to make them what they should be, what I confidently predict they will soon be. Why not lead in this? The people want you so to do. Its educational value cannot be computed.

"I also urge you to keep constantly in mind the fact that every child in school is entitled to thirty square feet of play space in the yard. Most of your school grounds are too small. It will pay you, pay Philadelphia, to buy adjacent property and give adequate treatment to the physical welfare of our children."

More than a thousand persons signed a petition which was presented to the Board of Education in Philadelphia, Pa., asking that a playground be established at a new public school which was the only one in the city not provided with a playground.

The Township High School of Peru and La Salle, Illinois, endeavors to combine all the essentials of a junior college for a rural and urban community. Speaking of this institution, its principal, Thomas J. McCormack, said:

"In the four buildings which constitute this unique plant, not only is instruction given and contemplated in all practical and cultural lines, including subjects so far removed from one another as agriculture, art and technical music, but private donations by F. W. Matthiessen have permitted the construction of two buildings that both contribute to the educational facilities of the school and subserve distinctly civic and recreation purposes for the community.

"These are social center and gymnasium building, with swimming pool, bowling alley, billiard room, club and reading room, library, music, art and lecture rooms, which with the large high school auditorium are used both day and night by school and public; and a hygienic institute under a trained medical expert and assistants, with a bacteriological and pathological laboratory, not to be duplicated outside of the great metropolitan centers, a milk station with a trained nurse and a classroom for the instruction of girls in the care of the baby and the general hygiene of the household. This institute, while primarily founded to safeguard the health interests of the cities of La Salle, Peru and Oglesby, is directly affiliated with the school, and officials assist in its instruction of the school classes.

"It is a hopeful augury for the ultimate success of our democratic system of education that the social center of this school is

## NEIGHBORHOOD CLUB HOUSES

supported entirely by the taxes of the people who, in this mining and industrial community, by their loyal and generous support of the school board's plan, are setting an example for work in social amelioration that wealthier communities might not be ashamed to follow."

A group of teachers in Washington, D. C., gave a dramatic performance as a benefit for the Grover Cleveland School Social Center, which was opened as an experiment, supported by voluntary contributions.

Clair K. Turner, professor of physical training for men at the Emporia State Normal School, Kansas, has done a service in demonstrating school room plays and games before public school teachers.

## NEIGHBORHOOD CLUB HOUSES

The making of the recreation of a community the firm bulwark of democracy which it potentially is in its common appeal to all classes and conditions has been forwarded recently by the opening of community centers or club houses in a number of places.

The old court house of Rowan County, at Salisbury, N. C., was remodeled for the use of the people when the new court house was put into service. Through the efforts of the Industrial Club, the Y. M. C. A., the Civic League and various women's organizations, the old structure, built before the civil war, was renovated. It now provides rooms for various clubs and societies, the public library, rest rooms for women who come in from the country, an exhibit hall and an auditorium with a well-equipped stage which can be rented for a nominal fee.

The Board of Trade of Washington, Pa., has opened what is known as a community house in the heart of the business district. Commodious hitching yards are located in the rear. In the building proper are meeting rooms, rest rooms, a day nursery, assembly rooms, package and checking station, and café. The agricultural bureau of the Board of Trade employs a paid county agricultural expert whose office will be in the community house in connection with the executive office of the Board of Trade. Permanent agricultural exhibits have been installed. A chicken and waffle supper, and a public auction of farm products were given at the opening. Hereafter the annual fall festival will be held during community week.

## NEIGHBORHOOD CLUB HOUSES

The object of the opening of this community house was to bring about a more desirable social and business relation between town and country.

The Community Club of Plano, Illinois, has for its object "the promotion of the social, educational, commercial, and moral well-being of the community." A public playground has been established and partly equipped, working with the Plano Gymnasium, maintained for the boys and girls of Plano—equipped and managed by the pastor of the Baptist Church—through the kindly support of the business and professional men of the city. The Community Club and two old and somewhat run-down social clubs combined to provide attractive club rooms where the members gather for social or business occasions, enjoy the music, play billiards or bowl. The paid secretary is also pastor of the Baptist Church.

Holden, Massachusetts, also has a Community House, bought by selling shares at five dollars each. An old, colonial house was remodeled for the House. A Town Club has been formed which leases half the second floor. The Daughters of the American Revolution and the Boy Scouts have permanent headquarters there; a tea-room and the renting of the assembly room furnish revenue. The originator of the idea, William S. Piper, says of it:

"We have united all the interests of the town in a common cause, and we have succeeded in gathering representatives of all the different social strata under one roof. Our town has done this as a town, and, in doing it, has started a movement possible for all places of our kind."

Oceanic, New Jersey, too, has a Community House—formerly an old Presbyterian church, remodeled and enlarged at a cost of \$4,500. The building is nearly twice the size of the original church. It has a vestibule, a coat room and a ticket office at the entrance. The main hall will seat about four hundred persons, and it has a very large stage with footlights and other electrical equipment and it will have as a gift from one of the persons interested in the building a rose-colored velour curtain. The stage is so arranged as to be available as a parlor, reading and game room, sewing room, or dining room, according to the wish of the organization which uses it. In the rear of the stage is a well-equipped kitchen with a large gas range, china closet and a large supply of china, silverware, kitchen and cooking utensils. There is also a women's retiring and dressing room nicely furnished. A gymnasium is in the basement. This room is 24x36 feet with a 12-foot ceiling.

## NEIGHBORHOOD CLUB HOUSES

Some of the equipment is already installed and additional equipment will be put in as fast as funds become available. A gallery is at the front of the building. This gallery is capable of seating about one hundred persons. It is equipped with a billiard and pool table and will be used for this recreation when it is not in use at an entertainment. Back of the gallery is an electrical apparatus for a moving-picture machine. The whole building is heated with steam, and has a splendid system of lighting of which one member remarked, "No saloon or theatre has anything on Oceanic's Community House when it comes to lights." Two lots adjoining have been donated to the House and will be used for tennis and other recreation. The fund for the House was given by the ladies' aid society of one of the churches assisted by numerous permanent and summer residents. Some who could not give money gave labor.

A Farmers' Club Rest Room was donated to Seymour, Indiana. Carthage, Missouri, has a similar room in the County Court house. Faribault, Minnesota; Bonham, Texas; Sauk Center, Minnesota; Luverne, Minnesota; Eau Claire, Wisconsin; Bemidji, Minnesota, also report rest rooms, which, originally established by merchants of the village to attract rural trade, are more and more being used as community meeting places and social centers.

A community in a farming section in Michigan turned an old barn into a community center. Kitchen, library, club room, and play room are provided. All the work was done by the boys, the material largely donated.

Hartford, Conn., has leased the Star Theatre for an experiment in recreation. Besides the auditorium the building contains twenty-four well-furnished bedrooms which will be rented to young men. In one of the large rooms a dancing class will be held. One room is reserved for baby carriages and a nursery will be provided without charge for the children of the patrons of the theatrical performances. Motion pictures and exhibitions of modern dancing will be given, and opportunity will be given for the people who attend the theatre to dance after the performances, on the theatre floor. Saturday mornings there will be children's matinees. Among these will be an experiment of Bible teaching by means of motion pictures, conducted by the Federation of Churches. The Rev. Harry E. Robbins, rector of St. James' Church, W. Hartford, started the experiment without the backing of any organization.



## NEIGHBORHOOD CLUB HOUSES

Ossian Lang suggests that an early social center was the Medieval Synagogue, declaring that the work of the Shamash in setting the atmosphere and bringing the people together was the most important factor. "He was conscience, memory, Nemesis, friend, prompter and newspaper all rolled into one genial personality, cementing the congregation together and keeping them reminded that without him there would be no social center."

La Jolla, California, will soon have a splendidly-equipped community house and playground, the gift of Miss Ellen B. Scripps.

Among the schools which have reported special effort to develop neighborhood centers this year are Lincoln School in Plainfield, New Jersey; Nekoosa High School, San Antonio, Texas; Englewood, New Jersey. Parents' meetings, garden associations, special reading and game rooms are popular activities. The Lincoln Park Club House patrons in Spokane, Washington, employ a woman play director for eight hours on Tuesday of each week.

The Board of Education of the City of New York, in its effort to provide for a wider use of school buildings, has arranged for an art museum in the Washington Irving High School, provided for orchestral concerts, for plays, for meetings, and for neighborhood dances, for daily use of the roof garden, and for an extensive series of scientific, historical, literary and musical evenings given by the Department of Lectures and Libraries.

Public School 93 in Queens is following the same plan as that used in the Washington Irving High School. In this building the auditorium is placed in the second story, leaving the entire first story free for play. Wood block is substituted for the usual asphalt so the place can be used for dancing, study hall, and bazaars.

A new schoolhouse in Woodhaven, Queens, New York City, has twenty-one classrooms, a kindergarten room, sewing, cooking, science rooms, and a work shop. On the first floor there will be a large auditorium with a stage, and seating capacity of six hundred. There are two paved playgrounds outside the building, two indoor playgrounds, and a roof playground.

Over eight hundred rural teachers in Kansas have begun the plan of initiating neighborhood center work in the places where they live, an effort entirely voluntary, yet charged with tremendous meaning for these districts.

Another rural development which opens up tremendous possibilities is "The Texas Farm Woman," an organization for neigh-

## RECREATION EQUIPMENT

borhood center work, relief, recreation, and education in the rural districts of the State. Farm women only will direct this work. It is distinctly of, by, and for farm women.

## RECREATION EQUIPMENT

Dr. Henry S. Curtis advocates strongly keeping some sort of menagerie even in a small way upon each playground to develop the interest of the children in nature and play nurture. A little pig is always interesting to children and two or three chickens. In the Emerson school in Gary, Ind., there is a coon house and tree. In a yard of the Froebel School is a large fountain filled with fish. Bird and squirrel houses in the trees about the playgrounds help to develop the love of nature which is so desirable in children.

The Parent-Teachers Association of the Logan School in Spokane, Wash., has voted to improve the school grounds at a cost of several hundred dollars. Tennis courts, basket ball courts and baseball grounds will be provided. The patrons have also decided to bear the expense of converting the main hallway into an auditorium by constructing a large stage and a large number of portable seats. The Association had previously purchased a Victrola and a large number of records, bought playground equipment, planted a lawn and shade trees around the grounds and bought a stereopticon with six hundred educational slides.

The story is told of a Kansas City woman who, passing one of Topeka's model schools at recess time, saw in a well-equipped playground one of the attractions that brought farm folk to the cities. Returning home she invited the big boys of the school to a doughnut and lemonade feast at her house, described the Topeka playground and proposed that if they would build the necessary apparatus, she would supply the lumber and fittings. They mapped out the ground, drew plans for the swings, see-saws, horizontal bars, vaulting horses and everything that boy ingenuity could improvise from lumber and poles; the material she donated. It was at first proposed that the local blacksmith's services be enlisted but the boys insisted on doing all the work themselves. Two basket ball courts, one for girls and one for boys, were fitted out. The school became so popular a place that even parents drove from all parts of the school district to inspect the playground. The interest thus awakened has already resulted in unexpected bene-

## RECREATION EQUIPMENT

fit to the school in the way of aid from parents and increase of equipment for teachers.

Similar co-operation resulted in equipping a playground for small children at the Ellis Memorial in Boston. First, the yard had to be cleared up and cemented. That meant an expenditure of \$85. A bubble fountain cost \$28; a slide and a swing nearly \$20 more. It did not take long for the neighbors to realize what was going on and between them and other interested friends about \$35 was contributed toward these expenses. Some available money was left from other funds, and that was used, and then the general public had an opportunity to contribute. A generous sum was collected, although not sufficient for all.

But better than the money given by the neighbors was their expressed desire to have an actual part in the work of transforming the yard. One man contributed all the loam for the flower beds along the sides; another, a carpenter, was proud to be able to make the sandbox, and do other jobs which were needed, including an effective arrangement of fence wires designated for the discouragement of older boys who might be on mischief bent. In various other ways the fathers and mothers have shown their desire to make this place attractive and safe.

In York, Pa., more than one hundred and fifty persons, armed with picks and shovels, gathered on an unsightly dump, and soon made it into a baseball diamond. The use of horses and carts was donated for an evening in order that ground might be conveyed to fill in the dump. The work was done under the supervision of the Grantley Athletic Club which also supervises the maintenance of the park. The park is very much the property of the people who actually worked with hand and brain to make it a possibility. The old dumping ground near Flushing, L. I., will be filled in and laid out as a playground. The land had been the property of the city for some time but nothing had been done to improve it until inspectors of the Department of Health visited the so-called park and found children sailing boats in the slimy water of an open sewer. No further argument was needed to convince the people of the immediate need of a playground. In Dunkirk, N. Y., two churches have established playgrounds for children.

In a report submitted to the playground commission in Savannah, Ga., Montague Gammon, playground director, stated that the equipment of each of the playgrounds had cost about \$150 exclusive of labor and material furnished by the city depart-

## HOME PLAYGROUNDS IN THE BASEMENT

ments. Play leaders were sent twice a week to the Bethesda Orphanage and the Episcopal Orphanage. The attendance on the municipal grounds in eight weeks increased from 5,000 to 13,000.

State College, near Harrisburg, Pa., now has a playground of 105 acres laid out in soccer fields, tennis courts, baseball diamonds, and football gridirons. The basic idea of the athletics of the college is to get all the men interested in some sort of physical activity outdoors. This playground is one of the largest belonging to any college in the country.

The city golf course in Denver, Colo., has proved one of the most effective and popular of the recreation activities of the city. For some time the course consisted of nine holes only, but so great was the interest that the course was enlarged to eighteen holes.

The Baltimore, Md., Playground Association had moving pictures made of the activities of eight of the park playgrounds, to be shown at different moving picture theatres with an appeal for money to carry on the work to give children a chance to become better and healthier men and women. The Automobile Club is co-operating with the playground in their efforts to keep the children off the busy streets. The first picture shown is that of small boys playing on the streets, running in front of street cars and automobiles; one of the boys is knocked down by a machine.

## HOME PLAYGROUNDS IN THE BASEMENT

JOHN H. CHASE

Superintendent, Youngstown Playground Association,  
Youngstown, Ohio

Most basements have for their ceiling exposed sleepers or floor joists and these are just the thing for hanging apparatus, and do away with expensive, clumsy frameworks.

Little children like, the most of all, swings, sandgardens, and traveling rings. The latter are not the conventional trapeze, but are a long row of rings hung by ropes from the ceiling. A child swings from the first to the second, lets go of the first and flies to the third and so on down the line.

First then swings; and these for children under twelve or thirteen years old. Buy a 'hank' (or coil) of sash cord (size No. 8 or 9), at a hardware store. This looks like ordinary clothes line but is ten times stronger, and will cost about one dollar. A coil will be enough for two swings and four traveling rings. At the same time buy six No. 802 screw hooks for thirteen cents. On getting home put these in the beams of the basement ceiling or attic from 14 inches to two feet apart and turn the open side of the hook away from the swing at right angles to the direction in which the swing flies so that the rope cannot jump off the hook. Make the swing seat of any board that is around the house. The best size is six inches wide, fourteen inches long, and one inch thick. Bore holes

## HOME PLAYGROUNDS IN THE BASEMENT

in the ends to keep the rope in place, or simply make notches in the ends with a saw. This is perfectly good enough and the swing is all ready for all kinds of fun with only half an hour's work. In fact, it is so much fun that the children will squabble over turns and the best way is to build one or two more swings or else tell the spectators to count fifty swoops and then let the next child have his or her turn. The swing will look weak, but it is really strong. If the man who made it is incredulous, let him try it himself.

Now for a sand box. Any wooden packing box around the house is good enough. We found one two feet wide, four feet long, and two feet deep. We nailed cleats over all the cracks and on one side made the box only one foot deep. The Youngstown Ice Co. will send a sack of beautiful, clean lake shore sand for only twenty-five cents (with perhaps a little extra for delivery), and this was enough for the whole garden. Now wet the sand so that it will hold its shape for caves, castles and artificial lakes, and children up to eleven years old will enjoy it. Those of us who have been to Atlantic City remember the wonderful shapes and figures made in the sand by even adult artists.

Lastly the traveling rings. If you buy the regulation outdoor steel framework with chain ropes and ball bearing sockets similar to the one at Yale school it will cost you \$100 at least—and be worth it. But go to the ten-cent store, ask for wooden towel rings (which are about five inches across), hang these rings in a row about three feet apart with the screw hooks and sash cord that you already have, and presto, the traveling rings are in your own home at the large expenditure of fifty or sixty cents, and your boy or girl will be the most popular child in the neighborhood.

Thus a playground for the winter with three of the things that children like the most, can be built for two or three dollars in our own homes. And anyone can make it with two hours' work and a hammer and saw. It will look crude, but will be sturdy and strong, and it will satisfy the hearts of the children.

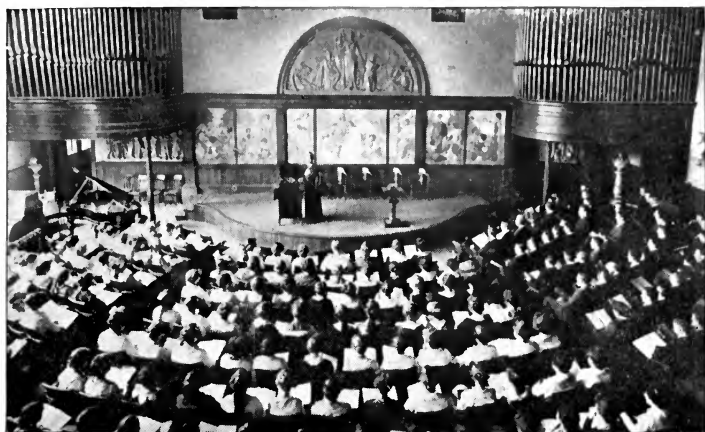
If the swings are in the way of the laundress, just slip them off the hooks when she is there, or put another hook about four feet in front of the swing, and catch the rope over this hook just below the seat. The whole seat will then be close up to the ceiling and out of the way.

The traveling rings are practical even if the basement is only seven or eight feet high. One basement is seven feet, two inches high, but with only nineteen inches from the ceiling the bottom of the rings has provided fun and the traveling rings for a nine-year-old girl and her friends—bigger or smaller. Five sets of toboggan slides were built in Worcester and distributed to the various playgrounds about the city for the children to coast on with the idea that the children would greatly welcome slides on the playground nearest their homes and keep off the dangerous hills and streets where traffic is held. The first one built is ten feet high and forty feet long. At night the caretaker sprinkles the running board with water which freezes over with a fine, glassy surface which makes coasting just as speedy as on a steep hill. The shoots are made in parts so that they may be taken down in summer and stored away.



Pittsburgh, Pa.

PLAY LEADERS OF THE SUMMER OF 1914



—Listening to the Victor Record of Frühlingszeit sung by Schumann-Heink—  
High School, Trenton, N. J.

## Victor in the schools of 2700 cities

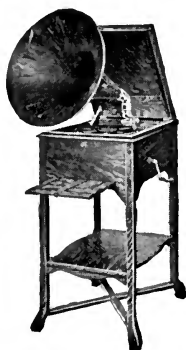
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## THE AWAKENING OF NEIGHBORHOOD LIFE IN AMERICA

Stenographic report of addresses made at the luncheon following the Ninth Annual Meeting of the Playground and Recreation Association of America, May 22, 1915

Gustavus T. Kirby, presiding:

The president of this Association happens to be its leader. All of us are connected with associations where the president and other officers are merely names. That is far from the case with the Playground and Recreation Association of America. Mr. Joseph Lee is our president. He is the one above all others who frames our policies. He is the one above all others who bears the burdens of seeing that we have the sinews of our war, the almighty dollar. It is indeed our misfortune that illness prevents his being with us today, for not only should we have the opportunity of meeting him, but we should also have the opportunity of listening to one of his addresses so full of good reason, of ready wit, of the weather vane pointing the way, that when you have listened you go away not only having found knowledge but having gained an inspiration to continue the great work in which we are all engaged. I am confident that you all join in a message which shall convey to our Mr. Lee our keen regrets at his absence, our hopes for his speedy recovery, and our appreciation of the great deal that he has done and is doing for this, our Association.

Now, in Mr. Lee's absence we are going to have in tabloid form remarks about our work. This is not a gathering merely of those with a half-hearted interest in the work, but it is a gathering of those who have their shoulders to the wheel and are pushing forward this tremendous movement for good, which, during the nine years of our life, has grown in a way which is shown by the reports of your treasurer, I believe, better than in any other way. Dr. Gulick and Mr. Hanmer and I remember the organization of this Association, how in those few years we spent but hundreds where today we spend thousands. Our budget today, good friends, is close to \$100,000.00, and even so we are able to do but a very small part of the work we are called upon to do. Last year we expended \$86,000 and we closed the year without a dollar's debt and with funds on hand to carry us over the lean months of the summer. Now, to accomplish that in the face of these hard times when our people

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are being appealed to as never before, when not only are we asked to give to the home things, but to alleviate the terrible conditions abroad, is a matter of congratulation. Not only may we congratulate ourselves on having come through the year without running into debt, but with a surplus toward the future. That is my report as treasurer. I shall not weary you with the details of it.

The topic of this meeting is the *Awakening of Neighborhood Life in America*.

None more than this Association has been a force not only in that awakening, but in the accomplishment of results flowing from that awakening. It is easy to go into a community and stir things up, but it is mighty hard to leave behind a definite constructive policy, and that, good friends, is what the field secretaries and the other workers of this Association are doing. The greatest asset of this Association is in the voluntary workers it has made. Our field secretaries accomplish great good but the best of their work is bringing to their cause, to our cause, the great efforts of volunteers who have ability, who have judgment, who have push, and who are willing to and do get behind the work in their own communities. It is going to be our pleasure to listen to a few words from some of these volunteers. They are going to tell us what some of our field secretaries have done and are doing and how they themselves look upon the accomplishments of the Association. By no means the least of these is the young lady whose work, while now in a great metropolis, was formerly in a little city in Pennsylvania. As a small boy I remember it as a little city, but today I am quite sure Miss Sinn will say I am wrong in calling it other than a great metropolis. Miss Esther Sinn will tell us a little about our work there, which will be indicative of the real energy and results of our Association.

Esther Sinn, Scranton, Pa.:

Because I have seen it produce results, I have been asked to speak to you of the field work of this Association; results that even the blind can see and the most unwilling have to admit; results which friends and enemies alike declared could not be secured at that time.

In 1913 I had for two years been actively interested in the Playground Association of Scranton, Pa., and for five years altogether it had been struggling along through an existence of many vicissitudes. It had started out vigorously, for it is comparatively

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easy to arouse enthusiasm over a new movement—even one of little value—while often the best movement has to gasp for breath all along the way. Reasonable funds had been forthcoming without more than the usual agonies of collection but it seemed impossible to arouse the active public interest which was equally—or really far more—important. The Playground Association had been organized with the hope of demonstrating the value of the work in a year or two and then passing it over to the city. Municipal control was especially needed because of the difficulty in securing suitable playground sites, because of the waste of money in making always temporary and never permanent improvements, and because of the great need for year-round work which should make use, under skilled supervision, of all public and private resources—which was absolutely impossible under private control and maintenance. But politicians are not pioneers, their interest is not aroused until they feel enthusiasm in the air; and each year at budget time our Association talked to deaf ears.

The only progress toward municipal control had been in 1911 when \$500 had been appropriated toward the work of the Playground Association by the City Council and \$250 by the School Board. Encouraged, we hoped for better things the next year; but claims were made that these appropriations had been illegal and could not be continued, and we came to realize our need of the expert who has facts at the tip of his tongue, who knows how other cities have overcome such difficulties and has helped them to do it. So we engaged Dr. Curtis, an independent expert of national reputation to spend an all-too-brief day with us at that time, and under his leadership had a large and enthusiastic hearing before Councils; but, alas for our hopes, the appropriation was still deemed illegal and the city was not ready to take over the work. To pacify us they put into their bond issue an item of \$25,000 for the purchase and equipment of playgrounds, but, unless within the last two months, this money has not yet been spent.

In May, 1913, I went with another representative of our Association to the Play Congress at Richmond, Va. There we were filled with inspiration by the experiences, enthusiasm, self-sacrifice and high ideals of those devoting themselves heart and soul to this work for the children, giving their lives that the children might have life more abundant. There we learned about the work of this national Association in the North, South, East and West; and there we had the good fortune of a long personal talk with one of the field secre-

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taries—Mr. Rowland Haynes. Into his sympathetic ear we poured all our troubles and we were much impressed by the saneness and soundness of his advice. He refused positively to make any sweeping, cut-and-dried assertions as to the solution of our problems without a more intimate knowledge of them; but he pointed out ways in which we might work toward the solution ourselves.

And so we returned to Scranton with fresh hope and interest; carried through our most successful summer of work; and took the steps suggested by Mr. Haynes working toward municipal control. But as we studied the situation closely and as budget time drew nearer, we felt more and more firmly convinced that alone we should only be defeated again. This time, however, we realized that we needed more than a ready knowledge of statistics; we needed a recreation architect—someone keen to analyze the needs of our particular city; wise and foresighted to map out a plan for municipal recreation which should meet these needs and those of the coming years, basing the plan not alone upon his own experience and the limited range of compiled statistics but upon a detailed knowledge of the most recent experiences of many cities; someone strong and convincing, tactful and resourceful enough to overcome the ignorance and conservatism which must be coped with before such a plan could be put into effect. We recognized also that this could not be done in a day.

Some of the men we consulted, although they would not have undertaken to construct a large public building without the services of an architect, declared that it would be a waste of money to engage an out-of-town expert, that he could not know our city and its needs as we who lived there, and that experts were only good at talking, anyway. Others, of broader vision, recognized the value of specialized experience and ability but discouraged us with the assurance that the new administration, consisting though it did of men who believed the work a good one—for the ladies to run—was bound by various political strings as well as positive campaign pledges to keep down the taxes, that many unusual circumstances united to make this a difficult task, and that it was a most inauspicious time to try for such an innovation.

Nevertheless, we determined to make the effort; and, believing that the Playground and Recreation Association of America alone had the fund of information and experience upon which we wished to base our project, we wrote to Mr. Braucher and finally in January, 1914, Dr. Cyrus F. Stimson came to Scranton.

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He was there only three weeks; but he wrought the miracle and made the impossible possible. Indefatigable, deaf and blind to discouragements, resourceful to a degree, working always through existing channels when possible, and ever turning defeat to victory, he rallied and crystallized public sentiment to open expression; he wrestled long and arduously, but most tactfully, with public officials and the "powers behind the throne" until they had glimpses of his vision and were forced to lay aside their prejudice and recognize the importance and feasibility of his plans; and then he held on with bull-dog tenacity until the thing was clinched. As a result—the new City Planning Commission did its first real service to the city by backing Dr. Stimson's proposals and giving him official status before Councils; an ordinance was passed creating a Bureau of Recreation to take over the playground work, an ordinance which provided for an all-year superintendent of recreation and for future co-operation by the School Board far greater than could be secured at that time; in spite of the fact that the city was within \$60,000 of its bonded debt limit and that the administration, pledged absolutely to low taxes, found itself, after all possible economies, with a budget for an eleven months' fiscal year in excess of that of the preceding twelve months—in spite of all this, \$6,000 was appropriated by the city toward the maintenance of the Recreation Bureau on condition that \$4,000 additional be raised the first year by private subscription and turned over to the city for the same purpose; the Board of Trade was induced by Dr. Stimson to break one of its very sacred traditions and appoint a committee which raised nearly one-half of the \$4,000; and valuable assistance was given by Dr. Stimson and Mr. Braucher in securing the Superintendent who has started the municipal work so efficiently. Instead of eight summer playgrounds—the maximum of work under the Playground Association, there were, during the first year of city control, thirteen summer playgrounds and five winter recreation centers in school buildings, while 115 grades of 33 grammar schools entered the Public Schools Athletic League; also \$10,000 was appropriated by the City to continue the work during 1915.

Many such miracles I know have been wrought by this Association through its field work, but this one I have had the joy of seeing with my own eyes; and it is because of such miracles, because of the results produced by it, that I believe this field work to be of inestimable value.

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Mr. Kirby, presiding:

That certainly gives us a comprehensive idea of what is wanted by many communities, and how the need is met. I am quite sure that Mr. F. M. Butzel, of Detroit, will be able to open another book for us just as pleasing and as convincing.

F. M. Butzel, Detroit, Michigan:

Our experiences are somewhat in line with those at Scranton. The recreation wave that swept all over the country reached Detroit seven or eight years ago. Even before general interest had been aroused by the aid of the national Association, a group of interested citizens conducted a playground with special reference to the needs of factory boys and girls after closing hours. It was always crowded, and the work was well organized, but although the playground work was good, it was not widely known. So when the next year we attempted to get the city's help we failed.

Well, we did not intend to support the recreation system for the city, and we felt if the government would not take charge of what we had so well started, it was time for some publicity. The recreation system in the schools was fairly adequate, and quite a number of private institutions were looking after other needs, but a recreation policy was lacking. And this is in spite of the fact that we had a pennant-winning baseball team. The thing that brought the recreation problem to the fore was that after the public school centers had been in successful operation for some years our corporation counsel discovered that social centers were not an appropriate function for the educational authorities; therefore, we had no social centers. The people wanted them, and we considered putting them under different departments, but they seemed to fit in nowhere.

The Board of Commerce appointed a small committee to examine into the matter, and one of the gentlemen of the committee came to the conclusion that we needed expert advice. Fortunately the national Association was there to furnish it, and we were fortunate enough to have Mr. Haynes detailed to advise us. He made a comprehensive survey of the city, not only as to facilities and lack of them, but also an intensive study of our city government with reference thereto. We decided to ask to have a commission appointed, consisting of the superintendent of schools, our city librarian, our park commissioner, our police superintendent, and our superintendent of public works, together with five citizens.

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The Board of Commerce committee drafted the chapter on recreation to be submitted to the city as part of the charter. There were so many original things in the charter that it was defeated, but the best things in it were gradually submitted piecemeal and nothing awakened more enthusiasm than the recreation feature, which became a part of our city administration. The recreation commission was given complete supervision of all forms of public recreation, including the supervision of issuing licenses for all forms of private entertainment. The commission appointed a good man, Ira W. Jayne, as superintendent of recreation, and a budget was submitted this year which is the equivalent in size of the funds used in previous years, but scattered amongst different departments. We had had a hard year, and except for a superintendent of recreation and a stenographer the budget was wiped out at about the fourth meeting of our budgetary commission. Then the impossible happened in our city. The next morning and afternoon our newspapers which had never agreed upon any one issue before came out with leading editorials devoted to comment on our budgetary commission, called the Board of Estimates. The people wanted wholesome recreation, they said. Two papers had remarkable cartoons. Inside of three days we had the entire budget back except the part providing for social centers. They were not considered a part of recreation, but a part of the educational system. So we have a decreased budget, but it is a popular one, and the commission has its plans laid for administering it economically and efficiently. We have made a good beginning, and I expect to see good progress made.

I have implied, and I wish to state more definitely, that we could have done nothing along these lines without first of all having a careful survey of our needs. The effect of the personality of Mr. Haynes—his level-headedness, his well-balanced, spiritualized and scientific ideals that left only a trail of friendship and good will wherever he went, has caused Detroit to be under a debt to this Association and its field secretary which we can never repay.

Mr. Kirby, presiding:

It is fine to hear such inspiring words about our work. Mr. Hanmer and others of us know the different problem which confronts us in this old city of New York where hidebound traditions, overlapping city departments, where opportunities for political advancement oftentimes make barriers almost if not quite impossible

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to get over toward the goal which Mr. Butzel has spoken of so well—that is, a commission empowered and able to give to the citizens as part of the educational or recreational part of their life, playgrounds social centers, and opportunities for plain wholesome living.

The Playground Association of America, not of the United States of America, takes us over the boundary lines into the sister country, Canada. There we find one of our most ardent and efficient workers, in that great city of Montreal, who is going to say a few words about the recreation work there and the part therein played by this Association,—Mr. J. C. Walsh.

J. C. Walsh, Montreal:

Some of you may be in Montreal sometime so I must be very careful what I say. It has not been a question of work, of surveys, or of political or constitutional reform at all in Montreal, but purely a matter of sentiment. One morning I received a telephone message that three ladies were coming to see me. That constituted a red letter day for that year. One lady was from Montreal, whom I had never seen, and one was from New York. It was like to the assembling of the three kings on another occasion. The lady from New York was Miss Schoenfeld, one of your field secretaries. I do not think she mentioned this Association at the time. I confess I was more interested in herself than in this institution. These three ladies told me there was something wrong about Montreal in the matter of play. I had heard that before, and was prepared to believe it, but I told them if they wanted it proved I was prepared to help as far as I could. That was the beginning of the trouble.

The next thing I knew this young lady from New York reappeared with forty or fifty pages of typewritten matter which she invited me to read, and which I did read, and from which I discovered that although I had lived in Montreal eighteen years I knew nothing about the place. She, in about three weeks, had learned more about the city than I knew. I saw this report and so had it on the rest of my fellow-citizens. I was grateful to her for this. Again, as a matter of sentiment, we arranged that Miss Schoenfeld should address the Canadian Club, an organization consisting of everybody who is anybody, and she told that intelligent body of people how little they knew about Montreal, and convinced them of it. When it was all over, I, having spoken already with two or three people, asked them what they were going to do about it.



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They all said, "Anything she wants she can have." She had reached their sentiment, too. At that time she decided that she must go somewhere else, but before going I told her how glad we all were that she had shown us up, and that we would try to do better in the future. She said she would never be satisfied until there was a beginning of supervised play, and then she went away. You see there was nothing to do then but to begin supervised play.

There happened to be as chairman of our Board of Control a gentleman who to elderly or young is the courteous French gentleman. I went with people interested in playgrounds to interview him. He said, "What you say sounds reasonable. If we give you an appropriation, as we are disposed to do, do you think you could help us out by seeing that it is properly spent?" We thought we could go that far, and we pledged ourselves to that, and then it was forgotten. One day I went back again, under the urgent driving of Miss Watt and others. The chairman said, after hearing us, "We might as well pass this now and not forget about it. If we do forget about it, he'll be back in a month." So it was passed. A little later on we made an appeal again to the good will of some of our most influential people, and held a meeting at which we demanded a million dollars for playgrounds. We got all the people in town who could be identified as presidents or secretaries of anything to back it up. As a matter of fact, the demand proved so effectual that up to the time of the war we had spent about half a million dollars in acquiring and equipping and supervising, and otherwise directing play. We were doing well when the war broke out.

This meeting here has put me in the humor to try to get another playground. I think we will get the children playing on that ground some day. You see, we were told to do it, and we did it. I do not know why we take all this trouble except that occasionally we get the idea that a youngster born and dragged up in the city is entitled to rather more than he is getting. We had a reminder of that one day when it was proposed to put a street car line in a district where there was no park. The parents held a meeting in the street and resolved that it was no proper place for the street cars because it was the only place the children had to play. As a result we shall likely get a playground in that district.

Mr. Kirby, presiding:

All success to Mr. Walsh! May he get his million and may

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he get his playgrounds; and may we congratulate ourselves in having such a good friend, who does much more than he in his modesty tells us.

We are now going to have a really good time. We are going to have friends telling on each other, an old children's game. Some of our field secretaries are going to talk. While I have signed many of their checks, I have not before had the pleasure of hearing any one of them talk. I don't mind signing the checks. It's not my money, it's your money. One thing I can assure you as one who has a pretty high appreciation of the value of brains and personal accomplishment, and that is that the employees of the Playground Association are being woefully underpaid. I know there is not one of them who today could not march out of his position into one in commercial life and receive a return manyfold in dollars and cents compared to what he is getting from this Association. They are of the loyal type that not only earn their salaries, but give their very selves, and that is the reason we are accomplishing so much. So when I say, "signing checks," it is not like paying your butcher, your baker, or your candlestick maker; it is like giving them a small contribution toward a great deal which they are giving back in return. We have heard the name of Haynes. Now we are going to see him.

Rowland Haynes:

This very delightfully pictured Haynes is something new to me. It is almost like an obituary before time. However, I cannot help saying that we have heard about only one side of the picture. There are two sides. These field secretaries do not always work miracles. They sometimes stub their toes. I have thought back to one or two cities where we have put in our hardest work, but so far have not got what we wanted. The second side of the picture, which has so far been left out, is the work which local groups are doing. No field secretary can be successful alone. He cannot be successful at all without the local group and it is because that committee of the Board of Commerce in Detroit, of which Mr. Butzel was one member, met with me week after week and threshed out point after point that success has come. I remember one Saturday afternoon when this whole plan was worked out through the legal knowledge he had and the educational knowledge of the Superintendent of Education.

I was asked to tell something about Dr. Stimson's work, and

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it is with great pleasure that I do so. Dr. Stimson has a delightfully keen insight into human nature along with his grasp of business facts. Before speaking of his work definitely, though, let me state in ten sentences what a field secretary tries to do.

The object of a field secretary is to secure a public recreation system run by a superintendent selected by the local group, administered by some public board or boards, with an adequate budget. You see the task is divided into three parts, getting a man for superintendent, getting an administrative board, getting the funds. The task may divide itself into one of three kinds according to the city in which he is working. It may be building up from the ground starting a work which has never before been started in that city. Taking Dr. Stimson's work during this last year, that in Kenosha was that kind of task. The second type of task is to try to draw together work which has previously been done, but unfortunately in a disjointed way, by different boards, as it were, pointing out instead of pointing in toward one common object. Dr. Stimson's work at Omaha and at St. Paul during the last year has been of that type. The third type of task is to take work which has been done perhaps under a board which should continue but which for some very good reason or other has got to be reorganized for the accomplishment of something definite. Quite a little of that was done by Dr. Stimson at Green Bay.

So much, then, for illustration of what the work is. I think I should say that something does not come out in Dr. Stimson's reports which he must have met, and that is the type of people he works with. That is the fun of the game. It is the fun of a field secretary's task to meet different types of people and play the game as you would a football game. I have no doubt Dr. Stimson has found this true as I have. There are four types of people to work with. The first is the type he first meets—the highbrow uplifters, people like you and me, people with intelligence, with interest, but with comparatively little influence. The next type is what a reporter in a western city described to me as a "red-neck." The "red-neck" is a lowbrow with not much intelligence, not much interest, but with a great deal of influence. The third type is what you might call the great body of the people, who do not have much interest, possibly not much intelligence, but whose interest can be aroused and whose influence can be used to count with the "red-neck." The last type is the one we seek most and it sometimes takes weeks to find them, the small group of men and women in a

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city who have got the punch and can get things done. That is the group the field secretary has to find, the people with intelligence, and possibly without a great deal of interest at first and with influence. You must use the intelligence to create the interest and secure the influence.

As Mr. Walsh has said, when it comes to the essence of the thing it is a good bit of sentiment that keeps us all going. For what is the game all for? It seems to me that unless we come back to what is all for we fail to get the continuing power to do it. One of Dr. Stimson's bits of work this year was the preparing of a report for the City Plan Commission in Newark, N. J., and one of the very striking sentences there was this: "A high moral death rate is as disreputable for a city as a high physical death rate."

It seems to me that it is not only the matter of the moral death rate which is the real reason for our work, but also the maiming and handicapping of character through a faulty play life. A youngster may be crippled in character for life because of some habit formed in his play with his gang. Other youngsters are anæmic in their character, lack red blood, for the lack of proper nourishment to their play life in wholesome games and sports. Often fifty per cent of the children seen outdoors in our cities are doing nothing, are anæmic in their play life. It is only as think we of these things and see the invisible conditions behind our work that we really get the energy and the insight to accomplish it.

Mr. Kirby, presiding:

I am sure we all approve of the work which one field secretary is doing, as shown by another, and that we have a clearer insight into the big methods of our Association as we have listened to Mr. Haynes. Now we are going to listen to Mr. North.

Francis R. North:

Not long ago I had called to my attention the words of Sidney Lanier on the reformer, words which many of you have seen, doubtless, but which I cannot recall. I happened to be in Elgin at the time. They seemed to me to typify so exactly the work of the field secretary that I took the copy home. The sentiment of the last lines is something like this: that the reformer facing the battlements with no place to get through, with an absolutely smooth front, with no place where an impression can be made, communing with his own soul, facing the difficulties, leaning back upon the

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knowledge that his cause is right, eventually sees the battlements fall and, in the words of the poet, "the friendly stars shine out." That is the work of our Association in field after field. It is the work of one man. It is not the work of a group of men, but it is a work that is directed by the faith that our Association has in its undertaking. In place after place, we are met in the course of the first twenty-four hours, by someone who tells us about the impossibility of our task, yet in place after place the results show themselves. I want to give a tribute to some of the volunteer workers in the fields where I have been. I think of a man at the head of a great industrial plant who took three weeks of his time and, shoulder to shoulder with the field secretary, carried through a situation to a point where there was a year-round policy, with a year-round worker and an increased budget for maintenance for a large city in the middle west. It never would have been done except for the work of this man whose love for little children showed itself in that act. Another citizen, remembering the difficulties he faced as a lad, was willing to give a solid month from his time.

The field secretary for the Pacific Coast and I have not met for three years but I have struck Mr. Weir's trail many times, and have heard the finest kind of tribute to his work in several places—in Mount Vernon, in Seattle. During the last year some of the seed planted originally in Seattle by Mr. Weir has come to fruition, and in the notes I have regarding his work I find that the policy he laid out there for a year-round system is showing definite advances, that the park department has adopted the recommendation for a recreation secretary responsible to the board, and that the commission working for a new charter has incorporated the plans for recreation organization. In connection with his survey in Seattle he drew up a code for the regulation of dance halls that has become law, and in addition to that the recreation center work in the parks has been increased and developed along lines suggested by him. The impression I have received of Mr. Weir's work from two or three people is this: a warm personality, and a great interest in children. These people felt here was a man intensely interested in the work he was doing and the method of work in Seattle has shown itself.

A great deal of his time has been given to Portland, Oregon. Recently a recreation commission has been established there and there has been steady progress along the lines of policies laid down by Mr. Weir. A great deal of the time during the year he has been away, having been in the summer engaged in giving a recreation

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course in the university. He has been in touch with several important situations. That at Racine, Wisconsin, is one where the playground work is being carried on under the park department. A bill has been drafted by Mr. Weir in co-operation with members of the park department making possible provision for a year-round recreation system. The bill at present is before the State legislature, and meanwhile the work is being carried on. Hamilton, Ohio, is typical of a kind of work which the field secretary often finds. Personally, I have found many cities where we have been urged not to do the work at a particular time because that seemed the wrong time, but I find, generally speaking, that one time is as good as another. In the case of Hamilton, however, it seemed wise to conduct a rather slow educational campaign, taking up the field work again with a definite propaganda in mind, and Mr. Weir has made that arrangement with the idea of going back there. Minneapolis, he found, had a wonderful system but no adequate idea on the part of the people as to what supervised play really means. In the park system important playground facilities were endangered because they were not properly supervised. Mr. Weir has made a detailed study of these facilities, brought to the attention of the people the use they could get by supervisory methods, laid down a broad recreation policy, and an all-year-round plan, and mapped out a budget of expense which he thinks will meet the requirements. An attempt was made to get through under the park board a mill tax, which would have amounted to \$50,000 or \$60,000 but it did not pass. A second attempt was made and \$30,000 has been passed. The playgrounds now operated by the park board will be open from April to November, and every park in Minneapolis is going to be developed for active recreation use under leadership, and the recreation field houses as well. Mr. Weir has also been working in Phoenix, Arizona, and in Aberdeen, Vancouver and Hoquiam, Washington.

Mr. Chairman, I was asked to make some statement also as to Mr. Dickinson's work. My own field work has been successful in some places only because of the careful work done by the Associate Secretary, Mr. Dickinson, in advance. Yonkers and South Bend are cases in point. Mr. Dickinson went in advance and carried the preliminary steps to a point where a public recreation committee under which the survey would be made was already appointed. As a sample of successful preliminary work those two cities are typical. "Paul planted, Apollos watered, but God gave

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the increase." The field secretary's task would be hard indeed except for the preliminary work done by the associate secretary.

Mr. Kirby, presiding:

I am sure all of this shows us what a well-organized Association the Playground and Recreation Association is, and what efficient workers we have, how our money is being spent, and how well it is spent. Miss Helen Lord, of the central office, will tell us about the field work in general.

Helen Lord:

Mr. Haynes and Mr. North have already told you something of the work of the other field secretaries and now I want to speak briefly of the way in which they themselves have helped the play movement this year. Of Mr. Haynes' work in Detroit Mr. Butzel has already spoken, and I can add nothing to that. Rochester is another city which has recently established a year-round system as a result of work done by Mr. Haynes previous to last year. There a bill was passed creating a board of recreation under the park department and making the superintendent of recreation directly responsible to the park commission. A temporary worker has been in charge, but a civil service examination will shortly be held, in order to install a permanent worker.

Four cities to which Mr. Haynes has given time this year are comparable to Rochester and Detroit, a year ago. One of these is Kansas City. Work there was started some time ago under private auspices, but the arrangement was made for only one year and then the work stopped. Mr. Haynes has been working with the School Board the past year with the idea of increasing general interest. A bill was introduced into the legislature but was not passed because of the opposition of the School Board. But in spite of the fact that the Kansas City work has not yet come to full fruition as to definite results a very general interest is felt and has been increasing during the past year.

In Montclair the problem is one of indifference, because in a beautiful suburb the need of organized recreation does not appear to the casual eye. A recreation commission, however, was appointed last fall, and is working for the development of general interest, so that next year a larger appropriation may be secured and a recreation secretary appointed. I have just learned from a member of the commission that twelve new lots will be made available for baseball this summer.

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In Fort Worth Mr. Haynes found no playgrounds, and previous to the invitation extended to the Association very little interest was shown in a year-round system. But the Park and School Boards are committed now to a plan of supervised play, and within the year it is expected that \$10,000 will be available to start the work. In Somerville the preliminary campaign is at present going on. Mr. Haynes' work now is putting facts before the people and planning the campaign for next winter. In addition to these cities, which are in a period of development, several towns have been started on the first step toward a year-round system, including Lincoln, Neb., Gloversville and Ossining, N. Y., and a number of other small communities.

In the work of Mr. North I want to speak first of the two cities which through especially favorable conditions found it possible to establish all-year-round recreation systems at the first field visit—Yonkers and South Bend. In Yonkers interest in a comprehensive program grew out of the acquisition of a large park which the mayor wished to develop as a recreation center and playfield. The funds last year did not make it possible to develop the whole field, but it is being done as rapidly as possible. A recreation secretary was appointed last October with the result that this year they have two indoor play centers, a skating rink and a vigorous Public Schools Athletic League; plans are being made for the extension of the work in the shape of two new playgrounds this summer and more play centers for next winter. In South Bend a start had already been made through the experimental playgrounds carried on in summer by a private club and the use of the school buildings for social gatherings every two weeks. From this nucleus Mr. North worked out a system of year-round activities. The budget was to be made up in two weeks after his arrival, so his first efforts were centered in securing an adequate appropriation. About \$6,500 was granted and a recreation secretary is already at work. Year-round systems are practically secured in Paterson, N. J., and Elgin, Ill. In Paterson one of the members of the Playground Commission advanced the funds for a recreation secretary until the public funds promised became available in July. We expect that a recreation secretary will be in Paterson and at work by June 1st. In Elgin there was the special problem of unusual conservatism, in addition to the fact that Elgin has eight parks and no congested district. Mr. North demonstrated satisfactorily that eight parks did not constitute a recreation system; a year-round recreation



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secretary will be appointed in a short time, and three playgrounds will be carried on this summer. That Elgin people are interested, is shown by the fact that the Elgin Watch Company has leased to one of the schools for play purposes a large tract of land for one dollar a year.

One of the greatest satisfactions in the field work is to see the consummation of year-round systems in communities where the plans worked out by the field secretary seemed slow to take form. Several New England cities have taken important steps toward a year-round system during the last year.

Winter work has been started in Newport; Providence has an increased appropriation; Waltham has a recreation secretary—on part time now, with plans for full time later on. In Portland, Maine, State legislation has made possible a Recreation Commission and a fixed sum for recreation work.

These are facts, milestones indicating how far these cities have traveled along the road toward a year-round recreation system. But much of the most essential work of the field secretaries cannot be put into statistics; it is the earlier work we do not hear so much about, the quiet drawing-together of forces, which makes possible the definite results we want in our field work.

Mr. Kirby, presiding:

I am sure we need no introduction to one who for many years has been the leader in all work having to do with recreation. Dr. Gulick, better than anyone we know, can talk to us of the future of this great field and about the work some of our secretaries are now doing.

Luther H. Gulick, New York City:

I started to make out a list of the characteristics of a field secretary, but the list grew so long I used up most of my paper, and decided it would be shorter to name the things they had not been called. There are still perhaps a few things that have not been said. Those I want to say. Our field secretaries—they are good looking—that does not need to be said. They are corking good speakers—that does not need to be said. But I have information on one topic which you have not heard. They have particular skill in picking out good wives and making good fathers and husbands. Coming in on a train one day I met one of them and asked him how he managed to do his field work and still maintain

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his responsibilities as a husband and father. He replied, "Allow me to present you," and there was the whole family. They always go with him.

I am to report upon the work of Mr. Settle, and it is like that which has been reported upon by other secretaries, equally glowing, equally successful, and in this case true! The work in El Paso may be taken as an illustration. They got Mr. Bellamy of Cleveland to make a preliminary trip which included El Paso. He met the chambers of commerce or other corresponding bodies—he was the advance agent—and established conditions which a man can hardly establish for himself. Such work can only be done by a man of Bellamy's stamp, of his insight and experience and standing. He secured a preliminary resolution from the Chamber of Commerce in El Paso to the effect that year-round recreation should be maintained by the city. That was the start. Mr. Settle went there shortly after December tenth and got in touch with the efficient city administrators—for example the superintendent of schools. A banquet was given by the Chamber of Commerce at which Mr. Settle was one of the prominent speakers—and not by accident! Then there came a recreation committee appointed by the president of the Chamber of Commerce, not by accident either. Then came conferences with leading editors to see that the right kind of publicity was given, to see that they had the inside facts and knew they had them. A budget was carefully planned. Eventually, about a month after Mr. Settle went there the work culminated in a conference between a committee from the board of education, the mayor, and the city council. The board of education appropriated a minimum of \$5,000 and a maximum of \$10,000, depending upon what the city will appropriate, and the thing is on its way to solution. And finally a man has been secured to carry it out.

Here are four steps involved. *First*, the realization—getting the community to realize public responsibility for this thing. That is new. There has been individual realization in all the cities about these things, but public opinion is not the same as individual opinion. This other thing has to be deliberately planned for and created as any other kind of public opinion.

*Secondly*, a definitely outlined program. All humanitarian movements which succeed rest upon a clean-cut, definite basis rather than upon vague sentiment, and in so far as there is virtue in sentiment it is the kind that expends itself in getting a definite plan rather than in generalizations.

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*Third*, the tying up the responsibility and the program to a personality. That is basic.

And *Fourth*, the securing of a budget.

Friends, this leisure time movement does not try to go faster than it can. I think we may well agree that the policy of the Association to make its man work on a stated program is right. There are a dozen other great issues which are before us, with reference to leisure time, but until the first problem is solved the others cannot be attacked. Until there is public responsibility there is no use taking hold of such matters as social centers or the organization of play in any way, until there is a man or a woman in the community who is acquainted with the technique of the whole subject. Effort will expend itself in vague generalities, and until there is a budget it is as foolish to try to carry on such work as it would be to engage in any commercial enterprise without a financial basis. Granted a strong man or woman in whom the movement can center, public responsibility, a definite program, and a budget, all these other things can be attacked in their turn, but for the playground Association to switch off from this main drive would have been calamitous.

It may be that some captious people may think this meeting has been monotonous in its continuous reiteration upon definite programs. But the definite program is tremendous, friends. It is practical. It is the real thing. I am glad to say this, because I have been one of the critics.

I have a thing to say which is critical, critical of ourselves. I think our army is splendid, and the way it has been planned is splendid. But we have taken our man, who is the one person by experience and education to serve this whole field of the use of leisure time, and have nearly killed him in the process, and we are seriously to be criticized for doing it. We directors should find some way by which he may be freed from this killing financial load, (and I know whereof I speak—it has killed other men in organizations such as ours)—and let him put the same energy into solving the tremendous problems which are only a part of the continuous solution of this fundamental problem— have you, have any of you any notion how I began that paragraph?

Mr. Kirby, presiding:

North, South, East, West we have heard of the work of our field secretaries. Important and valuable as it is, without the

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work right in the central office here in New York it would be without avail. In a very few words Miss Condit will tell us about our central office.

Abbie Condit:

I am glad Mr. Kirby has said what he did because we who stay in the office were beginning to feel hurt! We are not wandering over the land, winning high praise, but we are trying to do our part in this great work. I wish everyone could spend a day with us in the office and meet the people who are coming every hour, every half hour, to get help and information, and literature, and to find out how we can help them and how the field secretaries can help them. Notwithstanding the condition of our treasury, we have been able to afford four chairs, and although you might have to stand you would enjoy talking with these people and getting at first hand the feeling that the recreation movement has gripped the communities all over the country, small and large, the big cities and the little towns. It is wonderful, the way these communities have come to feel that the recreation movement is one of the big constructive forces of the social life of today.

I wish you could read one day's mail as it comes to our office: a letter from a school in Kansas requests information how to fit out a rural school ground; from a country pastor a similar request asking how a churchyard may be made a playground for the children, then the technical matters, requests for information—"please draw plans for a shelter house," or "how shall we construct our swimming pool?" We are asked questions on which books might be written, and to get the information we are obliged to write to many communities all over the country.

Then, there is our employment department. Last year we had 481 new registrations. Many people are trained, or are taking training, and have had successful experience. It means adjustment and re-adjustment.

Through our publicity department, through putting slides and photographs at the disposal of communities, trying to arouse interest in the work, we are helping. Our publications are going into every part of our own land and into many foreign countries. Just the other day we were asked to suggest books and publications for the National Library of Uruguay, where they are willing to spend \$100 on books and publications on recreation.

THE PLAYGROUND magazine is still being published each

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month, and we are occasionally finding evidence that it is being read! This morning a normal school graduate who called at the office pointed to a copy of *THE PLAYGROUND* lying on the desk and said, "There's a magazine which has helped me a lot."

I wish I had time to tell you of the many other branches of the work at our office through which we are trying to supplement the work of our field secretaries. The athletic badge test for boys with the badge designed by Dr. R. Tait McKenzie, is proving very popular and is being found particularly helpful in rural districts. A number of county superintendents have written us that they are planning to introduce the tests in their schools.

Of the many other things we are doing one could learn only by coming to see us at the office, and we wish it were possible for you all to see just what we are doing there.

Mr. Kirby, presiding:

Miss Condit has not told you one hundredth part of what she and her associates do in the New York office. Every one of them is doing about twice as much as they should do. We have taken our money and spent it more freely upon our field secretary work than on the home work, feeling that for the time being that was more important. We have funds on hand. That sounds as if we were on Easy Street. The demands upon us grow faster than the contributions, however, and it only means that we must be more alive than ever before in increasing our influence, to the end that more may give and those who give may give more freely for the extension of the work of giving information and advice and counsel as well as for field work.

We had a topic for this meeting. We have heard not much about it directly, though to be sure a good deal indirectly, and a lot telling what the Association is working for, all true, to be sure, but now we are going to have a short talk on the real topic,—Mr. Weller.

Charles F. Weller:

Someone has said: "The greatest victory Napoleon Bonaparte ever achieved was when Theodore Roosevelt stood silent before his tomb." I should like to be silent now, but I am under orders, and so I shall try to say in five minutes two things which have been deeply impressed upon me at this meeting. President Wilson has sent a note to Germany. The nation is waiting for the reply.

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I wonder if some of you feel as I have felt, facing the possibility of war, the essential weakness which lies in American provincialism. I wonder if some of you have had the experience I have had in the last three years of finding that the interests of American people are too narrowly limited to their own local communities. I tell you this Association and our whole American civilization faces a deep and fundamental problem—that America is still provincial. Consequently, the first thing that appeals to me here today is that a representative group of us have been thinking in terms of America, not even of the United States alone, but of all America. Our thought has travelled from El Paso to Montreal, from Portland, Maine, to Elgin and Omaha, up and down across the country. And it seems to me that one thing which this movement is helping to do in this country is to develop gradually—and it is a hard process—an all American consciousness. It seems to me that this recreational movement for all the children and youths is one of the most forceful approaches, one of the most attractive and effective ways, in which we may hope to get the local man in the small city out of his provincialism, to give him a vision of the childhood life of this country in a broad and American spirit. This is hopeful.

In the second place, in view again of the grave national situation in which we wait today, when it may be that the strength, the fundamental strength, of our citizenship will be put to severe tests, I wonder if we appreciate to what extent a movement like this is really building citizenship and helping to achieve democracy.

About five or six years ago there was a gang of eight young fellows in Pittsburgh known as the "Eighteen Hour Crowd," by which they meant that they loafed eighteen hours and slept six. They averaged seventeen years of age, were hard drinkers, all idlers, and all had Juvenile Court records. They spent Saturday nights in bad houses and Sunday afternoons talking over the lurid stories they had picked up in the houses of ill repute. It was learned later that they were all shot-through with venereal disease. Mr. Ashe came to that playground center about five or six years ago as supervisor of recreation. He wore glasses, was gentle in manner, as was natural to one who had come from the position of school principal. The crowd thought he looked "easy."

About two weeks after he commenced work he was showing these boys some tumbling stunts in the "gym" when one of the fellows spat a pool of tobacco juice where Ashe had to roll in it. Ashe ordered the gang to throw out their chews. They did.

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Most of the quids struck Ashe in the face. Ashe locked the door and sailed into the crowd with his fists. They had a long, old-fashioned fight in which Ashe lost a tooth and acquired a black eye. But he distributed several black eyes and the gang finally went out subdued. Next day Mr. Ashe offered his resignation. He felt he had been a failure because he had not won the good will of those boys; and he had used force, against the rules. But George E. Johnson, the superintendent, sent him back, telling him there was a time for righteous indignation.

As Mr. Ashe approached the recreation center, he saw the gang waiting for him and he thought; "Gee, have I got to go over it all again?" But, no, they had come to make peace. They wanted to come back to the center and especially to be taught boxing. Beginning with boxing and basket ball and going on to other activities he gradually was able to revive the energies which those fellows had lost through idleness, vice and dissipation. He was able to direct them to employment and now, five or six years later, the tough leader of the gang is driving an auto truck for the Board of Education; his foreman says he never had a more sober, steady and industrious worker. Seven of the eight have made good; they are earning \$2.50 to \$4.50 a day each. Only one of the eight has not definitely made good. He is sober and industrious part of the time, but falls again. As his brother is in the penitentiary, his father a drunkard and his mother's reputation clouded, it is no wonder he has not yet won out. He will yet.

Mr. Ashe says there was no definite influence that took hold of those young men other than the recreation influence. I saw these young men in Pittsburgh last spring. They are clean, upstanding, good citizens. They have become the "veterans" of the playground center, a moral force in the very place where five or six years ago they were a destructive element.

My point is that this illustrates the human meaning of what we have been talking about today. In the neighborhood centers in the various cities, large and small, which result from the work of our field secretaries who serve from two weeks to seven months in each community, men and women, like Mr. Ashe, are employed to vitalize the life of the people through the attractive, powerful leisure-time influences.

Our democracy I feel, has still in a great sense, to be worked out. We have still to develop some of the organs of democracy. For, where at present does the democracy of our cities get expres-

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sion? Not adequately through politics, or through business enterprises, or even through the newspapers. May we not develop our popular recreation centers to help organize their communities and to afford means for self-expression and co-operation? Are we not helping vitally to achieve democracy?

I was absolutely forbidden to say a thing about what I believe is in the minds and hearts of us all, that is, to speak of the man who is mainly responsible for the methods and the spirit in which we are today working. And so I will not speak of him. I will only say that close to headquarters there has been in this recreation movement, filling out the splendid start which others gave; close to headquarters there has been a quality of mind and heart, a fundamental statesmanship, vitalized by intense devotion, which we can hardly speak about fully because our hearts are so deeply moved when we see the life which this young social worker is pouring out so unselfishly and with such marked efficiency.

Mr. Kirby, presiding:

Where Weller fears to tread I go bravely in. We started with Lee, the president of our association, the captain of our team. Now that we have heard from our workers, our volunteers, our supporters, and we come to the end of our meeting, it is only fit and proper that we should say a few words in tribute to the one whom I may term our quarterback, the one who directs our attack, who so often carries the ball himself, who in the face of seemingly unsurmountable difficulties has never faltered, has never lacked backbone, who has always been eager to carry on the fight, and who has always had the balance to direct the attack tellingly. There have been dark days in this Association, days when it looked as if there would not be the funds to pay the rent, days when it looked as if the only course open to us was to close the door and hang out the sign, "We have quit." But during those days our quarterback has always said, "No, this work is too big to die, this cause is too great to lose, and with funds or without them it goes on, and in the going on it will bring to it that support which it must have because its cause is right." And that policy has been a successful one. I am sure you business men and women here today have realized from the reports which we have heard that there has been built up an organization the like of which any manufacturing or business corporation would be proud of, and the men responsible for that organization are the president of this association whom we all love and admire



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and our quarterback secretary, who in good health and in bad health, day in and day out, has striven mightily, has succeeded greatly. It is to him that Mr. Weller has referred. It is to him that we tender now our appreciation, our heartfelt thanks, and our hope that life and strength will be spared him for many years to come, and also that the policy that Dr. Gulick has spoken of may be achieved that there may be lifted from his shoulders the financial burden of the Association, so that his imagination, his common sense, his constructive ability can have their full scope in building up a greater, bigger and more progressive Association than that of which we have the honor to be members.

All this, and more, we feel. Would that I had better words to express to you that which is in the hearts of us all.

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Detroit, Scranton, Newark, are among the cities which have been added to the list of those which set off streets for play, besides a large number of streets which New York closed last summer. Street play in New York is not a new recreation feature but never before has so large a provision been made for it. The Greenwich Village Improvement Society of New York, presented a report showing that the playground area for that district does not furnish standing room for children living there as there are 24,000 children and 16,000 square feet of playground. Play leaders have been provided by various volunteer organizations and each is inclined to feel that for the congested districts of a great city, street play has indeed proved a boon.

Police Commissioner Wood has also looked over various parts of the city to discover vacant lots which might profitably be used for playgrounds until built up. He found about twenty-five on his first round and hopes to have one hundred before the summer is over. Reading, Pa., discovered that under the arches of a new bridge was an excellent place for shower baths besides the playgrounds which were established there soon after the construction of the bridge. About 200 children daily visit the playgrounds under the arches of the bridge—two of these are paved with concrete and a two-inch water pipe connection will make it possible to furnish them with ice skating. The middle arch is equipped with basket ball and indoor baseball while the third arch is furnished with baseball and a slide. Three play leaders are in attendance from nine a. m. to five p. m.

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In St. Louis, a little difficulty was experienced in inducing the children of the neighborhood to come to the playgrounds under the municipal bridge but after the opening night when Chinese lanterns were hung from the girders and the neighbors had a lawn party in the park, the children began to come in great numbers. They were so unused to play facilities in that neighborhood that the offer of a baseball for a half hour's game or an invitation to play in a running game met hesitancy and all-round inquiry before acceptance when the playground was first opened. It does not take them long to get over this hesitancy, however, when play, the great leveler, once sweeps over them.

Birmingham, Ala., used the armory of the city as a municipal gymnasium, putting up swings and a basket ball court at a cost of \$160. Three nights a week the military companies of the city had the use of this gymnasium; the other evenings it was given over to the general public.

In Kansas City, Mo., sixty-five houses were condemned, sold and moved by their purchaser in order to make space for the new playground.

Baltimore, Md., set off sixteen streets for roller skating under the supervision of the Children's Playground Association.

Three new apartment houses in the Bronx on plots 120x173 will occupy only 110 feet in depth, the remainder of the plot to be used as a playground for the tenants. In response to a suggestion made by Borough President Marks of Manhattan, that permanent playgrounds be made for children on roofs of apartment houses, more than one hundred architects responded, not only in approving the plan, but assuring co-operation in spreading the movement among their clients. Thirty thousand square feet on the end of the Williamsburg Bridge between Manhattan and Brooklyn, which had been going to waste since the bridge was built, has been made into a playground which will serve the congested lower East side. A flooring was placed over the open cut which broke the esplanade on which the elevated trains run. In the center a band stand has been constructed and band concerts and dances can be held on the playground. Hugh E. McLaughlin, who made the suggestion which led to the establishment of this playground, heartily favors elevated playgrounds throughout the congested districts. He believes that the elevated playgrounds will not be objectionable because they need not darken the streets so much. Translucent glass walks, which do not let through a great deal of heat and let

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in light, could be used. Mr. McLaughlin feels that \$250,000 a mile would be the cost of constructing this playground.

Dr. Henry S. Curtis, in *Education Through Play*, (Ginn and Co.) urges that small gores or triangles made by intersecting diagonal streets be not overlooked in providing neighborhood sand piles or resting places.

A number of cities have combined the need of the city for more playgrounds with the need of many of the citizens for employment. Park Commissioner Weir of Queensborough gave work to twelve men in laying out new courses through a section of woods which will make cleared space available for playgrounds and parks accessible to the people of Woodhaven. Waltham, Mass., Reading Pa., Philadelphia, Pa., also used this method of providing parks and forwarding the playground development in the city.

Lynn, Mass., has completed a stadium of concrete at a cost of \$14,000. It stretches along the easterly side of the playground for a length of 612 feet and a width of from 18 feet at the widest to 9 feet, 8 inches at the narrowest. The stand is 10 tiers high and slopes gradually until the last section is six tiers high, accommodating 5,000 people.

Three recreation buildings in St. Paul were built of brick, a medium which was felt to be both attractive and durable. A good-sized general room in the center of each building is flanked by offices for the play leaders and by supply closets. The shower baths and toilets for both boys and girls open off private halls. The basements holding hot-air heating plants afford space for the storing over night of apparatus brought down and have an outside door and slide-way arrangement, leaving the first floor free at all times for use. The buildings cost \$6,815.77, \$5,289.00 and \$4,902.00 respectively. Strong protective iron fences with brick posts were erected at a cost of \$1,754.61. The playgrounds were kept open through the long light evenings of midsummer with play leaders and both children and young people joined in vigorous games while many older people came to look on. Short but exciting team games were played by twilight leagues of employed young men and women.

Willow Tree Alley, a spot to which the police traced many crimes, which was cleaned up and in which a playground as made possible by the bill passed by Congress through the efforts of Mrs. Woodrow Wilson, opened a playground, well equipped with apparatus early in the spring. Games and industrial work including basketry, sewing, embroidering, metal work and painting, will be conducted during the summer period.

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The Octavia Hill Association is planning to construct a number of new apartments in the Kensington district in Philadelphia. "On a large plot of ground a set of buildings are to be erected in the form of a rectangle. There is to be a separate entrance for each dwelling, just as in all Philadelphia buildings. The houses are to be very small, just big enough for a workingman's family and are to rent for about nine dollars monthly. The new feature is the interior court, which all the renters are to share in common. It will be a very large, parklike enclosure, the greater portion of which will be fitted up as a children's playground. This enclosed playground will be the best protection possible for children. To reach it, they will have to undergo none of the dangers of street and traffic. They will have only to step out of their doors and they will be immediately in a place of safety. They cannot stray away and be lost, so one of the big problems of city life will be solved for the mothers of little ones."

The Octavia Hill Association opened one playground on its property near the Reading railway in Germantown, Pa., for the use of tenants occupying the Association's property. Grounds were equipped with apparatus.

Modern playgrounds have been established, it is reported, by the government at Rainey Mountain Indian School near Hobart, Okla. A band composed entirely of Indian students has been organized.

The Teacher's Association of Rockland, Mass., made an appropriation for beginning playground work in the city. The yard at Lincoln school has been closed, a supervisor appointed and work begun.

In Leicester, Mass., a year ago the Leicester playground was formed. An entertainment was given and about \$130 was raised. This was placed in the bank while various possible sites for a playground were looked over but it was not found possible to purchase land for that sum so nothing further was done about the playground. The young men who have no other place to play have been using Main Street as a playground. When the Chief of Police was asked to stop this playing in the main street, he refused on the ground that the town should have a playground and if it has not, boys must have some place to play. One resident on Main Street declared her house served as a target for the baseball of the boys and she would sue the town. The Chief of Police rather hopes that she will do so as it might hasten the provision of a playground for the boys of the town.

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In Haverhill, Mass., the Park Board has been urged to hasten the purchase of the Ordway Estate for playground purposes. City officials recently visited Portsmouth, N. H., and found an extensive area being developed within five minutes' walk of the City Hall where land was being filled in and converted into playgrounds as fast as completed. Between 2,000 and 3,000 people congregated every night to enjoy the recreation facilities. The idea is to secure the Ordway Estate for a dumping ground which could be covered over as fast as it was filled and eventually developed for a large playground and park.

In Dallas, Texas, four new playgrounds were opened soon after the arrival of the year-round recreation secretary, Myron A. Kesner. In Summit Play Park, a recreation building was erected at a cost of over \$25,000 and similar buildings will later be erected on other playgrounds. To meet the need for training for recreation workers throughout the State, the College of Industrial Arts at Denton has begun a course in recreation this spring under the direction of Mr. Kesner.

The town of Meriden, Conn., voted at a special town meeting to take over and conduct the playgrounds heretofore conducted by the Playground Association, appropriating \$2,000 for this purpose.

The Board of Education at Detroit, Minn., at the suggestion of Supt. F. E. Burton, has voted \$500 for the establishment and equipment of official playgrounds. The State of Maryland has appropriated \$4,000 for athletic league work throughout the counties of Maryland.

The Lebanon Athletic Association has worked hard for some time to secure a public playground and their efforts have recently been crowned with success. Among the ways of raising money which the Association took was an entertainment in which a playground scene with a play leader was given. The children played *Farmer in the Dell*, *Crack the Whip*, pitched quoits, rolled hoops and indulged in volley ball. A quarrel arose about the quoit score and the play leader settled it. The sight of children playing so happily together ought to arouse interest in securing a playground for the city—and it did. The Howard George Company was asked to make a drawing of the playground and suggest necessary apparatus for the Association, and when the report was submitted, the president was authorized to purchase the material from the firm as specified in their sketch at an expenditure of \$600.

## MORE SPACE FOR PLAY

That officials of the municipality are taking more and more seriously their duty to the municipality and to the children in the matter of playgrounds is indicated by the increasing number of inspection visits made by bodies of officials to the playgrounds. In many cases, appropriations or improvements advocated by playground people were very easily secured after the officials visited the playground and caught a glimpse of the needs and far-reaching benefits which the meeting of these needs might mean. Syracuse, N. Y., Harrisburgh, Pa., Pittsburgh, Pa., Youngstown, Ohio, Scranton, Pa., Fall River, Mass., Indianapolis, Ind., Lynn, Mass., report such tours, unfailing in their effect upon the visitors. The city officials of Richmond, California, made a tour of the playgrounds and centers in Oakland with the view of installing a similar system in Richmond. The teachers in the Atlantic City playgrounds visited the playgrounds of Philadelphia and Camden as special guests of the Board of Playground Commissioners. The school directors of Allentown, Pa., were the guests of the Department of Parks of the city. The tour grew out of a visit made by Mr. Wheeler of the playgrounds to the school board when matters requiring the joint attention of the school board and the park department came up. Various questions were asked which Mr. Wheeler deemed would best be answered by seeing the playgrounds in operation. Accordingly, the invitation was extended and at once accepted. Superintendent of Schools Ernest L. Thurston, of Washington, D. C., makes a point of making a round of visits to the city playgrounds to keep in touch with this work which he regards as a great adjunct to the public school system.

Occasionally, too, word will come of park commissions or citizens who are not yet able to see the difference between supervised playgrounds, providing a wide range of activities for the attendants and more or less futile and certainly wasteful playgrounds which provide only a place to play. One paper heads an article, "Don't miss fads at all—children don't mind the economy policy—enjoy playgrounds just the same—park commission saves money." Whether this paper and this community really think that the money saved will be legitimate saving when the lives of the children in twenty-five years are considered is doubtful. Children, simple-hearted, naturally joyous, will enjoy any effort to provide them with some few of the essentials of joyous living but whether the substitution of easily obtained joy for the profound, educational and moral values which the playgrounds might provide, is economy, will long remain

## COURSES IN RECREATION AT HARVARD

a question to thoughtful observers and lovers of children. Throughout the country, it is true that people do not know enough about the playgrounds. In Wichita, Kan., three hundred homes of the city were visited by playground supervisors to learn what children were being benefited by the playgrounds. An appalling number of parents knew little or nothing about the aims or benefits of the playground but most of these felt profound sympathy with the aims once they were understood.

### COURSES IN PLAY AND RECREATION AT HARVARD

George E. Johnson, known throughout the world as a playground worker, this fall begins his work at Harvard, giving two courses—one "Play and Recreation" and the other "Play and Education." It is hoped that Mr. Johnson's work at Harvard during the succeeding years may do much to train better recreation workers.

Mr. Johnson, himself a Dartmouth college athlete of note, one of the first to conduct a play school, with experience as a superintendent of schools, for several years head of Pittsburgh's playgrounds while a remarkable development took place, professor of play at the University of Pittsburgh, finally gave up active playground work to give his entire time to the training of recreation workers at the New York School of Philanthropy. Mr. Johnson is convinced that at the present time the best possible place for courses in play is in connection with regular university work.

It is hoped that many students will be drawn to Harvard because of the courses in play and will go forth later to raise the standards of efficiency in municipal neighborhood play centers.

Joseph Lee will co-operate with Mr. Johnson in his Harvard courses.

### PHYSICAL TRAINING—FORMAL AND INFORMAL

A discussion which aroused great interest among students of physical training, devotees of both the "formal" and "informal" type, closed in the May issue of *Physical Training*. Beginning with a questionnaire which raised the point of the development of the use of games instead of gymnastics, the discussion took on rather another new tone from George W. Ehler's contribution, stating the extreme "play" view. Previous contributors were asked to comment upon this attitude. The general opinion seemed to be that there is at

## BOOK REVIEWS

present a tendency to extremes; that there is need for emphasizing a balanced program; "all apparently agree that games should make up a large part of the day's order, but not exclusively so because at the present state of our knowledge we do not know as accurately as we do in calisthenic work just what dosage we are giving." In the words of the editor, in summing up the discussion, "At present, this is all too much in the fad state. Most of our physical training teachers and those who are too ready to attempt play programs are not sufficiently trained to undertake such work. . . . We believe, however, that more and more we shall work toward the methods presented by Mr. Ehler."

### BOOK REVIEWS

#### THE NORMAL LIFE

By Edward T. Devine. Published by Survey Associates, Inc., New York. Price, \$1.00

A book by a man with Dr. Devine's experience in the modern world on the subject of *The Normal Life* could not fail to recognize the part which leisure and play have in making life livable. For the wise mating which gives a stable basis for family life "improved facilities in parks and parlors for legitimate courtship are needed." If we are to prevent illegitimate births "by far the greatest hope lies in conscious efforts to shield young girls and young men from extraordinary temptations."

In childhood the boy is prepared "to be a good citizen," even more important "to be a good neighbor, to be a creditor in the community and not a social debtor, to live a full life in all appropriate social relations." Play is pointed out as a part of education for this full life. Perhaps some of us would emphasize play more as an end in itself—a necessity for that normal child life without which the normal adult life will never come. Play does give health, does prepare for work, does lessen the likelihood of juvenile delinquency—but if play did none of these things it would be just as essential, for a child does not truly live unless it plays—the child's life is incomplete, abnormal without play.

A distinction is made between "regulated, organized" play and natural, spontaneous, unwatched play and it is suggested that we should never "fail to leave open the free competition of the street and the open field." Of course all agree that play is not properly regulated or organized unless it leaves the child free. The children on a successful playground not only learn to play the old traditional games which have been dying out in parts of our country because of the hurry of modern life and the neglect to pass them on, the children catch the spirit of invention and make up their own games, and carry the spirit of active play—rather than loafing—back into the homes and wherever they go. Play leaders must make it clear in their communities that they are not play "teachers" carrying the spirit of the school classroom, the spirit of rigid discipline out upon the playground. The play leader sets free the play spirit of the individual child and of the group of children so that with as little interference as may be each may be helped to let what is inside of him come out of him freely and naturally.



## BOOK REVIEWS

In the field of organized charity the organization of charity does not mean that there will be less thought and less freedom on the part of the resourceful individual quietly to help the one in distress. Organization so far as it is any good increases the number of resourceful who care and increases their opportunity for free service not only as friendly visitors but in even less organized ways. So far as there is good organization there is more freedom. So with organization in play it is for freedom for all and it is unfortunate for the play movement when any other idea of play leadership is advanced by leaders in social thought.

Dr. Devine points out that in educating youth and forming character more and better opportunities for wholesome recreation are needed. A hundred and thirty years ago an English physician reporting on an epidemic among the factory children in Manchester asserted that "the active recreation of childhood and youth are necessary to the growth, the vigor and the right conformation of the human body."

Miss Claghorn's quatrain in the New York Tribune is quoted:

"The golf-links lie so near the mill  
That almost every day  
The laboring children can look out  
And watch the men at play."

"Recreation in these years of character forming is essential, not primarily for health, but for more direct and more complex ends. Athletic sports causing the young men and maidens to put forth their strength, to measure their utmost physical powers with one another or with an ideal bogey, giving them experience with team play in its most developed and subtle forms, guarding them by the varied attractions of the recreation fields from baser pleasures, have a social value far surpassing their mere health-giving function, though that of itself is not to be despised.

"Our health ideal must be social, democratic, positive, associated with vigor and enjoyment and fullness of life. To get such a dominant ideal in the back of the minds of the youth of America is the most stirring program of social reform."

"One feature of social construction affecting juvenile crime is the provision, through various voluntary agencies, above all, perhaps, through the Young Men's Christian Associations and similar agencies, of facilities for recreation, for amusement, for the rational use of leisure. Boys' and men's clubs in churches, settlements, and elsewhere serve the purpose of giving a healthy outlet for normal, but too often perverted, instincts—social instincts."

In mature life "leisure is needed, not merely to counteract fatigue germs by the germicide of rest, but also to enable a man to get acquainted with his children and to round out his life." It is pointed out that heretofore town planning has been more concerned with business, commerce and industry than with the character and location of the homes of the people.

The normal life is sadly interfered with by intemperance. "The light and warmth of the saloon, its convivial sociability, its wide-open hospitality, its omnipresence where it is present at all, its business-like efficiency for its own ends, its brilliant advertising signs, its substantial backing by distilleries and breweries, by journalism and politics, and the feebleness of its competitors in the kind of social service which it renders, are surely enough to account for the steady supply of victims in the early stages of this pernicious habit."

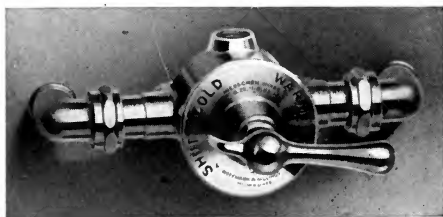
## BOOK REVIEWS

"The prolongation of the working life is a social ideal. Whether men work for wages or on some co-operative plan for themselves it is advantageous to be able to work for forty years instead of twenty. But this working life must be more productive, more remunerative. The worker must have a greater share in planning the conditions of industry."

Are we sure that for the great majority of unskilled workers today—the lengthening of the working period of life is a blessing. Ought not men in twenty or thirty years to be able to lay by a competence? Then instead of working where they receive wages ought they not to take up the activities for which they have longed—politics, art, literature and other forms of play? Ought not non-paying self-expressing work for the years of late maturity to be developed so that for that period of life men shall do that which itself gives them pleasure?

A farmer here in the East has property sufficient to give his wife and himself an ample annuity for the remainder of his days. He has no near relation to whom he cares to leave property—yet he goes on working hard, early and late because such have been his habits. Now that he no longer needs to work, if he has any distinctive contribution to make, through jury service, through sharing his experience with younger and less successful farmers, through active neighborhood center work, or church work—would not such a life be far better than continuing his regular economic occupation? The normal man with a competence in his late years of maturity will be active—but need he be active in gainful pursuits? Seldom today does work give full opportunity for the expression of a life but is it not possible to nurse along that part of the life which is not being expressed until the need for money-making is past and then cannot the normal man in the life of his community as a man of leisure give full expression to the best that is in him, working as hard, yes harder than for pay—working out the life that is in him?

Leisure and play are not all of life. But education for efficient work, education for efficient living must give play an important part. And unless we wish the spirit of youth to disappear during the years of maturity—we must leave an important place for play during that period of life. Whether we consider the usefulness of the body as a working machine, or the usefulness of the mind—we must consider play. To lose oneself in play is more satisfying than intemperance or vice. Play in the home is a vital factor for family solidarity—a normal man cannot live without being a neighbor and you cannot be a neighbor unless you play. Lack of play makes Jack dull and little play shortens and "shallows" his father's life.

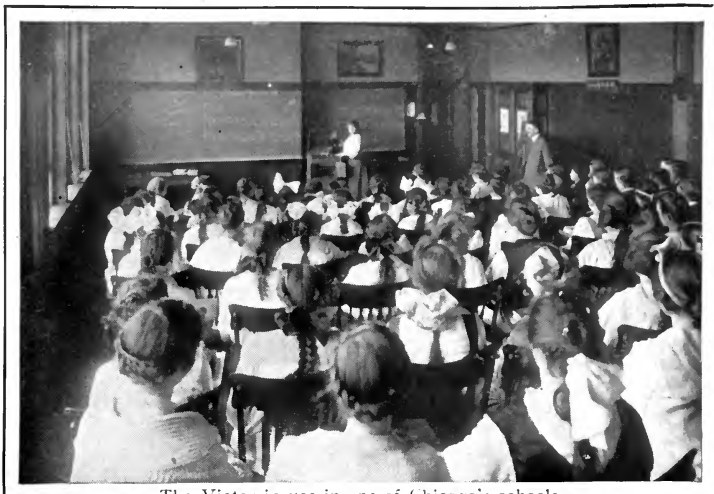


### NIEDECKEN MIXER THE Incomparable Shower Control

Write for BULLETIN P. G. 5

HOFFMANN & BILLINGS MFG. CO.

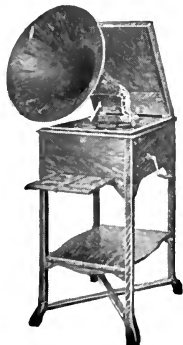
:: Milwaukee, Wis.



The Victor in use in one of Chicago's schools

**Do you know—that with a Victor XXV and a moderate supply of Victor Records in your school You may—**

- Illustrate nearly every selection of your studies in English with music pertaining to the period, country, author, nationality, general thought and references?
- Have at your command all the songs of all the plays of Shakespeare?



**Victor XXV**  
**\$67.50 special quotation**  
**to schools only**

When the Victor is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

- Have concrete illustrations of every period and development in the history of music from primitive peoples until the present time?
- Take to your pupils, examples of the singing of real American Indians, with their tom-toms and characteristic "whoops" and "yells"?
- Study and enjoy the old Negro Spirituals, sung devotionally with primitive natural harmony?
- Find listed in graded order, selections of simple melodies from the old masters, that little children should hear, know and use, strong in rhythm, played by artists on violin, flute, harp, etc.?
- Furnish accompaniment for all the activities of the school day, the morning march, kindergarten game, folk dance, penmanship, physical culture and all exercises and drills for fete and pageant?
- Have exact imitations of all the songs of all our native birds to accompany your Audubon or Government Bird Charts?

Is there a single avenue of outlay that will bring so valuable, varied, delightful and satisfactory return?

Ask any Victor Dealer for these new and beautiful records by our unequalled staff of Victor artists.

For full information, write

**Educational Department**  
**Victor Talking Machine Co.**  
**Camden, N. J.**

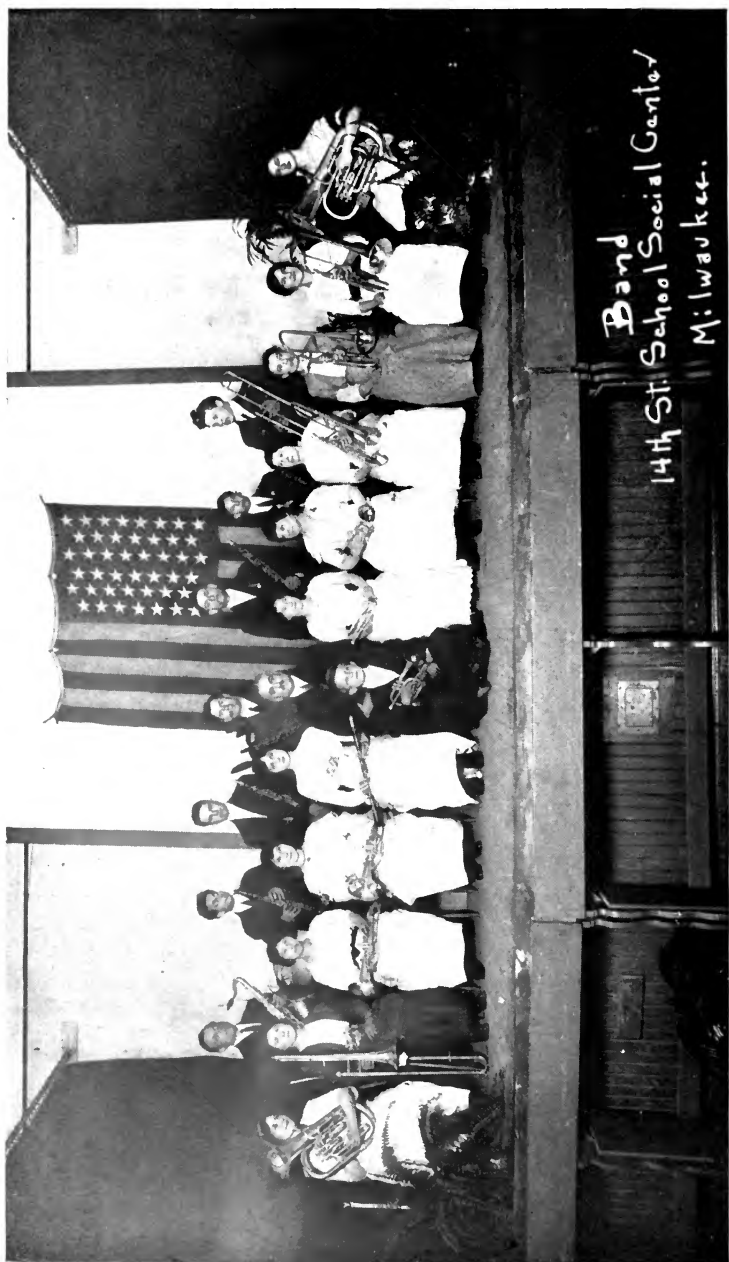




When the hours of leisure have come in the evening and the spirit of youth calls—from all parts of the neighborhood, young and old, singly or in families, men and women, may come together in their own schoolhouse center to sing together and lose all loneliness in the joy of the common life of the neighborhood.

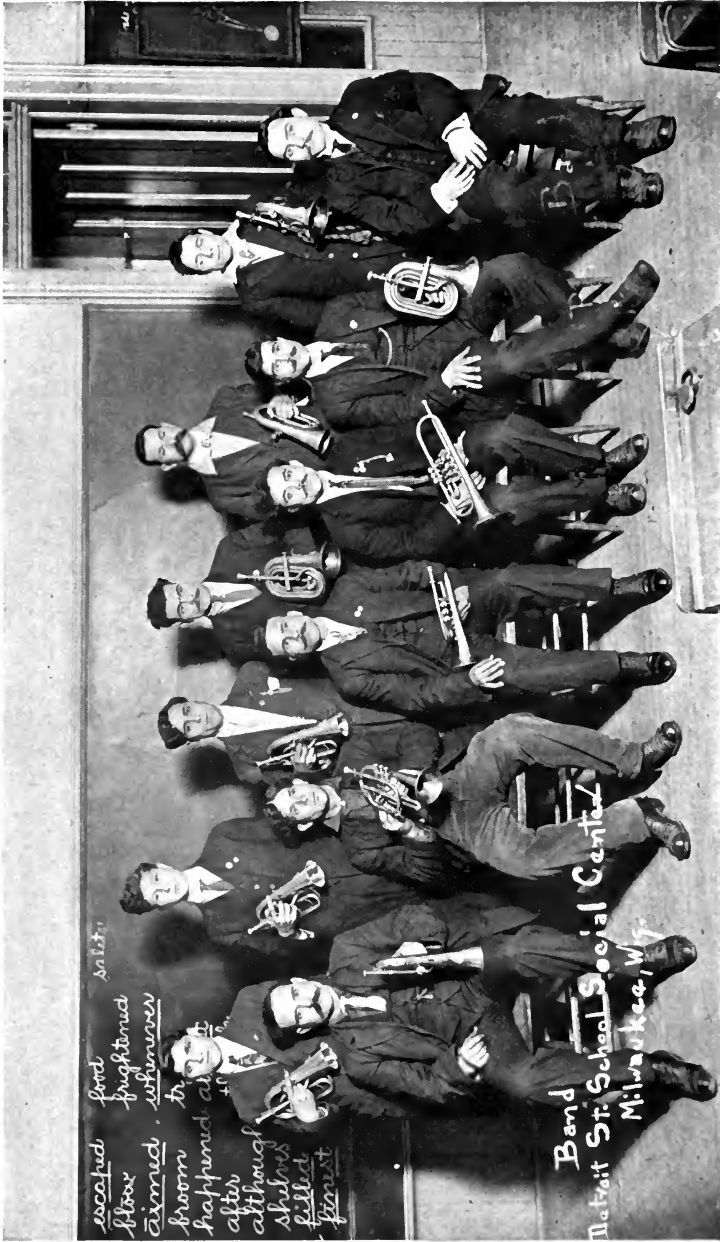


Whether a young man be in the lumber camp, at college or in the factory, music has great power over him. The neighborhood schoolhouse is a better clubhouse than the street corner.

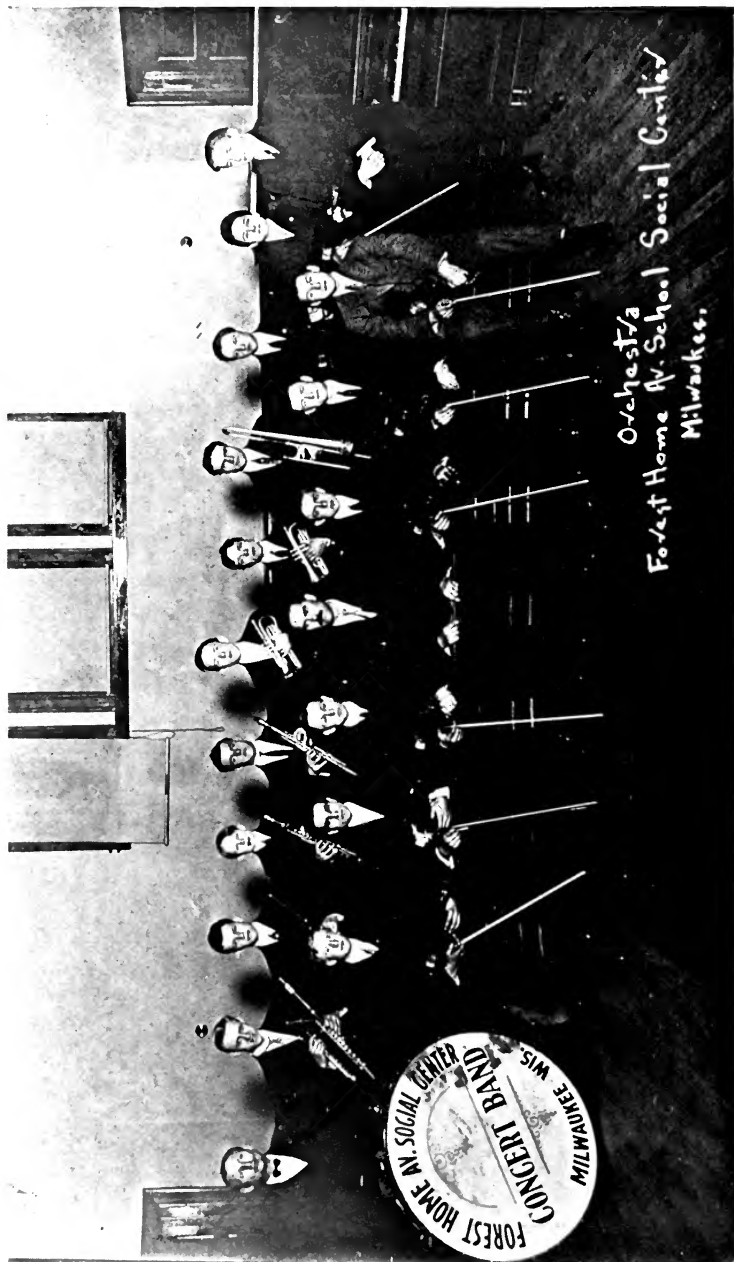


Band  
14th St. School Social Center  
Milwaukee.

Each according to his musical talent may find opportunity in the neighborhood center. Some of the musical organizations are composed of men only, some of women only, some of both men and women; sometimes father, mother, and son are all in the same group.

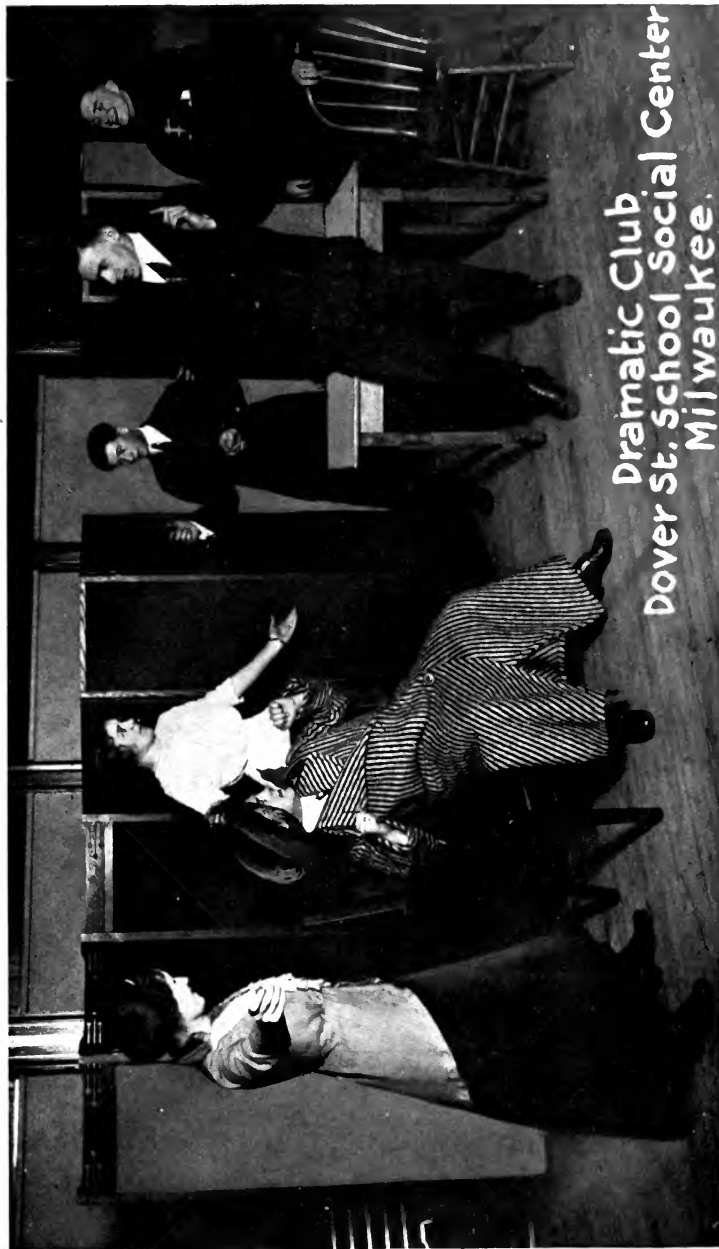


Men and women born under other flags learn American customs and traditions in the neighborhood center and make their own distinct contribution to the neighborhood life and art.

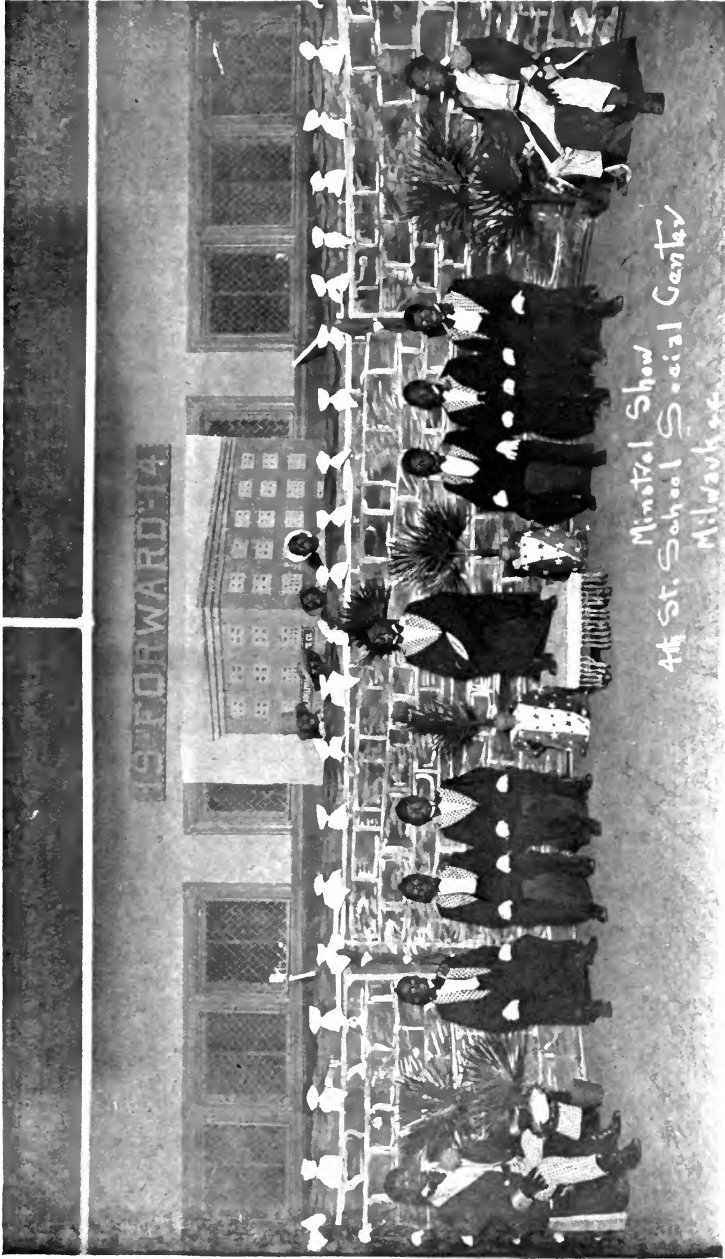


A young man has the same pride in belonging to the regular neighborhood orchestra that a college boy has in making the mandolin club. As he plays at various neighborhood gatherings, he feels that the world would not go on quite so well without him—that he is a part.





Instead of being one of thousands looking on at a regular play in the theatre, or one of tens of thousands watching moving pictures, the young people themselves act, stage plays, and come to understand life as no spectator can.



Minstrel Show  
At St. School Social Center  
Milwaukee

In years gone by many a barn has been the stage for minstrel shows. With the growth of the city the schoolhouse affords a natural center for the boys and the young men of the neighborhood. Many boys are without any place for such efforts when the schoolhouse is closed to them.



DEBATING—PLAY OF THE MIND—LEARNING TO THINK ON ONE'S FEET

In considering all these pictures one should bear in mind that they are all flashlight, indoor photographs and that it is much harder to present indoor activities than outdoor.



The story-teller had a large place in ancient civilization. The children who are to-day learning the folk-lore of the past will make the evening hours in their future homes more attractive for the children that gather round.



Boys who do not care to read will listen, fascinated, to well-told stories.



Libraries are able to increase the use of their books when branches are established where the children and young people go. The library is an important part of a neighborhood center. The boy in a club that is studying dogs wants to read more about dogs; the girl in the bird club wants to take out a book on birds.



A reading-room in a schoolhouse neighborhood center is a constant temptation between games and club meetings. The boy arrives early for a Boy Scout meeting and is glad to have a room where he may read books and magazines.



Neighborhood clubs of all kinds find the center a desirable place for their meetings. The more clubs meeting in the center the better.





In their various clubs the girls gain experience in self-government, in how to do team work with other girls in an organization. Mothers can feel safe when they come with their daughters to the neighborhood center. The fact that a group of their mothers is meeting in another room makes the girls feel that the center is more worth while.



**LITTLE MOTHERS' CLUB**  
**14<sup>TH</sup> St. School Social Center, Milwaukee**

Every neighborhood has many children responsible in part for the care of younger brothers and sisters. These girls all have a common bond and in their Little Mothers' Club unconsciously absorb very much knowledge that is good for their charges.



**Newsboys' Republic Social Meeting  
Fourth St. School Social Center, Milwaukee**

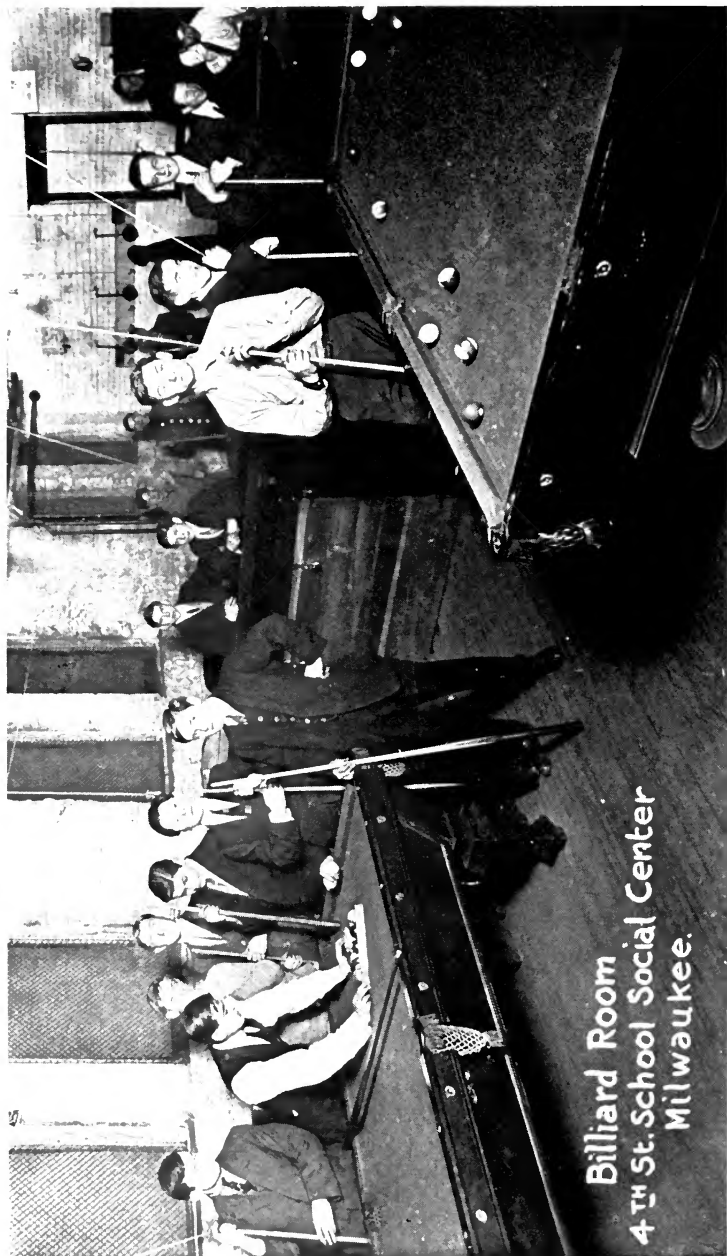
Many of the most enterprising boys in each community sell or carry newspapers. Instead of having one large club for the entire city, the newsboys of each section are able, without going long distances, to hold social gatherings in their own neighborhood center.



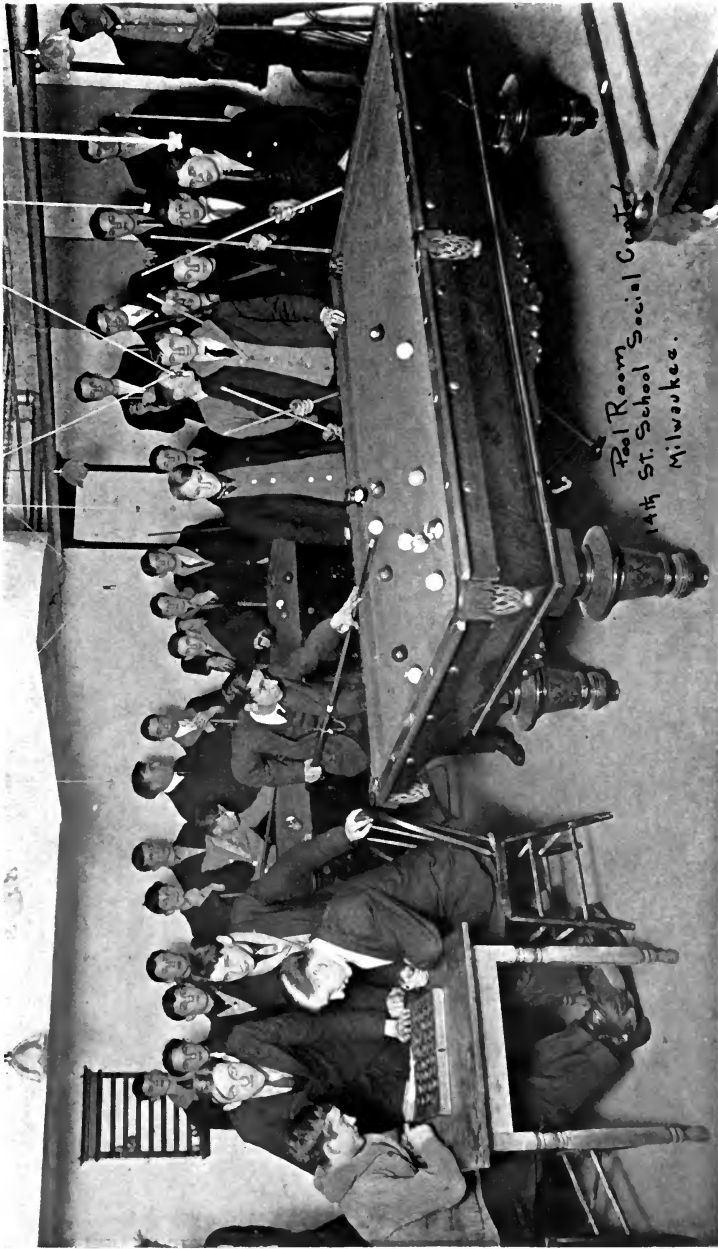
The neighborhood centers do much to promote patriotism. Few institutions can do more to train up citizens ready to use all their powers in the service of their country.



The neighborhood loyalty built up in civic clubs is the best preparation for the larger loyalty to the entire city.



All the pictures in this issue are photographs taken in schoolhouse neighborhood centers in Milwaukee, Wisconsin. These schoolhouses were not built for recreation centers. The pictures show, however, how school buildings, though imperfect, are being used in Milwaukee.



NO GAMBLING HERE



The community clubhouse has opportunity not only for every one but for nearly every mood—a quiet playroom, as well as gymnasiums, swimming-pools, clubrooms, libraries, poolrooms.



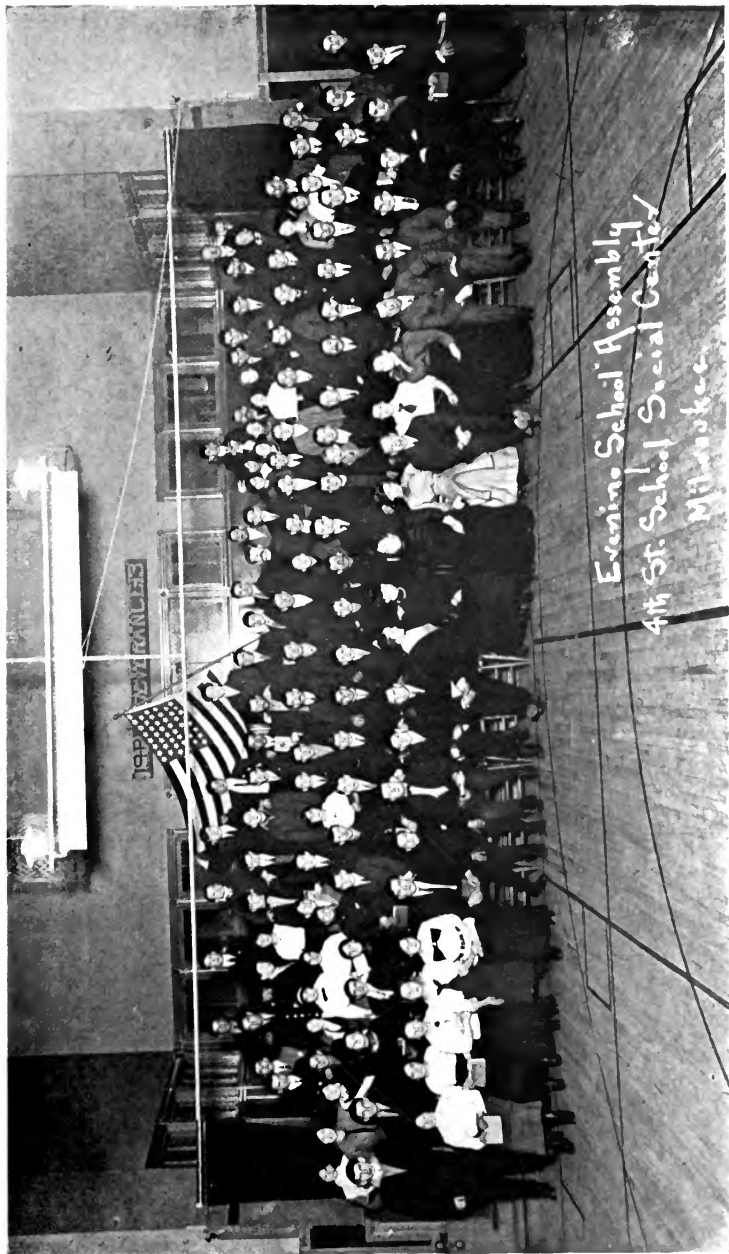


**THIRTY-TWO BOYS IN THE QUIET GAMEROOM**

These boys have some good, red blood—turn thirty-two Pennods loose without games and something is bound to happen!



Even the older boys like to play quiet games part of the time. Are not the young men of a community worth looking after?



It is good for all the people of a neighborhood to come together occasionally in a general assembly.



Is it not worth while to open up a schoolroom for such a gathering as this? Can any university or school show work of more vital importance to the future of America than what is going on in the neighborhood center? And all this has just begun. What might be done if adequate funds were made available for this great national movement to give a larger life to all!



THE NEIGHBORHOOD CENTER AS A VOTING PLACE

It is harder to vote for graft when you vote in the center where your civic club meets — where you play in the neighborhood ball.



The break in a lad's life which comes when he leaves the elementary school may be made less through frequent meetings of alumni associations which keep the grip of the old on the boy until he finds himself in the new.



To sit with your neighbors in your own neighborhood center, listen to the songs of the children from your own household and from the district, to join heartily in the national songs, to laugh with your neighbors, to feel at one with the community in which you live, is to go out a better worker, a better father, a better citizen, a better man.



### THE NEIGHBORHOOD

To sit on the platform and look into faces like these is to gain a new faith in democracy. Men who have sat in a neighborhood center and shared in a neighborhood life find it more difficult to become a mob.



To help secure such neighborhood play centers the Playground and Recreation Association of America needs \$100,000 this year.

Better to be neighbors in a bankrupt city than with chilled heart to dwell in a wealthy city too poor for neighborliness.



"You do just as much work in the world being happy as you do being miserable, only you do it quicker." It pays to be a neighbor, it pays for a city to have neighborhoods, it pays for a city to appropriate money for neighborhood play centers, it pays for men and women of public spirit to invest money in the national neighborhood play center movement.

**H. S. BRAUCHER**  
Playground and Recreation Association of America  
1 Madison Avenue, New York City

Dear Mr. Braucher:

It gives me great pleasure to write you concerning Mr. Rowland Haynes' work in Milwaukee. Mr. Haynes came to Milwaukee primarily to make a survey for the Child Welfare Commission. His work for the Commission was soon recognized by the Board of Education and he was engaged by them to do similar work in preparation for the probable introduction of recreational activities.

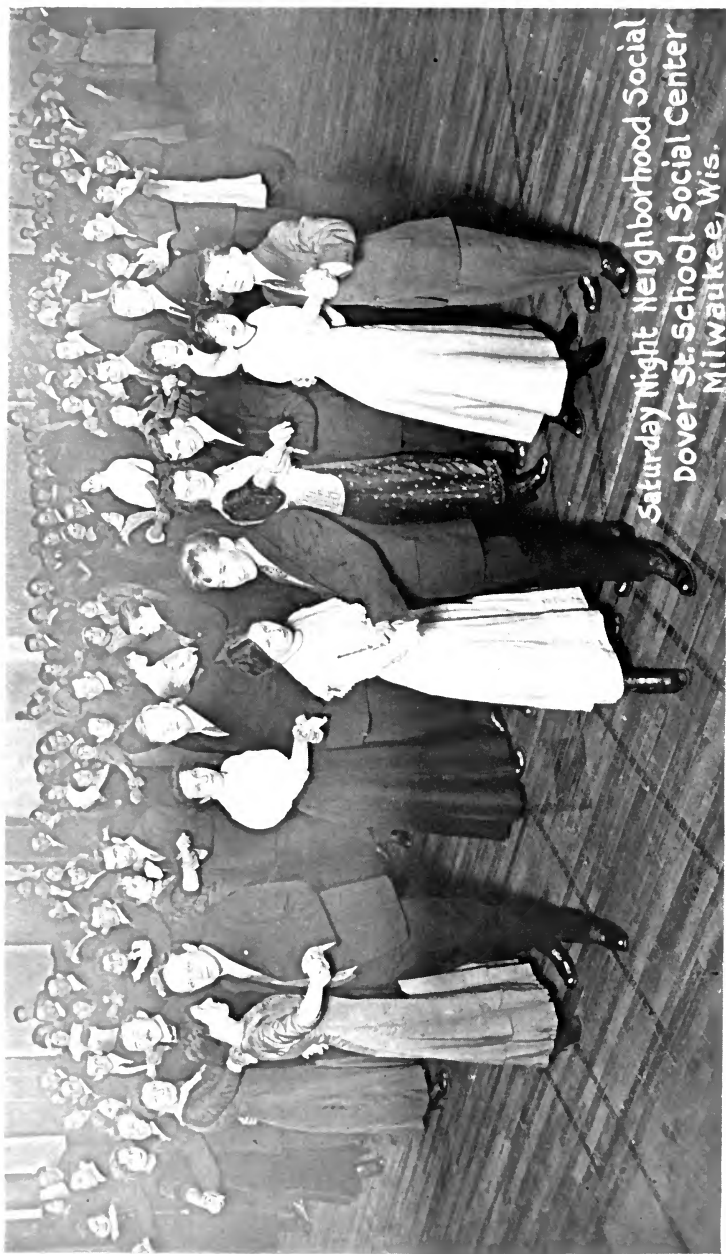
At the time politics were somewhat tense in our city.

His thorough investigation of existing conditions, facilities for recreation and definite recommendations, secured an appropriation of \$25,000 by the Board of Education to begin the work. Such a high estimate was held of his work that he was invited to come again and give his assistance and his opinion of the start that had been made according to his recommendation.

Milwaukee can never repay the Playground and Recreation Association for his splendid and efficient work.

Very truly yours,

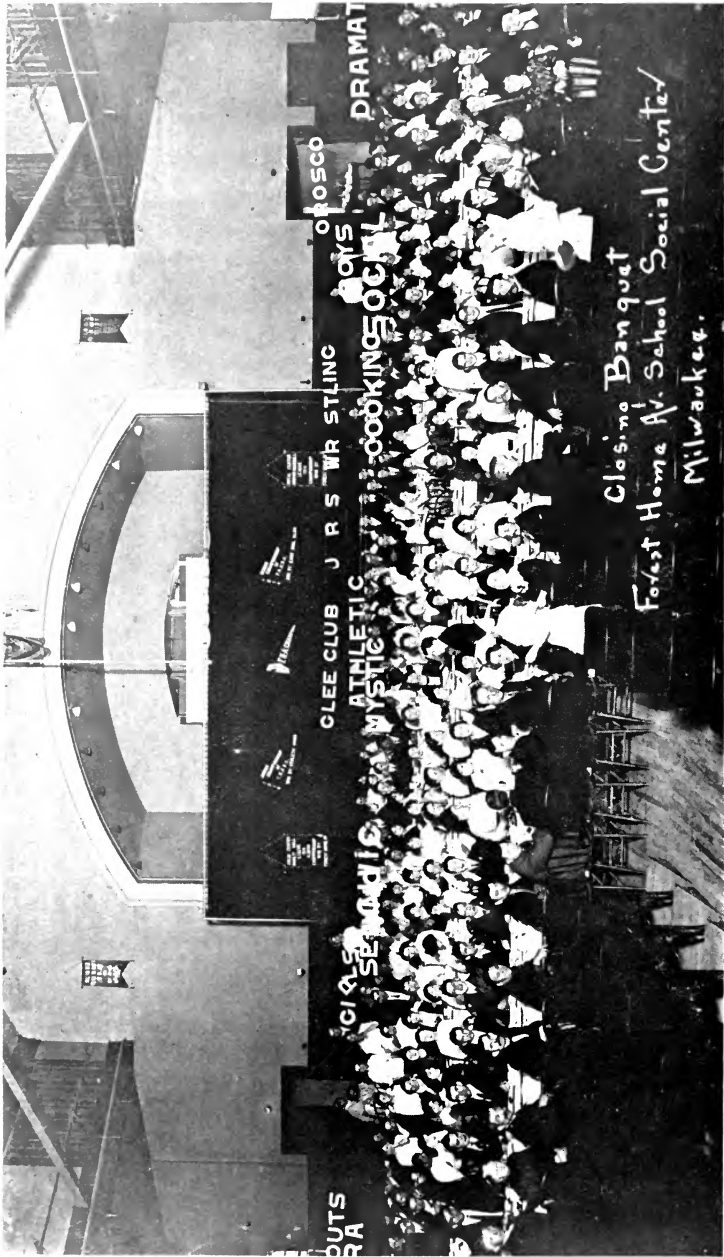
**H. V. BERG**



INTEMPERANCE—VICE—MONOTONY—LONELINESS  
MUSIC—DANCING—LAUGHTER—NEIGHBORLINESS  
WHICH?

**The Playground and Recreation Association of America not only helped Milwaukee to establish its wonderful system of neighborhood centers—the Association has helped city after city throughout the country to establish neighborhood centers which are striving to give the same kind of community recreation.**

**The Playground and Recreation Association of America, 1 Madison Avenue, New York City, needs the financial and moral support of every public-spirited citizen in America.**



WE ARE NEIGHBORS! WE ARE NEIGHBORS!  
 THERE IS TIME—THERE IS MONEY  
 FOR NEIGHBORLINESS

## Let the Victor help to make this Christmas season the merriest, happiest Christmas you have ever celebrated.

You can use the Victor in all the rehearsals and can give with our splendid special Christmas records, not only one program, but half a dozen. There are the old, old carols and hymns, the stately choruses and arias of the Messiah Music, the sprightly Santa Claus and sleigh bell songs and the scriptural and modern readings. Then there are the games and folk-plays for the merry-making and the Victor Records will furnish clear and perfect accompaniment for all of them. There are numerous instrumental numbers that will fit into the central thought.

Would your pupils like to march into the School Room or Auditorium and hear a program like this?

Christmas Program with the Victor LINCOLN SCHOOL December 24, 1915	
MARCH—Clayton's Grand March (Band)	35397
Adeste Fidelis (Chimes) (McCormack and Chorus)	74436 16877
The Lord's Prayer	16996
Joy to the World (Trinity Choir)	35420
The Life of our Lord—Reading	
And the Glory of the Lord } *Messiah*	
Pastoral Symphony	
I Know that My Redeemer Liveth *Messiah*	70071
Hallelujah Chorus *Messiah* (Band)	35484
PAPER—The Early Christmas.	
The First Nowell (Old Carol)	17647
Silent Night (Schumann-Heink)	88138
While Shepherds Watched	35412
Joseph Mine (Old Hymn)	17870
O Bienheureuse Nuit (Normandie Carol)	17868
PAPER—The Modern Christmas	
Christmas Day in the Morning	17868
Yule-Tide (Band)	35261
Merry Christmas (with sleigh bells)	17869
Jest 'Fore Christmas—Reading	35350
Babes in Toyland (Orchestra)	60080
The Night Before Christmas—Reading	
Drawing of curtain revealing Christmas Tree.	
Group of children join hands, circle around the tree, dance and sing *Around the Christmas Tree* (Old Swedish Song)	17869 17869
Sleighing Song (with sleigh bells)	17869
The Christmas Tree (Der Tannenbaum) (Gluck & Reimers)	87229
Six children walk and bow a stately minuet.	
Minuet (Mozart)	17087
Coming of the Year (Bells)	16825
DISTRIBUTION OF GIFTS.	



**Victor XXV**  
\$67.50 special quotation  
to schools only

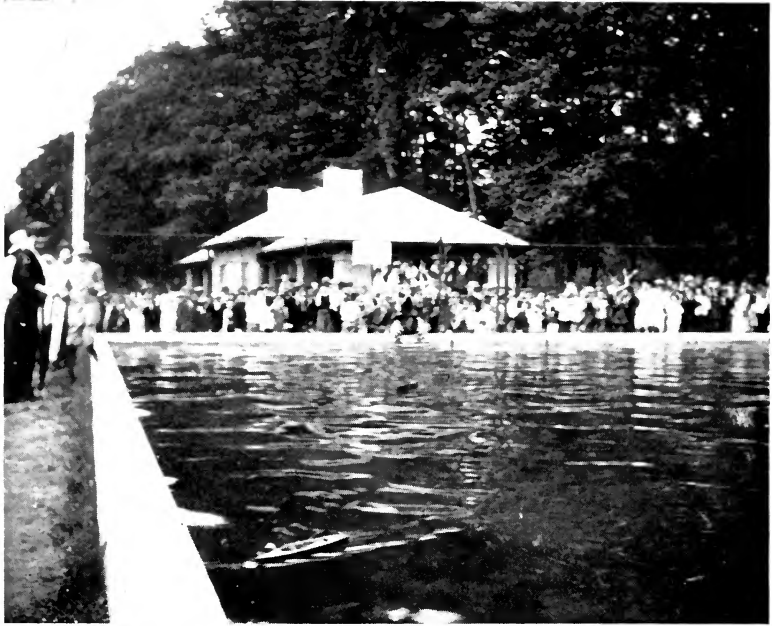
When the Victor is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

Can you possibly develop so much of the real Christmas spirit, the story of the first Christmas, the Christ Child, caroling, songs of children, the joyous spirit of "Peace on Earth, Good Will to Men" in any other way?

The Educational Department will be glad to remit for a good picture of this or similar program showing the Victor at work with the children around the tree or in action.

**Educational Department**  
**Victor Talking Machine Co.**  
**Camden, N. J.**





South Orange, N. J.

A FOUR THOUSAND DOLLAR OUTDOOR SWIMMING POOL



South Orange, N. J.

SWIMMING POOL IN USE



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## In Memoriam

MRS. GUILFORD S. WOOD

For seven years Mrs. Guilford S. Wood had given freely and enthusiastically of her strength that the children and the young people of Denver might have a chance to play. Always courageous and ready to dare, yet patient, kindly—she made all who worked with her glad of her presence. Her death is a loss not only to Denver, but to the national movement. Seeing clearly Denver's needs—Mrs. Wood had come to feel that Denver and other cities could not stand alone, that all who cared for children in the various cities must work together on the national movement and she came to the national work, as to the local, ready to help to the full measure of her strength.

HARRY A. ALLISON

In the death of Harry A. Allison of Buffalo the play movement loses a man who year in and year out gave his best to the play movement. Earnest, sincere, capable, he gained the respect of recreation leaders throughout the country. Though I always found Harry Allison discriminating, I never heard him utter a harsh, critical word of any one.

H. S. Braucher

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## PLAYGROUNDS IN ELGIN, NEBRASKA

A Town of Eight Hundred People

It may be hard for you to realize just what this playground association meant way out here in this western country, where but very few ever heard of such a thing, the nearest one being at Omaha, one hundred and fifty miles away. Then this is only a very small place of about eight hundred inhabitants, but we managed to pay

## THE WORLD AT PLAY

our instructor and buy about \$50 worth of equipment, and feel as if it had been a decided success. Of course we had a good deal to contend with, many unseen circumstances came up to be overcome, and of course Miss Fitch could only be in one place at a time. She would, perhaps, have six different groups at play at the same time. We used the school grounds and the gymnasium, and had folk dances, sand piles, croquet, tennis and ball. Her average attendance was sixty-six and the largest was eighty-eight. In this time we had one week of Chautauqua which broke into the work, and a lot of bad weather. She certainly did all that one person could do. Her best success was with the younger pupils. They gave a public demonstration of the work one day, which did more to get the town interested than any other feature.

We are going to commence to get to work early in the new year and hope to have two leaders—a young man for the boys and the young clerks in the evenings, and then a woman for the girls and small children. We have a Girls' Camp Fire Club organized now. Our problem is how to keep the people interested from now till next year.—*Extract from a letter from Mrs. Ida Bishop, Secretary of the Playground Association, Elgin, Nebraska*

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OMAHA, NEBRASKA.—On October 7, 1915, the Board of Education of Omaha granted the Board of Recreation the use of five schools three nights a week for five months, the Board of Education paying for heat, light and janitor service, and the Recreation Board taking care of the supervision and the expenses connected with what equipment is necessary.

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A SHELTER HOUSE.—Bennington, Vermont, has gained deserved fame for providing year-round recreation leadership for its people. The population of Bennington is less than eight thousand, but its leaders are determined it shall be a good place in which to live. This year a shelter house for the playground was erected at a cost of \$1,100. Seven hundred dollars of the amount needed was received from fifty-four contributors. The building is about fifty-four feet long by twenty-two feet in width.\*

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CHILDREN'S PETS.—On December second and third, the Panama Pacific International Exposition will have a Children's

\*See illustration, page 329.

## THE WORLD AT PLAY

Pet Exhibition. Every possible class of children's pets is provided for, and the pets will be judged from the standpoint of their utility and desirability as pets for children. Among the classes included are rabbits, guinea-pigs, squirrels, chipmunks, mice, rats, tortoises, snakes, frogs, lizards, poultry, pheasants, birds, pigeons, dogs and cats.

Any person desiring information regarding the Children's Pet Exhibition, should write to Mr. D. O. Lively, Chief Department of Live Stock, Panama Pacific Exposition, San Francisco, California.

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BALTIMORE, MARYLAND.—One of the most attractive playground reports is that from the Baltimore Children's Playground Association for the year ending March 31, 1915. The twenty-five pictures shown are unusually clear photographs—but more than that the pictures tell the story of unusually good playgrounds. Such pictures would probably have been impossible but for the training given in the school for playground workers which the Association maintains. About two-thirds of the expense of the work of the Baltimore Playground Association is met by municipal appropriation.

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STADIUMS.—Houghton, Michigan, is considering the construction of a stadium. Tacoma and San Diego are two of the larger cities which have such stadiums. Do any of the readers of THE PLAYGROUND know of any places of five to ten thousand population which have built stadiums?

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St. LOUIS.—Through failure to provide adequate salaries St. Louis has lost the services of Charlotte Rumbold and other valuable recreation workers. There is, however, in St. Louis among people at large a keen appreciation of what Miss Rumbold has done in building up the playgrounds and there are many in St. Louis who feel sure that before long their city will not only provide adequate salaries, but make every effort to persuade Miss Rumbold to return to the post she has filled so well.

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ELGIN, ILLINOIS—Play leaders will wind their Elgin watches a little more proudly when informed that the Elgin National Watch Company has given a school in Elgin, Illinois, a lease on adjoining property for a playground at the rate of one dollar a year

## GETTING ACQUAINTED THROUGH SONG

More than 150 cities observed July 4th as Americanization Day to try to build up loyalty in new citizens.

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The National Board of the Y. W. C. A. has been rendering an unusual and a valuable service in organizing recreation for the young women of the Joy Zone at the Panama Pacific Exposition.

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When asked what they would do with the money—if they were given increased wages—some of the Chicago street-car men replied, "Take a day off with the family in the country."

## GETTING ACQUAINTED THROUGH SONG

One of the workers of the North American Civic League for Immigrants in Boston, which tries to let newcomers know that in America there are people who want to help them, found it difficult to get acquainted with the Italian girls, until a happy thought occurred to her—to take her violin to the factories and conduct a noon hour "sing." At first she tried playing in the dining halls but there was so much noise that plan did not succeed very well. Then some of the managers offered her separate rooms and one factory even had the words of the songs printed in books.

The girls are not required to come and the groups vary from week to week but there is always a goodly number. At one factory the plan was explained to the girls in Italian and at that factory the groups have been larger and more regular.

Ten songs are taught; *America* and nine Italian folk-songs, as most of the girls speak little English and the leader felt it was a good idea to tie up the new and the old.

## A GROWING PROBLEM

A Young Men's Christian Association secretary writes:

"Our county was voted dry, the saloons will close May first. As we have a population made up largely of foreigners, we believe that we should be able to do something with the men who formerly loafed around the saloons. Could you advise us what could be done with the men, or refer us to some organization that could suggest plans?"

## NEIGHBORHOOD CENTERS IN GRAND RAPIDS, MICHIGAN

The report of Charles Howard Mills, Supervisor of Municipal Recreation, Grand Rapids, Michigan, gives the number of visits of persons actually using the neighborhood centers for the 1914-15 season for eighteen weeks as 60,803.

The total cost was just about \$6,000.00. This figures less than one cent per person for a visit.

"It is difficult to estimate the exact number of regular neighborhood center patrons who come every week to the center. As accurately as I am able to do this the number would be just about 3,000 persons who have attended a center twenty times or more during the eighteen weeks. This is figuring on a basis that about one-half of the persons who are members of the club and group activities attend the public motion pictures and other entertainments.

"The attendance this year shows an increase over last year of over eight thousand, and there were only five centers open instead of six. However, there was considerable extension work done in the form of Boy Scouts and Girl Scouts in other schools."

A registration card giving all activities offered is given each applicant and he is asked to check those he would be interested in and to suggest others.

At the close of the season—unfortunate that such work should ever "close"—a program selected from typical activities was given at the high school auditorium. "They were simply picked, almost at random, from all parts of the city, and were not supposed to be presented as long-rehearsed, perfected works of art." Play here, real play, not exhibition. Music, both vocal and instrumental, individual and group, dramatic presentations, folk dancing and games were included on the program.

### THE HAPPIEST DAY

"This is the happiest day of my life," said George H. Hermann when he signed the deed conveying to the City of Houston, Texas, title to a park site worth \$500,000. Would that more good folk might find happiness so.

The only conditions that Mr. Hermann placed in the deed were that the tract of land should be used only for park purposes

## RECREATION PLANS IN SAN FRANCISCO

for white persons; that it should be established and maintained and permanently named George H. Hermann Park; and that the operation and maintenance of the park should be in accordance with the charter and ordinances and park rules of the city of Houston. Three small tracts near the center of the tract which did not belong to Mr. Hermann were purchased by the city so that the whole might be used for park and playground purposes.

## RECREATION PLANS IN SAN FRANCISCO

One of the most significant forward steps by school boards is that taken by the San Francisco Board of Education, which, having called Edward B. De Groot from Chicago to develop school recreation, adopted and began to operate the plan recommended by Mr. De Groot. It will not be necessary to tell readers of *THE PLAYGROUND* what Mr. De Groot's qualifications for the position are—nor why the San Francisco School Board showed good judgment in adopting his plans.

A Department of Physical Education, Athletics, Social and Lecture Centers was established with Mr. De Groot as Director of the Department.

The duties and responsibilities of the head of the department are: "To give general direction and supervision to the work of the entire department and to all workers therein; outline suitable courses of physical education for the various schools and grades; formulate and enforce rules, regulations and methods in school athletics; organize, guide and direct social and lecture center developments; call and conduct meetings, study courses and institutes among workers in the department; take charge of planning and equipping gymnasiums, playgrounds and social centers; check all requisitions for supplies, tools and implements called for and distributed among workers in the department; maintain an inventory of all tools and implements entrusted to the department; represent the department and the Board of Education in all matters outlined herein; render regular and special reports to the Board; respond to any service imposed by the Board of Education."

One supervisor of athletics, play, and achievement in elementary schools has been appointed, Eustace M. Peixotto filling that place. George S. Miehling is special instructor in physical training work, and four women supervisors of physical education

## RECREATION CONVENTION

in elementary schools will be provided to have charge of physical training and play both during and after school hours and to conduct a free, voluntary after-school training course for teachers. "Athletic leaders," and "play and achievement leaders" will be assigned to each group of five schools. The athletic leaders will take charge, after school hours, under the direction of the supervisor and approval of the principals of the schools involved, of "organizing, coaching and preparing individuals and teams (boys only of grades five to eight) for competition in the meets and tournaments of the Public Schools Athletic League."

The play and achievement leaders will be regular school teachers, one in each of the twenty schools selected, employed for after-school service. They will organize and lead, under the direction of the supervisor and approval of the principal, the play of both boys and girls, in the school yard or school building, after regular school hours. They will promote, and keep the records of, the "Achievement League." The words "Play" and "Achievement" here represent a scheme of credits and honors to be given for the mastery of certain good games, and for the performance of work in connection with the home; for superior rank in school, and for social, mechanical and industrial accomplishments. The central idea is to give encouragement and educational direction to the leisure time of the child and to include not only boys who are eligible for athletic competition, but girls and boys of all ages and conditions.

Play and athletics both during and after school hours will be provided for high school pupils. Certain schools will be used for lecture centers, others for social centers, with a principal or teacher in direct charge of each. The lecture centers will be operated two nights each month, the social centers five nights each week. In general the social centers will provide community singing, hand-work exchange, civic forum, recreational activities—dancing, dramatics, gymnastics, according to facilities available.

## RECREATION CONVENTION

One hundred and sixty-five delegates registered at the headquarters of the Recreation Convention held in San Francisco, July 5-10, under the auspices of the San Francisco Recreation League, the University of California, the Recreation Commissions

## RECREATION CONVENTION

of Berkeley, Alameda, Oakland and San Francisco, with an advisory committee of prominent recreation workers from all parts of the country.

Among the delegates were those from Montevideo, Uruguay; Lisbon, Portugal; Honolulu and from China, delegates in general to the Panama-Pacific Exposition, who contributed much to the interest and international atmosphere of the Convention by their reports of advances made in their respective countries. And one fact is noticeable—not surprising to believers in and students of recreation—that in both China and Portugal, the spread of popular recreation has accompanied the spread of democracy.

The importance of a wise use of the leisure of the adult, both in its relation to democracy and to more joyous and efficient human living, was a vital topic throughout the sessions of the recreation convention, never failing to arouse enthusiastic discussion. At the opening of the Convention after addresses of welcome by Eustace M. Pexiotto, Chairman of the Executive Committee of the Convention, Reverend Father Crowley, President of the San Francisco Playground Commission, and James Rolph, Jr., Mayor of San Francisco, J. R. Richards, Superintendent of Playgrounds and Sports, South Park System, Chicago, Illinois, emphasized the sacred responsibility of the municipality, not only for children's play but also for the recreation of adults, saying that the leisure time of workers was a civic asset; that the regeneration of a community was to come through re-creation; that the civilization of a people at any era was reflected in its play.

At another important session a similar emphasis upon the fundamental relationship between play and democracy was made by James Edward Rogers in an address upon *The Use of Leisure—a National Problem* and as though to add the final link to the chain of conviction Grant Hamilton of Washington, D. C., member of the National Legislative Committee of the American Federation of Labor, raised the voice of labor in protest against the mercenary spirit of much of modern industry, which robs the workers of leisure and "speeds them up" to the breaking point. Said Mr. Hamilton: "Need for recreation does not cease with years given for education preparatory to the real work of life. This is a truth which the organized labor movement has been urging upon the consciences of employers and upon those who make provision for public recreation\*.\*.\* Recreation is not, as many assume, a loss to individual employers, community or the state. With physi-



## RECREATION CONVENTION

cal welfare there comes as a natural accompaniment active mental processes. Even the desire for recreation has brought its reward. The history of the application of steam as power in the development of the modern engine illustrates how an important invention had its origin in desire for play."

Illustrating the work of many industrial companies—who by no means can be grouped with the rapacious employers whom Mr. Hamilton and his co-workers find it necessary to check by law since it cannot be done by humanity—came several addresses by representatives of those great companies which have even outstripped the suggestions and desires of their employees in welfare work and the provision of recreational opportunities. Mr. Underwood spoke of the recreation and social welfare work of the International Harvester Company, Mr. Carl W. Miller told of similar activities conducted by the National Cash Register Company.

Many of the problems which are ever-present with actual recreation workers were taken up during the sessions and in the discussions following experiences in many communities helped to show the ways in which the problems were being recognized and solved. *Methods of Financing Public Recreation* was discussed by George E. Dickie, of Oakland—Appropriations, contributions and possibilities of a measure of self-support. The duty of various groups or organizations with regard to public recreation were handled under specific heads—*State Responsibility* by James Edward Rogers, who spoke particularly of the work of the California State Inquiry Committee; *The Place of the School*, by Edward B. De Groot—a paper which evoked the most discussion of any read at the Convention, as Mr. Nash of St. Paul, Mrs. E. L. Baldwin, of San Francisco, Sidney A. Teller of Chicago, Miss Moore, Oakland, especially, held that at least for the present the school cannot handle the whole problem of children's recreation, that there is distinctly a place for the recreation commission even in the field of children's recreation.

*The Place of the Park Board in Recreation* was discussed by Sidney A. Teller, Chicago, Illinois, with an accompaniment of splendid slides. *The Place of the Municipal Camp in Public Recreation* gave opportunity for an interesting illustrated lecture by C. B. Raitt on the development of Los Angeles' famous municipal camp in the San Bernardino Mountains.

In the sessions upon recreation activities, California's indoor and outdoor drama was reviewed, especially the productions of

## SWIMMING POOLS SANITARY

the Bohemian Club, pageantry at Carmel-by-the-sea, the Greek Theatre at the University of California, the mission plays of southern California, the Mount Tamalpais Play, Columbus Day Water Pageantry at San Francisco, the Woodland Theatre in Muir Woods, the Children's Theatre in San Francisco. Many of the delegates were able to behold one or more of these productions.

The work of the Play School and the Model Playground at the University of California received attention at one session, followed quite naturally, at the next by Clark W. Hethington's address on *Laboratory Methods in Moral Training*, and Albert W. Palmer on the *Church and Recreation*.

Great play days were given for the delegates by the children of each of the cities under whose auspices the Convention was held and the plan of having sessions held in each of these cities on separate days, for which day that city was host, gave the delegates an unusual opportunity to see the workings of a number of systems. As a grand finale to the Convention, educational, recreational and inspirational, the delegates ascended Mount Tamalpais, ten as the guests of Honorable William Kent, Vice-President of the Playground and Recreation Association of America.

Greetings were read at two sessions from Joseph Lee, President of the Playground and Recreation Association of America.

## SWIMMING POOLS SANITARY

In answer to the criticisms that public swimming pools are dangerous, Dr. Raycroft, a well-known expert in such matters, who contributed a valuable article on swimming pools to THE PLAYGROUND some time ago writes:

"There is no reason why a swimming pool which is well constructed and is well administered should be a source of danger to those using it.

"If you can get specific statements from the swimming pool critics I'll be glad to consider them and make such suggestions about them as may seem wise."

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SWIMMING POOL AT BATTLE CREEK, MICHIGAN.—The outdoor swimming pool at Battle Creek Sanitarium is one hundred feet long and thirty-six feet wide, with a depth at the shallow end of three and a half feet and at the deep end of nine and a half feet.

## SWIMMING POOLS SANITARY

The floor is one foot thick and the walls are three feet thick at the bottom and one and a half feet thick at the top.

For draining the overflow when the pool is full of water there is a little groove in the top of the side walls all the way around with conductor pipes at intervals to receive the water and carry it to a drain tile which is embedded in the wall a foot or so below the top surface. This, of course, drains into the sewer.

The construction of this pool required about 7,636 cubic feet of concrete. Material and labor cost, based upon current prices at Battle Creek, was close to \$2,000. This does not include the excavation, which should be figured at twenty-five to thirty cents per cubic yard additional.

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AN OUTDOOR SWIMMING POOL.—Cameron Field, at South Orange, New Jersey, has for two years maintained an outdoor swimming pool which is proving justly popular not only with the children but with the adults of the community.

The pool measures 100x100 feet and permits of a depth of five feet, four inches at one end and two feet, four inches at the other. A concrete walk about three and a half feet wide surrounds the pool, which is enclosed by a high iron fence.

The concrete which goes into the composition of the floor and side walls is machine mixed and composed of one part Portland cement, two parts clean, coarse, sharp sand, and four parts crushed trap rock which would pass through a one-inch mesh screen. The walls and floor are reinforced with three-eighths inch steel rods spaced twelve inches center to center in both directions. The floor rods extend up into the side walls about two feet. The rods in the side walls are supported by two-inch T iron posts spaced about eight feet apart, and the rods are lapped two feet at the corners in each direction. The walls and floor are finished with cement mortar troweled smooth, composed of one part Portland cement and two parts white sand. The waterproofing compound was mixed with the concrete and finishing coat.

The pool cost \$4,000, not including the excavating, drainage, water supply, grading and iron fence. The cost of drainage is minimized by the fact that the water drains into a running brook which skirts one side of the ground. (See illustrations, page 296.)

## LIGHTING PLAYGROUNDS AT NIGHT

The Board of Playground Directors of Oakland early recognized that playgrounds ought to be lighted at night.

After a careful consideration of the multiple flame arc, the series magnetite arc, the series carbon arc, series tungsten and the nitrogen-filled tungsten, it was decided to use the nitrogen-filled multiple unit. The multiple flame arc was eliminated, due to its high maintenance cost, the series carbon and magnetic arcs on account of the high voltage and the series tungsten unit because of its relative inefficiency. The nitrogen-filled mazda was chosen because of its efficiency and because its upkeep expense compares favorably with the other units considered.

The football field is lighted with five 750-watt units. One thousand watt units are used to illuminate the swings and gymnasium apparatus. These units are placed on goose-neck boulevard posts twenty feet above the ground. Only part of the playground was lighted at first as a trial. One hundred and fifty watt multiple type mazdas mounted on gasolier posts, which were cleverly designed into single unit electrolier posts, are used for general illumination of the paths and walks.

The attendance of men, women and children has been beyond the expectation of the most sanguine.

## SUGGESTIONS FOR THE ILLUMINATION OF A STANDARD TENNIS COURT\*

The playing of tennis at night has become an established fact. Many courts may be found throughout the country that are equipped with artificial lighting, thus making it possible for the business man to enjoy the game of tennis outside of his working hours.

One may play the game in the evening without the annoyance of excessive heat often experienced during the day and it is not necessary to stop playing as twilight approaches. The business man is not compelled to leave his office before work is completed, for he is now able to play after sundown.

There are several fundamental conditions which must be observed in order that the tennis court may be well lighted. The entire surface of the court must be brightly illuminated. The light must be distributed over the entire space likely to be traversed by

\*Facts furnished by Edison Lamp Works of General Electric Company (See illustration, page 329.)

## ILLUMINATION OF A STANDARD TENNIS COURT

the ball, therefore illumination must be provided to make the ball visible at all points it is likely to reach. The surface of the court must be evenly illuminated in order that the ball may receive the same illumination at all times. The lighting units must be high enough and located in such positions as to eliminate all danger of glare.

The conditions outlined above may be met by the use of 12 500-watt regular Mazda lamps and twelve angle steel reflectors with porcelain enamel finish and weatherproof sockets. Upon the introduction of the 400-watt higher efficiency Mazda lamp this may be substituted for the 500-watt regular Mazda lamp. The substitution will reduce the wattage consumption and give approximately the same illumination.

All the units should be located so that the light center comes eighteen feet above the court. The two end units should be in line with the back lines of the court, the remaining units spaced at equal distances between these units. The lamps should be placed in a row six feet back from the outside lines. In addition to the lamps and reflectors there will be required posts, messenger cable, hangers to secure the reflectors to the cable and a smaller second cable running parallel to the messenger wire. The bottom of the reflectors should be attached to this small wire to prevent the reflectors from swinging and also to insure alignment. The current-carrying wires can be run to the lamps in any manner in conformation with local conditions.

In suspending the lamps where the court is entirely surrounded by wire netting on framework, brackets of bent pipe can be used extending from the tops of the posts and so constructed as to give the correct location of lighting units.

In many instances the contractor or electrician has devised hangers from standard conduit or pipe fittings and the reflectors are tapped for one-half inch pipe.

The cost of the equipment will vary depending on the exact type used; the following is a rather liberal approximation:

Lamps (400 watt high efficiency).....	\$54.00
Lamps (500 watt regular).....	42.00
Reflectors .....	33.00
Posts .....	10.00
Hangers .....	8.00
Messenger Cable (large and small).....	13.00
Guy Anchors, Clamps, etc. ....	10.00
Copper wire.....	10.00
Switch and Fuse Block.....	2.00
Cross-arms, Pins and Insulators.....	4.00

## A HELPFUL MANUAL

This does not include the cost of labor for setting posts and wiring which will, of course, vary with local conditions.

### SUMMARY OF EQUIPMENT USED

- 12—500 watt regular or 400 watt higher efficiency Edison Mazda lamps
- 12—Holophane D'Olier porcelain enamel, angle steel reflectors Rel 500
- 12—Hangers for supporting reflectors
- 6—24 ft. posts
- 260 ft.  $3/8''$  galvanized steel wire stranded for messenger cable
- 190 ft. of  $3/32''$  galvanized steel wire stranded for lower wire
- 4 Guy Anchors with turn buckles and clamps
- 600 ft. of No. 8 weatherproof copper wire
- 75 ft. of No. 14 weatherproof copper wire (to connect lamps with main circuits)
- 1 Double pole 75 ampere switch
- 1 Fuse block
- 1 Weatherproof service box
- 8 Cross-arms with lag screws and braces
- 16 Pins and insulators

## A HELPFUL MANUAL

An increasingly large number of people are finding the pamphlet written by L. H. Weir and Estelle F. Durham, field secretary and assistant field secretary of the Playground and Recreation Association of America, under the title *A Practical Recreation Manual for Schools*, true to its name and intent. In compiling the manual, the aim was "to get together whatever material would be of most immediate and practical help to the teachers of Oregon", for the pamphlet was issued as a State educational publication by J. A. Churchill, Superintendent of Public Instruction for Oregon.

Mr. Weir is not one of these experts who knows the game only from the sidelines; he can not only play games but lead them, and teach others to lead them, and have a very good time doing it in which all about must participate, as many enthusiastic players and spectators in his various summer courses given at western universities can testify. So it is not surprising that the manual compiled by him and his assistant, who can carry things through too, should be very simple and practical and full of the joy of the thing.

Definite and generally accepted principles regarding equipment and special apparatus are briefly given. The games and folk-dances given are those best suited for general use. The music of the folk dances is not given but music, words and full directions

## MOTION PICTURES IN THE SCHOOL

are included for the singing games. A group of games for school room use, suggestions for the celebration of festivals and special days, the conduct of athletic meets, a few words regarding social centers—and then, to give full measure, pressed down and running over—and incidentally leaving a delightful atmosphere of belief in it all, are several pages of quotations from many sources extolling the virtues of play.

Mr. Churchill writes, regarding this Manual:

“As a result of this bulletin and our standardization plan we have now assurance that there will be at least 10,000 pieces of play apparatus on the school grounds of Oregon by the close of this year. In a large number of districts the boys in the manual training departments construct this apparatus.”

## MOTION PICTURES IN THE SCHOOL

A small village in the State of New York has operated moving pictures in the schoolhouse for about a year, with ever-growing enthusiasm for the project on the part of both pupils and patrons. Two men—neither of them at the time on the school board—became interested, on the one hand in providing opportunities for education through travel for those who would probably never travel extensively, and, on the other hand, in conserving the nervous systems of the children which were being harrowed by uncensored “movies” down town.

It was recognized that at first, at least, the money could not come from the school tax, already high, so one man volunteered to raise the money, the other to select the best machine for the purpose. Almost everybody in town gave, in small amounts. The initial cost was about six hundred dollars: machine \$250; fire-proof booth (best and most expensive in the market) \$150; about \$200 for an opaque screen through which rays of light could not filter and be lost; for installing the plant, for changes in electric wiring, for heavy black shades for the windows of the auditorium and other incidental expenses.

One of the teachers went to a near-by city and learned how to run a machine and how to repair it. He runs it with the assistance of high school boys.

The plan was to show the pictures to the children Friday afternoon and give a public exhibition Friday night at ten cents admission.

## VALUE OF MOVING PICTURE LEGISLATION

But for some months the Friday-night audience did not appear. The down-town movies were crowded but there seemed to be much looking askance at "educational" films. During the first three months there was a deficit of one hundred dollars after which a volunteer committee of parents sold enough season tickets to carry the enterprise until spring. In the meantime, taught by experience, the principal began to include one or two clean, but rollicking farces, which did no harm to the children and vastly entertained the evening audiences. The high school chorus furnishes music for the evening performance and other high school members serve as ushers.

The expenses for the two performances are about twenty-five dollars per week: eighteen dollars or more for film rental, three dollars and a half for the operator, and express charges both ways of films.

The experiment has been so successful that the Board of Education will ask for one hundred dollars to meet any deficit for the coming year.

Children from the parochial school are frequently brought to the afternoon exhibition without charge.

Although the booth is completely fire-proof the audience of children is frequently given a fire drill as an extra precaution.

## THE VALUE AND LIMITATIONS OF MOVING PICTURE LEGISLATION

ROWLAND HAYNES

Field Secretary, Playground and Recreation Association of America,  
New York City.

Such legislation will not solve the moving picture problem on the educational side. It will simply help in the solution of one-third of the problem. The moving picture problem consists of three parts: 1st, keeping out from exhibition all immoral pictures and pictures which incite to crime; 2d, keeping from children of an impressionable age pictures harmful to them by forming wrong ideals but not particularly harmful to adults; and 3d, preventing the excessive use of the moving picture as a type of amusement for growing children.

Legislation providing for local boards of censorship will help solve the first part of the problem by insuring National Board cut-outs: by making cut-outs in feature films not handled by Na-



## VALUE OF MOVING PICTURE LEGISLATION

tional Board, and by carrying out local ideas on the moral values of the pictures. Certain standards cannot be carried out in a country-wide censorship which individual communities may desire.

The conditions of the moving picture business must be remembered. The attendance of moving picture shows is a big thing for the children, but the attendance of children is a small item in moving picture business. Investigation in several cities has shown that week in and week out, the attendance of children under fourteen years of age is only about twenty per cent out of a total attendance of all classes of moving picture houses. It is of course higher in a so-called neighborhood picture house than in a downtown picture house. Now, we cannot expect moving picture men to run their business for the benefit of one-fifth of their patrons, although the attendance of that one-fifth, since they are children, may be the most important part to society, owing to the influence on character. The problem is to prevent children from seeing pictures which are mushy or which present wrong ideals of action. There are three solutions of this problem. First, children's days may be arranged in moving picture shows—possibly, on Friday afternoons and evenings, if children are permitted to attend in the evening. The programs may be picked out by someone selected by the school board. Moving picture men are generally ready to co-operate in this, just as an advertising plan. The tendency of such special days is to bunch the attendance of the children on the days when these programs come. It will not, of course, keep children away at other times. Its advantage is that it can be carried out without a considerable cost of special installation of moving picture apparatus in school buildings.

A second method is to prepare and have published in the papers a white list of films appearing each day. By failing to mention bad films, no advertisement is given to them. The shortcoming of this method is that good films may be mixed in with bad ones and, by recommending that film No. 2 at a given show is excellent, it may mean that the children will see, not only film No. 2, but also films No. 3 and No. 4 which are bad.

A third solution is by the introduction of moving picture apparatus into schools and churches with special programs of pictures selected with care for their interest and wholesomeness. This gives complete control of the program. It would tend to draw children away from moving picture houses, although it would not prevent their attending regular houses and thousands would go

## ESSENTIALS IN USEFUL RECORD-KEEPING

every week as before. It would meet more opposition from the proprietors of the small moving picture houses, who could not afford to lose any considerable portion of even one-fifth of their patronage. The managers of the big houses frequently co-operate in enforcing laws keeping children out after certain hours and might co-operate in such competitive film exhibitions, for the simple reason that the attendance of children is not a large item. Often the fact of co-operation in this matter is a good advertisement for them.

A third educational difficulty and a very important one in the use of moving pictures with children is that it leads to an excessive use of the passive forms of recreation. Character is not built chiefly by sitting and watching things: Character is a bundle of habits and is formed by doing things. Just as instruction is not the whole of education, so the passive forms of recreation should not be a predominant part in child life. The solution of this is the building up of an adequate recreation system, which will furnish other more active forms of recreation which will more generally influence character.

It must be remembered that moving picture shows of the right type are an asset to any community. When compared with the cheap type of variety shows which were given in most cities, twenty to twenty-five years ago, they are an immense improvement, because they furnish a type of amusement which on the whole is much cleaner than these old forms of amusement, and at a reasonable figure. Furthermore, on account of low cost, they are bringing back something of family amusement, since parents and children can all afford to go to the show together, as they could not to more expensive forms. The problem is not to fight the moving picture as evil, but to control the elements of harmfulness in it and to use as an asset the elements of benefit which it contains.

## ESSENTIALS OF USEFUL RECORD-KEEPING

CLARENCE ARTHUR PERRY

Associate Director, Department of Recreation, Russell Sage Foundation,  
New York City

The main justification for keeping records of an undertaking is the help they can give in increasing its efficiency. In order to be helpful records should show:

(1) *Amount of Work.* One cannot state how much work is

## ESSENTIALS OF USEFUL RECORD-KEEPING

done unless there is a unit of work, so that he can say so many units of work were performed. In school extension work my belief is that the group is the most practical unit we can use. The effort of the neighborhood center worker is always to bring together some kind of group—an audience, a club, a class or a party. The worker seldom if ever attempts to get 100, 50, 12 or 1,000 persons together. His effort is always to bring about a meeting, a gathering of club members, a group occasion. Another reason why attendance is not so good a unit for the measurement of school extension work as the group is that amount of attendance is not so closely proportional to amount of effort as the number of groups is proportional to effort. It is about as much work to organize a meeting of one hundred as it is one of two hundred. It is sometimes more work to bring about the formation of a club of twenty than it is to get up a meeting of 150. Certain other groups, such as clubs, basket-ball teams and some other groups, are limited by their very structure and organization. So that all in all, the most useful unit we can use in measuring the amount of work is the group, or the group occasion, which means one group meeting once.

(2) *Kinds of work.* In addition to knowing how much work, we need to know how much of different kinds of work, because there are different lines of activity in school extension. Different effects are made upon the community by the different kinds of product, and before you can account for community effects you must be able to make an accurate statement of the various kinds of products. In order to compare the work at one center with the work at another center it is necessary to be able to state how many group occasions in the various lines of activity took place. Comparisons to be useful must use the same terms in speaking about the same lines of activity, the same kinds of work. No useful cost accounting can be rendered unless the expenditures can be distributed according to the classes of efforts purchased. For this purpose I have suggested ten distinct classes of activities.

(3) *The workers required according to kinds of work.* How many persons are required to perform a certain kind of work is a question which we must always be able to answer if we are going to make progress in the development of efficiency in our undertaking. If we know that in one center three leaders run twenty clubs, and in another it takes twenty persons to run twenty clubs, we then have the basis for a helpful inquiry into the cause of this disparity. We must have that kind of knowledge about the neigh-

## EXTRACTS FROM A PLAYGROUND ADDRESS

borhood center administration before we can intelligently determine what qualifications are required for the best work, what form of organization of the work is most desirable. Until we know how many and what kinds of workers have been most successful in a given line of activity we shall be unable to pick workers for the various branches of school extension in the most efficient way.

(4) *The reach of the work.* How many people does this line of activity reach? What sex and periods of life do they represent? That sort of question we must be able to answer for all the lines of activity before we can render an adequate statement as to what proportion of our community we are reaching. Attendance records are unusually difficult to keep in social centers, and we may not always be able to secure them by age and sex, but I believe that our administration will not show scientific management until we know what our attendance is for the different lines of work and for each worker.

*General.* No matter how frequently or when reports to the central office are made, records of school extension events must be made at the time they occur. The purpose of the uniform school extension record is to furnish a convenient tally sheet for neighborhood center events. They may be retained in the principal's office and summaries sent in to the central office at the end of the month, or they may be sent in to the central office as fast as filled out. That is a detail of administration which does not affect the essential principles involved.

## EXTRACTS FROM A PLAYGROUND ADDRESS GIVEN BY CANON WILSON IN WORCESTER, ENGLAND

**Playgrounds  
and the War** I am to speak tonight about play and playgrounds for children. Does such a subject seem to anyone incongruous with the terrible realities of war, which occupy all hearts and minds today? I hope not. The chief duty today of us old folk and of women, who cannot aid in the fighting line, is to maintain and improve the quality of our English race; and if play and playgrounds for children help—and they certainly do help—in this aim, then it is the right work for us now. A war, like the present war, makes it more urgently necessary that all our children should grow up healthy, vital, vigorous. For remember that war is not, as Bernhardt says, a struggle

## EXTRACTS FROM A PLAYGROUND ADDRESS

in which the fittest survive, but exactly the reverse. The fittest, the best, and noblest, the young men of cleanest and healthiest lives, those who would be the very best fathers of the next generation, and have the finest children, it is they who fight, and they, alas, who are being killed by the thousand. No one can gauge the irreparable loss to the country, for generations to come, of these men and of their children unborn. But this makes it a national duty to bring up in the finest condition possible, physical and mental, the children of our soldiers.

I think that the United States of America will be found to have made in this playground movement the greatest contribution to the theory and practice of education that has ever been made; our own elementary education, without it, though through no fault of the teachers, is, in some vital respects, a costly failure.

### The Cost

Very fine! and what will it cost? Well, if a man spends £500 on a new motor-car, he does not hesitate to spend £10 or £20 on petrol to make it go. England spends some 24 millions sterling a year on elementary education, and we all agree that admirable as the schools are as schools, something is wanted in the results. Better bricks and mortar won't do much. If an odd million would make the 24 millions "go," it would be well spent. The United States of America are convinced that playgrounds check the formation during playtime of habits that waste the training given in school hours. That is their motive in spending money on play.

Some one said to John Stuart Mill, that a certain reformatory was a very costly affair. "It would be worth all it costs," he replied, "if it saves one boy." "Do you really think so, Mr. Mill?—if it saved one boy?" "Yes," said Mill, "if that boy be my boy."

What a dreamer the old canon is! Yes, I hope so. I recollect reading somewhere that it was a good sign when young men see visions, and old men dream dreams. I think Watts was a dreamer when he watched the kettle-lid rattling; and Galileo when he watched the pendulum swing. Edison has dreamed to some purpose. There are undeveloped powers in children. I am in good company, and I hope you will join it. If a man does not dream, he is scarcely using his soul.

But when we see the playgrounds they will not be dreams.

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England is fortunate in having such a leader as Canon Wilson in her playground movement.

## NEWS NOTES FROM ABROAD

**NOT AN UNHAPPY FACE.**—Even in war times Worcester, England, is still maintaining her playgrounds for the children. "I can honestly say that during the whole time I was in Worcester I never saw an unhappy face on the playground," said a member of Mrs. Humphrey Ward's London staff of skilled play leaders. Some of the games played were basketball, war, quoits, bullboard, battle-dore and shuttlecock. Swings and see-saws are well used. Castles are built with wooden bricks. The children toboggan with skyacles.

Through the generosity of Canon Wilson and others, Worcester has just been presented with the Fort Royal Recreation Ground.

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**FROM NEW ZEALAND.**—Mrs. J. C. Macky, in a recent visit to New York, reported that there was great need for organizing play in the rural districts of New Zealand, where the condition of the children in the milking industry is such that their need is greater than the need of the children working in the factories in our own country. The Civic League of New Zealand is attempting to start playground work in Auckland, New Zealand.

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**NORWAY.**—The municipalities of Norway under a law recently passed have power in 1916 to establish municipal motion picture theatres if they so desire.

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**IN PORTUGAL.**—Mr. C. M. Goethe recently ordered pamphlets Nos. 47, 76 and 81 of the Playground and Recreation Association of America sent to Mr. Manuel Roldan of Lisbon, Portugal, who—Mr. Goethe reports—is arranging to have this literature translated into Portuguese and distributed through the Department of Education.

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**SIAM.**—Dr. and Mrs. Buckley of Siam, with others connected with missionary work there, are planning for wholesome recreation as a substitute for bull baiting and the demoralizing cock fighting so prevalent in that country.

## PHYSICAL TRAINING IN PORTO RICO

INDIA.—Mr. and Mrs. C. M. Goethe, of Sacramento, California, are conducting a demonstration playground at Vallighata, India.

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CHINA.—Literature of the Playground and Recreation Association of America is now being translated by the Chinese government into the Chinese language, and distributed through the National University at Peking.

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MANILA.—“The Playground work here in Manila is growing so fast that it is almost impossible to furnish leaders. The schools and other organizations are compelling their members to take some athletic work. The government has organized athletic clubs in its bureaus, one organization docking each man that stays out of the class work in calisthenics twenty-five cents for each event. The soldiers are compelled to take a certain time each day for athletic work. We are all getting young together, learning to play. The Filipino Y. M. C. A. has a class for the playground leaders, six have been placed in the work and as many more will be, as soon as they are able to take charge of the work.” *Extract from letter from G. D. Long, Physical Dir., Y. M. C. A., Manila, P. I.*

## PLAYGROUNDS AND PHYSICAL TRAINING IN PORTO RICO

B. E. WIGGINS

Supervisor of Athletics and Playgrounds, San Juan, Porto Rico

Although climate, tradition and temperament have combined to retard physical training and playground activity in Porto Rico in the past, the systematic efforts inaugurated in 1913 have produced surprisingly rich results thus far. In fact, in many instances, the interest and ability exhibited may bear favorable comparison with physical education in other lands where material conditions are far better.

While strong efforts had been made prior to 1913 in the form of lectures by Dr. Henry S. Curtis, the installation of playground equipment and circular letters from the Department of Education, the activities were more or less sporadic, especially in so far as general participation by the masses was concerned. In particular in-

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stances, good results were obtained through the personal initiative of supervising principals and teachers. But these may be said to have been the "high-relief spots on the map." To cite these exceptions, the athletic field in Ponce was (and is) foremost. This is excellently equipped for baseball, track and field sports and tennis. The field is fenced and has a good  $\frac{1}{4}$  mile cinder track and two grandstands. (A gymnasium 100' x 60' has been added recently.) There is also a good field at Mayaguez. It is fenced and has a grandstand but as yet there is no provision made for anything except baseball. When completed it will have a 400-yd. track and tennis courts. Fajardo has a small but fairly well-equipped field. It is fenced and has three small stands but no track. The Normal School at Rio Piedras has a field equipped with a clay track and two grandstands. All of the above have good baseball diamonds. There are several smaller fields which are being improved and enlarged.

### **The Aim to Reach All**

The aim during the past two years has been to provide systematic, enjoyable and beneficial exercise for *all*. To this end, a graded course in calisthenics and one for group games, baseball, basketball, track and field athletics and swimming were prepared ("Course in Physical Training" and "Athletic Bulletin"). The former is obligatory in all the grades of the system, and the latter is emphasized as a means to develop the play instinct in both the simple and the more complex forms of physical activity. Strong and fairly successful efforts have also been made to develop closer relations between the smaller centers situated within a reasonable (according to transportation facilities) distance from each other. Also, to increase the number and variety of games for both boys and girls.

In the beginning (1913), strong emphasis was laid upon the value and necessity of inter-grade or inter-room competition in some regular form. This phase of the work is very encouraging. Track and field sports and basketball are rapidly coming into their own. Baseball, while growing in popularity, no longer holds the undivided interest of our pupils.

### **Sixty-seven Towns Have Playgrounds**

Playgrounds are maintained in 67 towns, a total of 78 acres being devoted to the purpose. Standard steel apparatus has almost entirely supplanted the old type. In the poorer mountain towns the equipment consists of a basketball court and medicine balls. In 95% of



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the coast towns, the equipment comprises the above with the addition of swings (4 to 6 on a frame), giant stride and, in many cases a set of see-saws also. About 75% of all towns have a baseball diamond.

There are 40 fully equipped basketball courts on the island, on most of which a regular schedule of games has been played by both boys and girls. These games are characterized by good feeling, increased proficiency and enthusiasm.

### **Road Relays a New Sport**

A new sport in the island's athletic calendar was inaugurated last year in the form of road relay racing, which proved to be quite popular.

In that a race of this character calls for speed, stamina, and coolness from each runner, and is seen by the public in different towns en route, it proves a welcome addition to the list of games available for the boys of Porto Rico. In the majority of these races the average distance was 8 kilometers and each relay was one-half kilometer. A message enclosed in a cylinder is carried from one town to the other and cups are awarded to the winning teams.

Competitive athletics and games have shown marked improvement, both as to accomplishment and to spirit displayed. The year has been productive in greater dissemination of athletic knowledge as well as in the increased participation by pupils in the small towns. In view of the fact that the spirit of play when directed into healthful channels is conducive to contentment and higher efficiency, this evidence of more general interest in the small towns is gratifying. If the facilities for competition continue to become broader in scope, there is every reason to hope for the formation of leagues which will embrace all the towns of the island and include a greater variety of sports. While the need of trained instructors is very great, the co-operation of principals and teachers has done much to foster and develop physical training during the past year. A noticeable advance has been made in the elimination of dissension and wrangling over an official's decision. The true aim and end of play as a part of physical training, both formal and spontaneous, should be to play the game according to the rules, and to be fair and sportsmanlike to all concerned, whether winning or losing. This spirit of "sport for sport's sake," or the ability to accept defeat gracefully, has awakened widespread interest and is one of the best tendencies of the playground movement. This phase, together with the co-

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ordination of the mental and physical powers, develops all-round betterment and efficiency or true symmetry.

**Annual Track and Field Meet** The annual track and field meet of the Inter-scholastic Athletic Association was participated in by teams from 17 towns last year. This year's entry list promises to be more representative and larger. The meet is divided into two classes (A and B) with the departments of the University and the high schools in Class A and the grammar schools in Class B. There are ten events for each class and the records are very creditable.

When climatic conditions and the lack of trained teachers are considered, this phase of educative effort in Porto Rico is contributing its share to the upbuilding of health, character and happiness for the school and the community. "The larger and more efficient life is worthy our best and most untiring efforts."

### ANNUAL REPORT FOR 1914-1915 PLAYGROUNDS AND PHYSICAL TRAINING IN PORTO RICO

The table inserted below shows the increase from year to year in the number of towns providing playground facilities for children; the amount of land utilized for the purpose; the amount of money expended for purchase of sites, equipment, and the number of public school children making use of the facilities furnished.

School Year	Towns with play grounds	Land set aside for play-grounds	Money spent for playgrounds	Children using urban playgrounds
		(Acres)	(Total spent)	(Daily)
1908-09	27	24	\$ 3,000.	5,000
1909-10	45	50	8,250.	15,000
1910-11	52	58	19,746.	18,420
1911-12	58	59	30,737.	23,902
1912-13	61	61 1/2	43,209.	26,564
1913-14	65	72 3/4	54,538.	29,008
1914-15	68	75 7/8	59,957.	31,015

The following table shows the number of organized teams in the different branches of athletics:

Prior to 1913		1913-14		1914-15	
Baseball	44	Baseball	55	Baseball	73
Track	18	Track	28	Track	39
Basketball	2	Basketball	27	Basketball	58
Total	64	Total	110	Total	170

## CHILDREN AT PLAY IN MANY LANDS\*

KATHERINE STANLEY HALL

Children are very much the same at heart the world over. Color, dress, and language make little difference to a child; the little African in the Jungle, the Chinese trudging along in the shadow of the Great Wall, the little lad beneath the palm-trees of India, and the American child have much in common. They are all born with the desire to play. You do not have to speak Chinese in order to have a good time with Chinese children—just toss a ball, or blind-fold the eyes, or play house, and all barriers are broken down and you have found common ground. As a child once expressed it, "You can talk with smiles and that kind of thing."

**Games That Are  
Known Almost  
Everywhere**

The instinct of play seems to be about the same in all lands. There is the natural desire to "play" the occupations of the fathers and mothers, to "play house," to "play farmer," to "play doctor." The little Korean girl loves her doll made of a piece of bamboo with long grass which has been salted to make it soft fastened to the top of the stick and arranged like hair, as much as the American child does her rag baby. The Brahman girl out in India strings beads and twists brass into ornaments for her doll; she makes for it a little house and "keeps house." The doll has everything that is found in her little mistress's home—the stones for grinding grain, the brass pots, the earthenware bowls, the *charpoy* or bed; while the little poor girls in India hug their rude wooden dolls or painted earthen ones and sing to them as they sit by the roadside.

Japan is the very paradise of dolls; surely nowhere else in the world is a whole day in every year given up to their honor as it is in Japan. The Dolls' Festival is one of the gala-days. Almost every family has its store of dolls, wonderful, ancient dolls, the Emperor and Empress, the courtiers, and soldiers. But the children doubtless love best of all the torn, dirty little dolls they fondle and strap on their backs while they themselves are strapped on their mother's back. China, too, is rich in its variety of dolls—big dolls and little dolls, clay dolls and rag dolls, all manner of dolls, all very dear to the heart of the little Chinese, in fact, to the heart of any little girl of any land who is the happy owner; for surely a doll is a doll and a top is a top and a ball is a ball the round world over, and the color

\* Chapter I of the book of the same title. Reprinted by permission of Missionary Education Movement, Inc., New York City

## CHILDREN AT PLAY IN MANY LANDS

and the shape and the name they are called by make not a particle of difference. And why is it not just as much fun to play house in Africa and way up in Labrador and out in Turkey and in all these other lands as it is here in America? It surely is just as much fun, for it is the same thing after all.

While the little girls of the world delight in caring for their dolls and cooking miniature meals and having weddings, the boys play at being soldiers and pretend they are grown-up men doing what they see the grown-up men around them do. Out in Africa the boys make tiny bows and arrows out of grass stalks, and our own American Indian boys early learn to string their bows and have play wars. The toy drums of China with their gay pictures fairly force one into marching array, and the Chinese play animals are wonderful beyond description—animals enough to satisfy the keenest longings of the boy farmer or huntsman. Some of them are very elaborate and make queer noises; others are made of candy, and when one is tired of "playing farmer" they are good to eat. The African boys are most clever in making hens and lions and snakes and other animals out of mud. Out in India, where toys are scarce, the boys themselves represent the different animals. In a very skillful way a boy turns himself into a peacock, his arm and hand answering for the neck and head of the bird, his own head being hidden somewhere under his wraps.

"Playing horse" is always fun. In Turkey the children drive each other by holding on to their long dresses and the Chinese boys have in the past found no better reins than their own cues.

True to the spirit of their nation the Japanese boys are very progressive. They used to play war with spears and wooden swords and helmets of the old style, but now since the great wars with China and Russia they play with modern weapons and are dressed like modern soldiers.

It is just as exciting to play war in the African jungles and to sail boats on the African lakes and rivers as it is over here, and toy animals bark and squawk and squeal in Chinese and Turkish as well as they do in English.

Besides playing at grown-up things there are certain games that almost every child delights to play. Certainly "Syomu Pak Kakomu Tjil Ha Ki" does not sound very familiar, and perhaps it is hardly less strange when we call it "Kalurembo," but it is only our pet game

**He May Be "It" in  
Persia or Japan**

## CHILDREN AT PLAY IN MANY LANDS

of hide-and-seek. It is just as much fun in Korea and Japan though it is called by such hard names. In Africa the one who is "it" is often called a lion and the others are deer. Our American Indian children delight in the game too. Even out under the burning sun of India hide-and-seek is a favorite pastime; when the days are too hot the children wait until the evening has come and play in the moonlight, far on into the night. In Persia they have quite a good variation of the same game. There are two who are "it" and they shut their eyes while the others hide. It is most exciting work trying to find the hidden ones, for as soon as they are discovered they in turn give chase and try to catch the ones who are "it" before they can get back to the goal which is the starting-point. If the seekers are caught they must again be "it," but if they get home in safety two of the other side become the seekers.

Blind man's buff, tag, leap-frog, jumping rope, hopping, swinging, with their many names and minor variations, like hide-and-seek, are found in many if not all lands, and millions of children are delighting in them today. The African form of blind-man's buff is especially interesting. It is played by only two, and both are blindfolded. The one who is being pursued has two flat sticks which he strikes together to give the pursuer some sign of where he is. After striking the sticks, he runs away, and if he is not captured he waits a moment, hits the sticks together again, and runs on. The pursuer has a cloth with which he attempts to touch the other. It is most amusing, for both are so in the dark. "Dima" or Persian leap-frog is most complicated and exciting. One boy stands bent over, and the others stand in line ready to leap over him. The first time each one shouts, as he leaps, "Dima!" "Do not hit!" it only being permitted to touch him with the hands. The second round the cry is, "Ochma," and they must not touch him at all. The third time they sing out, "The third a little," meaning they can touch him slightly. The fourth round every one is free to do as they please, "Give way" being the signal note. At the next round, "On the fifth, pinch," is the call, and each one tries to inflict the victim with a pinch. The sixth round is again an easy leap; and on the seventh the climax comes as they shout, "On the seventh, we ride the palanquin," when, if any fails to secure his seat as he leaps, he in turn has to be the one jumped over.

The Syrian way of choosing who shall be "it" for tag is quite good. They all hold on to each other, one behind another, and pull. The first one to break loose becomes "it."

## CHILDREN AT PLAY IN MANY LANDS

### **Kites Are Every Place**

The instinct to throw a ball, fly a kite, spin a top, roll marbles, and juggle jackstones seems to be born with a boy, and often with a girl too! What a display there would be if all the different kinds of kites were gathered together; and surely we would think our own very crude and uninteresting, for over in Japan and China and Korea the kites are fashioned like animals and birds and men, highly colored and of all sizes. On the fifth of May every year in Japan comes the Boys' Festival, and then the air is simply filled with kites and great paper fishes are hung out on long bamboo poles like flags. When the winds blow gently over India the kite-flying season comes, and in the mornings and evenings the boys have battles with their kites. They rub ground-glass paste on the strings, and as the kites fly around, each boy tries very skilfully to cut with his string the other kite-strings. It is then most exciting to see who can capture the severed kite as it flutters down to the ground. The kites in India are made on slender bamboo frames and covered with tissue-paper of many colors. They have no long tails as most of our kites have. Wind is the same the world over, and as it blows over Burma and Persia, Turkey and Armenia, and all these other lands, it makes the kites fly and the strings get twisted and snap, and some kites fall right down to the ground, while others seem to be going up to the very clouds just as they do over here in America.

### **And Tops, Too!**

No one ever can grow tired of spinning tops. In Japan it is a regular profession, and it is a great honor to be a top-spinner to his majesty the Emperor; but there are countless kinds of every-day tops in Japan too—tops within tops, tops that sing, tops that are gaily colored, and little plain ones that seem willing to keep on spinning forever. It is hard to excel the Chinese tops in spinning, they are not very elaborate, being made of bamboo and spun with a string; but in the deft hands of the boys they are made to do all manner of tricks. The Burmese, the Korean, the Persian—in fact, what boys do not know how to make their own tops? In India, when the special top-spinning season comes, the tops have battles together and break and disable each other. Our American Indian boys are never happier than when they are spinning tops, or rather whipping them, for nearly all their tops seem to be whipped into motion. Usually they play with tops in the winter, spinning them on the ice. Their tops are most cleverly made out of acorns and nuts, wood and stone, horn and bone, and

## CHILDREN AT PLAY IN MANY LANDS

even ice. Sometimes the tops are fantastically painted. Some tribes call the top "Nimitchi," which means "The dancer." The whip is made of an unbarked stick with long buckskin lashes. The top is taken between the thumb and forefinger, or sometimes the middle finger, and twirled so hard that it is sent spinning on the ground. It is kept in motion by quickly striking it with the whip. Sometimes the top is started by using the lash as we do a top-string and withdrawing it rapidly. The Eskimo children have a very good game with their tops, which they usually spin by twirling the long stem between their hands. As soon as the top is set in motion, the owner dashes out and runs around the house, trying to get in again before the top stops spinning.

### Marbles of Asia

Any small thing that rolls is a marble! When the rains begin in India and the dust of the hot season is settled, marbles become the absorbing interest. The marbles are shot from the left-hand-middle finger, the side of the thumb of the left hand being placed firmly on the ground and the marble held against the middle finger which rests on the thumb by the right-hand fingers, and thrown with force after careful aiming. Out in Persia and Turkey and Syria the knuckle-bones of sheep make excellent marbles, though balls of baked mud are common there too. Kicking the marbles is a very popular game in China. The game is played with two marbles. Both are placed on the ground and the first one kicked so as to hit the other marble and make it go in the direction named, north, south, east, or west.

Jackstones are always most interesting. In Korea the girls play the game using cash as jackstones, while the boys play it with stones. Smooth rounded pebbles are very generally used in Persia, Syria, and Turkey. In India the game seems to be considered a girl's game. They play it often with hard, round beans that are found in the garden hedges, using nine instead of five jackstones as we generally do here.

It would be a dull world, though, if children of different lands did not have any individual ideas about play. Two or three children playing together are pretty sure to make up a game all their own, and so the big racial groups of children have invented certain games peculiar to themselves. Many of them are very interesting, and just as the boys out in India and Japan are enthusiastic about cricket and football, so the boys and girls over here will delight to play "Kage-boshi-omgo," "Pankhawala," "Htaik-kyla-ha-ki," "Banosha Bendeshesha," and "Tokoinawas."

## BOOK REVIEWS

### THE PRACTICAL CONDUCT OF PLAY

BY HENRY S. CURTIS. Published by the Macmillan Company, New York, 1915. Price, \$2.00

The word *practical* used in the title is certainly justifiable in the case of this book, for surely no book ever centered its attention more upon "how to do it." The volume is intended "as a textbook for those who are preparing themselves for playground positions and as a practical manual for all who have to do with the organization of play."

No time is devoted to the theory or meaning of play—that phase was treated by the author in a previous work *Education through Play*—but after a brief sketch of the development of the movement, showing where we are today, the author plunges into the way of starting in your own city, backing up his own experiences and opinions throughout with the experiences of the many cities he has visited in his lecture tours, and with the practice abroad, particularly in Germany and England. The same method is followed in the treatment of equipment and activities.

Perhaps the best chapter in the book—at least to those who long for a higher standard among play leaders and a wider recognition of the immense importance of the position, both among those who employ and those who are employed, is the chapter on *The Organizer of Play*. After meeting the common notions of the duties of the play leader held by those who know nothing of the matter either through experience, hearsay, or reading, Dr. Curtis outlines the work of the play organizer and the demands made upon him in health, service, training, education and personality in a fashion truly calculated to inspire thought—if not awe—in the mind of the prospective worker. The chapter is an amplification of an earlier statement: "It is absolutely essential that he should be a capable organizer and administrator. He should be a sociologist, a psychologist, a pedagogue, a physical trainer, a kindergarten teacher, a specialist in manual arts, a musician, a mechanic, and several other things."

### A GUIDE TO TRACK AND FIELD WORK CONTESTS AND KINDRED ACTIVITIES

Prepared by William A. Stecher, B. S. G., Director of Physical Education in the Public Schools of Philadelphia. Published by John Joseph McVey, Philadelphia, Pa. Price, fifty cents

This book was prepared with the need of the average regular class teacher in mind, to help to make the athletics a training for increased efficiency. Not only suggestions for training the contestants, with due attention to form, are given, but also explicit directions for the actual conduct of a contest, the officials and their duties, suggestive programs. The pamphlet is well illustrated.



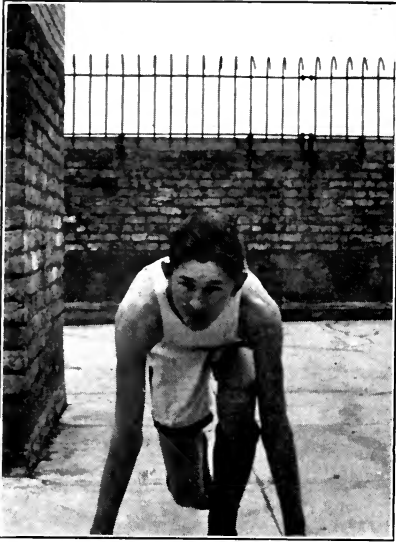


A TENNIS COURT LIGHTED AT NIGHT

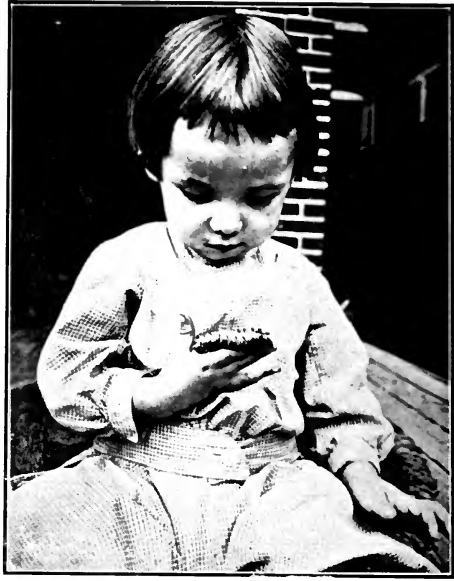


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## A PUSHMOBILE CONTEST

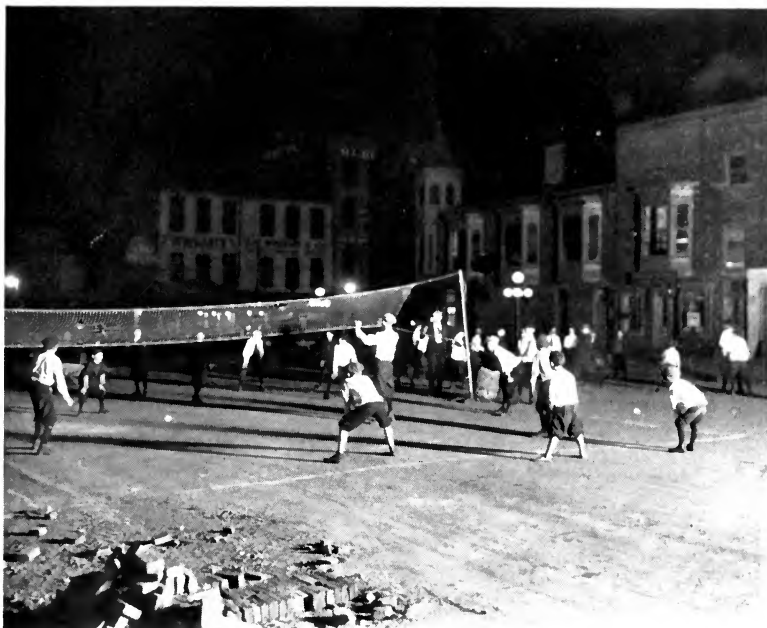


"As the setting sun was casting its last rays over the treetops which lined the Washington street speedway yesterday afternoon a fast-speeding Cole 30 swept across the tape an easy winner in the second pushmobile contest of the season which was held among the pupils of the city grade schools.

"Driver Utterback, with dirt-begrimed face, and with hands covered with cylinder oil, sat clutching the steering wheel for a full minute after the race was concluded, while Miles, the lad who furnished the power, stood panting and beaming like a harvest moon with a smile that was hard to come off."

Thus the Crawfordsville Review heralds the winning of a race which aroused great excitement, twelve hundred people lining the course. Winners in the first contest were eliminated in the second. Each entry was required to carry an extra wheel which was changed when the starting signal was given and also at the turn for the return run.

Several of the large automobile factories sent pennants to the playground director, to be placed on any cars which ran under their names.



Baltimore, Md.

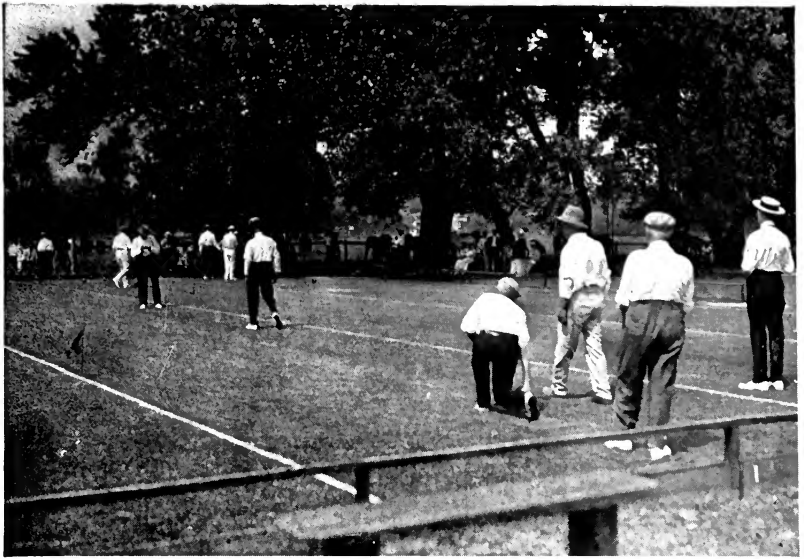
### VOLLEY BALL

A Better Attraction for Boys upon the Street at Night (See page 346)



Baltimore, Md.

NIGHT ATTRACTIONS FOR BOYS UPON THE STREET (See page 346)



Hartford, Conn.

BOWLING ON THE GREEN



Hartford, Conn.

BOYS' GOLF TOURNAMENT, GOODWIN PARK, HARTFORD, CONN.

## THE WISDOM OF LEISURE\*

John H. Finley, LL. D.

President of the University of the State of New York and State Commissioner of Education, Albany, New York

Fortunate are they whose lot it is, inherited or found, to get the means of livelihood by doing that which they would elect to do if there were no compulsion to do. Happy are they who find the means of intellectual, moral and even physical development in the very tasks by which they earn that which keeps the soul and body together.

A well-known artist once said to me, "Why should the artisan, the hod-carrier, the ditch-digger, the garbage-gatherer not have a surer and a better wage than I can be sure of? In painting pictures I am doing what of all things I wish to do."

The artisan, on the other hand, must finish his turning one lever a thousand times, or doing his infinitesimal part of making a shoe or a locomotive ten thousand times, before he can have any joy of his handiwork, any satisfaction of his friends, any chance to see a painting, or read a book, or walk under the open sky, or know the companionship of trees or of men who have lived in other days—before he can, in fine, give attention, as Arnold Bennett who has no sentimental spirituality, put it, "to the evolution of his immortal soul." Pippa must give her "next twelve-month's toil at wearisome silk-winding, coil-on coil," before she can have such another twelve hours of freedom, twelve hours of freedom to inquire into and enjoy the universe, with its miracles at every turn, its infinite distances.

Pasteur, spending his days in his Paris laboratory studying the silk-worm germs, which had made valueless the plantations of golden trees in the south of France—spending his days at his chosen task in the laboratory and watching night after night at the bedside of his dying child, is not to be pitied, even though it is known that he might have been better paid in comparative idleness as the head of a vinegar factory—the same Pasteur who for twenty-six years dragged a half-paralyzed body around while he fought his great battle for saving the lives of others.

Do not waste any sympathy on St. Francis of Assisi, flinging

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\*Extracts from this address given at the Ninth Annual Meeting of the Playground and Recreation Association of America are printed by special permission.

## THE WISDOM OF LEISURE

away his fortune to enter upon a precarious ministry in poverty. Do not commiserate the Provençal peasant, Fabre, the "greatest living naturalist," the "insects' Homer," who was recently found forgotten and pinched by starvation among the bugs of his laboratory in Serignan. Do not smile, pityingly, on Walt Whitman when he and his sister are found at their dinner of turnips and water when an English lord appears at the door.

Do not be very sorry for a miserably paid minister who is improving his own soul in his service; nor the inadequately paid teacher who enjoys teaching, whose every day is an adventure in undiscovered lands, out on the verges of a pupil's knowledge. They are not to be commiserated who through their vocations find the way to the highest development of all their divine aptitudes in human bodies, whatever their economic fortunes may be—whose labor is all leisure and whose leisure is all labor—that is, a labor followed with all the zest of a free desire.

\* \* \* \* \*

When it is reflected that the labor week is for millions forty-five or forty-eight hours or fifty or even sixty hours out of the total of one hundred sixty-eight hours from which to "spin health, pleasure, money, content, respect and the evolution of an immortal soul," and when it is further realized that vocational efficiency and vocational care and machine lightening of labor are likely not only to extend the hours of leisure but also to leave the race with a greater freedom of body to enjoy leisure, the practical importance of conserving to the highest voluntary uses of humanity these hours saved from compulsory labor must be apparent.

And it will be a far more difficult task of civilization to teach men to use leisure rightly than to instruct them how to labor efficiently.

I am thinking that you have preëminently this high opportunity, the more difficult of the two. You know the problem of vocation, of making vocational labor itself as directly serviceable to human happiness as possible and of making all who labor as happy and efficient in that service as erring human nature and whimsical inorganic nature will let us. But you are especially to exemplify and encourage in your leisure the best, noblest use of free time.

Doctor Johnson said that "the reason why a man drinks is that he is not interesting enough to himself to pass his leisure time



## THE WISDOM OF LEISURE

without it." If you make the subject feminine and substitute another wasteful if not intemperate verb, you make like explanation for the spiritual and intellectual improvidence of another large class; and you will understand why so many look with disfavor upon shortening men's hours or relieving women of domestic obligations.

And yet, despite all this abuse of leisure, despite the opinion expressed by one of the highest authorities on nervous diseases, that occupation is essentially more healthful than recreation, vocation than vacation, I contend that the facts call, not for the lengthening of the occupational day, but for the higher, better, fuller use of the leisure day.

We all have or should have a triune day: a "work day" in which we do our share of the world's work, a "sleep day" in which we must physically rest, and a "leisure day," which is as long as either of the others for most people, if they but knew it, a third day in which to cultivate our real selves, to approach our "possible perfection."

And I repeat an observation which I have often made, that the real test of living is what we do with the third of these days, which is so frequently, almost generally, looked upon as the idle margin of the "work day" or the drowsy margin of the "sleep day."

We cannot doubtless, (despite the reported experience of a nameless Harvard professor,) shorten much our "sleep day." We cannot perhaps, shorten materially our "work day," unless indeed we are willing to live more simply. It remains to make the most of our "freedom day," to practice intellectual, moral, spiritual efficiency here even as we attempt higher economic efficiency in the "work day."

Most of us waste enough leisure time to make ourselves great musicians, artists, scholars, poets, able to minister our avocation to human happiness even beyond that which we can do in our vocation.

Some months ago, I happened upon a leisure parable of John Burroughs', which I have carried about with me all the days since, not knowing till recently just why. In it he described the leisure of the woodchuck who "appears to live only to accumulate his winter store of fat," and the leisure of the chipmunk, who "gathers his stores only to spend months of inaction in the pitchy darkness of his subterranean den"; and then applauding the life of the red and gray squirrels, who "though often cold and hungry, have the

## WHAT A NEIGHBORHOOD PLAY CENTER OUGHT TO BE

light of day, the freedom of the snow and the treetops," he concludes, "action, adventure and struggle are after all the better."

From this homely parable of selfish, indulgent woodchuck leisure, and miserly chipmunk leisure and even adventurous red and gray squirrel leisure, Burroughs climbs to the summit of the wisdom of his years and with this contemplative look across the valleys, says to us in his latest words:

"A better world I have never wanted. I could not begin to exhaust the knowledge and the delights of this one. I have found in it deep beneath deep, worlds within a world—an endless series of beautiful and wonderful forms forever flowing out of itself. From the highest heavens of the telescope to the minutest organisms of the microscope, all is beautiful and wonderful, and passeth understanding."

And with this glorious world about us and "God in His heaven," may there rise in your thoughts, day after day, that eager, joyous prayer of the mill-girl:

Not, "Oh, Day," but, "Oh, Life, if I squander one wavelet of thee!"

## WHAT A NEIGHBORHOOD PLAY CENTER OUGHT TO BE

As the college student comes and goes upon his campus, he thinks of himself as a part, and a very necessary part, of the college life. In the same way in the best managed neighborhood play centers the boys and girls and men and women who come and go, do not stand on the outside and think of their institution as something apart from themselves; they feel that the institution belongs to them, that they are members, that they are a part of it. The director of the center is their director, the success or failure of the center is their success or failure. They feel toward the various athletic clubs as the college men feel about their athletic teams. They are not "droppers in," mere onlookers, but they feel that they are the pillars of the structure.

Where this spirit of neighborliness prevails it does so not because of any mechanical, external organization, but because of the way in which the spirits of the men and women have been fused together by common ideals and association together. There is a community of spirit rather than a community of external form.

Whenever any center becomes so large that this spirit is lost, then that center has become too large. But such a spirit is not a

## WHAT A NEIGHBORHOOD PLAY CENTER OUGHT TO BE

matter of size, just as in some of the large universities there is as strong a community of spirit as in some of the smaller colleges, so in some of the larger neighborhood centers there is as fine and genuine a community of spirit as in the smaller neighborhood centers.

No matter what the form of organization in the neighborhood play center, the municipality itself is responsible in large measure for the degree to which this democracy of spirit prevails. If the leader of the municipal system and the men chosen by him for each of the neighborhood centers have strong ideals for community spirit, if they desire an institution where the entire neighborhood shall stand together as one man, it will not be long before that ideal will to some extent be realized.

On the other hand, no matter what the external form of organization, even if the people of the district themselves elect the director, the chairman of their neighborhood committee, and though all the forms of the most radical democracy be fulfilled, if the men appointed directors in the various centers have not in their own souls the spirit of comradeship and the desire for a united neighborhood, it is not likely that any such ideal will be achieved.

A neighborhood playground is not a place where boys come for a few weeks and then wander away, any more than is a boys' club, a Young Men's Christian Association, a settlement, or any other institution. It is, however, for those who have the future of the neighborhood play center at heart to utilize every mechanical device which will make it easier for them to attain their ideal. It is for this reason that the most efficient leaders in the neighborhood play centers have a registry of those sharing in the neighborhood center. The mere act of registering makes a man feel more a part of the institution to which he comes.

To bring thousands of men and women together night after night, in one mass meeting after another, may mean little or nothing—the play movement will never be judged, can never be judged, by the number of people reached in any such mass plan. If it is worth maintaining, it is worth maintaining because of the opportunity it gives for intimate human relationships, and such relationships mean that there must be opportunity for small groups of men and women to come together, to come to know each other well, that there must be opportunity for the men and women to express themselves in some way which is more distinctive than watching motion pictures or being one of five hundred or more people in a big mass dance. The occasional large group meetings have their

## THE PRACTICAL CONDUCT OF PLAYGROUNDS

place, but they do not have their right place unless they are occasional and unless they are supplemented by opportunities for the more intimate association in small groups.

It is much easier for the log to catch fire when it is split up into small bits, but when all its blazing parts are again brought together then the power of the fire is felt. The wise neighborhood play director knows how to aid the neighborhood in finding itself by giving opportunity for those group meetings where the more intimate human relationships are established, and then utilizes the occasional mass gathering to give all these smaller groups an opportunity together to express their own loyalty for their neighborhood.

H. S. Braucher

## THE PRACTICAL CONDUCT OF PLAYGROUNDS

A number of inquiries received at the office of the Association are answered by the following suggestions sent out some time ago to Cleveland play leaders by Dr. E. A. Peterson and his associates in Cleveland, Ohio:

Games. "If we hope to get the children to use those places that are set aside and labeled 'Public playgrounds' we must see to it that activities are offered there that make these places attractive, i. e., there must be 'something doing' every minute of the time." *Lee F. Hanmer*

The first game boys wish to play is baseball, after which they leave, unless something interesting is planned. The following suggestions are given with the idea of helping to *keep things on the move* once they get started. It is a good plan to arrange the events and time for them several days in advance. "Post them on the bulletin board."

The same organized or competing teams in baseball may be kept for other games or contests, using the more active events on cool days and those of a quiet nature during the warm spell.

Quoit tournaments may be arranged by forming five teams of two boys each when ten were in the ball game, or four teams of two boys leaving one from each side to pitch against each other. The points of all five games to be added and team with greatest number wins. Twenty-one points constitute a game. Other games to be played are: Volley ball, caddy, day and night, dodge

## THE PRACTICAL CONDUCT OF PLAYGROUNDS

ball, hang baseball, captain ball, long baseball, goal throwing, baseball, throw for distance, basket ball, battle ball, scrimmage, duck on rock, circle wrestling, tender green, three deep, marbles (ring), prisoners' base, hustle ball, foot and a half, mounted combat, foot hockey, fly ball catching. Athletic events can also be conducted by following the group or team idea.

Broad Jump	{	Standing backward Running Stand Two successive Three successive	High Jump	{	Standing high Running high Jump from both feet Hop for height
Hop, step and jump			Spring Board	{	Run for height Stand for height Run for distance Standing for distance

High kicking (use pieces of cardboard or tin pan tacked to cross bar of jumping standards. Have soft spot to land in.) Standing stretch (high kick). Running high kick, running hitch and kick (card board or pan must be kicked by foot leaped from, land on same and take three hops before touching with other foot.)

Shot put, 8 lbs.: From shoulder (using left and right arms). Pitch same as indoor baseball. Throw backward over head, stride stand and throw back between legs.

Hop (two or three). Standing (may add a jump). Running (may add a jump).

Racing-Relay-Shuttle (20 yards apart). Crab (20 yards apart). Pursuit (50 yards for each runner). Single (not over 50 yards). Obstacle relay (run around or jump over). Mounted team relay (larger boy carries smaller boy). Basket ball relay (each boy makes a goal). Broad jump relay. Dashes 5 yards, 50 yards. Three legged race: Two boys stand side by side and tie nearest legs together. Sack race: Get two burlap bags deep enough to reach to hips. The athletic field events decided by distance or height may be summed up and team having greatest distance wins. The track or running events can be decided in like manner; team having the fastest time, wins. Handicap events: A good plan would be to secure first the best record in all events of each boy and mark it in your register opposite his name. From this all handicaps can be evenly made and result in many exciting and interesting contests.

## THE PRACTICAL CONDUCT OF PLAYGROUNDS

Other games emphasized are: hill dill, volley ball, blind man's buff for the boys and older girls and drop the handkerchief, hop scotch, going to Jerusalem, farmer in the dell for the small girls.

Group Organization. Many forms of organizations for playground purposes fail because no thought is given to the different play activities in the three periods of growth. This results in discontent, discord and quick failure of the organization.

1. The boys up to ten are imitative and greatly enjoy games of an individual nature. It is the individual competitive age. The various tag games, cross tag, wood tag and spot tag. prisoners' base, duck on rock and marble games bring out the hunting instinct.

2. Boys between ages of twelve and fourteen are in the stage of self assertion, full of mischief, love to tease and sneer at the plays and games of those who are not of their age. It is the elastic stage with two open doors, one leading to lawlessness and the other to games of daring and contests whose center of interest is one's self in relation to others.

The beginning of team play: The boy is an incomplete being and, therefore, needs to be watched as developing ethics, morality and justice in all his games.

3. At this stage, fourteen to sixteen years, the altruistic qualities begin to assert themselves. Dr. L. H. Gulick, says, "It's an age of 'gangs,' hero worship, and the stage when 'teamwork' is the keynote." Not that all play is team work, but that is the ideal, the tendency of the period.

No line of distinction can be drawn between any one of these three groups; they begin and extend from one to the other, therefore, it will be found advisable in arranging your groups, to place a boy who is large for his age into the older group and allow a choice in some cases depending on the boy's ability and development.

Ages of the groups with suggestions for names and their leaders.

AGE	NAME	LEADERS	FOR EACH TEAM
10-12 yrs	Company	General	Captain
12-14	Tribe	Chief	Tribe Leader
14-16	College, School or Baseball League Teams	President	Captains

## THE PRACTICAL CONDUCT OF PLAYGROUNDS

**How to organize:** Using names and ages of boys now registered, make separate lists according to above ages. In each group the oldest age is the limit, i. e., under twelve, under fourteen and under sixteen, all boys twelve years old go in 12-14 group and all those fourteen enter the 14-16 group. The director may use his own judgment in the ages.

**Scoring:** In team games, the winning team scores ten or twelve points. In individual games, races, each boy scores one or two points for his team. After the ball game would be a good time to have one of the following events. Have one of a different kind for each group. Each boy who brings in a new boy scores one point for his team. When a number equal to the number of teams are brought in, they are chosen by the captains.

I	II	III
10-12 yr	12-14 yr	14-16 yr
30 yds dash	40 yds dash	50 yds dash
Running broad jump	Running broad jump	Running broad jump
Throwing indoor ball	Throwing indoor ball	Throwing indoor ball
Pull-up 3 times	Pull-up 6 times	Pull-up 9 times
Tag, wood, squat, spot	Quoit games	Quoits individual, doubles
5 points for an article made at manual training	Individual, doubles	5 points for an article made in manual training
Team making best outline of a farm or building in sand-box scores 20	5 points for an article made in manual training	Prisoners' base
Day and night	Prisoners' base	Duck on rock
Quoits, individual, doubles	Duck on rock	Volley ball
Relay race	Hustle ball best 3 out of five. Use indoor pan	Indoor baseball
Shuttle race	Volley ball	Dodge ball
Rooster fight	Indoor baseball	Relay race
Lame goose	Dodge ball	Shuttle race
Hopping race	Relay race	Hand wrestling
Wheelbarrow race	Shuttle race	Goal throwing
	Standing toe wrestle	Goal throwing
	Goal throwing	Long baseball
	Long baseball and long ball	Potato race
	Potato race, Hopping race	Hopping race
	Wheelbarrow race	High jump

Any team making a collection of stones, flowers, insects, leaves, butterflies, scores ten points for each collection. Add any event you may find popular or interesting.

**To Directors of Manual Training:** You are hired for the summer as a director of play. In your attitude towards the chil-

## THE PRACTICAL CONDUCT OF PLAYGROUNDS

dren keep that in mind; we want to get away from the "walking chalk line" idea which seems to be necessary in school organization. That does not mean that you need to have "bedlam"; it means that your approach must be that of a play-fellow rather than a school-teacher. The instinct for construction is made the motive for constructive work. To develop a quality of interest in work that makes it continuously pleasurable is to develop the highest type of industrial effort, the type of industrial effort that produces whole-souled workmanship and true craftsmanship. Make the chief aim the "making of the thing" and do not kill the interest in "constructing" by demanding too much in the way of exact fitting, smoothing down or other details. I do not wish to underestimate the importance of exact work, I simply want to get the thought before you, which is in my mind, that the big thing to do is to have children "build things."

In selecting, or rather in influencing the children to select the things they wish to make, keep in mind the following points: (1) Select things the children can use in their own life, things to play with. (2) Select things which can be made at home, by the use of common tools, knife, saw and hammer. Suggest the ease with which these things can be made at home. (3) Select the thing which fits the age of the child.

Suggestive list of "things to make" which fit certain ages.

Toys for Play: Ages 7-9. Swing seats, stilts, sled (toy) wheelbarrow, sling, doll house, scooters. Ages 13-15. Sled.

Models for Games: Ages 7-9. Ring toss, bridge board, race horse game, tipcat and club.

For Garden. Ages 7-9. Rake. Ages 10-12. Garden signs, germination boxes, dibble pin, furrow marker, seed boxes. Ages 13-15. Garden signs, plant boxes, tomato plant support, seed testing flats, currier.

From Which Nature May Be Learned. Ages 7-9. Bow and arrows, simple kite, water wheel, windmill. Ages 10-12. Bow and arrows, kite, water wheel, sun dial, skate sail, sail boat. Ages 13-15. Bow and arrows, Malay kite, water motor, box kite, "air ship," sail boat.

Illustrating Industrial Principles. Ages 7-9. Loom, netting needle, mesh stick. Ages 10-12. Loom, netting needle, mesh stick. Ages 13-15. Loom, netting needle, mesh stick.

Illustrating Mechanical Principles. Ages 7-9. Boat propelled by elastic, spool machinery. Ages 10-12. Boat propelled by elastic.



## THE PRACTICAL CONDUCT OF PLAYGROUNDS

Ages 13-15. Boat propelled by electricity, electric motor, water motor, tick tack, fan, wooden whistle, moving picture machine, jack-o'-lantern, bow and arrow, darts, guns, swords, bird traps, rat traps, fly traps, jumping jack, flying machine, marble bridges, kites (man, box, bird, shield, star, tailless). Cigar box wagons, doll-houses, small swings, beds, chairs, boats (sail boats with rubber band propeller) ladders, trellis, wheelbarrow, fence, table. Tent furniture such as: 1 bed, 2 chairs, table, swing, porch, campstool, cots; water-wheel, pin-wheel, water-motor, sandmill, windmill, stilts, hoops, shinny clubs, totem poles, swing boards, flyswatter, tie rack, kite string winder, automobile, cart, cannon, rattle, buzzer, tool box, ring toss, bird house, glove box, flower box, handkerchief box.

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**Sewing and Other Hand Work:** The introduction of manual training as a necessary part of education has raised sewing to an art of great importance. Aside from the practical advantage of knowing how to sew, the training through the hands will have a definite effect on character. Habits of thrift, cleanliness, patience are formed and economy is taught. We shall try to direct the child's creative and constructive ability to some useful purpose.

Have some other aim or purpose than the finished article. The finished article is secondary to the logical development of child. For instance, in the dressing of dolls, habits of cleanliness and neatness can be developed and lessons in hygiene of clothing can be taught. These things are of no less importance than a well-made article.

Give the children work suited to their age and ability. Do not demand over-accurate work. If our sewing is to add to their moral and mental strength, we must take the children into account. Let them make what they want; however, you can and should direct in such a way that the children will want to make just what you want them to make. Your success will depend very largely upon the spirit in which you take up the work—what impression the children get at the time of the first lesson. Your attitude towards the work is contagious. Do not expect too much from young children. You will find that it will take a great deal of patience to take up any new article, especially with the younger children. This is, perhaps, their first attempt and the small fingers are not accustomed to such work and they are making a real effort.

## STREETS VERSUS BOYS

The possible subjects in handwork are unlimited, but random choice will accomplish little. The selection should serve some worthy aim beyond the making of a mere article itself. Again comes the necessity of knowing one's neighborhood. Study children's characteristics and environment in order to know what will best meet their requirements. As you are considering each article, ask yourself:

1. What does it suggest?
2. What is the most important object to be accomplished?
3. What is the connecting thought that will add to its efficiency?

A few general statements that will do for all grounds

1. Never give out material without first explaining carefully for what it is to be used.
2. Do not give out material for children to take home.
3. Do not carry material around the playground.
4. See that children finish what they begin. (Establishing habits of success rather than failure and establishing habits of thoroughness rather than carelessness.)

At the first lesson insist on clean hands and if possible a clean apron. Explain use of thimble, proper length of thread (one-half to three-fourths of a yard) and careful basting. Attention and the power of observation are increased by giving the instructions to the entire group at one time instead of by the old method of showing each child separately. Choose articles that are practical and that do not take too long a time to make. Interest is lost if it is necessary to work many days before the end is reached. Talk with your children and find out their ideas about sewing and what they want to make.

## STREETS VERSUS BOYS

Lettie L. Johnston, Baltimore, Maryland

"Streets are not made for boys"—so said the City Engineer, the authority on streets. "Neither were boys made for streets," was the reply, "but they are there and are being chased from corner to corner with the threat of the law at their heels. To tell them to move on is not sufficient. *Where* can I tell them to move?"

So ran the argument with the City Engineer when approached with a request to allow the boys to use a downtown street for play.

There was nothing original or startling in the idea—it was merely a request based upon plain common sense that the city which was luring the boy out upon its streets should provide a place for

## STREETS VERSUS BOYS

him to develop into something other than a lawbreaker, and the sense of it appealed to the City Engineer. After a very few minutes of skeptical deliberation he authorized the use of the City Hall Plaza nightly from seven to nine under the direction of the Public Athletic League and requested the Police Department to put one of its men in charge to divert traffic to the side of the very wide street. And so the street play was begun. For nineteen weeks, from May through September, newsboys at the end of their day's selling and every variety of street boy gathered to enjoy the fun of baseball, volley ball and other group games. On some nights there were sixty boys and on some there were but twenty, but always was there the wholesome spirit of play which succeeded in attracting the boys from the streets of moving pictures and cafés. The boy unconsciously gravitates to the spot where he can give free expression to his abundant energy and he is none the less happy if that energy is directed instead of dissipated.

The formation of teams made the boys feel the importance of "belonging" which proved an incentive to get rid of their papers early and to be on hand for the "choosing up" of the baseball game.

The experiment proved itself to be meeting a real need for the street boy at night. And it gave rise to the query, "Why not try it for the boy on the street during the day?" The group of newsboys, for example, who sell the paper that is issued at 11:30 a. m. is found on the streets at nine o'clock in the morning. He finds for himself a comfortable retreat in a building entrance or just around the corner in an alley where he can be convenient to the newspaper offices and ready to get the first paper off the press. He and his pals match pennies, shoot craps, tell stories, discuss the latest scandal of the town and put in their time in a variety of wasteful ways. Occasionally the officer on the beat catches a half a dozen shooting craps, the one part of the loafing habit that the law allows him to touch, and takes them into court. The judge scolds, and orders the boys to stay off the streets until time for the paper to come out. The boys remember the warning for a day or two, but, in their eagerness for business and pressed by the "earlier bird" in the game of competition, they come out a little sooner each day until before long they have the same two hours of time on their hands and get into the same trouble over again trying to spend them. The boy is scarcely to be blamed if he chooses his sports unwisely. We city planners should show wisdom in leaving space in the downtown district for the boy or we must plan to have him

## IMPROVEMENT OF AMERICAN TOWNS AND VILLAGES

grow to manhood in his own neighborhood through home and school influences and not in the business man's neighborhood under the direction of the commercial interest.

And so after watching the boys at perverted play on the city streets the request was again presented to the authority on streets to allow another space for exclusive use of boys. This time the heart of the Baltimore Wall Street was asked for and was granted on condition that the neighboring banks would not object. A block was chosen which had a bank on one side and a vacant lot on the other. The one bank consented at least to try the experiment and showed more than a little interest in it. For one week the boys played hard and noisily on this spot, from twenty-five to fifty of them daily, one short week it was theirs from 9 to 11 a. m. And then by order of the bank directors it had to stop. The experiment seemed to have a fatal ending but the boys were promptly ready with a substitute for the space. They had been using, when the policeman wasn't around, a vacant lot in the same district which was fenced and protected as a valuable building site. The lot was located and the space found quite adequate. After some search for the owners and an argument by correspondence, permission has been secured for the boys to use it. Plans are now under consideration by the Public Athletic League to equip and to man it as a permanent play space in the financial district. This will afford the street boy over sixteen a legitimate and wholesome place to spend the time which the intermittent hours of the trade leave for his indiscriminate use.

## IMPROVEMENT OF AMERICAN TOWNS AND VILLAGES

### HOW TO START A PARK OR PLAYGROUND

Mrs. James D. Winson, Haverford, Pa.

The country world is full of delights for the boys and girls who live there. The woods and ponds, the streams and all nature with its wonders lie before them as an open book. But, alas! money-making man closes this lovely book forever, and opens instead the asphalt street, where no child may play, nor run, nor even toss a ball! These conditions sometimes take a community by surprise. While

## IMPROVEMENT OF AMERICAN TOWNS AND VILLAGES

the citizens imagine that they still are living in the country, a change comes o'er the spirit of their dream.

The land is still cheap, some industry comes, a large factory arises, hundreds of workmen are employed; these must be housed; cottages are built, land rises in value, lots become smaller, solid rows of houses come, no gardens, no drainage, no water supply, no place to play, no green thing to please the eye; instead, come typhoid fever, tuberculosis, anaemic children, and, at last, the slum! This is the story of nearly all our villages and towns in the boasted civilization of the United States.

Well-to-do citizens doze on unaware of these conditions. They live on large estates and see nothing of the lives of their poorer brethren.

The motor rules the land. 'Tis the modern car of Juggernaut, and just as deadly.

At last a village child is run over! Is there no place where a child may play with safety?

Awake! awake! O, Civic Conscience! Is there none to hear the children's cry?

Perhaps among the busy crowd of money-makers there will arise one or two to save the future citizens of the State?

It is almost always a woman who answers this appeal. She must be of determined character; as without the all-powerful vote the work is on an up-hill road.

She must say continually to herself, and to all she meets, this *Shibboleth*: "I will have a playground;" no variations, but preached in season and out of season.

She will often be weary; but must never be daunted! She may be the only person in the community who sees the need of a park or playground; but, if she only says the *Shibboleth* loud and clear, others will join in the chorus.

How shall the work be started? Convince a few just persons of the importance of the work, then ask the neighbors to come together. Let the trysting place be on neutral ground, where local jealousies cannot creep in. Try first to convince your citizens as individuals before they meet as a committee. Always ask the opinion of those whose opposition you fear. Remember Benjamin Franklin's advice, "Never try to convince by argument," but invite them to help, and they will rarely fail you.

The Committee should pass a resolution in favor of the plan, recommending their action to the municipal authorities. Do not

## A COUNTY PICNIC

write to them; but let the prime mover of the scheme with all the influential citizens go directly to the Village Fathers, and in loud, clear tones say; "We must have a playground for our town."

Do not ask for just a ball ground; this is good; but not good enough. You want not only a field for big boys; but also a playground for your children, both girls and boys, and a little park, a pleasant place with trees and seats where tired mothers with their babies, and the old grandparents can sit and rest while they watch their children play—a shelter in case of showers, where the village band can give concerts.

There should be apparatus such as swings and giant strides, a see-saw and quoits, and, above all, a teacher or superintendent, as no playground succeeds without a play leader.

To acquire this, money is needed. If possible, secure a nucleus, a gift from some well-to-do citizen, but do not depend upon it. Ask all those of moderate means to help, and above all, do not forget to ask the aid of the poor and humble, as they are the most generous of all.

Last, the town or village authorities must give to the fund.

A very good way is to start a playground on a small scale as proof to the skeptics that you are right.

The methods of raising money vary according to the locality, subscriptions, public school entertainments, flower days, fairs, every means can be used.

Remember:

If Faith will move mountains, it will also move politicians. All this work can be done, and has been done in the Township of Lower Merion, Montgomery County, Pennsylvania, where the writer of this with the help of many, both high and low, has seen her dreams more than realized, as soon five parks and playgrounds will enrich her township.

It takes only "a little leaven to leaven the whole."

## A COUNTY PICNIC

Charles M. Ketchum

Managing Secretary, Board of Trade, Washington, Pa.

The Washington Board of Trade recently inaugurated an innovation in the promotion of a County Community Picnic in which all towns in the County co-operated and to which all rural residents were invited.

## HOW BERKS COUNTY, PENNSYLVANIA, PLAYS

The program included a full list of athletic events for youngsters and grown-ups of all ages, including races, tennis, basket-ball, and baseball, nail driving and crocheting contests for the ladies, folk dancing and playground exercises for the children.\* There was a big parade on the picnic grounds, followed by a band contest competition in which the different band organizations of the County participated. There was also a horseshoe pitching contest, trap shooting and six baseball games. Popular dances were enjoyed at the pavilion. At noon free coffee and lemonade were given to the picnickers and more than twenty barrels of lemonade were consumed. During the afternoon a full card of horse races and motor cycle races was presented.

Between 20,000 and 25,000 people attended the Picnic and it was altogether one of the biggest get-acquainted events ever undertaken in the County.

A County Hallowe'en festival was also held with open-air dancing in the public streets, apple ducking, and pie eating contests.

## HOW BERKS COUNTY, PENNSYLVANIA, PLAYS

The country life movement in Berks County, Pennsylvania, which has for some years been carried on through the public schools under the direction of the County Superintendent, Eli M. Rapp, is developing constantly, as indicated by the various bulletins announcing events. Teachers even of one-room schools have been inspired to extend the influence of the school through seasonal entertainments, the formation of literary clubs, or the giving of entertainments to raise funds to buy a Victrola and records or a much-needed globe or playground equipment. The record of the devoted leadership of such teachers makes thrilling reading, for in their little corners in a simple and unobtrusive way they are making American history. Most of these teachers are born farmers or through special preparation have fitted themselves for dealing with problems of rural life. They live in the districts in which they teach, a vital force in the community throughout the year. One of these leaders, Paul R. Guldin, a Cornell graduate, lives on his father's farm in the district

\*In the nail driving contest a prize was offered the woman who could drive a twenty-penny spike into a piece of lumber with the smallest number of strokes, each contestant having her spikes and hammer of the same size. A prize was given to the woman who drove home the largest number of spikes in the shortest time. There was also a prize for the one driving three spikes in perpendicularly, with none bent, in the shortest time.

## THE WORLD AT PLAY

and is making poultry raising his avocation. His net income from this source for one year was over \$1,500. His poultry farm is reported to be a model and a mecca for poultry fanciers for miles around. Certificates have been given to the county teachers this year for the reading of Mabel Carney's *Country Life and the Country School*.

One of the big events of the year is the County Field Day, Play Picnic and Literary Events.

Boys' and girls' poultry, corn and potato clubs, sewing, bread making and stock judging contests are conducted by the Berks County Farm Bureau in co-operation with Superintendent Rapp.

The teaching corps of Amity township, led by five of their number, enthusiastic and specially prepared, have organized a splendid community center. Amity is an agricultural community in which tenant farming predominates. The township has ten one-room buildings scattered one and one-half to two miles apart. The meetings are held in the most centrally located school. The community center has an enrollment of one hundred, but the attendance is usually two hundred. Monthly dues of five cents defray current expenses. Superintendent Rapp expresses his belief in the movement thus: "Doubling the yield of corn, wheat, potatoes is important, but it is more important to double the comfort, happiness, and attractiveness of life on the farm to the farmer and his family. Every acre should not only yield greater crops but a greater culture, civilization and a more effective manhood."

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CHRISTIAN ASSOCIATION PROGRESS.—In about fifty years' time the work of the Young Men's Christian Association has grown so that now more than one hundred million dollars is invested in their property throughout the country. The current expenses of the work last year totaled thirteen million dollars. The association membership has grown until now there are 620,789 men enrolled. The work of the Young Men's Christian Associations has done much to prepare the way for municipal recreation systems. Members of city governments would not have been so willing to grant appropriations for municipal neighborhood play centers had they not seen the results accomplished in the Young Men's Christian Associations, the Young Women's Christian Associations, and the settlements.

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PLAY AS A MOTIVE POWER.—When Watt reached the stage in the development of the steam engine where valves were first



## THE WORLD AT PLAY

used to distribute the steam either a man or boy was necessary to move the valve rods so that when the intake valve was opening on one end of the cylinder the exhaust valve would open on the other, and vice versa, thus driving the piston to and fro in continuous motion. As the story goes, an engine of this character was in operation at a coal mine and was attended by a boy. A circus came to town and the desire of the boy to attend excited his inventive genius with the result that he firmly secured to the outer edge of the drive wheel a block of wood, to which he attached a hoop. At every revolution of the drive wheel the attachment drove the valve rod back and forth, keeping the engine in motion. The boy went to the circus, but during his absence the boss observed the contrivance and its value and when the boy returned he was discharged, but the principle of the eccentric had been developed—*Grant Hamilton, Washington, D. C. Extract from address given at the San Francisco Recreation Convention, July, 1915*

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RULES EASILY UNDERSTOOD.—The "Little Citizens'" Committee of the Bella Vista playground in Oakland, California, asked to draw up rules and regulations for conduct of the grounds, submitted the following series. And it is recorded that never did vengeance so promptly follow crime as under the rule of the "Little Citizens."

"No cigarettes. They're no good. Any boy found smoking will be shown the gate.

"You've got to keep paper and trash off the grounds. If you eat here, do it decent and take the refuse away with you. If you don't, look out for trouble.

"Small children must be given a chance all the time. If any boy takes anything away from a little kid, he'll get his.

"Say 'thanks.' It don't hurt you, and being polite ain't a crime."

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BY NEWSBOYS FOR NEWSBOYS.—The Women's Improvement League started it. The newsboys watched the ladies work. But when they realized that it actually meant a fine, new playground for their club, the newsboys of Springfield, Illinois, turned in and helped. They conducted a vigorous subscription campaign, which netted them eighty dollars. Then they took off their coats and grubbed and burnt out stumps, put up a fence, installed a swing and induced a local contracting firm to lend them a giant scraper to complete the leveling off of portions of the ground too rough

## THE WORLD AT PLAY

for play. They plan more athletic equipment, after the big opening carnival has introduced the sport to the city. Baseball paraphernalia was purchased with some of the money collected.

The Springfield *News Record* gave the boys the entire receipts from one day's sale of papers and provided them with a shelter tent.

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IN CULVER CITY, CALIFORNIA.—Not newsboys, but doctors, bankers, factory owners and scores of other citizens donned overalls and gave an afternoon's hard labor to putting in shape a plot of ground dedicated to the citizens for amusement purposes by the Culver Investment Company. The ladies served refreshments and in the evening all danced on the new tennis court and playground.

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ALLENTOWN, PENNSYLVANIA, PLAYGROUNDS.—Allentown, Pennsylvania, reports thirteen playgrounds for a population of 60,000 (for whom it is planned to spend fifteen cents per person for playground purposes)—five owned or leased by the city, eight upon school grounds. Thirty-three workers are employed, most of them trained in the School for Playground Instructors conducted in the spring by Robert J. Wheeler, Superintendent of the Department of Parks and Public Property, and assistants. Special police detailed to the grounds will later receive a course of training.

Special attention is given to play for adults—an afternoon lecture course for mothers, an adult volley ball league, and games and sports which cause the grounds to be thronged after work hours and on Sundays and holidays.

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ROCKFORD, ILLINOIS, YOUNG PEOPLE'S EXPOSITION.—The Exposition "by young people for all people" in spite of the vast amount of work entailed upon principals and teachers of schools, parents, members of committees and citizens is fast becoming an institution so highly valued by the community that no effort is regarded as too great for its perpetuation. The prospectus bore the firm belief of the workers: "The physical, mental, and moral growth of our boys and girls depends largely upon the encouragement given them by our men and women, to interest themselves in utilizing their time to advantage."

Besides the usual exhibits of woodwork, electrical work, painting, cooking, sewing, grade school work, a number of working displays of classes in action in caning chairs, performing experiments in physics or chemistry, at the lathe, at the forge, or in the foundry created intense interest.

## THE WORLD AT PLAY

A big parade, in which 8,000 children and the dignitaries of the city and officials of the Exposition marched, was followed by a play day participated in by 2,000 children. Three musical contests were held, with individual numbers and two great choruses of 250 voices each. A new feature this year were the contests in literature and oratory, which were very successful.

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EXTENDING PLAYGROUND INFLUENCE.—The Whittier, California, playground system, has started under the auspices of the Y. M. C. A. a playground reading circle. Lists are provided for each school grade and any child who reads two books from his list receives a playground emblem.

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LENGTHEN SCHOOL DAY.—Eveleth, Minn., has lengthened the school day to extend from eight in the morning until five in the afternoon, so as to include play periods. Assistants to the recreation secretary take charge of these play periods under his direction.

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ELMIRA, N. Y.—A recent study of the life of girls in Elmira has made all the local people realize that "to develop the life of the girl, the life of the entire family must be considered." Many workers for boys in other communities have found that the same principle applies in their work.

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HORSESHOE PITCHING TOURNEY.—Columbus, Ohio, is conducting a citizens' horseshoe pitching tournament, under the direction of the Department of Recreation. R. S. Wambold wrote of this: "About four hundred persons have already contested and the end is not yet in sight." The rules are as follows:

1. The pitching distance will be 46 1-2 feet from peg to peg. All contestants must stand with one foot touching the peg or on a line even with it.

2. The pegs shall be driven perpendicular and protrude six inches above the ground. The pegs shall be not more than an inch in diameter and shall be of steel.

3. Twenty-one points shall constitute a game. A ringer shall count as three points. A leaner shall count as two points. In case there is neither a ringer nor a leaner the shoe nearest the peg shall count one point.

4. A ringer topping a ringer shall count six points for the contestant making the last pitch, regardless of circumstances under

## THE WORLD AT PLAY

which the ringers are made. In case both a ringer and leaner are thrown by opposing contestants, the ringer only shall count. A ringer and leaner thrown by one contestant shall count five points.

5. If two leaners are thrown the last one thrown shall count four points for the contestant throwing it. In all such cases both shoes must touch the peg.

6. In case of a tie, the closer shoes of the remaining two shall count.

7. A ringer to count must be far enough around the peg to allow a straight rule to touch both ends of the shoe and clear the peg.

8. Inside callipers are to be used in all measurements.

9. Each contestant is allowed to furnish his own shoes, subject to approval of the committee on rules. No shoe shall exceed two and one-half pounds in weight or have an opening wider than three and one-half inches. Any contestant using a shoe charged with electricity shall be disqualified.

10. Taping of fingers shall be allowed.

11. On all questions not specifically covered in these rules the committee on rules shall have full and final jurisdiction.

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CARRIED!—After a spirited campaign, Oakwood village, Dayton, Ohio, carried two bond issues of tremendous significance to the future of the village. One was for \$40,000 for an addition to the school building and playground, and the other an additional \$10,000 for the purpose of buying a number of acres in some outlying section of the village to be used now as a playground for older boys and later to be regularly equipped as an athletic field and to be the location of Oakwood's future high school. After a careful study made by Dr. C. F. Stimson, Field Secretary of the Playground and Recreation Association of America, during which the Board of Education with Miss Frances Parrott as a leading spirit, decided just what was needed and could be obtained, every effort was made through literature, meetings, and a general campaign of education. Both propositions carried by a large majority. The school board has outlined most progressive plans for the use of the new additions.

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PLAYGROUND AND RECREATION TRAINING SCHOOL.—The Park Board of Racine, Wisconsin, conducted a playground and recreation training school this spring in conjunction with the University of Wisconsin. The Board paid a lump sum of \$150 to the Extension

## THE WORLD AT PLAY

Department of the university and this department conducted the school under the direction of Mr. Fiske, Superintendent of Parks. A fee was charged each student which practically covered the cost of the school. Lecturers were brought from Chicago, Milwaukee and the university. The enrollment was forty-two, including several students from Kenosha. The playground supervisors for this summer at Racine, were selected from this training school.

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FILMS FOR CHILDREN.—Mrs. Frederic Levy of Louisville, Ky., arranged with Mr. Paul Keith of the Keith vaudeville circuit that a theatre in Louisville should secure films suitable for children which would be sent to her for selection, and that she should have the use of the theatre Saturday mornings at ten o'clock. The usual ushers were dispensed with, and young women attended to the comfort of the children. The children varied in age from four to sixteen.

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A CHILDREN'S PLAY HOUSE IN COLUMBUS, OHIO.—Through its Department of Public Recreation co-operating with the Drama League of America and the Board of Education, Columbus, Ohio, is providing a permanent place and means for furnishing its children proper dramatic entertainment. The Children's Play House is located in the Chamber of Commerce auditorium. The members of the Chamber of Commerce include many of the leading business men of the city, and they have given the auditorium to the Children's Play House because they know what it will mean to the children of the city. Stories with which the children have become familiar through their reading will be acted out by school children for school children. This year *Old King Cole* was given. Next year the productions scheduled are *Rip Van Winkle*, *Snow White*, and *Uncle Tom's Cabin*.

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A COLLAPSIBLE STAGE.—A theatre which can be packed in ten boxes! This means a man of imagination. His name is Stewart Walker. With a small company of players and a Portmanteau Theatre he attempts to present plays that increase the sum total of beauty in the world. At the same time he tries to deepen and enrich the lives of young people who work by giving them opportunity to grow out of themselves in their leisure hours in the plays in which they take part.

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HANDICRAFTS IN BALTIMORE.—Work that has been felt to

## THE WORLD AT PLAY

be thoroughly worth while by the Baltimore Children's Playground Association was the handicrafts, taught under the direction of a special teacher for the first time upon their playgrounds last summer. A brief course in simple work suitable for children was given in the Training School and the special director of handicrafts employed full time. Of course with so little special training among those who conducted the work on the playground it was but natural that the results should vary largely according to the skill, interest and personality of the leader—as in all recreation activities. In many cases best results were obtained outdoors under the trees.

The special director, Miss Margaret Haydock, felt in reviewing the summer's work that more time should be allotted, both in starting the classes earlier in the season and in providing a two-hour period, since so much time is necessarily consumed in distributing and collecting work that the children grow discouraged at the slow progress. It was found that greater interest was manifested if the children were allowed to take the work home, at the discretion of the director, and the work seldom suffered from its journey. Mothers and sisters seeing the work not only encouraged the child, but often came themselves to learn more.

A fair was held at which articles made by the children were displayed and sold, but the director questioned its results. A very small percentage of the money taken in came from the industrial and handicraft work. "At the same time when doing this work with the idea of having it for the fair, the aim of both children and directors is to have plenty of things for the fair, things that are showy and will sell, regardless of the effect on the child in the making, regardless of the educational value; the predominating note struck by all being the amount of money to be made.\* \* \* When the child sees being sold or sells himself some foolish bit of badly-made finery for more than the article over which he has labored long and hard, or sees this same article turned down as unsalable, he is certainly not encouraged to do more along this line."

Among the articles made which aroused great interest were flower-pot holders into which flowers from the children's gardens in pots were placed for the fair, and Indian belts, which appealed to the boys particularly when they were assured that the method of weaving was the Indians' own.

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BOYS' CAMPS CONDUCTED BY THE MASSACHUSETTS AGRICULTURAL COLLEGE.—Last summer the Massachusetts Agricultural

## THE WORLD AT PLAY

College conducted agricultural camps for boys. Besides giving instruction in agriculture the camps devoted a great deal of time to athletics and recreation, trying to use play as a means of education. Each boy was charged eight dollars for his week at the camp. About one hundred boys registered for each camp.

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GOLF IN RACINE.—The public golf course is proving very popular. The expert instructor has again been employed for the season by the Park Board. In addition to the men's municipal golf club, a women's municipal golf club has been organized with a membership of 100. On Saturday and Sunday of one week, 1,000 tickets were issued to players over this golf course, which shows the large popularity of the game and the large use that is being made of the course.

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PLAY IN ORPHAN ASYLUMS.—Every few weeks word comes that some institution for children is giving special attention to the play life. Quite a number of institutions are employing a special worker to have charge of the play.

The Erie, Pennsylvania, Home for the Friendless have just sent a report of their field day. During the summer a young college woman from Radcliffe has been play director for the one hundred children. This was the first time that such an experiment had been tried in the forty-four year history of the Erie Home, but it worked beautifully.

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The State Board of Administration of state institutions for children of Illinois has announced that playgrounds will be established in four institutions as the beginning of a system which will be extended to all institutions for children.

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The National Rural Teachers' Reading Circle have adopted Dr. Curtis' "Education Through Play" as one of the books to be read, and are publishing a circular giving a brief outline of the book.

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Dr. Henry S. Curtis is to spend the winter in California with the Extension Department of the University of California. His headquarters will be Los Angeles.

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Children in the schools for the blind in Denmark are being taught the bird songs. It is likely that an attempt will be made

## THE WORLD AT PLAY

to interest the schools for the blind in the United States in carrying out a similar plan.

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A SUCCESSFUL PLAYGROUND IN RIO DE JANEIRO.—H. C. Tucker, of the Agencia da Sociedade Biblica Americana, in Rio de Janeiro, writes:

"I am in receipt of your letter of May 28th and also the two copies of the PLAYGROUND for February, 1912, that you kindly mailed me. Enclosed you will find a check for \$.50 in payment of same. Please accept thanks for this kindness. I am always grateful for any literature we can get on the playground and the playground movement in America.

"You will be pleased to know that the playground we have fitted up has proved to be a great success and is showing its enlightening and educational value in awakening an interest with the public schools, the public parks and other places frequented by children. I believe this was one of the greatest pieces of work that we have ever done in Rio, the establishment of this first playground in one of the Parks of Rio. For quite a while we have had no playground director, but I am glad to tell you that we now have a young man who has had special preparation and is enthusiastic in playground and athletic work for children and young people; he is getting quite a command of the language and promises to do great things in this line. You may be sure we will do everything in our power to co-operate with him and encourage a movement fraught with such large possibilities for the help of children in this great city.

"We have found also that our playground movement is beginning to send out its influence in other directions and other communities are seeking to follow our example. I shall be glad at some time to write you more fully of this movement and its outlook."

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LONDON SCHOOL JOURNEY HOLIDAYS.—A very pleasant and profitable form of holiday has been developed in London by the school journey association. A group of thirty or forty children are taken to the country for a fortnight under the supervision of two or more teachers.

## COMMUNITY CHRISTMAS CELEBRATIONS

The custom of having a community celebration at Christmas has spread widely during the last two or three years in this country.



## COMMUNITY CHRISTMAS CELEBRATIONS

The Christmas Trees in Madison Square, New York, Christmas, 1913, and in Boston were seen by many visitors and last Christmas over thirty cities reported Christmas celebrations.

Christmas festivities differ decidedly from any other celebrations during the year. On Fourth of July and New Year's the public has grown to expect the noisy carnival spirit. But in almost every instance it has been noted that a spirit of hilarity has been absent in the community Christmas festival. While there has been an abundance of jollity and good cheer, nevertheless there has been a depth of feeling and sincerity that other holiday gatherings have lacked. Many have mentioned a spirit akin to reverence. Perhaps this spirit has been awakened by the sacred character of the festival, by the tree with its lights and symbolic star, by the thrill that comes when thousands sing together. Whatever has produced it, it is certain that men and women participating in these great festivals have felt that there has been aroused the true spirit of Christmas by breaking down social barriers—for the time at least—and by spreading good fellowship among all classes of people.

Some of the following forms of celebration have often been used:

Music for festival: 1. Singing by all the spectators. 2. Choirs of various churches, separate or combined. 3. Choruses of different nationalities singing national Christmas hymns or carols. 4. Negro chorus—singing plantation songs. 5. Musical organizations. 6. Special choruses for the occasion. 7. Professional musicians. 8. Chimes. 9. Bands and Orchestra. 10. Trumpets.

Kind of songs: Old English Christmas carols; carols of different nations; familiar Christmas hymns for everyone to sing; patriotic songs; medley of patriotic songs of different lands; finale—the Hallelujah chorus from *The Messiah*.

Helps for ensemble singing: Songs printed on slips and distributed through the throng; songs printed in newspapers for day or two before; words\* flashed on screen where all may see.

Unusual features for festival: The Christmas Crèche; billboard picture of Nativity (Canada); Tiny Tim's Day—when crippled children are brought to see tree (Baltimore); bands singing carols in streets, also visiting homes, hospitals and institutions; selling stock in Christmas Cheer (Cleveland); Boy Scouts act as special police.

Because these celebrations are so new, information concerning them is to be found as yet only in magazine articles. Some of these are:

## COMMUNITY CHRISTMAS CELEBRATIONS

Outdoor Pageant and Mystery Play: *Community Christmas Tree*, Outlook 4-5. Jan. 3, '14. Contents: Tree in Madison Square, N. Y., Grant Park, Chicago, Cincinnati, Detroit, Cleveland, Philadelphia, Canada—Billboard picture of Nativity, Montclair, N. J.

*Christmas Eve in the City*. E. H. Naylor. American City, p. 442. Dec. '14. Contents: Description of Pageant based on story of Nativity—given at Springfield, Mass.

*City's Christmas Spirit*—Editorial. American City. 437-42 Dec. '14. Contents: Through what means cities have secured funds for celebration

*Night before Christmas in City Square*. Survey 258-60. Dec. 5, '14. Contents: Festival in Cleveland—how stock was sold to cover expense—unique feature. Pageant at White Park, Riverside, Cal. (For full account see Overland. Dec. '14) Evanston, Baltimore, Dayton

*Christmas Creche and Passion Play*—von Ende. Bookman 392-5 Dec. '14. Suggestion for Christmas Crèche

*Christmas Mysteries and Masques*—Langdon. Countryside 315 Dec. '14. Contents: Story of Nativity in Alaskan Indian village; "Mystery Play" based on legend of Provence, given by school children, Mount Berry, Georgia (Mystery Play written by Miss Isabel N. Rawn)

*Christmas Festivals in Open Air*. C. H. Smallwood. Overland 561-2. Dec. '14. Contents: Description of Pageant given at White Park, Riverside, Cal.

*Community Christmas*. Drama 31-4. Nov. '14

*Christmas Tree in the Market Place*. Delineator Dec. '14. Contents: Pictures of different trees

*Our American Holidays* (Christmas) Schauffler. Ladies' Home Journal Dec. '14. Contents: carols (words); "Holy Night," a Christmas masque by Florence Converse

Among the cities which have conducted such Christmas festivals, frequently under the Board of Recreation, are: Altoona, Pa.; Baltimore, Md.; Beaver Falls, Pa.; Beloit, Wis.; Bennington, Vt.; Birmingham, Ala.; Boston, Mass.; Chicago, Ill.; Cincinnati, Ohio.; Cleveland, O.; Dayton, O.; Evansville, Ind.; Hartford, Conn.; Minneapolis, Minn.; Newark, N. J.; Newark, O.; New York, N. Y.; Orange, N. J.; Paterson, N. J.; Philadelphia, Pa.; Pittsburgh, Pa.; Providence, R. I.; Racine, Wis.; Riverside, Cal.; Rochester, N. Y.; Schenectady, N. Y.; Scranton, Pa.; Syracuse, N. Y.; Utica, N. Y.; Washington, D. C.; Passaic, N. J.

## BOOK REVIEWS

### BULLETIN ON COMMUNITY MUSIC AND DRAMA

Outlining a plan for the development of a series of home talent entertainments.

By Edgar B. Gordon. Published by the Board of Education, Winfield Kansas, June, 1915. Price, five cents

In these days of evening school community centers, every expression of ideas for making these centers pay the highest dividend is welcome. This little pamphlet breathes good sense as well as good ideas. A bibliography is given, with lists of appropriate dramatic and musical works for use in this connection.

### CORN SILK: A MANDAN LEGEND

Adapted for School Plays by Genevieve Turner and others. Published by the University of North Dakota, Grand Forks, North Dakota, 1914. Copyright, 1914, by O. G. Libby

This little play may be found useful for informal dramatization in response to the frequent call for Indian plays. The long interludes of the storyteller or announcement between each dramatic presentation rather destroy the dramatic quality. Act three, scene two gives ideas for a representation of the Buffalo Dance in three parts, the Famine, The Buffalo Dance, and the Rejoicing which might be incorporated in a festival.

### TWO MORALITY INTERLUDES FOR CHILDREN

By George M. P. Baird. Printed in the Journal of the Outdoor Life for November and reprinted in pamphlet form. Until edition is exhausted will be sent on receipt of two cents for postage, National Association for Study of Tuberculosis

Two little interludes written and produced as a part of the program of Pittsburgh's Baby Week, although the author modestly declares in his preface that "they are without artistic pretension and are frankly propagandist in spirit" yet have a dramatic quality not always found in plays written solely for supposed dramatic value. They carry a convincing theme regarding the conservation of child life and are very usable for dramatic clubs.

## WANTED

GENERAL SUPERVISOR OF MEN'S AND BOYS' ACTIVITIES IN COMPREHENSIVE RECREATION SYSTEM, CIVIL SERVICE. RESIDENCE RULE WAIVED. SALARY \$1,600.00

Address IRA W. JAYNE, Supt., DETROIT, MICHIGAN



Savannah, Ga.

#### A CONTRAST IN RETURNS

Forsyth Playground. In the background is seen a dummy fort built for the use of volunteer coast artillery in receiving instruction. This fort with its companion across the way, neither of which has been used since their completion, cost the Federal Government \$375,000. The interest on this sum at 4% would pay for ten such playgrounds the year round.



Sonora, Arizona, where the Mexican population employed by the Ray Consolidated Copper Company lives, has a fine concrete school building with about two hundred and seventy-five pupils and a spacious playground equipped with swings and slides.



New York City

RECREATION AT THE LUNCH HOUR



PASS BALL RELAY



Department of Education, New York City

A Souvenir Postal Card for the Playground Children to Send to Their Friends to Give to Them a Desire for a Playground for Their Own Neighborhood



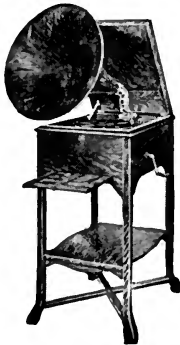
DOLL CLOTHING MADE IN PLAY HOURS



The Victor in use in one of Chicago's schools

**Do you know—that with a Victor XXV and a moderate supply of Victor Records in your school You may—**

- Illustrate nearly every selection of your studies in English with music pertaining to the period, country, author, nationality, general thought and references?
- Have at your command all the songs of all the plays of Shakespeare?



**Victor XXV**  
**\$67.50 special quotation**  
**to schools only**

When the Victor is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

- Have concrete illustrations of every period and development in the history of music from primitive peoples until the present time?
- Take to your pupils, examples of the singing of real American Indians, with their tom-toms and characteristic "whoops" and "yells"?
- Study and enjoy the old Negro Spirituals, sung devotionally with primitive natural harmony?
- Find listed in graded order, selections of simple melodies from the old masters, that little children should hear, know and use, strong in rhythm, played by artists on violin, flute, harp, etc.?
- Furnish accompaniment for all the activities of the school day, the morning march, kindergarten game, folk dance, penmanship, physical culture and all exercises and drills for fete and pageant?
- Have exact imitations of all the songs of all our native birds to accompany your Audubon or Government Bird Charts?

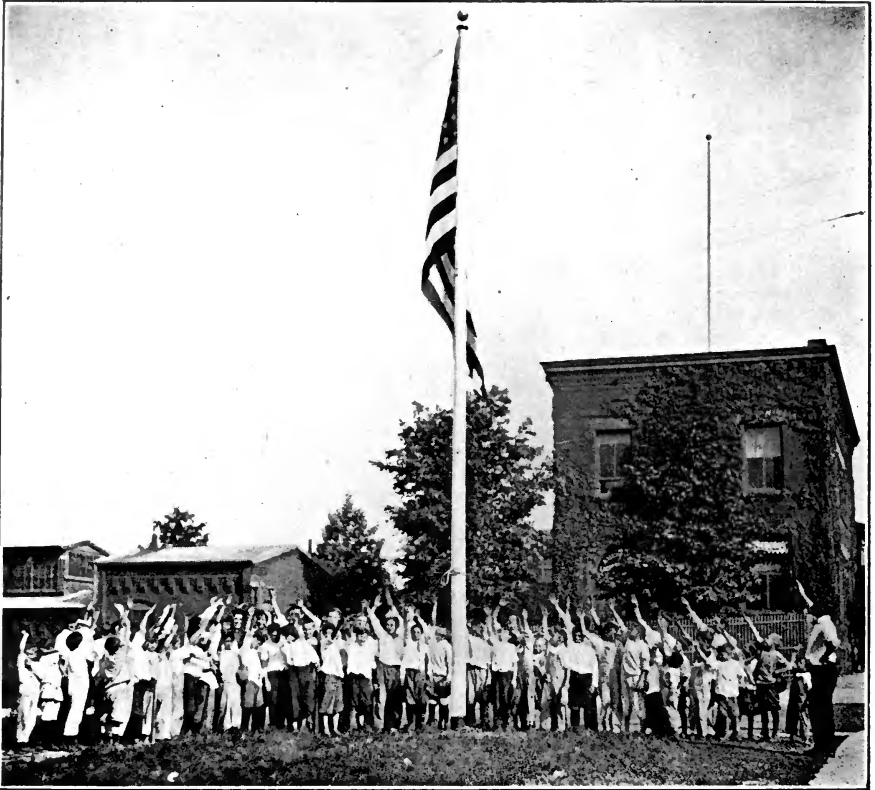
Is there a single avenue of outlay that will bring so valuable, varied, delightful and satisfactory return?

Ask any Victor Dealer for these new and beautiful records by our unequalled staff of Victor artists.

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**Educational Department**  
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Paterson, N. J.

PLAYGROUND BOYS SALUTE THE FLAG WITH A WILL



**A YEAR'S WORK OF THE  
PLAYGROUND AND RECREATION ASSOCIATION  
OF AMERICA**

---

**Helping Cities to Use the Free Time  
of the  
Children and of the Men and Women  
in Building a Better Civilization**

---

**May 1, 1914 through April 30, 1915**

---

**H. S. BRAUCHER**  
Secretary Playground and Recreation Association of America

# PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

I. CORRESPONDENCE, CONSULTATION,  
LANTERN SLIDES, CUTS, PHOTOGRAPHS,  
PRINTED MATTER . . . . .

## A Few Questions Asked

Please send facts and editorials for a campaign for an additional recreation appropriation.

Please send list of pageants held in America during the last year.

What salaries are paid playground workers in cities of 200,000?

How may school children be enlisted to help in recreation campaigns?

How can we keep our playgrounds from becoming muddy?

What cities are using abandoned cemeteries as playgrounds?

What cities have civil service examinations for playground positions?

Is it important that a high school shall have an athletic field immediately adjacent? What size should such athletic field be?

What can a county superintendent of schools do to develop playgrounds and recreation centers in his district?

What openings are there for men and women specializing in dramatic play?

Where may I find information on music and costumes for pageants?

How far have cement skating rinks been used, and what is their value?

Under what conditions should playgrounds be used at night? What activities are most suitable for such evening use?

What are the essential features of a shelter house for a summer playground? How much is it wise to spend for such a building?

What is the relative value of an outdoor and indoor swimming pool?

What material can I obtain from the Association to send to Chinese students in the United States and to the students in the National University of Peking?

A teacher from a normal school—How can I train teachers to fit them to play with their children and apply the principles of play in education?

A summer resident in a seaport town which greatly needs provision for recreation—What can I do for the recreation throughout the year in the town in which I have my summer home?

The principal of a private school—How may I apply play principles in my school?

## A YEAR'S WORK

A playground worker from a southern city—With the political conditions such as they are in my city, how can I best conserve recreation interests?

### One Letter in Full

Box 282, Athens, Ohio,  
April 19, 1915

Playground and Recreation Assn. of America  
1 Madison Avenue, New York City

Gentlemen:

Some of the public spirited citizens of Athens, which is a college town of 6,000 or so, are anxious to establish a city playground for the children. We have an option on a plot of about five acres, but are rather at a loss how to proceed, and shall therefore be grateful for suggestions and advice. Among our problems are the following:

1. How shall we lay out the grounds, and what equipment should be provided?
2. What principles should be observed with reference to supervision?
3. At what hours should the playground be open, and for what age of children?
4. What will it cost?
5. Would it be possible for one of your field men to visit us, and at what cost?
6. Can you supply lantern slides for use in a campaign? Details in regard to this.

I am on the faculty of Ohio University, and should much appreciate any assistance you can offer.

Awaiting your favor, I am,

Yours very truly,

(Signed) GEOFFREY MORGAN

### An Appreciation

Ohio University

State Normal College,  
Athens, Ohio

Athens, Ohio, May 6, 1915

Playground and Recreation Assn. of America  
1 Madison Avenue, New York City

Gentlemen:

Permit me to thank you for your very kind assistance and in-

## A YEAR'S WORK

formation concerning the playground, as contained in the letters and leaflets you have sent me. I am glad to be able to report that the movement is taking definite shape here, and we have great hopes of equipping a ground before the close of the summer. We have already adopted a constitution which is substantially the same as the one suggested in your bulletin No. 81 and are about to open a campaign for funds.....

I am anxious to use one of your illustrated lectures, and should be glad if you could send one for use on Sunday evening, May 16, which is one week from next Sunday. I shall be very happy to pay the cost of the same. I do not know if there is any difference between the various sets, but it may enable you to make a selection if I tell you this is a town of six thousand people, fairly advanced and intelligent, situated in hilly country, so that there is little level ground for play. We hope to secure five acres on the level, and to spend from \$1200 to \$1500 in equipping it. I should like views which show playgrounds in towns of the same sort, rather than the huge places of Brooklyn and Cleveland, for example. Of course we cannot do anything very elaborate, especially the first year, but we do want to make a beginning.

Hoping to receive the slides in time for the date I have named, and with many thanks, I am,

Sincerely yours,

(Signed) GEOFFREY F. MORGAN

Dept. of Education,  
Ohio University

Athens, Ohio, May 17, 1915

Playground and Recreation Assn. of America

1 Madison Avenue, New York City

Gentlemen:

I beg to acknowledge with thanks receipt of the set of slides you forwarded. I used them at the lecture Sunday night, and am returning them today by express. They proved quite a success and doubtless added considerable interest to the lecture.....

We succeeded in getting out an audience that packed our largest church to suffocation, so that the movement will, we hope, gain considerable impetus through the use of your material.

With thanks for your courtesy, I am,

Sincerely yours,

(Signed) GEOFFREY MORGAN

## A YEAR'S WORK

### An Office Conference

Office of the  
Supervisor of Physical Training and Recreation  
Frank C. Wood, Supervisor

Lynchburg, Va., Jan. 4, 1915

Mr. Howard S. Braucher, Secy.  
Playground and Recreation Assn. of America  
1 Madison Avenue, New York City

My dear Mr. Braucher:

.....I feel very much indebted to your Mr. Wheeler for the courtesies shown Miss Mary Hannah, one of my directors who recently visited your office to secure some data for me regarding the work done and salaries paid in other cities.

Very truly yours,

(Signed) FRANK C. WOOD,  
Supervisor

### Who Consult?

College presidents, presidents of chambers of commerce, judges of juvenile courts, superintendents of schools, business men, well-known magazine writers, public spirited women, some of the strongest men and women in America come to the Association.

Within less than six years the Association has been in correspondence with about 22,500 different persons. For the 60,000 men and women in the 600 cities working on the play problem the Association is a clearing house for the exchange of information. To the 1,000 men and women who are giving their full time under pay to the play movement this center of information is of particular value.

### Through Pictures

Photographs to the number of 2019, 1655 lantern slides, 831 cuts all carry the play message in graphic form.

### Printed Matter

Sometimes five or six of the Association pamphlets must be marked and sent to answer a single letter on some boy problem.

## II. EMPLOYMENT

"I have hunted for two weeks for a play leader. Where can I find one?"

"I have applied to city after city for a position as play leader. Are there any openings?"

## A YEAR'S WORK

This year 481 men and women registered seeking positions in the play movement and candidates were suggested for 151 positions, 52 of these year-round positions, three for positions which may turn out to be year-round. Sixty-one positions have been reported filled through the help of the Association, 15 year-round positions besides one which is for the entire year but only a part time position.

"The Association is willing to suggest the names of men and women who may be considered for recreation positions only on condition that recreation officials themselves look up the record of possible workers, make their own choice, and take full responsibility for engaging any worker, not holding the Association responsible for the success or failure of the worker chosen. There are no charges made either to officials for suggestions as to workers or to workers for positions secured."

### An Appreciation

Lily A. Wolf, Prin. Pierrepont School  
Rutherford Public Schools

Rutherford, N. J., Sept. 22, 1914

Playground and Recreation Assn. of America

I Madison Avenue, New York City

Gentlemen:

At the last committee meeting of the Rutherford Public Playground Association I obtained information in regard to the instructors who were obtained through you.

The work of Mr. Chestnut, Miss Watters and Miss Brice was perfectly satisfactory, the children were enthusiastic over their instructors and attended the playgrounds in larger numbers than ever before. From every quarter it seems that too much cannot be said in praise of Mr. Chestnut and I believe he has thoroughly demonstrated to the Rutherford Board of Education and the people generally the necessity of efficient leadership in this most important factor in character building.

The Rutherford Public Playground Association feels very much indebted to you for your kind assistance.

Very gratefully,

(Signed) LILY A. WOLF

## A YEAR'S WORK

### Play Leaders

Many want to be play leaders because they are lazy and they think here is a chance for the lazy man. The last place on this earth for a lazy man or woman is the playground. Wanted only those who are looking for difficult tasks, who work hard, who have the pioneer spirit, who are joyous, enthusiastic, who know how to lead, who know how boys and girls ought to grow. A play leader has about the hardest and happiest position yet known. Few are born to be play leaders. These few the Association ought to find.

### III. MINIMUM STANDARD OF PHYSICAL EFFICIENCY FOR BOYS

Many boys trained to pass the athletic badge tests. The tests were given in 287 cities in 30 states. One hundred and sixty-two boys passed the third test, 873 the second test, 1,458 the first test, making a total of 2,493 boys who this year won the right to wear one of the badges of the Association. Many boys who failed to pass the test have doubtless gained most from their training.

### Arousing Ambition

Board of Commissioners Rockford Park District  
Rockford, Illinois

May 28, 1914

Playground and Recreation Assn. of America

1 Madison Avenue, New York City

Gentlemen:

You will find enclosed a draft for \$7.65 in payment for 51 badges; of these 44 are for the first test and 7 for the second.

The badge test was introduced into our schools this spring and without any doubt it has created a desire in the boys for greater physical efficiency than many of them had ever thought of before. I think that the effort I have made and the time spent, has been more than compensated for by the interest shown.

Yours very truly,

(Signed) L. W. THOMPSON,  
Playground Director,  
R. P. D.

### IV. THE PLAYGROUND

To run a forty-page monthly magazine for the play movement and come within \$142.80 of meeting all expenses through subscrip-

## A YEAR'S WORK

tions and advertising was the achievement this past year. Of course, the larger part of the time given to *The Playground* was a personal contribution. Thousands of letters, clippings, and other sources of information have been gone over. Sometimes several hundred pages of manuscript have been on hand at one time. Through photographs, news items, technical articles, inspirational articles, *The Playground* has carried its message to South America, Japan, China, India, Europe—as well as to the cities and rural villages of America.

### One Person's Comment

123 Lancaster St., Albany, N. Y.

April 29, 1915

Playground and Recreation Assn. of America

1 Madison Avenue, New York City

Gentlemen:

.....You have no idea how much I have enjoyed *The Playground* this year. It always fills me with a tremendous amount of enthusiasm—I feel that all things are possible after reading how other people have overcome difficulties and solved their problems so successfully. It certainly is a good paper.

Sincerely yours,

(Signed) MARY M. PHINNY

### V. FIELD WORK

#### Redpath Horner Chautauquas

During the summer of 1914, Walter B. Dickinson, associate secretary, gave about twelve weeks to daily addresses and conferences in connection with the Redpath Horner Chautauquas. The salary and all the expenses for the trip were met by the business management of the Chautauquas so that without cost to the Association work of great value was carried on in interesting men and women in the possibilities of the play movement for the smaller towns.

#### The Campaign in a Single City

The El Paso, Texas, Chamber of Commerce, after a conference with George A. Bellamy of Hiram House, Cleveland, invited the Association to send a field secretary. On December 10th, 1914,



## A YEAR'S WORK

one of the field secretaries, T. S. Settle, arrived. The Chamber of Commerce appointed a strong committee composed of thirty-five of the most representative people of El Paso. This committee co-operated enthusiastically in the campaign. Mr. Settle presented the recreation problem before a banquet of one hundred and fifty leading business men. The superintendent of schools, the park superintendent and other leading citizens carefully studied existing facilities and needs with Mr. Settle. A plan was drawn up, submitted to the full committee, thoroughly discussed, and finally approved. The committee petitioned the mayor and the city government of El Paso to inaugurate a permanent playground and recreation department with a superintendent of recreation in charge. The Board of Education approved the general plan and agreed to appropriate \$5,000 if the Common Council would appropriate \$10,000 to make a total budget of \$15,000. After a number of conferences a minimum of \$10,000 was assured with the understanding that a total of \$15,000 would be provided if the larger amount were needed.

The search for a recreation secretary began at once and soon J. H. Stine of Seattle was appointed. Before Mr. Settle left El Paso after about one month's work, a splendidly attended mass meeting was held in the High School Auditorium. The mayor, a representative of the School Board and the president of the Chamber of Commerce spoke and Mr. Settle gave an illustrated lecture showing what the system of neighborhood recreation centers would be.

### An Appreciation of the El Paso Campaign

El Paso, Texas, January 11, 1915

Playground and Recreation Assn. of America

1 Madison Avenue, New York City

Gentlemen:

.....It affords me great pleasure to be able to say to you at this time that the work which the El Paso Chamber of Commerce inaugurated by bringing Mr. Settle to our city, has been actually started under quite favorable conditions. Mr. Settle was able to arouse the interest of a committee appointed by me as president of the Chamber of Commerce, to such an extent that they worked in perfect harmony and accord with Mr. Settle, and with the ideas that he advanced.

It is my opinion that the visit here by Mr. Settle will result in

## A YEAR'S WORK

great good for our city, and be the means of improving our social conditions most decidedly.

Sincerely yours,

(Signed) ROBERT KRAKAUER

President of the Chamber of Commerce

### Sixty-one Cities Helped

Sixty-one cities during the year were rendered distinct help through the field secretaries. Eight were helped to secure year-round recreation systems with recreation secretaries in charge.

### Cities Helped within the Year to Secure Year-round Recreation Secretary

CITY	RECREATION SECRETARY	FIELD SECRETARY WHO HELPED
Detroit .....	Ira W. Jayne.....	Rowland Haynes
El Paso .....	J. H. Stine.....	T. S. Settle
Kenosha .....	David R. Fogwell.....	C. F. Stimson
Memphis .....	Earl C. Ford.....	T. S. Settle
Newport .....	Harry F. Cook.....	F. R. North
South Bend .....	F. B. Barnes.....	F. R. North
Raleigh .....	L. E. Lashman.....	W. W. Pettit
Yonkers .....	E. G. Kingsbury.....	F. R. North

Field secretaries serve as soldiers ready to go on forced marches on a moment's notice in behalf of the public recreation cause, to carry the banner forward here, to save the day there, to charge or lay siege in order that any difficulties, however great, may be finally overcome. They have possessed the high courage which can wait as well as fight; upon them has depended in large measure the Association's reputation for character, steadiness, thoroughness, power, vision. The task is the working of miracles, helping others to bring the impossible to pass. Here is no place for the routine man, the conventional man, the machine man. It is a place for the undaunted man, the pioneer, the resourceful man, the man who wants each day to grow by doing the impossible.

The more effective the work of a field man is the less public evidence there is of his success. The mayor, park board members, school board feel the work is theirs in proportion as the field secretary has the capacity of leading while keeping himself in the background. For the Association to say very much about its own field work in a city, or to ask the local leaders to say very much is to

## A YEAR'S WORK

imperil to some extent the results accomplished. Those who see most clearly the value of the work are usually members of the city government and professional workers who are not themselves in position to help financially.

### Stopping Waste of Energy

Some cities regard any attempt to secure neighborhood play centers as hopeless because they have tried to secure municipal appropriations and have failed. The local leaders had not been familiar with the work in other cities, they are not sure themselves just what the work is that they want to establish. They see the need of something and want to meet that need.

Even the most expert find the security of appropriations and the establishment of municipal neighborhood play centers extremely difficult. It is pathetic to see energy wasted on fruitless endeavor—perhaps trying to secure a center in the wrong location, perhaps trying for an appropriation entirely disproportionate to the plans contemplated, and trying by methods doomed to failure. Yet this same energy rightly guided will not only bring success but secure a plan worth while. This is the reason for the field work.

### WHERE THE ASSOCIATION HAS FAILED

It is well for us from time to time to remember what the Association is not doing that a national association interested in neighborhood play centers ought to do. Newspaper clippings have shown communities seeking knowledge which the Association has, yet is not in position to send unless a specific request comes. The Association has not made the specific studies needed to secure information for want of which local work has suffered. The Normal Course in Play has not been reprinted for lack of funds. Many strong young men and women ought to be interested to prepare themselves for recreation work. The rural recreation field alone needs as much attention as is now being given by the Association to city and town recreation problems.

For two years the Association has held no congress and no institute. This year the Association did not even publish a Year Book.

### TENDENCIES AND DEVELOPMENTS

Local leaders are thinking more and more in terms of the neigh-

## A YEAR'S WORK

borhoods as a whole and less of the administration of activities at one definite center. More thought is given to Boy Scout groups and Camp Fire Girl groups, to boys' clubs and girls' clubs, and to meeting the recreation needs of each neighborhood in whatever way seems best rather than trying to confine the work to the specific building and grounds which are designated as the play center.

Cities are growing more concerned as to the leisure time problem for young men and young women and for all the adult population. The dangers of spending leisure time in idleness, in passive ways, in dissipation, are receiving greater emphasis. Most of the discussion, however, is negative unless an unusual leader focuses the thought on the constructive way out of these difficulties.

Play as a means of education in school systems is talked about among rural school teachers and county superintendents as well as among city educational leaders.

More and more insistent is the problem of rural play, that of making neighborhood life in the country attractive so that when families have gone "back to the farm" or have remained upon the farm, the young people may be able to find life as well as work in the country.

City governments have now become more accustomed to thinking of the maintenance of the neighborhood play centers as a municipal function.

In no previous year have there been so many cities in which political conditions made the position of the recreation secretary insecure. The whole play movement is passing through a most critical period of its development. Now is the time when traditions must be built up, that recreation positions like school positions must depend upon efficiency of service and not upon political influence.

The number of very valuable books on play and recreation which have recently been published is remarkable:

Joseph Lee, "Play in Education"; Dr. Henry S. Curtis, "Education through Play" and "Play and Recreation for the Open Country"; Richard Henry Edwards, "Popular Amusements" and "Christianity and Amusements"; Clark W. Hetherington, "The Demonstration Play School"; William Byron Forbush, "Manual of Play."

We are living in the beginning of a new age which is to be the age of the renaissance of play—the question is what kind of play shall it be—whether here in America the movement shall be a for-

## A YEAR'S WORK

ward movement in civilization. It lies within the power of the Association to have a large influence in deciding this question.

### WORK—COST

For the Year Ending April 30, 1915

Correspondence .....	\$ 6,907.55
Consultation .....	3,635.25
Lantern Slides, Cuts and Photographs .....	681.84
Printed Matter .....	1,655.48
Employment .....	1,817.30
Boys' Badges .....	437.52
The Playground .....	4,134.38
Annual Meeting .....	530.84
Committees .....	1,726.27
Field Work .....	60,979.36
	\$82,505.79
Total .....	\$82,505.79

## PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

Financial Statement for the Year Ending April 30, 1915

### General

Balance May 1st, 1914..... \$133.28

### Receipts

#### Contributions and Refunds

General Contributions.....	\$81,567.00	
Special Emergency Fund.....	500.00	
Field Contributions.....	15,378.58	
Field Refunds.....	3,798.44	\$101,244.02

Boys' Badges..... 371.84

#### Playground

Subscriptions.....	\$ 2,511.73	
Sale.....	185.67	
Advertising.....	1,294.18	3,991.58

#### Printed Matter

Proceedings.....	\$159.30
Normal Course.....	27.27

## A YEAR'S WORK

Pamphlets.....	414.35	600.92
Lantern Slides.....		109.75
Bank Interest.....		407.83
Special.....		346.56
	<hr/>	
Total.....		\$107,205.78
 <b>Disbursements</b>		
General Salaries.....		\$21,703.20
Field		
Salaries.....	\$29,335.03	
Travel.....	11,466.32	
General.....	856.85	41,658.20
	<hr/>	
Writerpressing.....		1,822.81
Postage.....		4,677.52
Rent.....		2,581.14
Library and Exhibit.....		315.32
Boys' Badges.....		308.09
Furniture.....		158.75
Travel.....		377.62
Printing.....		4,110.72
Stationery.....		2,379.71
Special.....		303.28
Financial Incidentals.....		667.64
General Expenses.....		1,441.79
Transferred to Summer Fund.....		24,000.00
Transferred to Special Emergency Fund.....		500.00
	<hr/>	
Total.....		\$107,005.79
 <hr/>		
Receipts.....		\$107,205.78
Disbursements.....		107,005.79
		<hr/>
General Balance April 30th, 1915.....		\$199.99
 <hr/>		
General Balance.....		\$199.99
Special Fund.....		11,284.04
Study of Equipment Fund.....		445.10
Special Emergency Fund.....		500.00
Summer Fund.....		24,000.00
	<hr/>	
Total.....		\$36,429.13

Gustavus T. Kirby  
Treasurer

May 11, 1915

We have examined the receipts and disbursements, as stated in the records and accounts of the PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA, for the fiscal year ended April 30th, 1915, and certify that the annexed Financial Statement for the year and Summary of Cash Account for the year are correct.

QUERY and CALVERT  
Certified Public Accountants

## THE YEAR BOOK

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### PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

#### PLAYGROUND FACTS

The facts published in the Year Book have been gathered through correspondence with over 1,750 cities, 1,387 of whom sent some information in response to the query whether or not supervised playground and recreation center work was being conducted. Cities have, however, been listed in the statistical table only when the report indicated that play leaders were employed. More than 125 cities have been listed this year which have never before appeared in the Year Book. It is a matter of regret, however, that no word was received from 15 of the cities which appeared in the 1913 Year Book and that reports from 13 cities whose work has hitherto been published reached us too late to be included.

Reports have been received from 432 cities maintaining supervised playgrounds and recreation centers. During the year ending November 1, 1915, these cities maintained 3,294 playgrounds and recreation centers.

#### MANAGEMENT

##### *Municipal*

The returns for 1915 showing forms of administration, demonstrate in a very convincing manner the increasing tendency to centralize the administration of playground and recreation work in the municipality itself. The reports received telling of the work of the past year indicate that in 250 cities the playgrounds and recreation centers were administered entirely, or in part, by some department of the municipality.

In 55 cities playgrounds and recreation centers were maintained by playground and recreation commissions and boards; in 12 by city playground or recreation departments; in 6 by city councils and boards of selectmen. In 71 cities school boards conducted recreation work; in 31, park boards. Other municipal departments managing the work were departments of public works operating in

## YEAR BOOK

3 cities, departments of parks and public property in 6, and municipal playground committees in 9.

A number of cities reported a combination of municipal departments in the administration of the work. In 11 cities park boards and boards of education were associated; in 2, playground commissions and boards of education. In 4 communities recreation commissions, school boards and park boards combined; in 1, the city and board of education, and in 1 the city council and park board.

### *Private*

In 59 communities playground and recreation work was conducted by playground and recreation associations and leagues; in 7 by private playground committees; in 26 by women's clubs; in 11 by parent-teacher associations and home and school leagues; in 18 by civic clubs and leagues; in 26 by town improvement societies, social service leagues, neighborhood welfare and community clubs, by athletic leagues, relief associations, city planning commissions and chambers of commerce. In 2 cities industrial plants carried on playground work; in 4, private individuals; in 2, private endowments; in 11, Y. M. C. A.'s; in 2, Y. W. C. A.'s. In 8 cities combinations of private agencies were responsible for the work.

### *Municipal and Private*

A union of municipal departments and private organizations has been reported in a number of cities. In 4 communities the park department combined with the playground association to carry on the work; in 6 cities the board of education and in 5 the department of playgrounds or recreation united with the playground association. In 23 cities the park department, school board and various city departments have combined with other private agencies in administering playground activities.

## ORGANIZATION

In sending information regarding forms of organization, a number of communities have reported on existing playground commissions and associations which are not yet carrying on work. A study of these facts in connection with the data sent by cities actively engaged in conducting recreation work discloses the following forms of organization, further emphasizing the tendency toward municipal control:



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Municipal—Playground or recreation commissions or departments .....	77	cities
Private—Playground or recreation associations or leagues	114	“
Both .....	6	“

(In 1913 only 48 cities reported on municipal commissions while 121 had private playground associations.)

### SOURCES OF SUPPORT

In 182 cities the centers were supported by municipal funds; in 112 by private funds; in 130 by both municipal and private; in 1 by county funds; in 3 by municipal and county; in 1 by private and county and in 1 by municipal, private and county funds. In 2 instances the sources of support were not given.

A total expenditure of \$4,066,377.15 was reported. Of this sum \$1,922,687.20 represented the expenditures for salaries alone.

### EMPLOYED WORKERS

In the 432 cities carrying on supervised playground and recreation work 7,507 workers were employed. Of these, 2,883 were men, 4,624 women. These figures show an increase over 1913 of 18.8 per cent in the number of employed workers. In addition to these workers, 1,929 caretakers were employed. One hundred and eleven cities reported 1,053 workers employed the year round. The reports sent by 18 of these cities, however, indicated that 33 workers were physical directors or teachers in charge of organized play in connection with the school, whose time was not exclusively devoted to supervising playground and recreation center activities.

The reports showed that 70 cities maintained classes for the training of recreation workers. Fifty-five of this number reported 2,164 students. In addition 10 cities reported weekly conferences of workers, not strictly training classes, and 5 reported that plans were on foot to organize training courses. Five cities reported on local colleges and normal schools giving courses in the training of playground workers.

Thirty-five communities stated that their recreation positions were filled by civil service examinations.

### PLAYGROUNDS ESTABLISHED IN 1914 AND 1915

One hundred and sixteen cities stated that supervised playgrounds were opened for the first time during 1914 and 1915.

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### BOND ISSUES

In 19 cities bond issues for recreation purposes were authorized. Seventeen of these cities reported on bond issues amounting to \$1,663,750.

### DONATED PLAYGROUNDS

In 49 cities, land and buildings have been donated, or the use of ground given for playground and recreation purposes. The combined value of this property in 18 cities was \$497,100.

### LENGTH OF PLAYGROUND TERM

Ninety-seven cities reported 573 centers open the year round. In 20 of these cities, however, the centers in question were in connection with organized play activities in the schools and were supervised by teachers and physical directors whose time was not wholly given to recreation. Two thousand and thirty centers were open only during the summer; that is, June, July and August. Six hundred and ninety-one centers were open other seasons varying from four weeks to ten months.

In 210 cities, centers were open on holidays and in 89 on Sundays.

### ATTENDANCE

Of the 432 cities, 389 reported a total average daily attendance of 814,108 during July and August. Ninety cities reported an attendance at winter centers of 200,478.

### SEPARATE SPACES FOR BOYS AND GIRLS

One hundred and fourteen cities, in 113 of which 514 centers were reported, stated that they had separate spaces for boys and girls.

### SUPERVISED EVENING PLAYGROUNDS

One hundred and thirty-two cities reported on supervised playgrounds open, and lighted evenings. One hundred and twenty-nine of these reported on 524 such centers. The total average attendance for the 86 cities making a report was 107,039.

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### EVENING RECREATION CENTERS

One hundred and thirty-six cities reported that their school buildings were used as evening recreation centers. One hundred and thirty-three cities reported 612 buildings open evenings. The total average attendance in 73 cities sending in a report was 54,865.

Thirty-five cities which do not appear in the table reported evening recreation center work carried on in 99 school buildings.

### BUILDINGS FOR RECREATION PURPOSES

Fifty-six cities reported on recreation centers in buildings especially for recreation. Fifty-five cities reported 146 such recreation buildings and 30 of these cities reported an average attendance at the buildings of 13,439.

### STREETS FOR PLAY

In 26 cities, streets were set aside for play. Eighty-four cities stated that coasting in the streets was permitted.

### PUBLIC SCHOOLS ATHLETIC LEAGUES

One hundred and seventy-seven cities reported on athletic leagues.

### PUBLIC SWIMMING POOLS AND PUBLIC BATHS

One hundred and forty-two cities reported on public swimming pools, 139 of these cities stating that they had 306 such pools.

Of the 96 cities reported on public baths, 94 cities stated that they had 314 baths.

### SPECIAL PLAY ACTIVITIES

Special play activities in connection with their recreation work were reported by cities as follows:

Boy Scouts .....	98	Moving Pictures .....	67
Camp Fire Girls .....	85	Pageants .....	102
Debating .....	42	Self-Government .....	65
Dramatics .....	93	Singing .....	150
Evening Entertainments ..	119	Skating .....	88
Folk Dancing .....	273	Social Dancing .....	100
Gardening .....	105	Storytelling .....	259
Industrial Work .....	191	Summer Camps .....	62
Instrumental Music .....	69	Swimming .....	188
Lectures .....	89	Tramping .....	164
Libraries .....	106	Wading .....	127

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### CENTERS UNDER VOLUNTEER SUPERVISION AND UNSUPERVISED CENTERS

Reports were received from ten communities whose centers were supervised by volunteer leaders. Sixty-seven cities reported play centers under no supervision other than that of caretakers. The great majority of these playgrounds were in parks in which play spaces had been set aside and equipment provided by the park department. A number were grounds equipped by industrial companies. Among these might be mentioned the three splendidly equipped grounds maintained by the Endicott-Johnson Company at Endicott, Lestershire and Johnson, N. Y., whose playgrounds, swimming pools and tennis courts are open to all. In these centers and on the 196 school playgrounds, many of which are under the supervision of regular teachers at recess and in some cases before and after school hours, many special play activities were carried on.

#### POSSIBILITY OF WORK LATER

Information was received from a number of cities which, though reporting on supervised playgrounds or recreation center work, did not send the data in such form that it could be published. Among these cities might be mentioned Marquette, Mich., which has supervised summer playground work as well as supervised play and athletics in connection with the schools; Wellesley, Mass., Centralia, Ill.; Vinton, Iowa, where a social center has just been started; Lexington, Mo.; New Brunswick, N. J., where evening recreation center work is being carried on in the schools under paid supervision; Ypsilanti, Mich.; Bellingham, Wash., and Fairmont, W. Va. In addition to these cities might be mentioned six others which have stated that work has been started, but has not developed far enough to be included in the table of supervised playground work.

A number of cities have reported that preparations for starting supervised play and recreation are under way. In 2 cities experimental grounds have already been conducted. In 19 communities playground committees or associations have been formed or some organization effected to take charge of the work. In 15 cities land has been secured and in 9 funds raised. Five cities stated that playgrounds would be opened in the spring and 7 reported definite plans for work. In 2 cities bond issues are under consideration and in 27 steps are being taken to arouse interest in the movement.

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## SUMMARY

Playgrounds and Recreation Centers	Number of Cities
Under paid supervision .....	432
Under volunteer supervision .....	10
Under no supervision .....	67
School playgrounds .....	196
Preliminary steps completed .....	6
Work started	
Experimental grounds conducted .....	2
Organization effected .....	19
Land Secured .....	15
Funds raised .....	9
Definite plans made .....	12
Bond issues under consideration .....	2
	<hr/> 59
	<hr/> 770

In addition 27 cities reported that steps were being taken to arouse interest and that the movement was being agitated.

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The two years elapsing since the publication of the last Year Book in 1913 have given rise to many interesting developments in the playground and recreation movement. Not all of these, unfortunately, can be published in any one statement of activities and developments, but it has been the experience of the Association that the outlines and facts presented in previous Year Books have been of assistance to many cities in helping to build up permanent and comprehensive systems of recreation.

Many individuals throughout the country have given freely of their time in the interest of this co-operative undertaking, and in securing and reporting the facts regarding work in their communities they have rendered invaluable service to the cities and smaller communities of America.

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS

STATE AND CITY	NAME	PRESIDENT	SECRETARY
<b>CALIFORNIA</b>			
Alameda.....	Recreation Commission of City of Alameda.....	E. J. Probst.....	Elbert M. Vail
Berkeley.....	Berkeley Playground Commission.....	W. F. Wallace.....	Mrs. A. E. Chandler
Fresno.....	Playground and Recreation Commission of Fresno.....	Ben Epstein.....	Mrs. S. S. Hackett
Los Angeles.....	Playground Commission, City of Los Angeles.....	J. D. Radford.....	C. S. Lamb
Oakland.....	Board of Playground Directors.....	Ethel Moore.....	George E. Dickie
Redlands.....	Playground Commission.....	George P. Cortner.....	Mrs. J. J. Sues
Sacramento.....	Playground Board.....	E. J. Carragher.....	Sherwood Wheaton
San Diego.....	Board of Playground Commissioners.....	Rev. Howard B. Bard.....	Frank A. Lawler
San Francisco.....	Playground Commission.....	Father D. O. Crowley.....	James Edward Rogers
Stockton.....	Recreation League of San Francisco	Jesse W. Lillenthal.....	Mrs. R. Lauxen
Venice.....	Playground Commission.....	Mrs. C. M. Jackson.....	Mrs. Clara C. Conley
Venice Playground Commission.....	Venice Playground Commission.....	Mrs. Charles H. Ritchie.....	
<b>COLORADO</b>			
Colorado Springs.....	Playground Commission.....	C. B. Seldomridge.....	J. L. Bennett
Denver.....	Denver Playground Association.....	F. S. Titsworth.....	Anna L. Johnson
Loveland.....	Loveland Playground Association.....	R. W. Truscott.....	Mary J. Grewell
Pueblo.....	Playgrounds Committee.....	Mrs. W. A. Gillespie.....	
<b>CONNECTICUT</b>			
Ansonia.....	Ansonia Playground Association.....	George C. Bryant.....	O. E. Bath
Derby.....	Derby Playground Association.....	Ada S. Shelton.....	S. Wales Dixon, Sup'r
Hartford.....	Park and Recreation Department of Park Board.....	Guy E. Beardsley.....	Mary A. Campbell
New Britain.....	Public Amusement Commission.....	Edward H. Prior.....	Cora A. Marsh
New London.....	New London Playground Committee.....	Rev. James W. Bixler.....	P. J. Osterhus
Norwalk.....	Norwalk Playground Association, Inc.....	Michael Riordan.....	Arthur L. Peale
Norwich.....	Norwich Playground Association.....	John B. Stanton.....	Edmund Ryan
Stamford.....	Stamford Playground Commission.....	Dorothy Heroy.....	

Torrington	Torrington Playground Association	Marjorie S. Turner	James Dougherty
Wallingford	Wallingford Playground and Recreation Association	Mrs. Wm. P. Wilson	Mrs. James C. Wriam
Windsor Locks	Windsor Locks Public Park and Playground Committee	Mary C. Burnap	Mrs. J. P. MacLaughlin
<b>DELAWARE</b>			
Wilmington	Wilmington Playground Association	Cornelia Bowman	Edna M. Taylor
<b>DISTRICT OF COLUMBIA</b>			
Washington	Playground Department		Geo. M. Roberts, Sup'r
<b>FLORIDA</b>			
Daytona	Daytona Playground Commission	Rolland E. Stevens	Mrs. J. B. Garrison
Jacksonville	City Playground Commission	F. P. Conroy	Mrs. T. P. Deuham
Tampa	Tampa Playground Association	J. E. Patterson	Mrs. M. B. Bailey
<b>GEORGIA</b>			
Macon	Macon Playground Association	C. H. Bruce	Florence Bernd
Savannah	Playground Commission	Hon. W. J. Pierpont	Jane Judge
<b>ILLINOIS</b>			
Champaign and Urbana	Twin Cities Recreation and Playground Association		
Decatur	Decatur Playground and Recreation Association	F. C. Amesbury	Mrs. Morgan Brooks
Kankakee	Playground Committee	R. C. Augustine	C. E. West, M. D.
Pontiac	Pontiac Playground Association	James H. Fellows	Mrs. Maud Armstrong
Princeton	Playground Society	Mrs. O. P. Bourland	John T. O'Donnell
		Andrew Susuzy	
<b>INDIANA</b>			
Evansville	Public Playground Commission	R. R. Williams	J. U. Schneider
Goshen	Playground Committee	Milton Wysong	Ed. Neidig
Indianapolis	Recreation Department, City of Indianapolis		Carl Viebahn, Comm'r
Marion	Marion Playground Association	Alice Goldthwaite	Edna Johnson
Peru	Peru Playground Association	Rev. A. M. Bailey	Mrs. Jennie C. Van Ness
South Bend	Municipal Playground Association	L. Hammerschmidt	F. B. Barnes

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
<b>IOWA</b>	Children's Playground Association.....	Mrs. C. M. Wyth.....	Mrs. W. C. Nuhn
	Clinton Playground and Recreation Association.....	Mrs. W. D. Jacobsen.....	Willard H. Wing
	Fort Dodge Playground Association.....	F. W. Sherman.....	Helen Clagg
	Playground Committee.....	Rev. B. F. Martin.....	Aaron Palmer
	Ottumwa Playground League, Inc.....	Mrs. W. B. Boninfield, Jr.....	Mrs. H. L. Sedgwick
<b>KANSAS</b>	Great Bend Playground Association.....	E. E. Morrison.....	Charles Lischisky
	Hays.....	C. A. Shively.....	Mrs. W. W. Paul
	Junction City.....	Y. Y. Young.....	C. A. Wagoner
	Liberal.....	Mrs. C. W. White.....	Mrs. Bert Long
	Paola.....	Mrs. D. F. Dunn.....	
	Russell.....	V. M. Reppert.....	
	Topeka.....	Harold T. Chase.....	W. P. MacDean
	Wichita.....	E. M. Leach.....	Elsie J. Roberts
<b>LOUISIANA</b>	Board of Commissioners of Public Playgrounds.....	Mrs. A. J. Stallings.....	Mrs. R. Douglas
	New Orleans.....		
<b>MAINE</b>	Richmond Playground Association.....	Charles B. Day.....	W. F. Dunbar
<b>MARYLAND</b>	Public Athletic League.....	Robert Garrett.....	William Burdick
	Children's Playground Association of Baltimore, Inc.....	Mrs. Charles E. Ellicott.....	Mary Claire O'Brien
<b>MASSACHUSETTS</b>	Playground Commission.....	James Stedman.....	Ray Hubbard
	Brookline.....	George S. Baldwin.....	S. K. Nason
	Canton.....	Samuel Cabot.....	John Richardson
	Chicopee.....	James E. Hafey.....	Mrs. N. P. Ames Carter
	Franklin.....	Orestes T. Doe.....	Alice M. Wiggin
	Holyoke.....	A. A. Brooks.....	Mary E. Hussey



Lawrence.....	Playgrounds Department.....	William C. Brewer.....	John A. Flanagan, Dir.
Newton.....	Playground Commission of Newton.....	Harry L. Cary.....	Charles F. Johnson
North Adams.....	North Adams Playground Association.....	Irving Maurer.....	Mrs. J. T. Potter
Northampton.....	Northampton Playground Association.....	Dudley R. Child.....	Gordon J. Campbell
Pepperell.....	Playground Commission.....	Judge Charles L. Hibbard.....	Joseph E. Peirson
Pittsfield.....	Park and Playground Association.....	John F. Turner.....	Mrs. Mary G. Whiting
Reading.....	Playground Commission.....	Albion A. Perry.....	F. A. Wald, M. D.
Somerville.....	Somerville Playground Association.....	J. G. E. Page, M. D.....	Milton B. Hunt
Southbrdge.....	Playground Committee.....	Gleason Wood.....	E. A. Locke
Waltham.....	Board of Recreation.....	P. H. O'Halloran.....	D. M. Cole
Watertown.....	Playground Commission.....	C. A. Hickson.....	H. A. Goodman
Westfield.....	Playground Commission.....	George A. Chapman.....	Earle Brown
West Springfield.....	Worcester Playground Commission.....	George F. Booth.....	John F. McGrath
Worcester.....	Worcester Playground Association.....	George F. Booth.....	
<b>MICHIGAN</b>			
Calumet.....	Calumet Park and Playground Association.....	Mrs. T. Vasbinder.....	Mrs. D. A. Lamont
Detroit.....	Recreation Commission.....	William T. Dust.....	Ira W. Jayne
Grand Rapids.....	Grand Rapids Recreation Association.....	A. W. Wishart.....	
Jackson.....	Jackson Playground Association.....	Rev. W. H. Poole.....	W. G. Wright
Laings.....	Laings Playground Association.....	James M. Reasoner.....	May Wagner
Sault Ste. Marie.....	Playground Association of Sault Ste. Marie.....	W. R. Cowan.....	F. A. DuBridge
<b>MINNESOTA</b>			
Duluth.....	City Recreation Department of Public Welfare Department.....		J. R. Batchelor, Dir.
St. Paul.....	Department of Parks, Playgrounds and Public Buildings.....	Louis Nash, Com'r.....	Magnus Norman
Winona.....	Winona Playgrounds Association.....	T. S. Devitt, M. D.....	C. D. Tearse
<b>MISSOURI</b>			
Marshall.....	Commission on Recreation and Playgrounds.....	Nelson Cunliffe.....	W. C. Gordon
St. Louis.....	Division of Parks and Recreation.....	E. E. E. McJimsey.....	
Springfield.....	Park and Playground Commission.....		
<b>MONTANA</b>			
Anaconda.....	Playground Committee.....	E. P. Mathewson.....	F. W. Harrison
Red Lodge.....	Playground Committee.....	A. C. Carlson.....	Ella Kerrigan

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
<b>NEBRASKA</b>			
Cambridge	Playground Association	R. F. Rankin	Mrs. H. Lauritsen
Elgin	Elgin Playground Association	W. H. Briggs, M. D.	Mrs. Ida Bishop
Ewing	Ewing Playground Association	J. B. Hummel	J. A. Butler
Omaha	Recreation Board	Rev. Claude R. Pardeson	C. J. Carlson
O'Neill	O'Neill Playground Association	Rosabelle Reimers	Carrie Hall
Pierce	Pierce Playground Association	John A. Woodard	Mrs. W. H. Brokaw
Seward	Seward Playground Association	Mrs. John Brenner	Lucile J. Harris
Stella	Stella Playground Association	J. E. Douglas	Mrs. A. J. Caldwell
Waithill	Playground Association	W. M. Elledge	Fred P. Reed, M. D.
Weeping Water	Weeping Water Playground Association	L. O. Murdock	Orcelia Perry
Wymore	Wymore Playground Association		
<b>NEW HAMPSHIRE</b>			
Keene	City Playground Committee	Hon. Charles G. Shedd	F. J. Porter
<b>NEW JERSEY</b>			
Bridgeton	Johnson Reeves Playground Association	Archer Platt	Alice C. Service.
Camden	Board of Recreation Commissioners	F. A. Finkelday	B. W. Courter
East Orange	Board of Recreation Commissioners	W. Hillyer Ragsdale	Lincoln E. Rowley
Elizabeth	Board of Recreation Commissioners	William D. DeLamarter	Dean P. Otis
Hoboken	Department of Public Parks and Playgrounds	Union Noble Bethell	Henry Schmulling, Com'r
Montclair	Playground Commission	Grimmell Willis	Starr K. Pugh
Morristown	Morristown Playground Society	William Cudliffe	Frederick W. Ford
Mt. Tabor	Mt. Tabor Playground Commission	Bernard J. Owens	F. S. Adams
Newark	Newark Recreation Commission	John R. Meader	Harry Mayer, M. D.
Passaic	Board of Playground Commissioners	John Grossebauer	Albert Joerger
Faterson	Recreation Commission	C. C. Baldwin	John McCutcheon
Perth Amboy	Perth Amboy Playground Commission	George P. Mellick	N. W. Pierce
Plainfield	Board of Playground Commissioners	Henry C. White	George W. Wriston
Red Bank	Plainfield Public Recreation Committee	Jesse Minot	W. H. P. Veysey
Rutherford	Red Bank Recreation Association	R. E. Rose	Helen F. Gibson, M. D.
Salem	Board of Playground Commissioners	Ellen B. Smith, M. D.	F. E. Rogers
South Orange	Playground Committee	Charles E. Colley	Bessie K. Hires
Westfield	Board of Recreation Commissioners	John H. Penchoen	Everett Yeaw
	Westfield Playground Commission		H. L. Phelps

West New York	West New York Playground Commission	Richard J. Miller	Samuel School
West Orange	Board of Playground Commissioners	Richard M. Colgate	J. M. Maghee, M. D.
<b>NEW YORK</b>			
Buffalo	The Playground Commission of the City of Buffalo	W. J. Holmes	Charles W. Dilcher
Croton-on-the-Hudson	Play Street Commission	Wm. E. McLennan, M. D.	Mrs. Ralph Waldo Trine, Treas.
	Playground and Recreation Committee	George Osterling	C. W. Knappenburg
Dansville	Park and Playground Association	E. B. Deuel	Heleen Streeter
Glens Falls	Glens Falls Recreation Commission	A. E. Hartman	Mary Bassett
Gloversville	Playground Committee	S. Elmore Burton	Mrs. Charles Burdett
Goshen	Goshen Playground Association	Mrs. Percy V. D. Gott	Theron H. Sammis
Hornell	Municipal Playground Committee	E. S. Redman, M. D.	D. G. Atkins
Huntington	Huntington Recreation and Playground Association	A. L. Field	W. H. Holmes
Kingston	Park and Playground Association	F. J. Higginson	Mrs. Carlisle Goodrich
Mt. Vernon	Playground Commission	Rev. J. H. Hollister	C. Ward Crampton, M. D.
Newburgh	Newburgh Playground Association	Mrs. John W. Matthews	Elizabeth Burchenal
	Public Schools Athletic League (Boys' Branch)	Gen. George W. Wingate	Eugene C. Gibney
	Public Schools Athletic League (Girls' Branch)	Martha Lincoln Draper	Howard R. Knight
	Recreation Center Athletic League	Edward W. Stitt	Lulu Morton
	Recreation Alliance	Gustavus T. Kirby	Matilda R. Chapin
New York City	Parks and Playgrounds Association of the City of New York	George Gordon Battle	William M. Strong
	Parks and Playgrounds Association, Brooklyn Committee	Frank C. Munson	W. H. Yard
Oneida	Flatbush Playground Association	George W. Wilson	Robert A. Bernhard, Supt.
Rochester	Park and Playground Commission	John Maxwell	Ida J. Butcher
	Bureau of Playgrounds and Recreation of the Department of Parks		Florence J. Parsons
Silver Creek	Playground Committee	Mary Montgomery	H. L. Smith
Utica	Utica Playground and Recreation Association	Dana W. Bigelow	A. T. Bohler
Yonkers	Playground and Recreation Commission	Walter T. Haskett	
<b>NORTH CAROLINA</b>			
Charlotte	Charlotte Park and Playground Association	Julia M. Alexander	
Raleigh	Playground Commission of Raleigh	B. F. Montague	

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
NORTH DAKOTA	Bismark Playground and Recreation Association		
OHIO	Akron Children's Playground Committee	F. W. Work	Maude Herndon
	Athens Athens Playground Association	Henry Zenger	Mrs. C. L. Jones
	Bellare Belleaire Playgrounds Association	F. C. Nicholson	W. C. Upperman
	Canton Canton Park and Playground Association	W. W. Worcester	Emily A. Wheeler
	Cleveland City Division of Recreation	David T. Logan	T. McCance Black, Dir.
	Columbus Columbus Department of Public Recreation	Rabbi David Leikowitz	R. S. Wambold
	Dayton Division of Recreation, Department of Public Welfare	D. F. Garland, M. D.	George R. Eastman
	Montpelier Montpelier Playground Association	Donald Kirkpatrick	H. N. Sollenberger, Supt.
	Springfield Springfield Playground Association	H. D. Wintringer	Rev. Parkinson
	Steubenville Park and Playground Commission	Samuel C. Black, M. D.	Charles Ashburner
	Toledo Toledo Playground Association	Leo Guthman	D. F. Melner
	Youngstown Playground Association		
OKLAHOMA	Friederick Playground Association	Mrs. S. E. Patton	Mrs. Frank Moss
	Tulsa Playground Association	C. E. Buchner	Mrs. E. E. Sims
	Weatherford Public Playgrounds Association	Percy B. Rhue	Mary E. Lieby
PENNSYLVANIA	Allentown Allentown Playground Association	R. S. Taylor	Mrs. F. C. Moses
	Bethlehem Public Recreation Commission of the Bethlehemns	Mary W. Swain	Mrs. Louis C. Spring
	Bristol Playground Association	Mrs. H. C. Cochran	Mrs. R. E. Jafferis
	Chester Chester Playgrounds Association	H. B. Spackman	Mary P. H. Gordon
	Coatesville Coatesville Playground Association	Dr. Tegmein	D. H. Ross
	Conshohocken Conshohocken Playground Association	John C. Swartley	Julia Van H. Nightingale
	Doyletstown Doyletstown Public Playground Association	D. J. Lewis	Thos. Kerins
	Farrell Farrell Playground Association	T. S. Winebrenner	Walter D. Reynolds
	Gettysburg The Kurtz Memorial Playground Association		

Greensburg	Greensburg Playground and Civic Association	Mrs. L. B. Huff	Mary Keenan
Hazleton	Hazleton Playground Association	Frank Pardee	Mrs. John J. Kelley
Johnstown	Recreation Commission	Harry J. West	Tom Nokes
	Park and Playground Board	P. L. Carpenter	Tom Nokes
Lancaster	Lancaster Playground Association	H. S. Williamson	W. F. Carey
Lebanon	Lebanon Athletic and Playground Association	Alfred C. Hersh	Henry C. Uhler
	Meadow Bank Playground Association	Wallace Attenderfer	Robert Brandt
Meadville	Meadville Playground Association	Ernest A. Smith	Charles A. Johnson
	Playground Association	Wm. T. Harris	A. P. Diffenderfer
New Castle	New Castle Playground Association	Mrs. T. W. Phillips	J. Henry Greenwood
	Board of Recreation	Otto T. Mallory	Sophia L. Ross
Philadelphia	Philadelphia Playground Association	Montgomery Harris	Joseph W. Wagner
	Phoenixville Playground Association	Rev. F. C. Hartsborne	Mrs. George A. Lambert
Pittsburgh	Bureau of Recreation		W. F. Ashe, Supt.
Pittsburgh, N. S.	Playground and Vacation School Association of Allegheny		
Punxsutawney	Punxsutawney Playground Association	Mrs. John Cowley	Mame M. Stoner
Reading	Reading Playground Association	T. R. Williams, M. D.	Mrs. J. P. Wilson
Rochester	Rochester Playground Association	Wellington M. Bertolet	John J. Strickland
Scranton	The Bureau of Recreation	George F. Bauer	Robert E. Johnston
	Stroudsburg Playground Committee	Rev. Robert P. Kreidler	Mrs. Edwin W. Gearhart
Tarantum	Tarantum Playground Association	Fred C. Fatzinger	Arthur Everett
Washington	Washington Playground Association	W. S. Robinson	Mrs. L. R. Hartley
West Chester	Washington Playground Association	Rev. Matthew Rutherford	Mrs. Edwin Linton
Wilkes-Barre	Playground Association	Plumber Jeffries	Jane Baker, M. D.
	Wilkes-Barre Playground Association	Isadore Coons	
Windber	Windber Playground Association	Mrs. C. A. Davis	W. W. Lantz
Wyomissing	Wyomissing Playground Association	H. M. Fry	H. A. Garner
RHODE ISLAND			
Bristol	Bristol Playground Association	Le Baron C. Colt	Edith Howe
Lonsdale	Lonsdale Garden and Playground Association	Robert Stewart	Mrs. E. C. Mowry
Newport	Board of Recreation Commissioners	Rufus E. Darrah, M. D.	Ruth B. Franklin
Providence	Providence Playground Association	Frederick Rueckert	Rush Sturges
	Board of Recreation	Joseph H. Gainer	Joseph J. McCaffrey
Valley Falls	Valley Falls Playground Association	Andrew J. Currier	Joseph V. Broderick
SOUTH CAROLINA			
Charleston	Municipal Playground Commission	R. H. King	Sarah Allan, M. D.

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
<b>SOUTH DAKOTA</b>			
Bonesteel.....	Bonesteel Playground Association.....	J. R. Cash.....	C. D. D. Lindsley
<b>TENNESSEE</b>			
Memphis.....	Recreation Commission.....	R. B. Mawry, M. D.....	Charles D. Johnston
<b>TAXES</b>			
Houston.....	Houston Playground Association.....	William A. Wilson.....	Mrs. J. Lewis Thompson
Longview.....	Longview Playground Association.....	F. A. Matthes.....	Mrs. E. M. Bramlette
<b>UTAH</b>			
Salt Lake City.....	Playground and Recreation Association of Salt Lake City.....	Kate Williams.....	W. C. Ebaugh, M. D.
<b>VIRGINIA</b>			
Alexandria.....	Children's Public Playground Committee.....	Mrs. T. C. Howard.....	Mrs. S. M. Jones
Lynchburg.....	Lynchburg Playground and Recreation Association.....	John W. Craddock.....	A. R. Long
Norfolk.....	Playground Commission.....	Rev. Charles M. Watson.....	R. E. Steed
Richmond.....	Citizens' Committee on Recreation and Playgrounds.....	L. McK. Judkins.....	Julien H. Hill
<b>WEST VIRGINIA</b>			
Bluefield.....	Bluefield Playground and Recreation Association.....	Harry S. Mabie.....	J. E. McMullin
Morgantown.....	Municipal Park and Playground Commission.....	Mrs. Ellis A. Yost.....	Mrs. James Moreland
Wheeling.....	Wheeling Playground Association.....	Hon. H. W. Schrabie.....	John H. Rennard
		Mrs. C. R. Hubbard.....	John Wallace
<b>WISCONSIN</b>			
Neenah.....	Playground Board.....	J. C. Kimberley.....	

CANADA

Winnipeg, Man.....	Winnipeg Playground Commission.....	Robert Fletcher.....	Arthur R. Morrison
St. John, N. B.....	St. John Playground Association.....	Wm. B. Tennant.....	A. M. Belding
Halifax, N. S.....	Halifax Playground Commission.....	Reginald Harris.....	Mrs. F. H. Sexton
Fort William, Ont.....	Fort William Playground Association.....	Hon. S. C. Young.....	G. H. Williamson
Hamilton, Ont.....	Hamilton Playground Association.....	R. T. Steele.....	Charles Peebles
Ottawa, Ont.....	Ottawa Playgrounds Association.....	Gerald H. Brown.....	J. C. Spence
Montreal, Que.....	Ottawa Playgrounds Committee.....	Gerald H. Brown.....	R. M. Stalker
	Montreal Playgrounds Association.....		

## WHAT CITIES "PLAYED"

*Foot notes indicated by signs after the names*

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
<b>ALABAMA</b>														
1 Birmingham ...	132,685	20			20	1	20			4	4	3	3,000	.....
2 Mobile .....	51,521			1	1	1	1			10			500	
3 Montgomery ...	38,136			1	1	1		2		6			200	
<b>ARKANSAS</b>														
1 Fort Smith ....	23,975		3		3	2	1			4			455	
<b>CALIFORNIA</b>														
1 Alameda .....	23,383	4			4	2	4	6	10	8 1/2	3 1/2	3 1/2	1,400	.....
2 Berkeley .....	40,434	4			4	4	5	9	3	8 1/2			497	312
3 Fresno .....	24,892	5	1	1	7	5	7	12	3	(1)7 1/2	3	3	3,679	950
4 Kentfield .....	130	1			1		1	1	1	(6)8 1/2 all day	P.M.	P.M.	.....	.....
5 Los Angeles ...	319,198	9	11	1	21	23	21	23	17	6 1/7	6	6	5,665	4,886
6 Oakland .....	150,174	19		22	41	19	42	61	21	8	5	4	6,533	5,474
7 Redlands .....	10,449			1	1	1				5			.....	.....
8 San Diego * ...	39,578	4			4	7	7	14	3	7	7	7	1,218	.....
9 San Francisco ..	416,912	10			10	6	12	18	12	9	6	6	5,185	1,974
10 Stockton .....	23,253	5			5	6	5	1		7 1/2	2	2	627	.....
<b>COLORADO</b>														
1 Colorado Springs	29,078		4		4	1	5			6			500	
2 Denver .....	213,381	{2	14	48	16	15	27	3		9-9	.....	.....	3,818	250
3 Loveland .....	3,681		2		2	2	2			3	1 1/2	1 1/2	50	
4 Pueblo .....	44,395		6		6	3	7			6			290	
<b>CONNECTICUT</b>														
1 Ansonia .....	15,152		4		4	4	1			7			400	
2 Branford .....	6,047		1		1		1			5			45	
3 Bridgeport ....	102,054		4		4	5	4			8			.....	.....
4 Danbury .....	20,234		1		1	1	1			10			150	
5 Derby .....	8,991		1		1		1	1		6			133	
6 Hartford .....	98,915	{2	6	4	12	4	3	1	12	12	12	12	6,000	150
7 Meriden .....	27,265		9	2	11	4	126			8		3	4,800	200
8 Middletown ....	11,851		7		7	7	8	6		8			2,200	
9 New Britain ...	43,916		1	4	5	2	3			8-10	2	2	165	65
10 New Haven ....	133,605	11	50		61	10	46	15		5 1/2	1 1/2		3,000	
11 New London ..	19,659		3		3	2	3			5			.....	.....
12 Norwalk .....	6,954		2		2	3	2			7			300	
13 Norwich .....	20,369		5		5	1	19	4		7			460	
14 Rockville .....	7,977		1		1		2	1		3			46	
15 Stamford .....	28,836		5		5	4	5	4		6 1/2			1,000	
16 Thompsonville ..	.....		1		1	1	1			9-5			.....	.....
17 Torrington ....	16,840		1		1	1	2			5			375	
18 Wallingford ....	8,690		2		2	2	4			7			661	
19 Waterbury ....	73,141	{1	8		9	5	4	2	4	10		6	1,500	100
			1		1	1	3		1	8			500	
			1		1	1	1			8			125	
20 Windsor Locks .	3,715		1		1	1	1		1	7 1/2			150	



# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 City Recreation Department .....	\$ .....	\$ .....	\$ .....	\$5,955.86	Municipal and private funds	1914	Z. Nespor
2 Playground Committee ..			840.00	840.00	Municipal funds	1915	A. E. Marriott
3 City of Montgomery ..		50.00	300.00	350.00	Municipal and private funds	1914	Arthur W. Jones
1 Y. M. C. A. ....		448.98	673.50	1,122.48	Private funds..	1912	H. E. Hoisington
1 Recreation Commission	8,000.00	3,500.00	15,000.00	26,500.00	Municipal funds	1908	Elbert M. Vail
2 Playground Commission	5,413.00	1,290.00	2,972.00	9,675.00	Municipal funds	1911	Gus. Schneider
3 Playground and Recrea- tion Commission ...	3,217.66	1,733.90	7,579.60	12,531.16	Municipal funds	1914	R. L. Quigley
4 Tamalpais Centre Woman's Club ...				1,040.00	Private funds..	1909	Jessie I. Hanna
5 Playground Commission	7,421.60	12,338.15	47,330.03	67,089.78	Municipal and private funds	1905	C. B. Raitt
6 Board of Playground Directors .....	33,534.00	11,012.64	54,732.21	99,279.65	Municipal funds	1909	George E. Dickie
7 Playground Commission					Municipal funds	....	Mrs. J. J. Sues
8 Board of Playground Commissioners ...	14,379.77	2,612.52	9,311.88	26,304.17	Municipal and private funds	1910	Frank Marsh
9 Playground Commission of San Francisco ...	17,519.00	20,020.00	33,535.00	71,075.00	Municipal funds	1910	E. B. DeGroot
10 Playground Commission		1,930.99	5,069.01	6,000.00	Municipal funds	1911	E. C. Cunningham
1 Playground Commission	61.40	301.32	868.62	1,231.32	Municipal and private funds	1913	J. L. Bennett
2 City Board of Educa- tion .....		8,450.00	6,550.00	15,000.00	Municipal	1908	Anna L. Johnson
3 Playground Association		2,760.00	3,240.00	6,000.00	private funds..	1915	Mary J. Grewell
4 Playground Committee.	170.69	6.00	80.00	86.00	Municipal funds	1912	Mrs. W. Gillespie
1 Ansonia Playground Association .....	45.00	80.64	460.00	585.64	Private funds..	1915	Howard E. Green
2 Woman's Council for Improvement .....		8.00	60.00	68.00	Private funds..	1913	Margaretta Palmer
3 Park Board .....	4,000.00	2,000.00		6,000.00	Municipal funds	1909	B. F. Cooney
4 Civic Bureau of Cham- ber of Commerce ...	150.00		36.00	186.00	Private funds..	1915	D. D. Lovelace
5 Committee from Woman's Club .....		118.00	108.00	226.00	Private funds..	1913	Ada S. Shelton
6 Park Department Board of Education..		422.00	5,078.00	23,242.27	Municipal and private funds	1897	George A. Parker
7 School Board .....	300.00	150.00	1,421.48	1,871.48	Municipal funds	1909	David Gibbs
8 Social Service League.		162.84	451.50	614.34	Municipal and private funds	1909	Mrs. L. Howland
9 Public Amusement Commission .....	173.60	834.44	1,930.00	2,938.04	Municipal funds	1908	Edward H. Prior
10 Recreation Committee of Civic Federation..		1,500.00	4,500.00	6,000.00	Municipal funds	1909	H. J. Schnelle
11 Playground Committee				1,000.00	Municipal funds	1909	Cora A. Marsh
12 Civic League and Municipal League ..	400.00	130.00	670.00	1,200.00	Private funds..	1914	Ira T. Chapman
13 Norwich Playground Association .....	100.00	25.00	800.00	925.50	Municipal and private funds	1912	Mary F. McKay
14 City .....		87.50	170.00	257.50	Municipal funds	1915	S. Tracy Noble
15 Playground Commission	172.00	427.00	970.00	1,569.00	Municipal funds	1913	Dorothy Heroy
16 Playground Committee.				500.00	Private funds..	1914	Norma Allen
17 Playground Association		115.29	310.00	425.29	Private funds..	1909	Marjorie Turner
18 Playground and Recrea- tion Association ...	170.16	298.48	530.00	998.64	Municipal and private funds	1912	Mrs. J. C. Wrinn
19 City Park Department.	800.00	2,450.00	2,437.00	5,687.00	Municipal		
Associated Charities ...	100.00	100.00	475.00	675.00	and	1910	Eugene Kerner
Waterbury Ind. School.			200.00	200.00	private funds		
20 Park Committee .....		251.91	342.37	594.28	Municipal and private funds	....	Mrs. J. J. Burke

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		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
DELAWARE														
1 Henry Clay ...	835	1			1	1	3	4	1	9	9	9	50	75
2 Wilmington ...	87,411	}	7		7	6	9	1	2	7			1,972	
			2		2	2	2			7			220	
DIST. OF COLUMBIA														
1 Washington ...	331,069	}	11	2	13	5	25	14	13	10	8	7	3,908	3,550
			20		20	9	45		20	5				5,180
FLORIDA														
1 Jacksonville ...	57,699	4			4	3	1	1	5	6	6	6	600	400
2 Tampa .....	37,782	1			1	1	1	1	2	8	8	8	300	150
GEORGIA														
1 Atlanta .....	154,839		13		13		24			5½			1,950	
2 Macon .....	40,665	4			4	5	4	5	1	7-10		5	2,238	1,649
3 Savannah .....	65,064	5	1		6	5	6	11	1	6	6	6	1,625	1,625
ILLINOIS														
1 Aurora .....	29,807	1	1		1	1	3			9-5			180	
2 Belvidere .....	7,253	1	1		1	1	1		1	4			.....	
3 Champaign and Urbana † .....	20,666	1	4		5	1	2	1		7	2	2	130	80
4 Chicago † .....	2,185,283	}	14	6	20	43	41	40	168	14	14	10	30,000	10,000
			5	8	13	11	9	20	160	12	.....	8	.....	.....
5 Chicago Heights	14,525	}	5		5	8	8	8	45	12	6	6	8,000	3,500
			26	2	28	28	28	56	28	8:30-9pm	.....	.....	.....	20,800
6 Decatur .....	31,140		5		5	3	2		5			50		
7 East St. Louis..	58,547		3		3	2	2	6	8			750		
8 Elgin .....	25,976		2		2	1	1		7			220		
9 Evanston .....	24,978	}	1	2	3	3	2	1	2	12			600	
			2	10	12	3	14	2	12	12	2-10	2-10	350	1,000
10 Kankakee .....	13,986		2		2	1	2		5			120		
11 LaSalle .....	11,537		1		1	1	1		9			112		
12 Moline .....	24,199		4	1	5	5	8	2	9	10	11	431	596	
13 Peoria .....	66,950		1		1	4	2	3				1,700	600	
14 Pontiac .....	6,090		1		1	1			10			284		
15 Princeton .....	4,131		2		2		1		4			75		
16 Quincy .....	36,587		2		2	2	2		7½			247		
17 Rochelle .....	2,732		1		1	1		1	8			50		
18 Rockford .....	45,401		5		5	7	5	1	10			1,660		
19 Rock Island ...	24,335		3		3	2	2		7			350		
20 Waukegan .....	16,069		1		1	1	1	1	10			100		
INDIANA														
1 Columbus .....	8,813		2		2	1	2	1	7½			240		
2 Connersville ...	7,738		1		1	1		1	10			250		
3 Crawfordsville †	9,371	1	3		4	1		3	3		1	43	25	
4 East Chicago † ..	19,098		3	2	5	3	3	5	6	8	8	400	3,500	
5 Evansville .....	69,647		11		11	7	3	10	8(8)3(9)			1,820		
6 Fort Wayne .....	63,933		7		7	1	15	5	6½			1,282		
7 Indianapolis ...	233,650	3	38	5	46	54	54	7	44	12	.....	6500-7500	300-400	
8 Logansport .....	19,050		1		1	1			6½		3-10pm	256		
9 Marion .....	19,359		3		3	3	5		1-5 pm			143		
10 Peru .....	10,910		2		2	1	1		8			400		

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	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Hagley Community House	\$490.00	\$1,050.00	\$3,450.00	\$4,990.00	Private funds	1913	Irene Earll
2 Park Commission Playground Association		631.81	1,787.69 318.00	2,419.50 318.00	Municipal and private funds	1906	Edward R. Mack
1 Dept of Playgrounds Board of Education	8,000.00	12,990.00 1,718.00	22,775.00 4,040.00	43,765.00 5,758.00	Municipal funds	1902	Geo. M. Roberts Rebecca Stoneroad
1 City Playground Commission	1,000.00	300.00	2,500.00	3,800.00	Municipal funds	1911	C. H. MacDonald
2 Playground Ass'n and Woman's Civic Ass'n		125.00	3,025.00	3,150.00	Municipal and private funds	1914	Joseph P. Rovira
1 Park Department		326.60	2,799.06	3,125.66	Municipal funds	1909	J. V. Cochran
2 Playground Association	169.55	1,156.80	3,385.10	4,711.51	Municipal funds	1911	E. J. Garmhausen
3 Playground Commission		1,675.00	9,825.00	11,500.00	Municipal funds	1914	Montague Gammon
1 Aurora Woman's Club Parent-Teachers Association		325.00	600.00	925.00	Municipal and private funds	1911	E. M. Flammang
3 Twin City Playground Association	1,000.00	100.00	100.00	1,200.00	Municipal and private funds	1914	L. A. Reisner
4 So. Park Commission West Chicago Park Commission	320,000.00	253,887.00	145,490.00	309,377.00	Municipal and private funds	1912	L. C. Griggs John R. Richards
Lincoln Park Com'n	180,282.77	87,511.13	111,257.00	379,030.90	Municipal funds	1893	T. Cruise Chas. E. Sutter Theo. A. Gross
Special Park Com'n	5,322.75	28,430.90	52,563.23	86,316.88			
5 Chicago Heights Women's Club	46,247.00	14,445.00	43,693.00	106,385.00	Private funds	1911	Charlotte Clark
5 Playground and Recreation Board of Education		28.16	345.00	373.16	Municipal funds	1913	R. C. Augustine
7 Park District	250.00	370.00	480.00	1,100.00	Municipal funds	1913	E. P. Griffin
8 Board of Education		100.00	675.00	775.00	Municipal funds	1915	Guy L. Shipp
9 City School Boards	500.00	2,000.00	2,000.00	3,500.00	Municipal and private funds	1909	Mrs. R. B. Ennis
Neighborhood Clubs		2,000.00	4,200.00	6,700.00			
10 City	235.00		600.00	800.00	Private funds	1915	Olin C. Eckley
11 Township High School Board of Education	15,000.00	2,087.27	3,428.57	20,515.89	Municipal funds	1914	R. A. Hoyer
12 Woman's Club				2,000.00	Municipal and private funds	1913	Mrs. C. J. Seymour
13 Proctor Endowment				18,000.00	Private funds	1913	A. H. Hiatt
14 Y. M. C. A.	23.00	42.00	90.00	155.00	Municipal and private funds	1912	C. W. LeMessurier
15 Playground Society		25.00	100.00	125.00	Private funds	1913	Harriet M. Owens
16 Welfare Federation		30.00	157.50	187.50	Private funds	1915	Otto A. Wurl
17 Women's Club	141.03	45.10	150.00	319.18	Private funds	1915	Mrs. W. P. Graham
18 Rockford Park District	6,700.00	650.00	1,950.00	9,300.00	Municipal funds	1910	L. W. Thompson
19 Civic Department of Woman's Club				1,503.66	Municipal and private funds	1914	Mrs. F. C. Denkmann
20 Park Board and Woman's Club				1,200.00	Municipal and private funds	1912	Georgia Adams
1 Board of Education		232.29	250.00	482.29	Municipal funds	1911	T. F. Filtzibbon
2 Bd. of School Trustees	1,748.52	338.28	400.00	2,486.82	Municipal and private funds	1914	Edwin L. Rickert Frank McGrath
3 School Board		300.00	1,000.00	1,300.00	Municipal funds	1913	Edwin N. Canine
4 Board of Education					Municipal funds	1910	J. U. Schneider
5 Playground Commission	60,000.00	83.24	916.76	61,000.00	Municipal funds	1909	Carrie A. Snively
6 Board of Education				2,578.44	Municipal funds	1909	Carl Viebahn
7 Recreation Department	3,358.27	2,794.59	23,159.76	29,312.62	Municipal funds	1911	Grace E. Purkey
8 Coterie Club	123.69	134.21	372.00	629.90	Municipal funds	1914	Edna Johnson
9 Board of Education Playground Association Ass'n of Commerce		100.00	675.00	775.00	Municipal and private funds	1914	Ambrose M. Bailey
10 Peru Playground Ass'n	800.00	200.00	360.00	1,360.00	Municipal funds	....	

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		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
<b>INDIANA-Con't</b>														
11 Richmond .....	22,234		4	1	5	4	2		2	7	2		556	
12 South Bend ....	53,684	8			10	2	8	6		12	8	8	2,000	800
<b>IOWA</b>														
1 Cedar Falls ...	5,012		1		1		1			6			33	
2 Clinton .....	25,577		4		4	4	4			6-7			1,836	
3 Dubuque † ....	38,494	3	3	1	7		5		6	4	.....	.....	.....	.....
4 Grinnell .....	5,036		4		4	1			4	3			25	
5 Marshalltown ..	13,347		1		1	1			1	9			70	
6 Oskaloosa .....	9,466		4		4					5½			50	
7 Ottumwa .....	22,012		1		1		2		1	6			100	
8 Sioux City ....	47,828	6	5	4	15	23	12	2		1¼-5	1½	1½	1,160	1,310
9 Washington ...	4,380		1		1	2	2			2:30-9			200	
<b>KANSAS</b>														
1 Chanute .....	9,272		4	2	6	2	2		2	5			193	
2 Coldwater .....	684		1		1	1				all day			38	
3 Great Bend ....	4,622		2		2	1				8			.....	
4 Hays .....	1,961		1		1	1	1			5	5		50	
5 Kansas City ...	82,331		4		4	4			8	8			500	
6 Liberal .....	1,716		1		1	1	1			.....			110	
7 McPherson ....	3,546		2		2	1	1			.....			100	
8 Newton † .....	7,862		4		4	2					9:30-4		.....	.....
9 Paola .....	3,207		1		1	1	1			.....			35	
10 Stafford .....	1,927		2		2	1	1			2-7			40	
11 Tanganoxle ....	1,018		1		1	1	1			3			60	
12 Topeka † .....	43,684		9		9	9	10			12			2,000	
13 Wichita .....	52,450		5		5	3	3			9am-8pm			225	
14 Winfield .....	7,800		1		1	1				8			300	
15 Yates Center †..	2,024	1			1	1		1	1	5	3	3	50	.....
<b>KENTUCKY</b>														
1 Covington .....	53,270		3		3	2	3			.....			1,000	
2 Henderson .....	11,452		1		1		1			2			30	
3 Lexington .....	35,099		4		4	4	4		11	7			795	
4 Louisville .....	223,928		12	6	18	20	13		30	9-6	3		.....	.....
5 Paducah † .....	22,760	3	1		4	4		1		9-9 5	9-4	9-4	175	
<b>LOUISIANA</b>														
1 Baton Rouge ...	14,897	1			1	1	1			6	.....	.....	350	200
2 New Orleans ...	339,075	10			10	1	10	11	1	6	4	3	1,691	.....
3 Shreveport ....	28,015		1		1	1	3		1	4			50	
<b>MAINE</b>														
1 Auburn .....	15,064		2		2		2			7			.....	
2 Lewiston .....	26,247		1		1		2			7			.....	
3 Portland .....	58,571		3		3		7		2	5			800	

# PAST YEAR AND HOW

*cities follow the "small community" table*

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 School City .....	\$	\$52.39	\$1,002.30	\$1,054.69	Municipal and private funds	....	J. T. Giles
2 School City and Park Board .....	2,000.00	4,500.00	8,000.00	14,500.00	Municipal funds	1910	Richard Elbel
1 Children's Playground. Association .....	1,130.00		100.00	1,230.00	Private funds..	1913	R. F. Seymour
2 Clinton Playground and Recreation Ass'n .....	1,400.00	238.82	918.60	2,557.42	Municipal and private funds	1914	W. H. Wing
3 Park Board Board of Education. Hygienic Committee. }					Municipal and private funds	1911	M.A. Killen, M.D.
4 School Board .....		4.53	300.00	304.53	Municipal funds	1915	W. T. Moyle
5 Playground Committee..	250.00	25.00	80.00	355.00	Private funds..	1915	Aaron Palmer
6 Social Service League..					Private funds..	1914	Hollyce Brown
7 Ottumwa Playground League, Inc. ....				240.00	Municipal and private funds		Mrs. G. Ralston
8 Board of Education ...		2,524.89	5,564.93	8,089.82	Municipal funds	1913	M. G. Clark
9 Community Y. M. C. A. .....				400.00	Private funds..	....	P. MacEachron
1 Child Welfare Association .....	2,000.00	200.00	2,020.00	4,220.00	Municipal and private funds	1914	Mrs. F. Parsons
2 Community Council and Parent-Teachers' Ass'n .....				170.00	Private funds..	1915	Amy Barlow
3 Board of Education ... Playground Association		2,500.00	160.00	160.00	} Municipal and private funds	1914	C. E. Lobdell
4 Playground Commission	300.00	50.00	350.00	2,850.00			
5 Park Department .....			640.00	640.00	Municipal funds	1914	C. A. Shively
6 Playground Association		150.00	300.00	450.00	Municipal funds	1915	Mrs. J. Detwiler
7 City Federation of Clubs .....			120.00	120.00	Private funds..	1914	Mrs. E. Gunckel
8 Public Schools .....					Municipal funds	....	B. F. Martin
9 Recreation Committee ..				200.00	Private funds..	1915	Mrs. D. F. Dunn
0 School Board .....		30.00	300.00	330.00	Municipal funds	1915	G. E. Bailey
1 Civic League .....				100.00	Private funds..	1913	Mrs. W. C. Allen
2 Topeka Playground Ass'n Board of Education ...	3,000.00	600.00	1,600.00	5,400.00	} Municipal and private funds	1912	Wm. P. MacLean
3 Wichita Playground Association .....			780.00	780.00			
4 Board of Education ...	500.00		300.00	800.00	Private funds..	1913	Elsie J. Roberts
5 Board of Education ...	2,500.00	150.00	1,200.00	3,850.00	Municipal funds	1914	Edgar B. Gordon A. D. Catlin
1 Civic Department Covington Art Club .....				800.00	Municipal and private funds	1901	Kate Scudder
2 Parent-Teachers' Ass'n Jefferson School .....				35.00	Private funds..	1915	Frances L. Riley
3 City and Civic League.		600.00	4,950.00	5,500.00	Municipal and private funds	1901	Benj. T. Pond
4 Board of Park Commissioners .....	2,500.00	5,523.25	4,832.97	13,056.02	Municipal funds	....	Frederick Hess
5 School Board and Woman's Club .....		200.00	1,245.00	1,445.00	Municipal and private funds	1914	Mrs. A. Campbell
1 Order of Eagles .....			80.00	80.00	Private funds..	1915	K. C. Banfield
2 Board of Commissioners of Public Playgrounds	859.90	1,481.11	3,306.42	5,647.43	Municipal and private funds	1907	L. di Benedetto
3 Andrew Currie Play- ground Committee ..	6,554.91	191.36	140.00	6,886.27	Municipal and private funds	....	Mrs. J. Wilkinson
1 Woman's Literary Union of Androscoggin Co. ....				250.00	Municipal funds	1905	Mrs. H. R. Porter
2 Woman's Literary Union of Androscoggin Co. ....				250.00	Municipal funds	1905	Mrs. H. R. Porter
3 Civic Club .....			700.00	900.00	Municipal and private funds	1900	Mrs. E. DeGarmo

# WHAT CITIES "PLAYED"

*Foot notes indicated by signs after the name*

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
<b>MAINE—Con't</b>														
4 Saco.....	6,583		1		1		2		3	5½			63	
5 Westbrook.....	8,281	1	1	1	3	2	3	4	3	6	8	8	550	86
<b>MARYLAND</b>														
1 Baltimore.....	558,485	5 2	1	43	49	32	10	22	16	11	2½	2½	2,534	711
			39	..	82	1	93	16	24	10 & 3	3-6	3-6; 7-11	7,136	.....
2 Cambridge.....	6,407		1		1		2		1	9-12			60	
3 Cumberland.....	21,839		3		3	1			3	4			200	
4 Frederick.....	10,411		1		1		1		1	6			150	
5 Salisbury.....	6,690		1		1		2		1	6			52	
<b>MASSACHUSETTS</b>														
1 Attleboro.....	16,215		2		2	1	2			6			300	
2 Belmont.....	5,542	1	3		4	1	3	1	4	7	3	3	.....	.....
3 Boston.....	670,585			7	7	39	49		7		8	8	.....	718
4 Brockton.....	56,878		10		10	10	10			6			500	
5 Brookline.....	27,792	4		10	14	18	22	14	18	9-5	9-10	.....	1,800	1,100
6 Cambridge.....	104,839		10		10	10	31			8			3,500	
7 Canton.....	4,797	1			1	1		1		8	3½	2½	75	50
8 Chicopee.....	25,401		4	..	10	5	5			6			250	
9 Clinton.....	13,075		3		3	1			3	8			327	
10 Concord.....	6,421		2		2	2	2	2	2	6			250	
11 Danvers.....	9,407		1		1	1	1		1	8			150	
12 Easthampton...	8,524		2		2	2	2		2	6			330	
13 Fairhaven.....	5,122		1		1	2	1			8			100-	
14 Fall River.....	119,295		9		9	4	27			5			.....	
15 Fitchburg.....	37,826		6		6	7	6		3	7			1,638	
16 Framingham...	12,948		5		5	5	8			6			600	
17 Franklin.....	5,641		1		1	1	1			6			140	
18 Haverhill.....	44,115		3		3		3		2	8			600	
19 Holyoke.....	57,730		11		11	10	36			10			1,500	
20 Lawrence.....	85,892		8		8	9	9		5	5½			1,600	
21 Lexington.....	4,918			2	2	1	3		3	9-5	1-5	1-5	250	.....
22 Lowell.....	106,294		8		8	5	21		3	4½			2,124	
23 Lynn.....	89,336		7		7	8	11		2	7			.....	.....
24 Manchester.....	2,673			1	1	1				9-5	9-5		125	
25 Marlboro.....	14,579		2		2	1	4		2	6			300	
26 Milton.....	7,924		1		1	1	1	2	1	6½	2		223	
27 Needham.....	5,026		1		1	1	2			7			140	
28 New Bedford...	96,652		7	1	8	9	16		7	9-5			992	
29 Newburyport...	14,949		2		2	4	4			5			500	
30 Newton §.....	36,806	3	14	17	17	10	16	14	6	6	Sat. & 2 aft'n	Sat. & 2 aft'n	2,790	700
31 North Adams...	22,019		3		3	2	3			6			350	
32 Northampton...	19,431		3		3	3	5		1	8			187	
33 Norwood.....	8,014	1			1	3	3	5	3	12	15	15	100	250
34 Peabody.....	15,721		5		1	5	5			8			600	
35 Pepperell.....	2,953		1		1	1				8			20	
36 Pittsfield.....	32,121		3	2	3	10	23			6			2,357	
37 Quincy.....	32,642		3		3	4	4		2	7			600	

# PAST YEAR AND HOW

*cities follow the "small community" table*

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
4 Women's Educational and Industrial Union.	\$	\$28.40	\$110.00	\$139.40	Private funds..	1909	Mrs. C. F. Cortland
5 Private Individual.....	3,250.40	1,404.48	3,067.50	7,722.38	Municipal and private funds	1903	Maurice Ross
1 Public Athletic League..	390.02	7,436.66	23,120.22	30,946.90	} Municipal and private funds	1897	W. Burdick, M.D. Mary C. O'Brien
Children's Playground Association of Baltimore, Inc. ....		4,281.38	16,146.42	20,427.80			
2 Cambridge Home and School League ....	125.96	27.05	145.50	292.51	Private funds..	1915	A. R. Spaid
3 Civic Club .....		50.00	220.00	270.00	Municipal funds	1911	Mrs. D. F. Hartzell
4 Civic Club .....		5.00	27.00	32.00	Private funds..	1910	Edith M. Osborn
5 Educational Committee of Civic League .....		28.22	80.00	108.22	Private funds..	1914	Mrs. A. C. Coursen
1 Park Commission .....	500.00	125.00	328.00	953.00	Municipal funds	1915	C. A. Mooers, M.D.
2 School Committee and Park Commission .....		560.00	1,440.00	2,000.00	Municipal funds	.....	Carl L. Schrader
3 Dept. of Extended Use of Public Schools ...		10,854.42	17,980.00	28,834.42	Municipal funds	1912	Mrs. E. W. White
4 Board of Education ...		1,140.76	1,147.92	2,288.68	Municipal funds	.....	J. Frank Coffey
5 Playground Commission	9,000.00	16,000.00	25,000.00	40,000.00	Municipal and private funds	1908	S. K. Nason
6 Park Commissioners ..		500.00	3,360.00	3,860.00	Municipal funds	1911	T. F. Downey
7 Canton Playground Association .....		300.00	855.00	1,155.00	Private funds..	1912	J. C. Goldthwaite
8 Playground Commission		900.00	1,100.00	2,000.00	Municipal funds	1910	Mrs. N. P. A. Carter
9 Board of Selectmen ...		250.00	450.00	700.00	Municipal funds	.....	Thos. F. Gibbons
10 Board of Selectmen ...		100.00	550.00	650.00	Municipal funds	1913	Wells A. Hall
11 Park Commission .....		270.00	230.00	500.00	Municipal funds	1910	Henry C. Sanborn
12 School Committee .....			215.00	215.00	Municipal and private funds	1911	W. D. Miller
13 School Committee .....		100.00	150.00	250.00	Municipal and private funds	1913	Chas. F. Prier
14 Park Commissioners ...		120.07	1,879.93	2,000.00	Municipal funds	1910	H. Lothrop
15 Park Commission .....	789.74	640.64	1,249.06	2,679.44	Municipal funds	1911	Page S. Bunker
16 Park Commission .....			1,000.00	1,000.00	Municipal funds	1910	Florence Hilton
17 Playground and Garden Association ..		215.00	135.00	350.00	Private funds..	1913	L. O. Cummings
18 Park Commissioners ...		271.89	670.64	942.53	Municipal funds	1909	Henry Frost
19 Playground Commission	500.00	3,000.00	5,500.00	9,000.00	Municipal funds	1910	P. H. Kelly
20 Playgrounds Department	1,059.06	970.94	1,970.00	4,000.00	Municipal funds	1912	Wm. V. Crawford
21 Park Commissioners ..	1,500.00	800.00	2,100.00	4,400.00	Municipal and private funds	1913	Wm. E. Mulliken
22 Park Commissioners ..		250.00	1,250.00	1,500.00	Municipal funds	1908	John W. Kernan
23 Commissioner of Public Property .....	1,800.00	100.00	500.00	14,500.00	Municipal funds	1909	John C. Maclain
24 School Committee .....		43.00	156.00	199.00	Municipal funds	1914	Ernest P. Carr
25 School Committee .....		487.30	2,632.70	3,100.00	Municipal funds	1911	N. T. Kidder
26 Park Commission .....		216.58	337.00	553.58	Municipal and private funds	1915	A. H. Keyes
27 School Commission .....		10.22	436.63	3,301.50	Municipal funds	1910	Allen P. Keith
28 School Committee .....			300.00	300.00	Municipal funds	.....	Ellen de S. Barrett
29 Park Commissioners ...	3,800.00	9,450.00	6,161.00	19,411.00	Municipal and private funds	1906	Ernst Hermann
30 Playground Commission							
31 Playground Ass'n and Mark Hopkins School Parent-Teachers Ass'n	199.02	322.39	463.53	984.94	Private funds..	1914	Harry L. Cary
32 Northampton Play- ground Association...		185.00	768.00	953.00	Municipal and private funds	1910	G. J. Campbell
33 Norwood Civic Ass'n ..					Private funds..	.....	Gabriel Farrell, Jr.
34 Park Commission .....		2,800.00	1,000.00	3,800.00	Municipal funds	1910	George T. Quint
35 Playground Commission		50.00	100.00	150.00	Municipal funds	1913	Dudley R. Child
36 Park Com. and Park and Playground Association		947.07	2,852.93	3,000.00	Municipal and private funds	1913	Joseph E. Peirson
37 Park Commission .....	400.00	240.00	860.00	1,500.00	Municipal funds	1910	Geo. E. Pfaffman

# WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance		
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers	
<b>MASSACHUSETTS—Con't</b>															
38 Salem .....	43,697		7		7	9	9		4	9-5				2,300	
39 Somerville .....	77,236		10		10	9	17			7				2,869	
40 Southbridge ....	12,592		5		5	3	26		3	.....				679	
41 Springfield .....	88,926	3	12	10	24	40	37	5	25	9-5					
42 Taunton .....	34,259		1		1	1	1		1	9-9.30	9-5, 9-8	9-9:30 7:30-10 p. m.	5,815	671	
43 Waltham .....	27,834		7		7	5	13	1		6			98		
44 Watertown .....	12,875		3	1	4	4	6			5			1,614		
45 Webster .....	11,509		2		2	3	4		2	5½			775		
46 Westfield .....	16,044			1	1				2	8	4		425		
47 West Springfield.	9,224		2		2	3	2			6			150		
48 Winchester .....	9,309		1		1	1	1			8			400		
49 Woburn .....	15,308		1		1	1	1			9-5			255		
50 Worcester .....	145,986		16		16	10	32		5	8			50		
										5			7,846		
<b>MICHIGAN</b>															
1 Ann Arbor .....	14,817		2		2	3	1			6			175		
2 Bay City .....	45,166			1	1	1				.....			250		
3 Benton Harbor ..	9,185			1	1	1			1	7			150		
4 Cadillac .....	8,375			1	1	1			1	6	2		375		
5 Calumet .....	32,845		2		2		2		1	.....			.....		
6 Detroit .....	465,766	31	51		82	21	20	41	11	11	10	5½	15,228		
7 Flint .....	38,553		4		4		1		7	8			190		
8 Grand Rapids ..	112,171		16	8	24	38	33	1	19	7½	2½	2½	6,526	588	
9 Houghton .....	5,113		1		1	1				8			58		
10 Ishpeming .....	12,448		5		5	1	6	1		8			7,088	.....	
11 Jackson .....	31,433		4		4	5	4			9			584	.....	
12 Kalamazoo .....	39,437	6	10		16	6	13	2		.....	8	8	995	6,758	
13 Lansing .....	31,229		3		3	5	3			7			1,000		
14 Menominee .....	10,507		2		2	4			1	10			.....	.....	
15 Negaunee .....	8,460			1	1	1		1	1	12-9			500	.....	
16 Saginaw .....	50,510		5		5		1			3			40		
17 Sault Ste. Marie.	12,615		1		1	1				8			120		
<b>MINNESOTA</b>															
1 Buhl .....	1,005		1	2	3	1		1		8	3	3	80	500	
2 Cloquet .....	7,031		2		2	2				.....			257		
3 Duluth .....	78,466	5	3	11	19	5	3	2	12	10		5	675	.....	
4 Hibbing .....	8,832	2	1	3	3	1	3	3	2	9-5.30	7-10 p. m.	7-10pm	450	300	
5 Minneapolis .....	301,408	1	11	32	44	13	11	1		9	.....	.....	10,000	12,000	
			12		12	5	19			6½			2,565		
6 St. Paul .....	214,744		11	11	10	11	11	1	5	8	6	7	410		
			1		1	1			2	8					
7 Winona .....	18,583		3		3	4	3		15	6½			1,143		
										Evgs. & Sat. a. m.		Evgs. & Sat. am			
<b>MISSISSIPPI</b>															
1 Greenwood .....	5,836		1		1	1	2			4:30-9:30			100		
2 Meridian .....	23,285			2	2	3	3		2	6			400		
<b>MISSOURI</b>															
1 Joplin .....	32,073			3	3	4		2	2	9-12	After School Sat. & Sun.		1,150		
2 St. Joseph .....	77,403		4		4	2	4		2	3-9			624		
3 St. Louis .....	687,029	11	17	17	17	14	70	24	17	8	3 p. m.—dusk Sat. & Sun. all day		14,790	2,650	



# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
38 Park Department .....	\$	\$3,000.00	\$3,000.00	\$6,000.00	Municipal funds	1906	Christian Lantz
39 School Committee .....		2,094.97	3,830.98	5,725.95	Municipal and private funds	1910	Charles S. Clark
40 Committee on Playgrounds .....	60.00	798.00	1,142.00	2,000.00	Municipal funds	1910	Ferd. A. Wald
41 Park Department .....	1,056.28	4,016.55	12,687.93	17,760.76	Municipal funds	1901	A. E. Metzdorf
42 School Board .....		37.57	204.00	241.57	Municipal funds	....	H. W. Harrub
43 City Board of Recreation .....	170.68	946.80	2,421.00	3,332.80	Municipal and private funds	1903	Milton B. Hunt
44 Playground Commission				1,300.00	Municipal funds	1913	Edgar A. Locke
45 School Committee .....				3,250.00	Municipal and private funds	1914	E. W. Robinson
46 Playground Commission	800.00	200.00	300.00	1,300.00	Municipal funds	1909	D. M. Cole
47 Playground Commission		74.99	704.68	779.67	Municipal funds	1912	H. A. Goodman
48 Park Commission .....		800.00	525.00	1,325.00	Municipal funds	1904	Charles Shane
49 Dep't of Public Works .		26.29	330.00	356.29	Municipal funds	....	H. V. Macksey
50 Playground Commission	4,065.68	4,331.70	11,857.71	20,255.09	Municipal funds	1910	Thos. E. Holland
1 Board of Education ....		100.00	520.00	620.00	Municipal funds	1914	H. M. Slauson
2 Bay City Park Commission .....	3,000.00	1,000.00	185.00	4,185.00	Municipal and private funds	1915	Wm. F. Jennison
3 Private Individuals .....	1,300.00	65.00	22.00	1,387.00	Private funds..	1915	
4 City .....					Municipal and private funds	1915	G. A. McGee
5 Calumet Park and Playground Ass'n and Public Schools ..	180.98	88.98			.....	1913	Mrs. D. A. Lamont
6 Recreation Commission .	4,839.88	10,711.74	36,200.82	51,752.44	Municipal funds	1915	Ira W. Jayne
7 City School Board and City Park Board ...		83.50	180.00	263.50	Municipal funds	1914	H. P. F. James
8 Board of Education and Park Board .....	195.00	3,511.00	12,496.00	16,202.00	Municipal funds	1910	Charles H. Mills
9 School District .....		50.00	200.00	250.00	Municipal funds	1913	John A. Doelle
10 School Board .....			576.00	576.00	Municipal funds	1914	F. J. Steinhilber
11 School Board and Playground Association	450.00	40.00	1,237.00	1,727.00	Municipal and private funds	1912	W. E. Turner
12 Board of Education ...		4,300.00	17,500.00	21,800.00	Municipal funds	1907	Ethel Rockwell
13 Playground Association..				835.00	Municipal and private funds	....	T. S. Settle
14 Park Commission .....				2,850.00	Municipal funds	....	Jas. M. Reasoner
15 Board of Education ...	15,000.00	200.00	1,600.00	17,800.00	Municipal funds	1915	A. W. Blom
16 City Federation of Women's Clubs .....			100.00	100.00	Private funds..	1914	E. C. Warriner
17 Playground Associations	225.00	30.00	225.00	480.00	Municipal and private funds	1914	F. A. Du Bridge
1 School Board .....					Municipal funds	1915	Paul S. Beard
2 Y. M. C. A. ....					Private funds..	....	C. A. Wagner
3 City Recreation Dept. .	400.00	100.00	4,000.00	4,500.00	Municipal funds	1912	J. R. Batchelor
4 Board of Education ...	780.00	4,800.00		5,580.00	Municipal funds	....	C. C. Alexander
5 Park Board .....	30,900.00	15,000.00	4,750.00	49,750.00	Municipal funds	1898	Frank C. Berry
6 Board of Education ...	2,300.00	200.00	2,500.00	5,000.00	private funds	....	C. H. Keene
6 Dept. of Parks and Playgrounds .....	2,000.00	3,000.00	15,000.00	20,000.00	Municipal funds	1914	J. L. MacBean
7 Board of Health .....					private funds	....	
7 Com'r of Education ...					Private funds..	1913	T. W. Garey
7 Playground Association..	160.00	132.00	645.00	937.00	.....	....	
1 Y. M. C. A. ....				155.76	Private funds..	....	W. J. Sandford, Jr.
2 Community Y. M. C. A.		120.00	480.00	600.00	Municipal and private funds	1912	Henry P. Coor
1 City Park Board .....	9,020.00	200.00	780.00	10,000.00	Municipal funds	1913	J. A. Henley
2 Board of Education ...		300.00	1,160.00	1,460.00	Municipal funds	1909	A. T. Heibel
3 Division of Parks and Recreation .....		4,610.00	32,907.00	37,517.00	Municipal funds	1906	Rodow H. Abeken

# WHAT CITIES "PLAYED"

*Foot notes indicated by signs after the names*

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
<b>MISSOURI—Con't</b>														
4 Sedalia .....	17,822		1		1		1			all day			110	
5 Springfield .....	35,201		2		2		1			.....			.....	
<b>MONTANA</b>														
1 Butte .....	39,165		1		1	4	7		2	7			4,000	
<b>NEBRASKA</b>														
1 Elgin .....	606		1		1		1			7			66	
2 Lincoln † .....	43,973			6	6	1	6			6	4	4	327	550
3 Omaha † .....	124,096		9	5	14	5	8	1	18	6	6	3	6,132	.....
4 O'Neill .....	2,089		1		1		1			6			200	
5 Pierce † .....	1,200	1			1	1	1			2	1	2	20	110
6 Wymore .....	2,613		1		1	1	1			9			50	
<b>NEW HAMPSHIRE</b>														
1 Concord .....	21,497		2		2	1	2			3			118	
2 Keene .....	10,068		2		2	1	2		2	6			650	
3 Laconia .....	10,183		1		1	1	1			6			173	
4 Manchester .....	70,063		5		5	5	5		2	7			700	
5 Portsmouth .....	11,269		1		1	1	1		2	7			100	
										7½			1,000	
<b>NEW JERSEY</b>														
1 Bloomfield .....	15,070			2	2	1					8 p. m. -10:30 p. m.	8 p. m. -10:30 p. m.		170
2 Bridgeton .....	14,209		1		1	2	2		2	8			483	
						1	1		1	9			150	
3 Burlington .....	8,336		1		1		1			6			50	
4 Camden .....	94,583		13		13	22	21		5	8			3,509	
5 Chatham .....	1,847		1		1	1				7			158	
6 East Orange ...	34,371	1	1		1	2	2		3	all day	3 p. m. -dark		300	.....
			6		6	1	7		2	all day			1,096	
7 Edgewater .....	2,655			1	1	2	1		1	1-sp.m.		3	592	
			3		3		3			6			685	
8 Elizabeth .....	73,409		4	4	8	11	18	1	11	1-5	7:30 -10:30	7:30 -10:30	2,569	246
9 Englewood † ...	9,924		5		6	1	2		1	5	3	3	150	50
10 Hoboken .....	70,324		1		2	1	1		1	5	2½	2½	50	60
			5		5	4	1		5	9	9	10	1,250	500
11 Irvington .....	11,877			1	1	2	1		2	8	3		1,222	
12 Jersey City † ..	267,779		18	3	21	20	18		3	8-5	8	8	1,500	800
													5,781	
13 Millburn .....			1		1		1			8			60	
14 Montclair † ...	21,550		3	5	8	4	8		2	6	2	2	1,350	200
15 Morristown .....	12,507			1	1	2	2		1	8	3		746	
				1	1	2	1		1	6	4		642	
16 Mt. Tabor .....			1		1		1			6			.....	
17 Newark ** .....	347,469		21		10	20	20		18	6	6	6	1,532	1,185
				4	21	67	101		21	5	5		12,192	
					4	13	12		8	8	3		7,156	
18 Orange .....	26,930		1	4	5	4	6		2	4-6			1,004	.....
						2	2		2	1-3	5	5		
19 Passaic .....	54,773			1	1	8	6		1	8	3	8	4,000	600

LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
4 Parent-Teachers' Association	\$.....	\$.....	\$.....	\$.....	Private funds..	1915	M. V. Carroll
5 Park and Playground Commission	3,000.00	250.00	2,250.00	5,500.00	Municipal funds	1914	W. W. Thomas
1 Butte Electric Railway		732.00	700.00	1,432.00	Private funds..	1907	C. N. Munsey
1 Playground Association		60.00	150.00	210.00	Private funds..	1915	Mrs. Ida B. Bishop
2 Board of Education		60.00			Municipal funds	1912	Ralph E. Cowan
3 Recreation Board	9,000.00	1,991.55	7,009.45	18,000.00	Municipal funds	1915	C. H. English
4 Playground Association	300.00		60.00	420.00	Private funds..	.....	C. R. Parkerson
5 Public School Board	115.00		120.00	235.00	Municipal and private funds	1914	Rosabelle Reimers
6 Playground Association	53.62	47.00	119.50	220.12	Private funds..	1914	Orcella Perry
1 Playground Committees				900.00	Municipal funds	1910	F. W. Teague
2 City Playground Com...	160.25	70.00	318.00	548.25	Municipal and private funds	1914	F. J. Porter
3 Parent-Teachers' Ass'n			225.00	225.00	Municipal funds	1914	M. B. Shattuck
4 Board of Public Works			1,417.50	1,800.00	Municipal and private funds	1904	H. G. Van Norden
5 Amoskeag Mfg. Co.			240.00	240.00	private funds		
5 Board of Public Works	150.00	950.00	525.00	1,625.00	Municipal funds	1910	Harry E Boynton
1 School Extension Com. of Town Imp't Ass'n				408.00	County and private funds	.....	Florentine G. Ward Essex Co. Park Commission
2 Johnson Reeves Playground Ass'n		50.00	200.00	250.00	Private funds..	1912	D. C. Porter
3 Woman's Civic League					Private funds..	1914	Mrs. Warren Rahn
4 Recreation Com'n's	1,450.00	2,900.00	5,000.00	9,950.00	Municipal funds	1908	F. A. Finkelday
5 Home and School Ass'n	50.00	72.38	175.00	297.38	Municipal and private funds	1915	Mrs. F. I. Krauss
6 Recreation Com'n's	125.25	1,040.37	3,524.67	4,690.29	Municipal and County funds	1908	Lincoln E. Rowley Essex Co. Park Commission
Park and Parkways Com. Board of Education		281.62	1,085.00	1,366.62			
Essex Co. Park Com'n		189.35	795.00	984.35			
7 Board of Education	323.00	67.00	360.00	750.00	Municipal and private funds	1915	Wm. F. Conway
8 Board of Recreation Commissioners	173.50	909.00	4,312.00	5,394.50	Municipal funds	1910	Dean P. Otis
9 Board of Education		37.50	788.00	825.50	Municipal and private funds	.....	Elmer C. Sherman
Civic Association		72.00	650.00	722.00			H. L. Schmullling Essex Co. Park Commission
10 Department of Parks and Public Property.			4,480.00	4,480.00	Municipal funds	1909	
11 Essex Co. Park Com'n					County funds	.....	
12 Department of Parks and Public Property		1,950.00	4,130.00	6,080.00	Municipal and private funds	1909	A. Harry Moore Henry Snyder
13 Board of Education				4,425.87			
13 Millburn Neighborhood Association	300.00	50.00	175.00	525.00	Private funds..	1915	J. Osgood Nichols
14 Board of Education	600.00	58.85	2,648.75	3,307.60	Municipal and County funds	1902	Noble P. Randel Essex Co. Park Commission
15 Essex Co. Park Com'n Morrilstown Playground Society		400.00	2,415.80	2,815.80	Private funds..	1910	Arthur Fairlamb
16 Playground Commission			125.00	125.00	Private funds..	1912	Mrs. A. S. DeVoe
17 Recreation Commission. Board of Education			15,622.00	25,858.00			Newark Recrea- tion Com'n
Essex Co. Park Commission					Municipal and County funds	1899	R. D. Warden Essex Co. Park Commission
18 City Department of Parks and Public Property. Essex Co. Park Com'n	900.00	2,044.20	3,089.00	6,033.20	Municipal, private and county funds	1906	S. Fred Wright Essex Co. Park Commission
19 Board of Playground Commissioners		1,591.27	2,658.73	4,250.00	Municipal funds	1909	J. R. Meader

## WHAT CITIES "PLAYED"

*Foot notes indicated by signs after the names*

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance						
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers					
NEW JERSEY—Con't																			
20 Paterson .....	125,600		6		6	10	11			6	3		10	.....					
21 Perth Amboy ...	32,121		4		4	4	4			7			855						
22 Plainfield .....	20,550		4	1	5	4	7		2	6			571						
23 Red Bank .....	7,398	1	2	3	6	1	3	1		5	6 cvgs. 1 to 2	6 cvgs. 1 to 2	.....	621					
24 Rutherford .....	7,045				6	1	2	2	2				2	2	2	2	2	250	.....
25 Salem .....	6,614				2	2	2	2	2				2	2	2	2	2	268	
26 South Orange ..	6,014		1		1	2	2		1	5			880						
27 Summit .....	7,500		2		2	1	1		1	9			593						
28 Trenton .....	96,815		10		10	21	21		8	4			4,988						
29 Westfield .....	6,420		1		1	2	3			5			385						
30 West New York ..	13,560			1	1	1	1			12			700						
31 West Orange ††	10,980	}	2	2	2	2	2	1	2	all day			1,001						
NEW YORK																	140		
1 Albany .....	100,253	}	4		4	4	10			5			1,000						
2 Amsterdam .....	31,267		7		7	8	7	7			4			725					
3 Buffalo .....	423,715		2		2	13	14	13	14	14	12	8	8	8,000	1,000				
4 Croton-on-the-Hudson .....	1,806		1		1	1	1	1			9-12: 2-5			50					
5 Fredonia .....	5,285		1		1	1	1	1			6			35					
6 Glen Cove .....	7,600		1		1	1	1	1			6			75					
7 Glens Falls ....	15,243			2		2	2	4			7	5½		250					
8 Gloversville ....	20,642		1		1	1	1	1		1	5			.....	80				
9 Goshen .....	3,081		1		1	1	1	1			5			.....	80				
10 Hastings-on-Hudson .....	4,552		1		1	1	1	2			6-8			108					
11 Hornell .....	13,617		3		3	3	2	2			8			.....	167				
12 Hudson .....	11,417		1		1	1	1	1			5			.....	167				
13 Hudson Falls ...	5,189		1		1	1	1	1			6			170					
14 Huntington ....	5,000		1		1	1	1		1	6			76						
15 Ilion .....	6,588		2		2	1	3		1	5			150						
16 Irvington .....	2,319	1		1	1	1	3		1	6			75						
17 Jamestown .....	31,297	6		6	6	6	9			6-8			.....	300					
18 Lackawanna ....	14,549	1	1		2	1	2			10-6 & 10-8:30			.....	300					
19 Mamaroneck ...	5,699	1		1	1	1	1		1	9-5			50						
20 Medina .....	5,683	3		3	3	2	4		2	8			511						
21 Mt. Vernon ....	30,919	7		7	7	4	7		2	5			1,125						
22 Newburgh .....	27,805	2		2	2	2	2		1	.....			200						
23 New Rochelle ..	28,867			3	3	3	1		3	.....	.....	.....	150	100					
		}	6	193	64	257	395	799		4½	.....	2½	118,295	25,895					
			35	70	45	70	55	83	60	150	10	8	8	50,000	15,000				
			10	19		29	25	18	20		9	7	6	22,469	9,000				
24 New York City ††	4,766,883	}	10	32		42	9	24	5	6	3	2½	7,860	800-1,000					
			5			5	4	8	1	6	6	3		1,490					

# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
20 Recreation Com'n and Recreation League ..	\$2,000.00	\$1,300.00	\$1,925.00	\$5,225.00	Municipal and private funds	1912	H. M. Butler
21 Playground Commission		308.74	871.40	1,180.14	Municipal funds	1912	R. V. Afferbach
22 Board of Playground Commissioners .....		1,317.32	1,087.00	2,185.32	} Municipal and private funds	1910	Geo. W. Wriston Lillian L. Lamson
23 Recreation Association	350.00	50.00	1,400.00	1,800.00			
24 Playground Com'n's ..		189.93	680.00	869.93	Municipal funds	1910	Fred E. Rogers
25 Committee of Woman's Club .....	175.24		187.50	362.74	Municipal and private funds	1914	E. B. Smith, M.D.
26 Board of Playground Commissioners .....		600.00	1,200.00	1,800.00	Municipal and private funds	1913	Charles E. Colley
27 Town Improvement Ass'n	229.80	124.89	319.25	673.94	Private funds..	1909	Miss G. Spinning
28 Department of Parks and Public Property.	1,696.78	1,855.09	4,609.83	8,161.70	Municipal funds	1908	Wm. F. Burke
29 Playground Commission		127.00	305.00	432.00	Municipal funds	1912	L. H. Phelps
30 Playground Commission	15,000.00	600.00	1,746.00	17,346.00	Municipal funds	1913	Richard J. Miller
31 Playground Commission Social Center Committee Women's Imp't League		692.92	1,641.75	2,334.67	} Municipal and private funds	1910	R. M. Colgate
1 Albany Mothers Clubs.		682.08	700.00	1,382.08			
2 Board of Education ...		520.00	1,480.00	2,000.00	Municipal funds	....	H. T. Morrow
3 Playground Commission Play Street Commission		7,600.00	31,590.00	39,190.00	} Municipal funds	1901	Chas. W. Dilcher
4 Playground Committee ..	45.00	10.00	150.00	205.00			
5 Y. W. C. A. ....		75.00	80.00	155.00	Private funds..	1913	P. R. Borzilleri
6 Glen Cove Neighborhood Association .....	968.63	154.64	124.00	1,247.27	Municipal funds	1914	Mrs. F. A. Coles
7 Recreation Commission.		200.00	660.00	860.00	Municipal and private funds	1913	Laura L. Sweet
8 Playground Committee.	8,600.00	200.00	600.00	9,400.00	Private funds..	1914	S. Elmore Burton
9 Playground Association.	60.00	60.00	160.00	280.00	Private funds..	1912	Mrs. P. V. D. Gott
10 Village Imp't Ass'n ...		52.07	360.00	412.07	Private funds..	1910	
11 City Playground Com... 12 Playground Committee of the Civic Ass'n ...		110.00	390.00	500.00	Municipal funds	1909	Mrs. F. Sherwood
13 Woman's Civic League.		44.73	270.00	314.73	Private funds..	1914	Mrs. J. W. Gillette
14 Huntington Recreation and Playground Ass'n..		500.00	500.00	1,000.00	Municipal funds	1912	Mrs. Preston Paris
15 Parent-Teachers' Association .....				450.00	Private funds..	1914	A. L. Field
16 Board of Education ....		115.00	385.00	500.00	Municipal and private funds	1914	H. M. Schwartz
17 Board of Education ....		44.63	716.31	760.94	Municipal funds	....	Fred J. Beirce
18 Lackawanna Social Center .....				900.00	} Private funds..	1911	Ellen Taylor Louise Rushmore
19 Village Imp't Ass'n ...		150.00	150.00	150.00			
20 Board of Education ....				1,244.00	Municipal and private funds	1915	P. R. Merriman
21 Board of Education and Playground Com'n ..	400.00	682.00	1,450.00	2,532.00	Municipal funds	1909	W. H. Geer
22 Newburgh Playground Association .....				750.00	Municipal and private funds	1898	Mrs. J. Matthews
23 Social Work Committee of Woman's Club ....	394.45	58.43	422.00	874.88	Municipal and private funds	1914	Miss K. Burrill
24 Board of Education ... Department of Parks (Manhattan) .....			105,000.00	105,000.00	} Municipal and private funds	1898	Edward W. Stitt William J. Lee John J. Downing Parks and Play- grounds Assn.
Department of Parks (Brooklyn) .....		1,863.38	22,500.00	24,363.38			
Parks and Playgrounds Association of the City of New York ..		3,255.19	9,423.59	12,678.78			
Brooklyn Com. Parks & Playgrounds Ass'n with local organizations ..		1,841.72	1,486.73	3,328.73			

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
NEW YORK—Con't														
24 New York City—Con't	4,766,883	2	3	5	3	2			3	2	2	230	100	
		2		2	1	2			8			246		
		2		2	2	4		2	6			316		
		1		1	2	1	1	1	6	6	6	225	175	
25 Oswego	23,368	2		2	2	2		7			200			
26 Philmont	1,813	1		1	1	1	1	Monday—Friday, 5½ hours Sat., 3 hours; Sun., 4 hours			.....	.....		
27 Plattsburgh	11,138	1		1	1	1		.....			250			
28 Port Chester	12,809	1		1		1		7			246			
29 Poughkeepsie	27,936	4	1	5	3	12		6½			1,000			
30 Rochester	218,149	14	9	6	29	51	46	12	12	3. and all day Sat.	3. and all day Sat.	5,704	3,500	
31 Rome	20,497		2	2	2	2	1	1	.....		200			
32 Sag Harbor	3,408	1		1	3	2	1	2	9-6	9-6	4-10	100	40	
33 Schenectady	72,826	9		9	11	13			6½			1,800		
34 Silver Creek	2,512	1		1	1	1			10		50			
35 Solvay †	5,139	2	1	3	2	2	2		8		.....	.....		
36 Syracuse	137,249	7	1	8	30	30		14	10	2 hrs. per wk.	2 hrs. per wk.	4,133	200	
37 Troy	76,813	4		4		5		4	1-5:30		.....	.....		
38 Tuckahoe	2,722	1		1	1	1			6		180			
39 Utica	74,419	4		4	4	11		4	8		925			
40 Watertown	26,730	2		2	2	2			9½		400			
41 Wellsville	4,382	2	1	3	2	1	1	1	.....	8	8	.....	.....	
42 Westfield	2,985	1		1	1	1			6		63			
43 White Plains	15,149	2		2	1	4			4		270			
44 Yonkers	79,803	1	4	5	2	3	2	3	8 a m -9:30 p m	8 a m -6:30 p m	8-5: 7:30-11pm	1,678	1,100	
NORTH CAROLINA														
1 Charlotte	34,014		4	4	2	4			.....	.....	.....	.....		
2 Raleigh	19,218	2		2	1	1	2		9	6	7	175	200	
3 Salisbury	7,153	3		3	2		1		{ 1,6 } { 2,3 } 8:30-5:30			140		
OHIO														
1 Akron	69,069	4		4	5	9			3to5	3to5		300		
2 Athens †	5,463	1		1	1		1		3		60			
3 Bellefontaine	8,238	2		2	1				8		200			
4 Bellaire	12,946	2		2	1	3			9		600			
5 Chillicothe	14,508	5		5	4		5		11	6	6	5,065	.....	
6 Cleveland	560,663	3	8	19	20	20	4	5	8			3,484	.....	
		1	15	15	18	20	2	15	7½	5	.....	1,089	.....	
		1	1	1	5	3	2		10	2		750	.....	
7 Cincinnati	363,591	4	18	22	20	15	4	26	12	4	4	11,000	.....	
8 Columbus	181,511	13	11	24	41	35	7		8and12	3	15	3,550	1,448	

# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Building Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
Play Street Department of Peoples' Institute	\$	\$70.11	\$901.50	\$901.50	} Municipal and private funds	1898	Helen R. Richter
National Highways Protective Society				600.00			
Flatbush Playground Association		1,378.76	516.31	1,895.07	} Municipal funds	1911	Geo. W. Wilson Mrs. M. B. Carson
Jamaica Women's Club		120.00	480.00	600.00			
25 Commissioner of Works				800.00-	} Private funds..	1911	
26 Crusaders' Hall				900.00			
27 Playground Committee of Woman's Civic League		50.00	175.00	225.00	Private funds..	1914	Mrs. W. W. Bell
28 Civic Section of Woman's Club	102.12	154.76	228.20	485.08	Private funds..	1915	Mrs. H. A. Conant
29 Board of Education		236.00	1,363.34	1,599.34	Municipal funds	1909	Ely Elting
30 Bureau of Playgrounds and Recreation	21,750.00	17,292.00	37,671.00	76,713.00	Municipal funds	1903	Robt. A. Bernhard
31 Board of Public Works.		1,200.00	800.00	2,000.00	Municipal funds	1908	L. M. Kircher
32 Mashashimuet Park and Social Center	200.00	3,800.00	4,500.00	8,500.00	Private funds..	1908	R. K. Atkinson
33 Board of Education					Municipal funds	1910	Everett T. Grout
34 Playground Committee.		50.00	120.00	170.00	Private funds..	1911	Greta Sackett
35 Board of Education					Municipal funds	1913	Philip W. L. Cox
36 Park Commission and Neighborhood Centre.	55,000.00	700.00	8,680.00	64,380.00	Municipal and private funds	1908	Kathryn O'Brien
37 Women's Civic League				2,300.00	Municipal and private funds	1906	Mrs. F. W. Thomas
38 East Chester Relief Association				650.00	Private funds..	1915	Mrs. F. Chambers
39 Park Board and Playground and Recreation Ass'n	350.12	322.87	1,688.50	2,361.49	Municipal and private funds	.....	E. M. Swiggett
40 Municipal Improvement League		111.91	598.00	709.91	Municipal and private funds	1908	Miss G. Knowlton
41 Community Club	620.00	1,000.00	1,400.00	3,020.00	Private funds..	.....	John Bradshaw
42 Y. W. C. A.		44.88	143.02	187.90	Private funds..	1912	Miss M. Shepard
43 Federation of Women's Clubs		254.21	430.00	684.21	Municipal and private funds	1911	Eme Turton, M.D.
44 Playground and Recreation Com'n	1,000.00	325.00	13,380.00	14,705.00	Municipal funds	1910	E. G. Kingsbury
1 Park and Playground Ass'n of Charlotte		140.00	710.00	850.00	Municipal funds	1914	Miss J. Alexander
2 Playground Commission	420.00	100.00	1,800.00	2,320.00	Municipal and private funds	1914	L. E. Lashman
3 Committee Y. M. C. A.		120.00	370.00	490.00	Municipal and private funds	1914	Ed. M. Hoffman
1 Children's Playground Committee		560.00	2,100.00	2,660.00	Municipal and private funds	1910	V. S. Stevens
2 City and Playground Association	2,000.00		1,000.00	3,260.00	Municipal funds	1915	G. F. Morgan
3 Board of Education and Women's Federated Clubs		60.00	50.00	110.00	Private funds..	1915	Gilbert Anderson
4 Bellaire Playgrounds Association		80.00	310.00	390.00	Municipal and private funds	1913	W. C. Upperman
5 Board of Education		200.00	400.00	600.00	Municipal funds	1915	F. J. Prout T. McC. Black E. Peterson, M.D.
6 City Div. of Recreation Board of Education	39.75	1,000.00	5,750.00	6,750.00	} Municipal and private funds	1900	F. G. Cook
Hiram House	91.86	1,195.19	5,563.10	6,798.04			
Alta Social Settlement.		840.10	3,214.27	4,146.23			
7 Board of Park Commissioners		100.00	500.00	600.00			
8 Department of Public Recreation	1,500.00	4,000.00	9,000.00	14,500.00	Municipal funds	1911	R. S. Wambold

## WHAT CITIES "PLAYED"

*Foot notes indicated by signs after the names*

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
OHIO—Con't														
9 Coshocton .....	9,603		2		2	1			1	8			75	
10 Dayton .....	116,577	{ 1	5		5	3	6	3	7	11&6½	10	10	1,960	251
11 East Cleveland †	9,179	{ 1	13		13	5	8			6½			901	
12 Elyria .....	14,825		5	1	6	5	1	1		8-9	2	8 (1) Sat.	55	.....
13 Hamilton .....	35,279			1	1	4				9			80	
14 Lebanon .....	2,698	{ 2		2	2	2		2	1	10	12	12	.....	.....
15 Lima .....	30,508			2	2		3		2	7	3	9 hrs. per wk.	172	15
16 Mansfield .....	20,768		1	1	1	1	1			12			140	
17 Montpelier .....	2,759		1		1	1				7			40	
18 Newark .....	25,404		3		3	4	3		1	10			700	
19 Niles .....	8,361		4		4	1	3		4	4			260	
20 Springfield .....	46,921		7		7	3	4			1:30-5			961	
21 Steubenville ....	22,391		1		1	1	1			8			160	
22 Toledo .....	168,497		5		5	10	8			8			200	
23 Youngstown ....	79,066	{	12	12	12	12	6	1	12		3	3	1,744	150
			2	2	2	3	2		2	12			832	
			1	1	1	1	1		1	8			150	
24 Zanesville .....	28,026		2	2	2	1	1	2	2	8			.....	
			2	2	2	1	3			7			450	
OREGON														
1 Astoria .....	9,599			1	1	1			1	8			250	
2 Baker .....	6,742		1		1		1		1	8			.....	
PENNSYLVANIA														
1 Allentown .....	51,913		13		13	16	14		3	8			.....	
2 Beaver Falls † ..	12,191	{ 1			1	2			1	8-8	4-6		200	
3 Bethlehem .....			3		3	4	3			6			311	
South Bethle-														
hem and Bur-			3		3	4	4			6			281	
roughs of North	35,235													
Hampton Heights														
and Fountain														
Hill .....														
4 Braddock .....	19,357		2		2		11		1	3			900	
5 Bristol .....	9,256		2		2		4			3			192	
6 Butler .....	20,728		2		2	2	2			5			.....	
7 Carlisle .....	10,303		2		2		3		1	5			185	
8 Carrick .....	6,117			1	1	1	1		1	12	12		400	
9 Chambersburg ..	11,800		1		1	1				4			130	
10 Conshohocken ..	7,480		1		1	1	1			6			229	
11 Chester .....	38,537		8		8	1	25		7	6			1,000	
12 Danville .....	7,517			1	1	1	2		2	8			85	



# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
9 Board of Education and Federation of Women's Clubs .....	\$.....	\$.....	\$.....	\$625.00	Municipal and private funds	1913	Mrs. C. B. Smith
10 Dep't of Public Welfare Playgrounds and Gardens Association .....	.....	.....	.....	12,000.00	Municipal and private funds	1910	H.N.Sollenberger
11 Board of Education ...	.....	.....	.....	2,500.00	.....	....	Claire Baldwin
12 Board of Education ...	25.00	150.00	700.00	875.00	Municipal and private funds	.....	.....
13 Y. M. C. A. ....	.....	.....	.....	.....	Private funds..	1913	Lucy B. Kirk
14 Civic Trust of Lebanon .....	.....	700.00	1,800.00	2,100.00	Private funds..	1908	John L. Prosser
15 Civic League and City Federation of Clubs..	85.86	32.70	343.05	461.61	Private funds	1911	J. W. Gillespie
16 Friendly House Ass'n..	.....	100.00	14.00	114.00	Private funds	1915	Blanche Werum
17 Playground Association .....	.....	.....	110.00	110.00	Municipal and private funds	1914	Rose W. Leiter
18 Board of Education ...	.....	300.00	915.00	1,215.00	Private funds..	1915	B. G. Roberts
19 Public Schools .....	.....	23.00	300.00	323.00	Municipal funds	1913	Wilson Hawkins
20 Playground Association .....	.....	.....	.....	270.00	Private funds..	1915	W. C. Campbell
21 Park and Playground Commission .....	250.00	25.00	140.00	415.00	Municipal and private funds	1909	Geo. R. Borden
22 Board of Park Commissioners .....	30,000.00	400.00	2,300.00	32,700.00	Municipal funds	1914	D. F. Meinen
23 Playground Association Park Board .....	200.00	300.00	3,500.00	4,000.00	.....	....	Park Com'n'rs
.....	.....	.....	892.31	1,576.44	.....	.....	.....
.....	315.00	2,100.00	600.00	3,015.00	Municipal and private funds	1905	John H. Chase
.....	.....	100.00	375.00	475.00	.....	.....	.....
.....	.....	100.00	300.00	400.00	.....	.....	.....
24 Women's Federated Clubs .....	.....	.....	.....	500.00	Private funds..	1912	Mrs. W. C. Bowers
1 Central Parent- Teachers' Ass'n .....	100.00	50.00	150.00	300.00	Private funds..	.....	H. S. Hussong
2 City Park Board .....	.....	.....	.....	.....	Municipal funds	1914	A. C. Strange
1 Department of Parks and Public Property, School Board, Playground Associa- tion, Parent-Teacher's Ass'n .....	2,116.51	3,719.49	4,597.57	10,433.57	Municipal and private funds	1912	R. J. Wheeler
2 School Board .....	.....	.....	.....	2,800.00	Municipal funds	1912	C. C. Green
3 Bethlehem School Board .....	.....	139.89	606.67	746.56	.....	.....	.....
.....	.....	75.00	963.32	1,038.32	Municipal and private funds	....	Mrs. F. C. Moses
4 Braddock School Dist..	200.00	78.82	415.00	693.82	Municipal funds	1907	F. C. Steltz
5 Playground Association .....	.....	41.49	280.00	321.49	Private funds..	1912	Mary W. Swain
6 Woman's Club .....	.....	.....	300.00	300.00	Municipal and private funds	1912	Mrs. W. H. Mac- Naughton
7 Civic Club of Carlisle..	.....	89.64	188.00	277.64	Municipal and private funds	1909	Mary Bosler
8 Park Commission and City Council ...	.....	50.00	455.00	505.00	Municipal and private funds	1915	W. H. Sprenkle
9 Playground Committee of Civic Club .....	43.60	102.05	289.00	434.65	Private funds..	1915	Mrs. J.E. Kempter
10 Conshohocken Playground Ass'n ...	.....	110.00	260.00	370.00	Private funds..	1914	Frances L. Ross
11 Chester Playgrounds Association .....	300.00	400.00	1,770.00	2,470.00	Municipal and private funds	1910	Mrs. H.C. Cochrane
12 Playground Committee of Civic Club .....	.....	.....	.....	.....	Private funds..	1915	Mrs. W. McClure

## WHAT CITIES "PLAYED"

*Foot notes indicated by signs after the names*

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
PENNSYLVANIA—Con't														
13 Donora .....	8,174		1		1		1		1	9			100	
14 Doylestown Borough	3,304		1		1		2		1	7			110-120	
15 Duryea .....	7,487		1		1		2		1	5			89	
16 East Pittsburg ..	5,615		2		2	1	2			6			300	
17 Erie .....	66,525		4		4	5	4		4	7½			600	
18 Farrell .....			2		2	3	2			6			610	
19 Gettysburg .....	4,030		1		1		1			all day			.....	
20 Greensburg .....	13,012		3		3	1	4			5			181	
21 Hamburg .....	2,301		1		1	1			1	8			35	
22 Harrisburg ....	64,168		13	2	15	15	18		6	10			4,000	
23 Hazleton .....	25,452		2		2	1	3			6			320	
24 Johnstown † ....	55,482	1	10		10	5	5			8			1,125	
			7		8	2			10	.....	.....		.....	
			1		1	1			1	.....	.....		.....	
25 Lancaster .....	47,227		6		6	7	6			7			1,000	
26 Lansdowne ....	4,066		1		1	1				10			50	
27 Lebanon .....	19,240		1		1	1	1		1	10			1,500	
28 Mahanoy City ..	15,936		1		1		1		2	5			.....	
29 Meadville .....	12,780		2		2	2	2			6			.....	
30 Media .....	3,562		2		2	1	2			6			100	
31 Munhall and Homestead ...	23,898	1	1		2	6		2		6½	3	4	750	100
32 Nanticoke .....	18,877		1		1	1				9-6			125	
33 New Castle ....	36,280		7		7	7	11		2	7			1,360	
34 New Kensington.	7,707		1		1	1	4		2	10			285	
35 Oil City .....	15,657			2	2		3			.....			100	
36 Philadelphia ....	1,549,008	13 20	12		25	34	29	63	33	13	9	9	17,854	8,138
37 Phoenixville ....	10,743		108		128	74	150	20	115	7	3.5	2.3	13,716	16,285
			2		2	2	2		2	7			255	
38 Pittsburgh .....	533,905	11 15	60	2	73	81	121	51	29	12½	8	8	32,000	5,350
Pittsburgh, N. S.			28		43	28	140	18	4	3&12	.....	.....	7,000	500-1,000
39 Pittston .....	16,267		2	2	4	2	5		2	12			977	198
40 Pottstown .....	15,599		5		5	1	4			4			.....	
41 Pottsville .....	20,236		3		3	3	2			6			648	
42 Punxsultawney ..	9,058		3		3	1	1			8			.....	
43 Rankin † .....	6,042	1	1		2	4			1	4	4	4	120	200
44 Reading .....	96,071		9		9	7	14		2	9			3,570	
45 Ridgway .....	5,408		1		1	1	2		1	6			150	
46 Scranton .....	129,867		14	5	19	22	18	2	17	8½	.....	2 evgs.	9,926	315
47 Somerset .....	2,612		1		1	1				7			75	
48 Tarentum .....	7,414		1		1	1	1		1	5			108	

# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
13 School Board .....	\$	\$	\$45.00	\$45.00	Municipal funds	1915	Edgar Reed
14 Board of Trustees .....							
Blanche Burpee Public Playgrounds	221.62	48.81	176.07	446.50	Municipal and private funds	1913	John C. Swartley
15 Board of Education ...		100.00	240.00	340.00	Municipal and private funds	1913	F. J. Regan
16 Board of Public Education .....	500.00	300.00	.....	800.00	Municipal funds	1915	H. L. Koons
17 Board of School Directors .....		220.00	1,133.52	1,353.52	Municipal funds	1909	D. G. Evans
18 Playground Association..		50.00	460.00	510.00	Private funds..	1914	L. R. Eckles A. J. Erismann
19 Kurtz Memorial Playground Ass'n ...					Private funds..	1915	Wm. A. McLean
20 Greensburg Playgrounds and Civic Ass'n .....	113.40	269.35	729.80	1,112.55	Municipal and private funds	1910	Mrs. F. W. Frazier
21 Bd. of School Directors Parent-Teachers' Ass'n	10.00	10.00	100.00	120.00	Private funds..	1913	J. B. Schock
22 Dept. of Parks and Public Property .....		2,000.00	3,200.00	5,200.00	Municipal funds	1905	Geo. W. Hill, Jr.
23 Playground Association and Civic Club .....		300.00	415.00	715.00	Private funds..	1912	Mrs. J. J. Kelley
24 Park Board .....		1,000.00	1,500.00	2,500.00	Municipal funds	1910	Tom Nokes
School Board .....			3,600.00	3,600.00			
Recreation Commission.		500.00	500.00	1,000.00	Municipal and private funds	.....	W. F. Casey
25 Lancaster Playground Association .....		415.00	848.00	1,263.00	Municipal funds	1913	Walter L. Phillips
26 School Board .....	1,000.00	100.00	100.00	1,200.00	Municipal and private funds	1915	Mrs. J. W. Betz
27 Lebanon Athletic and Playground Ass'n ...	2,500.00	200.00	375.00	3,075.00	Private funds..	1915	Jeanette Hornsby
28 Mahanoy City S. S. A. A.				4,750.00	Municipal and private funds	1908	Ernest A. Smith
29 Meadville Playground Association .....		141.64	500.00	641.64	Private funds..	1913	Benj. F. Whitson
30 Child Welfare Com. of Media Civic Ass'n ..	100.00	100.00	250.00	450.00	Private funds..	1913	Alfred H. Wyman
31 Homestead Steel Co. ...		550.00	1,716.00	2,266.00	Private funds..	.....	A. P. Dimendafer
32 Nanticoke Playground Association .....		400.00	80.00	480.00	Municipal funds	1909	J. H. Greenwood
33 New Castle Playground Association .....	200.00	274.00	1,776.74	2,250.74	Municipal funds	1912	J. E. Hershberger
34 Board of Education .....	65.00	80.00	380.00	525.00	Private funds..	.....	Mrs. Anna Mount
35 Parent-Teachers' Ass'n.	453.00		275.00	728.00	Municipal funds	1894	W. D. Champlin
36 Board of Recreation ..	21,793.00	31,125.00	104,757.00	157,675.00	Private funds..	.....	W. A. Stecher
Board of Public Education		11,340.00	45,170.53	56,510.53	Municipal and private funds	1913	F. C. Hartshorne
37 Phoenixville Playground Ass'n ...		175.00	350.00	525.00	Municipal funds	1896	W. F. Ashe Mrs. John Cowley
38 Bureau of Recreation ..	9,500.00	28,030.00	71,590.00	109,120.00	Municipal and private funds	1915	O. M. Wintermute
Playground & Vacation School Association of Allegheny, Inc. ....				26,800.00	Private funds..	.....	M. Irene Boyer
39 City Planning Commission .....	13,500.00	40.00	380.00	13,920.00	Private funds..	1914	John F. Murray
40 Century Club .....				163.00	Private funds..	1913	Mrs. J. P. Willson
41 Y. M. C. A. ....		309.00	351.00	660.00	Municipal and private funds	1908	R. S. Penfield
42 Playground Association.				500.00	Municipal and private funds	1905	W. M. Bertolet
43 School Board and Practice School Univ. of Pittsburg .....		225.00	232.00	457.00	Municipal and private funds	1913	Hugh F. Grant
44 Reading Playground Association .....	1,200.00	505.00	2,995.00	5,700.00	Private funds..	1912	Joseph A. Mott
45 Village Improvement Association .....		70.00	300.00	370.00	Municipal and private funds	1912	Mrs. E. E. Kiernan
46 Bureau of Recreation ..	1,407.64	1,253.67	8,184.02	10,845.33	Private funds..	1914	
47 Parent-Teachers' Ass'n.			85.00	300.00	Municipal and private funds	1914	
48 Playground Association.	150.00	10.00	90.00	250.00			

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
PENNSYLVANIA—Cont.														
49 Washington . . . .	18,778	4		4	1	6			9-12 2-4			675		
50 West Chester . . .	11,767	1		1	2	7		2	. . . .			300		
51 Wilkes-Barre . . .	67,105	9		9	4	5		2	8			1,350		
52 Williamsport . . .	31,860	6		6	3	6		6	(1)4½ (5)3			992		
53 Wilmerding . . . .	6,133	3		3	5	5		1	8	4		175		
54 Windber . . . . .	8,013	1		1	1				12			250		
55 Wyomissing . . . .	985	1		1	2	1			8½			286		
RHODE ISLAND														
1 Bristol . . . . .	8,565	1		1	1				8			100		
2 Lonsdale . . . . .	4,500	1		1	2				. . . .			150		
3 Newport . . . . .	27,149	1	8	2	11	8	10	1	2	6	2	2	986	120
4 Pawtucket . . . . .	51,622		5		5	3	2			8				
5 Providence . . . . .	224,346	6	12	4	18	46	90	15	7	12	5	4	6,291	3,095
											Sat. 12	Sat. 12		
6 Westerly . . . . .	8,696		2		2	2	2			6½			475	
7 Woonsocket . . . .	38,125		1		1	1	1		1	4½			300	
SOUTH CAROLINA														
1 Charleston . . . . .	58,833	3			3	2	4	6		7	3	3	600	. . . .
SOUTH DAKOTA														
1 Aberdeen † . . . . .	10,753	5			5	1	1	2	. .	. . . .	. . . .		75	1,500
2 Watertown . . . . .	7,010	2			2	1	1			4			75	
TENNESSEE														
1 Chattanooga . . . .	44,604	8			8	4		4	10	12	6	. . . .	2,000	100
2 Clarksville . . . . .	8,548			1	1	1				9			50	
3 Memphis . . . . .	131,105	7	10		17	4	8	9		5	2½	2	450	. . . .
TEXAS														
1 Dallas . . . . .	92,104	3	10		13	1	2	3	13	6	5	5	. . . .	. . . .
2 El Paso §§ . . . . .	39,279	8	7		8	6	24	1	12	6	6	6	200	850
			1		1		1			3			25	
3 Houston . . . . .	78,800			21	21		21				1½	1½	25	637
			1		1		1			4				
UTAH														
1 Ogden † . . . . .	25,580	1	2	11	14	4	10	1	3	8	6	6	1,650	800
2 Provo . . . . .	8,925			1	1	1				7			200	
3 Salt Lake City . . .	92,777		4		4	4	7			10			1,524	
			1		1		2			8			20	
VERMONT														
1 Barre . . . . .	10,734		2		2	2				8			200	
2 Bennington . . . . .	6,211	1			1	1	1	1		5	3-4	3-4	187	. . . .
3 Bellows Falls . . .	4,883		1		1	1	1			9-11			100	
4 Montpelier . . . . .	7,856		1		1	1	3			5			100	
VIRGINIA														
1 Alexandria . . . . .	15,329		1		1		2			8			150	
2 Lynchburg . . . . .	9,494	2	1		3	3	3	3	1	11 (4)3	4	3	1,000	600
				6	6	5	13			(2)8			1,004	
3 Norfolk . . . . .	67,452		5	3	9	9	9	1	8	8	5	. . . .	3,224	. . . .
4 Richmond . . . . .	127,628	1	5		6	9	9		8	8			650	
5 Roanoke . . . . .	34,874		3		3	1	4		3	5½				

# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
49 Washington Playground Association .....	\$	\$375.00	\$850.00	\$1,225.00	Municipal and private funds	1909	Nanne A. Young
50 Playground Association.	316.82	135.98	588.50	1,040.80	Municipal and private funds	....	Jane Baker, M.D.
51 Playground Association.	.....	.....	.....	1,350.00	Municipal and private funds	1905	W. A. Rogers
52 Dept. of Parks & Public Bldgs. and Parent- Teachers' Clubs ....	220.00	240.00	590.00	1,050.00	Municipal and private funds	1909	Geo. R. Fleming
53 Y. M. C. A. ....	.....	314.72	335.71	650.43	Municipal and private funds	1910	W. P. Bradley
54 Playground Association.	500.00	.....	250.00	750.00	Private funds..	1915	W. W. Lantz
55 Wyoimissing Playground Association .....	621.20	373.07	377.33	1,371.60	Private funds..	1910	H. M. Fry
1 Bristol Playground Ass'n	.....	21.23	197.50	218.73	Municipal funds	1913	W. R. Davis
2 Lonsdale Garden and Playground Ass'n and Lonsdale Co. ...	.....	10.00	160.00	170.00	Private funds..	1911	Mrs. E. C. Mowry
3 Board of Recreation Commissioners .....	.....	3,234.00	3,200.00	6,434.00	Municipal funds	1911	Harry F. Cook
4 City Council .....	.....	200.00	1,500.00	1,700.00	Municipal funds	1910	Henry W. Taylor
5 Board of Recreation ...	13,427.32	2,380.43	11,879.25	27,687.00	Municipal funds	1906	Jos. J. McCaffrey
6 School Department ....	.....	200.00	490.00	690.00	Municipal funds	1912	W. H. Bacon
7 O. M. S. C. and Manville Mfg. Co. ...	423.38	152.28	177.00	752.66	Municipal and private funds	1914	FlorenceG.Bullick
1 Municipal Playground Commission .....	.....	1,500.00	3,000.00	4,500.00	Municipal funds	1909	W. R. Lunk
1 Board of Education ....	.....	500.00	2,300.00	2,800.00	Municipal funds	....	H. C. Johnson
2 Board of Education ...	100.00	50.00	353.00	503.00	Municipal funds	....	L. B. Parsons
1 Dept. Public Utilities, Grounds and Bldgs...	.....	.....	.....	30,118.78	Municipal funds	....	Phil Shugart
2 United Charities .....	.....	.....	130.00	130.00	Private funds..	1912	J. B. Atkins, M.D.
3 Recreation Commission.	.....	1,026.80	5,557.36	6,584.20	Municipal funds	1914	Irene Schloss
1 Park Board .....	.....	.....	.....	12,000.00	Municipal funds	1909	M. A. Kesner
2 Board of Education ...	.....	572.40	3,645.81	4,118.21	Municipal funds	1915	J. H. Stine
3 Lamar School Mothers' Club .....	125.00	10.00	60.00	195.00	} Municipal and private funds	1913	J. K. Staples
Houston School Board ..	100.00	600.00	1,890.00	2,490.00			
Houston Settlement Ass'n	.....	20.00	240.00	360.00	} Municipal and private funds	1911	W. L. Underwood
1 City Public Schools Playground Ass'n ...	1,300.00	800.00	2,300.00	4,400.00			
2 Commissioner of Parks	.....	.....	300.00	300.00	} Municipal and private funds	1912	LeRoy Dixon
3 City Park Department.. Playground and Recreation Ass'n ...	800.00	2,300.00	1,995.00	5,095.00			
1 Barre Woman's Clubs ...	.....	100.00	200.00	300.00	Private funds..	1907	Fred. L. Kateon
2 Civic League .....	1,238.46	314.05	910.83	2,463.34	Municipal and private funds	1911	Mrs. W.S.Carpenter
3 Park Department .....	.....	100.00	120.00	220.00	Municipal funds	1913	Edward Kirkland
4 Woman's Clubs .....	.....	.....	100.00	100.00	Private funds..	.....	Mrs. Fred Gleason
1 Children's Public Playground Com. ...	1,000.00	600.00	3,200.00	4,800.00	Municipal and private funds	1914	Mrs. S. C. Howard
2 City School Board ....	.....	.....	.....	.....	Municipal and private funds	1913	Frank C. Wood
3 Playground Commission	1,000.00	804.55	2,619.11	3,423.66	Municipal funds	1913	Mrs. H. Whitehead
4 Playground Department	.....	1,500.00	6,000.00	8,500.00	Municipal funds	1904	R. W. Miles, Jr.
5 Park Com'n & Woman's Civic Betterment Club	.....	166.01	495.86	661.87	Municipal and private funds	....	Mrs. F. E. Brown

# WHAT CITIES "PLAYED"

*Foot notes indicated by signs after the names*

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers
WASHINGTON														
1 Everett †	24,814			7	7	1	6	1		9	3-4	2	356	.....
2 Seattle	237,194	4	5		9	5	4	17	8	8	2	1,431	400	
3 Spokane	104,402	2		6	8	10	5	3	14	13	7	5,540	200	
4 Walla Walla	19,364			2	2		2	2	2	8	6	180		
WEST VIRGINIA														
1 Bluefield	11,188		1		1	1	1			9	3	200		
2 Martinsburg	10,698		2		2		2			7-4		450		
3 Morgantown	9,150		2		2	1	1			.....		100		
4 Wheeling	41,641		3	2	5	8	6	2	1	(3) 6	7 p. m. - 9:30 p. m.	7 p. m. - 9:30 p. m.	694	105
WISCONSIN														
1 Janesville	13,894		4		4	5			4	10	.....	3	400	180
2 Kenosha	21,371			3	3	4	4	1		.....		3		
3 La Crosse	30,417		3		3	4	2			6			761	
4 Madison	25,531		4		4	8	4		4	8			1,058	
5 Milwaukee	373,857	1	15	7	22	106	52	6	23	9	5	5	3,952	4,353
6 Neenah	5,734		4		4	1				2			30	
7 Oconto	1,427		1		1	1		1	1	.....	10	10		325
8 Prescott	936		1		1	1				3			40	
9 Racine	38,002		1	6	7	3	8	3	1	8	.....	.....	1,950	.....
10 Sheboygan	26,398			1	1		1			4½			8-72	
11 Superior †	40,384	6		3	9	6		6		3	2	2	349	260
CANADA														
1 Calgary, Alta.	43,665		1		1	1			1	5			114	
2 Winnipeg, Man.	170,000		21	11	32	35	36	2	22	8		8(8)	7,346	1,056
3 St. John, N. B.	42,499	2	10		12	3	13	5	8	6½	8½	8½	817	68
4 Truro, N. S.	6,107		2		2	1	1		1	5	.....		55	
			1		1	2	1			5½	.....		56	.....
5 Belleville, Ont.	9,850		1		1	1				5½			81	
6 Brockville, Ont.	9,372		2		2		2	2		5			545	
7 Ft. William, Ont.	18,499		7		7	4	7	7	7	7			2,000	
8 Halifax, Ont.	46,601		7		7	1	9	6		6			750	
9 Hamilton, Ont.	81,969		3		3	3	3			7			600	
10 Ottawa, Ont.	84,340		7		7	8	7			9			1,825	
11 Peterborough, O.	18,360		1		1	1	1			8			150	
12 Toronto, Ont.	376,240	8	11	11	11	25	26	26	7	13	13	13	3,982	1,376
			15	15	15	1	61	3		.....			3,518	
13 Montreal, Que.	466,197	9	1	1	11	26		20	9	6	8	6	10,000	8,000

# LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Board of Education ...	\$	\$299.42	\$2,120.00	\$2,419.42	Municipal funds	1912	C. G. Shelden
2 City Park Department . .	3,658.47	39,746.57	43,405.04	47,104.01	Municipal funds	1907	Frank L. Fuller
3 Park Commissioners ...		1,722.00	12,260.00	14,982.00	Municipal funds	1912	B. A. Clark
4 Woman's Park Club ...	1,000.00	200.00	450.00	1,650.00	Municipal and private funds	1909	Grace G. Isaacs
1 Bluefield Playground and Recreation Ass'n.	800.00	25.00	100.00	925.00	Private funds..	1913	Harry S. Mable
2 Good Neighbor Ass'n ..	52.00		127.50	179.50	Private funds..	1912	Vievie M. Souders
3 School Board and Playground Committee		150.00	345.00	545.00	Municipal and private funds	1912	Mrs. Ellis A. Yost
4 Playground Association Board of Education ..	500.00	2,149.00	3,801.00	6,450.00	Municipal and private funds	1909	W. Francis Hyde
1 Board of Education ...				800.00	Municipal funds	1913	H. C. Buell
2 School Board .....		349.15	1,112.80	1,461.95	Municipal and private funds	1914	Mrs. M. Bradford
3 Board of Park Commissioners .....		111.46	568.12	679.58	Municipal funds	1911	J. H. Forrer
4 Board of Education ...		75.00	1,660.00	1,735.00	Private funds..	1906	G. A. Crispin
5 Board of School Directors .....	1,800.00	4,675.00	61,553.00	68,028.00	Municipal funds	1912	H. O. Berg
6 City Playground Board .....				525.00	Municipal and private funds	1915	Paul A. Coon
7 Presb. Church House ..				2,000.00	Private funds..	1913	Ernest W. Wright
8 People's Club .....		5.45	60.00	65.45	Private funds..	1911	Mrs. C. Babbidge
9 Park Commission .....	8,807.89	415.10	2,161.31	11,384.30	Municipal and private funds	1911	L. R. Finley
10 Parent-Teachers' Ass'n.			30.00	30.00	Private funds..	....	Mrs. F. Tallmadge
11 Board of Education ...				2,000.00	Municipal and private funds	1913	W. E. Maddock
1 School Board .....		123.94	1,145.00	1,268.94	Municipal funds	1913	A. T. Jewitt
2 Winnipeg Playground Com'n .....	13,018.41	2,287.48	3,025.83	18,329.74	Municipal funds	1908	A. R. Morrison
3 St. John Playground Association .....			80.00	80.00	Municipal and private funds	1906	Caleb D. Howard
4 Woman's Local Council Women's Institute of West Belleville .....	153.00		130.00	283.00	Private funds..	1913	Mrs. Bessie Kent
5 Women's Institute of H. S. of East Belleville	55.77		67.50	223.27	} Private funds	1912	Mrs. G. C. Balls
6 Community Y. M. C. A..		105.00	335.00	440.00			
7 Playground Association.		830.10	2,095.00	2,925.10	Municipal funds	1913	W. H. Wood
8 Halifax Playgrounds Commission .....	285.00	90.00	458.00	833.00	Municipal and private funds	1914	S. C. Young
9 Hamilton Playground Association .....		600.00	1,200.00	1,800.00	Municipal funds	1906	R. V. Harris
10 City Council and Playground Com. ...		1,107.00	2,036.00	3,145.00	Municipal and private funds	1909	R. T. Steele
11 Local Council of Women	100.00	50.00	250.00	400.00	Private funds..	1912	J. C. Spence
12 Parks Department Public School Board...		16,739.00	21,286.00	38,025.00	} Municipal funds	1915	Mrs. F. C. Neal
13 City School Commission and Montreal Playgrounds Ass'n ..				20,000.00			
					Municipal funds	1910	S. H. Armstrong
					Municipal funds	1903	J. Gadbois, M.D.

Foot notes indicated by signs after the names

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
CALIFORNIA														
1 Kentfield .....	130	1			1		1	1	1	all day	P.M.	P.M.	.....	.....
COLORADO														
1 Loveland .....	3,681		2		2		2			3			50	
CONNECTICUT														
1 Thompsonville ..			1		1	1	1			9-5			.....	
2 Windsor Locks ..	3,715		1		1	1	1	1		7½			150	
DELAWARE														
1 Henry Clay ....	835	1			1	1	3	4	1	9	9	9	50	75
ILLINOIS														
1 Princeton .....	4,131		2		2		1			4			75	
2 Rochelle .....	2,732		1		1	1			1	8			50	
IOWA														
1 Washington ....	4,380		1		1	2	2			2:30-9			200	
KANSAS														
1 Coldwater .....	684		1		1	1				all day			36	
2 Great Bend ....	4,622		2		2	1	1			8			.....	
3 Hays .....	1,961		1	1	1	1	1			5	5		50	
4 Liberal .....	1,716		1		1	1	1			.....			110	
5 McPherson .....	3,546		2		2	1	1			.....			100	
6 Paola .....	3,207		1		1	1	1			.....			35	
7 Tonganoxie .....	1,018		1		1	1	1			3			60	
8 Stafford .....	1,927		2		2	1	1			2-7			40	
9 Yates Center † ..	2,024	1			1	1		1	1	8	3	3	50	.....
MASSACHUSETTS														
1 Canton .....	4,797	1			1	1		1		8	3½	2½	75	50
2 Lexington .....	4,918			2	2	1	3		3	9-5	1-5		250	.....
3 Manchester .....	2,673			1	1	1				9-5	9-5		100-150	
4 Pepperell .....	2,953		1		1	1				8			20	
MINNESOTA														
1 Buhl .....	1,005		1	2	3	1		1		8	3	3	80	500
NEBRASKA														
1 Elgin .....	606		1		1		1			7			66	
2 O'Neill .....	2,089		1		1	1	1			6			200	
3 Pierce † .....	1,200	1			1	1	1			2	1	2	20	110
4 Wymore .....	2,613		1		1	1	1			9			50	
NEW JERSEY														
1 Chatham .....	1,847		1		1	1				7			158	
2 Edgewater .....	2,655		3		3		3			6			140	
3 Millburn .....			1		1		1			8			60	
4 Mt. Tabor .....			1		1		1			6			.....	
NEW YORK														
1 Croton-on-Hudson	1,806		1		1		1			9-12			50	
2 Goshen .....	3,081		1		1		1			2-5			80	
3 Hastings-on-Hudson	4,552		1		1		1			5			108	
4 Huntington .....	5,000			1	1	1	1		1	6-8			76	
5 Irvington .....	2,319		1		1	1	3		1	6			75	



# MUNICIPALITIES ARE DOING

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Tamalpais Centre Woman's Club .....	\$ .....	\$ .....	\$ .....	\$1,040.00	Private funds..	1909	Jessie I. Hanna
1 Playground Association.		6.00	80.00	86.00	Private funds..	1915	Mary J. Grewell
1 Playground Committee.				500.00	Private funds..	1914	Norma Allen
2 Park Committee .....		251.91	342.37	594.28	Municipal and private funds	.....	Mrs. J. J. Burke
1 Hagley Community House	490.00	1,050.00	3,450.00	4,990.00	Private funds..	1913	Irene Earll
1 Playground Society ....		25.00	100.00	125.00	Private funds..	1913	Harriet Owens
2 Women's Club .....	141.03	45.00	150.00	319.18	Private funds..	1915	Mrs. W. P. Graham
1 Community Y. M. C. A. ....				400.00	Private funds..	.....	Paul MacEachron
1 Community Council and Parent-Teachers Ass'n .....				170.00	Private funds..	1915	Amy Barlow
2 Board of Education ....			160.00	160.00	Municipal and		
3 Playground Association		2,500.00	350.00	2,850.00	private funds	1914	C. E. Lobdell
3 Playground Commission	300.00	50.00	75.00	425.00	Municipal and private funds	1914	C. A. Shively
4 Playground Association.		150.00	300.00	450.00	Private funds..	1915	Mrs. Bert Long
5 City Federation of Clubs			120.00	120.00	Private funds..	1914	Mrs. E. Gunckel
6 Recreation Committee .				200.00	Private funds..	1915	Mrs. D. F. Dunn
7 Civic League .....				100.00	Private funds..	1913	Mrs. W. C. Allen
8 School Board .....		30.00	300.00	330.00	Municipal funds	1915	Gordon E. Bailey
9 Board of Education ....	2,500.00	150.00	1,200.00	3,850.00	Municipal funds	1914	A. D. Catlin
1 Canton Playground Association .....		300.00	855.00	1,155.00	Private funds..	1912	J. C. Goldthwaite
2 Board of Park Commissioners .....	1,500.00	800.00	2,100.00	4,400.00	Municipal and private funds	1913	W. E. Milliken
3 School Committee	1,800.00	100.00	500.00	2,400.00	Municipal funds	1910	J. C. McClain
4 Playground Commission.		50.00	100.00	150.00	Municipal funds	1913	Dudley R. Child
1 School Board .....					Municipal funds	1915	Paul S. Beard
1 Playground Association.		60.00	150.00	210.00	Private funds..	1915	Mrs. Ida Bishop
2 Playground Association.	300.00	60.00	60.00	420.00	Private funds..	.....	Rosabelle Reimers
3 Public School Board ...	115.00		120.00	235.00	Municipal and private funds	1914	C. R. Parkerson
4 Playground Association.	53.62	47.00	119.50	220.12	Private funds..	1914	Orcelia Ferry
1 Home and School Ass'n.	50.00	72.38	175.00	297.38	Municipal and private funds	1915	Mrs. F. I. Krause
2 Board of Education ...	323.00	67.00	360.00	750.00	Municipal and private funds	1915	Wm. F. Conway
3 Neighborhood Ass'n. ...	300.00	50.00	175.00	525.00	Private funds..	1915	J. O. Nichols
4 Playground Commission			125.00	125.00	Private funds..	1912	Mrs. A. S. DeVoe
1 Playground Committee.	45.00	10.00	150.00	205.00	Private funds..	1915	Mrs. R. W. Trine
2 Playground Association.	60.00	60.00	160.00	280.00	Private funds..	1912	Mrs. P. V. D. Gott'
3 Village Impl. Association		52.07	360.00	412.07	Private funds..	1910	
4 Huntington Recreation & Playground Ass'n ...		500.00	500.00	1,000.00	Private funds..	1914	A. L. Field
5 Board of Education ...		115.00	385.00	500.00	Municipal funds	1914	Fred J. Beirce

STATE AND CITY	Population	Number of Centers Maintained Under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers
NEW YORK—Con't.														
6 Philmont .....	1,813	1			1	1	1	1		Monday—Friday 5½ hours Sat., 3 hours; Sun., 4 hrs.			.....	.....
7 Sag Harbor ....	3,408	1			1	3	2	1	2	9-6	9-6	4-10	100	40
8 Silver Creek ...	2,512		1		1	1				10			50	
9 Tuckaboe .....	2,722		1		1	1	1			6			180	
10 Wellsville .....	4,382		2	1	3	2	1	1	1	.....	8	8	.....	.....
11 Westfield .....	2,985		1		1		1			6			63	
OHIO														
1 Lebanon .....	2,698	2			2	2		2	1	10	12	12	.....	.....
2 Montpelier ....	2,759		1		1	1				7			40	
PENNSYLVANIA														
1 Doylestown Borough .....	3,304		1		1		2		1	7			110-120	
2 Gettysburg ....	4,030		1		1		1			all day			.....	
3 Hamburg .....	2,301		1		1	1			1	8			35	
4 Lansdowne ....	4,066		1		1	1				10			50	
5 Media .....	3,562		2		2	1	2			6			100	
6 Somerset .....	2,612		1		1	1				7			75	
7 Wyomissing ....	985		1		1	2	1			8½			286	
RHODE ISLAND														
1 Lonsdale .....	4,500		1		1	2				.....			150	
VERMONT														
1 Bellows Falls ..	4,883		1		1		1			9-11			100	
WISCONSIN														
1 Oconto .....	1,427	1			1	1			1	10	10		40	325
2 Prescott .....	936		1		1	1				3			40	

\* A completely equipped playground and community house, valued at approximately \$180,000, has

† The report sent by this city, with the expenditures and supplementary notes, indicate that the year-grounds were conducted in the summer months, during the school year organized play is under the direction

‡ The Special Park Commission reports that forty-six new grounds are under construction on which year-

§ A recreation building is now being erected at a cost of over \$16,000.

¶ The Board of Education has granted the Board of Recreation the use of five schools on three nights a

‡ The Hudson County Park Commission maintains three centers in Jersey City, Hoboken and Harrison 1025; the cost \$8,843.06.

\*\* The total expenditures of the Essex County Park Commission for the nine centers maintained in New

†† In addition to the municipal appropriation contributions of over \$10,000 from private individuals mer and the employment of a special worker for home garden work.

‡‡ In addition to the expenditures noted by the Board of Education, there have been further expenditures

§§ In addition to the expenditures noted, the School Board pays salaries of play leaders amounting ap

# MUNITIES ARE DOING

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Sup- port of Playgrounds and Recreation Centers	Year First Super- vised Play Center Was Established	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
6 Crusaders' Hall .....	\$.....	\$.....	\$.....	\$800.00- 900.00	Private funds..	1911	Clara N. Harder
7 Mashashimuet Park & Social Center .....	200.00	3,800.00	4,500.00	8,500.00	Private funds..	1908	R. K. Atkinson
8 Playground Committee ..		50.00	120.00	170.00	Private funds..	1911	Greta Sackett
9 East Chester Relief Association .....				650.00	Private funds..	1915	Mrs. F. Chambers
10 Community Club .....	620.00	1,000.00	1,400.00	3,020.00	Private funds..		John Bradshaw
11 Y. W. C. A. ....		44.88	143.02	187.90	Private funds..	1912	Miss M. Shepard
1 Civic Trust of .....							
2 Lebanon .....		700.00	1,800.00	2,100.00	Private funds..	1911	J. W. Gillespie
2 Montpeller Playground Association .....			110.00	110.00	Private funds..	1915	B. G. Roberts
1 Board of Trustees ....							
Blanche Burpee Public Playgrounds .....	221.62	48.81	176.07	446.50	Municipal and private funds	1913	J. C. Swartley
2 Kurtz Memorial Playground Association ..	10.00	10.00	100.00	120.00	Private funds..	1915	Wm. A. McLean
3 Bd. of School Directors and Parent-Teach- ers' Association ....					Private funds..	1913	J. B. Shock
4 School Board .....	1,000.00	100.00	100.00	1,200.00	Municipal funds	1913	W. L. Philips
5 Child Welfare Com. of Media Civic Ass'n ...	100.00	100.00	250.00	450.00	Private funds..	1913	B. F. Whitson
6 Parent-Teachers' Ass'n ..			85.00	300.00	Private funds..	1912	Mrs. E. E. Kiernan
7 Wyomissing Playground Association .....	621.20	373.07	377.33	1,371.60	Private funds..	1910	H. M. Fry
1 Lonsdale Garden and Playground Ass'n and Lonsdale Co. ....		10.00	160.00	170.00	Private funds..	1911	Mrs. E. C. Mowry
1 Park Department .....		100.00	120.00	220.00	Municipal funds	...	Edward Kirkland
1 Presb. Church House ..				2,000.00	Private funds..	1913	E. W. Wright
2 People's Club .....		5.45	60.00	65.45	Private funds..	1911	Mrs. C. Babbidge

recently been presented to the city of San Diego by Miss Ellen Scripps. round centers and workers in question are under the jurisdiction of the board of education, and though play- of teachers or physical directors who do not give their entire time to this work. round activities will be conducted after January 1, 1916.

week for evening recreation center work. which are open during the summer and fall with seven men in charge. The average daily attendance is ark, East Orange, Irvington, Bloomfield and Montclair, was \$24,009.12. have made possible the development of grounds, laying out of tennis courts, band concerts during the sum- of \$20,000 for baths, \$65,000 for lectures and \$57,197.50 for after-school playgrounds and athletics. proximately to \$20,250 for the school year.

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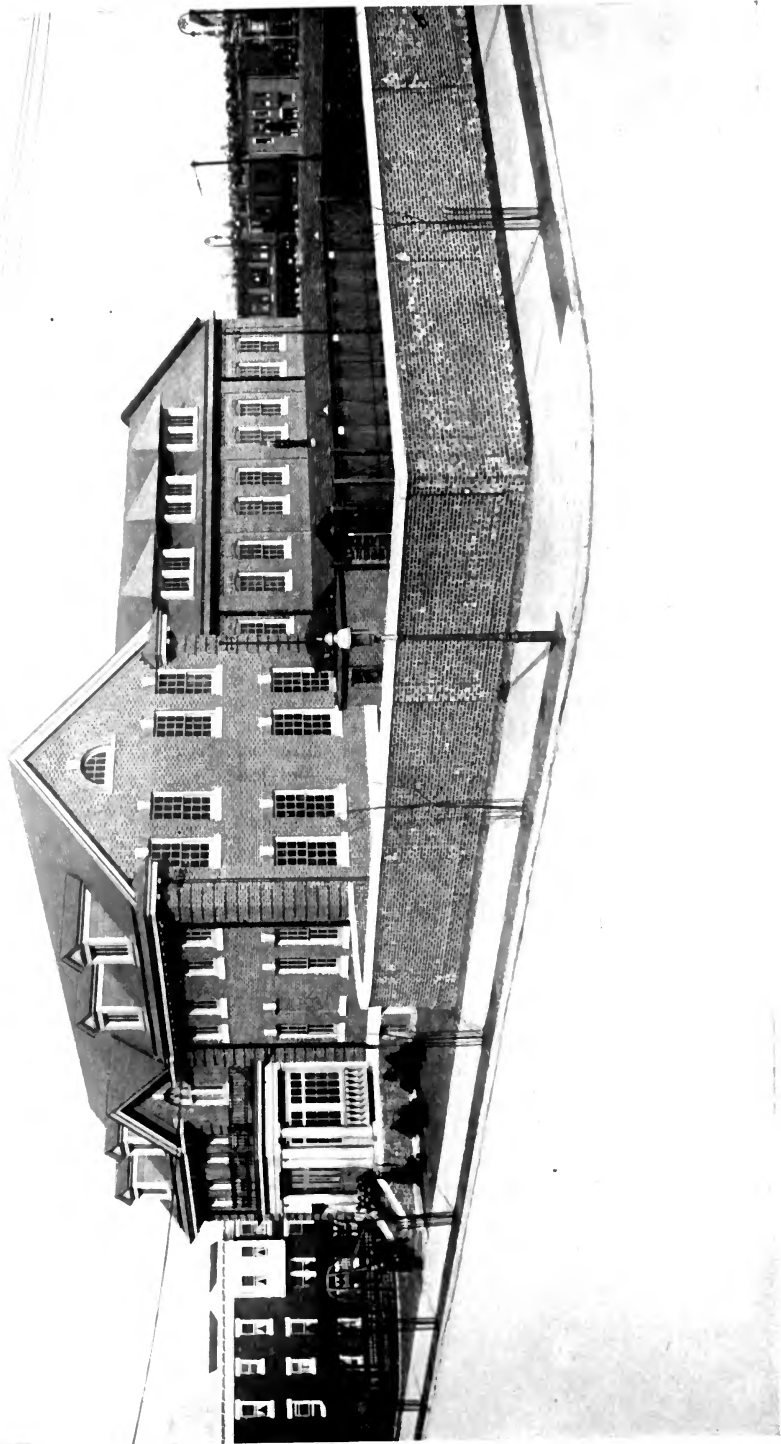
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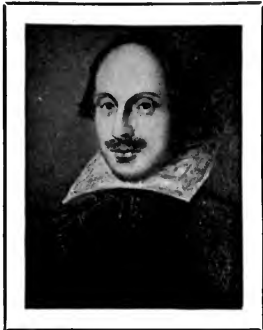
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 17717 Act II, Scene 7. Song: Blow Blow, Thou Winter Wind. (R. J. S. Stevens.)  
     Reinald Werrenrath and Chorus  
 17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Male Quartet  
 17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.)  
     Raymond Dixon and Harry Macdonough  
 35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet  
 17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

### CYMBELINE

- 64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

### JULIUS CAESAR

- 35216 Act III, Scene 2. Antony's Address. Frank Burbeck

### HAMLET

- 17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Klina  
 16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck  
 17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

### KING HENRY THE EIGHTH

- 16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

### MEASURE FOR MEASURE

- 17662 Act IV, Scene I. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon  
 64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

### MERCHANT OF VENICE

- 17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck  
 55060 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevens.) Lucy Marsh and Reinald Werrenrath

### MERRY WIVES OF WINDSOR

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### ROMEO AND JULIET

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 17087 } May Pole Dance: Bluff King Hal.  
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## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT IN THEIR RELATION TO SCHOOL NEIGH- BORHOOD CENTERS\*

**Activities of  
School Centers** The first thing to be decided is for what purpose we wish our schoolhouses in Boston to be used, outside of regular school hours. Such activities as the following (constituting the present activities of our centers) would seem to find an appropriate home in the school building: (1) Teachers' meetings; (2) Alumni meetings; (3) Citizenship meetings; (4) Parents' associations; (5) Civic and municipal clubs, improvement associations; (6) Mothers' clubs; (7) Chorus, orchestras, bands and other kinds of musical societies; (8) Debating, dramatic and dancing clubs; (9) Gymnastic and athletic clubs; (10) Dressmaking, millinery, embroidery classes; (11) "Home-making" classes; (12) Vocational guidance.

For such uses this committee believes that: (1) An adaptation of our present school building is all that is required; (2) That such adaptation need not involve large expense.

**Cost** If the policy here advocated be adopted, that of adaptation not addition, it is believed that the additional cost will not be great. The thing to be emphasized is that the features needed for evening center use are not to be considered "extra" features; if they are, the cost will be extra too. They are to be obtained whenever possible by adapting features already in use. I mean that if the architect plans his school for the day pupils and then asks what additional features are required for the evening center, there will be a large increased expense. The architect should have in mind at the same time what the day school needs and what the evening school and evening center needs; then his problem is to see how the *same* construction and the *same* equipment can be used for both. For example, a room of a certain kind is needed for a kindergarten; if the architect has in mind at the same time all the requirements of the evening center, he will probably think at once of some need of the evening center which can be met by the kindergarten room if some slight change be made in the first place, a change which may cost little or very often nothing.

\*Courtesy of the Women's Municipal League of Boston. Supplement to the Bulletin, April, 1915. Prepared by Committee on Schoolhouse Construction and Equipment in their Relation to School Centers, Alice G. Brandels, Chairman, Ella Lyman Cabot, William B. Coffin, Mary P. Follett, Arthur V. Woodworth. Extracts only are published.

## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT

In some cities it is considered poor planning to use the stage of the assembly hall for only the small portion of time it is needed as a stage—it is so constructed that it can be used as a room on certain occasions. In one plan sent to us it is used for the kindergarten room (Evanston, Ill.). In another it is so large that it can be used as an additional gymnasium room (Froebel School, Gary).

Mr. Snyder, in New York, is trying experiments in the equipment of the assembly hall so that it will be equally suitable for lectures and as a study hall for children.

A basement play-room planned for the use of the day children might sometimes be made suitable for evening basketball with no expense at all, if a little additional width could be obtained without hampering the other uses of the basement. These are instances of what we mean by adaptation, not addition. They are only illustrations of many things architects will think of when they begin to work on this problem.

**Other Cities** We hear from some of the cities where the attempt has already been made to build schoolhouses for a "wider use" that the increased cost is not proving so great as was expected because the architects are so successfully solving the problems involved. The Chicago schools of the "Mozart" type are costing about \$160,000, which is some \$50,000 less than older buildings with no more accommodation.\* The Gary schools cost \$100 per pupil, the Chicago schools \$135.06 per pupil.\* This low cost per pupil in Gary is because each room is used for a double set of pupils. Something of this kind will probably be worked out for the day schools everywhere as the "vocational" work increases, and the same idea can be applied to the combined day and evening use. The whole problem will probably soon be considered one partly of administration and organization as well as of architecture.

**Co-operation of Departments** Moreover, co-operation between the municipal building departments, which has begun in a number of cities and which it is hoped will come about here before long, will, by preventing unnecessary duplication of features, reduce the cost of public buildings. It seems as if an expensive municipal plant for recreation and an expensive schoolhouse should not be built in the same district without the two departments meeting to discuss what each department is planning to do for that neighborhood in the way of assembly halls and social and recreational facilities generally.

\*Social Center Features in New Elementary School Architecture, by C. A. Perry, p. 13

## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT

A letter just received from Elizabeth, N. J., says that they are planning to construct "a number of new school buildings" in "the next four or five years," and that "the Playground Commission and the Board of Education are working together and planning these new school buildings so that they will be available for social center work whenever needed."

### PRINCIPAL REQUIREMENTS FOR EVENING USE OF SCHOOL BUILDINGS

#### I.—ASSEMBLY HALL

**Location** The assembly hall should be on the ground floor or as near as possible to it. One entrance should be near an outside entrance; it is an advantage to have it so placed that access can be had to it from the street without opening the rest of the building. This is done in an increasing number of cities which are planning their assembly hall as largely for evening as for day use.\*

**Stage** The assembly hall should have a stage with curtain and adjoining dressing rooms for musical and dramatic work. If these latter cannot be provided, there should be direct access to class-rooms which might serve that purpose.†

**Storage Space** Storage space for seats when not in use should be provided under the stage (preferably), or in adjoining rooms. All cannot be got under the stage, but a large number can thus be disposed of.

#### 2.—INDOOR PLAY-ROOMS OR GYMNASIUMS

**Play-room** It is the custom in Boston to have gymnasiums in our high schools but not in our elementary schools. It is the wish of everyone interested in day schools or night schools or evening centers, that each grammar school should have a well-equipped gymnasium. It is understood that the funds available do not always allow of this. It is, however, urged upon the consideration of the School Committee and Schoolhouse Commission whether it would not be possible in the construction of those schoolhouses to be used as neighborhood centers to have at least an indoor play-room, even if it is not a large and properly equipped gymnasium. Such open space would be very useful to the day

\*Kalamazoo Rochester, Houston, Chicago, Cleveland (2), New York, Reno (2), Cambridge, Evanston

†In Cleveland (2) and Gary (2) it is just across the corridor from the main entrance.

‡Many would add that footlights and fireproof scenery ought also to be provided.

—Editor

## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT

children and is practically essential to a school center—for folk dancing, for games, for social gatherings. If it could be large enough for basketball the advantage to the center would be still greater.

**Showers** When this space is fitted up as a gymnasium, it should have showers and lockers placed so as to be readily accessible.\*

**Location** The play-room or gymnasium should be in the basement (preferably) or on the ground floor, so placed that noise from it will not disturb activities in other rooms. This is very important. In one of our new high schools the gymnasium is connected with the assembly hall above by a metal spiral staircase which conducts the sound from one to the other. This is such a serious handicap that the manager of the evening center hesitates before planning to use both rooms on the same evening. Assembly halls and gymnasiums are expensive; it seems incredible that we should build them so that they cannot be used at the same time!

**Sound-proofing** Sound-proofing should be used in walls, floor and ceiling, the expense being moderate. The New England Conservatory of Music, where it is necessary to get walls as sound-proof as possible, has found a deafening quilt which proves very satisfactory.

**Utilization of Basement Space** Perhaps one of the most important problems for schoolhouse architects in connection with the evening use of school buildings is the treatment of basement space. Sometimes if great care be taken with the placing of heating and ventilating apparatus and toilets, so that intervening space is not unnecessarily lost, but as far as possible massed, the remaining space in the basement could be so arranged as to provide for a small gymnasium or play-room. Thus this important feature could often be secured without a largely increased cost. At any rate, it is clear that in our large and crowded cities where cost of land is high, our hope for available room for evening activities lies largely in the utilizing of basement space. Where we find the gymnasium put in a separate wing it is usually in cities or towns where land is comparatively inexpensive.†

In a number of cities the new elementary schools are being equipped with regular gymnasiums. In others basement play space at least is an accepted part of schoolhouse construction. In

\* This is the custom in all the cities which have reported to us.

† Peoria, Ill., Kenilworth, Ill., Reno, Nev., and Lexington, Ky. New York, however, has one building at least of this form of construction.

## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT

New York the heating apparatus is usually put in a sub-basement and the whole "basement" (which is usually the ground floor) is given to large play spaces—"a general play court," a boys' play-room and a girls' play-room. In the evening the first is used for basketball, the second (fitted with apparatus) for gymnastics, and the third for table games and reading. In one schoolhouse there is an indoor tennis court. In addition to this large basement space for recreational activities, there is sometimes a regular gymnasium on another floor. Mr. Snyder speaks of the need for baths in certain schoolhouses, the advantage of roof playgrounds, and says that "the gymnasium has become an integral part of the modern school."

In Cleveland a new school (the Eagle) has been provided with a gymnasium, two inside play-rooms (one for boys and one for girls), and two roof playgrounds. Another (Columbia) has a gymnasium and one play-room. In Cincinnati the Guilford School has a gymnasium and two roof playgrounds; the Westwood School has a gymnasium and two inside play-rooms. In Gary, the Froebel School and Emerson School have both a boys' gymnasium and a girls' gymnasium. In the New Douglas School, Peoria, there is besides the gymnasium a large girls' play-room and a large boys' play-room. In the new "model" school at Kenilworth, Ill., there is a boys' gymnasium, and a girls' gymnasium.

### 3.—ROOMS WITH MOVABLE CHAIRS AND DESKS A NECESSITY FOR SCHOOL CENTERS

Movable furniture may be considered almost an essential of evening center use. It is obvious that adults cannot sit comfortably in children's seats; moreover many activities of the center require, as we cannot repeat too often, free space—for dramatics, folk dancing. In several instances the failure of a club in our centers has been traced to the stationary seats. One debating club two years ago began well but went to pieces in a short time. The young men seemed interested and the leader was able and experienced, but this group of young men between twenty and thirty years of age, big fellows many of them, instead of sitting comfortably around a long table, had to squeeze themselves into children's seats. Their leader, moreover, was mounted on a platform like an instructor rather than one who had come to help them in a spirit of comradeship.

## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT

### Advantages to Day School

The recreation department of the Russell Sage Foundation has accumulated evidence from all over the United States which shows that after movable chairs are once tried, day school teachers almost always testify to their much greater efficiency. Some of the reasons given are: (1) Children can be turned to get light in right direction; (2) Children can be turned to face blackboard; (3) Children can be grouped in a circle which is of great advantage to some kinds of class work; (4) Class can be divided into groups for certain purposes; (5) Chairs can be put out of way entirely, against the wall, for certain work or exercises.

This committee realizes, however, that for day use there are certain drawbacks to any movable chair and desk now on the market. Yet as they are indispensable to the success of the evening center, and as their disadvantage to the day school is so much of an open question as to be denied by many teachers, this committee is recommending their installation in those rooms to be used by the school center while urging further experimentation in their construction.

It must be remembered that it is not only a matter of *movable* furniture, so that the chairs and desks can be moved to give free space for gymnastics, and dancing, but it is also a question of *adjustable* furniture, so that the chairs used by young people can be used in the evening by adults. In New York Mr. Snyder is trying experiments to see if a chair cannot be found for day use which can be adjusted for adults. No entirely successful arrangement of this kind, however, has yet been invented. We can only, therefore, recommend to our schoolhouse architects experiments in the direction of movable and adjustable furniture.

In most of the cities heard from movable furniture is being installed in some of the rooms of every new school building. In the Washington Irving High School, New York, there are no fixed desks or seats.

#### 4.—ROOMS WITH MOVABLE PARTITIONS

The fourth recommendation of this committee is that in each building to be used as an evening center two adjoining classrooms (on the ground floor preferably) be arranged with movable partitions between them so that they may be thrown together for the use of those activities requiring larger space than the ordinary class-room, as dramatic, musical clubs. They should have sound-proof walls, good floors and movable seats. Two or three sets of such double rooms would be desirable.

## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT

There are on the market partitions which run on floor tracks, partitions which run on overhead tracks, and flexifold partitions which draw either up or to the sides (sometimes called venetian doors). The first have the disadvantage of the floor track which is an obstacle in dancing and certain games, the last are heavy to operate and get out of order easily. The second seems on the whole to be the best judging from the answers to our questionnaire. Philadelphia is decidedly in favor of this type of partition.

We are told that these partitions are reasonably sound-proof. We suggest, however, that they be tried at once in our first new building so that Boston can make its own experiment and draw its own conclusions. If such an arrangement does not impair the usefulness of the rooms for the day children, the advantage to the center would be large.

### ADDITIONAL SUGGESTIONS

**Grouping** Rooms, halls or play spaces planned for evening center use should, when possible, be grouped in basement, first and second floors. It is obvious that such concentration makes for economy in operating expenses and supervision.

**Corridors** In St. Louis and a number of cities the corridors of the schools are being used as play spaces for day pupils and evening center members. Much good space (for dancing and play) is not available in our schools by the regulation of the building commission that corridors shall not be used. This seems a wise regulation, and yet perhaps it might be modified in some way, as for instance, that a corridor should not be used when the rooms abutting on that corridor are in use, or when there are more than a certain number of pupils in the rooms on that floor. If such modifications, however, should be adjudged unsafe, then care should be taken that no space be lost in corridors compatible with fire safety and the architectural dignity of the building. Mr. Edwin S. Gordon, architect of the Board of Education of Rochester, in his report of 1911-13, speaks highly of a certain plan because it gives "the minimum of corridors," thus recognizing that the matter of saving space in corridors is one to be considered.

Corridors should always be straight, as this makes it easier and less expensive to preserve order and discipline.

**Floors** Floors of assembly halls, gymnasiums, play-rooms and double rooms should receive the very careful attention of architects, as a level and smooth surface is essential for evening center use. They should be of hard wood and should be

## SCHOOLHOUSE CONSTRUCTION AND EQUIPMENT

carefully laid, the boards running lengthwise with the room. They should not be laid in fancy patterns, as the joinings are liable to rise slightly. We wish to call special attention to the subject of floors, as a poor floor is a serious handicap to evening center work.

*Locks* should be put on all doors.

*Gates* with locks should be provided to shut off all unused parts of the building.

*Toilets.* As both men and women attend each center, toilets for both sexes should be provided in those buildings which will probably be used for school centers.

*An office* near the main entrance where the school center manager may have his own desk and records is desirable, or space provided in the master's office or reception room.

*Storage space* should be provided for school center property in a conveniently accessible location. There should be

a. Shelves and cupboards for small supplies

b. A closet where folding tables and chairs may be stored

*Thresholds.* There are no thresholds in the High School of Practical Arts, and this is found to be an advantage in the moving of furniture.

*Drop lights* should be provided in rooms where close work (especially stitching, sewing and embroidery) is done.

There should be a push button at entrance of each room connecting with one light, and the rest of the lights in the room should be controlled by a key. This is mentioned because it is not always done at present.

*A heating plant* so designed that the heat can be cut off such sections of the building as are not in use effects a saving in fuel.

This is a matter of large importance but involves some difficult problems and requires careful expert consideration.

### FUTURE POSSIBILITIES

**Roofs** Roofs might be furnished with granolithic roofing instead of tar and gravel. The extra expense is about twenty cents per square foot and the floor would be much better for playground and dancing.

In case of evening use, arc lights should be installed.

**Courts** Like roofs, courts are more useful for center work if provided with granolithic pavement or tiling and arc lights.

In Jersey City one schoolhouse has a covered roof for dancing;



## RECREATION FOR NEGROES IN MEMPHIS

in New York several are fitted up and used for that purpose. In Cincinnati the Guilford School has a roof playground for boys and one for girls. In the Eagle School, Cleveland, there are two roof playgrounds. In Pittsburg the roof is used only for open air classes.

New York is the only city heard from where the courts of some of the schoolhouses are used for dancing in summer.

## RECREATION FOR NEGROES IN MEMPHIS

T. S. Settle

Field Secretary, Playground and Recreation Association of  
America, Birmingham, Alabama

When we mapped out the public recreation system for Memphis in the summer of 1914 we recommended two playgrounds for negroes, and two school buildings to be used as social centers. The system was started in August and our recommendations regarding the white playgrounds and social centers were put into operation at once. Those for the negroes were delayed because they wanted to see how the white people would take to public recreation, and because they did not know just where they would get the right workers for the colored playgrounds. All felt that these playleaders should be negroes with a desire to do something for their own race.

I returned to Memphis in the Spring of 1915 to help plan the work for the coming twelve months. I found Memphis, which is a big cotton and lumber center, "very hard struck" by the war. We were told by the Mayor that we would have to cut down expenses, rather than expand.

But the members of the Commission were very anxious to do something for the negroes. The President of the Commission, the Superintendent of Schools and the other members said something had to be done. So in the budget we figured in \$40.00 a month for one negro worker and \$20.00 a month for supplies. The Mayor showed his interest by putting his O. K. to this increased expenditure. And it went through successfully.

But they were willing to undertake this work especially because they had got in touch with a personality, a "live wire," William Jones.

And who is William Jones? William Jones had written a letter of application so they sent for him and this is what they learned. Wil-

## RECREATION FOR NEGROES IN MEMPHIS

liam is an intelligent looking negro about thirty-five, born and raised in South Carolina. He hustled around and got an education and had risen to a "professorship" in a negro college in the state of Texas. One summer he went to the University of Chicago and took a course in civics and social service. This course opened his eyes to the possibility of doing something for the negroes of the south.

Two or three years later William and several other negroes of similar training and purpose met in a conference in Chicago and mapped out a course of social uplift work to be undertaken by them in some of the larger cities of the South. Miss Jane Addams and other social workers gave some direction, and without financial aid of any kind William came to Memphis and obtained a position with sufficient income to pay his expenses as a domestic servant.

When we found him he had risen from one position to another until he was chauffeur for one of the biggest business men in the city. This man and his wife were loath to give up the kind of service that they had found in William and were paying him more than we offered him. But the price we offered plus the opportunity to do greater social service—No, I mean the opportunity for social service plus our offer—won out and with genuine regret they gave William up.

William had not been idle in those three years. He had attempted to raise \$5,000 among the whites and negroes for his social settlement house, but hard times came and all of William's plans were knocked out. He had been successful in starting one piece of constructive work, however, and that was the organization of a number of boys' and girls' clubs which were doing a lot of good along the line of providing a higher standard of social contact, promoting systems of saving, and in general adding to the general health and welfare of its members.

So impressed were they in every way with William that they signed him up and told him to get busy; he could do almost anything he wanted, anywhere he wanted, among the 60,000 colored people of Memphis and they gave him his salary and about \$20 per month to do it with. The Superintendent of Public Schools offered the use of the school yards and two of the school buildings for social centers. He also promised to lend the services of two of his domestic science teachers to assist in the social center work.

William got right on the job. He decided first that he wanted some playgrounds. He selected a school yard in one section of the "north side" for one playground. On the "south side" he found

## RECREATION FOR NEGROES IN MEMPHIS

a very good vacant space in another negro settlement; but this space was made up of lots owned by two negroes and one white man. William induced these different owners to lend the use of their lots for a playground. With his allowance of \$20 per month he built some swings and other inexpensive apparatus. He skinned and graded a tennis court and made other improvements.

Then came the problem of supervision. So William opened a class for ambitious colored people to study this new and coming work. In this way he has kept a number of people assisting him all the summer.

Looking around for more facilities William found a negro "University." He got them to lend their tennis court and ball ground during the summer for his older boys and girls, and he and his volunteer assistants supervised it. He, with the co-operation of the school authorities, organized a social and civic club which met every Friday evening. It never gets too hot for "colored folks" to meet en masse. They had talks by negro men and women along all lines pertaining to negro uplift, some physical culture, games and stories for children and—"just some good times together."

But William wanted some other facilities. There wasn't a free swimming pool in the city where his people could go and take a swim. But this did not discourage William. He found a commercial swimming pool operated by negroes for negroes. William found that this pool was not operated in the morning so he went to the proprietor, talked things over and asked permission to bring his boys to the pool certain mornings each week. For a small sum contributed by some interested colored men he was allowed to do this during the entire summer.

William realizes now how much bigger field public recreation offers him than his original plan for a social settlement house. But incidentally, he is realizing that dream too. A white man who has become interested in his work has rented William and his associates a high ceilinged, old-fashioned southern mansion, which is not so valuable now for white residents because negroes have settled all around it. He has rented it to William at a much lower price than he could rent it as a negro residence. A former colored woman domestic science and art teacher in the public schools has gone in to help make this work a success. By living in the building and making a small charge for lessons in cooking, sewing, and millinery she pays her expenses and serves her people. A number of working boys' and girls' clubs organized by William some time ago pays

## RECREATION FOR NEGROES IN MEMPHIS

the rent. Both colored and white people have contributed furniture and other items of expense. Most any night young colored girls who work throughout the city may entertain their friends in this mansion with its big bay windows and stately chandeliers.

There is a small negro college in Memphis where a large number of boys and girls attend and earn a living by working for the white people of the city. Frequently some of them, coming directly from the country and not having had the experience of service in these city homes, are sent back for inefficiency and other causes. So William has taken charge of this part of the training of these young people and is helping to fit them for practical service in life as well as to provide a number of excellent servants for the community. The large demand, far greater than the supply, for this service in the homes is evidence of the good work the school is doing along this line. William believes that dignified domestic service offers a large field of opportunity for a large number of the better trained negroes in the South. Perhaps next to farming this field of labor offers the best opportunity of distributing a large number of negro boys and girls where they can earn a living and add to the value and wealth of the race. For this service William is given his quarters at the college where he has established his recreation headquarters and has organized a social service department in which a number of young men give a part of their time learning by practice some of the principles of social uplift.

William believes that the greatest problem of his people in this country is one of adjustment in the efficient distribution of labor, the standardizing of home conditions so it will be possible for every negro child to be born in an environment wherein it can grow to adult age with a physical and mental equipment which will enable it to take its place in the struggle for existence with a fighting chance. He believes that it is to the best interest of every community to see to it that every unit within its bounds shall be given its best opportunity to add to the common good in health, efficiency and wealth.

To me William's work is a striking example of what faith, ability and common sense can accomplish. He is not "out of the woods" yet. Indeed he is getting in deeper all the time. Many problems are constantly arising and especially those jealousies and apprehensions that are bound to come to any man in the forefront of an uplift fight. But William is "plugging away" and with proper help and support I am confident he will come out all right.

## KITE DAY IN HAWAII

I have felt for some time that the recreation question was one of the most important questions, if not the most important that social workers have to deal with, at present. *Harriet Thomas, Secretary Charity Organization Society, Newport, Rhode Island.*

### KITE DAY IN HAWAII

A. M. Oleson

Assistant, Playground and Recreation Association of America,  
New York City

Kite season is usually started by the boys of the Mid-Pacific Institute, an endowed missionary school attended largely by oriental and native children. Several years ago, Mr. Frank Damon, the founder of the school, set apart one day in May, to be observed annually as "Kite Day." By adopting this as a school holiday the trustees wished to encourage the perpetuating of an old national festival. The tendency among the young people of the orient has been to break away from their own customs, and to observe merely those of their adopted country.

The day is heralded by newspaper articles, and invitations are issued to the people of Honolulu to enjoy the different kite contests and exhibitions, as guests of the school, and the Royal Hawaiian Band lends its aid to the day's festivities.

Of course the boys make their own kites, and great care is taken to keep their masterpieces out of sight until time for entry. There are kites of every description, large ones and small ones, artistic, unique, and fighting ones, Japanese butterflies, Chinese dragons, the small Korean kites that out-distance all others and strange Filipino concoctions.

The field is roped off into alleys and each contestant has his allotted place and is disqualified for stepping out of it.

Prizes are offered the winners of the various events. The one which displays the greatest amount of skill is the "kite fight." Old bottles are broken up into infinitesimal pieces and mixed with glue, then the kite string is doctored with the mixture, with the result that the kite cord acts as a saw in severing an opponent's cord. I have seen a boy, taking but one or two steps from the time he hoisted his kite until he brought it to the ground, cut down six other kites. Nor did he cut the nearest and smallest ones first, but by flying over two and under another, cut the most dangerous oppo-

## KITE TOURNAMENT IN SYRACUSE, NEW YORK

ment and then returned to the others. In vanquishing his first opponent he made six distinct attacks.

The kites that the audience is most interested in are those which display originality and ingenuity. Some of the subjects that are always chosen are flowers, animals and current events. Last year one of the displays was a large drawing of the head of Washington, appropriately draped in bunting. The cord was hung with flags of the different nationalities represented by the student body, Old Glory appearing at the top, in the middle and at the bottom. Another kite, the prize winner I believe, was a very good representation of the F4 which was on the floor of the Honolulu Harbor at the time.

The student's interest is as keen with the high school boys as with the primary boys. And the individual satisfaction lies more in the kite accomplishment than in securing the prizes.

The fame thereof goes abroad and a furore of kite madness seizes nearly every youth of the city, from the kindergartener with his paper-bag kite to the older boys who can hardly find room enough for their masterpieces in the larger parks.

### A KITE TOURNAMENT IN SYRACUSE, NEW YORK

Anna James Powers, Supervisor, Syracuse, New York

Being a firm believer in constructive play for boys, as well as girls I tried very early in the season to interest the boys in building bird houses and making kites, and met with very great success.

Our First Annual Kite Tournament was held, Monday, August 16, 1915, at the Burnet Park Playground. It was the first affair of its kind ever to be held at Syracuse, and after that day the interest in kite flying was so great, there was not a day during the summer, even into October, that there was not at least one kite to be seen flying. Our boys were so enthusiastic that we made a weekly event of it, having a meet every Monday.

Our playground is ideally situated. We have about 150 acres and it is of the hill and dale variety, some of the hills being the highest points of our city, so there was absolutely nothing to interfere with the flying.

The following are the requirements: All boys must make their own kites; all boys wishing to enter must not fly kites until whistle blows for starting. If the boys are flying, they must get their kites down and start when the whistle blows. All kites must fly.

## KITE TOURNAMENT IN SYRACUSE, NEW YORK

The boys get their kites ready and at the sound of my whistle, kites go up. They are judged for the best-made before they fly, and for the highest flying ten minutes after the sound of the whistle. Many things usually happen in that time,—the kite that sailed out serenely is apt to come dashing to earth, and the boy who simply couldn't get his kite started at first will sometimes be the highest flyer. .

Three prizes were awarded for highest flying, and three for the best-made kites, which consisted of blue, yellow and red ribbons attached to a button with the name of the playground on it. On the ribbons were printed the words, "First Annual Kite Tournament, 1915, Highest Flying Kite," and on the other three the words, "Best-Made Kite," were used. We usually had two or three judges, and the kite they thought the highest won.

Mr. C. M. Miller, author of a book entitled, "Kitecraft and Kite Tournaments," suggests having a civil engineer with a transit to determine the actual highest flying kite and I think it would be a splendid idea; we hope to do this next season, but this being our first attempt we could not carry out all of the details.

At a Kite Tournament held at the model playground at our State Fair this past September, the winners were awarded tennis rackets and baseball gloves for prizes and these appealed very strongly to the boys.

We obtained the sticks at a cigar box factory. White pine and spruce are considered the best woods to use; we had some cut at a lumber yard, but this way is really too expensive. You can get a large bundle of sticks from the cigar box factory for ten cents which will make forty or fifty kites. The sticks are from one to four feet long, and just the right thickness, also light and flexible. They are waste material and the factory cannot use them. A man here in town very kindly gave us all we needed from his factory free of charge. While we did not do it, I think it is rather a good idea to charge the boys one cent for their sticks as we all know children are more careful with anything they pay for and they are apt to waste so many sticks in construction, especially if they can get them easily. The boys used newspaper, wrapping paper and prettily colored tissue paper, when we were fortunate enough to have it. Silk is supposed to be the best material, but we did not use it at all. Some were plain and others decorated with flags, butterflies, in fact anything that suggested itself to the boy during the making. They used their own ideas entirely. We furnished the library paste,

## PHYSICAL TRAINING IN NEW YORK PUBLIC SCHOOLS

which we found better than anything else for the purpose, and the boys had to furnish their own string. Some kites would fly out to the end of four or five balls of string.

We had box kites, two sticks, three sticks, with tails and tailless, which seemed to fly under all and any condition. One boy made a monoplane; he whittled out the propeller and cut up old inner tubes for rubber bands to use for motors.

Anyone interested in kite tournaments will find Mr. C. M. Miller's book on "Kitecraft and Kite Tournaments" a very great help. Another of his suggestions is a dash which can be a 50 or 100-yard dash, the string to be measured at the playground, so that they will all be the same length; a fish line reel or a wooden reel is used. The boy who lets his kite out and reels in first, wins the dash.

It was not an uncommon sight to look out over our golf course or on a hill and see fathers and mothers flying kites with their children, and many grown-ups as well as children found out for the first time the fascination of flying a kite.

Next year we hope to have weekly meets on the various playgrounds with an annual tournament at Burnet Park Playground.

## PHYSICAL TRAINING IN THE NEW YORK PUBLIC SCHOOLS

The discussion regarding a large cut in the budget of the Department of Physical Training and Hygiene in the New York Public Schools has roused many people to a recognition of the really remarkable work quietly accomplished by that department. One physical training teacher has been provided for each district and one assigned to the special classes for crippled, deaf, dumb and blind children, with such good effect that many of these children have been enabled to participate in athletic contests and folk dancing fêtes. A blind boy won his school championship in the 100 yards dash and was barely beaten by sighted boys for a medal in the city championships.

Special research in errors of posture has led to significant work for the improvement of bad posture. A proportion of the periods devoted to physical training is devoted to athletics and athletic games.

The aim of the work in schoolboy athletics has been "to give every boy a knowledge of track athletics and the great athletic games, an incentive and an opportunity to play them, and to make the whole serve as a motive for the establishment of a lifelong habit of hygienic living.



## PHYSICAL TRAINING IN NEW YORK PUBLIC SCHOOLS

"Athletics were introduced in December, 1903, with the first athletic games of the Public Schools Athletic League. Of the last meet, General Geo. W. Wingate, Chairman of the Committee on Athletics and President of the League, writes as follows:

'This was the tenth anniversary of the first athletic meet the League conducted, which meet was also held in Madison Square Garden. It is difficult to say where the greatest difference between the teams existed. That is, between the methods, confusion and difficulties which were experienced in holding that first meet, where the boys, teachers, and supervisors were all inexperienced, and the clock-like manner in which the present meet was conducted—or between the pasty-faced, thin-limbed and round-shouldered boys who participated in the first meet and the straight, well-developed and clear-faced lads who participated in the last one.'

"The following curious and significant statement (of a saloon keeper) appeared recently in the public press:

'The thing that is doing the most damage to the liquor trade is schoolboy athletics. Now a schoolboy is brought up to be an athlete. He has training ideas hammered into him every day. He's taught that he can't be an athlete and drink or smoke, and that he mustn't drink or smoke. And he doesn't do it when he grows up, either. He likes to keep in good athletic condition.' "

And one of the very important works of the department was the opening of school yards for play after school. In 1914, one hundred and sixty-three centers were provided for 133 sessions so that from 20,000 to 30,000 children a day have been taken from the streets and given opportunity for wholesome play. In the boys' schools each boy is a member of a squad under a captain who has authority to manage the affairs of his group. In this way the teacher in charge can control large numbers and the boys themselves are trained in self-government. In several schools the boys managed a series of athletic tournaments without assistance from the teacher in charge. Since these centers were opened the demand from principals, local school boards, parents, and neighborhood associations for such centers for their own districts has been constant and urgent.

"The Mothers' Association of P. S. 39, Bronx, sent a delegation to the office stating that it was unsafe for their daughters to play upon the streets and they strongly urged the department to open a center that their girls might be preserved from danger. This center was opened forthwith and the attendance has averaged over 175.

"Following an investigation of the Middle West Side District,

## PLAY AND RECREATION IN A TOWN OF 6,000

three centers were opened and shortly thereafter the following letter was received from the Chelsea Neighborhood Association:

'Your centers have met with marked success. \* \* \* \*  
I cannot thank you heartily enough for the effort you are making to help the children themselves. There is no more vital and more needed work than that which you are doing.'"

Twenty-six thousand girls were enrolled in the after-school athletic clubs conducted under the Girls' Branch of the Public Schools Athletic League and 7,696 of these successfully completed the full season in all around athletics.

Of the work in the girls' after-school athletic centers, one principal wrote:

"The children, who were helpless at first and did not know how or when to play, are now happily taking part in the games. There is also a gain in alertness, judgment, team spirit, and a desire for fair play. The center keeps the girls off the street, and gives the teachers an opportunity for closer and more intimate contact with them, and a stronger influence over them. Girls who needed it badly are thus being reached. The roughness, rudeness and noisiness, that were the children's idea of a good time, are far less noticeable now, and we are getting more of a spirit of quiet and courtesy. The parents are interested and often visit the center."

## PLAY AND RECREATION IN A TOWN OF 6,000 A RECREATION SURVEY OF IPSWICH, MASSACHUSETTS

The Department of Recreation of the Russell Sage Foundation has recently published this survey, made by Howard R. Knight

It would seem as though one would have done gasping at the facts brought out by recreation surveys, especially in towns of apparently good conditions and standards, for the same truths have been found again and again. Yet not until these truths really reach people so that the shock is but preliminary to definite, concerted activity will these surveys have done their work. Ipswich, Massachusetts, a small town, with plenty of "space", where 1,222 families occupied 1,057 dwellings according to the last United States Census, where generous yards surround the homes, yet produces boys whose average attainment in simple athletic tests was far below that of New York City boys from congested districts who had had careful physical training in the schools.

## A FIELD SECRETARY CHOSEN

About 2,000 people attend the moving picture show each week. The entertainment afforded is unobjectionable of its kind, the auditorium unusually clean and attractive, families attend in groups. Good, so far—but at the best, “the moving pictures are passive recreation with few of the educational qualities of active play.”

One attractive form of adult recreation the investigator found in the Greek Coffee House. Here “the Greeks gather for sociability and recreation. The room is equipped with a pool table and small tables and chairs. Groups of men are observed smoking and sipping coffee. On Saturday evening there is music. The songs of Fatherland are sung. The string orchestra begins to play an old folk dance. Several men come out of the crowd and commence to dance. The group at a nearby table stops its game of cards and watches the graceful agility of the dancers. Four men are dancing together with intricate steps which require the ability of a trained gymnast. As soon as they tire a new group of dancers takes their places. The crowd applauds and someone in the company orders for them a round of a native drink which quenches thirst but does not inebriate. The dancing stops and a modestly dressed girl with the musicians starts to sing a chorus which is repeated many times, the whole crowd joining in. She sings of the brave deeds of the Greek heroes of the last war. At the close of the song she passes among the men and collects the nickels and dimes which compensate the musicians. Not the slightest discourtesy is shown. The orchestra starts off again, the cards are resumed, the click of balls is heard on the pool table, where several young men are displaying exceptional skill, the deep-throated laughter of full-grown men is heard arising from several groups who are chatting in friendly intercourse. Good fellowship abounds.”

Mr. Knight followed his survey with definite recommendations for providing playgrounds and social centers and for giving to all the citizens of Ipswich opportunity for active recreation. Already steps have been taken to begin carrying out these suggestions.

## A FIELD SECRETARY OF THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA CHOSEN FOR NEW POSITION

Rowland Haynes has been appointed secretary on recreation under the New York City Board of Estimate and Apportionment to work with a sub-committee of the Board known as the Committee on Recreation. The civil service examination for this posi-

## BOOK REVIEWS

tion attracted national attention. There were more than fifty applications from playground workers all over the country.

Rowland Haynes, who was just completing his fifth year as field secretary for the Playground and Recreation Association of America, passed the examination at the head of the list. Mr. Haynes has had a long experience in helping local recreation leaders in such cities as Milwaukee, Richmond, Kansas City, Detroit, Rochester and Montclair. He is a graduate of Williams College and has served on the teaching staff at the University of Chicago and the University of Minnesota, besides having practical experience with recreational problems in settlement work in two different neighborhoods in New York City.

During the last four years Mr. Haynes has helped to secure playgrounds for thousands of children.

The Playground and Recreation Association of America has granted Mr. Haynes a leave of absence for two years. The friends of the Association are pleased that the only field secretary who tried the New York City examination should have passed at the head of the list.

The duties of the Committee on Recreation are to study the recreation work of the various New York City departments as a whole for recommendations on the budget items affecting recreation, to work out and plan for the development of the city's recreation activities for the future so that current appropriations may be in line with some definite end, and to see if some method of co-ordination is not possible between the recreation of the city and the recreation work of various private agencies, especially in matters of administration and finance.

## BOOK REVIEWS

### THE HOUSE ON HENRY STREET

By Lillian D. Wald. Published by Henry Holt and Co., New York, 1915  
Price, \$2.00 net

The record of invaluable service to the forces of Americanization fills the pages of this book. And it is interesting to see how quickly in the search for the bases of many social problems the young pioneers came to realize the importance of play and recreation. Those first early trips to the parks and to country fields, providing a hitherto unknown opportunity for unmolested play and organized games, were followed by that never-to-be-forgotten play-

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ground "under the wistaria vine," and in the backyard of the House on Henry Street was initiated "the Bunker Hill of Playgrounds."

Clubs of all sorts have always held a high place in the life of the House and out of the dramatic club work grew the Neighborhood Playhouse, one of the most noteworthy of modern recreation achievements. And a very beautiful and original form of street play has grown up on Henry Street—the fourth of July neighborhood dance, when the street is roped off and specially cleaned by the city street-cleaning department, the Edison company illuminates, the "neighbors" provide the band—a *festa* worthy of the streets of Paris or far Japan which first suggested it to the author.

Play in its many forms has occupied the attention of the House on Henry Street, to the advantage not only of the neighborhood, but to an ever-widening circle touched more or less directly by these pioneer experiments in social service. Miss Wald was one of the national leaders who organized the Playground and Recreation Association of America.

### FIVE PLAYLETS

By Hester Donaldson Jenkins. Written for the department of Social Betterment, Brooklyn Bureau of Charities. Price, twenty-five cents

The hope of combining the dramatic appeal with that of social propaganda, as it is becoming more and popular to do, led to the publication of these little plays—five of them, dealing with health, fresh air, food, the tenement and the juvenile court. The treatment is adapted to the interests of children, and, though such propaganda does not necessarily fulfill the highest standards for children's dramatics, in many cases it will no doubt be worth while to give the short time needed to develop these little plays for the sake of the lessons taught.

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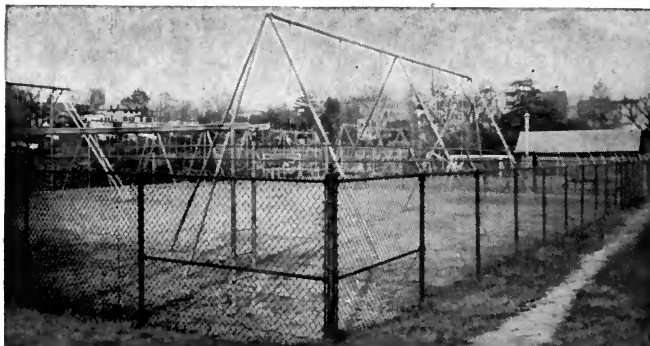
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JUNE, 1915

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H. S. BRAUCHER, *Editor*,

Sworn to and subscribed before me this 17th day of March, 1915.

[Seal.]

JACOB B. TOCH,

*Notary Public.*

Bronx County, No. 13.

Bronx County Register, No. 624.

New York County, No. 4.

New York Register, No. 6219.

(My commission expires March 30th, 1916.)

**I**T HAS been suggested that a boy is a whole menagerie. This is indeed a rather narrow limitation of a boy's relation to the animal kingdom. In one way or another, he seems to run the whole gamut of the animal kingdom. He crawls like a worm, he creeps like a turtle, he dives and swims like a frog, he walks like a quadruped, he climbs like a monkey, he runs like a deer, he squeals like a pig, he screeches like a parrot, he hoots like an owl, he whistles like a mockingbird, he sings like a lark. He digs, builds, roams, hunts, pillages, hoards, tames wild animals and makes boon companions of dogs; dams streams, makes toy weapons, descends beneath the waters, under snow and into the bowels of the earth. He ascends to house-tops, into trees and there abides; he tries the heavens with flying toys, arrows, balloons, kites and aeroplanes. He conjures with the stars, creates mysteries, makes rhymes, composes songs and music, dances and fills the air with unearthly din. He teases, mimics, and acts many parts, he competes, does stunts, undergoes ordeals, fights, forms gangs, organizes clubs, and institutes rituals. There is no creature in the heavens above, nor in the earth beneath, nor in the waters under the earth which he does not at times become.

GEORGE ELLSWORTH JOHNSON



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America believes in play: that is manifest. The question at issue is the sort of play in which she believes, the sort of recreations which are to possess her leisure hours. These will shape the national character; these will fashion the morals of her sons and daughters.

RICHARD HENRY EDWARDS

*in Christianity and Amusements*

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Vol. IX. No. 4

JULY, 1915

# The Playground

The World at Play



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BEGINNING OF THE DAY

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There are certain words written in our hearts that are the master words, that contain the possibilities of life for us. These are the ultimates, the things in which our actual life consists, to which all other vital processes are tributary. Play is obedience to these master words. We use the expression "full play" for a thing that is acting as nature meant it to. The emotions play, the fountain plays, meaning the thing fulfills its function in the world. And so of man. Play is the word that best covers the things which he was wound up to do, in the doing of which he is most himself. It is by being citizen, nurturer, poet, creator, scientist, by actively filling out the ideal waiting for him, that a man can win or save his life.

JOSEPH LEE in *Play in Education*.

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Vol. IX. No. 5

AUGUST, 1915

# The Playground

The World at Play



East Orange, New Jersey

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A sad heart tires in a mile-oh!

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Once upon a time, in the days of the tyrant kings of the ancients, a boy refused to lift his hat to the king, who for the offense sentenced the young lad to the executioner's block. But, since he was a great favorite in the town on account of his wonderful athletic feats the people pleaded with the king to give the boy a chance to save his life. The king asked him to swim the turbulent river which flowed through the town, with a bucket tied to his neck. There was little chance for him to swim even without the handicap, but it was *swim or die*. The cumbersome bucket was tied to his neck and he plunged into the mighty current making fine progress under the cheers of his sympathizers on the shore. Even in midstream he was seen successfully battling the fierce current until suddenly there bobbed up from the water a dark figure who began to drop stones into the boy's bucket. Every rock that landed in his bucket made his case more hopeless and soon he was sunk into the surging waters.

This was during the Dark Ages, but a similar scene is enacted before our eyes, many thousands of times, these days, in this and other cities of America. Through no choice of their own children are thrown into the river of life and they have but one choice, *swim or die*. Many of them are just now in midstream struggling under a mighty handicap and we, the servants of the king, standing on the bank, are too engrossed with selfish interests to give them even a cheer, much less to attempt to remove the handicap—the bucket of hindrances tied to their necks.

From *In Midstream* by E. D. GOLLER

Vol. IX. No. 6

SEPTEMBER, 1915

# The Playground

The World at Play



AFTER A MORNING AT THE PLAYGROUND

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## THE COST OF PLAYGROUNDS

Chicago appropriated \$4,000,000 for recreation centers.

What was the feeling of the Chicago people regarding the success of this experiment?

Each year since there have been not only appropriations large enough to carry on the work begun, but \$2,500,000 was appropriated within the year after the first appropriation, until Chicago has now spent more than \$11,000,000 for recreation centers.

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*(Facts taken from an address by Dr. Henry S. Curtis)*

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Vol. IX. No. 7

OCTOBER, 1915

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The World at Play



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April 6, 1915

JOSEPH LEE, Esq.,  
101 Tremont St.,  
Boston, Mass.

My Dear Mr. Lee:

The playground matter so appeals to me from my experience as a boy from 1859 to '61 when I got into a great deal of mischief just because I had no suitable playground and got my sport largely by smashing lamp-post glasses and house windows, ringing front-door bells and being chased by the police. Afterwards coming back to Cambridge again and later going to St. Paul's School where we had ample opportunity for sports, I felt the enormous difference and so I have the greatest sympathy with your movement and must contribute something.

I hope you will accept the enclosed check.

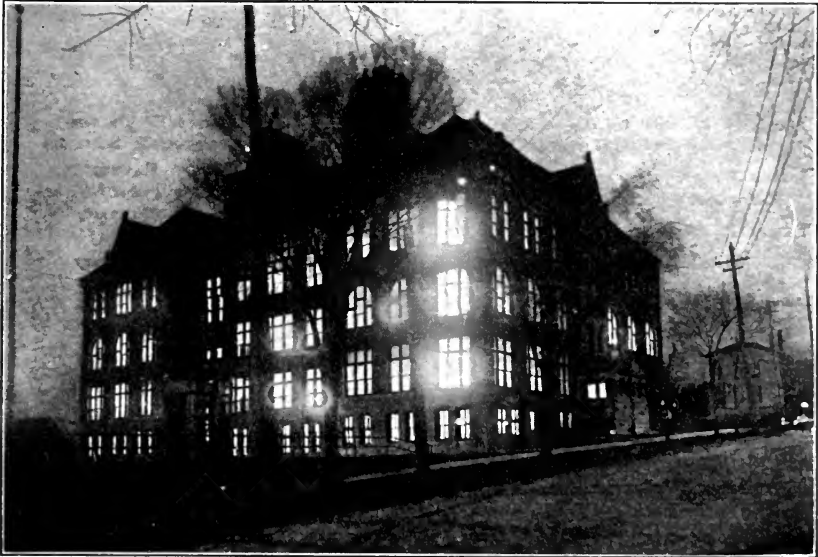
Very truly yours,  
(Signed) RICHARD DANA

Vol. IX. No. 8

NOVEMBER, 1915

# The Playground

Are Neighborhood Centers  
Worth While?



*Milwaukee, Wisconsin*

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Vol. IX. No. 9

DECEMBER, 1915

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Bennington, Vt.

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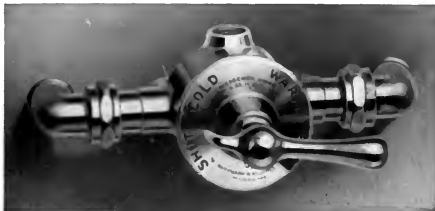
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Sworn to and subscribed before me this 22nd day of September, 1915

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Vol. IX. No. 10

JANUARY, 1916

# The Playground

The World at Play



Dumb Animals

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Two Dollars a Year

# The Playground

Published Monthly by the

## PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

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## CHILDREN

We have never played in meadows where the buttercups  
are gold,  
And the fortune-telling daisies always grow;  
No little laughing stream, enticingly a-gleam  
Has ever held our bare knees in its flow;  
We have never seen the glory against the early sky  
Of a sudden flight of blue-birds, sun on wing,  
Nor in the forest deep, where the thoughts of Autumn sleep  
Have we found the first arbutus, heart-of-spring.  
Yet we're children—children—children—  
And in our wistful eyes  
You can see the white, sweet dreams of us—still-born—  
For filth and grime enfold us,  
And the smoke-stained cities hold us—  
They have blotted out the sunshine from the morn.

Oh, our playground is the asphalt of a grey and dirty street,  
Or the entry-ways where loafers smoke and stare;  
We fight between ash-barrels and dodge the horses' feet,  
And play at craps in gutters, with a swear.  
No sorrow, sin or shame that our baby lips can't name,  
No bit of sordid truth we do not share,  
But if our ways are rude, and the words we use are lewd,  
Who's to tell us? Who's to teach us? Who's to care?  
Yet we're children—children—children—  
And in our wistful eyes  
You can see the white, sweet dreams of us—still-born—  
For lust and greed enfold us,  
And the sin-stained cities hold us—  
They have blotted out the sunshine from the morn.

HILDEGARDE HOYT

Vol. IX. No. 11

FEBRUARY, 1916

# The Playground

The Year Book



SUCH HAPPY FACES WERE SEEN ON 3,294 AMERICAN  
PLAYGROUNDS IN 432 CITIES IN 1915

Fifty Cents a Copy

Two Dollars a Year

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## Playground Facts

1915

¶ Nearly one thousand new playgrounds were established in the last two years.

¶ One hundred and eleven cities employed 1053 play leaders throughout the year.

¶ America has 573 year-round neighborhood playgrounds.

¶ Four hundred and thirty-two cities maintained playgrounds this last year.

¶ City governments administer playgrounds in 250 cities.

¶ More than four million dollars was expended for playgrounds last year.

¶ The Playground and Recreation Association of America has been in correspondence with 22,500 different persons in the cities of America during the last six years.

¶ June 1916 will be the tenth anniversary of the founding of the Playground and Recreation Association of America.

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Vol. IX. No. 12

MARCH, 1916

# The Playground

The World at Play



Newark, New Jersey

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