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The
Playground

APRIL, 1928

The Place of Training in Developing Professional Recreation
Leadership By William Burdick

Second National Miniature Airplane Tournament

The Katherine F. Barker Memorial Secretary for the P. R. A. A.
By Victor Manning

Cooperating with the American Legion

Easter Egg Hunts

Boys' Club Dramatics By A. B. Hines

List of Plays for Men and Boys

Vol. 22

APRIL, 1928

No. 1

The Playground

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The Playground

VOL. XXII, NO. 1

APRIL, 1928

The World at Play

Orthophonic for Community House.—Gala exercises were held at the Moorestown, New Jersey, Community House on February the twenty-eighth at the dedication of the outstanding gift made to the house. A new Auditorium Orthophonic Victrola, valued at \$6,000, was presented by Mrs. Eldridge Reeves Johnson, wife of the donor of the Community House. The finest radio receiver available, of special Victor design, has been installed with the Orthophonic.

The giant musical instrument reproduces faithfully all tones from a whisper to the volume of several bands and can be heard for a distance of one-half mile.

Plant Orchestra in Toledo.—A string orchestra of forty pieces, composed of employees of the Toledo Scale Co., broadcasts its programs over the powerful station WJR in Detroit. This orchestra has attained a very remarkable skill after only a few months of practice. The *Toledo News Bee* says, "This example is an indication of the right spirit in industry and one which every employer may well take to heart. The chap who stands at the next bench or sits at the next desk may have possibilities of culture, development and skill of which neither you nor he now dreams. To start these unguessed abilities to working needs but a suggestion and the help of a friend. There are a thousand ways in which hobbies and the social arts can be developed within the membership of any business organization."

Facts About Detroit.—*That* an army of 2,250 boys between the ages of 6 to 13 are enrolled in the woodcraft classes of the Department of Recreation

That 846,563 persons made use of one facility or another of the Department of Recreation last year

That a summer camp of 314 wooded acres for

Detroit children is maintained by the Recreation Department

That 7,000 persons a week find recreation at one of Detroit's community houses.

Lake for Mitchell, S. D.—The population of Mitchell, S. D., wants to swim and fish and paddle canoes in the moonlight. For this purpose a huge lake is being built, which will be two miles long and one mile wide, right on the edge of the town. It will furnish wonderful opportunities for recreation and will be ready about August.

Camps in Michigan.—Over 5,000,000 people went to the thirteen Michigan State parks last summer for picnics, camping trips, outings and nature hikes. They came from every state in the Union—District of Columbia, Canada and Panama. In a great many of the camps playground apparatus is installed, rope swings attached to tall pine trees and slides stand in cool, shady places. Six of the camps have mess shacks and cooking facilities.

Recreation Sports Field in Richmond, California.—The construction of a \$20,000 recreation clubhouse, baseball backstop, quarter mile track and other sports facilities at Nichols Athletic Field near the Civic Center is being planned by the City Recreation Department.

In San Leandro, California.—Bull fighting may be the national sport in Spain but baseball is preferred by the younger generation of Spanish in this country. This fact is substantiated by the activities of the Trasher Park Playground Spanish Club, organized several years ago by Edward V. Henley, Superintendent of City Parks and Playgrounds. The names of the boys, in age from ten to fourteen years, have the soft rhythm of an old tango.

Hanford Makes a Start.—Hanford, California, a community of 7,500 people located near Fresno, recently opened its first municipal playground with a city-wide celebration. The city contributed a block of land, the water supply and a comfort station; the Kiwanis Club built a swimming pool and a special committee raised \$1,300 for equipment and supplies. The playground will be supervised during the summer, after school and on Saturdays.

A Cottage Garden Contest.—A cottage garden competition was conducted last spring by the Grosse Pointe and Eastern Michigan Horticultural Society, associated with the Mutual Aid and Neighborhood Club of the village of Grosse Pointe Farms. Two classes—amateur and professional—were provided for, with generous cash prizes for each class. Gardens were visited by the judges once a month and advice given if requested. The judging was on neatness and general appearance throughout the season.

Flower Games.—The Brooklyn, New York, Botanic Garden has published an attractive little pamphlet called *Flower Games*, which contains some very interesting suggestions for games and contests designed to familiarize children with flowers and plants. For a number of the activities a green house is necessary, but many of them can be played outside the green house with very simple equipment. Copies of the pamphlet may be secured from the Brooklyn Botanic Garden, 1000 Washington Avenue, Brooklyn, New York, for 10c.

Oakland's Municipal Auditorium.—Oakland, California, has recently erected an up-to-date auditorium containing facilities of all kinds. The arena has a floor area of 96 x 213 feet with a total seating capacity of 8,800—4,000 on the floor, 800 in the boxes and 4,000 above the floor. The stage is movable and may be made in any size up to 50 x 90 feet at any location. The boxes, too, may be removed, providing a floor area 118 x 213 feet. The theatre on the second floor has a seating capacity of 916 on the main floor, 498 in the balcony and 537 in the gallery. The proscenium opening is 42 x 34 feet, and the stage is 30 feet deep by 65 feet high.

On the third floor is a ball room 38 x 80 feet with a seating capacity of 600. An art gallery has also been provided.

Stunt Night Closes Play Institute.—Over 150 men and women representing various local organizations attended the play institute conducted for two weeks by the Jacksonville Playground and Recreation Department. The stunt program which marked the closing night began with "Wild Nell of the Plains," a burlesque on a motion picture show featuring Sitting Bull and Lady Vere de Vere. Then came "A Meller Drama," in which signs and placards served as stage properties. A "good dance," shadowgraph plays and a humorous skit followed. At the end of the evening came a charming marionette show.

Polk County's Second Annual Orange Festival.—Polk County, Florida, has had its second annual orange festival, the county's most important fair of the year. This year August Fischer, Superintendent of the Department of Public Recreation of Winter Haven, served as general manager and chairman. An interesting recreation program was conducted in connection with the festival. Auto polo with all its attendant thrill and brilliancy was one of the outstanding events. There were, too, numerous free acts given by citizens of Kansas, Nebraska, Maine, Oregon and other states. Band concerts, baby parades, floats, archery contests and Boy Scout rallies were all part of the fun. It was a festival of fun loving America drawn south for the winter.

The festival involved the expenditure of \$8,000. Sixteen committees, with an average of eight men serving on each, were in charge of arrangements. There was a profit of more than \$500.

The Neighborhood Plan.—A special plan for a neighborhood district, prepared by Clarence A. Perry of the Regional Plan of New York, suggests a somewhat elastic pattern for laying out unit districts in new or replanned residential sections. Its desirable size may be defined, in general terms, as that populated area for which one elementary school should be provided. In sections where single family per lot housing is the rule, this means an area of about 160 acres and a population of 5,000 or 6,000 people. It has school and institutional sites suitably grouped around a civic center and shopping districts at the traffic intersections in its periphery. It is bounded and walled in by arterial highways and enjoys a special street system of its own which provides direct circulation

within the unit but does not invite traffic *through* it. The interior is restricted entirely to residential use and, ideally, about ten per cent of its area is devoted to small parks and recreational spaces.

City Planning Pays.—The report of the Advisory Committee on City Planning and Zoning, appointed by Secretary Hoover, is enthusiastic about the results of city planning. As to the importance of parks and playgrounds, the report says:

“A lawn around the home is the best place for very small children to play, but public playgrounds and athletic fields are needed for organized games for larger children and adults. The increasing dangers imposed by rapidly moving traffic further emphasizes the hazard of streets as play space.

“The need of more public open spaces of all kinds is one of the consequences of apartment house living and must be borne in mind as apartment house areas develop.

“A great country park, desirable as it is, is now generally recognized as a supplement to, not a substitute for, smaller parks convenient to the people, who need ready access to trees, grass and open space.

“Public recreation facilities are as important to the village as to the large city. Every form of wholesome recreation for adults helps to check unwise movement of population to larger cities.”

The Children's Museum.—A word in behalf of the Children's Museum appeared in the *Boston Herald*, signed by C. J. Douglas:
To the Editor of The Herald:

May I call attention to the brilliant educational work that is being carried on by the children's museum on the shore of Jamaica pond? Here objective teaching is employed, without cost to the pupils, and with most remarkable results. Thousands of children go there annually with eager interest in the things seen and learned. Some go independently on Saturdays, Sundays and holidays, while others go in classes from the public schools, accompanied by their teachers.

Children are natural scientists, and have an insatiable curiosity about everything in the little world in which they live. Their interest is mainly in things which their eyes can see and their hands can handle. They are “from Missouri,” and want to be shown, and it is the business of the children's museum to show them. A character-

istic of youth is an eagerness to “see it with his own eyes.” This interest in things is utilized here, under the guidance of able and specially trained teachers, to direct the pupils to an enthusiastic search for such scientific facts as are important for him to know. They are not so much interested in books or abstractions. Their world is one of concrete objects and concrete activities. I think it was Huxley who expressed the opinion that it is ridiculous for a boy to know much about Euclid, and nothing about the properties of the sand pile in his yard. The purpose of the museum is not to force information into the minds of children against their will, but rather to arouse and secure their cooperation. For in one important sense we cannot do much for children, but we can do very much with them. Teaching reaches its highest attainment when it inspires the pupil to enthusiasm and joy in the search for truth.

The city of Boston, realizing the great value of this work, affords help in the matter of house rent, but aside from that the entire expense of this enterprise is borne by individuals. The growth of the museum has made additional funds necessary. Where can a dollar be invested to better advantage for community betterment? Societies that repair human wreckage are important, but here is the building of new craft with possibilities of future usefulness and power that cannot be foretold. The one looks toward the scrap heap and the night, while the other faces the morning of a new full day, and with influence that may extend through the generations to follow. Is not such a beneficent enterprise worthy of generous support?

A man never stands so straight as when he stoops to help a child.



THE SCOTTISH HIGHLANDERS IN A PAGEANT IN FAR OFF SOUTH AFRICA

The Place of Training in Developing Professional Recreation Leadership*

By

WILLIAM BURDICK, M.D.

Director, Playground Athletic League, Baltimore

Social workers for a long time felt that devotion and the reforming spirit was all that was necessary, but now they are advertising the fact that social work requires a school and that the social work profession is a profession and a business enterprise. If various professions are taking the attitude that apprenticeship, training and specialization are necessary, we have but to consider that education was once in the same state that we in the recreation movement are in today with reference to theory and training.

The teachers of ancient Greece and Rome were slaves and did not have great standing, particularly if they were paid for teaching. The early teachers of Maryland were bondmen—men who bound themselves out for a certain length of time and became teachers until they released themselves from debt. It is not everywhere yet settled that the superintendents of our schools shall devote themselves wholly to the profession of education, for in many places they still spend part of their time in business and in law.

So it seems to me that there must be leadership for leisure time. There is a certain confusion, of course. Unfortunately, many people seem to think that if we use the word "recreation" we have covered everything, whereas it seems to me to be very clear that the recreation of the adult, the play of the child, the sport of the adolescent, are entirely different in their purposes and in their methods.

It seems to me we should be very clear that play is the basis of education of the child, that competitive sports and athletics are at least 85 percent participated in by boys and will soon be, perhaps, by that number of girls, and that the recreational relaxation of the older persons requires an entirely different type of leadership. Play is a part of the education of the child and it requires

just as much, if not more, careful leadership as teaching in the public schools.

We have been talking about programs of athletics for boys and girls most of the time. A great deal of our handcraft activities is adjusted to the ages of 11 to 15. We have also talked about relaxation and recreation for older people, but it seems to me we have not a proper full-rounded right type of program yet on account of our lack of knowledge of the child.

The infant up to a year old—we don't know what he ought to do. We don't know much of anything about the child up to three and very little about the child to ten. It seems we need definite leadership in play and in the education of the child, and in his direction in accordance with the stage of his growth, both in body and mind. We need to give him an opportunity to express himself.

Again, we have got to know definitely when we shall do the kind of teaching that we are suggesting. Do we know when we ought to teach boys and girls swimming? Is there a general idea throughout the country that boys and girls should be taught swimming at six, eight or nine years?

A survey of 3600 boys in the public schools of Baltimore showed that the average boy learned to swim at 13, and eighteen percent of them learned to swim between 11 and 15, and the same figures hold true with the girls. In other words, we have not learned yet the real facts as a basis of our profession.

Again, we have been using swimming almost entirely as a matter of speed and activity. We have not used it for skill and endurance, and have not counted the values in behavior that come from competition, or the sport and joy that comes in the use of the water. We must give help to the public from our experience so that they will

*Stenographic report of address given at Recreation Congress, Memphis, Tenn., Oct. 6, 1927.

not have too much delay in wandering around because of their lack of knowledge and in order that they may also gain the advantages of social ideas and ideals.

Are we clear in regard to athletics? Programs of athletics vary throughout the country. It does not seem to me that we know the real or right attitude of the boys, or what ought to be the attitude of the adults in relation to them. In other words, it does not seem that we are furnishing leadership; we haven't the knowledge. We are assuming our own impulses and our own urges are sufficient excuses for what we are doing.

Perhaps the children are right and we are assuming too many things. Are we assuming that the adolescents are fundamentally right and not giving them the value of our beliefs or the results of our experiences in leadership?

Leadership, according to the dictionary, has several definitions in accordance with the necessities and responsibilities. One idea of leadership is taking somebody by the hand—personal contact. That is one definition and that, it seems to me, is early leadership as we should give it in childhood. Then the dictionary goes on to say that leadership means going in advance, and that it seems to me, is the enticing or luring of youth by means of the way we conduct ourselves. And finally leadership means to advise, and that is the form of leadership we use with adults.

If we follow this plan we shall aid youth in its transition from regard for the letter of the law to the spirit of the rules. I have great belief in the honesty and fairness of young people.

We believe that we must use these sports and games for youth so that they may gain self-control, a healthy mind and body, temperance in their individual relationships and courage in their relationships to other people. If we do that, we shall sympathize with the youth movement and get inspiration and help from it and when we try to be of service we shall have a sympathetic attitude.

Leadership in recreation ought to mean that we do everything to make life more abundant by glorifying work, because the work then will be enjoyed better on account of the relaxation and the refreshment of the spirit after toil. In that way leadership, and leisure time leadership (which I think is a better term to cover sports, play and recreation), will become a profession, and not a mere retention of knowledge. It will be an occupation to which one devotes himself and which he understands. Then it will not be a

trade in which we act upon rules, methods and devices; but it will be a vocation in which we have expert knowledge of service to others and financial rewards will not be considered as the real standard of our success.

Does that mean that practice will not count and we shall have the stiff standardization of the efficiency engineer? No. I believe that practice precedes progress. On the other hand, we go only a certain distance by means of practice. Then we must think the thing over; we must theorize about it and take on some more practice and then more theory and then more practice, and so we go on.

It seems to me we are just on the edge of learning things that are going to make great progress for us in all education.

Professional leadership requires development. That does not mean just growth. The difficulty perhaps with all new movements is the fact that growth inside and increase in volume are the important things. That is growth, true enough, but the tendency is to become muscle-bound and one is unable to use the skills so necessary. Our present growth requires a great deal of analysis. It may be too fast. Rapid growth does not necessarily mean the best growth. Poplar and willow are not the best kind of woods. Again, all growth has its limits.

Development, on the other hand, is the real play plan. It means the freeing of the individual from the case which envelops him. It is the unfolding gradually by degrees of a finer and better sort of man and woman. That means we have not increased in size, but rather that we have new forms which are now unknown. It requires the assimilation of the right kind of material and facts, and not merely a great amount. It ought to be more economical as we do it more efficiently. It should be slow enough to be well grounded and strong like oak. It has no limits when properly directed.

PAMPHLETS RECEIVED

- Annual Report of Park and Recreation Commissioners of Worcester, 1926
- Annual Report of the Milwaukee Municipal Amateur Athletic Association, 1927
- Amateur Sports Calendar and Book List—Milwaukee Municipal Amateur Athletic Assn.
- Recreation in the City of Yonkers, N. Y.—1927 Report.
- Pontiac—Division of Recreation—Fifth Annual Report, 1927
- Reading, Pa.—Board of Recreation Report, 1927
- Report on a Town Plan for Arlington, Mass., 1926
- A Model City Charter—Published by the National Municipal League

Responsibility of Industry for Recreation*

The section at the Memphis Congress on industrial recreation had three excellent papers—by Alfred H. Wyman, Secretary of the Park and Playground Association of St. Louis, C. R. Wood, Director of Recreation at Durham, N. C., and Chester Smith, Director of the Department of Public Recreation, Board of Education, Kenosha, Wisconsin.

Mr. Wyman, whose personal acquaintance with recreation maintained by industry extends back many years, recounted the first informal beginning of industrial sports. This arose naturally from the desire to play, and to have competition in sports. Frequently and quite naturally they took the names of their firms and began to look to the plant manager for a place to play and such financial assistance as they could beg. Managers began to realize the advertising possibilities and charged expenses of this kind to their advertising budget, which was "mistake number one." "Mistake number 2 soon followed in the wake of number 1. The honor of the team should be upheld and in order to uphold it better talent must be hired by the plant, and it was. During the winter men were hired who could play baseball. Surely they worked—some more than others. Mistake number 3 soon cropped out causing considerable discontent and why should it not? Here were two men working at similar jobs, both getting the same money, one doing the work to the best of his ability—the other one—well, he played baseball and was not of course expected to endanger his digits." Professionalism killed this expansion.

Meanwhile, however, the problems remained, that of safety within the plant, lost time due to overindulgence and dissipation on the part of some workers, pay day brawls were not uncommon, saloons were numerous and well patronized.

The second revival of athletic activities in industrial plants began about 1917 with more skillful direction and a greater emphasis on mass play and inter-departmental activities. But here, too, competition became stronger and rivalry too aggressive. Industry was again guilty of padding teams with college stars, of part time labor for athletic purposes, of soft jobs, of the employment of "ringers." Thousands of dollars were spent

on equipment and maintenance of hundreds of athletes, who were supplied with everything they needed in the way of equipment and uniforms, with no questions asked about shoes or baseballs or uniforms when lost.

The awakening came in 1921 when industry felt the reaction following the war. Seventy-five percent of the industries promoting recreation and welfare work discontinued these activities or cut them to a minimum. A significant thing is that those who had built their recreation program sanely are still in existence,—those who organized their athletic associations on a representative, democratic and "pay as you go" basis,—representatives of the employed force managing, through committees, the many phases of sports, with membership dues to pay all the bills other than the maintenance of the athletic fields themselves. Dues averaged about 50c a year and were sometimes taken from the workers' pay envelopes at their request. The executive committee, generally consisting of representatives of the different activities and of the different plant departments, managed all the affairs of the association with sub-committees to direct each sport. There are many instances in which these associations used athletic fields and gymnasiums supplied by the industry and many additional instances in which they used local Y. M. C. A. and Y. W. C. A. buildings, school buildings, armories, public parks and playgrounds and other facilities. The associations were often energetic also in securing small plots of play space within the mill yards and in the neighborhoods of the plants for all kinds of volunteer play activities—volley ball, horseshoes, playground ball, hand ball courts, basketball, etc. Frequently picnic kits and athletic material were available.

Mr. Wyman summarized his experience in dealing with industrial participation in an athletic recreation program as follows:

1. It is necessary to organize a plant athletic association which is representative of the employees.
2. Membership in the association must be voluntary and the membership a paid one.
3. It is most desirable for the management to employ a recreational director as the position is too large for a part-time worker and the presence

*Report of section meeting at Recreation Congress, Memphis, Tenn., October 5, 1927.

of a director insures a more comprehensive program.

4. The organization of efficient committees under a competent chairman is necessary to promote all phases of sports.

5. The recreational needs of a community should also be taken care of. This should include playgrounds for the children. If playgrounds are already established, the association should identify itself with the municipal recreation department in a cooperative way.

6. The association should promote activities for the masses and eliminate whenever desirable "Varsity" teams.

7. Where championship contests seem necessary, the winners of each league should be taken to play out the championship contest.

8. Employees should work at least six months before becoming eligible for membership in a league or department team. It is not necessary, therefore, to eliminate him from other competitive games.

9. Through bulletins, reports and newspaper articles, employees, public and management should be kept posted as to past accomplishments and scheduled events still on the calendar.

10. It is most desirable that a corps of efficient athletic umpires and referees, who are not participants or members of the association be retained and paid.

11. It is necessary to supplement the athletic program with social events such as picnics, dancing, Christmas celebrations, stag parties and other social events where the family can participate.

12. Keep athletics amateur. Discourage the hiring of a man because of his athletic ability.

13. It is not necessary, however, to eliminate a good workman who has a trade because of his past participation in professional athletics. He can be of great assistance as a promoter and organizer.

14. Encourage the type of sports that appeal to the older man, such as volley ball, horseshoes, trap shooting, playground ball, etc.

Mr. Wood recounted from his experience, especially in the south, much the same history. He emphasized even more strongly the desirability of industry supporting a community recreation program managed and supported by the tax payers in which industrial workers can find their opportunity, and pointed out how frequently industrial plants had been willing to put at the disposal of public recreation departments the facilities

which they own. He recited the experience of his own city, Durham, N. C.

"Durham, North Carolina has been noteworthy in this respect. The largest industries of the city have cooperated with the City Recreation Commission in every possible way. The largest manufacturers of hosiery in the south, the Durham Hosiery Mill, has turned over its complete facilities to the city. This layout consists of athletic field, two community buildings and two completely equipped and enclosed playgrounds. The program conducted at this center is for the entire community and not for the constituents of the mill. The Liggett-Myers Company, one of the largest manufacturers of cigarettes in the world, made the last annual community tree possible by erecting a handsome well lighted Christmas tree, speaker's stand and amplifiers for the exercises held at Christmas time. The Pearl Cotton Mill has allowed the Commission the unrestricted use of its grounds and recreation building which had been closed soon after the war. The Durham Cotton Manufacturing Company's park, one of the best equipped of the city, is used for all forms of community recreation under the direction of city playground leaders. The activities consist of movies, swimming, boxing and wrestling and group and mass games for children and adults."

Mr. Smith, in preparing for his part in the meeting sent letters to a number of industrial executives asking for an expression of opinion concerning the value of recreation as a means of promoting happy contented employees. The following questions were asked:

"Do you believe industrial employees produce more when they are able to find recreation for themselves and families during their leisure hours?"

"If proper recreation is a desirable contribution to ideal living conditions for industrial employees, what interest should industry take in bringing about proper recreation facilities in the community?"

"I have in mind particularly the advantages of municipal or community recreation for the families of the employed rather than plant recreation for the worker himself."

"What is the responsibility of industry for recreation in the community? How far should such responsibility extend? What action should result from such responsibility?"

The conclusions drawn by Mr. Smith from the answers received are as follows:

1. Most of the industrial executives responding feel that recreation for their employees should be furnished by the municipal or community department.

2. A few feel that the program of the municipal recreation department should be supplemented by a program furnished directly to their own employees.

3. All indicate that industry is responsible for a recreation program, supplied to their employees direct or through a municipal department.

4. All of those responding think it their duty to support recreation through taxes, financial appropriations or personal effort.

5. Several point out that duplications must be avoided and that cooperation is necessary.

6. All agree that their industries are benefitted by recreation through larger production, better cooperation or finer spirit.

7. Some view plant recreation with distrust, feeling that employees do not like paternalism.

8. One executive thinks that tax-supported recreation is better because the working man pays his share, and thus appreciates it more.

One letter from one of America's largest industries is worth quoting in full because the attitude which it states so well represents the general attitude.

"As the interest which industry should take in the matter of public recreation, we believe that workmen who are contented with their living conditions are much better producers than those who are, for one reason or another, dissatisfied with their home surroundings. The number of changes occurring in such a working force is reduced to the minimum, thus obviating a loss to industry which is everywhere acknowledged as highly detrimental. Furthermore, their mental attitude towards their employer and towards their job is apt to be colored by their home conditions.

"While recreational facilities afforded an employee and his family constitute only one of several elements helping to make living conditions desirable, it is important enough, in my opinion, to warrant the general interest of the employing industries in its proper promotion. Oftentimes it affects the younger members of his family more than the workman himself, but in the end it helps to make his home problems easier for him, to say the least about it.

"Now as to the interest which an employer should take in promoting recreational facilities in a community, there has always been the feel-

ing and as a matter of fact it is the policy of the company not to assume any official connection with the life of any of our workmen after his working hours are over and he leaves our plant. It is rather the policy to let each man order his outside life according to his own inclination rather than to meet the ideas of some company supervisor. We believe that his working conditions should be well ordered and healthful; that his recompense should be liberal; that he should be helped if he is in trouble to any extent possible under the circumstances, but we do not believe in mixing into his activities after his working hours are completed. Under these circumstances, we make no studied attempt to foster plant recreational work, believing that that is rightly a community activity rather than an industrial one. Knowing, however, the indirect value of the recreational work when conducted as a community or neighborhood affair, we have always supported municipal activities of this sort and are perfectly willing to pay through taxes any reasonable amounts which are devoted to this purpose. We are further willing to cooperate at all times with the efforts to organize and successfully promote this sort of work under civic direction. In fact, we believe that there is much more benefit to be derived through interest taken along these lines than in any direct expenditures confined to our own employees and under plant auspices alone. Sooner or later, the latter activities are apt to develop an artificiality which defeats their good effect and come to take more of the nature of an advertising campaign than otherwise. This is never true of neighborhood activities really conducted by the people themselves under municipal or other organized civic supervision."

A Plant and Flower Naming Contest

The Sheboygan, Wisconsin, Department of Public Recreation has initiated, with the cooperation of local florists, a plant and flower naming contest. Eighty-seven plants and flowers were displayed for two days, each bearing a tag with its name printed on it. On the third day the tickets were removed and numbers substituted for them. The contestants were then asked to list the names of as many flowers and plants as they could identify.

The Value of State and Community Parks to City Recreation Systems*

By

GEORGE HJELTE

Superintendent, Playground and Recreation Department, Los Angeles, Calif.

In discussing this topic, I have taken the liberty of enlarging the subject to include not only state and county parks but also national parks and forests. I like to think of the public recreation system as existing for the purpose of "out-witting" the cities, to use the words of a prominent educator. I like the term, but perhaps another expression would be a little better in this assembly. Possibly "out-guessing" the cities would be more appropriate. That is a term which is used so much in baseball and other activities with which we are familiar.

It seems that the city imposes upon those who live in it certain conditions of life which deprive the city dweller of many of the advantages which ordinarily he would enjoy if he did not live in the city. The city makes artificial conditions and one is not permitted to secure the experiences in life which normally he would secure, just by reason of the fact that the very environment of the city deprives him of certain exceedingly rich experiences. I refer particularly to the experiences which can be obtained only by first-hand contact with nature. The city recreation system is one of several agencies which is working upon this problem of out-witting the cities, and various methods and devices are employed by these agencies in carrying out their purpose.

Our public school departments, for example, introduce courses of instruction in nature study and in general science, and other courses, for the purpose of imparting to the child knowledge regarding his natural environment. In some schools a small garden plot in the school yard serves as a place where the child may observe at first hand the forces of nature as they are revealed in the growth of shrubs and flowers. Municipal playgrounds also provide substitutes for various elements which are found in natural environment in

the form of playground apparatus which is supposed to give a child those experiences which he would normally have in reacting naturally and normally to the trees, rocks and boulders he would have were he out in the country.

The larger cities have developed park systems and transplanted a sample of nature, you might say, into the heart of the city, and in that way are trying to bring the city dweller in touch with the great out-of-doors. I liked the term which was used yesterday, when parks in our cities were referred to as lungs, the mechanisms by which the city dwellers may breathe.

But after all, no matter what measures we may take to transplant the country into the city and to provide substitutes for some of the experiences which one might have in the country, nothing that we can do can take the place of the natural environment; nothing can take the place of the wide open desert, or of the tall mountain peaks, or fast flowing streams or gentle brooks meandering down their slopes shaded by beautiful trees. Nothing can take the place of the grass covered meadow. Nothing can be substituted for these natural beauties and natural objects which bring about experiences very valuable in the development of the race. It is indeed fortunate that there are opportunities today whereby men and women, boys and girls, may escape from the restricted environment of the city and imbibe some of the pleasures of life out of doors.

Yesterday we heard how much of the space of our country is available for this purpose and how little is required for purposes of production. It is our good fortune that a large number of the most picturesque places in our country are owned by the national government and by the state governments. And county and city governments are more and more realizing that they also ought to acquire some of these beautiful outdoor spaces, for the purpose of recreation for their people.

*Stenographic report of address given at the Recreation Congress, Memphis, Tennessee, October 5, 1927.

The national government owns 153 national forests which cover an area of over 230,000 square miles, or more area than is included in the states of Ohio, Virginia, South Carolina and California combined. There are in the United States 578 state parks which have an area exceeding five hundred thousand acres, and states are more and more acquiring state parks almost entirely for recreation purposes. There are numerous counties which have county parks and numerous cities which are acquiring places outside of the city limits for purposes of recreation.

To secure the greatest recreational advantages from these great public areas—national parks and forests, county parks and cities with recreation reservations, it is necessary that they be administered with an intelligent understanding of the recreational needs of the people. I think it is greatly to the credit of the United States Forest Service that the great national forests are administered with that idea in mind. The leaders in the forest service think of their responsibility as being connected with forestry, with grazing, and also with recreation, and they administer the great national forests with a view to accomplishing the objectives along all three lines. It is not an easy task to reconcile the interests of forestry, grazing and recreation, but I think it is a real achievement on the part of the United States government and of the Division of Forestry of the Department of the Interior, that the great national forests have been used not alone for grazing and forestry, but also for recreation.

However, this requires more than general administration. It requires also such things as the improvement of transportation. It is necessary that highway construction programs be formulated and carried out, and that public carriers be given all possible assistance so that those with comparatively no means may have also an opportunity to visit these great recreation areas. It is desirable that conservation be promoted; that certain areas be set aside for definite recreational use—some for camping, some for hunting, others for fishing, hiking, boating, swimming and other specialized uses.

Now these obvious things which it is desirable to bring about and which I have already mentioned, are not special functions of a municipal recreation department. However, the municipal recreation system can lend encouragement to all of these worthwhile movements.

There are, however, a number of specific things

which a municipal recreation system can do to secure the values of these great areas. One of these is to establish municipal camps in these areas. Usually the establishment of a municipal camp will consist in the designation of a place for camping purposes, the provision there of the necessary minimum conveniences to enable people to stay overnight, and the making available of articles of equipment, perhaps on a rental basis, and of food and other supplies by purchase.

There are a number of camps or examples of this kind of camp service. The one I am most familiar with is near the city of Denver, which has developed a municipal park so situated that it is possible for one to leave the city at midday when the temperature is around one hundred degrees in the shade and no shade, reach this great park in two or three hours and participate in sports and other activities. Equipment may be rented and supplies may be purchased. Another example is the Big Pine Camp conducted by the county of Los Angeles in the San Bernardino National Forest, and still another is the Palisades Park which you perhaps are all familiar with, but which is not administered by a city recreation system.

Another type of camp which has been successful in California particularly, is that which offers complete accommodations, not only for organized groups of children alone but for families. There are six cities in the state of California which have successfully organized this type of camp. Sites are secured in the national forests from the national government without cost to the city, and these sites are improved. Complete accommodations include cots, use of tents and cabins and three good meals per day which are provided at very nominal cost—about \$1.00 per day. There are fourteen such camps operated by six cities in the state of California. The low cost is made possible by the fact that the sites are secured free and the meals are served in cafeteria fashion. No effort is made to serve an elaborate menu, but one which is very plain and comparable to that served in an ordinary home.

There is a difference of opinion, I find in talking with recreation executives, as to which kind of a camp is the proper function of a municipal recreation system. There are those who hold that the camp which provides only accommodations for sleeping and shelter, and sanitary arrangements, is really a more proper function of the municipal department, and that more people can

be served by it with a given amount of effort and capital investment. They also point to the difficulties which are encountered in making purchases of food and supplies under the cumbersome methods of municipal purchasing.

Those who favor the type of camp which offers complete accommodations, point out that there is a need for a camp operated under such conditions that the cost of going there is not prohibitive, and which will provide mother, as well as the rest of the family, with an opportunity for recreation. When the family goes to a camp where mother prepares the food, mother does not get the change or the rest which she ought to have. So they affirm that there is a need for the camp providing complete accommodations. There are also some objections made to it on the ground that it competes with legitimate private business, but those who favor that type point out that the cost of a vacation in a municipal camp of this kind is as low as one-half to one-fifth as much as the cost of a vacation in a private resort.

Another type of camp being promoted by a number of municipalities is that which is set up primarily for the service of organized groups of boys and girls. All of the boy and girl character building organizations recognize camping as a very important adjunct to their programs. Few of them, however, in any city can afford to own and operate their own camps, and if they own a camp the camp equipment is generally in use for a comparatively limited period of the year. It appeals to one's economic sense as being desirable for the municipality to establish camps for the service of boys' and girls' character building organizations, which will be available to all of them upon permit. We have such a camp in our city, which is used the entire year.

I said there were three definite things which a municipal recreation department could do to secure the values out of these areas. First, I mentioned the establishment of camps. Second, there is the responsibility of conducting a program of education with reference to the proper use of the out of doors. A generation has grown up in our cities which has no knowledge of how to conduct itself when it gets away from the city, which has no knowledge whatever of nature.

Recently I was present when a group of campers arrived at one of our camps. A gentleman climbed off the bus and went up to the drinking fountain to which water had been piped from a wonderful mountain spring one hundred feet

away. Being surprised at the taste of this fine, clear, mountain water, he remarked, "That is splendid water; it must be distilled water." He had no way of understanding why the water coming direct from the spring was such splendid water. People in our cities today, many of them, have no knowledge whatsoever of how to get along in the country, and I think it is a function of our municipalities, of our municipal recreation departments, to impart that knowledge.

At our camps we should have courses of instruction. We should provide opportunities for learning more about natural environments. We should give courses in nature study. We should provide instruction in swimming and in boating, and such handcraft as is adaptable to the areas in which we are located.

There is a third thing which I think we could do in order to promote greater use and secure the values inherent in these areas, and that is to adopt a systematic program looking towards the wider use and more beneficial use of these areas. I think recreation departments in the past have been too much concerned with the problem of just administering definite places of recreation, but more and more we are thinking of giving service in connection with recreation and making the largest possible use out of all the recreation resources of the community without reference to whether they be owned by the city or by the government. We should include the promotion of out door life and the use not only of public areas but of private property as part of our program of extension service. We are organizing service bureaus in connection with rendering assistance in our cities in drama, in sports and other activities, and we should extend that service to include recreation in the great out-of-doors away from the city. The Playground and Recreation Association of America has already set a worthy and conspicuous example by publishing a vacation guide for summer resorts in the Middle West and in New England.

In carrying out these suggestions, we shall find the executives in charge of the various areas most cordial and willing to cooperate. The National Forest Service officials are desirous of having greater recreation use made of their areas and are only too glad to cooperate with those in the cities who have direct contact with the people. Our state and county parks have been established primarily for recreation purposes and the officials in charge of them are willing to cooperate in that

kind of program. Those in charge of these areas finding themselves without the means of reaching people who live within the cities, desire to establish contacts with those who are directly in touch with city people.

We should link up our public recreation systems with the national parks and national forest service, and with the state parks and county parks, in order that the great call of the open country may be broadcast to the millions who live in our cities, and in order that the experience which can come only through first hand contact with nature can be had by city dwellers.

Community Singing in England

The history of Community Singing in England is told in the Foreword of the "Daily Express" Community Song Book, a collection of approximately 250 songs and rounds with music, edited by John Goss. The book is published by the "Daily Express" National Community Singing Movement.

"On the night of November 20th, 1926, ten thousand people assembled in the Albert Hall to launch the "Daily Express" Community Singing Movement.

"There were a few minutes of shyness, strangeness and timidity. Then suddenly, the spirit of song took complete command of the enormous audience. The chorus of *John Peel* swelled and volleyed around the great hall, and in that moment was born the astounding social movement that has since swept over the country like a prairie fire.

"The story of the delight and the inspiration of Community Singing flashed from suburb to suburb, from town to town. Wireless had already brought the cheeriness and the friendliness of it all to millions of listeners who caught the infection and sang as they sat at their receiving sets.

"From north, south, east and west there poured in requests that other centres should be given the opportunity of enjoying at first-hand the wonderful thing which London had so successfully inaugurated.

"It was not a question of capturing communities, they capitulated joyously and eagerly. Within a month the people of the Midlands were

singing as they had never sung before. Wales, with her traditional genius for song, both found and gave inspiration in full measure. Northern cities and southern towns joined in the movement with irresistible enthusiasm.

"Then came another and more dramatic development. The packed grounds of famous football clubs were turned into gigantic open-air concert centres. Twenty, thirty, forty, fifty thousand men and women provided unforgettable spectacles as they stood in wintry sunshine or biting wind to sing sea chanties, old, well-known choruses, and—most memorable of all—*God Save the King*.

"Villages and hamlets began to organize their own Community Singing. Churches, clubs, institutes, workshops, schools—practically every place where men and women gather—joined in.

"Three months saw Great Britain turned into a land of song, and the whole country in the grip of a new force the social consequences of which, even now, are incalculable."

Family Play Activities

Nature and Construction Projects

Gardening	Fish Pond
Flower Show	Water Garden
Museum Collections	Sun Dial
Pets	Boats
Bird Bath	Airplane Models
Bird House	Toys
Rabbit Hutch	Doll House
Dog House	Play House
Pigeon Loft	Work Bench
Chicken Run	

These activities loom large in the attractive Home Play bulletin recently issued by the Pasadena, California, Playground Community Service. There are, too, directions for making backyard play equipment and a plan for laying out a plot 50'x120' with equipment and game courts. Celebrations for holidays and birthdays are suggested.

Pasadena, through its circular, one of the most recent contributions to home play material, has given a number of new and helpful ideas.

At least 50 per cent of the staff of playground directors in Duluth, Minnesota, it has been reported by F. H. Marvin, Superintendent of Recreation, were formerly playground children.

Our Responsibility for the Recreation of Caddies

By

FLOYD A. ROWE,

Director of Physical Welfare, Board of Education, Cleveland, Ohio

In Cleveland during the summer months there are over 6,000 boys as caddies.

What is the responsibility of the recreation executive toward the caddie? We speak of industrial recreation. Industrial executives have no compunction about spending money on recreation for their employees and increasingly recreation departments are providing facilities and programs for this group. Here, however, we find a group of boys of the age when recreation is particularly effective, who are in a strict sense in industry, but to whose recreation no one is paying any particular attention.

In this industry boys from the ages of fourteen to eighteen are gathered together. They must by virtue of the routine procedure of their jobs report early in the morning to hold their place in line. Most of them do not receive assignments until lunch time or after. With few exceptions these boys are left to their own devices for recreation. They were observed from time to time at various clubs and the consensus of opinion was that most of their recreation consisted of crap-shooting and other forms of pastimes which were, to say the least, not positive in their reaction upon the boy.

Two years ago the Acacia Country Club of Cleveland started a program of recreation for their caddies. The first step consisted of employing, upon the recommendation of the Board of Education, a man who knew how to handle boys of this age. This man is a physical director and a good one. He went out to the club and spent the first season in finding out what should and could be done. Beginning with the second year a caddie house was made available with space for boxing, wrestling and handwork of various sorts, and where all of the boys could be housed in case of bad weather. In addition, ample outdoor facilities were furnished and the boys developed for themselves a miniature nine hole

golf course. They had room to play indoor baseball, volley ball, horseshoe and similar sports. Tables were placed in shady spots where they could play checkers and other quiet games.

In the second year the boys of Acacia Club were organized into what is known as "Caddie City." They elected their own council members, mayor, city manager, chief of police and head of the Sanitary Squad. These officers function as do the officers of a municipality. The sanitary officers see to it that the buildings and grounds are properly policed. It is their business to make sure that boys eating their lunches take proper care of the refuse. In addition, the boys themselves conduct a store, selling ice cream, pie and soft drinks, the proceeds being used for the benefit of the boys.

The organization within the Caddie City, while not particularly intricate, is made to function. The boys are taught to know and to appreciate fully what the rights of others are and to respect these rights. Boys who cannot learn these simple lessons are, in the vernacular of the boys, "sent up the road."

The program of events for the boys consists of competitive games arranged according to the boys' abilities to play one another. Championships are played out in golf on the caddies' own course and there are tournaments in handball, checkers, horseshoes, and similar events. Team game champions are arrived at in volley ball and indoor baseball. In addition, the Board of Education, through its Department of Recreation, furnishes leadership in music to the extent of sending an expert harmonica player to the club one hour each week. Some excellent harmonica players have been developed and of the 165 boys on the roster sheet, fully half have purchased harmonicas and have learned to play them. A harmonica champion has been selected, who has played for the club

members, as has the caddie quartet, in the dining room of the club. This quartet has also played for the luncheon clubs of the city and individual boys have competed in the city-wide contest developed on the playgrounds.

Handwork supervisors from the Board of Education go to the club, taking with them materials and giving the boys an opportunity to select projects in handwork. The results have been surprising. Boys who could secure a rather early assignment, knowing that they would not have another opportunity to caddie that day, have often remained in the clubhouse working on their handwork projects. Even on rainy days during the latter part of the season, when there could be no possible opportunity for caddying, boys have traveled several miles through the rain and worked all day on handcraft activities.

The atmosphere about the boys' clubhouse is that of a wholesome, well regulated "busyness," a complete contrast to the loud, boisterous talk around several other caddie houses visited during the season. Members of the golf club are almost unanimous in their statement that the caddying of the boys has actually improved and that they are better caddies for having their spare time beneficially occupied. The boys have learned a good deal in regard to the value of time and the desirability of active recreation as opposed to loafing and crap-shooting. From my personal observation I can say that no parent can object to his boy being a member of the group. It is a wholesome place for a boy to work and there is a straightforward, manly exchange of ideas without the use of unnecessary adjectives that might well be emulated by many a group of adults.

A second golf club in Cleveland which has started a similar project reports a gain in efficiency of caddying and in morale of caddies. A committee has been appointed from these two clubs whose duty it will be to work with the other clubs represented in the district in an attempt to secure their cooperation in a project of a similar kind.

It is hoped that next year a supervisor may be employed by the golf clubs themselves to assist in the organization of these projects. At the same time the Board of Education will be asked to increase its budget for recreation to allow of proper leadership in music, handcraft and like activities for these groups of boys who, if not for economic necessity, would be on the playgrounds and for whose recreation the expenditure of tax money is a just and logical procedure.

We in Cleveland have never heard of any other community carrying on a similar program for its caddies. If there are cities where organized work of this kind is being done, we should like to know of it because we can learn much from the experience of other places. We should, too, be glad to hear from other places who are concerned with this problem, if not from the point of view of having done something, from that of wanting further facts in order that they may take action.

The Anderson Memorial Community Center

BY

JOHN C. HENDERSON

*Supervisor of Playground and Community Center
Activities, Los Angeles, California*

Through the generosity of Mr. and Mrs. N. O. Anderson, pioneer residents of San Pedro, the harbor district of Los Angeles, a splendid community center building has been turned over to the Los Angeles Department of Playground and Recreation for operation. The building is a memorial to Newell Orland Anderson and Horace Harlan Anderson, sons of Mr. and Mrs. Anderson, who died of influenza in 1918 while members of the Students' Army Training Corps at the University of Southern California. Because of the interest of their sons in Boy Scout work and recreation, Mr. and Mrs. Anderson decided to erect a community center building as the most appropriate memorial. The center was completed in October, 1923, and for three years was operated personally by the Andersons until their failing health caused them to turn it over to the Playground and Recreation Department.

The plant consists of a main building fifty by seventy feet, of concrete construction with tile roof, containing three stories and basement, a swimming pool annex 40' x 144' and a two-story dressing room wing 30' x 35'. The top floor of the main building is occupied by a gymnasium with balcony, under which are dressing rooms.



LOS ANGELES, CAL.—ANDERSON MEMORIAL COMMUNITY CENTER

On the second floor are a kitchen, women's dressing rooms and game space. This space is arranged about the well of the large central staircase, which leads to the attractive lobby on the first floor. Here are additional game facilities, a music room and offices for the swimming pool and community center directors. In the basement are a large Boy Scout room and swimming pool machinery. The swimming pool is thirty by one hundred and twenty-five feet, and has a complete filter and chlorinator system. The center is located on a plot of ground 125' x 210' and the vacant space adjoining the building has been developed by the Playground and Recreation Department as a small children's playground and as a tennis court.

The building and grounds represented an investment by Mr. and Mrs. Anderson of approximately \$120,000 and about \$10,000 has been spent by the Los Angeles Playground and Recreation Department in remodeling to provide additional facilities for the steadily increasing attendance the center has enjoyed under municipal control.

Acquiring a Ball Field in Hawaii

The boys of Waiahino, a small village on the southwest of Hawaii, needed a ball ground. There was no place for the team to practice except in the road, for all the open spaces nearby were sloping or rocky. On one side of the village

were long stretches of cane fields, and on the other side cattle ranges. Neither offered a promising outlook for a level diamond, and a four-acre field a half mile or so down the road seemed the only reasonably level stretch. This property, near an old mill, had once been planted with cane, had lain idle and was completely covered with lantana, brush of all kinds and guava trees. To clear this by hand seemed hopeless; to have it done by plantation machinery would involve a heavy expense. But the boys found the way out. As many of them were cowboys, they decided to stage a round-up and make the cattle do the work. On the appointed day they gathered at the tract and improvised a fence by stationing mounted cowboys at intervals at the sides with their lariat ropes stretched between them. The other volunteers proceeded to round-up all the cattle they could find. "And we weren't particular who they belonged to, either," related the boys afterward. "We milled them around that lot for two hours. If any tried to get out the boys with the ropes yelled at them and scared them back. At the end of the time there was hardly a leaf left.

Following this with the aid of cutting implements, improvised or borrowed, the boys completed the clearing or leveling in a space large enough for infield practice. As the four-acre tract still belonged to the plantation the next step involved the interesting of the government officials of the district. This was so successful that the result was an exchange of abandoned homestead land for the ball ground and this has ever since been maintained as a public park.

Beaumont Builds Park for Negroes

BY

FRANK L. BERTSCHLER,

Superintendent, Department of Parks and Playgrounds

In the summer of 1923, the Superintendent of Parks and Playgrounds of Beaumont, Texas, submitted a report stating the urgent need of the city's park system. Stressed in this report was the lack of park and playground facilities for the negro population, and it was recommended that a suitable site be acquired at the earliest possible opportunity and option money for its control be set aside.

No material progress along this line was made for several years other than the creation of sentiment favorable to the idea. A small playground belonging to a negro church, and adjoining it, was equipped with slides, lockers, swings, teeters and sand court by the Park Department. Following a series of game demonstrations by John Martin of the P. R. A. A. at the white schools and institutions of the city, a very successful training course was given for the leaders of the negro church sponsoring the playground.

When the bonds for park improvements were voted in 1926, it was hoped that land could be provided for a negro park site. This was found to be impossible, however, and when the next issue was proposed in 1927 it included as a major item the purchase of such a park and the provision of a swimming pool and similar facilities. The bonds carried 4 to 1 and the sites for the park for negroes were considered.

The selection of a site proved the only complication of the program. The negroes of the city lived in five or six communities separated and surrounded by white residents, who objected to the various sites under consideration. Finally, in the southwestern section of the city in the heart of negro population, was found a site of almost three acres. After much negotiation the site, originally surrounded by private property, was purchased through an arrangement providing for the opening of two streets giving access to the park from every direction with a street frontage on its north and south sides.

The site, 2.75 acres, rectangular in shape and

almost level, cost the city \$5,458.19. Plans for the development of the property were prepared by the park superintendent. A swimming pool expert was employed to prepare the swimming pool plans. The pool, elevated above ground, with pool 45' x 90' varying in depth from 3 feet to 9 feet, is built of reinforced concrete, the outer, or dressing room walls, being of cement brick. The dressing rooms are located along the long sides of the pool. Bathers and spectators enter at the front doors on the north. Spectators go directly up the front stairs to the concourse floor, where seats are provided. Bathers receive baskets which they use for checking clothes and retire to the dressing rooms. Each dressing room is 8 feet x 90 feet and is equipped with seats, showers, toilets and lavatories. The baskets of clothes are returned to the front counter and a check is issued which must be worn during the swim. Bathers approach the pool from rear stairs and are required to use the showers, using soap, before leaving the dressing rooms.

The park is equipped with playgrounds for boys and girls, a small athletic field which is also used as a large assembly area for band concerts and similar activities, a flag staff, flower beds and convenient walks. Public toilets open from the rear of the pool structure. Between these facilities, at opposite corners, an open terrace covered by the concourse floor of the pool and with a cement floor, proves a convenient shelter from rain, and provides a shady place for handcraft, storytelling and similar activities. The pool structure is equipped with four tool and supply closets under the stairs, one being used for park maintenance equipment, one for pool supplies, while the others are available for recreation and athletic supplies.

The park is fenced with wire and equipped with ornamental wooden gates painted green to harmonize with the play apparatus and benches. Old ditches and building foundations have been graded and considerable filling has been done. A

good lawn was made and a portion of the planting done before the opening.

On September 1, 1927, the pool and park were opened to the negroes with a man of several years' experience in charge. He had as assistants a woman school teacher who served as matron, and a mechanic acting as night operator who emptied and refilled the pool and served as a watchman after cleaning dressing rooms and putting the structure in order for the morning. A program with negro speakers, a church chorus and a negro band was arranged for the city officials and their wives. After the program a dinner of "Bar-b-bird" barbecued chicken, ice cream and cake was served.

Swimming meets, playground ball, football, basketball and similar activities have been sponsored by the department and enthusiastically entered into and witnessed by large groups. The pool alone accommodated more than 500 bathers per day for its first month of operation.

The swimming season is from May 15 to September, varying with weather condition from the first until the end of the month. The two assistants are used only during this season, but in caring for the property and promoting athletics and similar activities the man in charge is employed throughout the year. A team of negro school teachers have scheduled basketball games at the court provided. A number of football games have been held in the park. Baseball, both regulation and playground, have been very popular and school teams use the field for practice and scheduled games. The playgrounds and athletic field are in constant use except on those rare days of freezing weather when the children refuse to venture forth.

The plan has been completed except for planting, and that is now being done. The entire cost of the project, including the site and pool was \$18,414.34. The planting was done by the department through its budget, the trees and shrubs having been grown in the Park Department nurseries.

The popularity of the park with the negroes justifies its construction and carries out most emphatically the predictions of its promoters. Excellent order has existed and in view of the fact that little or no educational work along this particular line has been done, the respect for public property has been remarkable. The department feels that in this unit one of the greatest links of the system has been completed.

Second National Miniature Airplane Tournament

The second national playground miniature aircraft tournament, under the auspices of the Playground and Recreation Association of America, will be held in Atlantic City October 5 and 6 in connection with the Fifteenth National Recreation Congress. The purpose of the contest, which has been officially endorsed by the National Aeronautic Association, is to provide an enjoyable handcraft activity and to educate boys and girls in the principles of constructing and flying airplanes.

Henry Ford is the only new member of the national committee which sponsored last year's contest and will again serve this year. Orville Wright and Colonel Charles A. Lindbergh are the co-chairmen.

Preliminary to the finals, local contests will be held throughout the country. In last year's tournament 20,000 boys and girls took part in these preliminaries. According to the rules of the tournament, local competitions are to be conducted under a committee which shall include the president or vice-president of the Chamber of Commerce, the director of playgrounds or recreation superintendent, newspaper editors, the president or vice-president of the local aeronautic society, flying field or airport, and other persons.

Any person under twenty-one is eligible to compete. All planes must be built and operated by the contestants. The rules provide for ten junior and senior indoor and outdoor events for model and power driven planes. In most events rubber motors are specified. Launching by hand, rising off the ground, and rising off the water are some of the tests to which the tiny aircraft will be subjected.

Contestants who make the five best records in the country in each of the ten events will be eligible to compete in the finals at Atlantic City. Awards of medals and cups will be donated to the national winners by the magazine, *Popular Aviation*.

Colonel Lindbergh has issued the following statement on the tournament:

"The Playground and Recreation Association is greatly assisting in the advancement of aeronau-



Underwood and Underwood

ERNEST MARCOULLIER, JR., WITH MODEL PLANE AND CUP WON AT MEMPHIS NATIONAL CONTEST

tics by enlisting thousands of boys in American cities in the National Playground Miniature Aircraft Contest.

"As flying activities increase, a basic education in elementary aviation is becoming a necessity for everyone.

"Any organization through which such education is distributed is worthy of the fullest support."

Commander Richard E. Byrd; Porter Adams, president of the National Aeronautical Association; F. Trubee Davison, Assistant Secretary for Aeronautics, War Department; Harry F. Guggenheim, president of the Daniel Guggenheim Fund for the Promotion of Aeronautics; Clifford B. Harmon, president of the International League of Aviators; Joseph Lee, president of the Playground and Recreation Association of America; William P. MacCracken, Jr., Assistant Secretary for Aeronautics, Department of Commerce; Colonel Theodore Roosevelt; and Edward P. Warner, Assistant Secretary for Aeronautics, Navy Department, together with the persons mentioned above, make up the personnel of the committee in general charge of the tournament.

Full particulars and directions concerning the

tournament may be obtained from the Playground and Recreation Association of America at 315 Fourth Avenue, New York City.

Model Airplane Clubs in Milwaukee

In October the Extension Department of the Milwaukee Board of School Directors began its organization of model airplane clubs. The enrollment had grown from 60 to 384 in February and clubs are now in existence at ten of the social centers, some of the centers having two clubs.

During the week of March 19th preliminaries were held at the social centers for the county-wide indoor model plane flying tournament sponsored by the air service committee of the Milwaukee Association of Commerce. The events of this tournament were as follows:

1. Duration
 - a. Stick tractor, hand launched
 - b. Commercial, rise off ground
2. Weight Carrying
 - a. Commercial only, rise off ground

The Katherine F. Barker Memorial Secretary

By

VICTOR MANNING

In recent years there has been a very active and wide participation on the part of women and girls in athletics and sports. This development has been so rapid that a number of leaders feel that there are certain undesirable trends in girls' athletics which should be corrected. Everyone agrees that adequate opportunities for participation in athletics and sports by girls should be furnished and yet every caution should be taken to see that the health and safety of women and girls are insured.

Certain dangers involved are the tendency to commercialize and exploit women's participation in athletics, the tendency to disregard health safeguards in their physical activities and to carry on physical activities without the supervision of well-trained women leaders; there is lack of knowledge of the relationship of women's athletics to women's health, physical limitations and physiological functions.

There is special need to see that girls and women do not simply carry on programs that men are carrying on. Many girls' basket ball teams are still playing men's rules. Some schools have recently been having girls' football teams. Programs should be worked out to meet the special needs of girls.

There is too great danger involved in the star system for women. Wide participation should be encouraged. A very careful analysis should be made of the whole question of state and national contests. There is considerable question as to the facilities and environment under which athletic competitions are now carried on. There is danger involved in long distance traveling of girls' teams.

Many recreation executives want to provide adequately for the women and girls in their cities but feel the very great need for well-trained experts in women's athletics and sports to be made available to study the whole question, travel from city to city, secure information on the best programs, standards, leadership, facilities and environments and make it available to cities desiring to develop programs for women and girls.

For many years the Playground and Recreation Association of America has wanted through the provision of a special staff worker to meet this request for help from recreation executives.

Through the generosity of Mrs. Howard H. Spaulding, Jr., of Chicago, a member of the Board of Directors of the Playground and Recreation Association of America, the Association is now ready to announce that a field worker on Women's and Girls' Athletics will join the staff this year. Miss Ethel Bowers of Brenau College, Gainesville, Georgia, is to begin work in this field September 1st.

Mrs. Spaulding has made this gift to the Association in memory of her mother, Mrs. Katherine F. Barker, and Miss Bowers will be known as the Katherine F. Barker Memorial Secretary.

Mrs. Katherine F. Barker was, previous to her death on May 29th, 1910, a civic leader in Michigan City, Indiana. She was a founder of the Orpheus Club, through which the best in music was brought to Michigan City each year. She was also one of the founders of the Civic Improvement Club and the Woman's Study Club.

For several years practically all the private family relief work in the city was carried on by her. During 1910 just previous to her death, she was active in organizing the Charity Organization Society, but she did not live to see its founding. However, her daughter, Mrs. Howard H. Spaulding, Jr., although then only a very young girl, carried out her mother's wishes and for seven years provided half of the budget of the newly organized Charity Organization Society.

In making it possible for the PRAA to add to its staff a field worker on Women's and Girls' Athletics, Mrs. Spaulding wished to make her gift a memorial to her mother because of her deep interest in all that pertained to the welfare of women and girls.

Mrs. Spaulding will be closely in touch with the work to be done by the Katherine F. Barker Memorial Secretary.

Cooperating with the American Legion

The cooperation of the American Legion has always meant a great deal to the Playground and Recreation Association of America. The 1927 report of the National Americanism Commission at the Paris Convention of the American Legion contained a number of references to this cooperation:

PHYSICAL EDUCATION

The Americanism Commission has cooperated throughout the year with the Playground and Recreation Association of America in the promotion of physical education. In several departments where bills have been pending before the legislature to provide adequate physical education laws, the Legion has given its full support to the passage of the necessary bills.

In cooperation with the Playground and Recreation Association of America, The American Legion called to the attention of the commanders of all posts in cities whose population was fifty thousand or more, the idea of having realtors allot portions of all new city subdivisions for park, community playground and recreation purposes. This movement is being promulgated by the Playground and Recreation Association, because the acquisition of land and establishment of adequate playground systems is often hampered for lack of space in growing cities.

CONCLUSION

Throughout the year the Americanism Commission has enjoyed the finest possible cooperation from the American Legion News Service in the preparation of the publicity methods incorporated in the various bulletins on Americanism activities, and in preparing citations to posts for their Community Service efforts. Especial thanks are also due the Playground and Recreation Association of America for its fine cooperation and help in promulgating programs having to do with playgrounds and physical education.

It is interesting to see the many things which the American Legion posts throughout the country have been doing on their own initiative to help the local community recreation programs. One of the regular tasks has been helping in the cele-

bration of patriotic holidays. The National Americanism Commission have distributed programs prepared for Armistice Day, Memorial Day, Flag Day, Independence Day. In the list of community projects undertaken by the local American Legion posts appear the following:

- Sponsoring Boy Scout Troops
- Promoting Junior Athletics
- Supplying Summer Camps for Boys
- Sponsoring Girl Scout Troops
- Fostering Boys' Clubs
- Fostering Boys' Bands
- Sponsoring 4-H Club Work
- Sponsoring High School Glee Club
- Athletic Club House for Boys
- Observing Boys' Week
- Playground Promotion
- Equipping Gymnasium for School
- Beautifying School Grounds
- Providing Playground Exclusively for Colored Children
- Sponsoring Old Time Dances
- Providing Community Christmas Tree
- Supplying Community Golf Courses
- Providing Community Tennis Courts
- Establishing Community Skating Rink
- Providing Municipal Band Stands
- Improving Ball Park
- Sponsoring Community Basketball Team
- Establishing Art Institute
- Establishing Community Museum
- Promoting the Erection of Community Memorial Buildings
- Erecting Community Flag Pole and Providing Flag
- Sponsoring High School Band
- Boy Scout and Y. M. C. A. Picnic
- Conducting Community Boys' Day
- Building Boy Scout Club House
- Building Gymnasium for School
- Donating Athletic Fields for Schools
- Community Picnic
- Sponsoring Wrestling Matches
- Promoting Winter Sports
- Promoting Summer Sports Carnival
- Providing Community Bathing Beach
- Providing Community Swimming Pools
- Planting Flowers Along Highway
- Planting Trees in Public Park
- Drum and Bugle Corps for Community Entertainments
- Community Baseball Team

Sponsoring Junior Baseball
 Forming Town Planning Committee
 Erection of Municipal Stadium
 Providing Community Club Rooms
 Baseball Tournaments

Few people realize the extent of the community recreation activities of the American Legion and how much America owes to this kind of American Legion activity.

Public Work in Los Angeles, California

: BY

GEORGE HJELTE,

Superintendent, Department of Playground and Recreation

In Los Angeles it has been found as in many other cities that the initiative and propaganda for large public improvements should come from the citizens themselves through their organized groups most effectively to formulate plans for such improvements and accomplish the improvement program.

Over ten years ago, the problem of improving the harbor facilities of Los Angeles became acute. A citizen's committee was formed at the instigation of the Chamber of Commerce for the purpose of formulating a plan and organizing propaganda favorable to the adoption of the plan by the city. Membership on this committee was conditioned upon a contribution of \$1,000 by each member to the committee fund. The committee was called the Greater Harbor Committee of Los Angeles. The funds raised by the committee composed of 200, namely \$200,000, was used largely for scientific study of the harbor problem and later for propaganda.

About the same time, a necessity arose for a complete planning of major traffic highways. A Major-Traffic Committee was formed consisting of about 200 members, each of whom contributed \$1,000 to the committee fund. This committee called itself the Major-Traffic Commission. It made a comprehensive expert study of the traffic situation, formulated a traffic plan, had the plan

officially adopted by the City Council and organized a program of propaganda which succeeded in financing the plan.

This plan of procedure with reference to harbors and highways has now been applied to the problem of parks, playgrounds and beaches. A committee has been formed of 200 members, each of whom will make a contribution of \$500 to the committee fund. The sum raised, namely, \$100,000, will be used for a comprehensive study of a regional plan. It is expected that if this plan is formulated, it will be presented for adoption and an attempt will be made to have it carried out under a long time financing program.

The secretary of the new committee is Hugh Pomeroy, formerly Secretary of the Regional Planning Commission of the County of Los Angeles.

In the work of these special committees care is taken to work closely with the various public commissions and agencies which have administrative functions of the various facilities and which have a great deal of data at hand bearing upon the problems.

Recreation School in Cincinnati.—Word has just been received from Will R. Reeves of Cincinnati that through the cooperation of Miss Helen Smith, Professor of Physical Education at the University of Cincinnati, Miss Helen Coops, her assistant, and Dean Pechstein of the College of Education, plans have been worked out so that next year the College of Education of the University of Cincinnati will conduct a recreation course in cooperation with the Public Recreation Commission of the City of Cincinnati, giving two credits, and the following year the University, through the College of Education, in cooperation with the Public Recreation Commission, will establish a two-year recreation school with the proper number of credits and possibly some kind of degree in recreation.

Mr. Reeves states that students in the Playground Institute at Cincinnati will receive one point credit on completion of the course from the University of Cincinnati.

This recognition of the importance of recreation and the necessity of having adequate training for it will please all recreation workers throughout the country.

Progress in Physical Education

By

JAMES EDWARD ROGERS

During the past decade no subject in the school curriculum has received more attention and support than physical education. The draft statistics of 1917 and 1918 demonstrated a deficiency in the school system and made it apparent that one of the main jobs of the public schools was to make our children and youth not only mentally fit but also physically fit.

The facts and statistics which follow forcefully demonstrate the appreciation by the general educator of the obligation of the school system to train our boys and girls in health and neuromuscular skills so that they may be prepared not only to make a living, but to live a life. We have come to appreciate the fact that we must learn to live as well as live to learn.

To conduct a well developed and rounded program in health and physical education including play, recreation and sports, adequate space and facilities must be provided. One of the outstanding facts in the program of the past ten years is the growth in the size and number of playgrounds, athletic fields, gymnasiums, swimming pools and other indoor and outdoor facilities. Practically no junior or senior high school with an enrollment of 400 students or more is being erected without both a gymnasium and an athletic field. In some states and cities it is almost a rule that no junior or senior high school be built without a gymnasium or athletic field. Gymnasiums are also being provided as an essential feature of the elementary school in many cities.

It is remarkable to see the splendid indoor facilities being built for the health and physical education work in the senior high schools not only in the big cities, but also in the small communities. These facilities are an indispensable integral part of a high school curriculum. Practically no senior high school of any size is being built without ample gymnasium facilities.

Most of the junior and senior high schools of the country are being provided with up-to-date, well-lighted, well-ventilated swimming pools, shower and locker rooms constructed of the best

material. It is worth while noting that the gymnasiums are not being built in cellar or basement, but above the ground, usually in separate buildings. The dressing rooms, lockers, shower baths and swimming pools are also above ground and open to the sunlight and fresh air.

The provision for outdoor facilities has had just as remarkable and progressive a growth. A bulletin entitled *School Sites* issued by the National Conference of City Planning in 1926 contains the following statements:

Five acres or more for elementary schools and ten acres or more for high schools, whether junior or senior, have been acquired by several cities in each of the following states: California, Georgia, Indiana, Michigan, Minnesota, Ohio, North Carolina, Pennsylvania, Texas and Wisconsin.

Sixty cities either definitely report a policy of securing for elementary schools five acres or more and for high schools ten acres or more, or the acreage secured indicates such a policy.

The statistical data contained in this bulletin indicates that many cities have equalled or exceeded the standards laid down by Strayer and Engelhardt. These standards are:

A one room rural school should have a minimum of 2 acres

A two room rural school should have a minimum of 3 acres

A three room rural school should have a minimum of 4 acres

A consolidated school not less than 10 acres

A junior high school 8 to 12 acres

A senior high school 12 acres or more.

The recommendation of 150 sq. ft. play area per child made by the National Education Association committee is taken for granted in many communities. In fact numerous towns and cities have schools with play areas of over 300 square feet per child.

After adequate and well equipped indoor and outdoor facilities have been provided the next question is the provision of ample time to conduct a well-rounded and balanced program. Here also

real progress is being made. In the elementary schools of many cities 30 minutes per day is provided; this time allotment not including the 10 minutes of recess nor the four 2 minute relief drills in the classroom. The average over the country is 20 minutes for health and physical education per day not counting recess. However, there are some cities that have four 50 minute periods or 200 minutes per week devoted to health and physical education in the elementary schools.

The time allotment over the country for junior high schools averages four periods per week; three for activity programs and one period per week for health and safety education. However, many cities give a daily 60-minute period. The time allotment in senior high schools is steadily increasing. Some cities give four 60-minute periods; others three 75-minute periods; others five 45-minute periods. It is interesting to know that the National Education Association Department of Superintendence Year Book for 1928 will have a report recommending a daily 60-minute period for both junior and senior high schools for health and physical education.

Because of the importance of personnel, it is gratifying to find that it is both increasing and improving. In the last five years a number of states announced as high as 300% increase in the number of special teachers employed as health and physical educators. Massachusetts, for example, shows an increase in the teaching staff as follows:

High School	Junior H. S.		Elementary	
1922 1927	1922	1927	1922	1927
83 409	56	197	62	180

Not only has there been progress in facilities, in time allotment and in personnel, but teacher training has greatly improved. State teacher certification requirements are much higher and the majority of physical education teachers are receiving their academic degree. Normal schools are increasing their training departments from two to three and four year courses.

Space forbids a discussion of the improvement that has taken place in the program of activities. They are well rounded, better balanced and better organized programs. Another sign of progress is the fact that some universities give accredited unit value for physical education.

Thirty-five states have compulsory physical education laws, twenty-nine have state programs with state syllabi, and nineteen have state departments with staff, program and budget. In spite of

the splendid accomplishments and signs of growth, there is yet much to be done. To universally attain throughout the country the standards quoted in this statement, it is necessary to do three things; educate the general public, educate the general educator, and educate the physical educator as to the educational possibilities in this field of education.

Rural Recreation

BY

JOHN F. SMITH,

Berea College

In planning recreation programs for the country folk, it would, in my judgment, be wise to perpetuate the things which the people already have. Encourage hunting, and throw every influence in favor of a program that will assure something to hunt. Even the boy who twists a rabbit from under a rock with a stick, or smokes a groundhog from his den acquires besides the game something infinitely more worth while to a well-rounded life than does the boy who sits with his parents through two long hours at the movie watching some screen hero capture a pirate ship, and seeing men shot and stabbed and blown into atoms without batting an eye of conscience. It's a bit hard on the groundhog, but it's mighty fine for the boy.

Encourage folk dancing and other forms of wholesome dancing.

Encourage hiking and strolling, fishing and swimming, other pastimes that bring ears and eyes, mind and spirit and muscle into play. Herein lies salvation for millions of our youth.

Encourage pageantry and stories, singing and instrumental music, and apparatus boys may easily construct from materials at hand.

Guard carefully against the urbanization of the play of the country child. The countryside already has at hand most of the material and equipment which the rural child needs for his recreation. If rightly employed it will serve the young people of the farms quite as adequately in the future as it has in the past. It would be well to take the goods the gods provide and set them to work at the magnificent task of developing superior men and women.

The country child and the material he has at hand challenge us to action.

About the Playground Movement in Poland

BY

J. ULRYCH

Government Office of Physical Education

The movement for playgrounds is not new in Poland, although the associations which are organizing it were until the present not united under the same direction.

The pioneer of the playground movement in Poland was Dr. Jordan, a physician, who lived in Kraków at the end of the nineteenth century. In 1889 he got from the magistracy of Kraków a large ground at the extremity of the town and established on it a big park for children and youths, taking all expenses upon himself. He arranged in this park eighteen playgrounds of different size and built also a big gymnasium with the necessary gymnastic equipment. He gathered a corps of young men, especially students from the university, and he established plays and exercises for some hundreds of children.

This was during the time when the idea of physical development was very much neglected in middle Europe. In fact the boys drilled in gymnastics indoors, but beyond hours of gymnastics there was nothing more, neither plays and games, nor the free training in open air.

So it was a great merit in Dr. Jordan that he showed, how one should educate children by physical training. He organized team games, individual plays, gymnastic hours and sport. Polish handball, football and tennis were born in the park of Dr. Jordan. Dr. Jordan was a very good organizer and the whole conduct in his park was very carefully worked out.

The action of Dr. Jordan was soon imitated by other towns not only in this part of Poland, which, like Kraków, belonged to Austria, but also in the part, which was governed by Russia, as in Warsaw, Lublin and many others. A committee on play for children, formed in Warsaw, established there nine playgrounds, building on some of them gymnasiums.

Not only Polish towns began to imitate Dr.

Jordan's action; the fame of his work reached other countries. Many foreigners, especially German, came to visit Dr. Jordan's park, which gave the impulse to form such gardens and playgrounds in Germany and other countries.

The difficult conditions, in which the Polish people live, divided into three groups under strange governments, which so often persecuted the Polish social organizations, prevented the development of Dr. Jordan's plans.

In free Poland the economical conditions were very difficult during the first years after the great war, so, that only these last years has the movement for physical education become active.

Let us avoid the problem of physical education in schools and in numerous associations, which have in their program physical training, and consider only the playground problem. In almost every town there are sport clubs, which have their own stadiums. Youths, especially students, can get there training in light athletics, handball, football, hockey. The clubs have also swimming pools and boat landings on rivers. But the area of all these sport stadiums is insufficient for the wants of all inhabitants. There are too few municipal and school playgrounds.

On account of this the last congress of the representatives of all Polish towns decided to give a sufficient area of grounds for playgrounds, stadiums, kindergartens, swimming pools, gymnasiums. The necessary area is about thirty square feet for each inhabitant; from this eight square feet specially for children. The realization of this ideal is very difficult and we are aware, that it must be stretched out for several scores of years.

The movement of playgrounds for children begins now to develop in the whole country. As there are few kindergartens and other special playgrounds, we use school playgrounds and even dif-

ferent vacant spaces between houses in town to organize plays and games for children. There are many social organizations which have in their programs children's protection and they organize for children training in the open air.

For instance, in Warsaw, the capital, there are some associations, which do it. The first place among them is kept by the School League against tuberculosis. In summer it has established plays and games for more than twenty thousand children. There were very poor children, who were unable to spend the summer out of town and were obliged to pass the holidays in dirty gutters of the streets. Thanks to the efforts of the League they had the opportunity to spend the whole day playing games under the supervision of teachers. They received daily two meals consisting of milk and bread. The plays were organized on the school playgrounds and in numerous vacant spaces in all parts of the town. Children received balls and some other instruments. Poles with baskets for basketball, a net for volley ball and sandboxes for young children; these were nearly the only arrangements on most playgrounds. Yet the children played with enthusiasm and the result of this system on his health was excellent. The League organized also swimming and rowing on a lake and on the Vistula and many excursions in the surroundings of Warsaw.

Now the Governmental Office for Physical Education is trying to unite the activity of all these associations in one organization under the name "Union of Jordan's associations" (in memory of Dr. Jordan's action).

We are also trying to arrange a model kindergarten in Warsaw as a standard for all towns.

Paying so much attention to the problem of children playgrounds association we try to learn the system of each country, especially that one of the U. S. A., because we believe that the P. R. A. A. is the best organization in this sphere.

Top Tournaments

"Wabash, Indiana, is a great marble playing and top spinning town," writes W. C. Mills of the Wabash Scout Council, who has devised the following rules for a city-wide tournament:

Each grammar school of the city has a champion, one from each of the four upper grades—fifth, sixth, seventh and eighth; these twenty preliminary winners compete in the finals at the Community ouse for the city championship.

The first step is the laying-out of seven concentric circles ranging in diameter from 6 inches to 72 inches. The inner circle counts for ten points; the next, one; the third, two, and so forth up to seven.

A. At signal all boys spin tops and the three spinning longest win five, three and one points respectively. The spinning need not be done on circles but on any large smooth surface.

B. Each contestant is given three spins at the circles and the value of the circle in which the top strikes is credited to the spinner. In this test the circles are 10, 8, 6, 4, 2 in value. Before each spin the spindle of the top is dipped in India ink so there will be no uncertainty as to where the top strikes the circles. The ink mark is immediately rubbed off after each spin. Contestants spin tops in regular order, each one making his three throws before the next one starts.

C. Each contestant is given three spins at a live top. If he hits it a glancing lick and it keeps on spinning, he is awarded three points; if he hits a square lick and kills it (stops its spinning) he is awarded five points; should he hit it with enough force to split it, he is given ten points. The spinner's top must continue to spin, or no points are given. These target tops are of uniform size and are spun for each contestant in order by one of the waiting contestants.

D. Each contestant is given three spins at six dead tops which are arranged in a circle within the six-inch circle. A well aimed spin will scatter these tops into adjoining circles and the value of these circles into which the tops are knocked are credited to the spinner, provided his own top, after the strike, continues to spin.

In tests B. and D. if the spinner's top strikes the line of a circle or any of the five dead tops stop on the line of a circle, the points in the higher circle are awarded.

Each competitor is allowed to use his own choice of tops, but no top is to be loaded.

Democracy demands the type of leadership springing out of athletic sports, which call for initiative and an intense exercise of the reasoning powers. The principles of democracy have always been a success in nations where schools strive for a conformity to high standards of personal conduct, fair play and good sportsmanship. The acid test of sportsmanship is in the yielding to an official's decision. It is thus that the whole structure of society is built upon team work.—GAIL F. POWELL.

Recreation Below the Equator

By

ARABELLA PAGE RODMAN

In writing or even in thinking of South Africa one must always remember that the total white population of the whole of the Union of South Africa is only 1½ million, just the number we have in the city of Los Angeles. All they have built up, all they have accomplished, must be viewed in this light. Another thing to be remembered is that this nation is not one harmonious race, but two peoples—English and Dutch, with two languages and two ideals which make a clash of opinions and decisions. It is a most unhappy and difficult situation and I marvel at what has been done under such trying conditions. Much has been accomplished in every line of endeavor in a very short period of time. It is a great triumph over obstacles and speaks volumes for the persistence of its people.

In Cape Town

Capetown is the legislative capital of the Union of South Africa. Its situation is one of the finest in the whole world. With Table Mountain, Lion's Head, and Devil's Peak, the harbor is wonderfully and beautifully defended. There is here a white population of 112,059 and some 93,000 colored people. The city is made up of numerous municipalities giving a metropolitan area of 33,871 acres. Each suburb has its recreation system of tennis courts, ball fields and playgrounds. Many of the large homes have their own tennis courts and swimming baths. There are literally thousands of tennis courts and young and old keep in good physical condition with their daily exercise. The two splendid public baths are much frequented.

Capetown, having a University, has all the sports that are common to such institutions. The Green Point Commons has a golf course with Club House, cricket pitches and football ground. There have recently been acquired fifteen acres which are to be arranged for sports of all sorts. The school sports are well organized, with inter-school and college games. Boxing and swimming are also popular. There is not much tennis in the schools but very much outside.

No article on sport or recreation in South Africa would be complete without a detailed account of the activities of the Dioscean College at Rondebosch near Capetown, affectionately known as "Bishop's," for the fame of its students has reached around the world. Some of the most famous men of this new land were either interested in it or educated there. The College was founded in 1849 by Bishop Gray and is probably the oldest school in South Africa. A year before his death Cecil Rhodes gave to this institution the first Rhodes scholarship. Every year one man goes to Oxford on this scholarship. Of the Rhodes scholars from the College many have been distinguished in various fields of endeavor. During the Great War, 1,000 boys of this school served; one hundred and ten gave up their lives, and in their memory a War Memorial Chapel was erected to seat 800. Here many of the community activities take place. Fine concerts are given and a community orchestra composed largely of students is making music a community effort. Rugby, football and cricket are the games most played and many of the famous men of the school were footballers and cricketers of this College.

In Stellenbosch

Stellenbosch is, next to Capetown, the oldest town in South Africa. I found there, as in Capetown, the recreational activities of college institutions. The Y. M. C. A. had its usual athletic program. As there are a number of small towns within a few miles of each other they have developed inter-community games. Tennis here, as everywhere in South Africa, is the great game. I counted fifty tennis courts in the little town. There was a golf course and special tennis courts and football fields for the colored population.

In Wellington

At Wellington, the next town as one goes on the Garden Route, there is the Huguenot Girls' Seminary and College and a High School. There is much interest on the part of the girls in basket

ball, tennis, cricket and swimming. One community effort here in which I was greatly interested was the garden and wild flower competition. The colored community makes a fine showing with its flowers; there is a very friendly spirit engendered and much healthful exercise results from this gardening competition. Another community activity of the College is the weekly pilgrimage of the girls to the poorer parts of the town to teach the children how to play games, to sing and to come together in a neighborly spirit. They also make up parties to week-end camps. The Girl Guides are working hard on their program. I was their guest on one afternoon and witnessed their speed and skill. They were a fine strong group.

Among the boys of the town the standard of football is as high as anywhere in the world. The other sports of the boys are cricket, tennis, hockey and golf. There is a sports day for the public every year which draws large crowds. There is no leadership on the playgrounds.

In George

George is one of the most beautiful little towns in South Africa. Situated at the foot of the Outeniqua Mountains, it has wide streets bordered with trees with streams of running water gurgling by. Here I stayed for several days speaking in the schools to the teachers on recreation and learning what they are doing in sports in this beautiful spot. In this little town of 2,931 white people there are eighteen tennis courts and a twenty acre sports field surrounded by fine old trees. George has won for six years the Inter-District Football Cup. I found the girls playing good hockey and tennis and the boys and young men enjoying football, hockey, cricket and tennis.

In Durban

In Durban there are many sporting bodies, not, however, supervised by any public or municipal directors, but controlled by various bodies, both sporting and religious. In the school, football predominates, but many other games are coming to the front, more especially tennis. On Saturday mornings at Kingsmead Grounds many of the schools have football and cricket matches organized and directed by the school staff. Hockey, cricket and football are played at Albert Park. The Boy Scout and Girl Guide movements are

in a flourishing condition here, as in many parts of South Africa. Tennis parties form a great part of the social life on the farms in the more remote part of the country. Bowls are becoming more and more popular every year and there are about five different greens in the town. There is an Art Gallery and Museum controlled by the Municipality, together with an aviary situated in Mitchell Park. These are open daily and afford great opportunities for picnics and family parties for those interested in the study of natural history. Swimming competitions are held several times during the year and there are a number of flourishing swimming clubs in the town. In some of these clubs a special night a week is set apart for the children.

A City Parliament has been organized in Peitermaritzburg, near Durban, for the purpose of enabling young people to gain confidence in speaking and thus become efficient public orators. This interested me as the only thing of its sort that I have come upon in this country.

In Durban, the Sons of England and other groups organize and encourage athletic sports. The Y. W. C. A. has a swimming club, gymnastic and tennis clubs, Girl Guides, Brownies, organized picnics, croquet and pole tennis having for its aim the all-round equal development of the girl of today. Here I found that the Association was keeping in mind the needs of the girl who has to earn her living five and one-half days of the week and making its games and recreation in general more a social factor than professional sport. The Y. W. C. A. had not forgotten its colored girls, and has organized the "Thirty Club" where the natives come for recreation. The day is still far away in Africa when the different races can engage in sport together, but at least a beginning has been made in teaching the youth some of the sports of the older countries, so that when America, Europe, Australia and New Zealand have blazed the trail in international sport, South Africa will be ready to follow in their train.

In Bloemfontein

In Bloemfontein there is the Ramblers' Club with about 800 members where all sports—tennis, hockey, cricket, bowls, football and croquet are played. All the bowling greens and many of the tennis courts are used at night. In the town there are eight smaller sports clubs and three golf courses. There are open air bioscopes and a theatre, and an open air swimming bath. Many

of the large schools have their own swimming baths. There are Boy Scouts and Girl Guides and several gymnasiums and boxing clubs. Here I found several schools of dancing. The women have their own clubs and are keen on sports of all kinds.

In Johannesburg

Johannesburg, 6000 feet above the sea level, is one of the most amazing cities in the world in its phenomenally rapid growth and in its modern and up-to-date plan. In 1886 a few mining shanties struggled along the Reef, one of the bleakest sights imaginable. The land was considered of so little value that farms often changed hands for a team of oxen. On this desolate spot has arisen the largest city of South Africa, with all the modern comforts and luxuries of America and England to make life attractive. Here has been built up a community sanely developing in art, literature, science, music and recreation. A site of eighty acres has been allocated to the University. Another site of 4,000 acres, midway between Johannesburg and Pretoria, in 1904 was given for a Transvaal University. In Joubert Park is the Art Gallery, in which is housed a remarkably fine collection of pictures and lace. The number of parks and sports clubs is very large. The Country Club with its golf, tennis and swimming pool is in the midst of beautiful Auckland Park. The Automobile Club is equally well situated in Killarney Park. The Wanderers' Athletic Ground and Pavilion, thirty acres in extent, is in another park. Here you find cricket, football, tennis courts, and bicycling and a large hall for gymnastics and concerts, which accommodates 2,500 people. There is, too, the Turf Club, which is the best in South Africa.

In Joubert Park there is a very modern well-equipped children's ground but with no director, and it is, in consequence, comparatively little used. There are also a number of public, open air swimming baths. Still others are under construction. The Rifle Range of seventy targets is near the city and is the scene of the great shoot competitions. In the University grounds at Milner Park are tennis courts and fields for football, cricket and hockey. In all branches of sport the University stands high. Rugby teams, soccer, tennis, hockey for men and women, boxing, swimming, cricket, and athletics of all kinds are popular. Since the formation in 1923 of the South Africa Inter-Varsity Athletic Association, athletics have

gone ahead tremendously and the universities have become justly proud of their athletes and football players. There is today a much closer cooperation between the universities.

In Johannesburg there is a Bantu (Native) Men's Social Center, with a membership of 357, whose motto is "Stronger in body, mind, spirit and character." This club is doing its part in safeguarding the leisure time of the natives. It is, perhaps, the best known of any native effort in South Africa. It is very like—in fact, it is a replica of, our American social center. Here one night I heard some of the natives speak and was amazed at their fluency. In this center, which is a large, fine building, all sorts of meetings are held. There is a gymnasium as adequate as any in our American centers where they play basket ball and handball and other games. The volley and handball tournaments have from eight to twenty-eight entrants, and tennis and boxing are popular. In connection with the center a sports ground of nine acres is being developed. There are also practical educational activities, such as bookkeeping, shorthand and typing, and Bible classes. Music forms an important part of the native life and the Glee Club is often called upon to help in the reception of notables. The children have Pathfinders and Swimming Clubs, an orchestra and game classes, and often there is a bioscope for both children and grown-ups.

At Bauerdale, Cape Province, 650 miles north of Capetown, is the only institution in South Africa where whites and blacks are educated together. Much importance is given to military drill and physical education. They have a brass band and here we find whites and blacks playing football together.

In Pretoria

Pretoria, the administrative capital of the Union of South Africa, with a white population of 50,000, is beautifully situated in a cup in the hills. It has a University and a Normal Training College, in both of which there is good sport and plenty of it. Here again one finds large play areas, but as everywhere in this country, no directors. As in Johannesburg, I found people thinking about our playground system in America and wanting literature and information. There are several Rugby Unions so strong that they are referred to as the "Live Wire." They are working for the Inter-School sports and always send their representatives to the Rugby Union. There

are scattered all over the community an astonishing number of tennis courts and cricket pitches. There are several athletic clubs with pavilions and also a good golf course.

A Survey of the Boys of Newark

"The Boys' Work Committee of the Newark Rotary Club finds that increased facilities for recreation and social guidance for boys should exist in the City of Newark.

"We (the committee) believe that the problem of amplifying the boys' social and recreational life is a problem of civic importance, rating with that of education as imparted by the public schools under State mandate.

"Because of its general importance, we believe that the extension and coordination of facilities for this purpose should be considered by a non-sectarian and non-political civic body composed of representatives of organizations now active in the boy life field."

The paragraphs quoted appear at the beginning of the printed report of a *Survey of the Boys of Newark* conducted by the Boys' Work Committee of the Newark, New Jersey, Rotary Club. In securing the information leading to these conclusions, questionnaires were issued to, and answered by, 27,586 boys of the survey age (8 to 17 years). This number represented about 85 per cent. of the public school boy registration of survey age and about 50 per cent. of that of the parochial schools.

Among the findings were the following:

The streets of Newark still provide the main play-places for the majority of city boys. The survey shows that two out of every three of the eight-year-old boys cite the street or vacant lots as their usual places for play when out of school.

There are not enough playgrounds in the city. Despite the progress made by the Board of Education during recent years in improving playgrounds for extension use, nearly half the number of the extension playgrounds still remain unguarded, unsurfaced, unfenced and unsheltered.

Of over 26,000 school boys studied, only about one out of every five belongs to, or is served by, some organized church or school club or associa-

tion, or by some other social organization such as the Boy Scouts, Community House, the "Y." One out of every nine belong to some self-organized small group or gang.

Of over 1000 working boys aged 14 or 15 only one out of every five belong to any sort of organization or club, regular or gang.

The moving picture theatre is the leading commercial amusement in the life of the average boy. Of 26,557 boys studied, 14,125 stated that they went to the pictures once a week, 5,823 at least twice a week, and 5,188 two or three times a month. From the early age of eight, two out of every three boys go to the movies at least once or twice every week.

No statistics on juvenile delinquency are available for Newark apart from Essex County and for the county they are incomplete. Boys furnish ninety per cent of the cases and the general consensus of opinion, local and national, is that the preventable cases become delinquent because of unguarded play activities and the lack of some proper social guidance.

"I know that children learn more by playing freely than they do by studying under pressure. So when I build the school that I want, I shall start with the playground. I believe that clear ideas come only when they are borne along by hands and feet and ears and eyes and noses and voices. I believe that the more action a child gets into his day the better educated child he is that day."—ANGELO PATRI, from "The American City," February, 1928.



A PAGEANT IN SOUTH AFRICA

George, a community of South Africa, in which only 2931 white people live, recently gave a historical pageant to raise funds for tennis courts, play apparatus and other recreation facilities. J. J. De Villers, Principal of the high school, wrote the pageant. Five hundred and fifty men, women and children took part. The scene above shows the Hottentots who defeated the Portuguese under d'Almeida

Beauty as a Factor in Social Life*

By

A. G. RICHMOND,

National Council of Social Service, England.

In discussions concerning social problems it is very often assumed that if improvement is effected in the environmental conditions in which some of the evils of our social organization tend to flourish the evils themselves will be removed. Bad environment, it is argued, lowers standards and depresses the level of conduct; improve the environment and the level of conduct will rise.

This form of reasoning, while in a measure sound, seems to exaggerate the importance of material conditions in the fashioning of human conduct and to relegate to a place of less importance than is properly due to it the possible effect on environment of an abstract standard of values which react from within us upon our external conditions. While clearly better housing, greater security against distress, as provided by national insurance, and all the other beneficent agencies designed to ensure improved conditions of living do react on the standards of life, it is no less true that the value, in terms of human conduct, derived from those improved conditions, is in exact proportion to the degree in which human beings are capable of using them as a means of living a more civilized life. In other words, if the internal standard is that of the external slum, the tendency will be to convert the garden city into a slum.

In all endeavor for reform, therefore, the task is two-fold: to improve external conditions and to increase the capacity for using the improved condition as a means to a deeper and richer life. The latter of these two tasks is much the more difficult and it may be worth while to inquire whether there are any resources, now neglected, which might be developed in an effort to create in ourselves a greater capacity for reaction on our environment from within and whether there is any essential element wanting in our scheme of life today, the lack of which impoverishes our lives.

Before we can discover whether an "essential

element" is lacking in our lives we must be quite clear what the essential elements of a rich and full life are. Without attempting a laborious investigation into what might be a controversial subject, I will assume that the basis of a harmonious life lies in due homage being rendered to the three absolutes—Truth, Goodness and Beauty. The word "due" at once gives rise to differences of opinion as to the relative amount of homage that should be rendered, but over this we need not stumble. It will probably be agreed that, in practice, Goodness unadorned may be singularly unconvincing and unattractive, while Truth, unless illuminated by imagination and worshipped in humility, may be distorted into a monster possessing neither Goodness nor Beauty. The history of religion and the history of knowledge both illustrate how over-emphasis on one of three absolutes, may result in disaster to human happiness. Experience, therefore, goes to show the fundamental soundness of the conception that Truth is so much less Truth in so far as Goodness and Beauty are absent from it, and that Beauty or Truth are less beautiful and true in so far as Goodness is not of them.

Now, if we consider modern conditions of life in the light of this philosophy it can hardly fail immediately to strike us that however much we may be devoting ourselves to the pursuit of Truth and Goodness (and there is room for difference of opinion even here) we certainly pay too little heed to the claims of Beauty, and by Beauty I mean the outward expression of emotional experience in sound and color, in words, form and rhythm. Go back as far as you will into the past and you will find man seeking contact with an ideal state of being through some form of symbolism and finding in sound, color, pattern and movement some compensation for the evils and sorrows of his daily life. Through these media he tried to give expression to his aspiration after a state of being higher than his own and to find a stimulus to seek ever for its realization. In days before written records were kept man found

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forms in which to express his joys and fears; in the Dark Ages when the western world became a welter of savagery the tender flower of beauty is found engraved in exquisite patterns on the weapons through which that savagery was expressed; in the Middle Ages no man was so poor nor his life so sordid but he could find an outlet for the expression of his love of beauty in the work of his hands or in song and dance, while in the frequent processions and pageants of religious and industrial ceremonial, in the color and beauty of his church, there was food for the emotional hunger of his soul.

To many today all this is denied, so far denied in fact that we have come to regard what is a fundamental instinct of mankind as something found only in a special class of people and its expression as something outside and apart from the ordinary activities of life. We have grown so accustomed to the drabness, the ugliness, and the lack of beauty in our lives that we have come to accept them as a matter of course; we have forgotten that visible manifestations of Beauty are a means to the apprehension of the invisible and the ideal.

The fact is, that the conditions of our modern urban and industrialized social life deprive us of an association, both active and passive, with what is one of the most powerful means of correcting our standards of value and of bringing harmony and balance into our lives. They rob us of the unconscious influence which Nature exerts upon mankind, and of the opportunity to express in our work the aspiration for beauty which has ever been one of the most civilizing influences in the life of man. If, then, there is any validity in the conception that the value of life depends upon due service being rendered to Truth, to Goodness and to Beauty, we have good reason to believe that the neglect of Beauty is bringing disharmony into our lives, is robbing us of something which helps to counterbalance our crude acquisitive instincts and is thereby weakening our capacity to realize a happier and nobler organization of society.

The first needs of man are food, shelter and warmth—needs which he must always satisfy. But concentration on those needs to the exclusion of others which, if abstract, are no less real, leads to all the miseries which warfare and the exploitation of the weak by the strong involve. Today the principal preoccupation of mankind is the acquisition of wealth and the question of the use

to which that wealth can be put for creating human happiness is too often a secondary consideration, only brought into prominence when the evils created by wealth become unbearable. Thus, with all our knowledge, we are the slaves of our own inventions, we walk the treadmill that we have, with infinite ingenuity, constructed for ourselves.

Man is a complex of forces, and just as in the abstract Truth and Goodness are so much less true and good in so far as Beauty is absent from them, so in our daily experience man's intellectual and ethical growth is so much less full and rich in so far as his emotional experience is weak. Disorder and discord must ensue where the different claims of personality are not met. If the impulse to secure possessions and the primitive kind of security that possessions bring is allowed to occupy too large a part of man's life it may become destructive of the very civilization in which the security we long for resides, and that this is not a mere academic possibility the Great War is one striking indication, and the incessant industrial strife of which the recent Coal Strike was a manifestation is another.

To help in this task of controlling our lives from within we have been endowed with certain instincts and impulses and the love of Beauty is one of these instincts. Behind it lies a force for good which is wasted if not given expression, and may even be diverted into activities which are not good; for force must expend itself, if not fruitfully then harmfully. The instinct for Beauty derives satisfaction both from without and from within. It desires both to receive and to give, to enrich experience by contact with beauty and by creating beauty. If not satisfied all the emotional force that might be used for creative purposes, for bringing beauty into life, will stray into other channels and find expression in manifestations the reverse of beautiful.

I do not suggest that the cultivation of a love of Beauty is the sole cure for all our social ills, but I do suggest that the instinct which craves for Beauty supplies a source of power for counteracting the exercise of our acquisitive instincts to the exclusion of others and for helping us to use the wealth and knowledge with which they provide us for the benefit of human happiness.

Where, then, does this lead us? At the outset of this paper it was suggested that the problem of the reform of our environmental conditions is two-fold; the objective one of improving material

conditions and the subjective one of training ourselves to a higher conception of what civilization implies. I have now tried to show that we have within us a force which only needs recognizing and cultivating in order to create within us an active sense of values which will in turn react vigorously on the physical evils with which we are surrounded. The question, therefore, is how we can set out to bring Beauty into the lives of men, how we can give them the means of satisfying an instinct which hardly knows it exists.

No complete answer to this question can be given, but there is one suggestion that may be made. There are today many among us who possess knowledge and aptitudes which cannot always be utilized in the ordinary forms of personal service and yet could be utilized in bringing more light, more beauty, more contact with great thought and feeling into the lives of those who want it and are dimly conscious of the want.

Cannot this section of the community be called upon for recruits, cannot we develop what may be called a new field of personal service, not to supplant the old, but to help it in its task of reconstructing the weak and the broken and of strengthening men and women in the struggle for a worthier kind of social life?

Efforts are being made—particularly in country districts—to foster greater interest in music and drama. Cannot a more organized attempt be made to help those who live amid the grim environment of some towns to discover and develop their own latent creative power, and through the medium of different forms of art to experience the delight that comes from the exercise of those powers and the strength that comes from contact with beauty in all its forms?

Where To Go?—For Vacation.—An answer to the important question is given by Vacation Service in its 1928 Vacation Guide. The Guide contains a list of 943 selected vacation places in New York, New Jersey, New England and Eastern Pennsylvania, all of which have been personally visited and investigated. It indicates amusements, facilities, distances, rates of listed resorts, and is fully indexed as to Camps for Men and Women, Places with Special Facilities for Young People, Resorts for Restful Quiet, etc.

Copies of the book may be had from Vacation Service, 315 Fourth Avenue, New York, New York, at \$1.00 per copy.

Human Association

. . . . Mr. Woods saw these conditions fulfilled in the industrial association of men, in family groups ruled by affection, and of course in worship. But I do not find anywhere in his essay reference to an example of his principle which to me is most illuminating—I mean the field of art and of games. Here emerges a third condition of fruitful association which I will call mutual leadership. In a successful string quartet there is no boss. Each person at times takes the lead, each person evokes from the others something that they did not know was in them. The interesting physical law of sympathetic vibration is here exemplified. If one lifts the dampers from the strings of a piano by putting on the sustaining pedal and then sings loudly any note in the scale, the corresponding piano-string will give out quite a volume of sound. Yet it has not been touched except by the sound waves issuing from the singer's vocal cords. When two singers join in unison, they may quite literally sing each with the other's vocal cords as well as with his own, and thereby each of them may rise to heights unattainable alone. Each of them may be able to reach higher notes than he could touch by himself, and the quality as well as the pitch of each person's tones may be changed. Something like this is what Mr. Woods saw in all the most interesting and valuable forms of human intercourse.

Doubtless he had in mind something like what has been expressed by another settlement worker, Mary P. Follett, in whose recent books we find the idea that when human beings are in unity of association one with another, whether in business, in science, in art, or in conversation, each simultaneously understands the other, evokes new ideas from the other, unites with the other, and thereby progressively improves the quality of their common purpose.

If we desire to carry out the spirit of Robert Woods' life and to make sure that he shall not have died in vain, can we do anything better than to study in the small, intimate groups which settlement life makes possible, the technique and the methods of fruitful human association?—*Robert A. Woods' View of the Sacredness of Human Association*, by Richard C. Cabot, published in *Neighborhood, A Settlement Quarterly*, January, 1928.

Easter Egg Hunts

If all of the eggs used by Lions' Clubs in their Easter Egg Hunts last year were placed end on end and if all of the children who took a part in the Lions' Club Easter Egg Hunts were standing side by side holding hands—in some such fashion a rabid statistician might describe this activity which has taken hold of the clubs in the association like wild fire. In order that the record may be cleared, however, more than 150,000 eggs were hidden by Lions' Clubs and hunted for by closely 50,000 children during the Easter Season of 1927.

In Spokane, Wash., interest in the egg hunt was sharpened by a facsimile letter from a legendary boy who signed himself "your friend, Sammy," and addressed his communication to "Dear Mr. Lions." Starting the letter, "Us kids seen a ad in the chronicle the other night saying as how the Lions' Club was going to give the kids that ain't got no father and no mother a chanct to hunt for Easter Eggs, and everything." The letter brought results, for the Spokane Club hid 110 dozen eggs in the hunt which was conducted especially for three hundred children in the four orphanages of the city.

In Benton, Mo., which boasts of being the smallest town with a Lions' Club, the children were organized in the Community Building and marched out to the place where the hunt was to be conducted and in this way all were given an equal chance at finding the eggs. Prizes were donated by the merchants of the city and given to the lucky children, who carefully searched a twenty acre tract for the right to claim the trophies. Four Missouri counties were represented by the children who had been gathered in from the trade territory surrounding the city.

In Mechanicsburg, Pa., some valuable lessons on the staging of Easter egg hunts were learned by the Lions. While a party of grammar school children was being rounded up some rowdies got into the grounds where the eggs were hidden and made away with a good share of them. However, enough eggs were left to provide a pleasant afternoon for the five hundred children who took part in the real hunt. Rabbits, which had been provided by the club, were not sufficiently impressed by the large crowd of children who were supposed to chase them and refused to budge from their tracks and the rabbit chase resolved itself into a rabbit scramble.

The Easter egg idea was put to a different purpose by the Lions of Canton, Ohio. Instead of the customary egg hunt for all children, a theatre party, with the motion picture "Slide, Kelly, Slide" as the attraction, was staged for the young people of the city, admittance being charged at the rate of one egg per child. The eggs so gathered were then used by the Canton Lions' Club in staging an egg hunt for the nurseries, missions and other institutions and for the distribution in many private homes where the joys of an Easter egg hunt would otherwise not have been known. The entire affair was given in cooperation with the Canton Welfare Confederation and more than two thousand five hundred children paid their novel admission to the benefit show.

Camp Fire Girls, Boy Scouts and all children in or below the grammar school age, were guests of the Auburn, Ala., Lions Club in their egg hunt, which was held on the grounds of the Alabama Polytechnic Institute.

Texarkana, Arkansas, reports the hunt of their club as a huge success. With well organized committees for publicity, prizes, rounds, lost children and patrolling, the Texarkana Lions were not to be daunted, although rain threatened to disrupt their plans. Two thousand candy eggs, each in a small paper bag, on which was printed the Lions' emblem, were hidden. Several of these bags contained coupons which were redeemed by members of the club. The entire cost of the hunt amounted to twenty-one dollars and fifty cents.

In practically every case where hunts were staged, reports are enthusiastic in their praise of the event and the recognition which it has brought to the Lions Clubs on the part of the youngsters, as well as the elders.

La Junta, Colo., recommends the use of candy eggs because of the success which attended their own hunt this year. Cape Girardeau, Mo., was especially fortunate in choosing candy eggs because of having to postpone their hunt on two successive week ends. They feel that had the thirty thousand eggs, which they used, been other than candy eggs the hunt would not have been held because of spoilage. Longview, Wash., states, "the club used candy eggs this year in lieu of hen eggs and found them much more desirable and sixty per cent cheaper." Their hunt was limited to children of ten years of age and under and in order to entertain the older children a kite flying contest was staged for the boys and a doll contest for the girls.

A Bird House Building Contest in Saginaw

The cooperation of local libraries was one of the features of the successful Bird House Building Contest, held in Saginaw, Michigan, last spring, directed by the Department of Recreation and sponsored by the Junior Board of Commerce.

A shelf of books was set aside for the use of children. The books were as follows:

Permanent Bird Houses—Gladstone Califf

Bird Houses and How to Build Them—N. Dearborn

Carpentry and Mechanics for Boys—A. N. Hall

Handicraft for Handy Boys—A. N. Hall

Bird Houses and How to Build Them—U. S. Department of Agriculture, Farmers' Bulletin No. 609.

Home for Birds—U. S. Department of Agriculture, Farmers' Bulletin No. 1456

Boy Bird House Architecture—Baxter

Permanent Bird Houses—Califf

How to Have Bird Neighbors—Patterson

Harper's Outdoor Book for Boys—page 29-37

At the end of the contest the houses were placed in an exhibit at the public libraries.

Rules for the Contest

Bird Houses were grouped in four classes and a first and second prize awarded in each class. Feeding stations and boxes were grouped in one class. Painted bird houses were barred, the contest being opened only to those which were shellacked, stained or entered plain.

Judging

The judging was on the following basis:

Practicability	40%
Workmanship	35%
Uniqueness and Originality.....	15%
Method of Ventilation and Cleaning.....	10%

Awards

The school entering the largest percentage per capita of houses received a trophy from the Department of Recreation. The boy or girl winning first place in each group received as an award a

week's visit at a summer camp. The winner of second place was permitted to chose a year's subscription to a monthly magazine.

Easter Monday in Baltimore

The Easter Egg Rolling Contests held on Easter Monday in the parks of Baltimore, Maryland, have become increasingly popular. Last year over 8,000 children took part and over 9,000 friends and relatives enjoyed the delightful scene.

In Druid and Patterson Parks the contests were conducted under the auspices of the Playground Athletic League and the East End Improvement Association. The opening of the contests was preceded by a dance given by eight small children dressed as bunnies on the green slope in front of the Mansion House, where 2,000 bright colored eggs had been placed in huge nests.

On different parts of the field eight large pennants were set up, the colors corresponding to those of the eggs. Each child chose an egg and then ran to the pennant of the color matching his egg. In this way the children were divided into groups of eight and each group had its race. In each race the eggs were started at the top of the hill and the children whose eggs went the greatest distance won a prize. The prizes were gold and silver eggs; a gold egg to the child whose egg went farthest and a silver egg to the second one in each group.

White rabbits selected from the various playground groups and costumed by the Playground Athletic League for the occasion added to the artistic effect of the scene. These rabbits assisted by showing the children participating in the races how they were to be run. After the first event the children were let loose in the grounds where the eggs lay and playground directors held three contests for prizes. These consisted of hop and run races, circle games and spoon races.

This will be the fourth year that Baltimore children have celebrated Easter by rolling eggs on Easter Monday. This early spring custom is followed in many cities all over the world going back to the custom in old England when the people celebrated by rolling down Greenwich Hill.

Rich Men and Key Men*

For what reason, through the ages, have men been given rest from work? They have been given rest in order that they might come back refreshed to do more work. "In the sweat of thy face shalt thou eat bread." The more sweat, the more bread. The more work and the less rest, the more goods to use. These rules have held from the very beginning until just yesterday. These laws have governed throughout all the ages of scarcity; they have obtained during all this time that there was not enough to go around. America was destined to make the first change in the laws. Amalthea's horn fitted with electric motors, a power plant installed in the cornucopia, machinery set up in a land of milk and honey—the result was bound to be profusion, more than enough to go around. New conditions teach new laws; there are bound to be new rules to fit the new condition of more than enough to go around.

In the profusion circumstance, work is no longer the chief necessity. Leisure becomes a necessity, too, a necessity that is at least coordinate with work. Leisure is no longer important just in terms of work. It is important on its own account. Today there are two pillars to industry where yesterday there was but one; one pillar is still the worker's work, the other is the worker's leisure.

No matter what our workers think to get with their eight-hour day, their seven-hour day, whether it be time for physical recreation, whether they want mere negative escape from the grind of machinery or opportunity for reading and general culture—whatever the conscious aims, we can be sure of one thing their leisure is to bring. There is no longer any question what is the purpose that will be served when they have succeeded in setting the Creator an example and resting from their labors on two days out of the seven instead of only one. The five-day worker will have two full days in which to use the goods he has been making, to wear out his automobile, to use up tires and gas, making place for more automobiles, tires and gas, and all those other things, vegetable and mineral, which industry must keep turning out,

which must be taken away from the mouth of the machine if the energy stored there is not to be dammed up and an explosion to follow. We can no longer spare the spare time. Leisure efficiency is to be as important as labor efficiency—there can be no doubt of that.

The money-maker could operate labor efficiency. It is impossible for him to operate leisure efficiency. The money-maker's talents matched the scarcity circumstance. He knew how to function usefully, even if ignobly, in the periods when work was the thing to which an employer kept his eye ever single. An economic age in which leisure is an asset is as different from an economic age in which leisure is a liability as politics is different from navigation. The talents to the front of industry when the highest prosperity is conditioned on the most possible work to be got out of men are not the talents to show the way when the highest prosperity depends on the most possible leisure to be allowed men.

. . . . To these new men I am describing, leisure appears so right and natural that they are not conscious of it any more than a fish is conscious of the water or a bird of the air. The parts in them are geared to this driving force of the Industrial Age. They could not function at all—indeed, they did not function at all—in any other age. They were born with the leisure sense, the profusion sense, the new industrial sense. It will never bother them that workers watch the clock, for when the hand marks the end of the production day it is also pointing to the beginning of the consumption day. It will not fret them if men come to work only four hours and rest twelve hours out of the day, if four-twelve be the combination which opens the door of the profusion chest.

. . . . We saw that those who were to point the direction had no designs upon our liberty; their eyes were not on our pockets; they had no interest in "taking the bread out of our children's mouths," in "enslaving us." For that matter they had no interest in keeping us free, either, except as we must be free to consume goods. Their business, their aims, ambitions, purposes, passions, their function—all were in terms of things, all were centered in things. Their interest was in things and not in us. Their power was over things and not over us.—From *Rich Men and Key Men*, by Samuel Strauss, published in the *Atlantic Monthly*, December, 1927.

*Courtesy of The Atlantic Monthly.

Boy's Club Dramatics*

By

A. B. HINES,

Director of the Madison Square Boys' Club Federation, New York City

Dramatics are now considered an essential part of the Boys' Club program. As manual work develops, the dexterity of hand and eye, athletics the coordination of the body, dramatics "strengthens the memory, moderates the tone and emphasis of voice and pronunciation, procures good assurance and likewise insures youth to the faces of men." We cannot ask any part of our program to furnish more to the boy than will his participation in some of the many forms of dramatics.

It is the opportunity of the Boys' Club movement to bring to the underprivileged boy, whom it so effectively reaches, that stimulating force which is likely to be crushed out: namely, his imagination. The boy very seldom rises beyond the height of the picture which he has created in his own mind of his place in the world. Success without imagination is impossible, and if we give dramatics its proper place in the program for the underprivileged boy we can develop an appreciation of literature, history, and his country. Through dramatics we can offer him the chance, if only for a little while, to be the character he has dreamed. We can offer him the chance to feel the emotions of the men of history, and allow him to live in the yesterdays and the tomorrows. It has been said, "The Boy is dramatic as if his whole vocation were endless imitation."

The attractiveness of successful programs for boys, such as scouting and woodcraft, lies in their dramatic appeal to the boy's imagination. It is not the mind or the body alone which this dramatic program aims to train, but rather the man that is the boy. Baseball and basketball are considered particularly valuable because they develop cooperation, fair play, and quick thinking. Dramatics teaches all of these. A play is a team game, impossible of success without the finest cooperation and support of every individual. In no game is each player so dependent upon the other as in a play. The long hours of rehearsals necessary

before a presentable public appearance can be made requires stick-to-itiveness, self-sacrifice, and the ability to sustain difficult work. All of which is as excellent training in carrying on under difficulties in the game of life as is an athletic contest.

HOW TO INTEREST THE BOY IN DRAMATICS

"How can I get the boys interested?" is a question always asked the writer whenever he has talked to a group of active workers with boys. The old-fashioned acting charade is a good place to start the younger boys in dramatics. The next step is the pantomime which can be used in a competitive form. The story-acting method is very good also. The boys are told a story and encouraged to reproduce it in their own way. Among boys there is always a demand for athletic material and the leader might suggest that funds could be secured by giving an entertainment. If some settlement or other organization is presenting a play, have the boys whom you want to interest in dramatic work visit this play and suggest that they might like to give a play themselves. Invite some other boys' organization to give a play at your club house and have your boys give an entertainment in return.

To interest the older boys in a dramatic program, the first play must be made a success, and from then on the boys will consider it an honor to play with your organization. Have the boys visit a play which you feel they are capable of giving, and arrange to have them meet some of the actors after the performance. A well-known professional can always interest the boys if he will come and talk to them. Secure an invitation from some of the advanced amateur organizations to have your boys attend their dress rehearsal. Utilize the few boys you have who may be inclined to dramatics as a nucleus to build up a dramatic group. When they have started the play, be sure to let your friends know about it.

*Excerpts from a lecture given at Teachers College, Columbia University, October 26, 1927. The course was given in cooperation with the Federation of Boys' Clubs.

This advertising will help to secure the boys' desire to make a good showing.

The first worthwhile play given by the Madison Square Boys' Club was started as a result of a suggestion by a group club member that the club give *Strife*, by John Galsworthy, a play which this boy had read. The boys voted that this was the play they wanted to give, and the leader of the club, realizing the difficulties of the play but not wanting to destroy their interest, suggested that since it would be an expensive undertaking the boys should underwrite it to the extent of five dollars each. The group did this and the play was enthusiastically received by a critical audience.

DRAMATICS AS AN EDUCATIONAL ASSET

If vocational classes exist for the purpose of discovering the latent talent of the boy and finding for him the work at which he will be the happiest, then dramatic work has a definite place in the educational program of a boys' work organization. Not only do we want to discover in the boy his talent for manual trades, but also his talent for salesmanship, business, the stage and the professions.

Dramatics is one of the best ways in which the boy can be taught proper English, poise, public speaking, and appreciation of the beautiful and worthwhile. The boy is underprivileged who does not have a chance to take part in a play in which he has the opportunity to become familiar with the best there is in that line and to accustom himself to appearing before the public. Francis Bacon has said, "Good plays are the best remedy to expel sub-rustic bashfulness, unresistible timorousness, which is apt in riper years to drown many good parts in men of singular endowment."

The list of plays produced by boys' clubs reads like the productions of the Art Theatres; Dunsany, Galsworthy, Tarkington, and Shakespeare are not unfamiliar names to the boys' club players. The dramatic presentation of his thoughts is natural to a boy. If simplicity is the keynote of art, then the best work of modern authors is possible for boys' clubs. It is not surprising to find the Union League Boys' Club of Chicago starting their dramatic life with *As You Like It*, since we know that boys were so adept at dramatics in the fifteenth century that they displaced the adult entertainers at the royal courts by producing plays entitled *Iphigenia*, *Alemaeon*, *Scipio*, and *Ency-*

clopedea-Viva. The best plays are none too good for the boy.

RECREATIONAL VALUE OF DRAMATICS

From a recreational angle dramatics are an asset to any program working with boys. Organizations as a rule work through groups which have a common interest and which may be social, educational, athletic or industrial. It is a common practice to have these groups assemble en masse once a week. At these large assemblies lectures are given, motion pictures are shown, and an entertainment is furnished by professional talent or artists of note who have volunteered their services. The expense involved in these entertainments is large and the only return for it is the amusement of the boys. Dramatics will be a great asset to the boys' work program if the talent of the boys rather than that of hired performers is used to furnish entertainments for these occasional assemblies. Such a method has been used with success by assigning to one of the club groups the job of entertaining the rest of the club for half an hour, allowing them time enough to prepare a good entertainment. The Scouts, Woodcraft League, Rangers, Pioneers, gym classes or other groups can very readily furnish from twenty to thirty minutes of an entertaining nature which will hold the audience and at the same time give the boys something to do which is both amusing and educational and which costs a great deal less than any other form.

The larger units in an organization, such as the men's club, senior club, intermediates, and juniors, can be given a night when they, as a whole, can be put on the program. These various groups can be scheduled so that there will be a regular program of entertainment furnished by the boys, each knowing far enough ahead so as to have time for preparation. An entertainment by the boys and for the boys develops initiative, cooperation, and allows a larger number of boys to take part in the club activities, stimulating the esprit d'corps and costing much less than paid entertainers.

Dramatics carried out in this way not only furnishes a recreational program but gives the group clubs something to do at their meetings. Volunteer workers are frequently at a loss to know what to do with a group of boys whom they have to meet each week, for an hour or two in a small room. How to hold and interest these boys in worth while things is a severe task to assign to

an inexperienced volunteer worker. Charades, pantomime, storytelling, and preparation for small plays furnish the leader with material which he can carry out successfully, as he does not need to be a professional coach to put it across with the boys.

The drama is a composition written to portray life and I should include in the term "dramatic program," social and educational entertainments which demand interpretative action on the part of the participants. A dramatic program for boys would then recognize the following as having dramatic value:

- Minstrel Shows
- Annual Exhibitions
- Charades
- Tableaux
- Story Acting
- Mock Trails
- Holiday Celebrations
- Pantomimes
- Vaudeville
- Farces and Comedies
- Melodramas
- Fantasies
- Full length plays

DRAMATICS AS A FINANCIAL ASSET

Many boys' work organizations rely for their income upon entertainments. When the boys want gymnasium suits, the woman's auxiliary new curtains, or the camp rowboats, the first means suggested is usually an entertainment. The better the type of entertainment presented, the more it costs to produce, because good work cannot be done cheaply. The reward of good work may not be immediately felt at the box office, but in the long run a well done piece of work will pay for itself in new friends and increased contributions.

The box office receipts from a well produced play are only part of the reward of well done dramatic work. A good play once a year, well produced, offers the supporters of the organization the opportunity to bring prospective contributors to see the work of the club. Many people will come to see a play who could not be induced to come and see the club work in any other way. As a means of acquainting the public and presenting the work to supporters, there is no better method than dramatics.

PUBLICITY VALUE OF DRAMATICS

The dramatic form of entertainment can be used to secure publicity and to sell to the com-

munity the gospel of the "worthwhileness" of work for boys. To attract the attention of the public, the work must be presented dramatically. A class in cobbling may be only a group of boys mending their own shoes in some out-of-the-way corner of a club building, but when that same group presents in a small play the complete story of leather, immediately a much larger audience is interested and cobbling becomes a publicity asset. The Boys' Club of Passaic, N. J., have a traveling troupe of minstrels who appear frequently before the local civic and fraternal organizations, much to the benefit of the club as well as to the boys participating. The American Child Health Organization has found it can popularize the idea of sound bodies for the children of this country by presenting their story in the form of a play.

The Woodcraft League of America have a program for their council meetings, which has been used for the purpose of presenting the year's work at the closing of the winter's season. Each class, or group, in this council meeting becomes a unit, and presents at the proper time evidences of the work they have been doing. The class in cooking exhibits an apple pie or biscuits. The candy class pulls taffy and distributes kisses among the audience. The printing class contributes the program which they have printed, and the art class exhibits totems. The entertainment is furnished by the boys from the glee club or the orchestra. They challenge other boys to exhibitions of their special talent, so that songs, recitations, folk dancing and gymnasium feats are worked in as part of an enjoyable entertainment. The audience enjoys a living report of the year's work presented in this dramatic form.

Never have I seen the boy as the hope of the world more dramatically presented than at the "America Making Exhibition" some years ago in the 71st Regiment Armory. The stage represented America, the land to which the races of the world were immigrating and bringing their peculiar contributions to enrich this land. Those of the very old world were led by Leif Erickson, and when these Vikings, Portuguese, Spaniards, Negroes, and Englishmen had gathered on the stage, another group representing the French, Dutch, Finnish, Scotch, Irish, Slovak, Belgian, Pole, Hungarian, Greek, Armenian, Russian, Ukranian, and Lithuanian, assembled. Then an adolescent boy, representing future Americans, stepped to the center of this picturesque group, the embodiment of the hope of all these people. He was raised to

their shoulders as the Liberty Bell tolled and a trumpet sounded. Then the immense audience joined with those on the stage in singing *The Star Spangled Banner*. So can the adolescent boy be presented to the public if it is to be awakened to the tremendous possibilities of the boy.

The boy is the best advertisement of the Boys' Club.

Plays for Men and Boys

JUNIOR LIST

(Please order directly from Publisher or Bookshop. Addresses on last page.)

He May Be President, by Leon Edward Joseph. 1 act. 27 characters. Interior. A boy learns through a dream of famous presidents that history may be very interesting. French. 30c. No royalty

The Poor Boy Who Became a Great Warrior, by Perry Boyer Corneau. 2 acts. 10 characters. Exterior. The poor boy of the tribe goes on the war path with the braves and captures the medicine stick single handed. Old Tower. 40c. No royalty

The Discovery, by Herman Ould. 1 act. 7 characters. Exterior. Mutiny threatens Columbus near the end of his first voyage, in a stirring episode laid aboard the flagship of the expedition. French. 30c. Royalty, \$5

The Animal Convention, by Charles Noel Douglas. 1 act. 13 characters. Interior. A humorous sketch in which the barnyard animals hold an indignation meeting to protest their various wrongs. M. Witmark and Sons. 35c. No royalty

Tatters, by Richard Burton. 1 act. 4 characters. Interior. A humorous, pathetic, and appealing sketch which champions the under dog in the social struggle. Well adapted to boys' schools. French. 30c. Royalty, \$5

The Pathfinder, by Herman Ould. 1 act. 5 characters and as many others as desired. Exterior. An incident in the life of David Livingston at the time of his African exploration. Deeply religious. French. 30c. Royalty, \$5

The Boy Who Went, by Laurie Y. Erskine. 1 act. 1 man, 14 boys, any number of extras. Interior. Excellent play for Boy Scout Troops, plenty of thrills. Penn Publishing Co. 25c. No royalty

Little John and the Miller Join Robin Hood's Band, by Perry Boyer Corneau. 7 characters and extras. 2 exterior scenes. A lively dramatization of the beguiling Miller and stalwart John in Sherwood Forest. Old Tower. 40c. No royalty

The Perry Boys, by Harold Strong Latham. 3 scenes. 10 characters. 1 interior. 1 exterior. The boys' club undertakes to reform a young "tough" and finally succeeds through the inspiration of Commodore Perry's bravery and resolution. French. 30c. No royalty

Fingers, by the staff of the Big Brother Movement, Inc. 4 acts. 18 characters. Interior. A melodrama centering around a boys' club, showing the influence of the club on underprivileged boys. French. 30c. No royalty

The Oaten Cakes, by Rea Woodman. 3 scenes. 8 boys and extras. 2 exteriors. 1 interior. The familiar story of the Saxon king pleasingly dramatized. The cottager's wife may be played by a boy. Eldridge Entertainment House. 15c. No royalty

Ten Boys' Farces, by Eustace M. Peixotto. Includes "The Last Rehearsal," "The Teacher's Pet," "Chips Off the Old Block," and others. Not noteworthy for literary value but amusing and easy to produce. Baker. 40c. No royalty

It Will Be All Right on the Night, by Jaxon Knox. 1 act. 9 characters. 1 interior. A farce showing the difficulties of a dramatic club coach. Very funny. French. 30c. No royalty

Gassed, by Bessie W. Springer. 1 act. 5 characters. Interior. A comedy showing the lighter side of life at a middle west university. Recommended for the older boys in the junior group. French. 30c. No royalty

SENIOR LIST

The Laziest Man in the World, by Carl Webster Pierce. 1 act. 4 characters. Interior. Two burglars enter the wrong apartment, are discovered, and one of them loses the distinction of being the world's laziest man in a most amusing scene. French. 30c. No royalty

The Girl, by Edward Peple. 1 act. 3 characters. Interior. A young man attempts to eliminate his rival through a hair-raising bit of deception but finds himself out-tricked in a superbly clever climax. French. 50c. Royalty, \$10

The Pie and the Tart, by Mathurin Dondo. 1 act. 4 characters. Exterior. Two vagabonds secure a toothsome meal through a bit of dexterous thievery executed with nimble Villon-esque humor. The one woman's part may be played by a boy or the lines may be spoken behind the scene. Appleton. 50c. Royalty, \$10

Two Blind Men and a Donkey, by Mathurin Dondo. 1 act. 6 characters. Exterior. A clever comedian extricates two blind beggars from a dilemma when each believes the other has been given a ducat to pay for a feast they have consumed. Appleton. 50c. Royalty, \$10

A Night at an Inn, by Lord Dunsany. 1 act. 8 characters. Interior. Three sailors, under the direction of a gentleman thief, steal the ruby eye of an Indian idol and come to a hideous end when the idol claims his lost eye. A popular thriller with sensational supernatural effects. French. 50c. Royalty, \$10

The Glittering Gate, by Lord Dunsany. 1 act. 2 characters. Exterior. Two thieves arrive at the gate of Heaven and attempt to enter. When the gate finally opens they find only an empty void through which is heard the sound of mocking laughter. Comic and ironic. French. 50c. Royalty, \$10

Action, by Holland Hudson. 1 act. 12 characters. Interior. A travesty in which a dramatic director follows the advice of his critics and produces a play containing all their suggestions. The result is a piece of rapid-fire nonsense, amusing and enlightening. Appleton. 50c. Royalty, \$10

The Net, by Percival Wilde. 1 act. 4 characters. Interior. A well known burglar notifies a safe company that their new burglar proof safe is not beyond his skill and demonstrates his claim in an act of comedy, mystery and surprise. Baker. 35c. Royalty, \$5

The Traitor, by Percival Wilde. 1 act. 7 characters and extras. Interior. The colonel, realizing that there is a traitor in the regiment, forces him to expose himself by a clever piece of strategy. Vivid characterization and high interest with strong ending. Baker. 35c. Royalty, \$5

The Lost Silk Hat, by Lord Dunsany. 1 act. 5 characters. Exterior. A young man, finding that he has left his hat in the house of his fiancée with whom he has quarrelled, tries to regain it by various amusing subterfuges. Clever lines. French. 50c. Royalty, \$10

Marse Covington, by George Ade. 1 act. 5 characters. Interior. Marse Covington, an impoverished Southern aristocrat, is saved the disgrace of being put out of a gambling house by a faithful old Negro. Delightful character delineation with a touch of pathos. French. 50c. Royalty, \$5

Nettie, by George Ade. 1 act. 5 characters. Interior. Three men find themselves equally tricked by Nettie, the diligent and delectable gold digger, who appears only as her character is reconstructed by the baffled suitors. French. 50c. Royalty, \$5

Four Plays for Male Characters, by H. M. Vernon. Including "The Case of Johnny Walker," an especially good play of intrigue at detective headquarters; "'Something' in the City," a play of modern English business; "All Men Are Fools," dealing with the vicissitudes of love at a British army post in India, and "Squeaky," in which a prison governor is also a clever psychologist. Four excellent plays. French. 75c. Royalty, \$5

Moonshine, by Arthur Hopkins. 1 act. 2 characters. Interior. A moonshiner captures a revenue officer whom he intends to kill. The officer, through a shrewd trick, inveigles him not only into refusing to kill him but into insisting upon his captive leaving the cabin at once. French, 35c. Royalty, \$5

If Men Played Cards as Women Do, by George S. Kaufman. 1 act. 4 characters. Interior. A brilliant satire in which men gravely discuss servants, clothes, and scandal across the bridge table. Recommended only for a sophisticated audience. French. 30c. Royalty, \$5

Four of a Kind, by Constance Wilcox. 1 act. 5 characters. Exterior. A melodrama of the sea in which four rogues attempt to steal the Votive pearls from a ruined monastery but are out-witted by a priest. French. 35c. Royalty, \$5

Undertones, by Phoebe Hoffman. 1 act. 4 characters. Interior. A father is influenced by the ghost of his youth to sympathize with his son's love affair. French. 30c. Royalty, \$5

The Medicine Show, by Stuart Walker. 1 act.

- 3 characters. Exterior. An amusing study of rural American types portrayed by two clodhoppers and a quack doctor. In "Portmanteau Plays." Appleton. \$2.50. Royalty, \$10
- The Rising of the Moon*, by Lady Gregory. 1 act. 4 characters. Exterior. A homeless fugitive from the law, disguised as a ballad singer, so wins the sympathy of a sergeant of police that the officer assists him to escape the law, though there is a reward for his detection. French. 50c. Royalty, \$5
- In the Zone*, by Eugene O'Neill. 1 act. 9 characters. Interior. Sailors on a steamer crossing the war zone suspect one of their number to be a spy because of a small box which he has been concealing. In a strong denouement it is discovered that the box contains letters from a former sweetheart, renouncing him because he is a drunkard. Fine dialogue. In "The Moon of the Caribbees," Modern Library, Inc. 95c. Royalty, \$15
- Bound East for Cardiff*, by Eugene O'Neill. 1 act. 11 characters. Exterior. A tragedy in which the essential kindness of a group of sailors is shown beneath their rough exteriors. Little action but intensely dramatic. Requires experienced players. In "The Moon of the Caribbees," Modern Library, Inc. 95c. Royalty, \$15
- Boots*, by Ransom Rideout. 1 act. 4 characters. Interior. An innkeeper, a cook, a coachman and a veteran of the World War are involved in a tense and terrible scene centering around the handsome boots worn by the veteran. The action takes place in the kitchen of a Russian tavern. Appleton. 50c. Royalty, \$10
- The Brink of Silence*, by E. E. Galbraith. 1 act. 4 characters. Interior. An antarctic explorer, learning that his wife believes him dead and has married again, remains in the south under an assumed name. When his son, returning from a successful expedition, stops at the cabin, the father glories in the young man's achievement but does not make himself known. In "Short Plays of Various Types," edited by Milton W. Smith. Charles E. Merrill Co. 75c. Royalty, \$5
- Just Two Men*, by Eugene Pilot. 1 act. 2 characters. Exterior. Melodramatic father-son plot. Colorful and tense little drama of the sea. French. 30c. Royalty, \$10
- The Game of Chess*, by Kenneth S. Goodman. 1 act. 4 characters. Interior. A thriller in which a Russian aristocrat plays a metaphorical game of chess with a man who has come to kill him. His superior wit brings about the suicide of the peasant. Swartout. 50c. Royalty \$10 if admission is charged, \$5 if no admission is charged
- Release*, by Edward H. Smith. 1 act. 5 men. Interior. Four jailed burglars, one a murderer, but all implicated in the crime, throw a coin to determine which of the group shall sacrifice himself for the others. Thrilling action and startling climax. Remington. 40c. Royalty, \$10
- The Zone Police*, by Richard Harding Davis. 1 act. 4 characters. Interior. A police officer in the Canal Zone arrests an officer in the army who is a confirmed drunkard. The play shows a trick which the police officer uses to make the other realize his condition. French. 30c. Royalty, \$5
- Brains*, by Martin Flavin. 1 act. 3 characters. Exterior. Three desperate ship-wrecked sailors plot for one another's lives. Obtainable only in volume, "Brains and Other Plays." French. \$1.60. Royalty, \$10
- That's My Hat*, by Doty Hobart. 1 act. 8 characters. Especially good for banquets. The one woman may be played by a man. An amusing skit concerning the ownership of a hat. French. 30c. Royalty, \$5
- The Ghost of Jerry Bundler*, by W. W. Jacobs and Charles Rock. 1 act. 7 characters. Interior. Several men gathered at an English tavern tell ghost stories. A bet is made that no ghost can frighten one of the party and is won by another who disguises himself as the ghost of a bandit, long dead. An old favorite. French. 30c. Royalty, \$5
- The Touch of Truth*, by H. M. Walbrook. 1 act. 2 characters. Interior. An aspiring young actor convinces an older actor who is trying to discourage him that he has unusual dramatic ability by doing a bit of acting so powerfully that the older man mistakes it for reality. French. 30c. Royalty, \$5
- The Gray Overcoat*, by William R. Randall. 1 act. 3 characters. Interior. A melodrama in which the police inspector, the brilliant detective and the thief are involved in exciting action ending in the establishment of better relations between the inspector and detective. French. 30c. Royalty, \$5

(Concluded on page 58)

Finding Joy in the Open*

By

BERTHA CHAPMAN CADY

Will you go with me out for a tramp through the park or along the river shore this morning? There is something peculiarly invigorating about an early walk just at dawn, always a time of greatest glory, freshness and music, especially during these weeks of Spring awakening.

It seems that the whole world is moving northward. Robins, bluebirds, woodpeckers, blackbirds, song sparrows are here and each day one meets new friends and so will it be for weeks to come. Travelers on their way from South America to Labrador—warblers: myrtle, black-throated green, and yellow; catbirds, thrashers, thrushes, tanagers, orioles, vireos and fly catchers—an army of them, coming like waves of a world wide ocean, some to stay, others merely pausing for rest and food. The trees are blossoming in rich reds and gold, yet how often I find that this tree blossom time is quite unknown to the man and woman with whom one works and plays. Have you seen the red glow on the elm twigs? It is already beginning to turn to the misty green of tender seed disks; no, not yet leaves. Are you watching the full tassels of the poplars, cottonwoods and alders swinging in the breeze? Do you know the crimson tongues of the hazel or do only their slender catkins win your attention? You have two kinds of flowers in all these; one having only stamens and the other having only pistils. Have you seen the velvet fronds of the ferns uncoil where skunk cabbages are blooming, while flies and bees hunt them out for their first taste of nectar and pollen?

I hope everyone who may be listening in has felt the quickening that comes with Spring and it comes as naturally as the air we breath. It brings us back from a walk in the woods or fields enriched and the fresh sweetness of the wild things we meet by the way will linger in our memories for days.

But I hear some one saying out there that such talk is all right for some few fortunate souls but not for those who live in crowded cities or ugly narrow little places. The hurry, the ugliness, is all too often within and we can, to a great extent,

shut it out and know that the spot of earth on which we stand is the most wonderful spot on earth. In this spirit we begin to remember that man did not make the earth nor the heavens but that we are, in truth, standing on holy ground. Have you ever really *seen* the wonders spread before you? Heaven and earth unite to supply you with infinite variety of nature material. It is about you everywhere. You can't get away from it: on the wing, under foot, hiding in holes and in crevices, in the tree top, curled in the leaves, sheltered in the blossom and the seed. It is sharing with us our home and garden, our shop and market cart. By day it soars and sings and calls, by night it prowls and hoots and howls. The day brings us the rustle of busy lives; the night brings us peace and best of all it gives us the stars.

Do you lack the joy of all this? Then, indeed, the lack must be within yourself for all is there awaiting you if you have the eyes to see and ears to hear. Do you know the secrets of the trees, the butterflies, birds, toads, snails, and spiders or are you walking through life as one in sleep? Every hour of your day might be made richer by a little patient effort in forming the habit of seeing things and wondering about those things you see. Whether you spend time indoors or out, there is always a bit of fancy here, a fact or two there out of which to build a romance, a tragedy, a fulfillment or a sacrifice. Every living thing about us, be it the wee conies harvesting hay amid the bleak storm-riven cliffs or the ant beneath our feet, has a story to tell and there is always an adventure in discovery awaiting just around the corner.

Why, there is a tale of other worlds, of other times, lurking in the commonplace vegetables you are going to prepare for dinner. The tomato for your salad was once the love apple used to adorn the mantle shelf of your grandfathers but no one dreamed of eating it—for being a relation of the night shades it was supposed to be poisonous. Its closest neighbor on the market shelf is our old familiar Irish potato which came to us from far off South America. Yet, it had to cross the At-

*A radio talk over WEAf.

lantic three times before it reached England. It was early brought into Mexico then across to Spain by the early explorers, by Cortez after his conquest, back again to Georgia and later across to England by Sir Walter Raleigh and thence into Ireland. A much traveled vegetable this, yet would I venture to guess you do not even know what part of the plant you are eating. Is it root, stem, seed or what? And why, since it is a native of South America, do we call it Irish? And what other relative of these two distinguished members of our household have I now at home ready to be sliced, dipped and fried for my own dinner? It is beautifully purple. Have you guessed it? And the oranges we eat: where did they originally come from? and how do we get Mediterranean sweets, navels and bloods? Where does the banana come from? Do they have flowers to make their fruits and where are the seeds kept?

Why do we say our geranium, or pelargonium really, is related to the golden nasturtium which will soon be blossoming in our gardens? Nasturtium is not a very good name either—for it was given by the earliest discoverers of this plant far away in Africa merely because it bit their tongues as the water cress had done at home. Therefore the two, to these simple souls, must be related. Water cress really belongs to the mustards as do the radishes, cabbages and many other vegetables. By the way do you know the old superstition about the radish? If you will wear a wreath of purple radish blossoms on your head you will never be annoyed by evil spirits or witches weaving spells about you or glaring at you with an evil eye. To go back to our nasturtium, or tropiolum, meaning a pile of trophies which is a better name for them. If you look back to the Roman hordes returning from battle and think of the pile of shields and helmets in the market place or forum you will recognize the reason for the name tropiolum. Remember this when you look at your plants with their leaves so like round shining shields and the gay little helmet-shaped blossoms.

And why should we fail to recall, as we find our first Jack-in-the-pulpit, that here we are fortunate in having the northern-most adventurers of a very distinguished family whose members spread far over the world? Though Jack is often diminutive in our cooler north, his tropical relatives are lusty fellows. The taro plants of the Pacific islands supply the natives with food as do the elephant ear and dasheen. You may remember the great expectations we had a few years

ago of the dasheen supplementing the potato crop. The calla lily is another well known relative of Jack's though of course it isn't a lily at all. I wonder if you have seen the white pollen clinging to the yellow spike of stamens and looked deep in the calla's cup to find the pistils and the seeds. The white sheath is not at all like petals. It is a spathe. Tulips are gorgeous now—no wonder the pixies put their babies in them to be cradled by the wind. Of course, it is the fairies who gave them their dainty colors and sweet odor.

Now I have told you some stories just to stir your curiosity about some familiar objects. Let us see how keen your eyes are and what ears are for. Will you take your pencil and jot down the answers to these questions? Try yourself out? Let's have a little game and see who wins. We test the children to see how wise they are; let's test ourselves for fun.

1. What native bush is now a mass of golden blossoms? Another beside the forsythia, as it is not a native.

2. What butterfly is coming from its winter hiding place with under wings mottled like the charred wood against which it is resting?

3. What bird is carrying mud to build his best foundations?

4. What call note are we hearing from our familiar little chickadee?

5. What part of the plant am I eating as I nibble at a clove?

6. How many eyelids on each eye has my pet cat? Some say one, two?

7. What secret does the willow hold—on one bush I find all gold dusted pussies; on another all are rough and green?

8. A spider just ran across the reading stand and dropped on her web to the floor; did she go down head first or body first?

9. Where does the web come from?

10. The high holes, or yellow hammers, are calling across the fields real spring messages to their mates. They are woodpeckers, of course, but how have they broken the family traditions in their dining habits? Look at their toes.

Well, what is your nature I Q? and do I hear you saying, "Ask me another"? To understand what you see in nature is indeed to gain one of the greatest resources of life.

Start your "Signs of Spring" calendar at once. Will you write me some of the charming things you add to it? Why not inaugurate a nature week

(Concluded on page 56)

The Church at Play

A MAY DAY POETRY TOURNAMENT

By

EUGENE RODMAN SHIPPEN,

Second Church, Boston, Massachusetts.

The Second Church in Boston (1649), Puritan in tradition, is today courting beauty and reviving customs which stern Cotton Mather, one of its early ministers, would have condemned as pagan. May Day has now for some years been celebrated with seasonable rites, the minister of the church bringing to his work some of the spirit of the Playground and Recreation Association with which he became acquainted when he was with War Camp Community Service.

Last year the festival was somewhat elaborated. At seven o'clock the neighborhood was aroused with a fanfare of trumpets, followed by the Oxford May Day hymn, *Te Deum Patrem Colinnus*, Gounod's *Domine*, *Salvam Fac*, and the old English glee, "My Love's Like a Red, Red Rose," sung by a choir of mixed voices on the steps of the church. A parish breakfast was then served, some of the guests coming miles for the event. At eight o'clock the poetry tournament was announced, a trumpeter summoning the company. The stage curtains drawn, behold the May Queen on a scarlet throne, holding court! She, Miss Elizabeth Wright of Brookline, looking the part, attired in white, with pink roses in her lap, is attended by lovely ladies-in-waiting in salmon pink and apple green, carrying branches of forsythia. Graciously the Queen welcomes the brave matutinal gathering. Forthwith a page announces three poets in the courtyard without, desiring to pay homage. In mediæval gowns of blue and crimson they appear and are greeted, the one whose poem meets with most favor being promised a golden rose.

To assist the Queen in bestowing the award, three judges are called in consultation,—Professor Bliss Perry of Harvard, Professor Chauncey Brewster Tinker of Yale, and Miss Abbie Farwell Brown, President of the New England Poetry Club. Miss Brown, the spokesman for these, in scarlet robe and hood, sits at the Queen's right.

Now for the joust!

Judith Claire Stern of Wellesley College re-

cites a *March Song*; Rosalie D. Hickler recites a *May Song*, written while an undergraduate at the University of Michigan; and Robert Taylor of Harvard, appearing for Marshall W. Schacht of Dartmouth, reads a *Song for a May Dance*. (The three poems had previously been selected from the nineteen submitted.) The Queen impartially crowns each with a garland, turning in her perplexity to the judge for a verdict, "when all are so worthy." Meanwhile, Professor Earl Marlatt of Boston University, who last year in a similar tournament had won the golden rose, the artistic work of a French jeweler, delivers the prize with fitting words into the hands of Arthur L. Williston, presiding over the festival. Miss Brown then announces the decision of the judges. The page brings the golden rose on a cushion and amid applause Marshall W. Schacht, *in absentia*, is awarded the prize, his deputy on bended knee accepting it.

The tournament, thus successfully held, calling forth nineteen original poems from undergraduates in various colleges, introduces to America a fourteenth century French custom perpetuated in the *Jeux Floreaux* of literary France, the committee in charge feeling that a festival so blithe is worthy of a place in the calendar of Puritan New England and that the attempt to restore romance to May Day may appeal to all who, in the words of an old writer, aim "to live with joy and mirth, fleeing ennui and sadness, enemies of the Gay Science" (poetry).

A slave of routine is limited to his round of knowledge; the men who make the life of the world, are those who have the courage to believe more than they know and the conscience to test their beliefs in the spirit of truth. You will find these men in the eleventh chapter of Hebrews, you will find them in Plutarch's *Lives*, you will find them all down through the history of modern science and inventions, you will find them all about us today in the everyday walks of life.

CHANCELLOR ELMER ELLSWORTH BROWN

Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM G. VINAL

“Dog-on Right”*

The telephone rang. A friend invited me to come over to his camp and say something to his boys. As I put on my hat, Rex, by leaping upon me and by racing back and forth, made it known in his own way that he, too, wanted to join the party. When I asked him the unnecessary question as to whether he wished to go out for a walk, he responded by an affirmative bark, and by a vigorous tail-wagging.

No sooner were we out of doors than he began to nip the back of my ankles—first the one and then the other. I could feel the sharpness of his teeth, but never too hard. I kicked at him without meaning to reach him. He and I had a mutual understanding about that. This is one of our little games. We often play it when we start on a hike, but never when we are “dragging in.”

In a few minutes we were at the camp. I was surprised to observe how many of the fellows knew Rex by name. I began: “Rex has certain games that he likes better than others. When I left my tent, he started to play one of his oldtime games called ‘Nipping the Ankles.’ His ancestors used to engage in the same sport. ‘With whom? When? And why?’ do you ask? You know that they played it in running down a hoofed animal. When his quarry became exhausted, the dog’s great-great-grandfather (a wolf) sprang at his throat. Even today a shepherd dog follows the same method in driving cattle. Did you ever note how careful the shepherd dog is in approaching cattle when they are in standing position? He must be on his guard, for he knows that they are then in the right balance to administer a hard kick to him.

“I have just hinted that his fourteenth great-grandfather was a wolf. Your fourteenth great-grandfather lived in the woods, too. What every one of us is, is due to heredity or education. His ancestors did not bite my ankles but those of the reindeer, moose, and caribou. They did it to run

the animal down or to cut a tendon, called hamstring. I find that boys and western girls know the term. This may be due to the stories they read. Now Rex did not hamstring me. He did not intend to because we belong to the same pack. His grandsire belonged to a pack. The puppies of the same pack will bite each other, wrestle, and snarl but they will not hamstring or vitally injure one another. All fur bearing animals get their education, in part, by these lessons. I saw a mother skunk with her two skunkies the other night. The skunkies were biting, wrestling and squealing, but they did not spray each other. If I had just patted one in a friendly way he would have promptly disinfected me. Rex and I will now try a little rough house. You watch him closely and see the positions he takes. Remember all the time that his grandfather was a wolf and that we belong to the same pack.

“Just as Rex prefers certain pastimes,” I continued, “so you boys have your favorite games. What are they?”

“Hunting,” shouted back a little chap sitting crossed-legged in the front row. “Trailing,” “Capture the Flag,” “Hare and Hound,” responded others.

“Rex has shown certain impulses for education. These impulses are deep-rooted, and probably guide puppy education ever since a pup was destined to grow into a dog. The game of Tag was the earliest one that Rex ever played. He enjoys chasing and being chased. He inherited this educational impulse from the time when the very earliest one-celled animal started in search of its first bit of food. The dog spies a rabbit. The rabbit excites the dog’s stomach—and much more; every nerve and every muscle in the dog’s body. The muscles set his blood a-tingling; the respiratory organs join the party. The whole dog is after the rabbit. Such a reaction is as old as life itself. And the same system of natural growth is at work in the education of the camper, but to the *n*th power of complexity.

“The chase was the way Rex’s great-great-grandfather had of getting food. Hence Rex still has the impulse to pursue anything that will run—whether it be a ball, another dog, or children. A cat in motion is the best yet. Watch him when

*Reprinted, with some additions, through the courtesy of *Camps and Camping*, 1927, of the Spalding’s Athletic Library.

I try to roll this ball past him. You boys have much of the same spirit of the chase in you. This is not a new thing. The chase was the favorite sport of King Edward III, centuries ago. It will continue to thrill boys for ages to come.

"Rex enjoys equally well the game of hunt, for it is necessary to locate or search out the hiding place of the quarry before beginning the chase. Often, therefore, he will bring to me a



WHAT DID YOU SAY?"

BRACED FOR A CHASE.

ball and press it against my knee, as though saying, 'Please hide it that I may go and hunt for it.' Plainly, it is not the ball that he wants; it is the activity of hunting for it that he enjoys. I cover his eyes with my hands and quietly toss the ball to a friend to hide. If my friend clumsily makes a noise, Rex will locate the ball by his keen sense of hearing; otherwise, you will note how he sniffs the air, thus trying to locate it by his sense of smell.

"But observe how differently Rex conducts himself when he wants to play the game of running after the ball. He then brings it and drops it at my feet. If I ignore him, he repeats the process. Now I throw it. He is after his quarry instantly. He pounces on it, grabs it up or holds it down with his paw, depending upon the nature of the make-believe animal that he imagines he has captured.

"Thus does Nature demand that he educate his eyes, his ears, his leg muscles, his lungs, his teeth, his complete self. If he is going to develop into a whole dog, he cannot omit any of these exercises. His inner nature calls for hunting, chasing, pouncing, and holding. His ancestors played in the same way. These games are traditional in the puppy school. And there is an equal demand for them at camp; for, historically, boy nature in many respects resembles dog nature. If you fellows do not play these games under proper supervision, then you begin to hide your bunk-

mate's cap, or run away with his tennis racket, jump unexpectedly on your neighbor's back, use the half-nelson on him, or start a general rough house. Some of your counsellors might say that you are merely letting off steam; but I prefer to find the explanation in the fact that you are giving evidence of the fact that you are a regular pupil in nature's school.

"Every individual is older than his years. He is governed largely by the wild 'Mother Nature' that is in him. No matter how much I might try to teach Rex, there remain certain old instincts in him that he persists in obeying. Much to Mrs. Vinal's discomfort, he insists on taking a good strong smell of every member of the party whenever company calls at our home. That is merely his ancient method of securing an introduction to his guests. And no matter how good a breakfast we may serve to him, he simply must steal a bone out of my neighbor's garbage pail. Should another dog approach, Rex crouches; the hairs on his back and shoulders bristle up. Thus he proves that he has developed a sense of property and does not welcome another dog in his yard—just as though he were guarding his ancestral den. When settling down in a comfortable parlor chair, he turns around several times as though shaping his bed of leaves. He sings when he hears the cornet, and thus may be reviving the howl of the pack. Indeed, Rex is merely a tamed wolf.

"If we could trace Rex back to the wild state we should find that he traveled in a pack. Early mankind likewise banded together for mutual protection. This is the reason why it is second nature for you fellows to band together and to form groups. However, instead of calling yourself a pack, you become a gang, or a team, or in Boy Scout language, a troop or a patrol.

"The gang spirit was useful first of all for fighting. In camping we recognize the fighting instinct in physical rivalry—in a race or in a tug-of-war. In swimming we fight the waves and the tides; on our trips the fight may consist in conquering a mountain height; in adult life, the fight may comprise the elimination of measles in your community. Rex is beginning to get civilized in this fighting game. The second a cat stops running away from him and wheels about, he admits that the game is over. He has learned, too, the folly of fighting a polecat on sight. However, if I corner him when chasing him around the davenport, he growls. If I pat another dog, he growls. You see, jealousy is closely related to the fighting instinct. And, of course, I never try to

take a bone away from him when he is eating; for that is putting too much of a strain upon his veneer civilization.

"If I crouch over and creep up or snarl at him, he snarls back. If I hold my hand like a claw and make a sudden lunge at him, he will snap back at me. At times, his teeth have actually closed in on my hand, but he has never drawn blood. But at those times, I have not been playing fair with his instincts. If his teeth touched me, he looks ashamed in an instant. His first act was prompted by inheritance; his second by education. If I pretend to chide him by saying, 'Are you not ashamed of yourself?' he drops his ears, hangs his tail and looks very dejected. But if I shout out, 'It's all right, old boy,' he leaps into my lap, kisses me, wags his tail and wiggles with delight. Both he and I possess the power of 'looking daggers' or looking friendly with our eyes, or of snarling with our lips. But I alone have the muscles that will



"ON THE MARK!"

THE GAME OF HUNTING IS
INHERITED

place a smile on my face. I can put on a false external expression of fierceness. But he is more honest. His external expressions are never false. They always reflect accurately the emotion that is stirring within his heart. I love him for his frank open-mindedness.

"But like you and me, he reveals the softening process of civilization. One price we have thus far been obliged to pay in order to purchase civilization is that of exposing ourselves to disease. Therefore, half of our puppies die of distemper. It was a year and a half before Rex buried a bone. As a result his nose bore a sore and it was several months before the natural growth of hair there was restored. Although he is a Lapland Eskimo, he shivers on a cold day and seeks the comfort of a warm stove. When someone occupies his armchair, he is unhappy mentally and physically. It is easy for him to cultivate a

dainty; yes, even a fastidious, appetite. Indeed, he can become as finicky as a girl who has evaded Nature's law of physical exercise. Then his feet and muscles become soft, his nails long, his senses less acute. No matter how much I may try, I cannot interest him even in a rabbit's track—a track that throughout the ages used to mean so much to all dogs but is now limited to the hounds only. And so it is with you boys. A bear track means much to the hunter, less to the camper, and nothing at all to the city boy. Through disuse, you may kill your instincts.

"Occasionally after Rex has fallen into a doze, he will begin to whimper without apparent cause. A dreamy alertness seems to hover over him as though he were still in fear of things that occurred centuries ago in the dim past. He growls; his hair stands up. After he is awake, he manifests this same watchful attitude whenever a stranger approaches. He turns his ears according to the direction from which the sound is coming. Human beings no longer possess this power of turning the ears, although some of us still have left a remnant of these muscles so that we can wiggle our ears. But for the most part we are obliged to resort to the awkward expedient of trying to make our ears larger by cupping our hands in back of them.

"And at this point I want to call your attention to his teeth. They are perfectly white and clean, yet he never uses a toothbrush. He has not yet become civilized enough to chew his food improperly or to eat a multitude of things that cause his teeth to decay prematurely. To be sure, he is now learning to be too fond of candy, and the teeth of his great-great-grandchildren will pay the price of this knowledge. But, fortunately, from his puppy days up, he was not obliged to depend on milk toast, oatmeal, mashed potato and chocolate drops for his diet. Hence, his teeth received plenty of healthful exercise.

"Now, boys, you may be dismissed, for I want to say a word to your counsellors."

TO THE COUNSELLORS

"While I was speaking to the boys, it must have occurred to you counsellors that in precisely the same way that Nature has set forth a definite course of study for dog education she likewise has handed down a definite program for boy and girl education. Too many luxuries for your campers, food that is too rich, clothing that is too abundant, houses that are too warm—make us all

soft. A camper needs simple living. The desire for a real struggle with hardship that Nature has planted in his heart is too often left ungratified. While in the city, the stone sidewalk, the paved street, the cement basement, as a playground, prevent him from carrying out Nature's intentions. If he starts to wrestle, he puts forth but half an effort, for he knows he will have to fall on a concrete floor instead of our Nature's grass. He merely pretends at playing hide-and-seek, for the city street makes it possible for him to run in only one of two directions. Accordingly, he does not develop the brisk thought and skill of the game



"ONE STEP NEARER AND I'M "CREEPING UP" IS AN INBORN
OFF" IMPULSE

in the forest. Chasing a neighbor's cat under the piazza is not as exhilarating as matching wits with a snowshoe rabbit or shooting birds with a camera. At best, much of city education is merely surface education, when its motive should be stirring from the soul within. A setting-up exercise in a gymnasium is a half-hearted muscular drill, a mechanical-doll affair, when it should be a passionate pursuit of red-blooded exploits in the woods. Camping should supplement and not duplicate school training. It should offer the hardiness and the intellectualness of the training of the wild.

"There are some who think that dogs possess real intelligence. If by intelligence they mean the ability to learn new things, the evidence is all in the affirmative. Others believe that dogs can reason; but animal psychologists have not yet proved this to be so. I have several times seen evidence that lead me to believe that Rex solved his problems by means of some sort of reasoning power. For example, if I throw a stick into the lake, he will swim out after it. Then I begin running along the shore. Instantly he drops the stick and strikes out by the shortest route toward land instead of following his original impulse of swim-

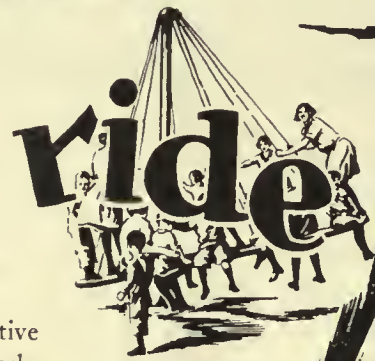
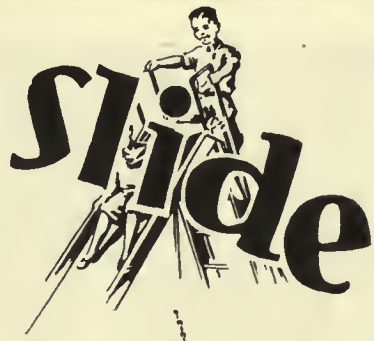
ming toward we wherever I may happen to be. Again, when we let him out in the morning, he runs to the front porch for the newspaper, brings it to the back door, and stands there whining. If no one opens the door, he puts down the paper, barks, and picks it up again only when he can enter the house with it. Such a series of acts seem more complex than mere instinct or chance.

"A further comparison between dog education and human education may help us get the right perspective toward camping. Rex has been taught to sit up, to shake hands, to speak, to roll over. These tricks are about as foreign to natural dog life as is marching to scouting or camping. A drill is nothing more than a stunt with which to show off. Its only use is in a parade. A setting-up drill is about as foolish a way to exercise a camper as a dog. Just think of Rex getting his muscle training by such commands as: 'Right Face!' 'Left Face!' 'Forward, March!' 'Right Paw! Raise! One, Two! One, Two! Run by Twos! Run by Fours!' This artificiality does not begin to compare in effectiveness with Nature's method of chasing and hunting. Yet I have known some camps to resort to regular setting-up drills.

"And another factor I want to bring to your attention is the use of names. I call my dog Rex; but that is just a convenient title to use when I want to summon him to breakfast. When Rex goes out for an airing, he meets my neighbor's dog, whose name happens to be Rover. Rex does not care in the slightest what the other dog's name is, but he is much concerned about knowing whether Rover is a friend or a foe. There are innumerable things more important than names, yet many counsellors think that if they can get their girls or boys to name so many birds, or so many trees, that they are thereby winning the right to certain camp awards. Nothing could be further from the aim of such awards in nature lore. It is far more important for your camper to wear his merit badge in his heart than on his sleeve.

"I advise you to have a dog in your camp. Get him when he is a pup and let him grow up with the girls and boys as their mascot. Encourage them to draw up a list of games that he likes to play. Take him on a ramble in the woods; lead the campers to observe his habits and then start a contest among them as to which one can write the best story on his inherited instincts, or the manner in which he expresses his emotions. See what camper or counsellor can teach him the

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Fun
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"A word to the wise is said to be sufficient. But some counsellors are too often like old dogs. You cannot teach them new tricks; but on the other hand both are noted for their faithfulness and devotion. The dog has had his share in developing those higher qualities of man that tie up with responsibility and sympathy. The person who can win the confidence of a dog gives the best possible testimony of his kindness. The care of a dog is a great humanizing element. If human beings follow more closely canine methods instead of saying 'another man gone wrong,' we will exclaim 'Dog-on Right!'"

SUGGESTIONS FOR LIBRARY READING

How is a dog able to track in the right direction?

What dog has webbed toes for swimming?

What is the origin of the following names: Shepherd, Bull, Turnspit, Setter, Pointer?

Why does he have tushes?

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Wild Animals I Have Known, "Lobo." Ernest Thompson Seton.

Lives of the Hunted, "Tito." Ernest Thompson Seton.

Watchers of the Trail, "The Passing of Black Whelps." Roberts.

"The Coyote," Bret Harte.

Jungle Book, "The Law of the Pack." Kipling.

Wild Life on the Rockies, "Faithful Scotch." Enos Mills. Houghton, Mifflin.

Greyfriars Bobby. Eleanor Atkinson. Harper.

Stories of Brave Dogs. M. H. Carter. Century.

Stickeen. John Muir. Century.

Bob, Son of Battle. Alfred Olivant. Doubleday.

Beautiful Joe. Marshall Saunders. Doubleday.

Polaris. Ernest Harold Baynes.

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The Nature Guide School is to be under the leadership of Dr. William G. Vinal who is already well known to readers of THE PLAYGROUND. Many have played on the beach with him at Atlantic City. Or possibly they went on one of his nature trips at Memphis. The booklet announcing the school has a list of fourteen instructors. There is every indication that plans have been made in minute detail.

The school is to be located at Western Reserve Academy, Hudson, Ohio, which is about twenty-five miles from Cleveland. In the winter the

(Continued on page 56)

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Many recreation workers are familiar with John Martin's *Recreational Games and Programs* which has been used for a number of years. In this new edition many additional games and activities have been incorporated, notably a section on Suggestions for a Progressive Game Party. The book now includes approximately 200 games, stunts and activities, classified under Grand March Figures, Introductions and Mixers, Active Games and Relays, Quiet Games, Stunts, Relays and Games in Which a Few Entertain the Group, Musical Games, Active Classroom Games and Suggestions for a Progressive Game Party. \$.50

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- How to get playgrounds*—forming a playground organization; promoting a campaign; organizing demonstrations; etc.
- Planning, constructing and equipping playgrounds*—choosing sites; laying out the grounds; selecting apparatus.
- How to conduct a playground*—The need for leaders; selecting leaders; care of the grounds; handling the children; program of activities, games, entertainments, etc.
- Appendix*—a playground bibliography; a list of helpful organizations; a list of manufacturers of playground equipment.

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Finding Joy in the Open

(Continued from page 45)

in your community for you and others who love the things of the outdoors? Be sure to keep your eyes open to spy the first hepaticas, bluets, blood-roots and find the first robin's nest. No other activity more completely captures the interest of the entire family, for nature has something for every human being. There are endless discoveries to be made by the young children; father and mother can add the enthusiasm of a real hobby with the touch of science, grandmother and grandfather may add a rich background of philosophy. A real nature club in the home where its members know that "Earth's crammed with heaven and every common bush afire with God."

This will do much to help you learn the gospel of contentment, of appreciation, of heeding simple near-by things; a gospel—the burden of which still is love, but love that goes hand in hand with understanding. There is so much in nature that is lovely and lovable, and so much that gives us pause. Here it is, here we are and let us make the very most of it.

Let us climb the mountains and get their good tidings. Nature's peace will flow into us if we but let it as the sunshine flows into trees. The wind will blow its own freshness into us and the storms their energy, while cares will drop off like autumn leaves. May this be a summer full of joy in the open for you all.

Nature Guide School

(Continued from page 53)

academy is a boy's school. It has 500 acres of farm and woodland with fine old modernized colonial buildings. The region being at the northern end of the Alleghenies is rich in Indian lore.

Although the Nature Guide School is organ-



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ized primarily for teachers there will be many students sent by various Recreation Departments. Playground directors are recognizing nature clubs as one of the most important outdoor activities. Nature work is often a failure because of the lack of good nature guides. At the same time it is believed that the best nature leaders for any community are the young people who have grown up in that community. The best investment for a nature leader is, therefore, a young person who already shows enthusiasm as a leader-naturalist.

This brings up the question of finances. The total expenses of attending the school, which is in session from June 17 to July 27 is \$150. This includes tuition, board, room, supplies and steak for the camp fire. It is "all inclusive."

The booklet reads like a story. Write Dr. Vinal at the Cleveland School of Education for a copy.

Plays for Boys and Men

(Continued from page 43)

Three Rogues and a Rascal, by Wilna Wigginton. 1 act. 4 characters. Interior. A rascally dandy, a pompous judge, a sharp lawyer, and the town scoundrel are involved in a clever satire. French. 30c. No royalty.

Anyone desiring plays for both men and women may obtain information from Community Drama Service, The Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

* * *

MINSTRELS AND OTHER ENTERTAINMENT BOOKS

The Minstrel Encyclopedia, by Walter Hare. A complete minstrel guide book, giving full details from the organization of the company to the final curtain of the performance. \$1

The Order of the Boiled Owl, by Arthur LeRoy Kaser. A blackface travesty in three scenes. 25c

The Quintette Minstrel First Part, by Ward Morley. An act for a singing quartette and interlocutor. 25c

The Parody Warblers' Minstrel First Part, by Arthur LeRoy Kaser. A complete routine for the circle. 75c

Harmony Hummers Minstrels, by Arthur LeRoy Kaser. A five-man minstrel first part. 25c

Sunny South Minstrels, by J. C. McMullen. A minstrel show for a small cast. 35c

The foregoing minstrels are all published by Walter H. Baker Company.

Amateur Minstrel Guide and Burnt Cork Encyclopedia, by Frank Dumont. Contains important instructions for everyone taking part in a minstrel show, including jokes, stage effects, cake walk, et cetera. Witmark & Sons. \$1.50

The World's Best Book of Minstrelsy, by Herbert P. Powell. A comprehensive book on the blackface art. Penn Publishing Co. \$2

The Boy Showman and Entertainer, by A. Rose. Includes information on marionette shows, peep shows, home made magic, living pictures, ventriloquism, Punch and Judy, a drawing room circus, shadow shows, and other entertainments. Dutton. \$2

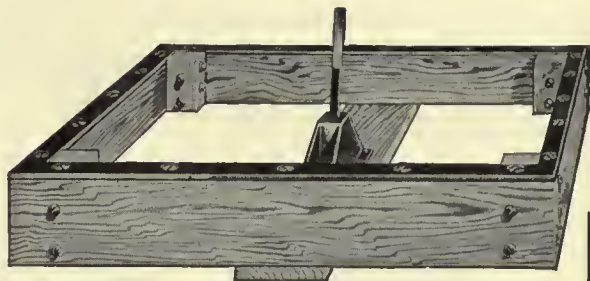
Book of Marionette Plays, by Tony Sarg. Five well-known marionette plays and directions for constructing a marionette theatre with simply worded instructions in the technique of lighting, business, costumes, properties. Greenberg. \$2

Marionettes, Masks and Shadows, by Winifred H. Mills and Louise M. Dunn. Tells how to choose your plays, how to make your stage, how to plan scenes and characters, how to make all kinds of marionettes and how to give your plays. Especially valuable because the authors and high school boys and girls have worked over all this material, have made the marionettes and presented the plays. Doubleday, Page & Co. \$3.50

Community Drama. A practical guide for directors of amateur dramatics. Technical information on stage setting, lighting, costuming. A number of holiday and special day programs are given in detail. Prepared by the Playground and Recreation Association of America. The Century Co. This book may also be obtained from the Playground and Recreation Association. \$2

Shadow Pictures, Pantomimes, Charades, Tableaux, Etc., by Sarah L. Stocking, describes a variety of entertainments which may be given with little trouble. In addition to the shadow pictures, the book contains directions for statuary and a picture gallery. Denison's. 40c

Acting Charades, by Laura E. Richards. The volume contains fifty-four different charades, with an additional list of one hundred and fifty words. Baker. 75c



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1928

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Century Co., The, 353 Fourth Avenue, New York City

Denison, T. S., & Co., 623 South Wabash Avenue, Chicago, Ill.

Doubleday, Page & Co., Garden City, New York

Dutton, E. P., & Co., 681 Fifth Avenue, New York City

Eldridge Entertainment House, Franklin, Ohio

French, Samuel, 25 West 45th Street, New York City

Greenberg, Publisher, Inc., 112 East 19th Street, New York City

Modern Library, Inc., 20 East 57th Street, New York City

Old Tower Press, 59 East Adams Street, Chicago, Ill.

Penn Publishing Co., 925 Filbert Street, Philadelphia, Pa.

Playground and Recreation Association of America, 315 Fourth Avenue, New York City

Remington, Norman, Co., 347 North Charles Street, Baltimore, Md.

Small, Maynard & Co., Boston, Mass.

Swartout, Norman Lee, Summit, New Jersey

Witmark & Sons, 1650 Broadway, New York City

It is often convenient to order publications from one source. All dramatic books may be obtained from The Drama Book Shop, Inc., 29 West 47th Street, New York City.

Book Reviews

MAY DAY-CHILD HEALTH DAY, 1927. American Child Health Association, 370 Seventh Avenue, New York City

The American Child Health Association has issued an attractive report of the results of the 1927 campaign for focussing attention on child health. The chairmen of the May Day Committee in each state—and many of the chairmen are associated with the state departments of public health—tell in this report just what their states did in carrying out a child health program in which May Day is the accounting day when each community takes inventory of its work. The report also tells what was done through the schools, through organizations of various kinds, through the churches, libraries, magazines and the press.

(1917) 8, 10, 11, 12

Plan 3

The Playground

MAY, 1928

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- Are You Alive? By Stuart Chase
- Independence Day Programs
- An Indian Summer in Reading By Jack Stuart Knapp
- Nature Guiding
- The Great Smokies By Carlos C. Campbell
- A Nature Trail in Youngstown By Rachel Stewart
-

The Playground

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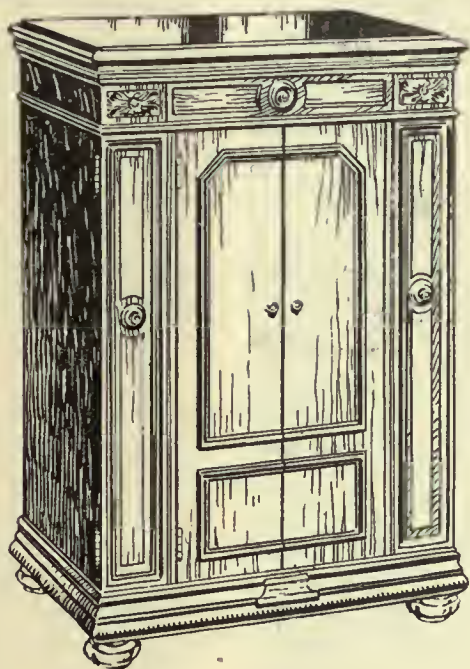
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View of Hollywood Bowl, located in foothills north of Hollywood. This property consists of a site of fifty-nine acres and has a seating capacity of 19,262 persons. By means of reorganization of the management in 1924, the County acquired title to this property, subject to a ninety-nine-year lease, with renewal privilege for an additional ninety-nine years, executed in favor of the Hollywood Bowl Association. Numerous activities conducted in the Bowl have included Symphony Concerts, Opera Performances, Dramatic Productions and Easter Sunrise Services. Many of the world's most eminent conductors and noted artists have participated in these programs, although admission fees charged have been merely nominal.

The Playground

VOL. XXII. No. 2

MAY, 1928

The World at Play

Gifts for Boys' Work.—Harry E. Burroughs, founder and sponsor of the Newsboys' Foundation, Boston, has bought the former Elks' Home on Sumner Street, Beacon Hill, Boston, for \$200,000. It is expected that this building will be used by some 4,000 boys. Mr. Burroughs has set aside \$100,000 additional to provide for the carrying out of the educational program of the Newsboys' Foundation.

The Boys' Club of Bridgeport will receive approximately \$33,000 under the will of Mrs. Clara Louise Baker of Bridgeport. Frederick D. Baker of the same family has previously bequeathed \$15,000 to the club.

Mrs. Kenneth F. Wood of Pawtucket, R. I., has recently financed the improvements made in the swimming pool and natatorium at a cost of more than \$25,000.

The number of men and women making large gifts for the boys and girls of America is increasing.

For the Boys of Pittsfield, Massachusetts.—In honor of the late Zenas Crane of Dalton, Mass., his son, Z. Marshall Crane, has given \$150,000 for an addition to the Zenas Crane Memorial building, which houses the Pittsfield Boys' Club. The new building, which was dedicated on March 16th, contains a swimming pool 75 feet long and 35 feet wide and an auditorium which seats 668 people.

A Bequest for a Band.—The will of Charles A. Jones of Keene, New Hampshire, provides \$1,000 for a municipal band.

Joseph Lee Honored.—In celebration of the opening of the one hundredth playground in the city of Boston, and to honor Joseph Lee, President of the P. R. A. A., and formerly a member of the Boston School Committee, a dinner was given on March 12th by the playground workers.

More than 250 people attended. Miss Julia Murphy, Supervisor of Playgrounds, was in charge of the program and Frederic J. O'Brien, Associate Director of Physical Education of the Boston School, was the toastmaster. Dennis McCarthy read a poem which he had written for the occasion.

Hamilton Receives More Play Space.—As a Christmas gift to Hamilton, Ontario, Canada, C. S. Wilcox has given to the Playground Association a piece of property necessary for the extension of the Wilcox Playground, previously given the city by Mr. Wilcox. The value of the property is \$2,400; of the original playground \$3,400.

Following the announcement of this gift, two friends of the Association each offered \$500 toward the installation of a wading pool on the playground.

A Memorial Community House in Salem, Ohio.—Some time previous to 1919 W. H. Mullins of Mullins Body Corporation, Salem, Ohio, donated to the citizens of the town a site for a memorial community house and \$100,000 for its erection. Because of the high price of labor and material, the building was not constructed at that time but in 1922 interest in the project was revived and the community house—a memorial to the veterans of the World War—became a reality in 1923.

Five years later, in 1928, the house is reported to be filling an increasingly important place in the community and giving recreational leadership in the community at large. The director of the community house was recently instrumental in securing the building with two tennis courts in the city park by the Kiwanis Club and in arranging the community Christmas celebration. A gift of two acres near the memorial building for playground purposes was recently made by the donor of the building. This property is valued at \$5,000.



RECREATION CENTER, BOZEMAN, MONT.

Bozeman Benefits by Gift of Building.—

The first recreation center of Bozeman, Montana, a community of about 6,200 people, has been made possible through the generosity of Mrs. E. Broox Martin, in presenting to the city a building at Beall Park. The dedication exercises were particularly interesting through the presence not only of Mrs. Martin, who made the presentation speech, but of Mrs. W. J. Beall, whose home—the site of the new building—for many years occupied the block of ground now used as a park and playground. Tribute was paid Mr. Ottinger Romney and Miss Eva Pack of the Montana State College and former members of the Salt Lake Recreation Department for their part in making the recreation program possible.

Old Farm Becomes Park.—George Detweiler, a resident of Peoria, Illinois, has recently given the city for park purposes the old Detweiler farm of about 200 acres containing the most beautiful hills, vales and brooks in that part of the city. From the hills the ground slopes down across about a half mile of level fields to the banks of the Illinois River. The old Detweiler homestead, a fine type of southern colonial architecture, occupies a splendid location at the end of a long driveway back into the property. For eighty or eighty-five years it was a center of hospitality and a famous landmark. This beautiful

old mansion will be preserved as a museum of pioneer days, remodeled to provide necessary facilities.

The Commonwealth Fund Reports.—The expenditure of \$1,100,000 last year by the Commonwealth Fund in an effort to improve the physical and mental health of the American children is described in the ninth annual report of the General Director, Barry C. Smith, which has just appeared. The report tells of the health work demonstrations which have been conducted, of the support given child welfare and health work in Austria, of the development of child guidance clinics and of visiting teacher work in public schools, of educational research activities and of the development of rural hospitals. Copies may be secured from the Commonwealth Fund, 1 East 57th Street, New York City.

A New Service.—Berkeley, Cal., has just published a leaflet entitled, "Where Will You Spend Your Vacation?" It lists and describes in detail all the camps in that vicinity under the supervision and control of the Recreation Department.

Traveling Playgrounds.—Chelsea, Mass., is having made swings on wheels which, together with small teeters and other apparatus, including

slides, will be moved from street to street—5 sets will cover the town. Streets are roped off on regular time schedule and supervisors move about with apparatus, thus affording playgrounds for all the small children who do not attend scattered playgrounds.

Clubs Develop Program.—Mr. Roy Schlenker of Plainfield, N. J., has an interesting development in handling his program in the form of clubs. He has a Golf Club, Lawn Bowl Club, and Cricure and Nature Club. The clubs are virtually autonomous and self-sustaining; they elect their own officers and plan their own programs.

The advantage of this is that with a minimum of time there is a maximum of program in these activities.

More Facilities for West Orange, N. J.—

Approval has been secured for a \$25,000 recreation shelter house on the Lafayette Playground; for \$18,000 for the preparation and equipment of the Jenkins Playground and for the purchase of 3½ acres at a cost of \$30,000, for the Woodhull Playground. (This was part of a new development and in a neighborhood where building lots are worth from \$3,000 to \$5,000.) Four new concrete courts will be put in at Colgate Playground.

New York University Opens Summer School.—The 1928 Summer School at New York University, with thirty-four years' experience behind it, offers many inducements to the student who is seriously interested in the learning process. Four hundred and two courses in forty-eight different subject groups, presented by a faculty of two hundred and sixty-one specialists, will be offered from Monday, July 9th, until Friday, August 17th.

Work will be given largely at the Washington Square Center of the University, which possesses facilities for 15,000 students. Courses in Physical Education at camp site Lake Sebago, near Bear Mountain, N. Y., and Education courses at Oswego and Chautauqua will be offered. There will be a special course in educational play production under Professor Somerville, conductor of the Washington Square College Players, and a practical course in Journalism for High School.

The Allegheny School of Natural History.—The New York State Museum and the Buffalo Society of Natural Sciences in cooperation with the Allegheny State Park Commission has announced the second season of the School of Natural History to be held from July 9 to August 25. The school is located within the Allegheny State Park at a point accessible from Bradford, Pennsylvania, eight miles away, and from Salamanca, New York, about twenty miles from the school. Special buildings have been erected for the school, including a small outdoor museum. Courses will be offered in field zoology, field botany, field geology, natural history of birds and nature study. Inquiries should be addressed to registration office, Allegheny School of Natural History, New York State Museum, Albany, New York.

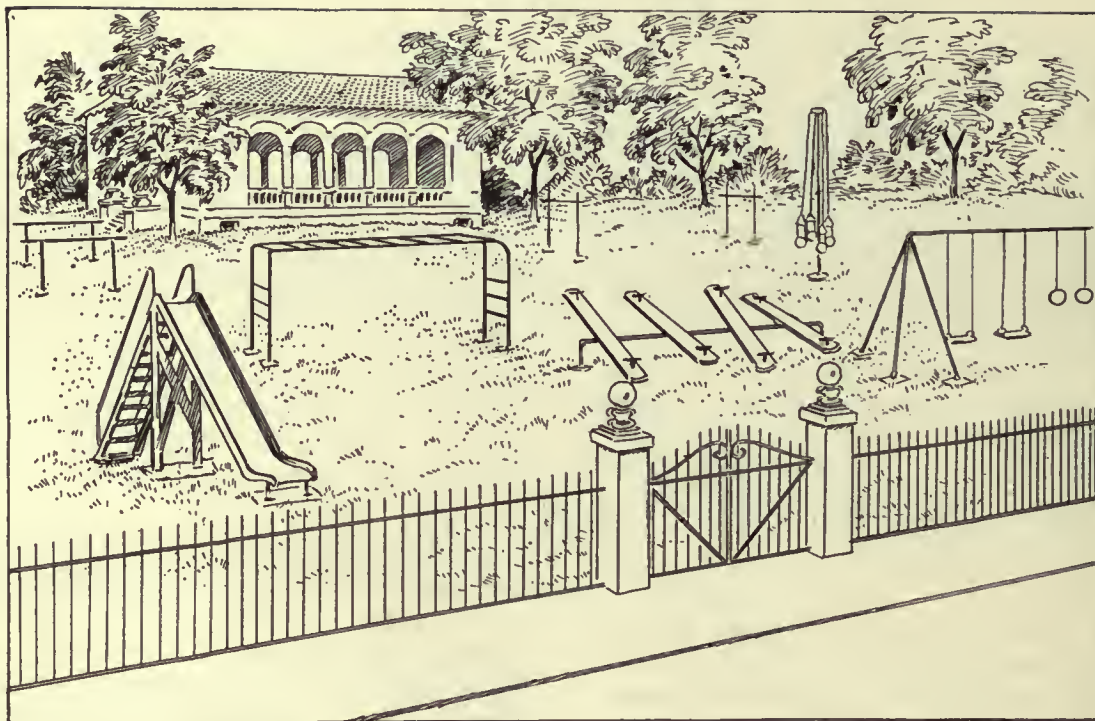
A Training Course for Industrial Recreation Leaders.—The Los Angeles Playground and Recreation Department recently conducted a training course, designed to develop leaders capable of carrying on program activities within industrial firms. In connection with these courses, the Red Cross provided specialists for a series of lectures on nutrition and diet, personal hygiene and personal aid. The Physical Education Department of the University of California assigned members of its staff to give talks and demonstrations on phases of the recreation program.

A Playground Handbook.—In the new edition of "Rules and Regulations," governing the operation of the municipal playgrounds maintained by the Chicago Bureau of Parks, Playgrounds and Bathing Beaches, the Bureau has issued a most useful handbook for playground workers. In addition to the instructions to workers on the subject of report blanks, duties and similar matters, there is a suggested program of special activities for each month of the year. Another helpful and practical section is that dealing with suggested events which may be promoted in each playground at the option of the director. These events are outlined in some detail. The directions are given for playing a number of games such as modified soccer, football, touch ball and others.

Recreation workers will find this booklet exceedingly helpful and it is suggested that any one desiring a copy write Theo. A. Gross, Superintendent of Playgrounds, Room 1004, City Hall, Chicago, Illinois.

THE WORLD AT PLAY

PLAYGROUNDS WITHOUT CHILDREN



AND CHILDREN WITHOUT PLAYGROUNDS



DRAWN FOR THE AMERICAN CITY BY MORRIS AS A PLEA FOR MORE EFFECTIVE COORDINATION OF MUNICIPAL AND PUBLIC SCHOOL RECREATION SYSTEMS
What Suggestions Have Play Leaders?

What Recreation Owes to the Individual*

By

EDGAR J. BUTTENHEIM

President, The American City Magazine

"*More room for play!*" is the persistent plea of the city planner and the park commissioner and the recreation director everywhere.

More swimming pools, bathing beaches, stadiums, athletic fields; more golf courses, tennis courts, baseball diamonds. Active demand from would-be participants shows that the 3219 swimming pools in cities, and the 276 municipal bathing beaches provide but a drop in the puddle of public bathing and water sports requirements; and that the 194 public golf courses, the 6274 tennis courts in parks and such places, the uncounted athletic fields, the 1670 indoor playing centers, all serve by example to create an enthusiasm for so many more.

Yet none of these things constitutes the indispensable of public recreation.

Let us ask the question, then, What is the *one* vital need of present-day recreation? Or, to turn the question about, is there any one fundamental weakness or lack, that causes, now and then, the conviction to get abroad that some particular city's recreation system, adequately financed and operated according to the most modern ideas of efficiency, fails to figure in the lives of any perceptible part of the community? Is it that recreation fails to recreate in any wholesale way? "To recreate," as all pedagogues explain introductory to discussions on the psychology of play, signifies "to give fresh life to, to reanimate, to revive." Play is that kind of activity into which people throw themselves with a push of enthusiasm and a resolute letting go. All that has been done in the past and all that present achievements suggest in future programs of expanded activities along the recognized lines of public play constitute this sort of activity for some of the people, and thus far, it is good. The vital necessity would seem to be for the *plus* which would mean that all of the population would be able to find within the recreation system some means of creative self-expression. The

system itself would seem to need, for its greater perfection, a broadening out until it embraces comprehensive musical programs, art programs, dramatic programs, more handicrafts, more nature study. By reason of the nature of modern economic life, the playground and all its equivalents must increasingly become laboratories for all sorts of experiments that individuals may have opportunity to try out nowhere else. In an age of over-specialization, it must be more broadly general. The home nowadays specializes in preparing the child for school, the school centers attention on preparing him for his work in the world, and his job offers, at most, latitude for the exercise of two or three specializations. The great opportunity and the great need in the recreation movement today is for those facilities which look more to the development of the "whole man."

The too carefully programmed and the too scientifically equipped recreation system will learn how to diversify its programs of general and special cultural pursuits, will expand on the side of the creative and the imaginative to off-set the too great literalness of workaday life. It will somehow give back to the individual the old command of the forces about him which he has sometimes seemed in danger of losing, the ancient skills of his hand with materials and the ancient ability to dream. He will discover in some of the centers which the recreation system must learn how to provide, his special aptitudes, and will find his way about again easily among the external powers that have sometimes threatened to submerge him. He will find character and self-esteem and fellowship with his companions,—and joy. A complex civilization must ultimately develop a recreation system in which the most important cultural assets of the great cities and the most wonder-inspiring scenic beauties and adventure opportunities of the great outdoors will all be made to figure in a ministry to the leisure-time pursuits of the whole people.

*From section meeting, "What Are the Great Needs in the Recreation Movement Today," Recreation Congress, Memphis, Tenn.

Are You Alive?

BY STUART CHASE

The following paper raises an interesting question for reflection.

There seems to be an ascending scale of values in life, and somewhere in this scale there is a line—probably a blurred one—below which one more or less “exists” and above which one more or less “lives.”

I have often been perplexed by people who talk about “life.” Americans, they tell me, do not know how to live, but the French—ah, the French!—or the Hungarians, or the Poles, or the Patagonians! When I ask them what they mean by life they do not advance me an inch in my quest of the definition of life.

What does it mean to be alive, to live intensely? What do social prophets mean when they promise a new order of life? Obviously they cannot mean a new quality of life never before enjoyed by anyone, but rather an extension of vitality for the masses of mankind in those qualities of “life” which have hitherto been enjoyed only by a few individuals normally, or by large numbers of individuals rarely.

What is it which is enjoyed, and how is it to be shared more extensively? Can we hold life to a point for a moment while we examine it?

What, concretely, is this “awareness,” this “well-being?” I want in a rather personal way to tell you the facts as I have found them. I want to tell you when I think I live in contradistinction to when I think I “exist.” I want to make life very definite in terms of my own experience, for in matters of this nature about the only source of data one has is oneself. I do not know what life means to other people but I do know what it means to me, and I have worked out a method of measuring it.

I get out of bed in the morning, gulp coffee and headlines, demand to know where my rain-coat is, start for the office—and so forth. These are the crude data. Take the days as they come, put a plus beside the living hours and a minus before the dead ones; find out just what makes the live ones live and the dead ones die. Can we catch the verihood of life in such an analysis? The poet will say no, but I am an accountant and only write poetry out of hours.

My notes show a classification of 11 states of being in which I feel I am alive, and five states in which I feel I only exist. These are major states, needless to say. In addition, I find scores of sub-states which are too obscure for me to analyze. The 11 “plus” reactions are these:

I seem to live when I am creating something—writing this article, for instance; making a sketch, working on an economic theory, building a bookshelf, making a speech.

Art certainly vitalizes me. A good novel, some poems, some pictures, operas, many beautiful buildings and particularly bridges affect me as though I took the artist’s blood into my own veins. There are times, however, when a curtain falls over my perceptions which no artist can penetrate.

The mountains and the sea and stars—all the old subjects of a thousand poets—renew life in me. As in the case of art, the process is not automatic—I hate the sea sometimes—but by and large, I feel the line of existence below me when I see these things.

Love is life, vital and intense. Very real to me also is the love one bears one’s friends.

I live when I am stimulated by good conversation, good argument. There is a sort of vitality in just dealing with ideas that to me at least is very real.

I live when I am in the pressure of danger—rock-climbing, for example.

I feel very much alive in the presence of a genuine sorrow.

I live when I play—preferably out-of-doors. Such things as diving, swimming, skating, skiing, dancing, sometimes driving a motor, sometimes walking.

One lives when one takes food after genuine hunger, or when burying one’s lips in a cool mountain spring after a long climb.

One lives when one sleeps. A sound healthy sleep after a day spent in out-of-doors gives one the feeling of a silent, whirring dynamo. In vivid dreams I am convinced one lives.

I live when I laugh—spontaneously and heartily.

In contradistinction to “living” I find five main states of “existence” as follows:

I exist when I am doing drudgery of any kind—adding up figures, washing dishes, answering most letters, attending to money matters, reading newspapers, shaving, dressing, riding on street cars, or up and down in elevators, buying things.

I exist when attending the average social function—a tea, a dinner, listening to dull people talk, discussing the weather.

Eating, drinking, or sleeping when one is already replete, when one's senses are dulled, are states of existence, not life. For the most part I exist when I am ill.

Old scenes, old monotonous things—city walls, too familiar streets, houses, rooms, furniture, clothes—drive one to the existence level. Sheer ugliness, such as one sees in the stockyards or in a city slum, depress me intensely.

I retreat from life when I become angry. I exist through rows and misunderstandings and in the blind alleys of "getting even."

So, in a general way, I set life off from existence. It must be admitted of course that "living" is often a mental state quite independent of physical environment or occupation. One may feel—in springtime for instance—suddenly alive in old, monotonous surroundings. Then even dressing and dishwashing become eventful and one sings as one shaves. But these outbursts are on the whole abnormal. By and large there seems to be a definite cause for living and a definite cause for existing. So it is with me at any rate. I believe that I could deliberately "live" twice as much—in hours—as I do now if only I would come out from under the chains of necessity—largely economic—which bind me.

I have indeed made some estimates of the actual time I have spent above and below the "existence" line. For instance, my notes show that in one week, of the 168 contained therein, I only "lived" about 40 of them, or 25 percent of the total time. This allowed for some creative work, a Sunday's hike, some genuine hunger, some healthy sleep, a little stimulating reading, two acts of a play, part of a moving picture, and eight hours of interesting discussion with various friends.

It may be that the states of being which release life in me release it in most human beings. Generally speaking, one's salvation is bound closely with that of all mankind—the ratio of living, of growing with that of the mass of one's fellow-men.

The Shorter School Day*

Dr. William J. O'Shea, superintendent of schools, is wholeheartedly in agreement with Health Commissioner Louis I. Harris that homework should be eliminated and the school day cut for the lower grade pupils. But while he agrees that the shorter school day advocated by Dr. Harris would be of "inestimable value" to the children, Dr. O'Shea pointed out today that the program would have to be worked out "very slowly" and that it must meet with the approval of the parents and the taxpayers before it can be put into effect.

Dr. Harris's plan, which was presented at a recent meeting of the New York County Medical Society, where it won the approval of the physicians, who attended the meeting, calls for a single period of daily instruction lasting three or four hours for all children up to thirteen years of age.

"Although such a plan would undoubtedly be a good thing for the school child, the program would have to be worked in slowly, beginning with the lowest grade," said Dr. O'Shea. "We cannot change our course of study time table overnight. The matter presents certain problems of school administration and organization, with which perhaps Dr. Harris is not quite so familiar as I am.

NOT AN ECONOMY

"Shortening the school day might appear to be an economy, in that it would reduce part time, but it would in the end prove much more expensive to the taxpayer, since it would require a considerable extension of our recreation and physical education program, with an attendant increase in the force of teachers fitted for such work and the addition of more play and physical education facilities. Most of our newer buildings are equipped for such a program, but the old buildings, unfortunately, are not.

"Such a change would also need wide and sympathetic publicity in order to gain the approval of the parents and the taxpayers. When the first grade hours were shortened to four hours a day several years ago there was raised a hue and cry and a shout of 'politics.' Many people thought that it was merely a ruse by which we desired to

*From the New York Sun of Saturday, January 7, 1928.

camouflage congestion and short time. While a cut in part time would be one of by-products of such a move, it would never be our sole reason for such a change. A shorter school day in the lower elementary grades and an extended program of physical and recreational work would be of inestimable value to the children."

NEED PUBLIC SUPPORT

Dr. Harris in his discussion of the plan before the Medical Society also called attention to the need for an enlightened public sentiment to support the proposed change in the length of the present school day.

"From my conferences with Dr. O'Shea, superintendent of schools, I have learned that he as well as a number of leaders in the educational system of the city see clearly and fully the disadvantages of the present system to children, teachers and parents in so far as hours and conditions of work are concerned, but we must have an enlightened and popular sentiment to support a radical departure in the methods that obtain at present," said Dr. Harris. "In my various speeches I have ventured to make certain revolutionary suggestions, knowing that I voiced the general feeling of Dr. O'Shea and those who are associated with him in the direction of our educational system.

AGAINST ALL HOME WORK

"For practically all children up to the age of thirteen years I would insist on a single period of daily instruction lasting three to four hours, according to age. Such a period of instruction would include an opportunity to do the home work that may be necessary to bring out the individual resourcefulness and initiative of the child and to make him more familiar with newly imparted instruction. It would make it possible for children who may have missed the point of an explanation to make known their failure and to be assisted before they are confirmed in their errors.

"I am firmly convinced that single periods of instruction for children in public schools, even those in the higher grades, would not add to the number of morons or diminish from the sum total of achievement of those who are a product of the public school system. With a single session a day there would be time for out-door recreation and some of it could be organized and directed by

teachers who have specialized in this field of work so as to carry over the educational influence in character building through play and to prevent many of the accidents that occur daily."

Dr. Harris also expressed himself as being even more "unalterably opposed to keeping children in after school hours" as a disciplinary measure than he is to home work.

Kite Flying at Miami Beach

Kite flying is one of the most popular activities at Miami Beach, Florida, reports the Recreation Department.

This year kite clubs have been organized in the schools and instructions given for the making of various types of kites which would be included in the contest held in March. The result was a sky full of kites during the month of February. The civic clubs of the city gave their support to the tournament and each member was assigned a boy whom he financed for the materials needed to build the kite. All kites were homemade and were built without help from any adults. On March 9, the first contest was held, prizes being awarded for the kite flying the longest distance, the one flying the highest and the most unique. The boys were given ten minutes to get their kites in the air and any boy failing to do so within the required time was disqualified. They were then given thirty minutes for the actual flying and the winners were chosen at the end of this period. Over one hundred boys entered.

On March 18th a contest was held for the largest and smallest kites that would fly for twenty minutes. The same time limit held for getting the kite in the air, but the flying time was cut from thirty to twenty minutes. The prize for the largest kite went to the boy having a kite 7 feet, 8 inches from tip to tip and using sash weight cord to fly it with. The smallest kite measured 2 inches from tip to tip and was made of matches and tissue paper.

On March 31st the fathers of the boys staged a dual kite flying contest to decide whether the kites that dad used to make have any better flying qualities than those made by the present generation.

Independence Day Programs

Since the idea of a safe and sane Fourth of July was introduced in 1909, Independence Day celebrations have become not only safer but also more truly representative of the real meaning of our greatest national holiday. This is especially true of the larger cities. In many small towns and cities, however, the pursuit of the greased pig, cheap carnivals, pie eating contests, and fervid spread-eagle oratory, retain a prominent place in the program.

While thrilling spectacles like wild west rodeos, automobile and horse races, balloon ascensions, daredevil airplane stunts, and fireworks remain the most alluring features of numerous celebrations, the interpretation of local, state and national historical events through pageants, tableaux, masques and parades has made substantial progress. There has also been a great increase in sport and recreational programs in which large numbers of citizens themselves take part instead of merely acting the role of spectators.

The enormous outflow of people from cities on the eve of the Fourth of July, especially when the holiday comes at a week end, has created some impression that community Independence Day celebrations may fail for lack of patrons. A study of the actual facts in many cities in recent years shows this to be erroneous. Two vast and directly opposite traffic movements take place in connection with this holiday. Hundreds of thousands of city dwellers leave town by train and automobile seeking the country, outlying parks, the mountains, and the seashore. Moving in the opposite direction, thousands of country and small town people flow into the cities to seek thrills and entertainment. Wherever good programs are held, there is no difficulty in attracting large crowds of participants and spectators. The holding of celebrations in city parks where picnicking in the cool shade of the trees or by water is possible, provides a happy combination of relaxation and entertainment. Besides, large numbers of people drive out of town during part of the day but return to witness or take part in the special programs that have been arranged.

People generally do not care for long drawn-out speeches on this occasion. Only orators who know how to be brief are welcome. The interpretation of the day's meaning through pageants,

tableaux, folk dancing and parades has proved more effective than lectures.

In large cities there is a trend to a celebration of the day by districts and neighborhoods, many conducted in identical or like pattern, in some cases supplemented by a central program with special features. A single huge general celebration in a large city is difficult to manage and control. Frequently the more excitable participants threaten to get out of hand.

All general programs, whether in large or small communities, must provide interesting and attractive, if possible novel, features, to be well attended.

PURPOSES OF COMMUNITY CELEBRATIONS

In community Independence Day celebrations there is opportunity:

To recall with pride and reverence the courage, sacrifice, and vision of the founders of American independence;

To re-emphasize the principles of justice, democracy, and tolerance upon which this government was founded and to encourage their continuance in the present and future;

To dramatize through appropriate ceremonies the entrance into citizenship of the native born who have recently come of age and of the foreign born who have just been naturalized;

Through games, sports, picnics, pageantry, festivals, and other spectacles, through music and brief addresses, to bring neighborhoods and communities together in unified programs of recreation and entertainment suitable to the day;

To promote safety, especially among children, by substituting wholesome and harmless recreation for the use of dangerous fireworks. This is still very important. In 1926, 111 persons were killed and 1,030 injured in the use of fireworks. Most of these persons were children.

TYPICAL INDEPENDENCE DAY PROGRAMS

The initiative in organizing community celebrations has been taken by a variety of organizations. In case the municipality does not assume

charge, an organization of a civic and non-partisan character is best suited to sponsor such events. Chambers of commerce, the American Legion, park or recreation commissions, women's clubs, the P. T. A., and service clubs often take up the idea, asking all the organizations to cooperate. The unselfish assistance of all groups and individuals is necessary to make the program successful.

The following programs that have been successfully carried out in different types of cities illustrate the possibilities.

NOTABLE PROGRAM IN BOSTON

(Pop. 787,000)

Under a citizens' public celebration committee founded in 1912 to cooperate with the municipal director of public celebrations and other city officials, many successful holiday programs, including Independence Day celebrations, have been organized in Boston. Each holiday has its committee appointed by the executive committee of the association for that occasion only.

A general celebration on the Fourth of July is carried out in the heart of the city, and district celebrations duplicating the central one in some particulars are held in fifteen sections of the community. District chairmen are appointed by the mayor. An outline of the general celebration follows:

- 9:30 a.m. Flag Raising Ceremonies—City Hall
National flag hoisted by mayor
City flag by chairman of committee
"Star Spangled Banner" by the band
- 9:40 a.m. Escort of the mayor and others to State House.
Patriotic veterans and military organizations in session
- 9:45 a.m. Reading of Declaration of Independence
Declaration read by high school student in continental dress
Band selection
Procession moves on to Boston Commons
- 11:00 a.m. Oration Exercises—Boston Common
Singing by a chorus, two brief addresses, and an oration
Finale. Flag ceremony with massed colors with pledge of allegiance and "Star Spangled Banner"
Music by band and chorus. Radio broadcast of ceremonies

- 10:00 a.m. Municipal Athletic Meet
Swimming races, Charles River
- 3:30 p.m.-5:00 p.m. Children's Pageant, "The Weeping Princess," Boston Common
- 7:30 p.m. Sunset Flag Ceremony, Boston Common
Military parade with ceremony of colors and lowering of the flag
- 8:00-10:00 p.m. Evening Community Demonstration—Boston Common
Annual event since 1912. Usual audience, 75,000 or more
Music by U. S. Army Band. Singing of *America* by audience.
Singing by Swedish male chorus
Community singing—*Old Folks at Home*, *Old Black Joe*
Swedish folk dances
Specialty—tumbling, pyramids, and acrobatics
Three songs by Polish chorus
Scotch sword dance
Community singing—*Long, Long Trail* and *Smiles*
Folk dances by Swedish Folk Dance Club of Boston
Singing by Swedish male chorus
Dutch dance
Dance of the butterflies
Community singing—*Keep the Home Fires Burning*, *Auld Lang Syne*
Group of dances by South End House settlement
Episode from pageant, *The Weeping Princess*
Community singing—*Dixie*, *Marching Through Georgia*, and *Battle Hymn of the Republic*
Two dances—Cossack dance and military dance
Patriotic finale—military pantomime

In connection with the district celebrations, games, sports, and athletic events for children were held on twenty-five playgrounds with free ice cream to the young children. Five afternoon and ten evening band concerts were given in various sections of the city. Boston's celebrations have been distinctive in that they illustrate the recreative arts of many races. The program typifies the cosmopolitan attitude of the city and is indicative of the cooperation so valuable to the welfare of the community.

NEIGHBORHOOD CELEBRATIONS IN MILWAUKEE
(Pop. 517,000)

These celebrations for Milwaukee children have been held for many years under the auspices of a sane Fourth of July commission of sixteen members appointed by the mayor. A chief marshal is appointed who, in turn, selects marshals to lead parades in connection with each neighborhood celebration. Before the schools close late in June, the chief marshal makes an announcement of the location, hours and committees for each neighborhood program. This is read in all the schools. An announcement is issued to teachers and principals in printed form.

At nine o'clock in the morning, the school children gather at designated points and led by large bands under the direction of the marshal, parade to their respective neighborhood parks. Those marching in the parade receive ice cream at the end of the march.

Neighborhood celebrations, all of like pattern, are held in each park. Typical of them is one at Humboldt Park, outlined below. In general charge were a marshal, a park chairman, and program chairman. The committee included a general chairman, vice-chairman, treasurer, secretary, and chairmen of finance, publicity, entertainment, music, doll parade, and refreshments. The work of all committees was voluntary. The program was as follows:

- 9:00 a.m. Parade of School Children
- 10:00 a.m.-12:00 m. Games, Races and Athletic Contests—for prizes
- 12:00-1:30 p.m. Luncheon
- 2:00 p.m. Doll Parade formed at East entrance to park
- 3:00 p.m. Ten Minute Address by prominent speaker
- Children's program (various numbers contributed by different schools, public and parochial)
 1. Tribute to the colonies
 2. Virginia reel
 3. Handkerchief drill
 4. *Star Spangled Banner* pantomime
 5. Soldier drill
 6. Calisthenic drill
 7. Duquesne Shoemakers' Dance, Ace of Diamonds, Carousel
 8. Anitro's Dance
 9. The Brownies' Conquest
 10. Sunflower March

11. Xylophone selections
12. Professional yodler with accompanist
13. Military drill and calisthenics

7:00 p.m. Band Concert

8:30 p.m. Fire Works

This program is held primarily for the children and their parents.

EVANSVILLE, INDIANA
(Pop. 95,000)

Thirty thousand people from three states enjoyed the general 1927 program in this city. The program was as follows:

- 9:00 a.m. City Golf Tournament. Tennis tournament
- 9:30 a.m. Marathon Swim
- 2:15 p.m. Boat and Canoe Races
- 3:30 p.m. Tennis Tournament Continued
- 4:30 p.m. Surf Board Exhibition
- 5:00 p.m. Presentation to Successful Crew—by Kiwanis Club
- 6:30 p.m. Band Concert
- 8:00 p.m. Lighted Boat Parade
- 8:30 p.m. Fireworks displayed from four barges in Ohio River

The municipal superintendent of recreation was the general chairman of the committee, which included representatives from the following organizations: The Y. M. C. A., Boat Club, Tennis Club, and Municipal Golf Club. Prizes and money were donated by a group of private and business organizations. The celebration cost \$1,500, *about five cents per individual attending.*

1926 CELEBRATION IN EVANSTON, ILLINOIS

This is a residential suburb of 60,000 population. A slogan, "Don't go off on July Fourth," was adopted and printed on giant red cardboard firecrackers in a conspicuous place.

In the morning there was a program of games, races, novelty events and stunts for children. In the afternoon, a tennis tournament and baseball game were held in the park and a pageant, *The Stars and Stripes*, was given at the high school amphitheatre by 150 children under the auspices of the department of recreation.

At four thirty o'clock, there was a band concert and in the evening an illuminated parade with many floats and ending with a brilliant electrical display on a seventy-five foot fountain. A community dance concluded the program.

During the course of the day there were a home beautiful contest and a home picnic contest. Prizes for the home beautiful were awarded on the basis of decoration, neatness, care of shrubbery and trees, and general beautiful effect.

TYPICAL RURAL PROGRAMS

The Cass County, Ia., celebration two years ago was held at Atlantic, a town of 5,524 population, under the auspices of the Farm Bureau Federation. Twelve thousand persons attended in the morning and 15,000 in the afternoon. Elimination baseball games in the morning were followed by a picnic dinner. In the afternoon there was more baseball, a band concert at the fair grounds, an address by the mayor and by the two representatives of the farm bureau, a quartette, an address by the Minnesota Farm Bureau Federation president, and a sports program. The program was financed by business men and farmers.

P. T. A. SUGGESTS GOOD RURAL PROGRAM

This program is as follows:

- 8:00 a.m. A band drawn on a truck moves throughout each neighborhood in the town. A man with a megaphone calls out that games will begin at the school playground at 10:30
- 10:30 a.m. Games, followed by a parade to the picnic grounds. At the picnic grounds a program of community singing.
Speaker
- 12:00 m. Two hour luncheon period
- 2:00 p.m. Contests. Baseball. Storytelling for children, followed by patriotic pageant,, the celebration concluding with a block dance

It is recommended that a committee be appointed in April and get under way by May first. Subcommittees should include grounds, sanitation, concessions, bands, parade, games, prizes, community singing, speaker, pageants, finance.

CITIZENSHIP DAY FEATURES

The General Federation of Women's Clubs several years ago issued helpful suggestions on utilizing Independence Day to dramatize the coming of foreign born and native born into the duties and privileges of citizenship. The suggestions include holding an outdoor meeting to which all the native born who have come of age during the year and

all foreign born naturalized during the last twelve months are invited. A processional in which the new citizens lead and all patriotic and veteran organizations take part, is recommended. The music should be furnished by a band. A high-class speaker for a brief address, chorus singing of favorite patriotic hymns, and a display of flags, are also recommended. It has been suggested that the processional be arranged by persons of artistic ability so that the most picturesque effects may be secured.

A late afternoon hour after the heat of the day has diminished should be selected. Newspaper publicity and early planning are among the recommendations. If public celebration ceremonies are being held in the community, it is desirable to have citizenship papers delivered in connection with them. This may be arranged by conference with the foreign born and naturalization office.

To such a program folk songs and a presentation of buttons, flags, a printed message from the president of the United States, and leaflets on the advantages of citizenship may be added.

For further suggestions on citizenship ceremonies, see Bulletin on the Observance of Independence Day by the Jewish Welfare Board. This is included in the reference to materials.

MISCELLANEOUS FEATURES

From various programs held throughout the country in recent years, the following miscellaneous features have been compiled.

SUNRISE SERVICE

In 1924 Westfield, New Jersey, initiated a sunrise service in its park under the auspices of the Sons and Daughters of the American Revolution. The ceremony was held at 7:30, not actually at sunrise. Forty-eight aerial bombs woke the population of the town and gave notice of the program. The last bomb released a flag suspended on a tri-colored parachute. The program included a brief prayer, the singing of *America* by the audience with band accompaniment, reading of the Declaration of Independence, a short address, flag raising by the Boy Scouts, singing of the *Star Spangled Banner*, and a pledge of allegiance to the flag by all.

LANTERN PARADE

This is an annual feature of the children's program on the playgrounds of Memphis, Tennessee.

It is competitive. The parade is led by a drum corps. Awards are made to the playgrounds on the following points: number of children taking part, workmanship of lanterns (to be judged before parade), artistic effects of lighting, formation and time, marching effect, unusual features.

USING THE RADIO

Successful use of the radio in the May Day program in Omaha, Nebraska, might be applied with equal success to Fourth of July celebrations. Simultaneously, neighborhood celebrations on the playgrounds were directed by the recreation superintendent from the local broadcasting station. Loud speakers had been installed on every playground, without cost, by radio dealers. The high school band also broadcast musical entertainments.

OPERA ON PROGRAM

At Forest Hills, Long Island, New York, a short program of opera was included on the afternoon program. Unique advertising was secured by posters done in a style exactly reproducing that of 1776.

DECLARATION READ

In Wilkes-Barre, Pa., the Declaration of Independence is read in every playground as the first item of the morning's program. The children then face the flag and give the pledge of allegiance. An appropriate program concluding at noon then follows.

OLD FIDDLERS' CONTEST

This was a feature of the program at Maysville, Missouri. There was also a nail driving contest.

WATER CARNIVAL

Gondolas and gondolier costumes were a picturesque feature of the water carnival at San Antonio, Texas. There were also drills by troops, Boy Scouts and Girl Reserves.

Thirty Indians in native dress, cowboys and cowgirls were a feature of the 1926 celebration in Great Falls, Montana. The Indians gave a war dance and a rodeo was held.

Rope and horseshoe contests for men over

eighty were on the Long Beach, California, program. The Boy Scouts of Metropolis, Illinois, amazed the spectators by having a snow battle. The snow was obtained from an ice plant. A civic masque and a presentation of naturalization class diplomas were held in Highland Park, Mich.

Punch and Judy shows were given in various neighborhoods of Pawtucket, Rhode Island.

Hog calling contests and one among harmonica players were included in the celebration at Granville, Ohio.

New England communities are fond of bonfires. For several days prior to the Fourth, railroad ties, tar barrels, boxes, and crates were collected by men and boys.

An excellent finale for a program is secured by showing tableaux of the evolution of our flag in history from 1775 to date.

Tugs-o-war, the old-fashioned barn dance, sail boat and speed boat contests, and district kite flying competitions are common. Chimes programs have been conducted by churches in some communities.

FINANCE AND PUBLICITY

In Sullivan, Illinois, the Independence Day celebration was advertised by an airplane which dropped programs over twelve neighboring towns.

In a town of 7,000, business men were asked to contribute to a real home town celebration on the grounds of what it meant to them to have people stay at home on the Fourth. It was estimated that every person leaving town spent approximately ten dollars. Figures were secured from the railway agent which showed that the average sale of tickets to out of town points was 300. This meant about \$3,000 going out of town in two days and was a rather good argument for a home town celebration.

A good celebration was held and the ticket agent reported only thirty tickets sold to people going out of town.

In some cities a municipal appropriation provides for the expenses of the celebration. In Boston this is supplemented by money raised by contributions in the various neighborhoods. In most places business men and the general public are asked to subscribe.

Some celebrations are supported in part by the renting of concessions. Wherever possible concessions should be rented to worthy civic organizations in need of funds to carry on their community activities.

MATERIAL FOR INDEPENDENCE DAY CELEBRATIONS

Pageants, Festivals and Ceremonials

An Independence Day Ceremony by Lucy Barton. Especially adapted to playground and camp groups desiring material which does not require rehearsals. Can be used as an impromptu entertainment as many of the speeches can be read. 10c

America Yesterday and Today by Nina B. Lamkin, may be obtained from the Drama League Bookshop, 29 West 47th Street, New York City, for \$1.00, postage 6c extra. This is a very practical pageant suitable for community use, in which from 75 to 500 people can participate. There are some very simple dialogue, pantomime, dances and drills. It has pictures that will be helpful for costuming. It is essentially a pageant that will be useful to a rural community. It plays one and one-half hours.

The Flag of the Free by Elizabeth B. Grimbail. A program consisting of tableaux, music and recitations relating to Independence Day. It also has a ceremonial in pageant form of the making of the flag. This can be obtained from Community Service, 315 Fourth Avenue, New York City; price, \$1.15

A Pageant of Independence Day by Thomas Wood Stevens, can be had from the Stage Guild, 707 Railway Exchange Bldg., Chicago, Illinois, price \$.50. This pageant is of high literary standard and contains several stirring scenes. It is more adapted to city than to rural communities. From 150 to 500 can take part in it. There are full stage directions.

The Pageant of Patriots by C. D. Mackay from *Patriotic Plays and Pageants*. This is an outdoor pageant in which from 200 to 500 school children can be used. It deals with scenes from the youth of Pocahontas, Captain John Smith, George Washington, Daniel Boone, etc. Full directions for costuming, music, and dances. Each of the pageant episodes can be used as a separate one-act play if so desired. Published by Henry Holt & Co., New York City, price \$1.50 including postage.

Under the Stars and Stripes, a festival of citizenship by Elizabeth B. Grimbail. Designed for schools, neighborhood clubs, civic and other organizations. This festival is intended to bring together in closer understanding and friendship the various nationalities and different social

units of a community. The material contains lists of musical publications including singing games, folk songs and dances, national anthems and marches of more than sixty nations. Copies may be obtained from Community Service, 315 Fourth Avenue, New York City, price 25 cents.

Toward Liberty by Lucy Barton. A pageant portraying the events leading to the independence of the American Colonies. About 30 male and female speaking parts; 50 for action parts. \$.25

Through the Portals by Clare E. Sackett. A colorful Americanization festival for children, introducing folk songs and dances. \$.25

The Gifts They Brought by Elizabeth H. Hanley. A pageant of citizenship showing the gifts different races have brought to the building of America. \$.25

A Hosting of Heroes by Constance D. Mackay. An unusual pageant suitable for any patriotic celebration. \$.25

Festival of Freedom by Elizabeth H. Hanley. A review of the nation's patriotic songs expressed by tableau and by music. \$.10

RECITATIONS AND DRILLS

Independence Day by Robert Haven Schauffler, published by Dodd, Mead & Co., Fourth Ave. and Thirtieth St., New York City, price \$2.50, is a collection of the best prose and verse relative to the Fourth of July.

Patriotic Pieces from the Great War compiled by Edna D. Jones. Published by the Penn Publishing Co., 925 Filbert St., Philadelphia, Pa., price 40c. This volume contains a splendid compilation of world war poems.

Flag Drills of various types may be obtained from E. S. Werner & Co., 11 East 14th Street, New York City. Catalog supplied upon request.

Patriotic Drills and Exercises may be obtained from Eldridge Entertainment House, 944 Logan Street, S., Denver, Colorado. Catalog supplied upon request.

MUSIC

Leaflet of Community Songs (words only) may be obtained at cost from Community Service, 315 Fourth Avenue, New York City. \$1.10 per 100 copies.

Golden Book of Favorite Songs, published by Hall and McCreary Company, 430 South Wabash Avenue, Chicago, Illinois, 20-cents each post-

paid, \$1.80 per dozen or \$15.00 per hundred, transportation prepaid.

Twice Fifty-Five Community Songs (Brown Book), C. C. Birchard & Co., 221 Columbus Avenue, Boston, Mass., price 15 cents per copy or \$13.50 per 100 copies.

Patriotic Songs. A sheet of ten patriotic songs, obtainable from Community Service, 315 Fourth Avenue, New York City. \$.80 per 100 copies.

A SUGGESTED PROGRAM FOR A SMALL ORCHESTRA

Hail, America! (March) George Drumm—\$1.50
American Patrol.....F. W. Maascham— 1.05
America, Overture or National Melody,

T. M. Tobani— 1.35

The Evolution of Dixie.....M. L. Lake— 1.65

Sunny South—Selection of southern plantation Songs.....J. B. Lampe— 1.50

Stars and Stripes Forever (March) Sousa— .75

Star Spangled Banner (Authentic Edition). .40

(The selection suggested may be obtained from G. Schirmer, 3 East 43rd Street, New York City.

In ordering request orchestral arrangement.)

ADDITIONAL SUGGESTIONS

A Bulletin on Independence Day, Jewish Welfare Board, 352 Fourth Avenue, New York City. 28 pages. Contains material for programs, including famous poetry and prose quotations, material on receptions to new citizens, play lists and bibliography. Prepared especially for Jewish Centers but of general value. \$.20 prepaid.

The Service Bureau of the Dennison Manufacturing Company is prepared to furnish suggestions for children's Block Parties and Picnics. They also have suggestions for posters and signs and illustrated ideas for floats, parade costumes and similar features. Catalog will be sent upon request. New York address—Fifth Avenue and 26th Street.

ATHLETICS, GAMES, PICNICS AND SPECIAL ACTIVITIES

**Recreative Athletics.* Contains suggestions on the organization and administration of athletics for playgrounds, grammar schools, high schools, churches and industries. Badge tests, group athletics, tournaments, field meets, water and

winter sports, are among the topics discussed. \$.60

**88 Successful Play Activities.* Suggestions for conducting tournaments in such activities as pushmobiles, kites, jackstones, marbles, hopscotch, stilts, ukulele and harmonica playing. \$.60

**Picnic Programs.* Suggestions for picnics and for unusual stunts and games. \$.15

**Athletic Badge Tests for Boys and Girls.* Prepared by the P. R. A. A. Published by the Bureau of Education, Washington, D. C. (\$.03 each in quantities of five or more copies.)

**Twice 55 Games with Music.* Games, rounds and stunt songs. \$.15

**Kite Tournaments* \$.10

**Pushmobile Contests* Free

**Water Carnivals* \$.25

*All of the above may be obtained from the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

Charles E. Magoon

Charles E. Magoon came into the National Recreation work on October 16, 1920. He had long been interested in recreation and found great happiness in giving his entire time and strength to the movement. His service was not only in what he himself gave, and he always worked hard and faithfully and gave his very best from day to day, but even more he helped all of us in the Association by his unfailing kindness, thoughtfulness, generosity, and his ability to inspire us all to want to do more. He was ever doubtful of his own powers, yet willing to try anything that needed to be done. The increase in the larger gifts to the Association received very great impetus from the faith and courage with which Mr. Magoon worked on this problem and the success which he himself achieved.

Each person, local and national, who worked with Mr. Magoon has a personal sense of loss at his passing. After a long illness Mr. Magoon died on March 20, 1928, at his home in Littleton, N. H. We all have reason to be grateful that he came into the recreation field and that so many had the privilege of working with him. All who have been associated with him will have greater courage for their own work because of Mr. Magoon's life and work in the movement.

An Indian Summer in Reading

By

JACK STUART KNAPP

It was as an experiment in the unlimited scope of drama, and in the equally unlimited methods of working with it, that American Indian lore was introduced on the Playgrounds of Reading, Pennsylvania, last summer. It was a happy experiment, growing gradually from simple legends told to the children during the opening weeks of the season to the proportions of a pageant in which about a thousand children participated. The idea flourished in many directions and was as successful in the field of recreation as in the purely dramatic sense. Other mediums might have been chosen, but the Indian with his songs, legends, sports, handicraft and dances proved especially adaptable. The plan was to use the Indian theme in working out mass drama on the playground and to experiment with playground drama in every possible way.

Mr. Solomen, well known as Soaring Eagle, a student of Indian life, taught the directors the dance steps and lectured on Indian customs. Research work in Indian lore went on at top speed to prepare as authentic a program as possible. Each playground selected a tribal name and, as the prairie Indian, wearer of the proud war bonnet inseparable from the child's picture of an "Injun," seemed the most fascinating specimen of red man, such tribes as the Cheyenne Mandan Sioux, Pawnee, Dakota, Cherokee, and other prairie tribes were used.

The Indian idea was introduced to the children by concentrating for a week on stories. Everyone told stories. Dance and handicraft specialists joined the playground directors in making the Indian live for the children through his legends. With the native born it took little effort. Children of foreign birth and parentage, unfamiliar with Black Hawk and Tecumseh, had to be convinced that an Indian had more dramatic possibilities than a traffic policeman or fireman. Stories of the warpath and the hunt won them over and the prospect of war bonnets and moccasins was irresistible. In the second week Miss Olive Potter, dance specialist, and George Heegard, instructor in handicrafts, gradually began to introduce their work.

Soon every phase of Indian life was being daily reproduced on the Reading playgrounds. Children chose Indian names for themselves, the Indian sign language was taught, costumes were made, and odd pieces of leather obtained from a shoe factory were made into moccasins. The boys went to butcher shops and got raw calf hides, tanned them on the playgrounds and converted them into tom-toms. Bows and arrows were made and spear heads molded from art stone. Mr. Heegard found the children quick to learn Indian methods and eager to make and use the various implements. Indian games, of course, played an important part in the schedule. Groups of teepees made of burlap lent atmosphere to a number of the playgrounds, as did the native Indian costumes worn by directors and children. The fascinating Indian symbols, painted or worked in beads on dresses and head bands, created much interest. One industrious little squaw made me a head band in which symbols for Eye, Man, and Mountain were worked in bright beads. Whether there was some story represented obscurely in the three symbols or whether they were chosen purely for aesthetic reason, I have never discovered.

Mr. Pritchard, Superintendent of Recreation, early in the season established a storytelling circuit. At schools, churches, or even in vacant lots, wherever the children who did not attend the playgrounds gathered to play, were established little groups with whom the storyteller met at stated hours. Three girls, excellent storytellers, were on the circuit. Whenever they appeared, wearing their Indian costumes, an eager group of children waited impatiently for the story of Lobo, the Grey Wolf, Little Mink, and other charming tales of the Indian's interpretation of nature. In this way many children who had never been to the playgrounds were drawn into the pageant. Storytelling was the motivating force. It naturally led into story playing and impromptu dramatizations.

The Indian council introduced one of the most successful forms of drama. The council was held in true Indian fashion. Groups gathered on their own playgrounds at sundown and after making



SITE OF INDIAN COUNCIL FIRE, READING, PA.

the customary salute to the east, north, west, and south winds, the Indian symbols of luck, we would seat ourselves around the council fire. No programs were provided for these meetings but the children sensed the dramatic quality of the council and entered into the impromptu games, dances, and storytelling. A group of braves or squaws might execute a dance, or challenge to such Indian sports as wrestling bouts or slapstick contest would be given. Stories of animals or famous exploits were told around the circle. Two braves might be seen carrying on a conversation in sign language across the fire. Occasionally we held an international council, attended by a number of playgrounds, in a picturesque spot on a mountain near the city.

Two weeks before the close of the playground season the staff definitely decided to make the closing festival a pageant. With hundreds of children versed in Indian lore, it was natural to turn to the Indian as a suitable subject. A simple but effective pageant, *Beckoning Fires*, was written. A few songs and dances, added to a well developed repertoire, were all that were lacking to prepare the children. There would be no long and tiresome rehearsals to mar their enjoyment and to reduce everyone to the harassed state associated with undertakings of this nature. The story of the pageant was told as a special feature of the next international council. Cries of "How! How!" voiced lusty approval Indian fashion and about five hundred children began then and there to learn the death chant and other songs used in the pageant.

The next two weeks were spent in perfecting details and working up the mass effect which contributed so much to the beauty of the pageant. A production staff consisting of a director in

chief, a business manager, directors of dancing, setting, properties, publicity, community organization and make-up was organized, and with the assistance of the Board of Recreation and several organizations such as the Boy Scouts and the Parent-Playground Association, the pageant was put on.

Never was the entire cast assembled until the night of the pageant. Each playground rehearsed once with my help; the directors carried on the rest of the work. As the pageant tells the story of the victory of the Cheyenne tribe and her allies, it was a simple matter to organize neighboring playgrounds into each of the five tribes represented. The playgrounds worked continually at the dances, chants and business of the particular tribes to which they belonged, rehearsing with the rest of the tribe on the playground most conveniently located. On the Saturday morning before the pageant the directors met at the baseball park, where it was to be given, and ran through the entire pageant in skeleton form. The fact that the directors took part as chiefs and sub-chiefs was another contributing factor in the effect of unity. As a result of careful planning, hundreds of children who had never seen one another before were able to fit in to the spectacle as naturally as though they were giving an entertainment with their own group on their familiar playground. This created a mass effect extremely artistic and as realistic as though the Great Spirit had permitted the audience to watch, unobserved, the everyday life of a large Indian village.

As a publicity device we erected a teepee on a float and had it driven about the city for two days before the pageant. Several shifts of boys and girls in costume played Indian and the beat of their tom toms and their spectacular war bonnets and gayly beaded dress made everyone stop, look and listen. It also attracted a very satisfactory attendance.

Opposite the grandstand at Lauer's Park a background was arranged with a panoramic wood scene lent by the Red Men. Teepees were also erected to blot out the usual ball park scenery. On the day of the pageant the children gathered on their own playgrounds late in the afternoon and were served sandwiches, milk and apples by the Parents-Playground Association. They were made up before leaving for the ball park and twenty-five pounds of Bol Armenia were consumed in imparting the desired complexion to more than a thousand little savages. By six

o'clock, the hour of the pageant, they had assembled at the park, each in his own Indian dress. All the costumes were made by the children. Dyeing had been an interesting feature of playground work all summer and the girls had obtained very good effects with the use of brown and green dyes, fringes and beads. The boys had their war bonnets or bands with single feathers, loin clothes, and moccasins. Some brought Indian blankets.

Promptly at six o'clock the tom toms were heard beating softly and the spectacle of life in a typical Indian village began. The home tribe, Cheyennes, were shown going about their domestic affairs—the women busy at their handcrafts, young men practising with the bow and arrow and the spear, braves standing about in groups, doubtless discussing the hunt and the prowess of envied chieftains, children playing games. As the festival of the corn harvest was near, a group of squaws performed the corn dance. For an hour this scene went on, changing constantly as groups formed and reformed in the various patterns of dance, game and the business of the women's activities. Throughout the entire pageant eighteen tom toms incessantly beat the rhythm of Indian life, softly in the peaceful village scene, louder as rumors of war were spread, and thunderously in the victory dance.

The village scene was suddenly interrupted by the return of a hunting party. Some of the men had been wounded and the news that a league of enemy tribes were heading toward the camp set the village a-gog. The warriors gathered their tomahawks and arrows and the squaws bustled about in a frenzy of preparation. As a signal for friendly tribes to come to their aid, three columns of smoke were sent up. This was very effective, as the light had faded sufficiently to throw the ghostly columns into relief against the sky. The actual business required skillful manipulation of a blanket, but here, as in so many details of the pageant, the summer's program had familiarized everyone so thoroughly with Indian practice that little training was necessary. The great beckoning fire was then lighted and the braves seated themselves in a semicircle in solemn council. We had timed the lighting of the fire so that it took place just as late twilight was fading. The tom toms beat faster and louder as, one by one, the four war parties assembled in response to the signals. Their squaws, who were to be left to the care of the medicine men, followed. Greetings

were exchanged in Indian signs, and throughout the pageant sign language played an important part in the pantomime. When all the tribes had arrived the prayer to the Great Spirit was offered, and after the medicine men had performed their rites and the warriors had chanted the songs of battle, the five chiefs rose and addressed the council, speaking, of course, in the sign language.

The war dance then began, growing faster and more ferocious as it turned into the scalp dance, while the excited squaws chanted and danced and clapped their hands to the beat of the tom tom on the outskirts of the throng. Suddenly the chief of the home bent low and shot swiftly into the forest. The chanting and dancing ceased and



AN INDIAN SCENE ON PLAYGROUND, READING, PA.

the warriors, in single file, sped out of the village. The squaws returned to their dancing and shouting while the medicine men danced the devil dance around the fire. Shortly the victorious shouts of the returning warriors were heard. The braves entered, some weary, others wildly excited. The dead and wounded were carried in, each tribe gathering in a separate group to chant its own death songs. This rite observed, the men turned to the dance of victory.

At the close of the dances, farewell ceremonies took place and the Indians stalked off into the night. The medicine men lingered to stamp out the fire and were seen disappearing into the medicine lodge as the pageant ended to the distant throb of tom toms, gradually dying away in the darkness.

The only artificial light used was a flood light placed in the press box above the grand stand. It gave a soft light which did not detract from the night scene, yet revealed details. The huge bonfire, kept going all evening until it was allowed

to die down at the close, furnished most of the light and gave a flickering, shadowy effect which helped the atmosphere of the scene.

The success of the experiment lay not in its artistic merit alone but principally in the fact that the masses of playground children were reached in one season's work. Instead of working with groups of 10 or 12, groups of fifty, a hundred or a thousand were touched. The pageant itself was neither impromptu nor formal. A happy medium was achieved in a charming picture of folkways, combined with enough action to hold the interest of a large audience for several hours. The pageant had grown naturally out of a summer of definite achievement in handicrafts, storytelling, and recreation, as well as drama, and for that reason it was very much worth while.



TANNING A CALF SKIN FOR AN INDIAN TOM-TOM,
PENDORA PLAYGROUND, READING, PA.

OUTLINE OF THE PAGEANT

Beckoning Fire

(An Indian spectacle by Reading Children)

Episode 1

The scene is an Indian village and everyday activities are in progress. Indian women are doing handcraft and working about the teepees. Over in one corner some graves are tanning a hide. The tom toms are beating softly for the medicine man is making medicine in his teepee. Boys are running races and Indian games are going on. A group of Indian children are playing and the rabbits and crows enter into the festivities also. A group of squaws do the corn dance, for it is the first of September.

(Time: 1 hour.)

Interlude 1.

A hunting party returns wounded and exhausted, with news that a league of enemy tribes are on the warpath and sweeping down towards the camp. The squaws bustle about the teepees, the warriors gather their weapons, and the chief and some of the braves send up three columns of smoke, and with blankets signal to the neighboring friendly tribes to come to their aid.

(Time: 5 minutes.)

Episode 2.

The tribe starts the Beckoning Fire. Tom toms take up the war time. The braves seat themselves in a section of the council circle, the squaws gathering in the background. One by one, four war parties from the neighboring tribes enter, followed by their squaws, for the squaws are to be left in the camp guarded by the medicine men. Indian greetings are passed and the tribe seats itself in the council. The warriors sit motionless until all the tribes have arrived.

(Time: 10 minutes.)

Interlude 2

The tribes pray to the Great Spirit. The medicine man performs magic over the fire. The warriors begin to chant their war songs. The chiefs of the five tribes arise one by one and speak to the council. They speak in sign language for they know not the language of all of the five tribes. The tom toms beat softer during the sign talk, and thunder loudly when each speech is finished.

(Time: 5 minutes.)

Episode 3

The chiefs begin the war dance and the tribe dances wildly. The war dance drifts into the scalp dance, which is repeated once. The squaws chant and dance on the outskirts. The chiefs lead the warriors silently and swiftly out on the war trail. The squaws and the medicine men remain, and keep up the chanting and dancing until the war party is out of sight.

(Time: 10 minutes.)

Interlude 3

The squaws begin to work and chat about the teepees. The medicine men dance the mask about the fire. Near the end of the dance the victorious shouts of the returning war party are heard.

(Time: 5 minutes.)

Episode 4

The war party comes in bedraggled and tired. The young braves are wildly excited, the older

ones quiet. They carry their dead and wounded with them. Each tribe gathers in a separate group and chant the death songs over their own dead. The bodies are covered and the tribe gathers again about the fire.

Interlude 4

(Time: 5 minutes)

The victory dance, wildly and swiftly about the camp fire, which drifts in to the Fifth Episode when one warrior springs into the center of the circle and begins the Storm Dance and the tribes stop to watch him.

Episode 5

(Time: 3 minutes.)

The celebration of victory by the specialty dances.

The Storm Dance.

The Sun Dance.

The Fire Dance.

Each dance begins *immediately* after the preceding dancers cease. After the dances are over, the tribes depart, stalking away into the darkness after the farewells. The home tribe enters the tepees, and the medicine men trample out the fire, and enter the medicine lodge.

Dramatic Clubs in Grand Rapids

The Bureau of Recreation, Division of Public Welfare, Board of Education of Grand Rapids, Michigan, has been very successful in organizing and conducting dramatic clubs whose purpose is the study of dramatics and instruction in the art of acting. In initiating the plan, the Parent-Teacher Associations at the different school centers were organized into classes for dramatic work. These groups form the majority of the clubs, but in addition there are a few neighborhood groups and one composed entirely of colored people. School auditoriums are used for the production, while improvised and home-made machinery is utilized in staging the performances. One-act plays are used for the most part, as the rehearsals can start as soon as the entire cast of any one play appears. Different people appear in the different acts and in this way more people can be used. Frequently, two groups are working on the same act, in this way making possible a road company which can go to another of the centers and put on the play.

An interesting feature of the program is the exchanging of plays. Each cast not only puts on a play at its own center, but goes to one of the other centers. In this way funds are raised which are usually spent for curtains, scenery, better lighting and material for costumes. The furniture used in the staging is borrowed from homes or from stores and in this way some very beautiful scenes are produced. Experiences are exchanged and the material used by one group is available for the use of any other. Coaches are paid for their services, but volunteer workers are obtained for factories, churches and lodges. The dramatic clubs very often serve in the capacity of an entertainment committee for the Parent-Teachers Association.

Among the plays given are the following:

The Peacemaker

The Might Have Beens

The Web

Hcards

The Open Road

Hcnpcck Holler Gossip

Much Ado About Betty, by Walter Ben Hare

Evening Dress Indispensable

Brink of Silence

Joint Owners in Spain

The Finger of God

Mishaps of Minerva

Please Stand By

His Methodist Foot

Coats and Petticoats

Squaring It With the Boss

A Backwoods School in 49

Thursday Evening

Silent System

The Bishop's Candlesticks

The Mousetrap

Pierrot and Pierrett

A Jay in Court

The Union Station

Blainda

The National Conference on City Planning will hold its twentieth annual meeting at Fort Worth and Dallas, Texas, May 7 to 10. There will be discussions of such subjects as zoning, the effect of the airport or airway on the city plan, planning procedure in smaller cities, sub-division development, the function of the plan commission and similar topics. Many subjects of vital interest to city planners will be taken up at the round table discussion.



THE PARK AND PLAYGROUND MOVEMENT IS INDEBTED TO
JOHN D. ROCKEFELLER, JR.

Service to the Park and Recreation Movement

On March 3, 1928, announcement was made that John D. Rockefeller, Jr., had given sixty acres of land valued at \$500,000 to the Westchester County Park Commission. The land given stretches out a distance of about three and one-half miles.

Just a few days later announcement was made that the Laura Spelman Rockefeller Memorial had assured the establishment of the Smoky Mountain Park by a five million dollar gift to match dollar for dollar the funds contributed by Tennessee and North Carolina and from all other sources. Congress some time ago passed a bill authorizing the Secretary of the Interior to accept the Smoky Mountain area as a national park. The only question was whether the money could be raised for the purchase of the land. Men and women interested in conservation and recreation have rejoiced at the news that this five mil-

lion dollar gift assures the establishment of the park. The people of North Carolina raised \$463,000 by subscriptions; the legislature appropriated two million. In Tennessee \$450,000 was raised by subscription; the state bought one tract of land for \$500,000 and appropriated in addition one million five hundred thousand dollars.

Important as have been the gifts of the Laura Spelman Rockefeller Memorial toward the support of parks and recreation and the gifts of John D. Rockefeller, Jr., yet even more important has been the moral support.

At the time of the World War all agreed that the right kind of recreation must be provided for the enlisted men. Money was needed. John D. Rockefeller, Jr., not only gave generously himself, and with other trustees in the Rockefeller Foundation voted generous amounts for the support of the far-reaching recreation program carried on under the general direction of the Commission on Training Camp Activities. He also gave personal service in helping to raise money for War Camp Community Service.

One of the best interpretations of the need for wholesome recreation opportunity in the communities near the military camps was made by John D. Rockefeller, Jr., to a group of representative writers and publishers whom he had invited to meet with him in his own office to consider the importance of the project. In the days immediately after the World War, the more adequate help to American communities in bettering their recreation conditions would have been impossible but for the generous support of the Laura Spelman Rockefeller Memorial, of which John D. Rockefeller, Jr., was and is the head, his title being President. The support which the Memorial has given the Playground and Recreation Association of America for its general work during the years since the war has always been proportionate to the amount raised in general contributions, and has helped in bringing other gifts. In addition to the support of the general work there has been a considerable number of special projects in the recreation field such as the study of park recreation in the municipalities and counties in the United States which would have been entirely impossible but for the support which the Memorial gave.

If the history of the development of recreation in America were ever to be fully recorded, such history would be incomplete without mention of the service rendered by John D. Rockefeller, Jr., and those associated with him.

Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM G. VINAL

The Great Smokies

A PARADISE FOR NATURE LOVERS

BY CARLOS C. CAMPBELL,

Knoxville, Tenn.

Let's take a trip!

That's an interesting invitation—sometimes. It would always be interesting if we could have some fascinating place to visit each time. Some new place, where we can find things that we never saw before. I have such a place in mind, and want, right now, to take you on an imaginary trip to it. Later, at your first opportunity, I want to make the trip a reality. If I can succeed in making the "make-believe" trip one-tenth as attractive as the facts warrant, I know that the real expedition will materialize soon. The Great Smoky Mountains, where a National Park is now being established, is the destination for our trip. We start from Knoxville, a normal American city, with its rush of business and social activities and the usual noise incident thereto. You will probably be surprised to learn that within five or six hours after leaving Knoxville we can be lost in a primeval forest wilderness. At eight o'clock we are dodging through crowded traffic. At one or two o'clock we have the choice of following rough but well-worn trails, or plunging into an untrailed mountain wilderness—into places where traveling is necessarily by foot—and slow at that!

Suppose we first try the trails, and leave the exploring for the last part of the outing. We will climb Mt. Le Conte, the giant and outstanding mountain personality of eastern America. Yes, "personality" is permissible in this case. Any of the thousand of nature lovers who have climbed Le Conte recently will agree that there is a "personality" to this unique and wonderful mountain. But let's proceed with the trip.

Since there is so much to be seen, we must hurry. Let's take time, however, to enjoy those first full views we get of this peak from the state highway about twenty-four miles from Knoxville. This view alone is worth driving many

miles to see. As we go nearer Gatlinburg we shall find the foothills cutting out more and more of our view of grand old Le Conte, until it is finally lost behind these foothills.

After leaving the state highway at Gatlinburg we drive over a wonderful mountain highway which was built by Cherokee Orchards Company and Sevier County. Upon leaving our car at Cherokee Orchard, take a good look back down the beautiful Le Conte Creek Valley and you will better understand why the radiator boiled so vigorously. We will see that the highway really gained elevation much more rapidly than it seemed as we were ascending it.

But we must not stop too long; there is much else to be seen. And don't start out on the trail at too rapid a gait. True, it is only four miles, but it is equally true that in the meantime we shall have to elevate ourselves over 4,000 feet, and that is where the rub comes. Furthermore, you will agree that the trail is by no means smooth.

In starting out on this trail we should bear in mind the fact that on Mt. Le Conte we are to see some of the most distinctive things in the Great Smoky Mountains. Here are the greatest variety of trees and plant life that can be found in any area of like size in the entire world. We are also to see mountain peaks rising more abruptly and to greater heights above their base than can be found in any other part of eastern America.

As we pass out of Cherokee Orchard, with Rocky Spur at our left, and with Bull Head and Balsam Top at our right, we shall be impressed with the beauty and charm of the dense woodland that fills the gorge through which the trail passes. The large chestnuts, oaks, poplars, maples and hemlocks are particularly in evidence. The immense beds of galax and ferns will also demand our attention and admiration, as will the trillium, orchids and the many other delicately beautiful and rare wild flowers. Soon we shall reach Le Conte (formerly Mill) Creek for the first time on the trail, although we have been hearing its melodious gurgling for several minutes, as the trail is near the creek all the way from the orchard. This is the end of the smooth part of the trail. Those who are physically unable, or

who are too lazy to enjoy hiking and who resort to horses or mules to carry them to Nature, must turn back here. From this point to within a short distance of the top we are to have a rather rough, but by no means dangerous trail following along the creek banks, first on one side of the creek, then on the other. It is without a doubt one of the most attractive and charming trails in all the Smokies. We shall want to stop frequently to look at some of the many miniature falls and cataracts, and to see how completely every log and rock is covered with a beautiful bed of mosses and ferns, and with many flowers, shrubs and even trees growing on them. And perhaps we may be inclined to profess an interest in beauty spots here and there just for a chance to get a little rest without admitting that we are in need of it. We shall not be the first to have done this!

We shall find laurel and rhododendron scattered all along the trail. But soon we find them in greater and greater masses, until the whole mountain side is in a blaze of glory. And there is the gorgeous flame azalea, which is not so plentiful as the laurel and rhododendron, but is equally beautiful.

Then we reach Rainbow Falls, the most outstanding feature along the trail. Le Conte Creek, now a rather small stream, makes a graceful plunge of 83 feet, the water almost fading into mist before it strikes the solid rock upon which it falls. Preparatory to the climb around the west end of the falls, we have our choice of crossing the creek in front of the falls, or going back of the falls and thereby actually passing "under" the creek. As we ascend the steep bluff around the falls we shall, as Dr. High C. Moore said in his beautiful description of his trip, "welcome the helping hand of the rhododendron as it reaches out its friendly branches to give us a much needed pull." At the top of the falls we shall see what Dr. Moore described as the "rhododendron leaning over to kiss the water tenderly before it makes its leap through space." And while we rest here a bit we shall enjoy another look at Bull Head, which is now considerably below us.

About thirty minutes after passing the falls you may think that we are nearing the top. The view of the sky just ahead, and a bit to the left, gives that impression. But don't get too hopeful! That top is rather elusive. Keep going, with brief and frequent pauses, and you will soon be there.

We soon pass out of the birches, buckeyes, hem-

locks and spruces and gradually, very gradually, in fact, enter the floral zone which has few trees other than balsam and black spruce, with an occasional mountain ash or Peruvian cherry. And how dense is the growth of balsam and spruce! These trees, which are native of southern and central Canada, seldom reach a diameter of more than ten to twelve inches, but they are so thick that it is difficult to see more than a few hundred yards through them. Under this virgin forest we find that Mother Nature has spread a most beautiful carpet for us. It is a dense bed of mosses through which our feet will sink from four to six inches with each step. Here and there, growing out of the moss, are beds of beautiful, hay-scented ferns. There is also a profusion of wood sorrell, or oxalis acetocella. You will probably be surprised to find that the blackberries growing on top of Mt. Le Conte and the other high peaks of the Smokies are free from thorns.

If it is not too late or too cloudy when we reach the top, we should, by all means, go to Main Top for a sunset that will never be forgotten. Possibly we can see the lights of Knoxville to the southwest. Certainly we can see those in Pigeon Forge and Sevierville. But before it grows too dark let's step down a few feet on the side of Main Top toward Clingman's Dome and look northward. We shall see a peculiarly shaped rock jutting out of the sand myrtle, dwarf rhododendron and wild grasses. Upon a casual perusal of this rock you can easily see that it resembles the profile of an old man's face. An "Old Man of the Mountains" on Le Conte, too! There are too many interesting things to be seen from the Main Top to undertake even to list them all, much less describe them. To the north, however, we shall want to search out the silver colored west prong of Little Pigeon River as it winds its way around Dudley Hill and on down the narrow gorge to Pigeon Forge. To the south there is the main range of the Great Smokies, with Clingman's Dome, Siler's Bald, Thunderhead and Gregory Bald, reading from left to right, as the newspapers would say if they were naming these peaks in a picture. Just a little to the right of Clingman's Dome, projecting out on the side of the Sugarland Mountains, is that peculiar two-peaked mass known as "The Chimneys."

But we shall be hungry and perhaps a bit tired, and shall want to get back to Le Conte Lodge for supper and for a good night's rest on the bed

of fragrant balsam boughs. There is a sign over the big open fireplace requesting that we "Please be quiet after ten o'clock," but we probably shall not need this warning. Before retiring for the night, let's be sure to set the alarm for about three o'clock, so we can have time to dress and get to Myrtle Point the next morning in time to see the finest and most inspiring sight that can be found in all the Great Smokies—sunrise from Myrtle Point. The clouds will fill the valleys below us and what a riot of colors we get as the King of Day lifts his noble head above the majestic peaks! No artist or poet can adequately portray the splendor of it.

After the sun has risen, we shall want to linger a while to get the great variety of views to be had from this, the outstanding vantage point in the Great Smokies. To the north we see Greenbrier Cove, Emert's Cove, and in the distance, Webb Mountain, and still farther, English Mountain. Just a bit to the east of Greenbrier you will see the Pinnacle. On beyond the Pinnacle is Mt. Guyot, which is almost as high as mighty Le Conte. Guyot is on the Tennessee-North Carolina state line. The line follows the main range of the Smokies over the Saw-Tooth range, Clingman's Dome and all the other peaks which we saw from Main Top, and which we can now again see. Le Conte is entirely in Tennessee, standing some five miles from the main range that forms the state line—stationed off to himself like a mighty captain commanding his troops.

One of the most interesting points to be seen from Myrtle Point, next to that incomparable sunrise, is the view of Huggin's Hell, that remarkable and practically inaccessible wilderness below us to the south. It is said that one, Mr. Huggins, failed to return from this area, many years ago, after having vowed that he would make the trip or "go to hell." Hence the name.

We may find it necessary to miss some of the other wonderful trips we had planned. Miss all the others, if you must, *but let's go to Le Conte!* If this masterpiece of Nature could be fittingly described or pictured, it would be different. But it can't, and you must make the trip yourself. Then, you will want to return soon—and often. You will want to see Le Conte in all seasons, and under all conditions. You will want your friends to see it. Go to Le Conte again and again! There is an ever increasing charm and magnetism to it.

You will probably be so fascinated with Mt. Le Conte that you will be inclined to linger there.

But, as much as we should like to stay longer, we must move along. There is more—and much more—to be seen. On our return trip we have our choice of eight or more routes. I find myself wanting to take you down the back side, over the beautiful Alum Cave trail. Halfway down this trail, corresponding somewhat to Rainbow Falls on the north side, is another spectacular spot—Alum Cave. This is really not a cave, but a big, overhanging bluff, rising over a hundred feet above and across the so-called cave. Here we find sulphur, alum and saltpeter in abundance. It is understood that Union soldiers mined saltpeter here during the Civil War for making powder. Yes, we should enjoy a trip by way of Alum Cave, but I promised to take you through an untrailed wilderness. From the top of Mt. Le Conte is an ideal place to start on such a trip. There are four trails leading to and from the top of this majestic peak, but start off in any other direction and we are immediately in a primitive jungle.

It makes little difference which route we take. In any event, we are in for some rough going. Since we must make a choice, let's try Huggins' Hell. Insofar as I have been able to learn, not more than eight or ten white men have ever penetrated this bit of rugged mountain fastness. I had the rare pleasure of being one of a party of six hikers from the Smoky Mountains Hiking Club to make the trip last summer. And, incidentally, I am to lead another group over the route on May 25-27, 1928.

But let us get started on our trip. We start from Myrtle Point on Mt. Le Conte. At first, we follow the seldom-used trail along the ridge crest toward the state line, but soon plunge off into the untrailed habitat of the wild animals. Our descent is steep, but not rough at first. It will not be long, however, until we reach a trickling stream that is ever present in the Great Smokies. By this time we shall quite naturally follow more or less closely to the stream, because the mountain sides through which we are passing are so rough and precipitous as to be practically impassable.

As the stream becomes larger we shall find the laurel, rhododendron and dog hobble (leucothe) getting thicker and thicker until it becomes difficult to push our way through. We will find it relatively easy—remember, I say *relatively* easy—to use the stream as a trail. On our trip last summer we used the stream most of the way.

Because of the ruggedness and steepness of the section, the stream is a continuous series of cataracts, cascades and falls. Our trip through this part of the route kept us hopping from one rock to another—so much so that we were soon referring to our group as "The Royal Order of Rock Hoppers." During a full day of this kind of hiking, it is hardly necessary to say that there were a number of mis-steps. In some cases it carried the victim into a cold, deep pool. Fortunately, however, there was not a single accident more serious than slipping into the water.

After a full day of plunging through laurel thickets and wading rough streams, it is a genuine pleasure to find a splendid trail through a spectacularly beautiful gorge, upon emerging from Huggins' Hell.

Up to this point the general direction of our trail—I mean our creek bed—is south, but we now turn westward along Alum Cave Creek and soon reach the new state highway (not yet completed to Indian Gap) at Grassy Patch, where we shall find a little cabin. While the new highway will make it possible for more people to see this charming and rugged section, I feel that this part of our mountains is becoming a bit too civilized to suit the real hiker. But thanks to the Great Smoky Mountains National Park, there is no road—not even a trail—through Huggins' Hell. And there are approximately 200,000 acres left in its primitive state, untouched and unspoiled by man.

About two miles down the highway, but still on the south side of Mt. Le Conte, we will find the Indian Gap Hotel, one of the most remote hotels in the Great Smokies. If we like, we can spend the night here, and be assured that we shall be well cared for, and well fed—a good climax for a strenuous but highly interesting trip. Or, if we prefer, we can get transportation back to Cherokee Orchard, where we shall find our own car.

Thus ends this particular imaginary trip.

I believe, however, that you will then be anxious to see at least a few of the many other places of outstanding interest in the Great Smokies: Cade's Cove, Gregory Bald and Thunderhead, for instance. Or, perhaps you may prefer to rough it again and go to Mt. Guyot, about ten miles (by airline) east of Mt. Le Conte.

The Cade's Cove—Gregory—Thunderhead section is entirely different from the Le Conte-Guyot

area. It is more easily accessible, and the mountain peaks and ridges are not so high nor so rough. There are horse trails up both Gregory Bald and Thunderhead, and it is probable that the National Park will bring automobile highways to the top of these peaks. Such a feat would be practically impossible to Mt. Le Conte or Mt. Guyot, at the other end of the Park area.

National parks are created primarily for educational purposes—to preserve for all time those outstanding bits of nature which are found in various parts of America. A natural museum, and what a museum we have in the Great Smokies! Here we have the world's greatest variety of trees, flowering shrubs, wild flowers, ferns, mosses, fungi and other forms of plant life galore. Yes, this area is of unusual interest as a collecting ground for scientists. It is equally true, however, that this same bit of rugged mountains is also destined to become one of America's outstanding recreation areas. This is true because there is opportunity for such an endless variety.

If your favorite recreation is flying, the Smokies will fascinate you. One of the most interesting and thrilling experiences I ever enjoyed was an airplane trip from Knoxville over the Smokies. Within thirty minutes after leaving the Knoxville airport we were flying over Gregory Bald on the Tennessee-North Carolina state line, and at the western end of the National Park area. After circling the "bald" a few times we proceeded eastward along the state line, crossing Little Bald, Spence Field and Thunderhead. Instead of bearing to right, or south, with the state line to Siler's Bald and Clingman's Dome, we made a bee line for Mt. Le Conte, our main objective. As we crossed the Sugarlands Valley we were flying more than a mile above the ground, but in a few minutes we were much closer to terra firma, as our elevation of 8,500 feet above sea level put us only a little more than a thousand feet above the mile-high peaks of Le Conte. We circled this mountain a few times and proceeded on to the state line again at Mt. Guyot. Then we returned over the Greenbrier Pinnacle and Brushy Mountain, where we began to lose elevation rapidly. In fact, we dropped 3,000 feet before reaching the little village of Gatlinburg. From there we returned straight to Knoxville. In two hours we saw places often visited on hikes, but which could not be visited in less than a week or two by that method.

A Nature Trail for Youngstown, Ohio

AS TOLD IN A DIARY BY RACHEL STEWART

"Nature trails" are the latest thing in Nature-dom. Nothing is picked, killed, pressed, alcoholized, or mounted. Everything is kept in its own environment, and may be seen by anyone whenever he desires to follow the trail.

Trails are along woodland paths; in essence they consist of attractive descriptions, scientific or literary, which are tacked on the trunks of trees, tied to twigs, or attached on sticks above special flowers, mosses, rocks, or ferns. These are written with India ink on water proof linen Dennison tags. Insects and larvae are collected and kept alive among the leaves as described later.

The idea originated with Dr. Frank E. Lutz at Harriman Park near Tuxedo, New York, and spread to many summer camps. Interest was vivid, vandalism was absent; and an outdoor method, seemingly more vital than expensive museums or stuffy class rooms, was created.

The question next arose as to whether such a scheme would work in a typical city park where the park was too large and policemen too few for surveillance. Ninety-nine people out of a hundred might welcome the plan, yet would the one one-hundredth ruin the scheme for everyone? Dr. Lutz and Dr. Vinal thought that no mischievous boy or malevolent youth would touch a story, or rob a nest, or steal a specimen, no matter how attractive or unguarded, if the undertaking were launched in the right spirit.

We hoped so, but we wanted to know, and were willing to pay for the experience. This, in cooperation with the Nature Study Club, we have done, and we thought other cities and other individuals interested in spreading nature lore would like to learn the results. So we have asked our "Trail Builder" to write an exact copy of the diary that she kept during the experiment. As you will see it is a mixture of success and tragedy, but before turning her pages over to you, let it be known that we are well enough content to continue next year on a larger scale, and rather anticipate that the tragedies will lessen and the success increase as the years pass.

* * * *

July 14—Naturally the first move in building a nature trail is to find the trail so we set out this morning to present the idea to Mr. Hugh Imlay,

Superintendent of our most beautiful park, and if possible, secure his help. However, no pleading was necessary. Mr. Imlay knew all about nature trails, thought they were fine things and wanted one in Mill Creek Park. He felt that the Nature Club should do the work, yet he was willing to give us the freedom of the park, and all the help he could in the way of signs and guards. We could have any path we wanted and do what we pleased with it. I never did receive such sweeping cooperation! Then Mr. Imlay proceeded to give us statistics of the park. I had never known that it covered 1,400 acres and that it is supported by a fixed tax which is handled by a Board of Trustees; that there are about 200 men on the payroll, during the rush season, and that it has been most favorably mentioned in *Our National Parks*. We took notes and asked more questions and finally departed bristling with statistics and in a most uplifted frame of mind.

July 22—No matter what dizzy adventures I may have in the course of my life, I shall always remember this as one of the most pleasant, for today we visited the original nature trail at Tuxedo. We drove from Youngstown, and being an extremely un-traveled person it was thrilling enough just to be going, but when we got up among the Ramapo mountains and entered the Joyce Kilmer country, I became wildly excited. Every town and station was a name familiar in



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that poem of the "Twelve Forty-Five," and every train seemed to be one about which he wrote, "And to its high praise be it said, it carries people home to bed."

The nature trail itself was a delight, and we spent a long afternoon there. Dr. Lutz was at his lodge, and took a great deal of his time to help us. He was so amusing. When we told him we were from Youngstown he looked rather puzzled, and said, "Where in Youngstown would you find a place to establish such a trail?" I plunged into an enthusiastic account of the Nature Club and the park, thanking my stars for Mr. Imlay's statistics. Dr. Lutz was impressed and said it gave him an entirely new idea of our city. I suppose with the *National Geographic* and every trade magazine giving pictures of the "Mahoning Valley at Night," no wonder the world in general thinks of the town as a dire illustration of Dante's *Inferno*, and its people as the fiends that feed the eternal fires!

It is impossible to describe all the charms of Dr. Lutz's trail. If one cannot see it the next best thing is to read his pamphlet, *Nature Trails*, published by the American Museum of Natural History. I took all manner of notes as to ideas, addresses and the wording of signs. He had given the traveling public such a good name that we felt we had to live up to it, and heroically we left things untouched! I even walked by a perfect luna moth, though considering my eager interest in such things this year, that struggle with temptation might be classed as one of the decisive battles of the world!

When we returned to the lodge, Dr. Lutz asked us to stay for tea, at which we met his wife and daughters and several guests. They entertained us so graciously we felt as though we had known them always, though they must have pilgrims to the shrine of that trail almost daily. Their hospitality, and the Dr. Lutz' cordial interest in our enterprise, were the crowning touches of a perfectly happy day.

July 30—Having returned from my vacation, I reported this morning, eager to put some of my newly acquired ideas into practice. We chose a path that leads through a deep woods and then emerges to circle a lake. This gives us trees of all sorts, some good rock formations and the plant life of woods and shore, as well as all the fish and birds of the pond. In length it covers about three-quarters of a mile. We went over it hastily, but I saw dozens of things that would

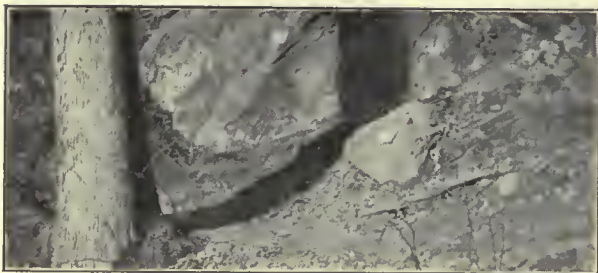


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make good stories and many opportunities to put into practice my favorite hobby of "nature in literature." Dr. Lutz had done that with many clever quotations, and I was eager to go and do likewise.

I listed all the things I wanted marked, then went back to town to lay in supplies. Water proof India ink, linen baggage tags, a printing pen and several skeins of fish line were the first necessities. We had decided to have our large signs done by a professional sign painter so I wrote the text and gave him the order. Lastly, I made appointments for trips the following week, with the best authority on each phase of nature study represented on the trail, to give me stories about their particular line. I might be quite sure of my facts, but before putting them down in black and white for the world to read, I am going to be able to quote some one who knows more than I do on the subject.

August 6—Almost every day this week I took some of our specialists over the trail and made notes for tags. Mr. Kuegle, our geologist, pointed out the rock features—a pulpit formation, some glacial boulders, glacial scratches and some samples of differential weathering, etc., and I have made tags for them. Mrs. Gilmore, who is our fern authority, identified all the ferns—there are only five on the entire trail: Christmas Fern, Ebony Spleenwort, Marginal Shield, Bladder Fern, and a Sensitive Fern. Mr. Dressel helped with the mushrooms and mosses. With all these tags and the ones I had made myself for trees and flowers, it seemed the perfect time to launch the trail. I started out bright and early armed



HOW THE LABELS LOOKED ALONG THE NATURE TRAIL—
YOUNGSTOWN, O.

with all my tools and escorted by a group of fellow workers. True to their promise, the park people had put up equipment for our big road signs—twelve by fifteen inch backboards stained a deep woody brown, placed on stout cedar posts. We had ordered the signs for tacking on these backboards. Three were simply road directions—"The Nature Trail"—with arrows pointing in the proper direction. The other two were for the ends of the path and were called, "The Spirit of the Trail." We borrowed the wording from Dr. Lutz for it could not be improved upon. "The Spirit of the Trail—A friend somewhat versed in natural history is taking a walk with you and calling your attention to interesting things." They were all signed, the "Youngstown Nature Club."

We cut sticks on which to tie the labels about plants that were too small to bear a tag. The tree labels were tied on branches or tacked to the trunks. The tags were made on Dennison's linen baggage labels and were printed with water proof India ink. We used green fish cord to tie them on, but later this proved to be a mistake for the color ran when it rained and green streaks showed on each tag. The large signs were made on cardboard and varnished. The varnished softened the color and protected the ink.

Joe Musgrove, a young high school boy and the president of our Butterfly Club, had made some fine labels about the various leafs and tree galls which were to be found on the trail. He also installed a complete life history of a Polyphemus moth. The eggs, cocoons and mature moth were arranged in an open faced box which Mr. Chase had used for a bird feeding station. The moth was mounted on cotton in a small picture frame so that the wind could not harm it. Real cocoons were tacked around the moth, and eggs were glued to the bottom of the box. Across the trail was a cylinder of copper wire screening about two feet long and a foot in diameter, with mosquito netting at both ends. This was tied to a branch

of white oak—and eight polyphemus larva feasted as contentedly on the leaves as though they were in perfect freedom. Joe is to be curator of insects, and his interest and industry were a joy.

We put a painted turtle in a box by the spring, and two garter snakes caged at another point on the trail. There was a cardinal nesting in a wild grape thicket. Her babies were about ready to fly—they must have been a second brood—and a sign requested people to tiptoe by quickly so as not to frighten them. At another point there was a fine nest of the wood thrush showing the characteristic white tag they always place somewhere in the structure, and another label explained this.

The path around the Fish Pond is just a narrow trail worn by the feet of small boys on the hunt for frogs and turtles. It is muddy, and stony, and hilly, and the weeds are high and tree limbs low. In many respects it is the most interesting part, but I am afraid it will not be very popular. We should like very much to have a good path, but it would be a big piece of work and I haven't the courage to ask Mr. Imlay for it just now, when his men are so busy all over the park.

I certainly had a demonstration of what will happen on that path. Just as we were nearly through with our work, I stumbled on a root and fell, cutting my ankle rather badly. The boys evidently expected me to faint, in which case they would probably have dumped me into the pond, but I did not so far disgrace myself. We had picked up a couple of small boys who had trailed us nearly all day, and they came to the rescue nobly. They had a small first aid kit, all clean and fresh and unopened, which they presented to the cause. Thanking my stars for my first aid training in Camp Fire, I doped and bandaged to such purpose that I was able to finish things up, though I was a gory looking object to go home through town on a Saturday afternoon.

It was five o'clock when we placed the last tag, and a tired but satisfied procession climbed the hill to the car line. For better or worse our nature trail was started.

August 8th—Mr. Solomon had promised to spend Sunday on the trail to act as host and explain things to people. He estimated that there were about a thousand people there during the day, and after viewing the well worn condition of the path I could easily believe it. It had been a souvenir hunting crowd, and nearly everything portable had been carried away. The snakes, the

turtle and the moth were gone, and the thrush's nest had been poked down. The cardinal babies were gone, too, but the nest was intact and the father bird was whistling quite cheerfully from a tree near by, so I hope that was not a tragedy. They were almost ready to fly, and I have no doubt the parent birds hustled them up a little. I changed the tag to explain the empty nest, put up a new moth and restored order generally. Judging from the first day, our trail is going to be popular, at least.

August 9th—Adrian Dignan, another of our club boys, has been appointed curator of reptiles, and he came to the front today with a huge pine snake for the trail. The Stephensons, some friends of his, had caught it over in Jefferson County, Pa. We got a large packing box, stained it dark grey, and covered it with heavy wire screening. About noon the Stephensons arrived with the snake, and we greeted him with cheers. We uncoiled him to be measured and found that he was five feet and two inches long. He had just shed his skin and bits of the scales still clung to his body. The new coat was dark brown with a fine yellow line around each scale. His head was triangular and his neck quite slender. The reptile books pronounce pine snakes quite harmless, being of the constrictor class and not poisonous. They live on young birds and squirrels, which they kill by crushing them.

A reporter from the *Vindicator* was there with a camera, and the entire crowd, including some more small boys whom we had acquired, either helped or advised while he took pictures. When we came to put the snake in his cage he fought savagely, but we got him in at last and fastened down the lid. Mr. Stephenson said he had not eaten since the ninth of May when he had been captured. I hope he has not gone on a hunger strike for the job of forcibly feeding a snake does not appeal to me. It is going to take all my nerve to keep him supplied with fresh water. Snakes are not my favorite playmates—and I am Irish.

August 13—Mr. Kuegle has made the most delightful little maps of the various geological phases of the Fish Pond, with a short explanation of each one. I have spent days tracing those maps on parchment and printing the stories. Three posts stand side by side in the green at the far end of the pond where one reading them may see all the hills and valleys mentioned in the text. Cat-tails and water rushes of all kinds stand around

the edges and duckweed collects in coves. Water lilies grow rank and thick, and are in full bloom now. Little green heron pose on logs and tiny turtles sun themselves on the lily pads. Kingfishers flash about constantly for the pond is full of gold fish and is one of the sights of the park. Long ago—so the story runs—some one dumped the contents of a gold fish bowl there and the fish have increased and multiplied till now there are thousands. People come to feed them and watch them fight over the crumbs. When they are young they are quite black and they go through a white or pearl stage before they become gold. I gleaned this bit of fish lore from Mr. Slagle of the pet shop, and then I didn't dare put it on a sign for every one has a theory of his own about those little black fish. There are some bass there, too, but most of the finny tribe are of the gold variety.

I put fresh water into the snake's cage all by myself today, and I was so proud. I am really getting quite attached to him. Every time I pass the cage there is an admiring ring of small boys with their noses pressed against the wire watching him. They are very much impressed by the fact that he has not eaten for so long. Today a group of them contributed a twelve-inch garter snake for either company or repast, according to Algernon's whim. We have christened the big snake Algernon, for no special reason except that it seems to suit him. The boys are much excited and ask dozens of questions. Wherever I go in the park I am pointed out by every urchin in sight as "the lady wat owns the snake."

August 15—Algernon evidently decided that he was more hungry than lonely for I found him looking fat and stiff and placid this morning, and no small snake in sight. The boys were on hand to view the situation and they stared at the sleek cannibal in awe. Boys of that age—about ten or twelve—have always been a weakness of mine, and my experiences here on the trail have only made them more likeable. For every one who proves indifferent or destructive, there are dozens who are eager and interested and helpful. Their questions have given me more good ideas for the trail than one would imagine. They may feed my snakes any time they wish!

August 16—The duties of a nature trail maker are certainly varied! While I was replacing the moth in the life history exhibit again—they seem to be too attractive to be resisted—one of the park guards came after me with the news that Mr.

Imlay wanted me in his office. When I arrived I found that I was being called upon to prescribe for a young green heron which one of the men had found on the road. He was full feathered and evidently unhurt, but he stood all humped up and sullen in a corner of the cage and had refused all offers of food and drink. When I put my hand down in the cage he pecked at me so viciously that I decided there was nothing wrong with him except temper and suggested we take him out to the river and turn him loose. It seemed to be the only thing to do, so Mr. Douglass, the guard, took the cage out to his car and we started off to restore the youngster to his native haunts. Just above the mill we took him out of the cage and put him down at the water's edge. He took a long drink, then began to step along the shore looking for minnows. We watched him till he was out of sight and decided that he felt at home and happy.

August 20—As I was putting up new tags and getting things in order this morning Mr. Chase brought Mr. Addison Riggs out for a tour of inspection. I had several cold chills, for Mr. Riggs is above all other local authorities in all branches of nature study, and I feared he would find much to criticize. He went over the entire trail, read every tag and pronounced them all correct. I was so relieved! Other people may argue and dispute but if Mr. Riggs says things are right they *are* and nothing more need to be said.

He gave me some good suggestions about mosses and lichens which delighted me. The subject is one about which I know nothing and am most anxious to learn.

August 23—Mr. Imlay has seen the use of a path around the lake, too, and with no suggestion from us has put his men to work to make it. They have cut down bushes and filled in mud puddles till one can easily go the whole way around in one's best slippers with no fatal results. The clearing out of the underbrush has revealed many things I had never suspected were there. One of the best finds was a small thicket of hazelnut in bloom. Some of our tags read as follows:

"Huckleberries—It takes a lot of picking to get enough for a pie, but they are worth the trouble."

"Bonset—Our grandmothers used to make a tea from this plant, which was supposed to cure anything."

"Dewberry—(Running blackberry)—It was of this cousin of the common blackberry that Whitman said, "The running dewberry would adorn the parlors of heaven."

"When the leaves have fallen the winter sign of poison ivy is the hairy stem. The Virginia creeper does not have anything of the kind. Poison ivy is just as dangerous in winter as in summer."

We have given Algernon a companion which he will not be able to eat. The children of the various playgrounds have had a pet show, and among the curious pets were several turtles. We asked permission to buy a couple of them when the final show was over—especially a fine specimen of box turtle which is rather rare in this locality. It got away from its owner before the last content, but we managed to get a good sized painted terrapin for the sum of fifty cents. We put him in Algernon's cage and awaited results. Nothing happened in the way of hostilities, and as neither one can hurt the other the arrangement may work very well.

There has been a great deal of rain lately, and fungus growths of all kinds are appearing on the trail. Mr. Dressel told me a good bit about them and taught me the trick of identifying them from the books, but the subject is difficult. It is almost impossible to name them correctly without destroying the specimen, for so much depends on the spores and stem bases. I had taken one of a colony into the library for identification and when I returned with an appropriate tag, I found that the squirrels had eaten all the others. The subject is of almost universal interest, but is proving most difficult to handle. Of course, the first question to be asked is always, "Is it edible?" And when the different authorities fail to agree, one hesitates to answer.

August 27—I was busy at home today and missed the most exciting adventure of the trail, for this afternoon Algernon got out. It would be more accurate to say that he was let out for that is just what happened. Someone took him out of his cage, put a noose around his neck, and tied him to a bush. A group of young Scouts found him there and realized that something should be done. They did not feel like handling him, so one crowd went to phone Mr. Chase while the others remained to watch Algernon, to see that he did not get away, and prevent others harming him. Mr. Chase hurried to the rescue and soon had him safely re-established in the cage. Those boys certainly could claim a "good turn" for the day!

August 31—It has rained steadily for days and the tags are limp and mud splashed. The ink remains water proof and as soon as the tags dry

they will be stiff again, and the mud can be brushed away. They have proved that they can resist weather and handling better than I had hoped, but I am thinking of different plans for the winter.

September 3—Some bright child has discovered the devastating effect produced by cutting the letter "R" out of the word "Trail" on all the big road signs, and when I arrived this morning I was confronted with signs which read "Nature Tail." This appealed to my Irish sense of humor but also to my Irish temper, for I knew the park would be full of people during the Labor Day week and I wanted things to be in especially good order. I took out some parchment, patched the holes and made R's on the patches, as there was no time to order new signs.

September 5—Labor Day. When I went out to the trail this afternoon on a tour of inspection, I found every tag on the first section torn away. Some were gone completely and others interchanged in a manner which showed patience, diligence and considerable impish intelligence. The ash and hickory were mixed, and the two horn beams—the beech and birch, too. I was decidedly put out, for I had worked so hard to get things in good shape for the holiday, and they were a mess. I did my best to put them to rights, but I soon used up all my supplies and had to leave the rest for another day.

September 6—This being the first day of school, my regular work absorbed most of my time and all of my energy, but in the evening I returned to the trail to finish the repairs made necessary by some boy's idea of fun. I was very tired but the park was so still and peaceful and sunshiny that it rested me more than anything else could have done. It even cooled my resentment against the vandals who had caused all this bother. One of my besetting sins, from some points of view, is my habit of quoting poetry, and on this occasion as I strolled back to the car, through the sunset I found myself repeating the old favorite of my school days:

"If thou art worn and hard beset,

With sorrows that thou would'st forget,

Go to the woods and hills.

No tear dims the sweet look that nature wears."

September 10—Our first and most important road sign was torn to ribbons the other day, so I went to Mr. Trinkle, the painter, for another. He suggested that we try iron signs and offered to make one for us. The idea sounded good to me,

and the sign which came this morning was a joy. It is of galvanized iron, painted white and lettered in black. One would never know without touching it, that it was not ordinary card board. I put it in the frame, and anchored it with eight long, big headed nails, and I defy any mischievous youngster to remove it. I think we shall have all the road signs done in iron as it becomes necessary to replace them. The cost is very little more, and they will last so much longer. Varnishing them gives a soft brown color and keeps the ink lettering from chipping off.

September 12—A quick walk over the trail this evening found it in perfect order and I was glad, for as I came out by the pond I stumbled on a pleasant adventure. A car with an Arkansas license stood there, and the owners, a party of tourists, were exploring the trail. They were full of questions as to how one first goes about to make a trail. I gave them advice and information and addresses, and they departed, bubbling with eagerness, determined to make a trail of their own in their home town. Dr. Lutz's trail is going to extend a long distance one of these days.

September 17—The first Nature Club hike of the fall program was planned for today, and was to be over the trail. Such being the case, I embarked bright and early to see that things were in order, and it was well I did, for they were wrecked! No previous vandalism has been so bad. The first section was once more stripped of its tags. The larva cage, which had contained eight nice fat green worms each about two inches long, had been torn from the tree and thrown beside the path and the box which contained the moth and cocoons was so well hidden that it took ten minutes' search to find it. But the worst was to come, for when I reached the cage I found that Algernon was dead. The trouble makers had evidently jarred the box so that one of the stones had rolled on the poor snake and broken his neck. I was very angry, and very sorry, too, for I had really become quite fond of my bad tempered pet. There was too much work to be done to waste much time lamenting. Joe Musgrove came out and Elizabeth Northrup also, and the three of us toiled madly to get things restored. We decided to leave Algernon in his cage till after the group had completed their hike, for he was not torn or spoiled in any way, and was a noble specimen even if he were dead! Joe had produced an "insect orchestra" of crickets and katydids and spent some time getting that established.

We wrote tags, tied strings, and rubbed out pencil marks up to the minute the hikers arrived.

There was quite a crowd and they all seemed interested. We divided the group into two teams and each went over a different section to avoid crowding. They kept count and found that there were ninety-eight signs on the trail. The ink was hardly dry on some of them but they were there, and that was the main point.

But how I would love to get my hands on the person who killed our Algernon!

September 19—Vandalism still goes on. This evening I found that the moth exhibit, box and all, was gone beyond recovery. That has been one of our most interesting displays and one of the most difficult to keep in order. We shall not replace it this fall, and perhaps by spring we may have worked out a way that will prove safe and satisfactory. We had thought that destructiveness would wear itself out before this. From the first we had put up courtesy signs reading: "This is your trail. Will you help keep it in shape?" But now the point had been reached where the one one-hundredth was smashing the fun for the ninety-nine, so we had to decide on stricter tactics.

We took the large sign down at the entrance to the trail and nailed up the following: "Hundreds of people have enjoyed this trail. Three or four boys or young men have thought it fun to destroy the signs, and ruin the pleasure for the crowd. A reward of \$5.00 will be given for information convicting these boys, and the name of the informer will not be revealed. Report at the Mill Creek Park Office."

September 26—I should hate to say that it was the effect of our sign that saved the trail, but the usual Monday evening trip found everything in perfect order. Two tags were off as a result of handling and some had to be removed because the plants were past blooming, but there were no evidences of vandalism.

It is so interesting to watch the progress of the seasons on a given bit of woodland. I never kept such a careful record before. The blossoms are all gone except the asters and golden rod. The leaves are turning and the witch hazel is about to burst into bloom. The fish pond was very still last night, and four young wild ducks were bobbing about. That was the first time I had ever seen ducks there, and I could scarcely believe my eyes. They seemed perfectly at home and were quite unafraid. I looked them up later

and found that they were pied-billed grebe.

One result of the reward sign caused me much amusement as well as some embarrassment. As I was working on the trail I heard some stealthy rustlings and saw several girls watching me from the bushes. They pounced on me with excited questions and evidently had visions of five dollars to spend. I showed them my tools and tags, and used much eloquence before I convinced them that I had a right to move a sign if I wished. I think they still had their doubts, but they went away finally with many backward glances. It will be a joke on me if I am dragged before Mr. Imlay some day accused of destroying park property!

October 1—The usual Saturday morning trip was a joy for the day was perfect and the trail unmolested. I had gone out the night before to put up some more of the iron signs. The three chapters of the story of the fish pond are also on iron now. Mr. Trinkle prepared some signs with white paint and I traced the maps and did the lettering in the India ink, just as I had done on the parchment. They were not as hard to do as I had feared, and they look very well. No one would guess that they are iron.

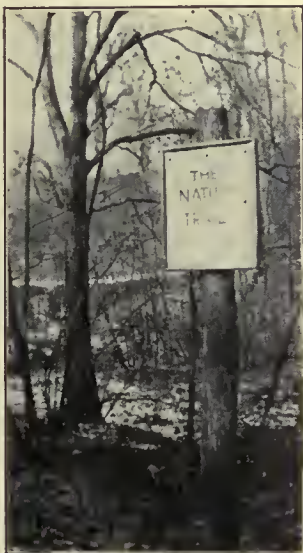
Because of the decided evidences of fall there was need of some new signs. The green heron has gone, so I told of his migration and called attention to the presence of the grebes. Nuts are falling and the witch hazel is in bloom. The polyphemus larva has not yet spun his cocoon but I expect to find it every time I go. The sassafras leaves are quite yellow and the gum is deep red. The grape vine is full of frosty blue clusters, and flocks of birds—especially robins—make the thicket a stopping place. I am making notes for our winter signs which we plan to put on small iron tags. They will have to be done very carefully and will call for much thought.

October 8—Six posts for some new geology signs were ready today. It was almost the first morning this fall that had a nip of frost in the air, and the colors were gorgeous. These signs deal with various formations caused by the glacial deposit in the valley; they tell of preglacial Mill Creek and the cutting of a new valley by the present Mill Creek.

October 10—We had stationed young John Fell on the trail yesterday to count the people who passed over it. He was there from 10:30 A. M. to 5:30 P. M. and counted 617 people. It was a beautiful day though rather cool, and

probably was a very fair average for all the Sundays of the summer. I was very pleasantly surprised for it was more than I had expected. On Saturday I had noticed evidences of a hare and hounds chase over the trail and the Camp Fire notes in yesterday's paper mentioned the fact that a group had made it the objective of a hike. That delights me for I suspect I have written those tags all summer with a sub-conscious thought of the honors in Nature Study that could be won there by Boy Scouts and Camp Fire Girls. I have been pleased, too, at the interest shown by the teachers. Never once since school started have I gone over the trail without meeting some teacher with a group of children. Sometimes it is a class in geography or science, and sometimes it is just a group or room out for the fun of it. Mr. Imlay was especially anxious to have it appeal to teachers, and I am so glad his hope has been justified. The interest shown by so many people has been the thing which saved our enthusiasm when things were most discouraging.

November 1—All signs on the trail are perfectly intact except two that were blown down. The linen tags are getting rather frayed but we plan to install the last winter ones tomorrow. No small boy or wayward youth has harmed a sign for over a month! We seem to be established at last, but we plan to reconnoiter every Saturday morning and Wednesday afternoon if possible, replacing old signs and installing new ones. When snow flies we will tack up pictures and descriptions of animal tracks.



LABELS ALONG THE NATURE TRAIL

A Change in Rule in the Athletic Badge Tests for Boys and Girls

The Athletic Badge Test Committee of the P. R. A. A. has made a change in ruling in connection with the holding of the Athletic Badge Test for Boys and Girls.

The present rules require that the events in the test for an Athletic Badge shall all be given "at one time." This has been interpreted to mean that a candidate must be given the complete test within a period of one week.

The Playground and Recreation Association of America finds that in many cases it is not possible to give these tests within that period. One Director of Physical Education in California writes that the children are available for the tests on only one day of the week and that the numbers are so great that it is physically impossible to put them through all of the events in less than several days, so that the testing carries over a period of nearly two months. He feels that the use of the tests is helping greatly in his work, but that in order to continue using them he would need to have much greater leeway in time.

A number of similar situations have been reported with the result that the Committee has unanimously approved extending the time limit so that a period of three months may be designated as the time within which the tests are to be made. This will make it possible for a director of physical education to carry on tests during a school term or for a playground director to use them during the period of a summer vacation playground.

A New Civic Opera Company

Under the direction of Lyman P. Prior of the Jacksonville, Florida, College of Music, the city is to have an Opera Association of local musicians. The Playground and Recreation Department is promoting the program and much interest is being aroused. The first opera to be presented, *The Bohemian Girl*, will be given out-of-doors.

Selecting Playground Workers in Cleveland*

By FLOYD ROWE,

Director, Department Physical Welfare

In Cleveland we have been working since 1924 on a procedure by which applicants for position as playground leaders during the summer months may be rated so that those most likely to be successful will be employed.

The purpose in making the study was twofold:

1st. To find those factors that go with successful playground instructors.

2nd. To find those factors that go with unsuccessful playground instructors.

The hope back of the work was that knowing these factors it would be possible to increase the probability of picking people who would succeed in playground work. Because of the brief time available, most of the work was done on part one above. The work was limited further entirely to objective factors and those that could be measured with a fair degree of reliability.

A few words of caution are necessary to readers of the results.

First: The results are strictly applicable only to this group. However, as long as the applicants come from the same sources the results should remain approximately true.

Second: The correlations involve only a small number of cases, at best about one hundred and fifty, and generally indicate relationship rather than the amount of it.

Third: The men and women have been considered together in some cases where the relationship between the factors and success would be very much clearer if they had been separated. The same is true of the younger and older girls' leaders. For instance, it is possible that age does not greatly affect the success of the workers with the smaller girls. If this is true the relation between success and age for the rest of the group would be higher than our figures show it to be.

Fourth: The fact that our measure of success is not accurate in every case tends to lower the relationship between the different factors and success.

Fifth: *No claim is made that the factors that have been considered are the causes of success.* If a certain measurable trait always varied with the success a person had in playground work, it would make little difference whether *the trait caused success or not.* As long as it would help one to pick out the people who would succeed in playground work, it would fulfill our purpose.

FACTORS CONSIDERED

I. Physical Factors

Age
Weight
Height

II. Schooling

Number of years above high school
Semester hours in physical education, sewing, weaving, singing, sandplay, folk dancing, dramatics, storytelling, classes for coaches, gymnasium work
Boxing, woodwork, track work in school or college
Varsity, class or fraternity teams, number of years on each
High School Teams

III. Intellectual Factors

Score on the Terman Group Test of Mental Ability Examination Grades
Practice teaching grades

IV. Experience

Months of playground work with the Board
Other months of teaching
Months of coaching
Months of settlement and boys' or girls' club work.

V. Opinion of the Leaders on

Following program more closely, changing program
More freedom in leaving the grounds
Hardest and easiest things to do
Things the leaders know the most and the least about

*Material presented at section meeting, Recreation Congress, Memphis, Tenn.

Things the leaders and children are most,
and least interested in
Compensation for extra time
Interests of leaders and children in hand-
work
Value of games of low organization, place
of baseball
Girls' interest in athletics
Attitude toward supervision
Teaching of sportsmanship.

SUMMARY OF RESULTS AND RECOMMENDATIONS

a. Specific Recommendations

Schooling

1. Each year of school above high school should count heavily in favor of an applicant.

Age

2. People under twenty should rank above the average of the group in other traits in order to be considered.

Intelligence

3. People who make a high score on the intelligence test should be given the preference.

Age and Intelligence

4. People under twenty and making less than 150 on the Terman Group Test (or equivalent on a self administering test) should not be employed.

Experience

5. Previous experience in playground work should count very definitely in an applicant's favor.

Marks

6. Those who receive above the average mark in the playground course and the practice teaching should be given a decided preference over those who made poorer marks, but not over the better applicants who have not had the course.

Course

7. Women who have had the physical education courses in college should be given the preference over those who have had other courses.

Teaching

8. Women who have had teaching experience should be given the preference over those who have not.

Gym

9. Men who have had gymnasium work should be given the preference.

Boxing

10. Men who have had boxing should be given the preference.

Teams

11. Those who have played on the *largest number of teams the greatest number of years* should be given the preference.

Handwork

12. Small children leaders who have had weaving, paper work, and other hand work should be given a slight preference.

Sandplay

13. Small children leaders who have had sand play should be given a slight preference.

Storytelling

14. Small children leaders who have had storytelling should be given a slight preference.

Height-Weight

15. Height and weight should count VERY slightly in favor of the applicant.

Composite

- X. Until a more complete scale is worked out, a composite of age, intelligence, years of schooling above high school, experience in playground work, and semester hours in physical education could be used. Those near or above the average of the group of applicants in each of these factors should be reasonably sure of success. The few cases that fail will probably be caused by the attitude of the person.

b. General Recommendations

Employment Scale

1. An employment scale should be built up assigning a numerical value to each of a list of factors that is found to go with success.

Examination

2. An examination should be constructed (for the playground course) that would test the applicant's knowledge of how to handle typical playground situations.

Rating Scale

3. For measuring the efficiency of the playground leader an objective rating scale should be constructed. Values should be assigned for each of the things they are supposed to do according to its value. The leaders should be rated according to the efficiency with which they fulfill each point on the scale.

Attitude

4. A test should be worked out to indicate the attitude of the applicant toward typical playground problems.

It was found that

The correlation of age with success is —:— .47

A composite of age and intelligence with success is..... —:— .61

A composite of age, intelligence, years of schooling with success is..... —:— .62

A composite of age, intelligence, years of schooling, hours of physical education with success is..... —:— .65

With these facts in hand the following rough rating scale was developed and candidates for positions on the 1925 summer playgrounds were selected by means of it.

RATING SCALE

Years	20	21	22	23	24	25
Points	6	8	10	12	14	16
Terman Group						
Test	150	160	170	180	190	200
Points'	1	3	5	7	9	11
Years beyond						
H. S.	2	2½	3	3½	4	5
Points	8	13	18	23	28	33
Semester Hours						
Physical Edu- cation Sub- jects	2	6	10	14	18	22
Points	5	8	11	14	17	20
Months Ex- perience ...	2	4	6	8	10	12
Points	5	8	11	14	17	20
Minimum points. .25						
Maximum points. .100						

Applicants for the 192 playgrounds were also studied for type—whether wiry nervous, bony muscular or adipose indolent.

There did not seem to be any value in this, because there probably is a natural selection made by the applicants themselves. That is, in all probability, those persons who would want to work on playgrounds all came in the second classification, which really covers most of our workers.

The shape and size of hands were also considered, but without securing positive correlations. There are no great ball players with small hands. This was true with shape of hands and size of feet.

During the 1925 season the conclusion was definitely arrived at that the *mental attitude* of the

leaders was really a most important factor. The Downey Will-Temperament Tests were used, and a negative correlation was found to exist between total score and success, either as a group or as differentiated by sex. However, there was a sufficiently large correlation between success and six of the thirteen portions of the test, when ap-

(Concluded on page 107)

William Kent

Born in Chicago, March 29, 1864

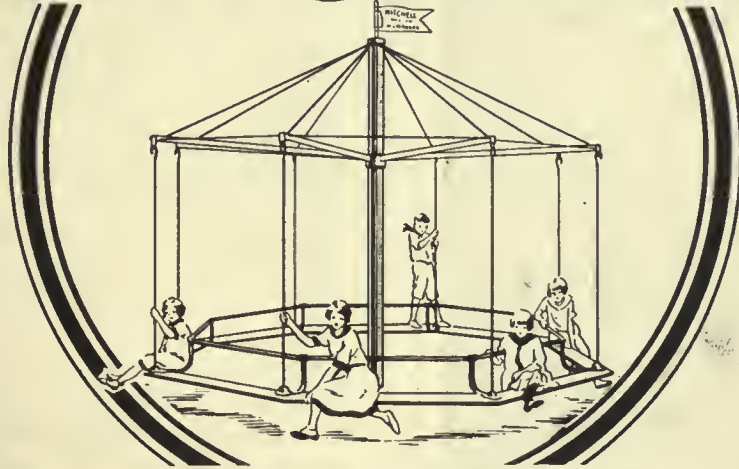
Died March 13, 1928

For more than a quarter of a century William Kent maintained a steadfast interest in the play life of the boys and girls and young people of America. Not only did he give the first playground to Hull House in Chicago, but he established also a rural recreation center at Kentfield,



California, and gave Muir Woods to the public. His leadership in the campaign to save the Redwoods also meant much to the entire country. In addition, early recognizing the importance of clearing information between different cities, he united enthusiastically with others in the national organization and gave of his time to interviewing others to help build up the national work. From the year 1911 when William Kent first became Second Vice-President and a member of the Board of Directors he was ever ready to help the national movement. The Playground and Recreation Association of America is deeply grateful for the sympathetic understanding service of William Kent to the playground and recreation movement.

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Merry Whirl

Provides Exercise and Amusement
for ONE or FIFTY Children at a time

There are many times when a large number of children are to be accommodated with Playground Apparatus, but because of the limited Playground area available this is hardly possible, consequently the children are not supplied with the proper kind of equipment to facilitate exercise and amusement. In cases of this kind Merry-Whirls are particularly desirable since they require only a small area and accommodate so many children.

In operating the Merry-Whirl, children obtain not only amusement but unconsciously derive from it the best of exercise to their limbs, backs, chests and shoulders.

Another valuable feature of the Merry-Whirl is that it gathers children in a large group, thereby preventing any antagonism.

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The instinct to climb is deeply rooted in every child and the Junglegym provides ample opportunity for one or a hundred to climb without the slightest danger of falling. Many of the horizontal bars are always within reach of the hands and feet. Safe at all times.

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is this Junglegym Jr. Made of either selected wood or galvanized steel tubing. Will allow at least 15 children to play in a ground space of 5 x 7 feet.

Steel \$125
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Playground Department

Chicopee

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At the Conventions

CHARACTER DEVELOPMENT CONFERENCE

At the recent Character Development Conference held in Chicago February 16th to 18th there was insistent emphasis on the modern educational ideal, that growth must come from within, that success cannot come from imposing from without. Again it was stated that habits and conduct established before the age of five years is likely to serve as a foundation of character. It was suggested that one of the most serious problems in society exist because the world is populated largely by grown-up children, that modern civilization forces people to work eight hours a day while their natural inclinations tend toward play. Sports permit grown-ups to be children in a dignified way.

The child should not be spared hardships which many parents underwent in their earlier years. Many parents leave no opening for children for forming good habits because they are always protecting them from such hardships. The best habits are formed by struggle. The path of control is in seeking out the constructive side of the conflicts into which a child walks.

If children are to build the finer elements of nature, they must be provided with an environment which will bring out these finer elements. It is for parents to do things indirectly to provide the right child environment, so that the child will come of his own accord to regret the bad things. Parents must have an understanding of the child's comrades, for so much depends upon such comrades. Discipline is largely indirect and consists of getting into the environment in which the child lives the things that call out the best from him and help him to decide what is right so that he will be able to judge when he is successful and when he fails.

One of the speakers asked, "Should a curriculum of leisure be put into our schools and colleges; how should a nation use such an asset unless leaders be trained to lead them? Somebody needs to build a program for home leisure which should build up character. Is the use of leisure a spiritual problem?"

Another speaker said, "America has not discovered how to play; has not learned the depths of play. Of the greatest importance for constructive development is the use of our leisure individually and collectively."



A Dustless Sanitary Playing Surface Assured by Using Solvay

Each year brings increasing demand for the use of Solvay Flake Calcium Chloride to provide a dustless, smooth, and sanitary surface for children's playgrounds. Dust is unsanitary; it carries many germs harmful to children, as well as to adults.

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SOLVAY

Calcium Chloride

lays the dust, and has a decided germicidal action which has attracted the unqualified endorsement of physicians and playground directors.

Solvay is harmless to clothing and playthings—will not track or stain and may be applied without in any way affecting the use of the playground.

You will find Solvay Flake Calcium Chloride a real economy for the proper maintenance of playgrounds and tennis courts. Anyone can apply Solvay—just open the 100-lb. bag or 375-lb. drum and spread the material evenly over the surface. 75 conveniently located shipping points assure you prompt service.

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Combination of popular playground dances with harmonica accompaniment is a feature at many recreation centres.

Improving PLAYGROUND ACTIVITIES through the HARMONICA

Leaders of Playground and Recreational Activities throughout the country have found that their work is stimulated and made easier by the introduction of individual and group performances on the Harmonica.

The small size and low cost of the instrument, the ease with which it can be mastered, and the fact that any normal adult can successfully conduct and develop Harmonica activities are regarded as outstanding features.

Mr. Glenn M. Tindall, the well-known Supervisor of Musical Activities of the Department of Playground and Recreation of Los Angeles, California, says:

"I consider the Harmonica most valuable in connection with recreation. Its portability, price, the ease of mastery, the pleasure imparted to the player, its social benefit and incentive to further musical study, all give the Harmonica a constructive value. Its use very definitely tends to better citizenship."

Brochure on Request

A helpful discussion of the social and educational value of the Harmonica, with full instructions for the development of Harmonica Activities, is provided in the latest edition of the brochure entitled, "The Harmonica as an Important Factor in the Modern Education of Girls and Boys." A copy will be mailed gratis on request to

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Book Reviews

RECREATION AMONG NEGROES. By William H. Jones. Published by Derricotte and Company, Washington, D. C. Price, \$2.50

William H. Jones, Professor of Sociology in Howard University has just issued, through the Howard University Press, "Recreation and Amusement among Negroes in Washington, D. C." With student help, Prof. Jones listed and visited various recreational resources available for negroes in Washington and classifies his results under Non-Commercialized Recreation and Amusement, Commercialized Recreation and Amusement and Some Behavior Sequences of Inadequate Recreational and Amusement Facilities. His method is to list carefully the various facilities and resources, including not only playgrounds, social centers, churches and other obvious non-commercial resources, but also the home, the social clubs, the barber shop, the streets, and to make intelligent and significant sociological comment on the facilities and the conditions therein and their probable effect on human beings who share the recreational life offered. The section on Commercialized Recreation, in addition to noting the more or less obvious things, comments effectively on the restricted opportunities for enjoyment of the higher grade facilities which Washington provides for its white citizens. Among the more unusual observations is the assertion of the lack of organized gangs among the young people of Washington; the need for more social club organization with an exclusiveness that will help to establish standards; and the recognition of the Washington fact that the geographical areas which had the largest number of juvenile delinquents were those in close proximity to playgrounds. The book is a significant study of one phase of negro life in urban environment, with full recognition of the fundamental importance of leisure and its use.

SCHOOLS AND CHILDREN. By Lois Hayden Meek. National Headquarters, Washington, D. C. Price, \$2.50

This syllabus for the use of study groups has been organized as a guide to the study of certain aspects of the life of a child during the years he is attending the elementary school. Part I deals with children's needs, and II with school machinery. An excellent bibliography is included.

INTERESTS OF YOUNG CHILDREN. By Lois Hayden Meek. Published by American Association of University Women, Washington, D. C. Price, \$1.50

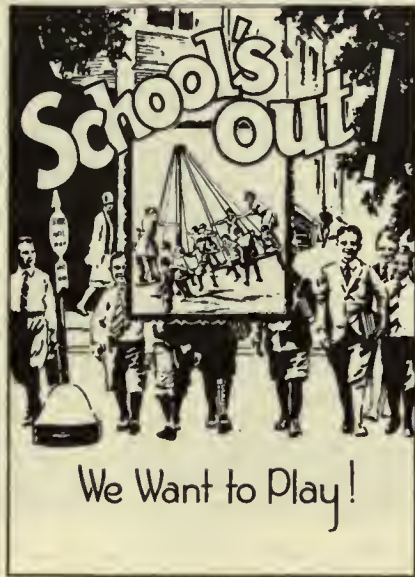
This is the third in the series of Guidance Materials for Study Groups issued by the American Association of University Women. The study outline has to do with the value of play, plays and games of various ages, toys, building materials, dolls, making things, indoor play rooms and outdoor playgrounds. Valuable bibliographies accompany each section. The outline will be found helpful not only by study groups but by individual parents.

COMPARATIVE EFFECTIVENESS OF SOME VISUAL AIDS IN SEVENTH GRADE INSTRUCTION. By Joseph J. Weber. Published by The Educational Screen, Inc., Chicago, Illinois

All who are interested in usual education will wish to know about this study submitted to the Department of Educational Research and the Faculty of the Graduate School of Columbia University as a doctor's thesis. Mr. Weber seeks to answer the question, "Will the use of pictures along with verbal instruction combine economy in the learning process? And, if so, how much?" The results of the study indicate a distinct value for pictures only as aids, not as substitutes.

FIFTEENTH ANNUAL REPORT OF THE CHIEF OF THE CHILDREN'S BUREAU—Fiscal Year Ended June 30, 1927. Government Printing Office, Washington, D. C.

The report of the activities of the Children's Bureau



JUST a matter of a few weeks before hundreds of little folks will have nothing to do but play. But there is still time to equip a playground or add a new piece to the old one, and have it ready for vacation days—recreation days. Send today for

The NEW MEDART
Playground Equipment
Catalog



The new 1928 Medart Catalog is chuck full of suggestions for equipping a playground with up-to-date Medart Playground Apparatus—built to give the utmost in safety and durability. Every piece illustrated, priced and described.

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Makers of Gymnasium Apparatus and
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Not only does The H. J. Heinz Company, of Pittsburgh, Pa., provide the public with its "57 Varieties," but it also spices the life of Pittsburgh's children with many varieties of good fun. This company has given its practical endorsement of the Playground Idea by presenting Pittsburgh with the Anchor-fenced playground shown above.

Safety—a matter of vital importance to the playground committee

"WHY don't you put up a danger sign on this cliff?" the visitor asked the native who was showing him the neighboring sights of an Irish coast village. "Shure and we did, but narry-a-wun fell over the cliff, so we tuk it dhoun," replied the native!

If you are a member of a playground committee, or in any way connected with playground administration, you will appreciate the significance of this story. You will know that the problem of safety is one that sometimes fails to obtain the consideration due to it—until some tragedy draws everybody's attention to this problem.

There are many playgrounds where it is still possible for a child to run headlong in pursuit

of a playmate or a stray ball, right under the wheels of passing traffic. Yet the recognized authorities on playgrounds are unanimous in advocating protective fences.

A fence of the right type keeps the children playing contentedly within the limit of the playground, undistracted by occurrences in the street and unmolested by neighborhood bullies or ill-natured dogs.



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This booklet was written in close cooperation with The Playground and Recreation Association of America. "You are to be congratulated," writes that organization, "on the excellent appearance of the booklet, as well as the selection and arrangement of its contents, and we are glad to have been able to assist you in the preparation."

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Organization

Among the subjects discussed in this booklet are:

The case for playgrounds—how they reduce child delinquency; develop better minds and bodies; reduce street accidents; and pay for themselves by the increased values of surrounding property.

How to get playgrounds—forming a playground organization; promoting a campaign; organizing demonstrations; etc.

Planning, constructing and equipping playgrounds—choosing sites; laying out the grounds; selecting apparatus.

How to conduct a playground—The need for leaders; selecting leaders; care of the grounds; handling the children; program of activities, games, entertainments, etc.

Appendix—a playground bibliography; a list of helpful organizations; a list of manufacturers of playground equipment.

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of the United States Department of Labor includes a note regarding the activities of its Recreation Division. Among these are listed the publication of a bulletin on Recreation for Blind Children; a report of the Methods of Supervision and Control of Commercial and Community Recreation, which will be published early in 1928; Cooperation with the State Agricultural Extension Service in providing recreation courses in the state camps for the Four H Clubs of West Virginia and Vermont and the planning of a four months' playground program and training of play leaders for the mining camps near Omar, West Virginia.

THE NERVOUS CHILD AND HIS PARENTS. By Frank Howard Richardson, M.D. Published by G. P. Putnam's Sons, New York. Price, \$2.50

A very sane and sympathetic discussion of some of the problems which the nervous child and his parents have to face is this book by Dr. Richardson. It is a helpful and practical guide for the parent, the teacher and all who are closely associated with children.

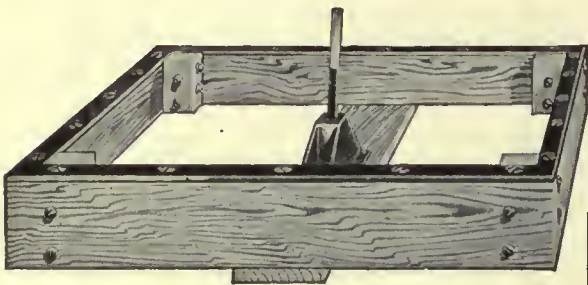
BLOCK PRINTING WITH IVORY SOAP. By Benjamin Miller. The Procter and Gamble Company, Cincinnati, Ohio. Price, \$1.00

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THE UNIVERSAL INDIAN SIGN LANGUAGE OF THE PLAINS INDIANS OF NORTH AMERICA. By William Tomkins. Published by William Tomkins, San Diego, California. Price, \$1.00

For many children, especially boys, there is always a profound, romantic interest in the sign language of the Indians and indeed in any method of mysterious communication. The Boy Scouts have incorporated into their requirements for Scouthood the ability to signal either by semaphore or Morse code, and it is a constant surprise to note the enthusiasm with which the boys learn and practice these codes. Recently so excellent a book on the sign language of the Indians has appeared that the Boy Scouts have provided as an alternative requirement for the learning of the Morse or semaphore code, the learning of some of the more important and fundamental of the signs of the Indian sign language.

William Tomkins, formerly a cowboy, has all his life been interested in Indian signs. For years he made it his avocation to meet and converse with and learn from leading Indians of the plains and of the southwest who were famous for their knowledge of the sign language. Mr. Tomkins has now embodied his interest and knowledge of the sign language in his book. Several hundred words and ideas are defined in terms of the signs and motions necessary to express the ideas, and pictures are in each case given to illustrate. In addition, Mr. Tomkins has explained and pictured through many examples, sentence formation and the methods of conveying meanings. There is an additional section on pictographs and ideographs which give what an inexperienced reviewer would conclude to be a fairly complete statement of the methods of written communication among at least certain of the tribes of the North American Indians. Mr. Tomkins, himself has had great success with Boy Scout groups, especially in camps, in interesting them in the sign language and in teaching the boys how to communicate in this way. The book itself carries some of the enthusiasm of the author and can honestly be recommended to recreation executives, club leaders, and others who may wish to capitalize the unflagging interest that boys have in the Indian sign language.



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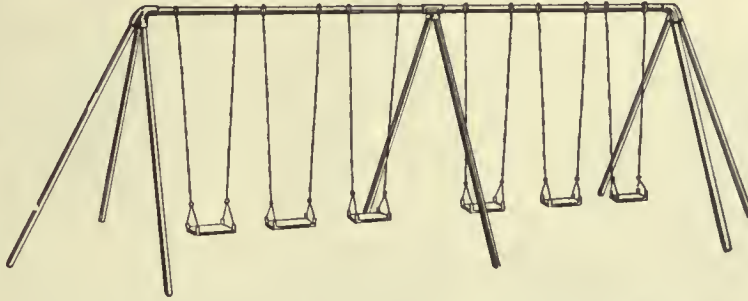
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CAMP SITE DEVELOPMENT PLANS. Published by the Boy Scouts of America, 200 Fifth Avenue, New York City.

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IN THE VALLEY AND OTHER CAROLINA PLAYS. By Paul Green. Published by Samuel French, 25 West 45th Street, New York City. Price, \$2.50

In this collection will be found some of the most characteristic one-act plays that Paul Green has written in recent years. It includes eight that have either never been published before or have appeared only in anthologies. The plays are *In the Valley*; *The Na 'Caunt Bay*; *In Aunt Mahaly's Cabin*; *The Man an the House*; *Supper for the Dead*; *Quare Medicine*; *The Gaadbye*; *The Picnic*; *Unto Such Glary*; *A Saturday Night and The Man who Died at Twelve o'Clock*. "This latest volume of Mr. Green's plays," writes Barret H. Clark, "is a genuine contribution to his epic picture of Blacks and Whites of that vast coastal plain of North Carolina, which he has so brilliantly interpreted."

SIGNS ALONG THE TRAIL. By William H. Carr, Department of Education, The American Museum of Natural History, New York.

Nature enthusiasts will want to know about this attractive pamphlet telling of the museum nature trails at Bear Mountain, New York. The booklet is a fascinating account of how trails may be packed full of interest for the hiker through the use of labels and signs.

MAJOR SPORT FUNDAMENTALS. By Charles E. Hammett. Published by Charles Scribner's Sons, New York. Price, \$2.00

This book presents in compact form methods of coaching which have been successful and information which will be of value to coaches. One section of the book is devoted to psychology; the other to practical work on field and floor with very definite suggestions for essentials for successful teams in football, baseball, basketball and track.

BETWEEN CAMPING SEASONS. The Gibson Publications, 14 Avon Road, Watertown, Mass. Price, \$65

This booklet is one of the Monthly Library on Camping edited by H. W. Gibson, which began in April 1927. Each subject of the series is presented from a theoretical as well as practical point of view, and methods, programs, hints and workable suggestions form an important issue of each volume. *Between Camping Seasons* (the October number) not only contains suggestions for various activities, but has a number of poems on the out-of-doors.

Selecting Workers

(Continued from p. 98)

plied to women instructors to cause us to decide to continue our study with the Downey Tests another year. Positive correlations, small but significant, were found to exist between success and simple cancellation tests. Again we are continuing our study.

Probably the most fruitful field yet unexplored is that of the correlation of success and games knowledge tests. This year's leaders are being chosen with a games knowledge test as a part of our examination for candidates.

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The Playground

JUNE, 1928

YEAR BOOK NUMBER

Community Recreation Leadership in 815 Cities

List of Managing Authorities and Officers

Playground and Community Recreation Statistics for 1927

The Playground

Maintained by and in the interests of the Playground and Recreation Association of America

Published monthly

at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

MEMBERSHIP

Any person contributing five dollars or more shall be a contributing member of the Association for the ensuing year

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Entered as second-class matter March 27, 1924, at the Post Office at New York, New York, under act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Local Recreation Progress in 1927

New play areas opened in 1927 for the first time	860
Total number of separate play spaces reported	10,770
Indoor recreation centers	2,156
Ball fields	2,917
Tennis courts	6,977
Swimming pools	840
Bathing beaches	403
Summer camps under recreation systems	231
Municipal golf courses	263
Number of cities in which land or property was donated for recreation	56
Total expenditure reported for public recreation in 1927	\$32,191,763.32
Total number of play leaders working without pay	7,025
Total number of workers employed	19,825
Cities reporting play areas	815
Approximate number cities and towns over 8,000 population not reporting a single playground	300

Since the friends of the movement organized, the average number of cities starting playgrounds each two year period has been greater than for the entire twenty year period without national organization.

The Service of the Playground and Recreation Association of America in 1927

339 cities were given personal service, upon request, through periodic visits of field workers.

192 cities used the special service of Association directed to finding and training local recreation workers.

23,600 requests for help from **5,441** different communities were cared for by the Correspondence and Consultation Service.

4,400 individuals received each month THE PLAYGROUND magazine, the tool kit of the recreation worker.

2,500 communities were covered in securing a comprehensive Year Book of recreation developments throughout the country.

164 cities in **39** states were represented by **500** delegates at the Fourteenth National Recreation Congress held at Memphis, Tenn.

36,612 boys and girls in **436** cities passed the Association's progressively graded physical fitness tests.

40 graduates from **30** colleges in **15** states were accepted for the second year's post graduate course in community recreation.

If we are ready to help adequately those seeking knowledge and expert leadership, practically every child in an American community of 8,000 population can live in a town or city which has playgrounds before January 1, 1930.



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DEPARTMENT OF RECREATION HOUSTON, TEXAS

Community Recreation Leadership in 815 Cities

Substantial progress in the community recreation movement is shown in the 1927 reports from 815 cities maintaining community recreation programs under leadership. This is the greatest number of cities which have ever reported, and is an increase of 310 during the last five years.

Most encouraging is the increase in the number of paid leaders from 10,867 in 1922 to 19,825 in 1927. Seven thousand and twenty-five volunteer leaders are reported for 1927. Other significant indications of growth are found in the total of 10,770 separate play areas under leadership and in the number of city governments appropriating funds for the support of community recreation activities. Training institutes for employed leaders were reported by 146 cities. In 143 of these cities the total enrollment of workers was 6,657. The enrollment of volunteer workers in the training institutes in 74 of the 82 cities reporting was 4,732.

Recreation workers and the many friends of the movement may again feel a great satisfaction and encouragement in its continued growth.

Employed Workers

Of the 815 cities represented in the 1927 Year Book, 728 cities report 19,825 workers employed to give leadership for community recreation activities. Of this total 8,926 were men and 10,899 were women. The number of cities employing year round workers shows an increase of 116 over the number reported in 1922, five years ago; 321 cities reporting 2,802 workers employed the year round.

The steady increase in the number of workers employed for recreation leadership is reflected in the following comparison of figures for 1922 and 1927:

	1922	1927
Cities reporting	505	815
Men workers employed.....	4,204	8,926
Women workers employed.....	6,603	10,899
Total workers	10,867	19,825
Cities reporting workers employed the year round.....	215	321

Volunteers

In 203 cities the help of 7,025 trained volunteers was enlisted in carrying out the community recreation program. Of this number 3,535 are men and 3,490 are women.

Play Areas Under Leadership

A total of 10,770 separate play areas under leadership is reported. This is an increase of 647 over 1926. Following is an analysis of the length of term of these areas where reported:

Outdoor Playgrounds

The reports on outdoor playgrounds are summarized as follows:

Cities reporting	714
Total number of outdoor playgrounds.....	6,021

Open year round (205 cities).....	1,473	
Open during the summer months (596 cities).....	4,137	
Open other seasons (56 cities).....	411	
Total average daily attendance of participants (535 cities)		1,220,609
Total average daily attendance of spectators (215 cities)		164,173
Total number of outdoor playgrounds open in 1927 for the first time (215 cities)....		613

In addition outdoor playgrounds for colored children were reported as follows:

Cities reporting		118
Total number of playgrounds for colored children.....		280
Open year round (42 cities).....	82	
Open summer months (85 cities).....	181	
Open other seasons (9 cities).....	17	
Total average daily attendance of participants (72 cities)		33,813
Total average daily attendance of spectators (29 cities)		4,975
Total number of playgrounds for colored children open in 1927 for the first time (28 cities)		37

Indoor Recreation Centers

Cities reporting		264
Total number of indoor recreation centers.....		2,053
Open year round (104 cities).....	480	
Open school year (132 cities).....	1,108	
Open other seasons (66 cities).....	465	
Total average daily attendance of participants (133 cities)		233,548
Total average daily attendance of spectators (62 cities)		50,959
Total number of indoor recreation centers open in 1927 for the first time (67 cities)..		171

Indoor recreation centers for colored citizens are reported as follows:

Cities reporting		51
Total number of indoor recreation centers for colored citizens		103
Open year round (24 cities).....	44	
Open school year (24 cities).....	45	
Open other seasons (7 cities).....	14	
Total average daily attendance of participants (20 cities)		5,034
Total average daily attendance of spectators (11 cities)		1,723
Total number of indoor recreation centers for colored citizens open in 1927 for first time (9 cities)		9

Community Houses

Community houses used for recreation purposes are reported as follows:

Cities reporting		141
Total number of community houses.....		313
Open year round (123 cities).....	277	
Open school year (10 cities).....	14	
Open other seasons (17 cities).....	22	
Total average daily attendance of participants (60 cities)		37,837
Total average daily attendance of spectators (23 cities)		5,543
Total number of community houses open in 1927 for the first time (23 cities).....		27

Community houses for colored citizens are reported as follows:

Cities reporting		32
Total number of community houses for colored citizens		36

Open year round (24 cities).....	27	
Open school year (2 cities).....	3	
Open other seasons (6 cities).....	6	
Total average daily attendance of participants (10 cities)		2,285
Total average daily attendance of spectators (2 cities)		400
Total number of community houses for colored citizens open 1927 for the first time (3 cities)		3

Bathing Beaches

Two hundred fourteen cities report a total of 403 bathing beaches available for community use. The total seasonal or yearly attendance reported by 102 cities is 21,325,068.

Swimming Pools

Three hundred sixty-four cities report a total of 840 swimming pools. The total seasonal or yearly attendance reported by 199 cities is 18,266,185.

Play Streets

Thirty-one cities report a total of 227 streets closed for play. Nineteen cities report an average daily attendance of 13,055 at these street play areas.

Municipal Golf Courses

One hundred eighty cities report a total of 263 golf courses maintained by the municipality. Eighty-nine cities report a seasonal or yearly attendance of 5,093,960.

Summer Camps

Two hundred thirty-one summer camps maintained in connection with the recreation program are reported by 82 cities. Forty-two cities report a seasonal or yearly attendance of 230,724.

Other Play Areas

Other play areas which do not come under the foregoing classifications are reported by 52 cities. The total number of areas is 694. The seasonal or yearly attendance reported by 15 of these cities is 901,133.

Special Play Areas

The following summary of tennis courts, athletic fields and baseball fields includes all areas of these types whether they are separate areas or parts of larger areas reported in the above summaries.

Tennis Courts

Five hundred twenty-one cities report a total of 6,977 tennis courts. The seasonal or yearly participation reported by 190 cities is 3,523,789.

Athletic Fields

Four hundred fifty-nine cities report a total of 1,727 athletic fields. The seasonal or yearly participation reported by 114 cities is 3,372,200.

Baseball Fields

Five hundred twenty-one cities report a total of 2,917 baseball fields. The seasonal or yearly participation reported by 150 cities is 1,430,621.

Management

Municipal

The forms of municipal administration in the 815 cities sending complete reports are summarized as follows:

<i>Managing Authority</i>	<i>No. of Cities</i>
Playground and Recreation Commissions, Departments, Divisions, Boards and Bureaus...	206
Boards of Education.....	134
Park Boards, Commissions, Departments and Bureaus or Park and Recreation Commissions	140
City Councils	26
Departments of Parks and Public Properties.....	17
Department or Boards of Public Works.....	10
Public Utilities Commissions.....	2
Departments of Public Welfare.....	3
Playground Athletic League.....	1
Bath House Commission.....	1
Shade Tree Commission.....	1
Municipal Sports Committee.....	1
Department of Public Safety.....	1
City Planning Commissions.....	3

In a number of cities municipal departments combined in the management of playgrounds and community centers as follows:

<i>Managing Authority</i>	<i>No. of Cities</i>
Recreation Departments and Boards of Education.....	4
School Boards and City Councils.....	3
Park and Playground Commission and School Recreation Department	1
Recreation Commission and Park District.....	1
Boards of Education and Park Boards.....	5
City Commissioners Board and Board of Education.....	1
Division of Public Welfare and Board of Education.....	1

In a number of cities municipal and private departments combined in the management of playgrounds and community centers as follows:

<i>Managing Authority</i>	<i>No. of Cities</i>
Community Service and Municipal Recreation Departments	3
Athletic and Recreation Association and Playground Commission	1
Board of Education, City Commission and Recreational Association.....	1
City Park Commission and Parent Teacher Association	1
Department of Parks and Public Property and Community Council	1
Board of Education and Community Service.....	1
Park Department and Jewett Memorial Field.....	1
Trees and Parks Department and Civic League.....	1
Municipal Playground Department and Lions Club.....	1
Playground Committee, Board of Education and Chamber of Commerce.....	1
Parent Teacher Association and City Council.....	1
Carnegie Steel Company and Board of Education.....	1

Board of Education and Playground Association.....	1
School, City and Progressive League.....	1
City Recreation Commission, Park Department and Community Service.....	1

Private

Private organizations maintaining playgrounds, recreation centers or community recreation activities are reported as follows:

<i>Managing Authority</i>	<i>No. of Cities</i>
Playground and Recreation Associations, Leagues, Committees and Societies, Community Service Boards, Associations and Bureaus.....	151
Civic Welfare and Improvement Leagues and Neighborhood Associations.....	23
Women's Clubs.....	12
Parent Teacher Associations.....	10
Industrial Plants.....	11
Y. M. C. A.....	6
Chambers of Commerce.....	7
Rotary Clubs.....	5
Athletic Association.....	1
Kiwanis Clubs.....	2
Lions Clubs.....	2
Century Club.....	1
Mothers' Club.....	1
Business Men's Club.....	2
Memorial Associations.....	16
Y. W. C. A.....	1
Boys Club.....	2
Educational and Industrial Union.....	1
Harmon Field Committee.....	3
American Legion.....	4
American Red Cross.....	2
Miscellaneous.....	16

Finances

The sources of support for community recreation activities in the 658 cities reporting expenditures in the Year Book table are summarized as follows:

<i>Source of Support</i>	<i>No. of Cities</i>
Municipal Funds.....	394
Private Funds.....	97
Municipal and Private Funds.....	164
County Funds.....	1
County, Municipal and Private Funds.....	1
Municipal, Private and State Funds.....	1

Expenditures

The total expenditure for public recreation in 1927, as reported by 658 cities, is \$32,191,763.32. (The figures in italics indicate the number of cities reporting in each case.)

<i>Expended for</i>	<i>1922</i>	<i>1927</i>
Land, Buildings, Permanent Equipment.....	\$1,680,382.41 (171)	\$15,184,034.96 (233)
Upkeep, Supplies and Incidentals.....	2,209,965.23 (330)	4,432,361.18 (514)

Salaries	4,350,183.79 (372)	8,471,944.61 (536)
Total Expenditure	9,317,048.79 (472)	32,191,763.32 (658)

Bond Issues

Forty-five cities reported bond issues totalling \$11,960,200.00 as follows:

<i>City</i>	<i>Amount of Bond Issue</i>
Burbank, Calif.	\$30,000.00
New Haven, Conn.	100,000.00
South Manchester, Conn.	20,000.00
Wilmington, Del.	20,000.00
Bradenton, Fla.	50,000.00
Coral Gables, Fla.	2,350,000.00
Lakeland, Fla.	80,000.00
Pensacola, Fla.	100,000.00
Sebring, Fla.	1,200.00
Alton, Ill.	100,000.00
Chicago, Ill.	6,385,000.00
Evanston, Ill.	60,000.00
Lake Forest, Ill.	45,000.00
Noblesville, Ind.	24,000.00
Frederick, Md.	50,000.00
Belmont, Mass.	20,000.00
Cambridge, Mass.	95,000.00
Holyoke, Mass.	29,000.00
Detroit, Mich.	190,000.00
Harbor Beach, Mich.	45,000.00
Duluth, Minn.	25,000.00
East Orange, N. J.	135,000.00
Elizabeth, N. J.	8,000.00
Summit, N. J.	40,000.00
Buffalo, N. Y.	150,000.00
Lackawanna, N. Y.	50,000.00
Mount Vernon, N. Y.	60,000.00
Port Chester, N. Y.	41,000.00
Syracuse, N. Y.	103,000.00
Troy, N. Y.	9,000.00
Yonkers, N. Y.	175,000.00
Cincinnati, O.	150,000.00
Cleveland, O.	472,000.00
Columbus, O.	47,000.00
Middletown, O.	20,000.00
Toledo, O.	215,000.00
Youngstown, O.	50,000.00
Erie, Pa.	48,000.00
N. S. Pittsburgh, Pa.	35,000.00
Scranton, Pa.	10,000.00
Charleston, S. C.	33,500.00
Memphis, Tenn.	63,000.00
San Antonio, Texas	150,000.00
Springfield, Vt.	1,500.00
Menasha, Wis.	75,000.00
	<hr/>
	\$11,960,200.00

Donated Playground

That public-spirited citizens are recognizing the community value of land or property devoted to recreation purposes is evidenced by the number of gifts reported from year to year. Fifty-six cities report land or property donated during 1927. Fifty cities report the value of the property donated as follows:

<i>City</i>	<i>Value of Property</i>
El Dorado, Ark.	\$22,500.00
Colton, Cal.	150,000.00
Los Angeles, Cal.	200,000.00
Riverside, Cal.	21,000.00
San Francisco, Cal.	200,000.00
Branford, Conn.	15,000.00
Torrington, Conn.	5,000.00
Wilmington, Del.	4,000.00
Orlando, Fla.	115,000.00
Tampa, Fla.	127,000.00
Aurora, Ill.	75,000.00
Joliet, Ill.	25,000.00
Lake Forest, Ill.	50,000.00
Lafayette, Ind.	6,000.00
Muncie, Ind.	40,000.00
New Castle, Ind.	2,000.00
Atchison, Kan.	5,100.00
Independence Kan.	15,000.00
New Orleans, La.	10,000.00
Augusta, Me.	9,000.00
Derby, Me.	500.00
Waterville, Me.	15,000.00
Frederick, Md.	15,800.00
Dedham, Mass.	10,000.00
Montague, Mass.	500.00
Springfield, Mass.	67,600.00
Caspian, Mich.	2,250.00
Kalamazoo, Mich.	4,000.00
Kansas City, Mo.	500,000.00
Bozeman, Mont.	20,000.00
Albuquerque, N. M.	8,000.00
Auburn, N. Y.	2,000.00
Statesville, N. C.	30,000.00
Newark, Ohio	25,000.00
Salem, Ohio	5,000.00
Ponca City, Okla.	5,000.00
Bend, Ore.	2,000.00
Portland, Ore.	15,000.00
Brackenridge, Pa.	2,000.00
Conshohocken, Pa.	3,000.00
Lock Haven, Pa.	2,000.00
Charleston, S. C.	2,000.00
Elizabethton, Tenn.	10,000.00
Wichita Falls, Texas	15,000.00
Salt Lake City, Utah	30,000.00
Winchester, Va.	7,400.00
Aberdeen, Wash.	1,500.00

Tacoma, Wash.	\$4,500.00
London, Ontario, Canada	20,000.00
Montreal, Quebec, Canada	125,000.00
	\$2,045,650.00

Training Classes for Workers

A continued increase is observed in the number of cities maintaining training classes for employed and volunteer workers, as the following comparison shows (the figures in italics indicate the number of cities reporting) :

	1922	1927
Cities reporting training classes for employed workers	70	146
Total number of workers enrolled	2,143 (<i>47</i>)	6,657 (<i>143</i>)
Cities reporting training classes for volunteer workers	70	82
Total number of volunteer workers enrolled.....	1,440 (<i>39</i>)	4,732 (<i>74</i>)

Civil Service Examinations

Civil service examinations are required by 67 cities in filling recreation positions.

League Activities

The organization of leagues in connection with community recreation activities is reported as follows: (the figures in italics indicate the number of cities reporting in each case.)

	<i>Leagues</i>	<i>Teams</i>	<i>Players</i>	<i>Spectators Per Season</i>
Baseball	2,060 (<i>536</i>)	14,676 (<i>520</i>)	219,299 (<i>442</i>)	15,085,142 (<i>299</i>)
Volley Ball	1,115 (<i>350</i>)	6,179 (<i>332</i>)	75,925 (<i>267</i>)	433,684 (<i>127</i>)
Playground Ball	2,054 (<i>357</i>)	16,129 (<i>339</i>)	249,214 (<i>305</i>)	3,830,293 (<i>157</i>)
Football	338 (<i>154</i>)	1,514 (<i>141</i>)	61,491 (<i>144</i>)	2,132,054 (<i>86</i>)
Soccer	390 (<i>132</i>)	3,493 (<i>124</i>)	54,237 (<i>119</i>)	1,391,657 (<i>59</i>)
Horseshoes	583 (<i>287</i>)	4,901 (<i>212</i>)	105,936 (<i>233</i>)	213,183 (<i>105</i>)
Bowling	194 (<i>73</i>)	1,602 (<i>61</i>)	12,893 (<i>63</i>)	145,669 (<i>30</i>)
Basketball	1,690 (<i>345</i>)	13,052 (<i>432</i>)	158,012 (<i>290</i>)	2,440,197 (<i>170</i>)
Total number of leagues	8,424	Total number of players	937,007	
Total number of teams	61,546	Total number of spectators	25,671,879	

Special Recreation Activities

<i>Activities</i>	<i>Cities Reporting</i>	<i>Activities</i>	<i>Cities Reporting</i>
Badge Tests	181	Model Aircraft	138
Community Singing	260	Domestic Science	105
Bands	196	Gardening	68
Orchestras	136	Art Activities	226

<i>Activities</i>	<i>Cities Reporting</i>	<i>Activities</i>	<i>Cities Reporting</i>
Music Memory Contests	68	Handcraft	422
Toy Symphonies	60	Junior Police	108
Pageants	259	Self-Government	106
Dramatics	305	Athletics for Industrial Groups.....	277
Holiday Celebrations	311	Winter Sports	227
Motion Pictures	167	Hiking Clubs	189
Citizenship Activities	164	Honor Point Systems	107
First Aid Classes	204	Water Sports	328



OCEAN CASINO, MUNICIPAL POOL, LAKE WORTH, FLORIDA



HORSESHOE PITCHING AT A RURAL RECREATION CAMP, ST. LOUIS COUNTY, MINNESOTA



RURAL LEADERS LEARNING HOW TO PLAY, ST. LOUIS COUNTY, MINNESOTA

OFFICERS OF
RECREATION COMMISSIONS
BOARDS AND ASSOCIATIONS

and

TABLES

of

PLAYGROUND AND COMMUNITY
RECREATION STATISTICS

for

1927

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
ALABAMA				
Birmingham	Park and Recreation Board.	J. A. Dupuy.	F. G. Swaim.	G. S. DeSole Neal.
Mobile	Recreation Department.	William H. Albrecht.	Miss Elizabeth Fondc.	H. G. Rogers.
Montgomery	Park and Recreation Department.	W. A. Gunter, Jr.	J. M. Dickinson.	R. L. Todd.
ARIZONA				
Douglas	Recreation Board.	M. E. Jacks.		Marylyn Norton.
Morenci	Public Schools.	C. A. Woodworth.	Mrs. H. B. St. Claire.	Olive G. Hopkins.
Phoenix	Park Board.			R. M. Hess.
ARKANSAS				
Camden	Parent Teacher Association.	Mrs. H. C. Stewart.	Mrs. P. Quillian.	Mrs. H. C. Stewart.
El Dorado	Playground and Recreation Association.	John E. Shattford.	William Lynne Goodwin.	Charles E. Osborne.
Little Rock	Playground Association.	Mrs. A. W. Kinsolving.	Mrs. J. W. Thompson.	Jess Matthews.
Rogers	Playground Association.	Mrs. Earl Rhodes.	H. J. G. Koobs, M.D.	L. D. Griffin.
Stuttgart	Harmon Foundation Committee.	Mrs. E. A. Hawley.	Arabella Odell.	
Texarkana	Young Women's Christian Association.			
CALIFORNIA				
Alameda	Department of Parks and Recreation.	F. L. Daugherty.	E. J. Probst.	Sarah H. Bolinger.
Alhambra	Playground Commission.		Mrs. M. E. Carroll.	Paul S. Braden.
Anaheim	City of Anaheim.	James T. Preston.	Mrs. Fowler Mallett.	Warren L. Ashleigh.
Berkeley	Recreation Department and Board of Education.	Mrs. Virginia A. Dorr.	Mrs. Lola B. Steiner.	Granville E. Thomas.
Barbank	Playground and Recreation Commission.	S. E. Andrews, Mayor.		
Colton	Park Board.	A. E. Sunderland, Mayor.	Flossie M. Chapin.	Raymond L. Quigley.
Fresno	Playground and Recreation Department.	Albert Sitton.	Ray B. Leach.	Arthur Johnson.
Fullerton	Playground Commission.	Rev. C. A. Cole.	O. J. Renfrew.	John W. Norviel.
Glendale	Recreation Department.	H. B. Clifton.	Walter Barber.	Charles H. Hunt.
Long Beach	City Schools.	D. D. Skinner.	Florence L. Van Gundy.	Charles H. Hunt.
"	Public Recreation Department.	Van M. Griffith.	J. J. Hassett.	C. L. Glenn.
"	Board of Park Commissioners.	John B. Beman.	William Sheldon.	George Hjelle.
Los Angeles	School District.	P. H. Halbriter.	Charles S. Lamb.	
"	Department of Playgrounds and Recreation.	Hugh K. Landram.	L. E. Macgonagle.	Charles H. Wright.
McCloud	Tom McCann Hoo Hoo Club.	C. A. Davaney.	Charles H. Wright.	Lowell D. Hoxsey.
Merced	Rotary Club.	C. A. Brunger.	Lowell D. Hoxsey.	R. W. Robertson.
Monrovia	Department of Recreation.	Dr. J. P. Maher.	R. W. Robertson.	F. J. Hokin.
Oakland	Recreation Department.	W. D. Bannister.	F. J. Hokin.	Sarah McBride.
Oxnard	Community Service.	M. H. Hare.	Ray W. Smith.	G. L. Skutt.
Palo Alto.	Chamber of Commerce.			Cecil F. Martin.
Pasadena	Park Department.	A. L. Hamilton.	Mrs. Henry Case.	
Richmond	Playground and Community Service.	John A. Miller.	Mrs. S. S. Ripley.	W. L. Seawright.
"	Playground and Recreation Commission and School Recreation Department.	Mrs. J. H. Holland.	G. Albert Mills.	F. B. Beal.
Riverside	Board of Park Commission.	Alice Lee.	Tam Deering.	George Sim.
Sacramento	Recreation Department.	I. P. Pendleton.	Mrs. W. A. Price.	B. C. Nichols.
San Diego.	Community Service.	William T. Johnson.	George W. Marston.	John G. Morley.
"	Park and Recreation Department.	Hon. James D. Phelan.	Veda Beresford Young.	Josephine Dows Randall.
"	Park Department.	Herbert Fleishacker.	B. P. Lamb.	Lois M. Williams.
San Francisco.	Playground Commission.	S. Waldo Coleman.	Lois M. Williams.	L. W. Archer.
"	Board of Park Commissioners.	J. A. Cranston.		L. W. Archer.
"	Community Service Recreation League.			{ Mr. Bjorlie.
Santa Ana	Board of Education.			{ Mr. Brown.
Santa Clara.	Board of Education.	C. W. Townsend.		

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Santa Monica	Board of Education	George Hart	Theodore Schoenwetter	R. E. Munsey
"	Community Service	Mrs. D. G. Stephens	Mrs. E. C. Chandler	John Morton
"	City of Santa Monica	Herman Michael, Mayor	Frank Helton	F. A. Helton
"	Municipal Sports Committee	F. A. Helton	Mrs. Charles M. Kellogg	B. E. Swenson
Santa Rosa	Playground Association			
Stockton	Recreation Department			
COLORADO				
Alamosa	Playground Committee	Charles H. Woodward	Harry Tacheis	Bertha Bodhaine
Colorado Springs	Park Department	T. C. Kirkwood	W. W. Postlethwaite	Celia Gormley
Denver	Municipal Recreation Department	C. D. Vail	A. L. Thredkeld	Anna L. Johnson
Grand Junction	Community Service Department			Mrs. V. L. Barnett
CONNECTICUT				
Ansonia	Playground and Recreation Commission	William H. Kingston	Mae A. Gaffney	David B. Kilgore
Branford	Community Council, Inc.	Frank J. Kinney	Warren E. Mumford	R. A. Leckie
Bridgeport	Board of Recreation	William Horace Day	R. A. Leckie	George W. Anger
Derby	Playground Association	Terence S. Allis	Ada S. Shelton	R. S. Williams
Glastonbury	Williams Memorial Building Association	R. S. Williams	Mary C. Alexander	James H. Dillon
Hartford	Park Department	Archibald A. Welch	Emma Mann	George Baer
Meriden	Recreation Commission	Oscar L. Dossin	Harry French	P. M. Kidney
Middletown	Department of Parks and Playgrounds	D. J. McCarthy	Mrs. Harriet A. Hubbard	H. E. Chrittenden
Naugatuck	School Department	Harry C. Jackson	Mary Campbell	Martin R. Anderson
New Britain	Municipal Recreation Commission	Levi T. Snow	Fred J. Dawless	E. L. Manning
New Haven	Recreation Commission	George R. Brunies	Margaret Brendlinger	Robert C. Rice
New London	Department of Public Welfare	William T. Fitzgerald	James Pedace	H. H. Langer
Norwalk	Playground and Recreation Commission	Orrin L. Judd	George W. Anger	Earl E. Brigham
Norwich	Recreation Commission	B. H. Wetherby	Ruth E. Gerard	Burton R. Pullon
Plainville	Broad St. School Playground Committee	Edward F. Taylor	F. B. Towle	George W. Anger
Seymour	Playground Association	Hon. John H. Perry	John H. Hyde	Lewis Lloyd
Shelton	Playground Commission	Dorothy Heroy	Charles Jennings	Milton B. Hunt
Southport	Wakeman Memorial Association	John White	Dr. Elias Pratt	Sophie T. Fishback
Stamford	Board of Public Recreation	Joseph Bedell	Joseph Bedell	R. Marguerite Wilson
Torrington	Recreation Commission	T. F. Carmody	Thomas F. Moore	Clifford W. Massey
Wallingford	Playground and Recreation Association	Dr. M. H. Merriman	Mrs. John D. Basset	William D. Shea
Waterbury	Park Department	D. Fletcher Alvord	Luther L. Chase	Ralph S. Pasho
Watertown	Civic Union			Helen M. McCrea
Winsted	Playground Association			
DELAWARE				
Wilmington	Community Service	Mrs. Coleman Dupont	Edward R. Mack	C. B. Root
"	Board of Park Commissioners	Edgar R. Haynes		Jennie M. Weaver
DISTRICT OF COLUMBIA				
Washington	Municipal Playground Department		Bessie Ritter	Susie Root Rhodes
"	Department Public Buildings and Public Parks	Lieut. Col. U. S. Grant, 3rd		Albert Clyde-Burton
"	Board of Education	C. F. Carusi	H. O. Hine	W. B. Patterson
"	Community Center Department			Leon L. Perry
				Sibyl Baker

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
FLORIDA				
Bradentown	Board of Recreation	S. H. Fifield	Dr. R. G. Manchester	Dr. R. G. Manchester
Coral Gables	Recreation Department	Don Peabody		Don Peabody
Daytona Beach	Department of Public Recreation	Rev. Harry G. Walker		Katherine E. Goddard
Fort Myers	Board of Public Recreation	M. Flossie Hill	John W. Reel	John W. Reel
Jacksonville	Playground and Recreation Board	Joseph E. Byrnes	Henry L. Covington, Jr.	W. J. Sandford, Jr.
Lakeland	Department Public Recreation	J. F. Council, Mayor	D. B. Kibler, Commissioner	George H. Crandall
Lake Wales	City Council	George E. Wetmore		
Lake Worth	City Commission			M. O. Andre
Miami	Public Recreation Division	Roscoe Martin		Martha E. Bartholmew
Miami Beach	Department of Public Recreation	C. A. Renshaw	J. C. Murchison, Jr.	J. B. Lemon
Orlando	Department of Public Playgrounds and Recreation	Hon. James L. Giles		Thomas W. Lantz
Pensacola	Recreation Department	J. H. Bayliss	Lelia McGill	Clarice Runyan
St. Petersburg	Board of Recreation		P. V. Gahan	P. V. Gahan
Sarasota	Department of Public Recreation	Theron E. Butts		A. W. Ross
Sebring	Recreation Department	H. O. Sebring	Dr. Dan P. Galvin	Gideon Jaeger
Tampa	Board of Public Recreation	R. J. Ritter		W. L. Quinlan
Venice	Recreation Department	E. L. Worthington		Robert Boggess
West Palm Beach	Park Department	Walker D. Goodale		Beatrice Jordahn
Winter Haven	Department of Public Recreation	Harrison Ambrose	August Fischer	August Fischer
GEORGIA				
Atlanta	Recreation Division, Park Department	John A. White	Lillian Everitt	L. L. Wallis
Augusta	Community Service	John G. Wilson	Harry J. Miller	John G. Wilson
Columbus	Department of Parks and Recreation	Edwina Wood		Chauncey A. Hyatt
Macon	Playgrounds Association	W. T. Sharpe	Mrs. George Biggs	Mrs. George Biggs
Savannah	Department of Playgrounds and Recreation	Mrs. F. H. Oliver	F. R. Howard	H. S. Bounds
ILLINOIS				
Alton	Playground and Recreation Commission	Rev. O. W. Heggemeir	O. E. George	W. W. Wood
Aurora	Playground Department	W. B. Greene	Jean E. Mored	Jean E. Mored
Belleville	Public Schools		Herman F. Munger	Emila H. Buchmann
Berwyn	Playground and Recreation Commission	Alma E. Marek		W. F. Pfuderer, Jr.
Bloomington	Fell Avenue Community Playground Committee	Milton R. Livingston	F. M. Rice	
Blue Island	Playground and Recreation Commission	F. Casten	Mrs. Oledo Postweiler	E. E. Marshall
Cairo	Park Commission	C. R. Dunlap	A. Bater	
Canton	Park District	O. G. Orendorff	F. A. Perkins	
Carpentersville	Village of Carpentersville	Mrs. A. W. Squires		Miss L. Benson
Centralia	Board of Recreation	R. O. Brigham	Mrs. V. R. Monninger	Earl H. Chaney
Chicago	Bureau Parks, Playground and Beaches	Richard W. Wolfs	Walter Wright	Theodore A. Gross
"	South Park Commissioners	Edward J. Kelly	Milton E. Connelly	V. K. Brown
"	West Chicago Park Commission	Dr. John Dill Robertson	Charles E. Gilbert	William J. H. Schultz
"	Bureau of Recreation, Board of Education	J. Lewis Coath	Stephen A. Payer	Herman J. Fischer
"	Ridge Park District Commission	Hans P. Hansen	Carlus Ames	Ralph Morgan
"	Lincoln Park Commission	David H. Jackson	Eden T. Brekke	E. L. Wheeler
"	Northwest Park District	Joseph F. Gubbins	A. M. Stuart	Eden T. Brekke
"	Old Portage Park District	William J. Hill	John Lambie	Will J. Davis
"	West Pullman Park District	Frank Ernst	Homor Abbott	W. G. Gaunt
Chicago Heights	Park Board	George I. McEldowney	E. T. Muffley	E. T. Muffley
Decatur	Pines Community Association	Jan M. Allen	Louis Pitcher	Louis Pitcher
Dixon	Park Board	E. N. Howell	Spencer Ellsworth	Emmett P. Griffin
East St. Louis	Park District	Stephen D. Sexton		
Evanston	Bureau of Recreation, Department of Public Works	Horace D. Bent		W. C. Bechtold

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Harvey	Department of Public Property	Ray T. Spencer	Frank Norton	Thomas Cuddigan
Jacksonville	Park Board	H. Ambrose Perrin	J. Brennan	James Samples
Joliet	Bureau of Recreation	E. E. Baker	P. H. Slocum	P. H. Slocum
Kewanee	Park District		G. Robert Galloway	A. L. Freed
Lake Forest	Recreation Department			R. H. Peters
La Salle-Peru-Oglesby	Social Center	John H. Hartman	Katherine Keegan	Howard Fellows
Maywood	Playground and Recreation Board	S. E. Robinson	Elmer P. Langgreth	Bernard M. Joy
Monmouth	Park District	B. Loomis	Judd Hartzell	
North Chicago	Recreational Association	H. J. Stewart, M.D.	Robert Gullis	Jonas Frederickson
Oak Park	Playground Board	Morey Roberts	Dudley C. Meyers	Josephine Blackstock
Ottawa	Playground Commission	Fred H. Dunbar	Fred A. Gerding	Oscar J. Christmann
Princeton	Playground Association	F. J. Winters	J. C. Phelps	Lois Coddington
River Forest	Playground and Recreation Board			Lee L. Lawrence
Rockford	Department of Health Education and Recreation	Mrs. W. H. Marshall	Mrs. E. H. Barton	Leo L. Lyons
Rock Island	Playground and Recreation Commission	Mrs. Margaret Brines		M. H. Hodge
Rushville	Playground Commission	James Shannon	Mrs. Almada Humphrey	Dorothy Dean
Silvis	Recreation Commission	Homer D. McLaren	Charles R. Horrell	Mrs. LaVerne Klingebill
Springfield	Playground and Recreation Commission	J. C. Blair	W. C. Noel	John E. MacWherter
Urbana	Park District	T. J. Stahl	Harry A. Hall	William H. Grant
Waukegan	Playground and Recreation Board	John Clark Baker	Mrs. Jay R. Brown	E. L. Walkup
Wilmette	Playground and Recreation Board			Daniel M. Davis
Winnetka	Community House	J. W. F. Davies		
INDIANA				
Anderson	Park Department	Fred G. Webb	James T. Crossett	Fred G. Webb
Bedford	Recreation Commission	A. Russell Wallis	Mrs. Anna Loudon	Charles R. Ivey
Bloomington	Playground and Recreation Committee	George E. Schlafer		George E. Schlafer
Brazil	Recreation Committee	Dr. J. E. Baker		{ Mrs. Ethel Cook George Kerr
Columbus	School Board	Carlos S. Folger	Jamie Dowell	Wilkie Moody
East Chicago	Department of Community Recreation	Mrs. B. C. McInaid	Edwin Carlson	Cecil Austin
Evansville	Municipal Recreation Department of the Department of Public Works			
Fort Wayne	Board of Park Commissioners	Elmer Luhring	Philip F. Grill	G. G. Eppley
Goshen	Recreation Commission	D. N. Foster	Cecilia Welch	Carrie A. Snively
Hammond	Community Service and Municipal Recreation Department	E. J. Culp	Clara Trautwein	Charles W. Clark
Indianapolis	Department of Recreation	C. B. Tinkham	Harry Brotjes	R. Walter Jarvis
Lafayette	Playground Association	A. C. Sandberg	Oakel F. Hall	Mrs. Lawson Campbell
LaPorte	Board of Education	Willard Elliot	Mrs. Carstens	Mabel Foot
Logansport	Board of Works	Fred Ahlgrin		John Holland
Michigan City	Playground Department	H. A. Moran	Robert B. Bradbury	R. R. Merrell
Mishawaka	Board of Park Commissioners	Dr. Karl T. Brown	Ernest L. Guyer	F. M. Steele
Muncie	Planning Commission	John Robbins	Will Hayes	W. T. Reed
New Castle	Park Board	Earl Brooks	Mrs. Paul Snyder	Ernest L. Guyer
Noblesville	Board of Education	Randall Cumingham		Carol Pierce
Princeton	School Board	Walter McConaha	Ralph Keltner	Hazel M. Fish
Richmond	Board of Education and Park Board	S. B. Pettingill	R. A. B. Crump	E. H. Burnham
South Bend	Booker T. Washington Community Service	A. B. Thielen	Julia Cassidy	R. A. B. Crump
"	Playground Committee	Mrs. Louis Zoercher	Carl E. Bauermeister	Maud Lamar
Tell City	Park Board	Margaret Holland	Mrs. Sarah Rineskopf	Harry Milligan
Terre Haute	Park and Playground Commission	Owen J. Neighbours		Ray C. Beless
Vincennes	Community Service			W. C. Mills
Wabash				

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Washington Whiting	City of Washington. Community Service.	J. W. McCarthy. Chester R. Schlatter	Mrs. Roy R. Tilton.	John Sharp
IOWA	Independent School District. Playground Commission. Christian Church. Buildings and Grounds Committee of City Council. Playground Commission. City Playground Commission. Public Schools Playground Association Board of Education. Municipal Park and Playground. Playground Department of Board of Education. Playground and Recreation Commission.	F. H. Mann. Frank Filip. John Bryson. Mrs. Fred Crowley. H. C. Baumgartner K. D. Miller. Dr. R. L. Reid. R. B. Newman. J. V. Voss. R. N. Van Horne. Victor A. Zellhoefer.	Frank B. Howell. Estella Swem. Lewis R. Barrett. George Roesch. Esther Peterson. Frederick Smith. Elizabeth Hawkins. D. L. Leonard. H. C. Robert. A. E. Gnagy.	G. M. Campbell. Willard L. Hayes. Iman Rassmussen Harry J. Schmidt. Lewis R. Barrett. Earl T. Cook. John M. Bice. E. H. Purcell. Frank W. Markley. C. R. Northup. Victor A. Read.
KANSAS	Board of Education. Department of Parks and Playgrounds. Community Playground Committee. Lions Club City Playground Business Men's Club Park Board Board of Education. City Schools. Mary B. Talbert Community Service, Inc Y. M. C. A. Board of Education. Board of Park Commissioners.	L. E. Brenz. Mrs. Ben F. Pigs. Dr. Stilson. Guy H. Jaggard Wade Dixon. Henry Muenzenmayer. S. Daniels. W. N. Van Slyck. Chester Woodard. L. W. Clapp.	Elmer Overhalt. Mrs. W. J. Fulliam. C. L. Nixon. Lillian Troup. Arthur S. McNay. Charles H. Mauley. H. McLin. Fred Carpenter. H. L. Armstrong. Nan H. Henderson.	Ernst Uhlraub. A. C. Von Nieda. Mrs. Gladys Frederick. C. P. Neis. Pete Enders. Herbert Friend. C. J. Mills. Lena E. Bowser. Fred Carpenter. L. P. Dittemore. Alfred MacDonald.
KENTUCKY	Y. M. C. A. Board of Park Commissioners. Civic League. Board of Park Commissioners. Community Boys' Work Committee. Community Center.	Watt M. Prichard. E. L. Lee. Mrs. P. M. Justice. Harvey T. Huff. C. S. Patterson. Mary Rose McCord.	C. M. Nicholas. Alex Howard. Mrs. J. H. White. Cora M. Miller. C. G. Kidwell.	C. M. Nicholas. Anne Campbell. Anna S. Pherigo. Neal Arnston. Mrs. Hugh Herndon. Ruth S. Allison.
LOUISIANA	Park Department of City Commission. City of Bastrop. City of Baton Rouge. American Legion Community Club Nicholson Post No. 38. Board of Education. Chamber of Commerce. Department of Parks and Streets. Playground Community Service Commission Sylvania E. Williams Community Service City Park Improvement Association. Parish School Board Department of Recreation.	J. F. Forsy. C. J. Goodwin, Mayor W. H. Bynum. J. L. Luce. L. A. Sims. W. N. Philmony Will Atkinson. Mrs. A. J. Stallings Dr. A. W. Bragger C. F. Claiborne Fred Zengle. L. E. Thomas, Mayor.	J. H. Brewer. Mrs. Ora Ross. L. J. Ricard. N. P. Arceneaux. F. V. Mouton. Mrs. W. T. Thurman. Mrs. J. H. Douglas Calvin K. Stalnaker. Joseph Bernard. A. Teti Miriam Henderson.	R. W. Bringhamst. C. J. Goodwin, Mayor Mrs. J. L. Simon. N. P. Arceneaux. Albert T. Boudreaux. Lucile Godwin. L. di Benedetto. Calvin K. Stalnaker. George E. Vinnedge. Frank J. Beier. Grover C. Thames.
Alexandria Bastrop Baton Rouge " " Hammond Lafayette Monroe New Orleans " " " " " " Shreveport				

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
MAINE				
Augusta	Playground Commission.	Mrs. George Macomber	Stephen Hegarty	Richard O. Burrill
Bangor	Committee on Recreation.	Dr. Elmer E. Patten	Wilfred Hennessey	Chester A. Kennedy
Derby	Derby Improvement Society	F. E. Baker	T. N. Hopper	Madalene Brackett
Fort Fairfield	Rotary Club	Herbert F. Kalloch	H. W. Coburn	Isabel Shaw
Milinoeket	Playground Committee.	Dr. C. W. Harrigan	Mrs. G. W. Mackay	Arline McPheters
Portland	Recreation Commission.	Lester F. Wallace	Granville R. Lee	Granville R. Lee
Saco	Educational and Industrial Union	Mrs. Sadie A. Cleaves	Louise Tuxbury	
Waterville	City Park Commission.	A. Fred Cyr	Mrs. J. L. Drummond	
Westbrook	Community Association.	Joseph A. Warren	Paul F. Fraser	Paul F. Fraser
MARYLAND				
Baltimore	Playground Athletic League.	Robert Garrett	L. K. Miller	William Burdick, M.D.
Frederick	Playground Commission.	Lloyd C. Culler, Mayor	H. Noel Haller	A. L. McCardell, Jr.
MASSACHUSETTS				
Amesbury	Park Commission.	Alfred Whelpley	William Gillespie	Katherine D. Manning
Andover	The Andover Guild	Charles C. Kimball	Mrs. Horace M. Poynter	Margaret Davis
Arlington	School Department	Alexander H. Rice	Chester A. Moody	Earl H. Thompson
Athol	Recreation Commission	A. Macmaster	Parker Kimball	C. H. Pease
Attleboro	Horton Field	H. M. Kendall	Martin Brennan	
"	Park Commission.	S. M. Stone	Harry C. Wolfenden	{ Raymond Cooney Alma Hillman
Belmont	Playground Committee.	Dr. Mark Rogers	Lewis L. Harris	Lewis L. Harris
Beverly	Playground Department, Board of Public Works.	James W. Blackmer	James W. Blackmer	James H. FitzGibbons
Boston	Park Department.	William P. Long	Daniel J. Byrne	
"	Department of the Extended Use of Public Schools.	Francis C. Gray	Ellen M. Cronin	James T. Mulroy
"	School Committee.	Francis C. Gray	Ellen M. Cronin	Nathaniel J. Young
"	Community Service.	Joseph Lee	Ellen M. Cronin	Mrs. Eva W. White
Braintree	Park Commission.	Lawrence A. Trainor	Albert F. Hollis	L. C. Holder
Brockton	Playground Commission.	John F. Scully	Abbie O. Delano	Arthur C. Staff
Brookline	Playground Department.	Carroll W. Doten	Charles P. Cameron	Charles P. Cameron
Cambridge	Board of Park Commissioners.	Thomas F. Punch	Rose E. Manning	Stephen H. Mahoney
Chelsea	Park Commission.	Dr. Harry C. Dupuy	A. J. Carolan	James H. Crowley
Clinton	Playground and Recreation Commission.	William G. O'Connell	Josiah Stickney	Austin J. O'Toole
Dalton	Community Recreation Association.	Lester Couch	William F. Kennedy	B. L. Dillenbeck
Danvers	Park Commission.	Charles H. J. Kimball		Helen Fanning
Dedham	Community Association, Inc.	Stiner W. Cobb	Michael Halloran	Mrs. Ada H. Pillsbury
Easthampton	Recreation Commission.	Fred A. Hutchings	Henry L. Sanders	Arnold V. Cleary
Everett	Playground Commission.	Wells T. Letteney	John F. Dixon	Kenneth L. Sherman
"	Park Commission.	H. B. Dutton	Mabel Potter	Elizabeth Hesston
Fairhaven	Park Board	Patrick F. Sheehan	Elizabeth L. Murphy	Delmar Borah
Fall River	Recreation Commission.	Rawson C. Jenkins	H. G. Haddon	Helen M. Leary
Falmouth	School Department.	Thomas P. Sheldon	Guy A. Hubbard	Paul Dillingham
Fitchburg	Park and Playground Commission.	N. J. Bowditch	Arthur C. Winch	John P. Kilmartin
Framingham	Park Commission.	Arnold A. Bent	John J. Mullaney	Helen Quirk
Gardner	Park and Playground Department.	Howard Corliss	Frank Powers	Robert H. Littlefield
Gloucester	Recreation Board	Robert L. Leonard		
Grafton	Board of Education.	George R. Bower		H. Gordon Pilkington
Great Barrington	Recreation Commission	Harold L. Deane		Gene R. McCarty
Greenfield	Recreation and Playground Commission.	Houston A. Thomas		George Hendricks
Hamilton-Wenham	Community Service.	Charles D. Porter		Lawrence Stone
Haverhill	Playground Department.			Albert S. Claridge

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Hingham	Playground Committee	Ira Hersey	Edmond Daly	Patrick H. Kelly
Holyoke	Parks and Recreation Commission	George H. Sinclair	Mina F. Robb	{ William V. Crawford William R. Higgins
Lawrence	Department of Public Property	John A. Flanagan	William V. Crawford	Carolyn E. Hannigan John W. Kernan John Morrissey
Leominster	Community Service	Fred L. Butler	Carolyn E. Hannigan	Russell Cunningham
Lowell	Board of Park Commissioners	Clarence M. Weed	John W. Kernan	Dr. William J. Jones
Lynn	Board of Park Commissioners	Alfred T. Comstock	A. Roy Ratuse	Raymond S. Tobey
Malden	Park Commissioners	F. J. Walsh	Dr. Eugene McCarthy	George Rogers
Marblehead	Park Commission	W. H. Symonds	Frank R. Dolliver	
Marlboro	Community Service Playground	Ernest P. Carr	E. W. D. Merrill	
Medford	Park Commission	Wilton B. Fay	Edward P. Adams	
Melrose	Board of Park Commission	Richard J. Lord	George Rogers	
Middleboro	Community Service	Chester Weston		
Milford	Town of Milford	W. G. Rodd	Clyde Whittier	Mrs. J. F. Damon A. H. Yeaton
Milton	Park Department	J. B. Baxter		W. L. Caldwell
"	Cunningham Park	O. Hoff	F. Abercrombie	James E. Coogan Charles Welch
Montague	Department of Playgrounds and Recreation	George F. Ritter	Frederic W. Kingman	Ernst Hermann
Natick	School Committee	Albert P. Carter	Ernst Hermann	Robert C. Gilchrist
Newton	Playground Commission	Dr. Frederick J. Carley		Russell A. Wright
North Attleboro	Parent Teacher Association	Mrs. J. Freeman		Josephine A. Cogan
"	Civic Association	H. G. Metters	Josephine A. Cogan	Josephine A. Cogan
Norwood	Playground Committee	Mrs. H. B. K. Riemer	Maude Shattuck	Miss Temperly
"	Recreation Commission	J. S. Whitman	Mrs. Cora Banks	Henry A. King
Orange	Playground Commission	Henry A. King	Timothy McCarthy	John Carmody
Peabody	Park Commission	D. F. Farrell	J. M. Flynn	John Kerrigan
Pittsfield	Park and Recreation Board	Harry Geary		F. B. Mitchell
Plymouth	Park Commission	Y. Mattson		Mrs. Margaret Tyacke
Quincy	Woman's Club	Mrs. Helen R. Grimes	Mrs. Ruth R. Stemberge	Oliver G. Pratt
Reading	Board of Park Commissioners	Christian Lantz	Willard B. Porter	Francis J. Mahoney
Salem	Recreation Commission	Edward A. Brewer	Francis J. Mahoney	Cecilia Powers
Somerville	Playground Committee	Hector M. LeClair	F. E. Corbin	James S. Stevens
Southbridge	Department of Public Parks and Recreation	Nathan D. Bill	Charles M. Ladd	Daniel P. Hurlid
Springfield	Board of Park Commissioners	George M. Jeffis	Albert P. Rounds	William Donahue
Stoneham	Playground Commission	Rev. John Shay	Sophia M. DuPont	Ralph Davol
Taunton	Davol Playground Commission	Ralph Davol		John L. Leary
"	Recreation Department	Howard B. Peterson	Margaret E. Atwood	Francis A. Kelly
Waltham	Playground Commission	Rev. W. J. Duffy	Pete Monahan	George H. Finnegan
Watertown	School Committee	Joseph A. Love	Chester R. Stacy	{ Winifred Bailey Hugh Robertson
Webster	School Department	Isaac Sprague, Jr.	Florence M. Guernsey	H. D. Sylvester
Wellesley	School Board			Herbert Landry
Westford	Playground Commission	R. B. Pillsbury	Mrs. Justine Prenosi	Victor Berthaume
West Springfield	Recreation Association	George Tabor		Mrs. Mary Pattern
West Warren	Board of Park Commissioners	Francis W. Rea	Charles Burgess	G. T. Davidson
Weymouth	Board of Park Commissioners	G. R. Davidson	F. C. Alexander	M. F. Doherty
Winchester	Department of Playgrounds	T. H. Duffy, Mayor		Thomas E. Holland
Wolburn	Department of Playgrounds	George S. Barton	George T. Richardson	
Worcester	Park and Recreation Commission			
MICHIGAN				
Albion	Community Recreation Association	Z. A. Sears	Mrs. S. M. Seekell	Daniel Kick
Battle Creek	Recreation Association	George Genebach		
"	Board of Education		W. G. Coburn	A. R. Flannery

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Bay City	City Commission	G. Z. Zusk	Leigh Lynch	G. Nevitt
Birmingham	Board of Education	R. J. Coryell		A. L. Van Winkle
Caspian	Community Center	Walter M. Berry		Walter M. Berry
Detroit	Department of Recreation			C. E. Brewer
"	Department of Parks and Boulevards			Henry W. Busch
Ferndale	Board of Education	E. A. Down		Robert L. Peel
Flint	Park Board	George Keller	George McKinley	E. C. Dayton
"	Community Music Association	Eldon E. Baker	Charles J. French	William W. Norton
Grand Rapids	Bureau of Recreation, Division of Public Welfare	W. R. Booker	C. V. Coates	H. W. Lightner
Greenville	Public Playgrounds Committee	Dr. S. L. Woznick	Stephen Majewski	M. D. Whale
Hamtramck	Department of Recreation of Board of Education	B. W. Jenks, Sr.	W. A. Trescott	C. J. Reid
Harbor Beach	Community Service	C. Chester Mack	Mrs. W. R. Alword	A. L. Cook
Highland Park	Recreation Commission	Dr. Leenhauts		T. H. Fewlass
Holland	Board of Education	Dr. Leenhauts	J. R. McLean	E. E. Fell
"	City Playground Association	Dr. Leenhauts		Leon N. Moody
Jackson	Board of Education	E. O. Marsh	Z. P. Moser	O. B. Goodrich
Kalamazoo	Department of Recreation	E. H. Drake	Mrs. Sallie Graine	Z. P. Moser
"	Douglas Community House	Dr. Ernest Burnham		E. M. Barnes
Lausling	Recreation Committee, Board of Park Commissioners	Elizah Poxson		H. Lee Bancroft
"	Board of Education		J. W. Sexton	J. Speelman
Ludington	Public Schools	E. H. Hoffman	James A. Rye	Mitchell Read
Manistee	School Board			B. Klager
Midland	Community Center	E. O. Barstow	Guy L. Shippo	Guy L. Shippo
Monroe	Board of Education	A. W. Stett	R. H. Sprague	C. W. Crandall
Mt. Clemens	Department of Recreation	William Streit, Mayor		L. W. Fast
Pontiac	Recreation Division, Department of Public Welfare			Arthur E. Center
River Rouge	Recreation Commission	E. W. Mills		Frank Weeber
Saginaw	Department of Recreation	A. W. Townsend, Mayor		C. F. Van Duce
Sturgis	Board of Education	C. W. Coye	A. E. Gilhams	C. A. Light
Ypsilanti	Recreation Commission	W. P. Bowen		Earl N. Risky
MINNESOTA				
Bemidji	Board of Park Commissioners	A. R. Garlack	N. E. Given	George J. Baker
Chisholm	School Board	J. P. Vaughan		John MacDonald
Crookston	Park Board	E. Peterson	Begetta M. Loken	F. J. Lipovetz
Duluth	Recreation Department			F. H. Marvin
Ely	Community Center	L. T. White	Ray Hoefler	Ray Hoefler
Eveleth	School District	I. W. Stearns		A. W. Lewis
Hibbing	Recreation Department	Dr. B. S. Adams		B. G. Leighton
Little Falls	City Council		L. Emery	Daniel Bastien
Mankato	Board of Education	Evan Hughes	Andrew Johnson	Louis Todnem
Minneapolis	Recreation Department of Board of Park Commissioners	Washington Yale	E. F. Searing	K. B. Raymond
"	Board of Education	W. F. Webster		R. C. Tapp
Pipestone	Kiwanis Club	C. H. Maxon		C. A. Davis
Rochester	Parent Teacher Association	E. Raetz	T. A. Bailey	Paul F. Schmidt
St. Paul	Department Parks, Playgrounds and Public Buildings	Ernest W. Johnson	Mrs. Herbert Frost	Ernest W. Johnson
Virginia	Independent School District	W. G. Balcom	Dorothy Stewart	Charlotte R. Curran
Winona	Playgrounds Association	C. D. Tearse	J. P. Riddell	
"			C. D. Tearse	
MISSISSIPPI				
Clarksdale	Mothers Club	Mrs. M. L. Gates	Mrs. M. E. Page	Sarah Ethridge
Meridian	Public Schools	George B. Neville	H. M. Ivy	H. M. Ivy

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
MISSOURI				
Hannibal	Playground and Recreation Association.	Mrs. Mary B. Harrison.	T. T. McKinney.	Jean Richmond.
Kansas City	Recreation Division of Welfare Department.	W. E. Sullivan.		George C. Tinker.
Kansas City	Board of Education.	James E. Nugent.		George C. Tinker.
Monett	Board of Education.	Robert Farrow.		C. E. Gardner.
St. Charles	Park Board.	W. T. Sparenberg.	E. Ell.	Henry Schemmer.
St. Joseph	Board of Park Commissioners.	John T. McDonald.	Myrtle Maxwell.	Virginia Innis.
Sedalia	Liberty Park Playground Committee.	F. F. Combes.		T. M. Pemberton.
MONTANA				
Bozeman	Department of Public Recreation.	L. E. Hathaway.		Mrs. Doane.
Missoula	City of Missoula.	R. W. Kemp, Mayor.		
NEBRASKA				
Beatrice	Parent Teacher Association.	Mrs. R. G. McCue.	Mrs. Ralph Lenz.	Mrs. R. G. McCue.
Fremont	Playground and Recreation Association.	H. M. Webb.	J. F. Rohm.	R. A. Johnston.
Havelock	Board of Education.	Dr. P. L. Evans.	Fred Hall.	Walter I. Black.
Kearney	Park Commission.	W. T. Sanders.	R. E. Turner.	W. T. Sanders.
Lincoln	Recreation Board.	Dr. J. Stanley Welch.	Mrs. Fred R. Easterday.	Earl Johnson.
NEVADA				
Tonopah	Public Schools.			R. I. Jacobson.
NEW HAMPSHIRE				
Claremont	Playground Commission.	R. G. Blanc.	A. B. Kellogg.	Walter Thomas.
Concord	Department of Playgrounds.	Dr. C. J. Washburn.	Mrs. Louis P. Elkins.	William E. Coughlin.
Dover	Park and Playground Commission.	C. E. T. Caswell.	Fred A. Quimby.	Margaret Marnock.
"	Neighborhood House, Inc.	Mrs. Harold Brown.	Elizabeth Welch.	Edith G. Brewster.
"	Lathrop Memorial Building Association.	Rev. Leon Morse.	T. Jewett Chesley.	E. A. F. Anderson.
East Jaffrey	Parent Teacher Association.	Mrs. S. H. Austin.	Louis Record.	
Keene	City Playground Committee.	R. T. Kingsbury.	Ralph W. Newell.	Harold F. Drew.
Laconia	Playground and Park Commission.	A. C. Wyatt.	Mrs. Ruth Smith.	Charles E. Lord.
Lancaster	Colonel Towne Community Center.	Fred C. Cleaveland.	Florence Campbell.	Maynard L. Carpenter.
Lebanon	Carter Community Building Association.	William S. Carter.	Daisy I. Bronson.	
Littleton	Community Center.	H. L. Heald.	Frank C. Livingston.	Carl F. Simon.
Manchester	Parks, Commons and Playground Commission.	Frank P. Carpenter.	Dr. C. H. Babbitt.	Raymond A. Pendleton.
Nashua	Recreation Commission.	Oscar M. Flather.	Harry E. Philbroch.	George E. Osgood.
Portsmouth	Board of Public Works.	Charles A. Allen.	William H. Baker.	Laurence E. Thompson.
Rochester	School Board.	E. A. Carson.		
NEW JERSEY				
Atlantic City	Department Parks and Public Property, Bureau of Recreation.	Louis Kuehnle, Com'r.		Glenn C. Heller.
Avalon	Fun Chase Playground Committee.	Mrs. J. H. Gaskill.		Bernice L. Begeman.
Belleville	Recreation Commission.	Henry J. Mason.	Frank Livingston.	Lulu Wells.
Bernardsville	St. Bernard's Parish.	T. A. Conover.	Mrs. Florence E. Roberts.	Charles C. Wright.
Bloomfield	Community House.	Hervey S. Vassar.	P. Kennedy Reeves.	Irma Cook.
Bridgeton	Johnson B. Reeves Playground Association.	William T. Barker.	Margaret S. Haines.	Mrs. William Parsons.
Burlington	Playground Committee of Civic League.	Mrs. Mary Smith.		Phillips R. Brooks.
"	Burlington County Tuberculosis League.	Dr. Marcus W. Newcomb.		Jesse C. Roberts.
Camden	Department of Parks and Public Property.	C. W. Reesman.		
Collingswood	Board of Education.	Charles Kloss, Jr.	H. M. Restrick.	
Cranford	Playground Commission.	Mrs. W. S. Gee.	Mrs. G. K. Warner.	

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
East Orange.	Board of Recreation Commissioners.	Thomas A. Barrett.	Lincoln E. Rowley.	Frances H. Haire.
Elizabeth	Recreation Commission.	James L. O'Neil.	Claude A. Allen.	Claude A. Allen.
Englewood	Board of Education.	C. P. Kitchel.	Alice S. Coe.	H. R. Spencer.
Essex County.	Social Service Federation, Inc.	Daniel E. Pomeroy.	Anne F. Smith.	Anne F. Smith.
Gloicester	Essex County Park Commission.	Robert S. Sinclair.	David I. Kelly.	David I. Kelly.
Hackensack	Children's Welfare Association.	James L. Hughes.	Mrs. Kathryn I. Antrim.	Ruth Wooley.
Hackettstown	Playground Committee.	John H. Sturge.	F. A. Robbins.	F. A. Robbins.
Hoboken	Board of Education.	Harry L. Schumling.		Brantford Benton
Irvington	Department of Parks and Public Property.	August L. Lacomber.		Julius Durstewitz
Jersey City	Department of Public Recreation.	Arthur Potterton.		Philip Le Boutillier.
Kearny	Department of Parks, Playgrounds and Public Property.	Thomas Clark.	James A. Cavanagh.	Frank Deiser.
Millburn	Board of Recreation Commission.	Frank M. Schmidt.	Charles W. McWilliams.	James P. Craig.
Montclair	Shade Tree Commission.	F. G. Pickell, Supt.	Mabel Goff.	Mildred Scheeber
Moorestown	Department of Health Education.	Edward E. Mechling.	F. P. Reagle.	F. G. Armstrong
Morristown	Recreation Commission.	T. F. Dunn.	Mabel C. S. D'Olier.	Ben P. Rumpeltes
"	Park and Playground Committee.			Florin Antonacci.
Mount Tabor.	Neighborhood House Association.	Mrs. Thomas W. Cauldwell.	Mrs. Ernest Pignona.	Mr. and Mrs. A. H. Pierson
New Brunswick.	Playground Commission.	William C. Cudlipp.	John W. King.	Evelyn Carbin
Newark	Department of Playgrounds.	Jeremiah Donovan, Com'r	R. D. Argue.	William Beck.
Orange	Board of Education.	Henry Young.	George W. Perry.	Randall D. Warden.
Passaic	Department of Parks and Public Property.	George W. Perry.		Carl F. Seibert.
Paterson	City Recreation Department.	John R. Johnson.	Sadye R. Fidler.	Reeve B. Harris.
Perth Amboy.	Board of Recreation.	Edward Fairhurst.	N. T. Olsen.	L. R. Burnett, M. D.
Phillipsburg	Department of Playgrounds and Recreation.	T. A. Garretson, Com'r.		C. A. Emmons, Jr.
Plainfield	Department of Parks and Public Property.	George L. Hartman.	Joseph A. Gallagher.	George Corp.
Ridgefield Park.	Public Recreation Commission.	A. L. Seidler.		Roy O. Schlechter
Ridgefield Park.	Roosevelt Parent Teacher Association.		Miss Gartlan.	Mrs. Kathryn A. Darte.
Ridgewood	Board of Education.	Dr. H. S. Willard.	Albert J. Mory.	Mrs. Bennett.
Rumson	Board of Commissioners.	Bertram H. Borden.	John R. Meeker.	Ira W. Travell.
Rutherford	Victory Memorial Park Foundation.	H. H. Edwards.		Rev. Arthur A. McKay.
"	Playground Committee.		Mrs. Robert N. Vanneman.	John F. Keating.
Salem	City Playground Association.	Mrs. Harry L. Finlaw.		Helen Baker.
South Orange.	Recreation Commission.	Carlton Greene.	James A. Maudeville.	Margaret Brown.
Spring Lake Beach.	Memorial Community House Trustees.	Samuel Heilner.	Mrs. Samuel Heilner.	Joseph J. Farrell.
Summit	Board of Recreation Commissioners.	Mrs. James H. Gross.	Harrison K. Webbe.	Mrs. Mildred E. Simons.
Union County.	Park Commission.	Henry S. Chatfield.	W. Richmond Tracy.	John A. Nolan.
West New York.	Board of Recreation Commissioners.	George Reeves.	Francis J. Schaack.	F. S. Mathewson.
NEW MEXICO				
Albuquerque	Board of Education.	John Milne.	W. E. Little.	Harlan Seninger.
Chimayo	Playground Committee.	C. C. Bassett.	George D. Robinson.	Zoe Ellsworth.
Deming	Chamber of Commerce.	F. M. Haynes.	Joe Ledlie.	F. E. Powell.
Las Cruces.	Rotary Club.			
NEW YORK				
Albany	Department of Public Works.	W. M. Karns.		Frederick F. Futterer.
Albion	Rotary Club.			Jesse Bohn.
Auburn	Playground Department.	Mrs. S. S. Whalen.	Harry Hayward.	Mrs. Frederick M. Hosmer.
Ballston Spa.	Community House.	Eugene P. Barry.	William Middleton.	Cora Winne.
Beacon	Recreation Commission.	Dr. D. J. Kelly.	Ernst Norman.	M. S. Murphy.
Binghamton	Department of Education.	James P. Moore.	Henry F. Jerge.	Effie F. Knowlton.
Buffalo	Bureau of Recreation, Department of Parks.			Joseph F. Suttner.
"	Extension Department, Board of Education.			Carl H. Burkhardt.

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Cambridge	Playground Committee of Community Association.	H. S. Hoard	Elizabeth Swart	
Canastota	Playground Commission	Mrs. R. H. Imhofe	Mrs. L. Knoop	B. W. Beach
Cohoes	Recreation Commission	Charles Nortley	James L. Newman	Harriett G. Valentine
Cold Spring Harbor	Playground Committee	Mrs. Walter Jennings	Marjory Meigs	K. Hoepfner
Dunkirk	Board of Education—City Council	George N. Schmiedel		Marion Haviland
Eastchester	Recreation Commission	David N. Heller, Mayor		Z. Nespor
Elmira	City Recreation Commission	David N. Heller, Mayor		Z. Nespor
"	Park Board	Mrs. S. I. Stix		Elizabeth C. Albro
"	Community Service	Alfred S. Clark		Ralph Homan
Elmsford	Playground Committee	Ernest Jones	Arthur E. Severn	Sherman Reed
Glens Falls	Municipal Recreation Commission	R. H. Gulvin	W. A. Gracy	Charles T. Ellis
Gloversville	Board of Education	Mrs. H. E. Ferber		C. E. Schilling
Geneva	Park Board	Ernest Rhodes	Helen A. Mangan	Harold E. Klue
Hastings-on-Hudson	Woman's Club	William Hyland	Arthur Hoffman	John Fink
Herkimer	Recreation Commission	Mickel Degnan	James Marshall	R. M. Cowan
Hoosick Falls	Public Schools	Mrs. Preston Paris	David S. Fisk	Elmer Heidorf
Hudson	City Playgrounds Committee	Mrs. John F. Ranken	Helen M. Bauer	Helen M. Bauer
Hudson Falls	Recreation Commission	George M. Carney	H. M. Dexter	Leo Powers
Huntington	Service League	Mrs. Bessie Button	Gladys Thomas	E. E. Bredbenner
Ilion	Playground Association	E. Snell Hall	F. P. Rogers	Harry T. Watson
Ithaca	Board of Education	Leon F. Swears		Mrs. Vanderwerker
Jamestown	Board of Education	Roy R. Brockett		Doris Gardner
Johnstown	Recreation Committee of Business Men's Association	E. W. Fennie		Robert S. Donley
Kenmore	Village of Kenmore	H. Kirk Tennant	E. M. Perkins	Daniel A. Carroll
Lackawanna	Playground Department of Public Works	Miss Van Dyke	Morgan Garrison	Mr. McClure
LeRoy	Playground and Recreation Commission	G. Kenneth Baxter	G. Kenneth Baxter	G. Kenneth Baxter
Margaretville	Parent Teacher Association	Edmond Millen, Jr	Mrs. D. W. Rich	Fred C. Singer
Mechanicsville	Department of Public Safety	A. J. Hinman	Leon Warner	
Middletown	Recreation Commission	Mrs. George Barrow	Walter Saunders	
Mohawk	Playground Commission	J. R. Thompson		Donald L. Macken
Mount Vernon	Recreation Commission	Alfred E. Barlow, Jr		Douglas G. Miller
Newburgh	Recreation Commission	Walter R. Herrick		Edward A. Wilson
New Rochelle	Recreation Committee, Board of Education	J. P. Hennessy, Com'r	Henry Geiger	James V. Mulholland
New York City	Bureau of Recreation, Department of Parks—Manhattan	James J. Browne	James J. Sullivan	John J. McCormack
"	Bureau of Recreation, Department of Parks—Bronx	James Butler, Com'r	Joseph Mafern	Anthony V. Grande
"	Bureau of Recreation, Department of Parks—Brooklyn	Eugene C. Gibney, Director	Virginia A. Small	Eugene C. Gibney
"	Department of Parks, Queens	Frank Munson	Mrs. Elizabeth Van Vleck	Mrs. Elizabeth Van Vleck
"	Bureau of Extension Activities, Board of Education			
"	Parks and Playgrounds Committee, Brooklyn			
"	Division of Physical Education and Playgrounds, Board of Education			
Niagara Falls	Education	N. Maddever	Fred J. Mitsch	Harold W. Herkimer
Norwich	Playground Commission	Edward Davis		Mrs. Nina B. Cooley
Olean	Board of Education	Harry L. Coburn	Francis Consedine	A. W. Butley
Oneonta	Board of Education	H. B. Saunders	Dr. George J. Dann	A. E. Risendorph
Oneida	Recreation Commission	Donald D. Frier	Sadie G. Frey	Sadie G. Frey
Ossining	Park Department	Albert E. Tompkins	Lewis H. Archer	Mary Halpin
Patchogue	Community Recreation Association	William Keller	Edgar Mapes	
Peekskill	Dewey Park Playground Committee	Charles E. Doyle	F. I. Bohlmann	Catherine Hickey
Plattsburgh	Board of Education	C. S. Johnson	S. E. Fitzpatrick	Mrs. R. L. Delaney
Portchester	Recreation Commission and Community Service	Halsey J. Munson	Mrs. Thomas J. Blain	Rosalind F. Rieman
Poughkeepsie	Board of Education	Albert Rust	Ward C. Moon	Sam J. Kailoch
Purchase	William A. Reed Memorial Community House	William A. Reed, Jr.	Ivana Wood Tyson	Vivian O. Wills
Rensselaer	Recreation Commission	Edward C. Farrington	William I. Adams	William I. Adams

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Rhinecliff	Memorial Library	Mrs. Helen Morton	G. Morton Minot	Harriet E. Woolley
Rochester	Department of Parks, Bureau of Playgrounds and Recreation	Mrs. Edwine Danforth	Eleanor M. Kimball	Chester B. Leake
"	Health Education Department, Board of Education	Edmond P. Eaton	Walter H. Dippel	Herman S. Weet
Rome	Board of Public Works	Dennis G. Harrington	Harris Crandall	Charles T. Lanigan
Sag Harbor	Park and Recreation Association	Mrs. Clarence L. Smith	Mrs. Herbert Outwater	Harris Crandall
Saratoga Springs	Board of Education	W. W. Mishler, Com'r	William Eddy	H. Harold Axworthy
Scarsdale	Community Service of Woman's Club	A. W. Guest		E. J. Groat
Schenectady	Bureau of Parks	R. E. Porter		W. E. Johnson
Silver Creek	Board of Education	Frank M. Westcott, Com'r		H. Earl Hadley
Solvay	School Board			Mrs. Lucia L. Knowles
Syracuse	Park Department	Charles D. Aldrich	Paul Lynch	Carolyn Greene
Tarrytown	Women's Civic League Playground Committee	Albert J. Conboy	Heber E. Griffith	Paul Lynch
Troy	Recreation Department	George R. Halpin, Mayor	Chester Wood	M. Esthyr Fitzgerald
Utica	Department of Recreation	Mrs. Eugene Meyer	Ruth Taylor	William J. Graf
Watertown	Department of Public Works	Mrs. Henry P. Griffin	Lyle C. Shaw	Frank Baron
Watervliet	Playground and Recreation Committee	Walter P. Spreckels	E. Wetmore Kinsley	Mrs. Chester G. Marsh
Westchester	County Recreation Commission			F. B. McGovern
White Plains	Board of Education			James F. McCrudden
Yonkers	Community Service Commission			
NORTH CAROLINA				
Asheville	Recreation Commission	John H. Cathey, Mayor	Mrs. Curtis Bynum	Kathrine Park
Charlotte	Park and Recreation Commission	Dr. John H. Tucker	M. Carol Tallafarro	Walter J. Cartier
Concord	Physical Education Department, Board of Education	F. C. Nibloch	H. W. Blanks	C. C. Nixon
Durham	Recreation Commission	Mrs. F. L. Walker, Jr.	R. W. Rigsby	Clarence R. Wood
Gastonia	City of Gastonia	Lionel Weil	Ruth Pate	Virginia Heath
Goldsboro	Wayne County Community Service	Paul Lindley	J. D. Wilkins	Robert C. Robinson
Greensboro	Park and Recreation Commission	R. W. Carver	Mrs. James A. Powers	Herbert W. Park
Hickory	Board of Education	Mrs. James A. Powers	J. H. Cowles	K. W. Walling
Kingston	Civic Club	J. R. McGregor	James E. Berry	Mrs. James A. Powers
Lexington	Recreation Commission	B. L. Smith	Bailey T. Groom	Rebekah Carpenter
Spindale	Spindale House Council	C. E. Keiger	R. H. Latham	Amelia Stephenson
Statesville	Chamber of Commerce	F. P. Davis		L. S. Gilliam
Winston-Salem	Department of Physical Education and Recreation			L. B. Hathaway
NORTH DAKOTA				
Grand Forks	Park Commission	John H. Vold	M. D. Kannowski	M. D. Kannowski
Jamestown	Park Board	C. A. Klaus	James A. Murphy	James A. Murphy
Lisbon	Park Board			{ John B. Adams
Minot	City Park Board	F. B. Lambert	A. H. Kurth	Bruce Lozier
				C. A. Wilson
OHIO				
Akron	Board of Education	J. B. Hannan	Irene Moses	Milton Seitz
Bellefontaine	Recreation Commission	Dr. W. H. Carey	Nellie Huston	G. K. Berden
Bluffton	Board of Education	Noah Basinger	A. D. Hall	Wilbur A. Howe
Bucyrus	Playground Commission	Edwin S. Beal	Edward D. Carrigan	Dorothy Leizer
Canton	Recreation Board	Fred W. Witter	A. L. Helling	C. W. Schmake
Cincinnati	Public Recreation Commission	Walker S. Schmidt		Will R. Reeves
Cleveland	Department of Parks and Public Property			Samuel Newman
"	Division of Playgrounds and Community Centers, Board of Education			Floyd A. Rowe

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Cleveland	Recreation Council	Edgar Adams	Isabel P. Kennedy	H. O. Berg
"	Girls Council	F. F. Prentiss	O. C. Saum	George P. Bauer
Cleveland Heights	Hiram House	E. V. Stoecklein	Mrs. B. F. Freshwater	Earle D. Campbell
Columbus	Division of Public Recreation	G. E. Gauthier	Mrs. C. C. Young	A. W. Raymond
Dayton	Division of Public Recreation	Ellen A. Brady	Dr. G. L. Moore	G. W. Moore
Delaware	Bureau of Recreation, Division of Public Welfare	James Brown	Harry Mason	Harry L. Dowler
East Liverpool	Playground Association	Julius E. Warren	George Daniel	H. Monasky
Fremont	City Playground Association	H. L. Breckenridge	Z. Leo Hartman	Vovys Collier
Girard	Federation of Women	Philip Smith	Mrs. A. Middleton	George E. Bickford
Lakewood	Recreation Board	Mrs. A. Middleton	Mrs. Sidney Palmer	F. B. Wallace
Lancaster	Department of Public Recreation of Board of Education	B. F. Strecker	M. W. Sheffield	C. C. Sexton
Lima	North-South-East and West Parent Teacher Associations	A. F. Selby	Ida Hoyer	George Daniel
Lorain	Recreation Board	S. G. Edgar	Marie Heitzman	W. Paul Allen
Mansfield	Public Schools	C. E. Sibald	L. Tenney Rees	S. W. Knarr
"	Playground Association	J. M. Mitchell	James Fitzgerald	Gilbert Anderson
Marietta	Playground Association	Paul Stillwagon	Mrs. N. H. Coons	Ella DeVault
Martin's Ferry	Playground Committee	Frank P. Irwin	Helen Hetherington	H. R. Smith
Massillon	Y. M. C. A.	Robert Scott	William Jaspersen	D. W. Jacot
Middletown	School Board	R. F. White	Mrs. Hannah Maule	L. G. Millison
Middletown	Bureau of Recreation of the Civic Association	Mrs. J. Bamberger	Mrs. William Waldock	U. A. Miller
Newark	Board of Education	W. F. Neville	Anne Marie Tennant	Josephine Durley
Niles	Recreation Board	C. L. Williams	C. S. Meek	Raymond S. Mote
Paulding	Woman's Federated Clubs	William Wright	John Baillee	J. M. Kelley
Piqua	Board of Education	S. P. Jermaine	Mrs. Charles Culp	Paul Baird
St. Marys	Community Welfare Association	J. C. Neer	R. W. Miller	Oliver K. Cornwell
Salem	Memorial Building Association	Charles Aughinbaugh	A. C. Maurer	A. N. Smith
Sandusky	Playground Committee	J. W. Hooke	J. H. Chase	T. G. Keller
Springfield	Playground Association	Wells Griswold	Lionel Evans	J. W. Brown
Stuebenville	Recreation Board	W. C. Stitt	C. S. Robinson	Mrs. Stella Selvey
Toledo	Community Recreation Department of Board of Education	A. J. Titus	Mrs. Marshall Hendersen	A. C. Maurer
Urbana	Division of Recreation, Playgrounds and Amusements	W. F. Power	Floyd McVickers	J. H. Chase
Urbana	Community Club	N. R. Graham	O. A. Ziegler	Hugh A. Imlay
Wellsville	Harmon Field Playground Association	Frank Jordan	W. H. McNair	Faye Carver
Wooster	Board of Education	H. M. Powers	G. W. Ager	Beth Ager
Youngstown	Playground Association	E. H. Harbeck	Mrs. Alice Myers	Mrs. Alice Myers
"	Park Department	C. B. Keyser	Eric Butler	Helen Harris
"	Mill Creek Park Commissioners	Dr. Fred Thompson	Don W. Yantis	Mrs. Dorothy McK. Fudge
OKLAHOMA				Louis Anderson
Cherokee	City Playground Committee	A. J. Titus	Mrs. Marshall Hendersen	George Wernmark
Guthrie	School Board	W. F. Power	Floyd McVickers	
Tulsa	Park Department	N. R. Graham	O. A. Ziegler	
OREGON				
Ashland	Park Board	Frank Jordan	W. H. McNair	Faye Carver
Bend	Harmon Field Committee	H. M. Powers	G. W. Ager	Beth Ager
Grant's Pass	City Park Board	E. H. Harbeck	Mrs. Alice Myers	Mrs. Alice Myers
Oregon City	School District	C. B. Keyser	Eric Butler	Helen Harris
Portland	Bureau of Parks, Playground Division	Dr. Fred Thompson	Don W. Yantis	Mrs. Dorothy McK. Fudge
Salem	Playgrounds Committee			Louis Anderson
The Dalles	The Dalles Dip Committee			George Wernmark

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
PENNSYLVANIA				
Allentown	Recreation Commission	Percy B. Ruhe	Frank Van Gieson	Ralph V. Wetherhold
Altoona	Department of Parks and Public Properties	Samuel B. Taylor, Com'r		Elizabeth K. Eyre
Ambridge	Playground Association	James A. Boyle	Mrs. Laura Fosdick Saire	N. K. Teeters
Barnesboro	Public Playground Committee	Louis Luxenburg		Ellis Davis
Beaver Falls	School District	Floyd Atwell	James L. Wasson	Alice V. Eskey
Bethlehem	School District	Mrs. Harry W. Lewis	C. F. Frey	W. H. Weiss
Brackenridge	Playground Association	Mrs. Charles O. Wherry	Bertha Mae Weinell	
Bristol	Playgrounds Association	S. H. Hardy	Mary A. Wilkinson	
Carbondale	Community Service	Frank Kelly	Mary B. McAndrew	
Carlisle	Playground Association	Mrs. W. L. Jackson	Frank Mantz	Harry M. Bender
Chester	Department of Park and Public Property	Walter H. Craig	Benjamin Newsome	Mrs. Fay Selley
Clearfield	Community Service Committee of Y. M. C. A.	W. H. Wilson	Conrad S. Bock	Lydia J. Newsome
Coatesville	Department of Parks and Playgrounds	Jesse L. Kenworthy, Sr.	Frank Penegar	Chester Ash
Conshohocken	Community Center	W. B. Gheen	Michael J. Kehoe	Ian Forbes
Crafton	Public Schools	F. J. Huffman	L. F. Wentz	M. B. Wenrich
DuBois	City Planning Commission	James J. Mack	A. N. Work	
Easton	Department of Playgrounds	A. F. Heck		P. J. Morrisey
Edwardsville	Playground Association of Kingston Coal Company	E. L. Solomon	E. L. Solomon	F. O. Gibbons
Ellwood	Playground Commission	Mrs. Judd C. Turner	J. J. Dunn	Thelma Adams
Erie	School District	Otto J. Hitchcock	R. S. Schobell	Dr. D. G. Evans
"	Department of Parks and Public Property	W. D. Kinney	J. D. Tracy	J. D. Tracy
Exeter	High School, Playground Association	James McNeil	John Tansko	Thomas McNeil
Gettysburg	School Board	A. B. Plank	George P. Plank	Clifford Bream
Greencastle	Jerome R. King Playground Association	G. Fred Ziegler	B. S. Whitmore	B. S. Whitmore
Greensburg	Playground Association	Mrs. John M. Horne	A. W. Flash	A. W. Lecking
Greenville	Playground Association	George Rowley	S. T. Dean	J. B. Stoebel
Grove City	Women's Civic Club	Mrs. E. C. Myers		
Hamburg	Playground Association			Catherine E. Geary
Harrisburg	Department of Parks and Public Property	H. A. Earley	V. Grant Forrer	Clarence R. Beck
Hazleton	Recreation Commission	John H. Hilderbrand	Peter B. Sheridan	Helen H. Paul
Huntington	Playground Association	E. P. Barclay	Thomas F. Miller	R. F. Getty
Jeanette	Playground Association	George Shively	H. Garman	L. P. Jordan
Johnstown	Recreation Commission	John E. Gable	Leo J. Buettner	Leo J. Buettner
Kenneth Square	Playground Committee	Herman Schmaltz		Mrs. Mary Scarlett
Lancaster	Recreation and Playground Association	M. M. Harnish	H. P. Smith, Jr.	G. D. Brandon
Lansdale	Playgrounds Association	L. L. Reading	Mrs. Oliver Stauffer	Laura Evans
Lansdowne	School Board	James T. Stewart		
Lansford	Board of School Directors	John R. Davis	E. H. Whildin	
Latrobe	Women's Civic Club	Mrs. I. B. Shallinberger	Mrs. J. B. Moore	Bruce E. Sockman
Lebanon	Progressive Playground Association	Emanuel Frank	H. F. Speicher	Mrs. Harry Lawless
"	Athletic Association Playground	Edward V. Helms	Harry C. Uhler	Irving Walman
"	South 6th Street Playground Association	Samuel Hynicka	William H. Snyder	Carlo I. Phillips
Lehighton	Women's Civic Club	Mrs. H. L. Straub	Mrs. D. Dreibelbus	Edna Clark
Lock Haven	Playground Association Civic Club	Mrs. William T. Betts	Mrs. Edward Hecht	Ellen Rich
McKeesport	Department of Parks and Playgrounds	Albert F. Johnson	John F. Alderin	Anna Will Cornell
Marcus Hook	Century Club	Mrs. Agnes Thornton	Mrs. A. Ervin	Eva Boggs
Marietta	Playground Association	Rev. Victor Steinberg	David Brandt	Elizabeth Frey
Mauch Chunk and East Mauch Chunk	Playground Committee of Interborough Woman's Club	Laura L. Ruddle	Mrs. L. L. Rauch	Helen Riegel
Meadville	Playgrounds Association	C. A. Johnson	Bridget Lyon	Ruth Kennedy
Mechanicsburg	Soldiers and Sailors Memorial Park	John Robertson	D. R. Jacobson	William H. Walters
Milton	Playground Association	Carl L. Millward	Laura Mundy	John B. Van Why

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Monessen	Public Schools	J. W. Cadwallader	Dr. F. C. Duvall	C. R. McClelland
Monongahela	Recreation Board	Mrs. Carl Gibson	Mrs. William H. Sutman	James Curris
Mt. Carmel	Playground Committee of Kiwanis Club	H. B. Henderson	William E. Hetrick	Margaret Karboski
Nanticoke	School Board	Anthony Czyzyk	John Wadzinski	Phyllis Beal
New Castle	Recreation Board	W. V. Tyler	Susan E. Wallace	C. C. Glock
Norristown	School District	S. R. Seybold	Elizabeth Morgan	August Wincherer
	Board of Education	Harry W. Akins	Harold R. Kraty	Albert Glover
North Braddock	Playground Committee, B. P. O. Elks	Earl C. Wentz	Clarence E. Wilson	Carolyn Johnson
Oakmont	Playground Committee on Board of Education	S. R. McClure	A. G. Wallace	Margaret Word
Oil City	The Woman's Club	Mrs. H. G. Morrow	Mrs. C. M. Denise	H. W. Papenfus
Palmerton	Public Recreation Board	J. Wilkins	A. Newton	Mrs. Alice H. Flynn
Perkasie	Neighborhood House	L. M. Schwenk	W. K. Terry	Lloyd Hogey
Philadelphia	Playground Association	John F. Dugan		Emily L. Carmichael
"	Bureau of Recreation, Department of Public Welfare	Grover M. Mueller		John C. Kieffer
"	Division of Physical and Health Education, Board of Public Education	Otto T. Mallory	Margaret O. Remak	Charles H. English
"	Playground Association	I. W. Wadsworth	Mrs. P. H. Valentine	Mrs. P. H. Valentine
Phoenixville	Smith Memorial Playgrounds	G. T. Burd	Joseph F. Jelley	H. K. Willett
Pittsburgh	Recreation Commission	Mrs. John Cowley	Mamie Stoner	W. C. Batchelor
North Side Pittsburgh	Bureau of Recreation, Department of Public Works	George M. Jones		Mrs. John Cowley
Pottsville	Playground and Vacation School Ass'n of Allegheny, Inc.	A. W. Byron	Georgianna A. Horock	John F. Murray
Reading	Playground Association	William I. Gordon	S. L. Williams	E. A. Fritchard
Renon	Department of Recreation	Joseph E. Jackson	Frank H. Lawson	Eva Richardson
Renon	P. R. Y. M. C. A.	P. J. Dowdell	Walter Rigard	Henry J. Brock
Rochester	Board of Education	Pierce H. Tasker	Helen M. Snyder	Ralph C. Carnes
St. Marys	Junior Welfare Committee	Harry K. Becht	B. Frank Startzel	David Rees
Scranton	Municipal Bureau of Recreation	John Hunsberger	Mrs. W. H. Polangen	James L. DePiano
Shamokin	Board of Education	W. S. McClellan	Charles Ihlenfeld	Minerva Reber
Sharon	Shenango Valley Playground Association	C. S. Davis	E. F. Troop	Fred Wigfield, Jr.
Souderton	Playground Association	Mrs. H. S. Keiser	H. R. Rupp	Mrs. H. S. Keiser
Spring Grove	Recreation Association	Mrs. Edward McGinnis	Pearl Kamell	Mrs. J. Roy Barefoot
Steeleton	Parks and Playgrounds Commission	John S. Wolfe	Mrs. Earle F. Smith	E. S. Miller
Swisbury	Playground Committee of Parent Teacher Association	Clarke Shrontz	Ralph H. Smith	Elizabeth C. Day
Swissvale	Child Conservation League	Mrs. L. W. Sayers	Grant E. Hess	
Verona	Hyatt Cribbs, Jr., Athletic Field	W. O. Lamson	Clinton E. Moffett	Dorothy I. Bell
Washington	Recreation Board	Colonel Ernest G. Smith	Mrs. Adele M. Merrifield	Arthur H. Miller
Waynesburg	Parent Teacher Association	William M. Turner	H. A. Rowe	Robert Ballantyne
Westchester	Recreation Department of Civic Association	R. W. Bishop	Mrs. P. D. MacElfish	George R. Fleming
Wilkes Barre and Wyoming	Recreation Department of Civic Association	T. C. Swarts	Raymond Newman	H. S. Stevens
Valley	Playground and Recreation Association	John F. Rudisille		{ D. E. Dodge A. Griesing
Wilkesburg	Playground and Park Association			Ruth Swezey
Williamsport	Department of Parks and Public Property			
Wilmerding	Playground Committee			
Woodlawn	Recreation Council			
York	Department of Recreation			
RHODE ISLAND				
Barrington	Maple Avenue Community House	Mrs. William H. Hoffman	Mrs. Clifford M. Wilson	Ella H. Pinkham
Bristol	Recreation Board	B. W. Wall	Mrs. Margaret B. Hoar	George J. O'Brien
Central Falls	Board of Recreation	Mrs. James W. Freeman	Ernest B. F. G. Piggott	Louis A. Piere
Newport	Board of Recreation Commissioners	A. R. C. Gatzemeier	Ruth E. Franklin	Arthur Leland
Providence	Board of Recreation	James E. Dunne, Mayor	Joseph J. McCaffrey	Joseph J. McCaffrey

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Westerly Woonsocket	School Committee Park and Playground Department	Dr. Robert G. Reed	William E. Williams	W. H. Bacon Mildred A. Foulds
SOUTH CAROLINA				
Beaufort	Community Club Playground Department, Board of Parks and Playgrounds	Dr. W. M. Steinmeyer	Mrs. H. L. Morrall	Lillian Rice
Charleston	Playground and Recreation Department	Alfred H. Von Kolintz	Mrs. John C. Feidman	Corrinne V. Jones
Columbia	Park Commission	Dr. Charles C. Stanley	B. S. Meeks	Adele J. Minahan
Florence	Playground Commission	Mrs. M. P. Gridley	Joe C. Long	Nora McAlister
Greenville	Phillis Wheatley Association Playground Commission	George Wrigley	W. J. Thomas	Mrs. Hattie Duckett
Orangeburg	Recreation Committee of Woman's Club	Mrs. J. M. Albergotti	Annie Hydrick	Mary Jo Wise
Spartanburg		Mrs. S. N. Burts	Mrs. A. E. Woody	Mrs. S. N. Burts
SOUTH DAKOTA				
Mitchell	Park Board	W. R. Ronald	M. F. Nobis	W. E. Webb
Pierre	Board of Education	J. E. Hipple, Mayor		Robert Lumley
Yankton	School and Park Board			Oscar F. Genrich
TENNESSEE				
Chattanooga	Department of Public Utilities—Parks—Playgrounds	Jim A. Cash, Com'r	Fleming Kreigner	Clardel Pindell
Knoxville	Bureau of Recreation, Department of Public Welfare	Walter R. Bradley	Nathan L. Mallison	Nathan L. Mallison
Memphis	Recreation Department, Park Commission	F. N. Fisher	W. T. Walker	Mimmie M. Wagner
Nashville	Board of Park Commissioners	Charles M. McCabe	John L. Lewis	Ewell M. Costello
Old Hickory	Recreation Department, DuPont Rayon Company			Marjorie Beard
TEXAS				
Austin	Playground and Recreation Committee of Lions Club	Horace Barnhart	Bob J. Lyles	Horace Barnhart
Beaumont	City of Beaumont	J. Austin Barnes	Raymond Edwards	Frank L. Bertschler
Corpus Christi	City Street and Park Department	W. J. Smith, Com'r	John T. Wright	W. J. Smith
Dallas	Park and Recreation Department	R. E. Burt, Mayor	Miss E. B. Cauley	W. F. Jacoby
Eastland	Department of Parks	Perry Sayles	W. E. Dakin	R. D. Evans
Fort Worth	Public Recreation Board	Marvin D. Evans	Mrs. W. T. Fry	Nell Miller
Galveston	Playground Association	William Murphy	Mary Martin	Corrinne Fonde
Houston	Educational and Recreational Community Association	A. G. Hubbard	Mrs. W. D. Wright	J. M. Wilson
Marlin	Recreation and Community Service	V. R. Currie	S. I. Miller	
Mission	Chamber of Commerce and Agriculture	J. B. French	George S. Buchanan	
Plainview	Public Schools	S. L. Hardin	O. J. Sexton	
Port Arthur	City of Port Arthur	W. J. Klinger	J. C. Hamilton	W. O. Bower
San Antonio	Municipal Playgrounds Department	B. J. Wade	J. W. Hansard	J. W. Hansard
Waco	Recreation Commission	Jacob Kubiola	Mrs. F. G. Guitard	R. C. Oliver
Wichita Falls	Recreational Department	Nat F. Tanenbaum		W. B. Ward
UTAH				
Salt Lake City	Recreation Department	Harry L. Finch		Charlotte Stewart
VERMONT				
Bellows Falls	Village Corporation	Egbert W. Robinson		Gladys Hogan
Bennington	Welfare Association	Robert Shumway	Agnes Whipple	Arthur Hageman
Brattleboro	Recreational Department	T. F. Conlon	Mrs. Martin Austin	Claude N. Beasley
Burlington	Park Commission	Mrs. H. E. Folsom	George P. Burns	George P. Burns
Lyndonville	Powers Park Association	C. I. Hunter	S. W. Westin	
Proctor	Village Improvement Council	Bertha Estey	Mrs. Russell Howard	Mrs. C. E. Pratt
Putney	Community Center, Inc.	Bertha R. Salisbury	Mrs. Leon Drew	C. V. Towsley
Randolph	American Red Cross Playground Activity	S. Carl Carpenter		
Richford	Board of Education			

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Rutland	Playground Association.	Dr. Ray E. Smith.	Mrs. Samuel Frank.	Marion Golyer.
"	Mead Community House.	Miles S. Sawyer.	Louise Page.	W. W. Watters.
Springfield	Recreation Commission.	W. M. White.	Clement Cook.	
Woodstock	Improvement Society.	H. B. Chapman.		
VIRGINIA				
Alexandria	Playground Association.	Mrs. T. C. Howard.	Helen Cummings.	Ramone Eaton.
Clifton Forge	Board of Parks and Recreation.	R. V. Van Horn.	M. B. Lewis.	Mrs. B. C. Guentler.
Danville	Playground and Recreation Association.	Mrs. M. R. Perkinson.	Mrs. Lucretia Fuller.	
Hampton	Colored Community Center, Inc.	Rev. E. H. Hamilton.		
Lynchburg	Municipal Department of Recreation and Playgrounds.			
Norfolk	Public Playgrounds	Dr. P. S. Schenck.	Katherine Cahill.	Mrs. R. P. Munday
Richmond	Municipal Recreation Department.	H. Calder.		Katherine Cahill.
"	Community Recreation Association.	W. L. O'Flaherty.	Claire McCarthy.	Mrs. Lily T. Phillips.
Roanoke	Playground and Recreation Association.	Blair J. Fishburn.	Dwight E. McQuilkin.	Claire McCarthy.
Staunton	Young Men's Christian Association.	Thomas H. Russell.	Lawson F. Reichard.	Thomas W. Dixon.
Winchester	Playground Association.	Clifford Grim.	John Brown.	John Brown.
WASHINGTON				
Aberdeen	Playfield Committee	Mrs. George McFarland.	Mrs. George W. Gauntlett.	Mr. and Mrs. O. A. Rhodes.
Ellensburg	Municipal Park Board.		A. W. Crimp.	
Seattle	Board of Park Commissioners	James R. Stuirat.	H. W. Carrol.	Ben Evans.
Spokane	Board of Park Commissioners	W. J. C. Wakefield.	H. J. Gibbon.	Benjamin A. Clark.
Tacoma	Department of Playground and Recreation, Metropolitan Park District.			
Walla-Walla	Park and Civic Arts Club.	James A. Hays.	Fred W. Boaler.	Walter F. Hansen.
		Mrs. George Whitehouse.	Mrs. H. A. Gardner.	Mable Lecklider.
WEST VIRGINIA				
Beckley	American Legion Raleigh Co, Post No. 32.			Eugene F. Yager.
Charleston	Playground and Recreation Committee.			J. W. Duncan.
Clarksburg	Playground Department	E. S. Tisdale		Clay B. Hite.
Fairmont	Board of Education			Mary Louise Conn.
Martinsburg	Hooge Street Good Neighbors.	Mrs. Harry King	Mrs. Sadie Smith.	Mrs. Elizabeth Townsend.
Morganstown	Department of Recreation of Independent School District.	A. A. Hall.	Elizabeth G. Engle.	Elizabeth G. Engle.
Parkersburg	Board of Recreation	George P. Frey.	Mrs. W. F. Beatty.	Fanny J. Marvin.
St. Marys	Woman's Club	Mrs. Julia K. Schanwecker.	Mrs. Lillian Ellis.	Virginia Barkwell
Wheeling	Public Board of Recreation	Eugene M. Baer.	Neil Humphrey	S. A. Heatherly.
WISCONSIN				
Appleton	Playground Commission			Joe Shields
Beloit	Park Department	W. Perrigo		R. H. Petrosik.
Eau Claire	Recreation Committee	A. T. Sands.		
Fond du Lac	Board of Education	P. J. Calvy.	C. J. Fay.	F. G. Keisler.
Green Bay	Board of Park Commissioners	Earle Murray	William Kerr	Douglas Smith
Janesville	City of Janesville	Henry Traxler		Kenneth Bick
Jefferson	Board of Education			Marion Eiden
Kenosha	Department of Public Recreation.	L. W. Powell	G. F. Loomis	Chester H. Smith.
LaCrosse	Board of Education.	Mr. Lenning.	George Howe.	L. R. Finley.
Madison	Department of Public Schools.	E. B. Skinner.	Fred W. Erickson.	Harry C. Thompson.
Manitowac	Board of Education.	H. S. Bonar.	Emma J. Kirwan	W. L. Johnson.
Menasha	Park and Recreation Commission.	George A. Loesisher.	L. J. Ellinger.	Roy G. DuCharme.
Milwaukee	Extension Department, Public Schools.	Walter Alexander.	Frank Harbach.	Dorothy C. Enderis.
Neeah	Red Cross	Mrs. C. B. Clark.		George T. Christoph.
Oshkosh	Recreation Department, Board of Education.	Mrs. K. Ryckmann.	Mrs. E. G. Beardmore.	Frank F. Berg.

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Port Washington.....	City Plan Commission.....	J. R. Grady.....	.....	S. R. DeMerit.....
Racine.....	Department of Recreation, Board of Park Commissioners.....	I. B. Farmer.....	.....	B. A. Solbran.....
Sheboygan.....	Board of Education.....	William F. Jensen.....	H. W. Kircher.....	Eli D. Antoniu.....
South Milwaukee.....	Board of Education.....	C. J. Bettinger.....	Herman Doehling.....	W. J. Glasbrenner.....
Sturgeon Bay.....	Playground Committee.....	G. D. Yoakum.....	Richard Biehl.....	G. D. Yoakum.....
Two Rivers.....	Board of Recreation.....	T. W. Suddard.....	.....	Arthur P. Eckley.....
Watertown.....	School Board.....	.....	.....	Margaret A. Stewart.....
Waukesha.....	Municipal Playground Committee.....	Samuel Dunwoody.....	E. A. Lockman.....	Lawrence L. Bray.....
Wisconsin Rapids.....	American Legion.....	Leo Colburn.....	Myron Hill.....	J. A. Torresani.....
WYOMING				
Thermopolis.....	Woman's Club.....	Mrs. N. T. Olson.....	Mrs. Robert Copsey.....	Ellen Pater.....
CANADA				
BRITISH COLUMBIA				
New Westminster.....	Parks Board.....	W. B. Johnson.....	Alex Courtney.....	.....
Vancouver.....	Board of Park Commissioners.....	W. C. Shelly.....	W. S. Rawlings.....	G. S. Maxwell.....
ALBERTA				
Calgary.....	Park Department.....	.....	.....	William R. Reader.....
MANITOBA				
Brandon.....	Kinsmen Club.....	Dr. S. W. Peters.....	G. R. Rowe.....	G. R. Rowe.....
NOVA SCOTIA				
Halifax.....	Playground Commission.....	.....	.....	W. E. Stirling.....
Sydney.....	Playgrounds Association.....	F. E. Boyer.....	F. C. Kimber.....	Clement Young.....
ONTARIO				
Hamilton.....	Playground Association.....	A. M. McKenzie.....	Charles Peebles.....	John J. Syne.....
Kitchener.....	School Board.....	Ivan A. Shantz.....	Edmond Pequegnat.....	Harold Ballantyne.....
London.....	Public Utilities Commission.....	E. V. Buchanan.....	O. Ellwood.....	Gerald N. Goodman.....
Ottawa.....	Playgrounds Committee.....	McGregor Easson.....	Vincent F. Courtemanche.....	Ernest F. Morgan.....
Toronto.....	Parks Department.....	C. E. Chambers, Com'r.....	S. H. Armstrong.....	S. H. Armstrong.....
Windsor.....	Board of Education.....	F. W. Begley.....	T. R. Noble.....	P. D. McCallum.....
QUEBEC				
Montreal.....	Department of Public Recreation.....	.....	.....	Dr. J. P. Gadbois.....
".....	Parks and Playgrounds Association.....	W. E. Findlay.....	Dr. A. S. Lamb.....	.....
Quebec.....	Playgrounds Committee.....	J. C. Sutherland.....	J. B. O'Regan.....	Sadie Lazarvoick.....
SASKATCHEWAN				
Moose Jaw.....	Recreation Committee.....	J. P. Keleher.....	Quincy Moffatt.....	J. Robinson.....

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers					Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	No. of Cities
								Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries	Total					
			No. of Men	No. of Women	No. Employed Year-Round	No. of Men	No. of Women									
ALABAMA																
Birmingham	261,000	Park and Recreation Board	64	50	11	4	192,959.81	33,904.62	25,869.69	252,734.12	M&P	G. S. DeSole Neal	1			
Mobile	68,000	Recreation Department	2	12	14	2		9,237.51	51,237.91	60,475.42	M	H. G. Rogers	2			
Montgomery	55,000	Park and Recreation Department	1	8	9			6,723.86	4,243.70	10,967.56	M	W. A. Gunter, Jr.	3			
ARIZONA																
Douglas	10,000	Recreation Board	1	2				175.00	600.00	775.00	M	Marylyn Norton	4			
Morenci	6,000	Public Schools	1	1	1							Olive G. Hopkins	5			
Phoenix	55,000	Park Board		3								Frank A. Jefferson	6			
Yuma	7,000	City of Yuma										Leo Turner	7			
ARKANSAS																
Camden	7,000	Parent Teacher Association		1								F. W. Whiteside	8			
El Dorado	31,000	Playground and Recreation Association	7	3	1	62	6	4,582.59	2,635.01	4,586.85	11,804.45	P	Charles E. Osborne	9		
Little Rock	90,000	Playground Association	6	8				1,000.00	549.00	2,751.00	4,300.00	P	Mrs. A. W. Kinsolving	10		
Rogers	5,000	Playground Association	1								850.00	P	Dr. H. J. G. Kools	11		
Stuttgart	6,000	Harmon Foundation Committee	10			50						L. D. Griffin	12			
Texarkana	8,257	Y. W. C. A.		1		5			150.00	150.00		P	Arabella Odell	13		
CALIFORNIA																
Alameda	37,000	Department of Parks and Recreation	1	6	7						3,600.00	M	E. J. Probst	14		
Alhambra	30,000	Playground Commission	3	5								M	Mrs. M. E. Carroll	15		
Anaheim	12,000	City of Anaheim	1	2	1	10	10	41,000.00			55,650.00	M	J. W. Price	16		
Berkeley	82,000	City Recreation Department and Board of Education	28	10	32	8	50	23,635.00	5,502.00	30,439.00	59,576.00	M	Granville E. Thomas	17		
Burbank	20,000	Playground and Recreation Commission	2	1					50.00	750.00	800.00	M&P	Lola B. Steiner	18		
Colton	9,000	Park Board									8,446.39	M	Thomas J. Hartley	19		
Fresno	80,000	Playground Recreation Department	15	15	22	25	5	957.00	9,669.40	28,515.00	39,141.00	M	Raymond L. Quigley	20		
Fullerton	11,254	Playground Commission	1	2	1			400.00	700.00	1,100.00	1,000.00	M&P	Ray B. Leech	21		
Glendale	70,000	Recreation Department	25	24	4	1			25,155.00	40,345.00	40,345.00	M&P	Marion G. Sibley	22		
Long Beach	140,000	Public Recreation Department	1	3	4	62	63			184,500.00	184,500.00	M	D. D. Skinner	23		
		City Schools	29	36		30	24		5,820.00	40,437.00	46,257.00	M	Charles H. Hunt	24		
		Department of Playgrounds and Recreation	49	39	64	250	250	648,250.17	228,880.37	194,625.33	1,071,755.87	M	George H. Jelte	25		
Los Angeles	1,300,000	School District	89	149	98				8,250.00	91,750.00	100,000.00	M	C. L. Glenn	26		
		Board of Park Commissioners									145,790.08	M	J. J. Hassett	27		
McCloud	3,500	Tom McCann Hoo Hoo Club									360.00	C	C. J. Green	28		
Mered	7,000	Rotary Club		1	1					360.00	360.00	C	Charles H. Wright	29		
Monrovia	135,500	Department of Recreation	3	3	1	20	6	9,065.80	3,280.01	8,230.07	20,575.88	M&P	Lowell D. Hoxsey	30		
Oakland	350,000	Recreation Department	66	73	20	12	36	15,605.00	71,780.00	142,023.00	229,408.00	M	R. W. Robertson	31		
Oxnard	7,500	Community Service	3	1	1	200		1,000.00	500.00	6,000.00	7,500.00	M&P	F. J. Hokin	32		
Palo Alto	12,300	Chamber of Commerce											M	M. J. Welliever	33	
Pasadena	90,000	Playground Community Service	15	28	6	41	240		3,566.42	24,411.71	27,978.13	M	Cecil F. Martin	34		
		Park Department	20	5	8			358,122.47	50,382.22	135,681.00	544,185.69	M	G. L. Skutt	35		
Pomona	25,000	Department of Parks	3		1								M	Harold C. George	36	
Redlands	16,000	Park Department												M	W. T. Ferguson	37
Richmond	28,000	Park and Playground Commission and School Recreation Department	6		6								M	John A. Miller	38	
Riverside	32,000	Board of Park Commissioners	6	1	1						3,100.00	M	John A. Miller	39		
Sacramento	109,000	Recreation Department	1	1	2					17,739.00	15,050.00	M	Mrs. J. H. Holland	40		
San Bernardino	40,000	City Park Commission and Parent Teacher Association	1	1		1	2		2,100.00	500.00	2,600.00	M	George Sim	41		
		Play and Recreation Department	8	8	16			7,000.00	23,804.67	37,695.00	68,499.67	M	Mrs. V. B. Sands	42		
San Diego	150,000	Park Department	3	8	5	83	141		5,000.00	12,000.00	562.29	M	B. C. Nichols	43		
		Community Service	38	49	83			112,987.02	132,736.55	164,595.29	410,318.86	M	A. S. Hill	44		
		Playground Commission									17,000.00	P	Tam Deering	45		
San Francisco	742,063	Board of Park Commissioners	13	35	48	11	14		4,336.16	17,180.00	21,516.16	P	Veda B. Young	46		
		Community Service Recreation League	1	1							332,183.13	M	B. P. Lamb	47		
Santa Ana	30,000	Board of Education	4	7					265.50	2,010.00	2,275.50	M	Lois M. Williams	48		
Santa Clara	6,500	Board of Education	1	1	2							M	A. H. Helton	49		
		Board of Education and Community Service	6	1	7	15	16	2,000.00	3,500.00	8,500.00	14,000.00	M&P	C. A. Bjorlie	50		
		Municipal Sports Committee	13	4	1	45	45				171,232.06	M	R. E. Munsey	51		
Santa Rosa	12,000	Playground Association	1	1									M	A. H. Helton	52	
Stockton	55,000	Recreation Department	25	14	7			18,019.56	14,432.12	22,801.92	53,253.60	M	Mrs. Charles M. Kellogg	53		
													M	B. E. Swenson	54	
COLORADO																
Alamosa	5,000	Playground Committee		1							400.00				Charles Woodard	55
Colorado Springs	35,000	Park Department and Patty Jewett Memorial Field	11	12	11			5,586.16	5,402.05	18,236.94	29,225.15	M	Curtis Engle	56		
Denver	320,000	Municipal Recreation Department	18	36	4			10,000.00	100,000.00	8,450.00	118,450.00	M	Anna L. Johnson	57		
Grand Junction	12,724	Community Service Department	2	10							9,524.00	M	Bruce Brownson	58		
CONNECTICUT																
Ansonia	22,000	Playground Recreation Commission	2	1				400.00	200.00	900.00	1,500.00	M&P	Mae A. Gaffney	59		
Branford	7,100	Community Council, Inc.	1	1	1	4	3		1,581.14	2,336.50	3,917.64	P	David B. Kilgore	60		
Bridgeport	151,000	Board of Recreation	33	25	5				9,200.00	25,124.00	34,324.00	M	Robert A. Leckie	61		

RECREATION STATISTICS FOR 1927

the table

No. of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers	Community Houses	Play Streets	Swimming Pools	Bathing Beaches	Golf Courses	Summer Camps	Tennis Courts	Athletic Fields	Baseball Fields	Other Areas	Total No. of Different Play Areas
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total													
1				33	5,929	8	2	3	38,175		2	75,458		5	21	2	51
2	7	33		15			1	1	20,216	1			6	4,800	3		
3	5			5	300		2	2	132,000				4	8,000			12
4		1		1	150								2	400	1	1	
5		1		1									2	300	2	150	
6		3		3	70			2	27,659				2		2		6
7								1			1		4		2		6
8		1		1	114					1							
9	6			6	450	3	165	1	19,000				5	1,260	1	2,440	13
10		3		3	576			1	7,000				2	5,000	2	180	3
11	1			1									2		1		
12	1			1	20	1	75						2		1		3
13		2		2	60			1	50				1	100			
14	4			4		1				2			8		4		
15		5		5				1			1		11	200	2		
16	1			1	25			1	29,391				4		1		
17	11		6	17		4	80	2	12,000		3	3,840	10	42,000	5	9,450	5
18		2	7	9				1	11,600				4		2	2	
19								1	48,749				2				
20	12	3		15	1,897	5		5	3,000			1	22		8	10	
21	1	2		3													3
22	5	3	13	21		2		1	38,574				16		8	2	21
23						1				1		25,000			1		
24	30			30	10,024	8	1,236		171,600				19		4	2	
25	31			31	14,301	1	5,104	12		7	3	245,815	5	10,000,000			49
26	86		78	164	13,410			3		3			40		2	28	
27								1		1	3	268,447	18		2	2	
28								1	10,000			2,500	2	1,100	1		6
29	1			1	20								5	300	1	250	1
30	46		16	62	5,500	12		3	600	3	100	5	43		7	62	8
31	2			2		1							2		1		
32													2		1		
33													58		7	5	
34	10		11	21	1,416	2	73		14,369				15	116,800	4	1,000	5
35	6			6	600	2	100	1	100	2			2	2,000	5	5,000	
36	3			3					57,000				2		1		
37													1				
38		6	4	10	750	2	120	1	111,469				6		2	2	
39						1	250	3	33,000				5	6,000	1	1,200	
40				10		7		1				2	1	12,000	3	2,700	
41		1		1	90							1		3,000			2
42	5			5		4							13		4	6	
43													6	18,000	1		
44		3		3	300	1	118	6	80				2		2	15	
45	28			28	5,365			2	37,608			1	600	38	28	6	
46								1		1			41		2	3	
47							6										
48		7		7	445								8		2	2	8
49	1			1	160	1	170						4		2		
50	5	3	11	19	692	4		2		2			9		3	1	29
51	4			4	500	1		1	2,000,000				5	26,100	1	1	
52		2		2				1					2		2		
53		8	4	12	921			2		1			8		2	6	
54	1			1	80											1	
55		5		5	650			1					3		1	1	
56	100			100	7,100	36		6		3			92		45	39	
57	6			6	266		5	3		1			2		1	2	
58		3		3	250			3					4		1	1	
59	3			3		1	68			5			13		1	1	10
60		8		8					1	247,944	1	14,776		35,122	1	8	32

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries	Total		
CONNECTICUT—Cont.													
Derby	11,000	Playground Association	4	4		16	20	1,200.00	1,410.00	2,610.00	M&P	George W. Anger	
Glastonbury	5,000	Williams Memorial Association	1		1			2,500.00	1,500.00	4,000.00	P	R. S. Williams	
Hartford	162,000	Park Department	42	43	8					74,093.00	M	James Dillon	
Meriden	38,000	Recreation Commission	8	7				1,550.00	1,000.00	2,250.00	M	Oscar L. Dossin	
Middletown	25,000	Department of Parks and Playgrounds	4	7	1						M	Charles Dudley McCarthy	
Naugatuck	16,000	School Department	2	2	1				171.05	1,350.00	M	Harold E. Chittenden	
New Britain	80,000	Municipal Recreation Commission	9	10				5,188.88	2,569.80	7,758.48	M	Martin R. Anderson	
New Haven	185,000	Recreation Commission	21	15	6	90		6,667.13	9,547.15	16,214.28	M	E. L. Manning	
New London	30,000	Department of Public Welfare	3	1	1						M	Robert C. Rice	
Norwalk	34,000	Playground and Recreation Commission	4	4				350.00	1,875.00	2,225.00	M	H. H. Langer	
Norwich	24,000	Recreation Commission	8	9				1,700.00	3,300.00	5,000.00	M	Earle E. Brigham	
Plainville	4,500	Broad Street School Playground Committee	1							500.00	P	Orrin L. Judd	
Seymour	8,000	Playground Association	1	2			10	100.00	450.00	550.00	P	F. B. Towle	
Shelton	10,000	Playground Commission	2	12		12	16	300.00	600.00	900.00	M	George W. Anger	
South Manchester	20,000	Recreation Centers Committee	9	11	15			14,000.00	16,000.00	30,000.00	M	Lewis Lloyd	
Southport	2,700	Wakeman Memorial Association	3	5	2			4,000.00	5,000.00	9,000.00	P	M. B. Hunt	
Stamford	2,000	Board of Public Recreation	8	12	4		4	1,054.80	1,127.17	10,110.04	M	Sophie T. Fishback	
Torrington	30,000	Recreation Commission	5	16	2	2	18	300.00	1,418.80	3,831.20	M&P	R. Marguerite Wilson	
Wallingford	14,000	Playground and Recreation Association	2	2				1,100.00	248.23	618.00	M&P	Joseph Bedell	
Waterbury	110,000	Park Department	12	22	4		1	500.00	6,801.88	6,580.00	P	William D. Shea	
Watertown	9,267	Civic Union	3	12	3	20	25			13,881.88	M&P	Ralph S. Pasho	
Winsted	10,000	Playground Association		12						740.95	M&P	Helen M. McCrear	
DELAWARE													
Wilmington	125,000	Board of Park Commissioners, Community Service	13	24	3			16,637.04	2,442.45	8,103.07	M&P	Edward R. Mack	
			7	12	3				7,600.00	12,275.00	P	C. B. Root	
DIST. OF COLUMBIA													
Washington	540,000	Municipal Playground Department, Community Center Department, Board of Education, Department of Public Buildings and Public Parks	74	145	36					168,965.00	M	Richard Tennyson and Maude N. Parker	
			21	57	13	4	9	800.00	6,018.53	53,189.34	M&P	Sihyl Baker	
			45	198	2		2			30,000.00	M	W. B. Patterson and Leon L. Perry	
										26,344.33	M	U. S. Grant, 3rd	
FLORIDA													
Bradenton	12,500	Board of Recreation	2	2	4	42	18	3,500.00	3,028.00	25,590.00	M	Dr. R. G. Manchester	
Coral Gables	8,000	Recreation Department	3	1	4			2,300,000.00	7,500.00	22,500.00	M	Don Peabody	
Daytona Beach	25,000	Department of Public Recreation	4	6	8			22,389.32	15,965.22	38,354.54	M	Mrs. Helen D. Sage	
DeLand	12,500	Chamber of Commerce	3							11,450.00	M	E. W. Brown	
Fort Meyers	20,000	Board of Public Recreation	3	6	2	50	50	190,000.00	3,500.00	4,500.00	M	John W. Keel	
Jacksonville	136,866	Playground and Recreation Board	11	13	4	37	74	19,659.18		82,521.31	M	W. J. Sanford, Jr.	
Lakeland	25,000	Department of Public Recreation	4	5	3	175	100	28,000.00	1,620.00	3,815.00	M	George H. Crandall	
Lake Wales	5,000	City Council								33,435.00	M	Miss E. D. Quaintance	
Lake Worth	15,000	City Commission								36,000.00	M	C. V. Faulkner	
Miami	131,000	Public Recreation Division	1	5	6	2	3	7,904.55	3,395.00	48,900.00	M	A. W. Ziebold	
Miami Beach	10,000	Department of Public Recreation	2	1	3	1	3	34,000.00	1,400.00	1,600.00	M	J. B. Lemon	
Orlando	31,000	Department of Public Playgrounds and Recreation	55	4	4			7,800.00	3,695.00	18,530.00	M	Thomas W. Lants	
Pensacola	31,000	Recreation Department	3	1	2			15,001.64		41,713.44	M	Clarine Runyan	
St. Petersburg	80,000	Board of Recreation	6	21	6					20,400.00	M	P. V. Gahan	
Sarasota	15,000	Department of Public Recreation	2	1	3	88	13			8,884.19	M	A. W. Ross	
Sebring	5,000	Recreation Department	1						2,000.00	5,000.00	M	Gideon Jaeger	
Tampa	160,000	Board of Public Recreation	19	21	18	88	102	26,190.00	6,332.41	38,620.00	M	W. L. Quinlan	
Venice	3,000	Recreation Department	3	1	4	3	4	4,500.00	3,500.00	6,000.00	P	Robert Boggess	
West Palm Beach	50,000	Park Department		1	1			100,000.00			M	Beatrice Jordahn	
Winter Haven	7,135	Department of Public Recreation	5	4	1	25	25		4,475.35	5,524.65	M	August Fischer	
GEORGIA													
Atlanta	275,000	Recreation Division, Park Department	1	31	2			31,990.00	16,074.07	32,632.77	M	L. L. Wallis	
Augusta	55,000	Community Service	1	3	4			2,000.00	1,550.00	3,750.00	M&P	John G. Wilson	
Columbus	63,000	Department of Parks and Recreation	2	12	3	6	19		1,677.16	8,083.33	M	Chauncey A. Hyatt	
Macon	77,000	Playground Association		10	9				2,100.00	5,900.00	M	Mrs. George Biggs	
Savannah	99,000	Department of Playgrounds and Recreation	4	23	13			100.00	3,971.29	11,028.71	M	H. S. Bounds	
ILLINOIS													
Alton	33,000	Playgrounds and Recreation Commission	14	15	3			5,891.89	7,333.97	13,225.86	M	H. Ray Myers	
Aurora	48,500	Playground Department		19	1			5,094.93	7,405.07	12,500.00	M	Jean E. Mored	
Belleville	27,000	Public Schools									M	Emil H. Buchmann	
Belvidere	7,860	Y. M. C. A.									M	John Harkless	
Berwyn	50,000	Playground and Recreation Commission	4	4				894.58	2,017.98	3,227.25	M	W. F. Pfuderer, Jr.	
Bloomington	35,000	Fell Avenue Community Playground Committee	1	1						1,000.00	P	F. R. Sack	
Blue Island	16,000	Playground and Recreation Commission	2	3	1			1,012.60	1,007.34	4,027.00	M	Mrs. O. Postweiler	

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership			Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets		Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas
	No. Open Year Round	No. Open Summer Only	No. Open School Year		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of Participants All Com. H's	Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	
1		1	1									1	20,000														
2																											
3	6	14	20	600	12		1							2	103,338			20	39,184	10			30				
4		4											40,000					2	800				1	400			5
5		6	6	1,059	2	500						1	1,500						2	600	2	1,140	1	1,682			9
6		4	4	205			1	40			1								2		1	150	3	300			5
7		8	8	3,110							2																
8		7	7	5,854	7	628	1						69,820					14	9,411	5			21	35,884			
9		5	5											3						2			2				
10		3	3	375																							
11		10	10																			2	300				
12		1	1	100							1	12,500									1		1	3,000			
13		2	2	150																							
14		2	1	600																							
15		2	2	150	2	200					1	1,280	1	20,000				6	6,000	1	1,400	3	2,100				
16		1	1	30	1	75																					
17	6	2	8		4																						8
18	1	3	4	650			1	100						1									2				
19		2	2	500							1	5,000							4	2,000	1		1				3
20	2	6	8		3		3				2	75,000						16		5		7					
21		4	4	250			1											1	25	1		1					
22		1	1				1															1					
23		19	19	5,825			2	85			5	157,961							16		1		16				
24		12	12		3																						
25	30	29	12	12,351							6	150,212						44		3		6					
26		1	1		18	1,617					2	8,361						4	1,302	2		1					
27		33	33	9,605	36	7,304																					
28															4	334,602			72	239,546	2	4,510	23	118,166			
29	5		5	2,150	1	75	1	750			1		2	600					6	16,300	2	22,500	2	13,920			
30	1		1	45							1	26,633			1	8,944			9	1,945							
31	2	2	4										1					4		1		1				4	
32											1						1		3		1						
33		5	5	175	5		3				2	9,956	1		1			3	15,000	2	3,000	2	2,500			8	
34	15	2	17	917	2	80			16	311	1		4		1	91,250		15	63,900	4	1,920	9	28,522			26	
35		6	6	365									4					8	1,095	2	16,900	5	700			17	
36													1		1	10,715			1		1		1				
37											2		1		1			4		1		1					
38	4		4	560									1		1	33,805			1		1		1				
39	1		1	300									1		1	9,125			4	7,000	1	350					
40	2	2	4	6	1,223	7							2	28,860					4	18,200	2	76,497	3	3,600			21
41	10		10	200			3	500					1						7		1		2				25
42	1	8	9	550	1								2					6		1		3					
43	3		2	156														7		1		3	835				
44	2		2								1		1		1	16,520			7		1						11
45	20	13	33	5,017	2	25	1	75					1		1	16,800			12	60,000	2		3				10
46	5		5		4								1		1				2		1		1				
47	2		2	120	1								1		1				2		1		1				
48	1	1	2				1	30					1	24,735			1	15	8	16,000	1	5,000					
49		27	27	3,448			3				6	670,968			2	78,659			62	113,215	2	15,000	14	1,680			47
50		5	5	750															11		5		5				
51		12	12																4		10		8				18
52		9	9	900	31		2	5			4				1		4		5		8		12				
53		9	9	1,900	8						2		1		2		13		4		7						
54		11	11	1,000	3	397					4								15		2		3				11
55	1	7	8	3,850	1	75							1						16		1		5				
56											2	50,000							12	200	1	4,000	6	500			
57													1	4,500					12		1	250	2				
58		3	3	413															4		1	180	1	930			6
59		1	1																								
60		7	7	625			2		1	400	1								5		1		1				

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	Number of City	
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries				Total
Cairo	18,000	Park Commission								500.00	M	C. R. Dunlap	1	
Canton	15,000	Park District									P	E. A. Perkins	2	
Carpentersville	1,500	Village of Carpentersville					210.00	1,890.00	1,200.00	3,300.00	P	A. W. Squires	3	
Centralia	18,000	Board of Recreation	2	3	1					3,000.00	M	Earl H. Chaney	4	
		Bureau of Parks, Playgrounds and Beaches	33	20	53				168,000.00	422,000.00	590,000.00	M	Walter Wright	5
		South Park Commissioners	65	65	58					710,000.00	M	V. K. Brown	6	
		West Chicago Park Commission	80	50	68		3,184,995.00	48,999.75	271,349.85	3,505,344.60	M	Wm. J. H. Schultz	7	
Chicago	3,102,800	Bureau of Recreation, Board of Education	60	60	120		100,000.00	120,000.00	340,000.00	560,000.00	M	Herman Fisher	8	
		Ridge Park District Commission	7		1	6			2,400.00	4,821.65	7,221.65	M	Robert G. Phelps	9
		Lincoln Park Commission	2	18	29		2,000,000.00	162,053.00	266,177.00	2,428,230.00	M	E. L. Wheeler	10	
		Northwest Park District	2	14	2		7,760.00	100,000.00	80,000.00	187,760.00	M	Helen Anderson	11	
		Old Portage Park District	1		1		20,000.00	2,000.00		22,000.00	M	John E. VanNatta	12	
		West Pullman Park District	1		1		6,000.00	4,115.00	9,899.00	20,014.00	M	W. J. Davis	13	
Chicago Heights	27,000	Park Board	2		2		53,269.17	1,934.23	6,656.26	61,909.66	M&P	W. G. Gaunt	14	
Decatur	56,000	Pines Community Association	2	9	2			1,300.00	4,360.00	5,660.00	P	E. J. Muffey	15	
Dixon	11,000	Park Board	2		2						M	Louis Pitzer	16	
East St. Louis	66,767	Park District	8		4		500.00	4,000.00	6,750.00	11,200.00	M	Emmett P. Griffin	17	
Evanston	62,000	Bureau of Recreation, Department of Public Works	24	37	5	42				40,130.34	M	W. C. Bechtold	18	
Harvey	19,000	Department of Public Property	10		4						M	Thomas J. Cuddigan	19	
Jacksonville	15,000	Park Board	2	2			2,874.00	4,284.00	8,260.00	15,418.00	M&P	T. W. Beadle	20	
Joliet	40,000	Bureau of Recreation	1		1						M	P. H. Slocum	21	
Kewanee	20,033	Park District	4		1						M	G. Robert Galloway	22	
Lake Forest	10,000	Recreation Department	3	3	1		14,000.00	16,000.00	30,000.00		M	R. H. Peters	23	
La Salle, Peru and Oglesby	16,000	La Salle, Peru, Township High School Social Center	9	5	4	3		1,900.00	10,492.50	12,392.50	M	Howard Fellows	24	
Maywood	25,000	Playground and Recreation Board	1	6	2	1		6,211.87	4,564.42	10,776.29	M	Bernard Joy	25	
Moline	39,000	Park Board	3	11					1,500.00	1,500.00	M	Fred Brandt	26	
Monmouth	10,500	Park District	1		2			1,000.00	3,000.00	4,000.00	P	F. E. De Yoe	27	
North Chicago	8,000	Recreational Association	6	6	5	1	14,423.72	9,887.37	11,458.85	35,769.94	M	Josephine Blackstock	28	
Oak Park	58,000	Playground Board	7				3,500.00	350.00	1,000.00	4,850.00	M	Fred A. Gerding	30	
Ottawa	12,000	Playground Commission												
Peoria	87,000	Recreation Commission, Pleasure Driveway and Park District	10	19	1			727.27	9,993.10	10,620.37	M	Walter B. Martin	31	
Pinckneyville	2,649	School Board									M&P	W. R. Malin	32	
Princeton	4,500	Playground Association	2		2				360.00	360.00	M	Fred H. Dunbar	33	
River Forest	7,500	Playground and Recreation Board	2	2	1			325.00	2,950.00	3,275.00	M	Lee L. Lawrence	34	
Rockford	100,000	Department of Health, Education and Recreation	14	6										
Rock Island	42,000	Playground and Recreation Commission	4	4	1	4	250.00	1,020.00	4,500.00	5,770.00	M	M. H. Hodge	35	
Rushville	3,000	Playground Committee, Scripps Park	3	1	2			5,500.00	4,500.00	10,000.00	M&P	Dorothy Dean	37	
Silvis	2,540	Recreation Commission		1			423.76	308.31	270.00	1,002.07	M	Myrtle M. Schmidt	38	
Springfield	63,952	Playground and Recreation Commission	20	21	5		600.00	6,723.90	18,490.78	25,914.68	M	John E. MacWherter	39	
Urbana	15,000	Park District	1	1							M	W. C. Noel	40	
Waukegan	30,000	Playground and Recreation Board	3	6							M	E. L. Walkup	41	
Wilmette	12,500	Playground and Recreation Board	7	4	3		239.68	2,989.92	6,426.89	9,656.49	M	Daniel M. Davis	42	
Winnetka	11,000	Community House	6	13	6	50	1,243.61	6,588.39	16,955.00	24,787.00	P	J. W. F. Davies and Mrs. E. W. Wortley	43	
INDIANA														
Anderson	40,000	Park Department	8	5									A. R. Stagg	44
Bedford	15,000	Recreation Commission	3	4						2,400.00	M	James J. Crossett	45	
Bloomington	18,500	Playground and Recreation Committee	3	3		7		25.00	400.00	425.00	P	George E. Schlafer	46	
Brazil	10,000	Recreation Commission	1	1							M	J. E. Baker	47	
Columbus	10,000	School Board	4	4	1			624.17	4,380.00	5,004.17	M	Donald DuShane	48	
East Chicago	60,000	Department of Community Recreation	9	19	2			4,000.00	9,000.00	13,000.00	M	Cecil Austin	49	
Evansville	100,000	Municipal Recreation Department of Public Parks	39	33	4	104				22,500.00	M	G. G. Eppley	50	
Fort Wayne	118,000	Board of Park Commission	6	13			300.00	5,542.78	5,205.00	11,047.78	M	Carrie A. Snively	51	
Goshen	10,000	Recreation Commission	1	3			100.00	900.00	1,700.00	2,700.00	M	E. J. Culp	52	
Hammond	75,000	Community Service and Municipal Recreation Department	5	3	1			6,000.00	7,049.00	13,049.00	M&P	Charles W. Clark	53	
Indianapolis	375,000	Recreation Department	64	155	9		2,265.42	26,346.45	68,758.01	97,369.88	M	Jesse P. McClure	54	
Lafayette	30,000	Playground Association	1	8				220.00	929.00	1,149.00	M&P	Mrs. Lawson Campbell	55	
La Porte	18,000	Board of Education	1	6	1				1,250.00	1,250.00	M	Mabel Ford	56	
Logansport	22,000	Board of Works	2	7			3,500.00		1,300.00	4,800.00	M	John Holland	57	
Michigan City	25,000	Board of Education	2	3				100.00	1,000.00	1,100.00	M&P	R. R. Merrell	58	
Mishawaka	23,000	Playground Department	3	3				700.00	1,300.00	2,000.00	M	F. M. Steele	59	
Muncie	45,000	Board of Park Commissioners	8	12	1	2		2,535.00	4,380.00	6,915.00	M	W. T. Reed	60	
New Castle	21,000	Planning Commission											Ernest L. Guyer	61
Noblesville	5,600	Park Board	2	1							M	Earl Brooks	62	
Princeton	10,681	Board of Education	4	2				10.00	360.00	370.00	M	Mrs. Paul Snyder	63	
Richmond	35,000	School Board	4	6				290.71	1,682.50	1,973.21	M	Hazel Fish	64	
		Board of Education and Park Board	25	21	1					12,000.00	M	E. H. Burnham	65	
South Bend	100,000	Booker T. Washington Community Service	1	1	2			2,000.00	2,400.00	4,400.00	P	R. A. B. Crump	66	

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership			Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets	Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas	
	No. Open Year Round	No. Open Summer Only	No. Open School Year		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of Participants All Com. H's		Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		Number	Total Yearly or Seasonal Participation
1																											
2																											
3	1			300																							
4	1			40																							
5	4			160																							
6	28	1	29	11,600																							
7	24						17																				
8	13		13	14,941			13	6,646																			224
9	59	1	60	60,000	24	4,700																					86
10	1			75			1	200																			8
11	15		15				6																				99
12	8			2,400			7	5,000																			55
13	8						7																				21
14	2																										
15	8			800	3	300	1																				
16	3	5	8	4,100																							
17	3	13	16	4,158	12				7	533	2	2,700	6	526,238													41
18	8		8	2,000	1	700	1	700			1	27,000															
19	3		3	500							1	20,000															
20	3																										
21	2		2								1	37,200															
22	3		3	300							1	20,000															
23	2																										
24	1		3				1	637			2	85,780															
25	5		5	834	7																						
26	6		6	3,000																							
27	1																										
28	1	2	4				1	50																			
29	4		4	1,300	2	85	4	625	3	650	2	10,655															
30	6		6	600																							
31	7		7	802	4	150					2	91,693															
32	1		1	125																							
33	3		3	80	1	120																					
34	6		6	325	7						3	39,193															16
35	3		3	942																							12
36	4	2	6	300	5	250	1	50																			6
37	1		1	270							1																
38	17		17	2,174	1		1																				21
39	1		1								1																
40	4		4	700																							
41	4		4				2																				
42	4		4								1	9,886															
43																											
44	6		6								1																
45	4		4	200							1	4,500															
46	3		3	250																							
47	4		4	225	1	50					1	3,000															4
48	4		4	490	1	81					1	6,075															
49	9		9	2,450	6	325																					
50	15	4	22	3,250	21						5	106,000															27
51	10		10								2																
52	6		6								1																
53	3		3																								
54	56		56				5	500			4																
55	5		5	300							1																
56	5		5																								
57	4		4																								
58	4		4	250	3						1	25,000	1	2,606													
59	5		5	2,700																							
60	7		7	1,806																							
61																											
62	1		1	50																							
63	2		2	75	1	60					4	6,021															
64																											
65	15		15	380	9		1				1																
66	1		1	60			1	100																			

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers		Volun- teer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	Number of City	
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Perma- nent Equipment	Upkeep, Supplies and Incen- dentials	Salaries				Total
Tell City	5,000	Playground Committee		1				50.00	200.00	250.00	M&P	Mrs. Anna Schreiber	1	
Terre Haute	80,000	Park Board										Harry Mulligan	2	
Vincennes	18,000	Park and Playground Commission	1	8				1,118.00	1,882.00	3,000.00	M	Ray C. Beless	3	
Wabash	9,980	Community Service	1		1	6	10	820.00	1,500.00	1,900.00	M&P	W. C. Mills	4	
Warsaw	5,640	Boys' Club	1		1				200.00	500.00	P	L. N. Thorn	5	
Washington	12,000	City of Washington										I. W. McCarthy	6	
Whiting	14,500	Community Service	8	10	6	6	8	16,000.00	24,000.00	40,000.00	M&P	John Sharp	7	
IOWA														
Ames	10,000	Independent School District	1	1						4,450.00	4,450.00	M	M. G. Davis	8
Cedar Rapids	56,000	Playground Commission	3	5	2	10	15	2,500.00	5,500.00	8,000.00	M	Willard L. Hayes	9	
Clinton	24,151	Christian Church					1	1	40.00	40.00	P	Bearnice Anderson	10	
Davenport	60,000	Building and Grounds Committee of City Council	5	13					2,800.00	5,200.00	M	Harry J. Schmidt	11	
Des Moines	150,000	Playground Commission	20	40	1				2,500.00	16,000.00	M	Lewis R. Barrett	12	
Dubuque	45,000	City Playground Commission	10	10					2,000.00	4,000.00	M	Earl G. Cook	13	
Fort Dodge	25,000	Public Schools	8	20	1				250.00	3,250.00	M	J. M. Bice	14	
Keokuk	15,000	Playground Association	3	1		6						E. H. Purcell	15	
Oskaloosa	11,000	Board of Education	1			6	16	50.00	250.00	300.00	M	Frank W. Markley	16	
Rockwell City	2,350	Municipal Park and Recreation Department										Louis E. Eslick	17	
Sioux City	80,000	Playground Department of Board of Education	38	49					1,021.61	3,164.88	4,186.49	M	C. R. Northup	18
Waterloo	40,000	Playground and Recreation Commission	3	6	2			570.00	1,722.00	6,008.00	8,300.00	M	Victor A. Reed	19
KANSAS														
Anthony	3,000	Board of Education										W. Rankin Young	20	
Arkansas City	14,500	Board of Education										A. E. St. John	21	
Atchison	16,500	Department of Park and Play- ground	2	2				3,180.27		9,836.68	M	A. W. Seng	22	
Bonner Springs	3,000	Community Playground Com- mittee		1					25.00	225.00	250.00	M&P	Mrs. B. F. Pigg	23
Coffeyville	20,000	School Board	4						375.00	775.00	1,150.00	M	A. I. Decker	24
Coldwater	1,200	Lions Club				3						D. S. Laurer	25	
Concordia	5,800	City Playground Department	2	1		8	1	75.00	340.00	415.00	M	C. P. Neis	26	
Galena	5,094	Business Men's Club	6	1	2					1,800.00	M	Arthur S. McNay	27	
Hays	5,100	City Commissioners Board and Board of Education	1			1		600.00	450.00	1,050.00	M	R. S. Markwell	28	
Independence	14,000	Park Board										C. H. Kerr	29	
Junction City	7,000	Board of Education	2	1				300.00	1,200.00	1,500.00	M	H. E. Chandler	30	
Kingman	2,600	Board of Education										V. L. Engelhardt	31	
Parsons	16,000	City Schools Mary B. Talbert Community Service, Inc.				4	4			939.00	P	Lena Bowser	32	
Salina	19,000	Y. M. C. A.	1		1	4						M. D. Straney	33	
Topeka	75,000	Board of Education	19	25				748.00	8,684.75	9,410.75	M	L. P. Dittmore	34	
Wichita	99,000	Board of Park Commissioners	7			2						Alfred MacDonald	35	
KENTUCKY														
Ashland	30,000	Y. M. C. A.	2					651.95	300.00	951.95	M&P	C. M. Nicholas	37	
Covington	65,000	Board of Park Commissioners	3	8				1,500.00	18,190.00	810.00	20,500.00	M	Alex Howard	38
Lexington	58,000	Civic League	9	18	7				5,360.47	6,316.76	11,677.23	M&P	Anna S. Pherigo	39
Louisville	347,746	Board of Park Commissioners	30	30					2,513.61	13,465.16	15,978.77	M	Harvey T. Huff	40
Russell	3,000	Community Boys' Work Com- mittee	1	1	1	25	20	253.00	535.00	788.00	P	W. W. Tenney	41	
Wooten		Community Center	1	1	1							Ruth Allison	42	
LOUISIANA														
Alexandria	25,000	Park Department										R. W. Bringhurst	43	
Bastrop	7,000	City of Bastrop										C. J. Goodwin	44	
Baton Rouge	40,000	City of Baton Rouge American Legion Community Club, Nicholas Post, No. 38	1	1					2,400.00	2,000.00	4,400.00	P	George W. Garig	45
Hammond	7,000	Board of Education	2		1	1						N. P. Arceneaux	46	
Lafayette	11,000	Chamber of Commerce										L. A. Sims	47	
Monroe	25,000	Department of Parks and Streets Playground Community Ser- vice Commission	7	22	23			10,000.00	10,000.00	20,000.00	M	F. V. Mouton	48	
New Orleans	424,400	City Park Improvement Asso- ciation	13	4	15							Will Atkinson	49	
		Parish School Board	3	2	1			1,970.00	8,200.00	10,170.00	M	L. Di Benedetto	50	
		Sylvania E. Williams Com- munity Service	1	1	5	2		858.27	2,300.00	3,158.27	P	Joseph Bernard	51	
Shreveport	84,000	Department of Recreation	10	12	4			1,765.00	13,000.00	14,765.00	M&P	Frank J. Beier	52	
MAINE														
Augusta	16,000	Playground Commission	1	1		1	3			12,477.41	M&P	O. B. Frost	55	
Bangor	26,664	Recreation Committee	2			5	5			3,500.00	M&P	Dr. Elmer E. Patten	56	
Derby	300	Improvement Society		1		2	3		50.00	150.00	200.00	P	Mrs. O. L. Dean	57
Fort Fairfield	4,551	Rotary Club	2	2					896.11	340.00	1,236.11	P	H. W. Cohn	58
Millinocket	5,000	Playground Committee	2	2					480.00	720.00	1,200.00	M	Mrs. G. W. Mackey	59
Portland	75,000	Recreation Commission	1	20	1				6,702.43	7,096.50	13,798.93	M	Granville R. Lee	60
Saco	6,800	Educational and Industrial Union	3	2					120.00	180.00	300.00	P	Sadie A. Cleaves	61
Waterville	14,000	City Park Commission	3	3		6	6	3,000.00	450.00	1,800.00	5,250.00	M&P	Josephine L. Drummond	62
Westbrook	10,000	Community Association	2	2	1	3	2		3,893.13	3,500.00	7,393.13	P	Paul F. Fraser	63

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets		Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas	
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of Participants All Com. H's	Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		
1	1	1	1	1	160	2	50																						
2	1	5	5	1,196			1	50			2	41,400			1	29,000					3								
3																													
4																													
5	5	2	7				1		5		2	50,000	1	36,104			1	160			10								
6																													
7																													
8	2	2	2	204																									
9	5	5	5	400																									
10	1	1	1	50							3			1		1					13	5,000	4	6,000	1	2			
11																													
12	8	11	19	200							2																		
13				3,700	4	200																							
14	10	10	10	2,000																									
15	6	1	7	2,529	4						3	15,000			4	7,000					4	5,000	2	5,000	6	300			
16	5		5	400							1			2							1		4	150	3				
17											1	900																	
18	17	17	17								3	9,000																	
19	7	7	7	1,026	3	130								1		1	19,750				8				3			23	
20																													
21											1	3,000										3			1	432			
22	5	5	5	210	1	180																							
23	1	1	1																										
24	2	2	2	350																									
25																													
26	1	1	1	95							1																		
27	2	2	2								2	1,050																	
28	1	1	1	100							1																		
29																													
30	1	1	1	200							1	3,500																	
31											1																		
32											2																		
33	1	1	2	40	2	35	1		2	20																			
34	4	4	4	92																									
35	17	17	17	3,275							3																		
36	4	8	12								1	77,350																	
37	2	2	2	300																									
38	5	5	5	1,350							2																		
39	1	10	11																										
40	17	17	17								3	8,940																	
41	1	1	1	350	1	350																							
42	1	1	1																										
43											1	12,000																	
44											1	3,500																	
45	1	1	1	300																									
46																													
47											1	20,000																	
48	1	1	1	25	10						1																		
49	4	4	4	100	5						1	10,000																	
50	17	17	17	2,000							5	130,681	1	200,000															
51																													
52											1	118,000																	
53											2	50,000																	
54	12	12	12	550	1	100	2																						
55	1	1	1																										
56											1	18,000																	
57	1	1	1	48																									
58	1	1	1	70																									
59	1	1	1	250							1																		
60	13	13	13	1,840																									
61	1	1	1	75																									
62	2	1	3																										
63	1	1	1	300	1	280					1	10,000																	

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers					Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	Number of City
			No. of Men			No. of Women		No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries	Total			
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women									
MARYLAND																
Baltimore.....	819,000	Playground Athletic League.....	133	250	93			733.40	34,921.80	158,392.38	194,047.58	M	Dr. William Burdick.....	1		
Frederick.....	13,000	Playground Commission.....	2	4				30,500.00	100.00	557.50	31,157.50	M&P	A. L. McCardell, Jr.....	2		
MASSACHUSETTS																
Amesbury.....	12,000	Park Commission.....		2		4	4			438.00	262.00	700.00	M&P	Katherine Manning.....	3	
Andover.....	10,000	Andover Guild.....	1	2	1	2	5			1,787.06	2,024.25	3,811.31	P	Charles C. Kimball.....	4	
Arlington.....	30,000	School Department.....	3	3				125.00		1,252.94	2,986.25	4,364.19	M	Chester A. Moody.....	5	
Attol.....	10,984	Recreation Commission.....	5	4				1,321.00	250.00	1,438.00	3,009.00	M	A. MacMaster.....	6		
Attleboro.....	25,000	{ Horton Field.....	2		1								M	W. M. Kendall.....	7	
		{ Park Commission.....	1	1						720.30	506.00	1,126.30	M	John C. Anderson.....	8	
Belmont.....	17,000	Playground Committee.....	4	9	1					1,750.00	3,680.00	5,430.00	M	Lewis H. Harris.....	9	
Beverly.....	25,000	Playground Department, Board of Public Works.....	15	8	1			2,300.00	2,022.00	1,540.00	5,862.00	M	James H. Fitzgibbons.....	10		
		{ Park and Recreation Department.....	21	15	36			611,356.47	445,136.63	105,100.00	1,191,490.10	M	William P. Long.....	11		
Boston.....	793,100	School Committee, Department of Physical Education.....	100	600	4					23,347.45	106,944.43	130,291.88	M	Nathaniel J. Young.....	12	
		Department of Extended Use of Public Schools.....	120	130						25,000.00	45,000.00	70,000.00	M	James T. Mulroy.....	13	
		Community Service*.....	1	8	9					7,600.00	9,400.00	17,000.00	M	Mrs. W. D. Russell.....	14	
Braintree.....	14,000	Park Commission.....	1	3		4	4			500.00	800.00	1,300.00	M&P	Albert F. Hollis.....	15	
Brockton.....	65,000	Playground Commission.....	10	16				733.80		3,148.09	5,518.56	9,405.45	M	Abbie O. Delano.....	16	
Brookline.....	43,000	Playground Department.....	4	12	8					13,500.00	33,500.00	47,000.00	M	Charles P. Cameron.....	17	
Cambridge.....	120,000	Board of Park Commissioners.....	42	23	7							42,000.00	M	Stephen H. Maboney.....	18	
Chelea.....	51,000	Park Commission.....	3	13						500.00	3,000.00	3,500.00	M	J. H. Crowley.....	19	
Clinton.....	14,000	Playground and Recreation Commission.....	4	5								2,600.00	M	Josiah Stickney.....	20	
Dalton.....	4,092	Community Recreation Association.....	5	6	1			300.00	9,200.00	7,850.00	17,350.00	M&P	Ben S. Dillenback.....	21		
Danvers.....	12,000	Park Commission.....	1	2							360.00	4,800.00	M	Helen Fanning.....	22	
Dedham.....	13,000	Community Association, Inc.....	1	6	1								M	Mrs. Ada H. Pillsbury.....	23	
Easthampton.....	11,000	Recreation Commission.....	2	4						860.00	1,600.00	2,400.00	M	Oliver W. Cobb.....	24	
Everett.....	47,000	{ Playground Commission.....	6	4						4,623.00	1,872.00	6,500.00	M	Fred A. Hutchings.....	25	
		{ Park Commission.....	1	1						1,400.00	300.00	1,700.00	M	John F. Dixon.....	26	
Fairhaven.....	12,000	Park Board.....	1	1									M	Harold B. Dutton.....	27	
Fall River.....	125,396	Recreation Commission.....	14	11	16					1,198.10	23,444.10	25,442.20	M	Helen M. Leary.....	28	
Falmouth.....	5,000	School Department.....	1	1								6,000.00	M	Paul Dillingham.....	29	
Fitchburg.....	43,609	Park and Playground Commission.....	9	9						2,827.00	3,093.00	5,920.00	M	G. A. Hubbard.....	30	
Framingham.....	20,000	Park Commission.....	4	7				2,500.00	1,550.00	950.00	5,000.00	M	Arthur C. Winob.....	31		
Gardner.....	18,000	{ Parks and Playgrounds Department.....	2	2				302.30	3,978.01	797.23	5,077.54	M	Arnold A. Bent.....	32		
		{ Bath House Commission.....	2	1	3							9,500.00	M	Arnold A. Bent.....	33	
Gloucester.....	22,000	Recreation Board.....	1					5,500.00				5,500.00	M	Katherine Heckman.....	34	
Grafton.....	6,887	Board of Education.....	1							25.00	200.00	225.00	P	Albert S. Cole.....	35	
Great Barrington.....	6,600	Recreation Commission.....		3						512.00	298.00	800.00	M	George R. Bower.....	36	
Greenfield.....	15,600	Recreation and Playground Commission.....	5	11				1,100.00	800.00	1,800.00	3,700.00	M	Nellie O. Bascom.....	37		
Hamilton																
Haverhill	3,000	Community Service.....	1									3,500.00	P	H. A. Thomas.....	38	
Wenham	49,084	Playground Department.....	5	5						1,026.66	3,344.18	4,370.84	M	F. James Caswell.....	39	
Hingham.....	6,000	Playground Committee.....		2						657.00	560.00	1,217.00	M&P	Mrs. D. L. Belding.....	40	
Holyoke.....	65,093	Parks and Recreation Commission.....	15	43				29,000.00	7,626.93	11,994.00	48,623.93	M	Mina F. Robb.....	41		
Lawrence.....	95,093	Department of Public Property.....	10	10	1							36,696.84	M	William V. Crawford.....	42	
Leominster.....	22,000	Community Service and Playground Department.....	1	6	1	8	34	900.00	1,293.00	2,407.00	4,600.00	M&P	Carolyn E. Hannigan.....	43		
Lexington.....	8,000	Park Department.....	1	2									M	John J. Garrity.....	44	
Lowell.....	110,000	Board of Park Commissioners.....	7	28				715,083.00	636.22	4,667.65	720,386.87	M&P	John W. Kernan.....	45		
Ludlow.....	8,000	Athletic and Recreation Association and Playground Commission.....	7	4	2	5	3	3,726.00	500.00	7,000.00	11,226.00	M	John T. Hunt.....	46		
Lynn.....	105,000	Board of Park Commissioners.....	10	16						25,163.78	5,321.16	30,384.94	M	John Morrissey.....	47	
Malden.....	49,103	Park Commission.....	5	8									M	F. J. Walsh.....	48	
Marblehead.....	8,000	Park Commission.....	1							40.00	160.00	200.00	M	William H. Symonds.....	49	
Marlboro.....	16,238	Community Service Playground Committee.....		12						203.92	870.00	1,073.92	M&P	Ernest P. Carr.....	50	
Medford.....	52,639	Park Commission.....	6	5						807.70	1,804.00	2,611.70	M	Edward P. Adams.....	51	
Melrose.....	21,000	Board of Park Commissioners.....	4	8		1	1	17,600.00	308.75	2,558.25	20,467.00	M	Richard I. Lord.....	52		
Middleboro.....	3,500	Community Service.....								2,200.00		2,200.00	P	Chester Weston.....	53	
Milford.....	16,000	Town of Milford.....	2	4						200.00	800.00	1,000.00	M	Mrs. J. F. Damon.....	54	
		{ Park Department.....	1	3						2,400.00	2,480.00	4,880.00	M	A. H. Yeaton.....	55	
Milton.....	14,259	Cunningham Gymnasium and Park.....	2	1	2										W. L. Caldwell.....	56
Montague.....	8,000	Department of Playgrounds and Recreation.....	2	3	1			2,700.00	600.00	3,700.00	7,500.00	M	James E. Coogan.....	57		
Natick.....	12,871	School Committee.....	1	7						376.83	702.00	1,078.83	M	F. W. Kingman.....	58	
Newton.....	53,000	Playground Commission.....	38	41	16			6,056.00	43,385.00	33,385.00	83,391.00	M	Ernst Hermann.....	59		
Norfolk.....	10,000	{ Playground Association.....	2	4						450.00	1,050.00	1,500.00	P	Myrtle I. Lehrfeld.....	60	
		{ Parent Teacher Association.....	2	4		1				250.00	450.00	700.00	M	Russell A. Wright.....	61	
Norwood.....	15,000	{ Civic Association.....	1	1	2					8,000.00	5,000.00	13,000.00	M&P	Josephine A. Cogan.....	62	
		{ Playground Committee.....	4	4						1,015.52	1,800.00	2,815.52	M&P	Mrs. H. B. K. Riemer.....	63	
Orange.....	5,141	Recreation Commission.....	3	1						100.00	500.00	600.00	M&P	J. S. Whitman.....	64	
Peabody.....	20,000	Playground Commission.....	7	8				14,000.00	2,600.00	3,000.00	19,600.00	M	Henry A. King.....	65		
Pittsfield.....	50,000	Park Commission.....	9	12						1,000.00	3,500.00	4,500.00	M	D. F. Farrell.....	66	
Plymouth.....	14,000	Park and Recreation Board.....	1							3,500.00	800.00	4,300.00	M	Harry Geary.....	67	
Quincy.....	60,000	Park Commission.....	5	16				1,000.00	14,000.00	5,000.00	20,000.00	M	F. B. Mitchell.....	68		
Reading.....	9,000	Woman's Club.....		3								329.08	675.00	M	Mrs. Mary Daniels.....	69

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers Number Total Average Daily Attendance of Participants All Community Centers	Community Houses Number Total Avg. Daily Att. of Participants All Com. H's	Play Streets Number Total Average Daily Attendance Participants	Swimming Pools Number Total Yearly or Seasonal Participation	Bathing Beaches Number Total Yearly or Seasonal Participation	Golf Courses Number Total Yearly or Seasonal Participation	Summer Camps Number Total No. of Campers	Tennis Courts Number Total Yearly or Seasonal Participation	Athletic Fields Number Total Yearly or Seasonal Participation	Baseball Fields Number Total Yearly or Seasonal Participation	Other Areas Number Total Yearly or Seasonal Participation	Total No. of Different Play Areas		
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total															
1	5	84	89	118	3			6	50,470		4		106	34	395,972	14	3,263		
2		5	425					1					3	2		6			21
3	1	1	220										2	300	1	2			
4	3	3			1	50				1	10,000		6	1	1	1			
5	4	4	800		1					1	2,350		2	1	1	4	5,000		
6	1	1						1					4	3	3	4			
7	2	5	1,500					1	25,000				4	6	6	7			
8	7	7	4,000	3	3,000					3				3		10			
9	33	33		11				16	2,639,633	9	2,021,697	1	53,034						
10	90	100	17,000										160	110					
11				12															
12	5	5	1,000							2	3,000		2	200	1	1,000	5	500	
13	12	12	2,400					4	100,000		1	18,000		12	1,200	5			12
14	7	7		1				2	127,000		2		6	7	7				
15	4	6	8,178	4	600	1		1	1,350				6	5,000	2			20	
16	4	4	600											1					
17	3	3			1			1	3,752	1	5,900		1			1	2,000	1	5
18	1	1	200					1	1,000				4	200	2	5,000	2	5,000	
19	3	3	500					1	3,500	2	4,500								
20	3	3											1			3			
21	1	1	75										4	1	1	1			
22	2	2	100										2	2	2				
23	12	12		6									6	3	3	3			
24	5	5	1,200	2						10		2	3	6	3				
25	8	8											6	1	1	8	192		
26	3	3	260	1						1			6	1	1	2			
27	2	2	450					1					2			2			3
28	1	1						1						1		3			
29	11	1	25					2					2	2	2	2			
30	3	3	120					1						3		4			
31	7	7											8	3		4			
32	1	1		1									1			2			
33	7	7											3	3		2			
34	2	2	119							1			1			3			
35	14	14						3	122,949					1		3			20
36	7	7	5,000				16	2	141,000				6	42,358	5	11	2,278		24
37	4	4	1,231		1	160		1	5,000				2	600		2			
38	2	2	200					1	4,500				5	4,000	2	2	15,000		
39	14	14	5,000					2	50,000	1	75,000		33	25,000	8	13	300		20
40	4	4	800	1				1						4		4			
41	9	9	3,245							2			20	2,500	5	5,748	11	360	41
42	7	7	1,000										20	5	1	6			7
43	1	1								1				1		1			
44	5	5	1,000	1	100									1		2			
45	5	5								1	45,000			4	4	4	4		5
46	4	4	400										1	1	1	1			
47	2	2	400										8	2		2			
48	2	2	150					1											
49	1	1	100	1				1	15,000				5	5,000					
50	3	2	648										3	1,500	2	11,000	5	930	
51	6	6	250							1				1	1	1			
52	16	23	6,000	5	200			4	250,000				31	30,000	5	15,000	15	35,000	7
53	2	2												5					
54	2	2	960	1	500	1	500												
55	1	4	500					1	300				4	100	1	50	3		
56	1	1	150										3	500	1	5,000	1		
57	7	7	1,200											1	200	5			
58	9	9								2				2		8			
59	4	4		1						1			3		2	2			
60	10	10	1,800							2			3		6	6			6
61	1	1	160											1		1			

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers		Volun- teer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	Number City		
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries				Total	
MASSACHUSETTS—Cont.															
Salem.....	42,529	Board of Park Commissioners...	16	26	1		650.27	5,006.41	5,842.50	11,499.18	M	Oliver G. Pratt.....	1		
Somerville.....	101,000	Recreation Commission.....	14	22				515.00	315.00	50,000.00	M	Francis J. Mahoney.....	2		
Southbridge.....	15,500	Playground Committee.....	2	16				1,344.00	661.86	2,005.86	M	F. E. Corbin.....	3		
Springfield.....	150,000	Department of Public Parks and Recreation.....	159	171	10					14,342.27	31,016.07	45,358.34	M	James S. Stevens.....	4
Stoneham.....	10,000	Board of Park Commissioners... (Playground Commission...)	1	1				4,350.00	1,650.00	3,500.00	M	George Jeffs.....	5		
Taunton.....	48,000	(David) Playground Commission	9	11							M	Sophia M. Dupont.....	6		
Wakefield.....	16,000	Recreation Commission.....	2	3				681.00	819.00	1,500.00	M	Ralph Davol.....	7		
Waltham.....	35,000	Recreation Department.....	15	17	1		4,000.00	9,200.00	6,500.00	19,700.00	M	Mrs. W. W. Greenough.....	8		
Watertown.....	30,000	Playground Commission.....	7	6			3,000.00	2,000.00	2,000.00	7,000.00	M	John L. Leary.....	9		
Webster.....	14,000	School Committee.....	6	6				900.00	1,500.00	2,400.00	M	Frances A. Kelly.....	10		
Wellesley.....	10,000	School Department.....	3	8			965.57	483.61	9,535.15	10,984.33	M	George H. Finnegan.....	11		
Westford.....	4,200	School Board.....	1	1						300.00	M	Dr. S. Monroe Graves.....	12		
West Springfield.....	15,000	Playground Commission.....	4	3				1,100.00	1,000.00	2,100.00	M	H. O. Sylvester.....	13		
West Warren.....	2,700	Recreation Association.....	5	2	1			2,000.00	1,500.00	3,500.00	P	R. B. Pillsbury.....	14		
Weymouth.....	18,000	Board of Park Commissioners...	1	6						4,500.00	M&P	Victor Berthaume.....	15		
Winchester.....	12,000	Board of Park Commissioners... (Department of Playgrounds...)	4	2						3,500.00	M	Francis W. Rea.....	16		
Woburn.....	16,000	(Department of Public Works...)	5	6					1,610.00	3,000.00	M	G. T. Davidson.....	17		
Worcester.....	198,000	Park and Recreation Commission	19	50			11,293.77	29,245.67	14,389.55	54,929.02	M	Mildred F. Doherty.....	18		
										2,659.25	M	H. V. Mackrey.....	19		
											M	Thomas E. Holland.....	20		
MICHIGAN															
Albion.....	10,000	Community Recreation Associa- tion.....	3	6	1			1,030.67	3,362.50	4,393.17	M&P	Daniel Kick.....	21		
Ann Arbor.....	28,000	Department of Recreation, Public Schools and Park Department...	10	6	1		15,600.00	400.00	4,390.00	20,390.00	M	L. H. Holloway.....	22		
Battle Creek.....	55,000	Board of Education, City Com- mission and Recreational As- sociation.....	9	8	1			290.00	5,471.00	5,761.00	M	A. R. Flannery.....	23		
Bay City.....	52,000	City Commission.....	6	5				400.00	2,000.00	2,400.00	M	W. G. Robinson.....	24		
Birmingham.....	12,000	Board of Education.....	4	3				1,200.00	5,600.00	6,800.00	M&P	Clarence Vliet.....	25		
Caspian.....	2,500	Community Center.....	3	4		12	16	3,000.00	3,600.00	6,600.00	P	Walter M. Berry.....	26		
Detroit.....	1,350,000	(Department of Recreation... Department of Parks and Boulevards.....)	208	257	110		60,486.00	98,316.00	518,810.00	678,112.00	M	C. E. Brewer.....	27		
Ferdale.....	20,000	Board of Education.....	3	2			195,500.00	-102,411.00		297,911.00	M	Henry W. Busch.....	28		
Flint.....	150,000	(Park Board... Community Music Association)	21	12	3		26,560.00	10,500.00	19,088.00	56,588.00	M	Robert L. Peel.....	29		
Grand Rapids.....	175,000	Bureau of Recreation, Division of Public Welfare and Board of Education.....	69	28	2		6,000.00	64,594.00	30,222.00	100,816.00	M	E. C. Dayton.....	30		
Greenville.....	5,140	Public Playground Committee...	1						225.00	225.00	P	William W. Norton.....	31		
Hamtramck.....	80,000	Department of Recreation of Board of Education.....	18	9	1			6,851.00	12,251.00	19,102.00	M	H. W. Lightner and H. Gork	32		
Harbor Beach.....	2,000	Community Service.....	4	2	4			45,000.00	2,500.00	51,000.00	M	M. D. Whale.....	33		
Highland Park.....	80,000	Recreation Commission.....	23	19	13	10	20	183,000.00	39,440.00	47,560.00	M&P	C. J. Reed.....	34		
Holland.....	15,000	(City Playground Association... Board of Education.....)	4	2				280.00	1,070.00	1,350.00	M	A. L. Cook.....	35		
Jackson.....	60,000	Board of Education and Park Board.....	8	6			6,922.65	9,182.00	2,200.00	18,304.65	M	T. H. Fewlass.....	36		
Kalamazoo.....	58,000	(Department of Recreation... Douglas Community House...)	16	12	2		500.00	2,366.00	8,290.00	11,156.00	M	Leon N. Moody.....	37		
Lansing.....	85,000	Board of Park Commissioners... Board of Education.....	12	4	1		16,600.00	1,600.00	7,100.00	25,300.00	M&P	W. G. Robinson.....	38		
Ludington.....	8,890	Public Schools.....	1	1	2	5	2	300.00	1,000.00	4,800.00	M	O. B. Goodrich and W. C. Trout	39		
Manistee.....	10,000	School Board.....	3				1,500.00	200.00	580.00	2,280.00	M&P	Lawrence P. Moser.....	40		
Midland.....	5,483	Community Center.....	2	3	3	2	2	12,715.18	5,931.35	18,646.53	M&P	N. E. Barnes.....	41		
Monroe.....	15,000	Board of Education.....	3	5	1		6,200.00	425.00	1,650.00	8,275.00	M&P	H. Lee Bancroft.....	42		
Mount Clemens.....	14,500	Department of Recreation...	7	6	2	5	1	515.00	485.00	3,750.00	M&P	J. Speelman.....	43		
Muskegon.....	43,884	Public Schools.....	1							3,000.00	M	F. J. Lipovetz.....	44		
Niles.....	14,000	School, City and Progressive League.....	3	2	4							M	H. E. Waits.....	45	
Pontiao.....	57,500	Recreation Division of Depart- ment of Public Welfare.....	13	12	2			20,474.00	7,940.00	28,414.00	M	B. Klager.....	46		
River Rouge.....	20,000	Recreation Commission.....	4	4	1		13,824.96	1,257.33	2,155.90	17,238.19	M	Guy L. Shippe.....	47		
Saginaw.....	74,400	Department of Recreation...	9	16	1					19,664.00	M&P	C. W. Crandell.....	48		
Sturgis.....	7,500	Board of Education.....	1				227.26	61.07	350.00	638.33	M	Walter A. Olsen.....	49		
Ypsilanti.....	10,000	Recreation Commission.....	7	7	1		5,000.00	5,665.00	4,372.00	15,037.00	M&P	W. G. Robinson.....	50		
MINNESOTA															
Albert Lea.....	4,000	School Board.....		1						500.00	M	F. W. Crawford.....	51		
Bemidji.....	8,000	Board of Park Commissioners...	9	1		3	2				M	Arthur E. Genter.....	52		
Chisholm.....	10,000	School Board.....	8	10				500.00	10,000.00	10,500.00	M	Frank Weeber.....	53		
Crookston.....	7,000	Park Board.....	4	1	1		2				M	C. F. Van Duken.....	54		
Duluth.....	119,000	Recreation Department.....	161	55	7		1,350.00	13,798.73	43,312.55	58,461.28	M	F. J. Lipovetz.....	55		
Ely.....	6,000	Community Service Center...	2	2	2	4					M	F. H. Marvin.....	56		
Eveleth.....	10,000	City of Eveleth and School Dis- trict No. 39.....	9	6	2						M	Ray Hoefler.....	57		
Hibbing.....	22,000	Recreation Department.....	52	56	4			6,766.00	24,783.52	31,549.52	M	A. W. Lewis.....	58		
Little Falls.....	5,500	City Council.....								150.00	M	B. G. Leighton.....	59		
Mankato.....	17,000	Board of Education... (Recreation Department, Board of Park Commissioners...)	1	3							M	Earl C. Van Dusen.....	60		
Minneapolis.....	480,000	Board of Education.....	150	49	21		117,308.88	123,555.71	240,864.59	240,864.59	M	K. B. Raymond.....	61		
Pipestone.....	3,500	Kiwanis Club.....	2	1		4		1,700.00	5,960.00	800.00	M&P	R. C. Tapp.....	62		
											M	Louis Todnem.....	63		
											M	M. J. Meeker.....	64		
											M		65		
											M		66		
											M		67		
											M		68		

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership			Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers	Community Houses	Play Streets	Swimming Pools	Bathing Beaches	Golf Courses	Summer Camps	Tennis Courts	Athletic Fields	Baseball Fields	Other Areas	Total No. of Different Play Areas
	No. Open Year Round	No. Open Summer Only	No. Open School Year													
1	13	13	13	2,595				1	13,215				4	13		13
2	18	18	18	4,000	1	200				2				7		18
3	1	1	1													
4	7	11	18	9,710	12	1,560	1	300		2	3,500		1	854	37	5
5	2	2	2	400												12
6	6	6	6	1,500												70
7	1	1	1													
8	1	1	1													
9	3	3	3	2,500	2	60										
10	4	4	4	500												
11	5	5	5	1,100						1	20,000					
12	4	4	4							1	15,000					
13	10	10	10													
14	3	3	3	100												
15	1	1	1	528												
16	1	1	1													
17	1	1	1	200												
18	3	3	3	120												
19	5	5	5	300	1											
20	16	16	16	9,899		3			6	6	327,857	1	1	27		20
21	4	4	4	420	1	100			1	1	3,338			2		
22	3	3	3	1,200	6	150				1	12,990			11		
23	7	7	7	678	6	180										
24	5	5	5						2							
25	3	3	3	200	3	400	1	600								
26	2	2	2	409	1	300	1	400								
27	127	127	127	60,866	160	11,000	7	4,200	20	20	605,063			1		
28																
29	4	4	4		2					1	339,221			3		
30	5	5	5							1		229,000				
31	2	2	2							2	72,000			16		7
32	19	19	19							2						
33	4	4	4	78	36					2	84,000			1		14
34	6	6	6	2,900	3											
35	2	2	2	60												
36	13	13	13		8											
37	4	4	4	400												
38					2											
39	6	6	6	1,124												
40	9	9	9	5,076	8											
41																
42	4	4	4													
43	6	6	6		5											
44					4											
45	1	2	3		1											
46	2	2	2	145												
47	3	3	3	660	3	100										
48	4	4	4	600	1											
49	1	1	1													
50	9	9	9		2											
51	4	4	4	700												
52	1	1	1	900	1	300										
53	15	15	15	2,500												
54	3	3	3	100												
55	3	3	3		4	135										
56																
57	1	1	1													
58	6	6	6		3											
59	1	1	1													
60	12	12	12		20											
61	2	2	2		2	250										
62	4	4	4	200	3											
63	19	19	19		22											
64	7	7	7													
65	3	3	3	400												
66	29	29	29													
67	12	12	12	2,919	65											
68	1	1	1	500												

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers			Volun- teer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	Number of Cit- izens
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Perma- nent Equipment	Upkeep, Supplies and Inci- dentals	Salaries	Total			
MINNESOTA—Cont.														
Rochester	17,000	Parent Teacher Association	3	4				300.00	1,760.00	2,060.00	M&P	Paul F. Schmidt		
St. Paul	300,000	Department of Parks, Play- grounds and Public Buildings..	14	12	5			33,920.00	30,475.00	64,395.00	M	Ernest W. Johnson		
South St. Paul	10,000	Public Schools				1			50.00	50.00	M	S. Eitinger		
Virginia	16,500	Independent School District	4	9				316.96	2,280.00	2,596.96	M	Charlotte R. Curran		
Winona	23,000	Playgrounds Association	6	5								C. D. Tearse		
MISSISSIPPI														
Clarksdale	11,300	Mothers' Club		3					70.00	970.00	1,040.00	M&P	Mrs. W. L. Gates	
Meridian	35,000	Public Schools	1	2			350.00		300.00	650.00	M&P	H. M. Ivy		
MISSOURI														
Boonville	6,000	Board of Education											C. E. Chrono	
Hannibal	20,000	Playground and Recreation As- sociation		5	6						1,143.14	P	T. T. McKinney	
Kansas City	375,000	Recreation Division, Welfare De- partment and Board of Educa- tion	23	21	1		1,200.00	16,314.00	61,962.12	79,476.12	M	George C. Tinker		
Monett	6,500	Board of Education	1				15,000.00	500.00	300.00	15,800.00	M&P	C. E. Evans		
St. Charles	12,000	Park Board	1			7	1,500.00	1,000.00	2,200.00	4,700.00	M	W. T. Sparenberg		
St. Joseph	87,000	Board of Park Commissioners	4	5				97.03	1,002.97	1,100.00	M	W. L. Skoglund		
Sedalia	25,000	Liberty Park Playground Com- mittee		1									F. F. Combs	
MONTANA														
Bozeman	9,680	Department of Public Recreation		1	1		25,000.00			1,500.00	26,500.00	M&P	Woman's Club	
Hayte	7,000	General Federation of Women's Clubs											Mrs. Dolly Dean Burgess	
Missoula	5,000	City of Missoula											Ira B. Fec	
NEBRASKA														
Beatrice	10,000	Parent Teacher Association		1				5.00	120.00	125.00	P	Mrs. R. G. McCue		
Fremont	12,006	Playground and Recreation As- sociation	1										R. A. Johnston	
Havelock	4,500	Board of Education	1	1	2								Walter I. Black	
Kearney	10,000	Park Commission											W. T. Souders	
Lincoln	80,000	Recreation Board	6	8	2	12		253.37	3,087.50	3,340.87	M	Earl Johnson		
NEVADA														
Tonapab	5,000	School Board	3	1									R. I. Jacobson	
NEW HAMPSHIRE														
Claremont	12,000	Playground Commission		2			2,200.00	200.00	3,100.00	5,500.00	M	R. G. Blanc		
Concord	22,000	Department of Playgrounds... (Park and Playground Com- mission)	8	7			450.00	3,020.00	2,530.00	6,000.00	M	William E. Coughlin		
Dover	14,109	Neighborhood House, Inc. (Lathrop Memorial Building Association)		4	2	1	7	23	1,680.00	1,320.00	3,000.00	M	Fred E. Quimley	
East Jaffrey	2,500	Parent Teacher Association	1							3,000.00	P	E. A. F. Anderson		
Keene	12,000	City Playground Committee	3	1			120.00	229.25	660.00	1,009.25	M	Mrs. S. H. Austin		
Laconia	14,000	Playground and Park Commission	2	3				1,660.00	940.00	2,600.00	M	Frank W. Whitcomb		
Lancaster	3,000	Colonel Towne Community Center	1	1	2								Charles E. Lord	
Lebanon	7,000	Carter Community Building As- sociation	2		2		600.00	1,000.00	2,400.00	4,000.00	P	Maynard L. Carpenter		
Littleton	4,500	Community Center		1	1			1,500.00	2,000.00	3,500.00	M&P	H. L. Heald		
Manchester	73,384	Parks, Commons and Play- grounds Commission	10	10				4,496.91	3,553.55	8,050.46	M	Frank C. Livingston		
Nashua	29,800	Recreation Commission	9	7				2,083.03	4,646.78	6,729.81	M	R. A. Pendleton		
Portsmouth	13,500	Board of Public Works	1	2				3,375.00	875.00	4,250.00	M&P	George E. Osgood		
Rochester	10,000	School Board	1					99.02	200.00	299.02	M	William H. Buker		
NEW JERSEY														
Atlantic City	53,000	Department of Parks and Public Property, Bureau of Recreation	11	23				1,204.83	7,423.50	8,628.33	M	Glenn C. Heller		
Avalon	5,000	Fun Chase Playground Commit- tee	1	1						1,800.00	P	Mrs. J. H. Gaskell		
Belleville	28,000	Recreation Commission	4	5	1	50	50	3,520.66	1,604.75	3,374.59	M	Bernice S. Begeman		
Bernardsville	1,500	St. Bernard's Parish		1				25.00	125.00	150.00	P	Rcv. T. A. Conover		
Bloomfield	35,000	Community House	5	6	1	63	63	3,900.00	7,200.00	11,170.00	M&P	Charles C. Wright		
Bordentown	4,371	Lions Club		2					200.00	200.00	P	David Styer		
Bridgeton	15,000	Johnson B. Reeves Playground Association		1				460.00	50.00	200.00	P	William I. Barker		
Burlington	12,500	Playground Committee of Civic League		3					50.00	192.00	242.00	M&P	Noble Wagner	
Burlington	12,500	Burlington County Tubercu- losis League		1					22.82	00.00	112.82	P	Margaret S. Haines	
Camden	137,000	Department of Parks and Public Property	31	32			6,053.43	2,412.73	18,992.19	27,458.35	M	Phillips R. Brooks		
Collingswood	10,000	Board of Education	1	5				382.28	910.00	1,292.28	M	J. C. Roberts		
Cranford	10,000	Playground Commission	2	1				454.38	847.60	1,301.98	M	Mrs. G. K. Warner		
East Orange	65,575	Board of Recreation Commis- sioners	6	6	1		86,600.00	7,025.00	18,975.00	112,604.00	M	Lincoln E. Rowley		
Elizabeth	120,000	Recreation Commission	31	27	4		15,891.66	8,889.08	16,295.75	41,076.49	M	Claude A. Allen		
Englewood	12,000	Board of Education	1	1				100.00	400.00	500.00	M	H. R. Spencer		
Englewood	12,000	Social Service Federation, Inc.	2	8	7					20,000.00	P	Anne F. Smith		

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership				Indoor Community Centers	Community Houses	Play Streets	Swimming Pools	Bathing Beaches	Golf Courses	Summer Camps	Tennis Courts	Athletic Fields	Baseball Fields	Other Areas	Total No. of Different Play Areas		
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total														
	Total Average Daily Attendance of Participants All Playgrounds				Total Average Daily Attendance of Participants All Community Centers		Total Avg. Daily Att. of Participants All Com. H's		Total Average Daily Attendance of Participants		Total Yearly or Seasonal Participation		Total Yearly or Seasonal Participation		Total Yearly or Seasonal Participation			
	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number		
1	6	6	6	651								7	500	1	400	1	100	
2	25	6	31	16,000	2	675				1	103,307	2	60,000					
3																		
4	7	7	7	785				1	12,365									
5	5	5	5					1		1				3		3		15,835
6	1	1	2					1	3,500									
7	1	1	1	40								2	146	2	150	2	150	
8								1										
9	5	5	5	300														
10	20	20	20	8,000				3	30,000	1	10,000	3	40,000					
11	1	1	1	75		1	25	1	5,000			3		3	3,000	17	18,000	
12	1	1	1	100								1	400	2	350	1	150	
13	4	4	4					2			1			2		3		
14	1	1	1	125				1										
15	1	1	1		1													
16								1										
17								3			3							
18	8	8	8															
19	6	6	6	450	3	500		1	1,000	2	1,000							
20	2	2	2	500	1	100						5						4
21												1	50					
22	13	13	13	845				1			1			1		1	75	
23	2	2	2	400	2	40	1		900			1		1	600	1	700	
24	1	1	2	300	2		1	100				5		4				
25	7	7	7	750						4	5,950			4	1,600	7	15,000	16
26	3	3	3			1	50											6
27								1										
28					1	50												
29	1	1	1	110														
30	1	1	1	100				1	2,500									2
31	3	3	3	400						2								
32						1												
33						1	100											
34	1	1	1															
35	8	8	8	1,600						2				1		4		9
36	5	3	8	1,125						1				3		3		
37	2	2	2	200								4		2		2		
38	1	1	1	50						1	2,400			1	700	1	1,200	
39	7	7	7	1,140						1				27		1		4
40	1	1	1			1				6								
41	3	3	3	300	2	20	1	40				2				1		
42	1	1	1	100								1						
43	6	6	6	850	2	50	1	110				2	2,200			6	300	
44	1	1	1															
45	1	1	1	240								2		1		2		
46					3	125				2				1		1		2
47	1	1	1	40							1	50						
48	19	19	19	2,450						2				19		1		9
49	4	4	4	200										1		1		3
50	2	2	2	300														
51	3	3	3															
52	9	9	18	9,115	5	480		3	2,000	1				18	500	3	300	8
53	1	1	1	50						2				4		3		7
54					1	116										3		3

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Popula-tion	Managing Authority	Paid Workers Exclusive of Caretakers			Volun-teer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Laod, Buildiogs, Perma-nent Equipment	Upkeep, Supplies and Inci-dentials	Salaries	Total		
NEW JERSEY—Cont.													
Essex County ²	652,205	Essex County Park Commissioo	23	34				6,532.88	10,718.06	17,250.94	M	David I. Kelly.....	
Gloucester.....	20,000	Children's Welfare Associatioo	1	5				400.00	1,000.00	1,400.00	M	Mrs. Kathryn I. Antrim...	
Hackensack.....	25,000	Playground Commitees.....	5	6				252.00	2,248.00	2,500.00	M	F. A. Robbins.....	
Hackettstown.....	3,000	Board of Education.....	1						200.00	200.00	M	V. C. Brugler.....	
Hoboken.....	68,800	Department of Parks and Public Property.....	15	4	19			4,987.30	23,500.00	28,487.30	M	Julius Durstewitz.....	
Irvington.....	46,000	Department of Public Recreation	5	5	1	90	3			16,500.00	M	Philip Le Boutillier.....	
Jersey City.....	325,000	Department of Parks, Play-ground and Public Property.....	18	10	12			3,800.00	2,300.00	25,800.00	M	James A. Cavanagh.....	
Kearny.....	35,000	Board of Recreation Commission	3	3				5,464.00	5,800.00	11,264.00	M	Charles W. McWilliams...	
Long Branch.....	13,521	Board of Education.....	1	1							M	C. T. Stone.....	
Millburn.....	7,500	Shade Tree Commission.....	1	1	1						M	Mrs. W. K. Wallbridge.....	
Montclair.....	40,000	Department of Health Education	14	6				208.96	4,027.98	4,236.94	M	F. G. Armstrong.....	
Moorestown.....	7,500	Recreation Commission.....	4	6	5	38	46	5,719.38	8,090.62	13,810.00	M&P	Ben P. Rumpeltes.....	
Morristown.....	14,000	Neighborhood House Associa-tion, Park and Playground Com-mittee.....	3	8	3			3,173.59	6,272.95	9,446.54	P	A. H. Piersoo.....	
Mouot Tabor.....	500	Playground Commissioo.....	1	1				3,500.00	500.00	1,000.00	M	T. F. Dunn.....	
Newark.....	500,000	Board of Education.....	71	62	37			82,212.02	12,975.65	55,612.85	M	William C. Cudlipp.....	
New Brunswick.....	40,000	Department of Playgrounds.....	6	4				850.00	2,150.00	3,000.00	M	Randall D. Warden.....	
Oraogs.....	35,000	Department of Parks and Public Property.....	14	10	3					6,700.00	M	Carl F. Seibert.....	
Passaic.....	70,000	City Recreation Department.....	17	15	2			2,860.00	9,440.00	12,300.00	M	Reevs B. Harris.....	
Patersoo.....	152,000	Board of Recreation.....	27	22	2	3	3	1,500.00	6,361.55	25,893.45	M	Dr. L. R. Buroett.....	
Perth Amboy.....	50,000	Department of Playgrounds and Recreation.....	17	14	2		1	4,654.49	1,650.51	8,625.84	M	C. A. Emmons, Jr.....	
Phillipsburg.....	20,000	Department of Parks and Public Property.....									M	George L. Hartman.....	
Plainfield.....	40,000	Public Recreation Commission	19	6	2	9	9	2,000.00	2,803.79	7,446.21	M	R. O. Schlenter.....	
Ridgefield Park.....	12,000	Roosevelt Parent Teacher As-sociation, Board of Commissooers.....	1	1			1	338.00		90.00	P	Mrs. Kathryn A. Darte.....	
Ridgewood.....	11,000	Board of Education.....	3	25		15	10	1,000.00		200.00	M	Erwood G. Hoyt.....	
Rumsoo.....	2,000	Victory Memorial Park Founda-tion.....		1		1				2,000.00	M	Ira W. Travell.....	
Rutherford.....	12,000	Playground Committee.....	2	2				397.27	22.35	877.25	M&P	Bertram H. Borden.....	
Salem.....	8,000	Playground Associatioo.....	2	2			3	19.36	17.01	180.00	M&P	John F. Keating.....	
South Oraoge.....	13,000	Recreation Commission.....	1	1	1					6,000.00	M	Mrs. Harry L. Finlaw.....	
Spring Lake Beach	1,600	Memorial Community House Trustees.....		1		4	2			4,000.00	M&P	Joseph J. Farrell.....	
Summit.....	13,000	Board of Recreation Commission	4	3				14,913.21		2,000.00	M	Alfred E. Blackman.....	
Unioo Couoty.....	225,000	Union County Park Commis-siooers.....	7	10	1			5,180.89	16,149.55	21,330.44	M	Gertrude Gross.....	
West New York.....	40,000	Board of Recreatioo Commis-siooers.....	8	2	6					18,000.00	M	F. S. Mathewson.....	
West Oraoge.....	16,000	Department of Parks and Public Property and Community League.....	13	10	12					25,810.00	M&P	Francis J. Schaack.....	
NEW MEXICO													
Albuquerque.....	35,000	Board of Education.....	3	1	1			150.00	1,200.00	1,350.00	M	Harlan Sinioger.....	
Chimayo.....	1,500	Playground Committee.....		4	1						P	Zoe Ellsworth.....	
Deming.....	3,500	Chamber of Commerce.....								525.00	P	George D. Robinsoo.....	
Las Cruces.....	7,000	Rotary Club.....	1									F. E. Powell.....	
NEW YORK													
Albaoy.....	125,000	Department of Public Works....	22	43	1					7,500.00	M	Frederick F. Futterer.....	
Albion.....	5,062	Rotary Club.....	1	1				100.00	270.00	370.00	P	Carl I. Bergerson.....	
Auburn.....	39,000	Playground Department.....	5	7				725.00	1,960.00	2,685.00	M	Mrs. F. M. Hosmer.....	
Ballston Spa.....	5,000	Community House.....		1				800.00	1,500.00	2,300.00	P	Mrs. S. S. Whalen.....	
Beacon.....	12,000	Recreation Commission.....	3	3						1,100.00	M	E. P. Barry.....	
Binghamton.....	80,000	Board of Educatioo.....	11	22				1,000.00	3,892.50	4,892.50	M	Effis F. Knowlton.....	
Buffalo.....	600,000	Bureau of Recreation, Depart-ment of Parks, Extension Department, Board of Education.....	17	19	36			97,003.00	70,750.00	115,940.00	M	Joseph F. Suttner.....	
Cambridge.....	1,600	Playground Committee of Com-munity Associatioo.....		2				2,987.83	35,972.50	38,960.33	M	Dr. George E. Smith.....	
Canastota.....	4,000	Playground Commission.....	1	2					250.00	250.00	P	H. S. Hoard.....	
Cohoes.....	25,000	Recreation Commissioo.....	12	13					19.30	330.00	M	Mrs. R. H. Imhofe.....	
Cold Spring Harbor	800	Playground Committee.....	1	2						1,580.00	M&P	B. W. Beach.....	
Cornioo.....	16,000	Board of Public Works.....	2	2				3,174.11	6,000.00	9,174.11	M	Harriet G. Valentine.....	
Dunkirk.....	20,000	Board of Education and City Council.....	5	5				500.00	1,120.00	1,620.00	M	W. O. Drake.....	
Eastchester.....	15,000	Recreation Commission.....	9	6	1			2,213.24	4,800.00	7,013.24	M&P	K. Hoepfner.....	
Elmira.....	64,000	City Recreation Commission, Park Board and Community Service	6	17	3	150	150			40,817.39	M&P	Marioo Haviland.....	
Elmsford.....	3,000	Playground Committee.....		1				80.11	200.00	280.11	M	Z. Nespor.....	
Geoeva.....	18,000	Park Board.....	4	5				200.00	1,600.00	1,800.00	M	Mrs. S. L. Stix.....	
Glens Falls.....	22,000	Municipal Recreation Commis-sioo.....	4	8				1,038.17	696.32	3,557.13	M	W. A. Gracey.....	
Gloversvills.....	22,110	Board of Education.....	3	1	1			3,851.51	3,436.40	7,287.91	M	Ralph Homao.....	
Hastioos-on-Hudson	10,000	Woman's Club.....	1								M	A. E. Severn.....	
												Mrs. R. H. Shreo.....	

RECREATION STATISTICS FOR 1927

the table

No. of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets		Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas	
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of Participants All Com. H's	Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		
1																													
2	26	2		26	6,981											2	120,000					10	31,000	32		20			
3	2	2		4	600	2	600															2		4		2			
4	5	5		10	600																							32	
5	1	1		2	60																								
6	9			9		1																1		2					
7	4	4		8		4		1				1	4,000								8	4,000	2		3				
8	3	10		13	7,800	3	96		48												16	9,000	3	600	6	1,200			
9	4	4		8	500																			2	75				
10	1			1	100	3	200							1							4		1		1				
11	5	3		8	508	13	1	1													4	1,438	2		1				
12	3	3		6	810	2	112	1	250			1	8,340								3		5	190,000	2	125,000			
13						1	150																						
14	1	1		2	730							1		1							4		1		6				
15	1	1		2																									
16	13	26	16	55	37,170	25																							
17	4	4		8	1,247							1									8				2				
18	3	6		9	2,000	2						4									10		2		4				
19	7	7		14	8,000	9	440						40,850								12	6,000	1		2	13,000			
20	21	21		42	7,200	9	900			18	3,000			2	1,600						17	340	2	250	4	1,200			
21	1	6		7	3,000	8	800																						
22																													
23	6	6		12		1						1	13,000		1	15,000		1	9,526		1	6,148	2	4,180				13	
24	1	1		2	60																								
25	1	1		2																	6				1				
26	1	6		7	2,000																4		7	250,000					
27	1	1		2	200									1							2								
28	2	2		4	200																1				1		2		
29	2	2		4	70																								
30	1	1		2								1									8				2				
31								1																					
32	4	4		8	677																								
33	6	6		12										1	20,619		2	181		12	32,881	1	35,685	13	8,960	8	11,100		
34	4	4		8																	12		2		1				
35	3	3		6	800	1		1				1									6					16			
36	2	2		4	100							2													2				
37	1	1		2	90			1	65												2				1				
38												1									1				1				
39												1							1		3				1				
40	6	12		18		14						1																63	
41	1	1		2	60																2								
42	6	6		12	625			1																		1	10,000	6	
43								1													2								
44	3	3		6																									
45	9	9		18	2,000																8		2		8				
46	20	20		40	14,000	7		7				4		2	70,000	4					55		1		30				
47	17	17		34	2,435	39	1,726					11	78,061																
48	1	1		2	50																								
49	1	1		2	70																								
50	8	8		16	2,300							1									6		1		2				
51	1	1		2	95							1	200	1	2,340											1	32		
52	1	1		2	300							1	50,000												2				
53	2	2		4	250	3	150																						
54	3	3		6				1													2				3				
55	14	14		28	2,000							1	27,000			1					20	48,000	6		6				
56	1	1		2	60																								
57	4	4		8	700																								
58	5	5		10	500									1	20,464						4		1		3				
59	1	1		2	350																6		1		1				
60	1	1		2	40																							1	

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets		Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas	
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of Participants All Com. H's	Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		
1					501																								
2	4	1	1	1	40	1	100													3		1	400	3	60				
3	1	1	1	1	675															1									
4	4	1	1	1	145					1	800									1									
5	1	1	1	1	50	1	100	1	70											1		2	1,000	2	1,000				
6	1	1	1	1	50															1									
7	4	6	10	8	741	2	450	2				1		11,000				2	400	2	5	300	5	4			14		
8	8	8	8	8	1,033	8														5		4							
9	1	1	1	1																									
10	1	1	1	1	300																								
11	6	6	6	6	283																								
12	1	1	1	1	81	1	35						2	4,502			1	55	4	2,132	1	1,000	2	150					
13	1	1	1	1																									
14	3	3	3	3	275								1	12,600															
15	4	4	4	4	950																								
16	2	2	2	2		1																							
17	8	5	13	2	2,500	20	485													2		1		4				15	
18	1	3	4	4	2,000															4		1	10,000	1	2	9,000			
19	7	7	7	7	1,200	6	200						2							10		2		4					
20	47	47	47	47		9														44						4			
21	5	7	12	12								1		138,770	3	256,749	1			67		3		40					
22	23	7	30	30								1								380		5		46				30	
23														3	30,000	1	250			8		2	350	14	500				
24	410	410	410	410	152,718	331	138,842					24					65			130		22		26		128			
25	6	6	6	6	3,415																								
26	10	10	10	10	2,000							2		16,500															
27	2	2	2	2	350																								
28	1	7	8	8		5						1		11,323						2		1	1,500	5	2,934				
29	3	3	3	3	120							1								6		2		4					
30	1	3	4	4	171															6		4		5					
31	1	1	1	1	65															6		1		1				2	
32	2	1	3	3	1,500	2	250					1								4		2		2					
33	1	1	1	1	90																								
34	1	1	1	1	300	5		1				2	125	4	500	5	1,000	25		12		10		6					
35	5	5	5	5		3	300							1	137,835					4		2		3					
36	1	4	5	5	900															6		2		4				5	
37	2	2	2	2	34			1	51											2		1		1					
38	3	3	3	3	200																								
39	1	1	1	1	75			1	90											2		1							
40	20	10	30	30		3	1					4	303,400	2	137,669	3		1	1,000	39		10		17		2	123,235		
41						17																							
42	5	5	5	5	2,500															5		5	150,000	4					
43	1	1	1	1																									
44	2	2	2	2	100															9		1	400	2	200				
45	1	1	1	1	300															1		3		3				2	
46	7	7	7	7	5,000							2	18,000	1	100,000			1	9,802	32		2	16,000	3	25,000				
47												1								2		1	150	1	600				
48																													
49	15	15	15	15	9,080	9	300	3				11	189,000							60		18	100,000	18	150,000			133	
50	1	1	1	1				1																					
51	10	1	11	11	3,500	1	250					1	29,207							16		1	400	4	12,000			3	
52	16	16	16	16	2,255	12	174													29		1		10				41	
53	3	3	3	3	500															4		2		3					
54	4	4	4	4	500							2	300																
55																													
56	3	3	3	3																									
57	11	11	11	11		12		3				2	48,583							17		3		6	28,000				
58	4	1	5	10		5		1												5				2					
59	6	6	6	6	500															9		2		4					18

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	Number of City	
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep Supplies and Incidentals	Salaries				Total
NORTH CAROLINA—Cont.														
Concord.....	12,000	Board of Education.....	3	1	4				300.00	1,000.00	1,300.00	M	H. W. Blanks.....	1
Durham.....	45,000	Recreation Commission.....	14	12	1	35	40	700.00	2,000.00	7,000.00	9,700.00	M&P	C. R. Wood.....	2
Gastonia.....	25,000	City of Gastonia.....		1				2,000.00		200.00	300.00	M	David Struthers.....	3
Goldston.....	15,000	Wayne County Community Association.....	4	4	2	1		725.00	961.31	4,867.00	6,553.31	C-M-P	Robert C. Robinson.....	4
Greensboro.....	50,000	Parks and Recreation Commission.....											H. W. Park.....	5
Hickory.....	7,500	Board of Education.....	2	4					1,000.00	3,600.00	4,600.00	M	R. W. Carver.....	6
Kinston.....	13,000	Civic Club.....											Mrs. J. A. Powers.....	7
Lexington.....	10,000	Recreation Commission.....	3	1	1				250.00	1,950.00	2,200.00	M&P	Rebekah Carpenter.....	8
Salisbury.....	21,000	City Schools.....	2	1							950.00	P	Guy B. Phillips.....	9
Southport.....	2,500	Board of Education.....	1	2					500.00	500.00	1,000.00	M	Lester J. Dawkins.....	10
Spindale.....	3,000	Spindale House Council.....	1	1	2				1,320.00	2,400.00	3,720.00	M	B. L. Smith.....	11
Statesville.....	15,618	Chamber of Commerce.....				10	3				2,000.00	M	Bailey T. Groome.....	12
Winston-Salem.....	80,000	City Public Schools.....	20	13	2			7,775.00	9,513.00	8,905.00	26,193.00	M	L. B. Hathaway.....	13
NORTH DAKOTA														
Grand Forks.....	20,000	Park Commission.....		1		1	12						M. B. Kannooski.....	14
Jamestown.....	8,000	Park Board.....	3	2	1				523.50	647.00	1,170.50	M	James A. Murray.....	15
Lisbon.....	1,800	Park Board.....	2										John B. Adams.....	16
Minot.....	16,000	City Park Board.....	1			20		2,000.00	500.00	2,000.00	4,500.00	M	C. A. Wilson.....	17
OHIO														
Akron.....	208,000	Board of Education.....	8	4	1				1,000.00	3,000.00	4,000.00	M	Milton Seita.....	18
Barnesville.....	4,980	Public Schools.....											Paul V. Brown.....	19
Bellefontaine.....	10,000	Recreation Commission.....	2	7				330.00	709.96	2,073.57	3,113.53	P	Nellie Huston.....	20
Bluffton.....	1,950	Board of Education.....	1						250.00	200.00	450.00	M&P	A. J. B. Longsdorf.....	21
Bucyrus.....	12,000	Playground Commission.....		2					400.00	300.00	700.00	M&P	Edward D. Carrigan.....	22
Canton.....	110,000	Recreation Board.....	9	22	3			102,200.00	2,418.70	11,070.00	115,688.70	M	C. W. Schnake.....	23
Cincinnati.....	411,000	Public Recreation Commission.....	85	85	12			311,129.00	20,047.68	68,823.32	400,000.00	M	Will R. Reeves.....	24
		Department of Parks and Public Property.....	74	62	8			850,250.00	106,753.00	206,784.00	1,163,787.00	M	Samuel Newman.....	25
		Division of Playgrounds and Community Centers, Board of Education.....	168	155	12						150,410.00	M	Alfred O. Anderson.....	26
		Recreation Council*.....	3		3				6,660.00	18,340.00	25,000.00	P	Harold O. Berg.....	27
		Girls' Council.....		15	3		10			5,760.00	12,918.00	P	Isabel P. Kennedy.....	28
		Hiram House.....	3	2	1	10	10	88.29	1,472.16	5,210.29	6,770.74	P	Mary E. Gilbert.....	29
Cleveland.....	984,500	Division of Public Recreation.....	22	13	1	8		7,000.00	4,377.44	18,398.91	29,713.35	M	Earle D. Campbell.....	30
Cleveland Heights.....	40,000	Division of Public Recreation.....	57	48	12			53,832.00	23,521.00	50,000.00	127,353.00	M	A. W. Raymond.....	31
Columbus.....	310,000	Bureau of Recreation, Division of Public Welfare.....	27	18	7						69,024.00	M&P	G. W. Moore.....	32
Dayton.....	180,000	City of Defiance.....	1										W. R. Ash.....	33
Defiance.....	8,500	Playground Association.....	4	4	1				250.00	1,400.00	1,650.00	M&P	Mrs. John T. Bowers.....	34
Delaware.....	9,000	Federation of Women.....	1			5	5		100.00	250.00	350.00	P	Ellen A. Brady.....	35
East Liverpool.....	24,000	Recreation Board.....		3					400.00	675.00	1,075.00	M&P	Dr. G. L. Moore.....	36
Fremont.....	13,000	Department of Public Recreation, Board of Education.....	28	26	3				9,700.00	13,500.00	23,200.00	M	George E. Bickford.....	37
Girard.....	8,000	North, South, East and West Parent Teacher Associations.....	1	4									J. J. Phillips.....	38
Lakewood.....	65,000	Recreation Board.....	10	9	1			200.00	1,700.00	5,500.00	7,400.00	M	C. C. Sexton.....	39
Lancaster.....	20,000	Public Schools.....	7	2		10	10		200.00	2,380.00	2,580.00	M&P	George Daniel.....	40
Lima.....	55,000	Carnegie Steel Company Playground Association.....	6	5					206.27	1,772.00	1,978.27	P	A. R. Mathieson.....	41
Lorain.....	45,000	Friendly House.....	1	1									Philip Smith.....	42
McDonald.....	5,000	Y. M. C. A.....	1	4									S. W. Knarr.....	43
Mansfield.....	32,000	Playground Committee.....	1	4		2	3		150.00	400.00	550.00	P	A. G. Marquis.....	44
Marietta.....	15,000	School Board.....	4	5		4	6		479.56	2,020.00	2,499.56	M	A. F. Selby.....	45
Martins Ferry.....	15,000	Bureau of Recreation of Civic Association.....	6	5									Marie Heitzman.....	46
Martin's Ferry.....	15,000	Carnegie Steel Company and Board of Education.....	2	3									D. W. Jacot.....	47
Massillon.....	30,000	Board of Education.....	5	2					800.00	2,900.00	3,700.00	M	A. R. Mathieson.....	48
Middletown.....	30,000	Recreation Board.....	1	5	1			990.00	945.00	3,175.00	5,110.00	M	O. J. Barnes.....	49
Mingo.....	4,500	Women's Federated Clubs.....	1	1		1	4				200.00	P	James A. Fitzgerald.....	50
Milton.....	20,000	Board of Education.....	6	9		10	15		100.00	1,040.00	1,140.00	M&P	Mrs. C. E. Crowell.....	51
Newark.....	30,000	Community Welfare Association.....	1	3									Raymond S. Mote.....	52
Niles.....	2,106	Memorial Building Association.....	2	1	3		1	650.00	5,910.00	6,740.00	13,300.00	P	C. C. McBroom.....	53
Paulding.....	2,106	Playground Committee of Federation of Women's Clubs.....	1	3			4	452.86	83.67	800.00	1,336.53	P	Wilma K. Link.....	54
Piqua.....	16,000	Recreation Board.....	3	4					1,700.00	1,800.00	3,500.00	M	Oliver R. Cornwell.....	55
St. Mary's.....	6,000	Community Recreation Department of Board of Education.....	18	15	1				2,440.00	6,600.00	9,040.00	M	J. A. Cartledge.....	56
Salem.....	10,000	Division of Recreation, Playgrounds and Amusements.....	14	16	2			235,000.00	22,000.00	17,000.00	274,000.00	M	J. W. Brown.....	57
Sandusky.....	25,000	Community Club.....	1						960.00	600.00	1,560.00	P	J. C. Neer.....	58
Springfield.....	70,000	Harmon Field Playground Association.....		1			2	301.41	43.40	180.00	524.81	M&P	Mrs. Charles Culp.....	59
Steubenville.....	35,000	Board of Education.....	1	1	2			1,000.00	120.00	4,200.00	5,320.00	M	A. C. Maurer.....	60
Toledo.....	320,000	Playground Association.....	15	11				300.00	500.00	7,200.00	8,000.00	P	John H. Chase.....	61
Urbana.....	8,000	Park Department.....	13	9				50,000.00	54,000.00	6,000.00	110,000.00	M	L. Evans.....	62
Wellsville.....	9,000	Mill Creek Park Commissioners.....	9	2	1			155,596.00	18,946.00	4,363.00	178,905.00	M	Albert Davies.....	63
Wooster.....	10,000	Carnegie Steel Company.....	2	2									A. R. Mathieson.....	64
Youngstown.....	172,000													

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership			Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers	Community Houses	Play Streets	Swimming Pools	Bathing Beaches	Golf Courses	Summer Camps	Tennis Courts	Athletic Fields	Baseball Fields	Other Areas	Total No. of Different Play Areas	
	No. Open Year Round	No. Open Summer Only	No. Open School Year														
1	5	6	1,800													6	
2	13	13	400	4	150	1	25	1	3,700			9	1,000	1	5	31	
3	1	1	300														
4	4	4	250			1	110	1	250	1	325					7	
5	1	3	1,500					3	2,500			6		5	10	5	
6	3	3						1				2		2	4		
7	3	3						1	4,500		1		3	3,000	3,000		
8	4	4	500					1									
9	1	1	800	1	450			5				2		1			
10	1	2	3									3		1			
11	3	3				1	200							3		7	
12	3	3							10,000					3			
13	13	13				1		4	29,654		1	33	9,000	3	3		
14	2	3	100					1	22,500			11		1			
15	2	2	450					2	400			4	250				
16	1	1	46					1	1,500			1	200				
17	3	3	300									10	6,000	1	500	100	
18	5	5	3,000	2				2	13,800			4		5	5		
19								1				2		1			
20	6	6	281									5		1			
21	1	1	100													3	
22	1	1	85														
23	12	12						2						14			
24	10	16	12,993	8		10	1,388	22		2		39	50,470	16	29	50,186	
25	30	30	10,174	7	2,500			7		2	3	86,000		75	31	12	
26	3	47	20,877	28	2,100			2	6,500			5		1			
27																	
28												1					
29	1	1	700		500		4	45			1	550					
30	6	6	531	11	600			2	33,500			10		2			
31	25	25	8,000	16	800	5	250			1	22,000	34		9	52		
32	2	17	7,500	10	200	3	380	1		1		52	64,548	14	27	1,719	
33									1						1		
34	5	5										4		1	4		
35	1	1															
36	1	1		3		1									2		
37	3	3	100													1	
38	3	5	3,666	10	640							16		1			
39	4	4		1				1				11		1	2		
40	4	2	1,760						1	6,450		5		3			
41	6	6	2,000						1	500,000		4	100,000	6	100,000	4	75,000
42	1	1	556														
43	5	5	750					1	600			3		5		5	
44	1	1	125											2			
45	4	4												2		6	
46	4	4	1,245											2			
47	3	3	1,721														
48	4	4	800					1	15,000								
49	4	4	1,235														
50	5	5	1,000					1				5		1		5	
51	5	5	400	3	150									4	250		
52	1	1	25	1	30			1	600			2	250	1	250	36	
53	6	6	1,200							1		6	200	3	4		
54	1	1	100									4	300	1	500		
55	2	2	300			1						2		2			
56	3	3	207					1						1	3		
57	21	21						1		1		24		5	12	2	
58	4	4	1,104											2	3		
59	16	16	6,204	37											3		
60								7	149,000	1	27,000	3	82,390		19		
61				1	60							1	45		1		
62	1	1															
63	3	3						2									
64	7	7												2		6	
65	8	8	2,500					2	70,000			28		4			
66	1	1	530							1	34,500						
67	2	2	1,726	1	6,767				1	67,713	1	8	18,280	1	150		

PLAYGROUND AND COMMUNIT

Footnotes foll

STATE AND CITY	Popula-tion	Managing Authority	Paid Workers Exclusive of Caretakers			Volun-tee Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Perma-nent Equipment	Upkeep, Supplies and Inci-dentals	Salaries	Total		
OKLAHOMA													
Cherokee.....	2,600	City Playground Committee.....	1	1	2								J. W. Hill.
Guthrie.....	15,000	School Board.....	1	1									John H. Mason
Muskogee.....	40,000	City of Muskogee.....											Charles W. Dawson
Oklahoma City.....	160,000	City and Board of Education.....	6	14			35,000.00	26,200.00	3,800.00	65,000.00	M		W. H. Emery
Ponca.....	20,000	City of Ponca.....	2	1									C. M. Sarchet
Stillwater.....	7,000	Board of Education.....											Chester P. Davis
Tulsa.....	135,000	Park Department.....	4	3	1	25	8	600.00	350.00	2,650.00	3,600.00	M	Roy U. Lane.
OREGON													
Ashland.....	6,000	Park Board.....		1									Faye Carver
Bend.....	10,000	Harmon Field Committee.....	1	1				633.74	29.79	732.50	1,396.03	M	G. W. Ager
Grants Pass.....	6,000	Park Board.....											E. H. Harbeck
Oregon City.....	7,000	School District.....		1					30.00	150.00	180.00	M	R. W. Kirk
Portland.....	354,000	Bureau of Parks, Playground Division.....	25	25	6			148,725.25	47,524.78	90,192.80	286,442.83	M	Katharine E. Funk
Salem.....	25,000	Playground Committee.....	2	2					120.50	600.00	720.50	P	R. R. Boardman
The Dalles.....	7,000	The Dalles Dip Committee.....											Don W. Yantis
PENNSYLVANIA													
Allentown.....	98,000	Board of Education and Recrea-tion Commission.....	15	24					4,920.59	7,527.19	12,447.78	M	H. W. Dodd
Altoona.....	72,000	Department of Parks and Public Properties.....	4	15			5		2,500.00	2,500.00	5,000.00	M	Elizabeth K. Eyre
Ambridge.....	21,000	Playground Association.....	1	5							1,851.75	M	Mrs. Laura F. Sairs
Barnesboro.....	4,000	Public Playground Committee.....	1							500.00	500.00	M	Rev. S. S. Aplin
Beaver Falls.....	15,000	School District.....		8				100.00	1,400.00	1,500.00	M	James L. Wasson	
Bethlehem.....	66,000	School District.....	2	8	8			74.64	720.00	794.64	M	W. H. Weiss	
Brackensville.....	4,000	Playground Association.....	1	4				100.00	516.00	616.00	M&P	Bertha Mae Weinel	
Bristol.....	10,273	Playground Association.....		6				500.00	57.54	660.00	1,217.54	P	Mary A. Wilkinson
Carbondale.....	20,000	Community Service.....	1	6		50	150	800.00	1,500.00	2,300.00	M&P	H. M. Bender	
Carlisle.....	11,000	Playground Association.....	5	6				659.23	1,212.27	1,871.50	M&P	Frank Mantz	
Chambersburg.....	15,000	Playground Committee, Board of Education and Chamber of Commerce.....	1	5	1				300.00	3,700.00	4,000.00	M&P	W. H. Hansen
Chester.....	70,000	Department of Parks and Public Property.....		22					500.00	2,617.00	3,117.00	M	Walter H. Craig
City Furnaces.....		Carnegie Steel Company.....		1									A. R. Mathieson
Clearfield.....	9,950	Community Service Committee of Y. M. C. A.....	2	4	2	11	8	400.00	235.90	900.00	1,535.90	P	Conrad S. Bock
Coatesville.....	15,000	Department of Parks and Playgrounds.....	6	7	1						6,735.00	M	Chester Ash
Conshohocken.....	10,000	Community Center.....	3	1	2			4,000.00	1,098.63	4,590.69	9,689.32	M&P	Ian Forbes
Corry.....	7,500	Parent Teacher Association and City Council.....		10					15.00	133.00	148.00	M	Virginia Hoenes
Crafton.....	8,000	Public Schools.....	1	1					200.00	500.00	700.00	M	M. B. Wenrich
Dubois.....	16,000	City Planning Commission.....	1	2				1,000.00	200.00	500.00	1,700.00	M&P	James J. Mack
Duquesne.....	20,000	Carnegie Steel Company.....	7	7									A. R. Mathieson
Easton.....	40,000	Department of Playgrounds.....	1	3		4	6				3,000.00	M	A. F. Heck
Edwardsville.....	10,000	Playground Association of King-ston Coal Company.....	4			6	6	600.00	500.00	1,200.00	2,300.00	P	Ethel Gibbons
Ellwood City.....	14,000	Playground Commission.....	3	6					400.00	1,325.00	1,725.00	M	Thelma Adams
Erie.....	125,000	(Department of Parks and Public Property) School District.....	2	1							6,000.00	M	W. D. Kinney
Etna.....	7,000	Carnegie Steel Company.....		1							8,000.00	M	Dr. D. G. Evans
Exeter.....	4,500	High School Playground Asso-ciation.....	1	3	2	4	7						A. R. Mathieson
Franklin.....	10,000	Child Welfare Association City Council and School Board.....		4					10.00	600.00	610.00	M	Thomas McNeil
Gettysburg.....	5,500	School Board.....	1	1						1,000.00	1,000.00	M	C. E. Carter
Greencastle.....	2,500	Jerome R. King Playground Asso-ciation.....						191.13	147.31	331.87	670.31	P	B. S. Whitmore
Greensburg.....	20,000	Playground Association.....	8	4					1,450.00	1,050.00	2,500.00	M&P	A. W. Leeking
Greenville.....	12,000	Playground Association.....	2	2							1,200.00	P	J. B. Stoebor
Grove City.....	6,500	Women's Civic Club.....	1	1					300.00	525.00	825.00	M&P	H. M. B. Lehn
Hamburg.....	3,000	Playground Association.....		2									Catherine E. Geary
Harrisburg.....	80,000	Department of Parks and Public Property.....	14	19					4,780.00	4,098.79	8,878.79	M	V. Grant Forrer
Hazleton.....	40,000	Recreation Commission.....		11				400.00	365.00	1,932.00	2,697.50	M	Helen H. Paul
Homestead.....	25,000	Carnegie Steel Company.....	3	4									A. R. Mathieson
Huntingdon.....	8,000	Playground Association.....	1	1							1,625.00	M&P	E. R. Barelay
Jeannette.....	18,000	Playground Association.....	4	1					150.00	1,000.00	1,150.00	M	L. P. Jordan
Johnstown.....	72,200	Municipal Recreation Commis-sion.....	4	23	1				5,968.04	12,228.25	18,196.29	M	Leo J. Buettner
Kennett Square.....	2,500	Playground Committee.....		2					22.03	100.00	122.03	P	Herman Schmalta
Lancaster.....	60,000	Recreation and Playground Asso-ciation.....	13	22	1		5				12,000.00	M&P	Grant D. Brandon
Lansdale.....	8,000	Playground Association.....		1					350.00	150.00	500.00	M&P	L. L. Reading
Lansdowne.....	9,000	School Board.....		1									George E. Mark
Lansford.....	12,000	Board of School Directors.....	2	2					350.00	510.00	860.00	M&P	E. M. Balsbaugh
Latrobe.....	11,000	Women's Civic Club.....	1	3					100.00	700.00	800.00	P	Bruce E. Sockman
Lebanon.....	30,000	Progressive Playground Asso-ciation.....	1	1				500.00	325.00	675.00	1,500.00	M&P	Emanuel Frank
		South 6th Street Playground Association.....	1	1				4,480.17	100.00	280.00	4,860.17	M&P	William H. Snyder
		Athletic Association.....	1	1				553.19	491.03	550.00	1,594.22	M&P	Irving Walmar

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership			Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers	Community Houses	Play Streets	Swimming Pools	Bathing Beaches	Golf Courses	Summer Camps	Tennis Courts	Athletic Fields	Baseball Fields	Other Areas	Total No. of Different Play Areas
	No. Open Year Round	No. Open Summer Only	No. Open School Year		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of Participants All Com. H's's	Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number		Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation
1	1	1	1	40	2	150		1	1,000							
2								1	1,000							3
3								2	3,000							15
4	11	11	11	1,100	3			3	22,667							
5	5	3	8	1,500	1	4		1		1	1,100			22	60,000	
6																
7																
8	1	1	1	400				3								
9	2	2	2	75	2			1	4,500				4	2	2	
10													2	1	2	
11	2	2	2	35												
12	24	24	24	4,500		3	300	4	372,187	3	268,025		2	13	1,000	
13	2	2	2	250				1	15,200					2		
14																
15	22	22	22	33,042	1	45		1	607				18	200	2	2,055
16	10	10	10	6,000				1								
17	5	5	5										2	1	1	
18	1	1	1	450	1	40		1	7,250				1	125	1	400
19	3	3	3	250				1					4		1	
20	8	8	8	423				1	11,875				4		1	60
21	2	2	2	200				2					2			
22	3	3	3	230									1	2		
23	6	6	6	200									1	1		
24	5	5	5	825									6	1	4	
25	1	4	5	724	3			1					3	1	5	
26	11	11	11	2,150												
27	1	1	1	300												
28	4	4	4	570	1	160		1	12,500		1	175	1	510	6	3,000
29	4	4	4	1,009				1	21,424				10	3	3	
30	1	1	1	173		1	160						1	15,250		
31	5	5	5	450												
32	1	1	1	100												
33	1	1	1	150												
34	4	4	4	2,820												
35	2	2	2	680				2	600				3	650	2	
36	4	4	4					3	10,000						2	2,000
37	3	3	3	380				1	10,000						3	2,500
38								1							4	
39	8	8	8		25	1		3	21,656	1	2	1	13	3	7	
40	1	1	1	360									27			
41	1	1	1		1											
42	4	4	4	120									1		1	
43	2	2	2	225	2			1					4	1	1	
44																
45	4	4	4	650				1	2,250				2		1	
46	1	1	1	200	1	50		1	6,000							
47	3	3	3	350									2	500	1	
48	1	1	1	437												
49	17	17	17	6,314												
50	9	9	9	1,867						2	90,000	1	5,000			
51	2	2	2	1,268	1			1					22	32,000	1	
52	2	2	2	270			1						5		9	9
53	5	5	5					1					8		2	
54	21	21	21	4,550				1	26,763						6	
55	1	1	1	40												
56	14	14	14	3,500	1	800	1	1,000	2	2,500			33	2	2	20,000
57	1	1	1	168												
58	1	1	1													
59	1	1	1	90												
60	3	3	3	550									1	600	2	250
61	1	1	1	400												
62	1	1	1	400												
63	1	1	1	450				1					4		3	

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	No. of Cities
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries	Total			
PENNSYLVANIA—Cont.														
Lehighton	7,000	Women's Civic Club		1					50.00	200.00	250.00	P	Elizabeth C. Wills	
Lock Haven	8,000	Playground Association of Civic Club		4						700.00	700.00	M	Mrs. William T. Betts	
McKeesport	55,000	Department of Parks and Playgrounds		17				2,500.00	675.88	2,465.00	5,640.88	M&P	John Alderin	
Marcus Hook	6,000	Century Club		2					50.00	200.00	250.00	M	Mrs. Helen Egan	
Marietta	1,800	Playground Association	1	1				250.00		125.00	375.00	P	V. Steinburg	
Mauch Chunk and East Mauch Chunk	8,000	Playground Committee of Interborough Women's Club		3					55.00	400.00	455.00	P	Laura L. Ruddle	
Meadville	15,000	Playground Association	3	4					399.92	953.13	1,353.05	M&P	Ruth Kennedy	
Mechanicsburg	5,000	Soldiers and Sailors Memorial Park	1	1					2,000.00	550.00	2,550.00	M&P	John Robertson	
Milton	9,000	Playground Association	4		1								John B. Van Why	
Monessen	28,000	Public Schools		6						720.00	720.00	M	C. R. McClelland	
Monongahela	12,000	Recreation Board		2						750.00	1,000.00	M	Mrs. Carl Gibson	
Mount Carmel	20,000	Playground Committee of Kiwanis Club	1	1					25.00	200.00	225.00	P	James Curns	
Munhall	9,000	Carnegie Steel Company	1	2									A. R. Mathieson	
Nanticoke	25,000	School Board		2						625.00	625.00	M	A. R. Diffenderfer	
New Castle	52,000	Recreation Board		8					1766.00	1,564.00	3,330.00	M	W. V. Tylor	
New Kensington	16,000	Carnegie Steel Company School District	2	2									A. R. Mathieson	
Norristown	35,000	Board of Education	1	6					180.52	690.00	860.52	M	Elizabeth Morgan	
North Braddock	28,000	Playground Committee of B. P. O. Elks	1						175.00	225.00	400.00	P	Earl C. Wents	
Oakmont	5,500	Playground Committee of Board of Education		14					150.00	1,250.00	1,400.00	M	Carolyn Johnson	
Oil City	20,000	The Woman's Club		1					43.15	187.50	230.65	P	Mrs. Bertie E. S. Taylor	
Palmerton	8,200	Public Recreation Board	2	7				1,000.00	1,000.00	1,500.00	3,500.00	M&P	H. W. Papenfus	
Perkasie	3,500	Neighborhood House	2	8	10	23	36						Mrs. Alice H. Flynn	
Philadelphia	2,035,900	Playground Association	1	1				6,000.00	1,200.00	1,000.00	8,200.00	M&P	John W. Sprengle	
Phoenixville	12,000	Bureau of Recreation, Department of Public Welfare	93	134	137			124,276.27	36,074.57	200,420.00	360,770.84	M	Gertrude MacDougall	
Pittsburgh	631,563	Division of Physical and Health Education, Board of Public Education	92	239					9,415.80	65,154.28	74,570.08	M&S	John C. Kieffer	
Pittsburgh	631,563	Playground Association	4	8					1,003.05	4,774.79	5,777.84	P	Henrietta P. Burnham	
Pittsburgh	631,563	Smith Memorial Playgrounds	23	17	40			200,000.00	23,735.33	38,626.69	262,362.02	P	Mrs. P. H. Valentine	
Pittsburgh	631,563	Recreation Commission	3	6	1				1,666.92	3,362.75	5,029.67	M&P	H. K. Willett	
Pittsburgh	631,563	Bureau of Recreation, Department of Public Works	79	69	39	8	12		37,390.00	158,530.00	195,920.00	M&P	W. C. Batchelor	
Pottstown	18,000	Playground and Vacation School Association of Allegheny, Inc.	33	130	15	30	35		11,625.00	23,980.00	40,605.00	M&P	Mrs. Mrs. John Cowley	
Pottsville	25,000	Board of Education and Playground Association		4			6		300.00	500.00	800.00	M&P	Mrs. H. A. Shellenberger	
Pottsville	25,000	Playground Association	1	1		1			362.85	423.50	786.35	P	John F. Murray	
Reading	112,000	Department of Recreation	19	36	4			3,933.97	11,135.34	20,031.93	35,101.24	M&P	E. A. Pritchard	
Renova	6,000	P.R.R. Y. M. C. A.		1					72.96	187.50	260.46	P	S. L. Williams	
Rochester	8,500	Board of Education	2			3			99.88	1,637.62	1,737.70	P	Denton M. Alhright	
St. Mary's	6,427	Junior Welfare Committee	3	2	4				99.88	1,637.62	1,737.70	P	Henry J. Brock	
Scranton	155,000	Municipal Bureau of Recreation	39	46	14	250	50	10,400.00	12,000.00	46,000.00	68,400.00	M	R. C. Carnes	
Shamokin	22,000	Board of Education		2				6,500.00	20.00	480.00	7,000.00	M	B. Frank Startzel	
Sharon	50,000	Shenango Valley Playground Association	12	11					400.00	3,000.00	3,400.00	P	David Rees	
Souderton	3,550	Playground Association	1			2		6,000.00	50.00	330.00	6,380.00	P	James S. De Piano	
Spring Grove	1,200	Recreation Association		1		6	6			375.00	375.00	M&P	E. F. Troop	
Steelton	15,000	Parks and Playgrounds Commission	3	9					220.67	1,462.19	1,682.86	M&P	H. R. Rupp	
Sunbury	15,000	Playground Committee of Parent Teacher Association		4					250.00	600.00	850.00	P	Mrs. H. T. Keiser	
Swissvale	22,000	Child Conservation League	2	2			2	237.31	75.00	726.00	1,038.31	M&P	Mrs. Earl F. Smith	
Towanda	4,500	City of Towanda	3										H. C. Wagner	
Verona	4,200	Hyatt M. Cribbs, Jr., Athletic Field Committee	1						500.00	500.00	1,000.00	M	Ralph H. Smith	
Washington	25,000	Recreation Board	1	15					1,060.00	1,440.00	2,500.00	M	Elizabeth C. Day	
Waynesburg	5,000	Parent Teacher Association	1								250.00	M&P	Mrs. Wayne A. Scott	
Westchester	12,000	Recreation Department of Civic Association	10	7	1	2				2,740.00	2,740.00	M&P	Dorothy J. Bell	
Wilkes Barre and Wyoming Valley	350,000	Playground and Recreation Association of Wyoming Valley	50	56	3	48	57	13,000.00	15,300.00	30,000.00	58,300.00	M&P	Arthur H. Miller	
Williamsport	30,000	Playground and Park Association	1	6			3	784.97		1,329.50	2,114.47	M	Mrs. Adah M. Merrifield	
Williamsport	50,000	Department of Parks and Public Property	2	19					3,430.51	2,177.50	5,608.01	M	G. W. R. Fleming	
Wilmerding	8,000	Playground Committee	2	2				3,600.00	590.00	1,410.00	5,600.00	M&P	S. H. Stevens	
Woodlawn	23,000	Recreation Council	4	8			2	83.22	1,074.19	3,085.03	4,242.44	M	Dora E. Dodge	
York	65,000	Department of Recreation	12	32	2	50			2,209.51	6,822.62	9,032.13	M	Ruth Swezey	
RHODE ISLAND														
Barrington	4,000	Maple Avenue Community House		2	2			9,000.00	702.48	1,813.15	2,515.63	P	Mrs. Charles E. Blake	
Bristol	12,000	Recreation Board	5	2						1,436.89	2,365.55	M	George J. O'Brien	
Central Falls	25,000	Board of Recreation	3	9				1,726.00	452.00	2,822.00	5,000.00	M	Mrs. J. W. Freeman	
Newport	30,000	Board of Recreation Commissioners	6	12	3		2	1,139.83	8,280.97	7,581.23	17,002.04	M&P	Arthur Leland	
Providence	275,000	Board of Recreation	50	75	18			9,156.58	5,195.44	29,482.43	43,834.45	M	Joseph J. McCaffrey	
Westerly	12,000	School Committee	1	1					166.02	441.83	607.85	M	W. H. Bacon	
Woonsocket	51,000	Park and Playground Department	12	13	1			10,000.00	6,475.00	13,750.00	30,225.00	M	Mildred A. Foulds	

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership			Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers	Community Houses	Play Streets	Swimming Pools	Bathing Beaches	Golf Courses	Summer Camps	Tennis Courts	Athletic Fields	Baseball Fields	Other Areas	Total No. of Different Play Areas
	No. Open Year Round	No. Open Summer Only	No. Open School Year													
1	1	1	1	150												
2	4	4	4									3				
3	8	8	8					1	88,575						1	
4	2	2	2	150	1	30	4	50	1			3		3		
5	1	1	1	50								1				
6	2	2	2	120												
7	3	3	3	775												
8	1	1	1	6								2	2	1		
9	5	1	6	130	2	350			2	8,500			2	2	2,500	1
10	3	3	3	510					1	250		3	115	2	2,500	1
11	2	2	2	226								1		1		
12	1	1	1	300					1							
13	1	1	1	712												
14	1	1	1	225												
15	5	5	5	1,200						1						
16	1	1	1	1,400												
17	1	1	1	1,000					1	200						
18	3	3	3	600					1							
19	1	1	1	125												
20	3	3	3													
21	1	1	1	116												
22	6	6	6	740								4	2,000	1		
23	2	3	5	1,000	1	100	1	300			1	300		2	4,500	
24	1	1	1	150										1		
25	38	4	42	22,796	19			38	3,575,835	2		22		34	30	
26	90	50	140	8,492												
27	4	4	4	856												
28	3	3	3			3										
29	4	4	4	496								2		1		
30	7	33	40	17,654	8	3,728		10	15	1		26		52		
31	13	28	41		25			4						9		41
32	4	4	4			3		1								
33	2	2	2	334				1				4	4,800	1	3	
34	16	5	21	3,041	1	391		37	421		1	256	3	2	1,652	11
35	1	1	1	171								2	5,718	2	1,039	
36	2	2	2	340								3	2,000			76
37	2	2	2													
38	4	19	23		13	2		4	40,085		1	117				
39	2	2	2	150				1			1	120	4	3,845	3	13
40	11	11	11	3,000										2	15,000	63
41	2	2	2	500										2		
42	1	1	1	50										1		
43	6	6	6	955			3	1	1,500			7		2		21
44	4	4	4	300										1		
45	2	2	2	250										1		
46										1	150			1		
47	1	1	1	100												
48	7	7	7	390								1	2,250	1	2,000	3
49					1									1		
50	4	4	4	275				1	17,000					2	800	
51	55	55	55	19,964					1	3,000	1	8,000		14	10,000	8
52	3	3	3	200										1		
53	10	10	10	2,430												
54	4	4	4	592								1		1		
55	5	5	5					1			1			1		1
56	7	7	7	5,250	7	350		4	300	1		18	5,400	2	12	15,000
57	1	1	1			1										
58	2	2	2	425												
59	5	5	5													
60	5	5	5		1	2				1	2,255		7	5,985	4	4
61	7	22	29	10,223	2							27		24	24	12
62	1	1	1	340												
63	9	9	9		4			2	15,000			2		1		

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information		
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries			Total	
SOUTH CAROLINA														
Beaufort	3,500	Community Club	1	1	3	12	65.00	15.00	420.00	500.00	P	Mrs. H. L. Morrall		
Charleston	80,189	Playground Department of Board of Parks and Playgrounds	4	8	11	4	4	35,500.00	2,705.00	6,520.00	44,725.00	M&P	Corrinne V. Jones	
Columbia	55,000	Playground and Recreation Department	7	11	11	5	8		2,500.00	8,500.00	11,000.00	M&P	Adele J. Minahan	
Florence	17,608	Park Commission		7	7				833.33	3,000.00	3,833.33	M	W. A. Parker	
Greenville	40,000	(Playground Commission)		1	1							M&P	Mrs. M. P. Gridley	
Orangeburg	10,000	Pbilis Wheatley Association	1	1								M	Mrs. Hattie Duckett	
Rock Hill	5,000	American Legion	4					59.75	35.40	2,139.00	2,234.15	M	Mary Jo Wise	
Spartanburg	30,000	Recreation Committee of Woman's Club								500.00	1,500.00	P	W. A. Parker	
Sumter	12,500	Recreation Department of Civic League	10	10		15					5,000.00	M&P	Mrs. Samuel N. Burts	
SOUTH DAKOTA														
Mitcheb	10,000	Park Board	1		1							M	W. E. Webb	
Pierre	3,560	Board of Education									375.00	M	R. E. Rawlins	
Yankton	6,000	School and Park Boards	1									M	Oscar Genrrieb	
TENNESSEE														
Chattanooga	141,000	Department of Public Utilities	1	26						6,000.00	6,000.00	M	Clardel Pindell	
Elizabethton	8,500	City of Elizabethton						500.00			500.00	M	E. H. Lingenfelt	
Knoxville	102,000	Bureau of Recreation, Department of Public Welfare	5	13	9	5	10	3,500.00	2,728.50	9,800.00	16,028.50	M&P	Nathan L. Mallinson	
Memphis	262,000	Recreation Department of Park Commissioners	23	60	37						70,000.00	M	Minnie M. Wagner	
Nashville	175,000	Board of Park Commissioners	9	23	9	18	30	43,913.63	10,797.06	16,248.52	70,959.21	M	Ewell M. Castello	
Old Hickory	8,000	Recreation Department of Du Pont Rayon Company	1	2	3									Addie I. Fuller
TEXAS														
Austin	50,000	Playground and Recreation Committee of Lions Club												Horace Barnhart
Beaumont	65,000	City of Beaumont	2	6	1	4	12				3,531.29	M	Frank L. Bertschler	
Corpus Christi	40,000	City, Street and Park Department												W. J. Smith
Dallas	290,000	Park and Recreation Department	26	52	32	30	40							W. F. Jacoby
Eastland	7,000	Department of Parks	8	15										W. E. Dakan
El Paso	100,000	School Board and City Council	50	25	12	25	25				130,000.00	M	Mabel Kinney	
Fort Worth	191,000	Public Recreation Board	3	3	4	8		1,555.78	2,273.34	18,113.00	21,942.12	M&P	R. D. Evans	
Galveston	60,000	(Playground Association) Educational and Recreational Association				10	15				2,000.00	P	Nell Miller	
Houston	265,000	Recreation and Community Service	8	44	28					11,918.10	29,332.68	M&P	Mrs. F. W. Hoecker	
Laredo	33,000	Rotary Club	1		1	12	3		6,625.00	2,400.00	9,025.00	P	Corinne Fonde	
Marlin	6,000	Chamber of Commerce and Agriculture				25	10							Edward L. Roberson
Mission	5,000	Public Schools	2	1						3,000.00	3,000.00	M	George S. Buchanan	
Plainview	7,500	Playground Association	1			4	3				1,000.00	M	S. L. Hardin	
Port Arthur	52,000	City of Port Arthur						2,100.00			2,100.00	M&P	W. J. Klingner	
San Antonio	260,000	Municipal Playground Department and Lions Club	4	3	7			117,000.00	2,000.00	11,600.00	130,600.00	M&P	W. J. Hansard	
Waco	60,000	Recreation Commission	4	5	4	13	12		2,552.68	6,323.00	8,875.68	M	R. C. Oliver	
Wichita Falls	65,000	Recreation Department	1	6										C. C. Bunnenberg
UTAH														
Salt Lake City	132,000	Recreation Department	12	17	3	5	25	16,500.00	108,997.00	24,169.00	149,666.00	M	Charlotte Stewart	
VERMONT														
Bellows Falls	7,000	Village Corporation		1						250.00	950.00	M	Dr. E. W. Robinson	
Bennington	10,000	Welfare Association	1	1						250.00	400.00	M&P	Agnes Whipple	
Brattleboro	9,000	Recreational Department	2	5	2			300.00	337.00	2,688.00	3,325.00	M	Claude N. Beasley	
Burlington	26,000	Park Commission	3	7						1,500.00	1,500.00	M	George P. Burns	
Lyndonville	1,500	Powers Park Association		1										Blanche M. Conner
Montpelier	7,500	Chamber of Commerce Committee	1	2										L. E. Merrow
Proctor	3,000	Village Improvement Council							170.00	300.00	470.00	P	S. Westin	
Putney	700	Community Center, Inc.		1	1			1,500.00	1,200.00	1,440.00	4,140.00	P	Carrie A. Hoag	
Randolph	2,000	Randolph Branch American Red Cross	1	2					168.02	438.16	606.18	P	Bertha Salisbury	
Rutland	2,850	Board of Education	1											E. F. Greene
Rutland	18,000	(Playground Association) Mead Community House	3	5					5,120.82	1,468.75	8,600.00	M&P	Mrs. Samuel Frank	
Springfield	7,000	Recreation Commission	3	3	5				6,000.00	7,200.00	13,200.00	M&P	Louise Paige	
Woodstock	2,300	Improvement Society		1			2			150.00	150.00	P	W. W. Waters	
VIRGINIA														
Alexandria	20,000	Playground Association	4	2				500.00	600.00	2,500.00	3,600.00	M	Paul Gorton	
Clifton Forge	6,500	Board of Parks and Recreation	1	2					723.77	747.50	1,471.27	M&P	E. H. Lewis	
Danville	25,000	Playground and Recreation Association	3	4				182.72	221.46	1,299.60	1,703.78	M&P	Mrs. E. B. Wood	
Hampton	4,500	Colored Community Center, Inc.		1		2	2		62.00	150.00	212.00	P	E. H. Hamilton	
Lynchburg	39,600	Municipal Department of Recreation and Playgrounds	5	10	11	3	6	900.00	11,497.00	6,653.00	19,050.00	M	Mrs. R. F. Munday	
Norfolk	182,000	Department of Public Playgrounds	3	13	1			2,010.00	1,403.00	6,798.60	10,211.60	M&P	Katherine Cahill	

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets		Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas								
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of P'ts in All Com. H's	Number	Total Average Daily Attendance Participate	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation									
1	1	3	4				1					1	24,000	1	1,000					1	50		2	500												
2	4		4	1,378																11	18,720	1	1,500	1	360											
3	9	5	14		1		4				1		2							12		4		5												
4											1	25,027									3				1											
5	7		7	6,000			1	600			1	127								1	131															
6		1	1	231	1		25	1	35		1			1						2		2		2												
7	4		4	280	1						1	7,500									2															
8											1										6		2		1											
9	9		9	815							1																									
10	3	10	13	685	8		8		7		2																									
11					5		1				1	6,750				1				5		1		1						10						
12											1										3		2													
13	1		1								1																									
14		24	24	2,000							1	29,284			1	23,516				18	65,000	2		7	6,500					2						
15													1	15,000										1	6,500											
16	6	6	12	1,500																8			3													
17	15	4	19		23		5	7			2	76,146			3	184,999				24	73,994	3		7												
18	6	11	17		6		7				2				1					23		6		14												
19		1	1	150	1		75	1			1	3,600								4	1,000	1	1,000	1	1,000											
20								1	25		1	2,500	1	2,500	1	10,000	2	2,000		3	1,800	1	1,000													
21		5	5	300							3	60,000			1	10,225				6						5	41,350									
22											1	30,000									1	4,000														
23	16	19	35				3				3	118,766			4	14,622				47		3		30	30,000	18	162,000	38								
24											1									1				1												
25			15	15			3				3				1					7		2		2												
26	9	5	14	20,000	2		60	2	300		4	118,640			1	61,048				22	1,500	3	1,000	41	20,000											
27	3		3	600			2	60			1	7,500	1	1,000,000						6	200,000			1	2,400											
28					2		500																													
29	10	10	20	1,288	5		384				5	11,500			1	74,418				18	34,733			15	15,246								60			
30	6		6	1,500	2		500				2									5		1		2		1										
31					1		50						1	3,000	2	5,000				8	150	1	200	1									12			
32	6		6								1									2	100	5	1,500	3	500											
33		1	2	200							1	20,000	1	9,000						4		1		1												
34																				2	1,200			1	500											
35	6		6	2,500	2		3				7	500,000			1	75,000				24	150,000	9	18,000	12	60,000								18			
36	6	2	8	132	11		1	50			1				1	7,300	2	100		6	8,000	3	10,080	5	16,000											
37	8		8				1								1	12,500				12	8,500			2	3,320											
38		15	15	4,330	3							8	100,000			1				13		20		10												
39	1		1	100																2		1		1												
40		1	1																	1				1												
41		4	4	250	1		125	1	125											1				1												
42		5	5	919																1	825	1	2,500	1	2,500											
43		1	1																	1		1		5												
44		1	1	960							1	11,471																								
45																																				
46	1		1				1																													
47		1	1	250	2						1									2		1		1	54										4	
48		1	1		1															1		1		1												
49		3	3	410																		1														
50							1													1																
51	5		5	150			1								2					3		2		6												
52		1	1	35							1	100								2	50															
53		4	4	200	1		350				1	20,180																								
54		1	1								1									3		1		1												
55		3	3	536																3		1		1												
56	1		1	75			1	25												1	35															
57	8	1	9		4		2				3	37,524								7		4														
58		9	9								1	11,128	2		2	65,400				11	3,556	3	2,000	3	260											

STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers					Volunteer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information
			No. of Men		No. of Women		No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries	Total		
			No. of Men	No. of Women	No. of Men	No. of Women									
VIRGINIA—Cont.															
Richmond	200,000	Municipal Recreation Department	12	38	1			2,000.00	6,162.00	18,585.00	26,747.00	M	Mrs. Lilly T. Phillips		
		Community Recreation Association	1	11	2								Claire McCarthy		
Roanoke	65,000	Playground and Recreation Association	1	8				1,300.00	793.55	1,350.00	3,443.55	M&P	S. E. McMillen		
Staunton	12,000	Y. M. C. A.	1	3					1,175.00	700.00	1,875.00	M&P	Thomas W. Dixon		
Winchester	12,000	Playground Association	2	2				750.00	100.00	795.00	1,645.00	P	Otis Sargent		
WASHINGTON															
Aberdeen	25,000	Playfield Committee				3	4			600.00		1,515.00	M	Mrs. George McFarland	
Ellensburg	5,000	Municipal Park Board		1									A. W. Crimp		
Seattle	450,000	Board of Park Commissioners	32	24	14	4	4	39,115.86	29,920.47	120,394.08	189,430.41	M	Ben Evans		
Spokane	130,000	Board of Park Commissioners	35	12	1				7,230.00	46,100.50	53,330.50	M	Benjamin A. Clark		
Tacoma	120,000	Department of Playground and Recreation, Metropolitan Park District	13	9			12	7,583.00	4,924.00	10,851.00	23,358.00	M	Walter F. Hansen		
Walla Walla	18,000	Park and Civic Arts Club		4			3	20			17,000.00	M	Mrs. Joseph G. Cutler		
WEST VIRGINIA															
Beckley	7,500	American Legion Raleigh Co. Post No. 32	2					1,500.00	100.00	612.50	2,212.50	P	Eugene F. Yager		
Charleston	50,000	Playground and Recreation Committee	7	6					200.00	730.00	930.00	P	E. S. Tisdale		
Clarksburg	37,000	Playground Department	11	10				9,770.00	1,835.00	3,340.00	14,945.00	M	Clay B. Hite		
Fairmont	25,000	Board of Education	1	10							1,245.00	M	Otis C. Wilson		
Martinsburg	14,000	Hooge Street Good Neighbors		4							220.00	P	Elizabeth Townsend		
Morgantown	30,000	Department of Recreation of Independent School District	7	13	2	1	1				8,746.90	M	Elizabeth G. Engle		
Parkeburg	50,000	Board of Recreation	9	9	1			50.00	800.00	3,328.00	4,178.00	M&P	Fanny J. Marvin		
St. Marys	2,000	Woman's Club					1						Julia Schauwecker		
Wheeling	96,000	Public Board of Recreation	17	29	1			28,842.80	6,732.69	13,296.11	48,871.60	M	S. A. Heatherly		
WISCONSIN															
Appleton	20,000	Playground Commission	6	5					250.00	1,000.00	1,250.00	M	Joe Shields		
Beloit	25,000	Park Department	2	2					100.00	620.00	720.00	M	R. H. Petrosik		
Eau Claire	24,000	Recreation Committee	2	2					300.00	900.00	1,200.00	M	A. T. Sands		
Fond du Lac	25,500	Board of Recreation	5	4	1						3,652.00	M&P	F. G. Kiesler		
Green Bay	35,000	Board of Park Commissioners	3	4					200.00	1,000.00	1,200.00	M	M. G. Simonds		
Janesville	22,500	City of Janesville	8	5				600.00	200.08	2,174.00	2,974.08	M	Kenneth F. Bick		
Jefferson	2,600	Board of Education		1									Earl C. MacInnis		
Kenosha	56,125	Department of Public Recreation	33	49	1	70	40	100.00	4,252.72	9,550.00	13,902.72	M	Chester H. Smith		
La Crosse	3,100	Board of Education	5	4									L. R. Finley		
Madison	54,000	Department of Recreation of Public Schools	14	15	1	4	2				8,963.00	M	Harry C. Thompson		
Manitowac	23,150	Board of Education	2	1							1,019.17	M	W. L. Johnson		
Menasha	7,200	Park and Recreation Commission	2	1		8	3	63,000.00	10,500.00	1,500.00	75,000.00	M	Roy G. Ducharme		
Milwaukee	525,000	Extension Department, Public Schools	543	411	23						235,309.85	M	Dorothy C. Enderis		
Mineral Point	2,600	Municipal Playground Committee	1								1,500.00	M	L. E. Bear		
Neenah	7,200	Red Cross											George T. Christoph		
Oshkosh	43,000	Recreation Department, Board of Education	62	17	2				3,875.00	14,000.00	17,875.00	M	Frank F. Berg		
Port Washington	3,600	City Plan Commission	1					15,000.00	100.00	250.00	15,350.00	M	S. R. DeMerit		
Racine	72,000	Department of Recreation Board of Park Commissioners	10	12			30		1,600.00	5,322.00	6,922.00	M	B. A. Solbraa		
Rhineland	8,000	School Board	3	1									J. W. Browning		
Sheboygan	40,000	Board of Education	10	8	1				1,365.68	4,449.75	5,815.43	M	E. D. Antoniu		
South Milwaukee	9,561	Board of Education	2	2				185.00	100.00	1,000.00	1,285.00	M	W. G. Glasbrenner		
Sturgeon Bay	4,500	Playground Committee		2			1			175.00	175.00	P	G. D. Yoakum		
Two Rivers	10,000	Board of Recreation	4	2					2,000.00	6,000.00	8,000.00	M&P	Arthur P. Eckley		
Watertown	10,000	School Board	1	1					139.69	382.00	521.69	P	Margaret A. Stewart		
Waukesha	16,000	Municipal Playground Committee	1	1							2,000.00	M	Lawrence L. Bray		
Wisconsin Rapids	8,000	American Legion	2	1	1								J. A. Torresani		
WYOMING															
Riverton	2,000	City of Riverton												Mrs. E. H. Steffy	
Thermopolis	2,000	Women's Club								225.00	225.00	M&P	H. P. Vogt		
CANADA															
ALBERTA															
Calgary	70,000	Park Department		7						980.00	1,300.00	M	William R. Reader		
Edmonton	67,000	City of Edmonton	4	1										A. W. Haddon	
BRITISH COLUMBIA															
New Westminster	18,000	Parks Board	1	1										R. W. Smith	
Vancouver	150,000	Board of Park Commissioners	8	14			1		3,650.00	6,350.00	10,000.00	M	W. S. Rawlings		
MANITOBA															
Brandon	17,500	Kinsmen's Club	2	2					869.00	448.00	1,317.00	M&P	G. R. Rowe		

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets		Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of P't's in All Com. H's's	Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	
1	15		15		8						1								25		4		23					
2		13	13		500	1	50																					
3		8	8		1,750															10	3,500			4				
4		3	3		235	1		1	100		1	10,858			1	1,500	1			6	2,000			1	1,750		6	
5		3	3		350						1	1,400																
6	3		3		280						2									4		2		2				
7		1	1								1																	
8	12	1	23	36	21,600	5	2,250				2		10	878,604	2	178,863	1		90		21		21					
9		9	9		7,807						3	276,975			1	50,000			39		1		14					
10	1	14	15		1,925	8					2	7,086	2	19,851					5	9,000							20	
11			2		130	3					2								7		3		4					
12		1	1		400																							
13		6	6		506															1								
14	10		10		2,244						1									3		3		2				
15		5	5		1,000																							
16		4	4		252																	1						
17	13		13		1,315	2	35	1																2	330		15	
18		7	7		1,035	5	200													6								
19		1	1																									
20		20	20		2,358	4	375				1	1,312										5						
21		5	5								2																	
22		4	4		900				2		2		2		1				12		3		1					
23		2	2																									
24	1	10	12			2					2		1							9								
25		4	4		464									45,000						5		2		4				
26		5	5		850						2	8,000	2	16,172	1	19,000				5	1,500			2				
27		1	1																	4		1		2				
28		7	6	15	1,892	7	1,580				1	16,964	1	45,638	1	42,500			27		7		5					
29		4	4																									
30	11		11		2,345	6	150						3	31,071	1	35,832						1	18,099	1	600			
31		3	3		120															12		2		3				
32		3	3		450						1	3,500	3	7,500						2	1,100			1	1,050		7	
33	22		32			15		2			7	655,355	2	119,572	2	111,103	1	123,667	66	153,779	3	40,300	8	119,525				
34		1	1																									
35														14,000						1		1					5	
36		8	8		800	6	451						3									3		5		11		
37		1	1																									
38		7	7		1,400	8	1,500	3					1	15,000	2	62,000				8	12,648			4	6,300			
39		5	5		850			1												3		1		1				
40		7	7		1,700	2	923				1	15,523								6		1		1			4	
41		2	2		490										1	74,000												
42		2	2		60								2										2					
43		3	3		150						1	1,000	2	3,000			1	100			2		2					
44		1	1		129															7		2		2				
45		2	2		200																							
46		1	1		50	2	200				1	15,000								2		1	3	140				
47																				5	2,000	1	2,500	1	2,500			
48																												
49		1	1		492						1																	
50																				2		1						
51		7	7		1,113						3											2		2				
52		3	3		1,000						3	126,587										6				4		
53																												
54		1	1		300																							
55		6	6										3															
56		2	2		300															54		3		12				

PLAYGROUND AND COMMUNITY

Footnotes follow

STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers			Volun- teer Workers		Expenditures Last Fiscal Year				Source of Financial Support	Source of Information	No. of City	
			No. of Men	No. of Women	No. Employed Year Round	No. of Men	No. of Women	Land, Buildings, Perma- nent Equipment	Upkeep, Supplies and Inci- dentals	Salaries	Total				
NOVA SCOTIA															
Halifax.....	50,000	Playground Commission.....	7	9	.....	12	6	.....	.....	.....	.....	.....	.....	W. E. Stirling.....	1
Sydney.....	27,000	Playgrounds Association.....	1	1	.....	2	1	.....	25.00	28.75	270.00	323.75	M&P	Norman D. Morrison.....	2
ONTARIO															
Hamilton.....	225,000	Playgrounds Association.....	23	22	1	.....	.....	.....	.....	.....	.....	18,040.00	M	J. J. Syme.....	3
Kitchener.....	27,000	School Board.....	5	3	.....	.....	.....	.....	.....	1,000.00	1,400.00	2,400.00	M&P	Harold Ballantyne.....	4
London.....	66,000	Public Utilities Commission.....	20	21	1	.....	.....	.....	.....	.....	.....	27,000.00	M	Gerald N. Goodman.....	5
Ottawa.....	127,000	Playgrounds Committee.....	73	21	9	.....	.....	.....	1,347.60	21,798.00	29,929.93	53,075.53	M	Vincent F. Courtemanche.....	6
Toronto.....	650,000	Parks Department.....	219	218	31	.....	.....	.....	.....	58,598.80	102,177.38	160,778.18	M	S. A. Armstrong.....	7
Windsor.....	65,000	Board of Education.....	15	13	.....	.....	.....	.....	.....	400.00	3,600.00	4,000.00	M	P. A. McCallum.....	8
QUEBEC															
Montreal.....	1,000,000	Department of Public Recrea- tion.....	67	14	63	.....	.....	.....	.....	34,445.35	44,909.12	79,354.47	M	Dr. J. P. Gadbois.....	9
Quebec.....	130,000	Parks and Playgrounds Asso- ciation.....	15	16	2	.....	.....	.....	.....	.....	.....	.....	M&P	Dr. A. S. Lamb.....	10
		Playgrounds Committee.....	1	1	.....	.....	.....	.....	.....	846.04	1,563.98	2,410.02	M&P	J. B. O'Regan.....	11
SASKATCHEWAN															
Moose Jaw.....	22,000	Recreation Committee.....	4	3	1	20	15	.....	.....	500.00	1,255.00	1,755.00	M&P	J. Robinson.....	12
Regina.....	42,000	Playground and Park Commis- sioners.....	7	7	.....	.....	.....	.....	.....	.....	.....	6,738.00	M	William J. Bailey.....	13

† Under Sources of Financial Support M—Municipal Funds; P—Private Funds; S—State Funds, and C—County Funds.
 * The Community Service program in this city is one of organized activities not centralized. A year round director with the aid of trained volunteers recruited from community groups and agencies aims to develop the recreational resources of the city through a varied program including the organization of games and athletics, community choruses, county play days and training classes for volunteer leaders.
 ** The Recreation Commission of Westchester County, New York, aids the smaller towns and villages in increasing recreation opportunities for their citizens. The program of activities includes the organization of playgrounds and community centers, dramatic groups, recreation clubs for boys and girls and adults, community choruses, county play days and training classes for volunteer leaders.
 (1) In addition to the two workers reported in the table for Sacramento an adequate staff is employed for the administration of the program, but the full number of workers is not reported.

I believe heartily in the vital work of the PLAY-
 GROUND AND RECREATION ASSOCIATION OF
 AMERICA and want to do my part in helping to assure its
 continuance. To this end I am happy to contribute the sum
 of \$....., payable....., 192...
 (Signed).....
 (Address).....

RECREATION STATISTICS FOR 1927

the table

Number of City	Playgrounds Under Leadership				Total Average Daily Attendance of Participants All Playgrounds	Indoor Community Centers		Community Houses		Play Streets		Swimming Pools		Bathing Beaches		Golf Courses		Summer Camps		Tennis Courts		Athletic Fields		Baseball Fields		Other Areas		Total No. of Different Play Areas
	No. Open Year Round	No. Open Summer Only	No. Open School Year	Total		Number	Total Average Daily Attendance of Participants All Community Centers	Number	Total Avg. Daily Att. of Participants All Com. H's	Number	Total Average Daily Attendance Participants	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total No. of Campers	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	
1				3	1,016							2	1,038															
2	3	2		2	342		1	250												1	160			1	90			
3	11	11		11	5,354	2		3						2		1		1		27		6		15		37		
4	4	4		4	1,025					1	3,679													1	60			
5	4	12	16	16	3,000	5		1	250	1	40,000	2	60,000	1						8	20,000	4		4		20		
6	17	17		17						2	65,958	4	95,787	4						4	22,400					21	4,924	
7	43	43		43	11,373	43	1,948	5	1,426	1				6						43		40		36				
	15	15		15	3,000					1																		
8	16	1		17								15	703,346			1					21			4			41	
10	1	10		11	5,106				2	200																	11	
11	5	5		5	600					2																		
12	9	9		9	532																							
13	7	7		7																						26		

(2) The Community Music Association of Flint maintains a city wide community music program with a full time worker in charge, but maintains no play areas or centers.
 (3) The Essex County Park Commission maintains playgrounds in Newark, Bloomfield, East Orange, Irvington, Montclair, Nutley and Orange.
 (4) The Board of Education report includes the playground program of the Community Councils of the City of New York.
 (5) The Recreation Council and the Girls' Council of Cleveland, Ohio, maintain a varied program of community activities under the direction of Superintendents of Recreation employed the year round.
 (6) The activities of the Playground and Recreation Association of Wyoming Valley cover 20 towns and boroughs in Pennsylvania.
 (7) Maintains a program of community recreation activities for colored citizens.

FORM OF BEQUEST

I hereby give and bequeath to the PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA the sum of..... Dollars, to be applied to the uses and purposes of said Association.

(Signed).....

(Date)

THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA,
INCORPORATED

Financial Statement January 1, 1927 through December 31, 1927

General Fund Balance December 31, 1926	\$31,359.66	
Transferred to Emergency Reserve Fund	27,500.00	\$ 3,859.66

Income

Contributions	\$ 344,149.27	
Interest and Dividends on Endowment Funds	4,263.94	
Interest	1,772.11	
Playground Sales, Subscription and Advertising	6,624.84	
Badge Sales	2,735.30	
Special Publication Sales	15,111.92	
Miscellaneous Sales	34.63	
Business Operations	401.42	
National Recreation School	2,411.00	377,504.43
		\$381,364.09

Expenditures

Community Recreation Field Service	\$ 160,564.70	
Field Service to Colored Communities	20,834.01	
National Physical Education Service	16,013.47	
Local Employment Service	10,116.53	
National Recreation School	28,459.96	
Correspondence and Consultation Bureau	39,033.23	
Physical Efficiency Tests—Boys' and Girls' Badges	2,679.03	
Research and Publication Service	26,296.05	
Recreation Congress	12,224.56	
Year Book	3,126.81	
The Playground	21,124.01	340,472.36
		\$ 40,891.73

General Fund Balance December 31, 1927	\$ 40,891.73
Commitments December 31, 1927	123,750.00

Park Study

(A special contribution has been pledged by the Laura Spelman Rockefeller Memorial for the full cost of this service.)

Balance December 31, 1926	\$ 3,862.65
Receipts to December 31, 1927	1,602.03
	\$ 5,464.68
Expenditures to December 31, 1927	5,464.68

Vacation Service Bureau

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1926	\$ 4,931.97	
Receipts to December 31, 1927	6,551.14	
	<hr/>	
	\$ 11,483.11	
Expenditures to December 31, 1927	10,405.69	\$ 1,077.42
	<hr/>	

Special Studies

(A special contribution has been pledged by the Laura Spelman Rockefeller Memorial for the full cost of this service.)

Balance December 31, 1926	\$ 978.50	
Receipts to December 31, 1927	5,271.50	
	<hr/>	
	\$ 6,250.00	
Expenditures to December 31, 1927	5,366.66	\$ 883.34
	<hr/>	

Special Field Service to Real Estate Sub-divisions

(A special contribution has been pledged to the Association for the full cost of this service.)

Receipts to December 31, 1927	\$ 7,997.25	
Expenditures to December 31, 1927	8,144.51	\$ 147.26*
	<hr/>	

Special Field Service

(A special contribution has been pledged by the Laura Spelman Rockefeller Memorial for the full cost of this service.)

Receipts to December 31, 1927	\$ 6,645.74	
Expenditures to December 31, 1927	5,627.45	\$ 1,018.29
	<hr/>	

Park Recreation Service

(A special contribution has been pledged by the Laura Spelman Rockefeller Memorial for the full cost of this service.)

Receipts to December 31, 1927	\$ 7,277.54	
Expenditures to December 31, 1927	6,360.38	\$ 917.16
	<hr/>	

Interest and Dividends on Frances Ross Poley Memorial Fund

Balance to December 31, 1926	\$ 19.14	
Receipts to December 31, 1927	307.83	
	<hr/>	
	\$ 326.97	
Expenditures to December 31, 1927	239.14	\$ 87.83
	<hr/>	

Recapitulation

Balances December 31, 1926

General Fund	\$	3,859.66	
Park Study		3,862.65	
Vacation Service Bureau		4,931.97	
Special Studies		978.50	
Interest on Frances Ross Poley Memorial Fund		19.14	
		19.14	\$ 13,651.92

Income

General Fund	\$	377,504.43	
Park Study		1,602.03	
Vacation Service Bureau		6,551.14	
Special Studies		5,271.50	
Special Field Service to Real Estate Sub-Divisions		7,997.25	
Special Field Service		6,645.74	
Park Recreation Service		7,277.54	
Interest and Dividends on Frances Ross Poley Memorial Fund		307.83	
		307.83	\$413,157.46
			\$426,809.38

Expenditures

General Fund	\$	340,472.36	
Park Study		5,464.68	
Vacation Service Bureau		10,405.69	
Special Studies		5,366.66	
Special Field Service to Real Estate Sub-Divisions		8,144.51	
Special Field Service		5,627.45	
Park Recreation Service		6,360.38	
Interest and Dividends on Frances Ross Poley Memorial Fund		239.14	
		239.14	\$382,080.87
			\$ 44,728.51

Balances December 31, 1927

General Fund	\$	40,891.73	
Vacation Service Bureau		1,077.42	
Special Studies		883.34	
Special Field Service to Real Estate Sub-Divisions		147.26*	
Special Field Service		1,018.29	
Park Recreation Service		917.16	
Interest and Dividends on Frances Ross Poley Memorial Fund		87.83	
		87.83	\$ 44,728.51

Commitments December 31, 1927

General Fund	\$ 123,750.00	
Vacation Service Bureau	1,077.42	
Special Studies	883.34	
Special Field Service	1,018.29	
Park Recreation Service	917.16	
Interest and Dividends on Francis Ross Poley Memorial Fund	87.83	\$127,734.04

Endowment and Reserve Funds

Special Action 1910	\$ 25,000.00	
Lucy Tудо Hillyer Fund	5,000.00	
Emil C. Bondy Fund	1,000.00	
George S. Sands Fund	12,534.24	
"In Memory of" J. I. Lamprecht	3,000.00	
"In Memory of" Barney May	500.00	
"In Memory of" Waldo E. Forbes	1,403.02	
Frances Ross Poley Memorial Fund†	6,000.00	
Ellen Mills Borne Fund	3,000.00	
Other Gifts	50.00	
Emergency Reserve Fund	79,500.00	
Sarah Newlin Fund	500.00	
Frances Mooney Fund	1,000.00	

\$138,487.26

†Restricted

*The cost of this study is pledged by a friend but the check covering same was not received in time to incorporate in this statement.

I have audited the accounts of the Playground and Recreation Association of America for the fiscal year ending December 31, 1927, and certify that the above statement is a true and correct statement of the financial transaction of the General, Special Study and Endowment Funds for the period.

(Signed) JOSEPH F. CALVERT,
Certified Public Accountant.



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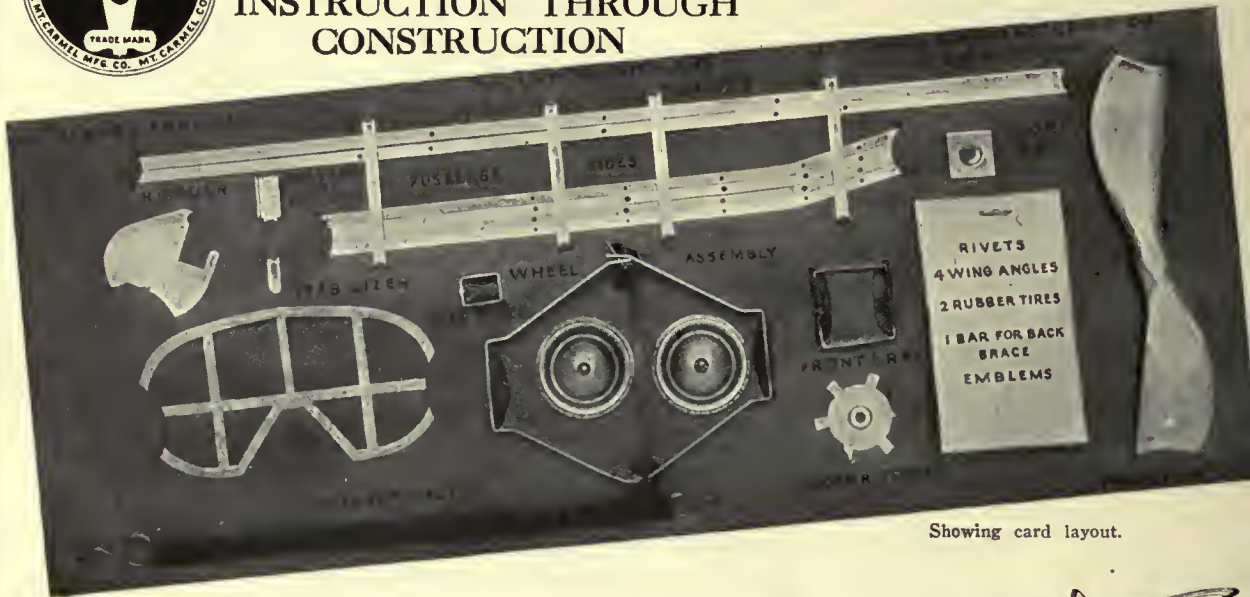
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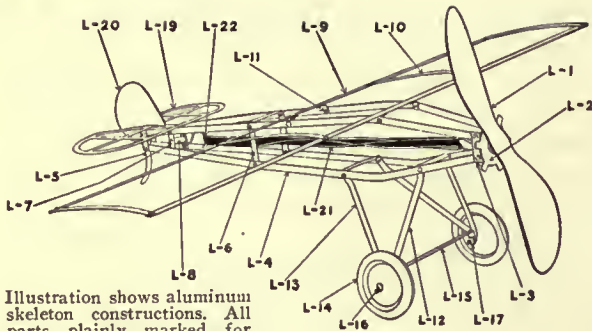
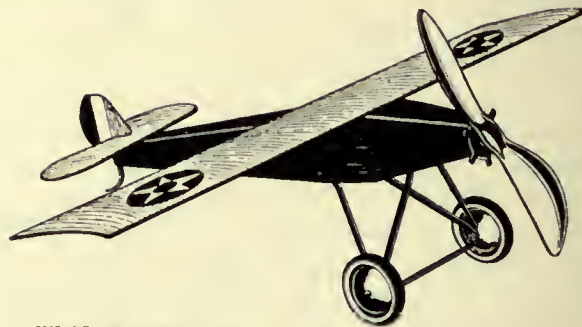


Illustration shows aluminum skeleton constructions. All parts plainly marked for assembly. Weight only about 2½ oz. Note the practical design and sturdy method of building.



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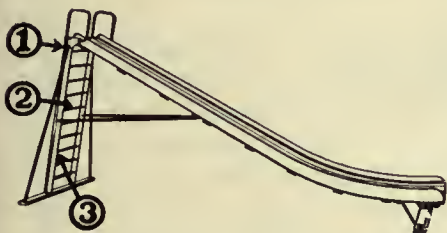


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Notes From the Recreation Field

The Drama League Tour.—The Drama League of America announces a theatre tour which will include visits to the chief dramatic production centers as well as the leading libraries and workshops of England and the Continent. Professor Jack Crawford, associate professor of English in Yale University and widely known as a leading authority on pageantry, will be the leader of the tour which will extend from July 7th to September 1st. Detailed information may be secured from the Drama League of America, 5 East Van Buren Street, Chicago, Illinois.

The Sandhill Dramatic Club.—As an aid to social life, training in drama, as well as for financial return, six schools in Chesterfield County, South Carolina, have organized the Sandhill Dramatic Club. Each one of the schools produces a play with the faculty and local talent as actors. The play is given at each of the member schools and all of the door receipts are kept by the school at which the play is presented.

Drama Activity in Parkersburg.—The Children's Little Theater group of Parkersburg, West Virginia, gave their first production for the March meeting of the Dramatic Department of the Woman's Club. Forty-five children participated in giving a delightful presentation of *Silver Sandals*. Parkersburg plans in the near future to reorganize its adult Little Theater Work.

On Giving Plays on Nothing a Year.—How does one give plays on nothing a year? Where does one get the theatre rent? Where do costumes come from? Where do royalties come from? How do the dozen and one incidental that bob up in the day's work get their bills settled?

Not out of thin air! In Allensville, Kentucky this problem was solved by an advance sale of tickets. The plays were given in the local theatre. Costumes were concocted from old clothes. Old velvet capes were converted into royal robes with cardboard valentines pinned on to symbolize the



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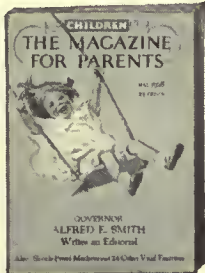
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House of Hearts in Louise Saunders *Knave of Hearts*. Some of the costumes were made outright, draped from cheese cloth dyed in any color desired for the occasion. Putnam dyes worked quite satisfactorily. New stage hangings for the background were made from dyed cheesecloth which drapes gracefully and takes the dye as pale or as strong as the costume planner desires. The fabric also looks well under artificial light. In any locality where there is a spark of local community pride, the venture will be successful. This

cast not only stayed out of debt, but cleared about \$100 from the admission charge of 50c per person.

A Practical Dreamer.—A piece of shore property in New London, Connecticut, which the city had allowed to become a dump heap, is the scene of this drama. A new recreation director and a number of small boys who want to go swimming are the chief actors. The recreation director, viewing the shore property, sees not a dump heap but a beautiful bathing beach. He

persuades the boys to help clean the beach and has sand hauled in. Two chicken houses which he has noticed on a farm near town become in his imagination two bath houses. Hauled to the beach on a truck the use of which the director has secured free, set up, whitewashed and repaired, the bath houses become a reality.

And now the city takes a hand. More sand is brought in, a row of dressing rooms added, toilets and drinking fountains installed, and 150 more feet of shore front are purchased. The result is an attendance of 600 a day, and a dream come true.

Do Volunteers Stick?—"Yes," comes the answer from Cedar Rapids, Iowa. In this city the Recreation Commission conducts periodically recreation institutes for volunteers, holding the graduates together in a play leaders' club which meets regularly. The seasonal workers are to some extent employed from these volunteers. A year ago one of the churches of the city sent twelve volunteers to the institute. At the present time nine of them are still active and are practically running the recreation program of the church, the largest in the city. When the funds of the Commission were exhausted before the year had elapsed, the ministerial association of the city, upon its own initiative, visited the Commission and offered to underwrite the cost of the program for the rest of the year so that it could be continued. The ministers reported to the Commission that it had helped the churches more than any other city department. They were eager to see the work go on.

After One Year.—The City Sports Committee of Santa Monica, California, appointed by the Chamber of Commerce and City Commissioners, recently reported on the first year's work. Immediately after its appointment the Sports Committee selected twenty-five or thirty different sports which it felt might well be promoted, and from which there was a demand, and appointed a committee of three to encourage each sport. At the time of the report the following sports had been developed and money had been expended from the city treasury to provide facilities:

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Roque and Horse Shoes	1,351.71
Bicycle Course	200.00
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To assist model building clubs wishing to compete for the National Playground and Recreation Tournament, we are offering a special SILVER ACE Contest Kit for \$5.00. This contains all materials, working drawings, and instructions for constructing a beautiful new racing scale model under the rules of the tournament. SILVER ACES are winning many prizes for appearance, endurance, speed, and distance.

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Basketball	420.00
Golf	93,079.34
Playgrounds for Children.....	1,893.16
Yachting	435.00
 Total	 \$106,565.06

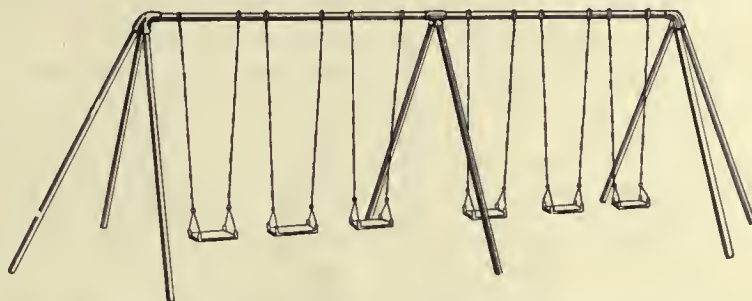
More than 100 people, according to the report, are enjoying archery and interest in the sport is growing by leaps and bounds. Trap shooting has developed so rapidly that it has been necessary to add two more traps. The pistol range, starting from nothing, has had a phenomenal growth. Plans are under way for a fencing court and basketball has increased so fast that "an honest report," states the committee, "would seem exaggerated." Where there were about twenty teams, there are now two hundred.

An Essay Contest in the Interest of Safety.—The Highway Education Board has announced its annual safety contest open to the elementary school pupils and elementary school teachers of the nation. Sixty-five hundred dollars in prizes will be given by the National Automobile Chamber of Commerce. Pupils are asked to write essays of 500 words in length on the subject, "Why We Have and Practice Traffic Rules." The teachers are given the subject, "Objectives and Methods of Education in Street and Highway Safety," on which they are asked to prepare practical lessons for use, not alone in their own class rooms, but by other teachers in the class rooms of the nation as well. Pupils of the fifth, sixth, seventh and eighth grades may compete, while all teachers in the eighth and lower grades are eligible to participate.

Further information may be secured from the Highway Education Board, Willard Building, Washington, D. C.

A County Recreation Report.—The Westchester County, New York, Recreation Commission has issued in very attractive form its yearly report of activities. It designates as its outstanding development for the year the handcraft program which has grown to such proportions that a special supervisor of handcraft has been employed. Another important development has been the decision to establish a camp for mothers;

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through the cooperation of the County Park Commission, a beautiful old mansion has been remodeled, which will be opened in the summer of 1928.

The many other activities of the Commission including the music festival, drama tournaments, recreation training institutes, Westchester Trails Association and County Athletic Federation are enumerated in the report, which is profusely illustrated.

Beautifying Homes and Gardens.—In cooperation with the Charlotte, North Carolina. *News*, the Park and Recreation Commission of that city is conducting an exceedingly interesting project designed to create a desire for beautiful yards and gardens, from which a more beautiful city will result.

Three times a week the *Charlotte News* runs a column known as the "Charlotte Homes and Gardens," for which the Park and Recreation Commission provides the material. The column tells in detail about the planting of gardens and borders, giving suggestions for shrubs and flowers to be sent out each month. A planting plan has been issued in mimeograph form, showing the

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various plans discussed in the newspaper. In addition to this service the Commission is offering assistance to individual property owners through advice on the planting of yards and the selection of shrubs and trees.

A New Nature Club.—Plainfield, New Jersey, has an exceedingly active nature club known as the Watchung Nature Club, whose slogan is "To see and to know." It has grown rapidly in membership and interest, and delightful weekly hikes are a part of the program. Each month the club issues in mimeographed form a bulletin suggesting some of the interesting things for the nature lover to look for during the month. The bulletin, which is illustrated, is a particularly attractive publication.

What Folk Dances Are Most Popular?—Several months ago, Dr. A. D. Browne of Peabody College, Nashville, Tennessee, sent letters to 270 Physical Education teachers in the South requesting them to vote on their choice of six folk dances which should be taught to high school and college students, so that whenever there was an occasion for recreation it would be a simple matter for the group to enter into a folk dance familiar to all. The results of the voting are as follows: 1. Virginia Reel. 2. Gathering Peascods. 3. We Won't Get Home Till Morning. 4. Pop Goes the Weasel. 5. Black Nag. 6. Barn Dance.

Bargain Week at Dalton.—When it was learned through the questionnaire sent out by the Community Recreation Commission of Dalton, Massachusetts, that the reason why more children did not take advantage of the swimming pool at the community house was because they could not afford it, the Association instituted Bargain Week. It was agreed that if as many as one hundred children, backed by their parents' approval, signed the blank, special school tickets could be had for 50c for six months' use. For outsiders a charge of \$1.50 is made. Any type of suit was permissible and instruction was given at all scheduled hours.

The Boys' Community Band of Wilkes-Barre.—The Boys' Band of Wilkes-Barre is celebrating its fifth anniversary, making it, according to Arthur H. Miller, Executive Director of the Playground and Recreation Association of Wyoming Valley, the oldest group of strictly youthful musicians which has continued its activity over an uninterrupted period in Pennsylvania. The new leader of the band, Pompileo Forlano, is also the conductor of the symphony orchestra.

One of the features of the celebration will be a concert in the Coughlin High School auditorium for the parents, families and friends of the members. Another event will be a dinner which will be given the boys when they have brought their membership up to the seventy-five mark.

The band receives its support from the Playground and Recreation Association, the budget coming through the Welfare Federation. The boys pay fifty cents a month membership to help defray the general running expenses. When the band was organized it met in various halls, the use of which was granted by paternal organizations and other groups without charge. It now

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Many suggestions for the celebration of Independence Day and accounts showing how various communities have observed the day are to be found in this pamphlet. A helpful section is that which lists material for Fourth of July Celebrations, including pageants, festivals and ceremonials, recitations and drills, music, favorite band selections, athletic games, picnics and special activities.

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Not one of this year's publications, but up-to-the minute in the practical information it has to offer on the selection of the camp site, the plan of the camp, equipment, sanitation, organization, leadership, program making, diet, camp accounting and similar features.

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Home Play

Children's play rooms, the games the family enjoy together in the home, games for rainy days and for convalescent children, social, musical and dramatic activities—all these are described in this illustrated booklet. There are, too, suggestions for backyard play, for constructing apparatus and laying out game courts for outdoor games.

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Nature Play

By William G. Vinal

"Why do children need nature play and how can they satisfy their desire for it?" Professor Vinal answers this question most interestingly in this pamphlet.

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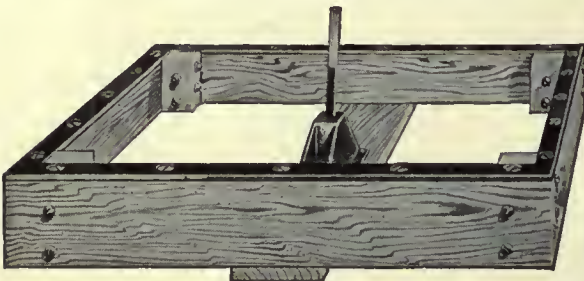
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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, OF THE PLAYGROUND, published monthly at New York, N. Y., for April 1, 1923.

STATE OF NEW YORK }
COUNTY OF NEW YORK } ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of THE PLAYGROUND, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form to wit:

1. That the names and addresses of the publisher, editor, manager, editor, and business managers are:
Publisher: Playground and Recreation Association of America, 315 Fourth Avenue, New York, N. Y.
Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.
Business Manager: Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)
Playground and Recreation Association of America, 315 Fourth Avenue, New York, N. Y.

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4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (this information is required from daily publications only).

H. S. BRAUCHER.

Sworn to and subscribed before me this 21st day of March, 1923.
[Seal] CLARENCE B. WILSON.
(My commission expires March 30th, 1923.)

has its own well equipped band room at No. 2 Engine House. It also has its own distinctive uniform of blue serge with red trimmings and overseas cap, the purchase of which was made possible last summer by an appropriation from the Welfare Federation.

Band Concerts in Evansville, Indiana.—Forty thousand people attended the band concerts promoted last summer by the Department of Municipal Recreation of Evansville, Indiana, as a part of its first year's program. The special events and sponsors arranged for the various concerts were very successful. These included singing by 650 school children, concerts by school bands, a patriotic program, a sacred concert attended by 3000 people, and entertainment supplied by the Business Men's Association, the Kiwanis Club and similar groups.

The
Playground

JULY, 1928

Play in Institutions

In an Institution for Boys

In a Home for Delinquent Girls

In Homes for Crippled Children

In a Sanitarium

What Kind of Recreation Do Girls Want?

Have You a Picnic Kit?

Plans for Closing Festivals

Attendance Records in Summer Playgrounds

The Playground

Maintained by and in the interests of the Playground and Recreation
Association of America

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The Playground

VOL. XXII, No. 4

JULY, 1928

The World at Play

San Antonio Carries Bond Issue—On May 19th, San Antonio, Texas, was to hold an election for a bond issue containing ten different items, each to be voted on separately, and totaling \$4,755,000. Of this account \$400,000 was for public parks and playgrounds.

The Lions' Club of San Antonio, while standing back of the entire bond issue, was particularly interested in the playground item, the Club having some years ago expressed its interest in recreation by a gift of a large playfield known as Lions' Field. The bond issue, it seemed to the Lions' Club, offered an excellent occasion to conduct a campaign of education in interest of community recreation and so the club took prompt action.

On May 7th a field secretary of the P. R. A. A. arrived in the city and from that time until May 16th, when the campaign closed with a large mass meeting, he made twenty addresses at such varied gatherings as Chamber of Commerce meetings, meetings of the Federation of Labor and Christopher Columbus Club, negro mass meetings and neighborhood meetings called in particularly difficult districts. At these meetings the entire bond issue was discussed and commended, but the importance was particularly stressed of the need for more parks and playgrounds in a city which had had San Antonio's rapid growth—from 53,000 population in 1900 to nearly 300,000 in 1928.

The newspapers were very generous in their publicity and the city officials and other groups cooperated splendidly. The result was that the entire bond issue carried, the item for parks and playgrounds receiving one of the highest majorities. Out of eighty precincts voting, seventy-nine gave a majority for parks and playgrounds, one voting against it by a small majority.

In addition to the \$400,000 which is to be used directly for parks and playgrounds, the city voted \$250,000 to acquire the present fair grounds of 190 acres. The Fair Grounds Association plans to will the entire acreage to the city and it will be

maintained as a park athletic field and playground ten months of the year when the exposition is not being operated.

A Bond Issue in Austin—Austin, Texas, has passed a bond issue for \$750,000 for parks and playgrounds.

Funds for Recreation in Pittsburgh—On April 24th the city of Pittsburgh voted a bond issue of \$300,000 for the acquisition and improvement of additional recreational facilities in this city. With the \$750,000 bond issue voted in 1926 the city has had in the past three years something in excess of \$1,000,000 for the securing of facilities. During this same period there have been actual appropriations of from \$200,000 to \$300,000, making a total of approximately \$2,000,000, allocated for recreation purposes.

Winter Haven, Fla.—An interesting activity of the Recreation Department at Winter Haven is the Tourist Club. There are splendid programs given every Friday evening. A weekly paper is published by the Recreation Department, called "The Tourist Tatler," and it is a real part of the recreation program of that city to provide adequate recreation for the tourists.

Lions' Club Secures Park for Abilene.—During 1925 a public spirited citizen of Abilene, Texas, offered the city 16 acres of land to be used as a public park, the only condition being that the property be improved and kept in condition. At that time no municipal funds were available, but the Lions' Club came to the rescue, cleared the dense covering of brush, trimmed the trees, dammed a small stream forming a lake and laid a water line through the greater part of the ground. In 1926 the Lions' Club interested other luncheon clubs and the development of the property continued. Playground equipment has been

installed and a gateway constructed. Residents in the vicinity of the park have raised a fund to purchase an ornamental fence and a man has been employed by the City Commission to care for the park.

Recreation a Feature of a Commercial Exhibit.—In connection with the Automobile and Mercantile Exposition held in Port Chester, New York, in March, the *Daily Item* provided a booth for the use of the Recreation Commission. A committee of hostesses was in charge each evening to answer questions about the work of the Commission and to distribute literature. The Commission also prepared a series of entertainment numbers to be given each night on the stage of the exposition hall. This series included a concert by the local Norwegian Society with folk songs and a national dance, a demonstration by the Boy Scout and similar numbers. Miss Rosalind F. Rieman, Director of Recreation, was in charge of the program.

A Handcraft Exhibit in Los Angeles.—The work of more than 2,500 children was presented in the second annual handcraft exhibit held under the auspices of the Playground and Recreation Department of Los Angeles during the last week of March, and more than 100 different types of handcraft were represented. The quality of the work done by the women and children trained in the playground handcraft classes aroused the admiration of the crowds of visitors who came.

The feature of this exhibit was the showing of live exhibits where women and children demonstrated how the various objects were actually made. The many beautiful articles of paper, cloth, wood, leather, reed, clay and other materials included lampshades, rugs, pillows, flowers, hats, dresses, model airplanes and sail boats, dolls, paintings and a host of other articles. Special features included a sand modeling exhibit, a collection of nineteen dolls dressed in the costumes of nineteen different countries, an electric train, a model village and other novelties. A complete musical program was furnished by the various musical organizations of the Department.

Portland, Oregon, Increases Its Budget.—The budget granted for public recreation by the City Fathers of Portland, Oregon, amounts to \$415,404.70, an increase of \$102,655.60 over 1927. This budget does not include the operation of the three municipal golf courses which are more than self-sustaining.

Recreation Grows in Charlotte.—In 1927 the Park and Recreation Commission of Charlotte, North Carolina, was created, and by an act of legislature a two cent tax on every one hundred dollars was voted. Walter J. Cartier, former Superintendent of Recreation in Columbus, Georgia, became executive at Charlotte and in spite of the fact that the work is still in its infancy, rapid strides have been made.

The securing of lands was one of the first achievements. A tract of land has been offered for a large municipal golf course; other property has been donated for playgrounds, athletic fields, tennis courts and swimming pools, totaling 186 acres valued at \$300,000.

Twelve playgrounds for white children and four for colored have made possible the ideal of a playground within a quarter of a mile of every child. Other facilities available are the gymnasiums at Central High School, the Y. W. C. A., the Y. M. C. A. and the Orphans' Home. There is a community house with nine acres of land, a swimming pool, wading pool and playground. All the Charlotte schools have auditoriums equipped for amateur dramatic productions and there are twenty-six tennis courts, three picnic grounds and a large garden.

Many Attractions Offered by Augusta, Maine, High School.—The Augusta High School last winter rendered service to the entire city by opening a skating rink for two months during the winter season. The citizens from all parts of the community joined with the students in their enjoyment of skating. Season tickets were sold to students for \$1.00, to outsiders for \$1.50. Recently 80 delegates representing thirteen schools went to Augusta to take part in the winter carnival, a self-supporting festival which cost \$1,000 to arrange. The lights alone cost \$200.

The budget for the various activities amounts to \$10,000 a year. An annual affair lasting three days conducted entirely by the students, is the only appeal to the public for money. Music, dramatics and various forms of athletics were the chief features of the fair program. Through the fair \$2,000 a year is raised.

One Social Club and How It Grew.—The situation in Allensville, Todd County, Kentucky, was not different from that of many other small communities. The schools spent all their time on books and there was little in the way of organized athletics for boys and none for girls.



Orlando, Florida

FORTY ACRES FOR RECREATION
SCENE IN EXPOSITION PARK

But Allensville determined to be different from many other communities in its provision for young people, and under the leadership of a local volunteer the girls of high school age were banded together into a club. A beginning was made by trying elementary sewing lessons. From these arose the idea of color schemes, psychology of color, costume, design, and how to discover the most becoming type of dress for one's self.

Gymnasium lessons were given twice a week, basketball following. Then came tennis with twelve tournaments. The winners of the tiny gold rackets were as thrilled over the honor as Lindbergh could possibly have been when he received the Congressional medal.

An effort to establish a local ukulele club was not successful, but more was accomplished in the field of drama. Twenty plays were given—some in the local theatre; others, biblical dramas, in the church auditorium. No admission fee was charged for the biblical plays but several hundred dollars was cleared from the others. An average of 1050 attended the plays.

Notes from Orlando.—Two thousand people saw the All-States Sports Program conducted by the Recreation Department of Orlando, Fla. The events consisted of many different types of races,—Wheelbarrow, Yale Lock, Hoop Race, Hat and Night Shirt Race, Umbrella Race. It also included horse races for women and men.

At a negro public school track and field the

raising of the United States flag and giving the pledge of allegiance to the flag opened the program.

A letter addressed by Chief Baker to Tom Lantz, head of the Orlando department of recreation, has this interesting paragraph:

"It may be interesting for you to know that delinquency among juveniles here has decreased 80 per cent since the department of public recreation and playgrounds began taking the children off the streets and putting them to play at various games, baseball, football, handball, tennis, volleyball, tag. By keeping them busy playing after school hours and in the summer school vacation, they found no time to get into trouble and mischief, and that is the whole secret of your successful showing."

Three Years of Recreation in Lakeland, Florida.—It was the local American Legion Post which set the ball rolling for community recreation in Lakeland. Through the efforts of this organization in taking the initiative a citizens' committee was organized to investigate needs and conditions. Then came an appropriation of \$10,000 from the City Commissioners followed by two bond issues of \$80,000 to develop a recreational unit and civic center.

The children were the first to be considered. Play leaders were secured for the playgrounds which were already equipped and arrangements made for after-school and Saturday morning play.

Basketball leagues were organized, tournaments of various kinds were conducted and harmonica and ukulele clubs became a part of the program. Six hundred and ten children exhibited pets in the show which was held. Physical education was introduced into the school through the recreation program.

For adults there was basketball with eight teams for men, baseball with a city league of eight teams (120 players in 187 games), a total participation of 3,600. Diamond ball, sponsored by the Kiwanis Club, kept 120 business and professional men busy in 276 games during the season. A swimming club and volleyball league provided activities for many more.

A Report from a Small Community.—

Eight teams of commercial basketball with a total of 103 players; one church basketball league of six teams and 69 players; 5 twilight leagues in playground baseball with six teams and 90 players; 8 horseshoe tournaments and a similar number of croquet tournaments, 2 playground ball leagues and hopscotch and jackstone tournament for girls, together with many other games and activities, are a few of the items of the 1928 program listed by the Board of Education and Community Service of Santa Monica, California. An archery class has been a popular feature; the use of the shop of the Lincoln Junior High School was secured for the club.

A Recreation Association Reports Progress.—

The Progressive Recreation and Social Service Association of Scranton, Pennsylvania, affiliated with the Bureau of Recreation of the city, reports that as a result of its two years growth it is occupying a comfortable building which accommodates the clubs' activities. A "Lemon Party" recently given at the center proved quite a novel affair. The decorations were all yellow and a girl dressed in yellow stood at the door with a bag made of yellow material in which lemons with the owner's name attached were deposited. The lemons were measured and prizes given for the largest and smallest. Afterward they were auctioned off.

A Yards Beautiful Test.—There were 98 yards entered in the beautiful yards test held by the Lions of Belton, Texas. The yards were submitted to three judgments, one in May, one in July and a third in October. The judges were three

nonresidents for each grading. The July judges didn't know what grades had been determined on



Belton, Texas

PRIZE-WINNING YARD

by the May judges, nor did the October judges see the report of the July committee. All three grades were considered in making the awards.

Twenty-one Years of Service.—The Playgrounds Association of Philadelphia, which recently celebrated its twenty-first birthday, is justly proud of its record of continued service over this period of time without a single break. There are still in the ranks of the Association thirteen of the charter members and ten original members who made contributions twenty-one years ago. One of its presidents served in a presidential capacity for ten years, missing only two board meetings during the entire time.

During this past year the Association has employed a new executive secretary, Charles A. English, formerly of Chicago, organized a Service Department and authorized a Dramatic Department. The Association has assisted the Slow Clubs and has cooperated with Temple University in conducting a course in church recreation with seventy-two members. Four playgrounds have been operated with attendance increased over former years and operation costs decreased.

Some Statistics in Philadelphia.—Appearing in the Juvenile courts of Philadelphia last year were 4,493 boys and 675 girls under sixteen years of age, and 512 boys and 697 girls between sixteen and twenty years of age. The costs for all correctional institutions and for delinquency average \$187.54 per individual, while it is costing for recreation 33c per capita.

Columbia, South Carolina, Reports.—The annual report of the City Playground and Park Departments, of which Miss Adele J. Minahan is superintendent, has appeared in very attractive form. One of the interesting features of the Co-

lumbia work is the Guild of Play program through which play leaders conduct games on vacant lots in four sections of the city. Columbia has increased its park area during the past year by the addition of 116 acres of land. The city has also been made an experiment station for native and foreign plants. At one park approximately 10,000 trees and flowering shrubs have been planted. These plants, which have been donated, would have cost the city thousands of dollars if purchased through nurseries.

Student Official Clubs.—One of the recent innovations on the Oakland playgrounds has been the organization of Student Official Clubs. On the first girls' play day of the season, classified teams from six playgrounds were timed, scored, ruled and refereed by a group of playground children.

Helping with Sings.—One of the services of the Playground Commission of Cedar Rapids, Iowa, is the preparation of special song sheets for various conventions coming to the city. This is reported to be a very greatly appreciated service.

Singing on the Playground.—Approximately one thousand children have responded to the offer of the Los Angeles Playground Department to form children's choruses. The children congregate in quiet spots on the playground and sing the familiar songs of their native land and the unfamiliar songs of their playmates from other countries. Folk songs have been chosen as the central idea in developing the vocal recreation of these newly formed groups. It is very interesting to hear Mexicans sing the "Song of the Volga Boatmen" and to listen to a Russian interpretation of "La Golondrina." It is inspiring, too, to hear the mixture of nationalities join in patriotic or folk songs which belong to them all. The twenty-two choruses which have been organized have resulted from many informal groups which come together to sing in connection with other play activities.

Musical Activities on the Playground.—The Department of Playground and Recreation of Los Angeles reports 162 musical activities initiated during the first year of the existence of the Music Division. Thirty-four of these groups are harmonica bands and twenty-three ukulele orchestras. Nine adult choruses and seventeen chil-

dren's choruses provide opportunity for those who would rather sing than play. Twenty-one orchestras and nine bands have been formed at various playgrounds and community centers where children and adults meet.

The music program calls for a total of 238 musical groups during the present calendar year. Toy symphony orchestras, radio clubs, singing games and a number of other musical organizations are outlined for the thirty-five playgrounds now operated.

Music has been of special interest at Barnsdall Playground in Hollywood, the gift of Miss Aline Barnsdall, who has now agreed to provide the playground with a licensed teacher of the Dalcroze system of Eurhythmics. Music stories are told each week on the playground and a harmonica band, and a ukulele orchestra, and a children's chorus are to be found here.

Play Day at York.—Four hundred children attended the final Play Day conducted last summer by the Department of Recreation of York, Pa. A flower show was one of the chief features. The children of Williams Park, who were dressed in sweet pea costumes, won the award for the most original and beautiful show.

Elmira's Symphony Orchestra.—The Elmira Symphony Orchestra, fostered by Elmira Community Service, consists of sixty musicians who give their services. Weekly rehearsals are conducted. Six successful concerts were given during the 1927-1928 season. To defray expenses membership tickets were sold entitling subscribers to tickets for each concert. Senior tickets for the season are \$5.00; junior, \$2.00. Subscription members who give from \$25.00 to \$50.00 are listed as guarantors.

The Messiah Presented in San Francisco.—Approximately 500 people participated in the presentation of *The Messiah* by the Municipal Chorus and Symphony of Sacramento, assisted by members of a number of local musical clubs. On the floor of the memorial auditorium a great cross was formed by the seating of the members of the Sacramento Commandery of the Knights Templar in uniform. An impressive picture was presented when the lights all over the auditorium were turned out, while the large cross at the back of the stage was slowly illuminated. A great crowd came to hear the performance. Admission charges were \$.25 and \$.50.



ONE OF GRANDMOTHER'S PLAYS WHICH HAS NOT LOST ITS APPEAL



O Joy!



GREATEST SHOW ON EARTH

Play in an Institution for Boys

"It is necessary in planning the play programs for the boys of an institution to select activities that are popular and which may be followed up by the boy in later life through the medium of the Y. M. C. A., the Boys' Club, the settlement house and other agencies when the boy returns to his home community."

This principle, stated by H. L. Strong, Physical Instructor of the Children's Village at Dobbs Ferry, New York, underlies the program of play and physical education at that institution.

Health, the development of skills, character building and happiness are the objectives of the program and these objectives are constantly kept in mind in planning the program for the physical education periods of an hour each week for the class in the academic grades of the school, for the period immediately after school in the afternoon and for the two hours following the evening meal.

During the cold months, hockey and basketball are popular and coasting is encouraged through the arrangement of special coasting parties.

Boxing and wrestling appeal to many individual boys who can not be reached through mass or group games. During the spring and summer, baseball is most popular, while swimming, track and field, outdoor basketball, volley ball, and tournaments such as horseshoe pitching and marbles are leading activities. In the fall Association football and American football are outstanding, making a rotation of activities which lend interest to the program through the variety they offer.

In approaching these activities the physical director meets the boys in class instruction periods in connection with the school program. Each grade of approximately twenty boys meets each week for an hour and at this time lessons in the skills and technique of the games in season are taught.

For afternoon and evening play, the entire student body is divided into two general classes according to the general division in the school, and is sub-divided as follows so that each boy competes with other boys of his own age.

Seniors—All boys 12 years of age or over

1st class—Boys over 15 years

2nd class—Boys 14 years and 15 years

3rd class—Boys 12 years and 13 years

Juniors—All boys under 12 years of age

The after school period is used for special instruction or coaching of organized teams which compete with other schools. These so-called Varsity teams number four, one to represent each different age group so that any boy may have an opportunity to excel among boys of his own size and age. The Varsity squads receive instruction from volunteer instructors and from among the teachers of the general school faculty and a splendid spirit of sportsmanship has been developed. The boys have learned to play for the fun of playing and to view defeat and victory each in its proper perspective.

In football the first and second classes unite to bring all the material available into one big senior football squad consisting of thirty-five candidates. This team last year went through the season undefeated. The third class boys had a team which played two games and won both.

Some of the schools with whom the Varsity teams have played in the past year are Berkshire Industrial Farm, Maryland Training School for Boys, Leake and Watts Orphan Home, Avenue A Boys' Club of New York City, Washington Irving High School, Dobbs Ferry High School, Hastings High School, and Ossining High School and the Rotary League Teams and many other local teams.

The third period in the program is the time after the evening meal when, during the summer months, all the boys come from their cottage homes to the general play field. The Senior Department has a five-acre play field and several baseball diamonds, a running track, outdoor basketball and volley ball courts and other features. The Junior Department boys meet on the Edwin Gould Play Field, which has been very generously equipped with play apparatus.

It has been the policy, particularly in the Senior Department to organize intra-mural activities during this period so that in the course of a week each boy has several opportunities to take part in some activity which will hold his interest. This involves conducting many games at the same time and in one evening there may be two games of basketball, of baseball, a basketball match and a track meet taking place at different parts of the field.

It has been found that to make this plan successful every boy must have a real desire to take

an active part in the program. There has to be opportunity for him to shoulder responsibility and to learn social lessons in initiative and cooperation. With this in mind a plan was worked out which meant a continuation of the Athletic Association and the Athletic Point System.

The student body of the school makes up the Athletic Association. A governing body, formed by a representative from each cottage and known as the Athletic Council, settles matters of dispute, acts on complaints, suggestions, improvements and, in fact, anything which concerns the physical program. Thus responsibility is felt by the boys and they help to solve their own problems. The Athletic Point system which has been mentioned above, is also governed by the Athletic Council. Points are gained through good work in the class or instruction periods; by success in meets, tournaments, or team competition; by activity in voluntary programs; by good spirit in competition or by special acts of good sportsmanship which are called to the attention of the Athletic Council. At the close of the season, the boy who has attained the greatest number of points is honored as the Best All-Round Athlete of the school and is presented with a Silver Trophy Cup. An Athletic Banquet is held in his honor. This banquet is attended by the twenty highest point scorers and other special guests of the Athletic Council.

In connection with this plan, a delightful athletic banquet was recently held at Cooper cottage. Besides the honors for the highest athletic point winners, the 1927 Football Team was feted and awarded orange sweaters bearing the regular "C. V." block letters in blue. These letters are awarded to all Varsity teams in the Village and the sweaters are presented as a distinction for having completed the schedule in football undefeated. The senior girls and many of the staff members were guests of the boys at this banquet, making a total of nearly seventy guests.

Under the Athletic Council an Officials Staff has been organized including those boys who voluntarily pledged to help faithfully in officiating at any games when called upon. This group of officials meets occasionally with the physical instructor and the rules of the various games are learned and problems in officiating discussed. With the aid of this group and the Athletic Council, a schedule has been drawn up for the various class inter-cottage leagues whereby several games are played each evening—all being conducted by the boys themselves under supervision.

In the Senior Department a twelve-inch silver cup was awarded the winning team in each of the three classes in baseball and a banner was given the winning cottage in baseball among the juniors. Banners were awarded to the winner in each class in Track and Field, Basketball, Soccer, Football and Sportsmanship.

In the spring a horseshoe pitching tournament was conducted to determine first the champion in each cottage, then in each class. Following this each class champion competed to determine the "Children's Village Champ." Later in the summer a similar marble tournament was conducted with great enthusiasm.

On July 4th, a big free-for-all track and field meet was held, including thirty events for which prizes were awarded and records established. After a picnic lunch in the woods nearby the village, the Senior Varsity "licked" the Alumni boys in an interesting baseball game.

On Founder's Day a group of fifteen boys of mixed sizes put on a tumbling and pyramid exhibition which delighted visitors at the village.

Sports in Belgium

Belgium has shown unusual interest in sports following the World War, according to a report by the American consul at Brussels, just made public by the Bureau of Education. Contact with American and British troops stimulated the spirit of sports in the Belgium army and this has extended into the life of the entire country. A direct result of this influence was the effort made by officials of Britain shortly after the war to secure the privilege of holding seven Olympic games. The great success of these games brought all kinds of sports to a popularity never known before.

The Committee in charge of the Olympic games took the initiative in grouping all existing Belgium sporting organizations on an up-to-date scientific basis. This society, known as the Societe Belge de Culture Physique, grew rapidly. In 1925, it numbered about 75,000 members; at the present time, it has more than 165,000 affiliated members.

All kinds of sports are making rapid progress under present conditions. Bicycle racing in cross-country runs have always been popular. Tennis is gaining greatly in popularity and a number of covered hard courts are now under construction. Increasing interest is being shown in hockey and golf is played to a limited extent.



DRAMA AT SLEIGHTON FARM, DARLINGTON, PA.

Play a Vital Force in Checking Delinquency

BY

DOROTHY REED

Recreation Director, Sleighton Farm, Pa.

In the rolling hills of Pennsylvania there is a school of five hundred delinquent girls who are learning the meaning of real womanhood. The two hundred and seventy-five acres of campus in wood, garden and field, the attractive vine-covered stone cottages, so homelike within; the bright colored dresses worn by the happy-faced children, emphasize the spirit of freedom and happiness which makes such an experiment as Sleighton Farm possible.

In the well organized program of academic and vocational training, play is a vital factor. Four years ago, when the development of the present play program was undertaken, the attitude of the whole school was against play. There was no play space other than the low-ceilinged basements,

practically no play equipment and no organized plan of work. Today, the sevenfold value of play may be felt throughout the institution.

One of the most outstanding features of the program is the "play hour," the hour when every child in the school plays, under the direction of play leaders. Out of this play period has grown a fine understanding of sportsmanship and a genuine love of play. Keen competitions in practically all the seasonal sports are held between the cottage groups. An interscholastic program including basketball, volleyball, track and archery with the nearby girls' boarding schools and public schools, has done much in building up a sense of self-respect and responsibility which could be gained in no other way.

In the sunken garden in June a legend or a fairy-tale is told in dance. In the glowing sunset of a June day, with a new moon lending enchantment to the garden, what child could not find an outlet for pent up emotions to the music of Chopin or Grieg? When the lamplighter has touched his torch to the fairy lights, what make-believe peasant child could not dance with the abandon of joy, and in the dancing learn something of the real joy of wholesome activity?

The foundation and aim of the entire program



DRAMA AT SLEIGHTON FARM, DARLINGTON, PA.

has been the teaching of the meaning of true sportsmanship. The award of a big silver cup every three months, "to the girl who has shown the best all-round good sportsmanship in athletics," has done much to further the love of clean play in the school and gain the reputation Sleighton Farm has among other schools for their fine sportsmanship.

At Sleighton Farm play has been proved to be a vital constructive and reconstructing force in the life of the delinquent child.

Swimming Pool Programs*

"Should standardized achievement tests for use in swimming pools, similar to the athletic badge tests used on playgrounds, be worked out by public recreation departments?" This question raised by Nathan L. Mallinson, superintendent of recreation at Knoxville, Tennessee, came in for discussion at a meeting on swimming pool programs during the Fourteenth National Recreation Congress.

William S. Pitman, state field leader of the Playground Athletic League, Baltimore, said that effective tests had been worked out for Balti-

more's municipal pools. Charlotte Stewart, superintendent of recreation in Salt Lake City, felt that different standards should be prepared for boys and girls.

Helen L. Coops, of the University of Cincinnati, emphasized that swimming should be on terms of recreation rather than of record breaking. "The swimming pool program should include games and should eliminate the teaching of strokes for the sake of strokes alone," she said. "Swimming is based on balance in the water and correct breathing, both of which can be taught through games. Among the games which have revised the plan of teaching swimming and increased the interest in swimming at the University of Cincinnati is 'bombardment.' A sheet divides the pool and there is a team on either side, each having a dozen balls. The object of the game is to get rid of the balls by throwing them over the sheet into the opponents' territory and returning balls thrown by the opponents. The team which has the fewest balls after a given time, wins. The high schools of Cincinnati are using modified games of baseball and group and team games in the pools to get away from the idea of individual record in a limited field."

The aims of a swimming program, according to Miss Coops, should be—

- (1) Mass activity (allowing more persons to participate)
- (2) Individual accomplishment through group activity

(Continued on page 208)

*Report of Section Meeting, October 4, National Recreation Congress, Memphis, October 3-8.

Musical Playgrounds

By

GERTRUDE R. HUBBARD

There is one phase of music which is not yet as fully developed as it will be,—which is not yet as well known as it will be, because it is, at present, outside of routine channels,—musical playgrounds for crippled children.

Every one is agreed as to the value of music in our lives, in the general uplift of our thoughts and deeds; so it is not necessary to cover this phase. There are a number of institutes, conservatories and foundations where children of unusual talent are educated, either at a nominal cost, or entirely free of cost. There are literally millions of dollars back of these efforts to develop latent talent. The way is open to the children of our poor districts to attend orchestra classes in our community centers, at a very nominal charge, and to receive the best of instruction and training from those who contribute their services certain evenings during the season.

The children of our poorer districts have well equipped playgrounds, either with or without a paid supervisor, where legitimate healthful play keeps them out of mischief, develops their young bodies, and trains their young minds to safe and sane occupation of leisure hours and to some knowledge of good sportsmanship.

But—there is yet no foundation or organization of any kind which reaches out to that vast army of crippled children, who are shut in at home, or in public institutions, unable to go out to public playgrounds, unable to attend the classes of musical training. So many avenues of physical and mental development are open to well, able-bodied children,—and so few to the crippled ones. The normal child can reach out for everything his education and development require. The crippled child is shut it,—shut in from play and games and sports, shut in from afternoon and evening classes and clubs of music in any form. The crippled children cannot go, as the well children do, where these advantages are, but we can take these precious and priceless advantages to them. We can combine the two, and take to them playgrounds of music.

This playground of music is very little understood,—yet it is of tremendous force and value.

When duties and tasks are done, (and there are many in public institutions and public homes), it is a privilege and reward for a child to be allowed to join the "Music Club" and to produce music himself with the other favored ones. It may be only a half hour a day, but that half hour is wonderfully invested, bringing in returns beyond computation. Some homes and institutions can allot a full hour a day for the club to meet, or for the members of the club to practise in their rooms. The children learn easy arrangements of the good music which lasts from one generation to the next, and the best of the new. They develop a surprisingly true ear. They develop a knowledge and taste which gives them keener pleasure when band and concert music is sometimes brought in to them. They understand the difference between good music and bad, and their criticisms and enjoyment of the music of others are most enlightening. They learn to appreciate the value of the music which is brought in to them; it becomes more than a passing pleasure and passing entertainment to them.

Another present value of music in the lives of these little shut-ins is the great improvement it makes in the deportment of the children. Boys who have been very troublesome and continually in punishment, have suddenly become model patients. I recall one case in particular, in which the nurse told me that since John had had his mandolin, they would not know he was in the building any more. Crippled children need happy occupation even more than well children do,—and a musical playground gives them this safety valve for overflowing spirits and trouble-making reactions to their limited environment. Their drab lives take on a rosier hue. In some cases, I have seen the deadest of eyes and expressions take on sparkle and vitality; and the saddest, most woe-begone faces break into the shyest smiles, begging all description.

The therapeutic value of this music-play in public institutions, where childhood is spent in wheel chairs or in braces and crutches, is becoming better understood by our doctors. The competition among the children arouses a mental

stimulus which makes for better circulation of the blood, a little healthful excitement. The mental pleasure of achieving a certain goal lends tone to the whole physical system. The gentle exercise makes weak muscles stronger. Occasionally, a very great benefit to some one child will stand out in such bold relief that it seems almost a miracle. One boy, paralyzed from the waist down, and with but three or four inches of movement in the right fore-arm, and a deformed shoulder, a victim of infantile paralysis, a condition of fourteen years' standing, begged for a violin. I finally felt that it was more kindness to him to be frank, and not put him off any longer with excuses. So I told him as easily as I could that with his physical limitations he never could use a bow, and that he should not despise the very beautiful music he was getting out of his mandolin. He begged me to try him. So I did, as the only way to convince him that his arm and shoulder were too badly crippled for him ever to play a violin. But was he convinced? He was not;—and humiliated me with his very obvious argument, that one never could do anything the first time one tried; and asked me to give him a couple of months. I need hardly say that he has succeeded beyond all the other crippled children in playing that most difficult of instruments, having originated a way to lift his shoulder, so as to get a full length bowing arm, and to become very graceful in his own way. He is a natural leader, and I hope some day he will have a small amateur music club of his own, as his evening relaxation from the hours of the day at his trade.

NOTE.—Mrs. Hubbard is conducting clubs at a number of institutions for crippled children in Philadelphia. In her work she uses mandolins, violins, drums, triangles, chimes and tambourines.



Perrysburg, N. Y.

REGARDLESS OF WEATHER

Play—for Health

By

R. E. FITZGERALD

Recreation plays a very important part in "Chasing the Cure" at the J. N. Adam Memorial Hospital at Perrysburg, N. Y., the City of Buffalo's hospital for the treatment of all forms of tuberculosis.

This hospital enjoys the unique distinction of being perhaps the only hospital in this country to have thoroughly equipped playgrounds and a zoo for its patients. The playgrounds and zoo are similar to those maintained by the larger cities throughout the United States and are a source of recreation not only for the children and adult patients at the hospital, but for the thousands of persons who visit this institution yearly.

Merry-go-rounds, baseball diamonds, tennis courts, miniature golf courses, teeter-totters, slides of all descriptions, horseback riding, skiing and coasting are just a few of the recreational features the patients may enjoy when their daily period of "curing" is completed.

The children play and roam around the hospital grounds in very abbreviated trunks and it is not an uncommon sight to see them coasting, skiing, and playing naked in the snow for as long as an hour at the time.

Besides the outdoor recreation, the patients are treated to a moving picture show every week during the year through the courtesy of the Film Board of Trade of Buffalo, an association of motion picture exchange managers. At different times during the year the leading fraternal organizations of Buffalo put on vaudeville shows at the hospital for the entertainment of the patients.

Solaria for both adult men and women patients, equipped with pianos, pool tables and other forms of amusement, are provided to afford entertainment in inclement weather. In fact, there is hardly a form of entertainment in the recreational world that is not found at the J. N. Adam Memorial Hospital.

At different intervals during the year the patients themselves give an exhibition of their talent as entertainers and it is amazing to find such a wealth of amateur actors and actresses housed under one roof. Needless to say, these entertainments are thoroughly enjoyed.



Perrysburg, N. Y.

PLAY—FOR HEALTH

Though confined in a hospital the patients "take in" all of the big baseball and football classics of the year; principal concerts, entertainments, debates, through the medium of the radio. Ear phones are installed at the head of the bed of each patient in the hospital and the radio is operated from a central point and in this way they are given plenty of entertainment.

The hospital zoo, which is constantly increasing in size and the number of animals, is very popular with all the patients and the pleasure it gives the children is of great value.

The "fun" side does much to bring back the glow of health.

Westchester County's Drama Tournament

On April 24, 25, 26 and 28 the Westchester County Recreation Commission held its annual drama tournament with ten groups competing from various parts of the County. One group consisted of a number of the recreation workers in the County.

The registration for the tournament began on March 1st, closing April 30. Each group was asked to pay an entrance fee of \$50, receiving 125 tickets for use on the night on which it pre-

sented its performance. These tickets were sold at \$1.00 a piece to help the group pay the cost of production. Any surplus remaining after all tournament expenses were paid was shared on a pro rata basis by all groups entering the tournament. Strictly one-act plays were used, the maximum playing time being limited to 35 minutes.

A group of judges was chosen by the Recreation Commission and the judging was on the following basis:

1. Presentation, including diction, acting and setting, and, 2, Interpretation. By "interpretation" was meant the "meaning of the play as brought out by the actors and the degree to which the audience realized it."

An average of all the judges' marks for each play was computed. The three groups receiving the highest averages played on the final evening and the play with the highest average on this night was given first place. Different sets of judges judged preliminaries and the finals.

The plays presented included *Aria Da Capo* by Edna St. Vincent Millay; *Rosalie* by Barrett H. Clark; *The Previous Engagement* by Percival Wilde; *The Eldest* by Edna Ferber; *Jon* by Dorothy Edell Savage; *The Valiant* by Holworthy Hall and Robert Middlemass; *Martha's Mourning* by Phoebe Hoffman; *El Cristo* by Margaret Larkin, and *Thread O'Scarlet* by J. J. Bell.

The Wayside Players of Scarsdale won the cup with a splendid performance of *El Cristo*.

Play—Their Heritage

A cottage here, a cottage there, and woodland paths with white bridge trees; a chapel bell, a sunset glow and a wide sweep of hilly land with the Berkshires nestling in the distance; sympathetic understanding, intelligent guidance and two hundred small, cheerful children who are busy every single minute of the day—that's Hope Farm at Verbank, New York—a cottage community for dependent children.

It is interesting to note that in his effort to inculcate in the minds of these children the principles of right living and to give them a good education, Professor Frederick G. Behrends, the Director, places great stress upon adequate recreation. The play program is both intensive and varied. It is interesting, also, to note that while group play is encouraged, the child's individuality is most carefully guarded.

In the two large athletic fields they play baseball, basketball, hockey, and all types of active games. There are long hills for coasting and skiing and there are cement sidewalks for roller skating. Some of the girls belong to the Glee Club and give periodic concerts. Some of the boys belong to the Forestry Club, where they learn the name of every tree on the Farm; how to cut wood to bring out the grain, and many other secrets of nature. The boys themselves planted hundreds of evergreen trees on the Farm. There is a brass band for both boys and girls—perhaps a bit weak in harmony but strong in effort.

Inside the attractive cottages there are fireplaces where great logs burn cheerily. Here exciting tales are told or read and here ardent checker players hold forth. Each Saturday night there is a game social and the old gymnasium rings with

shouts and laughter. Usually there is music and two hundred lusty voices sing right loyally, "Fight! Fight! Fight! for old Hope Farm!" There are amateur theatricals; there are spring pageants and there is the Hope Farm Fair. Ingenuity; old clothes made into new; unique woodland booths; homemade cake, candy and jelly; visitors and excitement! An affair like this there never was!

The big event of the year is the summer camp program. The children go to camp by cottages, each for a period of two weeks. Probably the most impressive feature is the fact that all day long the children run and play in the fresh air and sunshine, wearing only their bathing suits. They go for long, rambling walks and study the wild flowers; they go on over-night hikes and learn the art of camp life. They learn to swim; to appreciate the quiet beauty of nights and the code of good sportsmanship. All these things provide happy memories—to last throughout another year.

A Kite Tournament in Jacksonville, Florida.—On March 24th the Playground and Recreation Department of Jacksonville, Florida, held its annual kite tournament. In preparing for the events posters were placed in each of the city and county schools together with three sheets of plans and instructions for making a number of different kinds of kites. These were either put on the bulletin board or left with the principal. A skilled worker from the handcraft division of the department was to be found at its workshop each day to help the children in their kite construction. Fathers were allowed to help their boys and girls make kites for the tournament and it was suggested that mothers do their share by aiding in making novel balancers for them.





Children's Playground Theatre at the United Parents' Association Exposition, Grand Central Palace

"Jimmy" Walker, who, as Mayor of New York, runs the biggest, maddest and merriest comedy-melodrama in North America, visited the Parents' Exposition at Grand Central Palace in April as part of his official duties, no doubt. But when he stepped between the velvet curtains under the sign of the Children's Playground Theatre on the second floor of the great building he was just one director looking in on another. In former days good politicians used to chuck the children under the chin on such occasions, but Mayor Walker paid the greatest compliment that a New Yorker can accord any entertainer by exclaiming, "They ought to be in the 'Follies'!"

Perhaps someone will write a song called "The Playgrounds of New York" before long. Despite the sentiment and joviality that clings about "The Sidewalks of New York," that ballad is outmoded. Self-made men and women will soon be saying that they were taught good sportsmanship and human nature, as well as muscular control and grace, on their city playgrounds. Stars of musical

shows and serious drama alike will say that they "got their start" in the corner of the playground designated as the playground theatre.

At the Exposition they put up a little stage, draped with cheap but effective material and technically lighted with colored floods—blue to lend richness to the back drop and rose to bring out the tints of costumes and to cast a kindly glow in the features—just as any good stage manager would have it. To this little theatre they brought the essence of playground life. Girls in middies and bloomers played games, tumblers with clown faces and multi-colored suits performed and stories were told and dramatized. There were ballet dancers of professional ability and lovely demonstrations of the natural dance. There were choruses and ukulele clubs and there was the drama itself. The youngest children, in the guise of 'possums, bears, and rabbits, brought their little safety play, "Bruin's Inn," which teaches an effective and amusing lesson in fire prevention, and a group of young Assyrians from a settlement house presented excellent adult comedy. One of the most unusual performances was a Biblical drama given by a cast of little boys.

Because there is no greater attraction on earth than a "free show," an audience was never lacking. If the crowd was slow in arriving a few of the children in animal costume paraded and the special policeman on duty was a self-appointed bally-hoo. The program always began with standing room only. The height of popularity was reached when Miss Anne Morgan chose the playground theatre for her talk on the American Women's Association.

What Kind of Recreation Do Girls Want*

BY MARJORIE TYRRELL

Cleveland Girls' Council

The Girls' Council represents girls' organizations in Cleveland, and acts as a clearing house for girls' work. Our program varies year by year, one chief interest, however, remains—better girls for Cleveland.

The Cleveland Girls' Council is supported by the Welfare Federation and for the past seven years has carried forward a piece of work considered at the time most necessary to the welfare and character development of girls. It began by fostering the work of the Camp Fire Girls and Girl Scouts and the purchasing of a large tract of land for a girls' camp. The Camp Fire Girls and Girl Scouts soon became independent organizations, operating individual camps. A splendid feeling of cooperation, however, exists among the three national organizations—Camp Fire Girls, Girl Scouts, Girl Reserves and the Council.

A LEADER'S TRAINING COURSE

Each year in the fall, a leader's training course is held with the object of recruiting volunteer leaders for these three organizations and for the settlements and library clubs. This year the Catholic Big Sisters are also sending their leaders, as they are doing their work not only by the case but by the group method.

Three years ago it became necessary to begin a clean-up of the girls' basketball situation. Two settlement teams playing the then popular boys' rules games had two girls so seriously injured that hospital care was necessary. After a general get-together of girls' organizations, the community centers, settlements, Y. W. C. A.'s, and churches pledged themselves to play only the girls' rules game, and to permit no boys' rules games on their floors.

Because the Federated Churches of Cleveland are not equipped to organize a church basketball league and because there is a demand from the girls themselves, the Council each year conducts a city-wide church basketball league for girls.

Since many institutions such as delinquent girls' homes, hospitals and orphanages have no recreational leadership, leadership is provided

which gives the girls group games, folk dancing and community singing. Leadership is provided to meet the desires of the girls, to develop a new work as we see the need, and as soon as leadership is provided by the organization itself, the Council leadership is withdrawn.

Being closely allied with the three national organization programs, which are doing very successful work, we believe with them in the small unit, or club, rather than the class. There is little "Bleacherism" in the live club program which is constantly changing to meet the need of the individual girl. Every girl must take a definite part. A club slogan that is typical is, "altogether for the good of each." The club program, which is planned by the girls themselves, with just the right guiding by the leader, gives girls what I think is the recreation they want. Such a program, to be balanced, must include, besides the main interest, which may be dramatics, music, literature, hobbies, handcraft, cooking or sewing, something of the out-of-door program, an interest in health habits and in a service program.

The service program shows itself usually seasonally, in gifts and entertainments for institutions.

We develop a love for the out-of-doors, in our settlement, library and girls' clubs, by hikes on which campcraft is taught. The girls learn to make a fire and *put it out*; to cook with little equipment, dress properly for comfort, and to cooperate and do their share.

Then, each summer, comes a real opportunity in our summer camping program. Here we have learned the value of the small unit. We are divided into three divisions, junior, senior and primitive camps. This season, eight girls and two well trained counsellors built what we called a primitive camp deep in the woods, where they lived apart. They constructed a lodge or log cabin from slabs secured cheaply at a lumber mill; built a stone oven and stove, rustic table, benches and stools; made their own iceless refrigerator and fashioned lanterns from large tin cans. Each day they cooked their own meals, having turns by the squad system. Swimming, canoeing, sports, dra-

*Address at Recreation Congress, Memphis, Tenn., October 3-18, 1927.

matics and handcrafts were not slighted by this program; in fact the percentage of girls receiving their Red Cross Life Saving emblems was unusually high.

Girls like to make beautiful things, permanent things. For that reason brass and copper work is an ideal craft. It is inexpensive and the results, such as paper knives, nut spoons, trays and bowls are attractive as well as sturdy. Girls enjoy above all making the silver finger ring with the bright stone set in it and work tirelessly on it.

Then there is weaving for girls, which is not a practicable craft unless the club is small and truly interested. There is an elemental fascination to this craft and I wish every settlement and community center might have a loom weaving club room equipped with three types of looms. At camp it is the most popular craft. Rugs, scarfs with gay borders, table runners and the like are woven.

Because of associations our campers have formed about Cold Springs Camp, our camp is open the year-round for week-end parties. In the winter season, skating, coasting and skiing bring out groups in large numbers—especially during the Christmas holidays.

The health part of the club program is being particularly stressed this year. The Anti-Tuberculosis League of Cleveland brought in very startling statistics just a year ago today. It was found that while the death rate of boys of the age between 15 and 30 had declined 50% during the last ten years, that of girls had decreased but 14%. In other words, one girl out of every three who die, dies of tuberculosis. These statistics were alarming and together with the Anti-Tuberculosis League the Girls' Council planned a health program that would be recreation as well.

Were the figures the result of the jazz age, wanting to be thin, of overstudy, of dances, lack of recreation? The medical interpretation was lack of rest, insufficient and improper food, nervous excitement, leading to weakened resistance. So we began by using health charts and programs already a part of each organization program, and evolved a five months' Health Trail, distributing 15,000 Health Trails to 2,000 leaders with registration cards and leaders' manuals containing directions.

Newspapers were interested and used headlines such as "Greatest Health Army Ever Organized," "Push War to Aid Health."

A leader's bulletin called the "Health Trail to

Beauty" was sent each month. The first was the *Snow Trail*, outlining snow sports and out-door programs. A poster contest was also begun. High School students were asked to embody in the poster their idea of "What is beauty based on radiant good health." The prize was a tempting bank account.

March brought the *Breakfast Trail* with first aids to beauty with the apple as skin lotion—milk and vegetables as rouge. The wailing motorist on the back of the folder, cranking his car to no avail, was a cartoon showing the parallel of the plight of breakfastless body.

Girls' clubs found the charts fun to keep. They discussed foods, posture, and how to cook, and settlements cooked model breakfasts. It was found that one-third of the girls in high school did not eat breakfast. Because of the sentiment aroused, school cafeterias began to serve breakfasts. There was a decided patronage, and fruit was discovered to be a "best seller" with a sale of oranges jumping from 82 to 387 dozen and 30 boxes of apples to 165 boxes in a typical school. The weiner lunch was replaced by wholesome food.

The *April Posture Trail* pointed out that personality, grace, and ease come as a reward for perfect posture. Girls' clubs saw films. A popular reel showed how Helen Wills and Douglas Fairbanks kept fit. There were city-wide health rallies for both girls and leaders with able speakers to keep the interest of club groups at a high pitch.

The *May Hikers' Trail* gave games to play, things to discover on hikes, places to go, and clothes to wear. All clubs had an outdoor activity each month as a regular part of the program.

June combined sun, air and exercise in a folder called the "*Camp Trail*," which reached the girls before school closed and opened the way for talks by camp leaders. This put the summer program of the Health Trail to Beauty in the hands of camp leaders. To quote the bulletin, "Followers of the Girls' Health Year Trail will have an opportunity to practice to the fullest extent their rules of right living."

A running accompaniment to this six months' program was a series of news articles by the League President, talks to clubs, Parent Teacher Associations, and social agencies. A quiet industrial program began by visits to all concerns employing women and was followed by the health trails and posters. To quote the paper, "Girls have flocked into business and professional life

but have not learned how to care for themselves. It is not unusual for a girl to work in an office eight hours and then go home, make beds, clean, help get supper, wash dishes and then go out and dance half of the night. A man calls it a day when he closes his office desk. He gets more rest—more sleep—more recreation in the open air. He knows how to take care of himself."

Health and hygiene classes were developed in fifteen factories with instructors supplied by the Red Cross Teaching Center. Since the campaign has aroused interest, held attention and in some measure created desire, action must be secured if permanent good is to come of it all, first in the part of established agencies, such as school, social forces and industries, leading to action by the girls themselves.

Certain plans for the future have been made. In the Cleveland Public Schools a card familiarly known as "The Charm Chart" aims to cultivate taste in dress and pride in personal appearance. Such items as improper haircuts, too much rouge, heels run over, gum, all prevent a 100% personal appearance and mark a loser in school rating and business success.

All clubs are interested and will stay with the plan through the year; the idea has taken root.

The fact that it is hard to keep a health chart makes it appeal to girls. It is a game and therefore is not monotonous. Health plays and puppet shows have done their part to make the program fun rather than tedious. Radiant health and a joy of life are a good equipment for the girl of today.

Swimming Pools

(Continued from page 200)

- (3) Team work
- (4) The development of swimming as a hobby.

She recommended "Swimming Simplified," by L. L. Sheffield, as a reference book.

As the character of the pools governs the program, the program in no two places can be the same, was the belief of William D. Champlin, executive secretary of the Philadelphia Recreation Bureau.

L. diBenedetto, manager of the Playground Community Service Commission, New Orleans, stated that each of that city's five municipal pools has an average attendance of four hundred daily.

Boys and girls are accommodated on separate days.

Because Grand Rapids is in a lake country, it particularly feels the importance of teaching swimming, said H. W. Lightner, superintendent of the local Recreation Department. The city teaches life saving to both juniors and seniors and uses Red Cross buttons to encourage youngsters to pass the tests. Mr. Lightner did not think that swimming could be taught in Grand Rapids through games alone and said that time would not permit an extensive game program in the pools there.

In a meeting on "problems of cities under 30,000 population," Thomas W. Lantz, superintendent of recreation in Orlando, Florida, demonstrated how a recreation department may quickly obtain needed swimming facilities by popularizing the activity to the fullest extent. The request of the Orlando Recreation Department for \$25,000 to build a bath house and bathing beach during the fiscal year running from December 31, 1926, was turned down by the Mayor and City Commissioners. During the same year, the city voted on a million and a half bond issue, in which the Recreation Department asked to have included a municipal bath house and bathing beach at Lake Lorna Doone. A group of citizens who do not care to swim in lakes asked that a \$50,000 swimming pool be included in the same bond issue. Almost the entire bond issue failed. The only thing that passed the public eye was the construction of a fire alarm system. Both the bath house and swimming pool were lost.

Again, in January, 1927, the Recreation Department asked for \$15,000 for a bath house, but while the city appropriated \$30,000 for public recreation, the bath house and beach were eliminated, in spite of the support and endorsement which various civic clubs and parent-teacher associations had given the proposition.

"About April of this year the Recreation Department enlisted the voluntary support of the electrical, engineering, sanitary, police and park departments in an effort to popularize the beach," said Mr. Lantz. "The engineering department erected a fine diving tower which was donated by the Orlando Country Club; the sanitary department hauled sand to the beach; the electrical department placed large flood lights; the police department furnished labor by using prisoners, and the park department helped to clean up the

(Concluded on page 219)

Have You a Picnic Kit?

The "why and how" of the picnic service given community groups by the Cleveland Recreation Council are discussed in bulletins issued by the Council, of which Harold O. Berg is director. These bulletins contain many suggestions for recreation executives throughout the country.

A. Objectives

1. To take the "nick" out of picnic. Many picnics are a failure because of the lack of an interesting program and proper leadership.

2. To demonstrate the values of directed play. There are still many people who do not believe that leadership is an essential to the play of children. A good time at a picnic with a leader and a proper program is very convincing.

3. To effect a personal contact between various groups of adults and the recreation department. The interviews necessary for the planning of the picnic afford an excellent opportunity for the representative of the recreation department to sell his department to the group and to give its members the objectives of the recreation movement and problems, judiciously soliciting their cooperation.

B. Publicity

1. Letters to churches, industrial concerns, lodges, clubs. Lists of many of the organizations can be obtained from the city directory and the local chamber of commerce. A short snappy letter explaining the offer of assistance in planning and conducting picnics is all that is necessary.

2. Newspaper articles.

3. Addresses. When making addresses such as all recreation leaders are called upon to make, do not fail to mention the picnic service.

4. Picnic leader identification. Have the picnic leader wear some insignia of the department as an arm band. It will attract attention, curiosity, with resultant questions.

C. Council Assistance

1. Selecting place for picnic. Many organizations have gone to the same place for years, and wish advice on other possible places.

2. Arranging program.

3. Data on prizes.

4. Loaning play material. Also, furnishing list of play material to be bought by picnic group.

5. Furnishing play leader, if desired. If no

play leader is wanted, coach picnic committee on how to conduct picnic events.

D. Program Suggestions

I. All ages and sexes. Many groups desire a program for children only.

II. Order of Events

1. Adults—baseball, horseshoe pitching, volley ball. All picnic groups are slow in assembling. If these games are started as soon as a sufficient number of people who can play them are in attendance, the late comers will enjoy becoming on-lookers.

2. Special whole group events.

a. Guessing contests—peas, nails, in bowl. There are many who will attend the picnics that will not participate in any active events. They will enjoy this chance of winning a prize.

b. Drawing contest. Numbers given to all who attend. Numbers also given to all who participate in each event on program. Giving a number to all who attend with a chance for winning a prize at the grand drawing is another means of interesting those who will not otherwise participate in the picnic program. The picnic leader's greatest task is to get the people to participate in the program. Giving each person a number every time he participates, this number to be used on a final grand drawing, does much to bring many people into the events.

c. Mental gymnastics (at picnic or on train).

Lists of business slogans furnished—group to supply name of products. Thus: "It Floats"—Answer, "Ivory Soap." Construct words from letters in a name, slogan. Correctly arrange letters in names of firms, officers of group; the letters in such names having been previously disarranged. Many picnics go to distant points and desire some games to while away the time on the train. These games also furnish amusement for those who do not participate in the active games at the picnic.

d. Mixers

Shaking hands

Matching numbers

The committee appoints some person, say a man, as the official handshaker, his identity being known to the committee above. All in attendance are asked to shake hands with one another, and told that the twentieth man, for instance, who shakes hands with the official handshaker will win a prize,

and that the twentieth woman to do the same will win a prize. The identity of these winners is not to be made known until the close of the picnic. At the beginning of the picnic each person in attendance has been required to write his name on a card and pin it upon himself. When shaking hands, everyone must say, "How do you do, Mr. ———," the name being secured by looking at the name on the card of the other person. The play leader periodically suggests a little more handshaking. In the matching of numbers, have only a couple of numbers in duplicate. The group not knowing this will be attempting to match numbers during the whole picnic.

3. Events for children under 5

These games begin when the major game of baseball has been completed or called. In Cleveland one event is scheduled for the boys and girls together, one for the boys alone, and one for the girls alone.

4. Events for children 5 to 8

1 for both sexes, 1 for boys and 1 for girls.

5: Events for children 8 to 11

2 for boys; 2 for girls

6. Children 11 to 15

2 for boys; 2 for girls

7. Men and women together

4 events

8. Women

3 events

9. Men

5 events

The order of events by ages and sexes is important. Such a mixing of events as is attempted at some picnics is very discouraging to the picnic leader. Drawing participants out of the crowd is a job. If they are returned to the group because of another event, there is the job over again of getting them out to participate. As women are a little timid, the first events for them are with the men. The men are put on the program last because their events are really the climax to the picnic.

III. Types of Games

1. Little physical exertion—much fun. Adults, especially women, do not care to participate in games requiring much physical exertion. Many people still dress for a picnic as they do for a house party. Tugs-of-war are scheduled for groups whose membership are engaged in occupations demanding physical strength.

2. No foot races. Foot races at their best are not very interesting. Only a favored few can

ever win such a contest because it requires special physical ability. Running is dangerous for men and women after a certain age. The fat man's race is never permitted, for reasons self-evident.

3. Events should be interesting to spectators as well as to participants. Many picnics are so large that all in attendance can not participate, hence the events must be of such an interesting nature that their interest can be retained.

4. Group competition more than individual. This permits more people to win prizes (an incentive) and it gives confidence to many, for they feel less conspicuous on a team than when competing alone, and are conscious of the support of other members of the team.

5. Games selected to fit a picnic kit and a definite list of play material. If there is no limitation to the choice of games the playing kit may require so much material that it becomes a burden to bring it to the picnic. A small kit easily carried in an automobile is desirable.

IV. Prizes

1. Discourage money prizes.

2. Suggest prizes moderate in value. If the events are interesting people will play largely for the fun there is in it.

3. Discourage soliciting of prizes from merchants. If a picnic committee is shown that a fair assortment of prizes can be bought for a moderate sum they will be glad to be relieved of the great job of soliciting. Merchants are not keen to donate, for there is little or no advertising value to it. The purchase of prizes by the committee gives the group a spirit of independence.

4. Total value of prizes for group event should be same as the value of prize offered in individual competitive events, i. e., if the committee has decided upon two dollars as the limit in cost for the prize or prizes for each event, a group event with six in a team will mean that something must be bought which can be obtained at the rate of 6 for \$2.00.

5. Give as prizes to all participants under 11 years of age pop corn balls, lolly-pops. These articles are given to children at most picnics. Let them earn them. The little folks who do not win do not quite understand defeat. Pop corn balls will stop the ache of these little hearts.

6. Suggest a few prizes of a ridiculous nature. Such prizes always add to the fun at the picnic. Participants should be told when entering an event

with such prizes that the prizes have no intrinsic value.

7. Suggestions as to where to buy prizes. Wholesale houses have been found willing to sell picnic groups. Regular merchants have made no complaint because it had stopped much of the promiscuous solicitation of prizes.

V. Play Material (Kit)

1. Loan kit (materials which can be used more than once).

2. Give to committee a list of other play material needed.

E. Printed Material

1. Request card
2. Record of material loaned
3. List of games
4. List of materials to be bought
5. Prize data
6. Instruction sheet. This is very essential.

If when planning the picnic one instruction is omitted, the entire picnic program may be wrecked.

F. Office routine (in order)

Request card filled out by committee.

Check on this card the help desired.

Study program of previous year to avoid duplication.

Make program with committee, each committeeman having a list of the possible games.

Using list of games, place a B after a game chosen for the boys and a G for a girl event. Also indicate after a game has been chosen the number of participants. Ex. B. 6—means an event with 6 boys in it. Prizes will be bought accordingly.

Make three copies of program, one for office file, one for picnic leader and one for picnic chairman.

While these are being made, ask committeemen to read "Instruction Sheet." Let them keep these instruction sheets.

Check list for material to be bought by picnic group.

Check list for number of prizes.

Assign picnic leader (3 or 4 days before picnic) and direct him to call picnic chairman for instructions. Discuss the picnic with him and place assignment in a record book. Prepare "Kit" order blank (2 days before picnic) in duplicate. One for office. One to accompany "Kit."

Check with picnic chairman on all details (by telephone).

Day after picnic check on return of "Kit." Bill for lost materials and picnic leader's services (if a charge was made).

"A"
THE CLEVELAND RECREATION COUNCIL
507 Electric Building
Telephone Superior 7000

PLAYING KIT

Loaned to..... Date.....
To be used for.. .. At.....
Person ordering Tel.....
Address

<i>No. Material</i>	<i>No. Material</i>
Basketballs	Megaphones
Bats (Indoor)	Sticks
Baseballs (Indoor)	Sacks
Bean Bags	Tape (Length)
Blocks	Trowels
Pans	T of W Rope
Hammers	Volley Stds
Horseshoes	Volley Nets
Horseshoe Stakes	Volley Balls
Mechanical Umpires	

Date Returned.....Received by.....
Please Return Equipment Promptly to Council Office,
507 Electric Bldg.

"B"

Organization
Date..... Hour..... Place.....
Requested by.....
Address..... Phone.....
Desired help—program—kit—director
Director sent.....
Estimated Attendance.....
Remarks

"C"

<i>General (No. Desired)</i>	Hobble Relay
Baseball (Indoor)	Elephant Walk
Baseball (Batter's Choice)	Cock Fight
Newcomb	<i>Men and Women (4)</i>
Volley Ball	Volstead Race
Horseshoe Pitching	Volstead Relay
(Ringers)	Two in One
Mechanical Umpire	Cracker Eating
Archery	Folding Chair Relay
Aero Golf	Relay over Line (Bean Bags)
Balloon Ascension	Confetti Race
<i>Special Stunts</i>	Match Box Passing
Guessing Contests—	Hunter, Gun and Rabbit
Ad's, nails, peas, etc.	Bag and Balloon Relay
Official Handshaker	Stepping Stones
Prize Drawings	Make Up Contest
<i>Children Under 5</i>	Jump Stick Relay
1 All 1 Boy 1 Girl	Shuttle Relay (Obstacle)
Penny Scramble	Circle Marble Passing
Candy Kiss Scramble	Double Quick Relay
25 Yd. Dash	Spooning Race
Rolling Race	Hoop Ocean Wave Relay
Kiddie Car Race	<i>Women (3)</i>
Rabbit Hop	Balloon Blowing
Treasure Hunt	Balloon Kicking
<i>Children 5 to 8</i>	Kangaroo Balloon Race
1 All 1 Boy 1 Girl	Baseball Throw
Penny Scramble	Ten Trips
Candy Kiss Scramble	Over Relay
25 Yd. Dash	Pass Ball
Rolling Race	Jiggs and Maggie Derby
Kiddie Car Race	Clothes Pin Race
Rabbit Hop	Fanning Race
Treasure Hunt	Tossing Into Barrels
<i>Children 8 to 11</i>	Bag Bursting Race
2 Boys 2 Girls	Bean Bag Stacking
One Out	Teacher and Class
Jump the Shot	The Old Oaken Bucket
Sack Relay	Bowling to Line
Subway	Volley Ball Kicking

Hoop Rolling
Zig Zag Relay
Bean Bag Balance Relay
Potato Race
Skipping Race
Eggs and Spoon Race
Rooster Fight
Over Relay
Block on Foot Race
Children Under 15
 2 Boys 2 Girls
Crab Race (Bags)
Siamese Twins
Bean Bag Rush
Go and Go Back Race
Obstacle Race
Hoop Rolling Relay
Dodge Ball
Wheel Barrow Relay
Squat Position Race
Stilt Race
Hand Walking Race
All Up Relay
Three Legged Sack Relay
Back to Back Push
Drake Fight
Hat Sparring
Ball Kicking Relay
Water Carrier's Race

Club Throw Elimination
Lemon Tossing
Nail Driving
Men (5)
Centipede Race
Over and Under Relay
Ocean Wave Relay
Poison Snake
Club Snatch
Block Race
Hoop Ocean Wave Relay
Egg Throwing
Cigar Smoking
Prohibition Race
Leap Frog
Tug of War
Tug of War Rush
Pipe Race
Squat Ball Relay
Three Legged Sack Race
Tire Changing
Head Ducking
Marshmallow Eating
Chef Boxing
Turkish Hookah
Basket Ball Throws
Cork Screw Race
Sedan Relay

"D"

Play Material To Be Furnished by Promoters of Picnics

Balloons (Gas)	Match Boxes
Balloons (With Valves)	Nails
Barrels	Needles
Baseballs—14"	Nipples
Buttons	Pans
Candles	Paper Bags
Candy Kisses	Paper Cups (round)
Clothes Line	Peanuts
Clothes Pins	Peas
Compacts (rouge, powder, black stick, lip stick)	Pea Shooters
Confetti and Cups	Pennies
Corn Cob Pipes	Pint Milk Bottles
Crackers	Planks
Eggs	Powdered Charcoal
Fans	Rolling Pins
Guessing Contest Data	Skipping Ropes
Hammers	Soda Water
Hoops	Spoons
Kiddie Cars	Stilts
Lemons	Thread
Marbles	Tobacco
Matches	Treasures for Hunt
Marshmallows	Tubs
	Umbrella

"E"

Suggestions for Games

Children under 5	Children 11 to 14
Boys—Individual	Boys—Individual
Girls—Individual	Group
Children 5 to 8	Girls—Individual
Boys—Individual	Group
Girls—Individual	Women—Individual
Children 8 to 11	Group
Boys—Individual	Men—Individual
Group	Group
Girls—Individual	
Group	

By "individual" is meant the prize given to the individual winner of an event; by "group," the prizes given to the individuals in the group winning an event.

It is suggested that a certain amount of money be set aside for each event and prizes bought accordingly.

DIRECTIONS FOR PICNIC

1. Because of a shortage of funds in the Community Fund, it has become imperative for the Recreation Council to charge \$7.50 for the services of a picnic leader. All other services such as preparing the program and the furnishing of certain play equipment are free.

2. Organizations using a picnic leader from the Recreation Council are to send their checks to the Council, not send or give it to the picnic leader. This is to avoid confusion in our book-keeping.

3. The equipment which the Council furnishes should be called for and returned by some person authorized to do so. If an afternoon picnic is held, the equipment should be called for on the morning of the picnic; if it is an all day or out of town picnic, on the afternoon of the day before.

4. The equipment should be returned the day after the picnic; if a Saturday picnic, on the following Monday. The reason is obvious. The Council of course can carry a limited amount only of such material, and if one picnic group fails to return the material promptly, the Council will be short in its materials for picnics on the following days.

5. The Council must be reimbursed for all of its materials lost by the organization conducting the picnic.

6. The picnic organization is required to furnish means of transportation or the cost thereof for the picnic leader.

7. When calling for the material furnished by the Council use the freight elevator which can be reached by entering the alley to the west of the building. The building authorities will not allow the passenger elevators to be used for the taking out or bringing back of the picnic material.

8. If a picnic is to be postponed on account of rain, do not fail to notify the picnic leader assigned.

9. On a picnic program, B indicates a contest for boys; G, girls; M, men; and W, women.

10. The figures indicate the number of prizes required for the event.

11. Prizes should be labeled so as to avoid confusion at the picnic.

H. O. BERG,
Director, Cleveland Recreation
Council.

Disco—a New Game

Disco is a new indoor or outdoor game which affords good exercise and keen enjoyment to children eight years of age or older as well as to adults. It is a game of skill, and interest increases with practice.

It may be played on the ordinary floor, a concrete surface (as a sidewalk or playground pavement), or specially prepared court. A very light sprinkling of powdered wax, or of cornmeal on concrete, improves the surface.

A set of Disco consists of eight discs of hard wood, four blue and four red, and a score board. The handles, also of hard wood, screw in firmly so that there is nothing to get out of order or break, and because of the quality of the materials the sets are very durable.

The object of the game is to slide the discs along the court, so that they stop upright on the goal line, if possible, or within the scoring area and nearer the goal line than any discs of the opposing color.

The court is 2½ feet wide by 31 feet long and contains two scoring areas, the playing area between them (bounded by the side lines extended) and two goal lines. If necessary, the dimensions may be varied to suit special conditions.

Two teams, each consisting of one to eight persons, may play on one court, one team using the four blue and the other team the four red discs. Assuming that a total of four are playing, two opponents play from each end so that partners face each other from opposite ends of the court. Assuming further that the Blue team begins the game, the first Blue player slides two blue discs, then his opponent at the same end slides two red discs; Blue slides his other two discs and Red finishes the inning by sliding his last two discs. The eight discs having been played, the score for this first inning is counted by the players at the other end, who then play the discs back, two by two, Blue playing first. The players who began the game determine the score for this second inning and then play the third inning, Red leading this time. Teams alternate in playing first after each two innings.

When sliding a disc, the player must stand behind his goal line and between the side lines of the court. The penalty for stepping on or over these lines is the loss of the next shot.

A disc which does not come to rest in an upright position and within or touching the boun-



COUNTING THE SCORE AT THE END OF THE GAME OF DISCO

dary lines of the court must be removed from the field of play before the next shot is made.

A player may knock any disc either off or on a scoring area or a goal line, but a disc resting in the court between the scoring areas or touching the side lines, which is knocked off the court, may be replaced by one the one who played it anywhere between the scoring areas and before the next disc is played.

After each inning (play of eight discs) the score is counted, only discs in or touching the scoring area being considered and only one team scoring. Each disc on or touching the goal line counts three, except that discs of opposite color cancel each other. Each disc in or touching the scoring area but not touching the goal line and nearer to it than any disc of the other color, counts 1, provided there is no uncancelled disc of the other color on the goal line. Distances of discs more than half outside the side lines are to be measured on such lines.

The team scoring 21 points wins the game.

Further information regarding the game and the necessary equipment may be secured from Mrs. A. H. Train, 257 McLean Avenue, Yonkers, N. Y.

No conqueror can make the multitude different from what it is; no statesman can carry the world affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the widest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.

—H. G. WELLS.

Rules for Hand Tennis

1. The Court

The court is forty feet long and sixteen feet wide and is divided in the center by a net two feet four inches high. Three feet from the net and on each side of it, there is a line called the foul line the full width of the court.

2. The Ball

Any rubber ball that bounces well.

3. The Hands

The ball may be hit with either hand. It is permissible to turn the hand so as to cut and curve the ball.

4. In Play

The ball is put in play by the server who must stand behind the rear line of the court and drop the ball to the ground, then hit it over the net underhand after the first bounce. The receiver must allow a served ball to bounce before returning it. After the ball has been served it may be returned on the fly or after the first bounce.

5. Two Serves

The only time two serves are allowed is when the first serve hits the net and goes over. If the server serves into the net or out of bounds, he loses his serve and the ball goes to the other side.

6. Good Balls

If during play the ball hits the net and goes over, it is a good ball.

7. The Server

The server continues to serve so long as he is scoring points. When a server fails to make a good return, he loses the serve. It is a hand-out, as in handball.

8. Points

Points are scored when a player fails to return the ball over the net or fails to return it so that it strikes the ground inside the opponent's court. The court runs from the net to the baseline. Points can be scored only by the side that is serving.

9. Foul Line

Stepping over the foul line during the game

is a foul and the offender loses one point. If the server fouls, he loses his serve.

10. The Winner

The winner is the one who first scores fifteen points.

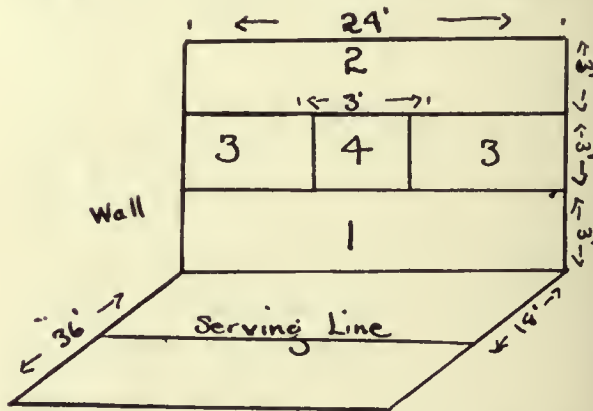
11. Doubles

When playing doubles, the serve alternates between partners every time they win back the serve, which means that both members of a team serve before the serve goes to the other side.

Handball Variations

Zone Handball

The Court—The wall of the court is marked off as in the diagram. Horizontal lines are drawn three, six and nine feet from the ground. The court is 24 feet wide and 36 feet long with the serving line at a distance of 18 feet.



The Game—The server puts the ball in play in the same manner as in regulation handball. It is the server's object to place the serve in such a manner as to make it difficult to return it. The receiver is the only one to score points. He returns the ball to the wall, trying to make it hit in the space which counts the most. (Note markings on the diagram) The serve rotates; 25 points constitutes a game.

Chinese Handball

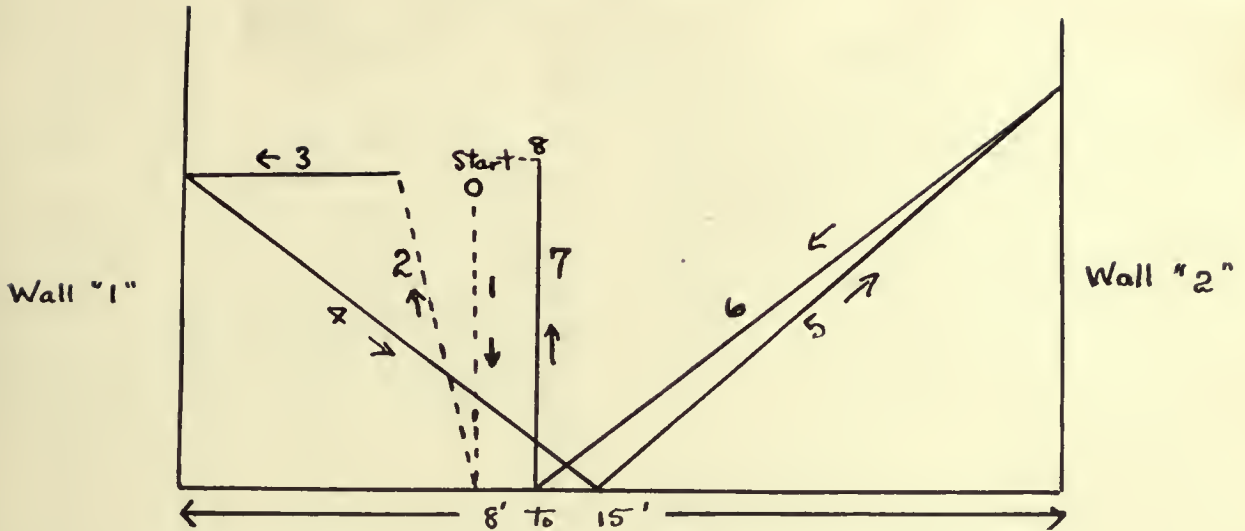
This game is very similar to regulation handball except that instead of hitting the wall first the ball must hit the floor and then the wall. Only one serve is allowed and the ball can bounce anywhere in the court. The game is played on a regulation handball court. The scoring is the same as in regulation handball.

Two Wall Handball (Billiard Handball)

One boy plays at a time.

Equipment—A light rubber ball. *Playing area*—the space 8 to 20 feet between 2 walls of buildings, corridors.

Rules—Player drops ball to floor—on first bounce, he hits it against wall "1" hard enough for it to bound back



to the floor and up against the opposite wall "2" and to continue to rebound back to center of floor. If he succeeds in doing this he scores one point. He continues playing until he fails. His opponent then takes his turn.

Object—To score as many points as possible in nine innings.

1. Ball is dropped.
2. Ball bounds and is hit toward wall by hand.
3. Hit against wall "1."
4. Bounds to floor.
5. Rebounds to wall "2."
6. Bounds to floor.
7. Bounds up and if hit again, counts 1 point.
8. Ball continues toward wall "1" and starts second round.

TEN AND ONE (Bounce Ball)

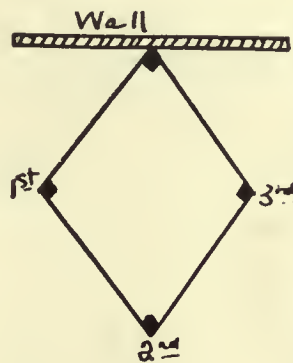
This game, for two players, is played by throwing the ball, which may be any rubber ball, against the side of a building and catching it on the rebound. A line is drawn on the ground ten feet from the wall. The server must stand in back of this line and the ball must fall in back of it on the rebound. If the player who is the receiver catches the ball before it hits the ground, he scores 10 points; if he catches it on the first bounce he makes one point. The server continues to serve until the receiver fails to score. The game is usually ended when one player has 500 points.

Breaking Attendance Records.—The figure showing the attendance of children and adults at Los Angeles play centers during the second week of April broke all previous records, reaching the new high total of 22,471 persons in average daily attendance. This number is approximately 7,000 over the highest record registered than in previous weeks. The fact that this new record was made in the spring of the year instead of the summer months makes the figure still more significant.

BASEBALL VARIATIONS

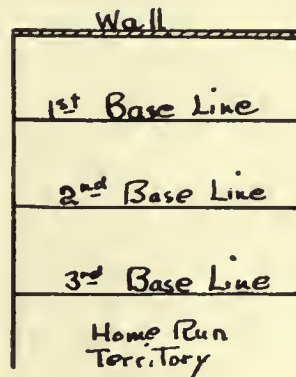
Wall Baseball

This game is played in the same way as baseball except that instead of batting the ball, it is thrown against the wall. The batter, when throwing the ball against the wall stands about two feet in front of home place. After he has thrown the ball against the wall he runs for first base, and the game continues as in baseball, the scoring being the same.



Home Run Baseball

This game is played with sides. Any number of boys may play. The side which is in has one player standing close to the wall who throws the rubber ball against it. If the ball is caught by one of the opposing players it constitutes an out, the side being allowed three outs. If the ball hits the ground anywhere between



the wall and first base line the side which is at bat has a man on first. If the ball hits the ground between the first base line and second base line the man is on second base, and the men on base are advanced as in baseball. The men on the opposing side are scattered over the field to catch the balls.

The Closing Festival

Each year the recreation executive is confronted with the same problem—"What shall the closing festival be?" A number of cities have adopted the amateur circus as a closing event; many are still using the play festival or pageant, or play day, as it is variously known, which gives the children opportunity to demonstrate the folk dancing games and other activities which they have enjoyed during the summer.

For this latter group, the *Enchanted Garden* presented by the playground children of Stanford, Connecticut, will be of interest. The following dramatic outline of the pageant will, it is hoped, offer suggestions which may be adapted to local use.

Prologue

Child enters dejected, carrying burden; crosses slowly from left to right and lies down under tree, right. From center back comes Spirit of Play. Dance. Child endeavors to follow. Health, dressed in green, Joy dressed in blue, enter. Health, Joy and Play dance together. Play shows Child that only by following her can the Child Find Health and Joy.

Health and Joy sit center back, Child at their feet, right. Health and Joy bid the Spirit of Play summon the Nations to show the Child how the children of all the world find Health and Joy through play.

1st Episode

Play signals. The Greeks enter in processional, the maidens first with garlands, then the runners, then two discus throwers, then two boxers, then two javelin carriers with their shields. March down left hand side of stage, up center, divide and to sides; when in position the playgrounds are in wide circle formation, with side toward audience open. When music stops all raise right arms toward Health and Joy. Boys run hurdle race, cross right to left, sixteen girls on other side, front, do dance, fall back to places. Next boys right to left cast javelins, two run out to center to box and two throw discus towards opposite sides, left and right, throw up arms in greeting and run back to place. Girls chariot race

around circle twice, and to center, boys around once, get in line and march out.

Greek Hurdle Race: Run by 2 teams of 7 each, 3 kneeling as hurdles, 4 running.

Greek ball dance.

Roman discus, javelin and boxing. Boxing done in Roman style with bare hands.

Roman Chariot Race: run by 3 teams, of 4 each, 3 harnessed together as horses, with one driver.

2nd Episode

Girls left, boys right (left or right of the players).

Play signals, bugle sounds, Robin Hood's men come running and leaping from all directions, lie down under the trees, fix bows and arrows. Girls come in, small groups of men run over and bring them on. Two men set up marks on the left, push crowd back and all try to shoot, right to left. Then girls bowl from left to right. Eight boys try bout of single stick, then girls run out to center for dance, while men gradually run off. Girls stop, go off hand in hand. Trumpet call.

Archery

Bowling

Single stick: the sticks are long poles grasped in the center. Each contestant tried to knock the other off his platform.

Morris Dance.

3rd Episode

Girls right, boys left.

Play signals again. Two Japanese wrestlers enter carrying between them an Irish boy; they lift him down just at entrance and come down left. Irish girl runs in with Japanese umpire. The Slavic girls come on arm in arm right; the Chinese run in last with their kites, take their position left. The two Japanese wrestle, then the Chinese boys in teams of three each do walking race left to right. The Japanese wrestlers place platform for Irish dance, later remove it. Irish Jig. Finally girls do dance. Girls skip off first, then Irish dancers and Japs, last Chinese boys.

Japanese Wrestling

Chinese Kite Walking Race: The race was managed so that each kite was kept flying, though

the racer was not allowed to go faster than a rapid walk.

Irish jig
Slavic dance

4th Episode

Girls right, boys left.

Play signals. Groups come all together, spread out in a big circle. Children to center for two games. Scotch girls do drill, then French dance, finally boys run out and race. Girls leave gradually. Boys finish and run off.

German kindergarten games: *O Let Us Be Joyful*. Clap dance.

Scotch Golf Drill: Scotch drill in circle formation (A) Dancers place stick in position for drive (two beats), up over shoulder (two beats); four bars; four times down, four times over shoulder, (B) then run in circle (four bars), and repeat (A)

Second Repeat: Do (A) with Highland Fling step, stick over shoulder, run as before for B, repeat Highland Fling.

Third Repeat: begin with Highland Fling (A) links arms, two and two first left then right with partner, and repeat (A) Highland Fling step.

Fourth Repeat: Like Second Repeat

Fifth Repeat: Like First Repeat

Sixth Repeat: Run off field

French Vineyard Dance

Italian Horse Race at Siena: Each horse in the race is representative of a city ward. Any number of boys can be used to represent citizens of the different wards, one group to a horse. Much fun can be introduced in petting the horse, adjusting the rider on his back, etc. Each group must cheer and encourage the horse when racing.

5th Episode

Girls right, boys left.

Play signals. Indians march in, single file, then dancers in twos, baseball team in crowd at entrance, divide; Indians and dancers go right, baseball left. Indians to center, form circle, and dance, then Virginia Reel lines left to right, fiddler to left. After finish sit on right for baseball inning. Playgrounds form in fours just behind game.

Indian Dance: a women's Corn Dance

Virginia Reel

Baseball

Epilogue

Spirit of Play comes forward leading Child, shows him that here and now he can find Health and Joy in his own home town. All playgrounds come forward and sing one stanza of *America the Beautiful*. Fall back to place where their playground banners are and remain seated until the certificates are given out. Playground cheers.

STAGE DIRECTIONS

The space to be used was roped off in a circle of about 100 feet.

The background was built up on a chicken wire frame fastened to 4 six-foot poles. Green boughs were fastened to the wire with string, and paper flowers were twisted around the boughs.

As it was impossible to screen the entrances and exits the characters were dressed in a neighboring building and marched in two by two behind the garden wall.

The pageant was begun by having the children come out through the garden gate, separate into circle formation, and at the signal of a chord of music sit down on the ground and pretend to be asleep. At the end of the pageant the children simply got up and ran off.

The pageant was given in the late afternoon, in daylight. The cooperation of the park commissioners was a great aid. The space used was cut and rolled for two weeks before it was needed.

COSTUMES

Each episode except the 1st and 2nd included groups of uncostumed children. This made it possible to bring in more children without additional cost.

Each playground made its own costumes and properties. Ten model costumes were made first by the handcraft teacher, who then supervised the children's work to secure correctness in the copies. The costumes were made of paper sewed on muslin foundations. The costs varied in each locality but as the pageant was made into a handcraft project with most of the work done by the children and their parents, the costuming was done at a very reasonable figure. The Indian head-dresses were borrowed from a lodge and the golf sticks from a local golf club. The discus and javelins were lent by a former amateur athletic champion.

Prologue

Health, Joy and Play in green, blue and pink respectively; ballet dresses of gauze with butterfly wings.

1st Episode

The girls' Greek costume was made of cheese cloth; garlands of paper flowers were twined in the hair.

The boys wore running pants of mercerized cotton, rolled up a little, and short tunics of the same material; no shoes or stockings; yellow cheese cloth twisted round the head as a fillet.

2nd Episode

The Robin Hood costume was made of green cambric; it consisted of long sleeved tunic to the knee, a pair of soft, pointed shoes, and a Robin Hood cap with a short feather of red bristol-board.

The Morris dancers wore white summer dress, short black paper bodice laced up the front, small pointed cap with bells, black shoes and stockings, a string of bells sewed on strip of cambric round each knee. Two large white handkerchiefs were carried to whirl in the dance.

3rd Episode

The Japanese wrestlers wore running trunks and bright cotton kimonos which they removed when wrestling.

The umpire wore a Japanese costume, and carried a fan with which he tapped to separate the contestants and direct the match.

The Chinese costume was made of yellow and black cambric; round cap to which were attached black pigtailed of same material; white stockings, black cambric slippers.

The kites were of different colors and shapes.

The boy's Irish costume was of green cambric; long tailed coat, vest, buckles on shoes, tall hat of cardboard, black thorn stick.

The girl's Irish costume consisted of: short green skirt, white waist and apron, black velvet bodice.

The Slavic costume was made of red and blue paper; tall Russian headdress with knots of bright colored paper ribbons from each corner, short black bodice, boots of oil cloth.

4th Episode

The Scotch costume was made of Christmas brick paper, cut full and pleated; short black paper jacket; Scotch cap of red with black border.

No costumes for German singing games.

The French dance costume was made of paper; black jacket, Alsatian headdress with very wide black bows at back, blue skirt and black apron.

The horses for the Italian horse race were made of cambric, grey, brown, white and black; the head was stuffed and a face painted on it. Two boys were inside each horse; one stood upright, the other leaned over with his arms around the first boy's neck. The rider (select small boy) wore a bright paper jockey cap. The crowd representing backers wore paper girdles of red, white and green.

5th Episode

The Indian costume was of regulation type, brown cambric, fringed at sides, some beading on front; feather headdress to which are attached two long braids of black cambric, twisted with red; brown cambric leggins and moccasins.

The baseball team wore baseball caps of paper.

The American women wore short waisted pink and grey cambric dresses, ruffled at neck and wrists, and sunbonnets.

The American boys wore blue cambric overalls (use pajama pattern) and straw farmers' hats.

Music: *Pomp and Circumstance*—Elgar. G. Schirmer, 3 East 43rd St., City. \$.50.

"Helen," *Hinman Gymnastic Dancing*—Chas. Ditson, 8 East 34th St., New York; price \$1.60. (Vol. 1.)

Music: *Trunkels in "Morris Dance Tunes* by Cecil Sharp—Set 1. H. W. Gray & Co., 159 E. 48th St., New York, Price \$2.00.

Music: Irish jig; *Popular Folk Games and Dances* by Mari Hofer, published by A. Flanagan, 920 N. Franklin St., Chicago, Ill., price \$.90. *Slavic Dance in Crampton Folk Dance Book*, published by A. S. Barnes, 7 West 45th St., New York, \$2.40.

Music for the majority of the dances was taken from Volumes No. 2 and 3 of "*Music for the Child World*" by Mari Ruef Hofer—G. Schirmer, 3 East 43rd Street, New York, \$2.50 a volume.

It is necessary to have a rehearsal with the band and all the children concerned the day before the performance. It is difficult for little chil-



A PLAY FESTIVAL IN DETROIT

dren to dance to a band's accompaniment if they have practiced with a piano especially so if the dance must be done on a lawn and has been rehearsed on a wooden floor.

COSTS

Costumes	\$56.60
48 costumes—1st episode.....	\$19.30
38 " 2nd "	14.20
22 " 3rd "	9.20
18 " 4th "	6.30
28 " 5th "	7.60
<hr/>	
154 total costumes.....	\$56.60
Properties	\$ 5.00
Incidentals, properties, cambric for horses.	
Band	80.00
Extra Service, Workmen, Cartage, Programs	39.00
<hr/>	
Total cost	\$180.60

OTHER SOURCES OF HELP

There are a number of festivals and pageants issued by the P. R. A. A. which should be suggestive in connection with the closing festival. Among them are the following:

- The Dearest Wish.* By Pauline Oak. Free.
- The Magic Ball.* By Elizabeth Hanley. A fairy play for children. \$.25.
- A Pageant of Play.* By May Pashley Harris. Especially adapted to playground groups. \$.15.
- Through the Portals.* By Clara E. Sackett. An Americanization festival for children. \$.25.

Swimming Pools

(Continued from page 208)

park area adjacent to the beach. Within twenty-four hours after the beach had been cleaned off, sand placed, and lights and apparatus installed, from 800 to 1,000 people were enjoying the beach.

"One of the commissioners aroused the Mayor and other commissioners from their homes at nine o'clock in the evening and took them to the lake. There they saw how necessary it was to provide facilities for such an enormous crowd. The next morning at nine o'clock the Mayor and City Commissioners in executive session voted to build a bath house at once. Now Orlando owns a very fine municipal bath house and bathing beach, the first of its kind in the state of Florida."

Play Day in Memphis

On August 31st the Recreation Department of the Memphis Park Commission held its sixth annual Play Festival in which all the playgrounds took part.

The Exhibits

The exhibit of handcraft articles made by the children was one of the interesting features of the day. Each playground had a tent 12' x 12' flying the playground flag; in it were shown the articles which the children had made. The tents were arranged around a central athletic field enclosed by a heavy rope fence and there the athletic events were held.

THE EVENTS

The first event of the day, which began at 9:15 a. m. and lasted until 6 p. m., was a competitive flag raising.

Athletic Program

The flag raising event was followed at 10 o'clock by the athletic when the championship games were held.

1. Volley Ball—Girls over 62 inches
2. Net Hand Ball—Girls unlimited
3. End Ball—Girls 62 inches and under
4. Playground Baseball—Boys over 63 inches
5. Playground Baseball—Boys under 63 inches
6. Dodge Ball—Boys 60 inches and under
7. Batball—Boys 58 inches and under
8. Playground Baseball—Girls unlimited
9. Bound Ball—Girls 60 inches and under

Sand Modeling

At 11 o'clock came the sand modeling event. Each playground chose two children under twelve years of age to make any sand reproductions in pictures which had previously been sent to the office. The modelers provided their own tools.

Judging Handcraft Exhibits

At 1 o'clock, following luncheon, a bugle call summoned all the playgrounds to their tent headquarters, where judging of handcraft was carried on.

Athletic Program Continued

1. Jumps and Throws—Tug o'War—North Side Playgrounds
2. Jumps and Throws—Tug o'War—South Side Playgrounds
3. Races

The Pageant

Snow White and Rose Red was the pageant presented last year, and all the playgrounds were represented in the group dances and other features of the pageant. At 5:30 p. m. awards were presented in the form of pins, trophies and banners. The Championship Twilight Baseball game was played, bringing the program to a close.

SOME PRACTICAL SUGGESTIONS

The success of a large closing festival such as Memphis and many other cities hold each year is due to a large degree to the careful organization and attention to detail. The promptness with which the children are in their places, the precision with which events are run off, the care given the most minute details are determining factors in making the day a satisfactory culmination to the season's program.

The Memphis Park Commission, for example, issues to the play leaders such detailed suggestions as the following, which have to do with the exhibits:

"Please keep all children away from tent while judges are looking over your exhibit.

"At the close of Play Festival all handcraft articles must be packed in boxes with covers and securely tied with cord. Name of playground to be written plainly on all boxes and boxes returned to Casino for storage. *Don't Leave Your Boxes in Your Tent.*

"See that the child's name, age, address, telephone and playground are on a tag on each article before packing."

The suggestions regarding the costuming of the children for their parts in the pageant are equally detailed.

"Start dressing the children at once. Examine costumes to see if they have children's names on same. If so, give the children, their proper costumes, having previously asked their names. Ask

a child if she is in the dance that you have been assigned to dress, and then ask her size and name. If the costume is not in your box try the next room to you, where the same group is dressing, or see the person in charge of your side if you are in doubt about anything. Let the children help themselves as much as possible.

"After dressing your group stand them in line, look them over and be sure that the costumes look neat. When the group is dressed report this to the worker in charge of your side.

"When your group is called, go down and stay with them until they go on stage, keeping order. Do not let the children talk. Wait outside door for them. When they return take them back to dressing room—see that they dress at once—*unless they appear again—find this out.*

"Check all costumes and repack box just as you found it.

"All the playground staff are to report promptly two hours before pageant. Report to assignments at once and dress children as they come in. Keep children in dressing room until they are called. See that they are kept quiet."

A New Harmon Foundation Offer

To assist real estate operators in establishing permanent public playgrounds in new residential developments, the Harmon Foundation has set aside \$40,000 for grants to developers during 1928. The Playground and Recreation Association of America will administer the plan of award.

Application for a grant from this Harmon Playfield fund may be made by any developer of a residential sub-division in any city in the United States. No limit is set definitely to the size of the grant which may be made to any one developer, but it is intended to divide the appropriation among not less than twenty residential developments which are promising and where play space will be most needed in the future. The grants are intended for use by the real estate operators in improving their public recreation centers so as to make this land acceptable to the city authorities. A city which will hesitate to accept a piece of raw acreage in a neighborhood sparsely settled will often be glad to possess there a stretch

that shows signs of becoming a beautifully landscaped park.

In order to be eligible for a grant from the Harmon Playground Fund an operator must have set aside an acre or more of land in a new residential development for perpetual use as a community recreation center. Preference will be given to those tracts where the deed will be vested in the city or township in which it is located.

In order to link the playground thus established with the other Harmon playfields throughout the country, the real estate operators who receive assistance from the Foundation will be asked to include the names "Harmon" and "Field" in whatever designation they select for their local recreation centers, and in doing so become eligible to the annual honorariums that are given in the Foundation for meritorious playground work.

Applications for awards from the Harmon Foundation Fund should be made directly to the P. R. A. A., 315 Fourth Avenue, New York City.

A Club for Tourists

The Winter Haven, Florida, Department of Public Recreation, has organized a Tourist Club which has grown from a rather small beginning in November to an average attendance of 150 at the weekly meeting. More than seventeen states and a number of communities in Canada are represented in the club, whose members enjoy all forms of recreation.

The programs are outlined by an entertainment committee, of which the Superintendent of Recreation is chairman, and the events include musicales, card parties, dances, trips to surrounding points and evenings of social games. The club has been fortunate in securing from one of the hotels for use as a club room a large room facing the street, formerly used as a dining room. The city has appropriated \$250 for furniture. On February 10th the club held a banquet at the largest hotel in the city, a gala event. The mayor and city officials were among the 170 guests present, about 30 people being turned away for lack of facilities. At this banquet the first edition of the "Tourist Tattler" was distributed, a weekly news sheet edited by one of the tourists and made up at the office of the Recreation Department.

The Selection and Training of Summer Playground Workers

At a section meeting of the Recreation Congress held at Memphis, Tennessee, the question of selecting and training summer playground workers was discussed by a number of recreation executives. E. A. Pritchard, Superintendent of Recreation at Reading, Pa., in speaking on the selection of workers, suggested as the first step the securing and checking on information regarding the fitness of the applicant by sending confidential reference sheets to those endorsing him. From the returns a composite rating sheet may be made. A personal interview is of course necessary. Reading uses a double interview, two persons meeting and talking with each applicant. After this the tryout method comes into play. The applicant is given a trial of from one to three days under the leadership of an experienced play director and in this way the undesirables are weeded out early in the process. It is most important, Mr. Pritchard pointed out, that the right person be fitted to the right job. A study of the composite rating sheet helps in this.

R. W. Robertson, Superintendent of Recreation in Oakland, California, presented the following outline:

A. Selection of Summer Playground Workers

I. Weights to be given leadership

a. Recommendation

1. Application
2. Reference

b. Interviews

Interviews should be conducted with the idea of learning of the applicant's personality and attitude, his ideals and experience in organization.

c. Position in question.

The position to be filled is of great importance in considering the application. Each playground and center must be thought of as an individual unit. Is it a center of an adult type?, of the "Mickey McGuire" type?, of the elementary and junior high school age type, or of the small children's type?

II. The Range of Applicants

The field of selection is an important consid-

eration. Cities in which universities and other educational institutions are located may use students from the physical education courses. Teachers in the local schools and in adjoining cities represent a source of supply. There are, too, outside sources—students from other universities and recreation workers from other cities or states.

There are possibilities among the people who want to do volunteer work and who can be assigned by the Department to certain volunteer duties. A record should be kept of the type of work for which the volunteer is best fitted.

Mr. Robertson suggested the use of children as leaders through the school and playground. He also spoke of the California State credential for playground leadership. This credential is not valid for teaching any part of a school physical education program; it is designed for playground work leaders employed by boards of education to supervise school playgrounds which are opened to the public outside of school hours. The credential is issued only upon the recommendation from the employer and the fulfillment of the following requirements:

a. Two years of collegiate training or its equivalent beyond graduation from a four year high school

b. A minimum of four semester hours chosen from the following subjects—playground organization or supervision, methods in play activities, dramatics or storytelling, community music and hand-craft

B. Training of Summer Playground Workers

I. Through General Meetings or Conferences

Such conferences may be of the following type:

a. General meetings each month of the entire staff with speakers, workers and bulletins.

b. Staff meetings of supervisory force in round table discussion.

c. Group or department meetings. These may be for special groups such as community house workers, municipal playground works, school playground leaders,

workers on playgrounds for small children, leaders on Sunday playgrounds, men workers and women workers.

II. Through institutes

- a. Institutes held just before the opening of the summer grounds
- b. Institutes lasting four or five days in which intensive courses are given
- c. Institutes open to all
- d. Institutes conducted by the supervisory staff

III. Demonstrations and special classes

These include games, storytelling, dramatics, dancing and rhythmic

IV. Personal contacts and supervision

This involves visits to playgrounds and consultation with headquarters, visits by the supervisor, a knowledge of the children, their parents and the community as a whole

V. Cooperation

There must be complete cooperation with other divisions of the Recreation Departments and with schools, park and health authorities.

In the discussion which followed, the question of the selection of leaders for little children's playgrounds came up. Mr. Pritchard suggested that application for such workers be made to the Bureaus of Women's Colleges and to Teacher Employment Bureaus.

Mr. Dittmore, Topeka, Kansas, said that in his city they secure high school girls or boys in their first year of college. Dr. Burdick of Baltimore, Maryland, suggested that in selecting workers for little children's playgrounds, it is better to choose high school and young college people than people who have finished college because the younger person is closer to the child in interests. In Oakland, leaders for small children's groups may be any age over twelve. The point was raised that intensive institutes for training younger boys and girls are almost impossible and that if young leadership is to be used the training must be over a longer period of time. In Baltimore it consumes two years.

A Special Recreation Number.—The April number of *Educational Information Service*, published by the National Child Welfare Association, 70 Fifth Avenue, New York City, was "Recreation Number." It contained an article by Jay B. Nash on "Character Values and Play," some suggested Goodwill Day programs and brief bibliographies on different phases of play.

Regarding Municipal Golf

The following editorial on municipal golf from the "Knoxville Journal" of March 29th may be suggestive for cities working to promote public golf courses:

A MUNICIPAL GOLF COURSE

The project for a municipal golf course is an excellent thing. The idea that such a course caters to the pleasures of the rich at the expense of the poor taxpayers is an utterly ridiculous one.

Everybody in the city who pays taxes does not care to play golf, but not everybody in the city who pays taxes has a fire to call out the fire department, a burglar to demand the services of the police department, nor children to reap advantages from the public schools.

The public library is not patronized by everybody, but it is generally and correctly assumed that by the value it has for those who do use it it is at least of vicarious value to those who do not. You may not read a book yourself, but if reading a book makes your neighbor a better man or woman in any way, as, undoubtedly it does, you profit just the same from the institution which furnishes him the book to read.

If a municipal golf course provides the possibility for this desirable sort of recreation for a certain number of people of various ages who cannot very well afford to belong to the private clubs, and if that recreation and exercise makes them healthier and better men and women and better citizens, you, as a fellow citizen profit vicariously by the improvement in them.

Golf is not an expensive game when public courses are available. It can be as much a poor man's game as any sport of recreation can be. In the case of the municipal golf course those taxpayers who belong to the private clubs or who could afford to do so if they chose, are the ones who pay the greater part of the expenses, and those who pay only a very few cents or none at all in taxes for the upkeep of such courses are the ones who profit most by them.

But, as is frequently the case, those who will pay most for this municipal improvement, and do not need it for their own use because they have private facilities for the enjoyment of the game, are the most enthusiastic in supporting it.

Method of Attendance Taking and Reporting in Des Moines, Iowa

BY LEWIS R. BARRETT,

Superintendent of Recreation

The method of enrollment of playground attendance and reporting in Des Moines is one with which we have experimented for three years and which we have found to be not only valuable but practical. The explanation which follows will discuss briefly the form of report, the practical method of using it, and the information secured and its value.

Form of Report

The report is kept in book form, each playground being furnished with a regular stock 9 x 11 binder and a supply of two printed forms to insert as they are used. One of these forms is a small fly leaf and the other a regular 9 x 11 sheet. When combined in the book, they constitute the record.

The small fly leaves have places in which to enter the name, address, age and school attended, if any, of each person attending the playground. In addition, they have a column (the first) headed "No.," in which the playground number assigned each person is entered. These leaves are permanent records and are left in the book throughout the playground season.

The large sheets also have columns headed "No.," "Address," "Age" and "School." The rest of the sheet is divided into thirty narrow columns, making five groups of six columns each which are headed M. T. W. T. F. S. The child's daily attendance is noted in these columns. The back of the sheet duplicates the front. These sheets are taken out at the end of each month and sent to the office for filing.

Practical Method of Using the Report

For simplicity's sake, let us assume that it is the first day of a playground season and new forms have been furnished the playgrounds.

Each person when arriving at the playground,

reports to the registration table and gives his name, address, age and school attended to the person in charge of registration. She in turn enters this information in the spaces provided in the report and assigns each person a number known as his "Playground Number," entering this number in the column provided beside the name. The registration clerk impresses upon those registered that the playground numbers assigned them are their numbers for the season and that in the future when reporting to the playground, they are to report to the registration clerk and give their *numbers only*. This procedure is followed until all individuals reporting to the playground are registered. These playground numbers are consecutive, the first person registering being No. 1; the second, No. 2; etc.

If desired, the different classifications used in playground activities, such as Junior, Senior, can be registered separately. If this is done, care must be taken to give a block of numbers to each classification so that no two persons attending the ground will have the same number.

After all persons are registered, the procedure is simple. The most satisfactory way for the director in charge is to assign a Senior girl as enrollment clerk for each period of the day. As the children report to her, she can enter the number on a card or in a little notebook, or if desired by the director, in the regular record book. If they are not entered in the regular record book, the numbers are transferred to this book at some later time.

At the end of the month the director goes through this report and enters on a summary sheet (Sec. A.), the number of individuals registered and the number that attended the playground, i. e., those who attended only once during the month, twice during the month, three times during the month, up to those that came every day the playground was opened. This summary sheet is then attached to the large record

sheets and sent to the office and new record sheets are then entered for use next month. The small fly leaves are left in the book and the information on them is transferred to the large sheets.

The Information Secured and Its Value

Considerable information about individual playgrounds as well as the entire playground system is obtained by the keeping of this report. As has already been stated; the report gives the name, address, age, school attended, if any, of each person attending the playground, as well as an actual check on the number of times each person attended the ground during the month.

Let us consider the value of this information and some of the studies that can be made as a result of having the information.

By registering the name of each person we know exactly how many people are reached by the playground and its activities. This gives an excellent opportunity to check up on juvenile delinquency. By getting the names from the Juvenile Court of all those who have been before it during the month and checking back on the enrollment record of the playground in the vicinity of the residence of these boys or girls, we can find out whether or not the playground has reached them, and if not, why not. In addition to this, the keeping of the record of the names forces the directors to become better acquainted with the children and serves as an excellent roster from which to check participants that enter playground contests. It also facilitates the reporting of accidents both to the home and the office.

Probably the most interesting study can be made from the record of addresses. By taking these addresses and placing a dot on a map of the City at the spot of the address and drawing a line from this dot to the playground attended, a very interesting picture of the playground and the territory served is presented. When this is done with all the playgrounds on one large map, a glance will show whether there is any duplication of territories served. In addition, you can tell what percentage of the playground attendants are coming from a radius of one-quarter mile, one-half mile. This map is of great value in the locating of new playgrounds or the re-location of old ones and provides many good talking points.

The big value to be derived from the keeping of the record of ages is that an age curve can be

plotted at each playground and, if desired, for each period in the day. This curve is valuable in the assigning of directors as well as in the formulating of an activities program. The age record also serves as an excellent check on eligibility for inter-playground contests and the classifications.

The record of schools attended is of no great value and could be dispensed with. However, it is helpful in checking back on the school record of individuals in connection with juvenile delinquency or in discipline.

The monthly attendance record of the individuals registered shows the actual number of times during the month that each individual attended the playground as well as the total attendance. This information is of value in computing the cost of playground service per individual and can also be used as a check on the popularity of different playground activities.

MONTHLY INDIVIDUAL ATTENDANCE REPORT

Playground..... Month.....
 Playground month from..... To.....
 Total number of days open during month.....
 Days on which playground is open during week.....
 Hours..... A.M. P.M.
 Percentage of increase..... Decrease..... in attendance
 compared with previous month. Reason.....
 No. and name of different schools represented.....

	No. of days attended	No. of Individuals
One
Two
Three
Four
Five
Six
Seven
Eight
Nine
Ten
Eleven
Twelve
Thirteen
Fourteen
Fifteen
Sixteen
Seventeen
Eighteen
Nineteen
Twenty
Twenty-one
Twenty-two
Twenty-three
Twenty-four
Total No. Regulars.....	Transients.....	Visitors.....
Grand Total individuals for month.....		
Remarks		
.....		
In Charge		

As previously stated, no attempt has been made to do other than explain the keeping of this report and suggest some of its values. The keeping of this report in Des Moines has enabled us to serve a much larger territory by the re-location of playgrounds, and has made possible an intelligent assignment of directors which has resulted in the operating of 18 playgrounds where 13 were previously conducted, with a saving of approximately \$1,000.

When the report was first inaugurated, considerable complaint was received from the directors because of the additional work involved and the fact that children would not report. However, it is now considered as a part of the director's job and children easily form the habit of reporting the numbers. There is no question but that the keeping of the report requires additional work on the part of the directors but if kept as outlined above, it will not decrease the efficiency of the directors in promoting activities and the results obtained more than justify the additional work.

Human Elements in Preventing Delinquency

R. K. Atkinson, of the Boys' Club Federation, analyzing the relation between recreation and delinquency, said:

"Those who believe in recreation do not believe it is something that will in some magic way clear up a situation. We believe there is conclusive evidence that in wholesome recreation there are some of the environmental factors as well as some of the human factors in the prevention of delinquency. I think we all very clearly recognize that there is a personal side to this question—that the individual who commits crimes for some reason or another has some peculiarity in his make-up that keeps him from playing the game. Something has been wrong for him personally. One man interviewed took the attitude, 'why should I care? what responsibility have I to society, to other people?' and then went on to tell of a childhood that had lacked many of the advantages of life. One reason we are hearing so much about crime is because of the complexes of our civiliza-

tion. In the smaller towns when there is a feeble-minded person, there is a community spirit that aids him all through his life. With the physical noises of a big city and the surrounding influences he would probably be a criminal,—he would go all to pieces. There are a great many normal people who are going to rack and ruin in their recreation life. You will discover this is a very potent element in their life. If you talk to the young people in the industrial school or in the prison you always hear, 'I got into a jam. I was part of the mob. There was a gang of us fellows,' all intimating that it was part of the group reaction that led into the difficulty. We forget that some of the things we value and foster such as loyalty can work also to unwholesome ends. A boy is loyal to the things that are significant to his own gang.

✓ "If a boy is sent to an industrial school he may come back to good citizenship and he may come back with group relations to those with whom he associated. If the boy is to be helped he must be treated right. We must find group relations for boys and girls that shall be wholesome and uplifting and lead to right citizenship. Most group relations are established in leisure hours. Nearly all our group relations are social relations and the boys and girls when they have the urge to get out among other fellows, when they begin to want to assert their individuality, want to join something, want to be one of the group. In the leisure time movement we have the opportunity for the setting up of these groups which are just as susceptible to intelligent leadership as they are to the devastating influences that play upon them. A bond salesman agreed to go over to the East Side and take charge of a group of sixteen boys. Before he had been in that club two months, the boys were imitating his style of necktie and hat. They imitate those forces that are within the level of their own comprehension. The reason we know recreation forces are operating is because of the rate at which delinquency is cut down. Wherever you find the worst conditions there is a corresponding ratio of delinquency.

"A spot map of the City of Chicago showed that the delinquency area corresponded with the gang area. There were certain environmental conditions which indicated boys were neglected. Emphasis should be placed on the forces that can be put into operation to bring about a decrease in delinquency, including public recreation and the entire program for the right use of leisure."

Some Notes on Playground Attendance and Costs

The Fourth Annual Report of the Bureau of Recreation of the City of Evanston, Illinois, which appears for the first time in printed form, has some charts and figures which will be of special interest to recreation workers.

Playground Attendance

On the subject of playground attendance, the report says, "The total registration of different children during the summer on the thirteen playgrounds is 3,781, as against 3,320 for the previous year. Since the total registration records cover less than seventy per cent of the children using the summer playgrounds, it is safe to say that approximately 5,500 different children were actively engaged in play activities during the summer, exclusive of adults, fifty-four per cent. of which represent boys and forty-six per cent. girls. Charts on file in the bureau analyzing this registration show the largest age groupings using the playgrounds range from six years old to fifteen years old, inclusive, representing a total of eighty-four per cent. of the registration. The detailed statement of these percentages as shown by registration chart is as follows:

Age	Percentages	Boys	Girls	Total Number
4 and under....	5	60	91	151
5	3	73	60	133
6	6	89	96	185
7	7	133	143	276
8	8	161	142	303
9	10	181	199	380
10	9	163	196	359
11	11	219	202	421
12	12	236	195	431
13	8	195	144	339
14	7	165	112	277
15	6	107	81	188
16	3	97	34	131
17	1	48	18	66
18	4	121	20	141

"A study of this chart shows a tendency not to attend the playgrounds beginning in the early teens, reaching its lowest percent at the age of seventeen. This is due somewhat to economic rea-

sons, children working, also possibly leaving the city for vacations at summer camps. This can also be accounted for to some extent by the fact that it is more difficult to get the boys and girls in the early adolescence to sign up registration cards on the playground. Considerable increase is noted on the chart in the eighteen year old class, which jumps from one per cent for seventeen year olds to four per cent for eighteen year olds, of which practically all are boys. This has been due to the extra effort which has been put forth by this bureau to promote activities which will be of more interest, particularly sport activities, to the older boys and girls. The Junior Baseball League for older boys was the most popular activity. This activity alone carried approximately one hundred and fifty of the older boys' interest throughout the summer."

Cost Figures for the Entire Program

The total amount expended from tax funds for operation of this year's program, deducting receipts from adult activities of \$1,457.00, was \$37,257.02 in comparison with 1926 expenditures of \$30,697.82. The attendance summary in the previous chapter shows a fifty per cent. increase participation for this year at an increased cost of about sixteen per cent.

Computing the total attendance and participation for the year 1927 of 1,105,136 with the total cost of the program in tax funds of \$37,257.02 to compare with the same cost figures for 1926 the following figures have been determined:

Cost per individual using facilities:

Year	1924	1925	1926	1927
Amount .....	.086	.046	.04	.0337

Experience has shown that each individual uses a minimum of two hours of his leisure time while engaged in these recreation activities (the average time used exceeds this amount). On this basis the maximum cost per play hour per person is—

Year	1924	1925	1926	1927
Amount .....	.043	.023	.02	.0168

In other words every play hour utilized by this Bureau of every individual participating in the

program throughout the year has cost the city about one and one-half cents.

The report contains twenty-four pages of information about the activities conducted and gives a vivid picture of a year-round community wide recreation program. W. C. Bechtold, Superintendent of Recreation, has written that extra copies of the report are available. He will be glad to mail a copy to any executive requesting one and sending ten cents to cover the cost of postage. Requests should be addressed to W. C. Bechtold, Superintendent, Bureau of Recreation, Evanston, Illinois.

First Annual Community Dramatics Contest at Cornell

When a group of people from a village of 200 inhabitants, eight miles from the railroad, puts on Paul Green's "Day by Day" and takes first place in a state contest, it seems that we may cease to blush and stammer over the condition of art in America and humbly apply ourselves to appreciating the beginning of something not unlike the cultural development so often recommended to us. These rural folk who participated in the contest, staged at Ithaca, New York, last February by Cornell University as one of the features of Farm Home Week, are not looking toward Broadway or Hollywood. They are people of the workaday world—housewives, mail-carriers, teachers and store keepers—who care enough for drama to make rather unusual sacrifices in order that they may present a good play worthily.

A number of interesting little stories of unselfishness and faithfulness to the work came out of the contest and were quite as dramatic as the plays themselves. The group from Redfield Grange, Oswego County, which won the first prize of fifty dollars offered by the *American Agriculturist*, showed amazing resourcefulness and interest. When a member of the cast fell ill at the eleventh hour, the assistant coach volunteered and learned the part on the way to the performance. The di-

rector of the play and her husband, who played an important role, became parents of a son on the Sunday following the contest! The fifty dollar prize won by this cast is being used toward the purchase of a fire-fighting apparatus for Redfield Village.

"The Feast of the Holy Innocents," by Samuel Marshall Illsley, presented by the Veteran Home Bureau of Chemung County, took the second prize of thirty-five dollars, donated by Samuel French Company. The Veteran group contributed their prize toward equipment for the stage in the local Grange hall. Strong competition furnished by Centralia Home Bureau, Chatauqua county, with their presentation of Zona Gale's play, "The Neighbors," and the presentation of Elgine Warren's "Sauce for the Goslings" by New Paltz Farm and Home Bureau, Ulster county, gave added interest to the contest.

The *American Agriculturist* in commenting on the contest says:

"On the whole there were several points demonstrated by this contest which are encouraging to people who like amateur dramatics. First of all was the wonderful teamwork which was exhibited by every group taking part. Then the possibility of staging four entirely different plays on one evening without having disagreeably long waits between, shows how relatively simple were the stage settings—nothing but what could be found in any community and used on any stage of reasonable size. The costumes could be found anywhere in New York State. One of the chief factors in the contest was the selection of the play by the group. As a current Broadway production has it, 'The Play's the Thing.'"

The contest is the result of state-wide extension work in drama carried on by Miss Mary Eva Duthie of the Rural Social Organization Department of the State College of Agriculture. The judges were Mrs. Henry Morgenthau, Jr., Barrett H. Clark and Alexander M. Drummond. This is the first annual community dramatics contest. Miss Duthie has announced that a second is now under way.

Cook County, Illinois, has forty-four park commissions. These commissions expended in 1926 alone over fifteen million dollars.

Nature Guiding

Forbes Forest—a Place of Nature Recreation

By

MARIE B. KNAUZ

To Pittsburghers Forbes Forest spells outdoor life sixty-five miles away—a retreat of almost 12,000 acres, the nearest state forest area to southwestern Pennsylvania.

Though the Linn Run division of Forbes Forest was purchased in 1908, it is only within the last five years that the Forest has become tremendously popular. Improved roads and camping facilities may account for that. The Kooser division, less than 3,000 acres, was purchased a few years ago and since it does not exactly adjoin the Linn Run division campers are not so well acquainted with it.

Forbes Forest possesses landmarks lending individuality and distinction. There is Flat Rock, just within the border of the forest, which provides a 200 foot expanse of rock—a sunning beach fit for the gods! Here one may lie flat on his back and let kinks erase themselves. He may slip away before breakfast with a few friends to a fire and breakfast on the rock. He may wade knee-deep in Linn Run's icy waters or slide on a board into its swirling waters. Flat Rock's seclusion is soothing, with Linn Run banked with rhododendrons on the far side and a steep thinly clad slope on the other.

Adam's Falls! What's in a name? Dashing down a fifteen foot precipice the waters rush in surprisingly large volume. And this beauty spot is a mere stone's throw from Na-wak-wa Lodge.

Where the tanager flashes his scarlet and the bunting his indigo blue, Na-wak-wa Lodge lies nestled among rhododendron and hemlocks on the side of Laurel Hill Mountains in Forbes Forest. From the Indian this name comes, bringing the meaning, "in the midst of the forest," Na-wak-wa lies in a spot forty feet above a gurgling mountain stream which has its origin at an altitude of 2,800 feet on a mountain top not far away.

Na-wak-wa first saw light on June 16, 1922,

as the result of the efforts of a handful of women teachers organized as the Nature Study Club of Pittsburgh. Dr. John A. Hollinger, director of Nature Study in the Pittsburgh Public Schools, is largely responsible for its location in the Forest since he brought the attention of a club member to that site. Though a camp site may be leased at an annual sum of eight dollars, the few who visioned Na-wak-wa presented the idea with hesitation and considerable premeditation. It was as serious as if irrevocable. It might have been a "marriage" contemplated. Those few knew that hardly eight dollars existed in the treasury. With more than one thousand dollars in the treasury today and more than five thousand dollars invested in Na-wak-wa we laugh at that day of poverty!

Unique in name and origin, somewhat like the famous Wrigley home on Catalina Island which was built of sticks of gum, this place in the midst of the forest has been put together with peppermint patties, rummage sale clothing, bric-a-brac, and ten dollar bills! Would that there were space to tell of those rummage sales! Those were days of real toil, but nevertheless enviable ones. When profit waned in the rummage sale business, the chairman of the Ways and Means Committee took to bridge parties and fortunately for the club has been afflicted with them ever since. Today the annual bridge party is quite a social event.

Though not so woody in appearance as logs, yellow pine siding does justice to Na-wak-wa's bulk and substantiality. To the front and side a twelve foot porch adds to the bulkiness, while sleeping porches above to the front and side and stone chimney to the right complete the figure.

The living room appeals to a lover of the woods. Blazing logs on the hearth, cretonned cots under the casement windows, rustic chairs filled with cushions—these spell comfort and warmth.

Upstairs the one big sleeping room is sadly neglected since the addition of the sleeping porches. Double-deck cots which at first a novelty were much in demand, have given way to the easily-carried single cot. And since mice played havoc with the first forty mattresses, splendid new ones were stored in mouse-proof bins. And



FLAT ROCKS IN FORBES FOREST, PITTSBURGH, PA.

now the camp mouse has as much chance as the proverbial church mouse.

Two hundred feet from Na-wak-wa stands a shack graced with sleeping porches on two sides. 'Tis the male of the species, for Na-wak-wa, you must know, permits only females to the sanctity of the second floor! Linnwood Cabin represents an afterthought—an annex, as it were.

Two other buildings, the spring house and the wood shed mark Nature Study Club possessions. Na-wak-wan housekeepers know no ice problems. As for wood, so long as dead chestnut remains no problem exists in that direction.

The kitchen must not be overlooked. Having been the scene of many a chicken or baked-ham dinner, that kitchen might tell of interesting events—of how the oil stove tried the patience of the best of cooks, and of exultation when the artificial gas was installed; of how water had to be carried from Linn Run forty feet below or from the spring 200 feet away until the water from the spring was piped right into the kitchen.

Forbes Forest in possession of 2,100 acres of game refuge attracts hunters from southwestern Pennsylvania, especially Westmoreland and Somerset counties. Though not permitted in the refuge hunters find considerable game in the remaining area of the forest. Deer especially fall victim to hunters. Last December 297 and the year previous 205 legal buck deer were killed on Laurel Hill Mountains between the Cone-maugh and the Youghiogheny Rivers. All these are results of twenty-three deer shipped from Michigan in 1911. In 1922 twelve bears were shipped from Potter County. This year three totalled the hunters' killings. From time to time squirrels, grouse, and turkeys have been introduced. These are sufficiently abundant for hunters.

One game refuge keeper resides in Forbes Forest on the edge of the Game Refuge. It is his work to prevent trespassing in the refuge and during the winter to feed game, especially birds and deer. He also traps vermin, such as weasels and foxes. Still another feature of the refuge keeper's work is maintaining an eleven mile fire line around the refuge.

On Sunday afternoon the refuge keeper's house and premises are quite a drawing card for autoists. Then Lindy, the deer (now ten months old) unconscious of his popularity, submits docilely to cameras, petting and to food. Bobby, the raccoon, demands a good share of attention. Always curious, he climbs over the visitor and sniffs about for food.

The trout nursery, a mile up-stream from Na-wak-wa and a mere stone's throw from the game keeper's house, swells the visiting crowd. Last year modern Isaac Waltons of southwestern Pennsylvania banded together under the name of the Laurel Hill Cooperative Trout Nursery and constructed a nursery at a cost of about \$2,750.00.

Twenty-five thousand brook, brown and rainbow trout reside there.

But Forbes Forest invites not only the sportsman but the camper as well. For eight dollars a year a small plot of ground may be leased for a cabin. About two dozen cabins have been erected and though the forest was established in 1908 these cabins have been built largely within the last five years. Overnight camping is facilitated by lean-tos scattered about in convenient places and camping spaces in the two public camp grounds—Adams' Falls and Laurel Summit. In the latter, camping for several days without a permit is allowed. Convenient ovens and tables sheltered against rain cancel the difficulties of camping.

Many a camper is a student of nature. The birds, moths, butterflies and bees are his neighbors and friends. The plant life—laurel and rhododendron, the hemlock and the birch trees are under his protection. Many Na-wak-wans have a special interest such as the study of ferns in Forbes Forest, the mushrooms, a study of the plant life in a given area, the birds of the forest. Scientists from Carnegie Museum, Pittsburgh, and the University of Pittsburgh have helped much to promote interest in the study of nature in Forbes Forest. And as this interest increases Forbes Forest will become more and more valuable to man and to posterity.

Japan Month by Month

BY CLARA BLATTNER

Cherry blossom time in Japan! How the words stir the imagination of those who have never been to Japan and what a garden of memories for the rest of us! Memories of deep valleys transformed, as at the touch of Rosy-fingered Dawn herself, into a fairy-realm of pink clouds of bloom—so pale, so frail, that the poet, lost in ecstasy as he gazes, sighs and says, "Alas! the beauty of the cherry blossom is as the beauty of woman. It lasts but three days." Memories come of wayside shrines, of temples and great images almost lost in the cloud-like beauty immovable and unchanging in the fleeting-swiftly changing memories of the petal-dotted stream, over which bend low the trees that scatter their little stones into the water, and thereby, said the Shoguns who led this stream from the hills, purify the water.

It is the early, single, pale-pink cherry blossom that passes swiftly, if April's breath is too rough. "Would that my sleeve were long and wide enough

To cover all the sky, and shelter thus
The fair spring blossoms from the scattering
wind!"

In design the cherry is often found with an umbrella—a reminder that the blossoming comes shortly before the beginning of the rainy season, so the poet sings:

"Foolish that I am, for here I come
A-viewing cherry trees

But I have left my Jan-no-me at home!"

Now, a Jan-no-me is a dragon's eye—the name given to a Japanese paper umbrella, while our own unpoetic protection against the elements the Japanese call "bat's wing."

The cherry blossom has been admired and praised by Chinese and Japanese poets alike, and when once, long ago, the season was late and the blossoms had not yet burst into bloom, the Emperor, impatient for their beauty, exclaimed:

"Strike the great bell, I pray,
To bid the early cherry trees
Burst into bloom today."

In the Museum of Fine Arts, of Boston, there is a fine old screen showing a Chinese Emperor and his courtiers playing on musical instruments in the midst of blossoming trees. The highest in

the land offering humble tribute to that elusive spirit of the flowers so immeasurably higher than themselves.

With the passing of the single petaled variety comes the double blossom that is found in all shades of pink, and in yellow. In the short grass at the foot of the trees, blooms a primula, called by the Japanese sakura-so-cherry-grass, and these the holiday seekers gather, but break never a branch of the blossoming trees.

"If I should pluck this fair flower blossoming
I might defile its beauty with my hand
So let it stay, ungathered where it grows
I offer its unsullied loveliness
To Buddha's past, and present and to come!"

There are two other varieties of cherry, less well known abroad, perhaps, but beloved by the people of Japan—the Higanzakura or cherry of the equinox, a tiny blossom that comes, as its name shows, in March, and the wild or mountain cherry—Yama-Zakura, which has from early times been the emblem of the warrior, ready to die for Emperor and country in the full flower of his strength.

If you should chance to come to Japan at the beginning of May, you would probably think that Japan is just what it has often been called—the "Topsy-Turvy" Country. On every hand you would see great fish floating above the house-tops—so life-like as they sway in the breeze, you wonder whether in Japan perhaps fish are at home in the air! Enquiry soon reveals that the fifth of the fifth month is another of the Go-Sekku or five Great Festivals and that it is the Boys' Festival. The fish which floats above every house that can boast a man-child is the carp, the symbol of courage and perseverance. Why? Because he swims upstream, leaps up the water falls, and shows the determination that leads to achievement. He is called, too, the Samurai among fishes, for once taken from the water and laid upon a board he does not struggle uselessly, but resigns himself stoically to his fate.

It is of these high qualities that a boy must be taught to think, as he looks at his array of warrior-dolls, heroes of the past—Yoshitsune, Benkei and at the miniature suits of armor—everything to show the son of the house that life demands of him courage and self-reliance.

On the fifth of May, orris-root is put into the bath water and over the door are hung the sword-shaped leaves of the iris, for these, too, bring courage.

"Wisdom and Courage, and Humanity
These laid the corner-stone, and reared the frame
Yamatos Spriti, and her 'warrior-way.'"

When with June the spring flowers have passed, and the summer blossoms have not come into their prime, all thoughts turn toward the iris, and every path seems to lead to an iris garden, where, for a few see, one may sip amber tea and contemplate the fleeting beauty of life in the many hued iris.

It is in June that school "Commencements" are held, with Field Day and sports of all kinds. It is most interesting to see the little school girls playing basketball or riding bicycles, the clumsy serge skirt, worn over the kimono, allowing greater freedom of movement.

A Handcraft and Nature Lore Exhibit

Under the auspices of the Woodcraft League of America, an exhibit of Handcraft and Nature Lore was held on April 13 and 14 at the American Museum of Natural History.

The age groupings were: Group I, eight to sixteen; Group II, ages seventeen. Every organization competing was allowed twenty-five entries in each contest. It was specified that all entries must be the work of the individual exhibiting, each individual being limited to one entry in each contest.

Contest Exhibits

The exhibits accepted were as follows:

- Wood Carving
- Wood Cuts, with prints
- Modeling—(clay, soap)
- Modeled Group-Camp
- Indian Village (not over 18 x 18 inches)
- Bird Boxes and Small Feeding Stations
- Basketry
- Pottery
- Metal Work
- Weaving
- Beaded Band or Belt
- Leather Work (tooled, braided)
- War Bonnet
- Decorated Moccasin
- Skin Shirt or Dress
- Knitted or Crocheted Piece
- Peace Pipe

Tom-Tom

Totem and Totem Poles

Plaster Casts (tracks, leaves)

Miscellaneous Handicraft

Prints (smoke, ink, blue)

Terraria

Photography—wild life (trick photography not allowed)

Posters, illustrating outdoor work of organization

Hiking Song—words original

On April 13th the program included a Nature Trail Test involving a written test on natural history—specimens along the Nature Trail. An award was made the organization whose representatives showed the greatest knowledge of nature. There was also a contest in solo and group dancing, ten minutes being allowed for each dance. Five entries were permitted for each organization and the winning dancer presented a dance at the Grand Council on the following day.

Still another contest was an arrow and lance-point making contest. It was required that points should be not less than one inch long and that the time limit be one-half hour.

On April 14th came the Grand Council led by Ernest Thompson Seton, when the awards for all contests were made. During the Council there were contests in fire lighting—rubbing sticks. Strictly wildwood material was used throughout and tinder of cedar bark was furnished, one entry being allowed for each organization.

Bird and Tree Day in California

The children of many Californian cities celebrated in March "Bird and Tree Day." As an example of these observances, the Los Angeles Playground and Recreation Department arranged a program which included the presentation by the children of five different playgrounds of the play, *The Bird with a Broken Wing*. Additional features of the observance at one playground were the building of a bird bath, the construction of a counter on which food will be placed for feathered visitors, and the dedication of a grove of eucalyptus trees as a bird sanctuary. A member of the Audubon Society gave a talk on California birds. This particular program was held in honor of Luther Burbank's birthday.

At the Conventions

THE SETTLEMENT DYNAMIC IN THE CHANGING SOCIAL ORDER

This was the theme which ran through the meetings of the Sixteenth Annual Conference of the National Federation of Settlements, held in Boston, April 13, 14 and 15. Three days of weighing values, of studying motives, of re-dedication to the cause of "people," were brought to a close on Sunday by inspiring addresses by Dr. Richard Cabot, of Harvard University, and Dr. J. Elliott, of Hudson Guild,—significant messages which made all feel poignantly that in spite of the mechanism of the present age, in spite of economic and social changes, there are permanent values in life which are deepened and enriched by the interweaving of vital interests.

"The dynamic of the settlement is a passion for a fuller life," said Charles Cooper of Kingsley House, Pittsburgh, in his presidential address. Settlement workers have, some of them, given their lives that music, art and the finer things of life might belong to all, might become the heritage of their neighborhoods. If the mechanism of life which is going on sets one free for leisure and art then it is worth while; otherwise it is dangerous. The trend of the settlement dynamic must be toward spiritual and ethical values, over against machine values.

The way in which the settlement dynamic operates through the various forces of life was briefly outlined by Mr. Cooper. In the field of education it must provide an antidote to the mass education necessitated in the public schools so that children shall be considered as personalities. The same mass spirit has sometimes crept into the field of recreation and equipment has hindered development. The settlement dynamic has a responsibility here as in preserving individuality.

Mass production and mass thinking in industry have been concerned with the making of products for the use of man. The problem of human relationships is more important than anything else, and in the field of industry with its tremendous struggles in which human values are lost, the settlement dynamic must come to the rescue.

In the field of art we suffer from the mechanism of the age. The settlement dynamic demands that men become artists through creating and sharing, and appreciating.

In racial problems and problems of international relation, the settlement dynamic must function. To the field of religion it has much to contribute. The church has become a great institution; with its creeds and dogmas, it sometimes seems in danger of losing the thing more fundamental than the theology of individuals.

The settlement dynamic is interested in man as a whole. It emphasizes relationships and the sanctity of the individual. The settlement movement exists in a mechanistic age yet is not a machine. It is developing a technique and yet its end is not technique. It is and must remain a fellowship of men and women dedicated to a way of life.

Is the settlement dynamic inspiring the young people who are entering the work today? Do they feel the urge which inspired those who came into the movement in its early days, or are they merely drifting in air, finding in it nothing more than a job which gives scope to their specialized training?

This was the subject of discussion at a general meeting which gave rise to a variety of opinions. Many of the head residents taking part in the discussion seemed to feel that fewer people are coming into the movement because of the service motive than for other reasons. This led to an expression of opinion as to whether the more experienced workers in the field may not be failing to impress upon the younger generation the values they see in the settlement movement. Young people, it was suggested, have a healthy hunger for the concrete. Those who have the concept of the larger values must somehow find a way to make them more definite to the younger people.

As an important means of helping develop people who are all-round, who will come into their heritage of beauty, music and drama were specially stressed throughout the conference. The Music Division of the National Federation has been fortunate in securing from the Carnegie Corporation an appropriation of \$25,000 to be used over a period of four years for the work of the music Division. The discussions of the Division had to do with buildings and equipment, social music, music departments and music schools, and the training of teachers.

In the field of drama, dramatics for children were discussed and the plans presented which are

being worked out in a number of settlements for training classes in music, dancing and handcraft, culminating in the production of plays in which many children besides those in the cast have participated.

"Play Shopping" was discussed by Professor Robert E. Rogers, of the Massachusetts Institute of Technology, who made a plea for the production of simple and direct plays—preferably American plays—which deal with the life and problems of people and which are easily acted. Following up Professor Rogers' suggestions, Professor Albert A. Gilmer of Tufts College spoke on "Minimums of Equipment" and showed how with very simple scenery, if the right plays are chosen, productions can be effectively given with the use of flats and curtains and a few lights.

The importance of developing sportsmanship through athletics and of making athletics and sports count for health and character building was the theme of the meeting on the "Social Side of Settlement Athletics."

How the settlement worker can help in the crime problem was the subject of one meeting. That there is more involved than trying to turn misdirected energy into the right channels or cooperating with juvenile court officers and judges was the opinion expressed. Settlement workers have a distinct responsibility in setting up attitudes, in trying to influence people who believe there must be more "laws with teeth in them," in working against mandatory sentences and in building up opinions in the favor of constructive, just, forward-looking measures in our legal procedure and practice.

Into unemployment and international relations as well the settlement dynamic must be injected if it is to serve the present age. The problems associated with prohibition as well as crime are inescapable. And so through all the gamut of life, the inter-play of the settlement motive is helping to make permanent values that are fundamental and real in the relations of people with their fellowmen.

Resolutions on Community Recreation

Adopted at the Ohio Federation of Women's Clubs' Convention, at Lima, Ohio, April 16th-19th, 1928

The Ohio Federation of Women's Clubs, hereby places itself on record as favoring the establishment of community recreation systems, under trained leadership, on a year round basis, to meet the needs of young and old.

The Federation believes that this is one of the most important means for building the vitality necessary for life in a strenuous age, for developing citizenship, preventing delinquency and crime and promoting community pride and morale.

Our local clubs are urged to stimulate public officials, wherever necessary, to get such recreation systems established, or wherever already established, to broaden and enrich their programs; also, to draw upon the twenty-one years of experience of the Playground and Recreation Association of America in the working out of plans.

BOYS' CLUBS MEET

Seventy-one clubs from twenty-two cities and Canada were represented at the 22nd annual convention of the Boys' Club Federation, held at Birmingham, Alabama. It was the "first time in the Sunny South," as the announcement read, and the South lived up to all that was promised in the way of hospitality and sunshine. The good fellowship and the esprit de corps which prevailed helped to make the 22nd Annual Convention a great success.

Much practical benefit was derived, it was felt, from the small discussion groups which were a feature of the convention, where theory, practice, and experience were brought together. There were a number of entertainment features, such as the "Chuckle Show" by the delegates, the sight-seeing auto ride, the southern dinner with real darky dances and singers and their "Way Down Yonder in the Cornfield" number, and the Acquaintanceship Luncheon.

A NATURE LORE INSTITUTE

The Evanston, Illinois, Bureau of Recreation and a number of local groups cooperated with the Izaak Walton League of America in making possible a Nature Lore Institute on May 18th, 19th and 20th. The week end outing was held at Camp Reinberg in the heart of a wooded terrain of 1300 acres owned by the Cook County Forest Preserve. Dr. William G. Vinal served as leader of the Institute and a number of other nature leaders took part in the program of field trips, camp discussions and camp fire round tables. Among the subjects which were given attention afield and in camp were nature games and camp museums.

The Music Supervisors' National Conference

By

AUGUSTUS D. ZANZIG

If anyone wishes evidence of the social value of music, let him attend a National Conference of Music Supervisors such as was held in Chicago, April 15-20. About four thousand music teachers and supervisors from all parts of this country and from Canada and Panama were there to attend lectures, demonstrations and discussions having to do with their work. From the point of view of a layman one of the most important demonstrations, though it was intended only as recreation, was the "Lobby Sing" held every evening in the lobby of the hotel. Here, in as large number as the space, including galleries and stairway, would permit, these men and women gathered at the close of the long day of professional concerns to *play* with music. There was no trumped-up "pep" or other "artificial respiration" in this singing, no vacuous bellowing, no mere *fooling* with music. It was evidently real play, in the best sense, with all the whole-heartedness, devotion and fun that could go into children's playing of a beloved game. Most of the songs were the simple familiar ones, and the singing was simple and lovely.

Having heard and taken part in this singing, one is gratified to find that these music supervisors are evidently an unusually loyal, cooperative group. Surely something more than mere desire for personal advancement brings so many to the Conference, most of them at their own expense, from distant places. And that same plus interest would account for the cordiality and friendly exchange of opinions evident wherever two or more supervisors were gathered. The most concrete and impressive tokens of cooperation were the National High School Orchestra and the National High School Chorus, assembled at the Conference, each consisting of about three hundred carefully chosen high school boys and girls, the orchestra drawing from thirty-eight states, and the chorus from twenty-seven. Let the reader imagine the devotion and cooperation needed on the part of many music supervisors to initiate and carry through such a venture. This orchestra,

directed in a fine symphony program by Frederick Stock of the Chicago Symphony Orchestra; Howard Hanson, composer, and director of the Eastman School of Music, and by the chief organizer of the venture, Joseph Maddy, a Music Supervisor of Ann Arbor (Walter Damrosch directed one of the rehearsals), gave a public performance in the Chicago Auditorium that was wonderfully excellent and moving. These boys and girls are acquiring the skill of professionals; it is the great opportunity and responsibility of their teachers and other guides to help preserve in them the attitude of amateurs, a rare and blessed combination.

The lecture, demonstrations and discussions had to do with every phase of Public School Music, except methods of teaching "do, re, mi" and the like. These minor details have rightly been subordinated to larger purposes. Of the larger purposes discussed or demonstrated there were four that are of special interest to recreation workers. First: in the face of the enormous growth in instrumental music in the schools and the even larger growth in mechanical devices for reproducing music, fervent pleas were made for more singing, especially choral singing, the most nearly universal means of participation in music. What boys and girls can do in choral music was shown most inspiringly by a high school chorus from Flint, Michigan, which sang admirably, without accompaniment, beautiful music by Palestrina, Purcell, Bach, and other excellent composers. These boys and girls, after a single year's training in that music, are proving that the very large industrial interests and rapid growth of Flint are not incompatible, for them at least, with a love of beauty and excellence in producing it. They have long since given up concern about the cold on John Brown's baby's chest.

Second: some, at least, of the supervisors want to know why the music in schools does not carry over into the homes and the community more than it does. Is it because school music is not vital enough, or because of lack of opportunity in

the homes and elsewhere? Or is it because parents and community workers do not cooperate with the school teachers? What can recreation workers do about it? Third: to the few who could be lured away from other sectional conferences to attend one on Music in Rural Districts a hearty plea was made for promotion of musical interest and activities in those districts. The one-third of the American people living in those districts have been almost entirely neglected by the Music Supervisors, whose positions in larger towns and cities leave them no time for activities so distant. A few states now have State Music Supervisors whose main business it is, or should be, to arouse interest in music in rural schools and communities, and finds teachers and leaders for them.

Fourth and last: the leading supervisors believe that instrumental music in the schools, through the development of orchestras and bands, has reached a stage when more emphasis can be placed upon the playing of small groups: duos, trios, quartets, quintets, and the like, of various kinds of instruments, in schools, homes, and elsewhere. They recognize that there is a more intimate and educative approach both to the music and to perfect social living in the smaller group than in the large one.

Mr. Whiting Williams believes that the 8-hour day has changed the attitude of labor toward liquor. He believes this because it has given the laboring man time to be less of an animal than the 12-hour day almost forced him to be, and that it has given him opportunity for beginning really to live and get more recreational opportunities. He says the kind of job in all its implications determines the kind of family life and personal life a man lives; the church has a definite responsibility with the kind of job and the conditions surrounding the work in industry. He gave as an illustration of this fact the hobo jobs of the lumber camps and the wheat fields of the West, where the I. W. W. flourishes to its greatest strength.—Report of address by Whiting Williams on "The Psychology of Business Men in Relation to the Activity of the Church in the Fields of Industry and Labor," at the Spring Meeting of the Commission on the Church and Social Service, March 29 and 30, 1928.

The School Park Association of Jamestown, New York

By

M. J. FLETCHER

President

"The Hundred Acre Lot" has been a favorite resort of nature lovers for many years. Its variety of trees, shrubs and plants and its nearness to the city have combined to give it special value to many different groups of people, old and young, serious students of nature and careless pleasure seekers.

When it was learned in the spring of 1913 that the trees upon this tract had been sold to lumbermen, much regret was expressed and many plans broached for the purchase of the park in order that it might be preserved for nature lovers of the coming generations. The most active interest in this movement was shown by certain teachers who had become especially familiar with the beauties of this piece of woodland. After some fruitless effort to secure aid by public appeal, a meeting of teachers and others interested was called to consider the possibility of purchasing a portion of the land. Temporary organization was effected and a committee was appointed to canvass the matter and secure the necessary funds. Negotiations were undertaken with the owners of the land and with the lumbermen who had purchased the timber rights. The project was such a novel one and the difficulties were so evident that the task proved to be very serious.

The first actual money available for this purpose was the gift of one hundred dollars from the graduating class of 1913. A portion of this was used to secure an option and stop the cutting of the timber. But the school year was now at an end and the teaching force was broken up for the summer vacation and little had been accomplished. As a last resort a committee induced some forty citizens to sign a demand note for four thousand dollars which was accepted by the Chautauqua County National Bank and in this way the funds were secured to purchase the timber rights and

secure legal option upon the land. No real organization had been effected up to this time and a temporary organization was now created for the purpose of receiving and disbursing funds and assuming the necessary responsibility.

With the opening of the school year 1913-14 this organization was confronted with a serious undertaking. Money must be raised to meet the demand note and an additional sum to secure the deeds for the property. This was accomplished in part by a canvass of the citizens carried on by teachers and pupils, and in part through a loan secured by a mortgage upon the property. Some liberal contributions were made by generous citizens, but the greater part of the \$4,333.30 raised at this time was made up of small sums.

In the meantime a committee had been appointed to devise a plan of permanent organization, and on the evening before Arbor Day, 1914, this organization was completed, with president, vice-president, secretary, treasurer and six trustees.

At this and previous meetings it was agreed that instead of organizing a membership corporation the School Park Association would, when it had completed the payment of the indebtedness upon the property, turn the property over to the School Board for the use and enjoyment of the people of the city.

The officers of the Association decided that it would not be wise to undertake any further canvass for funds. The amount necessary to complete the payments in two years and provide for the interest and certain incidental expenses was divided among the various schools and organizations upon a basis acceptable to the principals and teachers of the various schools. The schools have already, through various forms of entertainments, secured the greater part of this money. It has been found less difficult than had been anticipated. The pupils and their parents have responded generously and these entertainments have been quite as much worth while as social occasions as for the funds which have been procured. These entertainments have sometimes been in the form of teas in the high school gymnasium, sometimes of concerts; more often they have been exhibitions given by the children in the school halls. In some instances lawn parties have been given. The most largely attended of these was the one given by the Second Street Grammar School June 6, 1914. This event was a surprise both to those who arranged the affair and to all who attended.

A great variety of entertainment was offered and the spacious lawn was thronged with people throughout the afternoon and evening.

Some criticism has been made of the wisdom of this purchase, largely because of what some have considered the excessive price. The entire cost of the property of 52 acres was \$8,250. Opinions may easily differ as to the monetary value of the property. As a real estate speculation it may, or may not, have been a good venture, but in the eyes of those responsible for the purchase who have borne the financial burden it is a good investment, and it would seem that the critics need not be especially concerned. It was certainly noteworthy that the teachers and pupils of a school should undertake such an enterprise.

The result is of great value as a permanent recreation ground, and the long years of the future will amply justify the foresight of those who have secured it. It is already a popular resort and while its development and oversight will require much thought and care, there are no insurmountable difficulties to be anticipated.

The effort, too, has been of great value in and of itself. We have become too much accustomed to depend upon official initiative and have overlooked the sources of power which reside in voluntary community action. So this enterprise has been an effective lesson showing not only the power of many small sums of money, but also the power and satisfaction to be gained from united activities in a common unselfish cause.

Gifts for Boys' Work

Harry E. Burroughs, founder and sponsor of the Newsboys' Foundation, Boston, has bought the former Elks' Home on Sumner Street, Beacon Hill, Boston, for \$200,000. It is expected that this building will be used by some 4,000 boys. Mr. Burroughs has set aside \$100,000 additional to provide for the carrying out of the educational program of the Newsboys' Foundation.

The Boys' Club of Bridgeport will receive approximately \$33,000 under the will of Mrs. Clara Louise Baker of Bridgeport. Frederick D. Baker of the same family has previously bequeathed \$15,000 to the club.

Mrs. Kenneth F. Wood, of Pawtucket, R. I., has recently financed the improvements made in the swimming pool and natatorium at a cost of more than \$25,000.

Book Reviews

THE HANDY GAME HAND BOOK By Walter Wheeler. Published by Koch Brothers, Des Moines, Iowa. Price, \$1.50

The needs of boys have been the primary consideration in this compilation of indoor and outdoor games which have been classified according to games with equipment, and games and activities which do not require equipment. In addition there is a section on relays with schedules for Round Robin, Bye, Split and Elimination Tournaments. A special feature of the book is the average and percentage chart which has been given. The index is ingeniously arranged in such a way that it is possible to know at a glance whether a game requires equipment, whether it is adapted for camp, playground, gymnasium or school room use and whether it is quiet or active.

BROWNE'S VELVET SURFACE. By A. D. Browne, M.D. Professor Physical Education, Peabody College, Nashville, Tennessee. Price, \$5.00

In this book Dr. Browne prescribes a flexible hard surface for tennis courts, playgrounds, school yards and walks, and tells exactly how it is made. The book covers specifications of material and equipment, drawings and labor technique, and it is accompanied by samples of materials used. By following instructions in the book, Dr. Browne states, any foreman with four laborers can construct a surface 50 feet x 100 feet in five days at a cost of \$200. For fifteen years Dr. Browne has been experimenting in an effort to find the ideal mixture and the lowest price technique for playground and tennis court surfacing. The book recently published represents the completion of his search.

OFFICIAL BASEBALL GUIDE—1928. Spalding's Athletic Library, No. 100X. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price, \$.35

Records of all kinds, schedules for 1928 and information on all the matters of interest to baseball enthusiasts are to be found in this Guide.

PHYSICAL EDUCATION. By Emil Rath. Published by the Normal College of the American Gymnastic Union, Indianapolis, Indiana

This book, Volume II of the series, in revised form is now devoted to "open order" work and is arranged in six parts as follows: *Methods and Management, System of General Free Exercises, Fundamental Exercises, Stunts for Open Order Work, Preparatory Exercises for Athletics, and Preparatory Exercises for Demonstration Purposes.* There has been added a series of work charts for each age group which will be of interest to physical directors.

IDEAS FOR CHILDREN'S PARTIES. Edited by Arthur Howard Strouse. Published by Arthur H. Strouse Publishing Company, Lakeside, Ohio. Price, 60c.

Simplicity in plan and fare has been the aim throughout this book which suggests not only games and activities but refreshments with recipes for making them. The arrangement of activities by months adds to the usefulness of the book.

OUTDOOR STUNTS. By Arthur H. Strouse. Published by Arthur H. Strouse Publishing Company, Lakeside, Ohio. Price, 50c

The stunts suggested in this book—and there are almost 400 of them—are for young and old. Including as they do a wide variety of activities, they are adapted to the use of groups of all kinds. The chief purpose of the book is to promote a love for nature and to make it possible for the city child to become better acquainted with the out-of-doors through fun giving opportunities.

HANDBALL GUIDE. Spalding's Athletic Library, No. 114R. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price, \$.25

Everything necessary for the handball player to know is to be found in this booklet, from suggestions for the beginner to rules for the hard-ball game and the construction of a court.

OFFICIAL VOLLEY BALL RULES 1927-1928. Spalding's Athletic Library, No. 120R. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price, \$.25

A helpful section of this booklet is that devoted to volley ball for girls and women prepared by a special committee, of which Miss Agnes R. Wayman of Barnard College is chairman. There is also an article on *Intensive Volley Ball* which will be of special interest to enthusiasts of the game.

THREE-MINUTE PLAYS. By Percival Wilde. Published by Greenberg, New York. Price, \$2.00

This collection of very short plays by one of America's best known playwrights is well adapted to the use of little theatre groups playing for sophisticated audiences. Ranging from sparkling comedy to tense drama, they present a wide variety of material. For the reader, too, they offer entertainment without a superfluous word.

SOME DESIRABLE GOALS FOR MOTION PICTURES. By H. Dora Stecker. University of Chicago Press, Chicago, Illinois.

This pamphlet, a reprint from the proceedings of the National Conference of Social Work held at Des Moines, Iowa, May, 1927, is a consideration of motion pictures, children, and community life. It gives interesting and significant facts on the attendance at the motion picture houses, the influence of first run houses, "block booking" or group buying and the attendance of children at movies. It contrasts America and Europe in their attitude regarding the attendance of children and suggests what is needed to cope with the present situation. Copies of the pamphlet may be secured from the author, Apartment 49, 3362 Reading Road, Cincinnati, Ohio.

HOW TO MAKE CRYSTAL TREES OF SEALING WAX. Dennison Manufacturing Company, Framingham, Mass.

This recent project in handcraft is one of the most beautiful yet devised. It is difficult to believe that these trees are made of sealing wax, crepe paper, and a few other every day things such as star macaroni, small glass beads and wire. The secret of how it is done is told in a little pamphlet which may be secured from any Dennison store.

THE BOOK SHELF FOR BOYS AND GIRLS. Boy Scouts of America, 200 Fifth Avenue, New York City. Single Copies Free.

This attractive catalog of books has been edited by Clara W. Hunt of the Brooklyn Public Library, Ruth G. Hopkins, Polytechnic Country Day School and Franklin K. Mathews, Chief Scout Librarian. It is divided into three main classifications—books for the young children, books for older boys and girls and books for Boy Scouts. In each classification are a number of sub-divisions such as stories, poetry, music and others.

TWENTIETH CENTURY AMERICAN NOVELS. (Reading with a Purpose Series) By William Lyon Phelps. American Library Association, Chicago, Illinois. Price, 35c.

Dr. William Lyon Phelps, who is so well known as a writer and lecturer, has always been a champion of contemporary literature. "The best thing that can be said for recent American fiction," says Dr. Phelps in his introduction to this booklet, "is that it has ceased to be imitative and second-hand, and now comes directly out of American soil like a natural growth. The business of creative literature is not merely to report and chronicle life, but to interpret it; and today nearly every geograph-



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ical section of the United States has its novelist, so that if one read all the works of fiction produced in America in the twentieth century, he would be reading the social history of our country." In connection with his brief analysis of American fiction of the present day, Dr. Phelps recommends nine American novels and points out the significant fact regarding each.

PSYCHOLOGY OF COACHING. By Coleman R. Griffith, Ph.D. Published by Charles Scribner's Sons, New York. Price, \$2.00

To know how to deal with human material is fundamental to successful coaching. Dr. Griffith's book presents a practical formulation of the principles which the coach may apply. The book is based on a deep and sympathetic understanding of the body and mind of the athlete. While the book is designed to show coaches how to share their knowledge effectively, there is a second purpose of no less importance—to convince physical directors and the general public that the art of coaching has dignity and genuine social value.

FEES AND RENTALS CHARGED FOR PARK FACILITIES AND CONCESSIONS. Report No. 2316. Published by the New York State Bureau of Municipal Information, Albany, N. Y.

A recent project of the New York State Bureau of Municipal Information has been the gathering of information regarding fees charged for park facilities and concessions. A questionnaire was used in securing the information which embodied two main questions. (1) What fees does your city charge its people for any of the facilities or amusements in your municipal parks? (2) What rental does your city charge for any privilege or concession operated by private individuals in your municipal parks?

The answers received are compiled in the report issued by the Bureau. Much interesting information is given regarding golf and tennis fees and the charges made for other activities and facilities which many recreation workers are administering.

RECREATIONAL MANUAL. Published by Janesville Daily Gazette, Janesville, Wisconsin. Price, \$1.00

The Recreation Manual issued for the Good Times Club, fostered by the Janesville Daily Gazette, is a compendium of information on play. There are suggestions for activities of various kinds, for the home as a recreation center and for school entertainments. Excellent sources of information on various phases of recreation are offered. For the use of the clubs a constitution is provided and suggestions made for conducting the club's business.

SCHOOL HEALTH PROGRAMS FROM MANY LANDS. American Child Health Association, New York City. Price, \$50

This booklet represents the official report of the health section of the World Federation of Education Associations which met in Toronto, Canada, in August, 1927. At this meeting twenty-one countries met to exchange opinions and experiences on health programs in schools. Discussions in general fell under the following heads: The Training of Leaders, Methods of Health Education in the Elementary School, High School and University, the School Health Service Program and the Contributions of Various Groups.

SIMPLIFIED COURSE IN UKULELE PLAYING. The National Bureau for the Advancement of Music, 45 West 45th Street, New York City. Price, \$50

The National Bureau for the Advancement of Music has taken the material on ukulele courses, formerly issued by the P. R. A. A. in mimeographed form and has published it in the form of a pamphlet. In its revised form it presents a self-teaching method for Hawaiian Ukulele and Banjo Ukulele, and an effective text book for group instruction. Nearly 100 songs have been arranged for the ukulele. It is hoped by the National Bureau that the booklet will be of assistance toward the organization all



I want to play too!

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over the country of "Sing and Play Clubs," the members of which will sing worth-while songs together to their own effective ukulele accompaniment.

While it has been necessary for a number of reasons for the Bureau to place a price on this particular publication, arrangements have been made whereby recreation systems writing directly to the Bureau may receive a single copy free of charge.

DECORATED CREPE PAPER AND HOW TO USE IT. Dennison Manufacturing Company, New York City

This attractive circular with its many illustrations tells of the various uses to which decorated crepe paper can be put. Accompanying the circular is a little folder describing one of the latest devices, crepe paper curtains. Another little sheet describes how to make a slipover costume—the type so popular for school plays, pageants and parades.

OFFICIAL LACROSSE GUIDE—1928. National Collegiate Athletic Association, Spalding's Athletic Library No. 113R. Published by the American Sports Publishing Company, 45 Rose Street, New York City. Price, \$.25

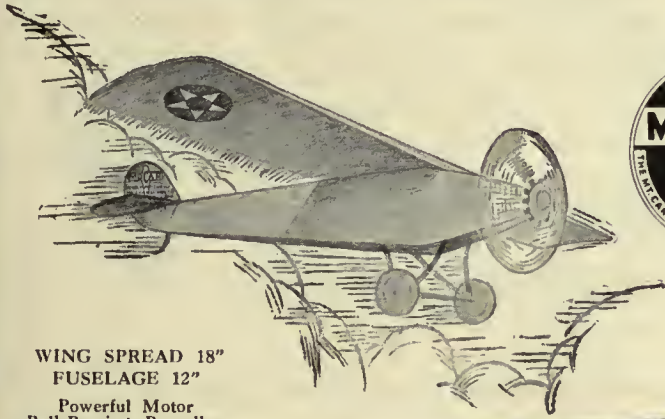
This guide contains the playing rules of the United States Inter-Collegiate Lacrosse Association with diagram of field and records of teams playing.

Magazines and Pamphlets Recently Received

Containing Articles of Interest to Recreation Workers

MAGAZINES

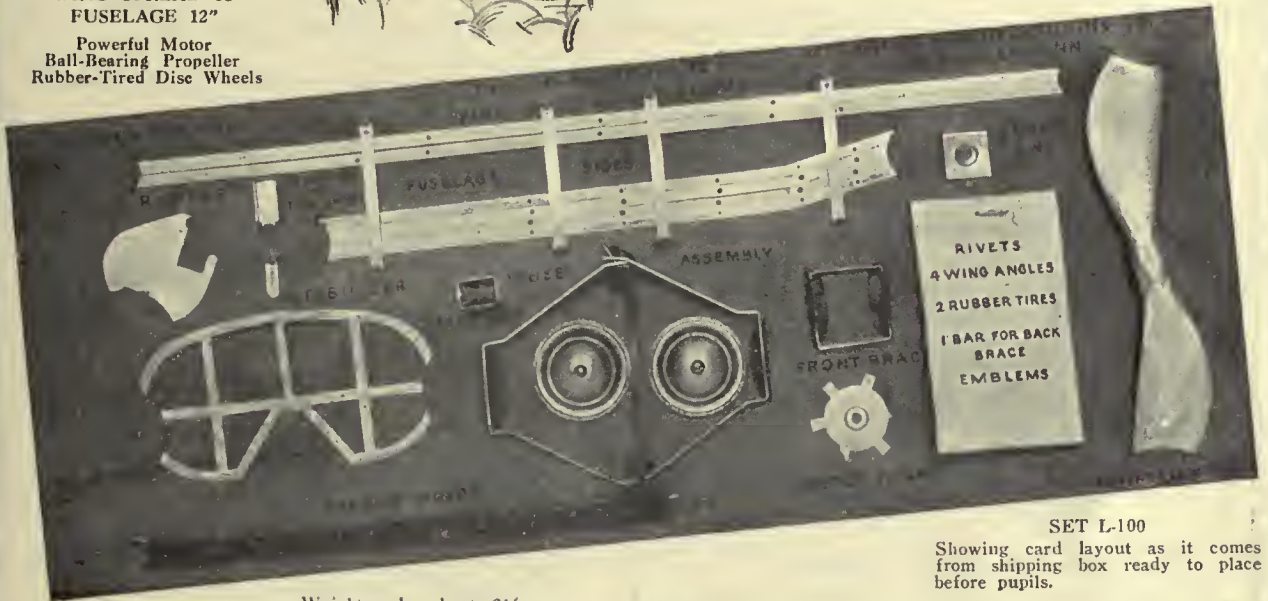
- Everygirl's. February, 1928
Dancing Around the World
By Era Betzner
- The Welfare Magazine. February, 1928
Education for Leisure
By Maristan Chapman
- The American Physical Education Review. Febr., 1928
Rochester Has Every Child's Track Meet
By P. F. Schmidt
Administration of Public Recreation
By George Hjelte
- A Successful College Play Day
By Rosalind Cassidy
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AUGUST, 1928

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Folk Dances

Growth of Adult Education

In Between Seasons' Programs

Recreation Congress, Atlantic City, N. J., October 1-6

VOLUME XXII, NO. 5

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The Playground

VOL. XXII, No. 5

AUGUST, 1928

The World at Play

New Gymnasium—The Board of Education at Steelton, Pa., has had a one-quarter million dollar addition to their High School Building, which includes one of the finest and best equipped gymnasiums and auditoriums in the country. Both the gymnasium and auditorium have entrances aside from the regular school entrance so that they may be used by the community.

It is their plan to employ a man on a year-round basis for Physical Education work in the winter and for playground and community work in the summer.

Marble Tournament—The 1928 Pennsylvania State Marble Championship Tournament was held in Bethlehem, Pa., on Saturday, June 2nd. Last year, 72,000 boys took part in the local marble contests throughout the state. It is expected that over 100,000 boys will be contestants this year.

Boys' Fun Night—Some 250 boys had the time of their young lives at the Boys' Fun Night conducted by the Moorestown Community House. All kinds of games were played and there were refreshments. Stunts were staged and relay races provided keen competition.

The big event of the evening was a push-ball contest. The huge ball stands higher than most of the boys who participated and it was a rare sight to see 250 boys push the ball towards its goal.

There was a fine talk given on sportsmanship.

The committee reports that this is to be a frequent activity.

To arouse more interest in swimming, the Moorestown Community House Association organized a swimming committee composed of people active in swimming and also active in community affairs. They outlined a swimming program and schedule, arranged swimming meets, swimming parties, membership campaigns, exhibitions, and secured a large list of games to be

played in the water. The result of this committee organization has increased tremendously the popularity of swimming and the pool is now easily paying for its upkeep.

Three or four times a year, the Moorestown Community House Association has a song festival. The object is to provide entertainment to clubs and to serve as an instruction class to leaders. The last program consisted of group singing, a talk on the selection of songs, by a person from the Victor Talking Machine, and a demonstration of song leadership, by a local music instructor.

These song festivals are very popular.

Recreation in a School for the Blind—The children at the Tennessee School for the Blind at Nashville enjoy an active program of indoor and outdoor play.

"Every child," writes I. S. Wampler, Superintendent, "is expected to take at least one period in recreation either indoor or outdoor. In bad weather the children are taken to the gymnasium, where they have marching exercises, dancing, drill with dumb-bells or wands, or they are expected to use the horizontal bars, chest weights, parallel bars, flying rings, and spring boards and to do rope climbing.

"When the weather permits, our children take part in races, rope climbing, shot put and similar sports, and we have three drawn parallel cables with rings on them for the guidance of the totally blind. We also have such outdoor equipment as swings, merry-go-rounds and slides. The children go hiking and engage in such ball games as basketball and cage ball."

Boys' Day in Recreation—"Boys' Day in Recreation" was the "big day" of the Boys' Week celebration in Los Angeles. There were seven different types of activities enlisting the interests of hundreds of boys and their dads.

Beginning at nine o'clock in the morning, a miniature airplane meet was held at Hawley Junior Airport and many young aeronautic enthusiasts were entered. This was followed at 12:30 by a bicycle meet at Manchester Playground in which thirteen special races for junior and senior boys were run off. These included both bicycles and motor-bikes in the list of competitive events. At 1:30 the big city-wide playground final meet in the Junior Olympics was held at Echo Playground. A swimming meet was also held in the afternoon at Griffith Municipal Pool. At the same time throughout the day the Boy Scouts held their Camp Field Day and the Western Ranger Division of the Woodcraft League of America held its annual festival. The eventful day ended with a big roller skating carnival held in the evening at Ross Snyder Playground tennis courts.

Boys' Day in Recreation was arranged by a committee consisting of George Hjelte, superintendent of the Playground and Recreation Department, and C. L. Glenn, president of the Physical Education Department of the city schools.

An Awards Rally—On April 18th the New Haven, Connecticut, Board of Recreation held its second annual winter activities awards rally when trophies were presented for those participating in the winter carnival in basketball, hockey leagues and free throw tournaments. The program consisted of addresses by the chairman of the Board, the mayor of the city and Yale's baseball coach, the awarding of the trophies and an entertainment program. Moving pictures of athletic events were shown.

Cleveland's Annual Community Center Frolic—On April 25th the community centers maintained by the Board of Education held their third annual frolic. It was literally a five ring circus. While the jazz carnival, in which twelve orchestras took part, was conducted on the stage of the public auditorium, a men's gymnasium drill was going on at the South End, an indoor baseball game for men in the middle, wrestling and boxing in the arena and golf demonstration at the north end. The frolic program issued by the Division of Community Centers Playground contains attractive pictures showing the various activities at the center.

Boy Life in Lakewood—The Committee of Citizens of Lakewood, Ohio, in charge of pro-

moting National Boys' Week, April 28 to May 5, issued a very attractive booklet telling of the activities of the various organizations promoting boy life. Through the courtesy of George E. Bickford, the Association has received a number of copies which it will be glad to distribute to people requesting them.

National Music Week in York—National Music Week was celebrated in York, Pa., with a program which reached large audiences. A Music Week Committee appointed by the Recreation Commission has charge of the program. Ten musical events were scheduled including concerts by a chorus of 300 voices from the pageant chorus, by the little symphony orchestra, by Civic Opera Company members, by the Women's Club and a girls' chorus of 110 voices. One night was known as Children's Night. The week closed with the oratorio, "The Seven Last Words of Christ."

Music in Orange County, Florida—On May 6, 7 and 8, Orange County, Florida, held its first annual music festival. The participants included the Festival Chorus, the Orange County Symphony Orchestra and the Children's Symphony Orchestra. There were a number of assisting artists. Thomas G. Lantz, Superintendent of Recreation in Orlando, served as executive of the Orlando Observance of Music Week, which began on Sunday, May 6, with special music in the churches and ended on May 13 with a massed band concert at the Municipal Auditorium.

Music Week in Cedar Rapids—"Home Sing" Night was one of the features of National Music Week held under the auspices of the Cedar Rapids Playground, the Beethoven club and the Music Department of the Women's Club. On "Home Sing" Night a group of local singers directed by Mrs. Clare Nichols of the Commission sang from a local radio station and all those tuning in were asked to join in singing in their homes. Many old favorites were sung.

A novel event on the program was the special radio musical program featuring numbers by the harmonica band and the drum and bugle corps.

Bathing in Safety—The Fourth Annual Report of the Bureau of Recreation, Evanston, Illinois, states that 526,338 people used the beaches under the supervision of the Bureau without a single drowning. "This fact," states the report,

"bears out the efficiency of the work of our life-guards and our volunteer corps of twenty-seven junior life guards."

Five Years Old—An increased attendance of 96,632 over 1926 is the 1927 record of the Division of Recreation, Department of Public Welfare, Pontiac, Michigan, which has just issued its fifth report. Seventy-one thousand two hundred and seventy of this total represented attendance at the fifteen new activities introduced during the past year, while 25,362 more people patronized the old activities than attended in 1927.

A New Reservation in Cohasset—Benjamin D. Hyde has presented to the Federation of Bird Clubs of New England a tract of land at Cohasset, Massachusetts, to be maintained as a wild life reservation. The property will be placed under the custodianship of the South Shore Nature Club, one of the groups affiliated with the Federation. On this reservation there is a very fine stand of old hemlocks which Mr. Hyde's father purchased many years ago and in whose memory it will be preserved.

Cambridge Has a New Recreation Center—Cambridge, Massachusetts, has three buildings erected for recreation purposes. The first cost \$25,000, the second \$70,000 and the third which will soon be completed will cost \$85,000.

The new building, which is especially well equipped, contains a combination gymnasium and auditorium, with an improved ventilating system and superior lighting, and two large recreation rooms, one for men, the other for women. Separate locker rooms and dressing rooms have been provided for both girls and women and the same arrangement has been made for both men and boys. Dressing and shower rooms have been provided for visitors and there is a special squash and handball room. There are also rooms for domestic science classes and similar activities. The field which is adjacent to the building covers five acres and will be made still larger next year. It contains two baseball fields, bleachers, four tennis courts which may be increased to twelve and a separate children's playground. There is an attractive landscaped park providing rest and shade.

New Recreation Centers—A bond issue of \$245,000 will make it possible for the Detroit Recreation Department to develop another recreation

center. With the funds now available additional land will be purchased, the old Ginsburg Library will be remodeled as an auditorium and a new gymnasium and swimming pool will be built. This center is located in the heart of the colored district and colored leadership will be provided.

Several years ago the city of Columbus, Ohio, acquired a block of about seven acres, approximately half of which was built on. All the buildings were torn down with the exception of a two-story brick building. Last year a bond issue of \$40,000 was passed to remodel the building and build an addition with a gymnasium. This will be opened in the fall as a center for colored citizens with a full time colored staff in charge.

Dedicating the Community Christmas Tree—Elaborate ceremonies attended the dedication of the living Community Christmas tree which the Lions' Club of Nashua, N. H., planted last winter on the lawn of the public library. The dedication took place on April 27th. The ceremonies began with a parade, in which the mayor, members of the Lions' Club, Boy Scouts and a live lion took part. The program consisted of music and addresses of presentation and acceptance.

Park Developments in Rhode Island—The Metropolitan Park Commission of the State of Rhode Island and Providence Plantations in its twenty-fourth annual report submitted to the General Assembly at the January, 1928, session, told of two tracts of land, conveyed for park purposes and accepted on behalf of the state. One tract consists of 472 acres given by Marquise d'Andigne and R. H. I. Goddard at Potowomut, Warwick, R. I. The second tract of nine acres in Cranston is the gift of former members of Troop C of the Rhode Island National Guard. Careful study has been given the property to determine the advisability of providing bathing beaches, park ways, drives, camping sites and other outdoor attractions for the people of the state.

A New Type of Shelter House—The Park Board of Fort Worth has adopted for use in the parks and neighborhood playgrounds of the city a new type of building which combines shelter house, comfort station and little theatre. The building shown in the picture has been in use for about one year and a half, and has been the means of stimulating a great deal of dramatic activity



LITTLE THEATRE, FT. WORTH, TEXAS
Combined Shelter House and Comfort Station

among the children and young people of the neighborhood, where it is located. It is proposed to erect all future shelter houses and comfort stations with this little theatre feature so that every neighborhood provided with a playground or neighborhood play park will have a theatre.

A Park Their Front Yard—A fifteen-acre park owned and maintained by the State of Illinois forms the front yard of a cooperative apartment subdivision near the northern city limits of Chicago. The park will never be relinquished, says the *National Real Estate Journal*, but will preserve for all time the suburban atmosphere of the development. Beautifully landscaped, it has a crescent-shaped lake in its center, a wading pool for children and walks, trees and shrubbery.

Four large apartment buildings containing a total of 192 cooperative homes have already been built and three more are planned. Each building is owned by a separate corporation which sells the apartments. The owners and builders are the firm of Gubbins, McDonnell and Blietz.

A Manual of Physical Education for Rural Schools—The State Board of Education of West Virginia has issued a new edition of its manual of Physical Education for Rural Schools prepared by Melville Stewart, Supervisor of Physical Education. In addition to material on posture and health there are suggestions on rhythmic plays, folk plays, dancing steps, games, contests, stunts and athletic badge tests. A very helpful section is that dealing with field days. There is a chapter on homemade apparatus containing much valuable material.

Miniature Airplane Contests in Los Angeles.—Enthusiasm over miniature airplanes has reached a high point in Los Angeles following the dedication at Hawley Municipal Playground of the new junior airport. Several outlying sections of the city have requested the Playground and Recreation Department to furnish miniature ports in these districts and a number of department stores are featuring the small craft in window and interior displays.

Among several early tournaments to be held is one being arranged by the West Coast theaters and a committee of the California State Federation of Women's Clubs, with the Playground Department cooperating. Boys attending children's matinees in Los Angeles, San Bernardino, Ontario, Riverside and as far away as El Centro and San Diego are to enter plans and those judged acceptable from each theater will be flown in a monster competition to be held at Hawley port about April 15. It is anticipated that nearly eight hundred boys will participate.

Sixth Report of the Miners' Welfare Fund of Great Britain.—The 1927 Report of the Miners' Welfare Fund tells of the recreation development made possible throughout Great Britain through the allocation for recreation. Many new facilities, both indoor and out, have been secured. One project, the recreation ground at Horden, is likely to be one of the most important in the country. Twenty acres have been secured at a cost of £3,100. This includes a reservoir which is to be converted into an open air swimming pool and in addition there will be a park section with band stands, a dancing area, an adult section comprising three bowling greens, eight tennis courts, a putting course, club house and lodge, a large area for children and young people, and a full size cricket and football grounds with grandstand accommodations. The entire development will, it is estimated, cost approximately £15,000.

Summer Camps for Berkeley Citizens.—The Recreation Department of Berkeley, California, announces three summer camps, designed to provide for the citizens of Berkeley an enjoyable vacation at as near cost as possible, with good service, wholesome food and attractive surroundings. It will be possible at these camps to secure fourteen days' outing for \$26.52, including transportation, board and lodging.

In Fort Myers, Florida.—An eighteen hole golf course, a combined community house and auditorium, an outdoor auditorium for athletics and similar activities, a swimming pool, tennis courts, roque courts, shuffle board, horseshoe pitching courts and a recreation pier represent the facilities acquired by Fort Myers, through the efforts of the Recreation Board. A year ago none of these facilities were available. Under the leadership of the Recreation Board and the Chamber of Commerce, the children of Fort Myers had an important part in the celebration of Thomas Edison's eighty-first birthday. This took the form of a series of pantomimes portraying Mr. Edison's contributions to civilization.

What About Picnic Prizes?—C. H. English, Executive Secretary of the Playgrounds Association of Philadelphia, has raised the following question:

"The almost universal use of the picnic kit in our cities brings forth an important question. How many Recreation Executives are advising Picnic Committees as to the kind of prizes to be given the winners? This applies particularly to merchandise. Can we not render a real service in advising them as to the proper and appropriate prizes to get? I know of one case where a \$20 gold watch was given to the winner of each event. Has anyone in the field worked out a list of merchandise prizes to suggest to committees, developing the type of prizes for each age group, which is usually found at a general picnic. Personally I would like to know of such a plan, as it would help me in Philadelphia."

Have recreation executives any suggestions to offer?

A Camp for Mothers.—To give mothers a real vacation is the objective of the Westchester County Commission in the establishment of its camp for mothers to be opened during July and August, 1928. Any mother in Westchester County may use the camp, and she may bring with her one or two children under nine and over two years of age. Mothers, however, are to have no care of their children, who will at all times be under the supervision of a recreation director and a nurse. In order to secure the benefit of a complete rest, mothers are requested to leave all matters of program and discipline of the children to the camp director.

The old Tellar Mansion has been remodeled to

accommodate 50 mothers and 50 children. There are separate dining rooms and dormitories for the mothers and children, wide screened verandas and a recreation room for mothers, and a fenced playground and indoor playroom for children.

Rates will be \$3.50 per week for children under five; \$6.50 for older children and for adults.

Soccer Popular with Boston Boys.—Six thousand two hundred and ninety boys of the seventh, eighth and ninth grades of the Boston schools, played soccer football in the fall season of 1926. From this number, four hundred and twenty-nine teams were organized, and 1261 certificates awarded to the members of the winning teams. The last game of the surviving teams was played on the Boston Common. Two thousand or more children with their school banners, cheering sections and band watched this game. Yes, mass participation is possible and has come to stay.

Additional figures of interest are: 15,519 participated in baseball, 4,807 in track, a total of 20,326 individuals in 1420 teams.

Volley Ball Leagues for Industrial Girls.—The Public Recreation Commission of Cincinnati, Ohio, has organized a volley ball league for girls in business, commercial and industrial concerns. Last season, the first year, there were eight teams entered; this year, sixteen. In a recent meeting the teams present subscribed to the following objective of the Women's Division of the N. A. A. F.

"That girls and women shall take part in athletics, games and sports for the love of exercise and recreation for itself, not for personal or institutional prestige, not for reward or glory, but for the fun of participation."

In April a Play Night was arranged for the girls in the volley ball league and in May the final banquet was held.

The Municipal Sketch Club of Minneapolis.—From April 14th to May 1st the annual exhibit of the Minneapolis Municipal Sketch Club was held at the Art Institute. No student was permitted to bring more than three pieces to the Park Board office for the exhibition. The requirements were that all work should be properly framed and that water colors or wood block should be glassed as well as framed. The following

schedule for April shows something of the activities of the Club:

April 7	Portrait	Any Medium
April 14	Figure Drawing	Charcoal Only
April 21	Costume Sketch	Any Medium
April 28	Cast Drawing	Charcoal or Pencil

In connection with the Sketch Club a History-Art Class has been organized to study the life and works of famous artists.

Practical Handcraft.—The boys of the Manual Training Department of the First Ward School of Charlotte, North Carolina, have made thirty-two new baby swings for the playgrounds of the city. The Park and Recreation Commission providing the necessary material.

All the World Represented.—A series of national dances from the different nations of the world was an outstanding feature of the annual gymnastic demonstration of the recreation centers of the West Chicago Park Commission. The demonstration came toward the end of the indoor gymnasium year as the culmination of the work done at the seventeen small parks and recreation centers of the West Park system.

Athletics for North Carolina High School Girls.—The Athletic Association of North Carolina High School Girls has issued a booklet entitled *Constitution and By-Laws* of the Athletic Association of North Carolina High School Girls, which contains the point system in use. The system is based on major and minor sports. The major sports include basketball, baseball, hockey, soccer, speed ball and tennis. The minor sports are track, paddle tennis, volley ball, hiking, folk dancing, swimming, golf, horseback riding and archery golf. No girl may participate in more than one major sport a season, but may engage in some of the minor sports in that season.

Basketball Shooting in Elmira.—Joseph L. Riley, Athletic Director of Elmira Community Service, reports a basketball shooting game which has been very popular among the junior players of the city. A regulation basketball is used, which is thrown into a basket ten feet above the floor having an opening 18" in diameter. The basket has a regulation size netting. From a center directly under the basket, a semi-circle is drawn with an eight foot radius. The first shot is taken from behind the foul line—15 feet directly in front of the basket—and succeeding shots from

any point outside this semi-circle, the contestant returning his own ball. If the ball is touched by any one except the contestant, the event must be started over again. The number of goals shot in sixty seconds should be recorded.

A Sports Carnival in Oakland, California.—The Industrial Athletic Association of Greater Oakland fostered by the Recreation Department of the city recently held a sports carnival with the following program:

- 8:00 P. M.—Plant Demonstration
- 8:40 P. M.—Baseball Demonstration, Women's Teams
- 8:50 P. M.—Relays for Men
- 9:00 P. M.—Relays for Women
- 9:15 P. M.—Basketball—Women's Teams
- 9:30 P. M.—Basketball—Men's Teams
- 9:45 P. M.—Hand Polo
- 10:00 P. M.—Volley Ball—Women's Teams
- 10:15 P. M.—Men's Teams
- 10:30 P. M.—Scooter Polo.

Thirty-three industries are listed in the membership of the Industrial Athletic Association and the work has reached such proportions that a full-time worker has been employed to direct the activities. On April 1st, George Vestal, who has been doing part time work in the Department, was made director of industrial activities.

A County Play Day.—The Florida State Fair Association Grounds was the scene of the Duval County Play Day conducted by the Playground and Recreation Department of Jacksonville in cooperation with the Duval County Home Demonstration Department. A silver trophy was awarded the school winning the most points, the points being distributed as follows: 5 points for first, 3 for second and 1 for third place in all events, except spelling and music. The scoring for these two events were ten for first, seven for second and four for third place. In addition the school having the highest percentage of attendance received five points.

The program was as follows:

50 Yard Dash for Boys (One Representative from Each School)

50 Yard Dash for Girls (One Representative from Each School)

Standing Broad Jump for Boys (One Representative from Each School)

Tug of War (20 Girls on a Team from Each School)

100 Yard Dash for Boys (One Representative from Each School)

25 Yard Dash for Boys or Girls under Seven Years of Age

880 Yard Run for Boys (One Representative from Each School)

880 Yard Relay (Four Boys on a Team)

440 Yard Relay (Four Girls on a Team)

Spelling Contest (One Representative from Each School)

Music—The School Producing the Best Musical Number

Harris County, Texas, Holds a Second Band Contest.—During the month of May, Harris County will hold its second band and orchestra contest under the auspices of the Houston Recreation Department. As in the first contest, the bands will be grouped as "A" and "B." Each band will play the following:

GROUP "A" BAND

1. Optional Number
2. Largo from *New World Symphony* by Dvorak (contest number)
3. Massed numbers of all Bands—Group "A" and "B"

Gate City March by Weldon
The Lost Chord by Sullivan

GROUP "B" BAND

1. Optional number
2. *War March of the Priests* by Mendelssohn (contest number)
3. Massed number by all bands in groups "A" and "B"

Gate City March by Weldon
The Lost Chord by Sullivan

A Step in the Right Direction.—Chattanooga, Tennessee, takes the lead as one of the first cities of the South to extend library facilities to readers living in surrounding rural territory. For the past five years this city has served pupils, teachers and school patrons in more thickly settled sections through libraries located at county high schools. In 1926, however, an extra effort was made to bring books to local communities. The county board of control appropriates the funds to make this step possible. In approximately forty percent of the 223 counties with library service in continental U. S. such service is made possible through cooperative efforts of city and county governing boards.



THE DALLES, OREGON

The "Dalles Dip."—Not a new dance, but a swimming place is this project, the result of the efforts of a group of business men of Dalles, Oregon, who believed the community should have a place to swim. Additions to the raft were made from time to time as money was available and each year the swimming center is becoming more popular. Adults pay \$1.00 for the privilege of using the facilities for the season; children \$.50. The city provides a life guard during the two summer months. Each year a special swimming week stresses the importance of swimming instructions and the second week is devoted to teaching life saving methods.

Family Community Nights in Cedar Rapids.—Seven hundred people attended the Family Community Night held at Franklin School, Cedar Rapids, Iowa, under the auspices of the Playground Commission and there was approximately the same attendance at a similar gathering at Roosevelt School. The program consisted of amateur acts of music, dramatics, dancing and specialties.

From Drama Committee to Little Theatre.—Organized in February, 1923, by the Playground and Recreation Association of Wyoming Valley, Pennsylvania, as the "Drama and Celebration Committee," the Wilkes Barre Little Theatre is now a full grown organization meeting its own expenses on its budget of \$1,200 a year. This status of self-support has been attained through the securing of two hundred and fifty members at \$2.50 a year and twenty-seven patrons at \$20.00 a year. Three productions are given each year. The second program of the current season consisted of four one-act plays:

The Lost Silk Hat by Lord Dunsany

Trifles by Susan Glaspell

Dust of the Road by Kenneth Sawyer Goodman

The Pot Boiler by Alice Gerstenberg

The third and last production will be Sutton Vane's *Outward Bound*.

Detroit Plans for Open Air Theatre.—An organization known as the Detroit Municipal Theatre has been created in that city to further plans for an open air theatre similar to that of St. Louis. The purpose of the organization, according to H. W. Busch, commissioner of parks and boulevards, is to encourage the development of talent in local artists and musicians. The plan calls for a non-profit theatre where the best drama and civic opera may be seen. Later a free school in the different branches of art will, it is hoped, be established. In the theatre will be presented many kinds of dramatic productions, cantatas, pageants, community sings and lectures.

The first event on the program was an operatic and musical program held in one of the hotels on February 24th. Rehearsals are now under way for the summer program, which will be given in a temporary amphitheatre in Palmer Park. *Midsummer Night's Dream* will be produced, as well as two grand operas and one light opera not yet selected. The profits of the summer season will go into a fund for the erection of a permanent amphitheatre at River Rouge Park.

Drama in Evansville.—Evansville, Indiana, has a dramatic club known as the Community Players which meets the first and third Tuesday of each month in the Council Chamber of City Hall. Once a month a one-act play is given and a number of these plays have been presented before schools and churches. Among the plays which have been given in the short existence of the club are *Fashion* and *Kempy*.

The idea of recreation has been too closely associated with the idea of health. There is a very high probability that an important correlation does exist between the two, but the values of recreation extend far beyond the physiological.—WILLIAM H. JONES, Professor of Sociology in Howard University.

A red hat followed by careful working out of opportunities for suitable recreation for a young girl, according to the report of a Big Sister in New York City, proved to be the turning point in the girl's career.

Gen. Geo. W. Wingate

General George W. Wingate, who died on March 22, 1928, was one of the pioneers in the recreation movement. He was associated with Dr. Luther Halsey Gulick in the starting of the Public Schools Athletic League in 1903 and was identified with the New York City Public Schools Athletic League until the day of his death. Because Dr. Gulick helped to found the New York Public Schools Athletic League and gave up his position of executive for that organization to build up the national recreation movement, there has always been a close bond of sympathy between the New York City organization and the national association. With all the changes that have taken place in New York City in the last quarter century there has continued to be a very general appreciation of the work of the League under General Wingate's leadership.

General Wingate's leadership in the recreation movement began at a time when recreation was not so popular as it has since become. In his own lifetime he saw great changes take place. He himself had served as a soldier in the Civil War. He was an active and wise counsellor during the World War.

He himself was a sportsman, and "as a participant in the competitive sports of boxing and wrestling, as one who was both victor and vanquished in many hard fought games of tennis and golf, as a skilled fencer, a good horseman, a champion gymnast on flying rings, trapeze and parallel bars, he found and finding preached to others the joy of life which comes through good health, alert coordination of thought and action and the law that for the mind to work well and long the body must be sound and strong. As a public-spirited citizen in civic affairs his interest and influence were always with those whose aims were upright, objects proper and accomplishments worthy."

General Wingate had great capacity for hard work. Trials and difficulties were to him but a challenge, and he himself thoroughly enjoyed the work to which he gave himself so heartily.

Schools are stronger in character development than formerly, but the greatest influence on the child is outdoor organized play. All young learn by play to be led in the right direction and not told what they should not do.—ERNEST THOMPSON SETON.

Play Days for Industrial Girls

By

HELEN L. COOPS

Department of Physical Education, University of Cincinnati

Organized play for the business girl is one of the most interesting recent developments in adult community recreation. Athletic leagues springing up all over the country are a part of this expression of interest in the play program. If these athletic leagues are based on sound objectives and high standards, they are valuable. If they are allowed to degenerate into competition based on athletic exploitation and audience dictatorship, then they have no place in a recreation program. Athletic competition should be encouraged only when it is truly "play for the sake of play," and without any ulterior motive.

STANDARDS

The following standards of play activity represent four objectives which should be set up by the community recreation leader in a good program of organized play.

1. Play should be for the sake of recreation and enjoyment, not for the sake of reward in terms of money or of individual team glory.

2. Play should be so organized that an opportunity for wholesome expression will be given to all. The athletic tournaments that develop representative teams and that cater only to star players and the physically strong, have no place in a democratic, broad, play program.

3. Play should provide opportunity for friendly social contact. This does not develop out of the bitter fighting spirit, which "team rooters" create and foster.

4. Play, through athletic activity, has tremendous possibilities in terms of mental, moral and social as well as physical value. There is too much tendency to think of athletics as an activity for a small group which has already developed some degree of physical skill and proficiency. Rather, athletics should be a related part of a recreation program.

PRACTICAL OPERATION

The community recreation leader should be

able to interpret these objectives in terms of a practical detailed organization. If he finds himself in a situation where the "inter-store" or "inter-factory" fight for a trophy is in full swing, his only course is to work for a gradual injection of these principles into his organization. It is most unwise to tear down a whole system and submit an entirely different plan. It is better to introduce these new ideas as rapidly and as diplomatically as possible, giving them support by building up a sympathetic attitude among the girls.

The following outline is neither a program in detail nor a program for an ideal situation. It contains suggestions for selection of plays and games to take the place of the typical program of these athletic leagues. The main change is the introduction of the Red and Blue grouping idea. This is the first step toward an ideal situation, based on the Play Day system which is at present spreading rapidly through schools and colleges all over the country. By "Play Day" is meant the coming together of two or more schools for athletic activity where competition is based on some arbitrarily chosen division and not on the "school-against-school play." Girls are divided by lot into teams that take part in the various games. These Play Days have been tremendously successful in every instance. This is the most obvious demonstration of the practical worth of the "Play Day" idea.

ORGANIZATION OUTLINE

A. Central grouping into "Units."

In large cities there might be several "units."

A unit consists of a group of clubs such as:

Factory girls' league

Office girls' league

Church leagues

Y. W. C. A. leagues

Any other leagues organized by the City Recreation Department

These units are to be centrally controlled by a representative committee. Thus all clubs may

operate with some similarity of objective and procedure.

It has been suggested that the Central Committee may consist of representatives chosen by the girls and the employed leader.

B. Organization of Reds and Blues (or whatever names may be selected for the groups).

All leagues are divided in half, and correspondingly girls belong to either the "Reds" or the "Blues." Competition for the year is between these color teams and not for the league championship.

To explain more in detail, take the factory league organization as an example. If there were thirty girls entered from one factory they would be divided into two groups of fifteen each. These groups would be known in all activities as the "reds" or the "blues." If only ten or even fewer, came from another factory they would be assigned to a certain color for the year and combined with other small groups. All such assignment is made by the central committee. This committee must check constantly on registration so that there is always an even number of reds and blues. When a factory has girls enough for only one team during the year the aim should be to interest more girls and have two teams the next year.

C. Inter-group plans.

1. A. Round-robin tournament between the Reds and the Blues is held for each separate team game. (See list under "Suggested Activities.") Results of all league tournaments are compared in order to determine color championship.

2. Before each tournament a month should be given over to general practice of the special sport. It is advisable for several groups to practice at the same hour. A good plan is to unite several groups and have their beginners come at one time and their advanced players at another time. The object is not to get one highly trained team from a group, but to get the greatest number of teams.

3. It is suggested that there be regular meetings about six or seven times a year when all the separate groups of each league may come together. These meetings have carefully planned programs such as:

- a. Dinner, picnic or camp-fire supper
- b. Play Evening with mass games, relays and other such activities
- c. Folk Dances and Social Games
- d. Community Singing
- e. Swimming Play Day

SUGGESTED ACTIVITIES FOR THE YEAR'S PROGRAM

A. Team Games

Fall—Volley ball

Winter—Basketball

Spring—Kick ball or Long Base

Summer—Baseball

Copies of the rules for volley ball and kick ball may be secured on request from the P. R. A. A.

B. Other recreational activities

The following activities may be used according to the time available, space, number of participants and equipment.

Bowling	Folk dancing
Swimming	Archery
Handball	Hiking
Horseshoe pitching	Campcraft

PROGRAMS FOR PLAY EVENINGS

The following programs are suggested for general play evenings. Organization for both is similar in the matter of selection of color teams and the details of the program. All the girls of one unit assemble and are divided by lot into eight color teams. They stay with the same team all evening and are known as the "Greens," "Yellows," "Purples." There is an equal opportunity for all to join in the games. Events that are interesting and enjoyable for the participants must be selected. These are determined largely by the numbers involved, space and equipment.

A. A suggested program for a "Unit" Play Evening:

7:00 General assembly and division into color teams. Election of captains for the evening.

7:15-7:45 Folk-dancing: Virginia Reel

8:00-9:00 Stunts and Obstacle Relays

9:00-10:00 Mass Game; Cage Ball

10:00 Group Singing—Mass Singing

B. A Suggested Play Evening program for all the "Red" teams of two units.

7:00 General assembly and division into color teams. Election of captains for the evening.

7:15-7:45 Social Games: Conversational Circle
How Do You Do

8:00-9:00 Relays based on the team-sport in season. Example: Over-and-under Basketball Relay

9:00-10:00 Mass Game: Progressive Dodgeball or Bombardment

10:00 Stunt, put on by one of the groups (or challenge stunts)

Some groups may wish to close the evening promptly at 10:00 o'clock, particularly when it

is necessary for the girls participating to be at work early next day. In order to limit the program to three hours, the time given some of the activities may be shortened or the suggested intermission may be omitted.

C. A College Play Day.

The following program of a College Play Day was carried out on February 18, 1928, at the University of Cincinnati. The organization of the Play Day was similar to others in principle although different in detail. The program follows:

General Plan

Members from each college are equally distributed into eight groups:

1. Rose
2. Blue
3. Green
4. Yellow
5. Brown
6. Purple
7. Tan
8. Black

Order of the Day

Activities—Basketball, Cage ball, Relays, Folk Dancing and Swimming.

Novelties—The challenge system is used for novelties. Any girl may challenge any member of another color team to any form of individual competition, not necessarily on the list.

SUGGESTED LIST

1. Stunts—Indian Wrestle
2. Baseball—Accuracy Throw
3. Basketball—Distance Throw
4. Dashes
5. Hopscotch
6. Quoits
7. Jacks

Tentative Time Schedule

12:30 Registration and Assembly in the Women's Gymnasium. Election of team captain.

1:00-1:30 Folk Dancing. How Do You Do. Conversation Circle.

1:40-2:10 Cage Ball: Rose-Blue vs. Green-Yellow. Women's Gym. Basketball: Brown vs.

Purple. Men's Gym. Relays: Tan vs. Black. Hughes High School Gym.

2:20-2:50 Cage Ball: Brown-Tan vs. Purple-Black. Women's Gym. Basketball: Rose vs. Green. Men's Gym. Relays: Blue vs. Yellow. Hughes High School Gym.

3:00-3:30 Basketball: Blue vs. Yellow. Men's Gym. Tan vs. Black. Relays: Brown vs. Purple. Hughes High School Gym. Rose vs. Green.

3:30-3:45 General Participation in Novelty Challenges.

3:45-4:00 General Assembly in Women's Gymnasium.

4:00-4:30 Posture Parade.

4:30-5:00 Swimming.

Scoring System

5 Points for Winner of Team

1 Point for Individual Winner of Challenge.

Award for individual with the best posture.

Relay Period—Dish Pan Relay—10 minutes. Spoon and Potato Relay—10 minutes. Obstacle Relay—10 minutes.

The same girl or group of girls may not participate in all relays.

Furthering Public Recreation in New York City

Representatives of sixty-two civic recreational and neighborhood agencies met recently at the annual meeting of the city Recreation Committee. The resolutions adopted by the group of 150 people called for the donation of funds realized from the sale of city-owned property, to the establishment of playgrounds; for the establishing of borough-wide plans for the development of playgrounds and the assessing of the cost upon each borough as a whole for the playgrounds in that borough, for the raising of the standards required in playground directors and the establishing of sufficiently high salary schedules to maintain such standards.

The Place of the Public Recreation Board or Commission in Conducting Community-Wide Recreation

BY EUGENE M. BAER,

Chairman, Board of Public Recreation, Wheeling, West Virginia

The affairs of all corporations are directed by a manager, superintendent or active head who is selected by a Board of Directors, in turn chosen by the stockholders. The same plan exists in recreation projects, the stockholders being the taxpayers, the Board of Directors; the Commission or Board, the Superintendent, the acting managing head.

No sensible Board of Directors will interfere with the manager of an industrial enterprise nor permit anything to be done which would tend to decrease or diminish the earning power of the corporation or the return of profit to stockholders. The same is true of a civic body. The return to its taxpayers or stockholders is in the form of dividends—not so many dollars and cents but in a more altruistic form, so many better citizens and friends.

No wise general would shackle his soldiers and send them on the field of battle, nor would any wise Board seek to cramp the style or to impede the progress of its employed workers. I do not mean to imply that all the projects a superintendent may wish to carry through are to be supported, but I do say very forcibly that after a program is decided upon no individual should, by any act of his, do anything which might interfere with the successful carrying out of the work.

Harmony between the Board and its superintendent is essential. Friction results in heat, retards progress and produces nothing. Perfect understanding, helpful suggestions, confidence and a spirit of cooperation are the essentials of the relationship between the Board and the superintendent.

It is, I believe, a clever idea to plan your work and then work your plan. I think that the superintendent should be the fountain head from which ideas should emanate. These ideas should be

thoroughly discussed in Board meeting, and, if decided upon, should be prosecuted vigorously and pushed to a satisfactory termination. Should the active head be slow about producing ideas, Board members should tactfully suggest ideas to him, let him think them over and present them as his own.

Board members must bring to their work an enthusiasm and energy that will electrify and penetrate the entire personnel of the organization. Loyalty to the work and a desire to do a real job must trickle from the top down; it will never come from the bottom up.

Board members, representing as they do all political parties and interests, must be non-partisan. There may be a disposition on the part of politicians to place in positions some of their supporters, but appointments must be made upon the fitness of the candidate for the position and upon no other basis.

The attitude of the Board should be passive in affairs that the superintendent is handling actively and efficiently, but it should be decidedly active in matters in which there is any sign of letting down or impairment of service.

The Board must be able to visualize its work, looking at it in an unbiased and unprejudiced way so that the greatest good for the greatest number will result. There must be the greatest unanimity of interest in the Board. Each member should feel that his office is a public trust and should so conduct the affairs of the Board that its works will be constructive. The taxpayer should be impelled to have a respect for it and to feel that their interests are amply safe-guarded by the Board and its personnel.

All work should be under the supervision of the Board. This does not mean that a Board should be meddlesome, nor does it mean an atti-

tude of lack of interest. Board members should have knowledge of all pending activities; they should have thoroughly discussed and deliberated upon all needed improvements or proposed new activities. But once a program is decided upon those in charge of it should be permitted to carry it on without interference.

The Board should be quick to praise, slow to censure. The employed workers should be made to feel that in the Board they have friends with whom they may advise and to whom they may take their problems with the assurance of hearty cooperation in their solution.

The role of the Board is similar to that of the President's Cabinet. It should counsel and advise, project and propose, but the active carrying out of the plan must be entrusted to the executive officer, who will have the whole-hearted cooperation of the Board. Board members must be big enough and broad enough to submerge their individuality and permit the superintendent to take the applause. On the other hand, they must be sufficiently good sportsmen to shield the executive from adverse comment and public censure.

A Board should be more legislative and judicial than executive.

Community-wide recreation is sufficiently comprehensive and broad to challenge the efforts of any community. It presents a program which is

interesting and intriguing. It carries with it a real thrill and a feeling of satisfaction when it is brought to a successful culmination. The taxpayer has a perfect right to demand public safety, public health and public recreation programs, and it depends largely upon how the Board can visualize its responsibilities, whether it receive the support of the taxpayer or his condemnation. The taxpayer has a perfect right to assume the Missourian attitude—"Show me"; the Board *must* show. If it can do it, well and good. If it cannot, its members would better resign and permit individuals with more capacity to take their places.

I hope that from what I have said you will not jump to the conclusion that I consider a Board a nonentity—nothing of the kind. Nor do I wish to convey the impression that the superintendent is a Czar with unlimited powers. The Board may be likened to a Board of Strategy or a Council of War, the Superintendent to the General in Command who carries out plans previously made in conference and reports back obstacles to be overcome and the progress of the campaign. The happy combination is a well balanced Board and an energetic superintendent with the ability to take kindly to suggestions, who has confidence in his own powers, who is dynamic, magnetic and of a good personality.

Recreation Congress

and

Miniature Aircraft Tournament

Atlantic City, New Jersey

October 1-6, 1928

The Playground as an Institution

There is both a directly practical and a more than practical difference between an institution and a place. When Metternich said that Italy was only a geographical expression he said that Italy did not exist. The difference between a country and a place is that you can belong to the one; you can only visit the other,—the difference between spiritual membership and bodily presence.

And I think this spiritual element is important on the playground. I do not mean that we should do anything directly in insisting upon such membership or in celebrating it, that we should whoop it up for the playground or make a great fuss about it. I think there is too much of that in American life already. But there is a quiet sense of belonging, preferably not talked about or even mentioned, that does something to the members and this something is important. It has a certain practical importance because it makes possible leaders among the older boys, a sense of making the playground go, of outrage to it when any gang undertakes to monopolize it and run it in their private interest. . . . And more important, the sense of membership is an expansion of personality to all the members, one more expression of an aim and purpose in life, with the implied standards exacted by that purpose to which they are committed.

And membership implies continuity. You cannot belong to something intermittent. If your country existed only on Wednesdays and Fridays, it could not be your country. The same is true of your home, your school, your church.

And it is a help to continuity of soul if there is a continuity of practical expression. Especially is this true in the establishment of a new loyalty like loyalty to a playground.

There is also habit. Besides loyalty, and an aid to it, there is the feeling of a refuge, a place to go, of habitual resort.

For these as for every other reason, a playground should be continuous throughout the year (probably the best and most economic use we ever make of our playgrounds is in skating and coasting where these are possible, for these activities require less supervision and are possible to more people to the square inch than any others).

And during the seasons of resort, even if these

are not as they should be all the seasons, the playground should have some indoor resources, something to do when it rains. You must not only go there whenever you want to, but you must be able to count on going, think of the playground as the place where you can always go. Therefore our aim should be summer and winter, rain or shine, morning and evening, hockey by electric light, evening parties and the twilight league, hours from 9 A. M. to midnight—the evening hours for parties, including especially the aged.

JOSEPH LEE.

Junior Police in Columbus, Georgia

A system of Junior Police has been worked out on the Columbus, Georgia, playgrounds, whereby each playground has five policemen appointed by the play leader and sworn in by the Chief of Police. These boys are supplied with official junior police badges by the Department of Recreation and are responsible for them to the extent of seventy-five cents if they lose them. Boys who apply for positions as junior policemen are appointed by the play leader only after careful investigation of their leadership ability. Further, each boy is put on probation for about a week so that the leader will be able to judge of his possibilities. The boys appointed are directly responsible to the Chief of Police. A special form of agreement signed by the boy is taken to police headquarters, where he is sworn in by the Chief. The boy keeps one copy and the other is filed in the files of the Department of Recreation. The Chief of Police may call out the entire group of junior police staff when they are needed.

It has been the practice to hold meetings of the junior police organization about once in three weeks. At this time local men are asked to talk to the boys about certain phases of city administration. The Chief of the Fire Department, for example, has given a talk and a demonstration of the operation of the fire alarm system.

Arrangements are usually made with the authorities of the Georgia-Auburn ball game to furnish with passes the boys who act as policemen in handling street traffic during the day of the game. On this basis only the boys who actually do duty are permitted to enter.

Public Recreation in Brooklyn

The latest report of the Bureau of Recreation, Department of Parks, Borough of Brooklyn, of which J. J. Downing is superintendent, tells of the need for increased facilities for recreation in that borough and the efforts which have been made during the past two years to meet these needs.

Exceptional advances, the report states, have been made in the construction of eight new children's playgrounds in various sections of the borough. Some of these plots had been the property of the city for as long as ten years, but because of lack of funds their development and equipment were not possible. These new play spaces provide approximately fourteen additional acres of playground property for thousands of children. This added provision, however, is utterly inadequate to the needs. A study recently made by the Bureau has disclosed the fact that at least thirty playgrounds will be required to provide properly for play areas for children in the different sections of the borough who have been entirely neglected in the former purchase of parks and playgrounds.

While the Bureau has forty-eight baseball diamonds under its jurisdiction, it is possible to issue permits for only about one-third of the applicants wishing them. So great is the demand that with 369 tennis courts it is necessary to restrict play to one hour periods on some of the courts on Saturdays and Sundays. Field hockey for high school girls is becoming so popular that present facilities are being taxed, and while demands are constantly growing many areas formerly used for some of these sports are rapidly decreasing.

These are a few of the problems the Bureau has faced during the past two years in spite of the many facilities it is operating with its staff of over one hundred workers, requiring an expenditure of \$68,125 for personal service alone.

One of the activities popular with adults is croquet. Many retired business men are to be found on the croquet field located in a quiet spot in Prospect Park. A small field house nearby provides lockers where the players store their equipment. A fee of \$2.50 for the use of the lockers gives the holder the privilege of using the field.

The miniature golf course at Prospect Park, consisting of two cages for practice driving and

nine putting greens for practicing holing out, were used by seven hundred and ninety-five players who secured permits in 1927 at a charge of \$1.00 for the season.

The tennis players of Prospect Park have for their use a \$60,000 clubhouse, furnished with 368 private lockers for storing tennis paraphernalia, for which a charge of \$2.50 a season is made. A large section of the building is devoted to metal racks used for general lockers, in which about 1,000 people can store their nets and rackets at a charge of \$1.50 a season. A fee of \$1.00 is charged for season play permits. The tennis courts are used from Decoration Day until Thanksgiving Day, and in 1927, 4,635 tennis permits were issued, permitting the players to use the courts in any of the parks of the borough. The Bureau maintains a bath house at Betsy Head Playground, containing fifty-eight shower baths and four hundred lockers. Towels and soap are provided at the very low cost of one cent. The outdoor swimming pool, sixty feet wide and one hundred and fifty feet long, is one of the largest municipal pools in this section of the country. A charge is made for 10c for adults and five cents for children. This entitles the bather to a bathing suit, towel and soap. In 1927, 241,321 people took shower baths, while 32,147 used the swimming pool.

The Bureau is fortunate in having in Prospect Park a lake covering sixty-two acres. In summer boats are rented to individuals, a number of swan boats are operated for the enjoyment of the children and an electric launch carrying about thirty people makes a circuit of the lake. In winter the lake is used for skating and a number of spaces in the smaller parks are flooded for skating. Approximately 500,000 made use of the facilities provided for winter sports in 1926. In 1927 the skating period was very limited and there were only eight days of skating on the lake of Prospect Park. During the skating season the boat house at the lake is converted into a skating house.

The picnic grounds in the parks of Brooklyn are used to great advantage. Permits were issued in 1927 alone to 540 groups. Almost 70,000 children attended these picnics. One hundred thousand dollars has been appropriated for a new picnic house of fireproof construction.

Two piers under the supervision of this Bureau are used for recreation purposes, games and other activities, being conducted under the leadership of a playground worker. Band concerts were given on one of the piers during the summer months.

And music is a popular part of the program of the Bureau. In 1927, \$26,700 was allowed for music with the result that forty-three concerts were given at the music grove in Prospect Park and ninety-seven at twenty of the small parks in various sections of the borough.

The activities which have been mentioned are only a few of those conducted by the Bureau not taking into account the special day celebrations, bringing thousands of participants and spectators to the park, the program of municipal athletics or the playground program with its many special events.

A Recreation Training Course in Reading

During the spring and early summer the Reading, Pennsylvania, Recreation Department is conducting recreation courses in order to meet the needs of the Department for leaders in various divisions of its work. These courses also give opportunity for special training to teachers, institutional workers, occupational therapists, camp-fire guardians, storytellers, Sunday school leaders, boy and girl club leaders, and volunteers who are particularly interested in the opportunities offered for service on a city playground.

The courses were given on Thursday night from March 8 to May 24 and on Saturday morning from April 21 through May 19. The Saturday morning periods were devoted to observation and leadership practice periods. During April 6 to 11, Easter vacation, the playgrounds were opened and tryouts for the playground workers were conducted. From June 11 to 23 a two weeks Play Institute will be held for college students.

Those taking the course were required to have had two years of high school or its equivalent, and to be at least seventeen years of age. Assigned readings were required outside of the regular session. A tuition fee of \$3.00 was charged to cover all the materials used and any damages to school property. A part of the fee was returnable according to amount of damage done.

Golf in Minneapolis

FINANCIAL STATEMENT OF ALL GOLF COURSES AS OF DECEMBER 31, 1927

	ROUNDS PLAYED				REVENUE				EXPENDITURES				Income Less Expense					
	9-Holes	Rate	18-Holes	Rate	Totals	Playing Fees	Club Rental and Misc. Services	Refectory	Total Income	Course Maint.	Operative	Mgr. chandise		General Building and Misc.	Total Expense			
Glenwood	25	1.791	3%	\$ 40	57,028	97%	\$ 23,238.95	\$ 2,242.50	\$ 15,050.08	**\$7,441.38	\$2,901.50	\$8,152.51	\$10,331.01	\$31,799.58	\$9,206.95			
Columbia	25	2.920	5%	75	51,800	95%	54,720	21,430.00	1,142.39	4,960.29	3,346.64	7,624.78	3,755.51	9,401.77	29,088.99	8,683.35		
Armour	50	4.614	12%	75	32,868	88%	37,482	26,938.00	1,245.54	1,127.32	7,682.97	1,491.77	3,989.08	21,292.11	18,038.75			
Meadowbrook	50	12.435	51%	.75	11,868	49%	24,299	14,844.30	5,155.53	7,576.42	1,201.34	3,150.12	2,688.63	15,386.91	5,241.27			
TOTALS					153,564		175,320	\$86,511.25	\$6,296.34	\$45,930.32	\$138,737.91	\$27,661.06	\$8,941.25	\$25,797.52	\$8,757.27	\$26,410.49	\$97,567.59	\$41,170.32

*Miscellaneous rounds at 25 cents and 40 cents were played during the wet season when entire course was not playable.
 **The increased cost of Glenwood Course maintenance over Columbia is attributed to the larger area of the Glenwood course and also to an expenditure of approximately \$1,000.00 for improvements in 1927.
 GLENWOOD—Area, 120.6 acres. Sand greens and clay tees. The oldest of our courses, established with 6 holes in 1916. The revenue above, cost of maintenance and operation has been applied toward improvement of the course, cost of buildings (\$75,000.00) and refund of expenditures from general fund to which it is still indebted to the extent of \$53,971.31.
 COLUMBIA—Area, 84.6 acres. Sand greens and clay tees. The use of revenue is similar to that at Glenwood. Columbia owes \$39,700.00 toward the cost of the building which was \$88,220.26.
 ARMOUR—Area, 154.8 acres. Grass greens and grass tees. Acquired and improved in 1924 under a finance plan by which cost of lands and improvements are paid for out of income less expense. Cost of course \$209,300.00. Interest 4.5%. First year's earnings (1925) were insufficient to meet expenses. 1926 earnings permitted a payment of \$11,326.01. 1927 earnings permitted a payment of \$18,014.35, which did not quite cover interest payment. 1928 earnings will, no doubt, permit payment of balance of accumulated interest and also first installment on reduction of capital indebtedness.
 MEADOWBROOK—Area, 207.59 acres. Grass greens and grass tees. Acquired in 1925 under similar finance plan as Armour course. Cost of course \$130,000.00. As at Armour the first year's earnings (1926) were insufficient to meet expenses. 1927 earnings, although sufficient to meet expenses, were not large enough to cover the deficit of 1926. The revenue was below expectations. Play was retarded because of flooding of the lowland during the greater part of the season. The contemplated plan of dredging and filling will remedy this condition. Cost of this improvement (\$89,388.00) will bring the total cost to \$219,388.00. The course is geographically well located, its popularity, manifest at present, will increase, insuring a successful operation as soon as full play conditions are provided. Note percentage of 9 and 18 hole rounds played as compared with other courses.

A Few Facts About the Recreation Program at Minneapolis

Many interesting facts are given in the 1927 annual report of the Recreation Department, Board of Park Commissioners, Minneapolis.

In 1926 the Department conducted twenty-nine playgrounds with an attendance of 1,184,536. In 1927 with the same number of grounds, the attendance was 1,854,732.

The total rounds of golf for the season were 175,320 on the four municipal courses.

One hundred and seventy-five thousand one hundred and ten men and women used the four swimming centers. The total receipts were \$7,912.52; the total expenditures \$18,991.32.

Minneapolis is known throughout the country as a winter sports center. The Park Department last year provided eighteen skating rinks with shelter building service, fifteen with portable warming houses, fifteen with no building accommodations but with benches, and one rink for speed skating. There were eleven hockey rinks (full regulation and lighted); eight (not lighted—boarded only); five small hockey rinks (cleared—not boarded—for boys' practice rink). Tobogganing is a popular winter sport. Of specially iced slides, there were nine. Thirteen centers were provided for sliding; six for skiing.

The per capita cost of the various winter sport centers has been carefully worked out in the report. It ranges from \$.0045 for the use of certain toboggan slides to \$.4165 for horse racing, the highest per capita cost listed. The total expenditures were \$49,993.50; total receipts \$3,679.57; net expenditures \$46,314. The attendance was 2,047,364, making the average per capita cost \$.0224. In addition the total attendance at the natural hill slides at five parks was 9,700,000.



IRENE KAUFMANN SETTLEMENT ERECTED IN 1909 IN PITTSBURGH, PA.

A New Building for the Irene Kaufmann Settlement

The Irene Kaufmann Settlement of Pittsburgh has broken ground for a number of new buildings made possible by the generous gift of Henry Kaufmann. A large plot of land adjoining the settlement has been purchased and on it will be erected a beautiful auditorium in memory of Theresa Kaufmann, Mr. Kaufmann's deceased wife. The auditorium will be fully equipped as a Little Theatre and will have a seating capacity for 625 people. There will also be erected an up-to-date gymnasium having a 40' x 80' playing floor with a gallery for spectators, two large locker rooms and shower baths, a swimming pool 25' x 60' with facilities for spectators and separate public baths for men and women.

One whole floor will be given over to studios and classrooms for the enlarged music school conducted by the settlement, and additional space has been provided for the neighborhood art school.



The handcraft activities will have new and larger quarters, and a beautiful new recreation room for boys with a separate social room for young men have been included, as well as additional rooms for the resident members of the staff. The buildings will be of fireproof construction, complete in every detail, and every effort will be made to make them beautiful as well as serviceable. The new additions will be three stories high and will enlarge the settlement by over 900,000 cubic feet of space. Plans provide for a fully equipped model playground and a new children's "milk well." The total cost of the land, buildings and equipment of the new edition will exceed \$625,000.

Mr. Kaufmann's recent contribution brings his gifts to the Irene Kaufmann Settlement to a total of over \$1,750,000. The settlement began in 1895 as the Columbian School and Settlement and continued under that name until 1909, when it was changed to the Irene Kaufmann Settlement with the erection of a new building made possible by a gift of about \$200,000, given in memory of Mr. and Mrs. Kaufmann's daughter, Irene. In 1920, on the Settlement's 25th anniversary, Mr. Kaufmann gave a fund of \$250,000 to provide for an expansion of the work, and in 1925 the Settlement received from him a gift of downtown property valued then at more than \$750,000. Rentals

from this property go toward the cost of operation and maintenance of the settlement.

Mr. Kaufmann, who was born in Germany in 1860, came to America at the age of sixteen as a poor lad and settled in Pittsburgh. He has contributed largely to a number of philanthropic organizations in Pittsburgh and to foreign relief campaigns. His local gifts alone have exceeded over \$2,000,000.

Mr. Kaufmann is an exemplification of the business man who believes he has a civic duty to his community and whose ability to make money is used for the benefit of his fellowmen.

Frank W. Wardwell, Secretary, 33rd District of the Lions' Club, Portland, Me., at the bottom of his business letterhead has these words:

"I run a printing shop. I am in business because I have to maintain a home, but I love to hunt and fish and sail and loaf. Anybody who's like that, too, can come to 32 Exchange Street, Portland, Maine, and meet an understanding friend."

"The leisure time, of course, is responsible for criminals. You do not have to worry about a boy who is busy. Child leisure is a greater peril than child labor."—H. W. GIBSON.

Play Leadership in a Department Store

A rather unusual opportunity was presented to the P. R. A. A. recently when the firm of Gimbel Brothers requested its cooperation in conducting a week's demonstration of model back yard playgrounds.

Two spaces were equipped. One represented a city back yard 20 x 20 feet with equipment consisting of a 3-piece combination gym (swing, rings and trapeze), a medium slide, 2 benches and a sand box with awning and many sand toys, and the second a suburban yard 25 x 30 feet equipped with a 4 piece combination gym (two swings, rings and trapeze), a large slide, sand box, see-saw, benches and bird bath.

Each afternoon, a group of children from the city playgrounds, demonstrated the use of the equipment, and a play program suited to that space. These programs covered chiefly sand play, games, folk dancing, storytelling and handcraft.

Many signs throughout the store announced the location of the exhibit as follows:

Come to the 6th floor—an Exhibit of

City and Suburban play yards

Sponsored by the Playground and Recreation

Association of America—

Represented by

Miss Madeline Stevens

Other signs on the sixth floor itself announced the program each day and invited customers to consult Miss Stevens before buying their playground equipment and play material.

One of the great joys of the exhibit was the pleasure derived by the children, both those who came with parents, and those who were giving the program. They were allowed the full use of every piece of equipment on display, and made the most of their opportunity. Even a jungle gym was set up in one of the aisles, much to the delight of the youngsters.

A student from the National Recreation School was employed to assist in leading the play so that Miss Stevens might be free for conferences.

While it was difficult to tell exactly how many people attended during the two weeks time, there were perhaps special interviews with about forty

persons a day. These represented many suburbanites who wished to buy one or two things for the yard—many were spending the summer in bungalows at the beaches and wanted slides for the sand.

Many recreation workers from various parts of the country who were passing through the city visited the store and evinced much interest.

The entire Gimbel management were thoroughly cooperative and gave every bit of assistance possible without ever mentioning the commercial side and were satisfied with the results attained.

The principal literature distributed was the pamphlet, "How Can We Use P. R. A. A.," and the list of publications—samples of the game books and "Home Play" were on exhibition also.

Marbles and Safety

The *Indianapolis News* tells of a plan adopted by the boys and teachers at Public School No. 6 for marble playing gets out of the safety campaign to some extent and becomes an experiment in government. Because there is danger of being struck by an automobile if a boy chases a marble into the street, the players of this school have made a ruling that no marble shall be so chased. In the language of golf, if it goes out of bounds it is to be regarded as lost. The owner takes a witness to his teacher and they testify as to the facts. The teacher then gives the boy another marble. Thus all losses are made good from a general fund supplied by the generosity of the big winners. The movement tends to show the weight the children attach to the safety talks they have heard in school and to the regulations laid down for them by the school traffic code. Just how this marble reimbursement scheme will work when the vacant lot baseball season opens remains to be seen. Marbles are cheap. Baseballs are not. Some method must be devised so that a boy who is playing in the field will not chase a baseball into the street to prevent another player from stretching a single into a three-bagger or a home run.—From the *Indianapolis News*.

A New Jersey County Promotes Recreation

By

S. A. MATHEWSON

The Union County, New Jersey, Park Commission recently issued its first annual report. In spite of the fact that the Department was only ten and one half months old at the time the report was published, it has a record of definite accomplishment.

Trap Shooting—This sport has been popular with men and boys on Saturday and Sunday afternoons. Special competitive programs were arranged by the Recreation Department which added much interest. Plans under way for a temporary field house will increase the effectiveness of the program. A Trap Shooting Committee consisting of five members, each man representing a different community, conducts a series of team shoots which are participated in by several Gun Clubs in Northern New Jersey. This Committee also assists in the general supervision of the grounds.

Playgrounds — Five additional playgrounds were opened in June, making a total of six and a total playground attendance for the year of

288,613. Owing to the fact that the various grounds are so widely separated, each playground was a unit in itself. All phases of the program were conducted, such as special days, athletic badge tests, handcraft, athletics, story telling, folk dancing.

Baseball—The Union County Baseball League has been organized, consisting of Class "A" Teams, representing the various towns and cities in the County. A very successful junior baseball program was promoted through a league of eight teams of boys between the ages of 16 and 18. There is also a league of boys under 16. In addition there were many independent teams playing on various fields in the system.

Football—This sport has been the means of drawing a large number of people to the Park System, as games have been played every Sunday at three parks.

Bowling on the Green—With the construction of a bowling green in Green Brook Park, a club was organized in Plainfield, whose membership has increased so greatly as to make the organization the largest lawn bowling club in the metropolitan area.

Boating—A total of \$653.75 was received from the rental of boats at Echo Lake, and \$2,672.20 at Lake Surprise.

Skating—There were ten skating areas available



UNION COUNTY, N. J.



THE STADIUM, UNION COUNTY, N. J.

during the past year with hockey rinks on four of them. An Ice Hockey League of six teams has been organized. Publicity for the rinks was given through window cards in prominently located store windows and various communities in the County, the managers of these stores being notified by telephone when there was skating.

Picnics—The records show that there were 322 picnics held in the park system during the summer months. The increase in numbers is credited to the fact that a letter was mailed to each minister in the county, with the result that a large number of Sunday Schools and churches held their outings in the parks.

Fireplaces were constructed in various sections of the Park System which has also encouraged family and group picnics.

Bathing—A large number of people availed themselves of the privilege of bathing at Lake Surprise, under the supervision of two life guards. Here the Union County Water Carnival was held, which proved very successful.

Soccer—The Union County Soccer League was organized by the Recreation Department and was very successfully conducted. In addition to this league there were four other leagues which played their games on the fields in the Park System.

Nature Study—Considerable progress has been made in organizing Nature Study groups in each

community in the County, and the whole nature study program has been developed by encouraging each group to assist the other in the form of furnishing leaders and lecturers. It is also planned to hold joint meetings.

UNION COUNTY, N. J., HOLDS A PAGEANT

Historical events which took place in Union County, New Jersey, were woven into a pageant held under the auspices of the Union County Park Commission on June 27th and 28th at Echo Lake Park. A beautiful setting was provided by the sloping hillside, level area, trees and water at this unit of the system. There was ample space for the parking of thousands of cars.

The cast consisted of several thousand people. The first episode depicted the glacial period, evidences of which are to be seen in the park. The next scene portrayed Indian life along the historic Minisink Trail, which passed through this section of the county. This was followed by scenes showing the Colonial period, the Revolution, Civil War, Spanish War, World War, Morgan disaster and other events.

“I have been tempted to say the aim of education is to produce a disciplined imagination.”—
ELMER ELLSWORTH BROWN.

A Football Finally Reaches Its Goal

"A football kicked about from one year to another, to this and that organization, landed in November, 1926, in the lap of Medford Post No. 15 of the American Legion."

Thus R. E. McElhose, Post Commander of Medford Post No. 15, describes the efforts which had been made in his city of 12,000 to establish playgrounds. "And we decided," he continues, "to kick the wind out of it."

As Mr. McElhose describes the process, the Post immediately went about collecting information on playgrounds. Meanwhile, a beautiful site of nearly three acres in the center of the city was selected and at the request of the Legion the property, formerly used as an automobile camp ground by the city, was turned over to the Post. On September 15, 1927, the land was dedicated to the children of Medford in a ceremony in which the Boy Scouts held effective flag raising exercises and accepted as their headquarters a building on the grounds approximately 32 feet by 62 feet. The building contains a reception room, reading room, office for Scout executive, four shower bath rooms and an auditorium with a huge fireplace.

A call for volunteers from the Legion Post brought out enough man power one Sunday to wreck several small buildings which had been used for camp rentals. A tractor was put into play, pulling out old trees and stumps, while a road scraper ironed out the rough spots. Moving pictures were taken of the crew and shown at a Post meeting. This helped to keep up interest and to provide news items in the local papers.

Up to date (February, 1928) considerable equipment has been installed and game courts laid out; 12,000 square feet of lawn with a sprinkling system have been laid, 60 native Oregon trees and \$200 worth of fine shrubs and vines have been set out and a drive and parking space for automobiles prepared. The Post is now installing a huge cement and brick drinking fountain at the canal end of the combination wading pool. Water will be forced through this canal to

make a current for the boats and the Manual Training Department of the High School is making two bridges to cross the canal. A drinking fountain will be installed at the entrance to the ground.

All of this work has been accomplished without calling on the City Council for any funds other than those expended in dedicating the ground for play. The financial campaign was carried on in the following manner: A letter to sixty-five organizations in the city asking for assistance brought a hearty response. News items in the local press encouraged individuals to send in money. The Lions' Club gave a concert; the Kiwanis Club assessed their members, and the Rotary Club voted funds from their treasury, as did teacher councils and other groups. Labor unions gave labor, Jackson County prisoners were put to work and a local contractor, a member of the Legion, laid all the cement without charge. A local architect donated blue prints for the building and spaced the apparatus, while a lumber company donated lumber. As a last resort the committee went on the air over the local radio station and financial worries were over.

The campaign brought out a number of touching instances. Seventeen Japanese children pooled their contributions and \$56.50 was mailed the Legion. A letter was received with a \$3.00 enclosure from the mother of three children, living three miles in the country, who said that these little Americans had saved their pennies for a month.

"Such examples," says Mr. McElhose, "showed us just how derelict we had been in the performance of our civic responsibilities. I am satisfied that play is the heritage of childhood and you cannot take it away from the child without paying the price."

Three acres have been set aside in another section of the city to be developed later on and the objective is the development of a community-wide recreation program with an employed executive in charge.

Home Play Week in Rock Island, Illinois

"The games listed for tonight are games suggested by parents of the city as being the most popular in their home play activities. The games, it will be noted, are mostly those of skill and are on the whole preferred to games of chance. Checkers are just as popular now as fifty years ago and can be enjoyed by parents as well as children. Dominoes are excellent for children and adults to play. Chess is the aristocrat of games and every home should have a chess fiend. Crokinole and caroms are more popular today than during the craze which followed their first introduction. Ping pong is one of the most popular games around boys' clubs. Sets may be bought for as low as \$2. Ring toss is one of the most popular games on the cities' playgrounds. A board either two or three feet square with finishing nails driven into the same to serve as pegs and rubber jar washers is all that is needed to construct a game that will appeal immensely to children and adults as well. Indoor quoits and horseshoe sets are inexpensive and are recommended. Homes having large basements can easily rig up a regulation horse shoe court by putting clay in two portable boxes and placed the regulation distance apart. Indoor golf is very popular at the present time and Rock Island merchants are showing a great variety of golf games which can be played indoors. Parchesi is another game that is good."

It was with such practical material as this, published each day in the local paper for ten days preceding Home Play Week, that the Playground and Recreation Commission of Rock Island helped create the interest which made the week so great a success.

The Schools Helped

And there were many other interest-creating means employed in addition to the newspaper publicity campaign. One of the main avenues of approach was through the schools, and in all its planning the Commission worked closely in touch with the Parent Teacher Council, through a committee appointed by that group to cooperate with the Commission. The Superintendent of Recreation, Melville H. Hodge, spoke at meetings of the P. T. A., outlining the program, and every school in town, including the parochial schools, gave him

the opportunity to thoroughly present the subject.

The Superintendent of the Schools, R. W. Bardwell, who gave his hearty cooperation to the plan, broadcast a talk over the local radio station. Campaign pledges were distributed to grade and junior high school principals, who gave them to the teachers. The teachers in turn distributed them to the children, also collecting them from the children after they had been signed at home. Sixteen thousand twenty-one of the following blanks were returned signed by parents:

HOME PLAY CAMPAIGN

Rock Island, Illinois

SPONSORED BY THE PARENT TEACHER ASSOCIATIONS AND
THE PLAYGROUND AND RECREATION COMMISSION

—February 13th to 18th—

Fathers and Mothers: We ask you to enlist in the HOME PLAY WEEK campaign for our city. Boys and girls are naturally and instinctively interested in play. A mutual interest in your child's play life will develop a bond of sympathy and comradeship which will not only cement home ties and enrich home life but will create a better feeling of understanding between parents and children.

Join the movement to give your child a richer play life, by signing this agreement to pledge yourself to devote at least three hours a week in playing with your children, at home, indoors or outdoors.

After signing this agreement please give to child to be returned to the school teacher, not later than Wednesday, February 17.

Name.....
Address.....
School

Play games and tell stories you learned when a child. Watch columns of the Argus for daily suggestions for home play.

The Library Did Its Part

Books of every description which appealed to the play interest of children were taken from the shelves of the Public Library and put on display in the main lobby. There were books on games and stunts, tricks and magic. There were, too, books on handcraft, and stories suitable for family play night were to be found in the collection. The books were not merely for display purposes, but for use, and many of them were taken home for careful reading.

Merchants, Too, Cooperated

Local merchants planned special window displays of equipment and supplies for use in connection with home play. They also helped by running advertisements.

There was no expense connected with the campaign. The Board of Education through its High School Printing Department printed the blanks.

A Park Department Association.—The Park Department of Tulsa, Oklahoma, has an organization for park employees known as the Tulsa Park Department Association and any member of the Park Department who has been employed for three months is considered a regular member. At the regular monthly meeting held the second Thursday of each month there is a short business meeting followed by a talk from the head of the Department or someone associated with him. At some of the meetings talks are given by caretakers and two of the older ones have been asked to call in the rest to consider certain problems of park maintenance. Together with the head of the maintenance department this group drew up a code of rules and later presented a paper on the qualifications of the caretaker.

After the more formal part of the meeting, the recreation committee of the Association takes charge and an entertainment and refreshments are provided. Members pay an entrance fee of \$1.00 and 25c a month dues. A cabin is being built in Mohawk Park by members of the Association from trees felled in the Park. The Association will make this available to the public and groups wishing to hold picnics.

Recreation on a Pier

By

KEITH JOHNS

St. Petersburg, Florida, builded well for recreation when her magnificent Million Dollar Pier stretching nearly 3000 feet from the shore line was added to the landscape of beautiful Tampa Bay. To vitalize it as the center of recreation became the task of the Board of Recreation.

Many theories have been advanced by interested persons as to the Pier's increased popularity, but the real secret is increased activities. One of the outstanding features of the entertainment offered is the dancing. As part of a campaign to popularize the Pier as a place of recreation, a series of free dances, eighteen in all, planned and carried out under the direction of the Department of Recreation and authorized by the City Commission, attracted crowds of 2000 enthusiastic dancers. The splendid dance floor of 20,000 square feet is surrounded by a colonnade which provides an exceptional place for spectators, sometimes as many as 3000 in number.

The dancers came in such large numbers that



RECREATION PIER, ST. PETERSBURG, FLA.

it was found necessary to devise a scheme to regulate the dances automatically. Discovering that during the early part of the evening elderly dancers predominated, the orchestra was instructed to play two waltzes to one fox trot. After 9:30 and until 11:00 o'clock the young people have their turn and two fox trots are played to one waltz. This arrangement, with two staff members on duty to guard against undesirable dancing, has tended to attract the more desirable element and has practically eliminated criticism. Dancing has been but one feature of the varied pier programs. A stage at one end of the hall is used for the orchestra when dances are held and provides a place for dramatic entertainments when the hall is used as an auditorium. The Annual Playground Pageant participated in by 300 children was given here as a benefit for the Florida Society for Crippled Children. Sunday band concerts formerly held during the tourist season in one of the city parks were transferred to the Pier and enjoyment enhanced by the coolness in the shade of the Pavilion. Wednesday evenings have been reserved for church groups and for community singing. Services have been held under the direction of the Ministerial Association.

The program for this year, as outlined by a special committee of the City Commission, provides also that two nights each week shall be left open for tourist societies, lodges and social organizations, that one night shall be left open to the general public, and that Sunday night shall be devoted to sacred concerts. Municipal dances will be held two nights each week, with a nominal charge to be paid only by dancers. Arrangements for details of programs will be carried out by the Pier Manager, appointed by the Board of Recreation, following authorization by the City Commission. A special budget has been prepared and authorized by the Board and City Commission.

The St. Petersburg Pier with an area of 126,000 square feet on the pier head was planned for recreation purposes. Motorists are provided for by a seventy-two foot pavement the length of the Pier and encircling the two story pavilion at the end. Fishing balconies five feet in width and twenty feet long have been constructed at frequent intervals, and wide sidewalks are laid along the roadway, making the entire approach one of unusual beauty.

An opportunity to see municipally directed recreation administered amid new and unusual surroundings awaits visitors to St. Petersburg.

A Development Company Provides Attractive Recreation Facilities

The Lonquist Company of Chicago writes of exceptionally interesting recreation features which are being incorporated in the Prospect Park Country Club Playground under the direction of the company.

"These properties," says J. B. Thompson, "have unusual improvements in the way of artistic drive-ways—parkways—a private 34-acre private park and an 18-hole golf course. Within the next few months a beautiful club house will be built. These community features bespeak a community of folk who will take pride in every future development. The playground, which has been plotted near the club house location, is now under active construction. It is to be a real fairy tale "come true." The portrayal of that world wide known tale, 'Hansel and Gretel,' is to be actually built into a house and the famous figures of the father, step-mother, witch, ginger-bread men—nothing will be forgotten.

"The cyclone fence which will enclose the playground will have quaint figures of animals and birds on every post. The swings and gymnastic apparatus will also have grotesque ornaments on all pillars. The 'Ginger Bread Roofed House,' which is now under construction, will have comfort, convenience and an arcade for supervised play and exhibits. All these features are an elaboration of the playground as it has been used during the past years. The commercial phase of dignified publicity and the 'home folk' appeal cannot be overlooked by the realtor.

"Negotiations for the major figures to be sculptured and designed by the Art Institute are now pending. Our correspondence at this time with art centers in Germany may result in obtaining a few of these desired figures from those marts. The playground will be completed in the early spring. We are looking forward to the date when we can send out the invitation to the children 'to come and play.' Undoubtedly, they will love this garden of play and in all the years of their life remember the pleasant days."

Physical Education in Alabama

J. R. SHARMAN,

Director of Physical Education, State Department of Education, Montgomery, Alabama

I have been asked to tell you briefly of the program of physical education in the schools of Alabama and especially of the recreational phase of this program.

The Program—The health and physical education program that we have set up in the schools of Alabama is much the same as many other state programs. It includes:

1. Annual Health Examination
2. Morning Inspection
3. Relaxation Periods
4. Hygiene Instruction
5. Physical Activities

Content of Physical Education Program—The physical education program as we have formulated it is made up of what are usually spoken of as natural activities. We emphasize games, athletics, swimming, dancing, stunts, dramatics and recreational outing activities; the only formal activity that we recommend for all students is marching. In a few of the larger schools there are classes of individual gymnastics.

Time Allotment—Our state course of study requires a minimum of one 30-minute period each day for five days in the week for the elementary schools and a total of four periods a week in the junior high school, one period of which is used for hygiene instruction and three periods for physical activities. We have not, as yet, an absolute requirement in the senior high school. A considerable number of senior high schools, however, are carrying out the recommended program, covering a minimum of three periods each week.

Teachers—In most of the elementary schools the work is taught by the regular classroom teachers; in the city of Birmingham and a few other places the platoon type of organization is used and there is a special teacher in each elementary school. In the junior and senior high schools this work is usually assigned to a special teacher. A great many of these teachers, however, do not hold, and have not the qualifications to secure, special certificates in physical education. In most of the larger cities and towns there are supervisors of physical education.

An interesting procedure has been followed in some of our rural high schools that has seemed to get satisfactory and valuable results. All classes of the high school go on the playground and have their physical education period at the same time, with each teacher of the academic subjects having a group of pupils for physical education. This plan seems to build up rapidly an excellent school spirit, to develop a feeling of comradeship between the pupils and the teachers, and to democratize the point-of-view of both. However, it can readily be understood that this plan would not work in every situation. Its success depends largely upon the ability of the principal to inspire and lead his teachers in this phase of the school program.

Certification of Teachers—A teacher who expects to secure a special certificate to teach physical education in the high schools of Alabama must be a college graduate who has credit for at least thirty hours in physical education. To secure a special certificate to teach this subject in the elementary schools a teacher must have at least two years of professional preparation beyond high school graduation.

Every classroom teacher who receives a certificate on credentials must have credit for a course in physical and health education that covers at least forty-eight lessons, approved by the State Department of Education. After July 1, 1928, no certificate will be issued, renewed or extended to a teacher who has not successfully completed such an approved course. The announcement of this requirement was made in 1925 and we estimate that eight thousand out of a total of twelve thousand white teachers in the State have already had at least a three months' course in physical education.

Recent Legislation—If Alabama has made any contribution in our field I believe it is in the manner that physical education has been integrated with the entire school program in the education bill that our state legislature has recently passed. It seems to me that it is very important in the planning, the financing, and the administration of

school programs that physical education be considered and provided for just as any other phase of the school program, because physical education in many cases has heretofore apparently been to the school program somewhat like an appendix, that is, something just tacked on to the regular program. I believe that it is much better for physical education to be recognized as a regular part of the school program and to be financed through the regular school appropriations than for it to be financed and subsidized through special appropriations.

The education appropriation bill recently passed by our legislature provided about \$16,000,000 additional revenue for the public schools during the next four years. These appropriations do not include any specific subsidies for physical education. However, there are three funds provided that we hope will help stimulate the teaching of physical education throughout the state.

The first of these is the "Attendance Fund" of \$850,000 a year. This money is distributed to all counties and cities on the basis of aggregate attendance, provided that each county and city that participates in this fund carries out an approved attendance program and an approved physical education program. You will notice that this part of the law requires that a program of physical education that is approved by the State Board of Education be carried out by every city and every county participating in this fund. It does not specifically require that special teachers and supervisors be employed to carry out the program. The State Board of Education has authority to set up a program requiring special teachers and supervisors but it is not the present plan to require that such specialists be employed, because we believe that superintendents and boards of education can be convinced of the importance and value of having specialists in physical education as rapidly as we can secure well-qualified people for the positions at the salaries that will be paid.

Another fund that should be of considerable help to the physical education program is the "Equalization Fund" of \$900,000 a year. This fund serves to guarantee a minimum school program for a minimum term of seven months to every school in the State. In figuring the minimum program every group of thirty pupils in average daily attendance is designated as a "teacher unit." For every group of seventy-five "teacher units" a "supervisor or helping teacher

unit" is allowed. There are about twenty-five counties in the state that have 150 or more white "teacher units" and, therefore, are allowed two or more "helping-teacher units." The State Board of Education requires that the first "helping teacher" employed in each county must be a supervisor of the traditional elementary school subjects, but the second one may be a specialist in physical education. Several superintendents have already indicated their intention of using their second "helping-teacher unit" for a specialist in physical education.

The third fund that we hope may be of help to the physical education program is the "Teacher Training Equalization Fund" of \$200,000 a year. This fund is appropriated to the State Board of Education to be used in equalizing the teacher-training load of the institutions of higher learning. We hope that part of this fund can be used for strengthening the major course in physical education that is given at the State College for Women at Montevallo and for establishing a major course for men at either the State University or the Polytechnic Institute.

We feel that we have a real opportunity in Alabama to plan and project a modern and comprehensive program of physical education that will provide an opportunity for the majority of the boys and girls in the state to participate in activities and situations that give desirable training in emotional control, instinctive expression, mental activity, and a hygienic routine of living.

Los Angeles' Newest Playground.—On May 4th the Los Angeles Playground and Recreation Department dedicated Vineyard Playground, the newest ground to be established. Addresses by city officials, the presentation of dance numbers by playground children, musical numbers, including a concert by the playground band, and similar events comprised the program.

A Festival of Negro Music.—On April 30th the Birmingham, Alabama, Park and Playground Board held a Festival of Negro Music. A choir of more than 300 voices and an orchestra of seventy-five took part. Negro folk songs, melodies, and spirituals comprised the program.

In a Community of Seven Thousand

The possibility of maintaining successful and broad year round recreation system in a city as small as 7,000 people has sometimes been questioned. Winter Haven, Florida, however, has proved that by wise leadership and organization it is possible to conduct as comprehensive a program in a community of this size as in large cities.

The Department of Public Recreation was created in January, 1926, through the initiative of the American Legion. To finance the first year's work \$3,000 was appropriated by the city and \$7,000 by the Chamber of Commerce—two organizations which have been of the greatest possible assistance to the recreation movement. A Superintendent of Recreation was employed to take charge of the work.

The program was a success from the start, and after the first year's demonstration the city took over the work and financed it.

The report for the second year shows an exceedingly active program.

Athletics and Sports

There is a City League of Basketball with eight teams, which in 1927 played thirty-three games with 586 participants and over 6,000 spectators. The Twilight Baseball League of four teams played twenty-five games with 504 participants. Diamond Ball without doubt has been the outstanding event of the program. The game was introduced last July and six weeks later twenty teams were played with a record of 1,500 in attendance on several nights. The courts were lighted so that the games could be played at night, and this attracted huge crowds, many people coming from nearby towns to see the game.

Six tennis courts were maintained by the Department. These are private courts lent to the Department, which keeps them up. The game is immensely popular and is played at all seasons of the year. A total attendance for last year on the six courts was approximately 16,800. Two junior tournaments, one for girls and one for boys, as well as tournaments for adults were held.

Bathing and Swimming

The Department maintains a beach which is under supervision from June through September. During the warm months there is a daily average attendance of 250. Swimming instruction is given each day. A point system has been introduced whereby boys and girls may earn swimming medals. The winning of 150 points entitles a child to a gold medal; of 125 to a silver and of 100 points to a bronze.

Playground Activities

During the summer season a playground is maintained under leadership. During the school year after school play is conducted at the grammar school from 3:30 to 5:00.

Helping with the Physical Education Program

For two months assistance was given the physical education program of the school through the employment of a worker to develop a program of physical education in the third, fourth, fifth and sixth grades of the grammar school. The course of work consisted of two 45 minute periods each for every class of the school, about thirty classes taking part. Classes were taken out on the school playground and given a course of games.

Dramatics

A group of Little Theatre Community Players has been organized and a dramatic institute held.

Music

Winter Haven, through the leadership of the Department of Recreation, has a community chorus which last year produced the sacred cantata "Esther." A little symphony orchestra has also been organized. A music memory contest was arranged for pupils of the junior high school, in which 300 took part.

Girl Scouts

A group of Girls Scouts was organized a year ago. The outstanding event of this program was the provision of a camp for members of the troop through the courtesy of the Federated Women's Club, which loaned its camp to the Department. It cost about sixty-four cents a day per person to run the camp.

Polk County's Orange Festival

One of the outstanding events of the year was the conducting of the Orange Festival for the County. In connection with the event a Doll Show and Basketball Carnival were held and an Orange Packing Contest was run off.

Other Events

Other events have consisted of the Roller Skating Carnival, Kite Tournament, Easter Egg Hunt, a Model Boat Building, and a Pushmobile Contest. Archery and bait casting were introduced during the year, and pistol shooting teams organized. Seven lighted shuffleboard courts have been immensely popular and have drawn an estimated attendance of 31,050. Horseshoes, checkers and card playing, handcraft for women and similar activities have attracted many people.

The Department has given a great deal of service to other organizations in conducting game evenings, tournaments, picnics, lending material and taking charge of meetings.

Giving a Thought to the Backyard

"To encourage and aid Irvington citizens in beautifying their home grounds," is the purpose of the Department of Recreation, Irvington, New Jersey, in outlining a home grounds improvement contest. The plan involved the dividing of the town into six districts with a separate division for apartment houses. The plan of organization called for a general committee, a committee of judges and an advisory committee of people competent to give out information and answer questions regarding planting and similar objects.

Then came the important matter of getting every one to help. The cooperation of the Home and School League and similar organizations were secured; the local paper agreed to run a column on the contests and to carry a nature guide; the Boy Scouts helped by discovering unsightly obstructions. Circulars of information were distributed through the schools.

The contest centered about lawns and gardens. Lawns were judged on May 15 and September 15; gardens, on August 15. Photographs were entered in the contest and there was also a contest for the best suggestions on general beautification. Trophies were awarded in each section and in the city at large.

The following score card was used:

LAWN SCORE CARD
Home Grounds Improvement Contest
Department of Public Recreation
Irvington, New Jersey, 1928

Name Address

TURF 25%		SHRUBBERY 35%		GENERAL 40%	
Uniformity, smoothness and grading, 5%	.....	Condition, 10%	.....	Harmony with building, 15%	.....
Thickness, 5 %	.....	Location, 10%	.....	Composition as a whole, 25%	.....
No weeds, 5%	.....	General Plan, 5%	.....	
Maintenance, 10%	.....	Maintenance, 10%	.....	
Total Score	.....	Total Score	.....	Total Score	.....
Grand Total Score.....					

Dramatic Work at Hull House*

By

EDITH DE NANCREDE

Miss Addams, with her gift of seeing farther than most of us, was one of the very first people to found a "little theater" in this country. Because she believed so much in the great educational value of the drama, she built the Hull House Theater in 1901. From that date began the development of the present Hull House dramatics, and it is doubtless because it possessed these unusual facilities that Hull House has carried its dramatic work farther than most settlements.

Of course there had been dramatics at Hull House before the theater was built. The various clubs gave plays in the gymnasium, and there was a dramatic club composed of the best from each group. That dramatic club is the present Hull House Players, a group of people, some of them forty-five or fifty years of age, who have been acting together since 1899. They were originally almost entirely Irish, as was the neighborhood at the time the club was founded. Originally it also included one or two residents. I myself had the honor of being a member for a number of years. As time went by, the Players added new members of different nationalities, but the club is still largely Irish, and interested in Irish plays.

It is impossible to give a list of the many productions of the Hull House Players, which have averaged three a year for twenty-five years. During their earliest period, they gave such plays as Gilbert's "Engaged" and Waldauer's "Fanchon the Cricket." Later they produced a number of plays dealing with social questions. They were responsible for the first appearance in Chicago of "Pillars of Society," by Ibsen; "The Devil's Disciple," by Shaw; "The Tragedy of Nan," by Masefield; "The Work-House Ward," by Lady Gregory, and other Irish plays. During the last four years they have staged "Milestones," by Arnold Bennett; "Hindle Wakes," by Stanley Houghton, and notably "The Lower Depths," by Gorky. The membership at present numbers fifteen; and since the death of their founder,

Mrs. Laura Dainty Pelham, they have been working under the direction of one of their members, Mr. Morris J. Cooney.

But perhaps the younger groups demonstrate, even more clearly than do the Players, how right Miss Addams was in believing what most people now concede—that the drama is of the utmost value in educating and developing the young. All of the dramatic clubs, except the Players, were started as groups of very young children. There are at present six of these clubs: the Marionette Players, 24 to 30 years of age; the Mignonette Club, 18 to 24; the Pirouette Club, 15 to 18; the Harlequin Club, 11 to 14; the Ballarino Club, 8 to 11; the Baby Group, 4 to 8 years of age. They number in all 240 members. The oldest of these existing clubs, the Marionette Club, was founded nineteen years ago, and is composed of thirty young men and women. The majority of the members began as little children. Of course, new members have been added from time to time, especially in the last few years, in the form of husbands.

I am sure if you could see these dramatic groups and compare them with the more transient social groups or classes, you would immediately recognize the great difference between them. The chief reason for this difference is their close contact, during a number of years, with the House and its residents. But one of the interesting facts that dramatic work at Hull House has shown is the almost unique power a dramatic club has of holding a group of people together from childhood, through adolescence, and into maturity. We have so far found no other means so successful. The only other department which holds people from childhood until they are grown up is the music school, and it does so in fewer numbers and very rarely with the boys. Acting, on the other hand, seems to have a particular appeal for boys and young men, and in each group they usually outnumber the girls.

The need of some means of making life more interesting and beautiful, the need of something to stimulate the mind and the imagination, is peculiarly felt in a neighborhood such as that of

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Hull House. Many of the young people in our older clubs left school at the age of fourteen, and their chief intellectual stimulus since then has been gained in connection with their dramatic work. Someone once expressed amazement at the unusually large vocabulary of a certain young man who had left school at fourteen. But it was not really surprising when one considered that he had memorized hundreds of lines of such authors as Shakespeare, Sheridan, Galsworthy, Shaw, Yates, Housman, Barry, O'Neill, and Granville Barker.

Through such plays as "Midsummer Night's Dream," the "Sunken Bell," and "Prunella," with their opportunity for beautiful and imaginative settings and lovely incidental music, a real appreciation of beauty has been developed. Fortunately, there are several artists and musicians among the Hull House residents, and in the dramatic groups also there are young artists and musicians developed by our music school and our art school. The dramatic clubs are so much concerned for the beauty of their performances that they spend a large amount of time and energy, and all the money that they take in at their productions, upon costumes, scenery, and lighting. As all of the members of the older groups, including the director, work during the day, the painting of scenery and the experimenting in lighting, as well as all rehearsing, are done at night. Just before a play, the work on the stage frequently continues all night. The result of such devotion is that the Hull House productions are often quite beautiful to look at, and the music, performed by a quartette trained in the music school, lovely to listen to.

One very delightful dramatic development has been made possible through the co-operation of the music school. Several Reinecke and Humperdinck cantatas have been produced, as well as some original operettas with music by Miss Eleanor Smith, the head of the Hull House Music School. By combining the music school, the dramatic clubs, and the rhythmic dancing classes, delightful pantomimes have been achieved. In fact, one of the valuable functions of dramatics is, I think, the uniting of all the arts to produce an artistic whole.

As there are no appropriations to cover the costs of the production, except in plays given by children under fourteen, for which no money is charged, the clubs are forced to cover the expenses by the proceeds of the plays. Their

standard of production is so high, and they spend so much money upon costumes, scenery, and lighting, that although most of the work is contributed, the dramatic clubs are usually in financial difficulties. Whether it is that their taste is developed at the expense of their practical wisdom, or whether, as some of the business members affirm, it is impossible to cover the expenses of such elaborate productions with so few performances, and with tickets at such a low rate, the fact remains that our dramatic clubs are usually struggling to keep their heads above water.

The distinctive thing about Hull House dramatics is that they carry on during a number of years. It is drill that enables a child, through his lessons in dancing and rhythms, to move with grace and ease. He works only one hour a week, perhaps, but one hour a week for a number of years. We also make a great point of the use of the voice, of pronunciation and diction; and what could not possibly be taught in one play a year, can be inculcated in one play a year for ten years. And although Hull House has never made the slightest effort to produce professional actors, it has unconsciously produced several who are holding their own successfully on the professional stage. It is this drill over a period of years that we recommend. To do it successfully of course presupposes continuity in direction as well; but Hull House has a way of keeping its residents, and the same person has been in charge of this work since it started.

Dramatic clubs at Hull House are started as dancing classes of little boys and girls, from four to six years of age, with about forty children in a class. Because of the firm conviction of the dramatic groups that mixed nationalities are best, a point is made of this. Most of the Hull House social clubs incline to be all Italian or all Jewish or all Mexican. But all of the dramatic clubs are mixed, boasting as many as nine different nationalities. Folk dancing and rhythmic dancing form a very important part in the training, and are invaluable in teaching expression through the use of the body. The children are also encouraged to join the singing classes, for we aim at an all-round artistic development. Until the majority are eight years of age or over, the group is treated as a class rather than as a club. It meets for an hour each week to learn folk dances and Mother Goose dances, the latter giving excellent opportunities for acting. When small

children are needed in the older children's plays, these little children are used.

When a group reaches the age of eight, it is formed into a club. Thereafter the children give at least one play a year. In clubs of forty or more, it is necessary to produce more than one play in order to give the majority of the children a chance to act. The clubs meet every Saturday afternoon for an hour's dancing, followed by a short business meeting. The older clubs meet in the evening. A group often works three months on one play. All of the clubs have a decidedly social side, and give numerous parties, cotillions, and picnics, until the most of the members are thoroughly grown up and begin to marry and to settle down, when they become purely dramatic clubs.

The advantages of this method are many. Where the boys and girls have been used to playing and dancing together since babyhood, there is no silly self-consciousness when they have to make love to each other in a play. They are used to each other and understand each other, and that is one reason why they are especially good at ensemble acting. Then, as each group has had the same training, the older groups understand the younger, and are like big brothers and sisters, as indeed they often actually are. Frequently all the children in a family are scattered through the various clubs. When people ask, "How is it you can get boys of sixteen and seventeen and eighteen to dance these fancy dances?" the answer is, "Because they have danced them from babyhood and have seen all their older brothers and friends dance them.

I think that a progressive list of plays which have been given by one of our older clubs will give a better idea of their development than anything I can say. Beginning with such simple fairy plays as "Puss-in-Boots" and "Red-Riding-Hood and the Wolf," the club progressed through "Alice in Wonderland," "Hansel and Gretel," "The Blue Bird" of Maeterlinck, the "Sad Shepherd" by Ben Jonson, "Mid-Summer Night's Dream," "As You Like It," "Twelfth Night," and "The Taming of the Shrew," by Shakespeare, the "Land of Heart's Desire," by Yeats, "The Bourgeois Gentleman," by Moliere, "The Rivals," by Sheridan, "The Romancers," by Rostand, "Arms and the Man" and "Blanco Posnet," by Shaw, "A Night at an Inn," by Dunsany, "The Green Cockatoo," by Schnitzler, "The Sabine Women," by Andreyeff, "The

Sunken Bell," by Hauptmann, "The Mob," by Galsworthy, "What Every Woman Knows," by Barry, "Anna Christie," by O'Neill, "Prunella," by Housman and Granville Barker, and numerous others.

After observing for some twenty years remarkable results in the form of charming and interesting young people, I am fully convinced that there is no force so powerful as that of the drama in awakening and stimulating interest in intellectual and beautiful things. And to me it has an even greater quality, namely, that of freeing people from inhibitions and repressions. The drama is like Josephine Preston Peabody's "Piper," always letting things out of cages. Sometimes as I watch a young, self-conscious creature expanding and growing under the influence of the inspiring or poetic thoughts he is expressing, the drama appears like one of those Eastern magicians, who puts a seed into the earth, and immediately before one's eyes it sends forth roots, branches, leaves, buds, and opens wide a flower. I have seen as incredible growth on the Hull House stage. And it is because of such miracles that to me dramatic work has a fascination far exceeding the fascination of all other work, and that to it I dedicate all my leisure.

Thomas Adams, of the Regional Plan of New York, speaking recently at a luncheon of the New York City Recreation Committee, emphasized the fact that the failure to provide parks and playgrounds in New York City is steadily driving away some of the wealthy citizens who go to suburban areas for play space. Absence of parks and playgrounds is a blow to the financial future of any city. Families who leave for suburban areas take with them not only the taxes they would pay but also contributions they make to charities and churches, and the moral support they give civic interests of a community. Playgrounds are a part of the big general question of zoning and city planning.

Mr. Adams pointed out that the present park and playground space in New York City if used entirely for recreation would be inadequate. He urged that playgrounds be made beautiful because of the unconscious effect upon children's aesthetic nature.

Social Training Through Old American Folk Dances*

By BENJAMIN B. LOVETT.

The primary purpose of our work in the schools is social training.

Through the medium of the Old American Dances we teach children rhythm, grace and appreciation of good music; but we do more—we teach them to be courteous in a natural way. And this is one of the most difficult of all qualities to instill in youth.

The results have been gratifying. Children who have none of the social advantages in their homes respond to our methods in a way that surprises observers. A short while ago I discussed this phase of the work with a leading educator of a large city. As an experiment we selected one of the hardest schools in the city: hardest, that is, in the sense that it was in a district where the children had few of the privileges of normal social contact.

At the first lesson the boys would not even touch hands with the girls. They were boisterous, noisy and poorly disciplined. It has been our experience, however, that this very boisterousness is in reality an expression of timidity. Boys who are in a new and strange environment try to hide their embarrassment in one of two ways: either they become painfully shy and silent or they become loud and disorderly. Both are symptoms of timidity, and this timidity is one of the first things overcome by our work.

At the third lesson the boys of this test school marched in quietly with the girls; they bowed to the teacher, took their places in line, and went through the dances with a zest and precision which would have done credit to a far older class. Their teacher later reported that the deportment of the pupils showed astonishing improvement as a result of the lessons: they were more courteous in their homes, more gentlemanly on the street, and displayed greater willingness to cooperate in their

school work than before. If this instance were exceptional it would, perhaps not be worth mentioning, but it is not exceptional, it is typical.

The work gives the boys and girls a new vision of social life. It gives them ease of manner, which is the hardest of all assets for youngsters to acquire. Through the dances they lose self-consciousness and acquire self-confidence.

There are also other advantages. The children are taught to walk properly (walking exercises form a part of each lesson); they are taught correct physical carriage; they are given training in *delsarte*—the harmonious opposition of hands, arms, head and feet. Even if the social training were eliminated entirely the work would still prove valuable through this feature of physical culture.

The work is not limited to normal children. With the unfortunates—the crippled, the blind and the deaf—we have had remarkable success. At schools for cripples the work has been found of value in spastic cases, where the sense of balance is impaired. Children who could hardly walk without staggering or falling were helped by their increasing sense of rhythm to overcome some of the worst tendencies of their affliction, as a stut-terer, by beating time, is helped over his speech impediment. Blind children take special pleasure in the dances. It delights them to know they can do things normal children can do, and they perform the movements with remarkable ease and grace. Deaf children likewise respond quickly. They receive the beat of the measures through vibration from the floor. A few months ago we had an exhibition by deaf and dumb children. They danced quadrilles, waltzes, *schottisches*, and polkas perfectly, so perfectly indeed that the spectators could hardly believe the youngsters could not hear.

Pageants and Interest to the Home Beautiful Exposition.—Two pageants were features of the Home Beautiful Exposition held in Boston, April 28th-May 5th. Gowns from the cedar chests of many old families, some of them dating back to Pilgrim days, provided a colorful setting for the fashion pageant presented on May 2nd, entitled the "Progress of Modes and Music." A second pageant, "Quest of the Holy Grail," was presented by a cast of 300 members of King's Daughters of Norfolk County.

*One of the most enjoyable features of the Recreation Congress at Memphis was the series of lessons in old American dances taught by Mr. Benjamin B. Lovett. This was possible through the courtesy of Mr. Henry Ford.

An Adult Recreation Survey in Pontiac

By

A. E. GENTER

In order to obtain first hand information as to what the adults of Pontiac were doing with their leisure time, the Department of Recreation recently sent out a questionnaire to city employees, a group of mothers, a luncheon club of businessmen, and the school teachers. The questionnaire contained the following list of activities: tennis, swimming, hiking, rowing, canoeing, horseback riding, skating, coasting, picnics, fishing, bowling, basketball, football, track, soccer, gymnastics, playing with children, golf, automobile riding, theater, movies, dancing, card playing, reading, clubs, music, lectures, worship, art, and attending athletic events.

Each person was asked to check the activities in which he had taken an active part during the past year. Returns were received from 187 city employees, including policemen, firemen, engineers, clerks, nurses, social workers and city officials; 44 mothers at a P. T. A. meeting; 43 businessmen at a luncheon club meeting; and 152 women school teachers.

The city employees were classified according to sex. Of the 142 men answering the request for information, 98 were spectators; 90 spent their leisure in the auto; 80 at cards; 79 at theater; 77 at fishing. Seventy-four enjoyed baseball, 70 bowling, 70 movies, and 69 dancing. Eighty-one per cent of the men who checked bowling are members of the City Employees' Bowling League. Furthermore the men employees of the city are the only ones to rate bowling within the first ten activities. Thirty-seven women of the 45 women employees of the city who answered the questionnaire, danced, 36 attended theaters, 31 the movies. Thirty voted for automobile riding, 29 for reading, 29 for picnics, 28 for cards, 27 for swimming, 25 for coasting, while 24 preferred to be spectators.

Of the 44 mothers, only 25 played with children, while 36 went automobile riding, 36 enjoyed reading, 34, picnics, 31, worship, 26, movies, 26, cards, 21, theaters, 21, spectators, and 19, swimming.

Card playing was checked by 34 of the 43 business men as their leading recreational activity; 280

33 attended theaters; 32 went automobile riding; 30 enjoyed dancing; 29 were spectators. Twenty-eight cited golf, 27, movies, 26, reading, 23, swimming and 21 picnicing.

The 152 school teachers listed picnicing as the only active activity among the first ten; 146 checked reading; 143, auto riding; 135, worship, 134, the theater, 128, lectures; 126, the movies, 121, picnics, 120, card playing, 102, music, and 98 dancing.

The first ten activities for the 426 persons answering the form were: 331, auto riding; 303, theater; 294, reading; 288, cards; 280, movies, 265, spectators; 260, picnics; 254, worship; 251, dancing; 221, lectures. Compare these returns with 37 school children of the Eastern Junior High School and note the number of active pleasures enjoyed by the children. Of the 37 children, 35 checked baseball; 35, the movies; 30, gym; 28, skating; 24, coasting; 22, swimming; 22, spectators; 20, hiking; 20, auto riding; and 19 rowing. Thus the children rate seven active enjoyments among the first ten while the adults rate only one.

Although the returns were not large, a fair cross section of adult life was represented and the results offer some interesting facts to the recreation profession.

1. Recreation varies with occupation.
2. Recreation varies with age.
3. Men take more active recreation than women.
4. There is a great need for organized active recreation among adults.
5. Children should be taught the fundamental skills of skating, bowling, golf, swimming, coasting and hiking, which have carry-over values in adult life.
6. The leisure time activities in which adults take part tend to be of a social nature rather than competitive.

A number of colleges in addition to holding play days for themselves have provided the leadership for play days for the community in which they are located.

The New Leisure*

BY MARY CORRIN WINSTON

A short time ago before a crowded audience of women a lecture was delivered on "The New Leisure" by a well known educator and writer. Being myself neither a member of the so-called leisure class—which is a rather hardworking one when all is said and done—nor yet of any federation for the limitation of my working day, but being merely the mother of four children and without the assistance of even one maid, my imagination was considerably intrigued to discover in what this new leisure consisted and how it might be applied. So, for one hour I listened while the clear, well-modulated voice ran on, often humorously, to explain that by the aid of modern inventions which lighten labor not only in the factory but in the home and by the unionized hours of employment, a greater period of leisure each day was possible than under a heretofore oppressive schedule. "Oppressive" was chosen intentionally, no doubt, to convey the sense of how heavily the old method weighed upon both mind and body.

The lecturer now proceeded to suggest how this leisure, which had come upon us more or less suddenly, might be filled to advantage by choosing a hobby—the study of birds, for instance, of pottery, period furniture, art in its many manifestations, mountain climbing, authorship. And that this taste for a hobby might not degenerate into a passing fancy but become the habit of a lifetime, it was advisable to lead one's children early in life along this path, as a three-fold purpose was thereby attained—the useful employment of an otherwise idle hour, the acquisition of valuable knowledge, and of worthwhile friendships. A method touched upon where children were concerned to arouse a dormant interest or to pursue one already aroused was that of visiting museums and art galleries. Nor was this method to be confined to the world within the museum, as that without likewise presented wide opportunities.

Now all of the foregoing and much that has not been included for lack of time and space, was admirable and especially appreciated by those in the audience who had been attempting, more or less successfully, to develop this taste for a hobby either in themselves, in their children, or in both. But certain factors necessary to the proper de-

velopment of the hobby as a habit and certain others which are limiting, if not completely nullifying the benefit of the New Leisure, were either given a casual mention only or omitted altogether.

Little stress was laid upon the great necessity of keeping the child's interest alive by the labor of his own wits and hands. Visits to galleries and museums should occupy a place of supplementary usefulness only by assisting the child to further expand an idea which he has already conceived and is attempting to develop. Nothing in the world is easier than to arouse the interest of any normal, active child; it will respond like the strings of a harp to almost any subject under heaven—the difficulty lies in making that interest a "going proposition." To see his hobby develop into something which attracts worthy attention, because of its originality of treatment, or its beauty, or its value, gives him a glow of satisfaction and a sense of attainment which he will never forget and that will be of the greatest assistance to him in other lines of achievement.

Where practicable, opportunities to demonstrate and talk upon the subject in which he is so much interested should be given him both at home and at school; the latter can generally be accomplished by enlisting the sympathies of his teachers whom I have found to be, in nine cases out of ten, most responsive and who, from their own broad angle of observation, have much to offer. This method develops two valuable qualities at an age when self-consciousness has not yet become a stumbling-block—the power to face an audience with confidence and to lay before it in an interesting, intelligent manner, the high lights of his subject. For no one holds the attention of his audience better than he who has something to say and can say it with brevity and ability.

One factor altogether omitted was the widespread tendency among mothers and other caretakers—founded upon a perfectly human characteristic—to take the completion of a duty or occupation out of a child's hands and to finish it themselves because of his clumsiness or slowness lest the crude results bring adverse criticism, not realizing that by so doing, they are sowing in him the seeds of discouragement, a lack of initiative and of self-confidence, the positive side of which qualities he is going to need in large doses in order to meet the world on equal terms.

And there is another characteristic too often practiced by capable mothers—possibly because they *are* capable—which is apt to go hand in hand

*Courtesy of *Progressive Education*, Oct.-Nov.-Dec., 1927.

with the preceding one—to so closely supervise and plan for every moment of a child's hours outside of school that in many cases—unless he be of a very independent, self-reliant nature and protests—he grows more or less dependent upon others for his entertainment with a corresponding inability to develop and enjoy any resources he may have within himself. It is this quality within the child which today more than ever before needs encouragement that we may successfully combat the growing tendency to seek entertainment outside the home.

The question naturally arises—what can we, as the guardians of youth, offer in addition to amusement and a hobby, to counteract unwholesome but enticing outside influences? I would suggest a discriminating literary taste. I would even go so far as to place it first among the counter-irritants for no better entertainment or companionship exists than that which lies between the covers of a good book. To develop this taste in a child, employ the same means that the outside amusements employ so lavishly—the appeal through his imagination to his inborn love of adventure and of action. Look for these features—wisely handled—when choosing his books. Even a restless child will gradually and painlessly acquire a taste for knowledge so disguised—like a pill in jelly.

Once this taste becomes a habit he will never lose it nor wonder what to do with his idle hour. His trouble will be to find an idle hour in this New Leisure!

Radio Broadcasting, Los Angeles

“Seventy-five cards and letters of appreciation in one day from radio fans who enjoy our musical program make us feel the desirability of providing musical recreation for the citizens of Los Angeles,” writes Glenn M. Tindall, Supervisor of Music of the Playground and Recreation Department of Los Angeles. Many of these cards were from shut-ins who could not visit recreation centers and others were from people who had never taken advantage of the recreational facilities offered.

Radio broadcasting has become a recognized activity of the Department. Regular weekly programs are presented over three local stations, and there is close cooperation between the numerous

Southern California radio stations and the Playground and Recreation Department. Practically every station in Southern California assisted the city in its Christmas carol singing plans. Musical organizations from the playgrounds have played over every station of the city and in several stations of the surrounding towns. Radio programs are amplified on the municipal beaches for the throngs in the sand and surf.

In the regular series of radio programs talks are given by leaders in the recreation movement, music is provided by individuals and groups from the playground, and music appreciation is developed. The weekly harmonica lesson by radio is an activity which has received much favorable comment. The Music Storytelling Hour, one of the most recent radio activities, is proving very popular with children.

Optimists Sponsor Play- ground in Knoxville

The Optimist Club of Knoxville, Tennessee, has taken over as its particular service to the local recreation movement, the beautification and improvement of one of the city playgrounds. The production of John Drinkwater's play, *Abraham Lincoln*, netted sufficient funds to finance the building of a frame structure 44 x 16 feet with an open portico in the center. There are rest rooms for both sexes, a handcraft room and an equipment or supervisor's room. In the cement floor of the portico is a tablet of Tennessee marble bearing the inscription:

THIS FIELD HOUSE
ERECTED BY THE
OPTIMIST CLUB
OF KNOXVILLE
1928

IN THE INTEREST OF FAIR PLAY
AND GOOD SPORTSMANSHIP

The next project at the Club will be the construction of the wading pool and some additional apparatus. Ultimately the fencing of the total area will be accomplished.

As the Optimist Club is in charge of Boys' and Girls' Day Out-of-Doors, the playground will be renamed and the shelter house dedicated on that day. Appropriate games and contests will mark the occasion.

Growth of Adult Education

A REVIEW OF RECENT PUBLICATIONS

Recreation leaders who think of the needs of the leisure time life of their communities in terms more inclusive than a mere program consisting of a certain number of opportunities for physical activities, games and sports, or even musical and dramatic activities, are increasingly interested in the adult education movement which is making considerable headway both in this country and in other countries.

One with a predominantly recreational point of view is almost moved to resent somewhat in books and studies that are explicitly on the adult educational subject, the purely educational standards which seem always to be set up. Often in the best of these books there is a sort of damning with faint praise various social and recreational activities which constitute the great bulk of the work done in school centers. One would not, of course, want to minimize intellectual things, but it does seem too bad that all our standards must be so intellectual and so serious-minded. Must we always be measured by our ability to talk to the waiter in French, or to tell the language universally spoken in Madagascar? Is there no value in the emotions, in their expression and in their control? Is there no value in just pure happiness? We admire it, almost worship it, in children. It seems to be regarded as useless and almost unworthy in adults. Isn't there any value in being able to give social life, in being able to create something—a picture or a tune or a game or a smile? Is there not someone, somewhere, who can write a moving book on the philosophy that recognizes life as a whole, not merely an intellectual life or a physical life or an emotional life, but an all-round, abundant life?

STUDY OF ADULT EDUCATION IN BUFFALO

The American Association for Adult Education, organized to help guide and stimulate this movement in this country, has just published the study of the adult education facilities existing in the city of Buffalo. A grant from the Carnegie Corporation of New York made the study possible. It was carried on with the cooperation of the Buffalo Educational Council, which consists of

representatives of the various agencies in Buffalo accepting responsibility for various phases of adult education. The list of agencies is, in itself, interesting and significant:

Albright Art Gallery
American Institution of Banking
Atelier Rectagon
Buffalo Historical Society
Buffalo Home Bureau
Buffalo Musical Foundation
Buffalo Players
Buffalo Public Library
Buffalo Society of Natural Sciences
Canisius College
Buffalo State Normal School
Buffalo Symphony Society
Charity Organization Society
City Federation of Women's Clubs
Department of Education
Erie County League of Women Voters
Erie County Sunday School Council
Grosvenor Library
Red Cross
Settlement Houses:
 Babcock Community House
 Jewish Community House
 Memorial Chapel
 Neighborhood House
 Neighborhood House Settlement
 Welcome Hall
 Westminster Community House
University of Buffalo
Y. M. C. A.
Y. W. C. A.

The point of view of the study is exclusively educational in the formal sense of the term. Mention is made, though only incidentally, of the social use of school buildings, settlement houses. The formal classes alone are recorded. A noteworthy showing is made in the twenty-nine institutions studied.

Courses were offered in about 200 different departments of knowledge in such widely diversified fields as accounting, Americanization, astronomy, auto repair, biology, calculus, carpentry, contracts, dramatics, dressmaking, ethics, gymnasium, Latin life drawing, music, philosophy, plumbing, real

estate, sociology, etc. About 1200 instructors taught a total of over 36,000 students in formal classes. In addition, over 11,000 more were enrolled in formal discussion groups having a regular program of study. In addition, the attendance at the art galleries and museums was nearly 190,000; attendance at lectures and exhibits given under the auspices of various institutions in the Council was over 700,000; 188,000 drew books from the public library and nearly 90,000 used another library for reference purposes only. "It is estimated that one out of eight of the adults of the city of Buffalo was actually enrolled for study or discussion in formal class or informal but closely organized group."

The motives actuating these attendants were generally not recreational. A careful census of some 11,000 of these students indicates that one in every twenty only attends "solely for pastime"; one in thirty "to secure advancement in his vocation"; two out of each hundred to receive credit toward some degree; one in twelve gives no reason; four out of five attend "solely for further education." This is held to include further education along general or technical lines, cultural education, desire for greater economic power and desire for social prestige. The elimination of those who have had only the meagerest sort of educational training, either in this country or abroad before immigration, however, gives a higher percentage of those who attend evening courses for cultural or social or recreational motives. Among high school and college graduates, the social aspects of both evening and afternoon classes are important. The age period of greatest attendance is the period between eighteen and twenty-one years of age.

The adult education program enrolled something over 4,000 people in classes in physical education including team games, group games, formal gymnastics, folk and gymnastic dances, swimming and first aid. The report bemoans a lack of adequate opportunity for both musical and dramatic activities such as those afforded in their respective lines by the Buffalo Art Gallery, the Buffalo Society of Natural Sciences, the Buffalo Historical Society. The Buffalo Society of Natural Sciences is especially active. In its museum are constantly arranged exhibits of scientific material accumulated by the Society from all ends of the world: plants, insects, shells, fossils, birds, vertebrae, minerals, pottery are included in the collections. It is especially active through a corps of

lecturers who, accompanied by exhibits, speak on a variety of nature topics in neighborhood centers all through the city and at a regular series of Friday night lectures with slides and pictures, held at one of the high schools. Large audiences attend these lectures. The Society also maintains a collection of slides which are lent to individuals and clubs and schools with lanterns. It contributes a regular series of scientific articles to the local press.

The report also summarizes and studies the opportunities for collegiate and professional training, for vocational training, for the study of the fine arts, as well as specific scientific, literary, artistic, home-making and commercial courses available.

This Buffalo report is a manual of a single city, largely statistical, with interpretive comments.

WHY STOP LEARNING?

Dorothy Canfield Fisher has written a book, "Why Stop Learning?" which is national in its scope and which is written with the splendid literary skill and sensible, shrewd, human wisdom for which Mrs. Fisher is famous.

She has become interested in adult education and the book which she has written is the most comprehensive and the most informative yet available. Her chapter headings indicate the range of her study. Then she recounts the doings of the correspondence schools with all their potential powers of service marred by a history of commercialism and inadequacy, only recently being lived down. The rising standard of realistic ethics operating in all American business affairs is operating here, too, so that "the shamelessness of the rotten members of the new profession will not long be allowed to befoul the very name of correspondence schools, which should be one of the best devices needed and invented by democracy to keep its citizenry up to the necessary standard of information."

The free public libraries receive an especially cordial word of appreciation. She pays full tribute to the skill and energy and technique of the librarians and their working hypothesis, "if the habit of reading can be established, ordinary folks, or some of them, or perhaps their children, will, little by little, climb up the slope towards good books." . . . "In the vanguard of this tumultuous, inharmonious advance towards the mystery of the future, march—sure and ardent in the midst of our clouded modern doubt, impecunious

in the midst of our stifling parvenu prosperity, the new Franciscans—the American librarians. Unlike most of us, they know where they want to go, and they are on their way.”

“They are fighting for the privilege of flinging open to all the world the doors of the storehouse of civilization’s experience and aspirations, to put in our hands the golden treasures of beauty and sadness and hope and resignation and information and fun and philosophy and understanding. “They can do no more. The result depends upon us, the mob.”

Women’s clubs with drama departments, public health departments, current events, science departments, library departments and all the rest of the regular Women’s Club program form another chapter. “American middle-class, married women were thus the first moderns to encounter in *large numbers* the perilous conditions which probably lie ahead of us all in a competently functioning half-way intelligently run industrial society: the disappearance of enforced and absorbing occupation; physical safety which removes the excitement and stimulus of physical risk and, most dangerous of all, the possession of that sharpest of two-edged swords, leisure time.”

The General Federation of Women’s Clubs now numbers two million members. “I cannot think of any historical movement to which I can compare this spontaneous turning of American married women towards study.” . . .

“The middle-class American women, spontaneously risen to try to free themselves from ignorance and narrowness, never received, so far as I have been able to find out, half-a-minute’s serious attention from any educator worthy of the name . . .”

“Well, it may have been the salvation of the movement, this total neglect by professional educators. . . . Above all, professional educators usually succeed in smothering out the one living spark without which education is impossible, the spark of spontaneous interest and intellectual curiosity.” . . .

“It was without the slightest help from any member of those ‘upper’ or ‘intellectual’ classes which naively claim the professional monopoly of ideas. Confronted with the challenge of leisure time, two millions among the daughters of our pioneers did not devote themselves to elaborate clothes, or fishing, contemplation or card playing or religious ritual, or multiplied love-affairs, all of them traditional human methods for dealing

with leisure time. No, with an amazingly common instinct, this great number of them turned towards as much intellectual life as they knew how to get.” . . .

“No leaders.” “No standardization.” “Here is one huge, very much alive American activity which is not and never has been respectful of the American principle of having everything like everything else.” . . . “No publicity as a help to start the movement.”

“The cooperation between colleges, universities and Women’s Clubs is getting closer and closer, but always with the free, almost amazingly independent, flexible, unstandardized tradition which Women’s Clubs alone among big American movements, have created and maintained.”

“They have well-outfitted small stages for the concerts and plays which are one result of their classes in music-study and the drama; and they have well-equipped rooms for the teaching of domestic science.”

“In spite of their prosperity, the social side of their club life has not, little by little, usurped the leading place. They still expect and demand from their clubs intellectual stimulus and food for intellectual growth.” . . . “They still present the rarest of spectacles—well-dressed, well-to-do, mature people who are not entirely satisfied with themselves, with humility of mind enough to admit that they need more education than they have, with every intention of trying to get it.”

“What is going to happen now? During the last half-century, middle-class married women were called upon to manufacture neither in nor out of their homes, and hence formed the leisure-class. . . . We are now told that this fifty-year vacation was an oversight, and that the roaring tide of commercial efficiency will soon sweep them into money-making along with all other adults, because none can be spared if the sacred banner of material prosperity is to wave on high. What will happen to Women’s Clubs? When all women have daily office hours will the study classrooms and the auditoriums of their club buildings be deserted? Will women, too, take to golf? Or will they go on trying to learn something?”

Home study clubs, lyceums and chautauquas receive brief mention. The author quotes Professor Fisher of Yale: “The Chautauqua movement has probably done more towards keeping American public opinion informed, alert and un-

biased than any other movement." And she quotes the Manchester *Guardian*: "The local Chautauqua saves many a little town from that dullness and stagnation which is the lot of little towns in whatever continent." Mrs. Fisher herself says, "What is shameful in the matter is, of course, that an audience of five or six million Americans is left to people who wish to make money out of their desire to improve their understanding; that statesmen, educational leaders, men and women of vision do not use this tool, ready-made to their hands. . . . The late W. J. Bryan may not have understood much of what scholarship meant, but he was certainly one of the most expert broadcasters of propaganda who ever lived. And he used the Chautauqua—with extraordinary effect. He was said to be good for forty acres of parked Fords whenever he spoke."

"In America vast numbers of people are emerging into enough economic ease to share this impulse (for more information, for more culture). The machinery for getting what they want is now better organized than ever before. This will certainly result in a national culture of some sort. Will it be good or bad? It will probably be as good as we deserve."

University extension courses enlist 200,000 students over and above a regular college registration of 750,000 and the commercial correspondence school registration of two million. The mortality rate of the university correspondence courses is high. Thirty-five to forty per cent. of those who register do not finish their work.

Workers' education has been of three general kinds. First, technical training provided by employers chiefly to increase specific industrial efficiency—"pointed education." Second, "class education," the workers' attempt to equip themselves with the intellectual tools to escape from exploitation, to secure more nearly their fair share of power and prosperity and social consideration. And third, the experimental beginnings of general and cultural and all-round education of university grade and provided, without labeled class or any other bias, to working men—experiments such as the Bryn Mawr Summer School and the similar undertakings at Wisconsin and Barnard, the Workers' Education Bureau, the Forums, the People's Institute, and the embryonic folk schools and people's colleges just started in this country. "One's pulse quickens at the possibilities in any or all of these new educational experiments whose intention is to break down this tragic, old division

(between those who work and those who think) by opening the world of thinking to those who work. And yet the tick-tock of the human spirit, swinging from hope to fear, carries one back to the sick wonder if perhaps the virtue has not gone out of 'work' in the old sense of meaningful contact with reality, because the infinitely subdivided work of any one industrial worker is no longer visibly creative. Perhaps working people may not be able to contribute to our collective culture that traditional grasp on reality which has been the priceless quality of their class, because little by little they are themselves losing it. Perhaps workers are turning to abstract ideas and 'education' in an attempt to get back from books that deep hold on life and understanding of it which they can no longer get from life itself; and so are simply no better off than the rest of us who have not made a very good job of getting from education what we no longer can get from life."

Museums, artistic and scientific, are only beginning to be energetic in taking their treasures and their knowledge to the people with encouraging results.

"No wonder there is alarm and hostility among the older esthetes who have never before been conscious of the many-headed as an element in their work. They admit the glorious possibilities for a great regeneration of art in new ideals but those possibilities are clouded for them by piercing questions, tragic doubts. They do not realize that their uneasiness, their hopes, questions, doubts, are a part of every thoughtful modern's consciousness. They state in terms of their own profession the problem of the modern world, and think it is peculiarly theirs: 'Appreciation of art is always confined to a minority,' they cry, and truly enough, 'Why try to force it upon the masses?' They do not see that full appreciation of any of the finest things of life is always confined to a minority, that democracy does not deny that axiom, but is trying, for the first time, to *find that minority*, and not to limit it more than nature has already done."

BULLETINS OF THE WORLD ASSOCIATION FOR ADULT EDUCATION

The World Association for Adult Education publishes a series of bulletins descriptive of the development of the movement in various countries in the world and containing reports and papers and addresses embodying something of the

spirit of the movement, chiefly in Europe. Principal L. P. Jacks of Manchester College, Oxford, has voiced some of the hopes and aspirations of the movement: "The other night I was listening to a very remarkable performance of community singing, and the thought flashed across my mind, and I hope it was not altogether foolish, that somebody without knowing it had discovered a potent means of promoting harmony and good temper and the spirit of friendly cooperation among the masses of mankind. Adult education is a larger instance of the same kind."

"Wisdom and skill are two names for the same thing at different stages of its growth. What we call wisdom when we look at it from the side of knowing becomes skill when we look at it from the side of doing. Skill is simply wisdom in action. Wisdom is skill in the making; the wisdom which has not yet developed into skill is only half grown; and if there is any form of wisdom you know of which cannot be developed in some corresponding skill, which stops short, so to speak, at the stage of knowing, and persistently refuses to be carried into the stage of doing, there we have the best of reasons for doubting whether it is wisdom at all . . . Knowledge of the best that has been thought and said is incomplete; it lacks its crown and glory until we have translated it into the best that can be done."

"You educate a human being most effectively, not by giving him a culture which he can only make use of in his leisure time, but by training him to achieve excellence in what he is doing in his working time . . . The operation of earning one's living and the operation of cultivating one's soul is treated in this system of education, not as two operations, but as one. A grand faith inspires these people, a faith which rises at times to almost a mystical enthusiasm. It is believed that by right methods of education the whole work of industrial civilization can be transformed from a burden which crushes mankind into a culture which ennobles. Dr. Peabody told me a pathetic story which illustrates the point. He was once called to the death-bed of an industrial worker—a man who for the greater part of his life had been a mere cog in the machinery of production. 'Don't talk to me about dying,' said the man, 'I have been dead for thirty years.' That is the terrific evil which our new educationalists are fighting, under no illusion as to the magnitude of the task before them, knowing well that it is a task for giants and yet with a mystic faith in

them that looks forward to ultimate victory."

"Such is the principle on which I conceive our movement to be founded; the transformation of the wisdom of life into the skill of life; the marriage of education and labor; the linking up of art with work; the operation of earning one's living and saving one's soul, not two operations, but one. In a word—education for life."

Professor A. E. Heath of the University of Bristol further remarks: "Under modern industrial conditions in which workers engage in the repetition of mechanical processes some compensating adjustment to enable them to live fuller lives is a necessary corollary to democracy. Specialization, in all fields, seems to have come to stay. But it produces that disastrous state of affairs in which everyone (in Mr. Bernard Shaw's phrase) knows how to read but no one knows what to read. Full understanding is only possible if there is at the same time relevant activity and feeling. But it is equally true that blind drudgery, activity without leisure and without reflection, is fatal—even to the highest forms of action. I cannot help feeling that the need for the deliberate provision of compensating adjustments suitable to the special conditions of the modern world is entering increasingly as a factor into men's views on education in general."

Much of the activity in the Adult Education Movement in England seems to be group and social activity, club life in residence, people's "homes," and so forth, in which formal lectures, educational discussions, social, cultural and recreational opportunities are part of the "curriculum," seem to be fairly common and they have particular attractiveness and success. The popular homes in Holland provide much club life, "chess and draughts clubs, traveling clubs, a natural history club, a photography club, a radio club and a debating club . . . Then there are choirs and theatrical and orchestral clubs and they have a stimulating effect on the members' own activity and of late, dancing and the culture of popular dancing have been a feature in these homes."

"Travel as a means of adult education has certainly a value of its own. . . . Already the introduction of the bicycle has done wonders in the breaking-up of old barriers and, in Holland, one inhabitant in three has a bicycle at his disposal. . . . Traveling groups were thus made a special feature of the Popular Homes' movement, the work appealing also strongly to the Socialist Workers' Institute. But it has grown into quite

a separate movement with the foundation of the Dutch Travelers' Society, which has at present more than 50,000 members and arranges for travels even as far as Java and America."

The educational settlements in England (which are groups of adult students, "living together" for social and educational purposes and which should not be confused with the settlements as understood in this country) have found similar success in social and participatory activities. "In a number of cases the young adults between eighteen and twenty-five years of age have formed clubs of their own with a room for games and recreative pursuits as well as lectures, debates and classes. . . . The arts take a prominent part in settlement life. Classes in the appreciation of music and drama are held in the ordinary course of things. But active work in these forms of aesthetic education is the main interest of all concerned. Several settlements have groups of water-color painters. Greek dancing, eurhythmics, and folk dancing are growing in their appeal. Choral and orchestral work is carried on here and there, and at Letchworth has resulted in the full operatic production, for a week, of Purcell's long-neglected *Dido and Aeneas*. Drama does not mean for settlement folk the existence of parties of 'amateur actors' who perform sketches to amuse other people, but serious work in the study and production of Greek plays, Shakespeare, modern dramatists. . . . Besides the actual players, groups are busy on the making of scenery, costume and properties, the preparation of appropriate music and, if necessary, dances and the presentation of these in a way that will help the whole community to appreciate drama as an expression of human experience and ideals."

This from a letter written by a working man: "I believe that this education of the spirit is the real need of my own class today. Let other classes speak for themselves. I know what modern industry means in terms of monotonous routine tasks. I know what a working-class home-life means, with few outlets for emotional 'release' save the 'pub' and the 'chapel.' I know the mental apathy and the crippled spirit they engender. I have spent my life fighting against this state of mind and temper, both in myself and in my fellows. The working-man's first instinct is to distrust beauty when he is made to see it. Talk to him of what life means to you, and he will confide to his neighbor—behind your back—that you are a bit funny sometimes!

"I therefore conclude that what the working-man needs today is not more cramming, but digestive medicine. Not more education, but the vision to use what little education he already possesses. This is the essential. By all means let him have his clear path from the day school to the university; but don't let it become, in the savage description of one working-man, a clear path from the cradle to the grave for you may unfit him for the humdrum industrial life without finding for him that compensation which makes any life a matter for joy and gratitude. We are sour dough awaiting leaven. Give us the real education of an informed, sympathetic and vital spirit—the yeast of life which will transform the sour dough into living bread. And, incidentally, in the happiest, easiest fashion, we shall, pursuing the one thing needed, find all these other things, mere knowledge and intellectual equipment, added unto us.

"This is not theory or hearsay, this is dramatic 'release.' I have proved it myself and seen and helped others to prove it. I believe that the most valuable result of the work at the Industrial Theatre was that it allowed, nay demanded, that the workpeople-players should break their shells and 'come out of themselves.' This, to me, is the first and all-sufficient justification of the drama. Before a player can be anything but a stick he must try, at the cost of violence to his timid reserve, to become someone else. He must conquer his inbred repression, rouse his dormant spirit, practice insight and a sympathetic understanding of the 'other fellow,' and the pleasure of this, the freedom and relief it brings in its train, will result in the practice of the imaginative faculty off the stage as well as on. As one workman puts it, 'It's no use trying to be somebody else unless you try to feel what he feels.' Another description of this sensation of release is most pithy. Said one of my actors in *The Merchant of Venice*, 'Eh, I've been miles away from myself tonight, and I feel pounds lighter for it.'"

In one of the German Adult Education experiments particularly for women they have four groups. "The Fourth Group, 'No one is Useful to Whom Joy Is Denied,' serves to cover the need of girl workers. These girls want to enjoy life after the monotony of the day's work. By various means an attempt is made to draw attention to the difference between true and false pleasures. This is not done theoretically but by experience. It is the most popular group of all. Singing and Play Acting have developed into the arrangement

of general festivities and gatherings. . . . Very popular, indeed, almost a fashion, has it become to take up gymnastics which are the necessary reaction and supplement to sedentary work. . . . This group, too, trains the eye for beauty. A class: 'Art or Trumpery' attempts by handwork, weaving, bast-plaiting, to combine simplicity with beauty and practical usefulness; colors and shapes are carefully chosen and attention devoted to dress and home decoration. Individual taste is cultivated as against mass production displayed in the shops. But the work begun is often put aside and only completed when an impetus is brought to bear from outside in the shape of an exhibition of handwork or the like."

The Recreation Department and the Churches

"Local recreation systems have a very definite challenge in the church recreation problem. I believe that local executives should make it their business gradually to get in touch with the church groups in the city and assist them in organizing and planning their work so that it may meet the need of the group in question and that they may make use of their facilities to the best possible advantage. Churches are keen to receive help and suggestions from us and will cooperate in every possible way to help us with our particular projects."

This, in general, is the point of view of the recreation executives who responded to the inquiry made by the Association, "How far are local recreation systems helping the individual churches with their recreation programs for their members or for the people living in their neighborhoods?"

SERVICE THROUGH RECREATION INSTITUTES

Perhaps the most effective form of service, according to a number of recreation executives, comes through the recreation institutes offered by many recreation departments to which churches send representatives to learn games and other activities and become fitted for social recreation leadership in their churches. Eighty-five percent of the attendance at the first play institute held at Sheboygan, Wisconsin, was composed of delegates sent by the churches. There was enough

interest in social recreation for church groups in Columbus, Georgia, to justify the Department of Recreation in promoting an annual training institute for leaders in young people's groups. This institute was held each winter and ran for three nights, three hours per night. During this time the Department gave intensive instruction in the leadership of party games, both active and quiet, and lecture work in the proper planning of a well-rounded recreation program. The institute was so popular it became necessary to limit the training to two women and two men from each young people's union in their church. The course was sponsored by the city associations of the B. Y. P. U., the Christian Endeavor Society, Epworth League, and Young People's Service League.

The stimulation which training institutes gave church recreation in Waco, Texas, resulted in the employment by one of the churches of a recreation director, who is cooperating very closely with the Department of Recreation. The Philadelphia Playgrounds Association, in cooperation with Temple University, gave courses in recreation for church leaders. "I believe," says Charles H. English, Executive Secretary of the Association, "that any municipal recreation system can offer institute courses provided the invitation is sent to all churches of different denominations."

Oakland, California, is another city whose Recreation Department believes its great service to churches lies in the holding of recreation training institutes. "We feel," writes W. Robertson, Superintendent of Recreation, "that it is the place of the Recreation Department to guide and aid in training courses wherever possible, allowing Y. M. C. A., Y. W. C. A., Jewish Community Centers, Knights of Columbus and similar organizations to come more closely in contact with the recreational work of the churches and give each individual group the opportunity of carrying on its own program."

PROGRAM PLANNING AND PICNIC KITS

Another channel of service to churches lies in help of program planning and in the provision of such facilities as picnic kits and song sheets.

June was selected by the Recreation Department of Sheboygan, Wisconsin, as the time for sending a letter to the church of the city offering assistance with programs and picnic kits. Later in the summer the Recreation Department acquired a movie camera and a projector, and these were

put at the disposal of the churches. This form of service is becoming very common.

SUGGESTIONS FOR ORGANIZATIONS

As for the procedure involved in working with churches, one executive suggests that the wise plan is to offer service from the headquarters of the Recreation Department to representatives of the church or Sunday school. The group may then be asked to appoint a special recreation committee responsible for all the church recreation. This committee should be composed of representatives from every department in the church and Sunday school. Where possible some of the membership of this committee may be made up of chairmen of the various recreation committees from these departments. One recreation executive follows the plan of meeting with the committees from each department and planning with them a three months' program. This program is submitted to the general committee and if it is approved, the dates of the activities are noted down and instances of duplication in the use of facilities may be eliminated immediately. Recreation departments may also be of assistance at the district conferences of young peoples' groups in directing recreation and mass singing.

Another recreation executive advocates the organization of leagues, general committees, federations and institutes consisting of representative groups from each church in the community. Any other form of a city-wide church recreation program in his opinion tends to detract from the various organized groups.

And cooperation between recreation departments and churches cannot fail to result in benefit to the recreation departments, as well as the churches in terms of friends made for the local movement, increased support and help in times of emergency when curtailment of budget or program threatens. It is the testimony of a number of recreation departments that the rallying of church groups has been largely responsible for the saving of the municipal recreation program.

Archery Progresses in Detroit

To add to the enjoyment of the Archery Clubs organized by the Recreation Department of Detroit, a number of novelties have been introduced into the practice. Animals, dolls, balloons and similar objects are sometimes used as movable targets. Animal targets constitute another novelty. The target faces are covered by the figures of a large bear and deer. The heart is the bullseye (nine points); the head (seven); the legs (five) and the body (three). One point is given for just grazing the animal.

The Department of Recreation has issued the following letter to be signed by parents of the the boys belonging to the club:

"In establishing the Archery Club, the Department of Recreation is endeavoring to revive an interest in this age old sport. It should be understood, however, that the bow and arrow is a weapon and must be used with discretion. The first instruction the boy receives on entering the club is that he is dealing with a weapon, the careless handling of which may prove dangerous to some one. The manner in which he is to use it is clearly defined.

"The director in charge of the Archery Club is held accountable by the Department of Recreation for the welfare of all present. It is his duty to see that everything is done to insure their safety. Any one acting in such a manner as to endanger this safety must be dismissed from the Club.

"It is hereby understood and agreed upon that the City of Detroit shall not be held responsible for any accident occurring to any boy through disregard of the orders given for the boys' safety. In agreement with this statement the parents are asked to sign their names to this letter and return to the director of the Club.

"Yours in the interest of the boys,
G. TODD, Director of Archery,
J. J. CONSIDINE, Supervisor

"Having read the above statement I hereby agree to same.

Signed.....

In Between Season's Program*

By

W. T. REED,

Superintendent of Parks and Recreation, Muncie, Indiana

There seems to be a demand for activities for the so-called "in between seasons." The spring and fall seasons seem to be rather slow as far as outward appearances are concerned. Many executives welcome these slow seasons as it gives them a chance to plan bigger programs for summer and winter. Especially is this true in the smaller cities where the executive not only has to plan the program but direct the activities as well. I presume there are more communities working under this handicap than any other. It resolves itself into a financial problem and not a problem of lack of activities.

"Money makes the mare go" and I dare say that there would be no "in between seasons" if there were sufficient funds. A recreation executive is an unusually high type of individual; an individual of keen foresight and imagination. There are only a very few who cannot find enough activities for such seasons. It has been my experience in meeting and talking with various workers that many of the already well-planned and well thought out programs have to be curtailed owing to the lack of funds. Of course, the demand for money is not an unusual subject for discussion among playleaders.

There are many activities a community can carry on with a very small expenditure. The marble tournament can be carried on at very little expense; so can other tournaments such as jackstones, kite, hopscotch, stilts, tops, birdhouses and others. Quite often civic clubs, parent-teachers associations and other similar institutions are willing to sponsor activities in the spring and fall. In Muncie the Dynamo Club sponsors an Easter Egg Hunt and the Matinee Musical sponsors the Spring Musical Festival. Do you see any reason why these organizations should not sponsor these activities? Do you see any reason why a Kiwanis or Rotary Club should not sponsor a Hallowe'en program or hikes? I have found that these clubs are willing to do these things but they have to be

convinced of the value of the recreation movement as a whole. There is the job for the executive. Nor can he do it alone by talking. He must first prove the value to the community of his summer or winter program or both. Then these clubs are easily convinced.

During the fall of the year there is a big opportunity for pageants, including a community pageant, if you please. Then, too, hiking is very popular in the fall of the year. It doesn't cost much to organize several real hikes. I need not mention athletics. The public schools, Y. M. C. A. and Y. W. C. A. usually provide this type of program, especially where the recreation executive shows any inclination to cooperate. But should the schools, Y. M. C. A. and Y. W. C. A. and others fail to provide adequately for all children, then the Recreation Department has a real duty to perform. One does not expect every boy to play football on some team or other; but boys as a rule do like to kick and pass a football. Then why would not the department of recreation with very little expense, conduct a tournament for these boys? Girls as a rule like volley ball or hockey. Is there any reason why contests coming out of these games could not be arranged for girls? Girls are usually slighted when it comes to school athletics, especially from the intra-mural standpoint.

With a number of these activities under way, together with party plans, social gatherings, play institutes and festivals, the recreation worker will continually keep his program before the public in these "slow seasons."

So much good can come from cooperating with the schools. Not one opportunity should be lost. One naturally expects the schools to cooperate with the department of recreation. Why not reciprocate? Occasionally, there are many duplications where the school authorities and those in charge of recreation fail to cooperate with the result the recreation leader is always to blame. It is during our so-called "in between seasons"

*From Section Meeting, Recreation Congress, Memphis, Tenn.

that the schools need the most help from the recreation department.

Many and many a time have I profited by cooperating with school authorities. Only last spring a chorus of 1,500 school children sang one Sunday afternoon in one of our parks. We also had the high school band for two free concerts. Are not these activities worth a wee bit of cooperation?

Then, too, I would urge cooperation with the Boy Scouts, Girl Scouts and churches. Nothing will bring recreation closer to the community than such cooperation. It is during the fall and spring seasons that these organizations need the most help. The churches appreciate this help.

These fall and spring programs require more personal attention than either the summer or winter program for the same reason mentioned earlier in this paper—namely that smaller cities cannot afford the necessary leadership during these periods. Would that it were possible for each community to provide sufficient leadership for a real year-round program!

The Question Box

Question:

Our school desires to put on a community pageant about six weeks hence, showing the historical development of the community, or some phase of it.

Can you furnish some suggestions, plans or information which would aid us in this project? I thought you might have copies of a community pageant which could be rearranged and adapted to suit another local situation. Any assistance you can give us will be greatly appreciated.

Answer:

Most pageants of this kind consist of a prologue, episodes covering outstanding historical events in the development of the community and its civic progress, a number of interludes, and a closing ensemble. Occasionally a prophesy of the city's future is used in place of the latter. The prologue is usually a résumé of the pageant and is often spoken by a lawyer, a judge, or some other leading citizen who is accustomed to public speaking. As the prologue is dignified and sonorous, it lends itself easily to blank verse and is effective in this form. The historic portion of the pageant should follow the facts faithfully and the

details, such as dances, costumes, and properties, should be as authentic as possible. The interludes, of which there may be as many as the writer chooses, allow greater scope for the interpretive and the symbolic. They are high lights in the pageant and are spectacular and entertaining. Their purpose is to relieve the strictly historical episodes.

The finale is usually the ensemble in which the entire cast figures. Frequently the ensemble ends with the singing of patriotic songs as an appropriate closing. Following this, the cast leaves the stage in orderly fashion, never disbanding before the audience. The following outline will give you a more detailed description of the general form followed by most historical pageants.

SUGGESTED PAGEANT OUTLINE

Prologue

Part I. Historic Episodes

Indian Episode—depicting early contact with Indians. In some localities this will be a peaceful scene, in others famous Indian battles may be shown.

Colonial Episode

Revolutionary War

Interlude—symbolic dances

Civil War

Spanish-American War

World War

(If the city is near Lake Erie the War of 1812 would be used as an episode; if a Texas community, the Mexican War would play an important part in the historical portion of the pageant.)

Part II. Episodes of Progress

Educational

Religious

First church

First wedding

Industrial—fur trading, tobacco raising

Political—Famous men, speeches

Finale

Monroe, La., has a swimming pool which is filled by a flowing salt water well. Thousands from miles away come to this inland salt water swimming pool.

How Things May Enrich Life Is Recreation Congress Theme

FROM YOUR EXPERIENCE, WHAT CAN YOU CONTRIBUTE BEST TO THE ATLANTIC CITY DISCUSSIONS ON FACILITIES?

This year the six hundred or more delegates to the National Recreation Congress will turn their attention to material things—land and water areas, play equipment, buildings and recreation materials. Their object is to secure from these inanimate facilities greater creative and spiritual values for American life. Again the convention will meet at Atlantic City, October 1-6.

Each morning and afternoon the Congress will be divided into four sections, each of which will discuss a different problem. Some of the topics for group discussion are:

- Water—Its Part in Play and Recreation
- Plants, Shrubs, Trees, Gardens, Animals as Play and Recreation Material
- Handcraft Materials
- Play Materials for the Home
- Design and Construction—Play Areas—Buildings—Facilities
- The Place of Golf in Community Recreation
- Material Equipment for Physical Education in America
- What Children Consider Important in Play Equipment on the Playground
- Winter Sports Equipment
- Equipment for Various Kinds of Ball Games
- The Value of the Building as Neighborhood Center
- The Use of Play Areas and Facilities Outside the City Limits
- Planning the Church Building for the Recreation of Its Own People
- Planning the School Building for Recreation
- What Constitutes a Reasonable Recreation Equipment to Be Supported Out of Public Tax Moneys
- Special Needs of Rural Districts as to Play and Recreation Facilities.
- Picnic Grounds, City Forests, Botanical Gardens, Zoological Gardens, Museums, and Other Special Aids to Recreation
- Does Increase in Land and Material Equipment

for Recreation Tend Toward More Adequate Current Appropriation for Recreation Leadership?

Winter Sports Equipment

The Congress Committee asks each person who plans to attend the Congress to think about these topics beforehand and come prepared either to make a brief contribution to the discussion or to raise questions they may have on any subject. Those who have had experience can thus give to those who need information on a particular problem. The result promises to be a valuable strengthening of the recreation movement as a whole.

An innovation will be the meetings at eleven o'clock each morning, at which one person from each of the eight discussion groups of the day before will report to the entire Congress the results of the discussions and the conclusions reached. In this way every delegate will get a summary of the meetings he was not able to attend. The entire week's discussions will be summarized on Friday morning.

The experience of former Congresses shows that topics not scheduled for the program but of considerable popular interest often arise during the convention, also that delegates often want more time to discuss a particular subject that has been raised. Hence all of Thursday afternoon has been left free for delegates to organize special meetings.

The late afternoon classes that have proved so popular will be repeated. The topics for these special classes, which will be held from four to five o'clock on Tuesday, Wednesday and possibly Thursday, will be games, folk dancing, music, drama and handcraft. A number of experienced leaders will be available to answer questions and to give advice on problems in various fields of recreation.

Besides the boardwalk and other attractions of Atlantic City, the Congress will offer many special features of its own. On the opening evening there will be a play demonstration, all delegates participating. Music and drama will play their part in the entertainment program. Nationally

known speakers will appear at the meetings of an inspirational nature held each evening.

A high spot will be the awarding of Community Recreation Service Medals to those who have served in the community recreation field for ten, fifteen and twenty years. The finals of the National Playground Miniature Aircraft Tournament will be run off on Friday afternoon and Saturday. Model aircraft champions from local playground systems throughout the country will compete for junior and senior national championships. Officials prominent in aviation will be present.

He Remembered His Home Town

Forty-five miles north of Detroit, nestled in the hills near the little village of Dryden, is a beautiful country club known as the Dryden Community Country Club. It is probably the largest and most unusual country club in the world. As the Bulletin Board in the community house states, "This country club is believed to have the largest membership of any in the world because every one belongs to it. There are no initiation fees, dues or charges of any kind. Members will please leave the clubhouse and grounds as they found them."

Eighty years ago the site was an old mill dam. Ten years ago it was a dumping ground. Today it is one of the most beautiful spots in Michigan. It all came about because Major-General George O. Squier, caring for his old home and remembering the favorite swimming hole of his childhood, dedicated 200 acres of beautiful rolling country and forest to lovers of nature.

The old mill has been restored and made into a community house for small gatherings. The great log beams, the old mill stone and the original mill wheel have been carefully preserved. Everything has been done for the convenience and comfort for the members of the club. Beside the mill are baseball diamonds, tennis courts and croquet ground.

There is, too, Forest Hall, the community house of the club, which contains the spacious room where meetings and banquets are held and a kitchen with equipment to serve 100 guests. Last year 25,000 registered here and there were many more who did not leave their names. Of church, school, lodge and society picnics, there is at least

one every day all summer. So popular is the house that bookings are almost full a year ahead. There are two days set apart at Forest Hall; all others may be reserved by application. The grounds are opened to all at any time and Thursday is open day during July and August for community gatherings of the neighboring towns. On Sunday no reservations are given, but the grounds are open to those who wish to enjoy the peace of nature.

Still another place of interest is the space devoted to the Alden Hills Community Club. General Squier has furnished the athletic field and golf course, and built the club house.

There are no dues or charges and the country club is one place where it is impossible to spend money.

Japan Month by Month

BY

CLARA BLATTNER

Through the summer months of July and August, there are many blossoms to delight the wayfarer. The iris gardens spread a many-colored carpet before one, with thatched-roofed tea houses perched on hills, to view the beauty of the colors. In July come through the morning-glories, when the sellers wander through the streets at dawn, calling "Asagao! Asagao!" ("Morning-face, Morning-face"). Small pots are carried on large flat trays suspended from a yoke, and the blossoms are enormous, and most exquisite in coloring.

To see the morning-glory gardens in their full perfection, you must visit them between three and five o'clock in the morning, "while the trees are still asleep," and when you go, stop for a glimpse of the sleeping lotus pools whose blossoms waken with an audible pop.

Japan is indeed the Land of Lotus Eaters—for the root of the plant is one of the staple vegetables—crisp and strange to foreign palates.

There is no more beautiful sight than a lotus pool in rain. The tall stems carry the bowl-shaped leaves with a gentle swaying, and the glaucous leaves collect the drops of rain into perfect silver balls. Then suddenly the leaf bends slightly—and the silver ball slips down into the pool, while the leaf rights itself quickly. So does a life slip quietly away to lose itself in the infinite and all is as before.

For Women and Girls

The Bureau of Recreation of the Chicago Board of Education, of which Herman J. Fischer is director, presents a varied program of activities for girls and women.

Inter-Playground Athletics

During May, June, July and August Playground efficiency tests are held, the events including 50 yard dash, 12 foot pole climb, running broad jump, indoor ball distance throw, and running high jump. Playground ball is the leading sport in the spring and early summer, followed in June by inter-playground contests for juniors under fifteen and seniors over fifteen.

Swimming is the popular sport in August and for juniors the events are 20 yard free style, 20 yard back stroke, 20 yard breast stroke, 40 yard free style and 40 yard breast stroke. (Swimmers are limited to two events). Volley ball league tournaments come in August and September, while in September are scheduled track and field events in three divisions—juniors under twelve; intermediates under fifteen and seniors fifteen years and over. In September, too, the volley ball tournament begins with district and city-wide competition. October sees the beginning of the field ball tournament for juniors and seniors with elimination by league, district and city-wide competition.

January and February are the months for the ice skating meet and the skating efficiency test.

March is the month for rope climbing in which teams of three (no age limit) compete in district meets. Events consist of five exercises in the single rope and five in the double.

April ushers in the roller skating tournament—in league and city-wide competition.

Special Activities

Of special activities there is a wide choice for all tests. If jackstones happen to be the particular hobby of Chicago girls, then May is a happy month. It is also the time of the low organization game contest and competition in five selected games with teams of eight each, is the order of the day.

June has been selected for the folk dance festival with group competition, twelve girls dancing

in each division of girls under twelve years and of girls over twelve. July introduces the sand-craft competition for children twelve years old and under who compete in pure modeling and modeling with accessories.

August is a busy time with the much anticipated Mardi Gras. There are horseshoe contests, too, for both junior and senior girls. The competition is district and city-wide in both singles and doubles.

There is no age limit in the apparatus contest held in the fall and early winter months. The requirement is that ten exercises, seven required, three optional, shall be done in perfect form. The ukulele contest for juniors and seniors in November calls for two required songs, one optional selected by each playground and one original from each playground. And in December checkers loom large with a straight elimination tournament on a district and city-wide basis. Hikes receive special emphasis in December, though they are held throughout the entire year. And toy making naturally becomes a popular form of handicraft during the Christmas month.

Rug making during January and February with an exhibit at the end of February occupies time which is not filled by ice and snow sports. There is the novel sled meet held in January for girls under ten and girls under twelve with such events as towing (one on a sled; one pulling); swimming race, push and coast and shuttle relay (team of seven).

In March comes the team checkers tournament. In April the O'Leary tournament for juniors under fifteen and seniors fifteen and over is an exciting event.

These are a few of the special events which the girls enjoy together. There are many more activities general in their scope, such as socials and parties, and the holiday and special day celebrations which feature every month.

Recently several cities have reported that the maximum salary they have been able to have allowed for play leadership during the summer months has been \$35 to \$50 per month, and the question is asked, "What can we do to educate our appropriating body to the necessity of higher salaries?"

Book Review

FOLKLORE AND FAIRY PLAYS. By Charles Buxton Going. Published by Walter Baker Company, Boston. Price, \$1.50

Few writers who turn to folklore for material have succeeded so well as Charles Going in catching the simple charm of old tales and giving us the spirit of the story as well as its substance. His dramatizations smack of old-world pride in the careful chronicling of ancient happenings that lend significance to every rill and by-way along the countryside.

From such sources as the Basque ballad, "Benito Zubiri," relating the adventures of a daring mountain brigand, and the Breton tales of moor elves and faerie enchantment he has taken his themes and deftly shaped them into ten perfect little dramas. It is evident, moreover, that their charming naïvete and innate sophistication come from studious research and a thorough understanding of genre rather than from an attempt to popularize. They are not children's plays but belong rather to the Little Theatre, the drama club, or senior high school interested in productions of unusual artistic merit.

A background of plain hangings would be appropriate for a number of the plays and for the majority, the simplest of settings.

NEW PLAYS FOR EVERY DAY THE SCHOOLS CELEBRATE, by Minnie A. Niemeier. Published by Noble and Noble. Price, \$2.00

Miss Niemeier, assistant principal in a New York City school, has prepared these plays for elementary work. They have all been tested and found easy to produce, pleasing to the children, and popular with the audience. The limitations of school performances have been considered and the little plays are so simple that impromptu dramatizations may easily be given. While the historical plays all deal with familiar episodes, the author has tried to give the children the little triumphs and discouragements that were met with in bringing the government into being and to make American history and government a vital thing to them. The significance of such celebrations as New Year's Day, Arbor Day, and Labor Day is taught in an original and entertaining manner. This is a useful book for the grade school teacher.

NEW DIALOGUES AND PLAYS, by Binney Gunnison. Published by Noble and Noble. Price, \$2.50

We recommend this book for all the hundred and one occasions when a short entertainment using only a few characters is needed. The dialogues, adapted from the popular works of well-known authors, include both humorous and serious types and have distinct educational value. The book offers delightful possibilities for a miscellany of scenes from such writers as Shakespeare, Victor Hugo, Charles Dickens, Mark Twain, Oliver Goldsmith, George Eliot, Tennyson, Stevenson, and others of note. This material should be especially fine for high school assembly.

SONGS OF THE OPEN. Words and music by Grace Keir. Illustrations by Robert Bruce Horsfall. Carl Fischer, Inc., Cooper Square, New York. Price, \$1.50

The nature songs in this volume are scientific and are meant to teach interesting facts about nature. They tell true stories about animals, birds, trees, flowers, insects and other creatures. The book also contains a nature pageant called "The Growth of Columbine," simple enough to be done by young children.

AN ILLUSTRATED DICTIONARY OF MODERN MUSICAL INSTRUMENTS. By Welford D. Clark. Published by Hall & McCreary Company. Price, \$.25 in single copies

The purpose of this dictionary is to acquaint the music student and music lover with the appearance, range, tone quality and use of the more common types of musical

instruments. It illustrates most of them, tells how they produce tones and in the case of symphony orchestra instruments, states how many of each type are used. Diagrams are given showing seating plans for orchestra and band, and charts suggesting effective combinations of instruments according to the number of players. The glossary of the more common musical terms and symbols is of practical value.

PROFESSIONAL TRAINING IN PHYSICAL EDUCATION. Physical Education Series No. 9. Published by the U. S. Government Printing Office, Washington, D. C. Price, \$.05.

In 1925 a conference of institutions giving professional training in physical education was arranged by the Bureau of Education. At this conference the objectives of physical education, entrance requirements, the curriculum and similar subjects were discussed. Committees were appointed to consider the material submitted and to report at a future meeting. The second conference of these institutions, also arranged by the Bureau, was held in Washington on March 30, 1927. Forty schools were represented and four state directors were present. The reports of the various committees appointed were given. These included reports of committees on objectives, on entrance requirements, on a three-year curriculum for a normal school of physical education, and for a four-year curriculum for men. A number of papers on allied subjects were given. The papers read at the conference and the discussion, in condensed form, appear in the pamphlet.

THE MODERN DANCE AND CHURCH RECREATION

The problem of the modern dance is squarely and frankly faced in the spring issue of *The Kit* (No. 14), known as the "Dance Number." The question of dancing, the reason for the popularity of the dance, different kinds of dances, the typical modern dance and arguments for church dances are presented in Part I. Is modern dancing recreation? is one of the questions discussed, as the dance is scrutinized in the light of recognized recreational standards.

A second section deals with rhythmic materials and a number of folk dances are given, with music. A third section quotes experiences and opinions, both pro and con.

In conclusion the editors plead for a program of recreation as a substitution for the modern dance.

"The legitimate appeals of the modern dance can be met through more desirable rhythmic and social mediums. It is frankly understood that any permanent substitute for the modern dance will take more effort, more time, more leadership than is required to promote dances. It means a comprehensive, efficiently directed, well equipped, year-around program of social recreation, but the results will amply justify its cost. The recreational program itself is to be considered an integral part of the total work of the church. The effectiveness of the educational function, the challenge to service which the church provides, and the vision of higher living which its devotional and worship functions furnish are the ultimate and adequate substitute for a poor, defective, degenerate modern dance."

Copies of this issue of *The Kit* may be secured from the Church Recreation Service, 510 Wellington Avenue, Chicago, Illinois, price, \$.40.

A HANDBOOK OF STUNTS. By Martin Rodgers, M.A. Published by The Macmillan Company, New York City. Price, \$3.00

Many schools are still suffering from the handicap of inadequate play space. This book offers a program of stunts and self-testing activities organized on the rotating squad plan, devised to meet this limitation. The instructor who has been at a loss to discover activities suitable for the large class in a small area should find material in this book to meet his needs. There are suggestions for principles and organizations of physical education, for individual stunts, combat stunts, stunt



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games and races, apparatus stunts, mat, agility and tumbling movements, athletics, pyramids and miscellaneous self-testing activities.

PHYSICAL EDUCATION TEACHING MANUAL. By Frederick William Maroney, M.D. Published by Lyons and Carnahan, New York City. Price, \$2.00.

This course of study, with lesson outlines planned for particular grade needs and arranged according to months, is designed to meet the needs of normal school students, teachers and supervisors. The material, while definite in trend, offers opportunities for personal initiative and choice in the selection of exercises, games and athletic activities. The manual is definite and practical and should be very helpful.

BOYS: THEIR ENVIRONMENT AND THEIR NEEDS. Published by International Boys' Work Council, 244 William Street, New York City. Free to members.

The proceedings of the Fourth International Boys' Work Council held in Chicago, November 28-30, 1927, will be found in this volume.

Two hundred leaders in boys' work came together at the first annual conference, held in 1924. There were 608 delegates in attendance at the Chicago meeting in April at which a permanent all-year council came into being. "The happy combination of business men and leaders of boys in conference on the boy and his problems is the harbinger of new times, and the proceedings of such a conference must compel the interest of forward-looking men, particularly at a time when the world is thinking in terms of youth as it has never thought before."

WHAT A MAN CAN DO FOR A BOY. Prepared for use in the U. S. A. by the Committee Service and Boys' Work Committee and Rotary International, Chicago, Illinois.

This little manual of suggestions is intended for the individual Rotarian who is interested in boys' work. It suggests by month the various things a man can do for his own boy or for some one else's boy or both. The booklet is full of practical suggestions which will be helpful to every father as well as every Rotarian interested in boys' work.

THE FATHER OF WATERS, A Cantata for Mixed Voices. By Nelle Richmond Eberhart. Music by Charles Wakefield Cadman. Published by Oliver Ditson Company, Boston, Mass. Price, \$1.00

Some of the early history of our country and bits of Indian lore have been delightfully set to music in this cantata. There are a number of soprano, tenor and baritone solos. The time of performance is about an hour.

BABY BUNTING, An Operetta for Children. By Alice L. McCord. Music by Charlotte F. Furey. Published by Oliver Ditson Company, Boston, Mass. Price, \$.50.

This play can be easily presented by children who have had the usual school training in music. It has the advantage of requiring but one scene, no change of costume and but four principal characters, father, mother, brother and sister. There is a chorus of fairies (girls) and brownies (boys). The scenery—a garden scene—may be simply managed with green covering upon the floor to represent grass, and large plants or bushes in tubs placed about the stage. Group dancing may be effectively introduced.

THE LONE GIRL SCOUT ADVENTURER. Published by Girl Scouts, Inc., 670 Lexington Avenue, New York. Price, \$.35.

Here are suggestions for the Lone Girl Scout Adventurer most interestingly phrased. A very readable little guide book is this manual.

RURAL LIBRARIES. Farmers' Bulletin No. 1559. U. S.



A Dustless Sanitary Playing Surface Assured by Using Solvay

Each year brings increasing demand for the use of Solvay Flake Calcium Chloride to provide a dustless, smooth, and sanitary surface for children's playgrounds. Dust is unsanitary; it carries many germs harmful to children, as well as to adults.

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lays the dust, and has a decided germicidal action which has attracted the unqualified endorsement of physicians and playground directors.

Solvay is harmless to clothing and playthings—will not track or stain and may be applied without in any way affecting the use of the playground.

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Department of Agriculture. Government Printing Office, Washington, D. C. Price, \$.10.

The growth of rural libraries, the various types provided with specific examples, their service to farmer readers, and many other facts about this vital institution are given in this pamphlet.

WHAT MOTION PICTURES FOR CHILDREN? Publishers, Children, The Magazine for Parents, 353 Fourth Avenue, New York.

In this little pamphlet recently issued by *Children*, suggestions are offered for judging motion pictures for children, for presenting the desirable pictures at junior matinees or Saturday morning performances, and at family night programs. Methods of securing exhibitor cooperation are outlined.

HOW TO DECORATE HALLS, BOOTHS AND AUTOMOBILES. Published by Demison Manufacturing Company, New York City. Price, \$.10

A section of this booklet of special interest to recreation workers is that dealing with decorated doll and baby carriages. This will be found suggestive for groups arranging for doll parades and shows.

"HANDY" FOR SOCIAL RECREATION. Published by Church Recreation Service, 510 Wellington Avenue, Chicago, Illinois. Price, \$2.75

A most attractive and useful book is this latest edition

of "Handy" which is known as the "library edition." For those who may not be familiar with this practical and helpful publication of the Church Recreation Service it will be of interest to know that there are twelve sections. A—*Guide Posts to Social Recreation*; B—*Preparations for Social Recreation*; C—*Leadership for Social Recreation*; D—*Social Recreation Program Planning*; F—*Social Recreation Out-of-Doors*; G—*Mixing Games for Social Recreation*; H—*Active Games for Social Recreation*; K—*Quiet Games for Social Recreation*; M—*Mental Games for Social Recreation*; Q—*Dramatic Stunts for Social Recreation*; S—*Songs and Tunes for Social Singing* and W—*Reference Sources for Social Recreation*.

BUILDING AND FLYING MODEL AIRCRAFT

This book has been prepared as the official source of information for those interested in the fascinating sport of building and flying model aircraft. Boys and girls as well as recreation workers, teachers, scout leaders, camp directors and local tournament committees will find this book invaluable.

It contains the results of 15 years experience of the author, Paul Edward Garber, Assistant Curator of Engineering in charge of Aeronautics, Smithsonian Institution; the results of the experience of the 1927 National Playground Miniature Aircraft Tournament; also many suggestions from recreation workers and others interested in model aircraft.

It contains 300 pages, 198 illustrations, detailed plans and instructions for building different types of models; sources of materials; information on organizing clubs and conducting contests.

If your dealer can't supply you, sent postpaid for \$2.25. P. R. A. A., 315 4th Ave.

TENNIS ANNUAL, 1928. Spalding's Athletic Library No. 57x. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price, \$.35

All the information of interest to the tennis enthusiast is to be found in this book. Championship rankings and tournaments are listed, and there are directions for laying out a court, suggestions for tournaments and rules of lawn tennis, cases and decisions.

RULES BOOKLETS

A booklet containing rules for baseball, diamond ball, lawn tennis and speed ball has been issued by the P. Goldsmith Sons Company, Cincinnati, Ohio. It may be secured free of charge. A small pamphlet containing Official National Rules of Diamond Ball may be secured from Reinhard Brothers Company of Minneapolis, Minnesota; Minot, North Dakota and Aberdeen, South Dakota.

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teachers

The Playground

SEPTEMBER, 1928



Summer Wanes but Summer Joys
Live Long in Memory

VOLUME XXII, NO. 6

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LOST TO THE WORLD!

The Playground

VOL. XXII, No. 6

SEPTEMBER, 1928

The World at Play

Playground Essential.—A playground is an educational facility, the Supreme Court of Michigan has ruled. It upheld the will of Miss Mary Andrews, school teacher, who died in 1924, leaving a large part of her estate to the city of Dowagiac for a children's playground. Cousins attacked the will on the ground that it created a perpetuity, but the Supreme Court cited a statute exempting educational bequests from the ordinary provisions as to perpetuity and declared "the opportunity for play and exercise is now considered part of a child's education."—Clipping in Ellsworth, Mich., *Tradesman*, March 29, 1928.

Too Much Idle Amusement?—To many today play connotes largely inactivity. In reply to a questionnaire sent out by the University of Kansas in which a large number of children and adolescents were asked to list their play activities during the previous week, thousands of boys and girls named the following:

- Riding in an automobile
- Going to the movies
- Chewing gum
- Listening to the victrola
- Looking over the Sunday papers
- Reading jokes or funny sayings
- Teasing somebody

Many boys of sixteen and over listed smoking and just "loafing" and "lounging."

It is clear that there is much popular confusion between play and mere amusement, and that it is necessary to educate the country as a whole to what play and recreation really mean.

Contributions of Museums to Outdoor Recreation.—"Outdoor recreation takes one physically to nature. Nature study—whether in the field, the museum or the school—takes one intellectually to nature. Somehow in the course of these transportations, one may reach nature spiritually.

"Recreation and study are closely coupled, but

if the linkage is to be defined the probe must reach the dark recesses of the man's inner life. However, without probing we may know that recreation in the out-of-doors and study of the out-of-doors—both are parts of the needful preparation for highest citizenship, whether spiritual or civic."

Sport for Morality.—"Intemperance in automobiles, use of liquor and petting among college students must be stopped because it is not the time to investigate these matters."—Dr. Little, President of the University of Michigan, from Associated Press Dispatch.

Dr. Little avowed his unqualified support for intercollegiate athletics, stating that he knew of no substitute to occupy the physical and mental powers of thousands of students interested in such sports.

Survey of Recreation Facilities, Seattle, Washington.—Soon after taking office, Mayor Bertha K. Landes of Seattle, appointed an unofficial committee composed of two members of the School Board, two of the Park Board and one at large to study in a cooperative way the municipal recreation program. It was hoped that as a result of the survey the way might be found to correlate all the recreational facilities of the city now under municipal control, with the constant aim in view of avoiding duplication, cutting down unnecessary overhead and utilizing the combined facilities of both school and park systems for the benefit of Seattle citizens.

The Survey Committee has made its report in an attractively issued booklet which incorporates the study made of school and park grounds, buildings and auditoriums, their seating capacity and equipment of all kinds. A recreational map has been prepared, accompanied by tables, and the city is now in a position to know where it stands in the recreation field.

One of the statements made in the survey is that slightly less than one per cent of the total land area is occupied by playground property under the school and park boards. About $6\frac{1}{2}$ per cent of the total land area is occupied by parks and playgrounds under these boards. There is one acre of recreational space for every 193 people. It is estimated that the amount of play space per child is about 136 square feet. Of this space 66 square feet are provided by the schools; 70 by the Park Department.

A New County Park Commission.—Niagara County, New York, is one of the most recent additions to the list of counties providing parks. There are seven members on the commission and several tours of inspection have been made throughout the county to determine the most desirable sites for proposed parks. The County Board of Supervisors included in its budget for 1927 an appropriation to cover the expenses of a preliminary engineering survey and comprehensive park and playground plan.

Developments in Tulsa.—Tulsa, Oklahoma, is using for recreation purposes an old power plant on property which formerly belonged to the Water Department. When the city's water supply was brought from other sources the property was turned over to the Park Department, which converted it into swimming pools. One of these pools, 186 feet long and 70 feet wide, has a depth of from 18 inches to $3\frac{1}{2}$ feet. This is opened $3\frac{1}{2}$ months of the year from 8 to 12, free to children sixteen years old and under. Free swimming instruction is given. For all over sixteen years of age a charge of 15c. was made if the swimmer had his own suit. A number of these pools are in operation.

The promotion of motion pictures in the Park is one of the activities of the Tulsa Park Department. Three reels of educational pictures and one comedy are shown. The pictures are secured at very low cost from various universities in the state. Community singing is a part of the program. In one locality, an industrial section, where the boys demand a more active program, an entertainment of boxing and other athletic activities is put on.

Salt Lake City Increases Its Per Capita Cost for Recreation.—Salt Lake City is now spending more than \$270,000 a year for recreation or approximately \$2.04 per capita. The city has ex-

pended considerable sums during the past two years for additional acreage. It now owns Mueller Canyon and Mountain Park of approximately 600 acres, located about twelve miles from the city and providing opportunity for all forms of outdoor recreation. There are three splendid bungalows completely furnished which will be rented to responsible parties on permit, a recreation building which will be made available for dancing and social recreation, and a large two-story barn, which is being converted into a camp for hikers. The city has also purchased 1,000 acres of land immediately adjacent to Mueller Park for additional expansion. The city proper is to have three more park playground sites.

A Bond Issue in Winston-Salem.—Winston-Salem, North Carolina, has passed a bond issue for \$1,500,000, of which one-tenth, or \$150,000, will be used for the improvement of recreation spaces. One colored playground will be improved at a cost of \$40,000 with four baseball diamonds, six tennis courts, a swimming pool 50 x 100 feet and a wading pool 36 feet in diameter. Three playgrounds for white children are also to be graded and improved.

Durham Inaugurates Dramatic Programs.—A drama program is a new development in Durham, North Carolina, sponsored by the Drama Department of Duke University and directed by the city's recreation department. A little theatre seating 100 people has been equipped in the City Hall, in a room used as a gymnasium and recreation center. Six plays given recently aroused much favorable comment.

Play Days in Virginia.—Richmond, Danville and Roanoke, Virginia, had play days on May 18th and 19th. Parades, games at parks and playgrounds for large groups, contests and stunts, brought together thousands of people. In Danville health activities were emphasized while in Roanoke, a new playground was formally opened.

A Superintendent of Recreation at San Diego.—W. A. Kearns, Director of Physical Education and Athletics, Oregon Agricultural College, has been employed as Superintendent of Recreation at San Diego. He will work with both the schools and the municipal recreation service.

Municipal Camps in the West.—Among the western cities maintaining municipal recreation camps are Seattle, Salt Lake City, San Francisco, Oakland, Berkeley, Sacramento, Stockton, Fresno and Los Angeles. Berkeley is establishing its second camp and Fresno and Salt Lake City are maintaining camps for the first time. Five recreation workers are employed at the Los Angeles County Camp.

A Mother's Playground Club.—"Last year," states the 1927 bulletin of the Playground Board of Oak Park, Illinois, "saw the organization of the first mother's playground club when a group of twenty-five women in the Hans Andersen district met on the playground, under the direction of the play leader. They were relieved of the care of their babies and smaller children, who were entertained by one of the leaders, and the mothers then joined in a program of games, with the serving of refreshments closing the afternoon's events. The director of playgrounds gave short talks on the aims of the Board, and the women were thus kept in close touch with playground events and objectives. One of the most interesting results was the organization of a small group of mothers who undertook to call in their cars for smaller children living in the neighborhood to take them to and from the playground."

Baseball for Juniors in Elmira.—Elmira boys under seventeen years of age will have an opportunity to learn to play baseball in a scientific manner. A special worker has been employed by Recreation Commissioner Schooner and a baseball school was opened on April 28th. In rainy weather the classes were held in the old vocational school building, where lessons could be illustrated on the blackboard, as in college coaching. The boys are learning the theory of baseball, how to organize and manage teams, how to bat and how to play in various positions.

The boys are divided into midget teams—boys thirteen years old and under and juniors, sixteen years and under. In the American Legion League all boys who will not reach their 19th birthday before January 1st, 1929, are eligible.

A Home Play Campaign in Tacoma.—From April 1st to May 15th the Department of Playgrounds and Recreation of the Metropolitan Park District of Tacoma, in cooperation with the Par-

ent Teacher Association, the Free School Council, the Council of Women's Clubs, Juvenile Welfare Council, Federation of Social Agencies, Federated Improvement Clubs and the *News Tribune*, held a backyard playground contest. One contest was limited to boys and girls under sixteen years of age who competed in constructing, without assistance, a backyard swing and a sand box. The second contest was opened to all families in the city for the best all-round backyard playground.

A committee on awards selected the winners in the two classes, the playground equipment being judged on the basis of construction and design, safety, originality and usefulness.

A competition between grade school districts of the six intermediate school divisions of the city was held to determine the greatest number of backyard playgrounds conducted during the contest. Prizes were offered the districts winning this competition and trophy cups were given for the individual competition.

Citizenship Week and Junior Elections.—One of the outstanding features of the 1927 program of the Playground and Recreation Association of Wyoming Valley was the Citizenship Week and Junior Elections, designed to inculcate fundamentals of good citizenship. It was in every respect a complete miniature of the regular system of election which exists in the United States, beginning with the organization of parties and the adoption of constructive party platforms, district meetings of playground delegates for the discussion of platforms and party conventions for the nomination of candidates.

Primary elections were then held by all three parties amid much enthusiasm and the climax and peak of interest among thousands of voters came in the general election. Ballots similar in every way to regular election ballots were used. Both boys and girls were candidates and went from playground to playground speaking for their platforms and candidacy. The responsibility of voting honestly and of making it a clean and honest election was placed squarely on the children with very little coercion from instructors, and it is with much pride that the workers learned that there was not a single dishonest act in voting attempted and that the ballot boxes were regarded by the children as an almost sacred trust. Twelve boys and one girl were elected to office.

The hearts of our city fathers warmed up to the Junior officials and they turned over the reins

of city government to them for a day at a regular meeting of the City Council. The boys measured up to the task given them. The Junior officials were taken to Harrisburg for a visit to the Capitol. During the elections talks were given on all playgrounds on honesty in voting, the trust of public office, good government and citizenship.

Activities for Industrial Girls in Cincinnati.—On April 30th the Cincinnati Public Recreation Commission held a Play Night for industrial girls under the direction of Miss Mabel Madden.

The Girls' Municipal Volley Ball League had a very successful season. The teams have been divided into two leagues of eight teams each. Basket ball and game classes have also been popular with the girls.

Golf in Detroit.—When the golf season opened this spring, the city of Detroit placed thirty-six holes in play on its three municipal courses. When another season gets under way, the city will have exactly double this number, according to the May 27th issue of the *Detroit News*.

The opening of the River Rouge course is the fourth link in the chain of municipally owned and operated golf courses in Detroit. Before the close of this season another nine holes will be added to the present nine-hole Palmer Park course; next year a new nine will be ready at Chandler Park and the Rouge course will be increased to eighteen holes.

It was in 1922 that the city launched itself into the business of golf with the operation of a municipal nine-hole golf course on Belle Isle. The receipts last year were \$111,681 and the expenditures \$86,570—a profit of over \$25,000. The fees charged are moderate. At Palmer Park and Belle Isle 25c a round for the nine-hole courses is charged. Rackham charges \$1.00 for eighteen holes; Rouge, 40c for nine—this will be 75c or \$1.00 for the eighteen holes when completed. Chandler will in all probability be 25c, but the fee has not been definitely decided.

A year hence nearly 400 acres of municipal property will have been diverted to the use of golfers.

Lawn Bowling in Detroit.—Before the close of the present season the Detroit Lawn Bowling Club will have twenty-four greens, one of the

largest lawn bowling layouts in the country. The present greens were built in 1922 to accommodate twelve rinks. Soon after a club was formed which now numbers 175 members. Last summer the City Council voted to build another green large enough for twelve rinks, and this will be opened later in the season.

Kite Craft in Detroit.—More than 400 boys exhibited models of their handcraft work in the Thirteenth Annual Kite Day and Aircraft Exhibition sponsored by the Department of Recreation at Belle Isle. The contest was opened to juveniles (under 12 years) and junior boys (12 to 16 years inclusive) in four classes of kites. These were, standard frame with novelty design of cover, box kites, comedy design of frame and cover, and novelty design of frame and beauty type. No boy was permitted to enter more than one event and before entering had to fly his kite at least 100 feet to qualify.

Medals were awarded to the winners. There were no awards in the aircraft exposition, although more than 50 toy designs were shown.

Gardening and Recreation for Detroiters.—The Vacant Lot, Home and School Gardening Division of the Department of Recreation each year provides a field of activity for more than 75,000 Detroiters. Last year the produce raised by 76,608 people had a total value of \$6,080, not including vegetables which were canned, which were valued at \$3,000. Adults make a large portion of the membership and enrollment has grown steadily every year from the beginning of the garden movement.

Trolley Car Publicity.—The St. Louis Public Service Company has issued an attractive four leaf folder, three pages of which are devoted to publicity for the local recreation movement. The first page announced the opening on June 4th of the tenth season of St. Louis Municipal Opera and listed the program to be given in the city's great outdoor theatre. The program was as follows:

June 4th—"Princess Flavia"; June 11th—"The Merry Widow"; June 18th—"The Vagabond King"; June 25th—"No, No, Nanette"; July 2nd—"Rose Marie"; July 9th—"The Student Prince"; July 16th—"The Lady in Ermine"; July 23rd—"The Song of the Flame"; July 30th—"Countess Maritza"; August 6th—"The Love

Song"; August 13th—"Mary"; August 20th—"Aida."

The two inside pages were devoted to the Backyard Playground Contest to be conducted by the Park and Playground Association of St. Louis and the St. Louis Safety Council.

Notes from Spokane, Washington.—Under the leadership of Ben Clark, Supervisor of Playgrounds, Spokane has conducted an eight class tennis tournament in cooperation with the *Spokane Chronicle*. Several hundred people participated. A special worker has been employed for the promotion of community music.

A Mountain Park for Pasadena.—After four years of effort Pasadena is assured of a splendid mountain park at Pine Flats, twenty-six miles back in the mountains. This decision followed a recent visit to the site by federal, county and municipal representatives. It is estimated that the site when developed will serve as many as 6,000 people a day.

Developments in Tacoma.—The annual report recently issued by Walter Hansen, Superintendent of Recreation in Tacoma, shows an attendance of 127,936 at seventeen summer playgrounds and of 36,937 at the two municipal beaches and two plunges. A splendid evening program at six intermediate school gymnasiums, twelve junior baseball teams, twenty-three adult basketball teams, twelve girls' basketball teams, gymnasium and recreation classes and an indoor baseball league for business men. Fifteen community wide events were promoted.

An Art Hobby Shop and School.—The Santa Barbara, California, Recreation Center has completed a successful year with its art hobby shop and school, which is giving an opportunity for the development of art hobbies under competent instructors. These instructors are employed only when a sufficient number of students enroll for any given class. Some of the subjects were art, needle-work, plastic arts and basket making.

Roque in Fort Worth.—The Park Department of Fort Worth installed its roque courts about five years ago. An Association was organized and officers elected; each member paid an entrance fee of \$2.00 and a certain amount per month for ground upkeep. The Department and

the Association have shared expenses in everything connected with the game, the building of the courts and their upkeep and similar costs. The Recreation Department, however, furnishes light. There is a league made up of about forty teams.

The courts are open at all times to anyone except at such times as league games are being played. The cost of constructing one of the courts is approximately \$60, and to put one in good playing condition takes two or three months. The court is rolled with a heavy roller and afterward sprinkled with sand. Following this a wire brush is used.

A Field House at a University.—The Women's Department of Physical Education and Athletics of the University of Michigan has an unusually artistic and at the same time practical field house. An outstanding feature is the lighting system established in the lower floor containing the showers and indoor sports practice courts where there is a brilliant flooding of lights. Another feature is the splendid equipment of lockers, laundry or drying equipment, showers and toilets, all of excellent material, of splendid coloring, well ventilated and lighted, clean and sanitary, and with ample space.

The indoor sports practice rooms containing facilities for indoor golf, archery and other sport courts are a remarkable example of this type of room. There are four bowling allies of the best and latest equipment. The upstairs rest rooms, club rooms and offices are artistically furnished with the best material available. The building also has a kitchen and a dining room and there is a large room with an open fireplace which may be used as an auditorium and for dancing; on one side of the building is a large piazza.

The field house adjoins a large athletic field which is being increased in size.

At the Center of Seattle's Rainbow.—The Collins Playground and Field House of Seattle, located midway between Lake Washington and Puget Sound, has often been called "the center of Seattle's Rainbow," or the heart of the city's only cosmopolitan center.

In 1906 the Collins Playground with its area of approximately three acres, was purchased by the Board of Park Commissioners as Seattle's first public supervised playground. In 1912 the Board constructed the Field House, dedicating its use free to the public for recreation, social pleas-

ures and educational pursuits. The assembly halls are used for gymnasium classes, dances, dramatics, musicals, institutes, civic welfare meetings, lectures, addresses and a variety of social gatherings.

During the past few weeks, "Master Skylark" has been played by different casts at each of the Field Houses operated under the direction of the Board of Park Commissioners with over four hundred children taking an active part. The scenic effects and costumes have been designed and constructed through the cooperative efforts of the playground workers, and the play has been staged by the senior boys of each district under direction of the Department's instructors and directors.

Participating in the play were Slavs, Negroes, Chinese, Japanese, Russian and Turkish Jews, and Caucasians. The children were chosen from the daily attendance of interested youngsters, with no thought of providing special entertainment.

Savannah, Georgia, Secures Recreation Facilities.—The County Commissioners of Chatham County, of which Savannah is the county seat, have recently donated to the city 728 acres of land to be used for the construction of four golf courses and a number of athletic fields. In addition provision will be made on this area for picnics, outings and similar activities. It is planned to build the four golf courses in such a way that one club house will serve them all. Two courses have been completed at a cost of \$166,000.

Augusta, Georgia, Aids Rural District.—The recreation program of Augusta, Georgia, has spread to the rural section of Richmond County in which the seat is located. On May 17 the Richmond County Recreation Association was organized as a branch of Augusta's Community Service. An interesting feature of the program was the track meet held on June 16th when the children and young people of the rural sections and small communities competed with groups from the city.

A Golf Course for Augusta.—The city of Augusta has secured 100 acres of land which will be developed by a Municipal Golf Association as a public golf course. This plan is being followed because the city is not in a position at the present time to undertake the development.

Community Centers in Utica, New York.—Nearly 47,000 people, the largest number on

record, attended the Utica Community Centers during the season which closed April 30th. There were three types of programs—the "community nights," primarily for adults, which offered a weekly program consisting of a short entertainment followed by an hour of dancing; recreation nights for young people and athletic nights.

Commenting editorially on the report on the centers, issued by the Department of Recreation, the Utica Daily Press of May 4th says:

"It would reveal lack of appreciation not to refer to the report of the Department of Recreation on the activities of the Utica Community Centers, which have just closed their season. It appears that these centers are growing in popularity. The attendance increased greatly during the past season and the various activities on a better and higher scale.

"These centers serve a very useful purpose. One of the faults found with cities is that people do not know their neighbors. These centers do away with that weakness to a large extent. They center about the schools, where all parents have children and children always are a bond of common interest. This common interest is emphasized and the community is, therefore, strengthened. A sense of locality is also promoted and that is a factor of importance in creating among people ties of attachment, friendship and cooperation. Whatever promotes community life is deserving of support."

Community House at Dorchester, Mass.—Dorchester is to have a community house costing \$40,000 which will be constructed of tapestry brick and stone in Colonial style. Its entrance will be a portico of two large white columns. There will be a large auditorium at one end of the ground floor with a stage for presenting plays and entertainments. The hall will have a seating capacity of approximately 400 and a gallery which will hold 100. Removable seats will make it possible for the hall to be used for basketball games and gymnasium classes. On the same floor will be dressing rooms for men and women with shower baths for each. The office, waiting room and billiard room will also be on the main floor.

In the basement will be four bowling alleys. A large space has been set aside for a swimming pool.

New England Holds a Music Festival.—Approximately 3,000 boy and girl musicians from

the public schools of New England gathered in Boston on May 26th for their Fourth Annual Music Festival. As in previous years the festival included band concerts and concert programs on Boston Common where temporary band stands were set up. About forty bands, and drum and bugle corps took part in the festival. The program called for two groups of numbers played by the bands; the first to be played by the senior and junior high school bands and the second by all of the bands taking part, making an ensemble of approximately 2,000 players. While the band festival was taking place on the Boston Common, 24 orchestras with more than 1,000 players met at Mechanics' Field for the Third Annual New England School Contest. The climax of the festival was reached in the concert given by the New England High School Orchestra of 216 players selected from the high schools of New England. Rehearsals began on May 24th under the direction of Dr. Victor Rebmann, director of music in Yonkers public school.

The festival was held under the auspices of an association formed by the public school supervisors, instructors, band and orchestra leaders and their friends. In this organization known as "The New England Music Festival Association" are included as members all of the children participating, each band and orchestra paying a membership fee of \$5.00. The festival is made possible through the cooperation of the Rotary Club of Boston which acts as host to the children.

A Playground Song.—Groups of children playing harmonicas, strumming ukuleles and singing songs on the Los Angeles playgrounds have been an inspiration to Charles Wakefield Cadman, the well-known composer and have brought forth a new song from his pen. Mr. Cadman has named this, his latest song, "The Playground Song of Youth" and has dedicated it to the children of the Los Angeles playgrounds. At a recent meeting of the Yosemite Playground Community Chorus a special program was arranged for the dedication of the song. Nigel de Brulier, a moving picture actor and musical director of the Yosemite Chorus, brought a group of playground children who were taught to sing the new song under the direction of the composer. The song has met with such enthusiastic response that it will be given first place in the official song book of the Los Angeles Playground Department.

An International Clubhouse.—An interest-

ing project in international sports is that of the Richford Frontier Clubhouse reported in the March 31st issue of the Boston "Transcript." The clubhouse will be erected on the border line of Vermont and Quebec with the golf course, ski jump and toboggan slides in the United States and the clubhouse, hotel and bungalows in Canada. Under the plan of the directors the club membership will comprise exclusively residents of the United States and Canada who are interested in the promotion of international sports. The club will have excellent facilities for summer and winter sports. One of the features planned for the club property is an aviation field.

A Refectory That Is Different.—The Park Department of Salem, Mass., in 1927 opened its first refectory on the steamship pier at Salem Willows Park. The head house on this pier, a rather dilapidated building, was rebuilt on the inside and fitted up as a ship's cabin with the help of Salem sea captains and other seafaring men of the day of sailing vessels. The interior was equipped with a beamed ceiling, ship's knees, mast going up through from the keel, ship's lanterns, clock, bell, wheel, compass, charts, life-preservers and port holes. The windows were constructed so that they would drop down out of sight.

Men of Salem made history in sailing vessels and because of the history it seemed fitting to carry out the project. The name of one of Salem's clipper ships "Witch of the Wave" was taken for the refectory.

Gifts from large corporations as well as individual citizens have helped make the refectory possible.

A Banquet for Volunteer Leaders.—One hundred people attended the closing banquet of the third year training course in social recreation conducted under the auspices of the Detroit Department of Recreation by Miss Viola Armstrong, Director of Social Recreation. In addition to addresses by guests of honor there were a class history, a class prophecy, the presentation of the scholarship at Pocono College, and several short addresses by class members, together with songs led by two of the song leaders.

To increase the scholarship fund, two plays, *The Travelers* by Booth Tarkington and *What Men Live By* by Tolstoi, have been given. Through this scholarship one of the members of

the class will be enabled to attend the People's College at Pocono, Pa. An event of interest being planned for members of the class, or volunteer leaders, as they are called, is a week-end house party.

Buffalo Opens Seventeen School Playgrounds.—After a strenuous campaign on the part of friends of the playgrounds conducted by the Buffalo City Planning Association, the Buffalo City Council unanimously restored sixteen play leaders cut off in the annual budget for purposes of economy.

Last year for the first time in its history the Board of Education of Buffalo opened as an experiment seventeen of its school playgrounds, under its physical training teachers as directors, during the vacation months. The interest and appreciation shown by the children was so great that this year the Board of Education has appropriated \$38,000 to open, partially equip and supply directors for twenty-eight school grounds during the summer. Carl Burkhart, Supervisor of Physical Training under the Board of Education, who will be in charge, expects to have much of the playground equipment made by the boys in the shops of the vocational schools. This will develop a fine cooperative effort between the vocational schools and the playgrounds themselves.

Recreation Progress in Evansville.—"One short year ago," states an article in the Evansville Courier and Journal, April 29th, "the average man, woman or child of the city was quite unfamiliar with the term municipal recreation. Today there are but few who are not familiar with it. Drastic strides have been made in this field of civic enterprise in that twelve month period. Forward steps have been taken since G. T. Eppley assumed the duties of Evansville's recreation director on January 15th, 1927. People generally have been loud in their acclaim of this infant municipal project."

The article cites some of the activities which have been the outgrowth of this rapid development. Indoor baseball, basketball and volleyball have brought out hundreds of participants and thousands of spectators. The organization of the city tennis club and the installation of flood lighted tennis courts have given great impetus to the game. The utilization of the river for recreation has been particularly noteworthy; a boat club has been organized and many water sports developed.

Holiday celebrations and a community center program, playgrounds, service bureau activities and band concerts have been prominent on the program.

"A firm foundation, not a group of flashy events which might catch the eye of the people for the moment" is the objective of the Recreation Department promoting the work.

Cleveland Selects Its Champion Horseshoe Pitcher.—In May the Cleveland School Board, in cooperation with the Cleveland press, held a tournament to determine the city's champion horseshoe tosser. The contestants were divided into four classes—boys under eighteen, boys and men over eighteen, girls under eighteen and girls and women over eighteen. Preliminary contests were held on nineteen community playground centers, the playgrounds being divided into four districts. The final contest took place at Public Hall in connection with the Sportsman and Outdoor Exposition.

A Newspaper Playtime Club.—The Denver, Colorado, *Post* has a Playtime Club for boys and girls. Each member enrolling in the club receives an attractive bookmark containing the club slogan, motto and yell. Birthdays are remembered by greeting cards from the *Post*. A special column in the paper is devoted to the club and material is published which will help the members in their playtime. A recent issue of the column contains suggestions regarding trips to the city parks, the museum and nurseries to study nature. A plan is also given for making tailless kites. Games and contests are frequently outlined in the column.

New Playgrounds in Los Angeles.—Los Angeles is to have two new municipal playgrounds for which appropriations were recently approved by the Playground Commission. Twenty thousand three hundred and thirty dollars will be expended on the State Street Playground for grading, landscaping, fencing and other improvements for the erection of a community club house and wading pool and for apparatus and equipment. The new playground at Watts will be developed at a cost of \$5,315. Grounds will be improved by grading and fencing and a field house and pergola will be erected.

Portland Enlarges Its Music Program.—Fifteen years ago Cyrus H. K. Curtis gave to his

native city the largest municipal organ in the United States. The municipal organ concerts of Portland held under the auspices of the city's music commission are widely known. Portland now has a municipal orchestra, organized last year under the auspices of the commission, with a membership of eighty-five men and women.

Jacksonville's Music Memory Contest.—

The 1928 music memory contest held under the auspices of the Playground and Recreation Department of Jacksonville, Florida, was by far the largest and most successful ever held in that city. During the six weeks of the contest 4,955 boys, girls and adults became familiar, through victrolas, pianos, organs, radios and special concerts, with the twenty-four selections on which the test was based. Elimination contests were then held in the various schools and the ten best boys and girls were chosen as the school team to represent it in the finals. At the same time the negroes were holding their first music memory contest in which eight schools were represented. Much enthusiasm was shown by the negro parents, teachers and other adults as well as boys and girls participating.

More than 450 boys, girls, men and women took part in the final contest and fifty-seven perfect papers were handed in. Each of the winners received a gold medal donated by the Friday musicale.

The Boys' Band of Elmira Wins State Contest.—Before 5,000 people at the Syracuse Airport the Elmira Community Service—Lions' Club Boys' Band won the state-wide contest conducted in May as a feature of the State Convention of Lions' Clubs. In their white uniforms with blue collars and gold-braided caps the Elmira players immediately captured the favor of the large crowd present. The band is composed of more than forty boys ranging from ten to fourteen years of age.

Harmonica Charts Available.—M. Hohner, Inc., 114 East 16th Street, New York City, has issued a series of charts for teachers and schools for the playing of four-part harmony on the harmonica, and a number of popular selections are available in this form, together with suggestions for teaching. The large chart (11" x 15¼") for the teacher's use, contains the four parts to be played by the pupils in the orchestra as well as the

piano accompaniment. The set of four small cards (3¼" x 5") contains the soprano, alto, tenor and bass parts respectively for the individual players of the harmony group.

Recreation workers will find these charts exceedingly valuable. They will be glad to know that the company will send one set free on application to the Hohner Company.

A Drama Tournament in Rock Island.—

Rock Island, Illinois, is the latest city to report on a drama tournament. On April 11th, 12th and 13th, twelve plays were presented, a number of them by church groups, several by Parent Teacher Associations. Tickets were sold at the rate of 35c for single tournaments, 75c for all three evenings. Each group kept whatever money was made over its share of the expenses, and a number of the organizations realized a good profit.

The plays were judged on the following basis:

Unity	20	points
Gesture and Facial Expression...	10	"
Voice	10	"
Smoothness	10	"
Scenery and Lightning.....	10	"
Costuming	10	"
Make-Up	10	"
Choice of Play.....	20	"

To eliminate the necessity of twelve different sets of scenery and the loss of time in changing scenes, each group was required to use grey neutral drapery as a background.

Costume Service in Oakland.—The report of the Costume Service of the Recreation Department of Oakland, California, for the month of April shows a wide use of the costumes which the Department loans to schools and other organizations for their dramatic program. The total number of orders was 34; the number of costumes loaned schools, churches and similar groups 817; the total number of accessories 665.

The Playground in Saving Child Life.—

The leading article of the May issue of *American Childhood* published by Milton Bradley Company, 120 East 16th Street, New York City, is a symposium on playgrounds in which a number of recreation executives and others interested in children's play have taken part. Activities in a number of cities are described and illustrations are shown. Single copies of the magazine may be secured for twenty-five cents.

What About Those 1,000,000,000 Hours?—"Philadelphia children," states the recently issued report of the Playgrounds Association of Philadelphia, of which Charles H. English is executive secretary, have a total of more than 1,000,000,000 leisure hours a year." And yet the report points out the per capita cost for the city's public recreation was only 33 cents while for correctional institution the cost per capita was \$187.54.

The report tells what the Playgrounds Association has attempted to do during the past year to promote the proper use of the 1,000,000,000 of leisure hours. Among the accomplishments were the securing of the year-round executive, the organization of a playground and recreation council representing the municipal and private groups of the city conducting recreation, the establishment of the Recreation Service Bureau and the conducting of four playgrounds. It is the hope of the Bureau to establish at an early date a Drama Department with a full time worker in charge.

When Is a City Big Enough?—"When is a city big enough?" was one of the questions asked at the Dallas City Planning Convention.

Among the various answers, the first was, "When it ceases to provide adequately for its people in terms of living."

What size must a city attain to reach the point when the leisure hours of its citizens shall begin to have lessened value?

At what point in a city's growth do citizens begin to have their leisure hours grow less valuable?

Boys' Achievement Exhibition.—On May 3rd, 4th and 5th a Boys' Achievement Exhibition was held in Monrovia, California, under the auspices of the Rotary, Kiwanis, Exchange, Unity and University Clubs. The exhibit was a part of National Boys' Week arranged for the purpose of showing what the boys of the community were doing in their leisure time.

In planning for the exhibit there were committees on location, exhibits, judges, awards, publicity and printing, finance, program, music and decorations. The exhibits were divided into a number of sections—collections, mechanical and handcraft, art, woodwork, livestock and books.

Beautiful ribbons and other special awards were given the winners in the various sub-divisions; a silver cup was awarded the highest scorers in

each age group. The boy who had the most exhibits received a silver cup and a special cup was awarded the boys' club group class or other groups having the best all-round exhibit.

Nature Training School.—From June 2-16 a nature training school was conducted at Waddington, West Virginia, under the auspices of the social and educational institutions of Wheeling. Dr. Bertha Chapman Cady of the Coordinating Council on Nature Activities was director of the school. Waddington, an estate of 750 acres of wooded hills and farm, recently bequeathed to the city of Wheeling for recreational and educational purposes, provided a veritable out-of-doors museum. With its arboretum, greenhouses, great stretches of woodland and interesting geological formations, and its eight miles of trails leading through valleys and ravines, the estate provided an ideal setting for the school.

Rhode Island Observances.—For twenty years the Commissioner of Education of Rhode Island has sent each year to the schools of the state a pamphlet containing suggested patriotic exercises in school for May 4th, known as "Rhode Island Independence Day." This attractive booklet contains historical material, poems, songs and addresses.

Rhode Island Arbor Day on May 11th is another celebration in which the schools are vitally concerned. The Commissioner of Education this year issued a booklet entitled "Rhode Island Arbor Day," which contains suggestions for the thirty-seventh annual program for the observance of Arbor Day. In addition to the poems and selections there is a section on construction of bird houses with facts of interest about birds of the state.

A Calendar of World Heroes.—The World Hero Calendar Department of the National Council for Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C., has issued a calendar of world heroes comprising portraits of the twelve heroic figures chosen by children in schools in more than thirty countries. Each portrait is accompanied by the essay which won the prize in the competition of 1925-1926. The calendar is artistic as well as informational, and children will find it exceedingly interesting. Four copies of the calendar may be secured for \$1.00.



HARMON HALL, LEBANON, OHIO, COMMUNITY RECREATION CENTER—GIFT OF WILLIAM E. HARMON



THE DAM AND SWIMMING POOL, HARMON PARK, LEBANON, OHIO
William E. Harmon believed that even swimming pools should be beautiful



THE CHILDREN'S WADING POOL, HARMON PARK, LEBANON, OHIO



HURDLES, HARMON HALL, LEBANON, OHIO



MARBLES IN HARMON HALL, LEBANON, OHIO



THE TENNIS COURT, HARMON PARK, LEBANON, OHIO

In more than one hundred communities old and young for generations to come will have reason to be grateful to William E. Harmon as they enjoy the sunshine and the happy activities on the Harmon Fields.

The playground movement has been greatly helped by William E. Harmon's belief in it, his enthusiasm for it, his thinking of ways of building it up, as well as by his very substantial gifts to communities. It is altogether probable that even more has been accomplished in establishing playgrounds by the weight of Mr. Harmon's influence and example than through his direct gifts. He has helped immeasurably through sharing with others his own knowledge as to the practical value of parks and playfields.

HOWARD S. BRAUCHER.

Resolution adopted by the Board of Directors of the Playground and Recreation Association of America, December 7, 1927, seven months before Mr. Harmon's death—and presented to him.

That the Board of Directors of the Playground and Recreation Association of America believe that the recreation movement in America has made much more substantial progress during the last few years not only because of the financial contributions which William E. Harmon has made but also because of the time and thought which he has given to the problems of the movement. The gift of the one hundred play fields to one hundred cities, the gift of the play center at Lebanon, Ohio, the prizes for the beautification of play areas, the education campaign to secure the setting aside permanently in new real estate subdivisions of adequate areas for park and playground purposes, the generous support of the general work of the Playground and Recreation Association of America, have all been a substantial contribution to the play life of the children and young people in America not for this generation alone but for many generations to come.

What One Man Did to Make Boys and Girls of Countless Generations Happy



WILLIAM E. HARMON

1862-1928

"No village, town or city in America would be without play space for its children if I could picture to its prosperous citizenship the vision that has been before my eyes and pressing on my heart for many years—a vision of countless generations of little ones finding health and strength on ground consecrated forever to their happiness—vacant land, the simplest of individual gifts and the most enduring, an indestructible monument to the donor—increasing in usefulness with the years—as permanent as civilization."

William E. Harmon

The picture which William E. Harmon saw with his mind's eye of the eternal qualities to be found in the land for sound bodies, character building and joy, might fittingly be described as his creed. He himself had experienced the constructive, wholesome fun of the open spaces; he knew of the temptations to which the games of the alleyways and streets must lead; his imagination had been fired by playgrounds he had seen in the old country which had served youth for centuries.

At the time of his death on July 15, 1928, there were one hundred and three communities in the United States in which his vision had taken form. In each is located a recreation tract known as "Harmon Field"; dedicated forever to the plays of children, the development of youth and the recreation of all.

It is not surprising that so much of the thought of Mr. Harmon's later years should look toward providing recreation space for the young, since part of his own boyhood was spent on the plains

of the new West. His father, Lieutenant William R. Harmon of the Tenth Cavalry Colored, was sent to Fort Sill, Oklahoma, a frontier post, in 1869 when the boy was seven years old. The great out-of-doors in a fairly undeveloped country presented endless opportunity for both real and imaginary games. Cumbersome buffaloes, shy of human sight, were roaming the plains in herds. Near the Fort was the reservation of the wildest of the Blanket Indians—Comanches, Kiowas and Apaches. An expert by nature with rifle and shot gun, William soon persuaded his father to be allowed to join the hunt and had felled his first buffalo before he was twelve. Twice in company with members of his father's troop, he crossed the plains on horseback.

At fourteen, he was sent to St. Mary's School in San Antonio, Texas, and while he was there his mother moved back to Lebanon, Ohio, the village of his birth. He joined her later, concluding his high school work and taking a short course in the National Normal University there. He left Lebanon soon afterward when an unsuccessful business venture of his father's forced him to give up a medical career and seek employment.

More than thirty years later, in April, 1911, after he had achieved success through a plan of selling home sites to small wage earners on installments, William E. Harmon went again to Lebanon. This time his purpose was clearly defined—he wanted to make some gift to the community which would combine usefulness for all with the greatest possible degree of permanence.

Land was his idea. He remembered with distaste that fields which tempted to baseball had borne "No Trespass" signs. Like the Ancient Mariner, the youths of the town were surrounded with that which they craved, but none of it was suited to their needs.

Mr. Harmon called together a group of his old friends whose interest in Lebanon would lead them to give a sympathetic hearing to his proposal. They were very frank in their disappointment at what he had chosen to do.

"What," they exclaimed, "does a town of three thousand inhabitants, without a tenement district, without factories, without foreigners, need with a park and playground?"

Mr. Harmon pictured for them what he saw—games for the small children, athletics and sports for the adults, a recreation hall for winter games, all under the direction of a trained leader; a place

which the entire community could own and develop eternally. Gradually they caught his enthusiasm. The informal group was enlarged and a committee formed to plan out with Mr. Harmon the best methods of serving Lebanon with recreation. The Civic Trust was created as a permanent body and incorporated under the state laws with the management entrusted to a board of seven trustees. The complete organization was not effected until 1915. The gift includes Harmon Hall with a gymnasium, dressing rooms, shower rooms, bowling alleys, billiard and pool rooms, a swimming pool, golf course, park, tennis courts, baseball grounds, athletic field and picnic grounds; and an endowment sufficient in amount to provide for up-keep and the salary of a trained physical director, yet not so large as to cause disinterest on the part of the townspeople.

Mr. Harmon saw the early skepticism of his Lebanon friends overcome and he also lived to see just what a town of "three thousand inhabitants" could do with recreation fields. Early in May of this year, he and Mrs. Harmon went to Lebanon to dedicate the Mollie Harmon Memorial Home for Gentlefolk, which he gave as a residence for elderly people in memory of his mother. One afternoon they were driving when their car stopped on a rise of land overlooking the playground. There they saw an automobile draw up at the entrance and at least a dozen children climb out. Children were on the running boards, in the seats and on the floor—practically everywhere that they could find foot space as long as they were to have a ride to the Field. As Mr. Harmon's glance followed them into the playground he noticed that every type of equipment was in use, all sorts of games and sports were in progress and children were lined up waiting their turn at the tennis courts. He was filled with satisfaction, for he, who as a youth in that very town had hoped for just such a spot for play, knew that children of succeeding generations need have no such yearnings. His dream had materialized, his benevolence was justified.

It is difficult to write of William E. Harmon, the humanitarian, without touching on his business life. His sight always took in the project which would have lasting value rather than the one which was gilded and soon tarnished. His interest in playgrounds through his philanthropic self carried over into his business self and as years brought him a realization of the immense good that could be accomplished through recreation he

adopted the policy that all subdivisions developed by his company should include a tract of land permanently reserved for play. "The situation looked portentous," he said, "the price we would have to pay for children yet unborn was a big one. We could not, however, escape the conclusion—the profits we could gain out of these play spaces would in the end be paid for by these very children—in reduced vitality and restricted lives."

The plan sold itself, for the people who were seeking homes in the suburbs were those with children and they were becoming increasingly alive to all matters affecting growing children. As the property was built up the little playfield loomed bigger and bigger and the last lots, usually difficult of sale, became more attractive.

When the Harmon Foundation was established in 1922, its first work was that of the Division of Playgrounds through which offers have been made to growing communities of contribution toward the purchase of permanent recreation tracts. One hundred and three playgrounds have been established through this Division, all of which bear in their title the names "Harmon" and "Field". Mr. Harmon hoped that each of the Foundation's playgrounds might have such a collective driving force of enthusiasm behind it that its influence would be widespread. He considered all Harmon Fields as "missionaries" in converting their own and surrounding localities to the permanent playground idea. Each year, contests are planned and honorariums given for those which have been responsible for the establishment of new perpetually dedicated play areas; and those whose development is outstanding beyond that required in a maintenance agreement.

Mr. Harmon's idea of helping individuals "to help themselves" all took shape in the Foundation's activities—awards for the encouragement of those whose work merited attention, a child study organization, a health center in South Carolina, an annuity plan for members of the nursing profession, and religious films for use by pastors in increasing church attendance. He believed that outright gifts, except in the case of the very young and the old, tended for the most part to warp initiative and planned his philanthropy with the hope that the individual might be stirred to do constructive and creative work.

There was, however, a certain division of humanity which the organized foundation could not help—those persons whose hearts he might reach and stir by some personal message or small gift.

This he preferred to do anonymously, assuming the name of his great grandfather for the purpose—Jedediah Tingle. Under this guise he was known to the children of the tenements to whose summer fun in the country he contributed, to many old people whose selfless lives had forced them to spend declining years without the happy surroundings which should accompany age, and to others who in struggling for self-expression had become discouraged and disheartened. Jedediah could "drop like a leaf from the sky—to give you a thrill of happiness—to make you realize that love is universal and that you are enfolded in its everlasting arms."

His touch, were it that of Jedediah Tingle or William E. Harmon, was always accompanied by something of the man himself—a man of understanding, sympathetic yet firm where character was forming, and full of the exuberance and enthusiasm of living.

A Short Course in Community Recreation Leadership.—The second annual short course in community recreation leadership held under the auspices of the University Extension Division of the University of Wisconsin and the Wisconsin Conference of Social Work, was conducted from June 25 to July 6 at Madison. Instruction was given by J. R. Batchelor of the P. R. A. A. on program making and the art of getting folks to play. A number of members of the staff of the University of Wisconsin gave lectures and instruction in social games and dances, community music, the organization of community recreation, rural work, recreation leadership and play and the exceptional child. The course included visits to local playgrounds, the production of plays, demonstrations of various kinds and play hours. A registration fee of \$5.00 was charged.

A Rhododendron Festival in Asheville.—A "Rhododendron Festival" at Asheville, N. C., celebrated the establishment of a National Park in the Great Smoky Mountains. The program provided thirty-six official tours through the many large blooming areas of Western North Carolina. There were in addition water sports, golf and tennis tournaments, a pageant, social events, exhibits of arts and crafts, concerts and a festival program of sports.



LOS ANGELES PLAYGROUND CHILDREN IN A SAND MODELING CLASS PUT THE FINISHING TOUCHES ON A SLEEPING DOG

Sand Modeling on the Los Angeles Playgrounds

By

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Sand play has always been one of the most popular activities in the play program for younger children. Children instinctively like to play in sand and derive an immense amount of satisfaction from shaping the sand into hills and valleys, castles and tunnels, and a variety of other objects limited only by the imagination. If, however, skilled leadership is given to sand play, even greater pleasure and benefit can be derived by the child, for he can be taught much of the technique of modeling and sculpturing and give fuller scope to his creative abilities. The Playground and Recreation Department of the City of Los Angeles has recently stressed the sand modeling program through the temporary employment of a

highly skilled worker. The response on the part of the children was so enthusiastic that special work in sand modeling has been made a regular part of the playground program.

Sand working is essentially a cutting down process, requiring that the sand first be piled up into a rough approximation of the shape of the finished work, followed by the removing of portions of the material, either with the hands or with tools, to attain the desired result.

A sand suitable for this work is, of course, the first requisite. It was found that most of the sand used on playgrounds was unsuitable for good work, as a rule being too coarse and not "sharp" enough to bind well, even when moist. The best



FOUR DIFFERENT STAGES OF MODELING A RABBIT, LOS ANGELES, CAL.

sand for this purpose is what is usually spoken of as a No. 1 unwashed river sand or quick sand. This is a very fine, sharp sand, with sufficient soil mixed in to aid in binding when wet. Only a small amount of dirt is needed for binding purposes and this quantity is usually not sufficient to cause any staining of children's clothes. In practice, this may be tested by taking some of the wet sand on the finger and smearing it across a sheet of white paper. When dry and the sand particles brushed off, only a very light streak of dirt should be perceptible. Where obtainable, a fine sharp sea sand is quite satisfactory, although not quite so good as a sand containing a small quantity of silt.

The tools required are very simple, most of them obtainable at the five and ten cent store. A paring knife with pointed blade, a wallpaper scraper or a small, cheap mason's trowel, a few round sticks of various sizes (Lollypop sticks, pencils), and a soft paint brush an inch to two inches wide, are about all that are necessary. Roughing out can be done with the hands and the trowel or wallpaper scraper, finer cutting with a paring knife and fingers, and indenting with the finger and various sizes of sticks. The model, when completed to this state, will still have a somewhat rough appearance, which can be partly remedied

by careful smoothing with the hand or the flat of the knife blades. The final smoothing, however, should be done with a paint brush and water. The surface of the model should be carefully brushed, using plenty of water, and with a little practice a very smooth finish can be obtained. The sand should be kept quite moist while being worked; sufficiently so that when a handful of it is squeezed it will retain the imprint of the fingers without falling apart. It is well, perhaps, to have a large sprinkling can available to keep the sand sufficiently moist.

The work should be begun with simple projects, such as the shaping of letters and of subjects in bas-relief. In this work, the wet sand should be banked at a 45° angle and smoothed, after which various letters and designs can be sketched out on the inclined surface. Then the sand around the design is carefully removed with paring knife and wall scraper, leaving the design, or letters in relief.

Map making is almost as easy, and is very interesting to the children. At first, these may be outline maps of countries and states. Later, full relief maps can be made, showing mountain ranges and other features common to relief maps. Map work is usually done on a horizontal, rather than on an inclined surface.

The most difficult work is the sculpturing of figures in full relief. This should be started with objects familiar to the child, the shaping of common fruits or vegetables. Then, as skill increases, more difficult tasks, such as the modeling of small animals, can be undertaken. Later, some children will be able to model the human face with considerable skill.

In many ways, modeling at sand tables is preferable to working in sand boxes on the ground. The expense of providing enough tables to accommodate the children, however, in most instances is too great to make this possible.

Where desired, sand work may be colored by the use of calsumine colors. An excellent way is to fill large, cheap salt cellars with various calsumine colors and shake lightly over the surface.

Where a semi-permanent model is desired, cement may be sprinkled over the model in the same way as the calsumine, the moisture from the sand causing the cement to harden in a thin but quite durable coating.

The plans of the Los Angeles Playground and Recreation Department include weekly periods for sand work at each playground, culminating at the end of the summer with inter-playground competition at one of the municipal beaches. It has been found that any person with some knowledge of the technique of working in other modeling materials can quickly achieve good results in sand and can act as an instructor. This eliminates the necessity of employing special instructors for the work.

In addition to its effective use as part of the play program, Los Angeles playground workers have found that sand modeling leads to other beneficial results. It provides a real stimulus to the imagination of the modeler by causing him to draw upon his ingenuity in working out his sand forms. It has also been found in some cases to serve as a spark to a latent creative impulse. This has resulted in several of the young modelers becoming interested in higher forms of artistic work. In other words, the modeling in sand has served as the first step in awakening the interest of its participants in creative endeavor.

At a recent exhibition of handicraft work held by the Los Angeles Playground and Recreation Department, an exhibit of sand modeling was installed. A sand box for the use of children who visited the exhibition was also set up. The results showed that the interest of children in such work was a natural one and could be easily aroused.

A Playground Schedule

The Recreation Department of the Memphis Park Commission has arranged the following schedule of hours of service.

The grounds are opened from 9 A. M. to 8 P. M.

Four Members of Playground Staff on Duty

1. Director (woman) from 12 noon to 8 P. M.
2. Assistant director (man) 9 to 12 Noon—3 8 P. M.
(Except on their special day and the day that the boys' art and handcraft director comes to the playground in early afternoon—Hours then shall be 9 to 12—2 to 5:30—6:30 to 8 P. M.)
3. Instructor—9 to 12 Noon—1:30 to 6 P. M.
(Except special day—hours than shall be 9 to 12—2 to 5:30—6:30 to 8 P. M. or 12 to 8 P. M.)
4. Assistant instructor—9 to 12—3 to 8 P. M.

Three Members of Playground Staff on Duty

Work as per schedule 1, 2, 3—above.

In order that the women of the playground staff may not be on duty every night during the week, the director on the grounds shall alternate their schedule of hours in such a way that on the playgrounds having three women on their staff, the women shall work three nights a week. The playground having two women on their staff shall arrange their schedule so that the women work three nights apiece—one woman on the staff each night—two on the special night.

On Rainy Days

The staff, after reporting condition of their grounds to the Recreation Office, shall spend their time in the neighborhood visiting children's parents and getting acquainted with the community in general.

Donated Areas.—Mrs. Sarah M. Lentz of Indianapolis, Ind., has donated thirteen and one-half acres for a public playground. Mrs. Lentz and her husband had owned the plot of land for forty-five years.

Mr. and Mrs. Fred W. Kennedy have given a five-acre playground to East Shelbyville, Ind.

Parks, Playgrounds and Swimming Pools

By

A. D. DAVIDSON,

Director of Public Welfare, Grand Rapids, Michigan

The governing factor in the location of parks and playgrounds is primarily the need to be met. In the case of playgrounds, schools and school grounds necessarily have their influence. Park development is influenced by school building facilities. It is needless, for example, to build a park community house if adjacent is a school building with a large gymnasium or auditorium or both. School plants should be considered in every recreation plan. In the establishment of playgrounds we must give consideration to the facilities of the schools and the school grounds in the locality.

PARKS AND THE PUBLIC

We are coming more and more to the knowledge that parks and playgrounds belong to the public—the whole public. In fact, if there is any part of the public to whom parks are less important, it is the group of well-to-do citizens for whom early parks were made, because they were the only ones with facilities to use them. This was in the days before the advent of the automobile, particularly the low priced car, when only the wealthy or near wealthy had the equipages necessary to reach the parks and the time to spend in their enjoyment because, not infrequently the parks were closed evenings and Sundays. The old park had not only its good roads for the carriage or victoria and its paths for the saddle horses of the rich, but it had its very expensive formal flower beds and not infrequently more expensive marble and stone contrivances which were presumed to express the propriety and ideas of the community, but which did little to make life worth living for the tired worker who occasionally walked the restricted paths and was warned off the grass held sacred by signs, which now thank Heaven have generally disappeared.

The park of today even though it be only a small playground spells service to all the people in every sense of the word. It competes for leisure time through wholesome activities properly supervised.

It brings sunshine, blue sky, green grass, trees, streams, wild life, healthful exercise, and clean morality to the men, women, and children of the busy city street, the poor and rich alike.

FINANCING

The question that confronts us all is, "How shall we finance this public need?" Because of a few lingering traces of the old idea that parks were a luxury, too often they are required to take what is "left over" after all other projects are financed. This, too, is frequently but not so often true of playgrounds. The child appeal helps the playgrounds, especially the small community playground.

The financial needs divide into three main classes: (a) acquisition; (b) improvement or development and (c) maintenance.

Acquisition, frequently, is by gift, but more often by purchase and in some cases even purchase through condemnation. A gift may, but rarely does, include financial provision for improvement, and might possibly provide through endowment for maintenance. Practically always, however, improvement and maintenance must be provided for out of some form of public funds. Park authorities in receiving gifts should be careful to discern between the gift that will become a direct and substantial asset to the city and the gift of some property of questionable value that serves only to boost the sale of some real estate project or is perhaps some small corner "left over" in plating a property. This discrimination may, at times, be rather embarrassing but it can always be justified in the eyes of a discerning public if not in the mind of the ambitious real estate dealer or platter. Officials should be alert against the acceptance of properties as parks or playgrounds unless they are of value, are fair, and an asset to the city. Care must be exercised that no unfair or unreasonable restrictions are attached to the gift.

Methods of financing may be considered as follows:

From *Public Management*, March, 1928. Proceedings of the 14th Annual Convention of City Managers.

1. Appropriations in annual budget.
2. Bonds secured by special assessments.
3. Bonds secured by general taxation.
4. Combination of bonds secured by special assessment and bonds secured by general taxation.
5. Special tax for park and playgrounds projects only.
6. Installment payments out of the net receipts obtained from the operation of the project itself.

There may be others but there, I believe, are the methods in most common use. Acquisition as well as improvement and maintenance may be financed by any one or combination of two or more of these plans.

I shall discuss briefly the plan in the order named.

1. Appropriations in Annual Budget

In the minds of some, and the idea is growing, the only sound rule to follow is to buy nothing and make no improvements except on a "Pay-as-you-go" basis. The principle is unquestionably sound theoretically, but it is slow and cumbersome in practice. It is hampered by taxation limits and projects of any magnitude often become tiresome and almost odious before possibility of completion, because of the long drawn out process of operations made necessary by the pittances available through annual expense budgets. Maintenance of parks may well be cared for through annual budget appropriations but, I believe, improvements and acquisition should be otherwise financed. Experience has shown that garbage collection, fire protection, police protection and what-not must find a place in the annual budget before we can find a place for park and playground appropriation. We are apt to lose sight of the fact that passive and active recreation are the greatest protecting factors we can have for our youth and our children.

2. Bonds Secured by Special Assessments

This method should be used only when special benefits accruing to a district are equal to or greater than the necessary assessments—never otherwise. These benefits cannot be abstract but must be evidenced by a tangible rise in real estate values, without question, due to the project, or some other condition of equal value. It is true that a general benefit attains to a city equipped with parks as against a city not so equipped but it is also true that a special benefit accrues to the district or community served by parks and play-

grounds as against those not so served. Parks and playgrounds are as much a factor of consideration by the prospective home owner as are schools, churches, stores, street cars, sewer and water, etc. They are desirable for the health and welfare of himself and his children. Frequently he is willing to pay sufficiently more for such a home as will justify an assessment of 100 percent of the cost of establishing the park or playground when spread over a reasonable district. This may be especially true in new districts where the parks become a determining factor in the future character of the community but it can also be true in a district needing a new esthetic stimulation, an uplifting from decline and decay to a higher level in the city's physical appearance. It is well to remember that parks and playgrounds developed under this method must be complete and finished as seldom will a district acquiesce in a second or third assessment for the same project even though the new or further improvement may be a valuable addition to the park or playground affected and a direct benefit to the community. The average community looks most favorably on a full completion of a project under one charge for costs. These should be short time bonds.

3. General Bond Issue

General bond issues may well be used when the project is of general interest and value to the entire city and where no special benefit derives to a particular community.

This applies to large park areas, trunk boulevards, bathing beaches, large athletic fields, etc. That is when these serve the entire city. Then, too, we must not lose sight of the fact that a group of projects may in combination affect the entire city, when considered as one general scheme, although they have as well some purely local benefits. These may rightfully be considered in a general bond issue if the local value of one largely offsets the local value of another in some other community.

4. Combination or Special Assessment and General Bond Issue

It may be possible in some cases to combine a special assessment district with a general bond issue when the project is of particular benefit to one district but is also of a distinct value to the city as a whole. This may be exemplified by a parkway or park drive which enhances the value of abutting property more than most distant property and yet is of benefit to the entire city be-

cause of its use as a pleasure drive. The district assessment may be pro-rated with a greater amount charged to abutting property, the more remote being taxed less or on a graduated scale.

The plan might also be applied in areas in which property values are so low that, while the establishment of a park may materially increase the values, yet the increase will not be equal to the cost of the park or playground because of other local conditions. Certain industries may have a depressing effect on a district, that cannot be entirely offset by any park or playground and yet those districts may be the ones that have the most need for these facilities. A portion, and a large portion of the cost in such cases may well be borne by the city as a whole whether it be by bond issue or by general tax.

5. Special Mill Tax for Park or Playground Purposes

This, of course, is a direct taxation plan but it has the advantage of being more or less positive because of its being outside the regular expense budget and not limited by it. Its definiteness permits of planning a series of projects over a number of years as the amount of fund to be available each year is known. Whereas, as stated before, the budgeting of park and playground matters in the annual expense budget is subject to the needs of many other government functions and the amount available annually is highly variable.

These five plans are the most closely connected because they are each eventually a tax.

I claim no originality for them and have but grouped and presented them very briefly. Each has its faults as well as its benefits. Some of them are extremely difficult of adoption, particularly perhaps, the special assessment plans.

What is more logical, however, than that a community should be assessed for a new playground, for a swimming pool or even for the playground equipment that specifically serves that community? This, of course, is presuming that the general physical condition of the property of the community will warrant it. I believe it is right, but when similar projects in other communities have been financed by the city as a whole, the community now to be served participating, it is extremely difficult to convert such a community to the belief that they are now receiving a special benefit for which they should pay and pay alone. Some of these plans are in use in our own city, Grand Rapids, but we have not yet used all those that

are most fair. We still hold very closely to the general expense budget with its consequent limitations.

6. Financing out of the Receipts Derived from the Project Itself

The sixth method varies from the others in that it is not a tax method but the purchase of some special privilege or right by the individual user. It may take the form of various concessions or privileges. Perhaps the one park or recreation activity that illustrates most clearly this idea is the municipal golf course. Golf, both on the public course and on the private course, has gained an impetus that is rapidly displacing the national pastime, baseball. People are no longer willing to get their recreation through watching the activities of others. The golfer plays golf because he has an actual participation in the game himself; because he derives physical benefit through moderate exercise. The opportunity for this exercise is open in golf to more than tennis or any other similar activities suitable for adults. The adult, the youth, male and female, are all golfers or potential golfers. Because this is a specialized form of recreation a fee should be charged. There is no reason why a municipal golf course should not be self-sustaining and can be made to pay for a reasonable original investment, and all this at a reasonable charge for the privilege.

PARK AND PLAYGROUND DEVELOPMENT

So much for financing. Just a thought that comes to my mind on development.

I do not pose as a landscape architect, but I believe I appreciate and enjoy the beauties of nature as fully as anyone. Park development can best follow natural tendencies as closely as possible. This is perhaps particularly true in larger parks, where the magnitude of nature can be shown. Smaller areas may permit of more formal and artificial plans. One must, however, avoid the hard stilted effect of hard straight lines. Soften your park development by bringing into it quiet, peaceful beauty of a natural plan. Make your group planting natural groups. Make your drives and paths follow natural courses. Put your artificial lakes and ponds where nature would place them. Put a formal bed of flowers in a formal setting, not in a wild shady sheltered nook that can be enchanted only by scattered wild flowers such as nature would choose. In short, work with nature to help her improve and not in an

attempt to change her plan. Don't make an old fashioned cemetery of your parks by filling them with statues and cannons. True, there is a place for some statuary in parks. Some statuary is beautiful; but place it where it is natural. If it appeals to the child, get it down with the child. If it is majestic, awe-inspiring, give it a commanding, majestic setting. There is, I believe, no more place for cannons and guns in parks in general than there would be a statue of Dempsey and Tunney stripped for action, ready to fight. I walk along a path, perhaps glimpse the distant spires of the city through the leafy enframement of over-hanging branches, watch a gray squirrel or a chipmunk scurry across the grass and path, catch the flash of a bright winged bird among the trees, and perhaps hear the sweet note of a song bird hidden in the thicket. Peace comes, then quietly rounding a corner, bang! face to face with and looking into the mouth of a grim implement of destruction. What could more effectively kill romance and destroy a quiet commune with nature?

True, in a museum park or catch-all park, there may be a place for cannons. In a memorial park or a military park hallowed by some struggle where men fought for ideals, there is full justification for every cannon they contain. Museums and memorial parks may be graced with cannon but the ordinary natural, peaceful, rest-giving park—never.

I have no intent to disparage memorials and commemorative statuary. Much of it is beautiful and it has its place, but that place is not scattered promiscuously throughout all parks.

Time will not permit the consideration of the many features of park development and maintenance and in conclusion I want with your permission to become a little personal and speak of one or two of the things we are doing in a recreational way in Grand Rapids. We are credited with having a playground within a half-mile of every home. This is practically true. We anticipate insofar as possible future needs by acquiring property in newly developing districts before real estate promotion makes prices prohibitive. Development of these may well wait until warranted by community growth. During the season just closing we had in operation eighteen supervised playgrounds reasonably equipped with safe apparatus. We conducted ten open-air swimming pools. Eight of these are concrete pools with dressing room attached. Four of our concrete pools are what we term "the double Pool," that

is, they are divided into two units, one for girls and one for boys. Grand Rapids has not made any expensive investment in any particular swimming pool, but has rather inclined to a moderate cost per pool and a greater distribution of numbers. More expensive installations could be had, but our effort had been to serve the public through clean, sanitary equipment at a reasonable cost. Practically all of our construction and development work is done on a day basis rather than by contract, and at an appreciable saving to our city.

Entertainment Programs in Los Angeles School Centers

The Department of Physical Education and Athletics of the Los Angeles Public Schools, of which C. L. Glenn is director, is conducting a recreational program involving 185 school playgrounds or civic centers. A few of the features of the program are intra-mural basketball leagues with a program of 25 leagues of 116 teams and 850 participants in one school alone; a track season with 35,000 elementary school boys participating and 25 girls' play days with thousands of girls taking part.

A particularly interesting activity, which has been initiated at thirteen of the centers, is a series of ten weekly programs of good music—both vocal and instrumental—drama and motion pictures. These programs are held on Saturday afternoons in the auditoriums of thirteen of the junior and senior high schools, under the auspices of the Parent Teacher Association, Tenth District, and in cooperation with L. P. Behyman, at an admission price of \$1.00 for the series or 10c for each performance. The artists engaged are those who are filling the city's theatres to capacity at regular theatre prices and are a direct contrast to the usual Saturday motion picture matinee of "Jesse James." It is the purpose of the Department to provide programs which will be of interest not only to children, but to their parents as well, thus retaining the family unit. The response has been most gratifying. Later it is planned to fill in with plays in which children will be able to participate.

Swimming Pools

REGULATIONS ESTABLISHED BY THE PUBLIC HEALTH COUNCIL OF THE STATE OF NEW YORK

Regulation 1. Definitions. The term "swimming pool" as used in this chapter shall mean any swimming pool other than one maintained by an individual for the use of his family or friends, and unless otherwise qualified shall be construed as including both "artificial" and "partly artificial" pools.

The term "partly artificial pool" shall mean a pool formed from a natural body of water which has either so limited a flow or such an inadequate natural circulation that the quality of water must be maintained by artificial means.

The term "artificial pool" shall mean either indoor or outdoor pools which are entirely of artificial construction.

The term "new pool" shall mean an artificial pool constructed after July 1, 1928.

Regulation 2. Permit and revocation. No corporation, association or person shall establish, construct or maintain any swimming pool in any municipality without a permit from the health officer thereof on a form prescribed by the state commissioner of health to be issued subject to such conditions as may be imposed by this code, or by the local board of health. Any such permit may be revoked for cause after a hearing either by the local health officer or by the state commissioner of health.

Regulation 3. Construction and maintenance. Every swimming pool shall be so designed and constructed and shall be so maintained and operated as to be clean and sanitary at all times.

Regulation 4. Circulation. In new artificial pools inlets for fresh or repurified water and outlets shall be so located and spaced as to secure a maximum dispersion of the inflowing water throughout the pool, and inlets, if at the shallow end, shall not be more than one foot below the water line.

Regulation 5. Dressing rooms. Dressing rooms shall be so constructed as to facilitate thorough cleaning.

Regulation 6. Toilets. Adequate and proper toilet facilities conveniently located for use immediately before entering the pool shall be provided for both sexes at all swimming pools.

Regulation 7. Shower baths. Adequate shower bath facilities shall be provided at all artificial pools.

Regulation 8. Sanitary quality of pool water.
(a) Bacteria count. Not more than 10 per cent. of samples covering any three months' period shall contain more than 500 bacterial colonies per c.c. when incubated for 24 hours at 37° C. on an agar or litmus lactose agar medium.

(b) Tests for B. coli group. Not more than two out of five 1 c.c. samples collected on the same day, or not more than three out of any ten consecutive 1 c.c. samples of the water collected at times when the pool is in use shall show a positive partially confirmed test for bacteria of the B. coli group.

(c) Chlorination. When treatment of the pool water is carried out by means of chlorine or its compounds in sufficient quantity to maintain whenever the pool is in use an excess of not less than 0.2 parts per million of available or free chlorine the requirements of regulations 8-a and 8-b may be disregarded.

(d) Analytical methods. All chemical and bacterial analyses provided for in this regulation shall be made in accordance with the procedures recommended in the Standard Methods of Water Analysis of the American Public Health Association.

(e) Cleanliness. Visible dirt on the bottom and visible scum or floating matters on the surface of the pool shall be removed within twenty-four hours. (Amended January 11, 1928.)

Regulation 9. Bathing load limits. (a) Where quality of water depends on dilution. The total number of bathers using a pool during any period of time shall not exceed 20 persons for each 1,000 gallons of clean water added to the pool during that period. The term "clean water" as used above may be interpreted to mean new clean water used to refill the pool, new clean water used to replace loss by splashing or during cleaning, water taken from the pool and returned after effective filtration and disinfection, or any combination of such waters.

(b) When the quality of water depends on intermittent disinfection. At any pool where the addition of disinfectant is not continuous during

*Issued by the New York State Department of Health, Albany, N. Y. Quoted by permission of the Director of the Division of Sanitation.

the bathing period the total number of persons permitted to use the pool between any two consecutive disinfections shall not exceed seven persons for each 1,000 gallons of water in the pool and each disinfection shall be sufficient to ensure that the bacterial quality of the water shall conform at all times to the limits stated in regulation 8.

Regulation 10. Operator or attendant and operating records. Each swimming pool shall be under the personal supervision of an operator who shall keep a daily record of the number of persons using the pool, the volume of the new water added, the time of cleaning the pool and the quantity of disinfectant used. At all pools where artificial circulation, filtration, or any chemical treatment is used, a full daily record must also be kept of the actual length of time pumps and filters are in operation, also when each filter is washed or cleaned, when and how much chemical is used or added, when the bottom and sides of pool are cleaned, and the results of all excess chlorine tests.

Regulation 11. Care of suits and towels. All bathing suits and towels shall be washed with soap and water, rinsed and thoroughly dried after each use.

Regulation 12. Attendant. Every swimming pool shall be under the supervision of a competent attendant who shall require a careful observance of sanitary regulations.

Regulation 13. Pre-pool shower. All persons using an artificial swimming pool shall be required to take a cleansing shower bath, in the nude, to use soap and to rinse off all soap suds before entering the pool.

Regulation 14. Pollution of pool prohibited. Urinating, expectorating or blowing the nose in any pool is prohibited.

Regulation 15. Communicable disease. No person having sore or inflamed eyes, mouth, nose or ear discharges, or any communicable disease shall use any pool.

Regulation 16. Spectators. Persons not dressed for bathing shall not be allowed on walks immediately adjacent to artificial pools, and bathers shall not be allowed in places provided for spectators.

Regulation 17. Posting regulations. Placards reciting regulations 13 to 16 inclusive shall be posted conspicuously at the pool or enclosure and in the dressing rooms and offices of all swimming pools.

Chicago to Have Another Recreation Building

Committees from more than fifty organizations from the Northwest side of Chicago, particularly in the vicinity of Humboldt Park, actively engaged in making preparations for the laying of the cornerstone for the recreation building and boat house to be erected in Humboldt Park by the West Chicago Park Commission. The new building, which will replace the old building and refectory in use for over thirty-eight years, will be equipped with a large assembly hall, two gymnasiums, one for men and one for women, showers and complete locker facilities, and several club rooms. One of the attractive features of the new building will be the place allotted to boats during the boating season on the lagoon. In the winter time this space will be used for skaters as a lounging and checking room.

An elaborate program of entertainment marked the laying of the cornerstone. This consisted of daylight fire works, bombs, airplane stunts, athletic exhibitions and concerts by bands from the West Parks and the Logan Square American Legion Post.

"In the final analysis business deals with human welfare and human happiness. Its function is to find ways of promoting human welfare and of adding to the opportunities for human happiness." Such is a part of the message from Edwin B. Parker, chairman of the board of the Chamber of Commerce of the United States, to the annual meeting of the Chamber in Washington recently.

"America is on trial before the world. How shall we use the leisure which the growth of mechanical power has provided? How shall we use the power which accumulated wealth has placed in our grasp? Does not the answer turn on the degree of intelligence and self-control developed and used by the nation or the individual, as the case may be? Will America meet this test and, instead of flaunting her prosperity, seriously and with her accustomed efficiency discharge her responsibilities, dedicating her prosperity to service, to the task of making the life of the peoples of the world fuller and freer and more abundant? Is not this America's place on the world's team?"

Enlarging the Service of Community Houses*

By ALBERT J. COOK,

Superintendent of Schools, Harbor Beach, Michigan

There are certain factors which must be given consideration as controlling success in community house projects. These factors are commonly present whether the project is represented physically by a completely equipped building valued from \$150,000 up or is merely an auditorium, a community gymnasium or a combination of auditorium and gymnasium. These same factors determine the advisability, or the possibility or impossibility, of maintaining a community service of the enlarged type.

IMPORTANCE OF A STUDY OF RESOURCES

Prior to the establishment of any community center where the expenditure of funds is necessary in securing either site, building, or equipment, it is the part of wisdom to make a survey of resources—both material and personal—available for the support of the project. Where schools are transformed for a portion of the day or night into community houses this is less necessary, it is true, because the basic equipment is not lost, if eventually the center fails to function as such, but where the failure of the project means considerable material loss, by all means, a survey of resources must be made. Enlarging an existing service successfully just as certainly depends upon knowing the controlling factors as does extending and maintaining a center in the beginning.

Among these factors which we shall place first in determining whether or not we may enlarge our service is that of *need*. It may very well be the case that a given community center is providing everything that a given area requires in the way of centralized social activities. It is, however, much more likely to be true that enlarged service is possible. The needs of a locality to be served from a certain center are most likely to be revealed by a careful survey and study of the conditions prevalent in that area from a social

point of view. The word social is here used in a broad sense. In this analysis of local needs we should determine the number of children to be benefitted by the proposed enlarged service, and likewise the number of adults.

In considering people with reference to their social and moral needs it is necessary to classify. We shall need to know what part of the juvenile population is at that age when boys and girls are most interested in each other. We shall need to ask ourselves the question, "What part of these children may be treated more or less collectively without reference to sex difference?" It will interest us to know how many of the children are very young. In considering the adult portion of the community we shall need to know what part of them are in their most active period of life professionally, in a business way, or socially. All of the adults must be considered from an occupational point of view. Obviously community service of a widely different type must be provided for the laboring man from that provided for the clerical worker. A man who has used his muscles all day in routine work may neither desire nor need to exercise more. He may wish to spend his evening in a public reading room, to attend a community dramatic performance, or to see a good picture. He may actually be in need of charity in the way of medical or surgical attention for himself or his family. A very different kind of service will be required by the other type mentioned. Once the survey of needs is completed the next step is to decide what specific thing or things shall be done to enlarge the service, in the light of revealed needs.

Before any final action is taken, however, it is necessary to know whether or not the need is clearly recognized as such by the community to be served. Granting that the need exists, the next question to be asked is, "Do the citizens of this community recognize the need to the extent that they will support the enlarged project in every

*Address given at the Recreation Congress, Memphis, Tennessee, October 3-8, 1927.

needed way." I use the word needed again because I wish to emphasize a kind of support that will go further than the bare necessities. No one ever got very fat on a starvation diet. No enlarged community house service is possible without cheerful support. If this question can not be answered *affirmatively* and *positively*, then the time for an enlarged community service has not yet arrived. It will first be necessary to educate the community to an active demand for the satisfaction of a want as yet not *clearly* and *imperatively* felt. *Needs are quite universal*, but along certain lines a *full realization of the fact is much less than universal*.

If a genuine need for an enlarged service and an active recognition of that need exists, it seems that the next inquiry should be as to the means of financing the proposed extension.

FINANCING THE EXTENDED SERVICE

Gifts are not infrequently made to community welfare organizations. It may be that charity will furnish the requisite funds for an enlarged service, but if gifts are to be used, subscriptions solicited, it must be borne in mind that ultimately, in the great majority of cases, it will be necessary to distribute the burden of later maintenance more or less equitably through the medium of taxation. Few charitably inclined persons will continue to shoulder the entire burden of maintaining a project which they originally gave, and it is always impossible to go back twice to the same individual with a subscription list. Like the stingy husband, he is certain to ask you what you did with the two bits that he gave you last week. This is distinctly as it should be. If an enlarged community service is worth while it is worth paying for by every member of the community. People are not beggared by buying worth while commodities, and self-respecting citizens are not asking others to pay their entire community service bill for them.

Regardless of whether or not it is right, all experience indicates that a given community will, in the course of time be obliged to assume its own burdens. If this is true, then it is essential that our preliminary survey should determine the amount of material resources which may be levied upon for financial support. If the burden becomes too heavy for the comfort of the average taxpayer, resentment at the imposition of such a load will entirely neutralize any good that may be attempted, and there will be no unified action

on the part of the citizens of the community. Enlarged community service makes no gains in an unfriendly atmosphere.

WHAT SHALL THE ENLARGED SERVICE BE?

May we consider now for a moment what the enlarged service shall be like? Having placed so much emphasis upon the necessity of adequate support it may be thought that without elaborate equipment and highly complete community plants no enlarged service is really possible. Such is not the case. The test of whether or not the service is truly of an enlarged type is found in answer to the question, "Does the service offered by my community house develop community unity?" "Does it mass the social resources of the community?" If the answer to the question is "yes," then you already have an "enlarged service." Keep it going, alive to community developments. Keep it growing, and you, of course, have the secret of enlarging. An enlarged service is quite as practical in the small community center as it is in one the most complete. Enlarging the service is the task of keeping *pace with developments* and a *pace or two in advance of the demand*.

I believe that an enlarged service will be distinctly educational in its aims, because such an objective will produce the greatest degree of happiness in the lives of its patrons. Some one has said that the best way to secure happiness is through storing up a great variety of interesting things to think about. The late Doctor Marion L. Burton, while president of the University of Michigan, once said, "Education is the result of having secured a large number of contacts with life." We shall be enlarging community house service when we provide our communities with happiness through the medium of interesting thoughts, and with true education through the establishment of living contacts. This can be done through the means afforded by the simplest auditorium or gymnasium almost as well as with the most elaborate equipment.

COMMUNITY UNIFICATION

Let us not forget that our objective is community unity; that the test of the enlarged service is the extent to which it brings about a centralization of community social resources. Educated people recognize the advantages of organization. Education is certain then to bring about a massing of the social resources of the community if the situation is properly directed.

What are some of the practical means at our disposal in this community unifying process? It is a well known fact that where men play together, for a time, at least, they forget the jealousies growing out of social rank, and the distinctions which follow a greater or lesser degree of success in business or profession. They forget the partisan feelings growing up between Catholic and Protestant in good fellowship which permits a reversion to boyhood when one never asks whether his chum be a Baptist, a Methodist or a Catholic, but only that he shall be intrinsically worthwhile. A practical experience over a period of five years convinces me that the goodfellowship of the volley ball floor or the indoor baseball game carries over into community relations to a marked degree.

Perhaps no feature of community house service can have a finer effect than that of library facilities. The time is not far distant, when in connection with every community house there will be an excellent library from which the best of current and standard fiction, and reference volumes will be available at no cost to the individual directly, and in which there will be maintained a pleasant reading room where the best in current periodical literature and news may be enjoyed. This is not beyond the reach of any community house, however small the equipment or inadequate the support.

ENTERTAINING THE COMMERCIAL RECREATION FIELD

It seems quite likely to many of us that the future enlarged service will enter the field of commercial amusement. Even now to some extent this is done in every community house that I have known, but I wish to propose a great enlargement in this field on the grounds of public safety and in behalf of good morals. Our commercialized theaters are for the most part showing every variety of the undesirable. I wish to propose for your consideration the actual taking over of the business of the local theater, and the running for community profit, at low prices, of a theater where only the best in amateur productions and movies shall be shown. The money gained will certainly be a welcome addition to the community organization resources, and the educational advantage of such a procedure is entirely obvious. I am aware that this may not be entirely practical in larger places, but I know from actual experi-

ence that it can be successfully accomplished in cities under 3,000 population.

THE HARBOR BEACH COMMUNITY HOUSE

In order that this short address shall take a final practical form, I wish in conclusion to tell you something of the Harbor Beach, Michigan, Community House Corporation. In 1917 a large store building located desirably at the intersection of our two main streets was given to the city of Harbor Beach by the Jenks family, who for many years have been engaged very successfully in the manufacture of starch and starch by-products. The building was remodeled, with funds secured by subscription, until it was suitable for community house use. The following facilities were provided: auditorium and theater; gymnasium; smaller committee and club rooms; public library, and a room for general use called the "Common Room." City offices and council rooms were also provided.

Financial support was assured through rentals: to the city, of offices, to the school of overflow school rooms, library and gymnasium, and through nominal charges for various things. Another source of income was the profits from the theater, which was run by a theater manager, who either gave his services or received small remuneration.

The management of this plant was at first through the services of well paid community directors, and under that plan was never the desired success. Directors served but a short time before they became unacceptable to the community for one or many reasons or sought better paid positions. Finally an attempt was made to dispense with paid directorship, and the management was placed in charge of an executive committee. This plan worked quite well for a year and a half, but at the expiration of that time the committee became disorganized. No direction was provided for a time and things rapidly became chaotic. Finally the board of directors, which under the terms of our corporate articles is always the local board of education, asked the superintendent of schools to formulate a plan for the management of the Community House Program, and to assume responsibility for scheduling. The plan which follows was submitted and adopted, and has now been in operation for about three years.

Two physical education directors, one a woman and the other a man, are employed on twelve months' contracts by the city schools. These people teach physical education classes in the

school, which uses the community house gymnasium, conduct activities for men and women and take direct charge of the summer playground and scouting program. The woman serves as house secretary and hostess. These people work under the supervision of the superintendent of schools. Our plan provides for a general physical education program for children of both the public and the parochial schools.

A good library of approximately four thousand volumes is provided. The library has modern equipment in every respect, and a pleasant reading room with tables and chairs suitable for both children and adults is provided. A splendid theater, under the management of a local theater manager is run for the profit of the project. The profits will aggregate this coming year over \$3,500. The gymnasium is used by both the school and the community. The city offices and council rooms open into the community house lobby. The entire plant is possibly worth \$150,000.

The project has been a fact during a period of ten years, either under construction or in actual operation. The original plant and equipment were destroyed by fire in 1926, but a new community building was at once planned and placed in service this last summer. It provides for the same activities as the old, but on an enlarged scale and with finer facilities in every respect. There was no difficulty in passing a bond issue of sufficient size to rebuild, in fact it received only seven adverse votes out of nearly 250 total.

In the discussion which followed, Mr. Kelly, Executive Secretary of the Community House of Salem, Ohio, told of the services the house was rendering on its budget of \$12,500. A kindergarten is maintained; facilities are provided for luncheons of business men's clubs; parties are held for industrial groups; and work for boys and girls is carried on under the leadership of full time directors.

The question was raised of charges in connection with the kindergarten activity of the Salem Community House. How is it possible to distinguish between those who are able to pay and those who are not? In this particular instance the Red Cross and social workers decided which should pay. "What ought to be provided if the program is to be enlarged and where should the start be made," was another question asked. One executive suggested it is important to find out what people want to do. In the development of

her own program she started a number of activities and continued those which proved most popular. Another executive stated that he uses a mailing card of suggested activities, asking the recipient to check those in which he is interested in taking part and to return the card. If there are twenty requests a class is started.

Rapid Progress in Irvington, New Jersey

It was last June that Irvington began its year-round program of recreation with Philip Le Boutillier as Superintendent of Recreation for the Department of Recreation. A training institute for recreation workers with an attendance of 125 volunteers ushered in the program. This was followed by the opening of four playgrounds, which had an attendance of 14,000. Among the activities have been a model boat contest, a hobby show, a pet and doll show, field day, a circus, the folk dance festival, community-wide Christmas caroling, an Armistice Day celebration, a municipal tennis league and tournament, bowling, basketball, chess and checkers leagues.

An Advisory Recreation Council has been organized with a membership made up of leaders in the Legion, Kiwanis Club, Elks Community Chest, Boy Scouts, Y. M. C. A., Recreation Commission and other groups. Another far reaching organization is the Industrial and Municipal Athletic Federation. Cooperation with the schools resulted in a request in February from the School Board to the Municipal Recreation Commission to take over all after school and evening play activities in school buildings and on school grounds. An appropriation of \$3,800 was made by the Board of Education to pay for light, heat and janitor service.

The budget for 1928 is more than double last year's. It includes \$14,600 for activities; \$2,000 for playgrounds and \$6,000 for park and tennis courts.

Five years ago the town purchased twenty-three acres of land for \$35,000. A conservative estimate of the present value of the property is \$100,000. Although the town could dispose of the property with a splendid profit, it has refused to consider a sale and has issued bonds to the amount of \$6,000 to improve the property for park and recreation purposes.

Recreation Budgets*

By

ARTHUR WILLIAMS

To many people budgets are considered a more or less necessary or even unnecessary evil. Budgets are, however, coming to be more and more extensively used. There are budgets of all kinds,—from the family budget, which seems to be increasing in its use, to the budget of the United States of America. Efficiency experts are using the word in their own work, talking constantly of “budgeting” time.

It is probably true that to most recreation executives and to executives in all lines of endeavor, budgets are things that just have to be made out and are an awful bore, if not a decided nuisance. They are considered some kind of hokus pokus required to get money for work, making it necessary for a person to take good time from running his program to please the powers-that-be.

However, budgets need not be complicated and need not be a nuisance, and they can have a very decided constructive value. One does not need to be a mathematical prodigy or even a certified public accountant to work out his own budget system and to follow it.

In view of the unpopularity of budgets as such, it may seem to show more courage than sense to recommend to recreation executives that they should have two budgets. They have to have at least one where the money comes from municipal tax funds. This budget is made out in accordance with forms prescribed by the city with even the smallest detailed items listed so that the executive has no freedom in determining the form of the budget for the division of his expenses. This budget should and must be made out. However, aside from using this budget for comparison with his monthly expenses as the year goes by so that he can be sure not to spend all of his money before the year is out, this budget has practically no value for the recreation executive. And too often he does not even make this use of it.

A budget is nothing more or less than a statement in dollars and cents of a certain program

on which money is expended, but to try and visualize a program from most budgets would be something that I doubt that even Sir Arthur Conan Doyle and Sir Oliver Lodge could do with all of their insight into the mysterious Unknown.

The second budget recommended might be called a functional budget, as it calls for a forecast of income and expenditures by types of service rendered, or in other words by the different functions performed.

Every recreation executive for his own sake should know what he is planning to do during the year and how much he is planning to pay for it, and the functional budget is the best way to determine these things. An executive without a definite program cannot make out an adequate budget; an executive with a good program can easily make out a helpful budget and can do it himself without hiring a corps of accountants. All he needs to do is to retire to the privacy of his own office for a few hours, list the different activities in his program, list the people on his payroll including himself, estimate the amount of time which each of these persons on his payroll is going to give to these activities, or merely what proportion of his own time is to be spent as each type of service if he is the only one on the payroll, charge the proper percentages of these salaries to the activities, and he will have immediately an estimate of the personal service cost for each activity. Many of the other expenses are even more easily charged against each activity. Perhaps the most difficult items to charge are general administration items such as executive's automobile, office rent. Usually such overhead items can be charged off on the basis of the percentage of the executive's time that is given to supervising each different activity.

Or perhaps a simpler way would be to charge general administration expenses separately and then at the end of each month or at the end of the year write them off on a fair proportionate basis.

A copy of this budget when completed, with the percentages used in making the distribution,

*Address given at Recreation Congress, Memphis, Tenn., October, 1927.

Prior to the meeting on Recreation Budgets at the Memphis Recreation Congress, a number of cities submitted their budgets for comment.

can be given to the department bookkeeper, or office clerk, and a memorandum set of records, not a part of the official accounts, can be maintained, so that the expenditures of the year can be apportioned on the same basis. If a worker is charged to different departments on one basis and that basis is changed during the year, a new time distribution can be given to the bookkeeper or clerk, and the new time distribution followed until further notice, and the final distribution of expenditures during the year will be reasonably accurate. Having such a distribution of expense, if an executive has a reasonably accurate record of the participation in the different activities, a simple matter in division would determine the per capita cost per activity and he could draw off a great many other effective cost figures for use in interpreting the budget in dollars and cents to city managers, finance committees, and to his own board.

Of the budgets submitted for examination and comment at this meeting, very few are functional to any degree and none are completely functional in nature. It is significant, however, that one of the budgets which most nearly approaches the outline mentioned above is from a city in Florida which, in spite of the depression in that state, and in spite of the general difficulty of the Florida recreation executives even to maintain their work without substantial cuts, secured an increase in the budget almost doubling it, so that now this city, in time of depression, has a budget of practically \$1.00 per capita for its recreational work. It is in my judgment, not too far fetched to claim that the clear interpretation of what the money was to be used for helped considerably in getting the larger appropriation through.

Time does not permit a detailed review of all of the budgets submitted. However, it is worth while to take time to cover briefly the budget for one other city, and the most nearly perfect functional budget—from City A, which submitted material typical of most of the material sent in. In commenting on the second budget, and, in fact, in commenting on all of the budgets, emphasis is laid not so much on what is wrong in what is submitted but on what has been left out. It is safe to say that budget weaknesses are almost entirely due to errors of omission rather than to errors of commission.

The City A budget covers an expenditure of \$765,000. The copy submitted is in full detail and covers 61 pages of material. This detail, how-

ever, is very admirably summed up in the earlier pages. As was the case of most budgets sent in, estimated revenues are given with their different sources, estimated expenditures and also expenditures for the year or two previous so that increases and reductions are apparent.

The estimated expenditures are grouped under the following headings: playgrounds, industrial recreation, municipal sports, music, extension service, summer camps, all year-round camps, municipal clubs, swimming pools, beaches, capital expenditures and general expenditures.

It is evident that these divisions are purely functional with the exception of the last two items and in my opinion the one weakness of the budget is in not making a distribution either in the official budget or in a second working budget of these two groups of expenditures, among the other items which cover the different activities carried on. These two items alone total \$250,000, which is practically one-third of the budget so that only two-thirds of the budget has been really distributed along functional lines.

A distribution of the capital expenditures should be relatively easy. They cover the amount which it is planned to spend in improvements to land, erection of new buildings, the purchase of new equipment and the acquisition and equipping of new grounds. In view of the full supporting detail accompanying this budget it would seem to be clear that the executive and the commission in City A know definitely where they are going to spend this money listed under capital expenditures and could readily distribute it under the proper functional headings.

The general administration expenses could be distributed on a percentage basis to the different activities based on a careful and honest estimate of the proportion of the time of the executive and his force given to the supervision of these different activities.

The recreation work in City B is under the Board of Park Commissioners and the budget information submitted was sent in by the Secretary of the Board of Park Commissioners. The information sent in included not only the budget allowance for recreation included in the total park budget approved by the city, but also the budget statements prepared by the Park Board for its own use in controlling the recreation expenditures.

The details of the budget submitted follow arbitrary divisions set down by the financial de-

partments of the city. Where money for community recreation work comes from tax funds the official budget in practically every case follows the divisions of other departments of the city as they must necessarily do in order to be a consistent unit in the whole city accounting system. The main divisions of the budget are as follows: Personal Service, Contractual Service, Supplies, Fixed Charges and Contributions, Temporary Expenditures (expenditures for saleable articles), Repairs and Replacements, Outlay, and Automotive Equipment.

The material sent in gives not only the proposed 1927 budget, but the expenditures for 1924 and 1925 and the approved budget for 1926.

An additional statement divides the total budget of \$78,300 into direct expenditures for each of the different park department areas entirely used for organized recreation and entirely under the management of the Recreation Department, with one item lumping the expenditures of general recreation activities, of overhead and of direct expenditures, the recreation areas and park areas, presumably the larger park areas, not fully under control of the Recreation Department but under the direct control of the Park Department proper.

A third statement shows the system for controlling expenditures, which gives the budget, the monthly estimate of expenditures to the date of the statement, the actual expenditures and encumbrances, with the balance of the full budget left for the remainder of the year. In this way good check is provided against over-expending the budget in the earlier months of the year.

The material submitted is good insofar as it shows the direct expenditures of the Park Board for recreation as expended through its Recreation Department, and also shows a good check on expenditures.

The material submitted does not indicate whether or not any service of the Park Department proper to the Recreation Department is charged against the Recreation Department such as the labor and upkeep and other costs of maintaining park areas directly under the management of the Park Department proper, portions of which are used by the Recreation Department. For example, if several playgrounds, athletic fields, or other recreational areas are included in a larger park area, the activities being under control of the Recreation Department but the grounds proper under the control and maintained by the Park Department, it is not possible to determine

whether the recreation budget is charged with any expense of the Park Department proper in maintaining these playgrounds, athletic fields, etc. In order to find a true estimate of the cost of the recreation service which the Board of Park Commissioners is rendering the people of City B, it might be necessary to know not only the explicit recreation budget of the Park Department but the contributions of labor, etc., which might appear as Park Department proper expenditures, whereas they might be fairly charged to the Recreation Department Service.

The budget material submitted is not in any sense functional. The Recreation Department maintains playgrounds, bathing beaches, and other facilities and also conducts special activities such as industrial leagues, dramatic activities on the playgrounds, etc. From the Recreation Department budget it is absolutely impossible to know how much the industrial recreation program of the Park Department is costing; it is impossible to know what the playgrounds are really costing, and how much the special activities provided are costing. The total amount expended in City B for the service rendered is undoubtedly reasonable. However, within the program itself, special activities, which might be worth all they are now costing, might be nevertheless conducted at a lesser expense or costs might be so low as to make it easier to secure additional funds for the extension of particular activities. Does the Recreation Department really know what the different branches of its own service are costing? The city proper knows what its police department costs, its fire department, and its park department. In the same way the Park Commission probably knows in general what its main divisions are costing. Does the Recreation Department in the same way know what the divisions of its own service are costing? Possibly it may, but the budget material submitted does not show it.

In the case of City B, as is the case in practically every city whose budgets have been submitted and studied, its main weakness is in not having budgets or accounting systems which show the cost on a functional basis. They are entirely on a straight administrative basis. This administrative basis is essential and is in fact compulsory, because the plans followed in every case are laid down by the city auditor or comptroller and must be followed. However, there is no legal objection to a recreation department or any other department of the city keeping a second set of

budget figures as previously described for its own use to determine functional costs and unit costs, such as the cost per child for playground service, the cost per golf game, the cost per swim. It is my own personal opinion that it is somewhat of a moral obligation for a department to keep that cost, and a decided educational advantage to do so.

For example, recreation departments are commonly making a charge for certain facilities under certain conditions and for certain classes. Ought not the real cost be known and used as a basis for determining such charges so long as the recreation departments give publicity to the fact that these facilities are self-supporting, are profit making, or are practically self-supporting. I believe I can safely say that in most cases such statements are not accurate inasmuch as so many cost figures are so incomplete. They more often than not include only the direct cost more easily seen and determined.

In times of municipal economy, and recently every year seems to be an economy year in most cities, is it not a decided advantage to be able to interpret the budget in terms of service rendered as to quantity, quality, and type, so that in making any eliminations in the recreation budget, it can be clearly pointed out what recreation service to the community is being abolished or curtailed where perhaps it should not be? The use of the facts and figures with the recreation commission itself has a real value in educating its membership and supplying them with the necessary ammunition to protect the budget at council hearings or in personal discussions with the City Manager or Mayor or other politically important individuals.

Are not accurate unit costs also a protection and a help when special studies are made of cities by municipal research experts, city planners, and others? A concrete example of this is as follows:

A city planner of national reputation submitted a city plan to the City Planning Commission of a middle-western city including a section on Recreation. In this section he made special reference to playgrounds, listing more than thirty cities about the size of the city he was studying, giving the number of playgrounds for each, the average daily attendance for each city, and the salaries for each city. From this table he very blandly commented on the fact that some of the cities with the larger salary expenditures had

smaller attendance figures, and pointed out that in certain of the more liberal cities unimpressive results are shown. These figures I checked up and apparently they were taken from the 1923 Year Book of the Playground and Recreation Association of America. What this gentleman has done has been to take the average daily attendance figures reported for the playgrounds alone and the salary figures reported as the total expenditure for salaries whether or not some of these salaries were used for community centers in the winter time or for the organization of industrial athletics, and in some cases for running golf courses, swimming pools, bathing beaches and other facilities.

In the first place attendance figures are questionable because executives keep attendance records in different ways in spite of the fact that executives at the Springfield Recreation Congress themselves worked out a method for taking attendance. These attendance figures are not really comparable. As for comparing these attendance figures with the salaries—it is ridiculous. One city is pointed out as spending about \$20,000 on salaries for its playgrounds with 11,000 average daily attendance. Another city is reported as spending \$105,000 with a 1,500 daily attendance on 46 playgrounds. The comments made in this table would indicate that the second city was decidedly inefficient and wasting money, while the first city has a finely organized system. A careful study of these two cities would undoubtedly show that in the second city the tax payers are really getting more for their money than in the first city. Some executives are more expansive in their attendance estimates than others. Some keep definite records.

However inadvisable such tables as this may be, these comparisons are going to be made. As these comparative statements of cost of different kinds of municipal service in different cities are going to be more and more common it is absolutely essential that the city cost figures be kept in such a way as to tell the real story so that any general conclusions drawn from them will have some value and not be out and out misleading as the deductions drawn from this table are.

A possible situation might be this: City A is apparently spending a certain amount of money. City B is apparently spending less for apparently the same amount of service. The figures in City B are used to bring pressure on City A to reduce its expenditures, and ultimately City A might

reduce its expenditures, so that they drop below those for City B. Then the City A figures can be used to drop the figures of City B, so that through the use of inaccurate figures and efforts for economy one city may be played against another city with a tendency to restrict recreation appropriations rather than to provide them with the steady adequate increase which they should have as the local recreation problems and services increase. Then, too, the city which is more honest in its cost figures is the one to be penalized, and the city which uses only its direct expenditures without considering other costs just as true as the direct expenditures, will hurt the work in other cities. Ultimately appropriations would be levelled downward not upward. In an effective system, the executive need not be afraid to make real costs available.

Question may be raised how to determine direct costs. There are certain items that are obvious. First, the direct cost as shown in the official budget books. Secondly, the interest on any outstanding bonds or money used to purchase areas and buildings. Third, the amount of money set aside each year in sinking funds to redeem such bonds. Fourth, contributions in labor, which are sometimes provided for by other departments but if not so contributed would have to be paid for by the Recreation Department. Laborers, teams, materials are often times contributed by park departments and are a direct charge to recreation work, but they do not always show in the city records as a charge against recreation. School departments give janitor service, light and heat in connection with community centers and often times this is not always included in the budget or shown as a cost against recreation. Some executives have to pay these costs and others do not.

Another real danger in not knowing of these costs is shown by a situation which arose in a large city some years ago. The School Board had been directly conducting evening recreation centers in the schools. An outside group evolved the theory that such centers could be run on a self-supporting basis and that the school budget could be relieved of their cost. This, of course, sounded very well to the authorities in charge, and this group was permitted to operate evening recreation centers in a number of school buildings in the city. As the executive of this group who took direct charge of this work in the centers was a genius in securing publicity and a genius in presentation of facts, especially cost facts, these cen-

ters were well advertised as being self-supporting soon after they were in operation; much literature was distributed about them, and as a result the Board of Estimate reduced appropriations and curtailed the program.

Rowland Haynes, then a field secretary of the Playground and Recreation Association of America, made a careful study of these "self-supporting" recreation centers and found that in determining whether or not they were self-supporting no allowance was made in the cost figures for the cost to the Board of Education for light, for heat, for janitor service, or for the salary of the director of the center. After these figures were deducted some of the centers met the remaining cost and others part of the remaining costs. This was done through holding dances and moving picture shows and other activities where large groups could get together but where the type of program was materially changed, revenue producing activities being given preference over activities more desirable from the recreational and educational point of view.

This example of juggling of cost figures is given not to claim that it is not proper and practicable for outside neighborhood groups to run their own centers under certain restrictions and supervision, but to point out that the cost of such methods and the cost of other methods should be honestly known and used when comparative statements are made. The whole community center movement in this particular city was seriously hurt by these false claims. Mr. Haynes found that some centers which were still operated directly by the Board of Education were actually costing the School Board and the tax payer less than some of the so-called "self-supporting" centers administered by this other group.

In conclusion it may be well to summarize the points to be considered in budget practice and to stress the different values arising from proper budget procedure. The main points in recreation budget procedure are about as follows: the preparation of budget figures in accordance with city requirements; the establishment of some check on expenditures so that the budget will not be over-expended; the preparation of a functional budget showing the cost of different activities in which all expenses, including general, are properly distributed; the inclusion in cost statements and estimates of all costs such as contributed services, interest on indebtedness, the determination of service unit costs, which will require not only ade-

quate and accurate budget and cost figures but also adequate participation figures.

As to value, the recreation board committee or commission is the first group which the executive has to educate completely and to convince as to the value of maintaining his full program and of increasing it, and as to the absolute necessity of raising the full amount requested in the budget.

The value of detail cost estimates and functional budget figures cannot be overestimated in building solid support of one's board, especially when such figures are carefully gone over with the board and fully understood by them. Board members are largely business men and business-like statements as accurate and complete as those they receive in their own business offices cannot fail to make a favorable impression.

The next individual or group to be convinced by the executive is the City Manager, Mayor, City Council or committee of the City Council or whatever individual or group has the final say on his appropriation. This group can be convinced much more readily when one's board is thoroughly familiar with the budget and what it provides and is thoroughly convinced that the full amount must be made available and, therefore, willing to stand solidly behind the executive in his requests. A judicious and interesting use of cost figures can be of inestimable value in building public support for the community recreation program.

Finally, administrative effectiveness is absolutely dependent upon accurate cost figures prepared on a functional and unit cost basis. Whoever spends money has to guard against waste and in guarding against waste one has to know more than his total outgo. A careful check on details is the only way in which waste can be kept at a minimum.

The Boys' Band of the Detroit Recreation Department

Growing out of the need for a band at the playground circuses conducted during the summer months, the Boys' Band, organized in the summer of 1927 by the Detroit Recreation Department, has progressed steadily, having a membership of over fifty. The boys, ranging in age from eleven to twenty are recruited from the various playgrounds and community centers throughout the city. John G. Gogolyak, director, and John J. Considine, Supervisor of Men's and Boys' Activities, have been untiring in their efforts to make the band the success it has proved to be.

Through the aid of C. E. Brewer, Recreation Commissioner, the Common Council was convinced of the desirability of such an organization and appropriated \$1,500 for the purchase of band uniforms. These were received in time for the annual Christmas Tree Celebration in front of City Hall. Since that time the band has played at numerous community programs, were guests at two "Father and Son" banquets, and helped to make contestants forget the chill, cold blasts of Father North at the Annual Winter Sports Carnival.

The objective is to have a sixty piece band which will be real inspiration for the participants to go further in their musical studies, and which will also be a pleasure to those who constitute the audience.

Shall we make use of leisure hours for recreating our spent powers or for further unraveling our frayed nerves?

If the next generation will be doing its work in an average six hour day, will it be wiser and better than we are, or will it be undoing its work in exotic and erotic pastimes?

Guidance for our avocations has become almost more important than vocational training.

Plumbers make more money than professors, but a period spent in a cultural college does add to the wealth of life.

It is futile to try putting the brakes on the inventive process. We shall go on traveling even faster.

But we must also learn how to turn away at times from the rush and to follow Him who leadeth us beside the still waters and restoreth our souls.

RALPH W. SOCKMAN, D. D.



LIONS' CLUB, SPRINGFIELD, OHIO, THIRD ANNUAL CHILDREN'S PET PARADE

City of Chicago Playground Statistics

The following tables of park recreation facilities, personnel, and expenditures were prepared by Mr. Theodore A. Gross, Superintendent, Bureau of Parks, Playgrounds and Bathing Beaches. This study is intended to give not the actual service and expenditures for one particular year, but for an average year. These tables, though reporting expenditures in round figures, are helpful in visualizing the extent of the recreation service furnished by the different park organizations in Chicago.

FACILITIES	So. Parks	West Parks	Lin. Park	Bd. Edu.	City Play.	No. West.	W. Pul.	Cal. Park	Irv. Pk.	River Park	Rav. Man.	Ridge Park	Fernwood	No. Shore	Fort. Park	Edu. Park	Private	TOTAL
Playgrounds..... Yr.	18	12	6	65	28	8	0	1	3	4	0	1	1	1	1	1	0	150
Playgrounds..... Sum.	4	2	14	2	1	1	2	0	0	0	0	1	0	0	0	0	20	47
Beaches	5	0	4	0	4	0	0	0	0	0	0	0	0	1	0	0	0	14
Swimming Pool. Out.	14	13	2	0	2	0	0	1	0	1	0	0	0	0	1	0	0	34
Natatorium..... In.	0	0	0	0	3	0	1	0	1	0	0	0	0	0	0	0	0	5
Wading Pool	22	13	7	4	2	7	1	0	1	0	0	1	0	0	1	0	0	59
Baseball Field	73	21	15	2	14	4	1	1	4	3	0	0	1	0	2	0	0	141
Football Field	27	21	8	1	17	4	1	0	4	3	0	0	1	0	2	0	0	89
Field House	18	13	6	0	0	3	1	0	1	2	0	0	1	1	1	0	0	47
Gymnasium	35	14	12	1	6	0	1	0	1	0	0	0	0	1	1	0	0	62
Run. Tracks.... Out.	19	2	6	1	2	0	1	0	1	1	0	0	0	0	0	0	0	33
Run. Tracks.... In.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tennis Courts	382	152	38	6	40	6	1	0	10	2	2	5	2	0	2	0	0	648
Basketball	0	6	6	50	0	0	0	0	1	0	0	0	0	0	0	0	0	63
Basketball	18	15	8	0	1	0	1	0	1	0	0	0	0	0	0	0	0	44
Volley Ball..... Out.	0	16	6	65	20	0	0	0	2	0	0	0	0	0	0	0	0	109
Volley Ball..... In.	35	14	8	0	0	0	1	0	2	0	0	0	0	0	0	0	0	60
Handball	8	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	12
Handball	0	3	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	6
Skating Ponds	22	18	9	65	31	4	0	0	2	3	0	1	1	1	1	0	0	158
Parks..... Large	4	5	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	12
Stadium	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Recreation Pier	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Refectories	2	4	2	0	0	0	0	0	4	0	0	0	0	0	0	0	0	12
Lagoons	3	4	5	0	3	1	0	0	0	0	0	1	0	0	1	0	0	18
Golf Course	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Dance Hall	19	12	10	0	1	3	1	0	4	2	0	0	0	0	1	0	0	53
Club Rooms	46	16	11	74	6	10	2	0	8	2	1	0	2	0	2	0	0	180

Children in the Forest of Arden

By

MABEL FOOTE HOBBS

"If a hart do lack a hind,
Let him seek out Rosalind."

The lines spoken by Touchstone probably had more significance than they have ever had in all the many productions of *As You Like It* since the comedy first charmed an Elizabethan audience more than three hundred years ago. The fifth grade of Friends' Seminary, New York City, was making drama history with its production last May, for it was one of the first Shakespearean plays to be given complete by a cast of children of ten years and younger.

Of course, there were many who thought it folly when the undertaking was first announced, but the performance, with all its little imperfections, showed that children are not only capable of giving the comedies but that they enjoy them. From a strictly educational standpoint, the by-products were more interesting than the play itself and certainly they justified its presentation. It taught grace, it taught history and in one particularly interesting incident, it taught arithmetic.

When we remember that young boys produced Iphigenia and Scipio at the royal courts in the fifteenth century, it is not so amazing that children of ten enjoy Shakespeare in this age. Perhaps it is more remarkable that, by so doing, they put to shame the high school drama clubs who yearn after Broadway productions and take their Shakespeare via Lamb's Tales.

The play was not given to the children; they literally found it among the stories read to them by the teacher. They asked to give it, learned the lines and built the characters purely for their own pleasure. For four months they worked at learning lines and rehearsing and when it was finally over and the doublets and jerkins and lovely court costumes were laid aside, the little people parted with regret from the charming people of the Forest of Arden. Yet, in a sense, they did not part with them. Again and again they quote the wise and witty lines and it is safe to say that, when they have gradually forgotten the lines themselves, they will never lose the spirit of fine spun humor that made the play so precious to them.



ROSALIND FINDS ORLANDO'S VERSES
(Costumes designed and executed by Aurelie Asten)

Shortly after the play was given, Touchstone was taken to Central Park for the afternoon and, coming upon a statue of Shakespeare, he was as pleased and excited as if the jolly little cub he had just seen at the zoo had offered to come out and play with him. Thus it was with all the children: a spontaneous joy, unclouded by dull lectures or, worse, an attempt to teach the children to "act." It was entirely a natural expression and as lovely in effect as the natural dance. It was not that they had so much to give to the play, but that the play had so much to give them. As one wise mother, when congratulated on the talent her son had shown replied, "But it was not the child; it was the play. All the rare, rich comedy was given to him, you know, and he has just enough love of fun to pick up the quick wit of the play." The entire cast rollicked with the light humor for all the world as if a little of the spirit of Shakespeare's lovely creatures had possessed them.

While they learned a graciousness of manner that the quick tempo of modern life has almost banished, they also learned something of the life and customs of the Renaissance. So familiar were they with the period that when someone suggested using a coffee pot in the forest scene there was an immediate protest from the cast.

That Shakespeare might teach charm of man-

ner and Elizabethan customs can be easily understood, but that he should teach arithmetic would probably astonish the bard more than any of the arguments, ciphers and interpretations that have been wrung from his plays. There was a boy in the cast who found it difficult to concentrate and arithmetic had long been his bogey. He wanted very much to play a particular role and spent a good deal of time learning his lines and getting a good characterization. While he was at work on the play he began to show marked improvement in arithmetic. He no longer forgot to bring his book home and he stopped manufacturing excuses for not preparing his lessons. Concentration seemed to have come to him through his work in the play and, once taught, he was able to apply it to his lessons.

Adults who saw the play and marvelled at it kept reiterating, "But nothing like this was ever done when I was a child. I don't think we could have done it." But children have changed with the changing world and if the boys and girls of our childhood were invited to spend an afternoon with these children what a strange affair it would be! The child who played Touchstone with such talent had never heard of little Lord Fauntleroy and frankly dislikes the stories that were beloved of children a generation ago. His point of view is thoroughly modern but, like all children, when given an opportunity he is quick to sense beauty and to sift the fine story from the merely mediocre.

When ten year old children select *As You Like It* from all the stories read them, it seems rather



ROSALIND: Then there is no true lover in the forest; else sighing every minute and groaning hour would detect the lazy foot of Time as well as a clock. (rehearsal scene)



TOUCHSTONE: IF A HART DO LACK A HIND, LET HIM SEEK OUT ROSALIND

contradictory that Shakespeare should be so generally considered a bore in high school. It is difficult to imagine these children ever failing to find the plays a pleasure and one could not see this production without wishing that other children might have the same opportunity of having the fun of Shakespeare combined with a splendid basis of art appreciation.

Newspaper Comments on a Pageant

The *Inquirer-Sun* of Columbus, Georgia, in a recent issue, commented editorially on the historical pageant directed by Elizabeth H. Hanley of the P. R. A. A., which was a part of the celebration of Columbus Centennial Week. The spirit of the pageant was so delightfully expressed by the writer that we are passing it on.

"In reviewing the picturesque and spectacular activities of Columbus Centennial Week, it seems to us the event which was most significant and most closely related to the vital core of the celebration itself, was the pageant. In expressing this opinion we do not mean to slight any of the other interesting or beautiful incidents of our anniversary festivities—all were of the utmost value and we cannot visualize a fitting anniversary without any one of them. But the pageant was the mirror, so to speak, in which the epochal happenings of our city's history were reflected, and those who took part in it, either as performers or directors, achieved something that had not only an aesthetic but an historic value.

"In watching the episodes unroll themselves on the opening night, under the dusky, starlit sky and upon the vivid green carpet of turf, the skillfully manipulated lights of delicate colors bathing the tableaux in poetic atmosphere, and the strains of appropriate music affording the proper shading or emphasis—as we watched, intently and even excitedly, we experienced more of the thrill which ought to be associated with history than ever before in our experience. We felt ourselves a part of the past in a real and vivid sense.

"Surely this should be the effect of pageantry and doubtless hundreds of those present experienced a similar emotion. And through this mental reaction the salient facts of our city's history and of the history of Georgia became impressed upon the memory in ineffaceable fashion. For this reason our love for the city which exists today because of the devotion, courage and enterprise of its founders should from now on be more than ever informed with true patriotism.

"As for the children and young people who made the picturesque episodes glow and quiver with the energy and grace of youth, can they ever forget the occasion or fail to respond with love and intelligence to the needs of their city? We feel convinced that their part in the pageant, the emotional stimulus which it gave them, the quickened sense of beauty, which it must have created in them—have all had a more beneficial effect upon them than months of study out of books alone.

"Columbus owes a debt of gratitude to Mrs. Elizabeth Hines Hanley, to her loyal assistants, to the participants, to the instructors, to those who worked faithfully on the exquisite costumes and to the musicians for the charming and inspiring effect of the whole spectacle. For our own part, we shall never forget the sensations of Wednesday evening; the feeling of reality; the magical color effects, bathed in the dusky evening atmosphere and set off by the vivid turf; the delightful dancing and harmonious grouping; the spontaneous happiness of the children; the poetry of the old songs and the old contra-dances; the delightful humor of the auction scene, with its covered wagon, shepherd dog and 'darn good cow'! Not to mention the savage Indians!

"As a newspaper whose existence began with that of the city and which has had its part in all the stirring episodes made so real to us on Wednesday and Thursday nights, we wish to express our gratitude and delight for the worth and beauty

of the spectacle, to every individual who took part in its planning or performance. May we have many more pageants, not necessarily on anniversaries, but for the pure beauty and joy of it!"

We learn unofficially that the editorial was written by Julian Harris, son of "Uncle Remus."

The Radio and the Recreation Program

Increasingly the radio is being used by recreation departments to broadcast musical and entertainment programs, and to reach as many people as possible with information about the work of the department.

Among instances which have recently been brought to the attention of the Association are the following:

In Los Angeles, harmonica lessons are being given over the radio under the auspices of the Playground and Recreation Department. These lessons, given each Tuesday evening from 6:30 to 7:00, are arranged so that the beginner may learn to play in his home. Music stories, illustrated by musical compositions, are told over the radio each Tuesday evening from 6:00 to 6:30. These stories are developed along lines which will help create musical appreciation in children and adults. Each Saturday a playground department radio program is given from 4:30 to 5:00.

The Houston, Texas, Recreation Department recently sent out a postal announcing that the Department's band and Mexican Glee Club would broadcast at a certain time. "Some very special numbers," states the notice, "are being worked up for this program and it is our hope that you will tune in. Let us know of your reception either by wire to station, by telephone or by letter to the Recreation Department."

During the winter months, the Playground Association of Wyoming Valley, Pa., broadcast stories for children three evenings a week. Approximately 12,000 children listened to the stories each night. What is known as the "Playground Association Drama Hour" was another feature of the broadcasting of the Association. One night each week a one-act play was broadcast over WBRC. This proved to be a most successful experiment.

Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM G. VINAL

NOTE: Since many recreation directors are organizing nature courses and camps for the training of nature guides, and since many students are seeking courses for such training, it is thought worth while to publish a resumé of the experiment of Slippery Rock Normal under the direction of Dr. R. A. Waldron.

THE NATURE EDITOR.



CANOE LANDING AND SWIMMING PIER
Slippery Rock State Normal School

“Camp Canawasco” of Slippery Rock State Normal School

A HEALTH EDUCATION AND NATURE STUDY
CAMP

A Unique Successful Experiment in Education—
CA from the word Camp, NA from Nature,
WA from Water and SCO from Scouting as-
sembled produces the name CANAWASCO—

A Student Idea.

In the summer of 1925 on the banks of Slippery Rock Creek, three miles south of Slippery Rock and twelve miles north of Butler, Pa., just off Route 8 of the Pittsburgh to Erie highway,

twenty-two students and three faculty members assembled and spent six weeks in a camp in the open.

The site is located at a place where there is abundant opportunity for outdoor sports and nature work of all kinds. The creek at this point is a quiet clear stream for about three and a half miles.

The success of this first summer's work was such as to create a demand for another camp in 1926. At the close of the 1927 camp, which had an enrollment of nearly three times that of 1925, the attainment was of such high order that it was made a permanent feature of the college.

The aims:

To have a well trained group of teachers impart the glories of great out-of-doors sports and of nature to young people preparing to become teachers



THE STRAIGHTAWAY FROM PIER

To show life first hand; and, therefore develop a keen appreciation of and a zest for nature, and to give a clear understanding of the kinds of living things in the world in the form of plants and animals

To teach the names and homes of those animals associated with man on this old world of ours

To bring the students face to face with life forces and problems to show that man is a unit and part of a great universe



BREAKING CAMP AFTER AN OVERNIGHT HIKE
Slippery Rock State Normal School

To train in scouting, camp craft, camp organization and administration, mass games and water sports

To give prospective teachers the special training they need in order that they may be experts,—special nature study teachers in platoon systems or nature supervisors in any community

To broaden those who have a physical education interest that they may correlate with sports an understanding of wild life,—and finally,—

To produce for the camps of America's boys and girls camp directors, teachers and councillors.

Advantages:
Few superior locations are to be found. The water is clear and deep in either direction from the camp for a mile and a half. A straight-away at the site of over a half-mile allows full development of canoeing and swimming. Deep woods and open fields are ideal for the work of scouting, camping and athletics. The woods, fields, swamps and streams offer an abundant variety of birds, flowers, trees, and insects for study. A mental and physical improvement are had as a part of the summer's vacation. A man of the faculty is in charge of the boys in one section of the camp and the girls in another part of the camp where a woman of the faculty supervises.

The camp, being carried on under the direction of Pennsylvania State Normal School at Slippery Rock, is therefore, a Pennsylvania state activity. It is the only one of its kind in Pennsylvania and possibly not duplicated elsewhere. Faculty from the nature study and health-education departments have had direct and complete charge of all that has been done.

Equipment:

All equipment used and developed is up to date. For the water crafts a well constructed

pier with diving boards is located beside a thirty foot crib for beginners. There are six canoes and more are to be purchased.

The tents are equipped with flies and wooden floors, and so withstand any weather. There is a headquarters tent, recreation tent, and mess tent. For nature study there are aquaria, insect and plant collecting outfits, such as nets and mounts, reference material, and a five-inch refractor telescope which aids greatly in the study of the skies. There is an athletic field and an excellent supply of athletic equipment. In the recreation tent is a piano and phonograph. A radio is also available. A cook cares for the inner man—and at night a watchman guards all.

Courses:

It is required that all health education students of Slippery Rock take the six weeks' work in camp before they graduate. Many others interested in Nature Study elect to take the work, which is divided into several departments as follows:

Health Education	Nature Study	
Camp Craft	Stars	Insects
Scouting	Trees	Birds
Water Sports	Flowers	Animals

1. Camp Craft:

In this every student learns the art of setting up and breaking camp. Each is required to aid in making up camp fire programs, to act as officer of the day, and to be on mess duty. A study of camp sites is made and each student constructs model camps.

2. Water Crafts:

Swimming is learned by all. This year less than half of the students could swim when the



GATHERING FOR THE EVENING CAMP FIRE PROGRAM
Slippery Rock State Normal School

camp opened. Long before breaking camp, every individual was at home in the water. All are taught to recover lost objects, to safeguard the water front, and to resuscitate drowning persons. This year fifteen students passed life saving tests as given by a representative of the American Red Cross Association, and are now recognized life savers.

In canoeing all are taught the various strokes and landings. Among canoeing activities are circling, backing, banking, silent paddling, towing overturned canoe, and overnight canoe trips.

3. Scouting:

The American Boy and Girl Scout manuals are used. All are trained to become scout leaders. Making trails, trailing, building fires, cooking and overnight hiking are emphasized. All hikes are



A SMALL COLLECTION
Slippery Rock State Normal School

—Astronomy—

At night the bright stars, planets, and important constellations with their mythology are learned. The five-inch telescope is one of the attractions in this work and aids wonderfully towards understanding the heavenly bodies. Special pains are taken to point out Venus, Mars, the moon's surface, double stars and nebulae, and star motions.

—Plant Life—

All students must collect, press and mount a minimum collection of leaves from thirty-five species of trees. Those who do the best work learn to know many more than this, as well as one hundred fifty to two hundred non-woody plants. The more common and important plant families were studied in some detail.

—Animal Life—

Birds are studied as they sing and fly about the woods and fields. Common animals are studied, and to pass a test in these groups each student must learn in detail the life and habits of twenty-five birds and the same number of animals. A collection of insects in Riker mounts is required.



PART OF NATURE STUDY COLLECTION OF TWO STUDENTS
Slippery Rock State Normal School

motivated. There is always an objective. In addition to the health benefits, the students aim to go to an historic landmark, a literary shrine, places of art, geography or nature study interest. The strictest etiquette of the woods is observed.

B. Nature study:

The first aim is to create a feeling of familiarity with the out of doors by giving students the inquiring attitude of, "What is this?", "What is that?", and then, "What about it?", "How does it act and of what use is it to man or to nature?" The phenomena of the environment and everyday experiences are presented. Nature as well as books is studied. So few teachers are able intelligently to conduct a field trip or school journey in nature study that emphasis is put on this work. Too few children in our public schools are made to love and appreciate wild life.



AT WORK ON NATURE NOTE BOOKS
Slippery Rock State Normal School

All are asked to learn the characters of the various insect groups, and to know something of interest about each of one hundred individual species. A few hard workers become acquainted with several hundred of nature's organisms.

—Geology—

A simple study of rocks and geological formations is included in the nature study curriculum. Note books are kept, and in them are made drawings of constellations, diagrams showing plant family characters, lists of plants belonging to these families, drawings of insect types, reports, and records of observations.

Conferences are held daily in the open (see daily program) at which students and faculty participate in a survey of nature. Students report upon individual birds, plants, insects, or animals. The instructor brings together and ties up the information in a system of groups. Principles are elucidated, and the life of nature's people is studied individually and en masse. Visual aids as specimens, models, birds flying about or singing nearby are used. An investigation of fresh water life and the aquarium are also conducted. Pictures and specimens of salt water life are available. Books on nature, botany, zoology, birds, insects, and other are available and meet the library needs. Pedagogical principles are strongly emphasized.

Because of the great variety of work carried on, students trained at the camp become broadened in their outlook. Their interest in the nation-wide movement toward outdoor recreation is enhanced and they become specialists in their field. Parents, educators, and all visitors alike have manifested an outstanding favorable reaction to the camp. All are at once enthusiastic, and it is encouraging to see success appearing from the sincere effort being made. All who complete the work outlined, and especially those who do remarkably well, (there is much to do in so short a time) are potential leaders in education and society.

There have been few innovations which really contribute to the profession of teaching and to society. But such effectively trained teachers will become most useful community leaders in playground and camps, as girl and boy scout leaders, as local school and community nature guides, and organizers of scout troops. A community nature guide is something new in the country, developed by a few progressive cities.

DAILY PROGRAM

- 6:00 Reveille; Setting up exercises; Morning dip
- 6:50 Assembly and colors
- 7:00 Breakfast
- 7:30 Sick call—Tent clean up
- 8:15 Conferences—practices
- 11:15 Swim
- 12:30 Dinner
- 1:00 Study or relaxation
- 2:00 Conferences and hikes, nature study and scouting
- 4:15 Swim
- 6:00 Supper
- 7:00 Recreation—athletics
- 8:15 Camp fire
- 9:15 Call to quarters
- 9:30 Taps

SUNDAY

- No conferences or hikes; swimming as usual
- 10:00 Sunday school
- 11:00 Church service with outside speaker
- Evening Song service

A Canoe Regatta

One of the most novel events of the season at Miami Beach, Florida, was held on March 25th, when under the auspices of the Department of Recreation, the South Florida Canoe Regatta became a reality.

Invitations were extended to all the canoe clubs of South Florida and to individuals who owned canoes. The result was an entry of over 30 canoes and 72 individuals. Two cups were donated by the city, one for the high point individuals and one for the high point club. Points were given on the following basis—five points for first place, three for second and one for third.

Twenty-five hundred people saw the regatta, which closed with a Ball at the municipally owned Beach, Golf and Country Club. At that time the trophies were awarded. All visitors were entertained in the homes of members of the Miami Beach Canoe Club and there was no expense attached except the transportation of the contestants and their canoes. So successful was the event that a State Canoe Regatta was planned for Memorial Day.

A 440-yard course was laid out in the widest part of Indian Creek, which is about 200 yards wide at this point.

The Problem of Camping for Playground Children

BY

JAMES S. STEVENS

Director of Recreation, Springfield, Massachusetts

In almost all of our American cities we can find incredible numbers of children who do not have the opportunity to enjoy the benefits of outdoor life through camping. Our private organizations have developed camping facilities for a large number who can afford to pay their way, but little thought has been given to the child who cannot afford to pay even a nominal sum.

THE SOLUTION AS DEMONSTRATED IN SPRINGFIELD

It is because of this condition that the Recreation Department of Springfield thought of conducting a free municipal playground camp where the boys and girls who came to the playgrounds might receive the thrill of a few days' outing, and the health benefits that are bound to come from such an experience.

The first thing needed was a place to house the boys and girls. A beautiful site overlooking Porter Lake in Forest Park was agreed upon, and on this was built an army type unit building containing a kitchen, dining room, sleeping accommodations for fifty and a shower room. The entire building, which is a wooden frame structure, was screened, equipped with electric lights, and connected with the city water supply. The expense of the construction of this building was approximately \$1,200.

Operation. The entire cost of operation for the first season (eight weeks and a half) was \$2,492 and this was willingly donated by merchants and a few individual citizens. Gifts included blankets, food, victrola, free entertainments and installation of the entire lighting system. The first season proved its worth. The City Council appropriated \$2,500 for last season's operation and has appropriated the same amount for this year. The supervision is handled entirely by a camp director, one assistant camp director and a cook with the volunteer service of the boys and girls themselves.

Choosing the Children. The boys and girls who

go to camp are chosen from a list of applicants by the playground directors of the various grounds. Preference is, of course, given to the most needy and suggestions from the various private and municipal charitable and family welfare organizations are always welcomed. Needless to say, a large number of those who should go cannot be cared for, but an increase in the accommodations will solve this problem. The 400 girls and 454 boys who attended last season were of 23 nationalities.

The children wear whatever clothes they have and everything else is furnished them, including blankets, tooth-brushes, soap, towels and any other needed incidentals.

The careful weight records which were kept showed an average weight increase of $2\frac{3}{4}$ pounds for a period of three days. There were still greater returns in happiness. The opportunity of living out of doors, digging in banks, hiking and sharing all of the other activities of camping life was enjoyed by a group of children who probably would never have had the opportunity if it had not been for this camp.

More Play Facilities Needed

The special joint committee to study delinquent and neglected negro children in New York City recently presented its report. They studied 890 cases of children brought before New York Children's Court in 1925. The report points out that "the contributing causes of delinquency among negro children" are

1. Lack of opportunities for supervised recreation.
2. Lack of parental control commonly where mothers work outside of home.
3. Retardation in school and resulting tendency to truancy."

Of fifty cases picked at random for intensive study only one child was found to have any contact with organized recreation. The Committee made six major recommendations, chief among which were recommendations for an all year round recreation program, more opportunities for club life for negro youth, increase in facilities for play by the municipality, the school system, the neighborhood centers, and development of summer camp service not only for the underprivileged but also for those who are able to pay.

What Has Resulted from Playground Beautification Activities

Reminiscent of the Harmon Foundation Beautification Contest was the meeting on playground beautification, held at the Recreation Congress, Memphis, Tennessee. That the contest had very direct results was shown by Mabel Foor of the Board of Education, who told how in December, 1924, Mr. Emmett Scott and his sister, Fanny Rumbley, gave a plot of ground as a Christmas present to the School, City of La Porte. The ground was to be under the supervision of the Board of Education and used as a public playground provided certain requirements were met. One of these was the erection of a fence to enclose the ground from the surrounding property owners. At the time, the Board of Education was financially unable to do this but after the city had entered the Beautification Contest in the fall of 1925, the fence was built. Nothing more was done, however, until the spring of 1926 when an Arbor Day celebration proved the occasion of the planting in Scott Field of 40 trees donated by various individuals and organizations. Many other improvements were made during 1926 and so effective did these prove that La Porte, Indiana, became the winner of one of the first prizes of \$500 in the Harmon Foundation Contest.

The effects of the contest are quite evident in La Porte. First of all it gave the Superintendent of Schools and the Board of Education the incentive to improve the school playgrounds. Resurfaced, with shrubbery planted and trees trimmed, what were previously muddy, unattractive grounds have become very desirable places for the children to play.

Another result was the impetus given by the success of La Porte in the contest to a neighboring city, which interest resulted in the conducting of an eight weeks playground program the next summer.

Still a third result came about. The local Kiwanis Club had sponsored the purchase of a tract of land for recreation purposes. Few improvements were made until 1926 when the progress made by the Scott Field spurred on the club to complete the funds necessary for the development of the playground.

In the spring of 1927 the American Legion took

charge of the Arbor Day program, planted 25 trees and erected a flag pole. Next the Board of Control of the High School cooperated with the Board of Education and last summer a comfort station with showers and dressing rooms was erected on Kiwanis Field.

Finally the city of La Porte has increased the tax levy from 2c to 3c on each \$100 of valuation, thus making more funds available for carrying on a better program. In the meantime more improvements have been made on Scott Field and this season it has been in use from daylight to dark.

All of these improvements and results are, it is believed, directly due to the Beautification Contests.

Lincoln E. Rowley, secretary of the Recreation Commission in East Orange, New Jersey, told how twenty years ago trees, shrubs and grass were planted for the first time on the East Orange Playground. Some of these trees are now thirty feet high, making, with the shrubs and flowers, a very beautiful play area. Playgrounds in East Orange are considered as parks largely because of the landscaped effects which have been produced. A result of the beautification of the public playground has resulted in the planting of beautiful lawns and flowers in the backyards adjacent to the playground.

Blue prints and charts presented by Karl Raymond of Minneapolis showed how large landscaping features have entered into the planting of the city's recreation area. Mr. Raymond called attention to the fact that while the Field is constantly in use by children and adults, there are no signs of ill treatment of shrubs and other decoration. "Play areas in Minneapolis are being landscaped," he stated, "partly because these features increase the land value of adjacent property and tend to remove any criticism on their presence on the part of adjacent property owners."

Charles J. Storey spoke of the study made by the Russell Sage Foundation to determine the effect of playgrounds on adjacent real estate values. Generally speaking, in no case was there depreciation in land values adjacent to or in the vicinity of playgrounds. Playgrounds which were poorly

kept without landscaping features had no special effect on surrounding land values. On the other hand, values appreciated where larger play areas were either partially or well landscaped in residence sections. It was the general feeling of the group that the larger the playground the more landscaping it should have and the more park like in area, the more likely it is to enhance property values of neighboring sections.

G. S. DeSole Neal, Director of Recreation, Birmingham, enumerated the results of beautification as he has observed them in Birmingham and other cities:

The beautification of play areas has a good effect on the park superintendent and other people responsible for the park and recreation development of the city. The general appearance of the city is improved, and many favorable comments are aroused. Frequently local neighborhoods have supplied from a few hundred to several thousand dollars for improvement of neighborhood play areas.

Playground beautification increases the interest of the members of a Recreation Committee when they see how attractive a playground can be made. The children themselves gain a greater love of beauty and more respect for authority. They prefer to go to the most attractive playground. The neighborhood that has a beautiful playground feels proud of it and the public is more favorably inclined to playground work.

The beautification of playgrounds increases real estate values.

Backyard Playground Contests

So successful was St. Louis' Backyard Playground Contest instituted last year that a second contest has been announced by the Park and Playground Association and St. Louis Safety Council. The closing day was August 31st. The classifications are similar to those used last year.

1. The best individual home backyard playground
2. The best neighborhood playground (vacant lot) with or without apparatus, but marked for individual or team play
3. Best apartment house playground. (May be constructed on premises or within one block of apartment)

The little folder issued, a copy of which may be secured on request from the P. R. A. A., contains a picture of one of the prize winning backyards of the 1927 contests and suggestions for the equipping of the playground.

The Cambridge, Massachusetts, League of Women Voters with the cooperation of the Board of Park Commissioners and the School Committee also conducted a contest for

1. The best individual backyard (of a single, two family or three family house) situated in four districts of the city
2. The best common backyard playground or neighborhood play lot in the city—open to yards or plots or school playgrounds used jointly by neighboring families
3. The best apartment facilities for play

This contest extended from April 15 to September 1. An attractive circular has been issued showing a diagram of an ideal playground and giving suggestions for apparatus and equipment.

Park and Playground Beautification

Construction and beautification can mean but one thing, namely, the putting together in the right places and to the best practical and aesthetic advantage the elements that compose playground and recreational fields. This necessarily involves many elements such as the location, building, surfacing of ground, fencing, equipment and planting.

There has been a noticeable lack of planning in playground beautification with respect to planting the landscaping. The planting of trees and shrubs and flowers in connection with adequate fencing should receive more attention to stimulate civic pride in the neighborhood surrounding the play parks and in the development of the appreciation of beauty among the children using these centers. Likewise a playground without a fence is unprotected, unsafe and unbeautiful; fences are indispensable as a safeguard to adjacent private property, as protection to play apparatus from rowdiness, as a preventive of children's dashing into the streets at play time, and as an added factor in the administration and control of the playground. As a part of the beautification planning, fencing provides a protection for planting and augments landscaping possibilities. It is a proved fact that beautiful play areas not only enhance real estate

values in the surrounding neighborhood, but also counteract the discordant emotions of the children using them, overcoming the usual destructive tendencies of children who are served by unattractive, barren play spaces. Playgrounds should be a place of mystery and beauty to attract those who use them. A flat piece of ground with only swings and such other play apparatus is not sufficient in itself.

Lorado Taft's statement is also worth pondering over; he says, "I wish that every park and playground might have its fit sculptural adornment—a kindly genius of the spot, as it were." This plan of beautification would be of considerable expense, but public attention might be drawn to this idea by making suggestions for including familiar characters of child lore in statue form in our parks, also ancient gardens, a miniature mine, a tunnel, secret fountains, which children and adults would not only come to love but which would add to the mystery and beauty of our layouts. As a part of the planting, trees should be introduced along the boundaries where they will not interfere with play but where through the aid of shade, play will be made more comfortable. High growing trees, not too dense, like elms, hackberries, planes and oaks suggest themselves for use; vines such as Boston Creeper, Honey-suckle, and Clematis may be introduced against the fence as well as against the shelter houses. These may be supplemented by hedge material in privets, Japanese Barberry, Dogwoods and others.

From the 1927 Report, Bureau of Recreation, Evanston, Illinois.

Solving a Playground Puzzle

In 1925 the Lions' Club of Yakima, Washington, decided on a program of playground development as its contribution to the city. In order to supplement the playground facilities provided by the Park Commission in a beautiful playground in the eastern section of the city, the club selected a site of five acres adjoining the high school athletic field. A quiet but effective campaign resulted in the securing of options of purchase on all the property in the park at prices aggregating over \$7,000. The club then gave a show, which netted over \$5,000. To raise the remaining amount necessary the Park Board and City Commissioners borrowed money from the bond sinking fund

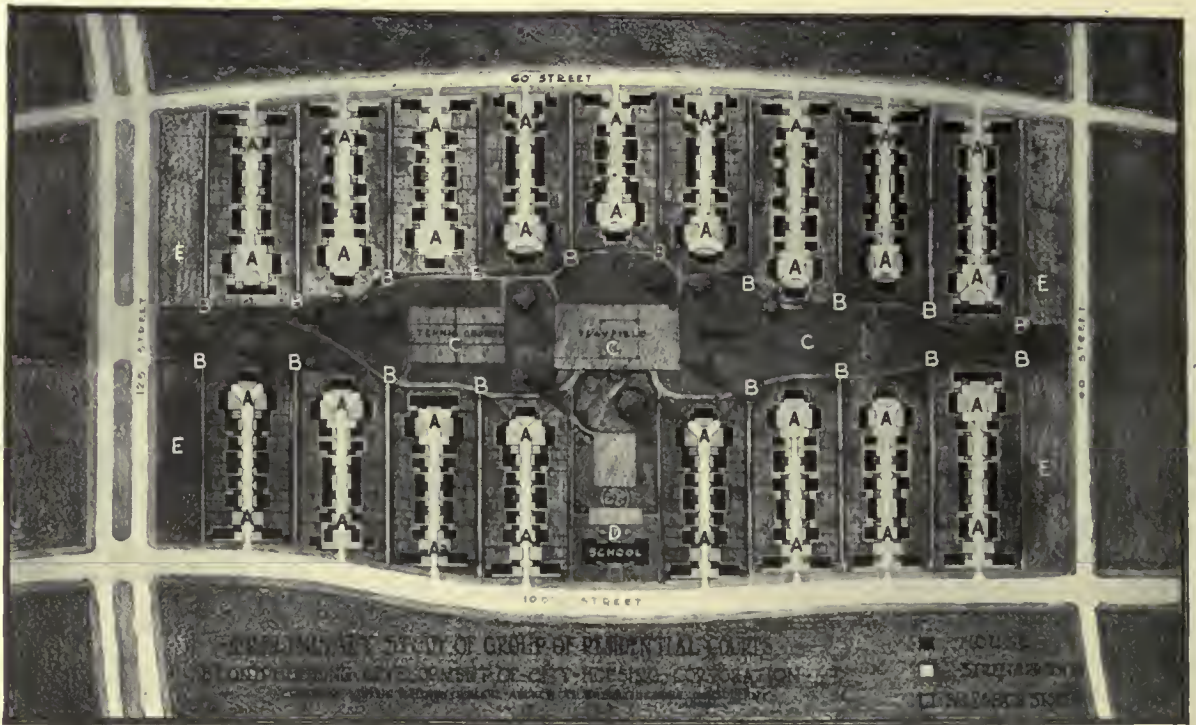
to make the purchase, the amount to be repaid from regular park funds. In order to bring this about the club prevailed on the state legislature to permit a one mill increase in the tax levy for park purposes in cities of the class of Yakima. This arrangement made it possible for all of the funds raised by the club to be used for development purposes and immediately after the purchase had been concluded the Park Board proceeded to surface the tract at a cost of over \$2,000. With the exception of a space left for a swimming pool, the plot is now surfaced, and four double tennis courts have been completed. Next summer's plans call for the planting of shrubs and the building of a wading pool. A definite landscape plan has been approved for future development. The Park Board has voted to name the playground the "Lions' Park and Playground."

A second site has been secured, consisting of ten acres of level land adjacent to a small park owned by the city and used as a tourist park. By interesting the president of the railroad owning the property the land has been purchased for \$3,000, payable in ten annual installments on deferred payments. To meet these payments the club plans to hold a dance in November or December of each year.

Radburn—A New Town

In Bergen County, New Jersey, within fifteen miles of Columbus Circle, New York, the City Housing Corporation, which has developed Sunnyside, L. I., will build a new town, a carefully planned community unique for two important reasons. For the first time the planning and building of a town will be definitely related to the age of the motor car and the method of living which has resulted from its advent. Furthermore, it will be a definite step toward a more economical and efficient growth of the New York region by providing adequately for industry and affording workers comfortable modern homes with gardens and parks without further burdening existing transit facilities.

The plan of development proposed for the 1,000 acres will make it possible for practically all residents to walk to schools, playgrounds, community centers and neighborhood shopping districts without crossing traffic streets. The town will be safe for children, pedestrians and motorists while facilitating the rapid movement of traffic. Gar-



CITY HOUSING CORPORATION
PLANNED FOR LIVING

dens, parks and playgrounds are provided as a permanent and fundamental factor in living.

The arrangement suggested is so much more economical in the costs of streets and public utilities that the proposed plan will show economies over the regular gridiron type of planning.

The development of this large tract will show notable savings in the cost of roads, public utilities and the preparation of sites for building. Building houses in large numbers will effect considerable saving in the cost of construction. Limiting the return on capital invested in the Company to 6% dividends will make for very substantial savings in the usual cost of financing. The houses will be sold on easy terms to bring them within the reach of a vast group of low wage-earners and others of moderate incomes who heretofore have been unable to afford adequate housing for their families.

This tentative plan illustrates a typical layout of a unit approximately 1,800 feet long and 1,100 feet wide. It will accommodate about six hundred families and two such units will form a school district. Variations in this plan will be made to fit the land and the several types of houses.

Opening off the main traffic thoroughfares will be short dead-end streets (A) around which

houses will be located. Each short street will therefore bear only the traffic destined for the houses fronting on it. The garages and houses will be placed close to the street, and kitchens, clothes drying, greens will be on this side. The other side of the houses will face the gardens through the center of which will run a walk (B) giving access to the park, containing recreation grounds (C) and connected directly with the school (D), community center and neighborhood shopping district (E). The Park System radiating from the principal business center will constitute the main arteries of the town for pedestrians. It will be seen from the plan that it will be possible to walk from any house in the unit to another or to schools and shopping districts without crossing traffic, and where such crossings become necessary it will be easy to eliminate danger by providing bridges or underpasses at important points.

The Spirit of Spring.—Seven thousand people viewed the charming pageant, *The Spirit of Spring*, given at Mounds Park, St. Paul, on June 1st. The Margaret Recreation Center provided the participants, 205 in number, and the Boosters' Clubs of the center and the Playground Department sponsored the affair.

Scoring for Golf and Tennis Leagues

Keith Johns, the athletic director of the Department of Recreation, St. Petersburg, Florida, has submitted the following method of scoring in golf and tennis leagues which has proved very successful.

A league form was adopted that greater interest might be stimulated. Eight teams, representing as many business firms, were established. They furnished their own equipment and material. Each team included three active players with as many on the reserve list as cared to be, these last playing among themselves for a place on the team. Players were ranked by team captains, responsible to the recreation department for the accuracy of rankings. Matches were made automatic.

The matter of scoring was an interesting one. No losses were recorded, each team receiving credit for the actual number of points earned. The net result of this scoring system was sustained interest throughout both rounds in the league.

With the marked success of the league tennis, league golf followed. The Sunshine City possesses three eighteen-hole courses, none of them strictly private. Anyone can play on any course upon payment of a daily greens fee. The two most accessible courses arranged for players to participate at a cost of fifty cents a man for each day's play.

Two six-team circuits were formed, with rules correspondingly similar. Three matches were played in each league every Sunday. Each league alternated between courses, one circuit playing in one course, while the other was on the remaining links.

Scoring here presented a much more difficult problem. However, it was worked out in this manner. Players were ranked exactly as at tennis, with the team captains responsible for ranking. Participants played one another on a match basis under what we may call a modified Nassau system of scoring. Twelve points were at stake in each team match with three for each individual match. One point for each nine holes and one for the entire eighteen as a unit was the scoring possibility. No point was discarded when a match was halved in any one unit. Full credit was given for all each earned in the competition. Instead

of giving a team victory when it won more points, each was given just what it had won. This ranking insured each individual's receiving the score which represented his natural playing ability. Thus the problem of sustaining interest among the weaker teams was solved, and a correct and fair method of scoring, which is more than half the battle in all competitive athletics, was secured.

A Luncheon Club Volley Ball League

An interesting project in Pontiac, Michigan, is the Volley Ball League conducted by the Department of Recreation, among the luncheon clubs of the city. The league, which is composed of Kiwanis, Lions, Rotary, Civitan, Exchange and Junior Chamber of Commerce, meets twice weekly between 4:00 and 6:30 p. m. Each league is allowed fifty minutes to play three games. The spirit of competition is keen and the sportsmanship excellent.

The League is self-supporting, each club paying \$30.00 for the entire season of ten weeks. This pays for the rental of the gymnasium, the services of the referee and the laundering of the towels.

The by-laws of the league are as follows:

1. This league shall be governed by a committee consisting of two members from each Luncheon Club, and the Director of Recreation of Pontiac. The Director of Recreation shall act as manager for the committee.
2. Games shall be governed by Spalding's Official Volleyball Rules.
3. An entrance fee of \$30.00 per club shall be charged for the season.
4. All games shall be played on courts specified by the Tournament Committee. Any team not ready to play 15 minutes after scheduled playing time forfeits the game.
5. No game shall start with less than four men or more than six men.
6. All players must be members of their respective clubs.
7. The members of all clubs are eligible.
8. The season shall be divided into two halves. The team winning the most games shall be winner of the first half and shall play the winner of the second half for the league championship. Three out of five games shall determine the final championship.

At the Conventions

National Conference on Character Education in Schools*

The attendance and the interest manifested in the sessions of the first National Conference on Character Education indicated general recognition of the need for character training. Representatives were present from all parts of the country, many of them having attended the recent N. E. A. convention in Boston. As to methods of technique and the value of developing so-called character traits, there seemed to be some divergence of opinion. No doubt was expressed regarding the value of developing character traits by providing opportunity for self-expression in situations with other children.

Dr. Finley as President of the National Child Welfare Association opened the conference in his usual pleasing manner. He said there is no transmission of acquired character. Education and nature are similar. Education transforms a man and transforming him creates a new nature. He emphasized the fact that we must depend on education to transform character. He quoted Bishop Manning as saying, "Character is that intellectual and moral texture which all our lives long we are weaving in the inner life."

William F. Russell, Dean of Teachers College, acted as chairman. He said little other than to read two pages from *Tom Brown's School Days*. He felt that the words of Tom's father when sending him away to school showed a wonderful understanding. He asked, "What better introduction could there be in character education than reading *Tom Brown's School Days* and what better conclusion could there be than in reading *Tom Brown's School Days*."

Dr. Frank J. Arnold, District Superintendent of Schools, reviewed the efforts toward character training in the public schools since March, 1917, when a syllabus on manners was sent out. As this was merely suggestive it was neglected. Great impetus was given the movement by the offering of \$20,000 for the best public school method for

character development. The Iowa plan received this award. In 1926 the Department of Education of Washington sent out a bulletin on character education. Dr. Arnold said that long before the public became interested in this subject, notable among those organizations interested was the Pathfinders of America and that their work with children has been remarkable. He said that the Knighthood of Youth has been a widely used plan. Reference was made to many plans tried out and the statement made that different plans are required for different grades and different locations. Dr. Arnold told of a plan he has devised, based on four traits of Roger W. Babson's "Six I's of Success"—Industry, integrity, intelligence and initiative. This has been prepared in such a way as to appeal to adolescent boys in order that real effort will be made to gain recognition.

The Board of Supervisors since 1926, through a special committee, has been working on courses in character training for all grades and the work is practically completed; only final approval is needed to provide a graded syllabus for the elementary schools; a graded course in manners is included.

Dr. Kilpatrick said that character is the abiding tendency to conduct of a determined kind—it is the structure whose functioning in a situation gives conduct. To be satisfactory character must be a correlation of the desirable forms of conduct—character is the habit aspect of conduct. He said he was not making a distinction between moral character and any other kind of character but moral character was included. His subject was, "What are the essentials of character?" and in answering this question, he reiterated the words, See, Can, and Will. Applying them in judging a child's character, he said one should ask—Does this child see what to do? Can he do it? Will he do it? Does this child in this situation see what to do and why? If he does not something is wrong. Can he do it? If not, he has something to be learned. Will he do it? Has he the power of execution? Does the child have the constituents to correlate? Does he know the earmarks of the situation so he can size it up? Does he have the proper skill in judging? Does he recognize a situation and has he the concepts with which to judge it?

These concepts may be short and simple—they

*Held at Teachers' College, New York City, March 2 and 3, 1928.

should increase in inclusiveness until they make up the availability of life at the other end. The technique of execution includes the skill element. Will is the third constituent—the attitude whereby the child prefers this state of affairs to some other state of affairs. Has he the will for execution? Does he have firmness of decision? Some can hardly make up their minds and when they have they won't stay made up. The three words See, Can and Will were emphasized many times.

The constituents of character and ability to judge should be so integrated that repose of mind comes after decision. Many people because they lack proper integration are troubled about things that should have been settled long ago. Many disappointments are due to lack of integration, he said. In character a child should continually be growing, always be seeing better and better what to do, and improve in technique and in will to do. Many failures are due not so much to inability to see and ability to do but to lack of will to carry a decision through to execution.

Frank S. Hackett, of the Riverdale Country School for Boys, said that the "Independent Schools" gave unusual opportunity for self discipline and this tends to bring about a better order working toward closer brotherhood. They have opportunity for closer relationship with the teachers and for observing their manner of living. He expressed the opinion that character is not a dissociated element but is a by-product of every day living—a conception of living and being itself, inextricably interwoven. The independent schools give opportunity for more frequent interviews and greater opportunity to discriminate between an honest careful piece of work and that which is less so. Special emphasis was placed on the selection of teachers of culture and refinement and high human interest. They require high standards of work and take abundant time for play, even with the teachers themselves. This he felt helps to develop ideals of sportsmanship much higher than would be possible with a professional coach. He said at the present time the discussion group is gaining in vogue and they meet once a week to discuss problems that arise. He felt that boys and girls should be so disciplined in methods of work—that they should realize they are educating themselves to contribute something to the world.

The Reverend Dr. W. F. Lawler, Superintendent of the Parochial Schools of Northern Diocese of New Jersey, said that character in general is an expression of nature as revealed in terms of

human conduct and that no act of a rational human being can be devoid of morality. He felt that training the will to repeat exercises of specific moral acts tends to establish fixed moral habits in the soul. He said they labor to bring their children into that spiritual environment which speaks incessantly of the soul and the inexorable laws of justice. They stress the "eternal verities." Consideration for others is taught through fair play methods. Thrift habits are taught by setting up devices to teach industry. He felt that they have greater opportunity to teach character in the parochial schools because their teachers make teaching a life work and there is no compensation in it for them.

Henry Neuman, of the Brooklyn Society for Ethical Culture, said the daily papers are continually bringing home to us the enormousness of the problems with which we are dealing. He felt that while religion is a great help, pinning our faith to any one device or institution is apt to make us forget how great the need for character training is. The fundamental thing, he said, is something that cannot be recorded by any device or showing of records. Children resent having anyone tell them what is best for them. The question was asked, what could be done in the face of so much influence in defeating the ends of justice as is reported in the press. "If character training is going to do more than scratch the surface of life," he said, "every possible help that the school and church can give must be used always with the understanding that the devices are to be discarded when better ones come along to take their place. Too much reliance must not be placed on them and we must not think of character cut off from the rest of a child's life." The teacher sees opportunity in every situation. In the practice of discussing current event problems it is possible to get certain kinds of character help. In their discussion groups they find boys and girls anxious to express themselves. They are required to first repeat what the previous speaker said, then to answer the question, Where do you agree with him? Then they are asked, What do you think? When this plan is followed they are likely to be more careful in judgment and to take into consideration the other person's point of view. They feel that questions in civics offer the best opportunity for discussion.

Miss Knox told of her work in Public School No. 15 and expressed the opinion that it is high time a definite course of study in good manners

and character training is put in the hands of every teacher in America. She told several incidents of bad manners observed in public places, and of discussions heard among school children indicating very lax standards. She expressed the opinion that the schools should take the responsibility of educating the children and that the children will then educate the parents. She told some of the splendid results they had obtained in her district where there are 2,000 children with not more than 100 parents born in America.

FRIDAY EVENING

John H. Denbigh, of Packer Institute, Brooklyn, acted as Chairman. He said it was significant that the National Child Welfare Association had arranged the conference and that emphasis was placed on the fact that character rather than knowledge is the thing to be desired. He expressed the opinion that the school has no end or aim except so far as it is concerned with social living and that our first duty is to make the school a genuinely vital social organization. It is necessary to emphasize training so it shall make for habits of service, so that it shall make for education tending toward self control. It was stated that in order to find out whether students are receiving proper training, the teachers now go to specialists in the different fields.

Dr. Maurice A. Bigelow said that the physical aspects of character education are primarily within the domain of human biology. He was taking it for granted, he said, that a person's character is the sum total of his traits, inherited or acquired, which constitute his personality and that the aim of character education is to so direct the adjustment of native qualities and the acquisition of new ones to the end that at maturity the individual will be related as harmoniously as possible to other human individuals.

From a biologist's point of view, he said, the lines of influence which unite to determine character are (1) germinal or hereditary, (2) physiological effects of natural environment, and (3) psychological effects of social environment. The fact that the aim of character education lies entirely within the field of the third group of influences has led to erroneous thinking that character education may be a simple matter of teaching conduct. It is true chiefly for manners acquired by tradition or by education; but qualities which have a deep rooted physical basis such as excessive irritability cannot be adjusted as

easily. The physical basis of character education is, he said, a more or less elastic combination of germinal tendencies plus environmental action. In so far as the mechanism proves elastic, it is possible through education to mold or adapt the conduct of the individual. It was stated that in any stage of character education, it must not be forgotten that we are working on a highly elastic physical basis with a strong tendency toward return to original nature. It was stated that certain groups of criminologists have grossly exaggerated the idea of inflexible hereditary tendencies leading to a special type of crime. In modern science this is not considered tenable, but there are certain conditions of the nervous organs which have their origin in the germ cells. A psychologically inclined biologist is impressed by the evidence that many qualities can be traced from generation to generation and are therefore due to a physical basis. The old folk-legend, he said, that a meat diet tends toward developing characteristics of the tiger and lion, while a vegetarian develops the gentleness of the lamb and the cow has, of course, gone with the brilliant discovery that bulls and billy goats and other pugnacious animals also eat grass.

It was stated that the science of nutrition is showing there are many positive environmental relations to the physical basis of character. There is no doubt but that physiologic disturbances in young human beings may seriously affect growth, health and, indirectly, the possible development of character. Physiologists are aware of the existence of many delicate balances between internal functions and natural environment and until we learn to keep the balance at the optimum during the first two decades of life, we shall find young persons whose character education is hampered by physical conditions. He urged giving young people who do not respond to attempts at character education the benefit of the doubt and to try to get scientific diagnosis of the possible physical difficulties in each individual case.

Dr. Hartshorne said that many otherwise normal people seem to be questioning whether character education has any intellectual aspects, and he said there is much human behavior that lends support to this notion. In the course of studies in behavior carried on by the Character Education Inquiry conduct tendencies of several thousand children have been measured. Deception was one of the tendencies. The extent to which children will take advantage of various opportu-

nities to cheat and lie and steal have been recorded by various objective tests. Such scores are not regarded as measures of character but merely measures of tendencies to perform acts generally regarded as evidences of maladjustment. They have found a persisting tendency for honesty and intelligence to go together, though many children of low I. Q. cheated on more of the tests, and some of relatively high I. Q. cheated on all of them. Children who stood highest in moral judgment in tests did not invariably stand highest in conduct. In many cases knowledge of right and wrong was accompanied by anti-social behavior, and in most cases there was no relation between the two. A class that is high on the average in moral knowledge will also be high in conduct even though they show little evidence of comprehending ethical significance.

Groups were selected for comparison from those who attended Sunday schools or Jewish religious schools and those which did not. Differences were found among the schools but the religiously trained showed no consistent superiority over the rest. This was not considered conclusive, for the same children were not superior in moral knowledge scores either. They turned to organizations which teach honesty and clear cut ethical standards and compared members with non-members only to find no general difference and that in many groups more extended association was accompanied by greater deceptiveness. It was stated that as yet the use of intellect in character education has not been widely attempted. He stated as some of the possibilities of such employment of mind, guidance in the way things can be done in the light of increasing knowledge of human needs, the substitution of facts for superstition. He also stated that the foresight of consequences may become as much a matter of scientific prediction on the basis of knowledge of social and psychological law as the figuring of the load a bridge will carry through various methods. Scientific morality, he said, waits for the development of a real science of society.

In answering the question, what is the first step to take in the intelligent control of behavior, attention was called to the bridge builder and the need for sketching a picture of the completed product and the drawing of specifications. He advocated projecting ideals of the society that is to be built and then to work to discover the means for advancing society in the direction of these

ideals. He defined character as the art of realization—of so living that scientifically determined means are adapted to the achievement of ideals. "The second use of mind in morals is," he said, "the discovery of how to control the processes of living through methods discovered by scientific research." The use of intellect in character education implies training in prediction of consequences, criticism of such consequences for or against a social order interested in folks, and the effort to discover behaviors which will make such a social order possible. He closed his remarks by saying that when children are invited by adults to cooperate with them in these uses of mind, we shall have genuine education in character.

Miss Marian Walker, a teacher in the Nursery School, said they take children from 18 months to 4 years of age. Provision is made for indoor and outdoor play. They find the children continually form habits and attitudes are built up by experience. Home is a world for adults while in school a child has children his own age to play with. At home they frequently have too many adjustments to make and in the nursery school plan the teacher's only business is to find out about the individual children and the best environment for them. The young children are individualistic, they like to be where other children are but they do not play in groups. The whole thing is planned for the individual child. The program is flexible except for times for eating and sleeping. Few standards are set and it is found when the children can settle their own difficulties, it is much more lasting.

Miss Agnes Burke, a teacher of First Grade, said that in order to protect the children, a teacher must control them in order that they do not interfere with each others' rights. As soon as a situation comes up they solve it, the teacher acting as leader. Children gain in ability to solve their problems and are assisted only in cases of absolute necessity. Her aim is to have the control decision come from within the group and in talking problems over they decide what is best to do. They see a situation but sometimes have no ability to solve it, the teacher then makes suggestions and the children make the decision. Each time they come up against a situation they are better able to solve it. She spoke of the necessity of taking plenty of time to allow a clear understanding.

Successful Congress Forecast

The response to the new program set-up, the acceptances to date from prominent speakers who have been invited to appear on the platform, and the number of early registrations, all give promise of the most successful Recreation Congress in the history of the recreation movement.

The new program plan which involves meetings at eleven o'clock each morning at which one person from each of the eight discussion groups of the day before will report to the entire Congress the results of the discussions and the conclusions reached, has met with interest and approval from a number of recreation executives. It is pointed out that in this way every delegate will get a summary of the meetings he was not able to attend. In addition, the entire week's discussions will be summarized on Friday morning.

Robert M. Moses, chairman of the New York State Park Commission; Jay Downer, chief engineer of the Westchester County Park Commission; Duncan Spaeth, professor of English Literature at Princeton University; Gustavus T. Kirby, president of the Public Schools Athletic League of New York City; Joseph Lee, president of the Playground and Recreation Association of America; Dr. George D. Strayer, director of the Institute of Educational Research; Mrs. S. M. Gruenberg, director of the Child Study Association of America; and John Nolen, city planner, are among the assured headliners on the program.

The subject matter of the Congress is novel in that it is focused entirely on "Things," that is, the materials, equipment, and apparatus of all kinds employed in recreation programs.

Concluding the fifteenth Recreation Congress, the second national playground miniature aircraft tournament will hold the interest of the delegates. In the sixty odd leading communities where local tournaments are now in progress, great enthusiasm is reported among the boys and girls who are constructing and flying model aircraft of various types.

Unquestionably, the fifteenth Congress will be a rich feast of information and inspiration to all students and workers in the field of leisure time activities. Don't miss it!

Parks Add to the Joy of Life

ROBERT B. BRADBURY,

*Assistant Secretary, Indiana Association of Park
Departments*

One of the charms of the work of a Board of Park Commissioners of any city lies in the realization of its direct beneficence to all classes of people and to all ages, to the factory owner and to the factory worker, to the store owner and to the store worker, to the children who frolic under the trees and paddle in the wading pool, to the youths on the ball diamond and tennis courts, and to the old men, who, having reached the allotted span of three score and ten, have dropped out of the mad struggle for dollars, but have learned from Robert Louis Stevenson or somewhere else that play, after all, is the very pick of life, and who can be seen any summer afternoon in the parks, watching with the zest of boys the games and contests, and living over again their own youthful days. In fact, there is no class of people or any age that does not take advantage, some time or other, of beautiful parks if they are fortunate enough to have them in their neighborhood. Few, if any, pleasure rides are taken by the residents, without starting or ending with a little run through one of the parks. Recently a little girl in one of Muncie's schools said, "Sure, I have been out in the country; I have been out in McCulloch Park," and it is the aim of the Indiana Association of Park Departments to help provide some little touch of the country, some place for the children and the oldsters to play, for all our people.

The people of many communities realize the value of good parks and recreational facilities. In other places, this is not the case. It is the wish of this State Association to make it possible to have parks and playgrounds in every city and every town in Indiana; where such a system is now in existence and doing good work, to help the wide-awake park commissioners there to make it even better; where the park system is merely existing, to rouse the people to demand more and better parks; and where there are no parks whatever to educate the people and interest them in this most important help to mankind so that proper steps will be taken to insure proper playgrounds and parks for the people, whether young or old.

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Both often fail to understand
That each intends to do what's right
And treat each other honor bright.
How little of complaint there'd be
If I knew you and you knew me."

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Play

Play

What One Recreation Council Is Doing

"I have always had a feeling," writes Mrs. W. O. Asseln of St. Paul, "that while working hard in our parent-teacher work, much of our good efforts were lost because the rest of the community was not taking its share of the burden in the character building program; our delinquents were on the increase and something had to be done. So at our conference one day I suggested a survey be made to determine where we were lacking and that we then proceed to remedy the trouble."

And out of this grew the East District Recreation Council, for the survey showed that there was little which was constructive in the particular district concerned. A conference was called of all the churches, parent-teacher associations, schools, commercial clubs, lodges and other organized groups, and the East District Recreation Council was organized "to assist the forces of community organizations, agencies and movements for society's advancement to function efficiently in the district."

The Council was organized two years ago. Since that time the City Planning Board has made for the Council a map showing the physical features of the city which is registering the results of the two years' work. All recreation and social workers are being benefited, for people of the district, through the education in the use of recreation facilities which the Council is carrying on, are making greater use of what the different groups have to offer.

For two years the Council has sponsored a Community Hallowe'en celebration and Christmas Carol singing. The community carnival which it fosters is always a success. The Recreation Council Band is a splendid demonstration of united effort which works for youth the year round. Last summer the Council sponsored art classes in parks and this year story telling will be added to the park program. Through one of the musical organizations violin and piano lessons are being provided at 25 cents a half hour for children who cannot afford private lessons.

Kenmore's Athletic Field

Kenmore, New York, a village of 11,000 people, ten years ago purchased 15 acres of land at \$45,000 to be developed as an athletic field. The history of the construction of the field is particularly interesting, as the student body had an important part in the work. The athletic field was drained by 17,000 feet of tile. Not only was this tile laid by the students, but an additional 11,000 feet under the baseball diamond and in the tennis court section was also laid by the students making a total of 25,000 feet. Through this volunteer labor over \$10,000 was saved in construction cost.

The complete recreation field consists of a battery of eight clay tennis courts, six quoit courts, a major baseball field and a children's playground with apparatus, play space and an artistic shelter house with lavatories, space for storing equipment and a warming room. The athletic field, which is the chief feature of the development, contains a full size football field, a quarter mile running track, a 220-yard straightaway 24 feet wide, and parking space for 300 cars with a private automobile entrance and exit on the side away from the pedestrians' entrance. This arrangement makes it unnecessary for children to cross the automobile road on entering the playground.

In connection with the athletic field are concrete bleachers with dressing rooms, showers and lavatories for both home and visiting teams. The bleachers now completed form one unit seating 825 spectators. Other units will be added later.

A concrete curb surrounds the play space in the children's playground and this area is flooded for skating in winter. During the skating season crowds of people take advantage of the facilities each night. There is an undeveloped area in connection with the field where additional tennis courts will be built. The corners, surrounding spaces and frontages, are all planted according to a definite plan for beautification.

The present value of the field is \$185,000. Its ownership is held by the Kenmore School District, which administers the field and the tennis courts. The playground and skating facilities are under the direction of the village of Kenmore and back of the development is a Taxpayers Association. The cost of leadership is shared by the Board of Education and the village.



A Dustless Sanitary Playing Surface Assured by Using Solvay

Each year brings increasing demand for the use of Solvay Flake Calcium Chloride to provide a dustless, smooth, and sanitary surface for children's playgrounds. Dust is unsanitary; it carries many germs harmful to children, as well as to adults.

Solvay Calcium Chloride is a white, odorless, flaky material that absorbs moisture from the air and retains it on the playing surface, which remains very slightly damp and therefore free from dust.

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lays the dust, and has a decided germicidal action which has attracted the unqualified endorsement of physicians and playground directors.

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You will find Solvay Flake Calcium Chloride a real economy for the proper maintenance of playgrounds and tennis courts. Anyone can apply Solvay—just open the 100-lb. bag or 375-lb. drum and spread the material evenly over the surface. 75 conveniently located shipping points assure you prompt service.

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Kites, Marbles and Crime

Through unnumbered public, semi-public and private agencies, society exerts itself to determine the causes and the cure of crime. The policing machinery established by communities, states and the nation is elaborate and costly. There is the immense American judicial mill, devoted partly to administration of the criminal law, determining in an endless round of deliberations the guilt or innocence of armies of accused. In the background are frowning walls of prisons, reformatories, detention schools and jails, crammed with the flotsam and jetsam of humanity, condemned to warped and futile existence by the baffling factor in social experience known as crime.

It is an appalling picture. No wonder state crime commissions, research foundations, sociologists, jurists, penologists and scientific men of many fields concentrate their energies and their hopes upon projects to diminish the aggregate of crime.

The tendency is to seek for the causes of crime in the mental and physical makeup of criminals and in the environment which produces disordered and intractable characteristics.

With crime regarded as an individual ailment, the emphasis in seeking means of prevention falls naturally upon individual health. The link between physical, mental and moral health is recognized as a close one. The formative years of youth comprise the period when the foundation is established for adult physical and mental well being.

It appears that the youth of St. Paul, intent upon marble contests, airplane tournaments, boat building contests, corner lot baseball games, kite flying, playground festivals, grade and high school study and competition of all sorts, is saving for itself a great deal of sorrow and for the city and the state a great deal of trouble in future years.

These boys who are flying kites, shooting marbles and building boats are acquiring the right slant on life in healthy contacts with their fellows. The modern emphasis upon child health is in their favor. In the sound environment of the school room and the playground they are preparing themselves for useful places in the social order.—Editorial from Pioneer Press and Dispatch, St. Paul, June 8, 1928.



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Book Reviews

THE CHILD AND THE HOME. By Ernest R. Groves, University of North Carolina Press, Chapel Hill, N. C. Price, \$.25

This booklet of references has been prepared for parents, teachers, club women and others who wish a brief but serviceable list of reading which will help them in carrying on individual or group study of child and family problems. The references are classified under the general heads: 1, The Child; 2, Parenthood; 3, Family Problems; 4, Marriage; 5, Reading Courses; 6, Articles on the Child; 7, Articles on the Family and 8, Articles on Marriage.

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more!

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The Playground

OCTOBER, 1928

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By Roger Noble Burnham

Legislative Factors in Securing Adequate Open Spaces

By Judge Austin E. Griffiths

Recreation Through Education—the People's College

By George F. Kearney

The Training of Games

By Henry S. Curtis

Regarding Leadership Games and Special Activities as Used in
Detroit, San Francisco, San Diego

The Playground

Maintained by and in the interests of the Playground and Recreation
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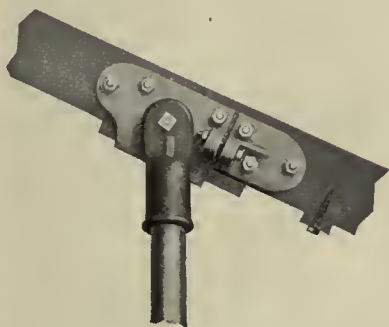
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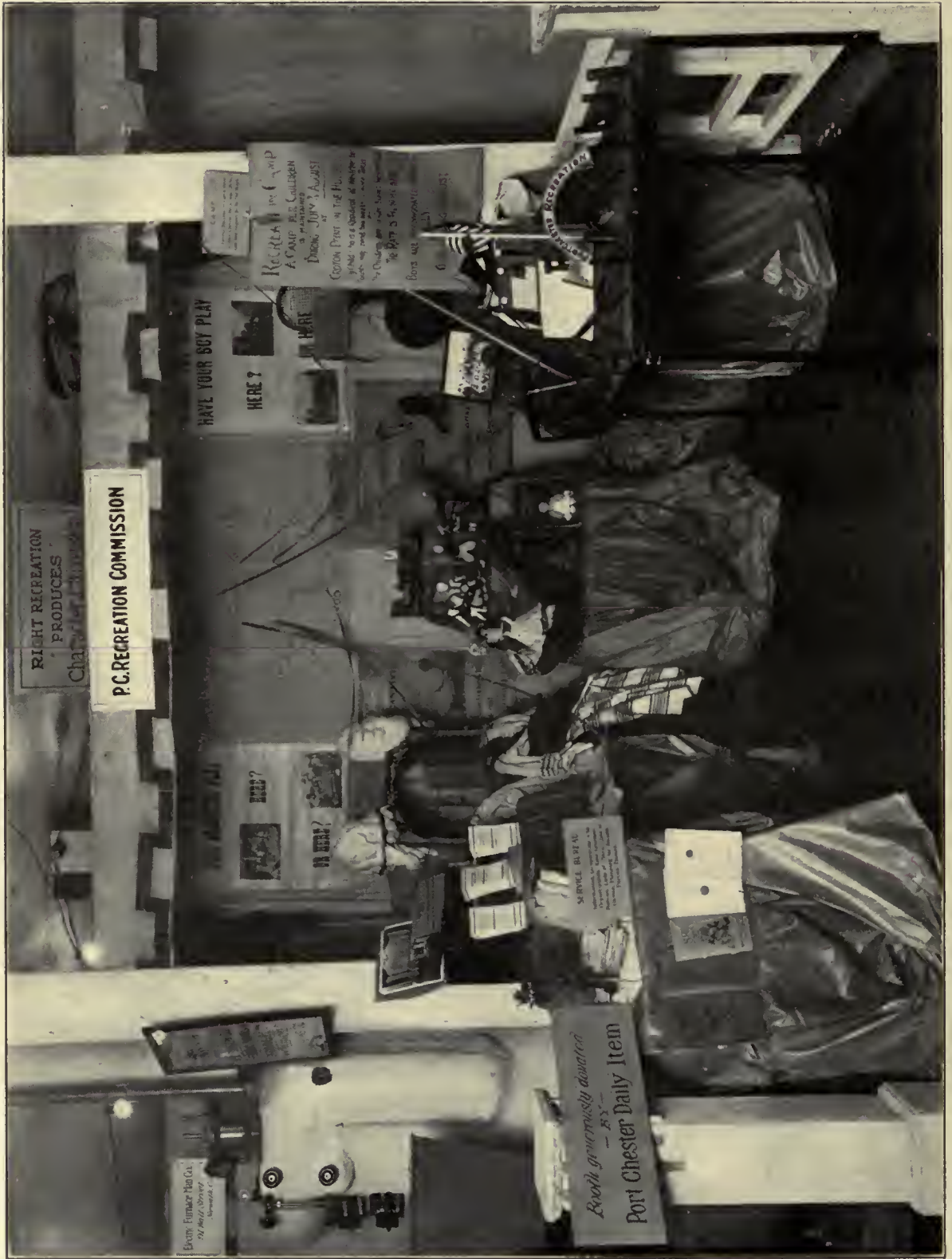
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AN EFFECTIVE EXHIBIT

The Playground

VOL. XXII, No. 7

OCTOBER, 1928

The World at Play

The First Year's Work.—The Public Recreation Commission of Cincinnati in its first annual report sets forth clearly the assets and needs of the city. The historical introduction traces the development of the recreation movement leading up to the appointment of a commission and the appropriation of municipal funds. A section on "Organization and Personnel" lists the members of the staff and their relation to the work. Under "Physical Resources" are shown the facilities available. There are departmental and attendance reports which give a picture of the program and accomplishments.

The last part of the report containing the recommendations is significant. It tells of facilities needed and of the estimated cost of securing each item listed, whether playgrounds, play fields, public golf courses—and three are recommended—municipal camp or outdoor theatre. The grand total amounts to \$3,814,500. Lest the citizens of Cincinnati should feel that this is the dream of a visionary, very definite, practical reasons are given showing why the amount asked for is necessary and justifiable.

Church Provides a Guide Book.—The Young People's Department of the Reformed Church in the United States issues a regular monthly Guide Book, a *Challenge Program for Young People*, designed for the help of the young people's societies of the Reformed Churches. In the monthly bulletins for the fall program of 1927 much of the material in these booklets had a recreation bearing. Among the service tasks suggested for the young people are leadership of children and younger people in various kinds of play and recreation activities, service through Boy Scouts, Camp Fire Girls, boys' and girls' clubs, with full recognition of the character building opportunities involved, service to groups of foreigners and other "underprivileged" people "living on the wrong side of the railroad track" who need the recreation program, and to children

who need story hours or play hours. There is much emphasis, too, on the importance of dramatic activities as a worthwhile interest of the young people's societies themselves, on plays and pageants for Christmas time, and the utilization of pageants and plays as part of education and worship programs is recommended. Of course the social life of the young people in the church organization is recognized and excellent party programs for Thanksgiving and Hallowe'en are given. Copies of this Guide Book are available from the Young People's Department of the Reformed Church of the United States, 413 Schaff Building, Philadelphia.

Playground Instructions.—This is the title of an attractive booklet issued by the Recreation Department of the city of Oakland and the Physical Education Department of the Oakland Public Schools. It has been prepared "to guide the playground supervisors in the performance of their duties and to make for uniformity and efficiency in a large system." It contains much practical information on the organization of the playground and the rules in force. An interesting feature is the "diagnostic sheet," designed to assist the playground supervisor in "diagnosing his playground, providing adequate equipment and setting up procedures which will make for the greatest growth of individual members—both as individuals and as members of social groups." There is a brief bibliography for the use of workers and a directory of the city's playgrounds.

Springfield, Illinois, Presents Its Report.—An interesting activity among the many listed in the latest report of the Springfield Playground and Recreation Commission is a class for crippled children. Seventeen of these children from six to fifteen years of age met every day during the playground season for a program of handcraft and games. Transportation was provided by members of the Women's Club.

The report cites an increase in membership in the Senator Knot Hole Gang from 2,200 boys in 1926 to 2,500 in 1927. Last season 33 agencies made use of the Knot Hole Gang privileges, admitting boys free to certain baseball games. An aircraft club for boys has been developed which has a membership of 25 boys.

The music program has included six Sunday afternoon concerts in the State Arsenal given free of charge with the purpose of presenting to the public the best musical talent in Springfield. Two community band concerts were sponsored by the Commission during the summer.

Told in Pictures.—The community activities of Pacolet Manufacturing Company, Spartanburg, S. C., with mills at Pacolet, S. C., and New Holland, Georgia, are presented in an attractive book issued by the Company on its forty-fifth anniversary. Pictures of pleasant homes, parks, the girls' club and community center, stadium and baseball field and other recreation activities; scenes from pageants and May festivals and glimpses of health activities testify to the foresight and idealism which have made of these industrial villages real communities.

Bradentown Secures Increased Facilities.—A plot of ground owned by the city of Bradentown, Florida, which was formerly used by the Golf and Country Club has been abandoned for this purpose and the area of forty acres laid out for playing fields. A portion is being set aside as a playground athletic field and picnic place for colored people. The development of these facilities has been a great incentive for the organization of athletic teams and leagues and other recreation activities among the colored youths of the city. A few of the old greens are also being used by colored boys for golf.

During the month of April the Recreation Department leased a tract of forty acres of land suitably located on the river for a municipal camp during the summer months. This was made possible through the generosity of two citizens of the community who secured the lease for a year without any expense to the Department. There are three bungalows in fairly good condition so that it is possible to provide all children in the community with an opportunity of spending some time at the camp during the summer.

The Easter celebration was observed for the first time as a community celebration. As a part

of the program two pageants were presented, one being *The Season of Spring* and the other *The Triumph of Love*. The celebration was held early on Easter morning and was so successful that it will become an annual affair.

The old custom of hanging May baskets on the first of May was revived this year and the Department of Public Recreation held classes in basket-making for the little children.

Facilities for Negro Recreation Increase in Orlando.—Recreation for negroes has become very much the concern of the Orlando, Florida, Department of Public Recreation. In addition to the facilities already secured the Department has recently dedicated a new playground on one of the thoroughfares of the city. The ground is centrally located and is equipped with horseshoe, volley ball and diamond ball courts, marble and jackstone pits, dodge ball and tennis courts and apparatus.

A New Playground in Roxbury, Massachusetts.—Through the generosity of C. C. Ely, president of the Trimont Manufacturing Company, Roxbury is to have a new playground on property adjoining the Boys' Club of Boston. Three buildings on this property have been razed and work is progressing on the playground which will be 150 x 110 feet, with an additional jog 50 x 150 feet. The value of Mr. Ely's gift is \$25,000.

Broadcasting Playground Music.—Perth Amboy, New Jersey, has joined the cities whose playground musical clubs are reaching many homes through the radio. On June 7th and 21st the harmonica club broadcast a program, being accompanied on the latter date by the ukelele club.

Municipal Club in Fort Myers, Florida.—In November, 1927, the city of Fort Myers took control of the Fort Myers Golf and Yacht Club, establishing the following system of charges: The daily green fee from January 1st to April 1st, 1928, was \$1.00; for the remainder of the year 75c. The individual membership dues are \$36.00 for the year. Special family membership is issued at \$40.00, and by April 1st fifty-seven families had taken advantage of this rate. It is proposed during the winter to make the daily green fee \$2.00 for winter visitors and the annual dues for this group double that paid by local residents.

Recreation a Civic Asset.—The Secretary of the Chamber of Commerce in a Pennsylvania city recently commented on the importance industrial leaders are attaching to public recreation. He stated that during the past two years or more five out of every six industries which had corresponded with the Chamber regarding the possible location of their factories in the city, had included among the questions asked, the query, "What facilities does the city have in the way of parks and public recreation?"

The Tamiami Trail Is Dedicated.—A three-day celebration marked the formal dedication of the Tamiami Trail, a paved highway leading from Tampa to Miami, Florida—a distance of 300 miles. This highway borders on the Gulf for part of the way and continues to Miami through the heart of the famous Everglades. It will afford motorists the opportunity to circle the state.

The Recreation Department of Fort Myers had full charge of the program given in the city on the second night of the celebration. In order to accommodate a large crowd it was necessary to have an outdoor program. A large platform was erected to accommodate those taking part in the program as well as the distinguished guests of whom there were more than forty. Benches and bleachers were placed on the concrete tennis courts, the over-hanging Cahill lights and the extra lighting effects making the affair a picturesque one. More than 3,000 people were able to hear the program through the use of the Public Address Amplifying Equipment belonging to the Department. The varied program of speaking, vocal and instrumental music and entertainment features was cordially received.

Shelbyville Acquires Property for Play.—Shelbyville, Indiana, recently won the trophy offered in the midwest basketball tournament in which a number of the cities served by J. R. Batchelor of the P.R.A.A. participated. This has stimulated a great deal of interest resulting in the securing of more properties for recreation purposes—one of the great needs of the city. Charles Burnham, recreation superintendent, in his wanderings about the city in search of available space, came upon an area of five acres. He was successful in interesting his committee, which leased the property for a year for \$100. In the meantime the committee aroused the enthusiasm of a public spirited citizen who purchased the acreage for \$1,800 and soon after bought five more acres ad-

joining the original purchase. The property, which is being graded by the city, has been placed in the hands of three trustees. Through the efforts of the committee still another resident has become interested in the building of a swimming pool in the new play area to cost between \$5,000 and \$10,000. A third citizen has agreed to expend from \$500 to \$1,000 for playground equipment and funds are forthcoming from another source to complete a house for showers and dressing room to accompany the swimming pool.

Developments in Los Angeles Under the School Board.—The Department of Physical Education and Athletics of the city schools of Los Angeles has built up an extensive playground and recreation service within the school system. In the past few years the work has expanded from a few playgrounds with no budget to 185 centers, ninety of which are operated during the summer with a budget of \$100,000 for salaries alone. The personnel of the department consists of four assistant directors, nine supervisors, fifteen travelling teachers for special activities, one secretary, four stenographers, two hundred and forty-eight special teachers in junior and senior high schools and sixty-five teachers in elementary schools with approximately four thousand general teachers who are responsible for the physical education in their respective schools. The civic center playground personnel, exclusive of assistant directors and supervisors, is about two hundred and fifty. C. L. Glenn is director of the department.

In a Town of Five Thousand.—Dr. Earl Brooks, Chairman of the Park Board of Noblesville, Indiana, a community of five thousand, tells of the municipal park provided by the Park Board, which is devoted entirely to recreation. Its features include a swimming pool, playgrounds, tennis courts, croquet and rope courts, basketball and volley ball courts, a kitten ball diamond, a tether ball and horseshoe courts, and a nine hole golf course.

A recreation director is employed for the summer months, who conducts the general program of recreation, carrying on classes in swimming, gymnastics and dancing for children. The last two activities mentioned are used as features in the community parties and sings, followed by marshmallow roasts, which are a part of the program.

The playground and apparatus work is in

charge of a high school girl. Tournaments are arranged in croquet, rope, tennis, golf and similar activities. The park also provides picnic grounds, out-of-door ovens, a tourist camp and a shelter house built along the lines of a lodge with a massive fire place and furnished in old hickory. There is a kitchen in connection with it so that banquets and parties are possible. A large log house has been moved to the ground, which is being equipped for the use of the young people's organizations which wish to hold evening meetings, week end parties and even whole week camping parties.

Mark Twain Park Formally Dedicated.—

Mark Twain Park, Elmira, New York, was formally dedicated by the Recreation Commission with athletic events as a feature of the program. A game was played by two of the foremost teams in the city, preceded and followed by contests for individuals such as base running, distance throwing, fungo hitting, fielding and batting. Interesting contests were arranged for the golf course, including driving and putting contests and placements of mashie shots. The tennis courts were appropriately opened with amateur tennis enthusiasts. Another feature of the program were the closing ceremonies of music week.

Playground Children Honor Their Pets.—

Dogs and cats, rabbits and pigeons, parrots and billy-goats, and many other birds and animals were brought out by Los Angeles children last week when the city playgrounds observed "Be Kind to Animals Week" with a series of animal shows and parades. The week was set aside as an occasion on which children might express appreciation for the loyalty and friendship given them all through the year by their friends among the beasts and birds, and the children used many different ways of honoring their pets.

Interest in the welfare of animals, maintained throughout the week by talks and other instruction on their value to mankind, culminated on Saturday with several programs on the city playgrounds. At Barnsdall and Harvard playgrounds pet shows were held, and at Peca playground a pet show resulted in a weird collection of fur and feather covered creatures.

The Use of Leisure and the Educator.—In speaking before the Michigan Schoolmasters' Club on the subject "The High School from the

Viewpoint of the University," President Clarence Little of the University of Michigan said, "The educators of the country, as the overseers of the dispensation of the money of tax-payers, have the right to, and must in the near future enter the lives of the students during their leisure hours as well as school hours. Because of the complexity of our civilization we cannot allow students whose parents are bearing only a small part of the cost of educating them to be pirates in their leisure time. It is our right and duty to know what our students are doing in the time outside of school, both after hours and during the summer vacations. We must get away from the idea that schools are only a convenience."

Observing Columbus Day.—All the playgrounds of Memphis, Tennessee, on October 12th, 1927 observed Columbus Day with the following simple program:

Songs—Patriotic

Columbus Sailed over the Ocean

America the Beautiful

Many Flags in Many Lands

Readings—Patriotic

Games—

Round and Round Went the Gallant Ship Sailing

Wave I-Spy

Rolling Ocean

Stories—

Life of Columbus

Sailors' Horn Pipe by the playground girls.

Indian Dance by the playground boys.

Close the program with lowering of playground flag—Singing *America*.

How Much Home Work?—In answer to a question regarding leisure hours for high school boys, James E. Rogers said:

For the junior high school boy of 12, 13, 14, through these growing, difficult, physiological years there should be no home work. However, you have asked me about the senior high school, so we are talking about the matured youth of 15-18.

1. Home Work—*No more* than two hours a day average including Saturday, making 12 hours for the week.
2. In regard to the time for school athletics and extra-curricular programs connected with the school for the average student, one hour a day.

Of course, this exempts boys and girls on athletic teams.

3. How much time for free play—one hour a day and all Saturday afternoon.
4. In regard to the amount of work around the home—one hour a day and Saturday morning.

Activities Improve School Marks.—That play and higher scholarship standards go hand in hand is indicated in the results of a study recently made in Tucson, Arizona. Statistics published in the report on Public School work show that the school marks of students participating in activities far excel those of non-participating students. A decided improvement in the marks of a number of individual students was observed as soon as they participated in some of the outside activities.

The report recommends that all students plan to enter at least two activities and states, "We believe that enthusiasm for school life would be stimulated, their personality developed and their personal efficiency increased."

Badge Tests Popular in Wichita, Kansas.—The boys and girls of Wichita, through the Department of Physical Education of the public schools, of which Strong Hinman is supervisor, are making a splendid record in the Athletic Badge Tests of the P.R.A.A. Each year the number of children taking the tests is increasing. The order for badges which reached the Association as a result of last spring's activities included 919 for boys; 475 for girls:

Wichita, Kansas, Presents Evidence of Intra-Mural Athletics.—Strong Hinman of the Department of Physical Education of the Wichita, Kansas, Public Schools writes, "I have some interesting statistics to support our contention that intra-mural athletics are more desirable than inter-scholastic athletics for intermediate school boys and girls. In our five intermediate schools during the season which is just past, we had 707 more boys in basketball than we had last year under the old inter-scholastic plan. In captain ball for girls we had 489 more girls this year than we had under our old scheme last year. Other activities which consist of wrestling, swimming, gym team, had 418 more participating this year than last year. In one season 1,614 more pupils were cared for than under the old scheme, and this is the first season we have attempted intra-mural athletics.

"In all our intermediate schools the majority of pupils favored the intra-mural program. In all of these schools every physical director favors the intra-mural program and does not want to return to the inter-scholastic plan. With the interest of pupils aroused and with the whole-hearted support of the physical directors, and with such a good start as we made this season, we have every reason to believe that we are going to make more of a success of our intra-mural program than we ever dreamed of doing with our inter-scholastic program."

A New Hiking Club for Girls.—The Department of Public Recreation of Orlando, Florida, has organized a Hiking Club for Girls over sixteen years of age. There are forty girls in the club. A special point system has been arranged which permits of a minimum of 2500 points. The plan is as follows:

Learn to swim.....	250	points
Identification of 20 flowers.....	150	"
Identification of 10 birds.....	150	"
Identification of 10 trees.....	50	"
Game Leading—15 games.....	500	"
Learning 20 games.....	100	"
Hiking—10 miles per month.....	500	"
Storytelling—5 stories	250	"
Taking Pictures—25 different snaps...	500	"
Music—3 different forms.....	500	"
Play—25 games	250	"
First Aid	500	"

"Here's Your Chance!"—With this announcement the Bloomfield, New Jersey, Community House Association invites young and old to join the Horseshoe Pitching League. There is the Junior League for boys seventeen years old and younger; there is, too, a Church League to which every church is urged to send a team, and the Old Timers' League for organizations and clubs—no star pitchers allowed—open to men between thirty and eighty years of age. A real chance to pitch for the fun of the old game! Then, there is a Championship League for the best horseshoe pitchers in town to determine who the real champs are. And to determine *the* best horseshoe pitcher in Bloomfield, the Singles Championship. The winners in each league will receive gold horseshoe medals; those making second place, silver, and third place, bronze. There will also be awards of complete sets of horseshoes.

The Community House Association is supply-

ing free copies of the National Horseshoe Pitching Rules and direction for laying out horseshoe courts.

A Soft Ball League in Elmira.—A soft ball league in which all will be eligible to compete is one of the most recent activities of Elmira Recreation Commission and Community Service. A number of service clubs, downtown stores, churches and other organizations have entered teams in the league.

Rules of the Game:

Players—seven to ten on a team take positions assigned to them by their captain on fair ground, except that the pitcher must be in his pitcher's box.

Pitcher stands with both feet on pitcher's line, which is thirty feet from the batter. He is allowed to take one step forward in delivering the ball to the batter; the arm must swing parallel to the body. He shall hold the ball before the delivery fairly in front of his body.

Note—In the preliminary moves of the pitcher the arm does not have to be swung parallel to the body but only on the final swing, when delivering the ball.

Rules—Same rules apply to playground ball as baseball with the exception: Pitcher throws underhand, base runner cannot advance a base until ball is hit by batter or else pitched ball has passed the batter.

Bases—Home base, first, second and third base are thirty-five feet apart.

Spanish Game Becomes Popular.—American visitors in Cuba are reported to have fallen under the fascination of "Jai Alai" and are bringing it into the United States by way of Cuba. It is played at present chiefly by Basques, Cubans, Spaniards and South Americans.

Originating among the Basques, the game spread through Spain to her former colonies. It is often called peolota or ball. No other game requires so much dexterity, agility, instant muscular responsiveness or quick acting mentality. In Havana, Miami and Chicago the indoor concrete court has a floor 200 feet by 65 feet, the playing alley having end walls 36 feet square; the remainder of the floor is marked off as out of bounds.

Chicago's "fronton" (arena) holds elimination doubles and singles although abroad two or four on a side form the customary team. Each player

wears a glove to which is attached a cesta, a long incurving hollowed wicker extension the width of a hand, lengthening the forearm by a half. The ball may be caught or flung only with this narrow basket like a prodigious finger nail.

Beginning the game, a forward bounces the ball, catches it in the cesta and flings it against the front wall. It must strike the wall between indicated lines and next hit the floor within drawn boundaries. An adversary must catch it with the cesta in air at first bound as it rebounds from the back wall, or at first rebound bounce, and hurl it against the front wall.

Chicago's "fronton" advertises Jai Alai as the world's fastest game and the crowds welcome it as a new winter indoor entertainment.

Model Airplanes in Los Angeles.—Interest in junior aeronautics in Los Angeles has exceeded the fondest hopes of the Recreation Department. At a recent meet held at the airport for miniature airplanes over 700 boys entered the planes which they had made. The establishment of the junior airport has been most effective in stirring the imagination of citizens of Los Angeles regarding the play interests of boys.

Art Receives Official Recognition.—California has recently created a new state department in art, and Samuel J. Hume, well-known as pageant director and director of the Greek Theatre at the University of California, has been appointed to head the new department. Mr. Hume's title is "Director of Avocational Activities." This includes art, music and adult education. After a survey of all the schools of the state he will present plans to coordinate, though not necessarily to standardize, art instruction.

In the field of adult education, he will work upon the problem of the "redemption of leisure"—a problem which has been increasing with the growth of Pacific Coast prosperity.

A District Basketball Tournament.—The mid-western cities which J. R. Batchelor serves as district representative of the P.R.A.A. last spring conducted a basketball test competition, each city carrying on the events in its own locality and reporting the returns to Mr. Batchelor. The returns went from Mr. Batchelor to the Division of Playgrounds and Sports of the Chicago South Park Commissioners where the statistical work was done. The awards were made on the basis of

At the Farm Women's Camp, St. Louis County, Minnesota



LEARNING TO PLAY THE CHARIOT



LEADERS PLAYING VOLLEY BALL



PAINTING HAND-SAWED TOYS

the scoring sheets devised by V. K. Brown, superintendent of the division. Shelbyville, Indiana, proved the winner.

Knoxville Optimists Dedicate Shelter House.—Several thousand boys and girls gathered on the Alexander Playground in Knoxville for the dedication of the newly erected shelter house given by the Optimist Club, and for the celebration of "Boys' and Girls' Day Out-of-Doors."

This shelter house is the first of the series of improvements contemplated by the Optimist Club for the Alexander Playground. The materials for the house cost \$773 and the labor \$564. Of this amount \$100 was spent on the installation of plumbing and \$11 for lighting fixtures. The building, which is of frame construction with concrete floors throughout, measures 44 feet by 16 feet. The center part of the structure is an open portico roofed and ceiled, with a concrete floor for shuffle board and floor games. The enclosed part of the structure contains a toilet for boys and girls, shower baths, storeoom and office for the supervisor, and a handcraft room fitted with running water and a table.

A wading pool will in all probability be the next piece of construction work undertaken.

A Recreation Review.—To acquaint the general public with the type of indoor activities conducted by the Hibbing, Minnesota, Recreation Department, a Recreation Review was held in the dining room and auditorium of the Memorial Building. Exhibits, contests, demonstrations, an entertainment program, a display of play equipment, photographs and charts, a miniature aircraft tournament and moving pictures were included in the program. The review was open to the public free of charge except for the entertainment program for which a fee of 10c for adults and 5c for children was charged to help defray the expenses of the review.

Roller Skating Meet.—One of the winter events of the Recreation Department of the Memphis Park Commission is a series of roller skating meets, in the last of which champions from each playground, one boy and one girl (or one team), compete. At this meet points are awarded for the largest number on skates. At a signal each playground skates around the skating course in single file, performing as many clever stunts as possible while on the march, returning to the places as-

signed after three minutes. The next playground then starts on its march. If any playground fails to report immediately when called, the next in order is called.

Playground Honor Flag.—A system of Playground Honor Flags has been instituted by the Recreation Department of the Memphis Park Commission. Every two weeks playgrounds are awarded the first, second, third, fourth and fifth honor flags. The playground making highest score in two weeks scoring system has the honor of flying from its flag pole, the first honor playground flag; the playground scoring second flies the second honor flag.

Olympic Cup for Y. M. C. A.—The International Olympic Committee has awarded the Olympic Cup to the World's Committee of the Y. M. C. A. for the year 1929, congratulating the Committee upon the signal service which it renders to the whole world in the cause of sport and the development of physical education.

Promoted by the Mayor and His Wife.—Mrs. J. Henry Stump, wife of the Mayor of Reading, Pennsylvania, who has long been a favorite with the children of her neighborhood, early last spring conceived the idea of transforming a vacant piece of property, near her home, into an acceptable playground. Through the organizing ability of her husband and the splendid efforts of the neighbors, the play center was cleaned and levelled and some home-made equipment erected thereon.

For years Mrs. Stump has been interested in the play life and welfare of children, having told stories and led games with a limited number of her intimate friends. With increased facilities, the number of children using the grounds under her leadership has become so large as to present new problems.

The playground was opened on July 19th with a program of folk dances, story telling and an address by Mayor Stump. In his speech the Mayor praised the playground movement and referred to the present administration's interest in fostering it.

The present good condition of the grounds is due to the physical efforts of a large group of men, including the Mayor, who worked during the evenings to make this plot, 60 x 87 feet, an



St. Louis County, Minn.

DEMONSTRATING HORSESHOE THROW

answer to the summer needs for the community's children.

Cooperation in Glendale.—J. W. Norviel, of Glendale, California, speaking at the Western Division Recreation Conference, held under the auspices of the P.R.A.A. at Santa Monica, California, outlined the scheme of recreation operation in Glendale as follows:

I. Glendale is coordinating all recreation activities including athletics, playgrounds, community arts, junior towns, and public celebrations. The body through which these features are coordinated is called the Recreation Advisory Board, and represented on this board are the elementary school, high schools, park and recreation department of the city and Community Service.

II. Glendale is carrying on a regular program of after-school, Saturday, holiday and summer play activities on the school grounds and in the parks, making use of whatever grounds, facilities, equipment, or leadership are found necessary in order to carry on an effective activity program. To illustrate this point: Last summer the high school paid the salaries of three playground directors who worked on the high school grounds. Two of these directors conducted adult recreation, including twilight and night leagues.

The third conducted a playground for smaller children.

The Elementary School Board paid the salaries of five directors and the Parks and Recreation



St. Louis County, Minn.

METHODS IN RESUSCITATION



St. Louis County, Minn.

ALL OUT FOR EXERCISE

Department paid the salaries of seven others. These were assigned wherever necessary. The school manual training rooms were used, and athletic equipment was supplied by the schools, while croquet, archery sets, were supplied by the city. There was no duplication of program of expenditures, and a tremendous saving was thus effected.

Our plans for the future are about as follows:

1. Because Glendale is lacking in neighborhood parks, we hope to be able to purchase additional areas adjoining many of our school grounds.

2. Because of our coordinated plan involving parks, playgrounds, and schools, this additional area together with the school ground can be laid out and landscaped as a unit, making it more beautiful and more useful for parks, recreation and physical education; thereby serving the school and the neighborhood in the largest possible way.

Anyone who is familiar with the problems of school boards, or city councils will immediately recognize the significance of this coordination. It may seem almost impossible for the city to provide certain needed facilities which the schools can readily furnish, and vice-versa. It is obvious then, that if this plan is carried into effect, we shall solve our neighborhood park problem, which in Glendale is exceedingly important; we will greatly increase attendance on our school grounds because of our school-park-playground arrangement. We will be able to provide some greatly needed tennis courts and other facilities for adults, and wading pools, swings, slides, for the

little tots; and other features for which our present areas are inadequate.

It is also obvious that this plan means a tremendous saving of money in capital outlay, in upkeep, and in administration.

School and Playground in Portland, Oregon.—Lowell D. Hoxsey, Superintendent of Recreation, Monrovia, California, speaking on the topic, "To what extent and under what conditions can the schoolyard supplant or supplement the municipal playgrounds?" cited Portland, Oregon, as a splendid example of cooperation between the two agencies:

"Portland, Oregon, furnishes a lively answer to our question. Several schools in that city have a very fortunate arrangement. The school-grounds proper are augmented by park areas owned and operated by the municipality. This makes for real economy, in that while adults are busy at their daily tasks, the children may occupy the entire grounds and after school is over, the adults are through work and the school children give over the grounds as need be, to the use of the adults. At the Grant High School, the city has carried the plan so far as to install a splendid swimming pool, bath house and locker rooms alongside of the high school buildings. How much wiser it would seem to be to bring the pool to the young people rather than require the young people to bring themselves to an isolated pool location, where they are on the whole far too infrequently patronized. These pools and other facilities are reser-

voirs of life—restoring powers. We want them to be used prolifically—not to be gazed upon emptily.

“Here at this high school, also, the city has fashioned a vast outdoor auditorium and stage where dramatics, pageantry and other programs are given. At certain elementary schools, the city park department has purchased adjoining properties and constructed delightful small parks which the school children use by day, and adults at other times. Generally, a small shelter house or field house is built in the park area. Swings, slides, and other play apparatus is installed.”

Puppetry in Spokane.—Specialization was the key note of the handcraft program conducted last summer by the Board of Park Commissioners of Spokane, Washington, and puppet construction and whittling were stressed. Each of the eight playgrounds constructed a puppet theatre and gave exhibitions. Over 200 shows were given during the season and the audience seemed never to tire of them. A puppet contest was a part of play day and the winners of first, second and third places put on their shows at the Interstate Fair during Labor Day week. The products of the whittling enthusiasts were exhibited in conjunction with the shows, as were the dressed dolls. The Department furnished 120 dolls which the girls dressed on the playground.

A Playground Circus in Hibbing.—Three hundred and forty-nine people participated in the second annual playground circus held under the auspices of the Hibbing, Minnesota, Recreation Department and more than 2,000 children and adults attended the event. All the costumes used were made either on the playgrounds or in the homes of the children. Real circus music was furnished throughout the evening by the Hibbing Concert Band. Receipts from the admission fees of five and ten cents totaled \$194.08. Expenses were \$50.79. The balance was used for the purchase of trophies.

Burbank, California, Promotes Art Activities.—The Burbank Playground and Recreation Commission reports a budget for 1927-28 of \$6,480. Almost \$3,000 of this amount is used for musical activities, \$700 being allocated to the choral club, \$700 to the symphony orchestra and \$1,500 to the band. The choral club is an organization of sixty members whose program for this year includes three concerts in Burbank, three



St. Louis County, Minn.

INSTRUCTING LEADERS

concerts in other towns, three exchange programs in Burbank by the choral clubs and two radio programs. The club, which meets weekly at the high school, won the Southern California Eisteddfod honors in 1926 and again in 1927. The Burbank Symphony Orchestra is a new organization with a membership of thirty-five, which will give free concerts during the winter. The band gives several free winter concerts and regular summer concerts out-of-doors on property directly opposite the City Hall. Hundreds of listeners in automobiles are banked about the grounds on the occasion of each concert.

Other activities of the program include swimming activities at high school pools, playground baseball league of fifteen teams with 294 business men participating, a playground program and similar activities.

Junior Athletics in Cincinnati.—An interesting experiment in cooperation is being worked out in Cincinnati whereby the Public and Parochial Schools and the Public Recreation Commission, through an advisory council representing all three groups will carry on an Elementary Schools Baseball Association. The Public Recreation Commission will be in direct charge of the activities.

Prize for Literature on Camps.—*The Red Book Magazine*, 420 Lexington Avenue, New York City, has announced a cash prize of \$500 and publication for the most significant contribution to the literature on the organized summer camp. The contest will close January first, 1929. The Committee of Award consists of Elbert K. Fretwell, Chairman; Dr. John M. Brewer, Dr. Mark A. May, Dr. J. C. Elsom, Jay B. Nash, H. W. Gibson. Correspondence about the contest should be addressed to M. Mercer Kendig at the above address.

Form Through Play*

BY ROGER NOBLE BURNHAM

We, of today, are confronted by two unusual conditions: first, the increasing amount of leisure-time among the people and, second, their lack of interest in the arts. Our problem is: how can the excess best be used to supply the lack?

In the ages past, though the leisure was for the few, the arts were enjoyed by the many, while today the arts are enjoyed by the few, and the leisure by the many.

Let us consider what fundamental laws of evolution have brought about the changed conditions. Beginning with the Spirit of Art, what it is and how it was lost, I shall ask you to accept, for this occasion, my own most recent definition that, "Art is Man moulding Nature according to his taste."

This is a sub-division of a philosophy of life which claims that, "The world is ours, to mould, by cooperating with the Laws of Nature." One of the favorite themes of Dr. Milliken is that with the coming of the scientific age man first began to realize that he was not the plaything of capricious deities, but that he could and must take a hand in the controlling of his own destiny.

Elaborating this thought, we find that the scientific mind discovers, analyzes and classifies the laws of Nature as a basis for the creative work of the farmer, the manufacturer, the engineer. The agriculturist produces food, better and more abundant than Nature, unaided, provides. The manufacturer takes the products of plant and animal and moulds them into clothing and other objects for our warmth and comfort. The engineer takes materials from Earth and Forest and builds them into houses, bridges, dams and dynamos.

Through all of these activities, and their trade relations, man's primal needs for feeding, clothing, housing, and transportation, are served. All the rest is art, man moulding nature according to his innate desire for harmony, rhythm, balance, proportion, design, in form and color in all of his surroundings.

An artist like Luther Burbank moulds fruits and flowers into new forms of delight. From the raw material the expert chef makes products more appealing to the palate and to the eye. With a yard or so of silk the costumer creates a ravishing

revelment called a gown, while the tailor with a breadth of broadcloth builds—well, anyway, he builds a suit of clothes. With wood and earth and stone, the architect creates harmony in the home. The motor car of today is advertised for its beauty.

Thus we see how the aforementioned primal necessities of life are moulded according to our tastes. Ancient or modern, in Occident, or Orient, whether in vase or palace, monument or rug, the best of the decorative arts are as satisfying to the cultured mind of today as they were to their own creators.

But what of the so-called Fine Arts, born of the necessities of the soul rather than the body? Let us see how they have served as the language of beauty for the dominant impulses of their periods, which were for the most part religious. The stone hewers of Egypt gave grace to temple lines. For the Greeks the mighty Phidias moulded in translucent marble their concepts of divinity. Long forgotten monks and masons created, often in ecstatic frenzy, Gothic symbols of their lofty aspirations. The religious painters of the Renaissance set the world aflame with color. From a multitude of words Shakespeare moulded poems of passion for the mouthing of the mummings. The designers for Louis of France embodied a frivolous enjoyment in a sumptuous adornment. Out of the noise of wind and string the genius of the Germans wove harmonies of tone.

And so, adown the ages, man, one with Nature, internally and externally, has labored at his own evolution and successive tides of creative impulse have flowered in resplendent beauty.

But what of our own time? Shall we be known as the Scientific Age, The Commercial Age, the Mechanical Age, or the Age of Ugliness? During the last hundred years the stream of creative energy that constitutes our dominant impulse has flowed so powerfully into the organizing of the vast industrial machine which constitutes our type of civilization that the esthetic side has been neglected and, at times, almost scorned.

The dominant impulse of this period has been constructive commercialism and mechanical invention founded on the scientific analysis of natural law. The building of the world-encircling busi-

*Address given at District Conference, Santa Monica, Cal.

ness machine, which has made an interdependent unit of the nations of the earth, has not been accomplished by any individual or single group but has occupied the attention of most of the great constructive imaginations of our time to the exclusion of other interests. Politics and governments have been subservient, religion an incidental tradition, and art an occasional pastime.

No one person, and no single group, is to blame for this—least of all the business men. They have simply been cooperating with an evolutionary form in a service that needed to be rendered. When their work has been completed slavery will have been abolished from the earth, poverty will have disappeared, drudgery will be incidental and the great by-product will be an abundance of leisure time. How, upon the firm foundation of industrial stability, shall we erect the Temple of Beauty in which fellowship shall flourish and joy be unrestrained? How shall we occupy the abundant time? These are the questions we are gathered together to discuss, and the answer, we believe, is through play.

Let us then analyze play from the standpoint of the philosophy that "the world is ours to mould by cooperating with the laws of Nature." One of the most vital discoveries made by those scientific minds which have been devoted to the study of the laws that govern human, rather than physical nature, has been the educational and constructive value of the spirit of play.

Play is activity carried on for pure enjoyment, while work is activity for the purpose of accomplishing a definite purpose. But neither exists, nor should be undertaken for its own sake, for nothing in Nature exists for its own sake alone but in relation to everything else as a part of the universal scheme. The man who works for work's sake may be merely digging holes and filling them up again. Play for play's sake consumes its own zest and becomes drudgery, but consciously guided play may be a joyfully unconscious instrument of evolution.

The spirit of play is one of Nature's great, dynamic forces which we are learning to harness for the moulding of mankind. Among the many who have studied it scientifically and applied it constructively, Froebel and Montessori are known for their work with younger children. Sir Robert Baden-Powell organized the interests of the growing boy into the Boy Scout Movement. Paul Harris was the more or less incidental founder of Rotary, the leading organization, in the so-called

Service Club Movement in which the business men, by playing together for an hour once a week, have developed a splendid spirit of fellowship and evolved a new understanding of business as a service to the community, rather than just a means of making money.

I realize that telling this audience anything about the value of play is like bringing oil to California. I am merely trying to show how it applies in the philosophy of moulding the world.

Let us then re-state our problem; how can we best apply the play force to the moulding of the creative instinct in man so that it shall express itself in beauty as well as in machinery and commerce? Answer: by cooperating through organization to establish opportunity and guidance, or to put it concretely, You, The Playground and Recreation Association of America.

The history of the race shows that the impulse has existed and present experience proves that it is merely submerged, thwarted, and misguided. As a teacher of sculpture I often receive pupils of more or less certain age who hope to realize a lifelong desire to model. According to the strength of their impulse and ability often achieve highly creditable results. They may never become great sculptors but they are occupying their leisure time and getting a real thrill. Their daily life takes on an added interest because a new field is opened up for observation. Some of them even make money.

But you, my friends, are moulding a more pliable material. Artists may be "born" but they also must be made, and who knows what future Michael Angelo may receive his budding impulse while playing in your sand or clay? Equally important, however, is the arousing and spreading of a general interest, for never shall we have a great and glowing art until it can thrill the public, as does the baseball which they learned to love in childhood playtime.

That may sound like an extreme statement but history tells us of the Greeks, that temple building, festivals, dramatic contests, and choral singing, were among their favorite occupations, while their athletic games were things of beauty as well as brawn. In the Middle Ages the rearing of a great cathedral was a source of interest, enthusiasm, and excitement for the people who felt each line of grace and received messages from all the sandstone saints.

Art for art's sake has been the false doctrine of recent time which has tended to isolate thinking and sculpture into a separate sphere unrelated to

modern life. The great arts of the past were the handmaidens of religion, its messengers and servants, giving it voice and form through spontaneous expression. And so shall it be again.

The builders of the business age are realizing that the thing they have created is not an end in itself but is of value only as it serves to promote the physical and spiritual well-being, the peace and happiness, of mankind. And one of the channels for this is through the enjoyment of the arts as a message from soul to soul.

We are living at present in a period of transition, out of which will evolve an art more beautiful, more purposeful, more profound, than any that have gone before. The arts of the past have been like simple, natural, un-selfconscious expression of children. What is more lovely than the movements of a young child at play? What is more ugly than the attempted grace of a self-conscious adolescent? What is more inspiring than the trained movements by which the responsive body of an Isadora Duncan expressed the emotional flow of the soul?

The world today is at the age of adolescence. For probably the first time in history the artist has become self-conscious and in reaching for newer forms, his productions are often ugly, awkward and bizarre. He is but preparing himself to give new expressions to the religion which is dawning—the religion of deed, rather than creed, of spirit, rather than letter, the religion that is conscious of God, not as an old man with frowning mien and flowing lock, but as the infinite, universal, cosmic, creative force which embodies itself in Nature and evolves itself in man; the true religion of the Christ which recognizes the love of neighbor as the joyous pathway to the love of God.

The artist of the future, realizing his unity with the universal, will offer up his developed individuality in co-operative service and become the conscious channel through which the infinite celestial harmonies shall be bodied forth in beauty.

Moulders of earth and stone and sound are we, the artists, but you, my friends, are moulders of mankind, moulders of the forces of life itself. As Burbank created new beauties in fruit and flower, as the stock man breeds new perfection in the herds, so it is dawning in the mind of Man that he, too, may mould a new race, mighty in muscle, bountiful in brain, radiant in love, resplendent in beauty, dwelling in harmony.

A Letter from Joseph Lee

Extract from letter to Charles M. Cox, Boston:

Dear Mr. Cox:

Your Boston Business Men's Art Club exhibition was a great thing. I had no idea there was so much humble talent in our midst. I got much nourishment out of your two mountains and some of the other pictures.

It is an important instance of what I call the overflow, the channel for that part of the man which he could not get into his business and without which he is not quite himself.

It is another matter, but I suppose you have noticed the business men who have taken up art or something like it as a whole-time job at the age of sixty or thereabouts. There is Philip Sears, the sculptor, who has done respectable things, and there is Benson's brother, who does boats which of course you have seen. And I rather like the sturdy way in which he doesn't try any particular art stunts but does the boat as he sees and feels it, externally much like the many uninteresting pictures of boats but with a touch of the real artist who feels his subject in his spine.

I have a classmate who has dropped a big medical practice and espoused a small community in Massachusetts and more or less runs it, not at all intending to do so, but having various chores of a public nature thrust upon him; and another who has become the representative of a little New Hampshire town in their legislature (an ex-architect). Then there is Dr. Richard Cabot doing social work, and Philip Cabot, the banker, teaching business out at Harvard, especially its religious aspects. And I suppose there are a lot more.

Why don't you start out on music among the people who are reviving the old instruments that were comparatively easy to play on, for whom Bach and Handel wrote? Long before that the kings and nobles used to play, and Davison just stated last year the most important fact in history that I ever heard, that in Arthur's time a man's harp could not be taken for debt.

Excuse this essay, but you have brought it upon yourself.

Yours very truly,

(Signed) JOSEPH LEE.

Legislative Factors in Securing Adequate Open Spaces*

By JUDGE AUSTIN E. GRIFFITHS

Sponsor P. R. A. A., Seattle, Washington

Necessity of Play Space:

Play and Recreation are safety first for the child, youth, adult, community, city, state and nation.

We must have more playgrounds and fewer jails; more playleaders and fewer jailkeepers.

Social workers and play leaders are underpaid. They should be most highly paid. Their tenure should be certain. They are our civic statesmen; our everyday workers in the best statecraft.

We are headed for more and more leisure time. This means greater responsibility upon the community to provide wholesome recreation, character building games and sports, training in team work and self-control or we shall die from dry rot or be lost in crime.

The foundation of all play is a place to play, and, second, play leadership.

Each child is of right entitled to a safe place to play. Our children should not be murdered, as they are now, by the thousand each year on our public streets. We are short on play space, short on play leadership and facilities. We are getting longer and longer on jails and asylums.

Large Budgets:

Instead of spending a pittance, as we do now, on recreation and other constructive processes and most of our high income on luxuries and destructive agencies and means, our people should right-about-face, reverse the order of expenditure. We have no one to fear but ourselves.

The present policy of waiting on eminent domain law or voluntary action or gifts to provide play space in anywise sufficient to meet the growing demand in our cities and towns, has been and is bankrupt.

Ten per cent at least of city and town area should be dedicated to that purpose, and fairly distributed over the total.

Where is it? Where is it in your city and mine?

Where is it in our big cities, the big factories of crime?

I believe that as to new city or urban growth or extensions each platter, before being allowed to file his plat and have the advantages of the public records to sell from, should be required to set apart the same as streets and alleys at least ten per cent of it.

There are good grounds for such requirement:

1. Each child has an inalienable right to a safe place to play.
2. Each city or community has the right to protect or safeguard itself against future inevitable congestion of population.
3. The platter or land owner receives consideration for the land thus dedicated from the privilege of putting his plat on record and selling therefrom without the former necessity of selling his lots by metes and bounds.
4. Experience also shows that the platter who dedicates play space adds its value to the lots sold and sells out his plat quicker, and thus in the end makes more money, besides having the supreme satisfaction of having furnished the means for play, fresh air and sunshine for all time to countless fathers, mothers and children.

Automobiles Take Toll:

"During 1927, automobiles took toll of not less than twenty-five thousand lives in the United States. In addition there were probably at least one million non-fatal injuries from automobile use. These figures are by Dr. Dublin of the Metropolitan Life Insurance Company and were based upon data from more than eighteen million industrial policy holders of that company.

"Nearly forty per cent of these deaths were of children under fifteen years of age, with the heaviest concentration between the ages of five and ten. Most of these deaths took place while the victims were at play on the streets or while they were crossing the streets.

"While last year shows a remarkable improve-

*Given at the Western Recreation Conference, auspices P.R.A.A., Santa Monica, California, April 12-14, 1928.

ment in public health, according to Dr. Dublin, there was no progress in public safety, nor has there been any improvement in the present decade.

"Without a single break, year after year, the death rate for automobile fatalities has gone up since 1911. The 1927 figure is more than eight times that of 1911, more than three times that of 1915 and almost twice that of 1917, and has been increased 67.6 per cent in the seven years since 1920."

Youth and Crime:

A certain Seattle newspaper lately stated in one issue that of twenty-three males charged with serious offenses here or vicinity, sixteen were boys or youths from seventeen years upward.

77 Plead Guilty Cases Classified

During my recent five months on the presiding bench, I sentenced upon a plea of guilty seventy-seven persons. Their ages in part were as follows:

Ages—59 were thirty years or under or 76.6%; 47 were twenty-five years or under or 61%; 25 were twenty-one years or under or 32%; 17 were boys not twenty years of age or 22%.

Homes—29 were from broken homes or 37.6%.

Offenses—23 were for burglary and robbery; 23 for grand larceny; 20 for auto stealing; 5 for forgery, and the others various serious offenses.

Birth—67 were born in United States; 3 in Canada, and 7 or one each in seven other countries.

Schooling—32 had been to some school as follows: 14 more or less to Grade School; 15 more or less to High School; 3 more or less to College or University; 45 were without schooling so far as definitely known by this little survey.

Jail and Prison Reports

You will be interested in reports from various courts, officers and jails covering periods from a day to six months and a year on and off from 1915 until a few days ago.

These reports present isolated data. Their value is good as far as they go. My study of them has been very imperfect. I have not the time to spare to be either exact or exhaustive.

Not So Bad

However, it is a great relief to tell you and I am sure you will all be exceedingly glad to know that these limited figures do not bear out the alarming percentages of youthful offenders so often spoken of.

Taking just now, for brevity, the number of

persons under 30 years in the several places on the date or for period reported, the highest per cent of the total there is as follows:

San Diego County Jail, up to 25, 41.5 per cent; Los Angeles County Jail, up to 30, 60.71 per cent; Portland County Jail, up to 30, 42 per cent; Spokane County Jail, up to 30, 30.4 per cent; Tacoma County Jail, up to 25, 33 per cent; Seattle County Jail, up to 30, 52.5 per cent; Seattle City Jail, up to 30, 23 per cent; Seattle Police Court, up to 30, 41.7 per cent; Seattle Juvenile Court, up to 18, 1.32 increase according to school census.

California San Quentin Prison: (Total there 1,420). 25 years and under, 44.7%; 35 years and under, 76.9%.

California Folsom Prison: (Total there 2,137). 25 years and under, 19.4%; 30 years and under, 46%.

Oregon Salem Prison: (Total there 681). 21 years and under, 15.5%; 30 years and under, 56%.

Washington Walla Walla Prison: (Total there 999). 30 years and under, 43%.

Washington Monroe Reformatory: (Total there 519). 20 years and under, 46.6%; 24 years and under, 78%.

"The conditions of life among the children who receive the inestimable blessing of a musical education in the settlement music schools, and their response to it, are well illustrated by the case of one little boy, aged eight. He came one day and requested that his harmony lesson should be changed from ten to eleven, as it was hard for him to get to school by ten o'clock. He was asked if he was such a lazy little boy that he could not be up and ready for his lesson by ten. By dint of much questioning it was found that this little chap arose every morning at four-thirty, that he was sent to the shop of a relative who had a cellar bakery, and that he went forth alone in the dark to deliver bread in a pushcart until nearly ten o'clock. For this work he received seventy-five cents a week, which he gave to his mother "for food and things." He took this aspect of life as a matter of course—as entirely negligible. It was his harmony lesson that really mattered."

OLGA SAMAROFF.

"Take pleasure in the game, even though you do not obtain the victory; for the purpose of the game is not merely to win, but to find joy and strength in trying."

HENRY VAN DYKE.

Recreation Through Education— The People's Colleges

BY GEORGE F. KEARNEY

Dr. William Burdick of Baltimore, in his talk last year before the National Recreation Congress at Memphis, Tennessee, greatly clarified the minds of many of us who have had a broad-side contact with the present-day cantankerousness of young people when he suggested that, in contrast with their elders, they are functioning with "enlarged nervous systems." Formulating their mental processes in a childhood far more complex than ours, the associational processes of the present 'teen-age moves over a much larger field of vision.

It is inevitable, then, that modern youth should pass in their desire for recreation from a purely motor point of view to a motor-cultural plane. This is the reason why hiking, with nature-study and camp-fire discussions, is showing a marked increase throughout the United States. Certainly, many large cities are experiencing this new impulse among modern youth, and there is no more striking example of this out-of-doors yearning for cultural and inspirational expression than the great Yosian Movement of New York City. Strollers along the river-side of Palisade Park in New York City will be tremendously impressed by the thousands of youthful hikers there on Saturday and Sunday. It is a sight that is evidence sufficient that the Youth Movement impulse, that we older folks have been theorizing about, is actually expressing itself in American life. A stroll down this trail, to one who has seen the German Youth Movement in action, is like living over again those glorious tramps with the youth of New Germany, this disillusioned nation is being re-spiritualized.

J. Otis Swift, Nature Editor of the New York World, around whom the Yosian Movement has developed, is as convinced as Dr. Burdick that the modern Youth is yearning for a chance to put their inward, spiritual impulses into expression, if only they are given half a chance.

Such, certainly, is my own experience with the Slow Club Movement in Philadelphia. Last year it was a novelty, a fad among our youth; this year it is a reality. Last Fall they developed, with the

Slogan "Recreation Through Education," the Slow Club University, sponsoring and financing for themselves a husky-sized educational program to meet this need for cultural recreation. To be sure, it was very crude in its concept, certainly far from high-brow, but it became a much-studied educational experiment since it was the attempt of youth itself to formulate a cultural program to meet their present-day requirements.

As in the case of the German Youth Movement, the Slow Club University has felt all along the necessity for a center for more intensive education than is possible in the evening classes of their winter session. The German Youth have studied the Danish Folk School movement, and by their contact with the International People's College at Elsinor, they have succeeded in transplanting a similar series of people's colleges throughout Germany. Not so complex, or unwieldy as ordinary scholastic universities, they have been training centers, not for professional leaders particularly, but for the Youth themselves for leadership in their own groups.

A search for a keystone of this new arch that American Youth is building led to a close alliance between the Slow Clubs of Philadelphia and the Pocono People's College at Henryville, Pennsylvania, under the direction of S. A. Mathiasen.

Just how valuable a People's College can be to a youth movement is illustrated by the dramatic class of the Slow Club University. Unable to pay for an older coach, and a bit at odds with volunteer coaches with a school-marm point of view, the dramatic class selected as its director Robert L. Dallas, the first Slow Club student sent on a scholarship to the Waddington People's College, which was inaugurated by Mr. Mathiasen at Wheeling, West Virginia, last year. Robert Dallas has since directed plays the proceeds of which have provided a scholarship for another Slow Club boy who is at the present session of Pocono People's College. Slow Club is taking Pocono People's College very seriously, and almost every other week sees a new delegation coming from

Philadelphia to the lovely mountain where this institution is located.

To those who know the history and early struggles of the Pocono People's College, it will be interesting to note that the main support is now coming from youth itself. I am writing this in the midst of it all, for my summer cottage is on the hills beyond, and the work being done by this institution is extremely significant when viewed from the problem of Modern Youth. Here I see one of the Slow Club girls receiving invaluable training in handicraft which she is eager to teach in the Slow Club University this Fall. Here the Slow Club delegations are learning recreation procedure and the American folk-dances, which they can immediately apply, under their own leadership, in Slow Club groups. Here the hungry minds of these pioneers of modern youth are being fed with the type of cultural material they can understand.

Into this group, just the other day, two young Quakers arrived to talk on the Peace Movement. It was rather typical of the attitude of the student-body on all political and social questions that there should be a marked difference of opinion on war. It is rather discouragingly true that, contrary to what some people may try to believe, youth is not 100 percent anti-war, and this was plainly evident during this discussion on Peace around the open fire-place when two young "fire-eaters" let their arguments loose on the mild-mannered Quaker youths.

Pocono People's College is beginning to accumulate an alumni which is inaugurating similar colleges and groups in their own towns. This snow-ball of youth, trained with this recreative culture point of view, is bound to have a profound effect on social recreation.

One of the interesting developments of the Pocono People's College is the tour they will make this Fall, with a large group of young people, to Denmark and Germany. It will be one of the first pilgrimages of American Youth to those countries further along in the development of a youth culture. The influence of this contact of American Youth with these international movements is bound to have a profound effect on our thinking here and this pilgrimage might well be augmented by groups from the recreation field. They will visit the International People's College at Elsinor, Denmark, and will be the guests of various Youth Movement groups in Germany and Sweden.

For this good old world of ours is no longer a series of air-tight national compartments. What happens to the youth of one land, even though it be as remote as Germany, must find expression in American life, and it has! The Youth Movement impulse is here and it awaits the strength of its arch by the spread of people's colleges throughout the United States where Youth may be trained to serve itself.

A New Development in Housing

A new and significant type of residential subdivision, where the rear of the houses faces on the street and the front faces on a broad parkway has been opened in Dallas, Texas, by J. W. Lindsley and Company and is known as "Green-away Parks." Besides eliminating the usual unsightly backyard and alley, this new plan has other advantages, chief among them the matter of safety for children.

Park land makes up twenty-seven per cent of the entire area of the development. The parkway between the homes, varying in width from 100 to 150 feet between property lines, is landscaped with forest trees, shrubbery, flowers and walks, and closed to all but pedestrian traffic. All homes are set back twenty-five feet from the park line.

The park is maintained by a special department supported by contributions from each lot owner. The cost of park maintenance, it is estimated, will average two cents per ten square feet of property per year. Each lot has been assessed accordingly. The park landscaping was done before a single lot was offered for sale.

The front and back entrances of the homes are of almost equal attractiveness, so the view from streets appears just as slightly as that from the parkway. Garages are built as part of the house or near enough to form an attractive unit.

If children have plenty of park play space near at hand, the need for the backyard has passed, according to Porter Lindsley, President of the company. With the modern incinerator, laundry equipment and modern methods of distributing food, and with the automobile replacing the horse, which had to be kept at some distance from the house, there is no need for the backyard to be any larger than the front yard.

The Training of Games

BY HENRY S. CURTIS

Every game which is given a place in the physical education program should provide five different forms of training.

It is always a question when games are considered whether the first objective is physical development, skill, or emotional tone and satisfaction. Most people would be inclined to place as the first objective the physical development which comes from the use of the muscles involved. To secure this result the activity must be vigorous and long enough continued to bring perspiration and a quickening of the pulse.

A second result that is no less important is the training of coordinations or in other words the development of skill. There is no other activity which trains the rapid and accurate coordinations of muscles as games do. This training is the secret of the largest physical results for the least physical effort. It is the basis of all grace.

A third result which psychologists are coming to appreciate more and more is that all decisions in games are made in small fractions of a second. Correct judgments are instantly rewarded in victories and by applause, while failures are subject to severe social censure. There is no other means that can so quicken the reaction time and make it accurate as can an exciting game, but in order to secure this result the competition and interest must be keen.

A fourth form of training no less important than the others is the social judgments which the player must always make for if he is to be successful he must be able to judge instantly what his opponent is going to do and prepare to meet his action. There are few abilities of greater value in life than the ability to do just this. And along with this all the time goes the requirement that the player must cooperate with other players in order to secure a victory. He must be willing to do his part as a member of the group.

Probably the best training there is to be a good citizen in the adult community is to learn first to be a good citizen in the child community. The real community of childhood is the playground where games are the chief activity.

But after all, perhaps the greatest function that the game plays in life is in developing and keeping a wholesome mental attitude and tone. It

is forever away from solitariness and demands always the social spirit. It prevents brooding and keeps the joy of living full.

But in order to secure these results it is necessary that the interest in the games shall be kept at a high level. The unorganized scrub game on a vacant lot in vacant time will not do it. The only method which succeeds is to have a permanent team with a permanent captain and play a series of matches with other permanent teams, and keep the record.

Recreation Through the Philadelphia Board of Education

A broad program of recreation is described in the 1927 Report of the Division of Physical and Health Education of the Philadelphia Board of Public Education. Even roof playgrounds, not a common feature in a school recreation program, appear in the long list of facilities and activities.

"In order gradually to improve and extend this valuable phase of school work, it is suggested that in acquiring new school sites the Property Committee of the Board of Public Education be guided by the following recommendations relative to the size of play space adjacent to the school building.

- "a. For a high school of 4,000 pupils, a play space of not less than 8 acres
- "b. For a junior high school of 2,000 pupils, a play space of not less than 4 acres
- "c. For an elementary school of 1,500 pupils, a play space of not less than 3 acres

"A play acre like the above would:

"1. Allow much of the regular physical training work of the schools to be conducted out of doors

"2. Allow approximately one hour of organized after-school play per week for all pupils

"3. Allow outdoor play and recreation of a worth-while character during the early evening hours for the working boy and girl

"4. Allow the operation of an all year playground for the community."

The Indeterminate Prepotency of Playgrounds*

W. W. MUSTAINE

Supervisor of Physical Education, New York State Education Department

Two Forms of Program Needed

Since many playgrounds are intended to serve both adults and children, I may submit as a practical suggestion that two types of program seem needed—one to provide opportunity for relaxation and recreation, chiefly for adults, and one for children that should be primarily educational. Children need recreation, too, of course, but even that should be largely educational. It may be sufficient for the playgrounds to provide relaxation and entertainment for adults, but the time of youth is too precious to be frittered away to no worthy purpose, solely for entertainment. A test of the value of adult recreation is suggested in the form of a question by Nash, "Is it free and satisfying, meeting present needs?" For children it might be added, "Are the playgrounds creating experiences that will serve their future welfare?"

Children's Play

In the play of children we must hold in mind what is "future desirable" as well as what is "present agreeable". For whether we wish it or not, present interests and activities of children are forming some kind of habits, and, therefore, character. I think it is very important for us to keep this fact boldly to the front, and to advertise it. What they are interested and active in may lead them upward and onward, or may lead them nowhere, or worse. Children lack the experience which gives far-reaching foresight. They are not interested in their play as a means of physical or social development, or, indeed, as having any ends at all. In fact, herein lies the element of play that distinguishes it from work. Children at play should play freely and in situations that have been cleverly created by play leaders or teachers who do see the significance of play. Play leadership, therefore, must be work, not play.

Forms of behavior have not yet become fixed in children's character so that much self-guidance

is possible. The curve of life is as yet too short for its probable future direction to be predicted from the growth made in the past. It may go, unguided, in any direction. It is thus clear that children need adult leadership in their play for the purpose of protecting them and preparing them for more and more self-direction, or, to quote Dr. Fosdick, "teaching them to take charge of their own lives."

The Responsibility of Playgrounds

The playgrounds are in a particularly strong position to influence the future direction of this curve of life. It is scarcely necessary to recall that interests and activity are the basis of education and growth. Children are naturally interested in activity, and the playground curriculum is rich in a large number and variety of activities in which children are most interested. Playgrounds thus have an irresistible appeal to children and a tremendous prepotency for affecting both the vigor and the direction of their lives. For this reason the opportunity and the responsibility of playgrounds are not easily exaggerated.

This responsibility is increased by the fact that childhood is a period of transition. It is to be valued not so much by what it now is as in terms of what it may become. The early years are plastic. The influences on health and on ideals and character are very profound in childhood. A recent study of biographies showed that the life choices of great men and women were most frequently made in childhood or early youth. A grain of wheat possesses the power to grow, under propitious conditions, but its potentiality is quite definitely determined. We know beforehand just about what extent and kind of growth it will make. So it is with the lower forms of life. This is less and less true in the higher forms, and it is quite different with human beings. They may rise to undreamed-of heights and fullness of living or they may sink to humanity at its worst. A child may become a hero

*Extracts from address given at district conference of P.R.A.A. held in Albany, April, 1928.

—a Lincoln, a Pasteur, or a Lindbergh—or he may become an abject, selfish wretch.

The Teacher's Responsibility

If human life is worth anything and it is to become more abundant in succeeding generations, we cannot afford to be indifferent to the significance of childhood. We must make sure that the activities and interests which we promote on the playgrounds lead on to higher things. Experiences must be given which open up new and better visions to children, which give deeper insight, which improve their ability and desire to do other and better things, and we must not be content merely with teaching them to play baseball or to fly a kite. Playground directors should be concerned that playground activity and policy do not lead to something narrow or stunting in its effect on growth. For example, loyalty to one's group may easily lead to narrowness and bigotry; courage may lead to bravado; sympathy may grow into silly sentimentalism. Or these traits may develop into appreciation of fairness, defense of truth and cooperation.

The play instinct is not a guide, but an instrument that may be used in any way. From the very nature of play and the inexperience of childhood, children can only use it blindly. The results of such use will, of course, be accidental. Playgrounds should therefore provide wise leadership, men and women of foresight, sympathy and courage, if their objective forms are to be a truthful symbol of the social virtues.

This responsibility for the outcomes of play and recreation in good health and character, aside from protecting children from physical injury, puts the play leader inevitably in the field of education. The suggestion follows naturally, then, that they should use every opportunity to familiarize themselves with educational science, which has made such striking advancement during the past few years, and thus better prepare themselves for the very significant and far-reaching service in which they are so happily engaged.

Is Boredom the Appointed End?—A writer in a recent issue of Harper's Magazine raises the question whether civilization can survive ultimate boredom, when all the present day crusades shall have succeeded and there is no more war, poverty, vice. Adherents of play, as well as progressive educational leaders are already building against

that evil day in their insistence upon creative activity.

The nub of the effort lies in the establishing of the principle of creative self-expression as against the old idea of pouring out by the teacher and taking in by the pupil of mere information upon this and that *subject*, the pupil in turn retaining his burden only until examination time, and then spewing it out like a bitter pill.

The new school is alluring in atmosphere, recognizes the child as human with many interests and latent capabilities. It makes school seem like real life to the child, the kind of life he craves to live and he lives it day by day. Here is planting of interests, cultivating of tastes, developing of skills, self-revelations, power, zest. Enough years, during the plastic period, of this sort of thing means that he who has enjoyed them will face no problem of leisure, either during academic days or later, for the simple reason that he will go right on living the only kind of life he knows and was trained for, the rich, abundant sort.

But the millenium is far from being here as yet. Too many schools and too many teachers are still wallowing in their sins. They have not yet seen the light. They go right on their work of making it possible for Johnnie to say that what he liked best about them was "going home from them." They are not planting in him love for learning and all that there is in it implied, but rather boredom.

A. D. Zanzig, instructor in music at Harvard, has said that while there are 15,000 music supervisors in the public schools of the United States, all too few are so teaching that love of music is implanted deeply enough to carry over into free time and later into adult life.

The "new school" is of necessity making the play spirit, that is, the creative spirit in all things, dominant in a rich program of physical, musical, artistic, dramatic and social activities.

The recreation movement has contributed much to the enrichment of the new school program. Its devotees must now bestir themselves to understand the lengths to which that enrichment has gone and then adapt their own community plans to dovetail in with it. Wholesouled, statesman-like cooperation between schools and community forces is the great desideratum.

Shreveport, La., orders rope paper for hand-craft work in one ton lots at 22¢ a pound.

Regarding Leadership

The following letters represent an effort to clarify thought regarding leadership in recreation. The last word has not by any means been said. Is there any reader of THE PLAYGROUND who has a comment to make?

Dear Mr. Braucher:

I have got to talk a week from Tuesday on Leadership in Recreation. I know something about why there should be some sort of outside help, but when I think about leadership itself, I find I don't know much about it. I know that a baby should have a mother (which is often the case). I know that games are not inherited and therefore must be taught or gone without, and that the same is true of Beethoven's symphonies and Tintoretto's painting. But that was teaching, not leadership. Also there must be legislation by mothers, or boys and girls will have too many parties, too long hours, too many movies. So I do understand that there must be teaching and law-giving.

But leadership seems to me to come almost wholly from within not the individual but the group, and the only thing the outsider can do about it is to make the conditions such that the leader, among boys for instance, shall be an athlete rather than a sneak thief or tough,—just as among barbarians he was a fighter because fighting was the most vital business of the crowd.

Of course, boys sometimes have heroes among men, but these seem to me to be distant heroes, not leaders, though they may be sort of fatherly advisors; but even a distant hero on a pedestal is I am sure more often the college athlete for his own college contemporary than any man who is so far debased as to have gone into any useful occupation.

Yours very sincerely,
(Signed) JOSEPH LEE.

My dear Mr. Lee:

We very much need a careful statement which shall give real insight into the nature of the best kind of leadership in the recreation field.

The mother in the home provides at certain appropriate times special playthings for the children, encourages them through her approbation and through a desire to achieve in her presence; she restrains here and urges there, and the chil-

dren in general are conscious of what she means to them only when she is absent. They take her for granted as they take for granted the sunlight, the air, the earth and all other natural things. A certain minimum amount of leadership on the part of the mother, not too much, is assumed as natural and of course to be desired in the home.

The neighborhood is a larger home. Fortunate indeed is the neighborhood where there is a man or woman who performs the same function for the neighborhood that many mothers perform in the home. Certain personalities are such that the mere knowledge that a Roosevelt or a Lincoln or a John Smith or a Tom Brown will look after a certain neighborhood activity is sufficient to guarantee its success. Individuals want to be with him, want to work with him, have no resentment of his leadership. It is rather difficult for such a neighborhood leader not to become something of a kindly dictator because the men and women seem to desire a king who will make their decisions for them. The best leaders in the neighborhood are the man and woman who are educators, who are gifted in bringing one forward for an activity according to the special gifts possessed by each. The loud-mouthed, the bullies, are kept in their places so that they receive only their proper amount of attention, and all who have gifts which are known are encouraged themselves to lead in the special activities for which they are best fitted.

Sometimes such leadership involves teaching. Sometimes it involves organizing. Yet it is much more than teaching and much more than organizing. There is no other word which seems quite so adequate as the word "leadership."

About eighteen years ago in a New England town a young man was chosen recreation executive. He started out with several baseballs in his pockets and a baseball bat in his hand and wandered through a section of the town in which many foreign-born lived. He started a baseball game in the street with a few of the older boys. Soon he had a baseball team, then two teams. It was not long before he had a baseball league. There were no constitutions, no by-laws, no officers, and yet informally, without any public meetings being held, the town became organized for recreation because this particular executive pos-

essed the capacity for a sort of Pied Piper recreation leadership.

Only a comparatively small proportion of men and women have the natural qualifications for becoming real recreation leaders.

Brother Barnabas is right in pointing out that the demands made upon the school teacher, the doctor, the lawyer, are really less than the demands made upon the recreation leader. There is no knowledge of the nature of man, of the nature of society, of the ways in which men and women work together, of the hungers of men, of the history of education, music, drama, art, literature, which is too great for the man or woman who, while keeping himself or herself in the background, helps to free human beings for making their own contribution to the happiness of the world.

It has always seemed to me that the true leader has the capacity for arranging for men and women the kind of activities and the kind of atmosphere which their own deepest souls would choose if they were gifted with adequate powers for expressing their desires. Very seldom do any plans worked out by Yes or No votes give the same democratic expression of people's desire for this or that activity which a true leader, understanding what is in the hearts of men, can give.

Sincerely yours,

HOWARD S. BRAUCHER.

It seems to me—and this of course is a very old idea—that one of the most important functions of the outside leader is to develop leadership within the group itself. It sometimes happens that the members best equipped for leadership within the group may not be those the group itself chooses on first impressions. I am thinking, for example, of the officers we had in our freshman year at college. They were not, as it turned out, the real leaders that we thought they were because they made a good deal of noise, were particularly good looking, or for some superficial reason seemed to us to have the qualities of leadership. Real leadership within a group very often has to be dug out; it takes a very keen knowledge of people on the part of the outside leader to detect these qualities which so frequently are not on the surface, and a high degree of statesmanship to make the other members of the group realize where they may safely turn for leadership in their own membership.

ABBIE CONDIT.

Mrs. Eva White once said:

"To pass on to another phase,—one of the most important considerations regarding the community center is the question of management. In respect to management we have been through all the arguments as to whether the executive of a system should be a school man if school buildings are used or not, and we have emerged with the opinion that the one great necessity is that the person who guides the work shall be a *social engineer*—*a person who has the power to develop the rare art of keeping people in action; who never superimposes opinion and program on a community, but who stimulates the community to formulate its own desires and to meet its own needs; who has that something that rests in the large unbiased outlook and is rooted firmly in a belief in folks.* Not only the head of a community center system but every leader should have a philosophy that sees the ultimate unity that comes from the frequent but often minor contact of diverse personal interests and group line-ups. This is essential because the program of a community center is not valuable because it offers activities of such and such a kind but because of the tapestry of individual relationship and community grouping that result. Fortunately in this most statesmanlike field of social work one finds today remarkable persons in charge of community centers who have deep human qualities and carry in their personalities those elements which build them into the right relationship with life."

It seems to me the kind of leadership we talk about has to perform all kinds of functions that Mr. Lee suggested and has to face in addition the handicap which he notes of being an outside leadership. These are among the great reasons why we need such skill in our leadership. The leader has to know when to instruct and when not to instruct; when to teach and when not to teach; when to give ideas and when to let the imagination work by itself; when to hand down the law and enforce it and when to help the law develop within the group itself; how to recognize already existing groups; how to work up standards of "law" in a heterogeneous crowd on the playgrounds which is not a group at all in any sense of the word; how to form groups from among this crowd. This is indeed a skillful job and all the more difficult because it is an outsider tackling it. And yet we do know that it is done and done well, sometimes doubtless through being the immediate object of

hero worship on the part of some of the children of the playground group and sometimes doubtless through other ways. It seems to me we have to define leadership in terms of ability to do all these things, difficult and heterogeneous though they are.

Leadership obviously can teach a game; it can seek out and coax backward children into activities with good results; it can furnish uninterrupted opportunity possibly otherwise lacking for imaginative games or games of initiative. I am sure it can even suggest at least the beginning of imaginative activities. It can, through a greater repertoire, suggest a better and equally or more interesting activity instead of a less good or worse activity. If accepted as leadership it can often do this directly, or indirectly through the development of natural leaders in the group. It can overcome by explicit questions the reserve or possibly the timidity of quiet boys with high standards in the law-making functions of the groups so that the high minded and desirable opinions are expressed, to be included in the legislative judgment of the group—opinions which might otherwise have gone by default, unexpressed.

In short, by such skill as it can muster and from all the knowledge it can command and by all the various ways it can devise, leadership, even outside leadership, does succeed in teaching, in governing, in educating, in restraining—in meeting the situations that do arise so that there is richness and uplift and growth.

Practically, I think leadership is less and less instruction as our "clients" advance in years. The leadership that is needed for the young adult may comprise some instruction but it seems to me chiefly to consist in furnishing opportunity and in assisting in the establishment of standards. The practical job of the recreation leader dealing with adults is, it seems to me, largely the job of making it easy, for instance, to play baseball. The lone individual who wants to play baseball has an almost impossible task to find a four acre lot, bats, balls, bases, eight other fellows for his own team including a pitcher, nine men for the opposing team, a suitable time to play when all can be there. Recreation leadership finds and arranges such opportunities for adults for baseball, orchestras, plays. In addition, leadership among adults seems to me to have been successful frequently in bringing out into the open and developing higher standards. I remember sitting in with the governing groups of the Baseball Federation in Houston at

which they voted to permit no one to play amateur baseball who ever received money for his baseball services in any games played within ten miles of Houston. After the meeting was over, I asked the recreation department man who was guiding this baseball federation what it all meant and he recounted the history of self-government in which he had been a quiet leader. A governing board, consisting of the managers of the registered teams, many and probably most of whom had been paying professional players to play on their so-called amateur teams, had been led to see the difficulties and the dishonesty of this, had first ruled that no one should be paid for his baseball services in any game played under league auspices, even though he might receive pay for his baseball services in other games, had then ruled that no one should play in the amateur league who receives money for his baseball services in any game played in Houston and then extended the debarment to any game played within ten miles of Houston. He was expecting within another year or two what I believe is now an accomplished fact that the rule would soon be that no one should play in the amateur league who ever receives any money anywhere for his baseball abilities during the current year. This kind of leadership—which took a number of years, seemed to me law-giving in the evolutionary creative sense. There are many opportunities and many good examples I believe in the country at large of this kind of leadership. There is always great skill required in knowing when to be Mosaic and when to trust to the longer processes of self-education and self-developed law.

ROY SMITH WALLACE.

A college professor recently warned workers and others to beware of those who would organize leisure time, declaring that such organization was the bunk. If I were answering him I would mention:

First, the Boston Art Museum, Symphony Hall, the Opera House, the Public Library and its branches, parks, playgrounds, bathing beaches, and ask whether people were seriously oppressed by the existence of these things.

Secondly, I would ask whether it was an oppression to small boys to have a man on the playground to keep the big boys from stealing their bats and balls, as was the practically universal custom in Boston, principally as a result of which I first took up playground work.

Third, I would ask him whether, the man being on the playground to keep order, it was an oppression to the small boy who came there without a gang and was aimlessly wondering what to do, to find for him something that he could do by himself such as swinging on the rings or trapeze or even getting him into a bunch who were choosing up sides (though the latter would be rather a delicate proceeding). In other words, does it spoil a party to have a hostess who knows her job?

Finally, does it really oppress a boy to teach him an art or coach him in a game?

How does one go out and organize people against their will? Has anybody ever seen it done except on board ship, where you can't jump overboard—or anyway don't want to, as a rule, unless you are very seasick—and some joyous mixer makes you go and be a goat or something in some charades? Perhaps in the case of organization of recreation within a factory, promoted by the management, there might be a similar element of interference.

But, for ourselves, don't let us use the word "organization." It does sound repulsive and would be evil if it existed.

The play and recreation program is not an or-

ganization of leisure but the opening of an opportunity. It is oppressive in the same sense as to let the fish flop his way back into the water or to open the cage and let the bird fly out. It is back home that a man is going when he takes part in recreation, and in the case of a boy it is out of prison into life. To open the door and put a candle in the window or to open the door of the prison and leave it open is not oppression.

And it is not organizing. Don't let's call it so.

JOSEPH LEE.

One of Ours.—Dr. Emil Ludwig, who has attained a high reputation as a biographer, included Jane Addams in the list of the four greatest living Americans, the other three being Thomas A. Edison, John D. Rockefeller, and Orville Wright.

Recreation workers always feel that Jane Addams belongs to them in a particular way because of all that she has done to develop neighborhood recreation at Hull House, because it was through her that William Kent gave the first playground to Chicago, because for so long she had so active a part in the building up of the Playground and Recreation Association of America.



WEST SIDE RECREATION GROUP—ROBIN HOOD IN CENTRAL PARK

Factors in Democratizing Community Recreative Arts Play Through Rhythm

By

ROBERTA WINANS

San Diego Community Service

Rhythm is at the heart of life. It is an integral part of all art and of all science—the well-spring of human behavior. To “get the feeling” of a thing is to get its rhythm. The physiologists tell us rhythmical activity is less fatiguing. It is surprising how little the psychologists have to say of its effects. The artists tell us it is our path to joy and freedom. We can use it to create a world beyond our dreams.

In Greek thought rhythm was embodied in three forms, closely related—music, poetry and the dance. All have been exalted and debased and through the power of their rhythms over human emotions have correspondingly influenced society.

I shall speak particularly of the dance because I think it is the most fundamental and the most in need of freeing, but I should like to say a word for play through the rhythm of poetry. From being the most social of the arts poetry has come to be largely a matter for solitary intellectual enjoyment. Vachel Lindsay, for one, is helping to bring it back into our communal lives. His strong rhythms, read aloud, and the participation of the audience provided for in his poems, open new fields to us.

Several years ago at a house party a young woman whom Lindsay had delighted gathered us, grown-ups and children, around her on the grass and taught us Yeat's “Lake Isle of Innesfree.” It was a memorable playtime and whenever two or three of us have been together since we have chanted:

“I will arise and go now, for always, night and
day,
I hear lake waters lapping with low sounds on
the shore.
While I stand in the roadway or on the pavement
gray
I hear it in the deep heart's core.”

Walt Whitman and Edward Carpenter have

broken the old patterns and created new rhythms for democracy.

“Afoot and light-hearted, I take to the open road,
Healthy, free, the world before me,
The long brown path before me, leading wherever
I choose.

Henceforth I ask not good fortune—I myself am
good fortune;
Henceforth I whimper no more, postpone no
more, need nothing.
Strong and content I travel the open road.”

It is play to a group to learn these lines as they swing along the trail, and it is art and glorious living.

During the Easter vacation a mother and two daughters went camping in the mountains. One day when the springtime was particularly infectious they climbed to the highest point possible and made poems which they bound into a book for Daddy's Easter. Playing with word rhythms is a spontaneous thing in most children if it is not crushed.

We are most familiar with rhythm as it is expressed in music. We know its influence on emotions and its power to weld a group together. But the deeper we go the more inevitably we find that music flowered from the dance and tends to be expressed again in dancing. Rhythms ever tend to become tunes, and a group of people singing “Reuben and Rachael” will usually tap it out with their feet even when they have long since ceased to do anything they call “dancing.”

Jacques Dalcroze, starting out to teach pure music, developed bodily eurythmics so that his pupils might be free, unifying the rhythms of thought and action in the dance. Havelock Ellis says that “if we are indifferent to the art of dancing we have failed to understand, not merely the

supreme manifestation of physical life, but also the supreme symbol of spiritual life."

A nine-months' old baby in his daddy's arms will "dance" delightedly to music. A five year old will sometimes dance to unheard rhythms. What an unnatural thing has been our Puritan repression of the art and joy of dancing, leaving it to crop out, like all repressed forces, in strange, distorted forms! How can we regain beauty and freedom in this mode of expression which knits the body and soul of man together?

First of all, dancing must be a natural response to a genuine emotion. So children dance to the hurdy-gurdy; so folk dances have evolved among simple peasant people and ritual dances among primitive races. To superimpose these arbitrarily upon our present civilization is as preposterous as to expect us to grieve deeply because a Fiji Islander has lost his best red glass bead. But somehow, perhaps, we can clear away some of the taboos that restrain beautiful natural responses, and create an atmosphere in which the dance of democracy may grow.

From many mistakes and some successes in playing rhythmically with children, adolescents, and adults, I should like to erect a few guide posts for others who are leading groups on adventures into happiness and fullness of living.

We must start from whatever place we find people dancing, even though they may be finding only a superficial substitute for their deeper needs. It is easiest to start with children, but easiest also to injure their fine spirit. How they have cherished, from age to age, their singing games! I have never found a group of American children who did not know "London Bridge" and "Farmer in the Dell." Seldom do folk dances taught in schools carry over into their lives, although I think the test of their fundamental value is that they *should* do so. The people who "know folk dancing" are usually physical education teachers who all too often have the form without having caught the spirit from people who dance socially. I know of one who explained, with great pride in his technique, that the way he taught a folk dance was to drill the children on the hardest parts first and when those were thoroughly learned to put the parts together. Alas for those lovely wilding dances that sprang from vivid, joyous emotion!

Yet we in San Diego have used folk dancing because it is the truest thing we know: rhythmic, emotional—the basis for a new art. We have had our children's classes meet after school, with attendance voluntary, with no costumes, and with

no thought of preparing for a program or an exhibition, so that we have been able to develop folk dancing for the sheer joy of the playing together. With only one paid director giving part time to the work it has been possible to have nearly five hundred children at a time in after-school or summer vacation classes, with volunteer leaders. We have had volunteer accompanists or used Victrolas. This was done as a demonstration and we have not tried to keep it up continuously.

Boys need rhythmical training and respond to it as readily as girls if their social tradition has not decreed that any particular form of dancing is "sissy." Their response to martial music is an indication of this. They are eager to develop the ease which rhythm gives to their athletic feats, such as shooting a basket ball into the basket. Clogging and Indian dances appeal strongly to them, and special dances like Oxdansen and clown dances. English country dances introduced into a play such as Robin Hood are done without self-consciousness, and the English Morris dances were, of course, exclusively for men, and appeal on that score.

Seventeen nationalities were represented in one of our children's groups and they were among the quickest to catch the spirit of what we were trying to do. There was seldom any demurring at dancing with an undesirable partner. And how they did enjoy trying to follow a little pickaninny whose feet just would do a Charleston even when she knew they ought to walk "properly"! Such laughter! That was fun; that was dancing!

Then one unlucky day there was a change in leaders and the new teacher thought they should dance nothing but the "lesson" she had prepared. Folk dancing sickened and died and the corpse was removed. But it will come back to life if let alone for a while, for to these little Italians, Russians, Danes, Mexicans, Indians and negroes dancing is a true expression of their emotional lives.

I am not so sure when I speak of adolescents and young men and women. I know they respond to group dancing under certain leadership but so far with us it has not seemed vital enough to carry over into the play they plan for themselves. I am hopeful that the right chord will be struck, as I think it has been in some of the youth movements abroad. I have known a group of high school boys and girls to hang around the outside of a school building during folk dance evenings for months, scorning all invitations to come in and

join the dance, and raising for us a serious problem in supervision. One evening the invitation was repeated by a charming hostess and the word was passed around: "What do you say, Jim?" "Will you go, Bill?" "Will you?" Fortified by one another's presence sixteen of these young folks trooped in and formed two square sets. They skipped through the figures far more vigorously than their elders, and their observation had been remarkably accurate so that they came through in fine order. The upshot of it all was somewhat disconcerting. The hall was small and the older people gradually retired to seats along the wall to "watch the young folks" dance. With a larger hall we might have kept them all dancing, but all we could do under the circumstances was to keep a few of the adults and secure a sympathetic leader who understood the youngsters.

Dancing has always been closely associated with courtship and it is not surprising that couple dancing is so common among young men and women. The pity of it is that this comes to be the only kind of dancing that is considered seemly for adults, and even the number of couple dances convention permits is limited to four or five.

The potency of this emotion of love shared in dancing can be diffused through groups as our comradeship grows. I have been going to a bi-weekly folk dance party in one neighborhood for over a year. These people are my friends. I feel a glow of pleasure as I pass them moving down the set or around the circle. We love one another because we have shared emotions. That is stuff from which to make a democracy, and a community art.

When I see dumpy people on the street I want to be a Pied Piper and play music that will make them dance. It is hard to get good music for the kind of dancing that will set people free. We are grateful, in San Diego, for the singing calls for quadrilles that Mr. Lovett is sending out from Henry Ford's, "Life on the Ocean Wave" in particular, because they enable home groups to dance with no accompaniment but their own singing.

In connection with these home groups we are working out a plan for using the radio. Our old time dance orchestra has been playing once a week, with the fiddler calling the numbers, and many requests come in for special favorites. But I can picture the people who sit in easy chairs and listen, perhaps with a tapping of the feet as the last vestige of their former response to the call. We plan soon to offer to send instructors during

the radio folk dance hour to homes where enough are gathered together for a quadrille. This involves enlisting a corps of suitable volunteers, but some of the men and women who have been attending the neighborhood dances like the idea of helping to start home folk dancing.

It may be that when it has become as natural for all people to dance together as it is for children to play singing games, new art forms of the dance will emerge. Finally we may create the rhythm of democracy itself—not the monotonous drum-beat of everyone doing the same thing, nor the confusion of each doing what he likes regardless of everyone else, but each individual and group weaving into the pattern all they are capable of creating and receiving all they can use and enjoy.

I was born and lived my childhood in my grandfather's house in Cincinnati, at the foot of Walnut Hills facing the Ohio River, looking out over the beautiful Kentucky hills. The place and its setting offered a great variety of opportunities for play. As a child it always seemed to me a great waste of time to stop to eat or sleep because every day there was a new idea to dramatize. We played under the shade of the great beech trees and at the side of the little stream that ran down the hill or, in rainy weather, on the big porches—the whole neighborhood of children and myself. We had continuous plays that went on for days at a time, derived from the fairy tales we heard or read.

Don't imagine that my life was all play, for as the oldest sister of a family of brothers I came to take responsibilities quite seriously and was under the impression that the whole McDowell family depended upon me and what I did and the way I behaved. I must often have been a very irritating grown-up sister but somehow we kept our affection and our dependence upon each other all through our lives. That word—"thrill," so over-used by our young people today, was not known to my vocabulary. Every day was an "interesting" day and common life and creative play were thrilling enough. From that day to this I have never seemed to feel the need of the shows for diversion or rest. I got a healthy reaction from a variety of interests and the common people about me offered a continuous drama.—From *How the Living Faith of One Social Worker Grew*, by Mary E. McDowell (*The Survey*, April, 1928).

A New Experiment in Social Recreation Training Classes for Volunteer Leaders

By

VIOLA P. ARMSTRONG,

Director of Social Recreation, Department of Recreation, City of Detroit

For two years the Department of Recreation, Detroit, Michigan, has conducted, through the Social Recreation Department, five or six weeks' training classes for volunteer leaders.

These classes were so well attended, especially by representative committees from the churches of practically every denomination and all were so enthusiastic over the training received and the wealth of new material acquired, along with the better understanding of how and when to use this material, that we decided this year to experiment a bit more with these—our Volunteer Leaders' Classes.

And so instead of a five or six weeks' course, as previously given, a six months' course was offered, with classes held one night each week from eight to ten. A registration fee of \$3.00 was decided upon. This fee covered all expenses, such as material, special classes with national leaders or any of the other advantages offered.

With a short course of five or six weeks, one finds many joining only for the fun they may have each evening. Under these circumstances, the classes are more in the form of Play Evenings. However, a four or six months' course has been found to attract those who are more seriously interested in the work of volunteer leading. Either those who are already doing a great deal of leading and who have discovered their shortcomings and lack of material and training or those who have the time and a desire to give of their knowledge are attracted and so a most interesting group is brought together and a much more constructive piece of work is accomplished. At the end of five weeks, one is only beginning to know the individual members of the class and their various abilities, while in six months one has time to really develop and train these leaders and thus they are much better equipped.

Our leaders enrolled for the entire course this year numbered about seventy-five or eighty. The attendance did not lag, but kept a record until the

very end, many only missing one or two classes. At the closing banquet, which about 100 attended, a class prophecy and history were read and a program put on by committees.

During January we were most fortunate in being able to bring to Detroit Professor Peter Dykema of the Music Department, Teachers' College, Columbia University, who conducted a two-day Institute in Community Song Leading. Song Leading, by the way, plays an important part in our Social Leaders' Classes. We feel there are too few good song leaders and social leaders almost invariably find themselves called upon to lead group and fellowship songs and not many are able to do it creditably.

Professor Dykema held about four or five classes each day. Three classes were held just for our volunteer leaders and a few others from the music departments of the schools and colleges, who were allowed to share in any or all of the classes by paying an enrollment fee of \$1.00.

Our volunteer leaders are mostly business people who are not free during the day; therefore their classes were held during the evening hours with one theory class from five to six followed by dinner served by a committee from one of the churches, after which the regular evening session took place.

During the day arrangements were made with the College of the City of Detroit, Detroit Teachers' College, Highland Park Junior College and the Department of Recreation Staff, for classes with Professor Dykema and each group paid a small share of the expenses involved, thus making the financing of these classes possible.

The week following Professor Dykema's Institute, Miss Edna Geister, the well known Ice Breaker Herself, was with us for a three day session. Her time and classes were arranged exactly as were Professor Dykema's. Thus they were both able to reach many and varied groups in

addition to giving the volunteer leaders much concentrated work.

Through a very interesting contact with Mr. Sorensen Mathiasen, Director Pocono People's College, Henrysville, Pa., which took the form of an invitation to be a guest at Waddington People's College, Wheeling, West Virginia, during the last few days of school and at the closing banquet, a \$100 scholarship was given to us to be awarded to the Volunteer Leader who had made the greatest progress and shown the most promise in the class this year. This Scholarship was awarded to Herbert Richards of Windsor, Ontario, who was one of the eight who crossed over from Canada each week to attend the classes. These eight were enrolled from Walkerville, Windsor and Sandwich, Ontario.

Fifty dollars was raised by the class in various ways and an additional fifty taken from the class registration fund, making up the two hundred dollars which is the total cost of the three months' course at Pocono.

A rather interesting feature of the classes this year was the volunteer work done by many of the class. A great many of the requests that came to our Social Recreation Department last winter were filled by the volunteer leaders. It has always been more or less of a problem to take care of the large number of requests for leaders to direct "game evenings," "play fests," community singing at banquets. This year we had available a choice of our best volunteer leaders who were always ready and anxious to do anything which would give them additional experience and training. These leaders were never paid, although often they took care of groups numbering two or three hundred.

A monthly report was turned in by each leader and a record kept of all affairs conducted by them in which they used material gained in the classes. Almost without exception, the only game material these leaders had any knowledge of was that which had been presented to them in the classes and this was put into practical use by nearly every class member.

The following gives an idea of how completely these classes are answering a need and the concrete way in which leaders are carrying on. Parties, banquets, game evenings, sings, conducted by Volunteer Leaders during the classes:

November 44	February 50
December 42	March 56
January 32	April 40

Total—264

Committees which were assisted through this office, totaling another 147 affairs planned and conducted, during this same period show how the volunteer leaders have helped to lessen our burden. These figures also give some idea of the service a Social Recreation Department may offer to its city.

During our classes, a part of each evening was devoted to song leading, discussions, lectures. The practice period was divided into two parts. Part one, for reviewing of the previous week's lesson at which class members alone handled the group. Part two, demonstrations of new games and material at which the director presided.

At the close of each lesson, mimeographed copies of all material used was given out. This saved time that would have had to be used in acquiring notes and these notes could be referred to in preparing for review demonstration by the class. Also at the end of class each member had an orderly file of all games for future reference.

Although it has been said that most volunteer leaders can not be depended upon, our experience with these leaders has been exactly the opposite. Because they are doing the thing they love and because of their love of doing it, they can always be counted on to give good and loyal service. Our classes last winter has proved that a six months' or prolonged course of training for volunteer leaders arouses and sustains the interest and full cooperation of a group of real leaders which lasts not only during the period of training but throughout the entire year.

"Colonel Lindbergh, in an interview given in Atlanta, said: 'Character is what this country of ours needs. I wish you could have been up with me on this tour of nearly three months. I have seen every large city in the country—seen it from the air. I have looked at great factories and great buildings and great churches and great rivers and great forests on this trip. It is wonderful, and I love it; but more than the houses and railroads and rivers and trees are the people—the boys and the girls. I saw them here this afternoon. I saw the youngsters all along the way, the boys on top of the little stores and the girls on top of the cars and the little bits of ones in the arms of their mothers. And they are the ones. They will determine whether our big stores and factories and railroads and ships are worth anything. And it will depend on how much character these boys and girls have.'"—From Editorial in *American Childhood*, May, 1928.

Special Activities Add Value to Play Program

By

GLADYS ZEHNDER

Supervisor of Special Activities

San Francisco Playgrounds

Translated into terms of big business, the department of special activities is the selling agency of the playgrounds. Its function is to sell the playgrounds to the children, to their parents and to the general public—to get more customers, more support and reduce the overhead. A million dollars spent in playground work goes twice as far if the facilities are used by twice as many children. And the million is twice as easy to get if the general public knows what the playgrounds are doing and understands their value to the community.

Large cities like San Francisco spend fortunes on their playground systems. They are proud of their grounds, buildings, equipment and staffs. But the real thing to be proud of is the children, for all these other features are just the background. Millions of dollars' worth of playgrounds are not worth much except as scenery, if the city's children are playing under the wheels of automobiles.

One school of public opinion might say: "We have put up the money to make play places for the children; let them go, there or stay away." But that misses the whole spirit of the playground idea and it is not held by people who understand anything at all about the mysterious working of the juvenile mind.

Children, perhaps boys in particular, are shy and secretive under all their bluster and boisterousness. The children of a large city who still use the streets for their playgrounds do not do so because they are "tough," or because they would not enjoy the playgrounds. They do it because they are too sensitive to come forward and make themselves conspicuous. Probably for the same reason that adults will return again and again to the same restaurant or the same club because they dislike having to adapt themselves to anything new.

Here is where the department of special activities comes into play. Its rapid growth in San Francisco is evidence that, in this city at least, its functions are useful. It was created when Miss Josephine Dows Randall, Superintendent of Recreation for the San Francisco Playground Commission, assigned me the work of supplying routine information to the newspapers in addition to work as director of the Chinese playground. A chance remark by one of the children was the basis for our first contest. The "Lindy League" idea grew so fast and so large that for the moment we were swamped and were forced to temporary expedients to finish what we had started. This led to creation of the permanent post of supervisor of special activities.

The Lindy League contest for model airplanes aroused tremendous interest among the children. It distracted attention from themselves to what they were doing. They talked it on the playground and off and while the lack of dependable statistics precludes any accurate estimate of the results, everyone who came into contact with the work was surprised by the number of new faces seen on the playgrounds. And in passing I may add that those new faces did not disappear with the close of the contest for by that time the recruits had adopted the playgrounds.

The children carried their Lindy League contest home with them. It became an important topic in homes throughout the city. The fathers and mothers were even more excited than were their young hopefuls. It made the department acquainted with hundreds of new friends who began taking a vital interest in everything we do, where before they passed us with perfunctory attention.

The newspapers took up the Lindy League idea. They gave us columns of fine publicity that brought ever increasing numbers of children and

spread the playground gospel broadcast. The radio people also paid more attention to what we were doing.

This publicity was not crumbs of charity tossed to a worthy but dull civic enterprise! The papers printed it because they wanted to, because it was vital news that interested thousands of readers and because it provided opportunities for illustration that dressed the papers. And here I digress to urge that directors of special activities, if they have not had practical newspaper experience, make it a point to become versed in the technic of that business. To get the kind of publicity that do playgrounds good, the idea is not to try to "get a piece printed" but to engage in activities useful and interesting enough to get themselves printed, and to keep the newspapers informed. Some judgment must be used, because city editors soon get weary of wasting the

valuable time of reporters and photographers on assignments that do not pan out.

The kite-flying contest brought out another burst of enthusiasm. Men who had flown kites in their youth in San Francisco's open spaces without police interference, suddenly awoke to the fact that wires overhead and the dangers of traffic have so greatly curtailed the activities of children. And they pitched in with their sons and daughters to advise them on kite-making and flying and joined the railbirds that watched the contest. You could just see their hands twitching with eagerness to get in and show the kids what real kite-flying is. If the playgrounds ever need friends I am going to appeal to the fathers who used to fly kites.

Our dramatic contest, in which the children wrote the plays, designed and made costumes and scenery, and produced the plays with a cast



San Francisco, Cal.

SOME OF THE SOAP MODELS IN EXHIBIT



San Francisco, Cal.

ONE OF THE LARGEST KITES IN THE CONTEST

of playground children, was an effort to touch another phase of children's interest. It stirred them to activity in a cultural direction and the project, as well as the result, brought commendation from many sources.

The soap carving contest brought out some really remarkable examples of the art of which the children are capable and launched many upon activities that will be a source of much pleasure even though it does not lead to careers. This brought complimentary commentary from as far as Mexico City.

Where our special activities run to contests, we invite well-known people to act as judges, less for the prestige that their names carry in publicity than for the advantage of having them intimately acquainted with playground work and problems. And it is my experience that many of them take a continuing and keen interest in the general work and welfare of our playground system.

In the general field of the work of which the playground is a part, there is a discernible tend-

ency under routine to slip into the mental attitude which holds *things* more important than *people*. The department of special activities cannot slip into this frame of mind, for it is only while the vital interest is centered on the children that they respond and the public and the newspapers react to its efforts.

"Leadership, according to the dictionary, has several definitions in accordance with the necessities and responsibilities. One idea of leadership is taking somebody by the hand—personal contact. That is one definition and that, it seems to me, is early leadership as we should give it in childhood. Then the dictionary goes on to say that leadership means going in advance, and that, it seems to me, is the enticing or luring of youth by means of the way we conduct ourselves. And finally leadership means to advise, and that is the form of leadership we use with adults."

WILLIAM BURDICK.

When We Are Ten

By

MARION E. HOLBROOK

When Nancy approached the end of her tenth year and was entitled to say "going on eleven," she began the usual negotiations with her family concerning the birthday party. About two weeks before the anniversary day Nancy instigated preliminaries by being prompt at meals and hanging her stockings on the back of a chair at night instead of leaving them in a heap on the floor as was her wont. If this availed nothing she could always resort to open tactics and offer to barter anything the family might have in mind for a birthday gift for the much more desirable party. But memories of former parties had left a dubious impression with Nancy's mother. She remembered hectic afternoons in which little girls in their best clothes began by playing "Button-Button" sedately enough, but ended in games so strenuous that adult intervention was necessary and the guests, flushed and giggling and squirming, were begged to sit down and listen to a story.

Nancy's mother thought it over carefully and decided that "Going to Jerusalem" and like entertainments had probably been outgrown years before they were discarded and that this year she would give Nancy a party especially planned for those who have arrived, or are about to arrive at the estate when one's age is designated by two figures. The party was so successful that we are describing it for you.

Invitations were issued on the Monday preceding the party, which is always held on Saturday of the birthday week. In order to avoid the usual embarrassment over the birthday connotation, they read thus:

Next Saturday at three o'clock
At my door I hope you'll knock.
We'll have some pleasant things to do—
And please to stay to supper, too!

When the nine guests had assembled the party began by distributing talley cards, on which the numbers one to ten appeared, with little colored pencils for keeping score. Ten games had been planned—some to be played with partners and some individually. Partners were found for the first game by matching pieces of cloth. Five pieces of different materials—gingham, organdie,

silk or anything else the rag bag yielded—were cut in two inch squares. These squares were cut diagonally and each child received one of the triangles. Cross word puzzles of a simple type were given the partners to work out together. The first couple through scored "ten," the second "eight," and so on.

Next a button sewing contest was held. Buttons, small pieces of cloth, thread, and needles were supplied and a hundred little fingers went to work. This was done individually, the first child through scoring "ten," the second "nine," and so on.

Partners were again selected for the third game by matching lines of poetry familiar to all children, such as *Hiawatha*, *The Pied Piper*, *Barbara Frietchie*, *Little Orphant Annie*, and *Winken, Blinken and Nod*. Then each child was given a strip of crepe paper cut in the shape of a tie. The couples put the ties on each other and the couple presenting the best arranged bows within two minutes scored highest.

Puzzles put together individually constituted the fourth game.

Five games were then brought out and the guests chose their own partners for parchesi, jackstraws, tiddle de winks, Pollyanna, and the fascinating sport of seeing who can lift twenty navy beans out of one dish and deposit them in another in the shortest time by the use of soda straws and suction. This latter game is perfectly safe if a good sized bean is used. The winning couples scored two for each game and the losers nothing. The games were played until every couple had had a chance to play each game.

The sixth event was a smelling contest. Opposite the number "six" on the score cards the guests wrote the names of as many of the following odors as they could identify: vinegar, molasses, lemon, coffee, tea, onion, licorice, cloves, sachet and camphor. The commodities mentioned had been placed in opaque bottles and arranged around the dining room table.

Partners were then chosen for the guessing contest by giving the little girls slips of paper on which a word was written. Each began shouting the word on her paper and found her partner by

the word related to it. The words used were: umbrella, rain, flower, garden, school, teacher, door, door-knob, shoe, and stocking. This gave everyone a welcome chance to indulge in noise and running around. Then the couples went one at a time, into the dining room, were allowed half a minute to look at the articles on the table, and were given two minutes to write on a slip of paper the names of as many articles as the two could remember. The articles were a saltine, soap, nail file, knife, comb, safety pin, penny, button, ink, and a hairpin. Each couple scored two for every article remembered.

For the next game Nancy's mother had cut out ten advertisements familiar to all children, removing the name of the article advertised, and pinned them to the curtains in the living room and sun parlor. The names were guessed individually by each child.

To introduce a little activity into the afternoon, a peanut race was held for the ninth contest. Ten rows of peanuts were arranged across the living room and each guest received a spoon with which to pick them up. The peanut race is too familiar to need explanation.

The tenth game was the most fun of all. Nancy's mother had gathered ten snapshots from her own collection and from mothers of the guests. These were all pictures of the little girls present. Pieces of paper had been pasted over the faces of the children in the pictures and some of the grown-ups, too, in pictures where they would make guessing too easy. The point of this game was, of course, to identify the children in the pictures. Each successful guesser scored ten.

The scores were then added up and the winner received a prize. Then the troop was marshalled into the dining room, where paper caps and snap-pers gave the festive note to a simple meal, ending with ice cream and the candle bedecked cake. Shortly after supper the guests were artfully set on their homeward courses.

A school yard should be a neighborhood playground not only for children, but also for the adult population. . . . Our records show that pupils in schools that have adequate yard space, run faster, jump farther, and throw farther, than pupils in schools that have inadequate yard space. It would be fair to infer that this superiority is due to the fact that such pupils have enough yard space to allow them to take part in vigorous, play-

ful activity, which in turn results in improved health.—WILLIAM A. STECHER, Philadelphia.

Baseball with Trimmings

“Do I sleep, do I dream?
Do I wander and doubt?
Are things what they seem?
Or is visions about?
Is our civilization a failure?
Or is the Caucasian played out?”

“Some modern Truthful James might very well have thoughts of this kind when reading about the recent baseball festival of which we have seen no reports in the American press. No pop bottles crowned the umpire. The game was hard-fought and close, but the decisions excited no howls. The crowds applauded, but at the proper time. The umpire was unpaid. The players of the opposing teams lined up and bowed formally and profoundly to each other when the contest ended. The crowd began to gather at sunrise, and there were 85,000 present when the pitcher wound up. Small boys had reserved seats in the trees. When balls went into the stands, back they were tossed. There were four games for one admittance price. When the players slid for a base they were careful to brush off the dust as they rose to their feet. Carrier pigeons took the running story of the game to the newspaper offices. Forty correspondents kept box scores.

“It all took place in far away Japan. They had no baseball there until thirty-six years ago, and now it has become a national game. There was an intercollegiate amateur contest in 1898, in which the Japanese did not show up particularly well, but since then they have been doing better and better, and now, we are told, it is an exceptional American team which makes a good showing against the best Japanese players.

“A writer on Japanese baseball, who has a close acquaintance with it, believes that it trains Japanese youth along the best lines, allows a proper outlet for Japanese emotion, modernizes them, invigorates them and tones up their social life. Shall we have some day a grand international baseball series to settle the world's championship?”—From the *Boston Herald*, Editorial, March 28, 1928.

Games for Children's Parties *

Children's parties should be full of fun and surprises. Simple games needing little instruction are the most satisfactory kind for parties. There should be sufficient variety in the amusements so there will be something of especial interest for every child. By starting a new game while interest in the present one is running high, the party is bound to be a success. The following games are suggestive of the types of things children enjoy doing at parties.

Shadow Pictures. This game requires a white sheet hung up near the end of the room. The "shadow-makers" take their places on low stools behind the sheet. The room must be darkened and one light placed about six or seven feet behind the "shadow-makers." Then the "shadow-makers" drape themselves with shawls, scarfs, or anything handy, and take their places so that their shadows are thrown on the sheet. They should try to disguise themselves so that the "shadow-seekers" may not be able to guess their identity. Bending the finger over the nose gives one a very queering looking hooked nose on the sheet and entirely alters the profile of the face. As soon as a "shadow-maker's" name has been guessed, he must take his place as a "shadow-seeker" and the one who guessed him becomes a "shadow-maker."

Am I a Monkey. Prepare slips of paper with the name of an animal written on each slip. As each guest arrives, pin a slip on his back. Each guest is to find out, by asking questions that can be answered by "yes" or "no" what name is pinned on his back. As soon as the player has found out the name on his back, it is removed and pinned on the front.

Teakettle. One player is selected to leave the room. The remaining players decide on some word which has a double meaning (such as pane, pain). The absent player is called in and each player in turn must ask him a question, using the word "teakettle" instead of the word which was selected; such as "Did you ever throw a rock through a teakettle?" (pane) or "Did you ever have a teakettle (pain) in your head?" The player whose sentence gives away the "teakettle" word becomes "It" and leaves the room.

Following are a few suggested words:

Vane	Sew
Roll	Pour
Pair	Pale
Ball	Dew
Sea	Watch
Sink	Can
Fly	Bow
	Walk

Poison. Music is required for this game. Players stand in a circle. Several objects are passed around to the right. The music stops frequently and those holding objects, or dropping them after the music stops, are out. As the circle gets smaller, remove all but one object, and continue until only one player is left.

Observation. Place from fifteen to twenty small objects of various sorts on a tray. Have someone walk slowly around the room carrying the tray. Each player is given an opportunity to look over the contents of the tray, just once. Take the tray from the room. Provide the players with pencils and paper and ask them to write a list of the articles on the tray.

Musical Nuts. This game is similar to Musical Chairs. Have peanuts hidden about the room. Line up players in circle and march to music. Music stops frequently and players rush off to search for the nuts. Whenever the music starts up, all must return to circle formation and continue to march. The fun of the game is greatly increased if the musician will make many false breaks, just long enough to let the players out of the circle but not long enough to let them start hunting. The winner is the one who finds the most nuts. He is asked to divide his nuts with the musician.

Hen Roost. Each player except one chooses the name of some object, and in answering any question put to him must introduce the word he has chosen. The extra player then asks one or more questions of each player, on the following order:

To the first player: "I heard you got into my hen house last night. How did you get in?"

Answer: "With a dictionary." (Dictionary being the word chosen by this player.)

To the next player: "What did you find there?"

Answer: "A horse."

*Courtesy of Bureau of Home Play, Playground and Recreation Department, Los Angeles, California.

To the next player: "What did you give him to eat?"

Answer: "A sofa pillow."

Any player who laughs or fails to answer promptly must pay a forfeit.

Soap Bubble Polo. Each child is provided with a penny clay pipe. The players are divided into equal sides and sit at opposite ends of a long table which has been covered with a heavy cloth fastened smoothly down with tacks or pins. At each end of the table is placed a tumbler upside down and a bowl of strong soapsuds. The object of the game is for each side to blow its soap bubbles past the tumbler, which is the goal, at the opposite end. At a signal, all players dip their pipes in the suds and make bubbles, and proceed to blow them or push them with the hands to the other end of the table. Neither side may touch the bubbles made by the other side, but each player may try to blow or push his own bubble so that it will hit or break an opposition bubble. Each time a bubble passes the opposite goal, one score is made by the side putting it across. Any player may encroach upon the opposite side of the table in endeavoring to push his bubble across.

Who's Who. Company is divided into two sections and one section is blindfolded. Each blindman is seated and has a vacant chair at his right hand. Other players without bandages stand in center of the room. Then they slip into vacant chairs and each blindman tries by asking questions to discover who is sitting beside him. Whenever a blindman guesses correctly, he takes off his blindfold and puts it on the person whose identity he has guessed.

Magic Music. This game requires some small object as a thimble or button. One player is sent from the room while the object is hidden. He returns and hunts for the object. While he is doing this, the rest of the players sing or clap hands, doing it softly when the hunter is far away from the object and more loudly as he comes near to it. As soon as the hidden object has been found, the hunter chooses another player to go out.

Examination. Have ready for each person a slip of paper with numbers from 1 to 20, arranged consecutively. Read aloud the following questions and ask the players to write the proper letters under the proper numbers.

1—If you ever saw a cow jump over the moon, write "No" in spaces 1, 4, 14 and 16. If not write "R" in these spaces.

2—If "X" comes before "H" in the alphabet,

write "Z" in space 3. If it comes after "H," write "F."

3—If 31,467 is more than 12 dozen, write "E" in spaces 2, 5, 9, 15 and 17.

4—If you like candy better than mosquitoes, indicate with an "S" in spaces 6 and 12. If not, better consult a doctor at once.

5—Closing one eye and without counting on your fingers, write the eighth letter of the alphabet in space 7.

6—If Shakespeare wrote "Twinkle, twinkle, little star, How I wonder what you are!" put "O" in space 20. Otherwise write "Y."

7—If white and black are opposites, write "M" in space 8. If the same color, write nothing there.

8—If ten quarts make one pint, draw an elephant in space 10. Otherwise write "N."

9—If summer is warmer than winter, put "D" in space 19, and "T" in space 11.

10—If you think this is foolish, write the first letter of the alphabet in spaces 13 and 18, read the result and follow me. (The result should read: Refreshments Are Ready.)

Many helpful suggestions for children's parties may be found in the following books which may be consulted at any public library:

Dennison's Party Magazine
Davison, Games and Parties for Children
Gates and Wallis, Parties for Occasions
Geister, Let's Play

The appeals of sex, power, display, and other natural appetites are so strong that abstract and idealistic interests need reinforcement to hold their own against them. The interests in play which characterize childhood are not so antagonistic to these abstract and idealistic interests and occupations, and may even be used by schools to build them up.—From *Learning from Six to Sixty* by E. L. Thorndike, in *The Survey* for April 15, 1928.

For a long time England has had more of a leisure class than the United States. Are we training in America so that with the increasing leisure and with the opportunities which many citizens now have for using their time for other purposes than the creation of wealth, such citizens shall have the capacity for using leisure in a dynamic way so that their appreciation of the beautiful, their culture, their interests in democracy, shall be a community and national asset? Already the number of such men and women in America is rapidly increasing.



Cedar Rapids, Iowa

BAND

The Cedar Rapids Harmonica Band

By

CLARE NICHOLS

Assistant Superintendent of Recreation, Cedar Rapids, Iowa

Our Harmonica Band was started late last fall under the auspices of the Playground Commission. We secured the volunteer service of an expert harmonica player, who stayed with us until after Christmas when it was necessary for him to drop out of the work. As no one else seemed available I took the group of twenty-five and with the help of three or four of the most proficient musicians in the band have carried on up to date. I do not play myself but from my experience as a song leader and my knowledge of the mechanics of the instruments, I have been able to do the directing. In teaching we use the older boys and girls and we have found it more successful than doing the actual work ourselves. It is possible to use more children and it encourages them to become proficient so they may be used as teachers. Perhaps our necessity has had a good deal to do with the adoption of this plan, but we can safely say that it may be worked very successfully if a harmonica expert is not available.

We have a membership of ninety with from two to four members joining every Saturday morning.

The first fifteen minutes are devoted to teaching beginners how to hold their instruments, how to play the scale and other fundamentals. The balance of the hour is given over to reviewing old selections, practicing new ones and getting ready for any programs which we have agreed to play.

We had two benefit performances at a local theatre during the past winter and made almost enough to uniform the whole band. We have seventy-five clown suits and caps. The suits are made of turkey red calico, which we bought from a local merchant by the bolt, and hired a friendly dressmaker to make up at fifty cents a suit. The caps are our own design—red crepe paper with white knob on top, white band with three black music notes across the front. We keep all the suits, but each child has his name written on the collar band. This plan saves trouble when the children are getting ready to play. If a child cannot come when we are scheduled to play he is supposed to telephone us, so we can use his suit for one of the new members who does not as yet own one. We practice in a large pleasant room in the

Labor Federation Building, through the courtesy of the Labor Federation.

I should say that one fourth of our membership play other instruments in school and in Scout and Pioneer Bands. At least one-third would not be able to afford any other instrument at the present time. As they range in age from six to seventeen it can readily be seen what a place the harmonica is filling in their lives—just at the age when they are forming their tastes and ideals.

A great improvement is apparent in the children's musical understanding and appreciation. At first most of them played everything alike. *Rock of Ages* and *Turkey in the Straw* were all the same to them, but as I explain the origin, underlying thought, tempo and tradition of each number before we start playing it and have one of the teachers play it first, as I have previously instructed him, I can see a look of understanding and instant comprehension come into their faces that was entirely lacking at first. Moreover, they learn to play together, to listen for each other, and to *watch the leader*.

The principal of the largest grade school in the city called me one evening after she had had the fourteen band members who go to her school play at two assemblies that morning, and told me of one boy who was not a member of the band but who could play the harmonica. She had permitted him to wear a suit and play the band. She said it is the first time in all the months he has been in this school that he has shown a sign of response or displayed an ounce of self-respect. "If you will bother with him," she said, "I will buy him a harmonica and instruction book and I believe it will be the turning point in his life."

Another teacher in a different school had a quartet of my boys play in a large "All School" program. She told me it was the first time she had been able to use two of them in any way on a program.

I could tell of many similar cases, and others along different lines, that show the value of the harmonica to awaken not only music in the soul, but to bring out personality, to give backward children a chance to express themselves and to mingle with others, to create a closer family interest and enjoyment by all in the family playing together. We have one family where all the children and the father play. Several have two who play beautifully.

Cedar Rapids has recognized the band as a city asset. The band has played for the Rotary Club, Moose, Knights of Pythias and Masonic Lodges,

for civic celebrations, churches, schools and conventions. At the present time we are preparing a program of old war songs to be given in the City Auditorium for the State G. A. R. Encampment.

It is our hope that the band will become a permanent factor in the musical recreation life of the city.

A Thirteen Hundred Acre Park in Detroit

In 1919 Detroit purchased 1300 acres of land along the River Rouge, situated fourteen miles from the city's municipal building. The cost to the city was about \$1,300,000. Property values in this section have so increased that today the valuation of the land has reached \$12,036,000. Buildings purchased at the time were valued at \$78,000.

With the opening of the park's new nine hole golf course and service house, together with the casino—the former Sorensen home—Detroiters will begin to enjoy the result of the constructive efforts of the past few years on this magnificent park area. The contract on the new open air three acre swimming pool, one of the largest of its kind, has been let. The budget appropriation for 1927-1928 has provided \$266,000 for the completion of the work. The pool when completed will be 393 feet in length and 217 feet wide. It will have concrete bottom and sides with graded swimming depths, ranging from 1 to 8 feet to serve all classes of swimmers. A part of the money provided in the budget for the construction of the swimming pool will be used to divert the River Rouge from the pool area and to build a bath house so situated as to serve patrons of tennis courts, ball diamonds and other sports areas which are to be laid out in the vicinity of the pool.

Development plans for this year also include the construction of another nine hole golf course adjoining the newly completed course. The cost of the golf course construction is amounting to \$2,000 a hole.

In River Rouge Park, Detroit has the distinction of having the largest municipally owned nursery in America, according to the *Detroit Free Press*. It comprises more than 150,000 trees in varying stages of growth and 100,000 shrubs. Plans for the future development of this huge nursery include provision of all shade trees for the residence streets of the city.

Advisory Service for Toys in a Department Store

R. H. Macy & Company, one of the great department store firms of New York City, inaugurated an advisory service for toys last spring with a "Play in Education Week." A temporary auditorium housed a speaker on some phase of play. Surrounding the seats in the auditorium play-things were grouped according to the age at which they would appeal.

Mrs. Boehm, who is in charge of the service, spoke of the opportunity of developing personality through proper toys. Children should be given opportunity to do things, to make and un-make, to develop courage and self-control on apparatus. Usability, suitability, durability are three good tests to apply in buying toys. An open shelf for keeping toys suggests orderly habits.

Ernest Crandall, Director of Lectures and of Visual Instruction, Board of Education, New York City, doubted the play value of many popular activities such as bridge and golf but thought window shopping one of the purest forms of play.

We must discard the idea that play must be labeled play. The real play boys of the modern world are our engineers, our aviators, our bridge builders. Lindbergh, Henry Ford and others were cited as having employed the play impulse. In big personalities the play impulse still dominates. It is through the play impulses that the child acquires all that it learns in its first few years, until the parents and teachers come along with the idea that play is a waste of time and it is time to put the child's mind at work with the result that the learning process is impeded at that point.

Jay B. Nash urged the importance of providing a place for the littlest ones. Even in a backyard twenty by twenty-five feet for the price of a spare tire for a Ford one could provide enough equipment to engage the attention of children from eight to twelve.

He said, "We have no roof and we have no backyard. We had a spare room and decided that the children were worth more than our friends so we put in a folding bed in the room and told our friends, 'If you come you can sleep in the children's playroom.'"

Mrs. Clara T. Littledale, Managing Editor of "Children," opened her remarks by saying that

last summer she met an old farmer friend who said to her, "I hear you are getting out a magazine telling how to bring up children. I have seen a good many people bring up children, and all that is necessary is to feed them up, dress them up and beat them up."

The announced subject for the afternoon "Building Family Friendship Through Play" was mentioned and reference made to the opportunity the mother has in the household to build up friendship through all working together. She spoke of the change that has come about in having less things to do than formerly and the tendency for parents to feel that it is easier to do things than to have the children help do them, and so a real opportunity is being missed. The case of one family where they called a "Family Council" was cited. The mother presided and said, "We have a big organization here, a home, I need help in this home, I cannot do all the work alone." She then outlined the outstanding work to be done. She said, "How will you help me?" They made charts and discussed what each one could contribute to that home.

The oldest boy said, "I have always wanted to do the washing." This came as a surprise to the mother but she said, "Fine, when can you do it." He answered, "I can do it after school on Mondays." Though this necessitated a change in schedule and the clothes had to soak over night, it was done and the boy is still running the washing machine, and doing the big family washing well. All in the home volunteered to do the thing in which they were especially interested. No one wanted to do the dish washing. It was decided this was because it was a lonesome job so it was agreed that while two did the dishes, two others would entertain them. They did this with other unpopular tasks. The father offered to help make the beds if someone would show him how. Each had an important job to do and they did it. She said, "The sense of cooperation is one of the finest things you can imagine. You realize this is a place where the whole family is trying to make it a real home. It is one of the finest examples of family friendship I have heard of built up through working together."

"We have the wrong attitude toward children's play when we think of it as something unimportant that can be interrupted any minute. We forget that children are learning through their play—that it is a very important part of their life. The best modern schools take advantage of this and teach the children through play."

EXTRACTS FROM

"American Education and Higher Learning"*

BY

DR. LOTUS D. COFFMAN

No phase of human life is untouched by industrialism. . . . One thing seems certain, a clerical type of mind is being developed, one which will have less and less interest in personal improvements, one which thinks more about a day's work as a means to a salary than about a day's work that affords so much of opportunity for growth and advancement. With the increasing tendency of corporations to demand training that fits the individual into occupational niches, thus closing the road to real initiative or promotion, one cannot side-step the proposition of an America face to face with the prospect of a docile and unthinking proletariat.

. . . Apparently no one is willing to accept the inevitable that science may develop to such a point that society may become a victim to its achievements.

: . . Civic responsibility is shirked everywhere, most strikingly, perhaps, in the fact that only fifty percent of the voters of this presumably enlightened country express their judgment even at presidential elections. In spite of the fact that the American schools, the greatest experiment ever tried in democracy, have provided, for nearly two generations, education for approximately all of the youth of the country, the public is still ignorant and uninformed on political matters and slothful in their discharge of citizenship duties.

: . . Mechanical efficiency with subsequent loss of employment for thousands, the closing of small business enterprises, the creation of large corporations, the decadence of local communities,

the standardization of industrial output,—all these things are viewed with alarm by parents. Not knowing what to do, they send their children to school, hoping to provide preparation for the changing order.

. . . The purpose of higher education should be an understanding of life and, in the light of that understanding, the organization of a curriculum which will orient the students into a life which will train them to be citizens as well as workers in a republic. The responsibility of higher institutions for American education is what it always has been,—it is the responsibility of joining with the public schools in defining the philosophy of living in these modern times and of reinterpreting and readjusting the program of education for the masses in harmony with it.

. . . The great ethical values of a race, its great social inheritances, are found not in wealth, in industrial organization, in well-distributed opportunity, nor in political liberty, but in the spiritual relationships that guide the individual in ways of tolerance and goodwill."

E. S. Goodwin, president of a Seattle, Washington, realty firm, has offered Seattle a 160-acre park and golf site on Lake Washington shore south of the city limits. This gift has been accepted by the board of public works, subject to the city council's approval. According to the plans, 120 acres will be used for an 18-hole golf course, and 40 acres will be converted into a park.

A wooded tract of thirty-five acres is the gift to the city of New Haven of Dr. Louis B. Bishop and the estate of his sister, Mrs. J. W. Thompson, in memory of their parents, Dr. and Mrs. Timothy H. Bishop, who were life-long residents of New Haven. This property will serve as a bird refuge and the nucleus of a municipal forest. Dr. Bishop is a well known ornithologist and the tract has been acquired by him to keep intact the home of certain rare birds of the district.

Another memorable gift is the Baldwin bequest, exceeding \$100,000 for additions to East and West Rock parks. An additional bond issue of \$200,000 will enable the Park Department to continue the work of rounding out the areas and completing the development of the more backward parks and playgrounds.

As many as 700 cars are parked in a single park at one time in Tulsa, Okla.

*American Educational Digest for June, 1928.

Choosing Playthings*

BY

EDITH LONDON BOEHM

Toys have for long been thought of as inconsequential things to be given to children to keep them out of mischief, as stop-gaps and time-killers. As a result, most home playrooms are stocked with a miscellaneous and unconsidered assortment of donations presented by parents and relatives, and chosen at random on a general basis of cost and appearance. The mother who would be horrified at the idea of sending a child to a larder stocked with ill-assorted foodstuffs, with general instructions to "help himself," thinks nothing of telling him to "run and play" with a hodge-podge collection of toys whose suitability and adaptability she does not even stop to question.

Malnutrition evidences itself in ill health, and indiscriminate eating is likely to show rather prompt effects; but what harm can a toy do a child if it has no sharp edges and will cause him no physical injury? Yet how often do we find a child in a room filled with dozens of seemingly alluring playthings—nagging and dissatisfied. So much is scattered about him that he does not know which to choose. Here is a broken toy—there one he cannot cope with, and he is indifferent and negative because his world—his playworld—is at odds with him.

We must be careful that the playthings we give a child to handle are suited to his unfolding abilities and expressive of his real interests—that we neither overtax his small powers nor force his interests. There are many parents who feel that their children, being above average capacity, can skip the simple playthings, and begin with more "worth-while" play. Such planning robs the child of something of infinite value. Each stage of his play development is worth its own patient nurture; and he is not so likely to be confronted by problems which he is emotionally and technically unequipped for if he is allowed to grow into play situations instead of being forced or even urged into them.

For example: bridge-building sets seem so worth while that the parent whose young child

shows a dawning interest in screws and mechanics promptly deluges him with these. But untrained fingers cannot handle tiny screws, and the models are difficult to copy. The work is soon dropped as a hopeless task, sometimes with tears and bad temper, sometimes simply with indifference and distaste; and perhaps an antagonism is built up against what should have become in its own time a real interest and aptitude. On the other hand, a larger toy, embodying the same constructive principles, but better suited to the little child's coordinations, would hold his interest until he could more easily handle the smaller mechanisms.

The father of a four-year-old will tell you with delight how his child stands for hours watching him work with electric trains. But does this mean that an electric train is a suitable four-year-old toy? The child of that age can impart motion and life to his static possessions, and the substitution of reality for his imaginative play may rob him of his joy in make-believe. Besides, being unable to cope with the electric mechanism, he is forced to assume the role of spectator in a play situation where he should be chief participator, and he may soon find it easier and pleasanter to watch things being done than to do them.

That children tire easily of playthings is no indictment of playthings. The adult would like the child to choose a toy and then keep busy with it the rest of the day. But a child's attention span is limited, and he drops what he is playing with not because it is a toy, but because he has gotten what he wants out of that particular situation. Toys are his working apparatus and he goes from toy to toy trying out his creative powers, his imitation of adult activities, using what means he has at hand for climbing and pulling. Therefore his collection should be varied enough to let him try out a large range of life's activities; for this gradual handling and manipulating and understanding of things is educating him as nothing else can.

But even when we know, in a general way, that we must give our children suitable play materials, where and how shall we find them? Does the

*Courtesy of *Child Study*.

commercial manufacturing and marketing of toys offer us adequate choice?

The new stress upon the value of self-expression through play has not yet made more than an imperceptible dent in the general production of play materials. Here and there an enlightened few who go to look for materials recommended in modern books and experimental schools, find that most of the things they seek are not available, even in the most elaborately equipped toy departments. With persistent effort, the crusader may gather some of the desired materials, but only after tapping two or three different departments (not necessarily toy departments!) and sending to one manufacturer in Ohio and another in Oshkosh. That there is no "call" for these things is not so much because the average purchaser does not want constructive play materials, as because he does not know what they are. He may demand "toys that teach"; but the educative value of a mass of clay, or some blank sheets of paper and a few stout crayons is not apparent to him. The toy purchaser has not yet learned that raw materials are means of expression, however crude.

By the trial and error method, parents have discovered that toys which the child can do something will interest him more than any other kind. But there is a confusion of terms, and the average purchaser thinks of a "do with" toy as a "set" definitely boxed, all ready for use. He does not feel that he is buying "playthings" if he is offered unspectacular working materials without specific directions. And, furthermore, he has a general notion that if a particular child has no special proclivities for creative art, at least he may be taught to turn out a stenciled cow or a transferred flower by prescription.

The *phraseology* of modern psychology, however, has found its way into the toy department, with some weird results in the form of "educational" labels. There is, for instance, a new "pre-school kit" on sale in almost every reputable toy department. It consists of a boxed collection of the tiniest pegs procurable, to be put into a peg board; a card of multiplication, subtraction and division; little straws for stringing; sewing cards with minute perforations; and miniature crayons. Not one of these things really meets the needs of the child for whom the kit is labelled.

In the same way we find "art and craft" and "kindergarten" materials grouped for sale. "For the tiniest artist" one reads—on a very attractive box cover. We know that this tiniest artist needs

very large jars of paint, large sheets of paper, thick brushes to be easily grasped by untrained fingers, and sturdy crayons. But this pseudo-educational set supplies him with small, intricately outlined postcards to color, with an infinitesimal amount of paint, an almost invisible paint brush, and crayons which break at the first stroke. To "express himself" in clay he gets a few small slabs of play clay and moulds to fill in, with detailed models to follow. He cannot paint the cards, the crayons break. He is not craftsman enough to copy the pictured models, and thus the whole impulse toward self-expression is thwarted by the limitations of the media offered him to work with.

Almost every toy department offers sewing sets with scissors that won't cut, needles with unthreadable eyes, threads that break, and unsewable materials. Reading boards, on which the child must laboriously slide individual letters into place, are still sold as "first reading aids," despite the fact that our methods of teaching reading have been changed years ago.

There are, however, many fine toys to be had. The problem is to find them—to pick the wheat from the chaff. The purchaser simply finds himself bewildered by huge stocks of things, in whose selection he gets little if any help. In other departments, one may be guided somewhat by size tags and price; but in the toy department there are no guides, and a very expensive toy may be less durable than one of little cost, a small toy less suitable for a small child than a larger and less alluring article.

There are excellent transportation and industrial toys, which in the hands of children of the right age to use them, can be made to do real work in a miniature way. But even among these unquestionably fine toys there must be studied choice. Shall it be a taxi, a dump cart, or a concrete mixer? They are all sturdy and durable. The streets are crowded with taxis and the city child will surely be fascinated with one of his own. But has it the possibility for active play that the truck offers. And might not the truck, with its simple mechanism, be more advisable than the elaborate concrete mixer for a young child? Or would the concrete mixer more nearly meet his interests and stir his inventiveness? It is a question of weighing and sifting values. For very often we find that just such a toy stands unused and unloved in the child's playroom, not because it is really undesirable, but simply because it is unsuited at that time for that child.

We can find, too, if we look for them, dolls that are aesthetic, unbreakable and washable, outdoor sport toys that are almost indestructible. Many of the construction and scientific toys for older children are very good, and there are simple construction toys for young children which combine all the principal requisites of interesting playthings with working possibilities.

We are attracted by a set of fine blocks, cut in special shapes, with slots and grooves. It makes a charming small building. When that is completed, what are its possibilities for more construction? It can be pulled apart; but only another building of much the same type can be erected. It is too limited. And so it would be wiser to choose a less arresting looking group of blocks, with boards and wheels and dowels, which may be a house today, a train tomorrow, and a chair the next day. But even in the choice of these more serviceable blocks, we must consider carefully the age of the child who is to use them. Can he handle dowels and wheels, or would the very simplest floor blocks better suit his needs?

We will have to learn to ask ourselves these and many other questions. But more than that—if we want to find in the commercial toyshops and toy departments the kind of toys we know our children should have, we will have to break down the current practice of buying toys by their boxes. If we cannot do this, then perhaps we can go to the manufacturer and persuade him that, since it is the box that sells the toy, a really good toy can be made to sell as well as a poor one. As a purely self-defensive method of getting the toys we want, some one will have to box them attractively and enclose with them an elaborate looking leaflet not to be read until the purchaser gets home. This will, on perusal, be nothing more than an earnest plea to let the child alone with the contents.

Winston-Salem Has Interesting Program

Ten years ago the School Board of Winston-Salem, North Carolina, passed a resolution to the effect that no school should be built after that date on less than ten acres of land. Ten schools in the city erected since that time have 265 acres of playground. The high school has 75 acres, of which 50 acres are devoted to a playground ath-

letic field and park. For the colored people there are three playgrounds aggregating 75 acres. Much of this land was the gift of the R. I. Reynolds estate, but the rest of it has been purchased and transformed into play space.

Lloyd B. Hathaway is executive in physical education and recreation, and the work is carried on under the Board of Education. The school year staff consists of nineteen workers, of whom three are colored. There are sixteen workers on the summer staff, five of whom are colored. The annual budget for physical education, music and recreation is \$55,000. Of this sum \$21,000 is spent for recreation and \$7,500 for community music and for the maintenance of a summer school of music to which any child in Winston-Salem is eligible without the payment of fees. When necessary, instruments are furnished so that no child need be deprived of a musical education. There are six common school orchestras and one high school orchestra, a dozen choral societies in the schools and one community chorus. The annual music festival lasts a week and is an event in the musical world. The Easter celebration in the city attracts thousands of pilgrims from far and near.

There are four swimming pools on the school playgrounds, three of which have been built by the Kiwanis Club. No fee can be charged for their use. A fourth pool will be built by the same organization. The Department of Recreation of the school board administers these pools and uses the lockers and dressing rooms in nearby school buildings.

Motion Picture Films Available.—The Bureau of Commercial Economics of the Department of Public Instruction, Washington, D. C., calls attention to the service it is rendering through the provision of lectures and films without cost. Its objective, as stated in its printed material, is "to introduce nations and people to each other, to promote mutual understanding and international amity." It has a corps of many speakers and during the months November 1st, 1927, to May 1st, 1928, 700 free lectures in 600 cities and towns of the United States were given. In addition to the lecture service, the Bureau has many millions of feet of film, scenic or educational, gathered from all parts of the world which are available to members of the Bureau.

Further information may be secured from Dr. Anita Maris Boggs, Director of the Bureau, 1108 Sixteenth Street, N. W., Washington, D. C.

"Safety for More and Better Adventures"

BY MARGARET E. HAYDOCK

Supervisor of Playgrounds

Baltimore, Md.

"Safety for more and better adventures" is one of the policies carried out on the playgrounds conducted by the Playground Athletic League. At all the playgrounds which the league supervises, programs have been featured throughout the summer providing all sorts of interesting and happy adventures for the children, old and young, but always there has been thought for the safety of each one.

When the little children's playgrounds were opened for play in the schoolyards and additional parks and institutions, children were urged to go to the playgrounds for safe play and were given additional protection through the cooperation of the Baltimore Safety Council, the Police Department, and the United Railways. The United Railways posted a card on the front of the street cars announcing the opening of these playgrounds; later, in the *Trolley News*, a map was printed showing where these playgrounds were located, and copies were placed in the street cars for distribution. To safeguard the children going to and from playgrounds, the Police Department painted caution signs in yellow—"Playground—Go Slow!"—on the streets having heavy traffic and on dangerous highways leading past playgrounds. The Baltimore Safety Council placed posters on the signboards throughout the city bearing the message—"134 Playgrounds in Baltimore—send children to them for safe play."

The children, too, were asked to try to be careful, each playground child being invited to become a member of the Careful Children's Club. The safety rules are outlined on certificates which were given the children; these signed by both parent and play-leader are returned to them and a safety button given to each one. Seven thousand and ninety-seven children have been awarded buttons this season.

Playleaders are trained in first aid and each playground is provided with a first-aid kit.

The Big Adventure for most of the children this summer was "Toyland," the play festival in which 3,000 children participated. Eighty-seven

playgrounds were represented, some of them as far off as Ten Hills, Curtis Bay and Canton. All had some part in the program. Over 800 were in costume. There were animals from Noah's Ark, and clowns, windmills and rocking horses, and all sort of dolls. Wooden soldiers were on dress parade.

During the summer each playground has had its own special adventure, some with games and stunts, others with kindergarten games and folk dances. Some made puppet shows, dramatizing the story-book characters; one made a Punch and Judy show, the children modeling the heads of the puppets with papier maché, and dressing them. There was Mr. Punch and Mrs. Judy; Joey, the clown; Toby, the dog, and others. A different little boy or girl took the part of each character, and in the words of the children "a good time was had by all." Another playground produced a store and equipped it. Packing boxes served for shelves and counter with a little remodeling; papier maché was used for the making of fruit, meat and vegetables; there was cardboard furniture and paper money, and purchasers a-plenty when the goods were placed on sale. The business adventure seemed very successful.

Music was one of the newest adventures and proved most enjoyable. Orchestras were organized and trained together with glee clubs on a number of the playgrounds. Fourteen groups—seven orchestras and seven glee clubs (350 children)—took part in a music festival at the Recreation Pier. Songs were dramatized and all the orchestras participated in a contest. Work of the children in health and hand activities was on display in the corridors of the pier at this time.

For the playground children every day brings new experiences. Through trained leadership and supervision daily schedules and programs are arranged, presenting all sorts of activities providing means of self-expression and giving opportunity for physical development and the building of good character.

Many of the outdoor playgrounds conducted by

the Playground Athletic League close at the end of the summer season, but park playgrounds remain open the year around, and during the winter season indoor places are provided for certain types of activity.

Pamphlets and Magazines

Containing Articles of Interest to Recreation Workers

MAGAZINES

- The Journal of Social Hygiene. May, 1928
The Relation of Play and Recreation to the Social Hygiene Program
By Joseph E. Raycroft
- American Educational Digest. June, 1928
Constructive Competition in Athletics
By Carl L. Schrader
- Children. July, 1928
Come Play in Our Yard
By Lina Longaker Kranz
Motion Pictures for Children
Books for Children
Things for Children to Do and Make
- Mind and Body. June, 1928
Results of Questionnaires on the Teaching of Swimming in 14 Accredited Colleges.
By Ann Avery Smith
Research High Spots in Physical Education.
By James E. Rogers
Captain Ball
Free Exercises and Dancing Steps
Wand Exercises
By E. Roehr
The Changing Forms of Gymnastic Teaching—An Englishman's View
- The Nation's School. May, 1928
Year-Round Child Recreation and School Playgrounds
By W. C. Bechtold
- The Catholic Charities Review, June, 1928
A Program for Summer Camps.
By Paul H. Furfey
- National Municipal Review. July, 1928
Planning Play Areas in Private Subdivisions
By C. C. Heatt
- Journal of Physical Education. September, 1928
Programs for Aquatic Exhibitions.
By C. P. Thayer
- The American City. July, 1928
Items and Abstracts for Park and Playground Departments
Westchester County Completes a New Amusement Park by Reclaiming Rye Beach
By James Owen
Detroit Plans to Keep Prestige in Recreation Field
The "Playground of the World" Gives Increasing Thought to Recreation for Its Own Youth
Charlotte, N. C. Children Enthusiastic over Summer Playground Programs
Golf Self-Supporting in Cork County Preserve
Juvenile Crime Study Reveals Urgent Need for More Recreation
- The American City. August, 1928
Items and Abstracts for Park and Playground Departments
The House that Moorestown Built
By Virginia Yeaman
Nature Study and Outdoor Museums
Park Commission of Burbank Enlists United Efforts of Citizens in 2200 Acre Reforestation Enterprise
By Ida L. K. Clark

- The Recreation Department Transfers Activities to the Big Outdoors
Ourselves and Europe as Others See Us. A Play Neighborhood Club That Meets Growing Need
Parks and Recreation. July-August, 1928
Los Angeles Park Attractions
By Van M. Griffith
Municipal Recreation Increases
Landscape Playgrounds More Popular
By K. B. Raymond
Girls Plant Trees in Port Arthur Park
By Frank L. Bertschler
Tidal Bathing Pool for Brighton, England
Lyndale Park Pageant A Fairy Scene
By Annetta M. Thwing

PAMPHLETS

- Recreation Resources of Federal Lands
National Conference on Outdoor Recreation
Park Recreation Areas in the United States
Bulletin of the U. S. Bureau of Labor Statistics No. 462 Available from Government Printing Office, Washington, D. C. Price, 25c
A Report of the Results of the Surveys and Projects Undertaken under the Auspices of the National Conference on Outdoor Recreation.
Available from Government Printing Office, Washington, D. C.
Annual Report of the Playground Board of Oak Park, Ill. 1927
Report of the Playground and Recreation Commission of Springfield, Ill. 1927-1928
Public Parks of Baltimore, Md. No. 3
Compiled for the Board of Park Commissioners

A Children's Museum.—The Children's Museum of Boston, incorporated in July, 1914, has as its purpose "to educate the children of Boston and vicinity in the natural sciences, and to promote their love of nature and their interest in science." With its lectures, exhibits and other activities it serves thousands of children from many nearby towns. There are a number of clubs which are very popular. Among them the industries club, a bird club, girls' nature club and boys' history club. As a phase of the museum's educational service, a plan of training students and student teachers has been introduced.

The summer schedule of illustrated half hour talks is a particularly interesting feature of the program. Some of the titles follow:

- Sight Seeing in Russia
- Japanese Festivals
- Famous Towns in Great Britain
- Traveling in Norway
- Ancient Greece
- The Honey Bee
- The Story of the Wooden Horse
- Ant Hills
- Guessing Contest
- Czecho Slovakia—A New Country
- What is in the Cocoon?
- The Wanderings of Ulysses
- Up the Yellow River

(Continued on page 424)

Outdoors with Children*

By FAY WELCH

The question has been asked, "In what way do you use nature material with children in the out-of-doors?" To this one must answer that it depends upon the needs and interests of the children, the enthusiasms of the leader and the nature material at hand.

In spite of all these variations, however, there are certain desirable things which children of any age can gain from intelligently guided nature contacts. Among these are an appreciation of the beauty to be found in nature, a sharpening of all the senses, a feeling of poise and reverence, and a better understanding of life processes. The approach in providing children with such nature contacts and experiences depends greatly upon the circumstances and opportunities that arise.

For example, last spring Betty's mother said that the thing most needed by her child was relaxation from the extreme tenseness produced by a winter in the city. At camp, Betty, who was only eight, saw "Daddy" place crumbs on a certain tree stump. Birds came for the food. Next morning she saw him standing very still, hand outstretched, with a little brownish bird perched on his fingers and picking at the crumbs. After lunch Betty gathered a few bread crumbs, and, approaching some birds, held out her hand. The birds did not come to her. When she walked towards them they hopped away, and when she finally tossed the food towards them they fluttered up in fright. Then a counselor pointed out to her that "Daddy" had put food in a certain place every day until the birds had learned to expect it; that when he went near that place he walked slowly and his every movement was very gentle; and that when he wished the birds to feed from his hand he held out food and waited for them to come instead of pursuing them.

Accordingly, Betty selected a rock and after each meal she scattered a few crumbs upon it. Some of the gray-brown birds soon began to visit it. She noticed that there were two kinds, and after some questioning learned that the one with the black spot on his chest was a song sparrow and the other with the chestnut cap a chipping sparrow. One day the chipping sparrow came, followed by three very noisy birds who appeared

almost larger than the chippy. What was Betty's surprise to see the chipping sparrow pick up the crumbs and stuff them down the noisy throats of the others. Many times the mother chippy returned, and finally one day she took a large crumb and, hopping over to the noisiest of her three, deliberately put it down in front of him, leaving him the choice of going hungry or picking up his own food!

As a result of her quiet waiting and watching, Betty discovered that birds were not the only interesting animals around her rock. One day she saw a slender head, smaller than a lead pencil, peer forth from a crevice in the rock. Then she knew where the little garter snake, which she had frequently seen near by, made his home. Another day a chipmunk sampled her food supply.

The great moment for Betty, however, came one day when, after many minutes of statuesque waiting, the mother chippy actually flew to her hand and there gathered food for the family!

Similar experiences with nature material are to be had in the city as well. One fine October day a group of boys and girls were tramping through one of our larger city parks. At a distance the leader saw a brilliantly colored soft maple tree. As they were passing under it, a rest was suggested. Soon many of the group were collecting bright red and yellow leaves. One boy particularly admired some red leaves with yellow veins that he had found. The leader asked if there were any yellow leaves with red veins. A search started. Soon all were involved in the hunt. No such leaves were found thereabouts, a fact that provoked many questions. In answering them a discussion of the significance and rhythm in the so-called "riot" of autumn colors was provoked. This gave rise to a discussion of why only certain trees shed all their leaves at this time; and that in turn led to a consideration of the seasonal adaptations and adjustments of both plants and animals.

When, three months later, this group hiked over the same route, their interest were focused on following, interpreting, or imitating the bird and mammal tracks that they found in the new snow.

In late autumn another class of boys and girls found a gray, papery, turnip-shaped mass hang-

*Courtesy of *Child Study*.

ing low on the branch of a tree. John had the temerity to break off the branch and bring it to the teacher. Instead of telling them about it, the teacher began asking questions:

"What is this?"

"A bee's nest," "A hornet's house," "A bumble-bee's home."

"A hornet's nest is right. Later, when we look inside, perhaps we can find some of the builders, and then you will see why they are called bald-faced hornets. Where did you find this nest?"

"In a tree, on Mr. Clark's farm. It was near the tip of one of the lower branches."

"Good! And what kind of tree was it?"

"A maple." "A red gum." "No, an oak."

"Wait, here are some leaves clinging to the branch. Are these red gum leaves?"

"No, the leaves of the red gum are star-shaped."

"Are they maple leaves?"

"No!"

"How do you know?"

"Maple leaves are not that shape. In maple leaves the veins are like the fingers on your hand when you spread them wide."

"Then what was this tree?"

"AN OAK."

So the questions and answers continued. Sometimes the correct answer came immediately, while occasionally a whole series of questions was necessary to elicit the desired information. The boys removed a portion of the side of the nest and found inside full-grown hornets paralyzed by the cold; three "stories," each composed of hundreds of hexagonal cells; pupæ in various stages of development under the soft white paper caps which covered a few of the cells; and passages leading from one "story" to another.

Back in the library, four books were found containing accounts of these bald-faced hornets, which some of the children read aloud to the class. Thus they discovered that with the coming of cold weather all the hornets die except the fertilized females who hibernate under leaves or rotten wood, emerging in the spring to start a new nest, lay eggs, feed their young, and finally develop a colony which works together to produce another house such as the one they had just examined.

Another group of children, playing near the edge of a wood, found some tiny plants, scarcely half an inch high, shaped like branching coral, and grey-green in color, except for their tips, which were knobbed and brilliant scarlet. In-

stantly curious, the children brought a few to their guide. He explained that these little plants were lichens (those were scarlet crested cladonias), and that the lichens were perhaps the most interesting group of plants in the world! Eyes widened as they turned over the little plants with a new reverence and looked at them from all possible angles. Then came the inevitable "Why?" The story as told to them was far too long to repeat here, but we can recall that they learned that afternoon how each lichen plant represents a partnership formed between a fungus and an alga; how each partner supplements and helps the other; that as a result of the partnership arrangement the lichen can live in places where either partner alone would quickly die; and how these partners are the pioneers among all plants in building soil on barren rock.

At another time, a winter sky furnished the material for an absorbing nature experience. On a very clear cold winter's evening, seven boys were hiking along a snowy highway in Westchester. They asked the man who was with them to tell a story. The stars were just beginning to twinkle out through the twilight, so he chose an old Algonquin Indian legend about three of the circumpolar constellations. As the story progressed the boys spied out those stars that represented the different characters and properties. When it was finished, they clamored for another; and out of that winter evening's walk grew an interest in stars that was still burning brightly months later.

These are but a few instances of how nature material has been used under varying conditions. We have seen how the use differed with the needs and interests of the children, with the interests and abilities of the leader and with the nature material at hand. In every case the child learned something of his relation to animal life and the harmony of nature, and thus gained a better appreciation of the world of which he is part.

A Play Street Institute.—Boston Community Service provided a Play Street Institute, conducted by Robert E. Coady, of the Public Recreation Commission of Cincinnati. Reasons for Play Streets, Questions of Administration, and such activities as long base, kickball, volley ball and relays for boys and girls were on the program.

At the Conventions

Hence Loathed Melancholy

"Hence loathed Melancholy . . .
"Haste thee nymph and bring with thee
Jest and youthful jollity."

Milton begins with these lines the two sections of his L'Allegro which were used as the prologue to the Play Night of the Thirty-Second Annual Convention of the National Congress of Parents and Teachers which was held in Cleveland the first week in May. But "jest and youthful jollity" were not confined to the Play Night.

There have been few national conventions in our experience which have more vigorously used their programmed or their achieved leisure for the purpose of keeping fresh and happy. Naturally the general sessions opened with community singing which was particularly inspiring under the leadership of Professor Russell V. Morgan of the Cleveland schools. What was unique is the fact that when a session became heavy or dull or after a series of reports "time-out" was taken bodily from the program and five minutes of stunt songs or games were heartily played to freshen up. This was not only true of the general sessions but was used in some of the special sessions. Most of these were led by John Martin.

The Play Night itself needs no detailed description since the last half of it was the regulation enthusiastic social recreation led by John Martin which we have at our own National recreation congress.

The first half of the program was different in that we had an address demonstration by Augustus Delafield Zanzig (Supervisor of Music of the Brookline schools and on the faculties of Harvard and of Smith). Mr. Zanzig's topic was "Music as Recreation." He covered not only participation as recreation but the infrequently covered subject of music appreciation as a recreational activity. So much for the play part of this Congress.

One of the interesting and outstanding facts about this whole convention and the two-day Rural Life Conference which preceded it was the general concern about leisure and its use. This was

brought out in round table sections such as those on High School Age, Religious Education, Child Development, Social Hygiene, as well as in the Round Table on "Education for Leisure." It was brought out in discussion sections. It was spoken of in many of the addresses. It seemed to be the largest common denominator of interest to the convention group. It was stressed in discussion and in talks in the Rural Conference and emphasized by the presentation of an outline of a one-day recreation institute for rural leaders.

Specifically, The Wise Use of Leisure as a subject was discussed in the Round Table on "Education for Leisure" which was attended by delegates from nearly forty states. This was covered in three periods of address and discussion; first, the *Sphere of the Home* by Mrs. Eleanor Rowland Wembridge, of Cleveland; second, the *Sphere of the School*, cultivation of tastes and equipment with resources for the use of leisure by Professor Oliver G. Frederick, of Detroit, and third, the *Social Values of Community Recreation*, presented by Will Reeves, of Cincinnati.

In addition to the round table there was a class in song leading and three classes each in Social Recreation, in Play Leadership and in Drama and Pageantry. These were given by Professor Morgan, John Martin and Mrs. Elizabeth H. Hanley.

The opening address of the convention would have made an excellent keynote address for a recreation congress. Its subject was on *The Art of Living* and was delivered by Henry Turner Bailey, Dean of the Cleveland School of Art.

In brief, Dean Bailey presented it in this way:

There are three things in all fine art—motive, structure and love—

There are but two kinds of material with which to build life as a fine art. Work-time and leisure-time.

No matter what our job may be, we build life as an artistic creation with these materials.

The finer graces are necessary to life as a fine art. These are achieved in leisure-time.

A word about the National Congress of Parents and Teachers. Here we have one of our great national movements with organized branches in the District of Columbia and forty-seven states and Hawaii. It has 1,275,000 men and women members organized in 20,000 associations. This

movement is committed nationally and throughout its state branches to the fostering of every resource which will encourage a wholesome use of leisure-time.

Here are its own statements from its purposes and resolutions and from its National Recreation Program:

"Ideals and Purpose"

"No. 6 Wise Use of Leisure

The Congress would bring into every life such habits in the use of leisure as will insure permanent satisfaction through nature, creative activity, companionship, art, music, healthful and wholesome reading.

1928 Resolutions

"No. 6. As measures for wise use of leisure

a. The Congress favors a positive program of education in the wise use of leisure.

b. It urges a return to the home as a center of recreational life and urges upon parents the setting aside of hours for leisure to be shared together by parents and children, in the doing of those things which enrich the mind, strengthen the body, develop the soul, and add joy and beauty to home life.

National Recreation Program

"Section 5—Community Recreation

a. Where community wide recreation programs do exist we urge that P. T. A. support those in charge of these programs.

b. Where no community wide recreation program exists we should work toward this objective."

This seems to us to be of real import to recreation workers throughout the country. Officially the National Congress of Parents and Teachers is committed to cooperate with the Playground and Recreation Association of America and with local recreation systems in the furthering of adequate community leisure time programs. Concretely for the last three years it has been cooperating with the Association in state effort for enabling acts and in the securing of physical education legislation. It has been cooperating locally in bond issue campaigns for park and playground purposes and in referendum campaigns for municipally supported recreation systems. Its annual contribution to beautification, play equipment and leadership to school grounds throughout the country is a real factor in the advancement of school recreation programs and its cooperation with other national and local organizations in the

furthering of leisure time movement is a distinct material benefit.

We think that the stand taken by the National Congress of Parents and Teachers for the advancement of the recreation movement throughout the country is a fact which should be remembered by recreation workers everywhere and of which every advantage should be taken and a mutual spirit of cooperative helpfulness should be shown.

NATIONAL CONFERENCE ON CITY PLANNING,
Dallas, Texas, May 8th and 9th

The theme of this Conference was the question of set-backs or building lines by Zoning Boards and its legal aspects. Therefore the question of parks, playgrounds and other recreation areas was only incidentally considered in connection with the more or less technical papers presented, usually by engineers.

In connection with the need of parks and recreation, E. P. Goodrich, of New York City, contended that there should be a certain minimum of open spaces in large cities, with an increasing amount of space with the density of population. Roughly speaking, he advocated open spaces as follows:

50 sq. ft.	per	pre-school	age	child
100	"	"	"	school
150	"	"	"	high school
200	"	"	"	adult

He estimated that this would give 3-5/10 acres per 1,000 persons.

A question arose as to whether a playground on the roof of an apartment house which was advocated had the same quality as a back-yard playground. The concensus of opinion was that it had not. Mr. Ihlder and a few others emphasized the point that merely setting aside of areas was not sufficient but that leadership on such areas should be emphasized.

Mr. Whitnall, of Los Angeles, in discussing Mr. Goodrich's paper, advocated that so far as possible there should be a home-play yard in each home; and, in addition, a neighborhood park or parks of not less than 10% of the gross area of the neighborhood, and large play fields to serve groups of neighborhoods of not less than 5% of the gross land area.

Charles H. Cheney of Palos Verdes Estates, California, brought out the fact that 75% of the people in that section lived in detached houses, and as a result, manufacturers were attracted to

that section because of the influence on better labor conditions.

There seemed to be agreement that the future welfare of the people in cities is largely dependent on the open spaces provided.

Mr. Cheney read a paper entitled "What Esthetic Items Should a Master Plan Include?" He emphasized the point that in the development of our cities much attention has been given to the question of manufacturing, commerce and similar subjects but that too little attention had been given to the human beings who inhabit the cities. He contended that in this urban age those responsible for the building of the cities must keep in mind the human purposes and objectives rather than the purely mathematical and economic considerations. In planning for the esthetic, which reflects the soul of man, as well as for the practical, Mr. Cheney said there must be an essential quality of charm, the basis of which is service to humanity. Since beauty is a part of life, he maintains that it should be a part of city planning which regulates life. Such a plan should include the following:

1. Planning for beauty
2. " " color
3. " generously
4. " for architectural control
5. " to maintain the town picture

In this connection Mr. Cheney said:

"The city needs protection from disfigurement and means for the preservation of old buildings, natural beauty and architectural monuments. Many of the older communities of Europe have long protected these things. Europe is attractive to us because they have been conducting a 'culling-out process' for centuries, keeping the good and destroying the ugly. We shall never be grown up as a nation until we do this thoroughly and effectively for ourselves."

On the basis of the esthetic side, which includes good architecture and good environment, the highest rating received by any city in this country was 25% for Washington, D. C. Contrasted with this, Paris was given a rating of 85% and Amsterdam a rating of 85%.

"America must build better cities," Mr. Cheney said. "We are a rich nation but a tawdry one in appearance. Our station in civilization demands and requires a better dress. Our progress in education and culture insists upon a better environmental condition for our children and our children's children." . . .

"Remember that the architecture we leave be-

hind us is the chief measure of civilization. We must act promptly to insure that in the future at least no more such tawdriness, such ugliness, no more such lack of color shall be tolerated in our new buildings. Man destroys the ugly buildings or the ugly surroundings as fast as he can. Only the beautiful and attractive structures persist."

Referring to Palos Verdes, one of the cities which Mr. Cheney represented at the Conference, he said that it had 25% of its entire area in parks and playgrounds, has set up a complete architectural control with an art jury of the best architects with veto power over every building, wall, fence and sign in the community. "Though only five years old, it has not a single ugly building or sign, and its parks and streets are the pride of the entire Los Angeles area," he said. "It is built for permanency—the esthetic is completely planned for."

In a discussion of this subject Frank B. Williams, of New York City, said that the law does recognize beauty as a public purpose.

Edward M. Bassett of New York, President of the Conference, in a general address, said that City Planning was a comparatively new profession and that its field was the betterment of cities, and he maintained that the life and death of cities will depend on whether they can solve the questions of congestion, streets, parks and recreation areas. The city planner is concerned with the physical layout of the city,—what can be put on a plan,—and every piece of land is stamped with a certain legal character. He maintained that beauty in the past was the result of an effort to meet certain needs and necessities of the people, and in attempting to meet the needs and necessities of the people of the cities a new art and beauty will be developed.

A paper by Professor Henry A. Overstreet, College of the City of New York, entitled "Citizens' Organizations for City Planning," was read. He asked, "What do people want?" and his answers are:

1. Security of life
2. Happy family life
3. Satisfaction of the universal instinct of curiosity
4. Satisfaction of the instinct to collect. That is, how can we have more of a thing?
5. Satisfaction of the instinct of pugnacity. (Can't this be used to combat disorder, and can't interests be developed through competitions of various kinds?)
6. The imitative instinct. (Can people be in-

(Concluded on page 424)

Officers and Directors of the Playground and Recreation Association of America

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Book Reviews

PLAYS IN MINIATURE. Edited by Theodore Johnson. Published by Walter Baker Co., Boston. Price, 75c

This collection has been prepared to meet the demand for good short plays of all kinds. Community players will find it useful, as it offers many types in the wide range between fantasy and melodrama. It also holds possibilities for high school drama clubs. Of the eleven plays, seven may be given without payment of royalty. The other four carry five dollar fees.

Among the non-royalty plays are: "The Baggage," a clever presentation of the old theme of a rejected daughter-in-law winning over a choleric father; "It Sometimes Happens," based on man's inability to remember to mail letters; "At the Sign of the Cleft Heart," a popular fantasy; "Outwitted," a melodrama with a surprise ending; and "Confessions," in which a young wife whose husband's former sweethearts are a source of irritation gives her husband a taste of his own medicine. The royalty plays include "Catherine Parr," an excellent comedy of the domestic difficulties of Henry VIII, "Wrong Numbers," a fine "crook" comedy for three women, and "Flurette and Co.," another excellent play for women.

STAGE DECORATION. By Sheldon Cheney. Published by The John Day Company, New York. Price, \$10.00

For the first time a comprehensive book has been written on the subject of stage decoration. To quote the author, the object has been "to afford the reader a bird's-eye view of this element of theatre art throughout the ages, with a somewhat closer view of the revolutionary changes in thought upon the subject, and in practice, during the last thirty years." The book includes a short historical resume and an examination of the radical modern methods. Mr. Cheney says in his preface, "I believe that the 250-year reign of realism and pictorialism is about over, and that the key to the theatre of tomorrow is in the hands of the radicals." The book is interestingly written, thoroughly readable, even to the layman, and should be of great value to students of the theatre and to the more alert Little Theatre organizations. Its 256 beautiful illustrations add a great deal to its usefulness.

THE STORY OF THE THEATRE. By Glenn Hughes. Published by Samuel French, New York. Price, \$5.00

Another first attempt to summarize and outline an entire movement in one volume is presented in this history of drama. The author has selected and organized old facts in a useful way and has tried to give the student an understanding of the continuity of theatrical development. In discussing the theatres of different countries and periods he has been quite successful in giving a clear impression of the distinctive features of each and the contributions which have shaped the modern stage. The book is helpful in its clean-cut outlines and refreshing in its brisk, graphic style.

CONSTRUCTIVE CITIZENSHIP. By L. P. Jacks. Published by Doubleday Doran & Co., Garden City, N. Y. Price, \$2

Ninety-nine of each hundred books in the field of recreation are concerned with methods and tricks of the trade aimed at filling as much of the rapidly increasing free time as profitably as possible. At last comes a book pointing to ends rather than means; why rather than how. It's called "Constructive Citizenship." The author is L. P. Jacks. To recreation directors who have been going around in circles it will come as a rescue ship headed for port.

Constructive Citizenship builds up a new set of values for our industrial age. Dr. Jacks directs us away from the present "space thinking" or looking at "the Spectacle of life in space," to the idea of quality, lastingness, the direction of movement which he calls "time thinking."

Rather than to cure the sickness of society by the temporary expedients with which we are all familiar, Dr.



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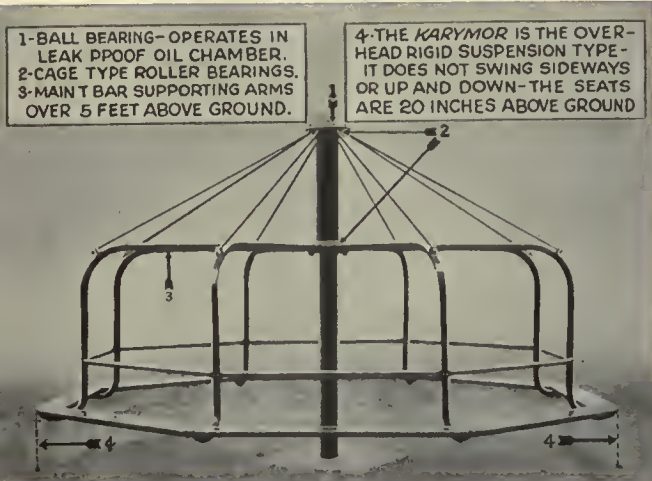
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Jacks points out the healthy spots and centers effort in strengthening the life that is stirring. A vitalized leisure is declared to be more necessary than better working conditions. "Leisure in which skill has no function is unquestionably a curse, blighting the body and soul" is a sample of his keen statement of issues. Constructive citizenship is sound and its goals are permanent. Its efforts are not spectacular nor its hopes extravagant.

Constructive Citizenship is a book we have needed. The author attempted a difficult task and did it masterfully. His philosophy is so sane and so simple that it will become a guide in social movements for years to come. Thinking recreation leaders will underscore many a line to read again and again in the coming months.

LYNN ROHRBOUGH

CONTRIBUTIONS OF MUSEUMS TO OUTDOOR RECREATION. By Laurence Vail Coleman. National Conference on Outdoor Recreation, Washington, D. C.

This pamphlet, which cannot fail to be of interest to recreation workers, is the result of a request made by the National Conference on Outdoor Recreation to the American Association of Museums to undertake a survey to determine what contributions can be made by the natural history museums of the country in the field of outdoor recreation and conservation through teaching of understanding and love of nature. More than 200 museums were visited in the course of the study. The report tells what is being done through museums for public education and information is given regarding outdoor exhibits and museums as represented by national park museums, camp museums, nature trails and trailside museums, and regarding nature guiding. Outdoor guide books for the railroad traveler, autoist and walker are discussed.

COMMUNITY CHURCHES. By Willett, Clark & Colby, 440 So. Dearborn Street, Chicago, Illinois. Price, \$1.50

This book is the result of study and research extending over a period of seven years. Its purpose is to present the facts about the community church movement for the whole United States; to study the forces which gave rise to the movement; to interpret its significance and to evaluate the best and most typical forms of organization. There is a chapter on programs of recreation which points out the recreational function of the church and the contribution which it can make without duplicating the work of other organizations. "The church is not primarily a recreation center in the accepted meaning of the term; but it has a recreational function in the higher meaning of the word, and its special business is to give a spiritual or ethical meaning to recreation."

THE PROBLEM OF INDIAN ADMINISTRATION. Meriam and Associates. Published by The Johns Hopkins Press, Baltimore, Maryland. Price, \$5.00

This book constitutes the report of a survey of the economic and social conditions of the American Indian made by the Institute for Government Research at the request of Dr. Hubert Work, Secretary of the Interior. The report is exceedingly comprehensive, touching all phases of the life of the Indian. The need for recreation is stressed throughout. It is urged that trained recreation workers be secured and that the best of the Indian's native recreation be retained and developed. The preservation of native handcraft is especially emphasized.

EDUCATION THROUGH PHYSICAL EDUCATION. By Agnes R. Wayman, A.B. Published by Lea & Febiger, Philadelphia, Pa. Price, \$4.00

In 1925 the first edition of Miss Wayman's book appeared. It immediately made a place for itself as an authoritative, practical publication on the much discussed subject of athletics, sports and games for girls and women. A thoroughly revised edition has just appeared with a number of valuable additions such as a section on Play Days—a subject becoming increasingly important.

"The book," states the author in her preface, "concerns itself less with the detail of technique and more with the general administration of all physical activities; less with the rules and more with the general physical education program and problems connected with it; more with standards, ideals, principles, methods and systems."

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At the Convention

(Continued from page 417)

terested by comparing one neighborhood with another or one community with another, or one state with another?

7. Instinct to construct. (Use this in connection with the building of the whole city rather than with any little project).

All the appeals to people, he claims, must touch their vital enthusiasms. He says that one of our greatest problems is the development of group relationships. In the early days the individual was more powerful because of his neighborly relationship with others. He maintains that when an individual is merely an individual he is not of much avail, and that loyalty to group tends to make us do much more than we otherwise would do.



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A Children's Museum

(Continued from page 412)

- Corals and Sponges
- The Land of Kim
- Queer Sea Creatures
- The Kingdom of Osiris

The Playground

NOVEMBER, 1928

New Plan for Reporting Section Meetings at the Recreation Congress
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General Summary of the Fifteenth Recreation Congress

By Joseph Lee

Is Your Town Bored by Its Playgrounds?

By Mary Bennett

Thanksgiving Activities

Christmas Comes Again!

Plans and Plays for the Holidays

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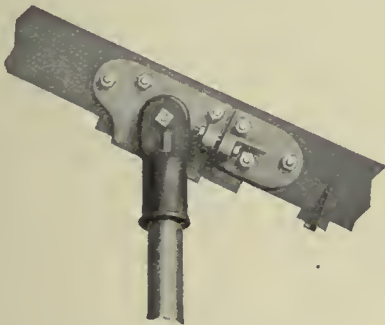
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The Playground

VOL. XXII, No. 8

NOVEMBER, 1928

The World at Play

At Pontiac's Neighborhood Parties.—

"Why ain't you all out there, Rastus?"

"It ain't my place."

"Then you better go on home."

Such was the greeting of one colored gentleman to the other at the neighborhood party recently conducted by the Recreation Department of Pontiac, Michigan, in the colored section of the city.

These parties are conducted weekly from eight to ten p. m. in different sections of the city. They consist of a 45 minute band concert by the Oakland Band followed by an hour and a quarter of street dancing. Before the party begins the street is barricaded and roped off to keep out the motors and to separate the spectators from the dancers. The band is located underneath an ordinary street arc light which has been lowered about six or eight feet for the occasion.

Between 2,500 and 3,000 different people have attended each of these gatherings through the season. Very few people go from one dance to the other. Most of them come from the neighborhood in which the party is held. It costs about one hundred dollars to arrange each party.

Although little disorderly conduct was encountered in putting on these affairs, the least of all was experienced in the negro section.

Elmira's Playground Revue.—Activities of all kinds entered into the Playground Revue of the summer playground program conducted by Elmira Community Service. Passing in review before the Playground Child led by the Spirit of Play came the hygiene group from one playground, a game of Greek circle ball played by girls of No. 4 playground, a tumbling exhibition, and demonstrations of storytelling, handcraft, flower making and music. A presentation of *The Enchanted Garden* showed the type of dramatics which the children had enjoyed. Other activities included a badge test demonstration, a volley ball game and singing games.

An Outing on a Large Scale.—Last summer the Connecticut Fish and Game Commission provided an outing near New Britain which turned out to be one of the best recreation events in the state for the year. The picnic was held at Lake Compounce and was a family affair for the surrounding towns. The program was varied. There were speeches on law enforcement of rules controlling state fisheries and hunting, swimming and life saving demonstrations, canoe racing, tilting, and talks on state parks and recreation. Then came dinner, followed by contests in bait casting, horseshoe pitching, wood chopping, and mowing grass plots. Baseball games, storytelling and general athletic events for children and adults completed the program.

Jacksonville Playgrounds Present Beautiful Spectacle.—One of the most beautiful spectacles presented last summer by the Jacksonville playgrounds was the celebration of the feast of lanterns with its Oriental setting. A bronze Buddha, placed high on a green throne with red fire casting reflections on its features, gave an Eastern background for the annual event. A further touch was a Chinese wedding procession with coolies and other attendants. The children, more than 500 in number, carrying the lanterns they had made, marched through the park in spiral formation to the music of the police band. During the judging a Japanese dance was performed. Awards were offered for the prettiest and most original lanterns and for the best costumes.

Field Day in Salem.—Record crowds attended the twenty-third annual field day of the Salem, Massachusetts, playgrounds. The number of children taking part was larger than ever before and the events more original. As in former years the Field Day program was divided into a parade through the city streets and about the circle within the tent, a show afternoon and evening and an exhibition consisting of an agricultural affair, a



PRIZE WINNERS—ELMIRA'S GOLDEN WEDDING CELEBRATION

floral display, an industrial exhibit, pet show and a baby and doll show. A new feature of this year's work was demonstrated under the title "Percussion Ensemble." Every playground took part, each with its own ensemble of bells, tambourines, clappers, drums, cymbals and triangles. A small group from each ground joined in a gay folk dance.

A Golden Wedding Party.—Youth danced and sang for old age on September fifteenth when seventy-two couples who had been married over fifty years were entertained at the first annual golden wedding celebration under the auspices of the Elmira Recreation Commission and Community Service. Children from the playgrounds supplied the entertainment, which consisted of music and stunts, including violin and piano solos, songs, dances and tumbling stunts. The mayor made an address and the 3,000 people who had come to witness the event took part in the community singing. Following the entertainment came a picnic supper provided by the merchants of the city. Gifts were given the couple married the longest, the oldest married couple and

the couple who were the youngest when married.

Detroit's Water Carnival.—The water carnival held each year by the Detroit, Michigan, Department of Parks and Boulevards in cooperation with the Department of Recreation has come to be one of the outstanding events of the year. The carnival held at Belle Isle on August fourth drew a crowd estimated at 250,000. More than 150 yachts, 40 speed boats and power cruisers, half a dozen rowing crews, 200 swimmers and fancy divers, 4 bands and many water floats took part.

At 5:15 and during the picnic hour the Boys' Band broadcast a concert from the Canoe Shelter which was heard all over the island through the use of a number of loud speakers. Other concerts were held at 7:30 and at 8:15. At 8 o'clock came the crowning of the queen, followed by the Canoe pageant.

A Circus Par Excellence.—Was there ever a more marvelous performance than that which the Bungling Brothers and Hindpaws circus presented at Long Beach, California, on August 3? Long Beach believes not! As *The Long Beach Sun*

says, "The joyousness of the participants, the originality of their innumerable creations and the skill of their individual portrayals synchronized into a colorful and immense fairyland. Some of the creations were bits of art that took perhaps weeks to perfect. There were huge Gosookus whose interiors contained some seventy laughing boys and which were propelled by the 140 legs of these seventy boys. And there were simple little acts in the parade that needed only the boundless imagination of an American child to perfect."

The circus in which 3,000 children and adults took part was preceded by three impressive pageants, each of which would have composed an entire entertainment under ordinary circumstances. The first pageant, entitled "The Spirit of Indian Days," was a splendid reproduction of American aborigine scenes. The second pageant depicted "The Spirit of the Wilderness," while the third showed a group of early pioneers on their westward trek across the plains in covered wagons.

An audience of 25,000 people witnessed the performance.

Youthful Musicians Entertain Thousands.

—Two boys' bands—the Boy Scout Band and the St. Mary's Boys' Band—last summer gave a series of concerts in the parks and playgrounds conducted by the Board of Park Commissioners, Cambridge, Mass. The concerts were well attended and greatly appreciated. Programs of outdoor motion pictures were given in connection with the concerts.

Festival of Song.—As a complimentary program in honor of the delegates to the World's Sunday School Convention held in Los Angeles in July, the Playground and Recreation Department, in cooperation with local church choirs and other musical organizations, gave a Festival of Song. It was estimated that 50,000 people were present at the Hollywood Bowl on this occasion and half of this number were unable to find places in the Bowl because of the crowd. Community singing, choruses and selections by the symphony orchestra made up the program which was presided over by the Spirit of Music and the Spirit of Worship.

Ukulele Playing in Cincinnati.—Among the recreation systems which have been active in developing ukulele groups is the Public Recreation Commission of Cincinnati, which taught 150

playground children during the past summer to play the ukulele. The work was in charge of Curtis S. Williams, the song leader of the Commission. The movement proved so popular that Mr. Williams has started a winter class. In carrying out the special instruction system which he has developed Mr. Williams is providing each child in the class with a copy of the new simplified course in ukulele issued by the National Bureau for the Advancement of Music, New York City.

A New Music Association in Jacksonville.

—On June 24th, 4,000 people gathered at the Municipal stadium of Jacksonville, Florida, to enjoy the performance of *The Bohemian Girl*, given by the Jacksonville Civic Opera Association under the auspices of the Playground and Recreation Department. No admission fee was charged.

The Association was organized last March by the Recreation Department. With the performance of *The Bohemian Girl*, the Association made its bow to the public.

Workers Enjoy Golf.—Hundreds of workers in Los Angeles factories, offices and stores have taken to golf, and on Saturday afternoon at one o'clock many workers discard their business attire and don sweaters and knickers for their afternoon round at golf. The movement has been given an impetus by the work of the Industrial Recreation Division of the Playground and Recreation Department which introduced hundreds of workers to the game by organizing classes at the Griffith Indoor Golf Course at Griffith Playground.

By-Products of the Home Play Campaign.

—As an outgrowth of the Home Play Campaign in Hibbing, Minnesota, the Recreation Commission is developing a Home Play Course for girls taking care of children. In cooperation with the Women's Saturday Club, the Y. W. C. A. and the Dean of Girls at the local high school, the Commission will carry on this institute to teach the girls games, craft work and storytelling which they may use while they are taking care of children.

Mothers' Clubs in Baltimore.—The Playground Athletic League of Baltimore, through the Department of Adult Recreation, has organized Mothers' Clubs whose members meet in the evenings in the community centers. The groups plan their own programs, with some help from the leader, and activities vary from study classes to games

and handcraft activity. Practically all the members earn money during the winter to enable them to take bus trips in the summer. With the help of the Playground Athletic League the clubs are able to secure buses at greatly reduced rates. Trips are taken to such distant points as Atlantic City and Natural Bridge, Virginia. Early each summer the clubs unite for a picnic at a nearby resort. A Mothers' Club banquet held in the spring marks the closing of the club program for the summer.

Boys Enjoy Dramatics.—Boys from several Los Angeles Playgrounds were given an opportunity early in September to show what they could do in the field of dramatics when the entire program of the Little Lattice Theatre in Barnsdall Playground was turned over to them for the tenth and last of the series of weekly matinees presented during the summer by children from municipal playgrounds. The boys proved that they could act as well as the girls by presenting a play *Lost but Found* by E. Peixotto, acted by a group from Echo Playground. Boys from Barnsdall Playground gave a scene from *Robin Hood* and Chinese boys from Apablaza Playground put on a Chinese Dragon Dance.

Acrobatic acts and orchestra numbers were given by boys from Echo Playground.

The Play Street Reaches Tokio.—The city fathers of Tokio have accepted an even more modern development than the motor car and have set aside sections of two hundred streets for children to play in after school hours, traffic being stopped on these streets from one to five p. m. The city officials are also trying to establish more playgrounds, but because of the difficulty of securing proper sites have made little progress.

Red Cross Playgrounds in Budapest.—Two hundred thousand children during the summer months of 1927 used the eighteen playgrounds established in the public squares of Budapest by the Hungarian Red Cross. The equipment is of the simplest—a Red Cross flag, a rope to mark off the ground, and a first-aid box. The older children play organized games, and from time to time fetes are held, the children providing the entertainment and inviting their parents. The Red Cross has also undertaken the training of leaders in playground work through courses in pedagogy, psychology, organized children's games, and first aid;

the classes are recruited mainly from women teachers and volunteers with some experience in social work. At the end of the course an examination is given in fifty games. The movement has aroused considerable public interest.

Training Workers in Baltimore.—The Playground Athletic League of Baltimore has issued an announcement regarding the 1928-1929 training school for recreation workers which opened October 1st. The courses offered by this school cover the needs of the League in meeting the demands for leaders in the various departments of its work—playgrounds, athletics and recreation—or play for the child, youth and adult. Copies of the announcement may be secured from the League, 7 East Mulberry Street, Baltimore, Maryland.

Training Leaders for Industrial Recreation.—On September twenty-fifth the Division of Industrial Recreation of the Los Angeles Playground and Recreation Department inaugurated a leaders' training class intended primarily to aid volunteers and employed recreation workers in industry. The first period, from six to eight o'clock is devoted to lectures on recreation and health education. The second period, from seven to nine, is given over to practical participation in various types of recreational activities, including high and low organization games, folk dancing and other types of dancing, social recreation, dramatics, music, camping and similar activities.

This course was given last year with great success, about one hundred people having been trained.

Los Angeles Organizes a Picnic Bureau.—The Picnic Bureau of the Playground and Recreation Department of Los Angeles has issued an attractive folder entitled "Picnics—Where to Go—What to Do—How to Organize." The service offered includes suggestions for picnic grounds and the securing of permits for their use, simple programs, lists of games to play, advice in the planning of program and the furnishing of athletic supplies and other equipment. This service is free. An experienced director is assigned to conduct the games at a charge of \$7.00 for a half day and \$10.00 for a full day. The advisory service of the Bureau is not, however, contingent upon the use of a director or the payment of any fee.

Philadelphia Playgrounds Association Offers Picnic Kit.—The Playgrounds Association of Philadelphia is offering to local groups a picnic kit containing the following equipment: quoit sets and hobs, horseshoes, volley ball and net, basketball, soccer ball, straps for three-legged races, 14-inch playground ball, 17-inch indoor baseball, indoor baseball bat, regular bat, catcher's mitt, mask, and protector, baseball sacks, tug of war rope, sacks for sack races, boxing gloves, and bag for carrying equipment.

There is no charge made for the use of the kit, but a deposit of \$10.00 is required which is given back when the kit is returned.

A Record Playground Attendance for Utica.—Figures on attendance at the Utica, New York, playgrounds reached a record height when the total attendance was found to have been 279,102. Two playgrounds opened this year on a part time schedule the middle of May. In June three more were added, which were open under supervision from the time school closed until dark. In July and August the sixteen summer playgrounds were operated on a full time basis.

For Less Than the Price of a Cold Drink!—The annual report of the Board of Public Recreation of Tampa, Florida, points out the cost of conducting the past eleven months' program was a fraction under five cents—"not quite the price of a cold drink." 362,709 boys and girls, men and women attended the nineteen play areas listed for attendance which were under supervision. Of this total 192,405 were boys; 128,968 were girls; 29,796 were men and 11,540 women.

Many Enjoy Activities in St. Petersburg.—The annual report of the Board of Recreation of St. Petersburg, Florida, from July 1st, 1927 to June 30th, 1928, shows a grand total of 1,329,089 people who either took part in supervised recreation activities, used the facilities provided or enjoyed the play as spectators. The percentage of spectators, however, was not more than 13 per cent.

A Puzzling Bequest.—According to the terms of the will of Michael Francis Cahill, a life long resident of Boston, the city of Boston is to have the annual income of a trust fund of \$350,000 to expend for "some new and special recreation." The mayor, the president of the Boston Chamber of Commerce and a third member

to be elected by them will form a committee to try to interpret the meaning of the phrase.

A New Park for Fitchburg, Massachusetts.—A tract of land, originally deeded by King George III of England to the ancestors of the family which owns it today, will be given the city of Fitchburg for a public park under the will of Mrs. Martha E. G. Woodward. The land is part of the family estate. The buildings on the property will be turned over to the School Board to be used in connection with the school nearby.

National Parks of Canada.—The report of the Commissioner of National Parks of Canada, issued by the Department of the Interior, is the story of the development of the national park project for 4,020 square miles to 10,300. In 1926-27 over 391,000 people visited the parks to enjoy their beauty.

Kezar Stadium.—The newest development in the plan for San Francisco's recreational facilities is the Kezar Memorial Stadium. This stadium had its inception in a gift of \$100,000 to Golden Gate Park by Mary A. Kezar, in memory of her mother and her three uncles. The Board of Park Commissioners provided the site and with an additional appropriation from the Board of Supervisors the project was launched with a seating capacity of 22,600. At that time plans were prepared showing a vast amphitheatre at this location with seats for 80,000 spectators. How nearly this dream has been realized is evident in the latest step of the stadium construction which has brought the accommodations up to 62,000.

Park Recreation Areas in the United States.—Many readers of THE PLAYGROUND are familiar with the study of municipal and county parks made by the P. R. A. A. in conjunction with the American Institute of Park Executives at the request of the National Conference on Outdoor Recreation. The report of this study giving facts regarding organization, administration and various factors entering into the consideration of parks is now available in two volumes which may be secured from the Association, price \$15.00.

The statistical section of the report dealing with acreage, growth of park areas, administration, buildings, expenditures, salaries and similar facts has been published by the Bureau of Labor Statistics of the United States Department of Labor and may be secured from the U. S. Government

Printing Office, Washington, D. C., 25c. The report is attractively illustrated and the facts and figures it gives are very significant in connection with the development of the entire community recreation movement.

Sportsmanship.—October saw the realization of one of the dreams of the Sportsmanship Brotherhood in the appearance of the first issue of *Sportsmanship* which is to be the official publication of the Sportsmanship Brotherhood. Its purpose is to stimulate and encourage the spirit of sportsmanship everywhere and to cooperate with the numerous agencies which have the responsibility for conducting activities. The magazine will be published every month except July and August. Yearly subscription, \$1.00; single copy, 15c. Further information may be secured from the Sportsmanship Brotherhood, 342 Madison Avenue, New York City.

The Pentathlon Greets You.—The Middle West Society of Physical Education is issuing a new magazine called *The Pentathlon*, of which Professor Elmer D. Mitchell is editor. The magazine will have eight issues during the school year and in each issue suitable space will be devoted to articles of practical as well as theoretical interest. The first issue contains such articles as *Physical Education Viewed from the Standpoint of Education* by Jesse F. Williams, *Close-Ups of the Olympic Games* by V. K. Brown, *School Circuses and Pageants* by Marianne Bard and similar articles. The cost of a year's subscription is \$1.00. Communications should be addressed to The Pentathlon, P. O. Box 362, Ann Arbor, Michigan.

Recreational Facilities in Hotels

The new mode of living in apartments and resident hotels has presented a new problem to architects and builders who are recognizing the importance of providing recreational facilities to complete their living quarters. Kenmore Hall, a modern resident hotel for men and women in New York City has been built with the idea of providing not only comfortable living quarters but recreational facilities that make it possible for the man or woman earning a modest salary to live

within the income with the same privileges and comforts found in the best of hotels.

The gymnasium and swimming pool are two of the valuable assets in the construction of Kenmore Hall. They will furnish the background of a social life where men and women living under the same roof will have opportunities for recreation together. Special hours will be allotted for separate groups of men and women, and classes for constructive physical work as well as athletics providing for sociability will be included. The gymnasium is sufficiently large to provide facilities for classes and gives opportunity for developing group interest in amateur dramatics, as well as musicals and interesting evenings of different type of entertainment. Kenmore Hall will be a diversion as well as a home to the young people living under its roof.

Kenmore Hall is not an experiment. It is the last step to date in providing proper housing conditions. After a careful survey the designs for this modern hotel were drawn up and carried out by Maurice Deutsch, the Architect. At Kenmore Hall the management and hostess work is in the hands of a man and woman who have had broad experience in their fields of working with young men and women. Philip de R. Clemons, the Manager, has been with the Allerton Company, operators of hotels for men and women.

The Hotel is a twenty-two story building, the first half devoted to rooms for men, the upper half devoted to accommodations for women. The lounges, library, gymnasium, swimming pool, and restaurant are on the first two floors. The building is so designed that sufficient floor space has been provided to assure the owners that full rental at low rates will prove this type of Hotel a satisfactory investment.

The recreation programs will be developed as demands arise. Space and leadership have been provided, interesting possibilities and recreation occupations will enable 700 young people to make constructive use of their leisure hours.

FAMILY LIFE TO-DAY

Edited by Margaret E. Rich

Margaret E. Rich has done a serviceable piece of work in bringing together under the title "Family Life Today" some of the more significant of the papers presented at the Semi-Centennial Family Work Conference at Buffalo last year. The family is studied with a considerable degree of authority in these papers—biologically, industrially, socially. One finishes a perusal of the book with a sense of having been led to see fairly completely the forces which have made the modern family and also the play of the modern forces on the family with all that they mean of problem, challenge and opportunity.

Section Reports at the Congress

A new scheme of keeping people informed about meetings they were unable to attend, when several were going on at one time, was devised at the Fifteenth Recreation Congress. At the beginning of each general session a reporter from each section gave the outstanding ideas expressed at the section meeting. Some of these reports follow.

Material Equipment for Physical Education In America

DR. FRED W. MARONEY, Director of the Department of Health Instruction, Public Schools, Atlantic City: We tried to say something about space, equipment, supplies, play kits, swimming pools and gymnasium needs. We discussed the different standards for play space. The summarizer came to the conclusion that the play space should be adequate for the needs of the individual schools present and future, and that we should get away from the phases of square feet per child or square feet per pupil.

We want sufficient acreage for the children so that when the City Commission is planning playgrounds and play spaces in connection with our schools and our gymnasiums they will think not only of the present needs but of the needs for years to come.

Secondly, we believe that the purchasing of equipment should be in a central control. We believe that the equipment in public schools should be provided by the boards of education as are all other things needed for the education of the child.

We believe that central control in the purchasing of the materials more or less at cost would facilitate an extension of the play and the physical education program.

We recommend that, when feasible, play kits be provided, as in the case of the Missouri schools, where the State Department provides the material and then sends out that material in play kits so that the smaller communities or the smaller schools may take advantage of wholesale buying.

We believe that the swimming pools, when they are installed in the school, should be healthful agencies in the health program of the school and that they should be for the teaching of the children to swim. They should also be for life-

saving that the child may acquire real aptitude for learning things in the water.

And third, not least important, they should provide exercise for the child in his everyday life. We believe that the gymnasiums should be sufficient in size and in number to take care adequately of all the children who take part.

And while in this report we are not supposed to give our personal opinions, I believe, as many of you believe, that we should not have competitive teams in any of our High Schools in this land until we have provided play space and play opportunities and well-directed leadership for all of the girls and boys in the schools, and that we should see to it that before we have the organization of the playground for the slides and the swings and the things that you know so well about, we should also have on that playground opportunities for the larger team games.

But the playground must be differentiated from the play field. The playground is the smaller unit, if you will, where the children may take part, because the first consideration that we as a group thought of was that the younger child must be taken care of and must be taught to play under safe conditions. And that, secondly, the group we call the Junior High or the group in the transitional age should be also given attention. But the third and last consideration is the higher team games. And we differentiate between the playground for the younger children and the play space for the larger and highly organized games.

We believe that our contribution to the program may be summed up in these five things:

1. Ample space.
2. Adequate amount of supplies; that is, the perishable equipment—the ball equipment.
3. Adequate facilities. By that, I mean slides and swings, wading pools, swimming pools,—the permanent things.
4. We think that sufficient time should be given to this program so that children need not feel hurried.
5. We believe that we need trained leadership. We need men and women who think in terms of organizing, deputizing and supervising. We would like to have you, in thinking of play and physical education take back to your people the thought that the contribution physical education desires to make to your program—and this is one

which every one of you could subscribe to—is Ruskin's conception of the teacher when he said, "If it is love and an abiding faith in mankind; it it is a willingness to subordinate self to the needs of others; if it is an appreciation of the responsibilities you have accepted, and you propose to keep yourself fit and ready to discharge them worthily that move you, then the spirit is upon you and the world is yours and the fullness thereof."

Early in the discussion, someone suggested that grass was the best play surface to be used, and immediately we got a challenge from another quarter that a moth-eaten turf on a playground was a sort of eye-sore, and we should rather have a well-defined, well-planned, well-surfaced play area for intensive work with areas for beauty and parking and planting and grass set aside and controlled, so as to have the combination.

Then somebody said that in a small playground with just one tennis court off in the corner it might well be a concrete surface, so it would serve a great many purposes. Ernst Herman jumped to the front and said that concrete surfaces for play were an abomination under the Lord and a sure promoter of flatfootedness. He said that flatfootedness was gaining in this country. I don't know about that, and it doesn't go into the design and play of playgrounds. He felt, however, very strongly that a fine, comfortable surface on which to play was a highly desirable thing to aim at in playground construction and layout.

Mr. Downing, of Brooklyn, showed us how the trend of the times, demanding opportunities for activities rather than passive recreation, was changing, in this country, our great parks into activity centers rather than those of purely formal scenic beauty, and illustrated by telling how the great Prospect Park in Brooklyn had been re-designed, converted into an activities ground with twenty-five percent at least of its surface devoted to the whole range of play activities, ranging all the way from the babies up to tottering old age.

He also said—and this was a point where there was a bit of discussion, but I think we agreed in the main—that the small neighborhood parks were much better if they had some area set aside in them for children's play, unless, perchance, there was a good playground nearby; otherwise those small beauty spots were overrun and be-

came moth-eaten and "taggy" and not very attractive.

The double fence on the playground was brought out and generally endorsed as a means of controlling the intensive play areas, separating them from the planting, the beautifying and the design—an outer fence surrounding the playground, and then an inner fence between those two, with flowers, sod, grass and that sort of thing planted there.

There was something said about the effect of playgrounds on adjoining real estate values, and that all came in the matter of design and construction, if you please. I am keeping to my text on that; because a "taggy" playground, unattractive, noisy, dusty, in a neighborhood, does not stimulate surrounding real estate values, but tends possibly to decrease them a bit. But the designing and planting and screening and well constructed playground tends to increase them.

Mr. Rowley told us how in East Orange an old community dump had in time been transformed by planting and proper design into an attractive neighborhood play park, with real estate values adjoining sufficiently increased to many times pay for the whole outlay.

Running through the whole discussion were two chief thoughts: 1. Convert your open spaces into areas for active use, maintaining a balance between beauty and utility. And, secondly, and most important of all, see that there is sunshine, fresh air and beauty because that is one of the big things that enters unconsciously into the life of the child and makes a mellowness and a quality in our playground work that was lacking in the old days.

*Plants, Shrubs, Trees, Gardens, Animals—
As Play and Recreation Material:*

DR. BERTHA CHAPMAN CADY, Executive Secretary, Coordinating Council of Nature Activities:—I am reporting for the group interested in the use of trees, shrubs and animals in connection with a playground. We also had much debate, and my summary is an attempt to give you the background of the discussion, as a whole.

The playground executive has two distinct responsibilities. First, the responsibility of introducing natural material on the playgrounds much more universally than now, following the recommendations of this other group.

There is, fortunately, a general tendency throughout the country to take steps to beautify

places where children go to play. This attention to the esthetic, is altogether as important as mechanical equipment, that is, in its appeal to the higher values of life. It provides a fitting background against which to produce plays, pageants, readings, nature games, as well as offering an added inducement to interesting animals, birds, insects, natural visitors to the playground.

Second, there should be a far wider actual use of already available natural materials either on the playground, itself, or by providing adequate nature guides to conduct nature excursions away from the playground, using the playground as a nucleus from which to extend our nature activities.

Then came the suggestion of certain nature activities which have proved useful on the playgrounds of various cities, by those interested in playground activities.

First of all, came the gardens. Those were divided into community gardens and individual gardens. Then there was a discussion of special gardens, such as the wild flower garden, backyard garden, Indian garden, roadside planting, Shakespeare and Biblical gardens, mayflower gardens, and the sun dial garden.

Then there came a discussion of the nature museum and its place on the playground as a stimulus to encourage the collection of group specimens, and as a discourager to the individual collection. Also a discussion of the nature trail, as possible on the playground, and the trailside museum, both of which are providing excellent substitutes for the inside museum. That is, in place of carrying all outdoors into a building and shutting it up in storage, we are going more and more out to find nature where she belongs, in her natural setting.

A playground zoo, including familiar pets, resulting in pet shows, special pet days, providing opportunities to teach children how to properly take care of and make use of pets.

A consideration of the technique of instruction led of course, to much discussion. The outcome seemed to be that the instruction should be simple, direct, dictated fundamentally by the interest of the child, itself, rather than something that was put on the children by the adult.

The indirect approach, through stories—such stories as will stimulate the curiosity of the child will make him desire to go further and learn more, himself. This means that we must be careful not to make our teaching a matter of acquisition of information supplied by the nature

leader. We have now altogether too much individual competition, brought about through offering of individual prizes, awards and badges. Our efforts should be to turn toward the development of co-operative social activities. Our chief aims are not to attempt to train scientists, but to help in the development of a citizenry intelligently equipped to use and to understand the increasing discoveries of this scientific age.

An extended discussion on the use of a scientific vocabulary followed: The group was fairly divided. It entered into a pedagogic discussion which was somewhat off the line, as to just where the interest of children enters into the scientific classification. There was a rather general agreement in the group that a fundamental scientific vocabulary is essential if we are to have words to express the scientific activities and discoveries of this scientific age. Such a vocabulary is no more difficult to the child than any other if it is taught in the same natural way.

Few children with whom we are working will ever travel far beyond the reaches of the playgrounds. If they are ever to be made aware of the beauty and wonder of the world about them they must find it in the simple objects beneath their feet. Unless we can help them to this appreciation of the immediate they may travel to the ends of the earth and it shall profit them not. Shall we not strive to give them ideals of a higher, if you will, a spiritual responsibility? In place of the primitive impulse to kill and to destroy let us show them the better way, the proper use of nature conservation. Let us teach them that the wonders and beauties that are near them are theirs as a sacred trust to be used and enjoyed during the time they are here and that they are obligated to pass them on more lovely than they found them, for indeed the ground on which they stand is Holy Ground.

Water—Its Part in Play and Recreation

W. S. PITMAN, Director of Swimming, Playground Athletic League, Baltimore:—Commodore Longfellow said that if you are thinking of putting in a pool, you must first consider the natural facilities, then the sanitation, and then the life-saving equipment. Next should be the program, whether it is going to be one of entertainment or one of participation.

There seemed to be a feeling, and a rather general one, that there aren't enough indoor pools. Most of the pools were outdoor pools,

and of course, not much of anything could be done during the off-season except ice-skating or ice-hockey.

That brought up a discussion as to whether or not the freezing of the water didn't damage the edge of the pool. There was a very lively discussion on that, and those taking part felt that it did do some damage, the only remedy for which was extra reinforcement around the edge of the pool. It was suggested that the National Cement Company could help out in things of that sort.

It was shown that most of the pools had swimming instructors who gave much of their time to the teaching of swimming. There was only one instance in which the life guards were teaching swimming. It seemed to be a very unusual thing to have a life guard teach swimming. The matter of suits was discussed. There didn't seem to be any definite opinion on that. One group seemed to think that it was a good idea to let the people bring their own suits and the others felt that the pool should own its suits. One man said he found that his revenue was increased considerably by having good-looking suits. The matter of laundry was discussed to some extent, but we didn't get very far on that particular item.

The algae, which is always troublesome, was gone over to some extent, and of course we all know that bluestone or copper sulphate will clean up most of that.

The teaching of swimming in groups was emphasized. You don't want to teach one individual to swim. You want to teach everyone to swim.

The matter of budgeting the time was considered—whether or not it is a good idea to have certain set times to teach swimming, certain set times for games or any activities that had to be set aside.

There is no reason why in shallow water almost all the games, at least almost all those that you can play on dry land, cannot be played in the water. And that is one of the best ways, the group seemed to feel, of overcoming the fear of the water that the children might have.

Summing the whole thing up, as we talked in an informal way after the meeting was dismissed, we seemed to feel that first, last and all the time, we must teach swimming, that everyone should have sufficient mastery of the water not only to save his own life in case of emergency, but in addition he should have sufficient watermanship to save the life of a fellow human being in an emergency.

The Place of Golf in Community Recreation

F. S. TITSWORTH, a New York lawyer and a member of the Board of Directors of the Playground and Recreation Association:—Ours was an exceedingly well-conducted conference, led by R. D. Evans, Superintendent of Recreation, Fort Worth, Texas. It was systematized, and the discussion was limited more by the lack of opposition than by a lengthy discussion of the points raised. So the opinion which I am giving you is not so much the result of discussion as the result of statements made which were not combatted.

Now, first, as to the place of golf in community recreation. It was pointed out that golf is a very old game, begun probably in Holland or Scotland in the year 1457. It was stated that Parliament of England endeavored to kill the game in 1484, but without success. It started in this country in 1895, in Boston, Indianapolis or New York. It is not certain in just which city it was first played in over in this country.

In 1906, the game had become deeply planted here in this country, and large and small communities throughout the United States had constructed courses. Our Year Book shows that there are now 267 Municipal golf courses in 180 cities. So golf, as a game, has come to stay. And it was the opinion that it would continue to grow in popularity.

Now, the reasons for the acceptance of the game as a major sport in the recreation program were divided into eight:

First, the big demand for golf links by people throughout the country. That was questioned a little bit, Mr. McCormack of the Bronx stated that in his jurisdiction the people came out to play at two-thirty in the morning and didn't have a chance to tee off until about ten.

Then the game lends itself to beautiful landscaping and scenery.

Next was discussed the enhancement of property values because of the adjacent golf courses. And next, the club advantages to be had in the club houses constructed on the course.

Another reason was that the golf courses are self-supporting and might be able to provide surplus revenue to help the other sports on the program.

Next, golf is a scientific game.

Another reason given was that golf could be played by oneself.

Again, it provides a means whereby waste land

can be utilized for the construction of golf courses.

Now, as to the personnel, the people who use it. The players are not limited any more to old men. It is no longer an old man's game. It was pointed out that the youth of the country are ever-increasingly becoming interested in the game, that the champion of Louisiana, today, is a boy fifteen years of age. It was pointed out that it would be better, however, to separate the children from the adults, either by separate courses or by allotting different times for play. It was also pointed out that the game was attracting middle-aged women. They found that they could get proper recreation in playing the game.

The younger children are interested in the game. In one place children's clubs were organized. In that same place, a tournament was had on a course that took about a day to make.

The cost varies from \$6,000 for a course of 9 holes, to \$203,000. One splendid example was the course near Elizabeth, where the values of the little town of Kenilworth have increased very largely by the building of the course. That course cost \$203,000 to build. It was built on swamp land, the land being so worthless and so swampy that the cows of the neighboring farmers used to wander there and get lost.

Elizabeth has a population of 120,000. And in spite of the fact that there are fourteen other golf courses in the county, with a population of 275,000, the course is going to be paid for, that is, the cost of constructing the course, by fees ranging from 75 cents on week days to a dollar and a half on Sundays and holidays.

As to whether the city should buy the land and give it to the golfers to play on, free of charge, or whether they should issue bonds and pay for it that way, it can be done either way.

Handcraft Materials:

MRS. CHESTER G. MARSH, Director of Recreation, Westchester County, New York:—Handcraft is a natural and inevitable part of the playground program. It interests children who are unable to take part in the more active games; it provides interest for the warm hours of the day and occupation for quiet hours.

Handcraft was first thought of as an interest for children of kindergarten age. It has been found to interest older boys and older girls, and as the programs have developed on the various playgrounds, mothers and fathers have been

drawn into the classes. It was pointed out in one city that the fathers came in and took the play away from the children. They had developed their boatbuilding to such an extent that it was no longer child's play. They had to begin all over again.

New York City found that it was compelled to enlarge its handcraft program because of its popularity.

The points brought out by the various speakers may be divided into five heads: First, leadership—trained, adequate leadership. Many cities employ a full-time handcraft supervisor who instructs the playground leaders. The second point is that the programs should be varied and full of interest. One city has found it helpful to have the interest stimulated by having objectives, such as regattas for stimulation of interest in boatbuilding; pageants and lantern parades to stimulate interest in making lanterns; kite tournaments; aeroplane tournaments; doll shows, where the dolls are dressed and doll houses built and doll furniture made.

There may be plays and operettas for the stimulation of interest in costume making; scene painting and the use of paper flowers. Children's museums stimulate interest in collecting. The program should be varied from year to year and new projects introduced.

The third big point was that handcraft programs should stimulate ingenuity and creative ability; they should be a carry-over from the school, and that in the form of training in the schools children should become familiar with tools and materials. On the playground they should be encouraged to create and invent.

The fourth is the use of natural resources and waste materials. Of course, the question constantly came up of the cost of introducing handcraft programs. In most cases it was shown that the cost was negative, that many of the children paid for their own materials and the materials were bought at cost and sold at cost, and that with the exception of the salaries of the directors the program was almost self-supporting.

Many of the cities used the natural materials at hand, the natural resources, and those were listed as follows:

Pine needles and grasses for basketry, Leaves and flowers that were paraffined and made into various things, Twigs and the natural woods at hand, Shells, Butterflies, Natural plant dyes, Seaweeds, and, of course, there is a much longer list that was not mentioned.

Under the waste materials used were:

Coffee-cans for lanterns and tincraft, Shoe-boxes; packing cases that were made into bird houses and doll houses; cigar boxes for musical instruments, Burlap sacking, Rags; paper; pulp; mill ends from the woods and fabrics, Scrap iron and other metals from the foundries, Clothes-pins; broom handles.

The broom handles were utilized to be sawed into lengths and made into checkermen for the playgrounds.

The fifth point was the content of the program, and a great many things were mentioned. The content of the program included these particular things:

Basketry; coping saw toys; plain modeling; sealing wax; soap carving; potato carving; cigar-box zithers; bird-houses; balloons; tincraft; peep shows; pushmobiles; scooters; aeroplanes; boats; kites; stilts; various collections of minerals, flowers, bugs; frozen windows; puppets and puppet shows; metalcraft; leathercraft.

It was shown that such equipment as checkerboards, croquet mallets, doll houses, standards for nets was made for the playgrounds.

The comment by the speakers, in addition to these five points was that handcraft should be recreation and not formal class work. A tendency is noticed on the playgrounds toward better work, more ambitious, more useful and more finished work. All speakers expressed again and again the need for trained leadership.

GEORGE M. JONES, member of the Board of Recreation, Reading, Pa.:—Our conclusions were, first, that the children's considerations are important, that children's ideas are not foolish or useless, that they are probably the basis for our own judgment in deciding what ought to be used on playgrounds. The problem is to find out what ideas the children have.

Several methods were proposed which had been used, so we could get a report from experience. One method was to take a vote of the children. Another was to gather them in an assembly and give them a chance to talk. Another was to have them write letters to their leaders; and still another was to question them personally about the things they liked or to ask them what they wanted to play.

All of these methods must be taken with a reservation, because children are not adequately provided with the means of telling you what they want. They haven't the expression; they haven't

the courage. And they are always in the state of mind that they would like to please the leader, as for example, in examinations when they answer the questions as they think the teacher would like them to be answered.

So with that reservation, knowing the difficulty of getting the exact condition of the child's mind we nevertheless want to find what the child is thinking of, what the child wants.

It will be a great satisfaction for you to know that the children—assuming that the children did this, themselves—have emphasized what the speakers on the last two evening sessions have emphasized—they don't want great possessions. They seem to reiterate what these learned professors and doctors of divinity are telling us. They haven't the materialistic mind after all that we usually think they have. That was best illustrated by the vote that was taken in Chicago. We had a very excellent report on an attempt made in Chicago to find out what the children considered important. And this was the result of the vote on the two lines of thought.

The first line of thought was, "What kind of playground would you like if you had all the money that you would need to equip it with?"

There were about fifty items suggested, fifty factors that enter into a playground. And out of those fifty, the director picked the fifteen that had the highest vote, and I will read them in the order of the vote they received:

The greatest vote was for larger playgrounds; trees on playgrounds; separation of the sexes in play; more shrubbery; more grass; shelter houses; a gravel surface; located near school houses; better fences; swimming pool, drinking fountains; a sandcourt; athletic field; baseball diamond; and more benches.

The other question was on the kind of equipment, that is, the apparatus. Taking fourteen items receiving the highest votes out of a possible fifteen items, the vote was as follows:

Swings; slides; rinks; Maypole ladders; swimming pools; merrygorounds; sliding poles; rocking boats; basket-ball; foot-ball, baseball field and wading pool.

One of the children on being asked what was the most important thing in a playground, said, "The teacher." Another one, in answering the question, "What kind of teacher?" said, "A kind teacher." So the children have the right angle on the thoughts as we are thinking.

A few things that were suggested of importance were, first, the wonderful work in Philadel-

phia, known as the Play Village, which developed the idea that children want simple things, miniatures; home-made, with cheap apparatus, and of their own suggestion. So the children in Philadelphia have had an opportunity to build up a village. They didn't enter into a superimposed form of government that was placed over them, but they simply imitated the civic life and the form of government they realized and recognized about them. They began with playing "Home," playing father and mother, and then playing "School" and "Hospital" and all the things that children like to play, even in their own homes, bringing home-made equipment, common things, buying and selling, even banking, until it has reached a point where the director told us that one little girl, with a great deal of pride, said, "I began in this village as a mere mother, and now I am the Mayor."

Another conclusion was that children want simple things—simplicity. They want to be educated in the true sense of the world. That is, they want to be led from where they are to some other place by a way that they can understand and retrace. And by finding their way back and forth over that track they can go ahead and branch out. In other words, they want ability. They don't want to do things with things—they simply want to do things with themselves. They have hands and feet and eyes and sensibilities which they want to apply, and they want us to show them how to apply them—they don't want us to hand them all kinds of apparatus, that is, overwhelmingly. Those are great possessions, and great possessions submerge the individual.

Play Material for the Home

MRS. MARGARET WEST, National Chairman of Exhibits of the National Congress of Parents and Teachers:—

We learned how to make everything from roller coasters that will go around curves to aquariums, and it is rather hard to summarize.

We know that play is an essential factor in child development. It is the creative activity which most aids his development. The attitude of the home, the companionship of parents with children, is an essential and integral part of family life.

To keep the children off the streets and to stimulate home play, a back-yard playground contest was organized in St. Louis. The outstanding result of that contest was the actual reduction

of accidents and also an understanding and insight into the kind of material in which children are most interested.

These conclusions were reached:

The one thing children liked best was the apparatus of gymnastics, with horizontal bars leading, and then sand boxes, trapeze and swings, play houses and club houses last.

Playthings of skill were second, as hoops and balls; play materials and tools third; fourth, artistic and literary play—brought out by books and pictures for the playhouse.

These programs were judged on the following points:

First: Material constructed at home.

Second: Safety of material.

Third: What type of play it meant.

Fourth: Cost.

The most difficult opposition to overcome in the back-yard playground seemed to be the annoyance to the neighbors.

Since the fundamental object of home play is family play, it is better not to confine the building of back-yard equipment to children, but to expect the parents to help in planning and making.

A new roller coaster has been discovered that can be built for back-yards, especially if one lives in a city that has the ups and downs of Pittsburgh.

Boys also love to build shacks, the only difficulty being not in getting the material but in restricting the getting of the material, especially if a new house is being built in the neighborhood.

Give children an opportunity to work out their own ideas, but aid and guide them through these activities.

Home play is the foundation of society, and not some but all factors should be included. Common interest is the basis for community play, and home is the basic community.

The play programs of the playgrounds are not to replace, not to supplant, but to supplement home play. The fitting out of the back-yard playground is not only for children but for the whole family, for with more fathers and mothers interested, more families, more play nights, the evils of the divorce court would be lessened and the problem of the restlessness of youth helped towards solution.

The discussion brought out many "things"—for home play games, handcraft, nature study and many ways of development of the back-yard

playground and "playing in your own back-yard."

The final emphasis was not on the material things, but on the fundamental attitude of parents toward family play and the value of happy family life, of parents' companionship with children.

Equipment for Various Kinds of Ball Games

C. L. GLENN, Director of Physical Education, Los Angeles:—The meeting was divided into groups, dependent upon their specific interests. The first discussion was on football. I was rather interested in the fact that there was brought out the point that we could play the American game of football with young boys, grouping them according to weight, up to 85 pounds. That was something new to me. I didn't know it had been done.

The equipment necessary was, of course, a football and a very well-lined field. I didn't hear anything about the kind of turf to have. Perhaps you don't have to think about that in this part of the country, at least. The only protection recommended for the boy were shoulder pads and a pair of trousers that wouldn't rip.

Of course, the area was mentioned. We must have plenty of area. One other point brought out that was rather new to me was the use of corner flags similar to soccer, especially for the young boys. The idea was that if a boy wanted to kick the ball out of bounds at the one-yard line he would have a sight to shoot at.

The next subject discussed was baseball. Baseball as a game should be played with the very best equipment, according to our report, no ball under one dollar being purchased. That is something new to me, because we don't ever get a ball that is worth a dollar.

It was suggested that we have baseball shoes or spikes of some sort, in order that the boy would not slip. I think that is advisable, although there is a danger there of cuts, insofar as spikes are concerned.

It was also suggested that we have uniforms—that was desirable but not at all necessary. I don't know how we would be able to buy the uniforms. We would have a difficult time trying to get them.

There was also brought out the fact that it is necessary to have a very adequate baseball backstop, and it was suggested that a backstop at least fifty feet wide and thirty feet deep be provided, to give plenty of protection for foul balls and

for the batter and catcher, and about twenty feet high.

Basketball was next taken up, and as was suggested for the other games, it was recommended that the best possible material be provided. Of course, there was brought out the point of the cost of the best material, but it was also pointed out that a good ball will outlast three of the mediocre type. It was suggested insofar as playing surface is concerned, that we have, in the order named, wood, asphaltum and clay. We had a little discussion about cement, but for another game.

Soccer was next brought up, and the same suggestion was made, that is, we must have the best equipment and space possible. It was also suggested that we have the Soccer Associations in the various communities become interested in the boys. In that way you will get very much help.

The greatest discussion came on tennis and tennis courts. We could probably spend several hours on the particular kinds of tennis courts. Because of the differences of opinion, it was not necessary to come to any conclusion. Everybody had an opinion of his own, and we couldn't take any vote as to whether clay or grass or cement was best. Of course, in some parts of the country cement was advocated; in other parts, clay. And there were many reasons brought out as to why cement was bad and why clay was bad. So we finally arrived at the conclusion: "Do as you please."

There was also a suggestion made of a rock dust type of court. If you are in a community where it doesn't get very hot and you can use the rock dust with oil, it might work out successfully. But if you happen to be in other parts of the country where it gets very warm in the summer, you will find difficulty with that type of surface.

Volley-ball was next brought up, and as in the case of the other games, it was suggested that the best material be secured and it was also suggested that a welt seam be used for an outside volley-ball, because it requires less sewing and the dust isn't so likely to get into the rips, causing the thread to deteriorate.

It was also suggested that a smaller size ball for youngsters be provided for this particular type of game, in view of the fact that their muscle coordination is not as highly developed as in the adult, and therefore they are not so suc-

cessful in getting the larger ball over the net. There was also suggested a new type of tennis net, a wire tennis net, something I hadn't heard of and that many of us hadn't heard of. You can find out about that in Milwaukee.

Ice-hockey was also mentioned. I never knew that ice-hockey was a ball game before, but I learned something. I presume the puck is considered a ball. There was one thing recommended—not in the form of a resolution, but merely in the form of a suggestion—that it was the consensus of opinion of the group that a standardization in the construction specifications of perishable ball game materials be made by a committee which was appointed at Memphis last year, and that further studies be made looking toward the development of materials which will better meet the needs of the various activities.

Special Needs of Rural Districts as to Play and Recreational Facilities

RALPH A. FELTON, Director of the Department of Rural Social Organization, Cornell University:—In the first place, I think we all agreed with Mr. Hoover and Mr. Smith, both, on the farm relief question, and we said that our need was money; and while in the cities large amounts could be spent for playgrounds and the like, we didn't have that money, and so we had to take this subject up a little differently.

The next thing that was pointed out was the great lack of recreation leaders in the country, that is, that the recreationists have given all their time largely to the cities.

I think this suggestion was made—that if the recreational agencies in the cities could just spread out a little into the country around them it would be of great help—if they would get their feet off the pavements and make the job partly a country job.

Another thing that was brought out in private conversation was the value of getting State Colleges interested. A few schools now have Recreation Departments. Cornell happens to have one, Ohio and Wisconsin. But if the recreation agencies of the country could interest our state colleges of agriculture and our state colleges of home economics, we could get recreation departments in that way.

It very soon developed in the discussion that much of our recreation in the rural districts had to be confined from the eyebrows up; that is, music and dramatics, and some of those things

—because of lack of money and population.

Mrs. Graff, of the Playground and Recreation Association of America, told of a very interesting experiment that she is carrying out now of grouping towns or villages together and having a music teacher; for no little village has enough money to employ a music teacher, and so the plan is to group half a dozen towns together and let them employ a music teacher for the group.

The next thing that was discussed was a county rural musical festival held in New York State, in which about a thousand people came together for a day and took part in various group contests; rural schools had a group; rural Sunday Schools had another group; rural church choirs, a third. That was recommended as something to dignify music and to give an opportunity for increased training.

Someone said that women were the key to this whole situation in the country—"Women are the boys that do the work" in civic things, in the community work, in the church and in the home, and that training schools for leaders in recreation should be had by those organizations which deal largely with women—such as parent-teachers organizations, and others.

The next thing was the matter of rural dramatics, and the great need there is for something that will dignify farm life instead of making fun of it. I am not sure that I make that clear, but so many of our dramatic plays and one-act productions, and the like, are about Mr. Corntassel and "Si," somebody, with long whiskers. So the need is for someone to dignify and teach, through dramatics.

"Canned music" came in for discussion, and the group heartily endorsed all types of music that could develop musical appreciation in the home, especially Victrolas, and felt that there was a great opportunity there for developing music.

Then the question of reading came up, and it was pointed out that farm people read more than city people. I don't know how many of you will agree with that, but we claim to have the statistics to prove it. Farm people read more. They have more time. They stay at home nights, as a rule, and they have time to read, and they like to read. But they are all far from the libraries.

We discussed this question, and the county library, as recommended by the American Library Association, seemed to be a great way out, a very practical thing in solving this reading problem. And so that is a recreation project.

Playground equipment. Of course, playgrounds, as such, are impossible in the country, except at the schools. So the playground should be a school playground. In some studies that were made, we found that the average rural school has now an expenditure of \$11.00 per school for playground apparatus, and that only 22% of our schools have any playground apparatus whatever. Therefore, our playground job is in rural school playgrounds.

The next subject was the matter of beautifying the home. And we had a very charming story told by a representative of the Harmon Foundation, I believe, of a home beautification project—a county affair in South Carolina which interested us all. And some of us began to ask, at first, what this had to do with recreation. But then, after we thought of it further, we found that recreation for farm people is not “skinning the cat” or swinging in a swing, as much as it is a change from their routine type of working and thinking.

And lastly, the greater emphasis on play in the home. I hope you don't think that we are destructive in our criticism when we say that so much of the recreation takes people out of the home. Mary is off to the Girl Scouts, Johnnie is off to the Boy Scouts, father is out bowling and mother is off somewhere else. One youngster the other day was asked to give a definition of “home,” and he said, “It is where we stay while the automobile is being fixed.”

We feel that the whole trend of the recreation movement should be in helping to get recreation into the home for father and mother and the children to stay together. You may not agree on that, but that is our conviction.

Design and Construction—Buildings and Recreation Facilities

ERNST HERMAN, Director of Playgrounds, Newton, Mass.:—John Nolan said, in his opening remarks, that we must plan to the end of securing orderly and economical conduct. I think that is the sum total of what I am going to bring out from that meeting. We must plan to secure an orderly and economical affair which will do what it is aimed to do.

The last speaker gave the practical application. It was our friend from Philadelphia, who with his vast experience in planning buildings and working with people to bring about these plans, said that it is every important that we get some-

body to plan who knows what we are planning for. In other words, he wanted no architect who wasn't intimately familiar with the playground work.

That is the summing up of the whole meeting—that it requires the combined and the heartiest cooperation of the architect, the engineer, the recreational director, the play leader, the teacher and the social worker to bring about the best results.

Winter Sports Equipment

H. W. LIGHTNER, Superintendent of Recreation, Grand Rapids:—The subject is really divided into five divisions.

First: Sliding or coasting. It was stated that streets should be set aside and lanterns placed at the cross streets and at the foot and top of the hill.

If the state law does not permit setting aside of streets, the thing to do is to get hold of all the vacant lots obtainable and build slides which will cost from seventy to a hundred dollars apiece. These are double slides, eight feet high and from twenty to twenty-five feet long, depending entirely upon the contour of the land.

One of the leaders suggested that wood chopping bowls be used. I have seen them used and they work very well. You don't know where you are going, but you get down to the bottom, nevertheless.

The subject of preparing skating-rinks was discussed. The group agreed to disagree upon how to form the rink. They could not agree upon the temperature, but the scale was from ten below zero up to twenty-five degrees above zero.

In regard to sprinkling, the size of the hose varied from an inch and a half garden hose to fire hose. Some agreed on flooding the rink, while others added the thickness of ice in thin layers by sprinkling.

Among the ice sports discussed were curling and hockey. The size of the hockey-rink varied from eighty to a hundred and eighty, and that was the size adopted in Canada, while most of those in the United States were a hundred feet wide by two hundred feet long. The boards around the hockey-rink varied from three feet in height to four feet in height.

Curling was also stressed as being a fine sport, especially for the older men.

The finest sport of all, one in which the whole family might take part, is skiing—cross-country

skiing whereby people go out in the country and enjoy nature. After they become proficient in skiing across-country and running on skis, and the like, they can learn to jump on small slides, finally on the larger slides and to jump from fifty feet to a hundred and fifty feet.

The equipment for a ski slide is a very technical piece of work. It was agreed that recreation directors should not construct a ski slide without getting expert advice from skiers.

One of the most interesting divisions was the dog derby, as conducted in Minneapolis and St. Paul. There they have registered races, having a dog pull a boy on a sled around a track a mile and a fifth in length. That, we were told, created more interest than all the other winter sports that they have in the North.

Mr. English told us a great deal about snow sculptoring, and stressed the fact that a poor boy has just as much chance as a wealthy boy, because the material used is very cheap. The tools necessary to do the sculptoring consist of sticks and perhaps a little dye to color the models after they are finished. It was suggested that the models be built upon sleds so that the children may have parades of their objects.

One of the other things which it is possible to do during the winter months is to have the boys and girls take a pastry tube, fill it with modelers wax and put small lines on window panes, after which they fill those little surfaces with different colors and allow them to freeze, thereby allowing Jack Frost to do his work and get the little touches that are impossible to get in the art of making glass. After the ice has frozen or the colors have frozen, you put them inside and let them thaw out or harden; the paint sticks to the glass and you have the painted windows.

It was suggested that you could have the boys and girls compete, taking the old-fashioned "belly-flop," as Mr. English said, and others using their hands to propel themselves along the ice; then perhaps with one foot, and in that way work out the contests for the youngsters.

Use of Play Areas and Facilities Outside the City Limits

RAYMOND W. ROBERTSON, Superintendent of Recreation, Oakland, California:—May we emphasize the tendency in the direction of obtaining these out-of-the-city play areas. I only need call to your attention the work of our Federal Government in creating national parks, and to the work

of two or three of our States in the obtaining of parks—the State of New York, the State of Pennsylvania, the State of California, and many others. I might also say that many counties are noted for the work that they are doing in obtaining these areas out of the city limits. Westchester County, New York and Union County, New Jersey, are living examples of what is being done.

Many of our cities are also noted for the work that they are doing in this respect. We might mention Denver's Mountain Parks.

The next point that I want to mention is the need of dove-tailing some of these agencies. It was the feeling of our meeting that if we could dove-tail and unify our program throughout the country we could make more headway.

The third topic that naturally developed from that was the great need of proper legislation. A permanent commission seemed to be a need, and the discussion led us to believe that a commission of approximately five members was most satisfactory. We discussed a good many ways and means of appointing those members, but we didn't arrive at any definite conclusions, and rather left that to the local situation. Proper legislation should give us permission to spend money out of the city limits. It should also give us permission to charge for certain services that we might be able to extend our work and our services further.

The fourth topic was the importance of having a list of available places. This was discussed at great length. Some felt that it wasn't necessary until we had the proper legislation or until we knew that we could obtain some particular tract of land. But I believe it was the general feeling of our group that since the available places are so rapidly disappearing we should go out into our districts and locate the places that are available. We all know how the old swimming hole is disappearing, the old family picnic grounds, the hunting grounds and fishing places, and also the private estates.

The fifth topic was the method of acquiring this property. The group felt that we should have the legislation which would give us the power to purchase or the power to lease, and also the power to accept gifts. I should like to repeat those, because we had a lot of discussion on them: The power to purchase; the power to lease; and the power to accept and administer gifts.

That brings us to the sixth topic, and that is the need of a permanent machine or of permanent machinery for the acceptance of gifts.

It was brought out that people do not like to make gifts unless they can be assured of the permanent use to which they will be put. It was mentioned that there are many people who have made their money and enjoyed it in their private estates, who would be very happy to turn it over to the city, provided they could be assured that it would be used permanently for recreational facilities.

It was also emphasized that the permanent commission which we spoke of a moment ago, would establish confidence and would help these people to know that their property would be put to the proper use and would be used for those recreation purposes forever.

The general use of the play areas and facilities out of the city. We did not put much time on that, because we felt that all of you knew a lot of them. I may mention just hurriedly a few of the ones that received special mention: Community gatherings; family picnics; hiking objectives; gathering places for clubs; overnight shelters; playgrounds; camps; zoos; museums; hunting and fishing grounds; game preserves; opportunities for nature study; parkways; auto drives—and all types of games. And last, but not least, is the very important point of the life-giving values of our wide open spaces—just as valuable to a city as a splendid water system, just as valuable to a city as our fine sanitary systems, just as valuable as police protection and fire protection—an opportunity for our people to get out into the unmodified sunlight, away from the smoke and dust and the dirt—an opportunity to get into the fresh air to a place for quiet.

These life-giving qualities are all being crowded out in our modern cities and their values cannot be over-emphasized for the physical and spiritual well-being of our people.

The Value of a Building as a Neighboring Center

R. K. ATKINSON, Boys' Club Federation, New York:—Our Chairman outlined, in a brief preliminary talk, the bounds of our discussion, indicating that we should confine ourselves to the discussion of the more intangible, imponderable values to be found in the use of a community building, rather than a discussion of the activities which might be carried on there or the interests which might center around that building. And I think we stuck very close to his definition of the subject.

First, the community building or neighborhood center is the shell which holds a community

group in something the same sense as that in which a body may be the habitation of the human soul. There is something that is much finer than just the building or the material side of this thing, and in accordance with the general topic of our entire conference, our section was in hearty agreement with that principle, for unless there is found in the community building some means of housing more than just activities or people, a virtual housing of the community group, as expressive of the community spirit, the building will have failed of its highest purpose.

Second: The recreational use of schools has been pretty thoroughly sold to the country at large. But so far, this use of the schools has not been as effective as the use of neighborhood houses generally, outside of school buildings. The neighborhood house is open at any hour and does not have to take into consideration what is the primary use of this building, as it does in the case of a school.

In variety of program and in multiplicity of uses, and especially in the sense of distinct ownership which is created in this building by this particular use, so far the wider use of school plants hasn't caught up with the best that has been achieved in neighborhood and community houses. That was at least the statement that was made in our section.

Third: The community house is the home of the neighborly community, not established for uplifting the poor of the city; an institution that provides for social circulation between classes; an institution which must aid in breaking down social distance; an institution in which the true community spirit is the objective. And a real community building should be specifically built and operated for the purpose of serving the people, and it has served them more effectively than either the school or the church or the distinctive field house which is devoted to activities.

Fourth: In point of service the neighborhood center is perhaps rendering its largest service to young people, its second largest service to adults, and its third largest service to children. And the community center will be successful as it emphasizes these types of service.

Fifth: A report from a small, unpretentious but very effective neighborhood center, housed in a restored colonial building in one of the New England communities, has proved that it can be a melting pot between the various nationalities which have come into that previously rather homogeneous New England community. It has

brought people together, not simply bringing together the various nationalities of so-called foreigners in that community, but really getting them acquainted with some of the older families, some of the people who have been there perhaps for a longer time.

And in this way, just this little neighborly center, taking care of a maximum of about four hundred people in that community, has been able to serve in meeting the social problem which is so apparent in so many of our American communities.

Sixth: The community center is and should be a place where entire families may come and find the physical, social, artistic and, in the best sense, spiritual values that will be helpful for all of them.

Seventh: There are many different types of buildings which have demonstrated their values in neighborhood life. School buildings came in for a word of praise here. Settlement houses, community houses and special recreation buildings, designed primarily as centers of activities—all have made their contribution.

And in attempting to find out anything as to their relative values, we must take into account, first, the objective of our work—is it to be activities? Is it to be the promotion of a larger community spirit, a better understanding, the breaking down of social barriers within the community? Our objective must be clearly in mind before we decide upon which type of building will be most valuable.

Second: We must consider the locality to be served. Both the location of the building and the community which surrounds it must be the second element in the situation. And, third, the activities to be taken into the building to be housed there and to center there and used as the basis for the building up of these intangible spiritual values, will, of course, determine the type of building and all of the various equipments and divisions and sections of that building.

Planning the Church Building for the Recreation of Its Own People

MR. RALPH A. FELTON.

Religious education is receiving more emphasis in the Church now than ever before. Here the church is putting its major emphasis at the present time. Recreation is a part of the program of religious education. The group feels that much more time and attention should be given to the

recreational program of the church by all recreational agencies.

The best way to put on a recreational program in the church is not as recreation or as a recreational program, but rather as a part of the age group program of religious education. Church officials are apt to be conservative, and as a rule are not greatly interested in recreation, but they are universally interested in these age groups and are willing to provide building equipment and paid leadership for a program for them when they are not interested in recreational halls.

It is important for every church to use what equipment it has rather than to wait for adequate building facilities; in other words, to put on a program and to build around it. It was constantly emphasized in the meeting that someone to lead recreation was much more necessary than the so-called equipment.

The motive of churches which put on a recreation program to compete with other institutions or as a protective measure to keep their young people from running away, was condemned, even though it is universally practiced. It was felt by the group that the reason for any church providing recreation was simply to provide for the recreation needs for its people and its community.

Volunteer leadership, it was felt, would never be satisfactory and at present is totally inadequate. The better plan is for a church to employ a trained leader, even though it might be necessary for several churches to share the time of such a professional worker.

The minimum recreational building needs of a church were pointed out as being:

(a) Basket-ball court, equipped with a stage at one end and with movie equipment and suitable for basket-ball, indoor baseball, indoor tennis, games and church suppers.

(b) A small game room for the use of Scouts and other small groups.

(c) A workshop for all types of handcraft.

(d) A social room with a fireplace and a homey atmosphere, especially for the use of small groups of young people.

(e) Bowling alleys.

It was emphasized that whatever rooms or buildings were provided by a church, in no case should they be sub-normal; that is, we should not build a basket-ball court at all unless it be of the proper size; likewise, we should not have bowling alleys unless they consist of at least four alleys.

Attention was called to be importance of using

the same room for many different things and using the church building for a seven day a week program. It was said that any church that does not put on a seven day a week program should be taxed for taking up space in a congested community.

There seemed to be lack of agreement as to how far the church should put on its own recreational program and how far it should fit in with the recreational program of the entire community. The feeling seemed to predominate that the church should, as a rule, put on its own program but should cooperate with the community agencies, such as Scouts, Y. M. C. A., and others.

MR. ARTHUR POWLISON: Aloha. Ua mau ka ea o ka aina i ka pono. That means, "The life of the land is preserved by righteousness." That is the motto of Hawaii.

The recreation people of Hawaii asked me to extend the "aloha" of the people of Hawaii to the people of the mainland. If there is any one thing that the Hawaiian Islands stand for and the one contribution that Hawaii makes to the world, it is racial friendship. Thirty-one nationalities and mixtures—seventy-three thousand children of those nationalities living happily together.

The spirit of Hawaii is going abroad. This little leis is a symbol of ever-encircling friendship. It is the reproduction in paper of the Hawaiian flower, called the Elima. It is the same color and shape and size.

The people of Hawaii have a beautiful custom of extending their friendship, their "aloha," by putting this leis around the necks of those whom they love. And we want the first one of these to be given to our President, Doctor Joseph Lee.

How Can the Use of Recreation Facilities Be Increased?

The gist of the meeting was that increased use of facilities will come by the way of:

1. Improved facilities;
2. better selected trained and paid leaders out on the firing-line;
3. programs of greater scope and better quality;
4. greater co-operation;
5. more educational publicity;
6. larger budgets.

Some details concerning improved facilities were:

Attractiveness of the general appearance of the facility; supplies adequate to the facility; close consultation between the architect and the recreation worker in planning new facilities;

facilities lighted for night use wherever climate permits.

Program requisites mentioned were:

As little office programming as possible; cost studies of various activities and analysis of the program from all angles; thorough study of each district to precede its program; quality; participant rather than spectator attendance; balance—providing outlets for all interests of all ages, both sexes.

It was pointed out that added program features bring new participants. Educational excursions, civic projects and other special events such as treasure hunts leading participants to facilities they know nothing about, were recommended.

Educational publicity methods given were:

Campaign on necessity and value of trained supervision; interesting bulletin boards—outside as well as inside; signboards designating facilities; stressing of public recreation—getting away from all suspicion of charity or class distinction; serving all newspapers alike; information bureaus; recreational directories; first hand information concerning facilities and activities on the part of the Board.

One member described a demonstration of safe play on a vacant lot, preceded by a fake street accident staged to draw the crowd.

It was pointed out that full co-operation between recreation departments, schools, parks, churches and private organizations would result in tremendously increased use of facilities, and that maximum use of all present facilities is the best argument for more.

The sponsorship of certain activities by such organizations as the Parent-Teacher Associations, Red Cross, noon-day luncheon clubs and newspapers; more use of facilities by organized groups under their own leaders; more self-supporting activities and more volunteer service, were all stressed as adding to the program without additional cost.

Picnic and party services were mentioned as quickly multiplying themselves, as do institutes for leaders from churches and other organizations. The use of facilities is thereby increased.

The leader who can translate our prosperity in the way of recreational facilities into happiness for the greatest number was described as having character, plus personality for leadership, high morale and spirit of service, ability, plus constant thirst for learning valuable new things.

So, to increase the use of our facilities we must have improved facilities, better budgets, pro-

grams of greater scope and better quality, full co-operation, more educational publicity and more trained and visioned leadership. "And the greatest of these is leadership."

*The Place of City Forests, Botanical Gardens,
Zoological Gardens, Museum and Other
Special Aids to Recreation*

DR. ARTHUR H. GRAVES, Brooklyn Botanic Gardens:

First there was discussed a definition of city forests. The difference between a city forest and a city forest park is largely an economic one. In the city forest the primary object is revenue derived from the growing and sale of timber. The city forest park has recreational value and is not subject to cutting along forestry principles. A park is so hedged about by legal authority and conditions that its management on forestry principles might become difficult; whereas a city forest would have no such legal status.

The city forest is, therefore, preferable. At present the movement for city forests in the United States is almost entirely limited to the State of Massachusetts. There about seventy-five towns and cities have acquired town or city forests. In Europe, the city forest idea is centuries old, and some towns pay all taxes in Europe from the revenue obtained.

Now, as to the best size for city forests. Theoretically, one acre will yield monetary returns, but for practical results the larger the acreage the better.

It was agreed that the movement for city forests should be encouraged in every possible way because it has two fundamental advantages: First, a constant supply of timber. It was pointed out that the material progress of the country at large is fundamentally dependent on its supply of wood. We use about one half of all of the wood in the world.

Second, the city forest can also be used for recreational purposes, such as picnics, horseback riding, nature study, fishing, organized camps, winter sports.

Other advantages suggested included the following:

1. A city forest may be used as a demonstration forest for private land owners, so that they may be encouraged to develop idle land along forestry principles.

2. It will afford protection to wild life, animals and birds.

3. It may protect valuable watersheds from erosion. It was pointed out that the trees in such a forest always have an intrinsic value, no matter what their age. This value increases, of course, in direct proportion to their age, up to a maximum when they are ready to be cut for the sale of timber.

It was suggested that Boy Scouts might be organized for planting such city forests with tree seedlings, as has already been done in some sections of the country.

Botanical Gardens. Definition: A botanical garden is an out-of-door museum of living plants.

The history of botanical gardens in the United States dates back to 1728, when John Bartram founded one in Philadelphia. At present there are a number of botanical gardens among which the largest and most active are the Arnold Arboretum, the Missouri Botanical Garden, the New York Botanical Garden and the Brooklyn Botanical Garden.

The scope of activities of a botanical garden, as illustrated by the Brooklyn Botanical Garden, is as follows:

A botanical garden staff may engage in any activities which promote a love and a knowledge of plants. These include popular courses, lectures, printed leaflets, practical work in gardening with children and adults, co-operation with the public schools, prosecution of research in plant life and the publication of the results of such research, co-operation in the movement for the conservation of native plants and many others. The more the authorities can arrange the material or conduct their educational courses or lectures in such a way that the recreational side will be emphasized, the more popular botanical gardens will become and the more good they will do.

The establishment of botanical gardens in connection with city parks or forests was recommended on a small scale. The principal items of expense are the labeling and upkeep of the plants.

Are such gardens used?

Last year the attendance at the Brooklyn Botanical Garden was over 1,000,000, as shown by the registration gates. About 100,000 school children came for lectures and organized walks through the garden.

Zoological Gardens. Definition: An area set aside for the purpose of exhibiting living animals. Although there are a great many zoos at present in the country, some of them successfully man-

aged, many of them are poorly kept up and are sanitary nuisances.

The suggestion was made, without a dissenting voice, that the park authorities would much better devote their attention to arboretums and botanical gardens. However, the success of the St. Louis Zoo was pointed out as due to the fact that sufficient money is raised by taxation for its maintenance. It was also remarked that the most successful zoos are in most cases not under municipal control, but directly managed by zoological societies. In this way they may be freed from political influences although, as stated by one speaker, such influence is not necessarily corrupt.

Another speaker stated that in one park animals in cages had been placed along nature trails. These are released after a month or so and replaced with new ones.

Museums. There are many fine museums in all parts of the United States. The cost of construction and maintenance of small museums is not an insurmountable difficulty. In all museums the end in view in arrangement and labeling should be to make the objects attractive and thereby mingle as much as possible the esthetic and recreational points of view with the educational.

The projecting of the museum into the community, through lectures, hiking and study clubs, loan of lantern slides, and literature, was emphasized.

Does Increase in Land and Material Equipment for Recreation Tend Toward More Adequate Current Appropriation for Recreation Leadership?

PAUL LYNCH, Superintendent of Recreation, Troy, N. Y.

The general sentiment of the meeting was that increase in land and facilities does, as a very general rule, bring about an increase in appropriations for recreation leadership. Several instances were cited, among them the case of certain plots of ground or buildings bought by a city which had become "white elephants" on their hands. Through a newspaper campaign funds were secured for leadership.

Other instances quoted included gifts of land and various equipment by public-spirited citizens whose use had resulted in demonstrating the need of leadership and in securing funds for that leadership.

It was generally acknowledged that the major-

ity run of people in a city, especially the City Council, like to see something tangible. And while leadership is the most important thing, it is very often a help in getting an appropriate budget for leadership if one can show people something tangible, something that they look at.

The other item brought out in the discussion was the fact that these land values are a liability rather than an asset, if proper leadership is not secured. The question was asked as to whether leadership alone or land alone should be furnished in case a city has, for example, \$30,000 with which to start a playground system. Of course, the general sentiment was that there should be some of both, but it was felt that leadership should come before the land.

What Constitutes a Reasonable Recreation Equipment to Be Supported by Public Tax Money?

DR. JOHN BROWN, National Council of the Y. M. C. A., New York City.

In any given city, this question cannot be answered intelligently until three rather distinct steps have been taken. The first is to determine what would be an adequate program of public recreation for that community. The second is to decide to what extent, if at all, under existing conditions, the adequate program must be curtailed so as to become a reasonable program. The third is to educate the appropriating body or the voters or even the State Legislature, if new recreation laws are needed, to the end that the reasonable program may speedily become an actually effective program.

An adequate program of community recreation would involve a much closer coordination than exists in most cities between the public school system and the Recreation Department of the city. Leading educators and city planners appear to be approaching an agreement that to provide for the proper setting of school buildings for adequate playground space and for possible future expansion, five acres should be assumed as the minimum desirable size of plot for new elementary schools; ten acres for new junior high schools, and twenty acres for new senior high schools, even larger plots being regarded as desirable wherever the community can be educated to support such a program.

In cities where existing school sites are too small for adequate play space, the municipality

should provide in each school district the lacking recreation area.

For children of less than senior high school age each playground, to function properly, should be hard surfaced, landscaped and planted, and should have three main space divisions. The first of these, planned for children from five to eleven, should be well supplied with playing equipment and should have efficient supervision. The two other divisions, devoted to play for boys and girls of the eleven to fifteen year group, would normally require more organization and leadership for activities, and perhaps less set equipment. Every playground should have a shelter house, unless there is a school building that can serve the purpose at all seasons.

In every senior high school district, in connection with the school or otherwise, a larger playing field should be designed with special thought for the older young people. This should be equipped for baseball, football, tennis and track athletics.

In addition to these playing spaces, there should be a neighborhood or general community recreation park where opportunities are provided for swimming, skating, coasting and other pastimes for mixed age groups. And somewhere in the park system or in connection with playing fields, if the program is really an adequate one, there will be one or more municipal golf courses and a stadium for important athletic events; perhaps an outdoor theatre, and certainly field houses or community houses equipped for indoor games, club meetings, dramatics and other indoor activities—only to such an extent, however, as these cannot be provided by a wider use of the school plant outside of school hours. And a wider use of the outdoor recreation facilities will be made possible by adequate lighting for use after sundown.

With these as the ideals, how can the question of reasonableness and practicability be answered? Partly by working out, with the assistance of a field representative of the Playground and Recreation Association of America, or a competent city planner, a five or ten year program of recreation needs and financial requirements, and partly by a campaign of public education.

The voters in most of our cities need to be shown in a dramatic and convincing manner that mere economy is not the chief attribute of a well-run city government. The forward-looking playground advocate will not be content merely with re-cutting the pattern of municipal expenditures

to fit what seems to be the existing cloth; he will work rather for the production of more cloth to fit what he believes to be an adequate pattern.

But while working for bond issues for playground sites and recreation structures and for larger appropriations from current revenue for larger maintenance and supervision, he will not neglect other sources of revenue. In almost any community having a fair sprinkling of wealthy and public-spirited citizens, a well-organized effort to improve public recreation facilities will bring forth gifts of land or buildings from private sources. And certain facilities, once the initial capital expenditure is provided by bond issue or otherwise, can be made nearly or quite self-sustaining. This is true of swimming pools, tennis courts and municipal golf courses. A study recently issued by the Public Links Section of the U. S. Golf Association, for example, showed that of 226 public golf courses reported, at least 90 are self-sustaining, or more so.

In general, the question of reasonableness will be solved by providing facilities which will serve large groups before attempting to serve small groups. Such procedure would give children's playgrounds the first right of way. Then baseball would take precedence over tennis, and tennis over golf. Skating rinks would be provided before ski jumps. Showers and sanitary toilet facilities would be provided in field houses or school buildings before swimming pools were built.

The accomplishment of these first steps would almost inevitably lead to public willingness to support with increasing expenditures the big ideal program of a well-rounded recreation system.

Simultaneously with the educating of the public to demand adequate recreation facilities, and of the city and school officials to provide them, may well go a campaign of education among the real estate subdividers. It can be, and in some places it is being demonstrated, that the subdivider can actually make more money by giving ten to fifteen per cent. of his land for recreation purposes than to cut it all into building lots.

Along such lines as these, through public and private action, if the local campaign is conducted with intelligence and tact and persistence, the day will be brought steadily nearer when an adequate recreation program will be considered the only reasonable recreation program, and will, therefore, be made the actually effective recreation program for that community.

A number of special group meetings were held, the reports of some of which follow:

Party and Picnic Programs and Stunts

B. G. LEIGHTON, Superintendent of Recreation, Hibbing, Minn.

That a new and greater contact with churches, lodges, civic clubs, farmers clubs, schools and industries which will develop unlimited good will for recreation departments, is the result of picnic and party service being offered by many cities—was the consensus of opinion expressed by the group—and the great demand for them is easily doubling the number of picnics being held each year.

The first step, according to the Cleveland plan, is to send out a letter to all clubs, lodges, churches and industries, offering to take the "pic" out of picnics.

The next consideration is the program. The consensus of opinion was that the program should be well balanced to suit each age group. Usually the picnic is divided into three parts, the first part consisting of contests and horse-shoe throwing, playground ball, volley ball and croquet—while the picnickers are gathering—followed by the second part, after the picnic lunch, which includes a novelty program, not more than an hour and a half in length. The third phase of the picnic program consists of group games.

Another conclusion was that the events should be mixed, as opposed to the plan of having all of one age on the program at one time; that better results can be obtained when an outsider conducts the program rather than a member of the group; that at no time should the picnic leader umpire a game or act as judge; that eating contests, such as watermelon or pie-eating stunts, should be eliminated as far as possible.

Other suggestions were that equipment should be provided as far as possible; that the giving of expensive prizes should be discouraged in favor of awarding joke prizes and five-and-ten-cent store prizes; that ribbon awards should be used.

Nearly everyone present offered a suggestion of a new game or stunt.

Research

ROY SMITH WALLACE, P. R. A. A.: The research meeting was a large meeting, and a very encouraging meeting for those of us who were interested in seeing what was going on in the recreation movement and adapting our program to the

best knowledge and best thought and best experience that there is available for us all.

We had before us a list of the different study and research projects that various recreation people had undertaken or are undertaking, or hoped to undertake. And as a result of our interest in these various projects we agreed that we ought to try to set up some kind of simple machinery by which we all might have an opportunity to know more about all of them. Our thought was that we might ask Mr. Hanmer, of the Sage Foundation, if he would not take it upon himself to become familiar with the study projects which are being carried on, both by scientific groups who have subject matter pertinent to our field, and also by practitioners of recreation who are making certain studies, or who wish that certain studies might be made, thus bringing together the pertinent information as to studies. The Playground and Recreation Association was asked to distribute this knowledge which Mr. Hanmer would bring together.

It was further suggested that Mr. Hanmer secure the cooperation of the technical researchers—the people who know how to conduct research projects, so that those of us who are practitioners in the field might have technical guidance that would help us in our own study work to provide a valid way of getting valid results in our own studies.

GENERAL SUMMARY OF THE CONGRESS*

JOSEPH LEE

President of the Playground and Recreation Association of America

MR. BRAUCHER: Above most national movements, we have been fortunate in the Playground and Recreation Association of America in the type of leadership we have had in our President for these many years.

I have learned some things about our President since I came here. I have learned that Mr. Lee's dramatic career was well started at the age of nine—I am not sure how much earlier. I am sure his athletic career was within a few hours. I don't know when the music began. I know that he is writing plays. And all this summer I have been seeing pictures in my mind's eye—crayon drawings by Mr. Lee. One is a picture of an old gnarled tree; and the other is a picture of a rock on the ocean. And those pictures hang on the wall of Mr. Lee's room—pictures that stand by me. Mr. Lee, himself, actually practices the kind of spirit and the kind of thing that the Association stands for.

We were very fortunate in the war time, and since that time in having on the Board of Directors someone who understands from his own personal experience, not just one phase of the recreation movement, but all phases—a man who not only loves to fish, but actually catches the fish.

All of the theory that we get comes from real experience. And the flashes of insight that we have enjoyed in the Board Meetings all of these years have held us all

*Stenographic report.

together and have helped to bind the movement into the kind of unity that it is.

Thorndike has told us that we can go on learning just as long as we live, and we are going to have this morning the subject, "What the Congress has taught me." So it shows another thing that has been characteristic—that Mr. Lee, as our President, is constantly thinking of new things, and is profiting by all of the experience. I hope that is characteristic of our movement, as a whole.

Mr. Lee: One thing I have learned is how good a Congress can be. I suppose we always say that. But it does seem to me that this has been the best we have ever had. It is very remarkable.

One thing is that *Pamela*, and even *Clarissa Harlowe* are worth reading. I didn't need to learn that personality is a great deal more important than anything else in the world—and we certainly got it in that talk. I think Mr. Newton was very valuable as a talker, but even more so as an exhibit.

I have learned that dancing, which is the oldest form of religious ceremony, has returned to the church—and apparently they enjoy it. I have learned that Mr. English's snow sculpture is becoming national. I think that is a great thing. A great thing about snow sculpture is that it melts. I wish it had been introduced rather sooner, particularly in some cities that I could mention. Perhaps it might be a good thing if it became pretty nearly universal. We might at least have a trial during the winter months. Then if we thought it well, we could go on to more desperate measures with more enduring material.

I have also learned that Mr. Weir's Park Study is selling in France, England, Jugo-Slavia, China—and I don't know where else. That a great park system can be made self-supporting—if Mrs. Marsh runs it.

If you are laying out house lots, you had better get Henry Wright to draw the plan. He understands the outline of the human being and he has got a certain inside pull with the principles of geometry.

Emerson said, prophetically, you would think, but true then, "Things are in the saddle, and ride mankind."

This business of things is confusing. I am going to leave you with a question, finally—that things are necessary, and there are some things that are better than some others. That children like few and simple things. That our cloistral desire, longing to get away, sends many people to convents and sends others of us to mountain peaks. It is very deep in us, and I should think

that we should be dying for lack of satisfaction of it at the present time.

We crave simplicity and order. Those of you who have children now have a "pen" for them. A great thing about the "pen" is that if a child is howling and you put it in the "pen" very often it stops right off. Children are sick of all this stuff and want to get away where there is only one thing. I have learned that things can bring the cure as well as the trouble. They can provide the cloister, the mountain peak, the woods—all the great solitudes and silences. And that is a wonderful thing—to see how very fast we are developing in that direction. It seems to me in our conferences that the first thing we heard about was playgrounds, then it was art, and now it is getting to be, I think, the lonely places—the great parks and great beauty scenes—the preservation of the beaches.

There is a thing going on in California, in San Diego, which may go entirely around North America. I live opposite the last rock, except Plymouth Rock, that there is, I think, on the Eastern coast of America. I don't know how many thousand miles of beach there are. That means so many thousand miles of playground. And there is the importance of access to it—the importance of what things should be allowed to be done to it when you get there.

I was wondering two years ago what it was about Atlantic City that was attractive. Some people think I am crazy to care so much about it. They say it is all jazz. Well, I listened out on the boardwalk at that time—and the thing that struck me was the silence. You will notice that if you go out there you can't hear anything but the ocean. Now, the ocean is the most unimpressionable thing. It doesn't care very much. It is silent. It is there. It is the same. It is a great rest; a great thing.

It isn't the City we come for—it is the Atlantic.

Somebody made a point—a very true point—that all people who teach the economies of real estate should remember. There are as many crops to be got at the top of the mountains as the number of people who go there. It isn't like agriculture. Everybody who looks at a beautiful scene gets it, gets the whole of it insofar as he has capacity. That is a great thing for the schools to do—to teach us to see.

The great problem now, I think, for our parks, is how many people can be solitary in the same place at the same time. It really is becoming a

very difficult problem. Of course, we can make the places. It is easy enough to do the obvious thing. Take away the Hot Dog signs.

But in this matter of preventing people from treading on one another and killing one another's enjoyment, and how much of the thing there is left when we have all got there—the Playground Association will never do any of the fool things there. We shan't organize people, "One, two, three, look—relax—be solitary."

Another thing I have learned is that there are many workers in all forms of play and recreation who are tracing on matter the true impression of a child, the human being. Where do they touch it? Where does it touch them? Where does it call to them? What are the voices that they hear? What are the sights that beckon? What things? What tools? What are the weapons of the mind?

I was very much interested in the reiteration in all the talks I have heard, that "things" have got to meet human nature; and "things" are our own counterpart, are our playfellow, are the other half of us. How can you make the introduction, bring the two, things and ourselves, together? I think it is wonderful that everything we have heard has been along that line.

I have had two or three reassurances of things that I knew before, from Mr. Kirby that the athletes are the best teachers of sportsmanship and manners; from Mr. Arvold that all the world is a stage, and from Mr. Zanzig and Mr. Dykema that we can sing. That was partly known.

I want to leave two questions. I don't think I have got them stated exactly right. A child wants few things. And the child, of all the people in the world, wants many things. He wants variety. That is why a dump is a very much better playground in most children's estimation than a playground.

I was present at the beginning of a playground in Boston, a school playground. And while it was being fixed up, while there was a lot of rubbish left there from the houses that were pulled down, and while the sand was there that the men used in their work and a little shack which they could jump off, it was swarming with children. But when it was slicked up and a fence put around it, no child could be induced to go near it.

Children *do* like and they *do* need variety. The good old rhyme of Robert Louis Stevenson is very true. On the other hand, they do need to be left alone in a few things.

Now, what about it? What is the variety that

dissipates, and what is the variety that calls forth? What is passivity? In many of these things we all know that passive recreation doesn't amount to so much. Perhaps sometimes we make a mistake there. Listening to music is not passive—if you listen to it. But still there is a lot of passive amusement. I am a movie fan, myself.

What is the passivity that disintegrates and what is the passivity that recollects? That is a wonderful expression. Doctor Sockman spoke of that. Recollection! That is a beautiful word of what we mean and what we get from solitude. We get to hear the tones you generally can't hear; the little intimations of what really matters. Recollect and pull yourself together in that sense, too. It is recollection in both ways. To bring yourself to bear again; to know a little bit what it was you meant, what it was you started out to say.

I quote Emerson. He says, "The great advice to give young writers is not to leave out the thing they began to say, the things the thing was about." I think that is the main thing in life as well as in writing. What was it you meant to say?

And recollection, the same speaker said, was "being able to see down into the depth of a pool." That is quiet.

Now, what is the solitude that recollects, the passivity that recollects? It isn't really passive—it is partly so; and the passivity that is merely so much out of your life, a blank, nothing, no result. What is the principle that distinguishes those two things, those slightly different questions?

I make a little suggestion. I don't think it is of much, if any, importance. But just as a sort of starter. Is it with children, the importunate things, like toys, that call to you to do something, that you don't want too many of—and the kind of material that calls you out toward it that you can stand more of?

Well, that is a good deal the same thing. But I mean the kind of thing that calls you to come and rest or come and play and that isn't dissipating. I haven't made much of a suggestion there. But some things are importunate, and some things not so much so.

So there is a little question. Those are two kinds of things that things do to you. I believe that is the subject that we have been talking of all the time. I have nothing to offer on it. But I leave it to all of you who have studied it so we can have something to guide us in our answer to it the next time.

(Concluded on page 478)

Is Your Town Bored With Its Playground?

By MARY BENNETT

Harmon Foundation, New York

The same group of youngsters digging the same old ditches in the sand pile . . . the same few high school students playing tennis . . . the same leisured group pitching horseshoes . . . the weekly band concert . . . and not much else, while the alleys, the cheap movie, the neighboring dance hall with its undesirable adjuncts, get almost as much patronage as though there were no recreation field in the community. Is that the picture in your town? Or perhaps the situation is not quite so black as that—just the round of usual activities not colored with any particular enthusiasm or variety.



A DECORATIVE PAVILION
PARAGOULD, ARKANSAS

In either case, you will be interested in what some other playgrounds all over the country are doing to keep alert. The Harmon Foundation of New York conducts annually among the fields which it has sponsored, a system of awards for outstanding development beyond the minimum maintenance requirement specified when each grant is made by the Foundation. The contest for this year has just closed and \$4,325 has been divided among thirty-nine fields located in every section of the country. The awards ranged from \$500 down to a number of \$50 prizes, and while they were small, they gave a zest to work for the playground which brought out some unusual methods of making the cause of recreation popular.

Harmon Fields are all established in perpetuity for purposes of recreation, and each shares the responsibility of spreading the idea of permanent playgrounds. Credit is given the fields in each year's contest for any additional permanent playgrounds they are instrumental in having established in their own or other communities. In addition, the reports for this year's contest were all submitted in the form of newspaper clippings and photographs, a plan designed to give wide publicity to the idea of permanency in play lands. These reports contain many suggestions which might be of value to other communities.

For instance, if you are a small town with close relations between the farmers and the townspeople, you might find a tug-of-war between "town" and "country" very successful. Bluffton, Ohio, has tried it and likes it.

Have you ever, by a little guidance, put new purpose into the sand pile digging? At Bellefontaine, Ohio, the children learned the principles of city planning by modelling their own city in the sand, showing the location of playgrounds, and the like. This idea could be extended to teach many a valuable lesson in geography. An ideal country club layout, including a golf course, was also modelled by these young platters.

Have you ever tried a boys' week? At Lebanon, Ohio, the interest of both boys and parents in the playground was stimulated by a program very closely correlated with playground work, and carried on by the director of activities. Saturday, the first day of the event, was devoted to an industrial tour of the community, undertaken by the business men of the town to orient the boys in their relation to the industries of their neighborhood. Special sermons were preached in the churches on Sunday. Monday was the occasion of a boy and dog parade, Tuesday, of a baseball game, Wednesday, of a marble contest. Thursday night was urged as an "at home" evening for the family. The program ended with a track meet on Friday.

Those who know the love of children for dress-



SWING BOB AND MERRY WHIRL—FREMONT, OHIO

ing up and parading will offer them frequent opportunities. Prizes need be only ribbon badges, or perhaps a theatre manager will donate passes, as was the case in Bellefontaine. It need not always be the same kind of parade or show. Many communities reported pet shows. The cur dog had his day in Alamosa, Colorado. Bellefontaine had a baby contest; Herkimer, New York, a kite day, and Sturgis, Michigan, a "bike" day. Fort Lauderdale, Florida, had an unusually large exhibit in its Chamber of Commerce headquarters of all the handicraft produced by the children at its playfields.

Handicraft, incidentally, has been found a very enjoyable feature at all the playgrounds where it has been introduced. There is almost no limit to the list of objects the children can learn to make. Toys, doll dresses, modeling in soap, basketry, are only a few of the possibilities. Bellefontaine held a miniature airplane exhibit, the makers having been instructed through a series of syndicated articles running in the local newspaper. Fremont, Ohio, entered the model airplane show sponsored by the Playground and Recreation Association of America.

For the somewhat older, the playground at Kearney, Nebraska, reports a lively twilight league ball team, with teams of merchants, firemen, railroaders, bankers, and United Commercial Travellers filling a busy schedule. At Bluffton, Ohio, seventy-five men and boys played kitten ball every Tuesday and Thursday nights, the enthusiasm constantly growing so that more and more courts are being added. The Women's Clubs of Lebanon, Ohio, held their "annual round up" of Warren County women at the field, to

discuss plans for a summer camp. Perhaps your community could not sponsor a horse show, as did Tryon, North Carolina—but how about following the example of Sturgis, with an archery tilt? Or Wauseon, Ohio, with a gun club? One town, Fort Lauderdale, includes the following activities in its list: flower show, pageant of advertisements, pageant of dances, poster contest and circus.

And as for equipment—are you letting a tennis court or two, a diamond and some swings be the sole attractions? Harmon Fields report football, push ball, hockey, crogolf, track, basket ball, paddle tennis and indoor ball among their organized sports. Fremont, winner of the \$500 first prize, listed the following equipment for the smaller children alone: swings, teeters, slides, sand box, ocean wave, bob swing, and merry whirl.

Have you put in the necessary equipment for active enjoyment, and then rested there? Or have you gone further, and trimmed up and ornamented appropriate parts of the area with pergola, pavilion, rose arbor, lily pond, or rustic bridge? The element of beauty will endear the park to people who will not respond to sports of any kind.

A piece of equipment not common on all fields is a fireplace, as reported at Bluffton. This was christened at a "wiener" roast given by the business men for the boys of the town. Other playfields occasionally reported a barbecue.

At Kearney, the children may not only wade in the pond, but may also fish in it when it has been stocked. Outdoor swimming pools seem dearer to the hearts of everyone in the com-

munity than any other adjunct of a playfield. Bend, Oregon, in carrying out a "Learn to Swim" program, obtained the assistance of the American Red Cross. Each year a Red Cross worker from out of town comes in for about a week to aid local instructors.

A "different" feature of the field at Decatur, Texas, is an old cabin, once the home of a former judge of the county, W. W. Brady, who built it of logs hewn of native timber. It was the home also of other prominent families, including Dan Waggoner, land and cattle king. This cabin recalls the stirring days of the town's infancy, when savage Indians made periodical raids into these environs. During the Babb massacre, which occurred about twelve miles from Decatur, most of the citizens of the frontier town gathered in the Waggoner home for protection, the strongest and most substantial house in all the section. Now, repaired and restored, the old landmark serves as a shelter on the playfield, as well as a symbol of former days.

Do you need some ideas for making money? Perhaps yours is the kind of town in which the plan adopted by Souderton, Pennsylvania, would work well. There the Gordian knot of the finance problem was cut by the formation of a Playground Association, with dues of five dollars a year entitling members to all the privileges of the field. A thousand members meant a clear \$5,000, with everyone getting full value received. (No charge is made for the use of the field by children.)

On the other hand, perhaps you have to avoid direct appeals for money, but must offer your bait in some tempting form. The chance to vote for a "queen" with the purchase of each ticket for a playground activity made an appeal in Fayetteville, Arkansas. Kearney held a Chautauqua for the benefit of the playfield. Where a Chautauqua is a money-making proposition, this might be a very practical solution of the expense problem.

The children of the community can be of more concrete assistance in supporting the field than many workers realize. The public school students at Okmulgee, Oklahoma, dedicated the proceeds from their annual "Hobo Day" to the building of a stadium on their field.

"We WANT TO EARN \$1500
GIVE US YOUR WORK"

said their newspaper, "The Torchlight," with the explanation:

"The High School Hoboes will accept any kind

of work, will guarantee a dollar's worth of service for every dollar paid. . .

"Here are a few of the things we will do: window washing, gardening, hauling trash, cleaning house, plant flowers, run errands, typewrite, chauffeur, distribute advertising, beat rugs, rake yards, whitewash trees, wash cars, wash dishes, scrub porches, clerk, furnish music or entertainment for parties, in fact anything that is work.

"Telephone 3005, 3006, 3007

List Your Jobs and Get a Hobo to Do It
ALL DAY LONG—FRIDAY, MARCH 30"

Likewise, the school children of Fremont were good money-makers for the field. A new cinder track costing \$3,200 was built through their contribution of the proceeds of a championship football game, and a magazine contest in which they netted \$630. A Doll Ambassador assisted the sponsors of the Bend field to earn money. "Miss Taiwan", doll envoy of friendship from the children of Japan, was presented to a large audience at an afternoon's entertainment by the Woman's Club.

Then, besides actual cash, a good many contributions of time and work can be arranged by tactful playground sponsors. Grandstands and a golf course appeared on the field at Hillyard, Washington, through the efforts of the manual training and physical education classes in the high school. A local florist donated seed for the grounds. In Paragould, Arkansas, a motor company conducted a demonstration with one of its farming machines and broke up the entire front of the park proper in preparation for its being made into a lawn. In the same town a track was wanted. The Missouri-Pacific Railroad offered

(Continued on page 476)



A FIREPLACE FOR BOTH WINTER AND SUMMER
PARAGOULD, ARKANSAS



Los Angeles, California

BROWNSON HOUSE

The New Brownson House

By

MARY J. DESMOND

Head Resident

Tremendous expansion in the scope and effectiveness of the work of the famous Brownson House Settlement of Los Angeles has followed the occupation of the new building of the settlement on Pleasant Avenue. Since January 20th, 1928, when the structure was dedicated, nearly 1000 men, women and children have registered in the art, dancing, music, dressmaking, dramatic and cooking classes, and the Brownson House has become the instruction and recreation center of a great mass of population—the majority Mexicans and Italians—in northeastern Los Angeles.

The Brownson House Settlement, organized in 1901, is the oldest existing welfare center on the Pacific Coast. When first established in this district, it was in a valley surrounded by pleasant homes and attractive gardens, but in recent years the encroachments of commercial enterprises were so rapid that the settlement house found itself entirely surrounded by factories and carried on its work directly beneath three huge towering gas tanks, none of which contributed toward beautifying the district.

As a result of the changing conditions, a new settlement house became an absolute necessity and

through the efforts of the Rt. Rev. Bishop J. J. Cantwell, the beloved head of the Los Angeles Catholic diocese, funds were raised for the construction of the new building, which, in vivid contrast to the former Brownson House, is perched on a hill which overlooks the greater portion of that region of the city. The superiority of the new location in many respects has already been demonstrated. Day and night it rings with the sound of an increasing multitude of voices and footsteps of the many hundred who are finding in the new Brownson House a haven of hope and help, a beacon light on their pathway into the future. They are being taught how to do many useful, practical things, but, of even greater importance is the fact that those who come are being taught that which so many of them have never known—how to play.

School Boy Safety Patrols

The American Automobile Association through the combined efforts of all its affiliated clubs is organizing School Boy Safety Patrols in an effort to diminish the number of accidents among children and to educate them to observe safety precautions. The plan called for the appointment of patrolmen by the teacher or principal from the boys who stand high in their school work and who display qualities of leadership, or these officials may be elected by vote of the student body. As a

rule the patrol consists of from four to sixteen boys who elect their own officers, consisting of a captain and one or more lieutenants. These officers are designated by a special band or arm band.

The duties of the safety patrols are as follows:

1. Each member of the patrol must sign a record card, which is countersigned by the school principal and sent to the Accident Prevention Department of the Automobile Club.
2. Members of the patrol are required to take their stations at street intersections and along the street twenty minutes before the opening hour of school, and are on duty until five minutes after the opening hour, or until such time as the school authorities may decide.
3. The patrol escorts children across the street in groups and encourages children to cross the street only at intersections which are guarded by patrolmen. Jaywalking is positively prohibited.
4. The patrol reports to the teacher or principal the names of children who willfully disobey the directions of patrolmen.
5. Upon the approach of an automobile at a street intersection, the patrolman waiting to escort a group of children across the street will hold up his hand to the approaching motorist, indicative of his desire to cross, but he is not to attempt to cross until the motorist has complied with the signal and has come to a stop. Patrolmen are warned not to abuse this signaling privi-

lege, and any motorists who violate a reasonable request to stop will usually be taken to task by police judges.

6. Patrolmen when on duty at street intersections will take their posts on the curb—not in the street—and will signal to approaching motorists, when necessary, from the curb.

7. In case of an accident, the patrolman will immediately report it to the principal, who will call the nearest police station.

8. Patrolmen will take the license number of any motorist who refuses to stop upon signal or who operates an automobile in a careless manner and report him or her to the teacher, who will in turn notify the Accident Prevention Department of the Automobile Club.

9. If a regular police officer is on duty at the street intersection to direct traffic, patrolmen will work under the direction of the officer in directing pedestrian movement.

10. Patrolmen will report through the principal to the Accident Prevention Department of the Automobile Club, special acts of courtesy by motorists toward school children, and the club will communicate with the motorist and express appreciation upon the part of the parents, school authorities, and the club for the motorist's cooperation.

11. Patrolmen are on duty along the curb during recess to prevent children running across and playing in the street.

12. Patrolmen are dismissed from class five minutes before the closing hour, take their stations at intersections, and remain on duty until ten minutes after the closing hour, or such times as the school authorities may decide.



Los Angeles, California

ART CLASS AT BROWNSON HOUSE

Nature Guiding

NATURE GUIDING DEPARTMENT CONDUCTED BY

WILLIAM GOULD VINAL

Suggestions for Nature Guiding*

At Waddington Farm, Wheeling, West Virginia

*Editor's Note.—The Nature Editor of THE PLAYGROUND was recently invited to Waddington to make a Nature survey. The report is sent to PLAYGROUND just as it was made to the Waddington Committee, as it is believed that Recreation Directors might find use for such an outline in taking a nature census of their own locality.

Waddington Farm was the property of the late Colonel Earl W. Oglebay and was willed to the City of Wheeling for park and recreation purposes. The city has until July, 1929, for acceptance. The Oglebay gift comprises 750 acres of farm and forest. The heirs are already developing an arboretum and nursery. The rare plants in the three green houses and the famous orchards are nationally known. It is also the home of the Border Raider Guernsey. The first folk school of West Virginia and probably the second in this part of the country was also started at Waddington last year. Waddington is a rare opportunity for Wheeling to invest in the future.

Recently, Colonel Oglebay's daughter, Mrs. Sareta Oglebay Russel of Cleveland, Ohio, donated \$75,000 to finance the operation of the many activities at Waddington for the year beginning July 1, 1928. The City Council of Wheeling, W. Va., by unanimous vote passed a resolution accepting the gift.

It is most gratifying to see so many cities obtaining land outside of their own city limits for the use of their citizens.

1. Create an *Executive Committee* by inviting most prominent people showing an interest.

2. Organize a *Nature Club* for weekly trips afield, to be led by own members. Saturday afternoon best time. Print program giving object of trip, destination, leader, time and place of meeting, leader, cost. Members eighteen years or over. In time other clubs will branch off such as Bird Club, Garden Club, etc. That eighty-five turned

out for the Sunday afternoon hike shows the interest. Spring the time.

3. *Schools*: Nature study is unorganized but there are several key people. Mr. Tiel, Superintendent, wants to get out a course of study. This will probably mean the platoon system with a nature teacher in each building. Mr. Ewing, Principal of Wheeling High, is science-trained rather than classical minded. He is interested and is anxious to have senior class go to Waddington. Miss Gail Holiday, Biology Teacher, Wheeling High, is keenly interested and should be on Executive Committee for Nature Guiding. She has Nature Clubs which are alive. Miss Lena Conner, Nature Teacher, Ritchie School, is the only nature teacher in the elementary schools and should be on the committee. The schools are one of the most important entrees. Lectures, trips, and cooperation with classes for a day's outing will be a good approach. Outdoor nature games and camp cooking are important approaches.

4. *Arbor Day*: A good feature day. Can plan an elaborate program. A big opening. Have schools and scouts take part. Already have school programs.

5. *Green House*: An excellent opportunity to have classes for both children and adults. Emphasize cuttings, potting, transplanting. In the rural schools gardening and nature study depends upon the teachers. Most of nature study has to do with Elementary Agriculture. Nature study in rural West Virginia is almost unknown. "Sittin'" and "Roaming the hills" are the common recreation. County Days and Farmers' Institutes in which the people are turned natureward will be of value. Fine opportunity to present nature program through 4-H Camps. Green House classes can be patterned after the work of the Brooklyn Botanic Garden.

6. *Museum*: At present in the Public Library but should have a building by itself. Waddington is a good location. Providence, R. I., is a good example of a museum just out of the city in a park (Roger Williams Park). Several people have collections to present as soon as they are sure of a real organized museum. Should feature

local material. Should be near headquarters building. Should consult Mrs. Lewis Bennett. One of the first things to do would be to have a series of large models to show the geological development of the country about Wheeling. On this put auto roads, bridle trails, foot trails, and proposed developments. Also indicate fireplaces (with number and names).

7. *Park Development:* H. P. Corcoran is secretary and is said to be a live wire. He is deeply interested in nature work. The city has about 300 acres of park and playground area. An opportunity for nature work.

8. *Publicity:* The Wheeling papers show good will toward nature activities and are anxious to cooperate. P. C. Boyd, Feature Editor, runs a nature page in the Sunday News. John Handlan, of the Wheeling *Register*, is interested in nature events. Trips as well as other activities should be written up before as well as after the event.

9. *Recreation Department:* Mr. Heatherly, the local Superintendent of Recreation, is better equipped than he probably realizes. He is country born, and has naturally acquired a great deal of information about the out-of-doors. He knows maple sugar making; outdoor cookery; and colonial stunts that are invaluable. He believes thoroughly in nature education. He can put on some invaluable feature activities in nature work.

10. *Scouting:* Mr. Brown, the Boy Scout Executive, is planning to have a scout naturalist in camp for this season. He is a believer in a nature program.

11. *Publications:* Besides lists and keys for local trees, birds, ferns, etc., should look ahead to

a Nature Handbook of Waddington or of Wheeling. Would include chapters by specialists, such as—Geology, Indians, Colonial History, Trees, Birds, Rivers, Insects, Flowers, Photography, Minerals, Trails, the Policy of the Park. Ansel F. Hall's *Yosemite National Park* is such a book. This might be made valuable for the public schools of the city.

12. *Nature Leaders' School:* Waddington is ideally situated and there are enough people interested in greater West Virginia, and border lands, to warrant a leaders' school. It should come in June just before the various nature leaders go to their respective camps and playgrounds. One week might be well for the first school. The suggestion of a scholarship to the Nature Guide School has worth while possibilities.

13. *Outdoor Fireplaces:* Should be located at safe places. Number for convenience in office records. Parties using should reserve and be free from trespass of others. There should also be names for each location, such as Shelving Rock, or Buttermilk Falls. Post fire rules and policy in regard to wild flowers, cleaning up, and cutting of shrubbery. Allow use of dead wood only. No picnics except at designated fire places.

14. *Nature Trails:* The ravines offer unusually good routes for nature trails. The one already laid out is for "high heeled" and "high hat" visitors. There should be one of this kind but the rest should be a single file trail. (See Nature Magazine for trail building). For method of labeling see Dr. Lutz's article published by the American Museum of Natural History, New York City, and articles in THE PLAYGROUND soon.

<i>Name</i>	<i>Business</i>	<i>Angle of Interest for Committee Work</i>
Clem E. Peters.....	Life Insurance Company.....	Reforestation and fisheries
Carl G. Bachmann.....	Congressman	Restocking streams, athlete
Representative from Woman's Club.....		Mostly lecture work
Edward C. Kreutzer.....	Sec'y, Associated Charities...	Camping and farming
"Spike" Shalnon.....	Sec'y Athletics, Y. M. C. A.	Interested in hiking
Etta Roberts.....	City Librarian.....	Special Book Exhibits and Loan Library
Mrs. Lewis Bennett, Weston, W. V.	Widow of Con- gressman. Coal interests..	Started museum at Library
H. P. Corcoran.....	Sec'y, Park Board.....	Park phase
P. C. Boyd.....	Feature Editor, News and In- telligencer	Nature Publicity
Mr. Heatherly.....	Playground Director.....	Playground point of view
Mr. Tiel.....	Supt. of Schools.....	Public School Cooperation
Mr. Hubbard.....	Scout Commissioner.....	Scouting
A. B. Brook.....	Waddington Nature Guide...	Waddington, Nature Photography

Adventure and Play Day in Richmond

Those were two stirring days in Richmond, Virginia, when the entire city assembled to honor its historic past and to enjoy a play day of huge proportions.

On the first day many of the residents of the city, pupils of the schools, and visitors followed the markers guiding them to more than 200 historic shrines in and about the city.

The schools devoted the day to the event, combining history and geography with romantic interest in the glamorous past of one of America's most historic cities. The ball held in the evening at the Armory was a scenic triumph. Old costumes, costumes and manners, music and dancers, gave the event the character of a retrospect of three centuries of community history.

The following day, play and pageantry were the features of the program. Aircraft exhibits, a pony show, a candy hunt and athletic finals filled Byrd Park with color and activity in the forenoon. In the afternoon a parade of floats, reaching nearly two miles, drew out approximately 100,000 people. Contests of old time fiddlers, ukulele players and harmonica bands held a large audience spellbound. Members of civic clubs, policemen, firemen, railway employees and other industrial groups, played horseshoes, baseball, volley ball and engaged in tug-of-war contests.

The William Byrd Community House gave a pageant in which dozens of health and welfare centers participated. Industries conducting recreation for their employees provided floats and civic and patriotic societies were prominent.

In the evening of the second day from 25,000 to 40,000 people assembled in the natural amphitheater in Byrd Park to witness the pageant, "Richmond's History in Music and Dances." The natural setting helped make the pageant particularly effective. The park contains an island separated from the mainland by 100 feet of water. Huge searchlights from the mainland converged their beams upon the island, where the Glee Club of the University of Richmond concealed by the shrubbery, sang "Drink to Me Only with Thine Eyes", "Believe Me if All Those Endearing Young Charms" and other songs representing the various epochs up to the present.

The amplifier on the island brought the voices of the announcer and the strains of the music to every listener. Dances of the several periods alternated with the songs. The War Dance of Powhatan, the Minuet and the Virginia Reel were particularly effective.

Miss Claire McCarthy, Executive Secretary of the Community Service, Richmond, was Executive Secretary of the project.

Suburban Community Shows Spirit.—Highland Park, a suburb of Richmond, Va., won the silver cup offered by the Richmond Community Recreation Association for the community showing the greatest amount of community spirit in the city-wide play day. The Women's Club, Mothers' Club, Community Center and Citizen's Association were interested in selecting the "Queen of Highland Park" to ride in the float in the Play Day Parade. It was a real community project.

It was estimated that the float would cost about three hundred dollars, but when payment was offered not a person would accept one cent for service or material—the lumber was given, the contractor did the work free and the florists did the decorating—all Highland Park people.

After the parade was over, representatives of the cooperating organizations were called together and a "Community Dinner" planned to honor the people who had built and decorated the float. A working committee of five women from each of six churches agreed to plan and serve the meal. One hundred were present, including besides the guests of honor, the Mayor of Richmond, the Director of the Community Fund, the Director of Community Recreation Association.

The speaker of the evening was Rev. H. P. Myers, of Richmond. He said, in part:

"It is fine to live in such a community as ours and to enjoy such privileges but with all these blessings there is a tremendous responsibility. As a citizen of my community I am living under certain obligations. I have received much, I must give much. I am a great beneficiary—I must become a benefactor. Citizenship here carries with it implications and obligations.

"I am certainly under this obligation—to try my best to make my community the very best, not only in the city but just as good and as fine as it is possible for it to become; not to be satisfied with anything but the very best.

"How may you and I do that? Citizenship



Richmond, Virginia

HIGHLAND PARK'S FLOAT IN THE PLAY DAY PARADE

must ultimately rest on the individual citizen himself.

"It depends upon our attitude to things that are fundamental to the life of a community or State, as our attitude toward law and law enforcement; the constitution. Do you obey the law; are you law-abiding yourself, or just when the 'cop' is looking—are you honest because it is the best policy or because it is right? Have you convictions and do you speak out courageously on occasion? There is a lot of so-called patriotism that is not worth a snap of the finger. What we need is the everyday patriot—men who believe in law and who obey it; who realize the value of government and who support it and who pay their just taxes and who see the dishonesty in tax dodging. You cannot have a great community composed of small men—it all goes back to the individual.

"Perhaps the children are right and we are assuming too many things. Are we assuming that the adolescents are fundamentally right and not giving them the value of our beliefs or the results of our experiences in leadership?"

Cooperative Program in Glens Falls

Glens Falls, New York, is working out its recreation program in a truly cooperative manner. Last summer through the effort of the Chamber of Commerce, the Glens Falls Outing Club, Inc., was organized to supplement the work which the Recreation Commission is doing during the summer but which it has not as yet sufficient funds to carry through the rest of the year. "There is no real difference," writes Ruth Sherburne, the Executive Secretary of the Club, "between the Recreation Commission and the Outing Club. The majority of members of the former are on the Board of Governors of the latter. As Executive Secretary of the Outing Club, I am Superintendent of Recreation of the city. Only in the matter of budgeting is there any distinction between the Outing Club and the Commission."

The constitution states the object of the Club as follows: "The object of the Club shall be to promote all manner of outdoor winter sports and to foster a love for and a pleasure in our northern winters. In carrying out this object the Club shall

work in cooperation with the city of Glens Falls, the Crandall Trust and with any agency that in any way seeks to promote outdoor recreation."

Every local agency is cooperating. The very way in which the organization has been financed proves this. The administrative expense has been cared for by the Community Chest; the Chamber of Commerce voted \$2,500 for the erection of the toboggan slide, has given office space and the services of a stenographer to the Outing Club and has taken care of the advertising. The maintenance of the toboggan slide and rinks has been underwritten by about 100 men who have been willing to put considerable money in the Club to furnish the necessary demonstration. The Board of Education has provided the Club with indoor facilities and leadership. While according to the constitution the Club is primarily an organization to promote outdoor recreation, it is doing quite as much indoors. Every department of the city government, Public Works, Police, Fire Department, has been ready to help. Three neighborhood skating rinks which are maintained in addition to the large rinks at Recreation Field are being cared for through funds appropriated by the Rotary and Kiwanis Clubs and the Labor Unions. The salary of the assistant who is helping the girls' recreation program is cared for by contributions from the women's organizations of the city.

Primarily, the main object is to provide wholesome outdoor recreation for the people of Glens Falls, to get them out-of-doors on skates and toboggans rather than to make of them mere spectators. Nevertheless, the winter sports facilities provided are drawing many people from the outside and one of the joint enterprises of the Outing Club and the Chamber of Commerce is the publication of a folder telling of winter sports facilities prepared by the Chamber of Commerce and sent out in every letter mailed by the various business and industrial firms of the city.

Mention has been made of the three neighborhood skating rinks maintained. Other facilities will include a large skating rink at Crandall Park 250 feet long and 150 feet wide which provides an eight lap track. Here the first ice meet Glens Falls has ever had was held on January 28th. Each Saturday morning recreation is provided at the Field for some especially invited group of children. From 2,500 to 3,000 people come to the field on Sundays and there is an average attendance of from 500 to 800 on week nights. The hockey rink is regulation and has a splendid sys-

tem of shadowless lighting. Three hockey leagues have been organized from social and business groups in the city.

Another winter sport facility which is attracting many people is a toboggan slide 250 feet long with a rise of fifty feet. The way in which this slide was secured is of special interest. The manual training teacher of the high school came to the Outing Club with a plan for erecting the slides, using as far as possible the boys in the upper classes. Permission was secured from the State Board of Education to give these boys credit in manual training for this very practical work and the local Board of Education agreed to give the boys time, providing the parents were willing to let them do the work. While skilled carpenters were employed, twenty or thirty boys day after day worked in squads at the field. This reduced labor costs greatly, but best of all the interest of the boys was secured and each of them has a real sense of ownership in the toboggan.

Other features of the Glens Falls program include three six team women's bowling leagues, in which 200 employed women play, three supper clubs with a total enrollment of 75 young women meeting each week at the high school with the Board of Education providing a teacher, and a social evening once a week. Until road conditions became impossible a hike was held every Saturday afternoon.

A Christmas miracle play in which 160 people took part was given the Sunday before Christmas through the cooperation of all the churches in the city. The theatre was packed and fully 1,500 people were turned away. There has been a large Hallowe'en party and two dances have been given. In addition to the regular week to week activities, there have been numerous calls from churches and clubs for help with parties, the largest being a Christmas party for 625 children which was given by the Kiwanis Club. For this party the Outing Club organized a staff of ten play leaders and arranged a program of games for the children who ranged in age from five to fifteen years.

Windsor, Canada, reports the use of small pieces of rubber hose filled with sand and the ends fastened together for quoits.

Beaumont, Texas, reports that out of 718 acres of park land 615 acres were donated.

A Few Activities for Thanksgiving Parties

The following suggestions are taken from bulletins issued by the Reading, Pennsylvania, Recreation Department:

The Treasure Hunt Grand March.—Hide nuts, small turkeys, pumpkins or other small favors about the room. Guests are lined up with partners as for a grand march. When the music begins the leaders start marching. At the whistle signal all break ranks and hunt for the treasure. They may hunt only until the second blast of the whistle when they must immediately find their original partners and form the line of march as before. The music and marching continue until another whistle proclaims an open season for treasure. This may be repeated several times, after which a double whistle signal calls the leader to march down the center. All halt while the leader finds out who did not get any treasure and who got the most. The winner is called out, stationed in front of the line, and all are obliged to pass and give him all their treasure. At the end the leader announces that as a punishment for his greediness he in turn must give up all his treasure to the unfortunates who did not get any. If desired, dancing may be substituted for the marching.

An Appetizing Menu.—Provide each guest with pencil and paper and ask him to write out an appetizing menu using the letters T-H-A-N-K-S-G-I-V-I-N-G as the first letters of each item on the menu, as, T—turkey, H—honey. Offer a prize for the best menu.

Snappy Turkey.—Have the guest blindfolded, led to a large cut out turkey hanging on the wall, and told to poke his finger at the turkey's head. As the exploring finger is about to touch the picture, one of the leader's assistants gives that finger a bite. The bite may be accomplished by using a toy animal snap, a large paper clip or a patent clothes pin.

Gobble.—The leader stands before the group and makes a little Thanksgiving speech. Each time she uses the word "Thanksgiving," "Pilgrim," "turkey," (or other names agreed on), she raises either right or left hand or both in gesture. Each guest has been given the name of some animal. If she raises her right hand the group must

cry "gobble, gobble" until she lowers it; if her left hand, each is to imitate the cry of the animal given him until she lowers it. If both hands, they are to gobble and imitate the call of their animal alternately. Anyone who does the wrong thing at any time must get up and stand beside the leader. She will have two-thirds of the group beside her before she has made half her speech. (Players may imitate instruments in an orchestra instead of giving the calls of certain animals.)

Pumpkin Sculpture.—Each person is given a slice of raw pumpkin and asked to carve it into any figure he likes. Offer a prize for the cleverest.

Rocking Chair Race.—This is a contest for those who need to reduce because of too hearty Thanksgiving eating. Four couples and two heavy rocking chairs are needed for this event. There are two couples to a relay team. The first couple of each team is given a rocking chair in which the lady is to be rocked to the goal and back. The lady sits in the chair which faces in the opposite direction from the goal and the man grasps the back of the chair and at the signal starts dragging the chair to the goal and back. If they ever do get back the next couple goes through the same agony and regardless of which team wins, each contestant is given a prize.

Pilgrim Scramble.—Pass out sets of 7 letters to each one. The letters in each set will all be the same, as seven P's in a set or seven I's, etc. One letter, *known only to the leader*, will be your key letter. For instance, "G," of which there is only one set, is given to a confederate. Of the others, have as many sets as are required to supply your crowd. After the sets are distributed a general scramble ensues, in which the players exchange letters with a view to getting the letters which will spell "Pilgrim." It will be possible for only seven players to accomplish this, since only seven "G's" are available. Each of the seven lucky ones may be awarded a prize.

Farmer and Turkey.—For this game the players stand in equal parallel lines with hands clasped along the lines. Two extra players, one the farmer and the other the turkey, chase up and down between the lines. When the chase becomes close, the

leader blows the whistle which is the signal for the players in the lines to turn right face and clasp hands to make rows at right angles to the original rows. The chase must now proceed in the new direction. Neither turkey or farmer may break through the lines. If the farmer catches the turkey, both choose successors. The whistle should be blown at frequent and unexpected intervals.

The Elusive Cranberries. — There are two couples at each table for this game, each couple being interested in spearing more cranberries with their joint hatpin than the other couple is able to spear. Of course, each couple is instructed that they must both hold the same hatpin, using one hand only. The cranberries, as speared, naturally are forced up the hatpin. The couple having the longest line of berries on its hatpin wins.

A THANKSGIVING PLAY

Community Drama Service of the P. R. A. A. has prepared a short one act comedy for five characters, *The Captain's Dilemma*, for use in the Thanksgiving programs of schools and community groups. The little play presents a new version of the famous courtship of Captain Miles Standish, without destroying the romantic traditions of the old story. Did the bluff old warrior really want to marry Priscilla? What did the Plymouth gossips think of it? The little play answers these questions in a whimsically amusing fifteen minutes entertainment. Price, \$.15.

from Armistice Day through Thanksgiving, November 11-29, will assist in the further development of international friendly work by the Juniors as well as the many other services this great organization will be called on to render to humanity everywhere during the coming year.



School Work for Service

The American Junior Red Cross poster, which will be displayed in 160,000 school rooms during the 1928-1929 school year, illustrates service for others through school work, a basic principle of the Juniors. The poster is from a design painted by Lawrence Wilbur.

More than six million girls and boys in 30,000 schools throughout the United States are members of the American Junior Red Cross. By their many acts of unselfish service they are putting into practice the highest ideals of citizenship. The Junior Red Cross is organized in 47 foreign countries and our American Juniors work in closest accord with them in expanding world-wide understanding and friendship. The annual Roll Call of The American National Red Cross to be held this year

Grimy Iron and Steel Laborers Show Artistry in Landscape Work

Railway shopmen produced this piece of picturesque landscape artistry as a "garden effect" to beautify the environment of the Great Northern shops of St. Paul, in which they work. They made a miniature reproduction of Waterton Lakes and the Prince of Wales Hotel in the Canadian Rockies. This work was all designed and done by the shop workers in the Dale Street shops and is a perfect miniature reproduction of the lakes and mountain scenery in Waterton Lakes National Park.

Christmas Comes Again!

"I heard the bells on Christmas day
Their old familiar carols play
And mild and sweet
The words repeat
Of Peace on Earth, Good Will to Men."

—LONGFELLOW.

Carol singing—the sound of bells—the Community Christmas tree gathering about it young and old—the Christmas spirit everywhere. Christmas comes again!

And Christmas brings to many a recreation executive a great opportunity to serve the community by organizing the community Christmas celebration. A large number of municipal recreation departments last year were instrumental in promoting these celebrations. It is possible here to tell of only a few of them.

A Christmas Silhouette

On the lawn of the Community House of Bloomfield, New Jersey, was the usual living Christmas tree, at least twenty feet high, and in each window was a red wreath with an electric candle in it. The crowning piece, however, was a silhouette of the Nativity built up on the porch roof over the main entrance, representing in beautiful lines the infant, Mary and Joseph and the adoration of the Three Wise Men. The shadows of the rafters of the house suggested the stable. The silhouette, seven feet by nine feet, was made by three boys of the high school with the help of several volunteers. The outline was cut out of heavy black paper and sewed on muslin sheeting stretched over the frame and set up at the front edge of the porch roof. The space between the silhouette and the body of the house was built up like a shed so as to exclude rain and snow, and instead of a direct flood light, an indirect effect was secured by stretching white oil cloth on the building which was about eight feet back of the silhouette, and putting a flood light behind the figure of the middle Wise Man directed toward this oil cloth. This gave a beautiful effect, simulating the quality of daylight one gets at dawn. There were many people in cars in front of the building in spite of the bitterly cold night to enjoy the beauty of the picture.

The Celebration in Jacksonville, Florida

An impressive pageant depicting the Nativity with a cast of 300 people was the chief feature of

the celebration in Jacksonville, Florida. Christmas carols were played throughout by the Police Band and the vested choir of one of the churches gave a special program. As in 1926, a living Christmas tree contest was conducted with awards for the most beautiful trees in two classes, those over ten feet high and the trees under ten feet.

Another feature of the celebration was the display of fire works at the stadium. Some of the set pieces showed Christmas trees, and one handsome display bore the message, "Jacksonville Playground and Recreation Board wishes all a happy New Year."

Christmas on the Playgrounds of Los Angeles

Forty-five Yule dramas given at twenty-four municipal playgrounds, carol singing in parks, public places and on the streets, Christmas trees in three public places, ten living Christmas trees on playgrounds and dramatic offerings to hospital shut-ins, were features of the great Christmas program prepared by the Los Angeles Playground and Recreation Department. Christmas dramatic productions at the city playgrounds began the week before Christmas and continued until December 28th. Among the plays presented were "The Christmas Jest," "On Christmas Eve," "The Christmas Message," "The Dream of Dolls," "Home after the Holidays," "Christmas at Santa's House" and others. The dramatic groups who played in institutions of various kinds were accompanied by carol singers and harmonica bands.

At many of the city playgrounds children made handcraft gifts for orphanages, hospitals and for shut-ins. The Department prepared a special Christmas circular in which all the Christmas programs of the Department were listed. The children wrote personal Christmas greetings on the cards and sent them to their friends.

Springfield, Illinois, Introduces Children from Foreign Lands

An interesting feature of the celebration in Springfield, Illinois, was the presentation of a children's play "Anita's Secret," or "Christmas in the Steerage" from a book entitled "White Christmas and Other Merry Christmas Plays" by Walter Ben Hare. The setting is in the steerage of a ship and all the children, immigrants from many countries, are remembering that it is Christmas eve and are telling of the customs of their



Bloomfield, N. J.

A CHRISTMAS SILHOUETTE

countries on that occasion. They begin to worry for fear Santa Claus won't come to them so far out on the ocean. Of course, he finally comes in an airplane and everyone is happy.

A Pageant in Oakland, California

Oakland's Christmas pageant, in which last year approximately 2,000 took part, while 12,000 more looked on, was not only a beautiful spectacle

but a means of developing an appreciation of the essential qualities of art, music, poetry and drama. In organizing the pageant "The Light of the World," the educational values were kept paramount, and as a result forty-five schools worked as one unit. Many people and groups were involved and in preparing for the pageant a number of committees were appointed. In addition to the general committee in charge of the pageant, there

were committees on publicity, business arrangements, stage management, general information, ways and means, costumes, music and dances, and assignment of dressing rooms. There were also a call committee and a committee for decorating the Tree of Light.

A Simple But Effective Celebration in River Forest

Community caroling around the Community Tree led by a well-known song leader and accompanied by a cornet soloist and a trained group of singers, marked the beginning of the Christmas celebration of River Forest, Illinois. There was also a Christmas concert inside Memorial Hall interspersed by carols of the different nations of the world, sung by trained groups in costume. As in 1926, the Playground and Recreation Board sponsored the lighted wreath or Christmas tree idea in every home.

Lynchburg's Celebration a Great Success

"Our Christmas celebration," writes the Superintendent of Recreation of Lynchburg, Virginia, "was a great success. As usual the trees were given us and hauled by the Public Works Department. Other city departments cooperated; the Fire Department decorated the trees; the electricians wired it and the Police Department roped off the street. The changes in this year's plan were that we had two trees, one on Monument Terrace in our usual place, and a fifty foot tree placed in the stadium where the programs were held. The Terrace was decorated with small trees and ivy; the stadium platform was decorated with trees and cedar branches. The programs included a play afternoon for children when games were played around the tree in the stadium, and children were presented with oranges and apples distributed by Santa Claus. One program which was particularly enjoyed opened with an echo of four bugles, each a block apart, playing assembly. A unique number was the playing of "Onward, Christian Soldiers" by two Scotch bagpipes. We had negro spirituals on New Year's day."

A Nativity Pantomime in Cedar Rapids

A nativity pantomime was one of the contributions of Cedar Rapids, Iowa, to the community Christmas celebration. As the equipment was simple and only eight characters required, it was possible to present the pantomime in a number of places, ranging from department stores, factories and a moving picture theatre to churches.

Toy Mending in Westchester County

Each year sees the store of Christmas cheer increase by the collecting, mending and distribution of toys to children whose Christmas gifts might otherwise be few in number. Last year for weeks preceding Christmas the Girl Scouts of Westchester County, New York, gathered in worn, broken and out-grown toys, bringing them to the County Recreation Commission's workshop at White Plains. Here teachers in handcraft supervised the reconstruction of toys and after the enormous collection was in, the Scouts spent their Troop meetings in making over and repainting toys, mending and dressing dolls and repairing doll carriages, until the meeting room had the appearance of a well-ordered Santa Claus shop. With the handcraft training the girls received they were able to take two old wagons and reconstruct one good one, or remove the wheels from a carriage whose body was badly battered, and place them on a carriage having a good body, build new wheels, mend furniture, repair broken sleds, and do it all so thoroughly that one had to look carefully to be convinced that the toys had been reconditioned.

The spirit was contagious and many of the County's organizations caught it. Convalescents and inmates of a number of hospitals and homes joyfully made doll dresses or fret-saw toys so that many little children would be made happy on Christmas morning. When the gifts were ready for distribution, the Children's Association and the County Department of Child Welfare took the responsibility of delivery.

Christmas in Houston

The Houston Recreation Department had its usual "Tree of Light" with a number of celebrations centering about it throughout Christmas Week. The usual setting for one of the programs included a stained glass effect secured by the use of a screen in Gothic design between the two arches on the balcony of City Hall where the program was given. Through this screen actors in the tableaux appeared as figures in a stained glass window.

"Making Outdoors Bright with Christmas Light"

The Civic Club of Allegheny County in cooperation with the Pittsburgh Press last year conducted a Christmas lighting campaign with the slogan "Making Outdoors Bright with Christmas Light." The city was zoned according to twenty-one telephone exchanges; the districts were then divided into three major sections. The prize winners of



Westchester County, N. Y.

GIRL SCOUTS IN SANTA CLAUS'S WORKSHOP

each telephone exchange district in a major section then competed for a larger prize. Three major sections were judged for first prize. The Electric League of Pittsburgh gave free advice on the effective use of light, the numbers, size and color of lamps and similar details. In addition, as a demonstration of what could be done in lighting, the League decorated the home of a Civic Club member, showing a number of ways in which Christmas lighting might be worked out.

In connection with the campaign, the Civic League issued the following suggestions:

CHRISTMAS TREES

The electrically lighted tree is the most popular Christmas decoration. It may be placed in the sun porch, where it can be seen from the outside, on an open porch, on the porch roof or on the lawn. Many homes have flag sockets and these make excellent tree holders. Sometimes a living tree on the lawn or in the garden is well suited for ornamentation and illumination. Strings of tree lights for outdoor use may be purchased all ready for hanging. Place the ornaments which are breakable far enough apart so that they will not strike

together in the wind and be broken. Bits of glass and pieces of bright tin make suitable reflectors for the outdoor tree. Always use a clear lamp on top of the tree where it will shine out as a star.

SHRUBBERY DECORATION

Strings of electric lamps intertwined with greens make a beautiful decoration for columns and lattice work and for festoons along the eaves of the house. Lights may be twined in bushes or hedges, and trees and shrubs may be lighted from beneath by the use of lamps in inexpensive reflectors. Larger lamps, either colored or clear must be used for this purpose.

CUT-OUT NOVELTIES

Silhouettes or painted cut-outs of Santa Claus, reindeer, stars, bells or other holiday emblems may be mounted on the roof of the house or porch and illuminated by the use of reflectors or spot lights. Cut-outs of this kind must be coated with shellac to make them weather-proof. The whole house may be flood-lighted, or just a part of it, such as the doorway. Garden gateways and trellises il-

(Continued on page 474)

Christmas Plays and Pageants

Nativity Plays

A happy feature of the Nativity play is the ease with which it lends itself to casts of children and adults. Its appeal is universal, to old and young alike, and in plays of this type children and men and women may come together to tell the many beautiful stories centering about the birth of Christ.

THE CHRISTMAS STORY. Dramatized by Virginia A. Griswold. Any number of children and adults may be used. Four scenes: the hill country of Judea, the throne room of Herod, the market place in Bethlehem, and the stable with manger scene. This is the Bible story of the birth of the Christ, using Bible language as far as possible. Recommended for experienced groups. Samuel French. 35c.

EAGERHEART by A. M. Buckton. 3 principals and any number of other participants. A standard and worthwhile mystery play of great beauty which requires a substantial production. Extras include Shepherds, Wise Men, Angels and choir. Drama Bookshop. 85c, postpaid.

THE CHRISTMAS FLOWERS by Esther Willard Bates. A Christmas mystery play for children. The characters include Mother Mary, the Angel of the Sun, the Angel of the Moon, four children of Judea, four beggar children and eight angels. The beggar children are welcomed by Mary when they come to see the Christ Child with the children of Judea. Easily staged. Walter Baker and Company. 35c. Royalty \$5.

THE NATIVITY OF THE MANGER by Helen Durham. A tableau of great beauty accompanied by a charming arrangement of traditional music. 11 principals and singers. Prologue and three tableaux. One hour. May be given out of doors. Womans Press. 50c. No royalty.

THE WAIF by Elizabeth B. Grimball. 7 speaking parts and a tableau showing Mary, Joseph and the three Kings. The Waif is the Christmas Spirit who has lost her way and begs the passersby to take her with them. She appeals in vain to Greed, Vanity, Sorrow and Pleasure, and is finally joined by Faith and Service. Womans Press. 50c. No royalty.

CHRIST IS BORN IN BETHLEHEM by Vida R. Sutton. 16 characters and an angel chorus. 3 scenes. A nativity play introducing prophets, angels, shepherds and kings, with a chorus singing the familiar Christmas carols. Simple but beautiful. Womans Press. 50c. No royalty.

NO ROOM AT THE INN by Esther E. Olsen. 1 act. A child, a woman, 2 men. 1 interior. How a crooked-mouthed lamp made by a child of Bethlehem was used to light the hut of the Christ Child. Baker. 35c. No royalty if four copies are purchased.

THE TRANSFIGURATION OF THE GIFTS by Frances Cavanaugh. 8 adults, 5 children, a choir. One scene. An imaginative interpretation of the Christmas story in which the gifts of little children are turned to beauty because of the love for the Christ Child. Womans Press. 50c.

NO ROOM AT THE INN by Lois W. Clarke. 1 act. 17 characters. A simple and impressive play of the Nativity. Easy to produce. Especially recommended for small churches. Fitzgerald. 35c. No royalty.

THE LIGHT by Katharine C. Bryan. A service of worship for a white Christmas. Shows men through the ages seeking a guiding light. Three episodes ending with Nativity scene. About 22 including chorus. Womans Press. 50c. No royalty.

GUIDING LIGHT by Ivy Bolton. 5 acts. 22 characters. Scenes; a hill, a desert, the court of the temple, the inn, the stable. All may be easily arranged against one background. A dignified and beautiful play for the church. Womans Press. 50c. No royalty.

THE LITTLE PRINCESS WHO TRAVELED FAR TO WORSHIP

THE KING by Dorothy R. Schenck. Setting: a hillside. 3 shepherds, 3 kings, a princess and the shepherd's daughter. This is the Bethlehem story told in a new and lovely way. Particularly good for churches as music is by unseen choir or instruments and can be worked up separately. Womans Press. 50c. No royalty.

THE NATIVITY by Rosamond Kimball. Originally designed for young people, but in its simplicity splendid for adults. 11 principals, at least 20 in chorus. Plays one hour. Reader may be a man or woman. One draped interior throughout, with changing properties. Tells the story of the Nativity through tableaux accompanied by carols and hymns sung by the congregation. French. 35c. No royalty.

ONE NIGHT IN BETHLEHEM by Katharine S. Brown and Glenna Smith Tinnin. Prologue and 5 scenes. 17 men, 5 women. Simple interiors and exteriors. A boy of medieval England imagines himself to be Jared, a young hostler who prepared the manger for the Child. Plays 1½ hours. Recommended for experienced groups. French. 35c. Royalty \$5 when no admission is charged; otherwise, \$10.00.

Nativity Plays And Pageants With Music Included

STAR OF DAWN by Ian Alexander. May be given either in pageant or cantata form. Effective, impressive and entirely practicable. Especially recommended for churches having a well organized music department. Century. \$1.

THE NATIVITY by Linda Ekman and Elizabeth Fyffe. A mystery play for voices with piano or organ. Words and music have been translated and adapted from old French Noels. Oliver Ditson. 75c

WHEN THE STAR SHONE by Lyman R. Bayard. An excellent pageant for church or Sunday School. One scene. 17 principals and extras. Story centers around the family and friends of a humble Rabbi living in Bethlehem. Manger scene may be added. Pageant Publishers. 50c. No royalty.

THE HEAVENLY HOST by Lyman R. Bayard. A colorful pageant of the Nativity which has been given successfully many times. Pageant Publishers. 50c.

THERE WAS ONE WHO GAVE A LAMB by Annette Mason Ham. 2 scenes, 1 interior, 1 exterior. 14 characters and chorus. A nativity play with traditional carols to be given by children. Based on the theme of unselfish giving. Written especially to bring a spiritual sense of Christmas to the children. J. Fisher and Brother. 60c. No royalty if six copies are purchased.

Plays of Religious Feeling Other Than Nativity Plays

THE BOY ON THE MEADOW by Ethel Van der Veer. 1 act. 2 women, a boy and two girls. 1 interior. The enchanting little play is based on an old German legend of a waif who gave her new shoes to the Christ Child when he appeared to her as a beggar lad. French. 35c. Royalty. \$5.

FIAT LUX by Faith Van Valkenburgh Vilas. A modern mystery play in one act. 1 interior. 3 men, 1 woman. Azariah, the unbeliever, regains his faith on Christmas Eve through a miracle that shows him the purpose of suffering and the lesson that comes from facing death bravely. Carols introduced. French. 35c. No royalty.

THE LEAST OF THESE by Ella M. Wilson and Anna W. Field. A Christmas Play based on Tolstoy's theme, "Where love is, there God is also." 7 men, 3 women. Omit scene with mother and child when played by cast

- of boys. One simple interior setting which includes a cobbler's bench, a fireplace and tea kettle. Russian costumes. Womans Press. 50c. No royalty.
- WHERE LOVE IS by Iden Payne. 1 act. 3 women, 2 men, 1 boy. 1 interior. Dramatized from the same Tolstoy story as the foregoing. A beautiful play of a humble Russian shoe maker who lived his simple faith in little acts of kindness. Baker. 35c. Royalty \$5.
- THE CHRISTMAS JEST from *A Child's Book of Holiday Plays* by Frances Gillespy Wickes. The play can be given by twelve or fifteen boys or girls and is arranged so that they can be used interchangeably. Can be set against curtains or screens. A mediaeval play in which king and fool change places on Christmas Eve. Macmillan. 80c.
- THE LEGEND OF THE JUGGLER by Camille C. Watson. A mediaeval pantomime in three parts. 5 men, 1 woman, village girls and monks. 1 interior, 1 exterior. Juggler may be played by a girl dancer. Mediaeval costumes. Plays 1½ hours. A beautiful play arranged from the story of the Juggler of Our Lady. Adapted to the use of convents and churches. French. 30c. Royalty \$5.
- WHY THE CHIMES RANG by Elizabeth Aphrop McFadden. 1 act. 1 man, 2 boys, 1 woman, extras. A mystery play adapted from the story by R. M. Alden. The unselfishness of a boy is a greater gift than the king's ransom and, alone, causes the ringing of the holy chimes. Many successful productions. Detailed data regarding scenery, lighting, costumes, properties and music. French. 35c. Royalty where no admission is charged, \$5. Where admission is charged, \$10.
- THE WOODCUTTER'S CHRISTMAS, by Linwood Taft. 3 acts. 1 interior. 4 boys, 3 girls. The woodcutter brings a young child home to his boys and girls who welcome it in place of the skates and dolls they had wanted. On Christmas morning all their hoped for toys are found in the baby's crib and the family realize that they had been sheltering the Christ Child. Eldridge Entertainment House. 25c. No royalty.
- THE CHRISTMAS GUEST by Constance D'Arcy Mackay. A one-act miracle play after the manner of the 16th century. 8 characters. A beggar comes to a home where there is wealth and comfort. The children give him gifts to help him on his way and as he leaves a mystical light surrounds him as he pronounces a benediction on them. French. 30c. No royalty.
- about an hour. Always successful. French. 30c. No royalty.
- ALIAS SANTA CLAUS by Percival Wilde. 1 act. 8 boys, 3 girls, 2 men, 1 woman. 1 interior. Bill and Slim, known as "juvenile delinquents," attempt to kidnap the son of a rich man. David, Jr., mistakes Bill for Santa Claus and his childish trust and generosity wins the young gangsters. Appleton. \$1.25. Permission of publisher necessary.
- KINGS IN NOMANIA by Percival Wilde. 5 scenes. 17 children. The little king of Nomania frustrates politics and releases a young bootblack from prison on Christmas Day. A charming play, very simply staged if the clever directions of the author are followed. Appleton. \$1.25. Permission of publisher.
- THE ENCHANTED CHRISTMAS TREE by Percival Wilde. 1 act. 1 woman, 3 men, 8 children and extras. May be given by cast of children. 1 interior. A fantastic and humorous Christmas play which shows what happened to a middle aged couple who pretended they didn't like children and didn't believe in Christmas. Appleton. \$1.00. Permission of publisher.
- CHRISSEY IN CHRISTMAS LAND by Carolyn Wells. 18 characters. A simple and charming play telling in verse of how Chrissy overcame a selfish notion about Christmas. Baker. 25c.
- ON CHRISTMAS EVE by Constance D. Mackay. A play in one act. 11 characters. The little girl, a lonely child, is sitting by the hearth on Christmas eve, waiting for her mother to come from work. "Wendy" comes flying into the room and plans a splendid party for the child. Robinson Crusoe, the Snow Queen, the Bagdad Traveler and other famous characters attend. French. 30c. No royalty.
- SANTA GETS HIS WISH by Blanche Proctor Fisher. A simple little play adapted to children from 8 to 12 years of age. 8 characters including imps, Santa Claus, Sand Man, Wish Bone, Lollypop and Ice Cream Cone. Bright and easy to produce. Useful in the Christmas program. Baker. 25c. No royalty.
- THE HOLLY WREATH by Emilie Blackmore Stapp and Eleanor Cameron. About 20 characters, more if desired. Simple woodland setting, one act. Two little girls go into the wood in search of holly with which to cheer their poor home. They find instead the magic power of love as Christmas is brought to them in a beautiful manner. Baker. 35c.
- BILL'S CHRISTMAS FRIGHT by Frances Stuart. Especially adapted to a Christmas entertainment. Prologue and epilogue take place in Bill's home; main scene in Santa's workshop. A boy who will not learn to use his toys carefully dreams Santa Claus is sending him only stupid toys. Scene at North Pole introduces quaint toys and colorful dances. Education Division, National Safety Council. 25c. No royalty.
- THE CHRISTMAS BOOK by May E. Phipps and Marjorie Van Horn. 17 principal characters and any number of extras. Written in tableau form with the groups appearing from the Christmas Book. Dancing, drills and songs accompany the tableau and make this very popular with all ages of children. Womans Press. 50c. No royalty.
- THE PUPPET PRINCESS OR THE HEART THAT SQUEAKED by Augusta Stevenson. 13 speaking parts and several extras. The scene is laid in the hall of the palace where, on Christmas Eve, Hans and Gretel bring their puppet which is changed from a doll into a live princess. Houghton, Mifflin. 50c.
- A YOUNG PEOPLE'S COMMUNITY CHRISTMAS in *Patriotic Drama in Your Town*, by Constance D'Arcy Mackay. An outline of a practical community entertainment. Henry Holt. \$1.35.

For Community Gatherings, Churches, Schools and Clubs Junior Plays

- A CHRISTMAS CAROL. Dramatization from Dickens by George M. Baker. 3 acts. 6 boys, 3 girls. Only one setting necessary. Plays one hour. An effective dramatization of the most powerful of all Christmas stories. Baker. 25c. No royalty.
- SANTA CLAUS' BUSY DAY by Z. Hartman. 1 act. 7 boys, 5 girls, 12 fairies. 1 interior. A greedy boy runs away to Kris Kringle Land, hoping to get more toys from Santa. He causes a strike among the Snow Fairies, is discovered and sent home. A jolly comedy for the grades. Fitzgerald. 25c. No royalty.
- THE LUCK OF SANTA CLAUS by B. C. Porter. 1 act. 16 characters. 1 interior. When Santa meets with an accident he is befriended by Mother Goose and her family. Recommended for Sunday Schools. Ends with distribution of gifts. Fitzgerald. 25c. No royalty.
- AT THE TURN OF THE TIDE by Margaret Lynch Conger. 3 acts. 1 interior. 8 women, 10 men and extras. The second Christmas in Plymouth. A play for junior high schools based on incidents described in William Bradford's Journal. Has been successfully produced. Womans Press. 50c. No royalty.
- MOTHER GOOSE'S CHRISTMAS VISIT by Edith Thompson Langly. 12 characters. An original entertainment for rural Sunday schools. Mother Goose sends her children to entertain the school until Santa, whose sleigh has broken down, can arrive and distribute gifts. Plays

Operettas

- SANTA CLAUS' DILEMMA by D. M. Henderson, Jr. 2 acts, 2 interiors. 2 women, 4 men, 14 children. Santa finds himself impersonated by Coogin, an honest grocer, and Sergeant Blue of the Salvation Army. A whim-

- sical musical Christmas comedy with many familiar airs. Fitzgerald. 25c. No royalty.
- CHRISTMAS TIME by Alice C. D. Riley. This is a splendid Christmas festival which can be used with or without songs as desired. From twenty-five to fifty boys and girls can take part in it. To be effective it should be given on the floor of a hall rather than a small stage. John Church Co. 25c. No royalty.
- SANTA AT SEA by Elsie Yale and Harry C. Eldridge. A novel Christmas Cantata for Sunday Schools. 6 principals and extras. Santa meets with an accident and is picked up at sea on Christmas Day to the delight of the children who could not reach land in time for Christmas. Eldridge Entertainment House. 40c. No royalty.
- THE HOLY NIGHT by A. J. Schindler. Operetta for girls in 2 acts; 2 scenes; exterior and interior. 11 principals, 5 of which require careful selection, 2 with good solo voices, chorus, 8 musical numbers including 3 solos. A pathetic story about a poor little girl's Christmas. Music is simple, exceedingly tuneful and appealing. Rights for performance granted with purchase of six copies. J. Fischer and Brothers. 60c. No royalty.
- KRIS KRINGLE by Anthony J. Schindler. Short Christmas play with songs for female characters. 2 interior scenes. 6 principals and chorus. Pretty little picture of home life on a Christmas eve in the mansion of the rich and the hut of the poor. Musical numbers consist of a trio, duet and chorus. Music is good and gives opportunity for part singing. Rights for performance granted with purchase of 6 copies. J. Fischer and Brothers. 50c. No royalty.

Senior Plays

- THE LIGHTING OF THE CHRISTMAS TREE adapted from a story by Selma Lagerlof. 1 act. 5 men, 2 women. Modern Swedish peasant costumes. A beautiful legendary play based on the famous story *The Christmas Guest*. French. 35c. Royalty \$5.00.
- MISTLETOE AND HOLLYBERRY by Marie J. Warren. 13 men, 8 women. A delightful old English play for experienced groups. The St. George play is introduced together with games and dances typical of a Christmas Eve celebration of the 18th century. Baker. 35c. No royalty.
- THE BEAU OF BATH by Constance D. Mackay. 4 characters. One act play of the 18th century in verse. Old Beau Nash, the once famous wit, in a dream sees the lady of his youthful love step down from her picture to visit him on Christmas Eve. Included in *The Beau of Bath and Other One-Act Plays* published by Henry Holt and Company. \$1.50. Publisher's permission necessary.
- THE CHRISTMAS CHILD COMES IN by Katherine Kester. 2 acts. Large cast may be used. 15 women, 11 men, children and extras. A dramatization of Zona Gale's *Christmas*. The play which gives an intimate portrayal of village life is brought to a climax by the infusion of the Christmas spirit. Especially popular with women's clubs and excellent for churches and Sunday school presentation. Baker. 35c. Royalty \$5.
- DOLLS by Louise Van Voorhis Armstrong. 10 characters, 1 small girl. A play of rollicking Christmas spirit with humor and pathos. Seven new dolls have been presented to the little girl for Christmas. On Christmas Eve they come to life and the play revolves around the conflict of ideas between the Fashionable Lady Doll and the others. Especially adapted to women's clubs and experienced groups. Longmans, Green. 60c. Royalty \$10.
- HOME FOR THE HOLIDAYS by Alice Whitson Norton. A community Christmas play. 19 adults, 4 children and any number of extras. The scene is laid in the railroad station. Cast represents the usual gathering of people which might be found there on Christmas Eve. There is a good deal of humor and a touching incident when all contribute toward making a Christmas tree for a sick child. Penn Publishing Company. 25c. No royalty.
- THE BIRD'S CHRISTMAS CAROL by Kate Douglas Wiggin. 3 acts. 2 men, 3 women, 8 children. A splendid dramatization of a story which is so well known that a description is unnecessary. Strongly recommended for groups desiring to give a Christmas play not based on the story of the Nativity. Baker. 65c. No royalty.
- A CHRISTMAS TALE by Maurice Bouchor. Translated by Barrett H. Clark. 1 act. 2 men, 2 women. In fifteenth century Paris. A sculptor's statues of St. Nicholas and St. Rose come to life on Christmas Eve, bring gifts for his child and rebuke him for neglecting his family for the wine shops. A charming episode. French. 35c. No royalty.
- THREE CHRISTMAS WISHES by Caroline deF. Fenniman. 3 acts, 3 scenes. 7 main characters, 2 adults, fairies. In a most unusual dream of dancing and other delightful surprises, a little girl sees the error in her selfish Christmas wish. Christmas morning finds her making a new unselfish wish and helping it to come true. Excellently written with a nice bit of humor. Especially suitable for a community Christmas program. Womans Press. 50c. No royalty.
- HOLLY TREE INN by Mrs. Oscar Beringer. 1 act. 3 men, 2 women, 2 children. 1 interior. A charming adaptation of Dicken's story *The Holly Tree*. Produced in London. French. 30c. Royalty \$5.
- DUST OF THE ROAD by Kenneth Sawyer Goodman. 1 act. 3 men, 1 woman. 1 interior. Judas, roaming the world on Christmas Eve, persuaded a man to abandon his play to betray a trust. Tense and powerful drama. For experienced groups. Published by Stage Guild. Obtainable at Drama Book Shop. 50c. Royalty \$10 when admission is charged, otherwise \$5.
- CHRISTMAS TOPSEY-TURKEY by Katharine Hopkins Chapman. 1 act. 1 interior. 6 women, 1 man. Instead of going away for Christmas as planned, the Clarks find themselves home, maidless, and with guests expected on the next train. A bright little play with quick action and much fun. Penn Publishing Company. 25c. No royalty.
- THE DOCTOR OF LONESOME FOLK by Louise Van Voorhis Armstrong. A pantomime with five scenes, 3 exteriors. 14 characters including the Policeman, the Thief, the Ragged Girl, the Gossip, the Husband, the Wife, the Dancer, the man About Town, the Poet, the Newsboy, the Miser and the Doctor. A charming Christmas entertainment for a woman's club. Longmans, Green. 60c. Royalty \$10 where admission is charged, otherwise \$5.
- MR. SCROOGE by Ashley Miller. 3 acts. 2 interiors. 19 characters and extras. One of the most charming dramatizations of Dickens' story. Has been produced with great success at the Heckscher Theatre in New York. Dodd, Mead and Company. \$1.50. Royalty on application.
- TWO CHRISTMAS BOXES by Elsie Duncan Dale. A play in four scenes for eleven women. Christmas boxes prepared for a missionary and a wealthy relative are sent to the wrong addresses. An amusing and pleasing little play for a church society. Eldridge Entertainment House. 25c. No royalty.

Pageants And Festivals In Which All Ages May Participate

- YULETIDE WAKES, YULETIDE BREAKS by Dorothy Gladys Spicer. An informal program to be used where time, place and funds will not permit an elaborate entertainment. An episode showing the Christmas celebration in foreign lands is followed by a community party. Games of the various nations are played. Womans Press. 50c. No royalty.
- THE GIFTS WE BRING by Nina B. Lamkin. A pageant in two episodes including from 60 to 500. Contains group of snowbirds, automatic toys, jumping jacks, candles, candy sticks, colored balls, etc. There is a

- Santa Good Fellow and fairies. Complete directions for staging, music, costuming and production. T. S. Denison. \$1. No royalty.
- THE STAR GLEAMS by Florence Lewis Speare. A Christmas community choral. As many people as desired may participate. The story of the Nativity told by the use of familiar Christmas hymns and carols. A simple and effective arrangement of song and tableaux for the use of choir and audience. Either indoor or out-of-door presentation. French. 35c. No royalty.
- CHRISTMAS IN MERRIE ENGLAND by Marie Ruef Hofer. A practical and charming Christmas Celebration introducing old English customs and songs and a short masque in rhyme. From 30 to 80 young people may take part. Elizabethan costumes. Clayton F. Summy Co. 25c. No royalty.
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- THE WHITE CHRISTMAS AND OTHER MERRY CHRISTMAS PLAYS by Walter Ben Hare. A helpful collection of plays for church and school use. T. S. Denison. \$1.25.

Christmas Books Containing Plays, Recitations, Dialogues, And Drills Especially Adaptable To Schools And Churches

- MISTLETOE AND HOLLY by Ethel Sexton. Eldridge Entertainment House. 40c
- CHRISTMAS ENTERTAINMENTS by Alice M. Kellogg. Penn Publishing Company. 40c
- JOLLY PLAYS FOR HOLIDAYS by Carolyn Wells. Walter Baker and Company. 75c
- THE CHRISTMAS PROGRAM BOOK by J. C. Sindelar. A. Flanagan Company. 40c
- THE CHRISTMAS ENTERTAINER by Marie Irish. T. S. Denison. 40c

List Of Publishers

- D. Appleton and Company, 35 West 32nd Street, New York City
- Walter H. Baker Company, 41 Winter Street, Boston
- The Century Company, 353 Fourth Avenue, New York City
- John Church Company, 318 West 46th Street, New York City
- T. S. Denison and Company, 623 South Wabash Avenue, Chicago, Illinois
- Oliver Ditson Company, Boston, Massachusetts
- Dodd, Mead and Company, 4th Avenue and 30th Street, New York City
- Drama Book Shop, 29 West 47th Street, New York City
- Eldridge Entertainment House, Franklin, Ohio
- J. Fischer and Brother, 119 West 40th Street, New York City
- Fitzgerald Publishing Company, 18 Vesey Street, New York City
- A. Flanagan, 920 North Franklin Street, Chicago
- Samuel French, 25 West 45th Street, New York City
- Henry Holt and Company, 1 Park Avenue, New York City
- Houghton, Mifflin Company, 4 Park Street, Boston
- Longmans, Green and Company, 55 Fifth Avenue, New York City

- The Macmillan Company, 66 Fifth Avenue, New York City
- National Safety Council, Education Divisions, 1 Park Avenue, New York City
- Pageant Publishers, 1206 South Hill Street, Los Angeles, California
- Penn Publishing Company, Filbert Street, Philadelphia, Pa.
- Clayton F. Summy Company, 429 South Wabash Avenue, Chicago
- The Womans Press, 600 Lexington Avenue, New York City
- All books may be obtained from the Drama Book Shop, 29 West 47th Street, New York City.

Book Week

Children's Book Week, an annual event in November, has been used by recreation directors as a means of dramatizing for boys and girls the delights of reading and book ownership. Surely no gift we can bestow upon children will give them more joy throughout life than the habit of reading.

The American Library Association, National Congress of Parents and General Federation of Women's Clubs, Boy Scouts, Girl Scouts and Camp Fire Girls are among the many national groups taking part in Book Week observance. The Week is marked by interesting programs and exhibits in the schools, and class visits to public libraries and bookshops. The dates this year are November 11th to 17th.

In the ten years since the first observance of the Week significant changes have taken place in the trend of the publishing of books for children. Several of the larger publishing houses have organized special editorial departments devoted to boys' and girls' books and many bookstores now have children's sections presided over by experts.

Modern books for children have a vitality, honesty and imaginative quality, reflecting the wide horizons of the modern world. The new books are taking their places alongside the charming editions of older masterpieces, on children's own bookshelves and in the school and public libraries.

The National Association of Book Publishers has issued a number of useful leaflets giving suggestions for Book Week observance and colorful posters for use on bulletin boards and with book displays. This publicity material is valuable the year round and may be secured free on request from the National Association of Book Publishers, 25 West 33rd Street, New York, N. Y.

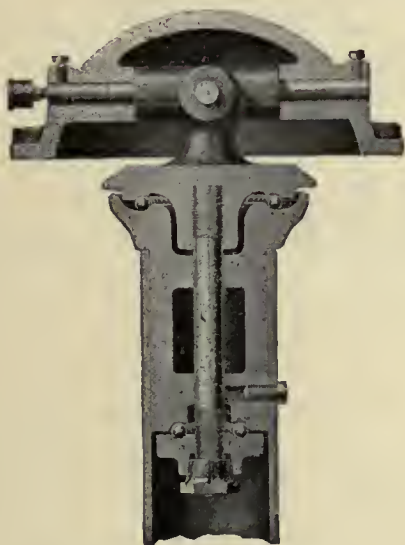
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"After all, there is nothing like a Good Book" poster, designed by Jon Brubaker, free. Card miniatures, \$1.00 per 100, \$9.00 per 1000.

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The selection and purchase of playground equipment carries with it a great responsibility. The equipment must be attractive to the children. It must withstand use, abuse, wear and weather and, above all, it must be **SAFE**.



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It contains superior features of design and construction that make Medart equipment the safest playground equipment—the first choice of civic officials, playground directors, school boards and others entrusted with the purchase of playground equipment.

If you are planning a playground, or if you are intending to add new equipment, you will want the new Medart Playground Catalogue which illustrates, describes and prices over 30 pieces of playground equipment—all with the Medart **SAFETY** feature. Send for a copy today.

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"Good Books Build Character," Lincoln poster designed by C. B. Falls, free. Card miniatures, \$1.00 per 100, \$9.00 per 1000.

"Books the Ideal Gift," silhouette poster designed by Ethel Taylor, free. Card miniatures, \$0.75 per 100.

PAMPHLETS (FREE)

"Grade School Projects for Book Week."

"High School Projects for Book Week."

"Important Booklists," a list of lists compiled by national organizations and experts on boys' and girls' reading.

"Books about Boys' and Girls' Reading," a list.

"Selected Book Films," a list prepared by the National Board of Review.

"Recent Magazine Articles on Children's Reading," a list.

"Suggestions for Club Programs on Books," including dates of national events and ideas for year-round promotion of reading.

"A Private Library All Your Own" by Wm. Lyon Phelps.

(Continued from page 468)

Illuminated in this manner give an unusual and lovely effect.

IMPORTANT DETAILS

For trees under five feet high and for other small units, such as wreaths, use the little cone-shaped Christmas tree lights which come in strings. For trees between five and ten feet tall use ten-watt lamps. These are also made up in strings ready to use. This size is good for columns, lattice work and eave festoons. The ten-watt size has an advantage over the smaller lamps in that if one burns out it will not darken the whole string. For larger trees, hedges, and shrubbery, the standard house-size lamp should be employed.

Keep in mind that for outdoor lighting weather-proof sockets and cords must be used if you are to have satisfactory service and avoid all danger. These cost a little more than the indoor kind, but



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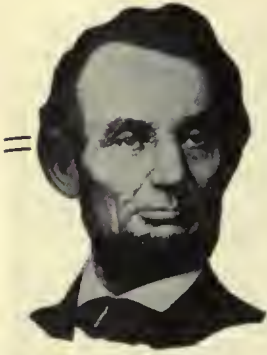
You will find Solvay Flake Calcium Chloride a real economy for the proper maintenance of playgrounds and tennis courts. Anyone can apply Solvay—just open the 100-lb. bag or 375-lb. drum and spread the material evenly over the surface. 75 conveniently located shipping points assure you prompt service.

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ABRAHAM LINCOLN, when asked about his playing the Harmonica, said: "This is my band. Dauglass has a brass band with him in Peoria, but this will do me."

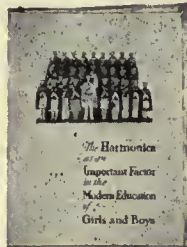
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PRACTICAL experience has clearly demonstrated the value of Harmonica work in character development. This phase is of especial interest in the cases of children in whose homes the opportunities for cultural development are not favorable. It has been found repeatedly that even pupils who are generally unruly and totally uninterested in formal activities can be attracted, when all else fails, by work on the Harmonica.

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Playground Supervisors and Instructors, Teachers, and others in authority are invited to send for a brochure describing the results obtained in thousands of playgrounds, schools, camps, etc., throughout the country, and supplying practical instruction for the development of harmonica activities. The coupon below will bring this brochure without charge.



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Gentlemen: Please send me your free brochure on "The Harmonica as an Important Factor in the Modern Education of Girls and Boys."

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they can be used for many years at Christmas and are also appropriate for lawn parties, on Fourth of July and other holidays and celebrations. Use only material labeled with the approval stamp of the National Board of Fire Underwriters. Be careful not to connect too many lights from one circuit or the fuses will be blown out, leaving your decorations in darkness. Ordinary care will prevent trouble when the number of lamps is limited. If there is any doubt in your mind on this point, get advice from the Light Company or your electrician.

(Continued from page 455)

enough cinders. Every truck and dray owner in the city was invited to move one load to the field, and there high school boys and other volunteer workers completed the track. The State Highway crew donated a day's work at Paulding, Ohio, in grading and levelling the field. Here, too, was inaugurated the custom of planting "memorial trees" on the playground. These were not necessarily for the deceased but were often set out by a child on his birthday—an excellent way of carrying his interest in the field through the years.

Benefit ball games, band concerts, frolics, home talent and professional shows of all kinds, sales of refreshments at the playground were commonly reported.

If playground interest lags in your town, try one of the foregoing plans which has been proven, or a variation which may be suggested by one of them. And above all remember this—nothing succeeds like a contest!

The thirty-nine winning fields in twenty states,
(Concluded on p. 478)

At the Conventions

AT THE CONVENTION

At the Pacific Coast Conference of Social Work held at Yosemite, California, May 22 to 26, a number of sessions were conducted on the subject of the leisure needs of workers. These three sessions were divided into three major parts: 1. Why a shorter day and more leisure; 2. How can workers' leisure problems be more adequately and effectively met? 3. Concrete examples of how workers' leisure problems are being met.

A few of the conclusions arrived at in the discussion follow:

1. That programs based on a paternalistic attitude on the part of the employer would not survive.

2. That recreation programs developed with ulterior purposes in mind, such as trying to satisfy workers with a recreation program in lieu of wages, or for advertising purposes, would not survive.

3. That programs of recreational activities should be large and varied in order that all employees might have the opportunity to participate. Emphasis should be on universal participation, rather than on highly competitive programs limited to a few players.

4. That in order for an industrial recreation program to be successful, the workers must have a share in the planning of their activities.

5. That, under the conditions of a machine age, with the shorter working day an accomplished fact, and workers' leisure a permanent factor, it is necessary that the community take a positive attitude toward leisure and direct it in a scientific way.

6. That community facilities be provided and used and municipal recreation departments develop and guide industrial recreation programs, for recreation under municipal control is recreation in its most democratic form.

THE CHILD LABOR PROBLEM

The report of the Proceedings of the Twenty-Fourth Annual Meeting of the National Child Labor Committee held in Memphis, Tennessee, May 4, 1928, contains some significant statements regarding the need of the child for recreation and describes the unfortunate results which follow if the child is deprived of his birthright.

"Physical hazards," said Dr. Richard A. Bolt, in his paper on *Health Hazards of Child Labor*,

"can never be considered apart from the mental and moral risks to which working children are exposed. The child must be nurtured as a whole. Child labor and wholesome living for children are incompatible. Monotonous and fatiguing work and the constant shifting of employment tend to disintegrate the child's personality and lead eventually to delinquency, dependency or an ineffective or purposeless life. These health hazards to the personality of the child should give us great concern.

"Health implies the delicate balancing of many factors within and without the child. Even at the best, and under the most favorable circumstances of home and school life, health equilibrium is difficult to establish and more difficult to maintain. The adolescent is in a peculiar state of unstable equilibrium. Under normal conditions the rapidly growing child needs suitable safeguards and intelligent guidance. The playfulness of youth, its natural abandon, its carefree and thoughtless attitudes increase the health hazards of child labor especially in the presence of complicated machinery or intricate processes of manufactory. The child during adolescence needs freedom of expression, opportunity for experimentation under the safeguards of home, school and church, and wholesome recreation.

"The desire for recreation may lead in other directions. After days of dull routine in shop, factory or field the child craves excitement and diversion. The dance hall, the movie, or the late party may furnish the thrill. But it does so at the expense of energy and resistance which the child needs more at this period of growth and development than at any other time. We are witnessing at present a serious condition in our adolescent girls. While the general death-rate from tuberculosis has been declining favorably for a number of years, within the past few years there has been a stationary rate, in some places an advancing rate, among young women from fifteen to twenty years of age. This may be due to a number of factors, but we must consider overactivity with its attendant fatigue as one of the most important. If this is so with high school girls, what must the condition be with young women engaged in industrial pursuits?

"Normal physiological development and growth cannot be carried on under the confining and cramping conditions of modern industry and hard



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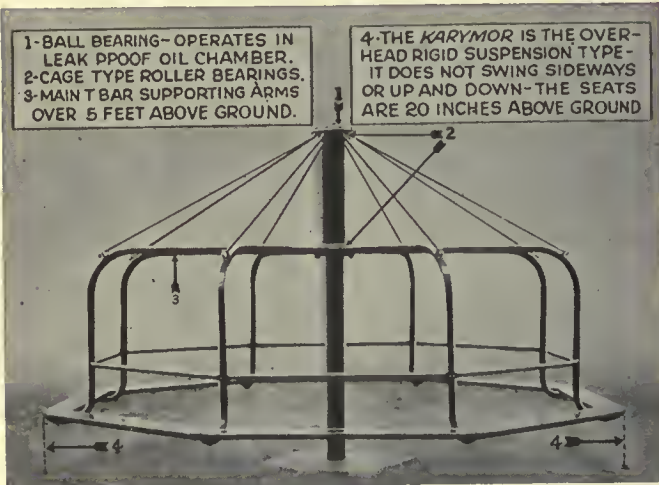
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farm labor. The big muscles of the child are growing relatively more rapidly than heart and lungs. It takes time and balanced adjustments for heart and lungs to catch up with the big muscles. Any severe strains or fatiguing labor put upon the child at this period may do irreparable harm, especially if the child has suffered previously from infection or malnutrition. This is a time when hernia is also very liable to develop. The child needs free play and exercise in the open air to develop neuro-muscular controls, alertness, stability and proper carriage. Employment unsuited to the needs of the child often causes stunting, slovenliness, poor posture and lack of interest in out-of-door pursuits."

Is Your Town Bored?

(Continued from page 476)

which won a total of \$4,325 in the Foundation's recent contest are:

- Fremont, Ohio \$500; Paragould, Arkansas \$400; Kearney, Nebraska \$350; Hillyard, Washington \$300; Bicknell, Indiana \$200; Bluffton, Ohio \$200; Decatur, Texas \$200; Lebanon, Ohio \$150; \$100 each to Talladega, Alabama; Fayetteville, Arkansas; Coffeyville, Kansas; Houma, Louisiana; Bellefontaine, Paulding, Wellsville and Wauseon, Ohio, and Okmulgee, Oklahoma; Worthington, Minnesota \$75; \$50 each to: Eureka Springs and Stuttgart, Arkansas; Alamosa, Colorado; Fort Lauderdale, Florida; Canton, Georgia; Mayfield, Kentucky; Sturgis, Michigan; Herkimer and Oneida, New York; Tryon, North Carolina; Granville, Miamisburg, Sidney and Wapakoneta, Ohio; Lawton and Waurika, Oklahoma; Bend and Vernonia, Oregon; Souderton, Pennsylvania; Martin, Tennessee, and Stamford, Texas.

General Summary

(Continued from page 452)

MR. BRAUCHER: Several persons said to me when they first saw the program on "Things"—"I thought that the P. R. A. A. always stood for leadership. What has happened to you? Have you had a change in thought?" They wondered why it was that a whole program of the Congress should be devoted to the question of "Things."

I have been interested, myself, at so many of the section meetings to see how the reference to

Swimming Pool Slides

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 Is constructed with stake at correct angle of slope toward pitcher and of best materials, painted with rust proof paint under ground and white aluminum for the ten inches above ground.

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"Things" always brought the reference to our own personality and the use of "things" to express ourselves, and as to what education and leadership in the use of "things" might bring about.

Mr. Atkinson brought to my mind the Rochester Recreation Congress—the first one he attended. After the meeting was over, he was sitting up late at night with the Chairman of his Committee in the hotel, and the Chairman said, "There is such a tremendous belief and earnestness in the groups of people that are here, there is a power like the power of nature that seems to me invincible. You can't stop this movement. I don't know how long it is going to take to develop it, but you can't stop it."

Sometimes I like to take a trip to Coney Island. I am not very fond of the Island itself, but I like to go out on the wharf and I like to see it in the moonlight, because when you get out there away from the shore, looking out toward the ocean, you

can feel the waves, the lifting power of the waves.

And several, in speaking to me about this meeting that we have had, where we have considered "Things," have seemed to me to be expressing the same thought that comes to me when I stand there on that pier and feel the lifting power of the water.

Away up on the Maine Coast there is one place I sometimes go where there is a great rock. They tell me it weighs tons. But that rock, in the middle of the winter, in the storms, is switched about by the terrific storms at that point.

There is power in our thought about the use of things for man's life, as we are working without any institutional thought, but simply to learn and to grow and develop. We aren't interested in coming out at a certain point. But we know that there is a power developing that is deeper than we are.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, OF THE PLAYGROUND, published monthly at New York, N. Y., for October 1, 1928.

STATE OF NEW YORK } ss.
 COUNTY OF NEW YORK }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of THE PLAYGROUND, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: Playground and Recreation Association of America, 315 Fourth Avenue, New York, N. Y.

Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Business Manager: Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

Playground and Recreation Association of America, 315 Fourth Avenue, New York, N. Y.

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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, bond stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is (this information is required from daily publications only).

H. S. BRAUCHER.

Sworn to and subscribed before me this 28th day of September, 1928.

[Seal] WM. D. BELLAMY,
 (My commission expires March 30th, 1930.)

The Playground

DECEMBER, 1928

The Second National Playground Miniature Aircraft Tournament

The Fifteenth Recreation Congress

The Economic Value of Recreation By William S. Butterworth

Recreation for the Captain of Industry By A. Edward Newton

Play Through Color By Helen M. Howell

Play Through Sound By Glenn M. Tindall

The Identification of Trees in Winter By William Gould Vinal

The Playground

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Published monthly

at

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Subscription \$2.00 per year

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The Educational Department

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The Playground

VOL. XXII, No. 9

DECEMBER, 1928

The World at Play

A New Community Building.—A contribution of inestimable value to the social life of Elkton, Kentucky, has been made by Mrs. Mary Louise Milliken-Childs in the gift of the Milliken Memorial Community House, costing \$75,000. Of colonial architecture, with imposing high white columns, the building contains a library, an assembly hall with stage, bathroom, kitchen and living room. All the clubs of Elkton will gather here and church and civic societies will have their meetings in the Community House. It will be the center of the community's social life.

Wind-Fall.—A citizen of Roselle, N. J., hearing a plea by George Johnson of the Bureau of Colored Work of the Playground and Recreation Association of America, for the continuance of the colored recreation work there, called one of the local volunteer workers to his home and presented her with a ten-room house to be arranged as she desires, and also gave her \$1,000 to meet the expense of running this community center for colored people.

It pays to let your wants be known.

Old Reservoir for Recreation.—After many years, Hartford, Connecticut, has secured, by gift from the Water Board, a great tract of fine land including an old reservoir and it will now come into recreational use for camping, swimming and possibly boating. This will be a great boon for the Scouts and Camp Fire groups, for picnics and week-end privileges.

International Playground.—A wilderness playground of lakes and streams; of great pine forests and abundant wild life, is planned jointly by Canada and America, for the recreation of a tired and busy world. The project, 15,000 square miles, includes Superior National Forest in Minnesota, and Quetico Provincial Forests in Ontario. This is sponsored by the Isaac Walton

League. Such an outdoor world was the dream of the famous fisherman who said that angling was good for the soul and that he wished all people could enjoy the beauty and the peace of nature.

Canada Opens Park in the Prairie.—Three thousand people recently witnessed the interesting dedication of Prince Albert National Park, the new Canadian playground in the Province of Saskatchewan. This is the first national park to be opened in the prairie section of the Canadian West—and its 900,000 acres of woods, lake and beach will form an ideal playground and camping spot for Canadians and the many thousands of tourists who cross the country during the summer.

The group of lakes and streams in this park form an unbroken water highway across the whole Northland. By Montreal Lake a canoe may travel to Hudson Bay, and on the west, the water trail, with only one portage, leads to the Arctic Ocean.

A Camp for Girls.—The Los Angeles Playground and Recreation Department has established a camp for girls in Griffith Park, which is available for organized groups of girls with their own leaders, week ends and school vacation periods during the entire fall, winter and spring. Each of the attractive, rustic cabins accommodating six girls is equipped with cots, mattresses and blankets. Each girl is asked to bring her own sheets and towels. A swimming pool and courts for volley ball, croquet and various group games provide much enjoyment. The cost of the outing is \$1.00 for overnight and three meals.

Massachusetts to Have Wild Life Reservation.—The Federation of Bird Clubs of New England has taken title through purchase to 500 acres of land in Hancock, Berkshire County, Massachusetts, consisting of a beautiful scenic

gorge and permanent water-flow, pine, spruce and hemlock stands, extensive hardwood growth, dense jungles and clearings. This tract of land, according to the Boston *Evening Transcript*, is to be presented to the Commonwealth of Massachusetts, to be held in perpetuity as the "Edward Howe Forbush Wild Life Reservation," in honor of the recently retired State ornithologist.

New Hampshire Dedicates State Park.—September marked an important occasion for the state of New Hampshire in the dedication of Franconia Notch Forest Reservation as New Hampshire's memorial to the state's soldiers in all wars. Governor Huntley N. Spaulding unveiled the tablet placed on the face of a glacial boulder of the same quality of granite from which nature carved the great stone face of the "Old Man of the Mountain," which has been drawing thousands of tourists from all parts of the world for many years.

The New Hampshire legislature in Governor Winant's administration appropriated \$200,000 for the purchase of the property. A \$100,000 gift from the late James J. Storrow of Boston added materially to the fund. The remaining \$100,000 needed was raised by popular subscription from about 15,000 contributors in large and small amounts, the gifts coming from every state in the Union and from Americans or their descendants in foreign countries.

Play and Housing Developments.—A. J. Thomas, New York architect, who has worked on the housing project of the Metropolitan Life Insurance Company and those of other large corporations, in the "National Real Estate Journal" for October says: "There is no economic reason why children living in multi-family houses should not have adequate play areas." He has demonstrated that city apartments, more than half of whose plots are given over to courts and gardens can be built and rented at a profit for as low as \$10 per month per room.

"Possibly," says Mr. Thomas, "I stray away from my story in the minds of some but I am forced to bring this factor to your attention because we, in our great cities, are often very neglectful in providing play spaces for the children. With the great improvements which have come into our daily life, such as the automobile, aeroplane, we have not kept pace with them in other vital respects. There is no occasion for

children being forced to play in dirty streets and alleys. Without any question there should be woven into your housing projects the means for children's recreation and I have demonstrated that it is economically possible to provide them."

When a Speech Helped.—The time inevitably comes in the life of every one who attends conferences when, weary with listening to speeches, he asks, "What's the good of all this talking?"

Occasionally talking *does* help! A field secretary of the P. R. A. A. going into a Minnesota city found that a petition had been brought into the City Council protesting against a certain playground and asking the Council to close it. "Fortunately," writes the field secretary, "two of the Councilmen had just returned from the Conference of the League of Minnesota Municipalities, where they had heard Mr. Lies' address on playgrounds. They were so enthusiastic about it that the petition was turned down, the Councilmen making the statement that their city needs more playgrounds rather than fewer."

Teachers Need Recreation.—A committee composed of Dr. Thomas D. Wood, Chairman, J. W. Brister, and Miss Olive Jones, has made a study of teacher's health—what some communities are doing to conserve it. The importance of recreation in conserving the health of teachers is emphasized.

"Insufficient recreation, undue absorption in their occupation, and restricted outside interests are the shortcomings of many teachers.

"Play as a means of self-release and self-expression is probably more necessary to teachers than to any other group of people. In the classroom and in many of their outside activities they are under the restraint of feeling that their conduct is watched closely and that they must be models of decorum and personality patterns for the young."

A Social Worker Sees Life Whole.—Though Mary E. Richmond devoted her life to the charity organization and family welfare field, yet from the early days she emphasized the importance of recreation in building an adequate life. In her book, "Friendly Visiting," many pages are devoted to this subject. In October, 1927, less than a year before her death, in a public address she said:

"If I were going on a long journey and not likely to come back, I think my very last words to my colleagues in family social work, with whom I have had so many good times would be these: Study and develop your work at its point of intersection with the other services and social activities of your community. Learn to do your daily tasks not any less thoroughly, but to do them from the basis of the whole and with that background always in mind. After all, society is one fabric and when you know the resources of your community, both public and private, and the main trends of its life, rather than any particular small section of it, you are able to knit into the pattern of that fabric the threads of your own specialty. There are eddies and flurries, not to say crazes. Disregard them and let your minds carry through to the practical next steps by which genuine social advance is achieved."

Recreation has such an important relation to so many other fields of social work that it is particularly important that leaders in recreation should consider this message from Mary E. Richmond.

A Matter of Vital Importance.—Writing in the *Greenup, Illinois, Press*, Judge K. M. Landis urges playgrounds as of vital importance to cities. Judge Landis says:

"Lack of playground space in most large cities, which forces youngsters to play baseball on the streets, or else not play at all, is to be deplored. We need communities which will do their duty to the 10-12-14-year-old boy of this generation.

"And I do not want to feel that my generation is cheating them. Remember that the 10-12-15-year-old boy is pretty cute. He knows whether or not he is being given a square deal. And if he is being denied a place where he can give expression to his physical inclinations along athletic lines, his conclusion is that he is being cheated. I ask you, is that a good foundation to build the citizenship of the next generation?

"I do not ask you to tear down your downtown business blocks, to take the property and make playgrounds. But I ask you to resolve that now, from this time on, we will have places around the town for this purpose. You can get today for dollars what in ten years from now will cost thousands. And if it isn't done today you will have to face the problem ten years from now. It has to be done."

Education for Leisure Grows More Impor-

tant.—Owen J. Roberts was reported by the *Philadelphia Ledger* to have stressed the importance of education for leisure in an address before the Pennsylvania Bankers' Association.

"Most of us in our leisure time are riding about in automobiles without any definite objective and without any definite thought except that we are riding about and this in spite of the fact that there have never been greater opportunities for culture than are afforded today through the newspapers, magazines and books.

"It is a grave question whether the people at large are not choosing to be entertained rather than to take advantage of the enormous opportunities for knowledge and culture which are open.

"One of the most advantageous things that could happen to our country would be that our people should learn to make better and more valuable use of their leisure time. More and more this is likely to be the tendency for the next generation."

Ambitions.—One of the leading papers of Knoxville, Tenn., publishes, once a week, a section called "The Ballyhoo." This is written and edited by the children of the Recreation Department. A recent edition tells of the fine work being done with classes in swimming. "I am a minnow now. Some day I am going to be a whale and maybe some time a royal shark." This statement came from a girl of about 11 and it simply meant that she was one of the 11,500 children of Knoxville who are trying to master the



BUILDING A SNOW MAN

The children used cotton to build a snow man for the annual pageant, Oakland, Cal.

various feats of swimming and attain the honored though somewhat fishy classification of Minnow, Whale and Royal Shark.

Praise from the Press.—The following is a recent editorial from the *News*, Lakewood, Ohio:

One afternoon this week we took a tour of the Lakewood playgrounds—there are six of them altogether.

We found a host of tanned and energetic Lakewood youngsters sporting about in grand fashion—they were splashing in pools, playing baseball, listening to stories, having “pet” shows, running races, and planning “stunt” nights for their parents.

Every one of the playgrounds was supervised by a young lady and a young man around whom the children flocked like flies to a molasses barrel.

We are glad to see the children happy—and glad to see them so thoroughly cared for. There is no need for “mother” or “dad” to worry about what to do with young “Willie” during the long summer months when school is out. Send him to a playground and he will be happy as a dog with a soup bone.

The playgrounds are busy, well-organized, and happy. They are the kind of activities that don't need publicity. They thrive because of their very nature.

New York to Have New Playgrounds.—On the recommendation of Mayor Walker and Budget Director Charles H. Kohler, \$1,000,000 will be set aside in the 1929 city budget to acquire new playground and recreation sites in New York City.

In Union County, New Jersey.—The report of the Union County Park Commission for 1926-1927-1928 tells of the many recreation activities conducted by the Commission under the leadership of Fay S. Mathewson, who has served as Superintendent of Recreation since February, 1927. Among the new recreation features which have been provided are golf, cricket, bowling-on-the-green, trap shooting, horseback riding, tennis, county baseball, soccer and ice hockey leagues, field hockey, band concerts, boating, bathing, camping, nature study and horseshoe pitching. There were 322 picnics held in the parks during the summer of 1927, attended by 13,477 people. This number does not include the smaller group picnics, for which reservations were unnecessary. The Commission has provided 100 masonry fireplaces for the enjoyment of the picnickers. There

are also three skating shelters for winter sport use.

A Good Playground Season in Washington, Pa.—Washington, Pennsylvania, reports a most successful playground season “from start to finish.” The program included classes in soap carving, embroidery and “Raggedy Anns” on all the playgrounds, sand box projects, storytelling hours and Indian and Cowboy Days. Lawn fetes were held with music contributed by the American Legion Fife and Drum Corps and side shows produced by the children. These not only interested the public, but added to the treasury.

Two days were set aside for swimming parties at Washington Beach. The use of the pool, services of the life guards, rental of suits, and street car transportation were all free. On the first morning three hundred children enjoyed the swimming; on the second over four hundred.

On one ground a circulating library was conducted with books loaned by the Citizens' Free Library. On another playground a self-governing plan was successfully tried out. A mayor, eight councilmen and four aides, each with a ribbon badge signifying his office, exerted a very wholesome influence on the playground.

Taunton Completes New Swimming Pool.—The latest addition to the recreation facilities of Taunton, Massachusetts, is an outdoor swimming pool, 175 feet long and 60 feet wide, divided into two parts. One section, 75 feet long, will be used as a wading pool for the children, while the other will be a swimming pool 100 feet in length, deep enough at one end for diving. A building formerly used as a meeting room on Taunton Green will be moved to the playground and be used as a dressing room. The interior of the building will be partitioned off into several compartments for use by men and women, and to provide room for the checking of clothing containers.

Portable Playgrounds for Chelsea.—The Park Department of Chelsea, Massachusetts, unable, because of lack of funds, to add another greatly needed playground to the five which it maintains, conceived the idea of purchasing portable equipment for use on side streets. This new equipment consisted of a portable swing frame with five swings, slides, seesaws and wooden platforms for dancing. At night the equipment was removed from the street and stored by the Park Department.

A New Playground in Jacksonville.—On January 23rd, the Playground Recreation Board of Jacksonville, Florida, acquired a playground site. On October 1st, the formal opening of the playground, known as Norwood Play Park, was held with appropriate ceremonies in which the Junior band had an important part. The park is built on a site 120 feet wide and 250 feet long, formerly a bog mire. Tons of dirt were brought in to fill in the ground and transform it into an ideal playground covered with a carpet of grass. A six foot ornamental fence surrounds the park and a five foot strip on the outside will be planted with shrubbery and flowers. Three large 2,000 watt lights illumine the grounds for night use. A play court 50 feet wide and 90 feet long, with a concrete base, has been constructed at the north end of the park. This court can be used for tennis, volley ball, basketball, skating and other activities. The park is open daily from three to nine during the school year and for two hours in the evening during the summer months.

Joseph C. Byrnes, executive secretary of the board, was responsible for the designing and planning of the center, the construction of which cost \$4,000.

Austin's Bond Issue.—After a carefully organized educational campaign, Austin, Texas, has voted favorably on a bond issue for parks and playgrounds which will insure the expenditure of \$700,000 for recreation. This amount will in all probability be expended over a five-year period.

Novel Service of Little Rock Playground Association.—Many parents took advantage of the service offered by the Playground Association of Little Rock, Arkansas, in maintaining a Free State Fair Nursery and Play Center at the State Fair. Two buildings were at the disposal of the Association. These buildings, with commodious grounds enclosed by a ten-foot wire fence, were newly painted in white inside and out and attractively banked with shrubs and growing vines. Rocking chairs, cots, cribs and everything needed for mothers and children were provided. Children played both within and without the buildings. Sand boxes, pails and shovels, slides, swings and play material of all kinds were furnished. Two volunteer trained nurses as well as play leaders were on duty during the six days of the fair.



Jacksonville Florida

THIS PHOTOGRAPH SHOWS THE CONDITION OF NORWOOD PARK BEFORE THE PLAYGROUND AND RECREATION BOARD COMMENCED THE CONSTRUCTION OF A NEW PLAY PARK AFTER ACQUIRING THE PROPERTY ON JANUARY 23, 1928, WHEN IT WAS TURNED OVER TO THE BOARD BY THE CITY COMMISSION.



NORWOOD PLAY PARK, JACKSONVILLE, FLORIDA

Parents bringing children to the Play Center were required to register and were given one end of a numbered identification tag, the other being attached to the child.

Institute for Boy and Girl Leadership.—The Charlotte, North Carolina, Park and Recreation Commission, of which W. J. Cartier is executive, last summer held an institute for boy and girl leaders on the playgrounds. Courses consisting of instruction in games and game leadership were given a carefully selected group of boys and girls representing all the playgrounds for white children in Charlotte. The group met every morning for one week at the largest park in the city, and members of the staff of the commission gave the instruction. The boys were the Junior Police of the city while the girls were known as volunteer leaders. The girls learned leadership in singing and rhythmic games and similar activities; the boys were taught activities especially adapted to boys' use. The last day of the institute was devoted to a picnic at one of the lakes. Real leadership possibilities have been developed among the boys and girls who are used by the regular leaders on the playgrounds to take charge of game activities and help keep them going while the play leaders are busy with other groups. The most promising of the young leaders give what would approximate three afternoons of a week to leadership.

"Phun Nites" in Charlotte.—Each playground in Charlotte, North Carolina, holds what is known as "phun nite" once a month, when the parents of the children are invited to come to the playground to have a good time. The grounds are open to guests from 4:30 or 5 o'clock through the evening, and the program consists of group games, folk dances, recitations, little plays, boxing matches and other activities put on by the children for the entertainment of the audience.

The Greenwood Memorial Pool.—The Memorial pool at Gardener, Massachusetts, given the city by Levi Greenwood, is one of the most beautiful in the state. The city has accepted the gift and is operating the pool and bath house, also the gift of Mr. Greenwood, at a cost of \$9,500 a year.

Safety on the Playground.—Each of the Memphis playgrounds last summer had safety councils composed of boys and girls. From this council a safety patrol was appointed to serve for one week at a time, the patrol to be responsible for placing safety signs on the streets each morning and removing them each evening when the playgrounds were closed. In case of violation of any of the safety rules by any individual on the playground, the offender was brought before the safety council for trial. The punishment usually consisted of an assignment of a duty to

be performed or the denial to the child of participation in some activity for a certain period.

Wading Pool Carnival.—A wading pool carnival for little children up to nine years of age was organized by the Park Department of Memphis last summer on each of the playgrounds. This was followed by a city-wide carnival at one of the pools on a large central playground. About six hundred children took part. The pool was decorated with lanterns and the children were in costume.

A Valentine Suggestion.—The children of the Memphis playgrounds make valentines for children's wards in hospitals and for institutions and shut-ins in the neighborhood of the playgrounds.

For the Colored People of Frederick.—A twelve thousand dollar playground site for colored people was the gift to Frederick, Maryland, of a local banker. The playground was opened



HOW DOUGLAS FAIRBANKS KEEPS FIT



HOW DOUGLAS FAIRBANKS KEEPS FIT

last summer under the leadership of a colored supervisor.

Douglas Fairbanks Takes a Hand.—Last year Douglas Fairbanks, who is greatly interested in athletics for boys, visited many of the Los Angeles playgrounds and demonstrated chinning and other activities to the great delight of the playground boys.

A Santa Claus Toy Shop.—The catalogue of the Francis W. Parker School of Chicago tells of the school Santa Claus toy shop in which, each December, hundreds of old toys are repaired and new ones manufactured to be sent to children who otherwise would lack Christmas gifts.

For two weeks following the Thanksgiving recess all art, gymnasium and handwork periods are omitted from the regular program. The pupils use these periods, as well as any study periods which they may be able to spare, to work in the Toy Shop. The Toy Shop is organized on a fac-

tory basis, with a force of foremen, inspectors, timekeepers, and workers in various departments such as painting, wood work, metal work, dress-making, doll repair, book and game repair, box making. Pupils are allowed to choose the department in which they wish to work. All children above the third grade work in departments; those below the third grade in their class rooms. This emphasizes the value of cooperation on a large scale and teaches the subdivision of labor as practiced in the industrial world outside. Such organization results in a large output, between three and four thousand needy children being supplied with toys each year. To carry out the spirit of a factory, the amount of time each pupil works is recorded on a time card, and at the end of the time a check is drawn on Father Time's Bank, payment being made in Happy Days based on the number of hours of work accomplished.

A Winter Scooter.—When the ground is covered with snow the boys who have made scooters can still use them by putting wooden runners on in place of the wheels. They must be cut so that they will fit into the frame easily. The runners

should be cut from boards one inch thick and about six inches wide. They may be from ten to sixteen inches, depending on the amount of room there is in each end of the scooter frame. To insure easy coasting the runners may be faced with strips of tin or thin strap iron, reaming out the holes for the screws so the heads will lie flush with the metal and not stick out. A special toe grip will be needed for the foot which does the propelling. This can be made from a short skate strap to which have been attached three pop bottle caps, the ragged edges on the lower side.

Allentown Celebrates Fifteenth Romper Day Fete.—"America," a pageant having to do with the founding and developing of the new country, was the theme of the annual Romper Day program at Allentown, in which 10,000 children took part. The children were guests of General and Mrs. Harry Trexel, long interested in the playground movement in their city. The first episode showing America before the white men came into it was presented by the boys of twenty-two play centers, who danced Indian dances. The second episode pictured the Landing



ROMPER DAY, ALLENTOWN, PA.—FOUR OF THE TWENTY-TWO GROUPS IN MAYPOLE DANCE

of Columbus. In the third episode Columbia was seen seated on the throne with her attendants about her. The arrival of the settlers in America was the theme of the fourth episode. Girls in typical foreign costumes, which they, themselves, had made, formed colorful pictures as they danced the folk dances of each European country. Boys from all playgrounds took part in the last episode, which showed young America at play.

A Golf Pitching Contest in Elmira.—The following rules governed the golf pitching contest recently held in Elmira, New York, under the auspices of Community Service.

(1) Green is marked in five circles of 5, 15, 25 and 35-foot radii. The points shall be scored as follows: First circle—five foot, five points; second, three; third, two; fourth, one.

(2) Four shots shall be made from 50, 75, 100, 150 and 200 feet.

(3) Ball is judged on where it hits green and not on where it rolls. (A ball outside of 35 foot circle is dead but one on line scores.)

(4) Shots must be made successively from each distance. Teeing ball is permissible.

Municipal Night Clubs.—The young people of today will dance, so why not let them do it under the best possible conditions? So says the Recreation Department of Miami, Fla. They have many night or supper clubs. One beautiful outdoor patio costing about \$20,000 was built for this purpose.

The Recreation Department has the close cooperation of the Women's Club in chaperoning these dances and the facilities provided are equal to those of the leading private clubs of the city.

Kiwanis Night on the Playgrounds.—Once a week, members of the Kiwanis Club and their wives met for three hours of games, sports and quiet recreation on one of the playgrounds of Hackettstown, N. J. Baseball, basketball, paddle tennis, weiner roasts and song fests were featured, and stern, dignified lawyers, doctors and business men shouted as lustily as did their sons on the adjoining grounds.

Puppet Shows.—More than 1,000 children took part in the annual play day of Spokane, Washington. The play day activities were similar to those usually presented—racing, singing and stunts, but the outstanding feature of the day was a group of eight puppet shows,—fairly

tales, folk lore and health plays, all of which were put on by the children.

Evanston, Illinois, Takes Up New Sport.—The latest sport in vogue among Evanston children is *Jai-Alai*, a Spanish ball game. The game is a fast one and is played on courts similar to those used in hand ball. Several teams have been organized and the interest in this new game is very keen.

Circus Days.—Two hundred gaily dressed and decorated children of the Harmon Playgrounds, under the direction of the ring-master, Clara King, the supervisor of the playgrounds, staged a real circus with a regular parade which was enjoyed by the residents and visitors of Ft. Lauderdale, Florida. The circus, staged in the central park of the city, was attended by a crowd of adults. Clowns, tight rope walkers, ballet and toe dancers, decorated bicyclers, fashion parades, doll and baby shows and other features entertained the spectators. Seven blue ribbons were awarded in the baby show.

When We Were Very Young.—Dayton, Ohio, recently conducted an interesting and exciting field meet for the younger generation—children under seven. The events included a velocipede race and a kiddie-car race for children under four; a "Simon Says Thumbs Up" contest; a sand modeling exhibit and a peanut scramble. Six hundred visitors applauded from the side lines.

Side Lights on a "Pet Show."—"Why take goldfish to a 'pet show' when you can't tie a ribbon on them?" was the question asked by a small boy at the Parkersburg, West Virginia, "pet show." The fish carried the yellow ribbon just the same and the owner proudly told anyone who would listen to him about this.

Another winner was "Blackie," just a pup. "Blackie's" trip to the playground for the pet show was an eye-opener for him and he has been back every day since. He scrambles up the steel steps of the sliding board, close on the heels of his master, who starts to slide down. "Blackie," wagging his tail, poises for a moment on the top, slides on all fours down the board, leaps over his master and reaches the ground first, all ready to start over again.

Many other pets were entered—a Shetland pony, rabbits, doves, black cats with pink bows, pups of all varieties and a little black chicken, a

small snake, a coyote and a monkey. One boy remarked that he wanted to take a cow but she was too wild. He had had the cow for only a couple of days.

After the show was over, a boy arrived breathless, with a well scrubbed collie. When he had seen the pets arriving on the playground, he hurried home to give his dog a bath but was too late to enter him in the contest.

Academic Standing Not Lowered by Athletic Activity.—Participation in athletics does not necessarily lower the academic standing of a college student, according to an extensive investigation conducted by Carl C. Brigham, Professor of Psychology at Princeton University. As a group, the men in the class of 1927 at Princeton who participated in athletics and extra-curricular work stood as high in their studies as those who devoted their whole time to their academic work.

It was found from school records and from tests and examinations that non-athletes stand slightly higher than the athletes on entrance into college. The difference, however, is not significant. With regard to discipline, the athletes in college show a better record than the non-athletes. Furthermore only half as many athletes as non-athletes were dismissed because of studies.

The men who take part in rifle shooting, fencing and on gymnastic teams were found to have a higher record in scholastic work than the others. The average for the football team is lower than most of the other sports. The study also indicated that the men who took part in extra curricular work on the campus as well as in athletics had a higher academic standing than those who merely played on athletic teams.

The conclusion reached by Professor Brigham is that scholastic standing depends directly upon the individual make-up of the student without regard to the kind of outside activity in which he engages.

A Playground Guide.—A staff of over 300 young men and young women, who last summer conducted the sixty-three public school playgrounds in St. Louis, owed its efficiency in no small degree to the "Staff Guide," a pamphlet prepared by Rodowe H. Abeken, Supervisor of Recreation and General Director of the school playgrounds. In this thirty-six page journal all the points treated in a three months' course of playground work given by Mr. Abeken in the

spring are reiterated and in addition many problems confronting a playground staff are discussed. The keeping of discipline, the precepts of play, the supervision of apparatus play and all the various games and inter-playground activities are explained.

St. Louis Boys Make Airplanes.—St. Louis has joined the ranks of cities conducting model airplane contests. In preparation for the contest, John Rappold, of Chicago, conducted several classes daily for an entire week, to which each of the 63 public school playgrounds sent an instructor. The instructors returning to their playgrounds organized classes which have been immensely popular. The Board of Education furnished all the material to children free of charge. A model airplane tournament for duration flying was held at the end of the playground season.

The Serious Business of Childhood.—Mrs. A. Felix duPont writes that her son, who is now in the American Flying Corps at Kelly Field, tells her he learned a lot when a child from the toy planes he made and flew.

In These Air Minded Times.—To encourage children to learn airport requirements and to promote handcraft on the playgrounds, the Recreation Department in cooperation with the Aero Club of Beaumont, Texas, sponsored a model airport contest. The judges were members of the Aero Club. The winner of each playground was entitled to a free ride in a licensed airplane with a licensed transport pilot.

For a Parent's First Book Shelf.—The Child Study Association of America, 509 West 121st Street, has issued a new book list entitled "Suggestions for a Parent's First Book Shelf." This list, which contains twenty-five titles with author, publisher and price, should be very valuable to anyone who is doing serious reading along the lines of child training. A copy of the list may be secured for five cents.



BUY CHRISTMAS SEALS

The Second National Playground Miniature Aircraft Tournament

"When it comes to modesty, they're a bunch of young Lindberghs," said a news photographer who was having a hard time assembling before the camera the young contestants in the Second National Playground Aircraft Tournament, held in connection with the Recreation Congress, October 5-6.

RECORDS BROKEN

There were 45 of these boy champions from 20 cities, and the enthusiasm, ingenuity and capacity for painstaking work which the group represented led recreation leaders to predict that the building of model planes in public recreation centers throughout the country, aside from its value as creative play, will have a tremendous influence on America's air future. World records were broken and new and more advanced types of model air planes were launched. The planes greatly surpassed in craftsmanship and ingenuity those flown at the first tournament, fostered last year by the P. R. A. A. at Memphis, showing that boys the country over have been giving time to scientific research in model construction.

Six world records were broken, according to Paul Edward Garber, assistant curator of Engineering in charge of Aeronautics, Smithsonian Institution, who was technical advisor for the meet. Two of these, the indoor rising off water and the outdoor hand-launched, duration records, were bettered in the eliminations contest prior to the finals. Broken at the finals were the indoor weight carrying records of the following duration records—outdoor rising off water; outdoor scale model, rising off ground, and indoor gliders, hand-launched.

The most spectacular flight of the meet was achieved by the modern hydroplane propelled by a rubber motor built by Tudor Morris, 16 years of age, of Peru, Indiana, which stayed in the air for 12 minutes and 30 seconds. After taking off from the water in a tank constructed at the Bader Field airport, the tiny plane rose several hundred feet, flying out over the ocean three quarters of a mile from shore.

The new events for models with power other than rubber, brought forth a number of unique

models. The contestants from Knoxville, Tennessee, employed sky rockets to propel their planes, the idea coming from a recent experiment in Germany on real planes. One plane used the motive power of metal tanks equipped with pistons. The compressed air escaping drove the piston which in turn drove the propellers through crank rods and crank shafts much as in a real airplane engine. Other sources of power used were springs, either coiled as in a clock or bent as in automobile leaf springs, and balloons which by releasing air in one direction blew the plane in the other.

Gliding about the auditorium on the steel pier with almost uncanny reality, the tiny craft in the indoor events on the evening of October 5th kept spectators craning their necks to view the ceiling. The best duration flight made was three minutes 12 $\frac{3}{5}$ seconds. All 1927 records of the indoor events were broken. Had the hall been larger, the records would have greatly improved as several planes used their energy against the ceiling rather than in exhibiting their duration possibilities.

THE WINNERS

The all-around champions for the senior and junior classes are as follows:

SENIOR CHAMPIONS

- First place—Herbert Dorsey, Washington, D. C., 21 points.
- Second place—Ernest Marcouller, Evanston, Illinois, 18 points.
- Third place—Lloyd Fish, Washington, D. C., 15 points.

JUNIOR CHAMPIONS

- First place—Edwin O'Donovan, Topeka, Kansas, 25 points.
- Second place—Robert Atwater, Elmira, New York, 21 points.
- Third place—George Bell, Washington, D. C., 19 points.

The following are the cities represented and the points won by each:

- Washington, D. C., 79 points.
- Topeka, Kansas, 34 points.

Knoxville, Tenn., 32 points.
 Evanston, Ill., 29 points.
 Chicago, Illinois, 26 points.
 Elmira, N. Y., 24 points.
 Boston, Mass., 23 points.
 Peru, Indiana, 23 points.
 Baltimore, Md., 9 points.
 Pittsburgh, Pa., 7 points.
 Montclair, New Jersey, 6 points.
 Oak Park, Ill., 5 points.
 Buffalo, N. Y., 4 points.
 Newport News, Va.
 Providence, R. I.
 Reading, Pa.
 San Diego, Cal.

VALUES IN AIRCRAFT PROJECTS

Some of the possibilities involved in model aircraft give opportunity in an unusual degree for the exercise of ingenuity, skill and workmanship. In solving the problem of model aircraft the boy gains a knowledge of scientific principles representing real educational values.

Several cities have reported that the aircraft project has interested a new type of boy in the playground program. Hundreds of boys in different cities have been brought into the community recreation program for the first time through their interest in aircraft.

In many a city the local recreation movement has been helped by the airplane program since no single project, these cities report, has ever centered public attention on the program as has the aircraft work. Much favorable publicity has resulted and new local leadership has been brought into the program.



HUGE SNOWFALL USED IN CHRISTMAS PAGEANT GIVEN BY 1,500 CHILDREN FROM SCHOOLS AND PLAYGROUNDS, OAKLAND, CAL.

The Fifteenth Recreation Congress

The Fifteenth Recreation Congress! Old friends meeting and greeting! Newcomers drawn into fellowship!

The same enthusiastic give and take; the same willingness on the part of each to make his experiences available for the other fellow; the same ration of practical and inspirational material and the same fine spirit of good fellowship which has characterized all of the Recreation Congresses!

New experiences, new adaptations of old ideas, fresh sources of inspiration—the 1928 Congress provided these in good measure.

This year the emphasis on “Things” showed how unimportant mere things really are and of what vital significance are leadership and the appreciation of beauty in the out-of-doors, of the things we own without cost and of “quiet places.” Things must be made the servant and not the master if they are to contribute to life values. The translation of prosperity into happiness constitutes the art of living.

There was something new in the planning of the Congress which was very pleasing to the delegates. Every year has come the complaint, “So many section meetings and I can go to only one.” The plan was tried out of having a special meeting each morning devoted to brief summaries of the section meetings held the day before. These summaries, given concisely and interestingly, made it possible for all to share in every meeting.

The second national miniature airplane tournament—a successful adventure of youth into the air! This year world records were broken and more advanced types of model airplanes were launched by 45 boys from 20 cities who competed. And best of all was the fine spirit of sportsmanship which prevailed. The boys were always ready to cheer another’s success or to offer parts for the planes of rivals who needed them. They watched planes on which they had spent days of work come to untimely crashes and took their ill luck with as good grace as their triumphs.

Whether or not it was the “best Congress ever,” as some of the delegates said, it has left its imprint on the recreation movement, locally and nationally.

The Economic Values of Recreation*

BY WILLIAM S. BUTTERWORTH

President of the Chamber of Commerce of the U. S. A., Washington, D. C.

In discussing the economic value of recreation, I am not unaware that there are other considerations of equal or greater value. This audience, it can be taken for granted, is interested primarily in recreation for its own sake and for its by-products of good health and good citizenship. Yet the economic aspects are to many very important. They may be the decisive ones in influencing governmental and business agencies. Therefore, they deserve to be seriously studied by advocates of community recreation.

A few years ago a chamber of commerce secretary, taking a new position in a western mining town, was disturbed to find constant labor turnover which was costing the mining company a sizeable amount of good hard money. He set out to find the reason. He interviewed man after man who had either given notice that he intended to leave or about whom an intention of so doing was rumored. He quickly discovered that it was not the pay and not the hours with which the employees were dissatisfied.

"Well, what is the matter? Why are you going away?" he asked.

Then from each one he received variations of an answer given by one of the more expressive of the men who vigorously declared: "I'll tell you why: simply because this is a hell of a town to live in."

Pressed for details, the man demanded: "Why, what is there to do after the day's work is over? Nothing but to go to that cheap movie, and we get sick of that. There are no ball grounds, no tennis courts, nothing."

So that was it! It was an eye opener to the secretary. He got busy. He saw the mine bosses, explained the situation, and prepared a plan which they wisely approved. To make a long story short, a baseball field with a running track around it was laid out, a tennis court was provided, a band and dramatic group were organized. Entertainments and social affairs were arranged for. The natural human desires of the men and their families were thus met. The secretary stopped that procession out of town which practically

told others to steer clear of the place. He sold the town to its own people. Incidentally, he saved the company much money. He did a wisely human, wisely industrial, wisely economic thing.

Industry is generally alive today to the bearing recreational opportunities have on the location of their factories. One of the field secretaries of the Playground and Recreation Association, discussing this matter with a chamber of commerce secretary in a large Pennsylvania town last May, was told that during the past two years or more, five out of every six industries with which he had corresponded had included among the questions asked, "What park and public recreation facilities have you?" Recently the head of a large manufacturing concern in Chicago was considering moving his plant to a certain Indiana city. One of his leading questions to the chamber of commerce was, "Outside of your beach and park, what recreation facilities are there for my employees who will number 900, of whom 250 play golf?" This, as my informant pointed out, "was not so good for the city in question."

I should like to write a true tale of two cities—about two American towns both bidding for prosperity in terms of new industries and greater population. The cities are in neighboring states. The citizens of one had every reason to believe that a big eastern manufacturer who had been considering several midwestern towns as sites for a new plant was about to select their community. But one day out of the blue came a bolt of disappointment. The city had been eliminated. Local business men got together and picked out the president of one of the largest public utilities in the country to find out why.

The answer was quite to the point—a careful investigation by the company's representative had disclosed the fact that the town offered less to its citizenship, young and old, in the way of public recreation than any of the other towns under consideration. The manufacturer's representative had reported that there were no public parks, no municipal bathing facilities, no organized summer and winter recreational activities for the people. It was felt that such a condition would

Address delivered at Fifteenth Recreation Congress, Atlantic City, N. J., October 1-6, 1928.

make for discontent and carry too great an element of risk in procuring and holding labor. This severe jolt to the pride and pocket book of the community aroused local readers to an appreciation of the value of community recreation, and a movement was at once put on foot to secure a bond issue of \$100,000 for municipal recreation facilities at the next election.

Mercifully, I withhold the name of this town. But the one on the other side of the ledger I can boldly disclose. Four years ago the great McCall Publishing Company moved its plant from New York to Dayton, Ohio. At a reception given the principal officers of the company by the townspeople, the president of McCall's was asked this question: "Now just why did you select this city?"

"In answering the question as to why we selected Dayton," replied H. B. Warner, the president, "I can only say that it was the liveableness of your city that decided the issue. We found others with plenty of labor, others with adequate shipping facilities, others in which manufacturing conditions were equal with those of Dayton, but nowhere did we find a place where the qualities of living were as highly developed as they were here. Keep Dayton a good place to live in and your future is assured."

And he added: "It is my opinion that the next decade will see a decentralization of industry. There has been a great grouping together of industries in certain centers and a reaction is coming. Dollars alone are not enough now. Employees deserve and want a more fruitful and cheerful life."

You who are familiar with Dayton know that a part of its "fruitful and cheerful life" is an excellent municipal recreation program. It has two municipal golf courses, fifty-two tennis courts, twenty-seven baseball fields, fourteen athletic fields, nineteen playgrounds, thirteen indoor recreation centers, a bathing beach and a swimming pool. Baseball, volley ball, playground, soccer, horseshoes, basketball and other league sports are very popular. In addition, band concerts, pageants and other dramatics, holiday celebrations, motion pictures, gardening, art activities, handcrafts, athletics for industrial groups, winter sports, hiking clubs, archery and water sports bring entertainment and fun to thousands.

PROPERTY VALUES INCREASE

Not only does recreation bring economic bene-

fit to industry but it increases land values. It has long been recognized that parks enhance the desirability of nearby lands, thus yielding more taxes to the municipality and boosting the sales value of the property to the owner. This is true because people are willing to pay for sunlight, beauty of surroundings, the opportunity to enjoy wholesome exercise, a sense of space, and contact with things of nature. In the Park Manual recently published by the Playground and Recreation Association, edited by L. H. Weir, several instances of the increase of property values near park lands are cited:

"In 1916 the Board of Park Commissioners in Essex County, N. J., engaged the services of an expert to make a report as to the actual value in dollars and cents of the County Park System. The report was made on four of the Newark parks. The following extract is taken from a summary published in the *Newark Sunday Call*:

"The property immediately adjoining the four parks named was assessed in 1905 for \$4,143,850 and in 1916 for \$29,266,000, an increase of \$25,122,150 or 606.3 per cent. At the same time property in the same taxing district and perhaps not wholly outside of what may be called the *park influence*, was assessed in 1905 at \$36,606,907 and in 1916 at \$111,531,725, a gain of \$74,924,818 or 204.6 per cent. In plainer words, while the property adjoining the parks has increased more than six times in value, property in the remainder of the same taxing district has about doubled in value.

"If the increase in valuations adjoining these parks has been the same as in other property in the same taxing districts, and no more, it would have been \$8,453,454, leaving an increase as a result of the parks of \$16,668,700. The fortunate owners of this property have been enriched by this large sum beyond what they would have been had the parks not been established.

"But this is not all. The cost of these four parks was \$4,241,540. The increase is enough to pay for them four times. The cost of all the parks in the county was \$6,929,625.47—say \$7,000,000. The increase of property adjoining these four parks alone, beyond what it would have been if the parks had not been constructed, is sufficient to pay for all the parks in the county 2.4 times, and the increase from the other parks in the county, while not so great in proportion, is undoubtedly much more than their cost. The increased revenue to the county is already suffi-

cient to pay the interest and sinking fund charges on the bonds issued for park construction, and almost the entire cost of the annual maintenance."

The city of Montreal is reported by the City Parks Association of Philadelphia to have acquired 164,504 square feet of land, that is about $3\frac{4}{5}$ acres, at a cost of \$82,252. In the center it laid out a small park and bounded it by streets. The area taken up by the park and the surrounding streets was 82,466 square feet, or $1\frac{9}{10}$ acres. The City then sold the balance of 82,038 square feet for \$99,032, reaping a net profit of \$16,780.

Recently the directors of the Regional Plan of New York and Its Environs published the results of their study of the effect of park systems and playgrounds on the values of adjacent property.

"While it is usually admitted that parks increase values," they say, "there is a prevalent idea that playgrounds decrease values. An investigation made by the staff of the Regional Plan of New York and Its Environs with regard to the values of land adjacent to seven playgrounds in Manhattan and two in Brooklyn showed that playgrounds do not 'cause any retardation in the natural rise of land value, and in some instances may be responsible for a considerable increase in value.'

"It is evident that a playground's effect upon surrounding land values is dependent upon the use made of that land, the smaller rate of increase in value of real estate around certain playgrounds being plainly in part due to the fact that these were located in business and industrial neighborhoods.

"An outstanding example of the effect of a playground in a wholly residential district is found in the Brownsville section of Brooklyn. Here values in fifteen years have risen 175 per cent on land directly bordering the Betsey Head playground, while values on streets one to three blocks away have increased only 118 per cent. There is little business on these blocks. The whole neighborhood is of a residential character. This playground is also of sufficient size to have more effect on the land values than some of the other playgrounds studied, which are less than an acre in size. Although the figures did not prove it, it is highly probable that a small playground, located in a mixed business and residential neighborhood, has very little effect one way or another on the surrounding properties. On the other hand, a ten-acre playground, such as

Betsey Head, gives light and air and a park-like quality to the space which is more beneficial to the neighborhood. This playground is zoned for residence on two sides and on two sides for business."

Perhaps there is no better proof of the increase in land values than the new movement among real estate subdividers. Encouraged by the pioneering experience of H. C. Nichols of Kansas City and the late William E. Harmon of New York, hundreds of realtors are now setting aside parks, playgrounds, golf courses, and other recreational areas for the permanent use of the purchaser of lots. They have found that they can divide the cost of the space set aside and add it to the asking price of the lots. The added value of the lots returns their money to them and, at the same time, provides a fine sales argument for their property. From many testimonials of leading realtors to the soundness of this policy, I have time to cite but two. A statement of the Mason McDuffie Company of San Francisco is as follows:

"It may be of interest to you to know that in laying out St. Francis Wood, a residential subdivision developed by us in San Francisco, we reserved between eight and ten per cent of its area of one hundred twenty-five acres for community parks and playgrounds. We are confident that the value of the land devoted to these purposes was fully recovered through the creation of higher values in the home sites of St. Francis Wood."

H. W. Brennan, a large developer at Memphis, wrote:

"I purchased a tract of 256 acres eight miles from the business center of Memphis in direct line of the best class of improvements. I presented approximately 114 acres to the Memphis Park Commission without conditions except that the land was to be used for recreational or other athletic purposes.

"From a real estate standpoint, the proposition before me was: Could I donate over 40% of the original tract to the city and then subdivide and market the remaining portion at prices to yield a net profit on the enterprise? I found that this could be done and that it was good business to have given the city the park area as the resulting enhancement in value of the remaining portion has been sufficient to adequately compensate me.

"May I suggest, if it has not already occurred to you, that playground and recreational grounds could be obtained without cost by any city, where

the land owner and the public officials put their heads together to work out an acceptable plan of improvement and basis of cooperation?"

Saving in Reduced Delinquency

This thesis may be carried still further. If it is true that the organized recreation program helps to reduce juvenile delinquency and if adult criminals generally begin their careers as juvenile delinquents—and both these propositions are true—it is obvious that a great saving is made to the community every time a delinquent is reclaimed to wholesome behavior, and every time that the installation of a playground wipes out a bad street corner gang or a rendezvous of mischief. Various estimates on the average cost of maintaining a boy or girl in a reform school place the figure at from \$400 to \$600 per year. It does not require an adding machine to demonstrate how big a bill a crowded reformatory presents annually to the state or county.

Numerous communities have benefitted financially on Hallowe'en and Fourth of July by having live, well organized recreation departments. Community celebrations organized by these departments on such days have safeguarded the lives and property of the citizens. Ways have been found of giving youngsters thrills that do not involve hoodlumism and mischief.

"Health is Wealth"

One might go still further on this theme and, drawing upon the testimony of the medical profession, point out the great economic saving to the individual and community in the prevention of disease and the preservation of bodily vigor and stamina that results from systematic and wholesome recreation. Think of the working time lost by people who, for want of stimulating outdoor play, have lost steadiness of nerves and muscular tone. And that loss has been a loss to industry as well.

When these various economic advantages of recreation to the municipality, the tax payer and the property owner, industry, and all of us as individuals are fully recognized, our citizens will no longer delay in bringing their programs to the highest standards of efficiency.

And the hundreds of communities which have not yet established organized recreation on a permanent basis will do so for, as Harland Bartholomew, city planner, has said:

"Parks and playgrounds are fully as essential to the upbuilding of a city as paved streets, lights, transportation lines and public water supplies.

Every progressive community today recognizes this fact and arranges its budget so that these serviceable features may be regularly enlarged and improved as the population of the city increases. A community center crowded with young people enjoying wholesome recreation and social contacts under municipal auspices is a guarantee of better citizenship and something to be proud of. A commodious playground, teeming with youngsters every day of the year, is evidence of a city's greatness quite as impressive as smoking factory chimneys."

Credential in Playground Leadership

The following regulations govern the granting of State Teachers' Credentials and County Certificates in California:

A credential valid for directing activities on a school playground which is open to the public outside of school hours may be granted to an applicant who presents:

I. A certificate from a physician licensed to practice medicine and surgery certifying that the applicant is physically and mentally fit to direct activities on a school playground

II. A recommendation from the school superintendent or employing principal in the city or district in which the playground is situated that the credential be granted for a specific position

III. Two years of college training, or its equivalent, beyond graduation from a four-year high school

IV. A minimum of four semester hours chosen from the following:

1. Principles of Community Recreation
2. Technique of Teaching Games of Low Organization
3. Community Dramatics
4. Community Music
5. Handcraft
6. Storytelling

Authorization for Service.

This credential authorizes the holder to direct activities on a school playground, and is not valid for teaching any part of the physical education program connected with the public schools.

Term

This credential will be granted for a period not longer than one year, and may not be renewed.

Recreation for the Captain of Industry*

By

A. EDWARD NEWTON

Philadelphia, Pennsylvania

We have scriptural authority for the statement that man shall not live by bread alone: something else is required, something of the spirit; and, to descend to an altitude in which, perhaps, we breathe more freely, let us consider the old proverb, "All work and no play makes Jack a dull boy."

It seems a remarkable thing that a lot of people like ourselves should assemble to discuss the necessity for and the benefits to be derived from recreation: only in this country would such a meeting be possible or necessary; but the fact is that work has become second nature to most of us. When our ancestors—those of us who have ancestors—originally came over here, they were, all of them, prepared to work hard and to pray. They worked with an axe in one hand, and a gun in the other and a Bible in the other. We have no longer any need for a gun, except those of us who are concerned with the manufacture and distribution of bad liquor. We no longer have the confidence we should have in what our ancestors called the Word of God; but we still retain the habit of work. I ask myself and you, why it is that men who have more money than they can wisely spend continue to work as though—in the words of the old joke about the chorus girl—not one of them knows where their next limousine car is coming from.

These men belong to the class which a few years ago we called "Captains of Industry." Actually, the corporals and the second lieutenants are just as good, and when the captains drop dead of heart disease—which the doctors have agreed to call indigestion—their places are immediately taken by younger men who do their job better.

Some years ago, I was going to New York from Jersey City on a ferry-boat (it was before the days of the tube); my boat, the ferry-boat, was almost run down by a fast and beautiful yacht which was making its way down the river to the sea. I knew the yacht, and it so happened that I had that day some business with its owner. But

I knew, too, that in his absence business went on as usual, so I at once went into one of those magnificent offices in lower New York, and was somewhat surprised to see the owner of the yacht in his shirt sleeves, the sweat rolling down his face (it was a hot August day), working for dear life. "Hello," I said, "what the devil are you doing here?" Then I told him how his yacht had nearly done for my ferry-boat, and remarked further, "I was perfectly certain from the speed your boat was going and the fact that you pretty near smashed us that you were at the wheel." "I ought to have been," my friend replied, "I have a big party on board, but just as I was leaving some important business matters came up and she had to sail without me."

"Why have you not your business better organized?" I said.

"I had it organized yesterday, but that's the trouble with business today, it won't stay organized."

I was a small stockholder in that man's company, and I told him I was glad to observe his industry, and went on. A few years later that man dropped dead on the golf field—indigestion again. The stock of his company went off a few points on the sad news, rallied when his successor was appointed, a younger and a better man,—I knew it would and bought on the decline and it has since doubled and tripled in value. If that man could return from Elysian fields, he would be surprised and chagrined to learn that at his death no one missed him; not his wife: he was never home; not his children: they never saw him; not his business associates, who found him arrogant and overbearing.

One more story in the same key. I once called at the office of a big corporation to get some information about business conditions abroad. I talked with an assistant treasurer, who gave me just the information I wanted, and then as I was leaving he said, "I wish you would go into the President's office, he is very old and takes offense easily. If he hears you have been here and not

*Address given at Recreation Congress, Atlantic City, October 1-6, 1928.

asked for him, he won't like it." So I went in, and met an old man well up in the eighties; I inquired about his health, which he said was not good. I asked him why he did not relax, put the burden on younger shoulders. He said, "Ah, if I could, but this business needs this guiding hand," holding out an almost palsied hand: I shook it and wished him well. "What did he say?" said the bright assistant treasurer when I got outside. "He told me about the business needing his guiding hand," at which the younger man laughed and said that if the old fool had any idea how little he knows about what is going on, he'd die. Can you not, in imagination, read the obituary which that assistant treasurer prepared with glee and gave to the papers when that doddering old idiot passed away?—"How wise he was in council: how far-seeing: how alert and interested to the day of his death: how no detail was too small, no deal too great to engage his attention: how he was the first at the office in the morning and the last to leave." Do you remember the story of Russell Sage? But enough of this. In fine: we work because we have never taught ourselves how to play, and some of us who have been honored with invitations to address you, have been thought to know.

If I were to attempt to tell you how many things I do not know, which I ought to know and should like to know, no other speaker would have a chance. But we do not breed well-rounded men in this country. The one thing for which I admired Roosevelt was his many sidedness. He was a reader and a writer, but he was very much more. He knew trees and birds and game, big and little. He was, I believe, no fisherman, for a fisherman must be quiet; and I fancy he was no yachtsman, for to stand at a wheel and occasionally give a tug at a rope was not sufficiently violent exercise for him. He preferred to tug at a man, especially at a man with soft hands and a hard face; was he not the master phrasemaker? But he led as well as preached the strenuous life. Many things interested him enormously. Sometime when you have a leisure moment, take up a copy of the English "Who's Who" and casually turn its pages, and you may come across some interesting references to the recreations of England's great men.

Rev. Dr. Alphonsus Montague says: Talking to intelligent dogs—that is to say, all dogs.

George Bernard Shaw says: everything except sport.

John Buchan says: fishing, deer-stalking, mountain climbing—and I know that he writes his ex-

cellent mystery stories in bed because he told me so.

Augustine Birrell admits that his recreation is book-hunting.

Thomas Brassey, who owned the yacht "Sunbeam," in which he travelled 350,000 knots, was one hundred and one things besides a yachtsman.

Sir Harry Johnson: who wrote *The Gay Dombeys* and died recently: his exploits fill half a page; he was an authority on economics and Africa, all parts of it, especially those most people have never heard of; and his recreation was music, if you please, and novel-writing.

Have you any idea of the variety of accomplishments of the late Viscount Bryce? No six—perhaps no sixty men in this country could rival him in the length and breadth and thickness of his interests.

This is, unless I am mistaken, the type of men we should strive to be. If they represent a civilization that is past or passing, so much the worse for the civilization that takes its place.

And now, I am going to confess that in addition to being a business man, interested in the manufacture and sale of several things in considerable quantities, I am a book-collector and a reader. If I had my life to live over again—ah! that I could!—I should avoid some of the mistakes I have made, and, no doubt, make others, but I certainly should have a hobby which would take me out of doors—and it should not be golf. I should learn how to sail a boat: by this I do not mean to have a yacht: most people who own yachts have more money than brains, and, having a yacht, find difficulty in getting the right people to join them on a cruise. You will observe I said "the right people" there are always plenty of bores, to whom free bed, food, drink and tobacco make appeal. And I should be a fisherman, which Izaak Walton calls the contemplative man's recreation, and I am at heart a contemplative man. I love to sit and think, and when I get tired of thinking I just sit. One gets into this habit in a library, and my library is especially adapted for sitting. Its walls are lined with books, as the walls of a library should be, for well read books are suggestive things: there is nothing more so.

If no man in the world is as busy as the great American captain of industry—I object to the phrase, it is so hackneyed—no working man and woman have as much leisure as our own working classes today. I hate to refer to my own experience as a boy, but to make my point I must do so.

Before I was fifteen years of age I got a job in a book store, a very respectable, indeed fashionable, store in Philadelphia. It was kept by a wealthy Quaker, and my pay was three dollars a week. The hours were from quarter past eight in the morning until seven in the evening, six days a week. Think of working on a Saturday evening throughout the summer until seven o'clock! For several weeks before Christmas we were expected to work until ten in the evening; we received no extra compensation, but we did get thirty-five cents supper money. Today, all self-respecting shops close all day on Saturday during July and August, and the five day week will soon be the rule rather than the exception. Speed the day when it comes. Henry Ford, who has done more to "make the world safe for democracy" than all the politicians put together—including the inventor of this famous phrase—was not a philanthropist when he invented the five-day week, but a wise and far-seeing business man.

It is always difficult to say just when a great revolution begins, but the fact is we are taking part in the greatest revolution in history. If I were speaking politically, we might take 1776 as a starting point, but a greater revolution began with the discovery of the use of steam, and a still greater with the discovery of the use of electricity for the product of these discoveries is leisure. How shall we use this leisure wisely? Who shall tell us? If I were myself a sportsman, I should say: do the sporting thing yourself, do not be content with seeing it done and paying for the privilege. I should play ball, not merely go to watch a ball-game. I should become a boxer: then I might feel I had a right to go to prize fights. The automobile has made it possible for many of our working people to live five or twenty

miles from their jobs: I recommend work in a garden, and remember the words of Kipling when you look at a beautiful garden:

"Such gardens are not made
By saying, Oh, how beautiful,
And sitting in the shade."

Remember that the greatest of all blessings is a sound mind in a sound body. If God has given you a mind—and doubtless he has—improve it.

From force of circumstances I am a circumscribed man. When I was a boy I had little or no leisure, but somehow or other, gradually, I became a reading man, and I suppose the sporting instinct in me made me a book-hunter. And let me tell you that this sport has its thrills, especially if you have not too much money. Too much money is almost as bad as too little: it takes the joy out of life. I happen to know a number of rich men, none of them are as happy as I am. Some very rich man, I don't know who, recently paid one hundred and fifty thousand dollars for the manuscript of a very famous book, *Alice in Wonderland*, and two or three other Carroll items. He must already have practically everything else to pay so much, and I am perfectly sure its acquisition did not give him half the thrill that was mine when, many years ago, I paid twenty dollars to secure a book that I needed to complete a set.

I get a great joy out of books, buying them and reading them and playing with them, and if you ask me "what books?", I should say, in the words of Dr. Johnson, "Sir, the biographical part of literature is what I love best," and next to biography, I prefer fiction,—which is, indeed a form of biography. Of late years the spirit of uplift has left me—for myself—and I read novels, old ones.

Play Through Color*

BY HELEN M. HOWELL

Associate in Art, University of California, at Los Angeles

The topic: "Play through Color" is so vibrant with meaning to each one of us that it seems almost complete without being talked about. Our minds are all so full of memories of color experiences and color joys, of our present uses of color in our various fields of endeavor and of our color plans for the future, that if it were announced that we were to sit silently for ten minutes thinking about "play through color," we should all have such a good time that we should be sorry when the ten minutes were over.

But since it seems to be in order to talk about it, there are two facts of which we are all more or less vividly aware. The first—that we live in a world where color surrounds us on every side, indoors and out. The second—that there is within us something which causes us inevitably to react to these countless color contacts, though we do so in many devious ways.

Long ago the theatre began to play upon this response and, through the use of color in lighting, sets and costumes, to bring about the desired emotional reaction. The commercial world, too, has long since found out of this response, and through the potency of color cleverly used, we are impelled to open a magazine, to enter a shop, to attend a play or to purchase anything from a lollypop to a Persian rug.

Like the other existent forces of the universe, color is here to be harnessed and its ways studied that it may be employed to serve our purposes. We should not leave these active uses of color to others who would have influence over our emotions but should ourselves become intelligent in guiding its power to fit the demands of our own lives. Our endeavors to do so are fraught with rich possibilities.

In the first place, we need an understanding appreciation of color for use in the business of every day living—in selecting our clothes, in furnishing our homes and in our business activities—in ways too many and too well understood to need enumeration.

And in the second place, we require color ap-

preciation for our play—and this is our theme today. We need color for the sake of play in its larger sense—not for a light and superficial pleasure of the moment but for a joy and repose of spirit, for recreation which renews the springs of life within us.

Our natural response to color is indicative not merely of a sensory reaction of a physical mechanism to a physical stimulus, but of a deep capacity of the human soul for responding to beauty—a capacity for aesthetic development. In order to find satisfaction, this capacity requires an opportunity to grow through an opportunity for expression under the wise guidance of teachers and directors who know what they are about from the standpoint of art as well as that of education.

Without such guidance, the boy or girl who is playing through color, if really given freedom to experiment and enjoy himself, may have a wonderful time and gain those benefits which accrue whenever one loses himself in any wholehearted recreative pursuit. But, while, through experimentation and self criticism, he will, perhaps, grow in his color knowledge and ability, there is a danger that he will develop wrong habits and acquire incorrect ideas.

With the guidance of teachers and directors, who are educated not only in the technique of various art activities but in appreciation based upon a real art understanding, the values will be rich and permanent ones. They will go far deeper than the pleasure of the moment and the more or less accidental learning which it may involve. Under such guidance play through color will lead to the development of taste, the building of discriminating judgment which will be of value in all of the countless color choices and color arrangements which our everyday living requires us to make. And, more than this, it will lead to an enriched play, a keener enjoyment of color in the world about us—in homes and shops and studios, in the theatre and in the great outdoors—and that deeper pleasure in color experiences which can come only from a trained and growing appreciation.

*Address given at Western Recreation Conference, Santa Monica, California, April 12-14, 1928.

In our playgrounds and recreation centers the avenues to this enriched play through education in color appreciation are many.

There is play through color in craft activities—in the use of dyes and textiles and paints and papers and many other materials, which offer opportunity for the direct application of color to practical living and to recreative uses of leisure.

There is play through color in dramatic activities with their almost infinite possibilities for socialized, aesthetic enjoyment and study. Color lighting is a fascinating study, from the early uses made by the Chinese of moving colored lanterns to the modern color themes played by the *clavilux* in moving patterns of colored light. There are many possibilities of play with stage lighting in an amateur way—of experimentation with gelatin sheets and reflectors made from tin cans. In costume and stage scenery, from the most elaborate pageants, festivals and other dramatic productions to the simplest story dramatization or puppet play, we may represent a character, create a mood or express a feeling through our uses of color. With these you are constantly having much experience.

But I am saving the remainder of my time to talk about color play through painting, because this is a field through which I am now so fortunate as to be in touch with playground work. At Barnsdall Playground on Saturday mornings, under the stimulating directorship of Miss Margaret Shull, we have organized a painting class composed of boys and girls who have not been chosen for their talent in art but who have chosen the class because they like it. This class is taught by student teachers from the university art department, who consider themselves greatly privileged to have this opportunity.

If I talk to you of children painting on a terraced hillside, under olive trees, with beautifully framed views of distant city, of hills and of mountains, I should have you all longing for terraced hillsides and olive trees and views and that would be unfair. And so instead, I shall talk of boys and girls; their hunger for beauty and their eager response to an opportunity to find and express their joy in beauty through painting—for every playground may find that. They may find too that painting classes are not difficult to establish. Unprinted newspaper and kalsomine paint is surely color in an inexpensive form. An initial expenditure for brushes, water jars and large cardboards, which may be fastened to the wall or to some sort of improvised support, if easels can not be afforded, need not be a large one.

The guiding principle of our endeavors is the wish of Miss Barnsdall that these children may have the opportunity for freedom of expression. Of course, much depends upon one's interpretation of the words—free expression. Expression alone is not education. It may lead in the wrong as well as in the right direction. Our interpretation is the finding and developing, through expression, of an inner feeling for beauty and so our interest centers not upon the expression itself, which is only the means to the end, but upon the feeling for beauty.

And so in our class we never tell the children what to paint and how to paint it. Instead, we stimulate them to want to paint, to have something to express, and, as they endeavor to express it, each in his own way, we help them with a question here and a suggestion there to find greater confidence, greater freedom, greater creative power and, through it all, a constantly deepening understanding of beauty.

Teaching thus comes, as all true teaching should, in response to a definite need on the part of the pupils. When they become dissatisfied with a thick, opaque, "kalsominy" looking sky they are ready to learn to paint a clear thin wash using the colors they desire. When they become eager for improvement they are ready to gather together for a criticism of their work in which teachers and pupils join in social fashion. When they develop an interest in color they are ready to grow in appreciation when shown beautiful color illustrations.

And so we paint people, boats, houses, hills, trees, canyons and deserts and sometimes purely imaginary things, revelling in color, seeing more, enjoying more, feeling more.

Last Saturday morning I spent with the children, experimenting to see just how much interest and pleasure would come in play through color used purely in an abstract way, with no thought given to realistic form. We made it more or less a directed play time, talking together and entering into the spirit of imagining.

The results are of no interest in themselves, as results. The children all have much to learn of color harmony, value relationships, good spacing and this was just a first adventure. But the paintings were of interest in the doing. All of the children, at least half of whom were boys between the ages of nine and twelve, took the keenest delight in painting a background wash of two or more chosen colors, watching the effect of one upon another. We were then most interested to

see that, after talking of music and dancing and imaginary things, every child took genuine pleasure in painting against this background abstract shapes of color.

There are those who imagine that an active healthy boy of twelve years must, if he draws or paints at all, be making engines and airplanes. One of our eldest, a perfect specimen of robust boyhood, painted a succession of rhythmic blue lines across his red purple background. I asked him if he had had a good time. The answer came with enthusiasm, "I'll say!"

A little girl was making rhythmic, dancing lines and shapes which she afterwards finished up to resemble flowers. I said, "Those flowers look as if they heard music." The quick and serious answer was, "They *do* hear music."

In closing may I say that which those who work and play with children know—the soul of a child is full of beauty and all "play through color" is richly worth while which gives that soul a chance to grow.

Women's Sports Club of Fargo, North Dakota

BY ELLA GOTTSCHALCK

College and high school girls have many opportunities to enjoy sports and games, but after they marry, or begin working or go to distant towns to teach they very often lose their interest. Believing that the women of Fargo would enjoy a program of sports if opportunity offered, four of us women in the city organized a club, the purpose of which was to foster interest in sports. It was decided to meet once a week and to have two women act as hostesses to plan the program for the day. We decided to have dues of \$1.00 for we felt that people who have paid dues in organizations are more likely to retain their interest in them.

We invited every one who we thought would be interested in such an organization. There were twenty present at the first meeting. We went tobogganing with about one toboggan, but with many sleds borrowed from the children. From that time on the fun element brought out many more people. We went skiing, borrowing skis from the boys; we had a picnic one day in a grove where the snow was a foot thick; we

skated, hiked, bowled, played basketball, had classes in the gymnasium, and as spring came, played tennis, horseshoes and golf. We swam in the pool at the high school and a major at the North Dakota Agricultural College gave us instruction just as he did new cadets, in the art of target shooting at the indoor range and later on at the outdoor range.

There proved to be so many things to do that we began to meet several times a week. As most of our members are mothers, school teachers or business women who must be at their posts during the day, we have arranged activities they may enjoy nearly every night of the week. The bowling league meets once each week and rifle, basketball and archery practice are each held weekly.

After a while the idea was conceived of working for points, the club to award sweaters with monograms when a team had earned a certain number of points. Membership was taken out in the National Rifle Association, a woman's bowling league was organized and there are now three in the city.

We now have tournaments in the various sports such as swimming, skating, bowling, shooting, skiing, tennis, golf, archery and hiking. Our hiking tournament was worked out in the following manner. All contestants started from the same place at a stated hour and points were awarded according to the number of miles walked, the holder of the largest number of points being declared winner and receiving a cup. The tournament extended over a period of thirty days, and points were awarded as follows:

5 miles a day—5 points (to be continuous walking and to be completed in $1\frac{3}{4}$ hours).

10 miles a day—10 points (to be completed in 4 hours time with recess of 30 minutes allowed only between each 5 miles)

15 miles a day—20 points; 20 miles a day, 25 points; 25 miles a day, 35 points.

It was required that each contestant be accompanied by a club member but not the same person each time. There must, it was stated, be at least three different people. It was necessary for the winner of the trophy to earn at least 150 points.

There are now two clubs of this type in Fargo, one being a section of the Fine Arts Club, a member of the Federation of Women's Clubs. As a civic activity the club plans and manages an ice carnival on New Year's Day at the rink maintained by the city in one of the parks. Only those in costume are allowed on the ice and a torchlight parade is one of the events.

Play Through Sound*

DEMOCRATIZING MUSIC AS A COMMUNITY RECREATIVE ART

BY GLENN M. TINDALL

*Supervisor of Musical Activities, Department of Playground and Recreation,
City of Los Angeles, California*

Theodore Thomas, founder of the present Chicago Symphony Orchestra and one of America's greatest contributors to civic music development once said that a country's popular music is its familiar music. In Italy, where music can truly be considered a part of the lives of all classes, the airs from grand operas are popular music. When I was a student in Chicago I knew an Italian who operated a small restaurant. On several occasions I asked him questions about operatic airs which are not so familiar to the American public. These airs were always familiar to him—he could sing them for me and tell me the part they played in the opera. In my later association with all classes of Italians, from Sicilian goat herders to the cultured classes, I learned that there was nothing unusual about this man's musical knowledge. He was brought up on music, and it was a part of his life.

To democratize an art is to popularize it; to popularize is to familiarize; and to familiarize is to utilize. First it is necessary to utilize music in order to make of it a democratized art. Music may be put to use in three distinct, yet not entirely separable, ways. Probably the first is that passive utilization, which, in all arts, may be called appreciation. I have yet to see one person with a normal sense of hearing who does not appreciate music in some form or other. We are all listeners to music and we all appreciate it in various degrees. I have known folks who boasted of the fact that music meant nothing to them, when upon investigation I found that there was always a qualifying clause to this remark. I firmly believe that everyone can be reached by some kind of music; it may not be good music, but there is a musical starting point for the so-called uninitiated in the art. This starting point, low as it may be, is better than no starting point at all; and it is the business of the community recreation worker to

find the starting point, the common denominator of musical appreciation, and use it as the level for a musical meeting ground. It is surprising how quickly the level of musical appreciation can be raised; and it naturally follows that interest in music increases as its beauty unfolds itself to the listener. First we should learn to listen so that we can listen to learn. And it is very certain that the advancement of appreciation standards brings about a marked demand for individual and group expression, with the voice or through the acquisition of instrumental skill in playing the piano and orchestral instruments.

The second of the three uses is self-expression through music. It is through self-expression that democratization of an art is possible. The first channel to self-expression is that of appreciation. Another channel, which may be entered is that which we call "low-type" musical instruments. Boys and girls, and in many instances, adults, who have not developed their sense of appreciation, have claimed music as their heritage by learning to play some easily mastered instrument. I refer particularly to the harmonica. I am also thinking of the ever popular ukulele. I have seen, in less than a year, that harmonica playing, and ukulele strumming, does quite often arouse a desire to continue musical development.

The third use of music as a democratized art is creative. I have no doubt that, when appreciation and self-expression of music have reached the Utopia of their development, long before we reach the musical millenium, there will be recreation groups banded together in the common interest of creating their own individual musical ideas, and that group creation of melodies and harmonic structures will follow.

I am going to take the liberty of applying my remarks directly to the work being done by the music division of the Los Angeles Playground and Recreation Department, and to the plans for future development of this division:

*Address given at Western District Conference, Santa Monica, California, April 12-14, 1928.

In the first year of the Music Division we have organized more than 150 musical activities of various types and I shall refer to only a few of these. The complete information is carried in the Annual Report of the Music Division and may be had for the asking.

Before it is possible to utilize music properly it is necessary to let the public know what musical service is available to them.

In Los Angeles we do this by giving the public an opportunity to hear typical musical groups from the playgrounds. The playground orchestras and bands are led to do this in a natural spirit of play, and with the full understanding that free and unaffected expression is commendable, but that public performance has no bearing on professional exploitation. Another means of bringing our musical service to the public has been by radio broadcast over several Los Angeles Stations. In the organization of carol singers at Christmas time, the Playground Department enlisted the services of over 300 choirs and glee clubs and approximately 8,000 singers. Practically every radio station in Southern California made announcements to assist our committees and captains in this work. Our programs over the air cover a variety of things, including a regular series of music stories for children, a series of harmonica lessons for children and adults, and programs by musical groups from almost all of our playgrounds. We use the radio to tell of our various activities and this is not confined to music alone. I have just been listening to the playground musical program over one of the local stations, and this program was opened with a talk on our new golf school, our swimming pools and beaches.

When I was a boy I was compelled to learn to play the piano, very much against my wishes—and this was because music was not "the thing" for boys then. It was considered a girl's domain, but effeminate for boys. Twenty years later I was called upon to write a course of music study for the same state in which I lived as a boy, and I placed music in the high schools as a vocational subject. Many things had happened in that time which had popularized music and had increased the public demand for music study.

The fact that other boys and girls in the community are interested in musical expression as a part of their play, leads still more boys and girls to music. Almost every time a group of people hears one of our harmonica bands there are new recruits for the harmonica. Harmonica sales in Los Angeles have doubled for two consecutive

years, and there will be eight times as many harmonicas sold this year as there were two years ago. This is true of other instruments in varying degrees.

When the musical idea is properly put before the public, demand for self-expression is almost amazing. The problem is, then, to utilize musical play properly, and to make recreation through sound available to everyone, regardless of previous experience. This, we do with musical programs which have an appreciation value. Here in the Los Angeles playgrounds we have programs in connection with our community choruses. This activity provides musical expression through the well-known songs as well as an opportunity to listen to better music. Instrumental music expression on the lower type of instruments, likewise opens up the opportunity for further interest in music of greater cultural value.

The utilization of music and the development of play through music will result in a greater familiarity with a vast amount of desirable musical literature—folk music, standard compositions, and the classics of the masters. Were the art song appreciated, understood, and used generally in recreational music, it would supersede the present day jazz songs and hold the place of the popular music of the land. What is to be the popular music of America rests in the hands of music supervisors in the schools and those in charge of music in recreational activities.

Leaders in music education, and in recreational music, are beginning to recognize the fact that it is necessary to take music where they find it, be it jazz or symphony, mouth organ or violin, become musical missionaries, and raise the standards of musical appreciation and musical expression.

If there is a great wave of social unrest in this land, and, if, as Robert Service says:

"There's a race of men that don't fit in,
A race that can't stay still;
So they break the hearts of kith and kin,
And they roam the world at will.

They say: 'Could I find my proper groove,
What a deep mark I would make!
So they chop and change, and each fresh move
Is only a fresh mistake."

Can we not look to recreation leaders for a remedy for these misfits? Is it not our business to provide the right kind of recreation for those who "don't fit in" and make a groove for them?

Mental recreation is at least as important as

physical recreation, and music can always justify its place in any community. Music that can calm mobs and prevent stampedes, music which has made loyal citizens out of potential traitors, music which has rebuilt communities, and music which has diminished juvenile delinquency and adult crime, should be a part of every municipal program of constructive recreation.

William J. Burns, the great detective and criminologist, has said: "Show me a city with a maximum of good music, and I'll show you a city with a minimum of crime."

Mayor Dever of Chicago has stated publicly that with the police powerless to check crime, they are going to make more use of music. And Ralph Waldo Emerson once said: "The world is being held back for the lack of music."

But regardless of this preventive side of music, there is a constructive side which is far more important. Theodore Roosevelt at one time made this admonishment: "Let the love of literature, sculpture, architecture, and above all, of Music, enter into your lives." This advice has been given to us in other phrases of similar meaning by Woodrow Wilson, Calvin Coolidge and many other statesmen and men of letters.

It is a psychological law that expression follows impression; and exposure to music will inevitably be followed by a wider use of music as a means of self-expression. It is our opportunity, as leaders in recreation, to guide musical impression and open up the proper avenues for musical expression. In doing this we are pouring happiness on others, and it is impossible to pour that perfume of happiness on others without getting a few drops on ourselves. We are not so much interested in what people do with music, but in what music does with people. We are rendering a real service to mankind in the democratization of music.

How New Orleans Acquired Some of Its Play Space

L. Di Benedetto, Manager of the Playground Community Service Commission of New Orleans, has sent some very interesting information about the way in which New Orleans acquired some of its parks and recreation spaces.

From hearing "old timers" talk, Mr. Di Benedetto says, he feels sure that nearly all of the park property in New Orleans was donated by certain individuals. Beauregard Playground during the Spanish and French domination of New Orleans was a fortification known about 1800 as Fort Saint Ferdinand. The sites of the Poydras, Saraparou, Larkin and Keller Playgrounds—the city's smallest grounds—were formerly public markets.

"Bunny Friend" was deeded to the city for park purposes in 1834 by a man named Montreuil, but it was not used for this purpose until ninety years afterward. Washington, Annunciation and Clay Playgrounds were former city squares converted into playgrounds in late years.

The Bonart Playground, the city's latest recreation center, was equipped by Sam Bonart, one of the playground commissioners by a personal gift of \$16,000, the city furnishing the ground. The playground has an interesting history. When it was found necessary to move the Washington Girls' School located in a commercial district to a more suitable place, the Commission immediately applied to the Council for the ground made vacant by the moving of the School. This request was granted. As the Commission was about to construct a playground on the property, a business firm of the city began negotiating for the purchase of the ground. The Mayor refused to sell, but offered to exchange with this firm for a square in another section of the city which seemed to the Commission more desirable for playground purposes. As a result of the exchange, the city acquired more square feet of space than the old Washington site provided and \$4,000 in addition. The playground equipped represents an investment of at least \$50,000.

Galvez and Cleveland Playgrounds are situated on narrow strips, known in New Orleans as neutral grounds but in most cities as parkways.

One of the notable examples of donated ground in New Orleans is the splendid property given by Elias Paillet for the Behrman Memorial Recreation Center. Mr. Paillet presented the city with two fine pieces of land, one measuring 250 feet by 875 feet which will be used for the recreation center, and a second piece measuring 300 feet by 600 feet, which will serve as a park. This property is probably worth no less than \$25,000. \$50,000 has been raised for the memorial and when it is completed it will be a splendid center, equipped with a gymnasium, swimming pool, tennis courts and children's playgrounds.



BATH HOUSE AT SALEM, MASSACHUSETTS
A Serviceable and Beautiful Building. (For description see page 527)

Paths to Cooperation in Recreation *

By

WALTER F. HANSEN,

Superintendent of Recreation, Tacoma, Wash.

In Tacoma we have rather a peculiar situation with respect to the relation between the various departments of the city. The school department operates as such, the city government operates along the same lines as most city governments, but the park department has nothing to do with either the schools or the city government. It is an entirely separate corporation so to speak, incorporated under the laws of the state of Washington and subject to them. There is no legal tie between any of these departments. The Recreation Department is a part of the Metropolitan Park District and is controlled by its Board of Directors.

It may be said that cooperation is the keynote to success in every undertaking that requires the united effort of several people. We have cooperation between the workers in our department, we have inter-departmental cooperation in our city government, we have inter-departmental cooperation in our schools and colleges. But the paths to cooperation are not all strewn with roses. Many a thorn and bramble must be removed before the desired state is reached.

It was out of a few seeds planted by Mr. Braden in 1925, that the present department grew. The people who got behind the movement were responsible for Mr. Braden's visit to Tacoma. They had a common object in working for supervised play and adequate recreation facilities for the children.

Rather fortunately no direct attempt had ever been made by the previous administration of the Recreation Department to secure the use of school buildings for recreation purposes. As far as the Park Department was concerned, it had nothing to offer in the way of playgrounds or buildings toward a recreation program. The old "keep off the grass" rules were still rigidly enforced in the various parks. The only thing to do was to secure the use of certain school grounds and buildings,

to carry on any kind of a program. To do this required a number of meetings with the school board as well as personal interviews with the individual members.

The first approach was made with a reasonable looking program in hand and a talk on the general aims of the department. Little by little the board was won over to the idea of giving us a chance to "try out our ideas."

Before the close of school in June we had conducted several special programs involving school children, teachers and limited school facilities. When school closed arrangements were completed for using certain school grounds with very limited use of school buildings. The hardest nut to crack was the school janitor. In every case a personal interview was held with the janitor in charge of the buildings we desired to use. In many cases several calls were necessary to explain our purpose and give assurance that the buildings would not be wrecked or the playground carried away.

In addition to securing certain grounds and buildings we succeeded in getting the use of the high school swimming pools. Of course we paid the cost of operation including water, power, heat and such, but by charging ten cents admission, we more than made expenses.

Owing to the absence of certain construction and engineering equipment in the Park Department we had to secure the cooperation of the city engineer. In this we were successful and many contacts were made with the engineering department to borrow certain pieces of machinery, or to have a surveying crew run the levels on a new playground site.

When it came to erecting a flag pole the light department was brought into the program. We got the use of their hoisting equipment for a few hours.

When the summer was over, and the rainy season set in, our attention turned to indoor activity. Again, the Park Department had nothing to offer, so the matter was taken up with the school board.

*Paper given at the District Conference, Santa Monica, California, April 12-14, 1928.

An approach was again made with a proposed plan in writing and a talk on adult recreation. We secured the use of six junior high schools and two senior high school gymnasiums. Again we had to pay the cost of operation, which in this case included janitor services, light and water. We attempted to make the evening recreation program self sustaining by charging a fee for the use of gymnasiums. This plan was only partly successful.

By using the junior and senior high school physical directors wherever and whenever possible in our activities program, we maintain a close tie with the physical education department as a whole. In most cases, we found the physical directors, especially the women, well qualified for playground and evening recreation leadership.

I might add here that the regular school janitors are appointed by the school board to unlock the doors, turn on the lights and then lock up again at the conclusion of the period, which is usually ten o'clock. This arrangement is not altogether satisfactory, for several reasons. The physical director is in charge of the gymnasium program and is responsible for the conduct of the participants. The janitor is not interested in this sort of thing, consequently he does nothing to aid the program. I consider this the weak spot of the program.

The central administrative office of the school department has been very helpful and cooperative in many ways. In a recent survey to determine the playground needs of the city, much of the information came from that office. They distribute bulletins as often as we care to put them out.

The Superintendent of Schools has more recently taken a personal interest in the work of our department and very obligingly urges his principals and teachers to cooperate with our program in every possible way.

We have also formed ties with other administrative departments of the city, including the general city council and the Mayor's office. We have taken a hand in entertainments for distinguished visitors to the city, cooperating with the Mayor's secretary. This tie has been strengthened by keeping the Mayor and the city council informed as to outstanding programs and special events. They in turn have dealt kindly and favorably with various requests made by us for the closing of certain streets and alleys in order to make possible a new and important district playfield. Thus a state of cooperation between the Recreation Department of Tacoma and the other city departments has been brought about.

Art and Dramatic Day

Memphis Park Commission each year holds an Art and Drama Day in which the following features are usually introduced: exhibits of playground photography, amateur drawings and paintings, boys' minstrel show, story acting contest by Juniors of the Dramatic Club, a puppet play by the Seniors of the Club, a Safety Oratorical contest by boys and girls, and poem pantomimes by the Rhythm Club.

The contest was opened to all boys and girls of playground age and there was a contest in impersonations of Mother Goose characters for children of kindergarten age.

Oratorical Contest

Each Junior and Senior Dramatic Club conducted an Oratorical Contest for boys and girls. The children wrote their own essays, the subject of which was Safety—How to prevent street and home accidents, memorized them and presented them at a preliminary contest held during the week of which Art and Drama Day was a part. All contestants were eliminated except one boy and one girl. These two latter represented their playground in the "traveling troupe" which visited other playgrounds.

Poem Pantomimes

In arranging these pantomimes, a well known poem is read to the children, some of whom are asked to act it out as it is read. The rhythm beat of the lines is emphasized and the children asked to keep time as carefully as they do to music. The best poem pantomime selected jointly by the children and the teacher is given on some special day. During each presentation some child or group of children read the lines from the book,

List of Poem Pantomimes

1. The Three Little Kittens, Action Poem and Play for Children, by Nora A. Smith.
2. Little Miss Muffet, Action Poem and Play for Children, by Nora A. Smith
3. The King of Yellow Butterflies, by Vachel Lindsay
4. The Morning Glories, by Madison Cauvein
5. Overheard in a Saltmarsh, by Harold Monro
6. Autumn, by Sara Beaumont Kennedy
7. When Young Melissa Sweeps, by Nancy Byrd Turner
8. The Dance, by Lehman
9. Pierrette.

“To What Amount and in What Proportion Should Public Funds Be Made Available and Used in Providing Facilities and the Promotion of Recreation Programs?”*

C. F. WEIGAND,

Assistant Superintendent of Parks in Direction of Recreation, Portland, Oregon.

Having heard many and various arguments and statements relative to proper amounts and proportions which should be devoted to recreation, most of them good, and without apparent material results, and judging by the reaction of the listeners to these statements, I am wondering if some other method of convincing the taxpayer and money control power may not be worth a thought.

Reference to a compilation of statistics on recreation showed that New York City devoted 2.3% of the tax dollar thereto and the same table showed 7.8% for San Diego, 3.9% for our city.

We do not have enough, therefore, we assume that New York does not assign or appropriate enough for that purpose. We are certain that the citizenship of our community is just as deserving as that of San Diego and should have as great, if not greater, allotment. But I doubt if you have secured material results from such an argument. Then, it is also possible that if an appropriation of 7.8%, or any increased amount were placed in the hands of any organization now operating on a less amount, that the increase might easily be wasted, at least a large part of it, because it may not be competent to interest the people of its community to a point where increased expenditure would be warranted by results.

We often hear that taxes are high, that we cannot stand an increase. With this statement I am not impressed, provided the people know what they want and are assured of getting it, if they provide the funds. I am sure there is more money to be had in any community in this country, than

we dream of asking for, if the people are convinced that they want a thing and that they will receive it if the funds are forthcoming.

This is evidenced by the cheerfulness with which the people vote money for education. I think of but one instance where funds for the promotion of education was refused in our district, that being a request for a three million bond issue, which was not accompanied by adequate, if any, explanation of its necessity. The issue lost by a small majority. The year following seven million was asked for and the request, accompanied by a statement of needs, was granted without any considerable opposition. Such complacent consideration of money requests are made possible by demonstration of efficiency in results, together with economical expenditure.

I believe recreation is, or will become the most important thing in our lives, aside from arranging for a living and the hereafter. I also believe that the people are recreation-minded, and that a large percentage do not know it, or if they do know it, do not know or think we can provide it to an extent satisfactory to them. Their efforts to entertain themselves and the lack of beneficial or pleasurable results are a matter of regret.

The majority now think of recreation as being the stereotyped gym work, set class exercises, good, but not entertaining, or they think of it as games which require vigorous effort and engaged in by those who excel or hope to.

Because of these facts and others, I am convinced that the amount of money which should be appropriated for recreation in any community depends upon the efficiency of the recreation man-

*Address given at Western Recreation Conference, Santa Monica, California, April 12-14, 1928.

agement in that place, which in turn will be evidenced by the knowledge of recreation by its citizens and their participation in it.

Many of us are floating along with the old style apparatus and gym class work in both gym and playgrounds, which can be enjoyed by but a comparative few. The regular attendants are but a small proportion of those who should and would like to be engaged in recreation if it were pleasurable as well as beneficial.

All of us are providing recreation of varied and good kinds for children. The opportunity is here, to provide different kinds, equally entertaining if not more so, to people of advanced years, who, once actively interested, will see that they get all the money necessary to provide what they are convinced they want and enjoy, both for themselves and children. Just now, we older people appear to be recreationally buried too early in life—why do it, especially when we can furnish the money if sufficiently interested.

I thoroughly believe that if we forget all about tax dollar percentages or price per head arguments, and devote our energies to the promotion of entertaining recreation for all of the people, we will shortly cease to worry about the cost or what percentage it may be of the tax dollar.

If we are not now provided with adequate funds, the fault is ours, not that of the people. The majority of them now provide themselves with such recreation as they know of, and like, at a far greater cost than would be necessary for a well-organized recreation program, that which would give them more pleasure and decidedly greater benefit.

Following the active interest of a large number of people of mature years in recreation it would not be surprising to find the public demanding that it be provided for and handled as a distinctly separate municipal activity, as is education, and that the amount of money available would far exceed our present dreams—in short, that the opportunities for recreation, both as to numbers engaged therein and money, is limited only by the *experienced* knowledge of people who vote.

The Fate of the Child Worker.—A number of speakers at the Child Labor Conference stressed the importance of recreation.

In her paper on *Industry and the Youthful Worker*, Dr. Alice Hamilton said, "Modern, machine-made industry has come to stay, we all know

that. More, we know that it is growing and destined to grow until it swallows almost the whole of life. We cannot go back to an earlier, pleasanter and perhaps saner kind of life. That is over, and no William Morris or John Ruskin can call it back. But surely it is our bounden duty to ask ourselves what this new kind of life is doing to our children. Work is being robbed of its skill, its capacity to feed pride and ambition; it is daily offering less to mind and body, daily growing more barren and empty. What is to provide for the workers a share in the fullness of life which we more fortunate ones are determined to give our own children? Take a child brought up in a poor and narrow and ugly environment, and put him, before he has learned anything of what life has to offer, into a deadening round of machine work, the product of which has no interest for him, and what does the future hold for him in growth of mind and body? He is robbed of his heritage, he 'the heir of all the ages in the foremost files of time.' Instead of being the richer because of all the gains of modern invention, he is both mentally and physically the poorer. It seems shocking but I believe it is true that our proud, efficient, productive and inventive country, actually offers less to the children of the poor than do the more primitive countries. The factory for work, the movie for pleasure, what kind of men and women does that program promise us?

"If we cannot turn back the wheels of time, if we cannot give the children of the workers what the child of the farmer and the craftsman used to get inevitably, what can we do? We can postpone as long as possible the entry of the child into industry, so that the strain of the machine work shall not begin till bodies and minds are more nearly prepared for it; we can shorten the hours of work—eight hours seem to me far too long even for sixteen year olds; and by intelligent training in school we can give the child some way of using his leisure that will let him share in the beauty and richness of modern life. If we do not do this, we shall find that gradually there will appear in our country a separation of classes, which is altogether contrary to our ideal of democracy; on the one side, the well-to-do whose life is fuller and richer than ever before; on the other, the poor, who are shut off from the great gains of modern life because they are incapable of appreciating them."

Educating the Public*

BY PHILIP LE BOUTILLIER

Superintendent of Recreation, Irvington, N. J.

Educational publicity should be as much a part of our department organization as athletics or music.

The right use of educational media necessitates a thorough knowledge of the fundamentals of our profession, and the devotion of a reasonable amount of time to study and broadening influences.

In the use of newspaper publicity we find that it is worth while to cultivate the friendship of our reporters. Learn to know them! Discover their natural interests, their weak points, their strong points! Educate them! We usually have a "Plan of Organization" for a certain activity, or some other more or less interesting matter, where the reporters are sure to see it. Their instinct for digging up news will tend to make them reach for their pencils and with far better results than if we did all the talking. We always ask advice, and we find the newspaper man's ideas are valuable.

We have a daily schedule made out for several weeks ahead, giving meeting dates, dates to start organization of activities, to start publicity, send out bulletins. This, of course, is a good publicity incubator.

Prior to a meeting or activity, we type all possible details and see that the reporter has a copy. This is especially valuable when we wish to stress a certain fact. Committee names and names of volunteer workers are always used.

Newspapers will use a great deal of material if approved publicity methods are used. We find the large daily papers eager for our publicity provided it is news, does not savor of advertising or propaganda, and comes to them in the right form.

Another important medium for educating the public is through the spoken word. This includes meetings, conferences, radio talks, and visits.

By reference to news items we secure the names of people who are to speak at various meetings on subjects that are directly or indirectly related to public recreation. Our reference files and library furnish material that is very welcome to these speakers.

Calls by playground leaders on mothers in their

neighborhood are, we believe, a valuable activity. We arm them with a concrete message and an invitation to attend the playground mothers' hour.

The thorough preparation of material for meetings is important. Speakers are "seeded" at large meetings so that all parts of the room have—as it were—a spokesman.

From our personal experience we would recommend—under certain conditions—a Community Recreation Council. Our Council meets once each month. Membership is an honor. There are forty carefully selected members representing organizations that number over 20,000 citizens. The attendance has averaged 96%.

Following a brief social period, the department programs are discussed, and each member takes back to his organization both a verbal and typed report of department activities. Constructive criticism is urged and welcomed. This Council is possibly our most important educational medium.

A third form, letters—thank you letters, and letters that arouse interest—are helpful. Volunteer workers are discharged with appreciation.

A fourth form of educational publicity—pamphlets and reports should have very definite underlying purpose. In L. H. Weir's book on "Parks" there is an article on "Publicity" that contains some unusually valuable suggestions on the construction of pamphlets.

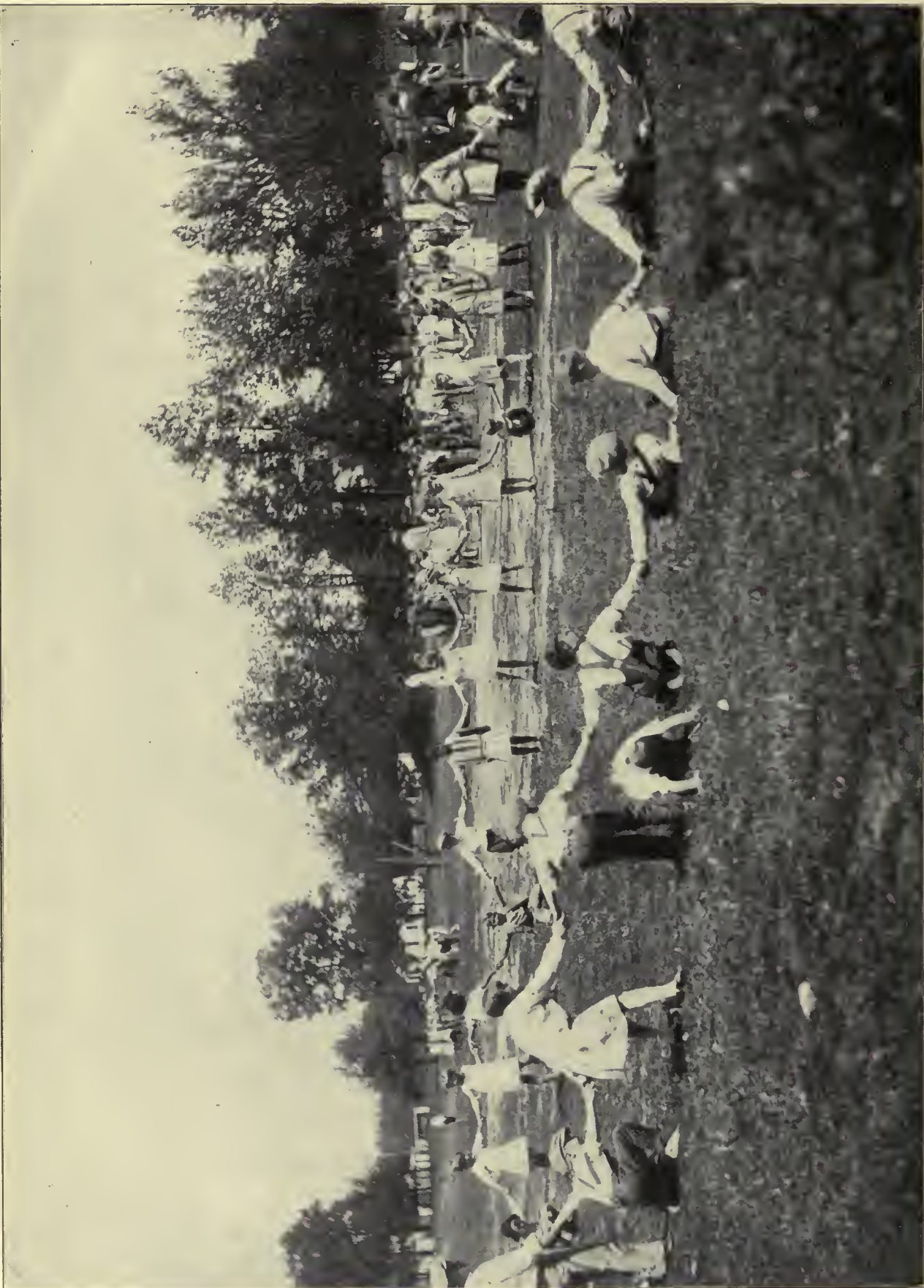
We make it a practice to send with reports mailed to organizations a letter calling attention to Messrs. So and So, members of your organization, who have helped the department. The result is at least the reading of your letter.

Probably the most helpful book on publicity that we have read is "Social Work Publicity" by Charles C. Stillman.

Other publicity media we might mention are stage and screen, including taking and showing your own movies, contests, displays, stunts, posters, parades, exhibits, and the publicity value of your office.

Educating the public is not only a responsibility but also a challenge to our best efforts. We and our profession will grow only as the people in our community are educated to real appreciation and understanding of the public recreation program.

*Given at the District Conference of the P.R.A.A. held at Camden, New Jersey, March, 1928.



PLAY DAY IN CLARKE COUNTY, GEORGIA

A Real County Play Day

By

WILLIE DEAN ANDREWS

Physical Educator, Athens Child Health Demonstration, Commonwealth Fund Child Health Program.

For many years the rural schools of Clarke County, Georgia, have held an annual field day in the spring. Not many children took part; the smaller schools felt they had no chance against the larger ones, and since the largest school always won the meet everybody else left the field disgruntled. Only the antagonisms outlived the day. After a morning of rivalry on the field, the schools met again in the afternoon for competitive spelling and recitation matches.

When the county school superintendent asked me to serve on the field day committee for 1928 I knew what to expect, for I had served as an official at one of the meets. But when we suggested that the field day be turned into a play day at which the emphasis would be upon playing instead of winning, and school antagonisms would be avoided, there was a good deal of skepticism as to the possibility of such a change. After much discussion the committee agreed to make the experiment. They were willing to try a program in which every child should have a share, in which there was no interschool competition and no spectators, in which even the teachers were freed from responsibility and could play games, too, and which would—by its very nature—educate both teachers and children in group activity. Once approved, the plan quickly became a popular one. The superintendent of schools changed the program for the afternoon, substituting plays and singing for the competitive events, so that the day might be wholly one of good feeling. The plan was heartily accepted by the county teachers in general meeting.

The idea in brief was to organize the children by age groups, mix up the age groups from the different schools, and set them to playing with each other without confusion. The problem was to improvise an organization for 400 or 450 children who had no background of physical education, find leaders, and then make the plan work. Careful preparation was necessary, for the success or failure of the day would determine the future of the interschool program.

The first step was to go into each county school, organize the classes into squads of eight or ten children, and teach them the games which had been selected by the teachers for the day's program—volley ball, baseball, bat ball and dodge ball. Since some of the schools were very small it seemed wise to combine grades—the first three in one group, the fourth and fifth in another, and the sixth and seventh in a third. All squads included both boys and girls except in the sixth and seventh grades.

The next consideration was the training of leaders. The students of physical education at the Georgia State College of Agriculture were interested and wanted to help, and other helpers could be secured from the Georgia State Teachers College. A leader group of about forty-five seemed right for the expected number of children. The leaders met several times, discussed the plans, and organized themselves into squads just as the children were organized. The squads of children were to be assembled into four large groups, distinguished by arm-bands of four bright colors, and each squad of leaders assumed responsibility for one color group of children. Each leader of the leader squads was provided with a card on which the plan of organization was outlined step by step, and she assigned each girl on her squad a particular duty. Much of the day's success can be credited to the smooth organization of these leader squads.

It was then necessary to know the number of children who were coming. Mimeographed forms were issued to all school principals so that they might report the number of children and the number of squads each school would contribute to each grade group. Each teacher was also given a mimeographed bulletin in which the plan of organization and directions for the play day were clearly set forth.

Another item in the preparations was to collect and mark play equipment for this large group of children. The county schools had none, but the city schools in Athens loaned balls, bats, and other

supplies which were put in good condition and marked to insure their return to their proper owners. A large piece of beaver board was provided for a score board, and posters, each bearing the name of a separate school, were made to be set up on the field as rallying points. Red, blue, green and orange cambric was torn into arm-bands, and flags of the same colors were tacked to old broom handles. The total expense for the day was not over \$7.00.

The plan worked like a charm. Everyone knew what to do and when to do it. The school groups arrived when they were due to arrive, and formed in squads around the standard marked with the name of their school. This was done without any call to squads—showing good preliminary organization by the teachers.

A few directions were given to the whole group, then the grade groups were asked to follow the leaders for reorganization into color groups. It was a fine sight to see the leaders, with banners flying and dresses to match, organizing the large groups of children. Arm-bands of the four colors were distributed to children in rotation, and when all children had them the school grade squads were organized into color squads. Then all of the children of one color gathered in a great circle around the flag bearer to get acquainted with each other. The children enjoyed this, and after a few moments the leaders were called into the center, squads formed behind the leaders, the color groups exchanged squads, and everybody was ready to play.

In a very short time the campus of the Georgia State Teachers College, loaned for the occasion, was covered with children playing games in organized groups. There were eight bat ball games among the fourth and fifth grades, three baseball and two volley ball games among the sixth and seventh grades, and ten dodge ball games in the lower grades, all going on at once. After twenty or thirty minutes an opportunity was given to change games, the older children changing from one kind of ball game to another, and the first three grades turning to Brownies and Fairies, Dog and Bone, Animals, or storytelling. Each leader knew beforehand with which group she would work and was prepared with games to

which her group might change. The same squads played against each other in the second period as in the first, unless they were so unevenly balanced that a change was necessary. The teachers, meanwhile, were playing volley ball in color squads and their scores were counted up by color along with the children's.

When the games were over the children grouped themselves in a free circle for the final event of the morning. Everyone was given an opportunity to score a point for his color group by performing a stunt—a head stand, cart wheel, hand stand or hand walk. Scores for all the morning games were reported by the leaders to the scorer who entered them on the big score board while the children watched, and then announced the final scores for each color.

After the cheering and excitement had died down the children were invited to get their lunch boxes and go down to the grove for lunch. After lunch health plays and group singing, arranged by the superintendent of schools, kept the children happy in the auditorium. The day was a success from beginning to end.

ORDER OF THE DAY

Games—10:15-12:15

Lunch—12:15-1:30

Singing and plays—1:30-4:30

TIME REQUIRED FOR ORGANIZATION AND PLAY

10:15—Picture taken

10:22—Explanations to children

10:25—Grade groups gather to change to color groups

10:40—Color groups gather

10:47—Color groups in circles

10:55—Leaders in center of circles—form squads behind own leader

11:00—Exchange squads for games

11:10—All playing games

11:50—Groups gather behind color flag and make a free circle

11:55—Opportunity for stunts

Announcement of final score

Announcement for lunch

A chart of the plan for organization

will be found on p. 527

Children's Drama in Park and Playground

Two new movements in children's drama were launched last summer with such success that they will probably become permanent in the recreation programs which fostered them. In New York City, children from the settlement play schools founded an out-of-door theatre in Van Cortlandt Park, where weekly plays and pageants were presented, and in Port Chester, New York, each of the five playgrounds established its own playground theatre and entered a play in a city-wide competition.

Mrs. Julius C. Bernheim, executive secretary of the United Neighborhood Houses, brought the out-of-door community theatre idea to New York from Norway where she had seen the charming folkways of the country preserved for the people by means of the nature theatres. She wanted to establish such a theatre in New York both as a means of providing outings for large groups of city-bound people and of giving the children the delightful opportunities which out-of-door drama affords.

The park and recreation commissioners gave full cooperation and a natural amphitheatre in Van Cortlandt Park was chosen as the place where the plays would be given. So that there might be no expense involved, the performances were given with the utmost simplicity, using curtains of dyed muslin and shrubbery for wings behind which were several improvised dressing tents, with the sky for a roof. The place designated as the stage was beneath a century old maple and the surrounding grove lent pastoral grace and charm to the productions. As the audience made its way in a winding file over a little hill to the amphitheatre at the appointed hour on Thursday afternoons, it seemed to open the entertainment appropriately with a bit of colorful pageantry.

In May the Art Festival Committee of the United Neighborhood Houses introduced the idea to the various settlements throughout the city by sending a questionnaire offering production dates and describing the site. As the settlements closed on the fifteenth of June, the work was carried on by the play schools, which are under the auspices of the Child Study Association. Miss Elizabeth Saul, of Union Settlement, undertook the management of the new "theatre." During July and August she gave seven performances in which

three hundred ninety-nine children participated and which were attended by 3,323 persons.

As an opening performance, the drama department of Union Settlement House presented a version of *Midsummer Night's Dream*, adapted to the children. Twenty-four boys and girls appeared in it and the Pathé News photographer was there to give the première the distinction and the thrill of being photographed for the entire country. The New York papers carried feature stories on the city's newest playhouse and were generous with publicity throughout the season.

Madison House Play School presented *1492* the following week. This was an unusual pageant showing the landing of Columbus. The children wrote and costumed it and eighty took part. An altogether unique idea was introduced in the three boats which were made entirely of boys and achieved a majestic exit as they sailed off at the close. *The Straw Man*, an excellent milk propaganda play, was produced by the Union Settlement Play School under the direction of the Dairyman's League another week, with a dance number by the Stuyvesant House School. The Riverdale Orphan Asylum accepted an invitation to give a program of Negro melodies and spirituals which, with a demonstration of play school work by Henry Street Settlement, made up another entertainment. An afternoon of music and dancing was contributed by the Emmanuel Sisterhood Play School on still another Thursday afternoon.

Art in the Making, a charming pageant for the out-of-door-theatre, was written and presented by ninety children from Stuyvesant House. It was a pleasing demonstration of the possibilities of the nature theatre for interpretative work of a highly artistic nature. *The House That Play Built*, by the Federation Settlement Play School, with *A Dream of Foreign Lands*, a group of folk songs and dances from Temple Israel Community House, closed the season. Costumes for *The House That Play Built*, were made by the children and the pageant, a review of modern play, was one of the high lights of the summer's work.

The large and appreciative audiences and the children's enjoyment of the theatre seem to warrant its continuation and the interest which the city has taken augurs well for the establishment

of the Children's Open Air Theatre in Van Cortlandt Park as a charming summer feature.

PORT CHESTER'S PLAYGROUND THEATRES

Miss Rosalind F. Rieman, as director of recreation in Port Chester, not only established theatres on each of the five playgrounds last summer but got the drama movement well under way by conducting a tournament.

Describing the development of drama on the playgrounds, Miss Rieman has given the following interesting account of the season's achievement:

"It has been part of the season's program to make Friday a special event day on the playgrounds. We had Pet and Hobby Day, Nature Day, Stunt and Dress-Up Day and other such features. Last summer we fitted Drama Day into our program, placing it far enough ahead—

the middle of the second month—to give time for thought and preparation. A bulletin was issued to playground instructors from the recreation office suggesting a general procedure. It announced that a generous supply of bibliographical material would be ready for examination in the office, stipulated that the children of each playground were to choose their own play, and offered such properties as were in our possession. Following the method described in *The Children's Playground Theatre*, issued by Community Drama Service, I asked each playground to make a survey and to choose a theatre site which would be consecrated for all time to playground dramatics.

"Three of our five playgrounds have generous expanses of grass with trees and rocks in combinations delightfully suited to the purpose. It turned out that one theatre was located on a grassy level with trees and rocks on either side,



OUTDOOR PLAY AT VAN CORTLANDT PARK, N. Y. C. SPONSORED BY UNITED NEIGHBORHOOD HOUSES

forming natural 'wings,' and a terrace behind it which made a lovely background. In another instance, just beyond the apparatus, there was a thick growth of sumach, ferns and small shrubs covering a wide stretch of smooth rock about twelve by six feet. No time was lost in clearing the under growth from three sides of the rock and claiming it for a stage. A third setting that proved happily chosen was the Fairmount Playground Theatre site where a hedge, tall-grown, beautifully green, and thickly leaved, made the boundary line between the playground and the adjoining property. A natural elevation served as the stage, with the hedge as a lovely backdrop. A tree to the left made an excellent wing.

"The second bulletin issued to the instructors gave more specifically the form which the contest would take. We decided to give three plays one afternoon and two the following. The competition judges were to be chosen outside the recreation commission and asked to rank the plays according to the following points: presentation, interest, and choice of play. The appearance of the characters, that is, the originality and appropriateness of costume, the choice of site, and general production technique were to be considered under the heading of 'presentation.' By 'interest' we referred to responsibility and pride shown by cast and playground members as a project of theirs rather than the playground director's. Literary and dramatic value as well as its worth as junior drama were the points to be considered in judging the choice of play. This last bulletin aroused much interest off as well as on the playgrounds and many reactions of parents' interest in lines and costuming came to us indirectly from time to time.

"By arrangement with the local Capitol Theatre management, the theatre agreed to act as hosts to us on Friday morning of the last week of the season when the play winning first place would be staged before the playground children and their parents. Only registered members were eligible to attend. A playground button, designating membership, admitted one. Registration on all playgrounds was closed at the end of the sixth week of the season to counteract any tendency to apply for a playground button merely to 'get into the show.' In addition to the play, the theatre offered us a six reel 'Our Gang' comedy.

"Following the second bulletin, dramatic application began in earnest and some trace of it could be seen at almost any period of the day. No matter what activity was in progress, lines were



CHILDREN'S OPEN AIR THEATRE, N. Y. C.—FEDERATION OF SETTLEMENTS "DUTCH AND FRENCH PEASANTS"

being heard, the cast was rehearsing, or a piece of property was being improvised. The plays chosen were *Bruin's Inn*, published by the National Safety Council, *The Five Ghosts*, from *ONE-ACT PLAYS FOR YOUNG FOLKS*, a Jagendorf collection, *The Enchanted Garden* and *The Gooseherd and the Goblin* from Constance D. Mackay's *HOUSE OF THE HEART* and *The Heart of Pierrot* from B. L. Schafer's *BOOK OF ONE-ACT PLAYS*.

"The result of the decisions was so close between *The Heart of Pierrot* and *The Enchanted Garden* that we decided to stage both at the Capitol. In the first play the costumes were entirely original or improvised from the contents of trunks and attics, while the red brick 'exterior' with a door that had a knob and swung in and out beautifully, without upsetting itself and the two foot width on either side, was the work of two boy members of the cast. It was made on a lath frame covered with wrapping paper and painted. In the second play, costumes were entirely of crepe paper which made very lovely flower characters. The background, other than the tall shrubbery previously described, was simply a huge poster mounted on an upright and placed in front of the shrubbery at center.

"Our audience numbered more than 600."

American Indian Echoes

BY

CHARLES F. WELLS

An authentic bit of Indian life which can be staged with boys and girls, or with men and women is suggested here.

At the rise of the curtain the Indian braves are discovered seated in a semi-circle with the Chief in the center, standing. All are wrapped in blankets and are wearing their feathered head-dresses, the chief, of course, wearing the most elaborate. Behind the men the squaws are seated, also in a semi-circle.

The chief goes to the small log altar and starts the fire on it, using the old Indian method of fire-by-friction to light the blaze. When the fire is burning, the chief and the braves raise their arms to the Great Spirit and solemnly say, "How," as a sign of appreciation to the Great Spirit for giving them fire. If the ceremony is being held indoors it will be advisable to use red lights in the wood on the altar, instead of fire; otherwise, do away with this one part of the ceremony.

The Invocation

The chief then raises his arms to the Great Spirit, gives thanksgiving and asks for aid in the coming war.

"Oh, Great Spirit of the Red Man, we are plentifully thankful for the peace and plenty we have enjoyed. We beseech you to be with us in the war we are about to go upon, to drive away the enemy that threaten our homes. May They flee before us as the animals of the forest flee before the fire."

The War Dance

The tom-tom begins to beat softly with a regular throb, and the chief goes once around the stage in a slow sedate dance as a preliminary to the War-Dance. The step he uses is very simple. He steps forward with his right foot and brings the left foot up behind it; his right arm is raised in front of his chest with the fore-arm horizontal and the elbow pointing out; his head is lifted as though looking up. He pauses one beat, then steps forward with his left foot and brings the right up behind; his left arm is now raised as the right was before, but instead of looking up, he

looks down past his arm on this step. He continues once around the stage until he reaches his position in the center of the stage, where he drops his blanket. The tom-tom starts a louder but steady beat for the War-Dance.

The chief leads this dance with the braves following in single file. At first it is a slow run—the feet are kept about a foot and a half apart, and the body held stiff above the hips. For the run the body sways from side to side with each step because the feet are kept apart. The braves run once around, the tom-tom increasing the tempo gradually until it starts into a one-two beat. (This is an alternate strong and weak beat.) At this time the dancers do their own variations of the war dance, no longer keeping in single file. On the strong beat the right toe is brought down to the ground; on the soft one following the heel is brought down; on the next strong beat the left toe, and the left heel down with the weak beat. Thus the foot part of the dance becomes toe-heel, toe-heel, in time with the tom-tom. Each dancer acts with his body as he chooses—dancing erect or bent over, or swaying up and down in easy rhythm with the tom-tom. The music becomes faster and faster and the dance grows wilder and wilder, with the most blood-curdling yells uttered by the braves to add to the effect. At the peak of the dance the braves rush from the stage on their way to battle.

The stage is darkened to indicate the end of the first part, and to allow the squaws, who have remained sitting all of the time, to pick up the warriors' blankets, and to leave the stage.

In the second part everything is perfectly quiet. Slowly the chief appears crawling flat on his stomach. A few feet behind him come two of the braves also crawling, and behind them the rest, crawling along in twos. They take plenty of time, stopping now and then to listen with an ear to the ground, and to sight ahead. They crawl about three-quarters of the way across the stage and then give a sudden yell. All spring up and do battle with an imaginary enemy. There is much jumping about, slashing at the vacant air, yelling and pantomimic killing. When the enemy is killed or driven away the warriors go into the Scalp-Dance.

The Scalp Dance

For the Scalp-Dance the tom-tom beats the same one-two or strong-weak time as before. The dance, however, is different from the toe-heel dance. In this the simple form is similar to a hippity-hop done on the toes with the body bent forward. All follow the Chief around the stage in a circle, waving the scalps taken from the enemy and yelling as much as possible. The whole dance is wild and blood-thirsty. The braves bend 'way down or dance erect with the scalp in the hand above the head, always a dance of victory and worship of the scalps. As the tom-tom beat increases in tempo they may go into an advanced variation of the hippity-hop step. The right foot is placed forward about six inches, the left foot brought to its side, the right foot again put forward with a hop forward on the right foot as the fourth beat. Then repeat the same using the left foot forward. Thus the count would be one-two-three-hop or right-left-right-hop, left-right-left-hop, right-left-right-hop. This continues for some minutes until the chief leads them away when the dance has reached the climax of frenzy.

One or two of the braves might be killed by the imaginary enemy, falling in the center of the stage, and the scalp-dance can be done around them. When the warriors have left after the scalp-dance, two squaws might visit the battle field, find their dead and mourn over them, singing a lament, and then, with the aid of other squaws, load the dead upon a litter and remove them from the field.

The stage is again darkened to indicate the end of the scene and to give an opportunity for all to group themselves as they were at the start of part one.

The Pipe of Peace

The chief, standing in the center holds an Indian Pipe of Peace, after a pause he addresses his people as follows:

"My friends, we are about to open a council. It is a peace council, so light we first the Pipe of Peace."

(He does so and points the stem to the heavens.)

"To the Great Spirit, in thanksgiving for our success in recent battle. May his Wisdom and Mercy be upon us."

(The braves mutter a solemn "HOW".)

(The Chief points the stem to the earth.)

"To Mother Earth, may she send us food and plenty."

(The braves mutter "HOW".)

(Pointing the pipe to the North.)

"To the Cold wind of the North, may he not harm us with his cold."

(Braves "HOW".)

(Pointing to the South.)

"To the Warm wind of the South that he may not send the fierce heat upon us."

"HOW".

(Pointing to the East.)

"To the Sunrise wind of the East that she trouble us not with rain."

"HOW".

(Pointing to the West.)

"To the Sunset wind of the West that she come not in her strength upon us."

"HOW".

(Note: Some of the above lines are from Seton's Woodcraft Book.)

"Now, my friends, let us dance in Thanksgiving to the Great Spirit."

The Dance of Thanksgiving

All rise and get into groups of fours—two braves facing ahead, and two squaws facing them with backs in direction they are to go:

O X O X O X O X
Chief X O X O X O X O X
(X—men O—women.)

The tom-tom starts a one-two-three-four or strong-weak-weak-weak beat. On the strong beat all bend their knees a little so the effect of bobbing down and up is given, the right foot being slightly advanced. On the first weak beat the left foot is advanced about six inches ahead of the right foot; on the second weak beat the right foot is advanced about six inches; and on the last weak beat the left foot is again advanced. On the strong beat the right foot is advanced with the bend done at the same time. Thus the dance goes bend-left-right-left, bend-left-right-left. The squaws, of course, would be stepping backwards instead of forward so the entire group would be moving in one direction in a circle with the chief at the head. The squaws nod and smile to the braves and the whole dance is one of sedate joy. The body is perfectly erect, the steps are short and in unison, and the down and up bob every four beats is done together.

For variation in this dance the drum-beater can give a cry and the squaws and braves exchange

places, always keeping in step, so the braves will then be going backwards and the squaws moving ahead. Another variation would be the Snake dance, with all joining arms and in single file: XOXOXOXOXOXOXO, with the chief leading in a zig-zag line, using the same step as above, but stepping to the side in which they are moving instead of stepping forward.

For the finish they all are at the back of the stage when the tom-tom gives a rumble to indicate the end of the dance, and all give a cry "Dah-hoo" and extend their right arms up and forward towards the audience. They hold this pose until the curtain is fully drawn.

Scenery

The scenery may be any kind of landscape with a tepee made of burlap or blankets on one side, or it can be given with no scenery at all, using drapes or screens if desired. The lighting, however, is most important. Throughout red lights should be used to give the proper effect. The light may come from the borders, floods or from spotlights and should be capable of being dimmed to suit the mood of the second part, and brightened for the happy third part.

Costumes and Make-up

The costumes used in the staging can be easily made or rented. The squaws wear a fairly long, loose-fitting dress made of cotton flannel dyed a tan. With fringe of the same material around the sleeves and bottom it becomes a very presentable "buckskin" dress. Bright beads, bracelets and ornaments should be worn to add color. To give the proper effect of black hair with long braids on the sides, make a skull cap from the top of a black stocking and fasten to the sides braids of black cloth with a few bright ribbons intertwined. Moccasins or bedroom slippers will be satisfactory foot wear.

For the men there are many different costumes

that may be used. The simplest is a breech-clout made of red cloth. This can be made with about a yard of goods, the ends of which are pulled through a belt around the waist, in front and back. Add to this plenty of beads around the neck, a few armbands and a good head-dress, and the result is a very likely-looking Indian of the central United States before civilization. If desirable a pair of long trousers may be made of the flannel "buckskin," and the upper part of the trunk left naked. Or a slip-over jacket may be made thus clothing the brave entirely. The clothes should be well fringed to give the Indian effect. One important thing to remember is that all exposed flesh on the Indians must be painted red.

The best way to make up the faces and bodies of the Indians is to use a regular Indian powder—it is made in Stein's No. 15. This is more easily applied than the grease paints and comes off very easily with either soap and water or cold cream. Do not, however, use cold cream before applying the powder or it will not go on evenly. The eyebrows of all should be touched up with black grease paint and the braves should have on plenty of war-paint.

The warriors' head-dresses may be of any type from one with a few feathers to a complete one with the tail-piece behind. The number of feathers merely signify the number of scalps the warrior has obtained.



INDIAN COUNCIL AT NORTHMONT PLAYGROUND, READING, PENNSYLVANIA

In Johnstown, Pa.*

RALPH W. WRIGHT

Supervisor of Music and Director of Playgrounds

The program of musical activities on the Playgrounds of Johnstown received its impetus about three and a half years ago. We have had three successful summers of music work since that time and are scheduled to continue. The citizens of the city consider music a vital part of the recreational program. The project has passed the stage of a passing fashion, and has acquired the proportions of a necessity.

While attending the annual meeting of the National Recreational Congress in Atlantic City, in October, 1924, the Secretary of the Johnstown Municipal Recreation Commission received his inspiration for launching this program of music. Before the Christmas Season of 1924, a Municipal Harmonica Band was organized in Johnstown by about a dozen adults, and some weeks later a Boys' Unit was started. Both organizations appeared in public many times during the winter and spring months, and by the latter part of April many people in the city were interested in the movement, and several wanted to learn to play.

Early in the spring of 1925, we decided to conduct a survey to determine what instruments the pupils already played, and what instruments they would like to learn to play. We found that an overwhelming proportion desired to learn to play some instrument. The report was given newspaper publicity and also was submitted to the members of the Municipal Recreation Commission. The Commission decided immediately to include musical activities in the program for the Summer Playground Season of 1925, and the writer of this article was selected to carry out the program.

The music program in the schools had been considerably enlarged during the year 1924-25, especially through the Music Week Programs. With the impetus from the Recreation Commission, and the public sentiment aroused by the schools, the situation seemed appropriate for a constructive musical program on the City Playgrounds.

At first the work was very discouraging. Out of twenty playgrounds only eight orchestras could

be organized and about as many harmonica bands. The members of the orchestras ranged in number from three to fifteen and the harmonica bands contained about the same number. Instruction on instruments was given this first summer, including piano, which was very popular. A combined orchestra of forty was assembled for rehearsals, and an open-air concert was given towards the end of the summer, with the combined harmonica bands playing several selections on the program. For this concert the piano and music stands were placed on a centrally located playground, encircled by a long rope, outside of which stood the spectators and inside of which was the orchestra.

One of the merchants of the city offered a twenty-two inch silver cup for first prize in an orchestra contest, in which eight orchestras competed. A contest was also conducted between harmonica bands, with the usual prizes.

Another activity established as part of the regular program was what we called "Parents' Nights." They consisted of a program given by the children on their individual playground for the benefit of the parents of the community. A great many parents attended these programs, especially in the foreign districts. It was not uncommon to have from 400 to 1,000 people witnessing such an event. The programs varied in content and consisted of a few innings of playground baseball, solos (instrumental or vocal), selections by the orchestra, folk dances, solo dances, a play, and a "community sing." These special performances generally started about 6:30 in the evening and continued for an hour.

At the end of the season the girls who performed in folk dances as part of the Parents' Night Programs were assembled on a playspot located in the central part of the city, for a folk dance demonstration. Three thousand parents, who came to witness this performance, enjoyed the program, but were compelled to stand during the entire exhibition. (Incidentally, this performance helped to convince the people of Johnstown that they needed a new \$250,000 Stadium, which they voted to erect.)

*Courtesy of the *Music Supervisors Journal*.

Part of the High School Band was rehearsing regularly during that summer, and some concerts were played in different sections of the city.

The second summer of musical activities brought little extension, but emphasized the routine established the year before. Orchestras, harmonica bands, class lessons in piano and any orchestral instrument, Parents' Nights, orchestra and harmonica band contests were continued. A colorful "Pageant of the Nations" was given in the new Stadium during the last week of the Playground Season before 10,000 spectators.

The third season, which was last summer, saw a decided improvement in the quality of the course of procedure, with some extension in its scope. The standards of orchestral work, class instruction, programs for Parents' Nights were on a much higher plane.

The combined orchestras rehearsed once a week all during the summer, and gave a concert before one thousand well-behaved children and adults in the Stadium. They also played the music for the dances in the Pageant the last week of the season (those who know orchestral work can sense what a difficult task this was.) There were fifty in this combined orchestra, instead of forty as in 1925, and every child in the orchestra was under 16 years of age.

The rivalry in the orchestra contest was very keen. Competent judges were secured and additional secondary prizes were offered. Harmonica playing was not so popular this last season, although a contest was held and band and individual prizes were awarded. The children themselves seemed to sense the limitations of the harmonica, even though it satisfied an immediate desire to play some instrument. Many children, after learning to play harmonicas, became interested in an orchestral instrument.

More children were enrolled in the piano and violin classes than during the previous season, with the result that a full time instructor was employed for the piano classes. The director of the orchestras was instructor of the violin classes, which increased in popularity.

Parents' Nights and the Pageant abounded with a musical atmosphere. The "community sings" were greatly appreciated in the former, and the music for the dances, played by the combined orchestras, was prominent in the latter.

Former activities were extended in the form of sectional recitals. Individuals appeared in piano, violin, cornet solos, supplemented by a few selections by the combined orchestras of that section

of the city. Many fathers, mothers, and friends spent a very enjoyable time together hearing the children perform.

A real test of the worthwhileness of such a program is shown by the increase in the total attendance for the summer season of 1927. The total figures show that over 67,000 more children attended during the summer than had been recorded before in the history of the City Playgrounds. This increased attendance was the result of systematized organization, and music played no small part in its realization.

Shall music be a part of the recreational program? The people of Johnstown are convinced that it should occupy a conspicuous part.

Children are the most natural when they are playing, and in this spirit of naturalness wonderful lessons can be taught when they are absolutely unconscious of the molding environment. They play baseball or play in an orchestra; they are members of the dodgeball team or the harmonica band; they weave a rug or play the violin; they support the team in a league game or take part in a "community sing." All is recreation, and music should occupy a prominent portion of the recreational program.

It was the high school band of Johnstown, which on May 12th won the Pennsylvania State Championship at Harrisburg, consequently the privilege of representing the state at the national contest at Joliet, Illinois. The young musicians were awarded the silver and bronze trophy to be competed for annually and kept permanently if won three times.



JACK-IN-THE-BOX
Gay colors add fun and beauty to Oakland's Christmas pageant



JUNIOR POLICE, OAK PARK, ILLINOIS

Junior Police in Oak Park

BY

JOSEPHINE BLACKSTOCK

Director of Recreation

When is a playground policeman a cop?

When he can wear a regulation army uniform! At least, that is what the thirty-two members of the junior police force of the Oak Park, Illinois, playgrounds feel about the matter.

The boys have won the distinction of being one of the first, if not the first, playground police force in the country to adopt a distinctive uniform. The suits are made of whipcord of a serviceable dark gray. They are in military style

with army breeches and coat, leather puttees and belt. A smart touch is lent the outfits in the gold lettering "J. P. O. P." on the caps, which are made like motorcycle policemen's headgear. Gold buttons with a special insignia comprise another distinguishing feature. With the suits, the boys wear a plain white shirt and black tie. The cost of the uniform was about \$11.00 apiece, with the puttees and the belts amounting to an extra \$2.50. The cost of the suits was defrayed by a number of entertainments given by the playgrounds.

The boys are required to appear in their uniform whenever they are on patrol duty. They receive demerits when their outfit is not in one hundred per cent condition; such details as shined shoes, straight puttees, and regulation black tie are taken into consideration. The boys are graded also on their drill work, which is under the combined direction of Chief Gordon Smith, head of the junior police, and Chief L. K. Magrath of the Oak Park police force. The latter has kindly vol-

unteered his assistance in training the boys. The other grades come from the play directors, who mark the boys in their weekly report for their loyalty, obedience, helpfulness and citizenship.

The duties of the police consist of reporting all infractions of playground rules, such as improper use of apparatus; of aiding in starting games; of running errands for the director, and of acting as ushers at various playground events. There are seven patrolmen and one lieutenant on each playground, and each boy has his special patrol hours in which he is required to wear full police uniform.

The new outfits have added impetus to the boys' interest in the police work and the waiting list of "would-be cops" is now a long one.

The boys are chosen only after they have proved their interest in the playgrounds and their qualities of leadership.

The Playground Board decided on the uniform with two aims in view: to provide an outfit that would be easily distinguishable both for the play leader and the children on the playgrounds, and to add incentive and interest in the police work for the policemen themselves.

The boys have demonstrated their ability in drill work on a number of occasions this season. They marched in the Decoration Day parade, in River Forest's annual play day, and at Oak Park's annual July Fourth Celebration.

The new uniforms have attracted wide and favorable comment. The Chicago newspapers have published stories and pictures of the boys; the New York Times has given them publicity, and Underwood & Underwood have used pictures.

And now as to some of the benefits of being a cop on the Oak Park force. The whole force is treated to an annual outing every year, this being usually the Rodeo or a Big League baseball game. The individual member of the force who has done outstanding service during the year is awarded a gold pin and the special playground force that has done the best work receives ribbons. But best of all, according to the policemen themselves, is their right to ride free on all the Oak Park street cars and buses. This last distinction seems to be worth all the arduous duties of patrolling a playground during the entire year.

Report comes from Sweden that training mentally deficient children in sports and athletics has been found to tend to brighten their minds and give them a more wholesome outlook on life.

A Leisure Time Program for Workers*

By

MINNETTE B. BRODKE

*Los Angeles Playground and Recreation
Department*

A little less than two years ago the Los Angeles Playground and Recreation Department realized the advisability and need of extending its service to meet the worker's needs and inaugurated an industrial recreation division. The program of this division includes noontime play with volley ball, baseball, tennis, quoits and other games for out-of-doors; and group games, dancing, orchestra, choral practice and other activities for indoors on inclement days. The late afternoon program embraces swimming, tennis, volley ball, basketball, baseball and other games. In addition to this a well balanced program, which includes athletic activities, dramatic activities, musical activities and rhythmical activities is conducted.

Picnics, hikes and trips to the Playground Department's municipal camps and municipal beaches comprise the week-end and holiday program, while through the month parties, "phun nites" and other social-mixers are carried on, with plays, pageants, minstrel and vaudeville shows as part of the dramatic activities. The special events include play days, field days, swimming meets and interdepartmental tournaments for seasonal sports.

Definite, practical programs are arranged for, and advisory service is available to all industrial and mercantile establishments. Playground centers and other facilities are provided and expert leaders direct activities of organized groups.

Programs of vigorous outdoor activities are planned for those whose work is sedentary, and games which are less strenuous are planned for those tasks involve great exertion. Mental stimulants, as well as physical, are developed in the play schedule. Monotony of work is abolished for those who look forward to wholesome fun during their "free" time.

The large and varied repertoire of recreational activities is meeting the needs and likes of all

*From *The Lens*, the publication of the Los Angeles Chapter, American Association of Social Workers.

groups. The value of play for employed men and women, especially in an active rather than a passive way, has been tested and proved in modern years in every part of the country and under every imaginable condition. Play pays big dividends to both employe and employer. To the former it gives better health and greater happiness through the wholesome use of leisure time, and for the latter it means a better spirit of cooperation, understanding and confidence among all persons connected with the organization.

Industrial recreation is no longer an experiment. It is a democratic innovation that has been thoroughly tested and has met with the highest approbation of the participants and the executive business heads.

A New Bath House in Salem, Massachusetts

The Park Department of Salem is administering a new bath house so arranged as to represent a considerable saving in bathing costs. One attendant at the office has an unobstructed view of all features requiring supervision, such as entrance to building and to toilet facilities for use of the general public except bathers, passage to pool and the entire area of the pool.

All entrance to the building is directly opposite the office where an iron grille gate is located, and bathers walk along the uncovered passage to the office where keys for lockers are received upon payment of fee of 10c. This fee entitles the

bather to the exclusive use of a steel locker and use of a room to change clothes, the clothes then being locked in the locker, the dressing room available for someone else.

In the women's section, the dressing rooms and lockers are in the proportion of one to seven. In the men's side, only a few dressing rooms are provided, as our experience has been that they are seldom used by men.

Toilet facilities are readily available for use of bathers. Continuous running showers outside the doors are provided.

Rooms provided with benches and hooks are available for use of small girls and boys at no charge. As all bathers pass the office coming and going, proper contacts and supervision are maintained. As many bathers come dressed for the water, it was not necessary to build extensive accommodations for dressing.

Only bathers are allowed between the office and pool. Toilet facilities, where bathers are not allowed, are provided. The locks on the doors are so arranged that when the main gate to the building is open access to the toilets can be had from the uncovered passage only. This gives the office attendant supervision of the entrances when bathers are about. When the bath house is closed, access to the toilets is from the shelters and the doors to the passage are locked.

The refectory is so located that service can be given into the shelter, out into the park and over the counters to the passage. This gives a valuable location for this particular use, as every one using the building passes the refectory. The shel-

(Concluded on page 540)

EACH GROUP LEADER HAD ONE OF THESE PLANS ON A CARD

Steps in Organization for Play Day County Schools

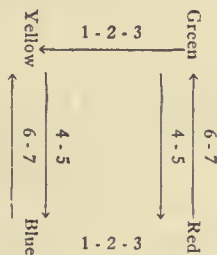
I	II	III	IV	V	VI	VII
School squads. Lined up by Poster.	Grade squads. Pass through group and give out one color at a time. As ten get colors, form new squads.	Color squads. Still in grade groups get lead- ers for new color squads as squads are formed.	Color groups. O Get acquainted. Color flag school groups in to center. Leaders in to center.	Exchange squads for games. Go to some other color squad of same grade group for games. Dodge Bat Base Volley	Change to another game. Play with same squad unless very poorly bal- anced. Then change squads with some one.	Circle all. Stunts Head stand Cart wheel Hand stand Hand walk

Games to be changed to:

- 2.2.1 { Brownies and Fairies
- { Dog and Bone
- { Animals
- { A Story

Other grade groups exchange—Bat, Base or Volley

Leaders O
squads get be-
hind leaders



Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM GOULD VINAL

The Identification of Trees in Winter by Feeling and Smelling

(Any part of this may be used as a game in feeling and in some cases for smelling or tasting.)

Choose between the 1's

1. If leaves persist through the winter.....go to 2
1. If leaves do not persist through the winter.....go to 13

Choose between the 2's

2. Leaves broadgo to 3
2. Leaves needlesgo to 5
2. Leaves scalesgo to 11

Proceed to choose and go as the numbers indicate.

3. Leaves with few spines; fruit berry-like *Holly*
3. Leaves without spines; fruit dry.....go to 4
4. Leaves oblong, 4-10 inches long, thick, acute apex*Rhododendron*
4. Leaves oblong, 3-4 inches long, thin, acute at both ends*Mt. Laurel*
5. Needles not in clustersgo to 6
5. Needles in clusters*The Pines*
 - 5 needles in a cluster; cone scales thin.....*White Pine*
 - 3 needles in a cluster; cone scales thick with a spine*Pitch Pine*
 - 2 needles in a cluster, 3-6 inches long; cone at right angles.
 - Needles slender and flexible*Red Pine*
 - Needles thick and stiff*Austrian Pine*
 - Needles $\frac{1}{2}$ - $3\frac{1}{2}$ inches long; cone pointing backward*Scotch Pine*
6. Needles opposite or whorled and spiny-pointed; fruit berry-like7
6. Needles scattered; fruit a cone8
7. Leaves always whorled in threes; fruit size of pea*Juniper*
7. Leaves 2 or 3 at a node; fruit size of small pea.....*Young Red Cedar*
8. Leaves flattened apparently in two-ranked sprays 9
8. Leaves conspicuous from all sides of the twig.....10
9. Leaves $\frac{1}{2}$ inch long, stalked, projecting scars; cone $\frac{3}{4}$ in.*Hemlock*
9. Leaves $\frac{3}{4}$ in. long, not stalked, no projections; sticky buds; cone $2\frac{1}{2}$ inches.....*Balsam*
10. Leaves flattened, blunt, scars slightly raised; cones 2-4 in. bracts*Douglas Fir*
10. Leaves 4-angled, sharp, scars project; cones 4-7 inches*Spruce*
11. Twigs not fan-shaped; scales pointed; fruit berry-like*Red Cedar*
11. Young twigs fan-shaped; fruit a cone12
12. Sprays conspicuously flat, aromatic when crushed; cone $\frac{1}{2}$ in. long*Arbor Vitae*
12. Sprays somewhat flat, aromatic when crushed; cone spherical*White Cedar*
13. Leaf-scars and buds or twigs opposite (or in three's)go to 14
13. Leaf scars and buds or twigs alternate.....go to 26
14. Leaf scars three at a node, round, and large; fruit 15 in. long*Catalpa*
14. Leaf scars, buds, or twigs two at a node.....15
15. Two bud scales; flower buds 5 mm. broad, turnip-shaped; bark alligator-like scales
Flowering Dogwood
15. Four or more bud scales16
16. Twigs stout; terminal buds large, over 1.5 cm. long17
16. Twigs not stout; terminal buds smaller than 1.5 cm. long18
17. Buds covered with a sticky varnish*Horse-chestnut*
17. Buds free from sticky covering*Buckeye*
18. Leaf scars conspicuous; buds short, stout and rough; seeds shaped like canoe paddles.....*Ash*

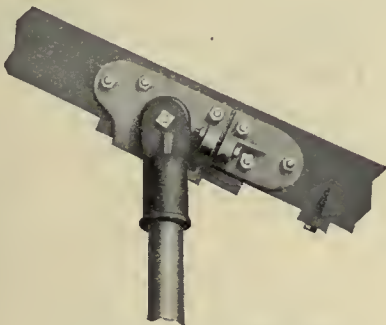
18. Leaf scars inconspicuous; buds smooth; winged seeds in pairs	<i>The Maples</i>
19. Many small buds at a node (called collateral buds)	20
19. Two buds at a node	22
20. Rank odor to broken twigs	21
20. No rank odor to broken twigs; leaf scars do not meet	<i>Red Maple</i>
21. Bloom on twigs; leaf scars meet; downy collateral buds	<i>Box Elder Maple</i>
21. No bloom; leaf scars do not meet; smooth buds; old bark flaky	<i>Silver Maple</i>
22. Buds stalked	23
22. Buds not stalked	24
23. Buds 6-10 mm. long; streaks in young bark	<i>Striped Maple</i>
23. Buds less 6 mm. long; downy twigs and buds; no streaks	<i>Mountain Maple</i>
24. Buds sharp pointed with many scales	<i>Sugar Maple</i>
24. Buds oval or ovate with not more than 3 pairs of scales on outside	25
25. Leaf scars meet in a tooth, old bark with narrow ridges	<i>Norway Maple</i>
25. Leaf scars do not meet; old bark flakes off in scales	<i>Sycamore Maple</i>
26. Twigs with thorns	27
26. Twigs without thorns	29
27. Thorns in pairs, with ridges running down twig from thorns	<i>Black Locust</i>
27. Thorns not in pairs	28
28. Thorns branched, not near side buds; fruit a pod	<i>Honey Locust</i>
28. Thorns not branched, near side buds; fruit a small apple	<i>Hawthorn</i>
29. End buds large, bud scale a cap, line encircles twig at leaf scar, broken twigs aromatic, fruit a cone.	30
29. Twig does not have all characteristics named above	33
30. Buds smooth	31
30. Buds densely downy	32
31. Leaf scar crescent-shaped; large flat seed; end bud 5 cm. long	<i>Umbrella</i>
31. Leaf scar circular; winged seed; end bud flat, 5-20 mm. long	<i>Tulip</i>
32. Buds 25-30 mm. long; twigs stout; fruit spherical	<i>Large-leaved Magnolia</i>
32. Buds 10-20 mm. long; twigs slender; fruit elongated	<i>Cucumber Tree</i>
33. Buds not clustered at end of twigs	34
33. Buds clustered at end of twigs; dead leaves often persist; twigs tend to be 5-angled; acorn with a scaly cup	<i>The Oaks</i>
Kernel bitter; cup saucer-shaped; bark with flat ridges	<i>Red Oak</i>
Kernel bitter; cup top-shaped; ridges with cross fissures	<i>Black Oak</i>
Kernel sweet; cup a deep saucer; thin scaled, flaky bark	<i>White Oak</i>
Kernel sweet; cup hemi-spherical; rounded ridges	<i>Chestnut Oak</i>
34. Winter catkins absent	35
34. Winter catkins usually present, long horizontal lenticel	<i>The Birches</i>
Outer bark rolls back; easily separated into papery layers	<i>White Birch</i>
Outer rolls of bark with a ragged fringe; no flavor	<i>Red Birch</i>
Outer rolls of bark with ragged fringe; slightly aromatic	<i>Yellow Birch</i>
Bark does not roll; twigs have wintergreen flavor	<i>Black Birch</i>
Bark does not roll; rough twigs; resinous buds	<i>Gray Birch</i>
35. Leaf scars not prominent or three lobed	40
35. Leaf scars prominent and three lobed	36
36. Twigs stout, tough, flexible; lenticels conspicuous; fruit a nut	37
36. Twigs small, brittle; lenticels usually inconspicuous; hairy seeds	40
37. End bud less 10 mm. long	38
37. End bud 10-20 mm. long	39
38. End bud elongated; nut spherical with irregular grooves	<i>Black Walnut</i>
38. End bud ovate; nut nearly spherical, smooth, without ridges	<i>Pignut</i>
39. End bud oblong; nut elongated, sticky husk, deep, irregular grooves	<i>Butternut</i>
39. End bud ovate; nut nearly spherical, 4-ridged; shaggy bark	<i>Shagbark</i>
39. End bud ovate; nut tapering at both ends	<i>Mockernut</i>

40. Buds sticky	41
40. Buds downy	42
40. Buds smooth	43
41. Buds slightly sticky, not fragrant, lying close against twig	<i>Small Toothed Poplar</i>
41. Buds very sticky, fragrant, point away from twig	<i>Balm-of-Gilead</i>
42. Buds and twigs wooly, raised lenticels	<i>Silver Poplar</i>
42. Buds downy, smooth twigs	<i>Large Toothed Poplar</i>
43. Small buds lying close to slender twigs; twigs curve inward	<i>Lombardy Poplar</i>
43. Large side buds and twigs which point away from central branch.....	<i>Carolina Poplar</i>
44. Side buds not nearly surrounded by leaf scars.....	48
44. Side buds nearly surrounded by leaf scars	45
45. Slender twigs, slightly zigzagging; buds silky; fruit a pod	<i>Yellow Wood</i>
45. Slender, zigzagging twigs, enlarged at bud; fruit 3 cm., spherical	<i>Sycamore</i>
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53. Nutlet with wing-like bract; smooth bark, like twisted muscles	<i>American Hornbeam</i>
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54. Fruit not a pod, twig flexible, stalked buds.....	55
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59. Many sharp spines; 3 nuts; nuts edible; short oblong buds	<i>American Chestnut</i>
59. Spines not piercing; many small seeds; corky ridges on bark	<i>Sweet Gum</i>
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63. Branches horizontal; spurs slow growing; buds ovate	<i>Sour Gum</i>
63. Branches irregular; buds sharp pointed; no licorice taste	<i>Pear</i>

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From Sacramento's Annual Report

The Twilight Baseball League of Sacramento, California, is organized on what is known as a "Fun and Amusement" plan. In the league employers and employees play together. The teams are made up of players from department stores, banks, railroads, laundries, automobile firms, fraternities and the like. It is a common sight to see young men in overalls from the railroad shops opposing players from the banks. The Twilight League grows numerically every year, and it is helping create a spirit of good fellowship among the men of the various firms and corporations.

An Inter-Fraternity League is an interesting feature of the work of the Recreation Department. This group is composed of young fraternity men who seek to carry on a sort of extended collegiate rivalry. Their rules of eligibility, like those of the Twilight League, are fixed by delegates to the organization meetings at the beginning of the season, and all details of schedules are carried on by the Department.

There was an attendance of 28,087 between

July 16th and September 26th at the swimming pool at McClatchy Park. During the morning hours the pool was opened to girls and boys sixteen years of age and under, free of charge, provided the children furnish their suits and towels. Those to whom suits and towels are issued paid a fee of 10c. During the afternoon all children were charged 10c, whether they provided suits or not, and a charge of 25c was made for people over sixteen years of age. Soon after the pool was opened the Department distributed 10,000 cards advertising free swimming lessons. Lessons were given boys and girls every morning; home women during the noon hour, and employed women from 6 to 6:45 P. M. daily, except Saturdays and Sundays.

During the past year an Archery Range with six targets was established at William Land Park.

In March, 1927, a recreation center for men was opened in an old firehouse. It is equipped as a reading room and provides comfort station facilities. The building is opened every day from 8 o'clock in the morning until 10 at night. The center is too small to accommodate the large number of itinerant workmen and unemployed men who congregate there. The report blanks show attendance of between 600 and 2,000 every day.

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PLAYGROUND APPARATUS

The Question Box

A Letter—

Dear Sir,

Have been informed that you will make suggestions for group dramatics, so am asking you to help me. Am very inexperienced, not much equipment excepting the desire to do something, but am anxious to help a small group of adults to start some work of this sort. There are about fifteen in the group, both sexes, ranging in age from twenty-one to sixty and with very little experience. Not very promising, I'll admit, but even if we can't give a creditable performance, we will get a great deal of pleasure and profit by just trying, and that is the important thing after all.

The Answer—

My dear Miss ———

It is with great pleasure that we answer your letter regarding dramatics for an adult group. We have often wondered why more men and women do not form drama clubs as so many of them played well, back in their school days, and remember their small excursions into drama with a great deal of pleasure. It seems unfortunate that this should be lost to them in later years and we are always glad to learn of someone who is willing to undertake the organization of a group of adults.

One of the most successful drama groups in New York and one composed of men and women, all of them working people and many with grown sons and daughters, was recently able to enter a one-act play in an international tournament and was among the four winners.

There are several ways to start your group, but one very successful method was demonstrated here last winter. A young man who was trying to interest a neighborhood group got his people together for a social evening. During the evening a half hour of charades was suggested. The people were divided into groups and leaders, previously chosen, took charge. A few costumes were provided and the charades had, of course, been carefully planned in advance. Two or three well-known stunts were then introduced and at the close of the evening the director announced that a class would be started on a certain date and invited anyone who wished to participate in dramatics in any way to join. A good number appeared and, although it was late in the season,



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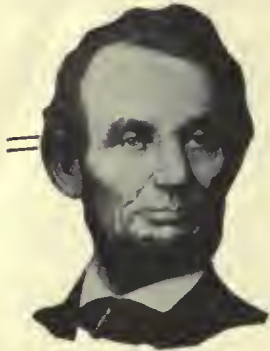
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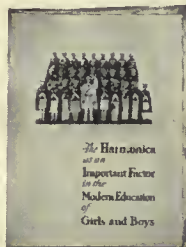
This is particularly true with retarded pupils whose limited mentality makes it so difficult to arouse real interest and enthusiasm, or to develop those traits of character which will assist them and offset their mental handicaps.

Another desirable trait which Harmonica practice engenders is perseverance—for this instrument requires a certain degree of skill before it can be played well. Yet the fascination of the work itself brings this about without conscious or tiresome effort. Furthermore, Harmonica playing gains the whole-hearted interest and attention of the pupils to such an extent that the concentration developed by this training is carried over into other activities.

Playground Supervisors and Instructors, Teachers, and others in authority are invited to send for a brochure describing the results obtained in thousands of playgrounds, schools, camps, etc., throughout the country, and supplying practical instruction for the development of harmonica activities. The coupon below will bring this brochure without charge.

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the group presented several well-known one-act plays before the winter was over. The great advantage in the social evening is that it gives the director an opportunity to discover talent and insures him of a successful cast for the first production. Often, especially with older people, it is possible to bring out talent only with the most informal drama.

For a first performance two or three simple one-act plays or two plays and music make the most successful program. It is quite important that the plays should be tested and sure of success, as a failure will often discourage a second attempt. After the group have given several evenings of one-act plays and are accustomed to playing with each other, a three-act play might be attempted. *The Trysting Place*, by Booth Tarkington, can be very easily handled by amateurs and does not require a royalty fee. *Miss Civilization* and *Wedding Presents* would make a good complete program. If you are interested in stunt material we are sure you will be glad to know of *Acting Charades*, by Laura E. Richards, published by Walter Baker and Company, 41 Winter Street, Boston \$.75), and *Social Stunts*, a loose leaf stunt book which can be obtained from the Church Recreation Service, 510 Wellington Avenue, Chicago, for thirty cents, postpaid. Other stunts can be purchased and added to this book. You will want to be sure to get *The Ticket Agent* and *The Horse Thief*.

Our Folks

Leroy B. Sharp has been appointed Assistant Superintendent of Recreation, Oakland, California, and Assistant Director of Physical Education, Oakland Public Schools. These appointments were made by the Board of Playground Directors and the Board of Education at their regular meetings. Mr. Sharp succeeds Percy P. Locey, who recently resigned to become coach of the Olympic Club football team of San Francisco.

Mr. Sharp has been head of the Physical Education Department and athletic coach at Fremont High School, Oakland, for the last three years. He also served two years as head of the Physical Education Department and athletic coach at Yreka High School, and three years at Reedley High School. He was County Supervisor of Physical Education one year in Siskiyou County.

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After graduating from the University of California in 1917, he served two years in the Artillery and Air Service of the U. S. Army, and did artillery observing in the Balloons. He spent one year with the Army in France, and held the rank of second lieutenant. He is now a member of the American Legion.

Mr. Sharp was born at Fort Jones, California, and attended the elementary school at Fort Jones. He worked on a ranch to help put himself through high school and college. He graduated from Pacific Grove High School and received his degree from the University of California in 1917.

"Widespread participation, which was the firm foundation of the drama of yesterday, is the goal of our dramatic leaders of today. The fact that those who participate are not highly trained will not lower our standards. They contribute because they are art lovers—experimenters for the love of the work. As the weavers and dyers, merchants and wheelwrights influenced much of the greatest that has been produced in the theatre and made straight the way for the great dramatists that were to come, so must we, the leaders, look to the many groups participating in dramatic activities today for the placing of our drama tomorrow on its highest plane. When drama is actually written and produced within the group, we are making a step in the right direction. What, then, is the goal in democratizing the land of make believe in recreation work? It is an equal chance for all."

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Book Reviews

Regional Survey of New York and Its Environs
Volume V

Dealing with Public Recreation
Prepared by Lee F. Hanmer and Colleagues
Published by the Committee on Regional Plans
of New York and Its Environs

No more thorough-going survey has ever been made of the recreational problem of a metropolis than this.

Part I describes the problem of public recreation and growth in the City of Greater New York and its surrounding counties in New York and New Jersey. It considers the various types of recreational areas, the growth and value of parks and recreation grounds and the actual distribution of open space, public and private, in the whole region.

Part II is a study of the uses and the space requirements of the whole area, outlines recreation facilities within the city itself and outside, with a study of possibilities for extension and the methods by which lands may be secured. In spite of the tremendous congestion in New York, the study definitely believes there is still available enough open space for the practical satisfaction of most of the recreational needs of the city.

Part III consists of several special studies as to playground attendance, playground adequacy, sample play activities and facilities, beach areas in the city and environs.

Part IV is a valuable and unusual study of the rights of the public under state laws and customs in the shore and in land under tidal and navigable waters.

The volume is profusely illustrated with both pictures and cuts and is an unusually valuable addition to literature on public recreation.

TENTATIVE STANDARDS FOR VACATION HOMES AND CAMPS.

Prepared by the Special Committee on Standards for Grading, approved by Committee on Vacation Homes and Camps of The Children's Welfare Federation. Published by The Children's Welfare Federation, New York City

Realizing the impossibility of drawing a single standard to which all camps would conform to the letter, the Committee responsible for the report has assembled from the experience of the members the features it believed to be desirable in any camp. Health and sanitation, physical equipment, general camp policies, community responsibility, business records, leadership and personnel, program and food have all been considered.

National Conference on Outdoor Recreation
Document No. 158

The latest report of the National Conference on Outdoor Recreation just from the press may be secured from the Government Printing Office at Washington, D. C. It is a summary of the findings of the various fact-finding surveys and projects that have been undertaken by this National Conference. Within its hundred pages are summarized many of the facts which comprise the results of the studies of municipal and county parks throughout the country, the report of the Bureau of Labor Statistics on Outdoor Recreation for Industrial Employees, the facts from two valuable reports on the larger areas throughout the country, one on State Parks and the Recreational Uses of State Forests and the other on Recreation Resources of Federal Lands. There are briefer sections on training courses for recreation leaders, contributions of museums to outdoor recreation, and the coordination of national parks and national forests. It is a valuable and handy summary of the fact results of the National Conference on Outdoor Recreation.

"EXTRA CLASSROOM ACTIVITIES" by Prof. Riverda H. Jordan. Published by Thos. Y. Powell and Co. Price \$2.50

Prof. Jordan's book deals with problems arising in the

development and administration of those extra curricular activities which in modern school life are crowding in educational importance the so-called curricular activities. Out of his own experience, Prof. Jordan has appreciated the necessity of conceiving of these so-called extra curricular activities as a fundamental part of the educational process to be developed as an essential unit from the elementary schools through the senior high school period. The book deals less in detailed outline of various particular activities than with a discussion of the basic principles and the general problems—of faculty relationship, of financial control, of frittering of interest,—arising in connection with the major activities—dramatics, assembly, publications, student government, music societies and clubs and other school organizations, athletics. It is an excellent, practical book giving fairly both or many sides of questions on which it is possible to take various viewpoints, at the same time recommending from Prof. Jordan's own experience methods which he has seen work out successfully.

ADVENTURES IN FLOWER GARDENING by Sydney B. Mitchell. Published by the American Library Association, 86 East Randolph Street, Chicago, Illinois. Price, \$.35 a copy

This little pamphlet, one of the series entitled "Reading With a Purpose," issued by the American Library Association, is a delightful book. It makes even a non-gardener wish that he were a gardener. Professor Mitchell is vocationally in the field of library work but he has always been a gardener "beginning," he has said, "when a lad of six, and as is general with those young in years and experience, by trying to grow necessities rather than what now seems more important, the luxuries of life." He is a thorough-going amateur, gardening for the pure joy of it. The pamphlet itself is delightful. It recommends several books meant to be of practical help to the amateur gardener who gardens on a comparatively small scale and to whom gardening is a joyous adventure. Anyone who at all shares in the love of this hobby will find real profit in securing this little pamphlet.

A NEW SONG BOOK

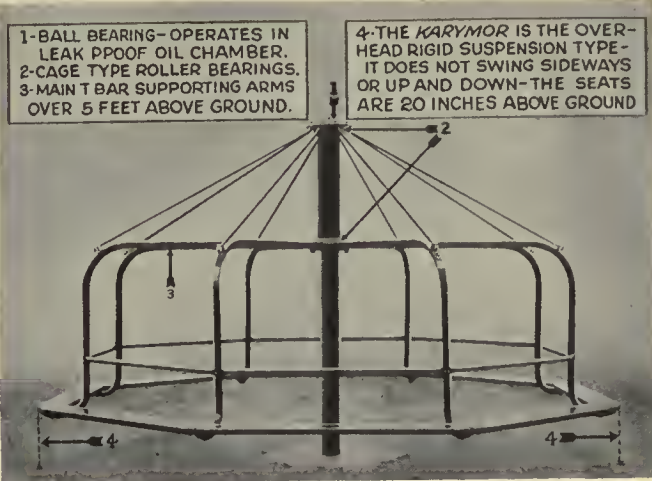
The Playground and Recreation Department of Los Angeles, has issued a Playground Song Book, containing over 150 songs of various types. One of the most interesting of the songs is the "Playground Song of Youth" written for the Los Angeles Playground by Mrs. Corinne Dodge, with music by Charles W. Cadman. Copies of the Song Book may be secured from the Department of Playground and Recreation, 305 City Hall, for 5 cents per copy.

HISTORY OF PUBLIC SCHOOL MUSIC IN THE UNITED STATES. By Edward Bailey Birge. Published by Oliver Ditson Company, Boston, Mass. Price, \$2.00

In 1838 music was established in the public schools of Boston. "Since that time," says Mr. Birge, "we have gone from the melodeon to the broadcasted concert of the radio, and from the district school with the three R's and a little singing for diversion to a highly complex school system with music functioning in a dozen activities and with high school orchestras playing symphonies and choruses singing the great oratorios." The story of this development is told in a most readable way in Professor Birge's book. The eight chapters are illustrated with music quotations and over seventy portraits.

PLAY DAYS—THEIR ORGANIZATION AND CORRELATION WITH A PROGRAM OF PHYSICAL EDUCATION AND HEALTH. By Helen Norman Smith and Helen L. Coops. Published by A. S. Barnes and Company, New York. Price, \$.75

The subject of play days has recently aroused much interest, and many plans are being tried out in various parts of the country. This booklet considers the play



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day project in three separate situations—the city high school, the rural high school and the college. All of the programs have been used in successful play days and have been found practicable. Suggestions for correlated program of health and physical education are included in the organization. These suggestions do not presume to be a detailed course of study, but they do serve to point out the possibilities of enriching the program of health and physical education by the Play Day idea.

DEVELOPMENT OF THE PLAYGROUND MOVEMENT IN A NUMBER OF FOREIGN COUNTRIES

The Bureau of Foreign and Domestic Commerce, Department of Commerce, Washington, D. C., has issued through the Specialties Division a special circular No. 539-1 which gives some interesting information regarding the playground movement in a number of foreign countries touching especially on the subject of playground equipment.

In Austria the playground equipment used by small children consists merely of one or more sand boxes. In the public and school playgrounds, the equipment is of four types, each of which is easily and cheaply manufactured locally—the climbing pole, the horizontal bar, the ring swing and the gymnasium horse. Finnish municipal public school playgrounds have little equipment beyond horizontal bars and a kind of May pole used for climbing. Equipment in Denmark is constructed by local carpenters and cabinet makers. In Switzerland there are a few public grounds set aside where children can play. In one corner of the park will usually be found a large sand box for the younger children while for the older ones will be a soccer field, possibly a few home made swings and occasionally a trapeze bar. Municipal playgrounds are very few in Belgium and where they exist the municipality furnishes only such equipment as association football goals, swings and roundabouts which can be easily manufactured by any carpenter. Equipment is not intensely used in Poland. Most of it is of local manufacture.

CAMPS—LOG CABINS, LODGES AND CLUBHOUSES. By F. E. Brimmer. Published by D. Appleton and Company, New York City. Price, \$2.00

Mr. Brimmer has given a practical handbook to all who are interested in building permanent camps in the woods or on the shore. It covers every type of camp and log cabin from one room shacks to board camps and more pretentious log houses and clubhouses. A large number of drawings, plans and photographs are offered.

THE "KIT." Party Number. Published by Lynn Rohrbough, 510 Wellington Avenue, Chicago, Illinois. Price, \$40

The Party Number of The Kit will prove particularly suggestive for the fall and winter seasons, as it contains fourteen party programs and fifty games. Outstanding articles in the booklet present with Party Planning, a College Social, a Thanksgiving Feast, a Shingle Party, an Election Party, a Harvest Home, a Flower Party and a Hunting Party.

FAIRY FOLK STORIES AND PICTURES. By Miriam Mason Swain. Published by Hall & McCreary Company, Chicago, Illinois. Price, \$16

One of a new series on "purposeful silent reading and seat work books," this publication provides a wide range for the children to choose from—a gay panorama of the circus, Mother Goose, the adventures of Peter Rabbit and other friends of the children. There are pictures for coloring and a story for each picture.

STORY GAMES WITH PICTURES AND NUMBERS. Designed by Norman H. Hall; pictures by Matilda Breuer. Published by Hall & McCreary Company, Chicago, Illinois. Price, \$48

The primary purpose of the book is to provide inter-

esting and useful material for silent reading. Number work, spelling and drawing are coordinated in this plan, which provides entertaining as well as instructive material for the young child.

Salem Bath House

(Continued from page 527)

ters serve the many picnic groups and offer protection to the park visitors from sudden showers.

The effort has been to provide an attractive substantial building to serve the various needs of such a park in a systematic, convenient, natural and pleasant manner.

The appropriation of \$20,000 was made for the bath house which has been expended as follows:

General contract	\$13,788.90
Plumbing contract	1,763.42
Architect	955.56
Lockers	1,244.37
Iron gate and grilles.....	337.20
Approach to pool (portion of expense)	232.81
Water pipe 4-inch.....	1,193.32
Grading and drive.....	418.00
Electrical equipment	64.52

Total

The approach to the pool from the bath house. 22 feet wide with three ramps and two flights of five steps each, was constructed of concrete by the park department.

Playground and Recreation Association of America

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Teachers' Library

The Playground

JANUARY, 1929

How *Things* May Contribute to Life Values

By Ralph W. Sockman, D.D.

With the Recreation Executives

Report of Sessions of Executives at the Fifteenth Recreation Congress

Community Centers in Cleveland

Suggestions for a Progressive Game Party

Activities for Younger Boys

By Anna Austin

Examinations for Recreation Workers

The Playground

Maintained by and in the interests of the Playground and Recreation
Association of America

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at

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JACK FROST HAS NO TERROR WHEN COASTING IS GOOD

The Playground

VOL. XXII, No. 10

JANUARY, 1929

The World at Play

The Brimming Cup.—A colored boy at Penn School, South Carolina, declared: "I don't care how hard I work—I have a baseball game behind me and have a baseball game before me on Saturday."

A Bit of Americanism.—In connection with the campaign for an amendment to the state constitution of Alabama which was brought before the voters on November 6, the American Legion of Birmingham sent out 7,500 post cards which read as follows:

Dear Comrade:

In line with our Americanism program your attention is invited to the ballot you will be handed at the polls next Tuesday. The American Legion has always stood for Community Service, better Parks and Playgrounds, and the City of Birmingham is asking the people of this state at Tuesday's voting to Vote for Amendment No. 6, which will in no wise affect taxation throughout Alabama, but will give the people of Birmingham the right to decide for themselves whether or not these proposed developments shall be carried out. Legion Field is one of these projects.

Let's put over this bit of *Americanism!*

Are You Puzzled About Your Young People's Program?—This was the question asked in the circular announcing the Recreation Institute held November fifth to ninth at 7:30 to 9:30 p. m. under the auspices of the Recreation Council of the Louisville Community Chest. The subjects included games for youths, intermediate, senior and young people's groups and typical programs for parties, picnics and social evenings. Instruction was given in song leadership and there were short discussions of play psychology, leadership and standards. A fee of \$1.00 was charged to defray the cost of clerical and other incidental expenses. Registration was limited to 200, only four members from each church being accepted.

Anticipatory Retrospect.—Recently the statement was made that morality and citizenship depend in no considerable measure on "anticipatory retrospect." Where imagination can be developed to the point that young people can anticipate the joy they will have in remembering satisfactory conduct, a great victory has been won. Surely play and recreation have much to do with developing such imagination. So many moral defeats in childhood come from a short time view and a failure to remember what in the past has proved to have long time satisfaction.

What About the Free Hours?—A clipping from a California newspaper says:

The children in the California schools have 8760 hours in the year.

1000 hours are spent at school.

2229 hours are spent in sleep.

750 hours are spent in eating and cleanliness.

4090 hours are spent in leisure.

How are the 4090 leisure hours spent?

Playground Accidents Decrease.—Adoption of a safety plan on the Los Angeles playgrounds whereby certain boys and girls are delegated to exercise vigilance in the prevention of accidents has caused a drop in the average of accidents on all playgrounds, according to the report of George Hjelte, superintendent of recreation. In the twenty-four months preceding the adoption of the plan, there were seventy-six accidents among a total of 3,724,483 people attending the playgrounds, but in the fifteen months after its adoption there were eighty-three mishaps among an attendance of 6,508,413—a reduction from 2.04 per 100,000 to 1.27.

Christodora House Opens New Building.—Many opportunities for recreation are offered in the beautiful new sixteen story building recently erected in Tompkins Square by Christodora House, one of New York's oldest settlements. The new building was made possible by the gener-

osity of Mr. and Mrs. Arthur Curtiss James, who for many years have been interested in the settlement. A large gymnasium and beautiful swimming pool are not the least of the recreation facilities. There are game rooms equipped for billiards, and for small table games and many opportunities for working in arts and crafts and domestic science. An entire floor is devoted to the use of the music school with practice rooms and a concert hall which can also be used for dramatic purposes. A beautiful room furnished in Italian style is dedicated to the use of Christodora's Poets' Guild, one of the unique developments of the settlement.

The lower five floors of the house are devoted to activities of the settlement. The nine upper floors are given over to housing, and accommodations for 154 people in addition to the staff are provided. There are delightful suites of two and three sunny, attractively furnished rooms which are rented to young men and women who are studying or working in New York City. A spacious and attractive lounge and library are provided for these residents on the fourth floor. Transients and other groups are accommodated as space allows at least for the first year.

Resolutions on the Use of Leisure.—In the North Carolina Congress of Parents and Teachers held at Raleigh, North Carolina, November 13 to 15th, Eugene T. Lies of the Playground and Recreation Association of America spoke on the subject, "Why Community Recreation Is Important." At the close of the session, the following resolutions were adopted:

"Whereas, the North Carolina Congress of Parents and Teachers has stressed at this convention the subject, 'Wise Use of Leisure,' believing that the modern leisure time situation presents one of the most complex problems we have to deal with, and that it is still unsolved in so many communities; Therefore, Be it Resolved, that we hereby express our conviction that its solution will depend upon the cooperative efforts of home, school, church, and community, each doing its part in upholding idealism in life, in developing wholesome interests and in providing opportunities for constructive play and recreation; Be it Resolved, also, that we hereby stress the need in each city and town for a wholesome leisure program looking to the prevention of delinquency, the furthering of community morale, and the enhancement of joyous living."

Roof Playgrounds.—Roof playgrounds for all future apartment houses and where possible on present structures were urged by Health Commissioner S. W. Wynne of New York City at a meeting of the Building Managers and Owners Association.

"These roof playgrounds," said Dr. Wynne, "need not add much to the cost of the apartment house. Aside from the cost of a protecting screen and an extra toilet room, there would be little additional outlay. The screen would make the roof safe for the children as well as the pedestrian, and enable the parents to have the knowledge that their children were at hand and in safety. My idea would be to have these roof playgrounds similar to those on public buildings and schools where accidents are well nigh impossible.

"In addition to the protection against accidents the plan proposed would mean healthier children. For on the roof, away from all danger, they could romp and play in the sunshine and open air instead of being cooped up in their homes or in ill-lighted and badly ventilated courts. And for rainy days or inclement ones, a portion of the basements set off for a playground would be an admirable adjunct to the scheme.

"The individual apartment house playground has been found successful in the more pretentious apartment houses, and there is no reason for their not being just as popular and effective in apartment houses occupied by the middle and poorer classes. It is a reform which the people sooner or later will be demanding."

Home Play in Youngstown, Ohio.—The Playground Association of Youngstown, Ohio, in cooperation with other local agencies, conducted last summer the first back yard playground campaign which the city has had. Of the 100 entries in the campaign, most were in yards whose owners were not interested in gardens, but a few by building fences were able to have both gardens and playgrounds. Several owners caught the play spirit and spent hours of their time as volunteer playground directors. A number of families not included in the official 100 caught the playground equipment idea and installed small sand bins and swings for their own children. It was discovered that garages were splendid places in which to hang swings.

Child Labor Day.—Child Labor Day, an annual observation fostered each year by the Na-

tional Child Labor Committee, will be celebrated in 1929 during the last week in January. The day will be observed in synagogues on January 26, in churches on January 27 and in schools and clubs on January 28. Individuals or organizations desiring posters and leaflets for distribution may secure them free of charge from the National Child Labor Committee, 215 Fourth Avenue, New York City.

Report of Royal Commission on London Squares.—An interesting survey is this study of London Squares, the purpose of which is: "To inquire and report on the squares and similar open spaces existing in the area of the Administrative County of London with special reference to the conditions on which they are held and used and the desirability of their preservation as open spaces and to recommend whether any or all of them should be permanently safeguarded against any use detrimental to their character as open spaces and if so, by what means and on what terms and conditions."

Copies may be secured for 95c each from the British Library of Information, 5 East 45th Street, New York.

A Playground in Canton, China.—The interesting news comes to the Association that the Canton, China, Y. W. C. A. is conducting a playground on a piece of land purchased from the government, formerly the site of an old temple or ancestral hall of the Bannermen. At first there was no leadership. The playground was mobbed and so much damage was done that it was necessary to ask the police to stop the children from coming on it. For the past few months a playground director has been in charge, who has developed a number of volunteer leaders. Young people's clubs have been organized, which are attracting many boys and girls. There has been a marked improvement in the behavior of the children.

Movies for Lepers.—The headline, "Lepers to See Movies in Exile," cannot fail to bring a thrill. The loneliness of being shut out of the ordinary world of affairs must be beyond any description, and there is great comfort in knowing that contact with the outside world is to be given through the showing of motion pictures to the leper colonies.

Whatever goes to a leper colony must remain

there. The films once shown must not be shown elsewhere. The late General Leonard Wood was one of the first to stress the importance of sending films to the lepers. Recently prints of thirty-one separate motion pictures were donated and shipped for use in the leper colonies.

A 100% Budget Increase in Knoxville.—The City Council of Knoxville, Tennessee, by a unanimous vote, granted the Bureau of Recreation of that city a budget of \$45,465.40 for the ensuing fiscal year. This sum represents an increase of over 100%, as last year's budget was \$21,230.00 and the previous year's allocation \$13,000.00. A municipal golf course is one of the new acquisitions of the Bureau. Other expansions have already been worked out in the athletic program, including social recreation activities for negroes. Fred C. Parkhurst, N. R. S. '28, has been retained as assistant superintendent with the development of municipal athletics as his major work. Miss E. Ruth Goddard will be in charge of social recreation and J. A. Nance will have leadership activities for negroes. The Council also voted \$40,000 to start development of a 200-acre island in the Tennessee River as a combined airport and recreation park. The Recreation Bureau will have charge of both.

San Francisco's Newest Playground.—A new and unique playground known as Douglass Playground has recently been added to the San Francisco play facilities. It was dedicated on October 27th. The ground which has been hewn out of rocky, hilly slopes, nestles in a secluded section, commanding a striking view of the city lying many hundreds of feet below.

A New Recreation Department.—The newly organized Department of Recreation of the board of park commissioners of Louisville, Kentucky, has issued a report of the activities of its first summer. The department operated nineteen playgrounds, sixteen of which were on park property and three on school grounds. There were a number of special events such as inter-playground swimming meets and junior and intermediate tennis tournaments. A Picnic Bureau performed active service. In cooperation with the Recreation Council, the Department closed six streets for play period once a week under trained leadership—a venture which proved very successful.

Projects in Norfolk.—Five major developments are under way in Norfolk, Virginia. These include the improvement of Barraud—a tract of 14 acres facing the water, for a colored park, playground and bathing beach; the development of a tract of five acres already owned by the city adjoining a high school; the purchase of 29 acres in Larchmont on which an athletic field has already been laid out, and the development as a colored playground of a tract formerly occupied by the city stables. The fifth project is the construction of a golf course and bathing beach at Ocean View, about twelve miles from the city, but within the city limits. Concessions at this place have two years to run, but the city will be ready at the end of that time to take over the operation of this great project, the cost of which will be retired in twelve years by the appropriation of a portion of the bus fares, the fees from the golf course and by the sale of residence tracts in one tract facing the golf course.

Brooklyn's Municipal Golf Course.—Dyker Beach Golf Course has been operated by the Department of Parks of Brooklyn since June 1st, 1928. In the five months' period from June to November 1st, according to Park Commissioner James J. Browne, 40,000 rounds of golf have been played at a profit to the city of \$20,000. The Park Department was allowed \$16,000 by the Board of Estimate and Apportionment for maintenance and equipment for the operation of the course from June 1st until the end of this year. Since June 1st, the department has had a gross income of about \$36,000 for permits, caddy badges and concessions at the golf course, making the profit a very substantial one. Twelve thousand and forty season permits have been issued at \$10 each. Players without these permits pay a fee of \$1.00 per round.

Of the popularity of the course there can be no doubt. On many Sundays five and six hundred people use the course, the record day being Sunday, September 9, when 627 golfers played. On October 7th, a new record was established for daily play permits when 394 persons paid \$1.00 each to use the course.

Fort Wayne Opens Municipal Golf Course.—The Board of Park Commissioners of Fort Wayne, Indiana, on August first opened its first municipal golf course—a nine-hole course. For the half year one hundred and ten season tickets

were sold at six dollars each. The charge for one round was fixed at thirty-five cents; for two sixty cents. Six thousand six hundred and four games were played during August and receipts amounted to five thousand dollars. A second nine-hole course will be opened in the spring.

On a Budget of \$11,000.—Approximately \$11,000 represents the budget of Waco, Texas, a community of about 50,000. On this amount the Recreation Department has maintained a superintendent of recreation and four year-round workers, and five summer playground directors. One year-round center and four summer playgrounds were conducted and there has been a well developed program of athletics and service to the community with activities of many kinds. Girls' club work has been maintained and a negro department with a wide range of activities has been established under the leadership of a full-time negro worker.

Sunday Sports in Massachusetts.—Sunday sports in Massachusetts won a decisive victory, according to the *New York Times*. One thousand two hundred and thirteen of the State's 1,605 election precincts, including Boston complete, gave 577,343 affirmative votes and 304,738 negatives to the referendum. The way is now clear for the passage of an act to legalize Sunday baseball between two and six p. m. in cities and towns that favor it under local option. Indoor sports, such as boxing, arena hockey, racing and hunting will not be allowed, but outdoor hockey and outdoor athletic contests, professional or amateur, are permissible with municipal consent.

Newark Receives Park Gift.—The city of Newark, New Jersey, has received a large sum of money for city parks from the estate of Miss Alice W. Hayes, a descendant of the City's Founder. The parks made possible through the gift—and the city officials are said to have two sites in mind—are to bear the Hayes family name. They will, it is expected, have playground and other recreation facilities.

"When Daddy Plays."—"They tell a story at the Recreation Department," says an article in the *Quarterly Municipal Review of Houston*, Texas, of a man who literally had the time of his life at a Community Center recently.

"This man, the father of a large family, had

not played since he was fourteen years old. He had gone to work at that age, married young and taken on responsibilities which left him no time for play.

"He had to be persuaded to come to the center the first night. Other fathers were there with their children—young boys and girls in their 'teens who were finding outlet for that gang spirit through neighborhood clubs and party groups.

"An extra man was needed to complete a group contest. This father was drafted and reluctantly responded. 'I'll never miss another play night,' he told the community center director after the games. 'I had forgotten how to play—forgotten how it felt to turn loose and be carefree—but now that I have learned again, I will be here when the doors are opened in the future.'

A Dads' Club.—Mobile, Alabama, has a Dads' Club with a membership of 400 men who meet several times a year in the high school. They come together not only to discuss the welfare of the youth of Mobile, but to have a social time as well. At the last town meeting, the Dads' Club got behind the plan to secure more play areas and their influence resulted in success.

The Parks of Westchester County.—The 1928 report of the Westchester Park Commission, of which Jay Downer is Chief Engineer, is a notable document both from the point of view of content and appearance. Beautifully illustrated, with a number of pictures showing parks before and after improvement, the report tells the history of the county park development, the present status and future projects and gives in detail appropriations and receipts. The many recreation facilities provided are described.

A Municipal Concert in Jacksonville.—An audience that numbered more than 1,000 people attended the second annual concert given November 8th at the Duval County Armory under the auspices of the Jacksonville, Florida, Playground and Recreation Department. The evening was devoted almost entirely to music with two chorus numbers, selections by the Robert E. Lee high school orchestra, the George Orner string quartet and a number of vocalists.

A Park for Danville, Illinois.—John H. Harrison, publisher of the *Danville Commerce News*, has announced the purchase of 233 acres

of scenic ground near the city, including the country club property, which he has donated to the city as a public park. The only condition imposed is that the park be used forever as a public playground and that it be known as Harrison Park.

Two New Parks for Wayne County, Michigan.—By vote of citizens of the Village of Plymouth and by gift of a public spirited citizen, Wayne County, Michigan, has received two public parks, according to the November eighteenth issue of the *Detroit News*. The citizens voted by a large majority to dedicate to the County Park Board seventy-five acres of land located on the River Rouge outside the village. Dexter M. Ferry, Jr., dedicated to the Board a ten-acre lot in Livonia township.

Oak Park Dedicated New Play Center.—On November thirteenth, the Playground Board of Oak Park, Illinois, dedicated the first of three recently completed municipal play centers. The building consists of one large room with a fireplace, the walls of which are decorated with mural paintings of characters in children's stories, several smaller rooms and a kitchen.

Palisades Interstate Park Commission Acquires More Land.—Recent acquisitions of land by purchase and pending agreements, and proceedings in entry and appropriations will increase the total area of the Palisades Interstate Park of New York and New Jersey by over 47,000 acres. Harriman State Park in the Highlands of the Hudson will benefit most by this increase.

The Bear Mountain Sports Association, under whose auspices sport events are held at Bear Mountain, Harriman State Park, announces the following skate and ski events during the winter:

Interstate Skating Championship
Bear Mountain Skating Handicap

Metropolitan Ski Tournament, with jumping and cross-country run under the auspices of the Swedish Ski Club, New York

Interstate Ski Tournament

Erie County's Parks.—The Erie County Park system, now four years old, includes among its areas Chestnut Ridge park about eighteen miles from Buffalo which contains 400 acres, 175 of them forest. In the park are thirty-four shelters of the Adirondack type and fifty-nine grills for

open air cooking. An athletic field is being completed in a meadow with a rustic locker house, comfort station and bleachers. A bridle path skirts a ravine through the park.

Emery Park, twenty-two miles from Buffalo, is another beautiful area in the park system containing 248 acres of woodland and meadow. The old Emery homestead has been converted into a comfortable inn. The park itself has been developed along much the same lines as Chestnut Ridge with an athletic field, children's playground, shelters, ovens and grills. Other properties belonging to the Erie County Park system include Como Lake Park and Elliott Creek Park, six miles from Buffalo, a popular public picnic ground.

All four of the parks are refuges for birds and game.

Know Your Parks.—The Board of Park Commissioners of Baltimore, Maryland, has issued a series of attractive little pamphlets, each devoted to one of Baltimore's parks. The origin of the park name and its history are given, the facilities are described and other interesting facts outlined.

Out in the Open.—The Westchester Trails Association fostered by the Westchester County Recreation Commission has stated its purpose as follows: "To promote and foster appreciation, understanding, conservation and use by the community of the natural beauties of Westchester county." The association has issued a schedule of its fall and winter outings for 1928-29, giving full directions of each trip, the name of the leader and the expenses involved.

A Cross-Country Run.—On May 17th, the Waterloo, Iowa, Recreation Department held its first cross-country run. The distance was 2.51 miles. Nine men started and eight finished. The winner, a University of Iowa cross-country captain, made the distance over a rough course in 14 minutes and 31 8/10 seconds.

A Public Boat House at Cabrillo Beach, Los Angeles, California.—A public boat house at Cabrillo Beach to be operated by the Playground and Recreation Department of Los Angeles was recently officially opened to the public. To secure names for the boats, which may be rented at a nominal rate by the hour or the day,

a boat naming contest was held. This contest, which was open to all the playground boys and girls, required that the names should not contain over twelve letters, and that they be historical, mythical or of a foreign language. The dedication of the boat house was part of a three-day Civic Day celebration of Armistice Day. The program for the Cabrillo boating center began at six o'clock in the evening with a great barbecue on the beach at the side of the boat house. This was followed by a band concert and the official dedication was then ushered in by the dramatic arrival of a replica of the Spanish galleon of Cabrillo, the explorer. One of the outstanding features of the ceremony was a parade of illuminated boats of all descriptions, which moved in formation toward the boat house.

The Cabrillo boat house with its municipal yacht club facilities will be the center of every type of salt water sport. (See picture page 569.)

A School Stadium.—The report of the Fordson, Michigan, Board of Education describes the new high school stadium which overlooks the athletic field.

The stadium is a reinforced concrete structure. The street elevation is faced with brick in harmony with the high school building. It is designed as an arcade consisting of fourteen arches, terminated at each end by a pylon with a balcony, and each end is inclined at a forty-five degree angle to the ground by an arcade of four diminishing arches.

The spectators' seats are approached by ramps from the arcade and there are twenty-four rows and two rows of boxes with a broad space, making a seating capacity of 3,785. Provision has been made so that it may be extended at the ends and at the top, making a capacity of approximately 11,476 when completed.

Below the seats are the home and visiting teams' locker and shower rooms. These have entrances opening from the arcade and also directly to the playing field.

There is also space for concessions where refreshments may be served. Public toilet rooms open from the arcade and also storage rooms for the athletic field equipment. Iron gates at each arch close the whole arcade when the stadium is not being used.

Above the piers between the arches are stone carved shields, each surmounted by a flagpole. The carving on the shields present the arms of all

the schools of the Fordson School System, with the high school arms in the center. The flagpoles above are to display the armorial banners of the schools on gala occasions, and the flagpole on one pylon is to carry the banner of the Board of Education, and on the other that of a visiting team; while Old Glory will be unfurled on the flagpole at the east end of the gridiron during the ceremonies preceding athletic contests.

Enough.—Dominic Cartelli, a member of the boys' club of New Britain, Connecticut, was second in the last marble championship contest at Atlantic City. On his return to New Britain he was taken around and introduced to heads of city department, park president, Chamber of Commerce officials, and the Mayor. He tired of the praise of the city's biggest citizens. After being feted by the civic groups once or twice, still smiling, he said, "I don't want to meet any more people." His request was granted.—*Boys' Club Federation Bulletin.*

Playground Dramatics.—On the twelve playgrounds conducted by the park department of Salem, Massachusetts, a series of plays were given. These plays were "An Easter Miracle," "Little Red Riding Hood," "The Moon or a Prince," "The Gooseherd and the Goblin," "Professor Frog's Lecture," "By the Valentine Tree," "Hansel and Gretel," "The King of Bookland," "The Pied Piper of Hamelin," "The Princess and the Pixies," "The Vegetable Dinner Dance," and "Who Says Six-Year Molars?"

A Novel Exhibit at Salem.—Last summer the park playgrounds of Salem, Massachusetts, con-

ducted a Flower, Vegetable and Fruit Exhibit as a part of the field program. The exhibit was divided into two parts—playground and individual.

Playground Exhibit

The requirements were that every ground must exhibit a basket of vegetables and a decorative centerpiece of fruits. The contents might be secured from any source the playground wished.

Points for each: 10—5—3

"Any Amount of Any Variety" were the suggestions issued for the vegetable display to be entered under the name of the playground.

Points for each: 10—5—3

Individual Exhibits

Children were advised in selecting vegetables to pay particular attention to uniformity of size, colors and shapes and to the health of the vegetables. Uniformity counted 40 per cent in judging.

It was impressed upon the children that all entries must be wrapped in bags distributed for the purpose, securely tied and tagged. Flowers were also a part of the exhibit. The point system used was as follows:

Best Baskets of Vegetables.....	10-5-3
Decorative Centerpieces of Fruits....	10-5-3
Best Vegetable Displays.....	10-5-3
Special Flower Arrangements.....	10-5-3
Flowers	5-3-1
Vegetables	5-3-1
Fruits	5-3-1

A Trumpet and Drum Corps.—In cooperation with the Chamber of Commerce of Fort



TRUMPET AND DRUM CORPS OF R. O. WILKINSON POST, No. 38, DEPARTMENT OF FLORIDA, AMERICAN LEGION AT FORT MYERS, FLORIDA

Myers, Florida, the Municipal Recreation Department, of which John W. Reel is executive, has organized a thirty-three piece American Legion Trumpet and Drum Corps. The Recreation Department made an initial appropriation of \$1,000 to purchase instruments for the corps numbering forty men with three reserves. The publicity department of the Chamber of Commerce played a leading role in organizing the unit. Horace A. Dunn, Director of Public Relations, served as chairman of the organizing committee. The "man power" for the corps was furnished by the Rabe O. Wilkinson Post, No. 38, Department of Florida, American Legion. The post furnished funds for uniforms and the finished product made its bow to the public in the Armistice Day parade. The performance given by the unit under the leadership of a former U. S. Army infantry captain delighted the thousands who lined the curb during the parade. The unit, which is made up of some of the city's leading business and professional men is now recognized as one of the city's assets.

A Home Made Song Book.—The suggestion comes from Mrs. Doris Stacpole of a home made song book as a gift for a musical friend. The words of songs are cut out and pasted into the book and small pictures of the composers and interesting typed notes about the musicians may be put in.

Eisteddfod at Wilkes-Barre, Pennsylvania.—The Eisteddfod of ancient Wales with its "bardic chair" and presiding chairmen was reproduced in Wilkes-Barre on November 8-9-10. Six choirs participated in the musical festival and sang the songs of Wales in competition for the praise of the bardic chair. The singers came from some fifteen different cities, one of them in Canada. There were four major contests including those for male choruses and mixed choruses. In addition there were classes for children in choral work, in poetry, in composition and in solo and duet singing. The Eisteddfod ended on November 11 with a Gymanful Gamu or singing festival at the First Welsh Congregational Church at Edwardsville.

Oxnard Boys' Band.—The Boys' Band of Oxnard, California, gave a series of concerts at the Ventura County Fair. Many groups helped to make the affair successful. Various business

houses furnished transportation, and refreshments were served by the women.

A Practical Class.—The Department of Public Recreation of Sheboygan, Wisconsin, has offered a course which is rather different from others conducted in connection with recreation centers. Beginning on November 12, weekly lectures are being given on the subject of "Investments." The subjects follow: Origin and Present Development of the Investment Banking Business; The Difference between Stocks and Bonds; Particular Needs of an Investor; Government and Municipal Bonds; Industrial Bonds; Railroad Bonds; Real Estate, Mortgage and Mortgage Bonds; Public Utility Bonds; Foreign Government Bonds; Review of Past Nine Lessons.

The lecturers include local bankers and investment specialists from other cities.

Orlando Negroes Win State Education Championship.—The Orlando, Florida, Recreation Department is very proud of the record made by the City Beautiful Tennis Club, composed of negro players, in winning three out of the five events in the state tournament held at Daytona Beach last summer.

Winter Sports at Los Angeles Camp.—Los Angeles, California, will this year have winter sports in Camp Seeley at the mountain camp belonging to the Recreation Department. Activities of all kinds from tobogganing to building snow men will be included. One of the longest and most thrilling toboggan slides in southern California is to be built on the mountain side. Toboggans, snow shoes, skis and other equipment will be obtainable at the camp.

A Playground Picnic.—It was a red letter day for the children of Salem, Massachusetts, when the Salem Willows Merchants Association gave their annual picnic at Salem Willows Beach. The children enjoyed the following program:

Morning

10:00 *Baseball*

Squashball

11:30 *Kite Flying Contest*

Open to Playground boys—any number of entries

Kite flying to be judged by:

1. Flying ability

2. Design

3. Construction

4. Efficiency of operators

12:00 to 1:30 *Luncheon**Afternoon*

1:30 Percussion ensemble rehearsal of all women instructors at Out-door Theatre

2:30 to 3:30 Exhibition of swimming and diving by members of the Boston Swimming Club

The leaders from the park playgrounds were in charge. Free transportation was provided for the children.

A Few of Fall River's Athletic Activities.

—The Department of Recreation of Fall River, Massachusetts, is conducting soccer leagues for working boys which are accomplishing excellent results in teaching organization and self-government to the boys. These leagues have been very effective in gathering together restless boys from all parts of the city. The boys give ten cents apiece to pay the referee \$2.20. There are 306 boys playing in the three leagues and 128 boys are playing in two junior basketball leagues which are in operation.

The Junior Basketball League is another successful experiment now in its third year in teaching girls to play and to take losing in a sportsman like manner.

A New Swimming Pool for Gloversville,

New York.—Littauer Pool at Gloversville, the gift of Lucius Littauer, was completed in the fall of 1928. The bath house is a combination of recreation building and bath house with dressing rooms, showers, lavatories, check rooms and office on the ground floor and with the recreation pavilion, containing a dance floor and concession for light refreshments, on the second floor. The pool is irregular in shape, ten feet deep at one end for adults and with a depth of one and a half feet to four feet at the other end for the use of children. The beach is artificial, built of sand. There is a concrete promenade going around the entire pool with ornamental benches and planting entirely fenced in. The pool, which was dedicated in October in the presence of 5,000 people, represents an expenditure of about \$104,000—\$16,000 for bath house; plumbing and equipment, \$3,000, and pool and lay-out of grounds, \$85,000. Local authorities believe it to be the largest pool this side of California. The Board of Education will be in charge of its administration.

A 14 Acre Recreation Ground for Johnstown, New York.—Johnstown is to receive, upon its completion, a fourteen-acre recreation ground containing a field house costing \$16,000 unfurnished, a standard size athletic field with football field, bleachers, running track, baseball field, sports facilities, a battery of eight tennis courts, junior play field, and a children's playground. The estimated cost of the building and construction exclusive of the grounds is \$150,000. The field is the gift of Mrs. Charles B. Knox, who will present it to the Board of Education and the city.

Model Yacht Making.—Handcraft enthusiasts who have mastered the more difficult technique of boat making will be interested in a new magazine called *The Model Yacht*. It contains technical articles on model yacht making, notes from the various model yacht clubs and articles of general interest. The magazine may be secured for \$1.50 a year or fifteen cents a copy at 3605 14th Street, N. W., Washington, D. C.

Boxing in Cincinnati.—The Boxing Commission of Cincinnati, Ohio, formerly an independent body, has been placed under the supervision of the Public Recreation Commission. This plan was proposed by City Manager Sherrill, who believes that boxing and wrestling are recreation activities and as such should be included in the functions supervised by the Commission. While the new boxing commission, which will be made up of men having an unusual interest in the sport, will be under the supervision of the Recreation Commission, the city manager will be the final authority in boxing affairs. The plan involves the employment of a full time worker, an expert, who will teach the members of the police force boxing and wrestling.

"A Learn to Swim Guarantee."—Anyone in Los Angeles who wants to learn how to swim may do so without cost under a unique learn to swim "guarantee" issued by the Playground and Recreation Department. The guarantee states that the Aquatics Division of the Department guarantees to teach to swim, free of charge, anyone who will attend five regular instruction classes at the time scheduled and who will be present at least twice a week for a period of two weeks. If after meeting these requirements the participant has not learned to swim, the guarantee provides

that he may have the privilege of private lessons from an instructor until he does learn.

A Melody of Color.—On October 25th the "Melody of Color," a pageant of negro contributions to America, was presented by the negroes of Fort Wayne, Indiana, with a cast of over 100. The pageant introduced an orchestra, adult chorus, soloists, juvenile chorus and negro spirituals. The "Dance of the Medicine Man" was a very effective number.

Mayor Praises Work of Recreation Department.—"Indianapolis, mainly through the park department, is doing great work with the playgrounds for the children," declared Mayor L. Ert Slack.

"Wednesday I opened a baseball game at Greer Street playground, where at least 200 boys and girls were present, engaged in wholesome recreation under the supervision of skilled supervisors and instructors.

"This department of municipal activity is of the greatest importance. There are quite a few places where I feel that playgrounds are needed. It is absolutely necessary for the children to have places to play. As their own yards are generally limited they naturally begin to use the street."

A Girls' Club in Toronto.—The Eaton Company of Toronto maintains a girls' club which conducts an active program of classes and recreation activities. The activities of the physical education department include gymnasium classes in which fencing, clogging, aesthetic dancing, apparatus work, Badminton, basketball, social dancing and swimming are enjoyed. The educational and handcraft classes include millinery, dressmaking, sewing, lamp-shade making, manicuring, marcelling, massage, French, Christmas gifts, cooking, ukelele, Hawaiian guitar, piano lessons, first aid and social etiquette. For the most part, these classes have twelve lessons in a term. Membership fees are \$1.00 a year for seniors and 50 cents a year for juniors—girls of twenty years and under. Fees for the classes and clubs are \$1.00.

Other important activities of the club include a library club, which meets once a week to read and discuss the best books, and an outdoor club, which has a program of hikes into the country. From May to October many of the club activities are carried on at the Christie Street Recreation

Grounds. Two lighted tennis courts, a spacious play field and recreation rooms make this an ideal summer center.

Recreation for the Women of Buffalo.—An interesting piece of work is being carried on for the women of Buffalo by the Buffalo Home Bureau, which has fifteen clubs for working women—Jewish, Irish, German, Polish and American. These clubs meet in community houses throughout the city. The programs are varied according to the interests of the groups, who plan their own programs, to a large extent, with the aid of the Home Bureau. There are classes in dressmaking and re-modeling, in basketry and paper flower making, lamp shades and millinery. The lectures include such subjects as health and hygiene, styles, how to choose and cook meats, know your own government, Thanksgiving food suggestions, gardening, house furnishing and how to cook balanced meals. There are also demonstrations in dry cleaning, canning, jelly making and dyeing. Each club has parties to celebrate holidays and concludes the year with a picnic. The clubs meet once a week, except during August. Membership dues are one dollar a year.

Play Day and Track Meet at Barnard College.—While 150 Barnard students on October 26th frolicked and played games vaguely reminiscent of lost childhood, an equal number of trained athletes vied in track competition on the north field. This athletic competition took the form of hurdles, twenty and forty yard dashes, high jump, hurl ball and javelin throw. Indoor events took place in the gymnasium while such events as javelin throw and hurl ball throw and the races were held in the open.

Play Day not only attracted a large number of competitors but many more spectators. It was the first time at Barnard that an effort had been made to induce athletically uninclined people to play for play's sake and it was a huge success. The games played included some of the children's favorites such as roly-poly, rope jumping and jacks. In addition there were relay races, tenikoit matches, mumblety-peg, cops and robbers and similar games.

Special Day Programs in Memphis.—Last summer the playgrounds of Memphis held special day programs starting at seven o'clock in the evening. For these events invitations were issued

every week to the neighborhood. The program consisted of children's special programs with the following activities for grown-ups: twilight leagues; horse shoe games for the older men; croquet tournaments; checker contests and moving pictures.

The day before the special day program each playground sent a delegation of children to the nearest hospital or institution inviting all the inmates to come to the playground and be their honor guests.

A Busy Year for the Yosians.—The Yosian Club of New York which is devoted to enjoyment of out-of-doors, has issued its schedule of trips from December 24th to December 31st. The program includes not only hikes, of which there are many, but week-end trips, boat trips, swimming, glee club concerts, yodeling, camp fire circles, winter sports, dancing and many other activities. About three hundred members attended the business meeting held in September and it is estimated that at Christmas the club will have about 2,000 members.

Reaching Boys in Perth Amboy.—The local recorder or police judge in Perth Amboy, N. J., refers delinquent boys to the recreation worker rather than to a probation officer. Emmons has worked with the boys getting them into the playground program and giving them some responsibility, and he feels that he is having a great success in getting them back to walk straight. Another interesting thing is the "Saturday Night Gang." On the programs for Roessler Gymnasium, which is the Memorial Gymnasium owned by the city, the program for Saturday night had merely the words "Saturday Night Gang." It started by workers noticing gangs of boys that congregated on the corner of the Main Street, particularly on Saturday nights, to loaf and generally to get into trouble. Some of the leaders created disturbances in the movies and in other ways were troublesome. They were invited down to the gymnasium as being a nice warm place to loaf, and now the group varies between thirty and fifty boys of from fourteen to eighteen years of age. Their programs in the gymnasium consist of basketball and relay events and other games, all under leadership.

Last year from December twenty-second to January third all the centers were kept open all day and all evening with a recreation program

and a leader in every one. This is particularly good because the schools are closed, and it gives the children active and interesting things to do. The main framework of the program is a semi-athletic tournament made up of variations of games to be played with the basketball, games and tests requiring skill as well as muscular ability.

Hiking Clubs for Boys in Detroit.—Junior Hiking Clubs have been organized by the Department of Recreation of Detroit for boys from ten to fourteen years of age. In clubs where membership numbers fifteen or less, two officers are chosen by the boys themselves, a captain and a lieutenant. In clubs in which the membership is more than fifteen the group is divided into troops with a captain and a lieutenant for each troop and a major who is the superior of both. Each club selects its own name. Membership dues of five cents a week for each boy are deposited in the club treasury and used to defray the expenses of an outing some time during the year. The captain of the group is responsible for the funds collected and keeps the club informed as to the amount collected. To make the meetings interesting some form of entertainment is planned at each meeting.

"It must be understood by everyone," states the bulletin on hikes, "that once a start is made on a hike, whether in single troop or general club organization each individual member must remain with the hiking party until the return is made to the meeting point. There will be no exception to this rule and any boy violating it will be exempt from further participation in any Hiking Club activity.

"Only a reasonable amount of time will be spent in actual hiking as too much walking will soon tire one out and take all the joy out of the day's sport. Games suitable to relieve the monotony of the hike will be played. Lunches will be carried on all hikes and directors in charge of the hike will see that fires are made so that on cool days the boys will be able to cook wieners, toast bread and in other ways make lunch time in the open an enjoyable part of the day's outing."

A Trust Fund for a Community House.—Mrs. Louise B. Choate has announced the gift of a trust fund to the Southborough Village society in memory of her late husband, Charles F. Choate, Jr. The fund is to be used for the maintenance of the community house, which was pur-

chased for the society by the children of Charles F. Choate, Sr.

A New Game.—John H. Chase of Youngstown, Ohio, tells of a new game which has developed among a large number of school boys in Youngstown with the use of a ten inch sport ball.

The seventh and eighth grades line up as for Association football (soccer). The captain of the side having the ball punches it with his fist toward one of the wing players who runs forward. The game then goes on much in the same way as soccer, except that the boys generally hit the ball with their fists instead of kicking it or hitting it with their heads. They can catch it if they stop at once and hit or slap it forward. They cannot run with the ball. They rarely pass it as in basketball for it goes much farther with a punch and it makes more fun and acts like soccer. There are no goals, but if one side rushes the ball across the opponents' goal (or against a fence or house at the goal line) they win a point. Boys are allowed to kick it as well as punch it, but it bounces so high that as a rule they strike it.

A Volunteer Service League.—The Recreation Department of Glendale, California, has issued the following statement regarding the Volunteer Service League it has organized:

Purpose of the Volunteer Service League

1. To organize those who enjoy participation or leadership in recreational activities and who are willing to serve the community with their talent and available time
2. To encourage the organization of hobby and special interest clubs such as drama clubs, ukulele choruses, harmonica bands, Lindy clubs, art clubs, athletic clubs, hiking clubs, travel clubs
3. To encourage universal participation in wholesome recreational activities

Advantages

Membership in the Volunteer Service League entitles the holder to special considerations such as:

1. Free tuition in certain training classes
2. Opportunities for gaining experience
3. Valuable personal acquaintances

Requirements

1. For those taking leadership training courses, a minimum of fifteen hours' service during the season.

Realizing the purposes, advantages and requirement of the Volunteer Service League, and desiring to have a part in the growing recreational program of Glendale, I, _____, hereby apply for membership.

My address is _____.



RECREATION INSTITUTE FOR RURAL LEADERS, GUNNISON, UTAH.—LEADER, JOHN BRADFORD, P.R.A.A.

How Things May Contribute to Life Values*

BY RALPH W. SOCKMAN, D.D.

Pastor Madison Avenue Methodist Church, New York City

On Saturday night I passed Niagara Falls, and I was reminded again that there are two points of vantage from which one may get the "feel" of that great Niagara. One is across the river, where you get the perspective. The other is in the Cave of the Winds, where you get the throb of the Falls. I am tonight just speaking from across the river. There are other speakers, I take it, who will speak from the Cave of the Winds. I say that, so you may know I am in no sense an authority or an expert in the subject of recreation.

I suppose one should be somewhat of an authority to discuss recreation. I am reminded of that mother who, when she learned that her little boy had been indulging in the outdoor sport called "shooting craps," called him to task and said, "Don't you know those poor little things have just as much right to live as you and I have." That mother's influence over her boy was not very potent after she revealed her ignorance like that. And I may, I am afraid, reveal such abysmal ignorance that what I say may be of no value.

I am speaking tonight, however, of a subject, as I understand it, the text of which is that of your general session this year—"Things."

In a recent article, Mr. J. George Frederick put these successive sentences, "Statisticians have calculated that a hundred years ago the average person had just about seventy-two wants, of which sixteen were necessities; whereas, the average person today has 484 wants, of which ninety-four nowadays are regarded as necessities. Furthermore, a hundred years ago there were not more than 200 items urged upon the average man by the seller, whereas today there are something like 32,000. The total number of items sold today, including different brands of the same article, reaches the dizzy heights of approximately 365,000." I do not know on what basis he made

those calculations. I do not vouch for their accuracy. But they do illuminate the trend of the times toward the multiplication of things.

If things, of themselves, did contribute to life's values, we should be the richest race and generation the world has ever seen. But unfortunately the mounting wealth of things does not guarantee an increase in life's values.

The improvement of our machines of travel, whereby we may see the things of the world as our fathers never could, does not necessarily mean that we globe-trotters get any more out of this world than some of our fathers who did most of their traveling by their imagination. Just as the light-minded sailor lad comes back frequently from a most alluring port with just some cheap pictures tattooed on his skin—so many a tourist comes back from a foreign country with just some impressions tinted on the surface of his mind and some posters stuck on his baggage.

And the improvement of the machines whereby we have lengthened our five senses does not necessarily mean that we have improved the elements of life.

Some four years ago last June I happened to be in Kansas City, Missouri, during the progress of a great national political convention in New York City. And I was told that if I went down into the grill room of the hotel I might listen by radio to the proceedings of that political gathering in Madison Square Garden, New York City. It was thrilling to sit fifteen hundred miles away and hear the proceedings of an assembly on the same avenue as my church in New York. But what I heard wasn't so remarkably thrilling. As I listened to those repeated roll calls and demonstrations and speeches, I began to wonder this—whether we have not made, since the days of Webster and Calhoun, better progress in the broadcasting of our statesmen's speeches than in the quality of the speeches we have to broadcast. I am wondering, too, if the very fact that now we can pick sounds out of the air thousands of

*Address given at Recreation Congress, Atlantic City, October 1, 1928.

miles away has not dulled the sensitivity of our ears to the simple sounds our fathers used to get close at hand.

Our printing presses today are pushing before us books in such volume that they are available for the poor as well as the rich. But the very wealth of printer's ink has cheapened the public estimate of it—and the procession of the books of the month almost prevents the reading of the classics of the ages. Reading matter has become so cheap and so light that "he who runs may read." Every rider on the New York Subway has something before his face, but there is no evidence that he has anything in the back of his face. Rodin would have considerable difficulty in finding many subjects for his study of the "Thinker" on the average subway of New York City.

Getting hold of things does not necessarily mean that we are getting them into life. I think there is an old proverb that applies pretty well. I may say for your information that it comes from the Bible. You might not recognize it, but it is this: "The slothful man roasteth not that which he took in hunting, but the precious substance of man is to the diligent."

Do you get the point of it? There is a thrill in the chase. Even presidents like to fish. There is sport in that. But we leave it to the paid guide to dress the fish and the game. The drudgery comes in dressing what we have caught, to make the food for our bodies. It is a parable of life. There is a thrill in the chase for things. We are the prize collectors of the commercial trophies of the ages. But what is lacking is that diligence that can transmute the things we accumulate to make them the food of our minds and our spirits. Monetary possession must be transformed into mental ownership. Accumulation of things must be developed into the appreciation of things before things can contribute to life's values.

Now, the very fact of the wealth of things is at times almost a barrier to their use. Sometimes the very abundance of things so colors our judgment that we can't see outside of them.

I was riding some two years ago in a Pullman train across the northern part of our country, through the agricultural section, and across from me in the diner was one of those "brisk, energetic, clean-cut" business men. They always use those adjectives in describing business men—never about ministers and others. But this man came from Detroit, so he deserved to be called

brisk and energetic and clean-cut. We were discussing the ills of the farmer's life, and he made this very interesting observation: He said, "If you were to think of this country organized on the basis of a factory, you would be impressed with how many there are in the overhead department and how few there are in the production end. Think of the musicians and the artists and the teachers and the preachers and the lawyers"—and he named about all the workers with ideas that I could readily think of at the moment. In his mind, in that casual revelation of it, the only one entitled to be called a producer was the one who was producing things.

Was it Walter Lippman who so succinctly said, "There is a business type of mind today that says this: 'Those that can, do; those that can't, teach.'" And that becomes a barrier to the appreciation of things.

Then, too, this wealth of things makes us so dependent upon things that it dulls our ingenuity and inventive powers, in playground work especially. This may seem for a moment to be contrary to your convention program, but perhaps we will get back to the subject in a moment. Contrast the equipment of the average boy as he has it provided for him in a normal home today—his various changes of sport clothing, his paraphernalia of sport, perhaps even his own private car; just contrast that with the equipment of Whittier's "Barefoot Boy," with upturned pantaloons and torn hat-brim. And yet, we haven't very clear evidence, have we, that the sons of our comfortable homes today are emitting any more of those merry whistling tunes than their one-suspended predecessor of Whittier's days?

No—the very fact that we have ready at hand these articles of play sometimes keeps the boy from developing those things he used to develop in the woodshed behind the house, and the games he used to work out in the simple environment of the back yard.

We may go even further and say this—that the wealth of things today has almost made us prisoners in this world of coins and wines and motor horns, this world of figures and of men who trust in facts, this pitiable, hypocritical world where men with blinded eyes and hobbled feet grope down a narrow gorge and call it Life.

And yet, it is as futile as most of our speeches are to stand up and cherish the wish that we might check the output of our factories. Our inventive genius will go on. We shall be pro-

ducing more things tomorrow than today. We shall be traveling faster next year than this. We shall be enlarging the wants, the tastes, of men for things. We are not going to turn back the hand of America to the Oriental style, however much we might wish it. We are going to keep on creating things. And our task, therefore, so far as it is practicable, is this: How to master the things we create to make them minister to life's values. If I may put it another way, how to make the man-power of America control the horse-power of America.

Let me lay down this principle, which is very applicable in your work and mine: No individual or no society is safe unless the forces of control match the forces of drive. Let me illustrate that, so as to make it clear, in simple language: Suppose that I had a Ford car. I should be efficient, if not altogether respectable. If I had a Lincoln car, I should be both efficient and respectable. But if by chance Mr. Ford sold me a conveyance that had a Lincoln engine and a Ford set of brakes, I shouldn't be efficient or respectable, or even safe. For there I should have a conveyance in which the forces of drive are greater than the forces of control.

No society is safe which perfects its driving power of industrial efficiency and mental skill beyond the point where it has the character or power to control it, because there you are in danger of running away with yourselves. Some intelligent thinkers today are greatly concerned about just that fact—will the mechanics of America crush out the humanities of America?

Our task is to make this man-power able to master the horse-power—the things. To do that, the first thing necessary, I might suggest, is this: To be able to disentangle ourselves from our machines. If our avocations are geared at the same high speed as our vocations, if our time off duty is in the same high tension as our time on duty, we shall fray our nerves and fritter away our energies to our own destruction. And sometimes that looks like the trend of the times.

About two years ago I was riding with a typically successful business man of the city of Toledo, Ohio, on one of the roads just out of Toledo. He was telling me of an address made in Toledo before the Chamber of Commerce by a distinguished Hindu visitor. This Hindu had made the statement that those in India could learn a great deal from us about industrial efficiency and business management, but he said, "We in

India could teach you in America a great deal about mental poise and quietude. You in America are going too fast."

The gentleman and I agreed very volubly that that was true. We talked about the fact that we ought to go more slowly. As we talked, I happened to glance at the speedometer of the car. It was registering fifty-five miles an hour. Now, fifty-five miles an hour is not the condition most conducive to the peace of God that passeth all understanding. And yet that is the kind of mechanical parable about our modern times that exists—we are talking about the fact that we are going too fast and all the time we sit in the car at fifty-five miles per hour.

I say that unless we can check ourselves, disentangle ourselves at times from that rush, this is what happens: Our very vacation hours are becoming as hectic and as feverish as our working hours. The old quiet evening by the fireside, when families knitted themselves together with conversation, are now gone. If people want to talk they say, "Let's jump into the car." Even our conversation has to have a kind of motor accompaniment. The old "Autocrat of the Breakfast Table" is now gone. We never get together for breakfast now. And when we do, we never talk. But we have an "Autocrat of the Dinner Table," and it is the jazz orchestra.

Our recreation is getting to be of the same feverish quality as our work. And that quality is getting into the whole tempo of our thought. We have young people in their 'teens today who have gotten this speed of life so into their system that they want to be getting the thrills in their 'teens that used to come satisfactorily in the late twenties or thirties. We have business men of forty who are restless unless they are getting the compensations, social and financial, that used to come to men satisfactorily at sixty. The result is that all along the line we are shortening our normal childhood and lengthening our silly second childhood. And by nine o'clock in the morning of life's day we have a lot of prematurely old young people—impulses and thrills worn out. And then by five o'clock in the afternoon we have a lot of silly old Ponce de Leons looking for a fountain of youth.

The transfer of our population from the soil to the city is in part making for that speed, and you can't stop that. The transfer of our thought from the slow, gentle processes of the soil and the seasons to that quick staccato of the paved

street and the ticker-tape is getting into our system. And unless we can disentangle ourselves from that we are running away with ourselves.

Now, of course, the very speed at which we talk is of value. The rushing stream is a purer source of water than the sluggish river of the plain. And Uncle Sam, in my opinion, with all of his dynamics, even at his worst has done more for human happiness than Mother India even at her best. We must keep that dynamic element in life. We are doing it. But what we must do, what you must do, is so to help channel the currents of life along with that rushing stream and so turn the water-wheels that there will be pools of quiet. For it is in the quiet pool you look to see the reflection of the stars.

We have to have those meditative pools in life, those disentangled, disengaged moments when we recollect ourselves, re-appraise ourselves, re-create ourselves. And the first element of recreation, as I lay it down tonight, as a novice, is to disentangle ourselves from the machines we have made.

A second one I suggest is this: We must, you must, help to develop a renewed appreciation of our non-competitive possessions. It is the competition for these things that makes us accelerate our speed all the time and keeps us constantly irritated.

It was Henry James, wasn't it, that gave us that delectable portrait of the man who spoiled the first half of his life envying other people and trying to get the things they had, and then spoiled the last half of his life by trying to get people to envy him.

Rich men spend the first half of their lives trying to accumulate their pile. Then they put a high fence around it and hang up the sign, "Private." And they think by that private appropriation of competitive possessions they win the happiness of life.

How many of us see almost every week some great estate being sold for half of what the man put into the building of it—sold because when the man finished building it he had gotten the thrill out of it; it had grown stale on his hands and he sold it? I know a man in my parish in that very state this moment, having spent three hundred thousand dollars to develop a country place, and he is now looking to sell it because, as he says, "I have gotten all the fun here there is to get." It is not the private possession of things but the public appreciation of things that we must develop.

A few months ago there came to us the reported sale in England of the original copy of "Alice in Wonderland." And the purchase of that by an American dealer made many heart-aches in England. The possession of the original copy of that book is a competitive thing. Only a few can have it. But the possession of the materials that made possible that book are open to all of us. You take a punt and go down the Thames. Then contrast it with the glittering avenues of our "Great White Way," and you see what imagination can do with the simple non-competitive possessions of life. That is what Lewis Carroll did.

Beauty; nature; natural objects—are non-competitive. That you recognize that here is shown by your program where you discuss such materials as water and parks and nature. That you recognize it is to me one of the most significant features of your program.

And the third thing I would suggest is this: If we are to make things contribute to life values, we must learn how to entertain ourselves *with* things rather than to try to be entertained *by* things. In other words, we must put the same inventive initiative to the *using* of things that we put to the *getting* of things. But that isn't what we do, is it? No. We work hard in America doing our day's work, and then sit back for somebody to work hard to amuse us when we get through. We do in the cities. They work very hard on some stages to amuse some of the tired business men, and then you are surprised that those tired business men are so dull as to be amused by the things they see. The fact is they are not amused very long. For the only "kick" you get out of any amusement is the "kick" you put into it yourself. I mean you do not get lasting amusement by being in a passive state for someone to amuse you.

Professor Barnes, of Smith College, in a college paper which I picked up recently said that the average man today in twenty-four hours gets more variety of impressions and sensations than our grandfathers got in a normal lifetime. That is something of an exaggeration, too. But there is a truth there. And if it is true in Northampton, Massachusetts, the home of silent men, what must it be in normal places?

The impressions that come to us in this day of never-turned-off-radios and ceaselessly running cinemas and overworked printing presses in number and variety are beyond all accounting. But

what happens? We just let our minds lie open to be played upon. We go to a cinema and we don't even have to keep our mind very widely open. It is played upon, anyway. You don't use the imagination much in the watching of the moving picture. You don't have to read between the lines in your tabloid papers. There is nothing much in the way of lines to read between. It is just all pictures. No use for the imagination there. There is a realism today in our amusement world that leaves almost nothing to the imagination. The result is that our imaginative powers are getting flabby. Our thinking powers are also in danger.

Someone has said that we don't think any more—we thob—thobbing being a kind of delicatessen form of thinking where you get your ideas in predigested form. I should think that is very evident in our present political state just now. Our creative thinking, our creative imagination, are weakened when we live in an amusement world that simply plays upon us. And that means, of course, what? It means extravagant amusements. Items of amusement today are a big factor in the breadwinner's budget. On a national scale we are told that something like seven and a half billions of dollars are spent each year on just major items of amusement alone. It means not only extravagant amusements, it means dull amusements.

I lived with medical students for two years of my life, and I recall when those medical students were in the lecture stages of their course, enthusiasm wasn't very high. They watched professors operate on patients, attended the clinics, but they were not very enthusiastic. Some of them dropped out of the course. But in the last year, those students began to have some hospital work of their own, they had some patients. Some of their patients then dropped out of the picture but the medical students didn't for they had gotten the thrill of that first-hand handling of things which you never get in a passive state with things playing upon you. It means, therefore, that if we are to keep alive those imaginative and intellectual faculties of our lives in wholesome sanity, we must not wait to be amused—we must learn how to play.

Amusement may be curtailed that recreation may be developed. To teach people how, to take the simple things of life and these improved instruments that now are possible to use, and to play upon them in active, creative fashion—that is your work, and it is veritably God's work.

Now, lastly: This whole work has to be organized if those three things we have discussed are put into practice. It may seem a little strange to see a group of intelligent adults gathered together considering the subject of how to play, organizing themselves for play. It is tremendously important. And for it we need organization.

To think that you could put the idealism of play or that I could put the idealism of religion into effective action without organization is just about as futile as to think you could irrigate the Sahara Desert with an atomizer. It can't be done. The individual, left to himself, isn't going to have re-creative play. He will very likely slip off into mere slackness. There has to be organization.

And what organization can you count on? The old home isn't the drill-ground any more that it once was. Professor Stearns, of Andover, has made this astounding statement—that highminded boys tell their schoolmasters they are more afraid of the temptations that they face at home during vacation than those they face at school. Perhaps the reason is that at school recreation is organized. At home it is not. For there is a centrifugal force in modern life that has scattered the home. Many a family spends more on the garage to get its members away from home than on the library and the playground to keep its members at home. We can't trust the home to do it. You may say the church can do it. The church isn't equipped to do it. You may say the school can do it. But here is the point, my friends: It isn't the lad and the girl alone that needs this training—it is the adult, also.

I preached a sermon some years ago on "The Collapse of Middle Age." There happened to be in my audience a minister from the Middle West who was what is called a District Superintendent in his denomination; that is, he has charge of sixty or some such number of preachers. He said, "I will give you an illustration that you can use in that sermon the next time." (Of course, I never use my sermons a second time.) But this is the illustration he gave me:

He said, "When I took charge of this district, I went to the Bishop and said, 'Bishop, what must I do to be of the most service to my men? Of course, I shall stick close to the young fellows.' 'Oh, no,' said the Bishop, 'the young men aren't your most acute problem. It is the middle-aged men, when their enthusiasms have begun to slow down to a walk; when the impulses of life are beginning to take a kind of final lunge for-

ward, when some of the expectations haven't been realized. It is then that so many men break.'"

It is the adult that needs this very thing we call recreation, I think, almost more than the child. So I say you can't leave it to the church or to the school or the home. The community must do it. For you can't leave it undone. Otherwise, the play impulses waste themselves in mere awkwardness.

I have made a little study of awkwardness in my home. I have two small children. I have been watching those two little ones, and they have had their awkwardness. I wouldn't have you think they are awkward more so than other children. They are graced by a certain law of heredity. But the little girl, the younger of the two, not so long ago had difficulty in talking. She used to be something like Demosthenes with the pebbles in his mouth when he tried to cure himself of stuttering. She had difficulty in walking, as the men who go down to the sea in ships, up to a certain mile limit. She reeled to and fro. She had that awkwardness in those simple movements. She is getting over that now. She has walking down to an automatic grace, so instead of having to think how to take that next step, she is like her father—she walks to help herself think. She is getting talking down to an automatic stage. She is like her father—she talks first and thinks afterward. She is master of those simple movements of walking and talking. How has she gotten it? By having a nursery and a mother or a nurse to drill her on that nursery floor.

The local drill-ground of Christian character must be preserved in America if we are ever going to fit our citizenry to move up gracefully and manfully to those great front-line movements which are expected of America in the international life where we are today.

For, however materialistic we are, when we get down to the bedrock of character in boys and girls, we find something to build on.

The "Titanic," you will recall, was sweeping across the Atlantic, on its maiden voyage, when it struck an ice-berg, was ripped open and sunk. One of our American publications carried two illustrations of that tragedy. One was a picture of that ship being ripped open and sinking—the very symbol of weakness. Underneath that picture was this caption: "The weakness of man; the supremacy of nature." The other illustration was that of one of the passengers, W. T. Stead, stepping back to give his place in the last life-

boat to a woman with a child. Underneath that picture was this caption: "The weakness of nature; the supremacy of man."

Those qualities of chivalry and honor and courage have not been crushed under materialistic weight. Man is still master of that materialism we have created; and you, in your work, have the God-given function of developing that manhood to a further mastery of our machines and our materialism.



ON TOP OF THE WORLD

With the Recreation Executives*

Session I

C. L. Glenn, director of Physical Education and Athletics of the public schools of Los Angeles, as chairman of the first session introduced Frank E. Sutch of Westchester, Pennsylvania, to speak on the subject, "Educating the Public as to What Is Being Done and Can Be Done through Municipal Recreation."

MR. SUTCH: Instead of educating the public, wouldn't it be quite possible and perhaps the right thing for us to begin educating ourselves on how the public can learn about our public recreation programs?

Instead of educating the public, wouldn't it be quite possible, and maybe the right thing, for us to begin educating ourselves as to how the public can learn about our public recreation program?

We can look at another social field—the Community Chest field. There they bring the best minds available in the community, from the business world, the advertising world, the banking world and from many other professional groups and business groups. They bring that ability, that brainwork, that power, and turn it and twist it to good advantage to the business that is at hand. In thinking of educating the public, isn't there a chance for us to copy and emulate the things used successfully by many Community Chest Executives, and instead of trying to educate the public, to get very large and important sections of the public to educate other sections of the public?

"The public is not interested in our project. They are unconcerned. It is difficult to stir them." We often hear such things as those said. I challenge that sort of attitude. The public *is* interested, and a very definite proof of the interest of the public comes to our ears at times as a whole thunder of criticism; all kinds of propaganda that will sweep across a city; misstatements, inaccurate statements, misinterpretations, which we hold bring proof to us that these very people we think are not interested, *are* thinking, they *are* concerned, they *do* have opinions.

One way that is often used is that of putting in stunts. Stunts do have their value. The grandstand sort of activity that comes along as a flash like a skyrocket, and we put it on for a particular

purpose. Personally, I believe that stunts, in themselves, have a very limited field and should be used very cautiously. However, when we do think it advisable to use them, we should see to it that they have quality about them, even in the planning and interpreting of them; and in putting them on before the public they should have a great deal of quality. They should always evidence good taste.

If we are going to educate the public we must produce, we must give them a program, a real active, working program. And that, in itself, will make them enthusiastic, will carry information to them. And after the program has been put on and is really an actuality, then good publicity about it should go hand-in-hand.

In order to put on the program and to get the publicity, I believe it is well, as our educators tell us, to go to the group at its own level. If it be a mill, and if we want the industrial group of our town to know of our program, let us go to the mill groups or the welfare groups. If it be the literati of the city, let us go to their clubs and their section. If it be a bankers' group, a commercial group, a business men's group, let us go to their point of departure; and if it be a rural section let us go to the grange, let us go to the farmers' club, to the people at their point of contact, instead of hoping that the public can be educated from our desk and our office.

ARTHUR MLLER (Wilkes-Barre, Pa.): I think we must talk about educating all the time. Give people something to do. Let them educate themselves. If too much effort is made in press agent work for recreation, the papers are not so eager to get it as if you make news. Something that is going on becomes news and they are eager for it. For instance, in our playground work this summer, our appropriation for photographs was rather limited, but the newspapers themselves were so eager to get photographs of the activities on our program that they had their own photographers take them and they paid for the cuts.

IAN FORBES (Conshohocken, Pa.): I wonder if we don't sometimes underestimate the importance of the people whom we actually have in our activities. That is, no one is going to boost our games so much as the people who are getting something out of it themselves. We have a community center which is privately supported, and,

*Report of meetings of recreation executives at the fifteenth Recreation Congress at Atlantic City, October 1, 1928.

of course, we always have a struggle about our finances. One of the newspapermen, who is sympathetic, came to our school basketball banquet. There were a hundred young men there. He said to me afterward, "Why do you need to worry about the Center? If you should send those hundred young men around to the polls on Election Day they would swing the election."

The young men are very capable, politically; they are the fellows whom the politicians look out for. So if we can mobilize the people who are actually interested in our program, it seems to me that we have a force there which will be of inestimable value in helping our program and in advertising it. In our recreation work I think we are so anxious not to institutionalize our work that we don't capitalize our people for our own purposes, as so many other organizations do.

C. H. ENGLISH (Philadelphia, Pa.): Mr. Bechtold might have told you of the Junior Weekly Newspaper he has worked out so successfully in Evanston, as a means of getting to parents as well as children. How about the radio? Mr. Miller might have mentioned his activities on the radio as another medium of getting to the people.

C. E. BREWER (Detroit, Mich.): We have been using the radio as a publicity medium. We broadcast games over the radio—home games for children. And every Monday night at 8:45 we broadcast the various activities of the department. We find that many people will listen to programs over the radio who would not pay attention to other publicity in the newspapers.

MR. GLENN: Has there been any direct reaction from that as far as your office is concerned in requests for different kinds of programs?

MR. BREWER: The reaction hasn't been that way. We do it more as publicity, informing the public of what we are doing. Of course, there is an increasing demand for the services of the department. The big thing, though, is the education of the people, particularly in big cities. It is amazing the number of people who do not know of the workings of the recreation system.

MR. GLENN: Is it possible to have a program of publicity, divided in two or three sections; the newspaper publicity on one side, the radio probably in the center and then the personal contact? Is such a program feasible?

MRS. CHESTER G. MARSH (Westchester County, N. Y.): We have splendid co-operation in every phase of newspaper publicity. The papers are interested in having material of news

value. The only difficulty I think we are apt to run into in newspaper work is that when we have a department with several people working in it the stories that go out may not give a proper idea of our work. We should have every newspaper story correct and we should not have everyone in the department sending out stories. All stories should be seen by the executive before they go out.

SIBYL BAKER (Washington, D. C.): In the Community Centers Department in the Public Schools there is a section on inter-relations. Part of the work of that section is to insure that everything which passes out to the newspapers shall be accurate and shall tell the story in the way it should be told in order to reach the public. We have to have such a system in order to get the attention of the newspapers, because our papers will not cover all of our activities unless we give them the material fairly well set up. We give them articles weekly on the program of the activities for the coming week. In that way we get excellent publicity. Most of the city newspapers carry a section on Sunday on the Community Centers and tell the entire story. We found it possible to do that only by employing an inter-relations secretary.

MR. JOHN HENDERSON (Los Angeles, Cal.): The title of our publicity department is "Bureau of Public Information." Possibly if I say a word or two about the qualifications of the man who is doing the work of that department, you will have an idea of just what our objective there is. In the first place, the man is from our playground directors' list. In other words, he has sufficient knowledge of the playground field and its activities to write as a playground director. In addition to that he has had experience in journalism, so he is able to coordinate the two abilities in a very fine way. The newspapers are very generous in accepting properly prepared copy that is on time. I think the biggest difficulty is that in a great many instances we don't get our stuff in to the papers while it is still fresh.

If there is any one thing that has been helpful to us in the large city it has been the cultivation of the neighborhood newspaper. We have, in Los Angeles, nearly a hundred community newspapers, each reaching from perhaps one thousand to fifteen or twenty thousand people. Each week we release a News Letter Service to those papers, and we have been surprised to find that a community newspaper whose editor is busy collecting

bills and selling advertising space, and who doesn't have much time to write copy, will print everything we send, and we will have twenty, thirty or forty inches of recreation propaganda in each one of those newspapers, the aggregate circulation of which is greater than the circulation of any Metropolitan daily. Furthermore, the people read this material because in a neighborhood paper there is always the chance that a person's name may be in it. Of course, we are dabbling in the radio, too. We average from twenty to forty hours a month.

MR. GLENN: I am wondering in your particular community whether you have had any success, so far as committees are concerned, with service clubs or chambers of commerce, board of trade associations, or similar groups. I am wondering if you have had the experience of having a chamber of commerce try to guide a particular program you don't want, simply because of their particular interest, and try to force it upon you. How are you going to educate that particular group to a broad phase of a recreation program, and not just some one specific phase of professional athletics or something that will mean dollars and cents, that will advertise the particular community not only locally but abroad?

DESIRABILITY OF MILL TAX FOR RECREATION

W. J. SANFORD (Jacksonville, Florida): I can't see why anybody would not desire a mill tax because with it you don't have to go before a council or some other governing body, and beg for your appropriation and it can't be cut off each year according to the policies of the city fathers. During 1926 there was a law put on the statutes of Florida which allows cities of a certain class to vote as to whether or not they want a mill tax for recreation. Tampa and Jacksonville had that preliminary election and voted that they should have a mill tax.

Some of you workers have some friends who can perhaps go to the state legislatures and have a law like that enacted. There are several states that have the law and it would not be a difficult matter if you are interested in getting the mill tax law in your state to secure it.

C. E. BREWER (Detroit, Mich.): Personally, I would rather take the direct appropriation from the Common Council; first, because it gives you a chance to go over your program with the city administration. In other words, every member of the Council is vitally interested in what you

are doing. And where it is necessary for you to depend upon the support of the administration, I think it is about the only way in which you can educate your city administration to that purpose. I was going to ask the question whether it is mandatory on the part of the Council to appropriate a whole mill tax. In other words, could the Common Council say that instead of giving you a whole mill tax they are going to give you a quarter mill, but not to exceed one mill? If that is the provision, I would much prefer in a rapidly growing system to get the cooperation of the city administration and the taxpayers and get a sufficient amount of money to cover the capital cost.

For example, if a man's budget is a thousand dollars, and that is all he can get, it is impossible out of that money to build a swimming pool, a community center, or any of the equipment which is necessary for a permanent year-round system. And it seems to me that to organize your budget and let the people know about your program is much more desirable as your work develops.

DR. WILLIAM BURDICK (Baltimore, Md.): Speaking from my own experience, I would say that an appropriation tax is better for the movement, in that you can get more as you need it. That can't apply to Baltimore, because our money comes in a little from everywhere. Baltimore's recreation system is largely supported by a very improper tax. Nine per cent. of all gross railway receipts is given for recreation. The city gets a million and a quarter dollars for that purpose. Of that we get \$55,000 for conducting recreation supervision—nothing for maintenance or physical care. I think over the years we would have had better receipts on the basis of continued increasing appropriation.

As for the recreation connected with public schools outside of school hours, which we operate in the city and outside of the city, we get increasing appropriations for that work.

J. B. NASH (New York City): Mill taxes are largely on assessed valuations. If one city assesses at 50 per cent, a second at 60 per cent and a third at 80 per cent, the mill tax rate in each will differ in accordance with these assessments. Most cities assess at approximately 60 per cent. What has been your experience about this?

DR. BURDICK (Baltimore): Baltimore is assessed every five years at 100 per cent. The counties in Maryland are supposed to be handled that

way. As a matter of fact, they are only assessed 60 per cent of the total valuation.

MR. GLENN: In some parts of the country there is a different form of taxation in force permitting of so many cents being given on each one hundred dollars of valuation. In Los Angeles, for example, as Mr. Henderson stated, the Recreation Department receives four cents on each one hundred dollars of assessed valuation. Next year the department will net about \$800,000.

GEORGE E. DICKIE (New York City): It is well for us to state that when we talk about mill tax, it doesn't necessarily mean a mill. It may be one-half a mill in one state and four mills somewhere else. It is up to the locality to take advantage of the law in figuring out what would be a fair and just millage to vote on and to levy for recreation. Where the assessed valuation is high, one mill will raise more than would result with low assessed valuation. But no general rule has yet been found that will apply universally everywhere, because of the great discrepancy in assessed valuations not only in different cities but within single cities. An individual city will sometimes double the assessed valuation in one year without increasing the taxes. They would probably reduce their rate one-half. And that sort of change is going on a great deal. We rarely hear of assessments being reduced; they are often increased.

I should like to say, in connection with this, that last year the question came up of the Association making some study of this question. A study has been completed of the cities which have mill tax, and the figures will be available in the near future through bulletin or other publication of the Association, giving the cities with the mill tax and the facts regarding the mill tax. In addition to that, a study is under way on the subject of the costs of various types of facilities for recreation. And when that is completed, which will be some time in the future, more information regarding costs will be available. It is very difficult to get facts on costs in different cities.

The Year Book and other fact-finding work of the Association is producing figures which, with increasing definiteness, show the total amounts expended for recreation in various cities. These figures compared with the population also given in the Year Book, will give to anyone who wishes to make the necessary division, the per capita cost of recreation in various cities.

JOHN E. McWHIRTER (Springfield, Illinois):

In discussing the desirability of the mill tax, may I say that I have always worked under the mill tax levied by the state law which we have in Illinois, and I feel it to be the best method of securing funds. On June 24, 1921, the bill was passed in the state of Illinois for the levying of the state tax for recreation. According to the term of the act, it took a majority of the votes in the election to put over the recreation tax. In 1923 an amendment was voted which calls for only a majority of the votes cast on the proposition. That has been a very great help in getting the recreation tax across in the communities. The first bill also called for a $1\frac{1}{3}$ mill tax to be used for recreation purposes. The amendment called for a two-thirds mill tax. The amount of money we obtain, however, is practically the same, owing to the fact that our taxing laws have changed and we now tax to the maximum valuation of the property. Our budget is \$24,000 for a city of about 70,000 people. We do not receive the maximum of two-thirds of a mill, otherwise our budget would be around \$40,000. The amount is determined by the city commissioner. Last spring we asked for \$30,000 but we were refused because the city was curtailing in every branch of administration.

JOHN G. WILSON (Augusta, Georgia): A one-half mill tax for our budget will give us \$30,000 a year. We feel that we can get more money and we can get improvements in our recreation system which won't cost us anything if we work on the other plan. For instance, there was a stadium built in one of the parks this summer that did not cost the Recreation Department anything at all.

KEEPING RECREATION OUT OF POLITICS

W. C. BATCHELOR (Pittsburg, Pennsylvania): I take this subject to mean, keeping recreation from political exploitation and keeping it from exploitation for personal patronage and political expediency.

I think I can safely say that there is no panacea that I know of for general political ills in administration, recreation or anything else.

In the first place, as is self-evident, if the general administration of public affairs is kept on a high plane and political exploitation is at a minimum, then recreation is going to profit by that. That is one method. It is probably the most difficult method and at the same time the best one, because the general public and other movements

profit as well as the particular thing we are interested in. And we can contribute to such an effort. It may be that the City Planning Manager accomplishes that. It may be that some other method might be used to raise the general political administration of public affairs to a plane where we are quite willing to have recreation conducted in the same way.

The second method I want to suggest is used quite generally where the administration of the public schools of a city is free to a large extent from political exploitation, as is now pretty generally true, I think, throughout the country. It is to advantage sometimes to have recreation either affiliated with or actually under the public school administration. There, again, it would depend on local conditions, the attitude of the board of education or the governing board of the schools, and there are some difficulties and objections that I see to recreation being conducted entirely by a board of education. The scope of such a recreation program is usually restricted. For instance, I know of no case in the country where municipal golf is operated by a board of education.

The third method which is used pretty generally is that of enlisting the support of civic and social agencies in trying to influence public officials to make an exception, possibly, of recreation and not exploit it to the point to which other administrative functions are sometimes exploited. And there, again, we find that public officials are much more prone to consider the approval of civic and social agencies, because of the weight that a large group carries in any city with the press and the public generally. It gives them a position of well-being if they are endorsed, or if the general administration of affairs is endorsed or pretty generally accepted by that group.

The fourth method that I want to mention is one that we are likely to think of as one of the best—the setting up of special machinery which will make recreation administration independent of the political organization—that is, the creation of a recreation commission or recreation board—a non-salaried organization similar to many boards of education that administer public recreation. It is pretty generally accepted that appointive bodies are superior to elective bodies, though there is something that may be open to debate there. Here, again, you have a difficulty, in that the group that holds the purse-strings, which is usually an elective body, can stifle a recreation organization where the administration is free from their

control. In this the tax millage is one of the saving elements—and not always saving, either, because you can still be kept to your minimum of tax millage. But in my opinion, where you have a board or commission independent pretty largely of political administration, a tax millage is a distinct advantage.

The last item I want to refer to is that of general public sentiment. We cannot over-estimate the value of a pretty general, unanimous, widespread, outspoken public sentiment on the part of the people as a whole—not merely social and civic agencies—for the administration of recreation on a high plane, as we find in the school administration in a good many cities.

If there is a concerted feeling on the part of the general public that this function comes close to their interest and that they want the recreation of their children free from political exploitation, the average politician who, after all, realizes that it is public opinion that keeps him in office, is pretty likely to give consideration to that public sentiment. He is very likely to think that it is easier to set up machinery in legislation than to create public sentiment, because it usually takes years of hard work in putting on a real program to develop that public sentiment. It is easier, in other words, to change our clothes than it is to change our dispositions. And it seems to me that we, as recreation executives, are pretty largely responsible for building up that public sentiment.

MR. GLENN: I know that there are a number of you who have been in a position where an attempt has been made to have this political influence bear upon you. How have you handled it? Have you gone out openly and fought it or taken it into your soul, as you might say, and worked it out? Is it possible for an executive to completely ignore the political situations, as far as they exist in his own particular community? Can you tell the politicians to travel their own road and you will travel yours? Do you tell them that? And if you do, how do you tell them? I think that is what many of us would like to know—just what you say to them. Do you say, "Old top, this is my job and I am going to run it?" Have you fortitude enough to do that? I don't think many of us have. What do you do?

EARLE PRITCHARD (Reading, Pa.): We have battled with this problem a good deal in Reading, and in addition to some of the splendid devices Mr. Batchelor has mentioned, I think we have done two or three other things that have been

very effective because at the present time we are probably as free from political influence in our work as any city in the State. These methods are more attitudes than they are devices. In the first place, we have a feeling that there should be a good deal of personal feeling, that certain matters ought to be treated more or less personally. We don't believe we are independent of anybody in the city. We happen to have a very splendid board. It is a bi-partisan board, and their attitude is that we are not working for anybody politically. I think the fact that no one knows my political beliefs has been valuable in going through three different party administrations. We have had the Democrats, Republicans and then we had the Socialists.

The thing that I have fought for there, and I think it is probably another strong factor in producing the right effect with our political friends, has been to go to the politicians, personally—and I do go to them regularly. There isn't a week in the year that I don't go to them. And the thing that we have fought for with them has been to have a non-political board. And they see the reason for that. I have had the opportunity to stress the service and the type of man or woman, and it has given them a rather favorable impression, I think, regarding the reasons for non-political interference.

I have made it a matter of regular routine duty, a part of my job, to get acquainted with every influential politician. We ask them to come in and make recommendations. And they have made some good ones.

JAMES McCRUDDEN (Yonkers, N. Y.): I think to a certain extent we have to go to politicians on particular matters. We have a commission of nine, called the Community Service Commission, representative of the Rotary Clubs, Lions' Clubs, Elks, Knights of Columbus, Y. M. C. A. When the appointments are made, politicians don't interfere. Those appointments have to be made by the Public Works Commissioner, and the commission interviews all the candidates. Last year we had 187 candidates for the summer positions. They were all interviewed by the committee. The recommendations went to the Commissioner of Public Works.

A few years ago my budget was \$6,000. At that time I went to some of the Aldermen and said, "That is an awfully small amount of money." They said, "You have got your salary in there." I said, "That is like giving the carpenter some

work to do and not giving him any tools or lumber to work with." These same Aldermen are now the biggest advocates in our city for recreation. This year we had a budget of \$57,000. That was brought about by coming in personal contact with the Aldermen and showing what work can be done in their wards.

At times some of the Aldermen want bond issues put through. We had about \$225,000 in the last two years which doesn't show in our budget at all. This year we had a service which took care of all the organizations in town—Rotary, Lions and others—and our facilities are at their disposal for any outings. It made no difference what the organization—colored, Democratic, Republican, Lions, Elks, or anything else—we had workers at all of the outings to put on games for them. And that went a long way toward promoting recreation.

We have a publicity plan. My director of recreation goes around with a reporter from the paper each morning to the parks. When that was first mentioned to the newspapers, they said, "You won't have enough information to have a column." But we have a column on the same page each day of everything that goes on in our parks, so the people won't have to look all through the newspaper. They have just one page to look for it.

MR. GLENN: Is it feasible or ethical for a recreation executive to make suggestions regarding the personnel of the board of recreation? (A vote was requested. Majority of those present responded in the affirmative.)

LINCOLN E. ROWLEY (East Orange, New Jersey): I want to vote against that. If you are going to condemn politicians, don't start in to be one yourself. Just as soon as you do that, you will soon be looked upon as the boss of the department and that will mean trouble. In other words, the appointing power, whoever it may be, should, I think, make these appointments with a view to all the interests of the city and we should be able to work with those who are appointed for us. I don't consider it my business to make suggestions.

MR. GLENN: Is it your business, then from standpoint of your work, to try and guide the general policies insofar as the Board is concerned? For example, in making my point, I would like to say this. Suppose you had a political situation where the Mayor did the appointing, and he picked out certain individuals that were, for him, a good thing, but who knew noth-

ing of recreation, who didn't care much about recreation—as against a person who understood recreation and wanted to put over the right kind of program. Would it not be feasible to go to the Mayor and say, "Here is Mr. So and So or Mrs. So and So, or Miss So and So. They have these qualifications. I should like to submit them to you for consideration"? Would there be anything wrong in that?

MR. ROWLEY: No. But if there is anything worse than for the Mayor to appoint someone who is good for him it is for you to ask him to appoint somebody who is good for you.

Session No. 2

What Are Fairly Adequate Salaries for Playground Directors, Play Leaders and Special Playground Workers Under Recent Conditions?

Lincoln E. Rowley of East Orange, New Jersey, who served as chairman of the second session, introduced Miss Fondé as the first speaker.

CORINNE FONDÉ (Houston, Texas): This question is largely tied up with the old problem of how to maintain quality without at the same time reducing quantity. I imagine that very few of us are able to pay to playground directors and other play leaders what they ought to receive and what we should like to pay them. Although any recreational worker who brings to the task the ability and devotion that is necessary to its success gets in human contacts and in personal satisfaction more than he gives, in another way this same worker always gives more than he gets, regardless of the salary. As in the teaching profession, social work and the ministry, the remuneration is not in proportion to the service. And possibly something intrinsic would be lost if it were. Yet, the playground director and play leader must maintain a certain standard of living, many of the necessities of which must be bought in dollars and cents. The community is apt to judge ability by financial rating. The superintendent can hardly expect that the playground director will have an independent income, nor can we expect that he will give his best if, in order to earn a living, he has to supplement his salary with another job.

It seems to me that the days of pioneering, with its compensations, have about passed. And, one wonders in this age, at least, if the strength spent in sacrifice might not better be spent in service. I hope that we are going to give play-

ground directors and play leaders adequate salaries before they have to fight for them as labor and the teaching profession did. I don't know whether you will all agree with me in that. But I have that hope not only for the sake of the play leader, but also for the sake of the spirit of our work. I think something is lost when the fight is over.

I am sure we need no arguments for the adequate salary for the playground director and play leader. It is a most fitting subject for us to discuss. From the data that was available to me, I made a little comparison of recreation salaries and teaching salaries, and I found that recreation supervisors or directors of special activities, sometimes called heads of divisions or departments (there were some four studies that I gathered this from), received from \$900 to \$3,000 per year, while school principals and supervisors received from \$2,100 to \$4,500 per year. Recreation directors or general managers of a single playground or community center received from \$40.00 per month to \$2,500 per year, and other, play leaders, assistants and others, from \$15.00 per month to \$1,800 per year; while high school teachers received \$1,300 to \$2,600 per year; grade teachers, including substitutes and assistants, from \$132.00 per month to \$2,500 per year. This is, generally speaking, for full-time positions.

I think it should be remembered that in the teaching profession there are usually three free months for study, travel or other remunerative employment, while in the recreation profession we have from two to four weeks vacation. I think we should consider the fact that recreation departments are, generally speaking, not so well organized, perhaps, haven't gone so far and are not so big systems as the public schools. But on the other hand, I think for this very reason the recreation director must have more initiative and creative ability and more executive ability, more vision and possibly more consecration.

And so I am just going to ask the question whether we might reasonably expect that the playground or community center director—I am speaking of full-time people in the same sense that I speak of a teacher as a full-time person—should not receive at least the salary of the grade teacher if at least the minimums shouldn't be the same, and whether the supervisor or head of her division or director of special activities should not receive at least the salary of a high school

teacher. You will note that I am not comparing it with supervisors in the public schools or principals.

Then it seems to me that there are one or two other considerations. The locality and stage of development of the recreation program in that locality would, of course, affect the salary that could be paid and the preparation of the worker—though if we had the salary we could command that. We should consider along with this—and to me that is the big problem—whether the playground director's salary should not be sufficiently large so that he or she would not have to hold any other position; and then whether we should not in this same discussion consider the scale of increase—a regular scale of increase for those who give satisfactory service.

MRS. PHOEBE VALENTINE (Philadelphia, Pa.): I want to say that from the point of view of a perfectly hard-boiled executive the question of getting the quality of people whom you can afford to pay an adequate salary enters into the matter very largely. There are a great many people in teaching and all other activities who perhaps are really not worth much more than what they are getting, even though it is a low salary.

In our own organization, which is a private foundation, we have worked out a scale of payment of salaries which was based upon that of the American Association of Social Workers. We start people who are just out of college, or who have had two years of college and two years' experience, or at least four years of training, at \$1,200 a year, with an annual increase of \$100.00 a year, up to \$1,500. People who are supervisors, or as we call them, directors of an individual playground or play center, start at \$1,800, with an increase up to \$2,500 per year. And the supervisors of special activities get from \$1,500 to \$2,000 a year. Now, there are, as you see, opportunities for promotion right straight along. The difficulty is getting the type of person to whom you really feel justified in paying the larger salary. I think we have got to do as in business and absolutely deliver the goods in order to entitle ourselves to the money. I don't think the money is as hard to get as the people.

We like to have our workers live in the neighborhood where they work. We have adopted somewhat of a settlement philosophy for recreation, so that the house and the room and all that sort of thing is furnished free and people only pay for their board—those who choose to live in recreation centers in one of our communities.

EDDIE WALKUP (Waukegan, Ill.): In our playgrounds we employ mostly summer workers. I should like to hear about salaries from some of the other towns who employ only summer workers on the playgrounds. For our playground directors we have a flat scale for the first year of \$90.00 for the girls and \$100.00 a month for the men, with a five dollar increase each year. The girls work about six hours a day; the men, eight hours. We have been able to get practically all teachers, and by having them attend the Institute two weeks before we open the playgrounds we get them out of the thought of teaching on the playground and it is really working out very nicely.

J. J. SYME (Hamilton, Ont., Canada): We have twelve playgrounds in the summer session, and we also have a spring and autumn session. The program begins before the regular summer session in July and August and extends one month after the summer session, running into September. That is to say, June is what we call our spring term; July and August our summer term, and September our autumn term. For the spring term we employ men only, from half-past three in the afternoon, after the public schools are closed until darkness sets in in the evening. We employ one man supervisor and pay him \$70.00 a month. He works five evenings a week and all day Saturday. In July and August we employ a double staff in the day time and a double staff in the evening. Our day staff work from nine in the morning to five in the afternoon. We don't close our playground then, but we relieve the staff. For that duty we pay a minimum salary to the men of \$85.00 a month, which increases about five or ten dollars a month up to the usual \$100.00 maximum. In the case of a very good man, we increase him a little more. The women supervisors start at a minimum salary of \$70.00 per month and are increased up to \$85.00. The evening staff, starting at five o'clock and working five nights a week until dark, Monday to Friday, inclusive, receive a flat rate of \$50.00 a month for the men and \$45.00 for the women.

MRS. JOSEPH GASKIEL (Avalon, N. J.): In Avalon we pay \$150.00 per month for the summer months.

GEORGE C. TINKER (Kansas City, Mo.): Our salaries are: women \$100.00 a month, men \$125.00. That is for continuous service, excepting that the woman is off the ground at noon and the man is on. In the evening it is the reverse. Someone is in attendance all the time from ten

o'clock in the morning until dark, except Saturday when we close at six o'clock.

MR. FRANK SUTCH (West Chester, Pa.): I know of an interesting plan in which the salary scale went up in five dollar units each year for temporary summer workers, giving a five-dollar recognition for a year's teaching experience or education or summer playground experience. A worker would start in at \$60.00 one summer and after another year of college or of teaching experience, the next year he would receive five or ten dollars more, according to what he had to offer on the job. It was a flat rule, measured against what the person had to sell. It was started at a low rate because of the material that was available. I think the number of prospective employees available helped to fix the market rate. And there were minimum qualifications. The scale started in at \$45.00, for a first year normal student. A second year normal student would receive \$50.00. And if a second year normal student had one year's playground experience, it would be \$55.00—ranging right up to \$100.00. The department was always anxious to employ the higher salaried people. Those who had the best qualifications were put at the top of the appointment list and so on down.

MR. ROWLEY: In a city I know of between 25,-

000 and 50,000, they pay \$.70 an hour the first year. The reason for reducing it to hours was that it was very easy to discipline a little if you wanted to, for tardiness and other offenses, without raising much of a question. The second year the rate is \$.75 and the third year, \$.85 an hour, with the privilege of allowing for valuable experience elsewhere. That is for day service. And for evening service, until sunset they receive a dollar an hour.

F. H. STEVENS (Wilmerding, Pa.): Ours is an industrial community. We have the playground open three months in the summer. We start the instructors at \$100.00 per month and increase them ten dollars a month each year to a maximum of \$125.00.

Hamtramck's Third Recreation Season Closes.—The third annual report of the Department of Recreation of the Public Schools, Hamtramck, Michigan, not only tells of the year's activities but outlines the rules and regulations governing the use of school gymnasiums and swimming pools, the season's baseball schedule, regulations for playground directors, the rules governing basketball leagues and other information of this nature.



CABRILLO BEACH BOAT HOUSE, LOS ANGELES, CALIFORNIA (See p. 548)

St. Louis Playgrounds Have Huge Festival

A stupendous festival brought to a close the summer season of the St. Louis Public School Playgrounds, of which Rodowe H. Abeken is supervisor. Fifteen thousand people witnessed the games and activities.

"Despite threatening weather," says the Playground Edition of *School and Home*, for August 31, "despite any number of obstacles that promised to end the affair before it was fairly started, the Festival began promptly at 2 p. m. And what a start! For an hour the thousands of children from the 63 school playgrounds of the city had been filing into the stands. Drum and bugle corps were blaring their martial airs; the crowds yelled, shouted, cheered; from the battery of huge amplifiers at the north end of the field popular melodies went floating across the stadium. Suddenly the clamor was stilled. The announcer at the amplifier spoke to the waiting thousands. Six baseball teams marched onto the field, took their places at the three diamonds scattered about the arena, and at a word began play. The Festival was on.

"At the conclusion of the ball games came a brief respite. Thousands of people filed past the handicraft and industrial work exhibits in the areaway beneath the stands. Every school playground had its display booth and visitors marveled at the variety and excellence of the many objects made during the summer. Reed and raffia work predominated, while an endless array of other articles, ships, airplanes, ash trays, door stops and the like, drew much favorable comment.

"At 3:30 p.m. the track and field meet began, and simultaneously with it the various other games in which championships were to be decided were run off. Every corner of the arena was filled with a game or activity of some kind, and the announcer was swamped with a deluge of reports as the results were brought in.

"Finally, about 4:30 p.m., activity in the arena became less pronounced with the conclusion of the numerous events, and as the last player filed off the field another lull spread over the stadium. It was a strange sort of quiet—the quiet before the storm. The storm in this case was the School Playground Circus, which began at 5 o'clock with

a parade that for size, color, originality and spontaneous humor has probably never been equaled by any circus parade anywhere. Nearly 2,700 school playground children, dressed in nearly as many different costumes, with clowns, acrobats, wild animals, strong men, wild men, fat women, snake-charmers and an endless variety of others, all mixed together in a potpourri that literally defies description, marched around the arena to the tune of stirring music from the band seated under the amplifiers. When the parade had wound its serpentine way around the field, the circus proper began. And what a circus!

"As the different dance numbers brought round after round of applause, people realized that here was something unusual—something that for artistic achievement and display on a heroic scale could scarcely be equaled. And when the various stunts were interspersed in the intervals between the dances, when people saw ballplaying animals, rollicking clowns, daring tumblers, scores of comic strip characters, fire-eating dragons, bicycle stunt riders, all performing at once, they knew that here was a thing unique and unparalleled—a School Playground Circus."

At the close of the day Laclede School Playground was announced the winner of the Patrons' Alliance Challenge Trophy.

"Our stage of civilization is not going to depend upon what we do when we work so much as upon what we do in our time off. The moral and spiritual forces of our country do not lose ground in the hours we are busy on our jobs—their battle time is the time of leisure. We are organizing the production of leisure. We need better organization of its consumption. We devote vast departments of government and great agencies of commerce and industry, science and invention, to decreasing the hours of work, but we devote comparatively little to improving the hours of recreation . . . And in outdoor experience we make a physical effort that no sitting on cushions, benches, or side lines provides. To induce people to take its joys, they need some stimulant from the hunt, the fish, or the climb. I am for fish. Fishing is not so much getting fish as it is a state of mind and a lure of the human soul into refreshment.

"But it is too long between bites; we must have more fish in proportion to the water."

HERBERT HOOVER

"In Praise of Izaak Walton," *Atlantic Monthly*, June, 1927.

Community Centers in Cleveland

The outline of community centers prepared for the use of workers in the Division of Community Centers, Department of Physical Welfare, Public Schools of Cleveland, contains some very suggestive material for community center workers. Some of the suggestions regarding programs are presented here. Floyd Rowe is the Director of the Department of Physical Welfare, under which the Community Center Division operates.

A. An outline for a yearly program of special events.

October

- 1. Mail circulars to last year's members advising them of the opening night of the center.
- Civic
- 2. Columbus Day Celebration—October 12th. Appointing of nominating committee for new council.
- Social
- 3. Hallowe'en Party—Election of new council for the year.

November

- Musical
- 1. Armistice Day—November 11th.
- Social
- 2. Thanksgiving or Harvest Festival.

December

- Dramatic
- 1. Christmas Pageant or Dramatics.

January

- Athletics
- 1. Athletic Night in Gymnasium.
- Social
- 2. Social Mixer and Game Night.

February

- Dramatics
- 1. Lincoln Birthday Play—February 12th.
- Social
- 2. Valentine's Party and Dance — February 14th.

Athletics

- 3. Washington's Birthday Athletic Night — February 22nd.

March

Dramatics

- 1. Dramatic Club Annual Performance.

Music

- 2. St. Patrick's Day Celebration.

April

Athletics

- 1. Closing Gymnastic Tournament.

Music

- 2. Spring Music Festival.

Social

- 3. Closing Banquet.
- B. Programs of activity for various parts of the Center.

- 1. The Gymnasium.
 - a. Athletics and Gymnastics.
 - Basketball.
 - Indoor Baseball.
 - Volley Ball.
 - Indoor Track.
 - Babbington.
 - Wrestling, Boxing, Jiu Jitsu.
 - Tennis, Paddle Tennis.
 - Golf.
 - Gymnasium Classes.
 - Exhibitions combining the above.
 - b. Social.
 - Old Time Dances.
 - Modern Dances.
 - Dance Instruction.
 - Social Mixers.
 - Game Nights for Adults.
- 2. The Auditorium.
 - a. Musical.
 - Quartettes.
 - Chorus.
 - Band.
 - Orchestra.
 - Toy Symphony.
 - b. Dramatics.
 - Pantomimes
 - Minstrels.
 - Plays.

- Play Reading.
- Stunt Club.
- c. Community Night.
 - 1. Speakers.
 - 2. Concerts.
 - 3. Forums.
 - 4. Home-talent Nights.
 - 5. Movies.
 - 6. Lantern Slides.
 - 7. Community Songs.
- 3. Kindergartens.
 - a. Rehearsals for small groups.
 - b. Small Social dances.
 - c. Card playing.
 - d. Game room, chess, checkers, etc.
 - e. Boy Scout meetings.
 - f. Committee meetings.
- 4. Class Rooms.
 - a. Gift making.
 - b. Art classes.
 - c. Sketch clubs.
 - d. Check rooms for wraps.
 - e. Club meetings.
 - f. Small community gatherings.
 - g. Game room.
- C. Suggestions for an Evening's Program.
 - 1. For a Musical Night.
 - a. Orchestra—15 minutes.
 - b. Community Singing—15 minutes.
 - c. Vocal Solo—5 minutes
 - d. Orchestra—15 minutes.
 - e. Quartette—5 minutes.
 - f. Piano (or other instrumental solo such as harmonica or accordian)—5 minutes.

- g. Community Singing—10 minutes.
- h. Orchestra—15 minutes.
- 2. Athletic and Gymnastic Exhibition.
 - a. Short boys' basketball game — 15 minutes.
 - b. Short girls' basketball game — 15 minutes.
 - c. Drill by women's gymnasium class—5 minutes.
 - d. Drill by men's gymnasium class—5 minutes.
 - e. Wrestling tournament (2 matches)—10 minutes.
 - f. Apparatus work by men's gymnasium 10 minutes.
 - g. Some comedy drill by awkward squad 5 minutes.
 - h. Volleyball game—10 minutes.
 - i. Short social mixer and dance — 30 minutes.
- 3. For a Dramatic Night (when a three-act play is not to be given).
 - a. Community Singing—15 minutes.
 - b. Minstrel skit—men's gym class—10 minutes.
 - c. Stunt — women's gym class — 10 minutes.
 - d. Pantomime—10 minutes.
 - e. Reading by Elocutionist—5 minutes.
 - f. One-act play — Dramatic Club — 30 minutes.
- 4. For a Home-Talent Night.
 - a. Community Singing—15 minutes.
 - b. Solo dancer—3 minutes.
 - c. Playlet by school children—10 minutes.

A.—A THREE NIGHT SCHEDULE FOR A BUILDING WITH ONE GYMNASIUM AND AN AUDITORIUM

Day	Gym 7.30 to 8.30	Gym 8.30 to 10.00	Auditorium	Class Room	Class Room
Mon.	Women's Athletics	Women's Gym	Dramatics	Bridge	Chess
Wed.	Men's Athletics	Alternate Weeks — Old Time and Social Dancing	Music	Gift Club	Checkers
Fri.	Men's Athletics	Men's Gym	Dramatics	Discussion Group	Dominoes

B.—A FOUR NIGHT SCHEDULE FOR A BUILDING WITH ONE GYMNASIUM AND AN AUDITORIUM

Day	Gym 7.30 to 8.30	Gym 8.30 to 10.00	Auditorium	Class Room	Class Room
Tues.	Women's Athletics	Women's Gym	Dramatics	Bridge	Chess
Wed.	Wrestling, Boxing	Old Time Dancing	Vocal Music	Gift Club	Checkers
Thurs.	Men's Athletics	Men's Gym	Dramatics	Discussion Group	Dominoes
Fri.	Basketball Games	Modern Dancing	Instrumental Music	Stunt Club	Bridge Club

C.—A FIVE NIGHT SCHEDULE FOR A BUILDING WITH TWO GYMNASIUMS AND AN AUDITORIUM

Day	First Gymnasium	Second Gymnasium	Auditorium	Class Room	Class Room
Mon.	Wrestling, Boxing	Men's Gym	Dramatics	Bridge	Chess
Tues.	Men's Athletics	Men's Athletics	Music	Gift Club	Checkers
Wed.	Golf	Old Time Dance	Dramatics	Discussion Group	Dominoes
Thurs.	Women's Athletics	Women's Gym	Music	Stunt Club	500-Club
Fri.	Social Mixers	Modern Dance	Movies	Sketch Club	Bridge Club

- d. Talk by good speaker—15 minutes.
- e. Magician—15 minutes.
- f. Community Singing—10 minutes.
- g. Moving Pictures (2 reels)—30 minutes.
- h. Toy Symphony—15 minutes.
- i. Stunts by various clubs in the center, each stunt not to be over five minutes in length.

SCHEDULES

Three typical evening and weekly schedules are listed as suggestions for directors. At least five activities in five parts of the building should operate each night.

PUBLICITY

Since the community center is an institution designed to appeal to the general public, then, like any good commodity, it must be sold to the people.

1. By word-of-mouth invitations to people. This may be to the important people of the neighborhood, or it may be to organized groups either in or out of the center. The percentage of acceptance will be much greater by this means than by any other. It's the personal touch that counts.
2. By stories in the neighborhood press.
3. By hand bills distributed from house to house.
4. By hand bills sent out through the school children to be taken home to their parents. This method is much more effective when the principal and the teachers emphasize the hand bill through announcements spoken, or written on the blackboard.
5. By stories in the metropolitan press.
6. By window cards in stores and in the center's illuminated bulletin board.
7. By having a brightly lighted main part of the building.
8. By using slides in moving picture theatres.
9. By a permanent publicity folder after the center is established.
10. By holding special celebrations during which propaganda for the center is brought out.

COOPERATION

The Community Center should at all times be ready to cooperate with existing organizations in

the neighborhood who are willing to use the center in accordance with the established policies of the center.

The meeting places can be arranged for many groups in buildings already opened by the community center department.

Joint programs on special holidays can be arranged in which all organizations of the neighborhood can cooperate.

Assistance can be given to local improvement associations by furnishing meeting places and by assisting with publicity for such meetings.

Meeting places and recreation leadership can be furnished to lodges, churches, Mothers' Clubs or Parent-Teacher Associations when desired.

These should be cooperative with the day school staff to avoid conflicts with their plans. A call on the principal frequently will avoid conflicts.

Any special change in the program should be taken up with the custodian so that he may plan accordingly and so that his cooperation may be arranged.

The best cooperation of the council and the main office can be secured if they know far enough in advance about your plans.

FINANCES

1. The finances collected in each center are to be deposited with the Treasurer of the Center who must be some local responsible person not in the employ of the Board of Education.

2. For all money collected for tuition fees individual receipts are to be issued so that the white copy goes to the payer, the pink copy to Headquarters together with the monthly financial statement and the yellow copy remains in the book. A receipt shall also be gotten for all moneys expended in the center. This also accompanies the monthly financial report.

3. All funds collected as tuition fees from clubs and classes shall remain credited to such groups and then used to pay for the instructor of such special groups in accordance with a payroll sent out from the office.

4. For all activities in the center requiring a special instructor, with the exception of music and dramatics, a fee shall be charged. This fee should be large enough to pay for the instructor. A charge of one dollar per semester is made for most activities although golf and small special groups pay more. No refunds of tuition fees are to be paid to members not completing the semester.

5. Admission fees to dances and entertainments should be large enough to pay the cost.

6. Musical and dramatic clubs should collect enough dues to pay for their own music and for their own make-up supplies. Such groups are also to assist in entertainments, the proceeds of which go toward paying for their special instructor.

7. All checks must be signed by both the treasurer and the director of the center.

8. All other expenditures to be made in the center must be sanctioned by the Council. The council might find it advisable to allow the director a small petty cash account.

PLAN OF ORGANIZATION

1. Each center is to have a council consisting of a president, vice-president and secretary-treasurer elected at the opening of the season in October or November and one representative from each activity club in the center. This council is to assist the director in every way possible to gain the wishes of the community and to develop the various clubs in the center. The council and the director develop the policy of the center in accordance with the rules of the Community Center Division and of the Board of Education.



ONLY ONE THING IN THE WORLD SEEMS IMPORTANT IN THE MIDST OF A FOOTBALL GAME

Suggestions for Progressive Game Party*

Methods of Conducting a Party

In planning a progressive game party it is well to provide a game for every four persons, each game to be played ten minutes. A feature which adds interest to the party is to give each person a head band to which feathers may be attached as awards on the basis of the following plan: Three feathers for each high score, two feathers for a two cornered tie; one feather each for a three cornered tie; one white feather for the lowest score.

Red, blue, yellow and green crepe paper may be used for arm bands. Those having one color are allowed to play at each game at one time. After the scores have been counted and feathers awarded—the one winning the highest number of colored feathers is winner and is known as chief—all face the center of the room in a single ring.

Games for a Progressive Party

HEARTS

The equipment consists of six one-half inch cubes with the word "Hearts" printed on each cube (one letter to each side of the cube). Players are seated in a circle. Each player in his turn is given an opportunity to roll out the six cubes at once. The scoring is done by the letters that appear face upward.

Five points allowed for H-E

Ten points for H-E-A

Fifteen points for H-E-A-R

Twenty points for H-E-A-R-T

Twenty-five points for H-E-A-R-T-S

If three H's appear in succession the player loses all his score and has to start anew.

One hundred (100) points constitute a game.

COOTIE

On each side of a one-inch cube print one of the following letters: B; H; L; T; E; A.

B—represents Body

H—represents Head

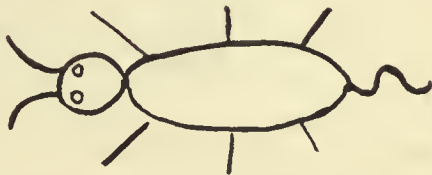
L—represents Leg

T—represents Tail

E—represents Eye

A—represents Antenna

Players may be seated on floor or around a table, each supplied with a small piece of paper and pencil. Each person, in turn rolls the cube. No player can start the game until a "B" for Body is rolled. When a player rolls something that can be used in the construction of the Cootie he may have another turn rolling. The Cootie is made up of a body, head, tail, two eyes, each of which must be rolled separately, six legs, each rolled separately, and two antennae. The person constructing the Cootie first wins.



This game may also be played in teams of twos, fours or sixes.

PEGITY

This is a game of skill interesting to both adults and children. The game requires a board $1\frac{1}{2}$ " thick and one foot square, divided off into half inch squares with a small hole the size of a match directly in the center of each small square. Each player is given a number of small pegs (one color to each player). The game is started by one person placing a peg in a hole. The players play in rotation. The object of the game is to place five pegs in a direct row with no holes between. This can be done in four ways on the board. The object of the opposing player is to block his opponent's move and plan for his own at the same time. The game ends when a player succeeds in playing five in a row. Pegs may be purchased from the Parker Game Company, New York City.

DOMINOES

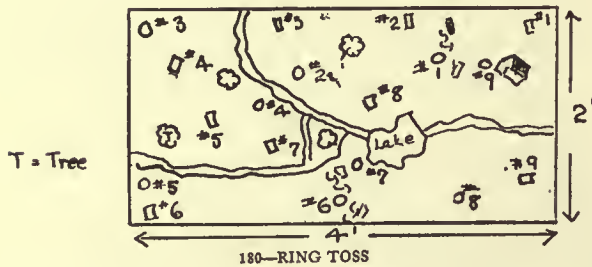
There is great interest in the old fashioned game of dominoes, played by matching the dominoes and scoring the two ends in fives, tens, fifteens and twenties. The dominoes are placed on the table, shuffled and each player takes seven. If a player cannot play with those which he has,

*From *Recreational Games and Programs*, compiled by John Martin, P. R. A. A. \$50.

he must draw one either from those left or from any opposing player he may choose. The player who succeeds in getting rid of all his dominoes first receives as his score the total amount of all dominoes remaining in the other player's hands.

TIDDLY WINK GOLF

This game is played on a piece of Celotex or wall board designed to represent a miniature golf course. Trees are made from pieces of sponge



dyed green and mounted on match sticks; bushes from dyed bits of sponge glued to the board; pop bottle tops are used as holes on the green; sand traps are made from cut-outs and bunkers are built up around the traps. The introduction of lakes and streams make the course difficult. Celotex takes water color paint readily and its rough surface provides a good imitation of grass. Light green should be used on the fairways, dark green for the greens and blue for the water hazards. A club house built of cardboard adds to the reality.

Each player is provided with one Tiddly Wink and one shooter, and the game is played as in regulation golf with penalties for "out of bounds" (off the board), water hazards, etc. The tee is a small piece of paper pasted down in position and marked. A piece of paper marked and pasted on the bottom of the hole marks the play.

TENNIS BALL BOUNCE

This game requires five tennis balls and a nail keg. The keg is placed at a distance of eight feet from the line and the players are given a chance to bounce the five balls into the keg. One point is scored for each ball and an extra five points are given if the player succeeds in making the five balls bounce into the keg consecutively.

BEAN BAG TOSS

For this activity use a board $2\frac{1}{2}$ feet by four feet with a clown face and shoulders painted on

it. Holes of varying sizes and shapes are made in the board to represent the top knot of the hat, eye balls, nose, ears, mouth and pockets. Each hole is numbered according to the difficulty involved in throwing the bean bag in, the largest number being given the smallest hole. The object of the game is to toss six bean bags through any of the holes from a ten foot mark. Score is kept according to the numbers on the holes through which the bean bags have passed.

MUMBLETY-PEG

Mumblety-peg may be made an indoor event by playing it on a white pine board twelve inches square and one by one and one-half inches thick. A wire nail driven into a piece of broom handle three inches long and filed to a point makes a good mumblety-peg instrument. A three-cornered file is also satisfactory. A pocket knife is the usual instrument used particularly when the game is played out-of-doors on the ground. (For playing progression and rules see 88 *Successful Play Activities*, P.R.A.A., 60c.).

MARBLE BOARD

An 18" board, 6" high and $\frac{3}{4}$ " thick, set on edge, is supported by two similar boards 6" long projecting forward and outward from the ends of the 18" board at an angle of 45 degrees. Six arches ranging from $\frac{5}{8}$ " to $1\frac{1}{4}$ " in size are cut into the bottom part of the 18" board. Arches are numbered 1, 2, 3, 4, 5 and 10 according to the size, the smallest arch being given the largest number.

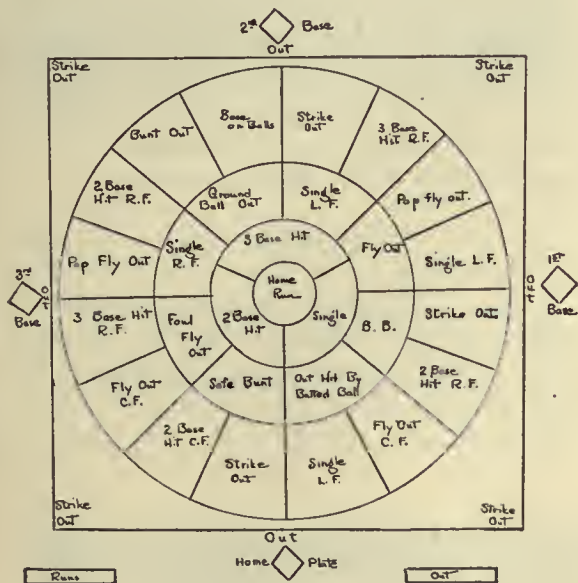
Each player rolls ten marbles from a 15 foot line. If there is a small compartment in back of each arch, scoring will be simplified and there can be no difference of opinion regarding the particular arch the marble passes through. The score equals the sum of the numbers on the arches through which the marbles pass.

DART BASEBALL

This diagram should be reproduced on a piece of typewriting paper of regulation size, the circles measuring $\frac{3}{4}$ ", 2", $3\frac{1}{2}$ " and 6" in diameter. The diagram is then mounted on a piece of Celotex or wall board, 2 feet square. The equipment consists of three darts, which may be secured from the Apex Dart Company, Norristown, Pa., and a dozen glass thumb tacks.

There are two teams with one or more players on each side. The players stand eight or ten feet away from the diagram and play is conducted as in the regular game of baseball, each player throwing his dart until three outs are made. Progress of the hits is shown by placing the thumb tacks on the bases; runs and outs are tallied in the same manner in the lower left and right hand corners. Thirteen innings constitute a game.

Note: If desired the diagram can of course be made larger, the circles measuring 2", 5", 12" and 18" in diameter. In this case the throwing distance should be increased. The smaller circles have, however, been found satisfactory.



JACKSTONES

Jackstones provide an interesting activity for a progressive party. The equipment consists of ten jacks of one size, preferably 3/4" in diameter and one rubber ball about the size of a golf ball.

The Game. Jacks are tossed from the hand onto the playing surface.

- a—Pick up jacks one at a time (one'sy).
- b—Pick up jacks two at a time (two'sy).
- c—Pick up jacks three at a time and finally one. (three'sy).
- d—Pick up jacks four at a time and finally two. (four'sy).
- e—Pick up jacks five at a time. (five'sy).
- f—Pick up jacks six at a time and then four. (six'sy).
- g—Pick up jacks seven at a time and then three. (seven'sy).

- h—Pick up jacks eight at a time and then two. (eight'sy).
- i—Pick up jacks nine at a time and then one. (nine'sy).
- j—Pick up jacks ten at a time. (ten'sy).
- k—Bounce ball to designate games. This constitutes one game.

Variations of the game will be found in 88 Successful Play Activities.

PIN BOWL

A set of small wooden bowling pins and three solid rubber balls may be purchased from the five and ten cent store. The pins are set up at a distance of fifteen or twenty feet in triangle formation. Each player is allowed three balls to see how many pins can be knocked down. Everything is done with an underhand movement, the ball rolling on the floor.

MUFFIN PAN GAME

A ten cent muffin pan and six 1/2" cubes constitute the equipment. Cubes are marked 1, 2, 3, 4, 5 and 10, one number on each of the cubes. The muffin pan is placed against the wall at a distance of five feet from the throwing line. Each cube is thrown separately and the score is kept on the basis of the number which lodges face upward in any of the little compartments of the muffin pan.

MEGAPHONE AND MARBLE TOSS

A megaphone is placed at a distance of five feet from the throwing line and each contestant is given five marbles. Five points are awarded the player for each marble tossed through the mouth piece of the megaphone.

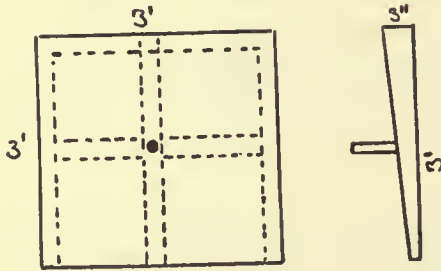
GAMES WITH PLAYING COURTS

When parties are held at community centers, in church basements, in large halls and other places where plenty of space is available, games involving play courts may be possible. Among these are the following:

INDOOR QUOITS

Two quoit boards are constructed according to the accompanying diagram. Each is three feet

square and is elevated three inches in the back, tapering down to an inch in the front. A peg five inches high made from a piece of broom handle is placed upright in the center of the board.



A set of four rubber quoits which may be purchased from a sporting goods company is used in the game. Two quoits are given each team of two players. The quoit boards are placed at a distance of twenty-five feet from peg to peg with a player of each team on each board. The rules used are those which apply to horseshoes—two points for the ringer, one point for the nearest quoit. Quoits must land on the board and remain on it; those touching the floor in any way are not counted. The “leaner” is the highest quoit on the peg. A quoit topped by the opposing player cancels in the scoring but is kept in the ringer score. Each player tosses two quoits at a time. Covering the quoit boards with paper padding deadens the noise of the quoit.

thick, one end of which is cut out to fit the 3” disc and is then attached with a small hinge to a handle 6” x 1” x 1”.

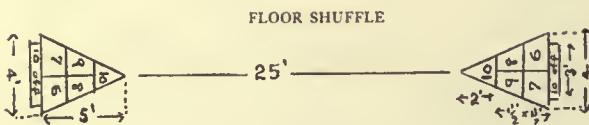
The play starts by one player sliding his disc into the opposite triangle, the object being to place it in one of the five sections marked off in the opposite triangle. His opponent then slides one of his discs, the players alternating until all six discs have been played. When the score has been recorded and the discs removed the two players at the opposite end of the court continue to play in the same manner.

The score is determined by adding the figures in the sections in which the discs come to rest. Discs touching a line do not score. If a disc lodges in the territory marked ten off, ten points are deducted from the score. One hundred points constitute a game.

The object of the game is not only to lodge one’s own disc in the opposite triangle, but to dislodge the discs of the opposing players.

HOPSCOTCH

If space permits, the old time game of hopscotch may be of interest. For the layout of court and directions for playing see 88 *Successful Play Activities*.



FLOOR SHUFFLE

The court is laid out lengthwise with the board to the floor with white chalk. (For a permanent court, lines 1/2” wide should be made with white paint). Each triangle is divided into five spaces according to the diagram. Each of the five spaces should be marked as indicated in the diagram. The space marked “10 off” should be three feet long and six inches wide.

The game is played by two teams of two players each. One player from each team stands back of each triangle behind the “10 off” line. Each team has three discs made of hard wood 3 inches in diameter and 1 inch thick. Each player is given a pusher made of a block of wood, 5” x 4” x 1/2”

Recreation Progress in California Cities

Meeting a definite public demand as expressed in several public hearings, the Board of Supervisors of San Francisco with the enthusiastic support of Mayor James Rolph, Jr., placed \$3,-100,000 playground bonds, bonds of \$2,000,000 for the completing of McClaren Park, \$500,000 for the Aquatic Park, and \$400,000 for the Marina on the ballot November 6th.

Because of the pressing demand for more public beach areas, the Board of Supervisors of Los Angeles placed \$2,500,000 of beach area bonds on the November ballot.

The Federation of Civic Clubs of Santa Ana are urging action on the part of the City Council to provide at least five cents on the hundred dollars for supervised play and recreation. It is understood that the City Council is favorable. This



PLAYGROUND COMMISSIONER, R. S. WEAVER, IN A NEW PRACTISE DRIVING CAGE ON LOS ANGELES, CAL., INDOOR LINKS

would make approximately \$10,000 available for the supervision of activities. A separate fund is available for acquisition of land.

Raymond Robertson, Supt. of Recreation, Oakland, working closely with the City Planning Commission, has just completed a map study of all of the city's recreational areas, parks, park-playgrounds, municipal playgrounds separate from

parks, school playgrounds, and inter-locking boulevards. He reports a 100% gain in organized activities for 1928 over any preceding year. Budget increase for the year is \$35,000.

Long Beach reports completion of plans for the first city and school park playground area of 48 acres, 20 acres of which is school property and 28 acres municipal. Bonds have been voted for \$1,400,000 for the completion of a magnificent horseshoe recreation pier and marine park fill-in.

Pasadena's municipal golf course, constructed at a cost of \$125,000, was open for play October 15th. The golf course is one of the many features in Pasadena's 900-acre Arroyo Seco Park which includes two huge swimming pools, major sports fields, stadium seating 72,000, outdoor theatre, recreation pavilion and children's playground.

Raymond Quigley, Supt. of Recreation, Fresno, reports a large gain in hand play activities for this summer's season, the Roeding Park Playground winning the George W. Braden trophy for the best handwork in the six classes.

Santa Barbara is fortunate in having a gift of \$200,000 from Max Fleishman for the construction of a yacht harbor and still water bathing area.

Carol Aronovici is making a master plan for Ventura, including adequate provision for public recreation, the outstanding need of which is for neighborhood playgrounds.



A CORNER OF PRACTICE PUTTING GREENS IN THE NEW INDOOR GOLF PRACTICE COURSE, LOS ANGELES PLAYGROUND AND RECREATION DEPARTMENT, CALIFORNIA



CLUB HOUSE AND FIELD VISTA IN THE NEW INDOOR GOLF PRACTICE COURSE ESTABLISHED BY THE LOS ANGELES PLAYGROUND AND RECREATION DEPT. THE PILLARS ARE CAMOUFLAGED AS TREES. THE BRANCHES AND FOLIAGE ARE FROM REAL OAK TREES, RETAINED IN FRESHNESS AND AUTUMN COLORS BY A PRESERVATIVE WHICH IS ALSO FIRE PROOF

A Symposium on Club Work for Boys and Girls

"Neighborhood", a settlement quarterly published by the National Federation of Settlements, 20 Union Park, Boston, published a report of a symposium on club work for boys and girls between the ages of thirteen and seventeen. The values and objectives of the work and the importance of training for leadership the members of this group stand out as fundamental problems.

"The present day emphasis in club life, with boys or girls from thirteen to seventeen, must be on individual responsibility, on group divisions, on training for leadership.

"By the time boys and girls reach the age of thirteen, fourteen, fifteen or sixteen they should be considered potential leaders. The organization of certain specific house activities should be ex-

pected from groups of them who have had definite training in younger clubs in learning by doing."

Throughout the symposium the importance of high type leadership from employed workers or volunteers was stressed.

"Almost all workers with boys and girls would agree that the club, properly organized as to the age of its members around vital common interests, with a real leader of wide sympathies, vision and inspiration, is an ideal and most effective way of being a vital interest for growth and development in the lives of boys and girls. . . . Most club workers would agree that personal influence through contact and friendship is more vital and far reaching than perfunctory procedure and mass activity.

"The value of the club does not depend so much upon definiteness of program, or a particularized social aim, or a well defined scheme for character building, as upon the interests of the individual members of the group, the character qualities of its leadership, and the more or less nebulous spirit

of harmony and social responsibility which pervades the institution sponsoring the club.

As for the objectives, there are many—preparation for citizenship, character building, the development of the latent possibilities of the individual, the broadening of the horizon of club members by creating an opportunity for the enlargement of the beautiful in all forms of art, the provision of recreational opportunities and the development of a creative group life.

"The club can help to discuss and develop the latent abilities of individuals. This is probably one of the greatest objectives."

Archytas

Why doesn't somebody put up a monument to Archytas,—Archytas of Tarentum, fifth century B.C.? Why do we not at least remember Archytas and put him in our history books? No, it is not of Archimedes that I am speaking. Archimedes was a great man also, the discoverer of the pulley and the endless screw, maker of the ear of Dionysus and taker of the most famous bath on record.

But Archytas's discoveries were of something more precious than screws and pulleys or whispering galleries or even baths. It is to Archytas that the world owes the first and last of all its toys—the children's rattle and the airplane. The latter he made in imitation of a pigeon and it flew some fifty feet before it struck. We can do better than that now, but then we are not the first.

As to the rattle, Aristotle has truly observed, speaking of children of six and thereabouts: "The rattle of Archytas is very good for children of this age." And the rattle is not merely good for children; it is good for everybody. It has the essential requisite in every toy; it gives results, enables the ministrant to make a noise in the world,—satisfies the aim of all ambition, provides the epitome of human triumph. To take a thing and shake it and make a noise,—that is life.

And so the airplane in its sphere, the toy that man now brandishes across the sea, and so achieves, both physically and socially, the greatest noise in the world.

These are the presents of Archytas, his unexampled gifts to man,—more than the gift of tongues, the gift of toys. Monument or no monument, may his name be blest.

JOSEPH LEE.

Respect for Equipment*

Handing things out—why not?

Do you remember when you were a child when for days and even weeks you were thrilled at the possibilities of the playhouse or cave which you and some of your cronies were constructing out of odds and ends? With what fervor you dug or how patiently you carried unwieldy, crumbling sods to build a dusty wall? To you the unsightly hut with its piece of stove-pipe chimney was better than a palace and the smoky fire a potent spirit of "the days of real sport."

Remembering the above, it is not surprising that often when we present our boys with a building "completely equipped" we are unpleasantly aware of a want of appreciation and lack of respect for equipment which to us seems ungrateful, to say the least.

How often have you tried giving a club a chance to "make a club room" out of an old barn loft or to transform a dingy, unused factory storehouse into a gymnasium? People who have done this and who later have been able to afford up-to-date equipment are well aware of the "spirit" left behind when "we left the old place." When Greenwich House was still in its original quarters in Jones Street, there was a dark and dusty basement under the Manual Training Rooms. In Jones Street there was a gang of Italian boys averaging eleven to twelve years of age. Their leader came of a family which had given several undesirable members to the neighborhood. He was a typical young gangster, scorning everything worth-while, especially work.

The Jack Horner Club was organized. Armed with mops and brooms the club set about transforming the old cellar. An old forgotten fireplace was discovered and cleaned out. Several days were spent kalsomining. Permission was granted for the purchase of some linoleum and a number of old chairs and benches repainted. The little gang-leader became the foreman. No boy painted or scrubbed but under his watchful eye. Often he took the brush from unwilling hands to put a last touch on chair or mantel shelf. When the linoleum had been laid he insisted on keeping it spotless himself, and lugged many a heavy bucket of soapy water from the settlement kitchen for this purpose—washing and always expertly rinsing

*Bulletin of the Boys' Work Committee of the National Federation of Settlements, S. Max Nelson, chairman.

and drying the shining checkered surface. The regeneration of that gang was complete. The following summer we provided gardens for these boys and the food produced went far toward feeding neighborhood families during these months of food shortage in the period of the late war.

Many rainy afternoons were spent in reading or listening to stories. *Tom Sawyer* was especially appreciated. We sang many songs, old and new—the training along this line leading to a minstrel-show—as the reading of *Treasure Island* prepared them for the production of a dramatic episode from that thrilling narrative.

What had we as leaders “handed out?” The idea. The paint and linoleum. A discouraging dark cellar.

Lest the reader may feel that we disapprove of modern equipment let me hasten to say that the best equipment is none too good but to get the best results in spirit and to create respect for property, the boy must at least help to earn his privileges.

It is useless to expect the boys to be interested in helping to govern an organization which they do not respect and love and among the ways to get them to respect their equipment is to let them have a hand in creating it. The group described above were youngsters of from eight to thirteen years of age but age is not a controlling factor. One settlement that we know of has allotted five large rooms to so-called “permanent” clubs. These boys average eighteen years and over. They have been in the house for five consecutive years or more. They have good records. They take the room “as is” and proceed to fix it up. From scraping the walls to framing the pictures they do the work. They choose the scheme of decoration and carry it out. Committees are appointed to attend to the many details. The house requires a nominal rental and also that each club perform two outstanding unselfish acts of service, as a club, each season. The boys may use the room any or all the time that the settlement is open. If a club “falls down” in any year the privilege is withdrawn and a new club installed in the “permanent room.” Contrary to what may be expected the rooms are *not* used for loafing purposes and the morale is excellent. These clubs average twenty-five members each.

We are often asked what to do with younger groups, boys under twelve years of age. Let them “fix up” a room. This is the best “tough gang” cure there is.

If you have a playground or vacant lot available have the boys help build an outdoor fireplace and hearth. Contributions of fuel are readily available. Then try a story-hour around the fire in the evening. By fire we do not mean conflagration. A committee will be responsible for the fire and the settlement for the supervision and storyteller.

Self-Sufficient.—In these days of concern over a machine civilization with its resulting narrowing specialization, at least one example of the old primitive and self-sufficient life remains—and within access of the traveller. One day’s journey from Dublin and but eleven hours farther from London lies Inishmore, the largest of the Aran Islands described in the *Geographical Review*. Whatever the islander eats, wears or burns he must provide for himself from the resources of his island. His food he gets from the sea and from the scanty soil, fertilized only by fish and seaweed. Most families own a few sheep to provide wool for the almost universal manufacture of homespun.

Houses are built from limestone, with thatch roofs from the rye fields. Often the furniture is made of driftwood. There is not a tree on the island.

The people are sturdy, industrious, hospitable, and honest. Whether they live the good life to a greater extent than the employees of an automobile factory is a subject for recreation workers to debate. J. M. Synge says of them:

“It is likely that much of the intelligence and charm of these people is due to the absence of any division of labour, and to the correspondingly wide development of each individual, whose varied knowledge and skill necessitates a considerable activity of mind: Each man can speak two languages (Gaelic and English). He is a skilled fisherman, and can manage a curagh with extraordinary nerve and dexterity. He can farm simply, burn kelp, cut out pampooties (moccasins), mend nets, build and thatch a house, and make a cradle or a coffin. His work changes with the seasons in a way that keeps him free from the dullness which comes to people who have always the same occupation. The danger of his life on the sea gives him the alertness of the primitive hunter, and the long nights he spends fishing in his curagh bring him some of the emotions that are thought peculiar to men who have lived with the arts.”

Activities for Younger Boys*

BY ANNA AUSTIN

Detroit Recreation Department

Of all the activities in which boys past the age of six and seven are interested, I found that nothing holds them so well or interests them so long as woodcraft. This activity requires only simple equipment. Johnny is given a nickel or a dime at home; he finds a bit of wood, a cigar box, some sandpaper or a little carbon which has been used, and with these he can fashion things near to his heart.

It is October and we have organized a club. The boys have been calling for it and we send a director out to help them organize. We see the size of the room and conclude that just so many boys can be taken care of in that space. We talk over the problems of that club; they will need a little money, perhaps to carry on. A few of the boys *do* sell papers. Perhaps they will want better wood than the cigar boxes. We say to them, "Could you pay a membership fee of five cents a week?" We let them discuss the problem and find most of the boys can pay. We feel they appreciate the things they do if they have some part in financing them, and it gives us the opportunity to introduce the idea of thrift and savings in these activities.

Then we give the boys membership cards. If every boy cannot bring five cents, we tell him to bring an equivalent. We say, "Johnny, isn't there something you can bring?" Perhaps he will bring a cigar box, or some carbon paper, or he may bring some stubs of pencils. One child brought paint rags, and he contributed paint rags for the rest of the year. These children should be taught at an early age to govern themselves. In the club they elect a committee of three to handle things, or perhaps one is old enough to call a meeting, and it is surprising how soon they get into the way of taking care of business. Soon they are careful how we spend our money.

Special Day Parties

Then we suggest a party. Each month has some special day in it which a boy can celebrate. At the first meeting perhaps we do not do much. The director suggests going on a hike, or going scout-

ing for some boxes. October brings Halloween and children like to celebrate then. Perhaps the first day is a rainy day, and the children will be anxious to make something; they do not like to spend two and a half hours just talking. When the children come in, they are given an opportunity to go to work without wasting any time. A boy comes in late; he says he forgets when he is sent on errands and has to go back a second time. So the director suggests making a memorandum pad. Another boy says, "Why couldn't I make something like that to hang on our telephone?"

Planning for Christmas

Then comes Thanksgiving and they are thinking of toys they would like to give at Christmas time. Foreign children think about toys to send across the sea and these must be finished first; perhaps they must go to some distance. How they love to paint! There we must have some boys we can trust to take care of the paint pots. Perhaps the church people have asked us to help at Christmas time. It is great fun to see the children wrap up Christmas presents. Perhaps it is the first time they have ever done this. Then we talk about the things children would like to make for their brothers and sisters for Christmas. We usually find it is something to create action; something that "will make my brother and sister laugh." In many homes Christmas decorations cannot be afforded, so the most simple toys are made; we attach them to clothespins and they are ready to put on the Christmas trees. We make hundreds of these toys for the Christmas trees; something for father, generally book ends or something for the desk. We visit places where we can get waste woods. For mother we may make a little rack for cards or letters. It is quite a problem for a child who has never used a saw or hammer.

Christmas is on, and we always suggest that we go to the toy shops and see what is there. Every year there are new ideas. It is well to arrange a hike early Saturday morning to the stores when the salespeople are not so busy. We have yet to find a salesperson who will not explain to the chil-

*Paper given at district meeting of recreation workers held at Toledo, Ohio, March 22-24, 1928.



Detroit, Michigan.

WHEN WE MAKE TOYS

dren anything they want to know and answer their questions, when the object of the visit is explained. Then, between the holiday season, we try to forget work and enjoy outings as much as possible. We have skating parties, hikes to the art clubs, art museum—places where the children have not been.

January Activities

In January the boys are sometimes not so prompt in returning to the class. The first thing we do is to drop them postcards, and next week you will be surprised to find most of them back. In January we talk more about patriotic things; next month we shall have Lincoln's and Washington's birthdays. The boys think they would like to put on a play. Sometimes we give them help, sometimes not. In January, also, we encourage making table games. Now that they have become proficient in the use of tools we think they can make simple table games. Then we make a fishing pond game out of the cigar boxes. Each of the clubs sends in its best three ponds and prizes are awarded. We find that a good way to make this game is to cut spools in two for the fish to rest on. There must be at least twelve fish in each pond. The sticks are made of small rod, with string, and a bent pin for a hook.

We try to encourage originality. I tell the boys there is just one thing I like better than a sur-

prise and that is another surprise. We find in these clubs boys whose minds are bent on doing certain things and we show them where to go for instruction.

The February Program

In February we have Valentine parties. By this time the boys have a little money in the treasury. They have learned how to conduct parties; they have committees on games, committees on decorations, and can carry on parties themselves. During February our thoughts go to our feathered friends who are about to return, and the boys are glad to make bird houses, bird shelters and garden markers. If we hear of places where boys are putting in gardens we stop work and go out on a hike to see this garden. The boy explains what he is doing, arouses interest and others start a garden. We do not stop at toy making. After the bird houses are taken care of, we think of kites. At this time of the year, boys' minds center on kite making. By the first of April they want kites. The bird houses are placed in their own homes, or are for neighbors or friends.

And Then Summer Comes

Then comes the end of May, with the kite tournament, and during June we are out-of-doors as much as we can be. The activities you carry on on your summer playground will determine what you will make. The boys' minds center around circuses. We have had a contest of animals, a dog or kennel show, and every kind of dog has come in. We had about two hundred dogs in our show, and prizes were awarded.

At Easter time the boys prepare rabbits to put in the Easter baskets for their little brothers and sisters. The children like to make puzzle pictures. We make them of book jackets which are destroyed by the library. We asked the librarian if she would save them for us, and so acquaint the children with the title of the book and the author. The first thing a child wishes to do is to cut the pictures into too many pieces. We suggest to the children that they do not cut them into more than twelve or fifteen pieces.

When we first opened these toy craft clubs, on leaving the library we would find so many children outside waiting that we thought it would be a good thing to have them come in and play table games. In all branch libraries and in the community houses and a few church houses, we have table games in the early evening. We cannot find so

many places to carry these games on as we have secured for the woodcraft work. We have checker and chess contests and tournaments from time to time, and the children take great pride in being the best players. Sometimes we introduce a little boxing.

We have these groups in all branch libraries, community centers, church community houses, one parental home and two apartment houses. We average twenty-five boys per club. Fifteen is an ideal club, but so many want to join that we just have to take them. The hardest part of the discipline is to get them to go home. They want to stay all day; sometimes they bring their breakfasts. Many of the boys come twelve to fifteen blocks and work from nine to twelve or one o'clock.



Detroit

ON A SUMMER PLAYGROUND AFTER EARLY MORNING HIKE.

More About Industrial Recreation for Girls

BY DOROTHEA NELSON

*Board of Park Commissioners, Minneapolis,
Minnesota*

The following plan of summer recreation for industrial girls had a successful start in Minneapolis last year. The plan included four individual activities—swimming, tennis, archery and golf—as the competitive team athletics had already been taken care of in the various municipal leagues. Two months' preliminary organization took place before any of the activities were definitely organized. This preliminary work consisted only of propaganda, explanation, and of securing 100 department heads from each department store, factory, wholesale house, bank, to cooperate and help organize. We then mailed lists and instructions to these department heads, who posted the material and had an enjoyable time working up the interest of their own employees with whom they were in contact every day. It takes approximately three months to complete the entire program, depending upon the number of entries. There

were 6,600 entrants in the program from the 24 largest establishments entered.

A group of six of the largest of each type of concern were put in a section. We started off with four sections: Department stores, Section 1; Banks, Section 2; Factories, Section 3; Wholesale and Mail Order Houses, Section 4; (six of the largest). The program as it proceeded in one Department Store will give a concrete idea of the scheme of organization.

WOMEN AND GIRLS

Department Entries	Swimming	Tennis	Archery	Golf
Drugs	4	6	2	1
Ready to Wear...	7	9	11	24
Furniture	6	3	11	6
Basement	14	5	3	10
Notions, etc.	0	6	1	2
1st Floor Tables..	14	10	11	12
Yardage	16	11	9	3
Office	20	20	30	16

The Department champions, men and women, played each other in each event to determine the store champion. There were then 6 division champions in each event. Final champions in four sections in all four sports (men and women) played off for the City *Industrial* champion in tennis, archery, golf and swimming. The plan was a great success because each place organized its own fun, with the stimulus and help of our department, and because it was voluntary and each person who entered drew in his friends. Some departments came into the plan because it required no practice or meetings, and no bulky organization plan to put it across.

It is possible to work out the plan if there are from 100 or 1000 entries from each business house. It does not interfere with the regular city meets in tennis and swimming, as chiefly experts enter these city events. Here, however, one starts with all the real amateurs in each department and although the best in each department win out, the elimination process is long drawn out and no one knows what sort of competition he is going to meet in his own store or, at times, even in his own department. Three-quarters of the entries in these events would not enter city-wide meets as they do not feel they are "good enough." The fact that the rest of the beginners about them enter, gives them interest. Our department cooperates to the extent of reserving tennis courts at the Parade Grounds, swimming pools at 7:30 to 8:30 and also golf after 6:30 for 9 holes of play. Archery fields and equipment are also reserved and instructions given.

Judges, trophies, and accessories for all final events are furnished by the Recreation Department out of the \$10.00 entry fee paid by each firm for privilege of entering the program.

Examinations for Recreation Workers

The following questions were asked in the examinations for playground workers by the Department of Recreation of the Memphis Park Commission:

For Directors

1. (a) What is the success of any community playground and in what lies its importance?

(b) What activities would you provide on a playground attended by both children and adults?

2. Why is a city justified in spending money in establishing and maintaining playgrounds?

3. Suggest ways through which the activities of the community recreation program may be kept before the public.

4. (a) What would you consider a good story to dramatize for the Annual Playground Pageant? Why?

(b) What benefit do you think the children received from the pantomime that you witnessed on playground?

5. (a) How would you prepare for and conduct a handcraft class in the playground?

(b) How should the sand pile on a playground be cared for?

(c) If you were the director of a playground, how would you interest the mothers and fathers in your community in decorating vehicles and entering their children in the Floral Parade?

6. How would you group the children on a Playground? Outline a day's program.

7. (a) What are the duties and responsibilities of any playground director or leader?

(b) What are the elements of a playground?

8. Name the essential characteristics of each period and describe one game for each period.

9. (a) What should be the qualifications of a good play leader?

(b) Describe a person who in your estimation measures up to the requirements?

10. What steps would you take in organizing a new playground for a recreation program?

For Instructors

1. What are the elements of a playground?

2. Outline a program for playground children up to ten years.

Outline a program for playground girls over ten years.

Outline a program for playground boys from ten to fourteen years.

3. (a) Why teach handcraft on the playground? What is the first consideration in teaching a handcraft class?

(b) What are the benefits derived from sand play?

4. What is the value to a playground of having folk and æsthetic dancing classes?

5. What are the ten commandments of a play leader in playing games with children?

6. What is the difference between Indoor and Playground Baseball?

7. What are the play characteristics of each period? Describe two games.

8. Why have story tellers on playgrounds and how would you conduct a story hour?

9. Do you think that publicity should be a part of the general playground program? Why?

10. Discipline the following cases:

Use of tobacco

Use of bad language

Destruction of property

Gambling

Bullying

Public Recreation Systems in Florida Cities

In 1925 the legislature of the State of Florida passed an act empowering cities, towns and counties of the state to establish systems of recreation and to dedicate and set apart for use as playgrounds, recreation centers and other recreational purposes any lands or buildings, or both, owned or leased by such municipalities or counties, and to provide for their conduct, equipment and maintenance by making an appropriation from the general municipal or county funds.

The act also provided that "upon petition of 5% of the qualified and registered voters in such municipality or county to levy an annual tax of not less than one-half of one mill nor more than one mill on each dollar of assessed valuation of taxable property, it shall be the duty of the governing body to submit the question to the voters at the next general or special election." Such special tax, if voted, is designed as "Playground and Recreation Tax" and used for public recreation purposes.

After the passage of this Act, the cities gradually began to take advantage of the powers conferred upon them and fifteen cities have established recreation programs as a municipal function. During the current year more than \$325,000 will be spent by these cities for the administration and operation of municipal recreation.

The amount of land set aside by the cities of Florida for park purposes is still small compared to the standards which have been set. It has been suggested by a number of city planners that there should be one acre for every 100 of the population of the city, or that about a tenth of the area of the city should be set aside in parks and playgrounds so distributed that they would be of service to children and adults in various sections of the city. In Florida the ratio of population to park and playground area ranges from 4,128 people to the acre in one city, to fifteen people to the acre in another small city of the state, with an average of about one acre to 350 people in the major cities of the state. It is apparent, therefore, that for neighborhood parks and playgrounds the cities need to quadruple the space within their city limits if a fair standard is to be reached.

In Florida where the possibilities for outdoor

recreation and for life in the open are so great, it is particularly important that cities give immediate attention to the problem. Further, in Florida the purposes for the establishment of recreation programs are perhaps more far-reaching than in most states, largely because of the fact that Florida is one of the centers where people of leisure from all parts of the country come to play. The two main reasons, therefore, may be classified as follows:

1. To provide active, wholesome recreational facilities and activities for the children, young people and adults of each community on a public basis so that they will be available for all.

2. To develop such types of recreational facilities and activities available for winter residents and visitors to the state as will help to make Florida a playground indeed, rather than an amusement center with the people passively looking on at exhibitions. This is becoming increasingly important as younger people come to the state who desire active participation in recreative activities rather than what is usually known as passive recreation.

The programs being advocated and gradually adopted by the cities may be classified roughly as follows:

1. Neighborhood parks and playgrounds for children and young people within close proximity to their home; that is, not more than one-half mile radius distant.

2. Athletics and physical recreation for all ages and all classes.

3. Musical activities in which everybody can have a part and which include everything from simple musical games to more difficult forms of music, such as chorals, operas.

4. Dramatic activities, which include everything from story-telling for little children to drama production groups, festivals, pageants.

5. Handcrafts, which include everything from a simple toy that a child might make on the playground to the making of miniature boats, airplanes along model lines. Arts and crafts are likewise included in this program.

6. Rhythmic activities, including such things as folk dancing, interpretive dancing and similar activities.

In order to carry out such programs it is necessary, of course, to have trained leadership. Usually the work is under the general direction of a superintendent of public recreation, with such staff members as it is possible to provide with the budget appropriated by each city.

Public recreation work in the cities of Florida is still in its initial stages but there is a growing appreciation of the civic and social values of the movement and of its absolute importance to the children and young people of the state.

Hobbies for Young and Old in Pasadena

Pasadena Community Service believes in helping people develop their hobbies, and hobby clubs have been organized at various centers for those of teen age and for adults who may wish to enroll. These clubs are established at centers best located geographically to serve the needs of patrons. For the children of the community who are interested in handwork, special activities are promoted at all local grounds. The interest of the boys centers on woodwork projects, such as wooden toys, doll furniture and useful articles. The girls delight in making reed baskets and all the articles made of reed, and puppets. While the boys and girls have these major interests, they like to make all the types mentioned. Thus, there is an interchange of interest and wholesome social life.

In preparation for the year's work, a course in handcraft and puppetry was given with seventy supervisors completing the course. New projects were introduced and the workers trained for the summer program.

Last year the handcraft program included the holding of local exhibits at all playground centers. The articles exhibited were classified as made by those under ten years of age; ten to twelve years inclusive, thirteen to fifteen years and sixteen years and over. Judges visited the playground centers and a banner was awarded the best ground judged on—1. program and variety; 2. work-room arrangements and care of material; 3. interest and response of various age groups; 4. quality, usefulness and artistic value of articles made. This plan did much to stimulate a group consciousness reflecting an interest in all taking part and a general improvement of the center.

Seven thousand useful articles were made on the playgrounds and at the conclusion of the local exhibits, and the competition between all centers the best articles were selected by each center and entered in the all-city handwork exhibit which was held in the public library.



NO NEED FOR AN AEROPLANE

Emblems for Volunteer Play Leaders

The Bureau of Recreation of the Department of Public Welfare, Knoxville, Tennessee, issues a Play Leader's Emblem to volunteers who have made the following requirements:

1. Fifty hours of volunteer leadership in one year
2. Creditable participation in five of the following major events: (maximum number of each indicated) 3 athletic, 1 handcraft, 1 musical, 1 dramatic, 1 social
3. Service as an official in a big field day
4. Checking equipment in and out and taking care of it for one week
5. Submitting and having accepted thirty lines in "The Playground Ballyhoo"
6. Service as an official in five major activities

Dance Hall Legislation

BY ELLA GARDNER

Because of the numerous inquiries concerning the control of dance halls, particularly concerning the attendance of minors in such places of public amusements, a digest of dance hall ordinances was made and a study of conditions in a group of selected cities was undertaken by the Children's Bureau.

It was found that the tendency of dance hall legislation is to define the terms "public dance" and "public dance hall," to require licenses for halls and permits for dances, and to state the restrictions on the age of admission and hour of attendance of minors and on the type of dancing and conduct in the halls. A number of cities also provide for frequent police inspection or continuous supervision and prohibit the issuance of return checks and the diminution or extinguishment of lights while a dance is being conducted.

The Development of Legislation

Such legislation is, for the most part, a development of recent years. As early as 1885 efforts were made to keep minors out of public places where dancing was carried on, but it was not until the years immediately preceding the outbreak of the war that social workers and city officials became actively interested in correcting conditions in the saloons and halls where dancing was done. Legislation of this time not only prohibited the attendance of minors but also made it illegal to sell liquor in a place where dancing was permitted. It was probably due to some extent to loss of income through this prohibition that the small neighborhood dance halls began to disappear at about this time. Large dance academies¹ and ballrooms made their appearance in the downtown sections of the larger cities. Special orchestras, entertainment and contest features became the chief points of their advertising and dancing as an independent commercial venture was established.

With the war came an added impetus to dancing. It was taught in the camps and encouraged everywhere. Strange new steps and a new weird music made their appearance at this time and conditions that were quite unknown at the beginning

of the century were disturbing all thoughtful people who were interested in the welfare of youth seeking fun after the war. About seventy-five per cent of the more complete dance hall ordinances have been passed in the last ten years. This increased interest may be attributed to the fuller recognition of the social factors involved in this type of amusements and the consequent need for regulation and supervision, or, as suggested by some city officials, it may be the direct result of conditions arising out of the increase of dance halls after the war years, the demand for excitement, the general lack of restraint and disregard of conventions so prevalent among the young people who form the larger portion of the patrons of public dances.

Enforcement of Ordinances

In visiting the dance halls in fifteen cities in different parts of the country, the effort was made to find out how successfully ordinances were enforced and what additional regulations were considered necessary by the workers in touch with the situation. Several points were agreed upon as being valuable, a few problems were generally considered to be important and difficult to reach through legislation. Opinions varied widely on the necessity of additional regulations.

The ordinances were enforced, in the majority of the cities visited, by the police department through an especially appointed officer or officers usually known as the dance hall inspectors. In all of the cities visited, except two, these officers were appointed and paid by some branch of the city government. In the two cities having privately employed inspectors, a civic organization cooperated with the police in supervising the halls. The duties of the inspectors included the preliminary investigation of the halls and managers before a license was granted, the supervision of the dances and educational work with the managers and the public.

In many of the cities the inspectors worked closely with the managers and the hostesses who were employed to supervise the individual halls. Where such close cooperation existed the best results were usually obtained.

Employment of Hostesses

The employment of hostesses in the halls was approved in the cities where it was a requirement and desired in places where the law did not include them. In eight of the fifteen cities hostesses were employed and in all cases except in San Francisco they were paid from \$3 to \$5 a night by the managers. Many of the officials felt that some method of preventing the managers' influencing the work of the hostesses should be evolved. One inspector would have them paid by the city, another thought that the inspector should appoint them.

The exclusion of minors and supervision of the dancing and general behavior of the patrons were duties of the hostesses wherever they were employed. Case work was considered an important duty in some cities while in others no work of this sort was undertaken, the responsibility of the hostess ending when the hall closed.

Regulations Regarding Minors

The presence of minors in the dance halls is, in the opinion of many of the workers, the most difficult and most important factor in dance hall control. Should boys and girls be admitted at all to public dances? If so, how old should they be? Should they be permitted to come without their parents or only with them? Should they be sent away after certain hours? These and many other questions were constantly in the minds of those in close contact with dancing youth and no general agreement was found in their opinions.

In nine of the cities, the ordinances set an age limit under which young people might not attend public dances unless accompanied by a parent or legal guardian. In all of these cities the limit was eighteen years and in all except one, it applied to both boys and girls. In the cities where no ordinance ruling existed on the subject, all except one had a set a standard. In two the inspector and policewoman set the limit as sixteen. In two others special rules prohibited those under seventeen. In another the ballroom managers agreed to exclude anyone under sixteen.

The enforcement of these regulations depended in the majority of the cities upon the individual managers and their employees although, as has been stated, the inspectors in several cities sent home minors and in some cases, followed them up afterward. In some cities the managers were required to keep a register of the name, address

and age of any person who seemed under age. The inspector checked up on the list. This system seemed to be successful in the few halls using it.

It was not unanimously agreed that minors should be excluded from the dance halls. Several inspectors would agree with one who said, "It's better for them to be here where we know what they're doing than out on the streets." Some hostesses allow younger girls to dance until ten o'clock and then telephone their parents that the daughters are on the way home. In one city, mothers are urged to take their daughters to the better halls after they are found at the public dances since it is claimed that if a girl wants to dance she will find a way, and a wise parent will help her. It was quite generally agreed that it is difficult to interest parents in their children's attendance at dance halls. Some mothers can not control their children and others can see no harm in letting them do as their friends do.

The real answer to the question was thought by some workers to be careful supervision of the dance halls and some method of safeguarding the trip between the hall and home. The latter is the reason for the ordinance requirement of a chaperone. One of the inspectors explained, "It's not the dancing, it's the going and coming and the meeting up with bad characters in the halls, who will take advantage of the unaccompanied girl when they won't the girl who has a father, or mother or brother. I tell them that when they go night after night alone the boys think they are easy prey—nobody cares about them. I've had a number of young fellows tell me that very thing."

The majority opinion was that boys and girls between fourteen and eighteen should be excluded from public dance halls and that counter attractions should be furnished through parents, schools, municipal recreation and other agencies. Some workers, recognizing dancing as a necessary form of recreation for older adolescents, would face the problem of safeguarding them from promiscuous making of friends with dangerous characters. The importance of establishing social values of enriching the program to make it a real recreational opportunity rather than a brighter form of boredom was also discussed in this group.

Introducing Recreational Elements

It was lamented by many that in the majority of the halls, the patrons are so seldom stimulated to play. They go through the program passively, never expressing themselves as individuals. In a

few halls square dancing, a Paul Jones, or some other recreation numbers were introduced successfully but the majority of the managers claim that their patrons do not want them and will not participate in them when they are introduced. However, the interest in the Charleston, the tango and other popular dances that have the folk dance element in them may be taken as an indication that self expressive and difficult dances are not uninteresting and it would seem that through concerted effort the dance hall program could be enriched, especially if trained recreation leaders capable of presenting such extra features in an attractive manner were employed to assist the managers.

Besides enriching the program, the suggestion was made that the minors attending dance halls should be safeguarded. The employment of a hostess in each hall, the requirement of a chaperone, the enlistment of the interest of the dance hall managers in providing a clean amusement place and the protection of the trip between the hall and the home were considered important safety measures.

The Menace of the Country Road House

One of the most difficult problems facing those who are interested in protecting the adolescent patrons of the dance halls is the country roadhouse. There was a general agreement that these out of town dance halls are the most serious factors in the dance hall situation. They were said to be "our greatest menace, rough, cheap, and badly run." These resorts are not controlled by city ordinance and their supervision through state laws have proved difficult in most of the places visited. They are almost as easy of access as the city halls because of the universal possession of automobiles. In one city, an officer spoke of the dance halls as being merely recruiting places for the road houses. Young girls went to them, she said, with the idea of meeting men who took them to the country places.

The seriousness of this phase of adolescent recreation was realized by both the city officials and dance hall managers who took various methods of meeting it. Notices were posted in the dressing rooms of some of the dance halls, warning girls not to accept rides after the dances. Several halls had officers stationed at their doors after the dance to see that girls were not picked up, although this did not remedy the situation in one city where it was said the car was frequently

parked around the corner, one of the men meeting the girl and her friends and taking them to it.

Intelligent Enforcement Possible

Although no adequate plan was found for enforcing the State laws that were already in existence, a few instances were discovered which indicated what might be done through intelligent enforcement. In the county in which one city visited is located, a probate judge had exercised very seriously the licensing power given him by the ordinance and it was thought that conditions in both the city and county were improved on account of it.

A lack of uniformity in interpreting the law, insufficient investigation before granting licenses, an inadequate supervision force and lack of cooperation between the agency granting the license and the one enforcing the ordinance were held to be the chief weaknesses of the State laws in many places.

It is a hopeful sign that not only the inspectors and other officials but also the managers and their employees consider the protection of minors from the dangers of the after-the-dance parties a part of their responsibility in dance hall supervision.

Gregory Mason says: "The most immoral thing about the public dance hall is probably the dead, pallid, boredom that it begets, the absolute crushing out of any such slight spontaneity as these young male and female products of our industrial civilization may have yet possessed when they entered its doors."

It would seem that we have discovered how to regulate the dance hall so that it may be no longer a source of evil. It is our problem now to discover how to infuse into it qualities that will make it a real recreational opportunity for the numerous young people whose chief form of pleasure it seems to be.

On the subject of manual training, I have evolved this principle: The interesting creations are those that follow the lines of force or the lines of beauty. The being of use—the social dimension—may be added.

—JOSEPH LEE.

The *Chicago Tribune* declares that America produces 100,000 who will do sixty miles an hour sitting on their collar buttons in a car.

Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM GOULD VINAL

Community Nature Guiding With Children

By

CARRIE B. HUNTLEY

Nature Guide School, Hudson, Ohio

Nature Guide School meant no more to the children in the village of Hudson than "school" from which they had so recently been released. Vacation days with freedom for play in the open were too precious to be spoiled with thoughts of more school. Therefore, announcement in the village newspaper that the Nature Guide School would enroll twenty children of the community brought slow response. Several parents had requested a Nature Study Class for Hudson children and it was expected that a large number would be waiting for this opportunity.

Exactly twenty had filed a request for enrollment by the first of the second week, ten girls and ten boys. Their ages varied from eight to fourteen. These children were accepted.

By the close of this week, the Nature School was being advertised as the best kind of vacation fun and other children were being refused admittance.

One child's mother reports the following exclamations from her daughter upon her home arrival:

"Mother, you never saw any school like our Nature School. It just isn't a bit like real school. We walk, sit, talk, and play, and it is lots of fun."

Such early returns gave hope of the fulfillment of our purpose. Our desire was to create a means whereby a little of the love, appreciation, and knowledge of natural things which permeated the Nature Guide School could radiate into the community.

There appeared at first many individual interests in this group of twenty. As often as possible each child was allowed to choose his own. For this purpose, patrols were organized each day,

new leaders chosen, new games played and new interests created. Children carried into their homes many new ideas and the information acquired while on Nature tramps. Mothers frequently joined the group.

Only nineteen periods, varying from two to three hours, were available for guiding these children through Nature trails. Frequently rain prevented spending a period out of doors. Intensive work had to be done if any results were to be obtained.

The fee of four dollars paid by each child covered the expense of a field note book, colored pencils, and a few other materials which were used on rainy days for indoor activities. A loose-leaf note book was used, which was purchased from the Comstock Publishing Company, Ithaca, N. Y. It contained lesson keys on trees, birds, and flowers.

GENERAL PROGRAM USED ON EACH EXCURSION

1. Walk by patrols to point of special interest, making observations en route
 2. Discussion of observations
 3. *Stories*
Choice determined by observations made
 4. Note Book Work
Coloring identification — color marking of birds observed.
Coloring flowers observed
Coloring leaves of trees studied
Sketching pictures
Writing description or diary page
Writing poems or songs
 5. Collections (Most collecting was with minerals and rocks)
 6. Games
Nature games
Peanut hunts
Toasting marshmallows
Building camp fires
- All periods began and ended at Seymour Hall.

SIDE GLIMPSES AS TO HOW THE NATURE SCHOOL WAS CARRIED INTO THE HOMES

"My children give detailed reports of their

trips each day at our dinner hour. They plan their conversation so that each boy has a share in it." (Three boys in this family belong in the class.)

A remark from Peter: "I shall tell father the names of all these flowers we have learned today. Yesterday, he didn't know this was money-wort."

"Ruth tells how the children learn that they shouldn't pick some of the wild flowers. We would like to have you talk to our club next spring on the 'Conservation of Wild Life.' Can you promise now to do so?"

Two children furnished enough printers' ink and paper for all to make leaf prints. This work was done at home.

Diaries were written at home.

A short story on "What I Think of Nature School" was written at home. The best of these was printed in "Your Garden" magazine.

Rope making machines and various kinds of rope were made at home.

New pets came into the homes. The children cared for these and frequently discussed them while on the trails. Mineral collections were brought home. Perhaps more rocks were brought into the home yards than were welcome there.

Play museums were established.

Parents joined their children in attending lectures and council fires at the school.

One song was mastered. Children at home were constantly putting new words to the tune. One mother said, "I am hearing that song from morning until bedtime."

Attempts to put Nature observations into rhyme were made at home.

One boy selected a site and made arrangements for the Wednesday outdoor outing of the entire Nature Guide School to be held there. He secured permission to use the place which was placarded with "No trespassing" signs and made sure that fires could be built there. He made arrangements for the students to visit the Hudson Game Farm en route. On the appointed day seventy-five guests were being entertained by the school. He and three other boys assisted as guides for these guests and cooked for seven of them at the evening meal.

Three weeks after the close of the school a letter was received from one of these guests expressing gratitude for the hospitality received on this occasion. The note proved that these boys heretofore shy and unresponsive had found a way

through their love and knowledge of the out of doors to meet strangers in a manner which created a lasting impression.

CONQUERED PROBLEMS

As with every group of children, this had its problems. The great variation in ages presented the most difficult. A feeling of victory was experienced when the older boys withdrew their attitude of displeasure over working with children much younger than themselves and showed a bit of pride in becoming efficient leaders for the younger groups.

At first, conversation along trails was quite distracting. As the interests were developed, it soon became narrowed to nature topics. Mothers who sometimes accompanied the children became keenly interested in what the children talked about.

Pets probably led in the contest for topics. Baseball, movies, and visits to the city were forgotten.

The tendency to quarrel while on walks was quickly obliterated. One little girl inquired one day, "What makes a good scout?" The answer made it possible to touch a number of points which helped in correcting bad manners.

At first, all were very unresponsive. "Good mornings" were seldom used. This bashfulness became almost forgotten before the last day together. The older boys performed in a pageant, intelligent questions were asked at camp fires and poems and observations recited with the same ease as that of the Outdoor Girls in the school.

It was gratifying to hear one child say, "We are going to have a picnic tomorrow. Mrs. Weir and her family, and Mother, Auntie, William and I. We children are going to cook for our mothers and we are going to have just the same things to eat as we had the last time we cooked with the Nature Guide School."

Every child showed a willingness to do the simple tasks assigned him such as:

- Cutting sticks for marshmallows
- Gathering wood for fires
- Carrying luggage
- Cleaning up refuse
- Putting out the fire

At first, a few had difficulty in following directions and time was wasted by repetition, but this was also overcome.

Many children were present all the nineteen

periods. Absences were mostly due to parents taking the children away from Hudson.

On the last day together, children were begging for promises of a Nature School for them next year.

A FEW SAMPLE PROGRAMS

A few of the outlines of some of the excursions will show how these were conducted:

June 26th, 2:30 p. m.-5:00 p. m.

"A JOURNEY TO STUDY POND LIFE"

Objectives

- To let children play in pond water
- To lead them to discover what animals lived in the pond
- To build foundation for further lessons

Journey

- To the farm owned by the parents of Betty and Nelson Scales, a distance of three miles (Youngest children were carried by auto)

Equipment

- Long handled dippers—strainers—pails

Story

- The pond a nature home for living things

Activity

- Catching of small water life and observing
- Game with flowers

Discoveries

- Tadpoles
- Snails
- Water Nymphs (several species)
- Some water nymphs fed upon other animals (Conclusion drawn)
- Worms

Results

- Children returned tired but happy. Each carried home his treasures found in the pond determined to establish a suitable home for each.

- Older boys soon after this excursion established a balanced aquarium.

Gleanings from children's remarks:

- "May we do this again some day?"
- "What will this tadpole eat?"
- "The water nymph is bad. He has killed my tadpole."
- "I want no bad people in mine."
- "Can we build a real aquarium some day?"
- "I shall catch fishes for my water home."
- "Will the nymphs kill fishes too?"

An Investment in Character*

A news article records the fact that, today, the Port Chester Recreation Commission is reviewing the work done under its supervision during the past three years, for the purpose of the more intelligently planning the village's future recreation program. The time has come, it seems, when the machinery which functions under the Commission's auspices must be enlarged to meet a service demand which has grown with almost startling rapidity during the three-year period just elapsed and which promises to grow even more rapidly in the near future.

We do not know what the Commission is going to advocate—how extensive or how modest its designs may be. Of one thing there is definite knowledge, however—properly organized, professionally supervised recreation has been worth every penny of the meagre sums it has cost the Village of Port Chester thus far. And that, it would seem, is a pretty substantial foundation for the Recreation Commission to build its future program upon.

There are many who remember the simple basis upon which the Commission began its work a number of years ago. Yet even that was pretty generally regarded as an extravagance. Those who understood the import of the work and its potentialities were few indeed. However, as time has passed there has been a growing familiarity with the Commission's endeavors, a growing appreciation of them and a proportionately growing demand for them. Now supervised recreation has come to stay in Port Chester. It has come to be regarded as a highly valuable and indispensable function of the municipal government.

The handful of young people affected by the winter activities sponsored by the Commission has steadily expanded until hundreds and hundreds of adults as well as adolescents have felt and profited from this useful, wholesome influence. The tiny group of children, who literally had to be induced to play in the first Summer playground has grown until, during the past Summer the participants in the playground pastimes numbered thousands and there was a competitive clamoring for "membership" buttons. Carefully

*An unsolicited leading editorial in the *Port Chester Daily Item*.

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(Continued from page 594)

kept figures show that, during the season of 1927, the several playgrounds had a registration in excess of 2,000 and the aggregate attendance was more than 20,000.

Yet these playground statistics reveal but a single phase of the work of that versatile institution, "the Recreation Office." School groups, clubs, sororities, fraternal bodies, baseball teams, soccer teams, basketball teams, football teams, church auxiliaries, civic organizations and many others have depended upon the Recreation director and her facilities for advice and actual assistance of many varieties. And every request has been answered, every need supplied. Its real usefulness has justified its existence and the small price therefor, as an army of appreciative citizens is prepared to testify.

But the "recreation work" is still far from completely covering its field. Indeed, lack of facilities and the definite physical limitations of a single field worker have prevented it from tackling, thus far, a vital work—that of bringing wholesome recreational activities to hundreds and hundreds of boys and young men. These constitute a class which can be reached in no other way; which has not been and will not be reached by religious and other welfare bodies whose designs the youth is quick to regard as selfishly paternalistic.

These boys need and deserve a wholesome, constructive leadership which they may accept without sacrificing what they regard as their freedom and self-respect. And to such a leadership they will be quick to respond, for neither their standard of intelligence nor of manhood is low. They will be found willing to adopt the right sort of ideals if those ideals are brought to them on a clean-cut, unpatronizing basis. They will join and they will zealously support boys' clubs and young men's clubs which they know are for them alone.

And such clubs, if sponsored by a governmental organization such as the Recreation Commission, are certain to awaken in the boys and young men a new understanding of and respect for government. They will understand that the government is made by them as well as for them and an instinctive pride in their own handiwork will serve to help make better citizens of them.

Nor will work of this type be purely a "Port Chester experiment." It has been done with substantial and lasting success in many other towns and cities, none of which has needed it more, however, than does Port Chester. And the cost here, just as it has proven to be in other places, will be an investment rather than an expense.

It appears, therefore, that despite all it has accomplished, the community service of the Recreation Commission has only begun. Properly, therefore, it is revamping its organization now in order to achieve a larger usefulness in the near future.

Leisure Revolution

The industrial revolution nearly everyone is familiar with. We have not yet thought so much about the leisure revolution which has taken place even more recently.

It is not so long ago that a very large number of men were working twelve hours a day and even more than twelve hours a day. Now the eight hour day is generally accepted and there is considerable talk from the point of view of consumption and increasing business and prosperity, of the desirability of creating a six hour day.

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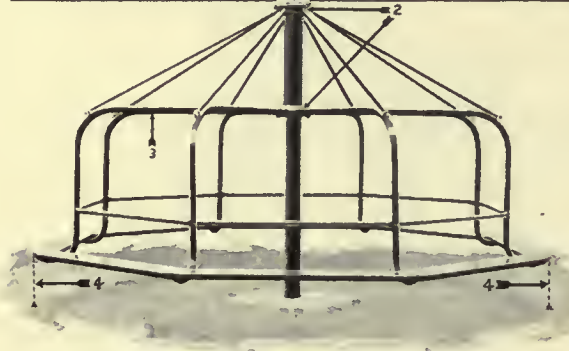
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Book Reviews

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 2-CAGE TYPE ROLLER BEARINGS.
 3-MAIN T BAR SUPPORTING ARMS OVER 5 FEET ABOVE GROUND.
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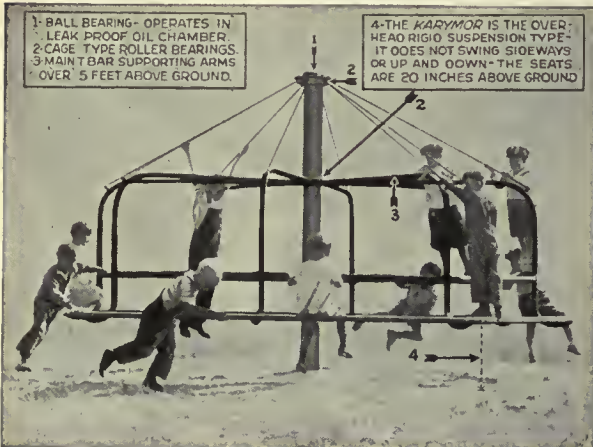
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NATURAL DANCE STUDIES. By Helen Norman Smith. Published by A. S. Barnes and Company, New York City. Price, \$2.00

Miss Smith has suggested in this compilation simple dance studies which are classified into free rhythms, dramatic rhythms and dance studies. The studies are intended for the use of junior and senior high school students and for Freshman and Sophomore students in universities and colleges where there is a need for material that is usable in large classes and which will be active and absorbing. The book contains music for the dances, much of which has been arranged by Miss Smith.

BASKET BALL FOR WOMEN. By Alice W. Frymir, B.S. Published by A. S. Barnes and Company, New York City. Price, \$2.00

The purpose of Miss Frymir is not only to present the fundamental and advanced technique of basket ball for women, but to try to throw light on all points relative to the game in which there has been misunderstanding and controversy. With this in mind she has discussed the history and development of the game, the physical and social ideals of the coach, courts, equipment and costume, fundamentals, offensive and defensive playing, fundamental achievement tests, technique, positions, the player and officials. There are chapters on healthful living and competition. Fifty illustrations of positions and shots are shown.

A TEACHER'S MANUAL OF PHYSICAL EDUCATION. By Henry Panzer. Published by A. S. Barnes & Co., New York. Price, \$2.00

This book is an outline of general gymnastics for boys. There are in the book a few pages in which listings are given of suitable games for physical education activities but in general, the material consists of gymnastic, acrobatic and apparatus work carefully arranged for different age groups and classified as to the physiological effects. There is also an excellent chapter on swimming.

PREVENTIVE AND CORRECTIVE PHYSICAL EDUCATION. By Geo. T. Stafford. Published by A. S. Barnes & Co., New York. Price, \$3.00

Prof. Stafford has prepared from his own experience as Head of the Department of Corrective and Remedial Physical Education at the University of Illinois, this excellent manual, the purpose of which is adequately indicated by the title. After introductory chapters on physiotherapy and on the pedagogy of physical education, the book contains chapters on the Fundamental Physiology of Exercise, Body Mechanics, The Treatment of Faulty Body Mechanics, The Feet, Heart Disturbances, Malnutrition, Constipation and Visceroptosis, Athletic Injuries and others on less general physical disturbances subject to relief or cure by physio-therapy. The material is theoretically sound and soundly practical.

OFFICIAL FIELD HOCKEY GUIDE, 1928. Spalding's Athletic Library, No. 38r. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price, \$.25

The new edition of the Field Hockey Guide, the official publication of the United States Field Hockey Association and the American Physical Education Association, contains detachable official playing rules, diagrams of hockey fields, information regarding plays, and much additional data officials and players will wish to have.

OFFICIAL HANDBOOK OF THE INTERCOLLEGIATE ASSOCIATION OF AMATEUR ATHLETES OF AMERICA. Spalding's Athletic Library, No. 45R. Published by the American Sports Publishing Company, 45 Rose Street, New York. Price \$.25

The constitution of the Intercollegiate Association of

Amateur Athletes, rules for track and field events, records, championships and similar data will be found in this handbook.

HOW TO SPIN A ROPE. By Bernard S. Mason. Price, \$.75

The purpose of this attractive booklet is to present roping as play. "It has made a serious attempt to bring the joy and romance of rope spinning and lariat throwing within the range and capacity of the average boy and girl and to point out the play possibilities involved in the various uses of the lariat." There are many illustrations showing how rope spinning is done.

Copies may be secured from the author, Ohio State University, Columbus, Ohio.

THE CHILD GUIDANCE CLINIC AND THE COMMUNITY. Division of Publications. Commonwealth Fund, New York City

This pamphlet contains a group of papers written from the viewpoint of a clinic, the juvenile court, the school, the child welfare agency and the parent.

COLLEGE AND UNIVERSITY EXTENSION HELPS IN ADULT EDUCATION. By L. R. Alderman. Bulletin, 1928, No. 3. Published by Bureau of Education, Government Printing Office, Washington, D. C. Price, 10c

This pamphlet tells at which colleges and universities adult education helps may be secured and the nature of the assistance. In addition, information is given regarding public information and package library service, home reading classes and class work outside of institutions. Other subjects regarding which facts are given include public lectures and lyceums, visual instruction, institutes, conferences and short courses, parent-teacher associations or other club service, community drama service, community centers and community service and radio instruction.

OFFICIAL BASKETBALL GUIDE 1928-29. Spalding's Athletic Library, No. 700 X. Published by the American Sports Publishing Company, 45 Rose Street, New York City. Price, \$.35

Here are to be found the official rules, codified and adopted by the Joint Committee, representing the Amateur Athletic Union, the National Collegiate Athletic Association and the Young Men's Christian Association.

PHYSICAL EDUCATION ACTIVITIES FOR HIGH SCHOOL GIRLS. By the Staff of the Department of Physical Education. Published by Lea & Febiger, Philadelphia, Pa. Price, \$3.50

A helpful contribution to the field of physical education activities for girls has been made through this book prepared by the staff of the Department of Physical Education for Women, University of Michigan. The first chapter deals with problems of organization and administration which departments of physical education have to meet. Then follow chapters on *Examinations, Individual Gymnastics, Restricted Activities, Tests, Marching and Gymnastic Activities, Games, Tournaments and Meets, Rhythmic Activities, Tumbling and Stunts, Swimming, Canoeing, Tennis, Golf, Archery, After-school Activities, and Special Days and Weeks.* Recreation workers as well as physical directors will find in this book a wealth of suggestions for their program.

THE WHOLE CHILD. By Ellen C. Lombard. Bureau of Education, U. S. Department of the Interior, Washington, D. C.

This reading course has been prepared for the purpose of bringing to the attention of parents and others concerned with the education of young children a few books which present different viewpoints on some aspects of child life. Five books are suggested for study, each of which is followed by a list of questions on the contents of the volume. A supplementary reading list is suggested.

GUIDE TO PUBLIC RECREATION IN NEW YORK CITY. Compiled by Charles J. Storey and Helen Van Der Pyl. Published by The City Recreation Committee, 151 Fifth Avenue, New York City. \$.50

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PARKS—A Manual of Municipal and County Parks, with a foreword by President Coolidge.

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There are 120 illustrations, including plans, diagrams and photographs.

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Included in this important listing are all municipal recreation facilities and the principal privately organized recreation facilities of a public nature. There is also a section on the principal commercial facilities for active recreation. Recreation directors of New York City, settlement workers, club leaders and all associated with activities for young people will find this booklet invaluable.

BUILDING CHARACTER. The Chicago Association for Child Study and Parent Education. Published by The University of Chicago Press, Chicago, Illinois. Price, \$2.00

Comprising as it does the proceedings of the Mid-West Conference on Parent Education, held in Chicago in February, 1928, this book gives a comprehensive analysis of the field of character and development. Physical health, emotional balance, intellectual alertness and responsiveness, and the spiritual point of view are the four main goals discussed by various authorities in the field. Every factor contributing to the development of character which will promote a better understanding and a wiser guidance of childhood is taken into consideration.

OFFICIAL INTERCOLLEGIATE SOCCER GUIDE 1928-29. Spalding's Athletic Library, No. 108 R. Published by the American Sports Publishing Company, 45 Rose Street, New York City. Price, \$25

The progress of collegiate and scholastic soccer is reviewed in this booklet, which also contains the constitution of the Intercollegiate Soccer Football Association and the laws of the game.

FILM LIST—National Health Council. Prepared and printed by the Welfare Division Metropolitan Life Insurance Company, New York.

The films suggested have been listed according to subject matter and headings have been chosen on the basis of their practicality for film users. The number of films, the date of production, the producer, when furnished, and the distributors are listed for each film.

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A HAND AND FOOT RACE CONDUCTED BY THE PUBLIC RECREATION COMMISSION OF CINCINNATI, OHIO (See page 605).

The Playground

VOL. XXII, No. 11

FEBRUARY, 1929

The World at Play

Two Million Dollar Gift.—A two million dollar community center is the latest gift of Milton S. Hershey to the town of Hershey, near Harrisburg, Pennsylvania. The structure is to house a theatre, an added auditorium, a hospital, a library, and other conveniences for the village which Mr. Hershey founded. Recently Mr. Hershey started the construction of two eighteen-hole golf courses. One of these is in the park surrounding his own residence, which will be turned into a country club for the townspeople. The other is near the public park maintained by Mr. Hershey, the chief attraction of which is an auditorium with a seating capacity of 3,000, where have appeared the country's best singers and musical organizations.

Hershey is a community of 2,500 persons. It is not an incorporated borough, but part of a township and has grown up during the last twenty years.

A New Community House at Hamtramck, Michigan.—Hamtramck has a new community house, a unit of the Detroit Community Chest, known as the Tau Beta Association Community House. The new building contains a gymnasium, a lounge and club rooms for men, a well-equipped stage in the auditorium, art and sewing rooms and a kitchen. In connection with the sewing room and kitchen is a model flat which will supply many ideas to newly married couples. There is also a roof garden where movies will be shown during the summer. The roof also has a nursery where children can take sun baths. The clinic, which is taken care of by the Visiting Nurses' Association, includes children's dental, pre-natal and eye, ear, nose and throat departments.

Westchester County's Recreation Center.—The Westchester County, New York, recreation building and auditorium, which will accommodate 5,000 people, is under construction at White Plains, according to the report of the West-

chester Park Commission, which is erecting the building. The structure is designed to serve as a central meeting place for the people of the county and it will be fully equipped for music and other festivals, inter-scholastic athletic meets, flower shows and expositions of all kinds.

The principal dimensions of the building will be 160 feet by 288 feet with a high arched roof. The building will be of reinforced concrete, fire-proof construction, simple in architectural treatment and its features will include a balcony and a large stage in the main auditorium with an auxiliary lecture room having a seating capacity of 400, committee rooms, shower and locker rooms and kitchen equipment. The building structure will be slightly elevated above the surrounding level. The main entrance facade will front on a spacious plaza opening into a mall about 1,000 feet long by 100 feet wide along the Bronx River Parkway.

The Cedar Rapids Memorial Building and City Hall.—Cedar Rapids, Iowa, has a Memorial Building and City Hall built at a cost of \$1,100,000, of which \$100,000 was contributed by the Chamber of Commerce. The city offices occupy the entire front of the building, nine floors and basement, with the exception of the right wing. The Playground Commission has its headquarters in the building. The G. A. R., Spanish-American War Veterans and American Legion occupy three floors in the right wing with additional space under the galleries of the auditorium which occupies the central part of the building. The auditorium seats 4,000 and contains a large stage. Underneath the auditorium is the armory and drill hall for the National Guard. The opposite end of the building, containing four stories and basement, is occupied by the Chamber of Commerce.

A Satisfactory Aim?—"A happy vigorous life with as little interference with other persons'

happiness, and as much direct aid to other individuals' happiness as may be, and the building up of a society of strong, vigorous, well-rounded men and women."

A Happy Home Life.—Ramsay MacDonald in the charming story of his wife, Margaret Ethel MacDonald, describes in particular the period of her life between the ages of ten and twenty-five when she is surrounded by loving friends—he tells of pictures showing picnics and family gatherings. He uses this phrase: "Life opened for her in sunny places." Ray Stannard Baker in his *Life of Woodrow Wilson* gives a particularly charming picture of evenings spent in the Presbyterian Manse in Augusta, Georgia, with the boy Woodrow stretched on the floor in the midst of the family group while his father read aloud to them. Mrs. Carleton Parker's *An American Idyll* and countless other biographies which have come out in the last few years describe vividly the protections and advantages afforded by a happy home life. Compare these biographies with the case histories showing the surrounding of the children who come to our social agencies.—From *Environment As It Relates to Delinquency*. By Henrietta Additon, *Journal of Social Hygiene*, November, 1928.

Capital Increase.—The Federated Boys' Clubs reported in November that there had been a five million dollar increase in the capital expenditure for boys' clubs that year as compared with the year before.

A Book Week Celebration.—The Book Week observance in Moorestown, New Jersey, opened with a special story hour at which stories of international friendship and good will were told. There was an exhibit of dolls from many nations, lent by friends of the library who had brought them from all over the world, a special collection of some of the new books for children and lists and articles on children's reading. The week closed with a party given at the community house for all the boys and girls who had completed the vacation reading course. The program included a play by members of the vacation reading group, special folk dances by a number of the girls from the playground, games and stories and the awarding of certificates to 115 boys and girls.

Urges Training.—Dr. Elbert K. Fretwell, of Teachers' College, speaking at the fifth annual

convention of the International Boys' Work Council strongly advocated training professional leaders for boys' work. He believes in the amateur but thinks that he should be trained. Dr. Fretwell raised the question of whether a volunteer was an effective agent in boys' work. There seems to be a growing recognition that insofar as volunteer boys' leaders are used, they must be trained.

Teachers Need Play.—A committee composed of Dr. Thomas D. Wood, Chairman; J. W. Brister, and Miss Olive Jones, has made a study of teacher's health—what some communities are doing to conserve it. The importance of recreation in conserving the health of teachers is emphasized.

"Insufficient recreation, undue absorption in their occupation, and restricted outside interests are the shortcomings of many teachers.

"Play as a means of self-release and self-expression is probably more necessary to teachers than to any other group of people. In the classroom and in many of their outside activities they are under the restraint of feeling that their conduct is watched closely and that they must be models of decorum and personality patterns for the young."

Adult Education in Czecho-Slovakia.—Interesting developments in adult education have been made in Czecho-Slovakia through the establishment of the Masaryk Institute for Adult Education. The Institute is a central advisory organization for education and educational groups and institutions in the republic. It works through a number of departments—musical, cinema, literature, the doll theatre—and the Institute considers the doll theatre an important means of education, not only for young people, but adults—a department for the study of educational problems, artistic, cultural and broadcasting departments.

For the "Teen" Age Girl of Detroit.—Miss Lottie McDermott, Supervisor of Women's and Girls' Activities, Detroit Department of Recreation, writes of a new plan she is trying out this year in the work with 'teen age girls. For two years the department has tried the plan of holding a city-wide mass meeting once a month, when classes in home safety, home nursing, Red Cross and recreation were given the girls. This idea has been given up as impracticable because of the long distances the girls have to travel and because many of the girls were unable to attend the month-

ly meetings. This year the plan is in operation of bringing in specialists in the various lines of work to the staff meetings and having them give the courses to the leaders of the girls' clubs, who in turn present the material to the girls at their weekly club meetings. In this way not only the girls are being trained, but the leaders are increasing their knowledge. The new plan has greatly increased the interest on the part of both girls and leaders.

A Hare and Hound Chase in Cincinnati.—

During the Thanksgiving holidays the Public Recreation Commission of Cincinnati, Ohio, held a Hare and Hound Chase in which 525 boys took part. Each hare carried a card signifying he was an official hare. When a hound captured a hare, he immediately turned over his card to the hound, who was thereby entitled to receive a winner's ribbon. Ribbons were also awarded the hares who remained uncaptured at the end of the chase. The hounds wore an official tag furnished by the Recreation Department. A hare captured by a hound who was not wearing an official tag was not obliged to surrender.

The time of the chase was forty minutes. Ordinary baking flour was used to mark the trail.

Recreation Classes for Older Women.—

The recreation department of Highland Park, Michigan, maintains two so-called "reducing" classes for older women. One meets from 9:30 to 11:30 two mornings a week. This group of twenty-eight members has formed a club and once each month three of the women leave the class early, go to the community house and prepare a lunch which does not cost over twenty cents per person. The luncheon is served to the rest of the club and cards occupy the afternoon. Last year this club raised money for the camp by having a bridge party every Friday afternoon and an occasional old-fashioned dancing party. The second group consists of fifty-five women who meet in the evening for a gymnastic program of Danish exercises, rhythms, correctives, and mimetic activities, rope jumping, club and wand drills, a few floor exercises, folk dancing, clogging, swimming land drill, relays and games and hop scotch. Both of the classes have parties at holiday season and invite their women friends. On these occasions members of the class take charge of the games. Functions are also given at which the husbands are invited to join in the game. A social dancing

class is held for married couples, part of the time being given over to instruction. An evening of old-fashioned dancing is conducted each week by a club.

Play Nights for Girls.—The Public Recreation Commission of Cincinnati is conducting once a month a play night for industrial girls to which are invited all the girls taking part in any of the activities of the Commission. These activities include indoor tennis, swimming, basketball, volleyball and work in the gymnasium.

A typical play night program is as follows:

7:00 to 7:30—General Assembly and division into color teams and election of captains for evening

7:30 to 8:05—Folk Dancing

8:05 to 8:30—Cage Ball

8:30 to 9:00—Kick Ball, Blue vs. Green; Individual Challenges, Yellow vs. Red

9:00 to 9:30—Kick Ball, Yellow vs. Red; Individual Challenges, Blue vs. Green

9:30 to 9:45—Community Singing

9:45 to 10:00—Announcement of Winning Team and Awards.

The Commission is also conducting every Monday evening a "Fun Night" program consisting of folk dancing, cage ball, games and stunts of all kinds.

Badge Tests in Hawaiian Islands.—There are 2,000 children in ten schools on the island of Maui, territory of Hawaii, who are working on the athletic badge tests of the Playground and Recreation Association of America. "And they are all very enthusiastic and interested in earning a badge," writes Miss Kathleen Mayer, supervisor of physical education. "Probably not more than half of them will pass the test, but at least it will stimulate an interest for next year and when we get these Oriental children interested in play activities we shall be one big step ahead."

Vision, if Not Sight.—Birmingham, Alabama, has as a volunteer recreation worker a woman who is a trained musician. In spite of the fact that she is blind, she has helped to organize three glee clubs in stores and to train 320 girls from these stores to sing the songs from the gypsy pageant.

Making History Live on the Playground.—One of the playground directors of the Des



FIRST ANNUAL NEGRO SPIRITUAL SINGING CONTEST. AUSPICES OF CHARLOTTE PARK AND RECREATION COMMISSION, CHARLOTTE, N. C.

Moines, Iowa, playgrounds hit upon the happy idea of inviting a Civil War veteran to visit the playground once a week to tell stories of the Civil War. He came regularly all summer long and his stories appealed to the older boys who do not ordinarily care for the story period. During these months the boys—and there were from 50 to 75 of them—were carried through the Civil war from Fort Sumter to Lee's surrender. Over and over again the story was told, each time with new and interesting high spots. The period was a half hour in length, but when some particularly hot battle or a desperate campaign was going on, the time passed unnoticed until more than an hour had gone.

A Schubert Celebration.—A Schubert festival extending over a week was the achievement of the York, Pennsylvania, Recreation Commission in cooperation with musical organizations of the city. Musicales and concerts, programs in the churches and clubs, a concert by the junior and juvenile music clubs with a play giving incidents from the life of Schubert and celebrations in the schools made up the program.

Racial Groups Meeting.—At a meeting of about thirty-five people held in one of the small club houses in Sacramento, California, the following races and nationalities were represented: Chinese, Mexican, Japanese, Slavonian, Portu-

guese, Indian, Italian, Austrian, Hawaiian, Irish, German, Hindu.

An appeal to keep the grounds open more frequently at night was made by the father of one of the boys and urged by other parents. The point of this man's appeal was, "If we can have the playground open nights the boys won't be so liable to go up town and raise the devil."

Charlotte Holds Contest of Negro Spirituals.—On December 18th, the Charlotte, North Carolina, Park and Recreation Commission presented its first annual singing contest in negro spirituals by the children on the negro playgrounds. There were 200 singers, all under sixteen years of age, divided into four choruses of fifty voices each. The contest was held in the city auditorium and admission fees were charged, the proceeds being used for playground apparatus for the negro playgrounds of Charlotte. The prices were as follows: negro children, fifteen cents, adults thirty-five cents, reserved seats fifty cents. White people paid seventy-five cents.

Roller Skating in Charlotte.—A roller skating contest held under the auspices of the Charlotte, North Carolina, Park and Recreation Commission and the *Charlotte News* was one of the holiday events for the children of the city. District events were held to determine the competitors in the finals for the city championship. Races

were held on roped-off streets and were carefully supervised. Novel events such as tricycle, scooter and coaster wagon races were held in connection with the contest.

State and National Band Contests.—In 1924, the first state school band contest held under the auspices of the Committee on Instrumental Affairs of the Music Supervisors' National Conference took place. Since that time there has been a rapid development of the state contests which culminated in a national contest in 1926. This was followed by the second annual contest held in 1927. The third and most recent held in Joliet, Illinois, brought together twenty-seven picked bands representing fourteen states. The national contest of 1928 was in every way the most successful of those held to date and was a fitting close to the first five years of the committee's work.

The committee's fourth contest will be held in Denver in May, 1929, as a culmination of the year's state and sectional contests. Only two classes of high schools will compete—A and B. Each class will play four types of composition, as follows:

1. Warming up march not to be judged
2. An assigned composition
3. Composition to be selected from a list prepared by the Committee on Instrumental Affairs of the Music Supervisors' National Conference.
4. Two or more well known numbers to be prepared for playing in unison with other bands in its class.

The bands will be judged in the national contest on four points in the playing of both the assigned and the selected numbers with a maximum credit of 100 for each. The judging points for the prepared contests will be instrumentation, interpretation, tone and general effect, and each of three judges will mark all of the bands on these four points.

Winter Activities in Sacramento.—Winter activities conducted by the Recreation Department of Sacramento, California, are "going great," is the report of George Sim, superintendent of recreation.

Fifty-six women have registered for the play hour conducted every Wednesday morning. Activities for the first half of the period include exercises, calisthenics and dancing. The latter half of the session is devoted to instruction in rowing,

baseball (soft ball) and other games. Several mothers bring their children with them during the play hour. They are entertained in the playground while the mothers enjoy their hour.

Forty-nine young women answered the first call for the evening gymnasium class held for employed women. It is expected that 125 will be in this club when registrations have closed. The gymnasium at the high school is so large that several activities will be carried on at one time after the formal class work has been finished, and the individual members may select the activity they desire—volley ball, indoor baseball, basketball or dancing.

Winter League Baseball teams are now playing their scheduled games. Eight hundred and three players and substitutes and thousands of spectators are involved in this activity while fifty-two soccer football teams with a registration of 909 play each week in the Playground Soccer League. There are 146 basketball teams playing with a registration of 2,083 players.

Early in November activities for young men were started on one of the playgrounds. Soccer football, basketball and the organization of athletic clubs are among the activities. A total of 9,481 visits were reported at the men's recreation center the first week in November, and during this same week, reservations for eighteen different groups were made for the Club House. These reservations do not include the children's groups that used the building during the day under the direction of the play leaders.

Negro Survey in Pennsylvania.—The report of the negro survey of Pennsylvania, which was begun in June, 1924, contains a chapter on "The Quest for Happiness" in which the question of recreation facilities and opportunities is discussed. "One of the most dangerous tendencies that is developing in the state is that of the gradual restriction of leisure time opportunities for negroes. Not only is the new comer unhappy and dissatisfied in not finding the opportunities for a more abundant life, but a psychological reaction is taking place in the native-born negro who finds himself suddenly shut out of the opportunities for pleasure and recreation that previously he had been privileged to enjoy before the migration increased the density of the minority group."

The chapter points out the inadequacy of public and commercial recreation facilities for negroes and the dangers of the situation. In the suggested

program of work for negro welfare or inter-racial committees, is the following on leisure time activities:

In general, the ideal to be aimed at is simply that whatever opportunities for recreation are provided, either by public funds or private agencies, for white people—young and old—shall include as well the negro population. Specifically, the activities should be directed in the following channels:

- a. Provision of city playgrounds
- b. Swimming pools, gymnasiums, and where necessary, bath houses
- c. Girls' and boys' clubs in connection with churches, settlements and public schools
- d. Dance halls under responsible official or volunteer supervision
- e. Chaperonage of young peoples' outing and social gatherings.

An Exhibit of Negro Art.—In January, the second annual exhibit of fine arts—the work of negro men and women—was displayed at the International House, New York City. The exhibit, which was held under the auspices of the Harmon Foundation and the Commission on Church and Race Relationships of the Churches of Christ in America, was the outgrowth of an award in fine arts of the William E. Harmon Awards for Distinguished Achievement among Negroes, and is designed to create a wider interest in the work of the negro artist as a contribution to American culture, to stimulate him to work for the highest standards of achievement and to interest the American people in purchasing negro art. A committee of three outstanding artists viewed all the work submitted for admission and decided whether it was of sufficient merit to warrant inclusion in the exhibit.

Recreation in National Forests.—The report of the Forest Service for the year ending June 30, 1928, states that the number of people visiting the National Forests for recreation increased 8.2 percent over the number in 1926. Special-use permittees and their guests increased 19.7 percent; hotel and resort guests, 2.4 percent; picnickers, 9.2 percent and transient motorists, 11.8 percent while campers decreased 10.3 percent. During the year 156 camp grounds were improved in whole or in part. Nine hundred and nineteen now have some improvements.

Community Woods in New York State.—

The spread of the community forest idea in New York State is shown by the figures compiled by Conservation Commissioner Alexander Macdonald, covering the fall planting season. In the last two years the number of community forests has increased from 217 to 317, started by counties, cities, towns, villages or school districts. In these forests there have been planted 20,817,500 trees.

In the last year, twenty-four new village forest projects were initiated, twelve new school district forests, four county forests, three town forests and one city forest and the first plantations made, aggregating 596,000 trees.

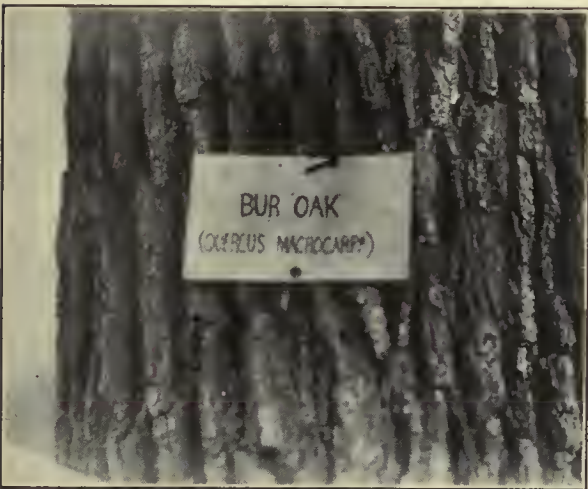
A Case of Etiquette.—Small communities, having water fronts, proudly tidy up their shore lines, erect bathing pavilions and prepare to enjoy a summer on the Beach. Along comes the Public with its cousins and its uncles and its aunts! They are noisy and inconsiderate guests. They build fires and leave their paper plates and empty bottles for the next fellow to clean up.

The town of North Hempstead, Long Island, opened Bar Beach. The public from afar crowded out the natives who had established it. An attempt was made to pass an ordinance excluding all persons other than residents of Nassau County and their guests. The Supreme Court held the act invalid. The enjoyment of a public beach cannot be restricted to the residents of a locality. Guests of the community might at least show their appreciation by accepting the traditional code of good manners.

Public Games in Los Angeles.—Marble croquet and hop scotch have become very popular in Los Angeles, California. Marble croquet is played on croquet courts with regulation rules, marbles being used in place of croquet mallets and balls. It has been found that hop scotch can be lined off with lime in about five minutes.

Play Space in Missouri.—Dr. Henry S. Curtis, Director of Hygiene and Physical Education in Missouri, states in his monthly bulletin that the high schools built in Missouri in the last four years have an average of four and a half acres of play space per school. The school at Mexico has eighty-eight acres, "which is probably close to the record in the United States."

Intramural Athletics.—The great difficulty with athletics is not its over-emphasis on athletics, but that it does not emphasize athletics enough. We should have such a well-developed system of intramural competition as would pull every boy out of the pool halls and smoke halls and loafing places upon the athletic fields. That could be accomplished by an adequate system of intramural, second varsity, freshman and weight teams. Boys must be interested, and they cannot be expected persistently to occupy "scrub" positions on teams, where they are constantly being run over and trampled upon by the first team men. They need to meet men of their own caliber and to enjoy winning once in a while. It is apparent to everyone that we are going to extremes in inter-collegiate competition; we have a highly specialized team on the field and a lot of "ballyhoo" on the bleachers. It seems obvious to anyone that as long as that discrepancy exists we are not pursuing the proper policy of athletics.—C. F. Taesch, State University of Iowa.



DES MOINES, IOWA. PERMANENT MARKERS MADE OF ZINC PLATES ON THE NATURE TRAIL. (See page 649.)

A New Natatorium for Ann Arbor.—Michigan's newest swimming pool, just completed in the new Intramural Sports Building and paid for out of receipts from football games, is said by the *Detroit News* to embody features which are not found in any other pool in the country.

The net dimensions of the pool are 75 by 35 feet. The greatest depth of the pool is 10½ feet. It is eight feet at the deep end and 4½ feet at the shallow end. There are seven 5-foot lanes for racing. Each lane is numbered, the yards are marked on the sides with numbers and across the bottom

with small lines. Five feet from each end of the pool is a wide line across the bottom which will prevent many head-on crashes by warning the swimmer he is approaching the end of the pool.

The pool contains 150,000 gallons water, all of which is continuously circulated and makes the "round trip" so to speak, though the sand filters and sterilization processes once in every eight to ten hours. Water in the pool is purified by two systems: the first by the sand filter and the second by an oxygen, which is obtained by passing an electric current through a concentrated salt solution.

The natatorium is constructed with two walls, between which are secreted parts of the ventilating system, so constructed that it will be large enough to care for any conditions that may arise without opening windows or doors. The inner wall is built of cork with a terra cotta wainscoting. The cork walls of the natatorium prevent "sweating" and keep down the echo of the human voice so that it is possible to talk and be heard with ease the length of the natatorium.

During the day, huge windows on two sides of the room give a seashore brilliance to the pool, while at night flood lights produce a shadowless even light. The north wall of the natatorium is a large sliding door which is lifted from the floor. For swimming meets the raising of this wall opens an adjoining room which allows 2,500 spectators a clear view of the pool. The pool is equipped with two standard diving boards, two low diving boards and removable water polo goal posts.

A New Club.—Under the auspices of the Department of Public Playgrounds and Recreation, a new club has been organized in Orlando, Florida, composed of recreation and physical education leaders. The purpose of the club is the discussion of subjects of mutual interest. At the first meeting, the following subjects were assigned to various individuals for research. These papers will be read at future meetings and discussions follow:

January—What type of gymnasium should you suggest for Florida Schools? Submit your designs.

February—Given a school with an attendance of from 600 to 800 pupils, with play space of two acres, what schedule could be worked out for the use of the grounds which would give an opportunity for all the pupils? What equipment and

game supplies should you suggest for such a school ground?

March—What are the social values of play? How may these best be developed in your program of activities?

April—What is being done through government department to promote physical education and play? What sources of information and help are to be had through the government?

May—What in your estimation should be the attitude of a physical education or recreation director towards the development of star teams?

Activities in Perth Amboy.—The Department of Playground and Recreation of Perth Amboy, New Jersey, lists as its "features" the following:

"Big Brother" plan; peanut scramble; Halloween celebration; Columbus Day vehicular races; Tournament Week (Christmas Holidays); miniature relay carnival (Memorial Day); kite flying tournaments; harmonica club and bands (175 members); ukelele club (sixty members); forty-eight-team basketball league; inter-ground baseball league; handcraft program (three months); juvenile delinquent aid system; boys' clubs; survey; sports, roller skating carnival; social recreation service bureau; fifty-two-team baseball league; inter-ground volley ball league; winter sports; word contests, etc.; Music Week. Adult program: handball, indoor quoits and volley ball.

Useful Circus.—Arthur Leland of Newport, Rhode Island, leased a large lot and rented it to a circus, making enough money to put in long-desired tennis courts.

Good But Not Enough.—Los Angeles playgrounds, with a safety plan, reduced accidents from 2.04 to 1.27 per 100,000 attendance. Possibly traffic departments of the state and the public generally may learn something from this striking bit of progress.

The reduction is more important that it appears from this index. In twenty-four months preceding the application of the safety system, which, by the way, is largely under the direction of dependable boys, there were seventy-six accidents for an attendance of 3,724,483. But in the fifteen months the plan has been in force the attendance of 6,508,413 produced only eighty-three accidents. Without accident prevention 132 children would have been injured.

We learn something else from this report—the tremendous playground attendance. It runs to more than 430,000 a month throughout the year.

Let's not forget that our playgrounds are not only giving health and strength to our children, but are also keeping them out of mischief. And they have a positive value on the character building side in their insistence upon fair play.

The principal trouble with our playgrounds is, we haven't enough of them.—From the Los Angeles *Examiner*.

Activities in Springfield, Massachusetts.—Dancing is one of the popular activities promoted at the school centers conducted by the park department. Each dance is free and is in charge of a man and woman director and a door man. A member of the park police is always on hand. The orchestra of four or five pieces is non-union and receives ten dollars per night. Care is taken in the selection of the music and the dancing is of a high type. The per capita cost to the city is three cents. Each week at five centers, the department conducts a married couples' dance, where old-fashioned dances are revived.

One of the recent innovations at the Boys' Club is the "boy cop"—a policeman who comes to the center and plays with the boys. In this way he becomes acquainted with the boys' problems and makes himself their friend.

Springfield has a no coasting rule on the streets. To provide opportunity for coasting, small platforms have been built on all the playgrounds. These cost about \$150.00 each. In addition there are more than twenty-nine skating areas.

A negro church in one section of the city has leased its grounds to the department for one dollar a year. The property has been fenced and will be used as a playground.

Nature activities are playing an important part in the program. Lectures on rose culture are being given by the worker in charge of the rose garden and considerable work has been done on the making of trails, a system of trail marking having been worked out which will serve as a substitute for blazing trails on trees.

Publications Available from the Bureau of Education.—The Bureau of Education, Washington, D. C., has issued a list of the pamphlets it has published from 1912 to September, 1928. The list tells how each pamphlet may be secured and its price.

The Art of Living*

By

DUNCAN SPAETH,

Princeton University

Prosperity means an abundance of the things that constitute wealth. National prosperity means a just distribution of that abundance. But happiness means the right use of the things that make prosperity. And so this art of living that I am to speak to you about could very briefly be defined as the art of translating prosperity into happiness—the art of being happy even though you are prosperous. I think that one of the most tragic things in our modern life is just this—that so often increase of prosperity is not accompanied by increase of happiness—that they are in inverse ratio. I am sure all of us know people who are not prosperous but very happy, and I am sure all of us know people who are not happy though they are very prosperous.

I am sure some of you remember that old, old story about an Oriental despot who fell into a decline. None of his physicians could cure him. One after the other had prescribed for him. At last one of his doctors said, "What your Majesty needs is to discover an entirely happy man, and when you have discovered him, borrow his undershirt and wear it next to your skin."

The king smiled a melancholy smile. But, you know, when we have tried all the doctors we sometimes will resort to strange remedies. And so he sent his messengers far and wide to discover a happy man. And more than once they thought they had found him, but always there was a skeleton in the closet, a fly in the ointment, a nigger in the woodpile, and one after the other the messengers returned without having found the happy man. And as the last of the messengers was returning and the towers of the royal palace were already glinting in the distance, he noticed a swineherd in a field by the wayside, singing as merrily as a lark. It seemed a rather futile thing, but the boy seemed happy.

The messenger left the highway and crossed over to the field, accosted the boy, and said, "My boy, you seem pretty happy this morning."

"Sure," said the boy, in the language of that Eastern country.

"Isn't there anything I can do for you?"

"Nothing," replied the boy.

"Don't you want anything?"

"Nothing."

"Do you mean to tell me you are happy?"

"Sure."

"Then give me your undershirt," said the king's messenger.

"I haven't got any," said the boy.

Now, of course I am not telling this story to discourage the use of underwear in the winter season, but to suggest to you the difference between prosperity and happiness. There was a boy who wasn't prosperous enough to own an undershirt, and yet he was happy—to suggest to you, perhaps, that we wear happiness under our skin; that we wear prosperity outside; that prosperity wears out, even if it is made of steel and cast iron, and that if you want your happiness to wear long, the deeper in you plant it the longer it will wear.

The translation, then, of prosperity into happiness constitutes the art of living. You know, in spite of the Declaration of Independence, the pursuit of prosperity for most Americans comes before the pursuit of happiness. And they are willing to sacrifice even life and liberty in that pursuit. Now, let me say frankly that I, for my part, believe that the art of living presupposes the art of making a living. We wish no leisure class here in America, though we insist that every producer has a right to leisure. And I believe that the right distribution of leisure is one of the fundamental problems of social justice. But the more we increase the general fund of leisure by the elimination of human waste, the invention of labor-saving machinery, the more important becomes the question as to what is wasteful and what is profitable, useful leisure.

The art of living, then, is the art of discovering the things that make life worth living. What is the use of making a living if the living that you make isn't worth living; if life, itself, isn't worth

*Address given at the Recreation Congress, Atlantic City, October 2, 1928.

living? And it seems to me that one of the very first and fundamental discoveries that we can make is that however important material wealth is, in the art of living wealth alone, the possession of things alone, will not insure happiness. We can make the test for ourselves from the bottom up.

Take the things that we live by. Take food, money. Money can buy food—not so much in these days, but it does buy it. But can all the money in the world buy the appetite that makes it a pleasure to eat, the power to digest it and convert it and transmute it by the process of metabolism into energy and the joy of living? You may recall that Franklin said, “The poor man walks to get meat for his stomach, and the rich man walks to get stomach for his meat.” Who walks farthest?

Money can buy books and accumulate libraries. Can it purchase wisdom? It can buy automobiles and steam yachts and aeroplanes. But can it give us the joy that there is in walking and running and leaping and climbing and swimming—that sense of vigor and joy that Browning has put so finely into the mouth of his David when he is trying to rouse up Saul out of his melancholia?

“Oh, our manhood’s prime of vigor,

“No spirit feels waste,

“Not a muscle stopped in its playing,

“No sinew unbraced;

“Oh, the wild joy of living,

“The leaping from rock up to rock,

“The stringing of bows from the fir tree,

“The cool silver shock of the plunge in a pool’s living water—

“How good is man’s life; the mere living,

“How fit to employ all the heart and the soul and the senses forever in joy.”

Can all the prosperity in the world buy one joy thrill?

Now, it is the business of politics and of economics to deal with the problems of the production of wealth, the distribution of material wealth, so far as these affect society as a whole. They discover the laws of prosperity. It is the business of art, of religion, to deal with the problem of creation and operation of spiritual values, to discover and proclaim the laws of enduring happiness.

It isn’t my purpose to stress these deeper values, though I believe that without their discovery no life can be perfected. But what I want to do is to suggest to you this evening some of the ten-

dencies in contemporary American life that prevent us from converting the abundance of things that constitute our material wealth into the uses of happiness, to the enrichment of life. The first of these to which I want to call your attention is the conflict between possession and enjoyment that results from the emphasis that we put upon the possessive instincts in American life. The whole pressure of our modern life tends to an abnormal development of our acquisitive faculties.

Of course, a successful business man must make money. Successful business involves the use of acquisitive instincts. We hope that there may be in the process a by-product of public service and usefulness.

But there are other occupations where success certainly shouldn’t be measured in terms of acquisition. No one would measure the success of the physician in those terms. No one would measure the success of the teacher or the professor in those terms. I have forgotten most of my advanced mathematics, but I don’t need them to calculate my bank balance. And few teachers do. There are so many activities in which success rightly understood cannot be interpreted in terms of acquisition. And one point I want to make is that we are continually carrying into these standards measures of valuation that come from, that are taken from, the business world. And I wonder to what a degree this emphasis on acquisition has invaded and vitiated our schools and colleges and controlled our educational procedure. We measure progress by the amount of knowledge acquired, by the number of facts accumulated. We set examinations to test capacity for acquisition, and we open avenues of promotion to those who have best developed the hoarding instinct of the mind. I know that teachers do not consider examinations merely as tests of facts. But I have had a good deal to do, being both a teacher and a father, with both sides of the case, and I know that those who are preparing for examinations look upon them as a test of the amount of facts they have gathered together.

I welcome any evidence of examinations that test power to use and to apply knowledge rather than test the accumulated amount of knowledge. “Studies teach not their own use,” said the wise Bacon. “That is a wisdom above and beyond them.”

The result, then, of this stressing of the accumulative instinct, of the hoarding instinct, is that those in whom the acquisitive and possessive in-

instinct, with reference to the things of the mind, is weak, are not led into a richer and fuller enjoyment of the intellectual life, but find an outlet for all their creative instincts in so-called extra-curricular activities. And in our popular college slang, the life of college is divided into studies and activities. Get the implication. We don't even have to say "extra-curricular" activities.

"School" means leisure—though few students know that; they don't take Greek any more. It comes from a Greek word and means leisure, because in the early days it was only the leisure classes that had an opportunity to enjoy the benefits of a higher education. We have forgotten the origin, but we still put the emphasis on the leisure. Recreation, among these, takes the place of creation. And we produce two kinds of failures—those who fail because they have never learned to enjoy knowledge, and so have never accumulated it; and those who have accumulated knowledge without ever having learned to enjoy it and its use, and who promptly forget it upon graduation and apply their acquisitive powers to the amassing of material wealth, without ever learning to enjoy anything but the sense of possession.

It is amazing to me to see how completely, entirely successfully and utterly college graduates manage to evaporate, I won't say the facts, but the valuations of their college career, their attitude toward college. They have developed an acquisitive instinct and they shift their gear and become successful. Not so long ago it was my privilege to address a group of Princeton Alumni, and the toastmaster, in introducing the representative of the faculty who was later to speak, spoke of the delight of college days, the memories of under-graduate days on the campus, of athletic activities, of participation in extra-curricula activities, and especially the friendships formed. Then he said, "Of course, what we learned in the class-room has all been forgotten. What we got out of books has evaporated. But the big things are the friendships of college days. We shall now have the pleasure of listening to a representative of the faculty."

I told him that the charm and grace with which he spoke was an evidence that the English Classics that he had read in college had not been entirely read in vain, and that his success as an eminent lawyer might partly be due to the study of logic, and that a great many of us make the mistake of feeling that if we don't live in the foundation of

the house that we build it is of no use to put in a foundation.

The purpose of a cellar is not to live in; it is to give you a good solid foundation. Of course, you don't live in those preliminary and formal and preparatory studies, but they are the foundation upon which you build the house. Then you go up into the rooms through which the sunshine streams, and they will be more wholesome rooms if you have a cellar underneath, and they will be more solid rooms if you have a deep foundation.

I say that the art of enjoying things, even if you don't own them, is one well worth cultivating. And yet the idea seems to be very general that you must possess something in order to enjoy it. Well, the man who has never learned to enjoy anything that he cannot possess will end by possessing a multitude of things that he cannot enjoy. Let us cultivate in ourselves, and communicate to others, the art of enjoying things that are not used up by their enjoyment of them.

I have just come back from a delightful summer on the Pacific coast. I have been going out there for a good many summers, ostensibly to teach English in college summer sessions—but really to enjoy myself at the close of the summer session. I don't always tell that. I tell it only to my intimate friends. But when the first of August comes I join the mountaineers of Oregon or the mountaineers of California. Two or three weeks ago, I spent a delightful week on the slopes of Mount Rainier. Two or three summers ago I hiked down the coast of Oregon, and I find that I am one of the few Oregonians who have really walked that whole coast down from the mouth of the Columbia River to the Rogue River and up the Rogue River. I took two summers for it. It is a magnificent hike. It is a wonderful experience. And you don't have to own any real estate to do it. I have taken in and absorbed and assimilated and owned—why, I own some of the finest country in the world.

Years ago I had a friend with whom I used to spend the summer cruising on the Maine coast, and I came to the conclusion that you get a much greater enjoyment of those fine estates at Bar Harbor or Northeast Harbor if you are anchored a little way off-shore than if you live in those houses and have to pay for mowing the lawn. You don't have the cost of upkeep. But you have all the beauty. There is nothing so cheap as a pleasure of that kind—and there is no Constitutional prohibition that will tell you how much

of it you can enjoy and whether or not you can go into ecstasies of delight from all that beauty.

And, of course, that is the miracle of art—more wonderful than the miracle of loaves and fishes—the beauty of a red-wood forest, of a rushing mountain stream, of a wave-beaten headland, of a snow-capped peak, isn't destroyed though it has been absorbed and assimilated. And that is even truer of music and poetry and all the fine arts. When I have appropriated and enjoyed the beauty of Shelley's *Skylark* or of Beethoven's *Moonlight Sonata*, there isn't less but more music and poetry in the world.

And the more of us that enjoy poetry and music and beauty, the more poetry, the more music, the more beauty there is in the world.

Another one of these conflicts that I want to call your attention to is the conflict between production and creation. They are by no means one and the same thing. Another of the tendencies in American life that militates against the enrichment of life through the right use of things is the fetish that we make of production. Here, again, the vice is in the over-emphasis. It is better to produce than to be idle. And I don't think idleness is an American vice. I think we are busy, I think we are active, as a people, energetic. And our college under-graduates are by no means lazy. But the main current of their activities flows in other channels than those in which some of us professors should like to see them run—and that, I think, is our fault rather than theirs.

I say production is better than idleness. But how intelligent are we in asking ourselves what is the value of all this energy and all this productivity? We are all familiar with the typical—well, I won't say typical—but the American business man who never fails to achieve what he undertakes, and rarely undertakes anything worthy of achievement. If he can sell more pins than his rival, he is successful. We don't want to be beaten. Competition for its own sake! We build roads and we pave them with good intentions and we get there first.

So I say it is better to produce than to be idle—but in mere production there is no virtue. Production is the foundation of material prosperity, and the machine age has infinitely multiplied our capacity for production. But unless production releases creative activity, the prosperity it builds will destroy rather than increase happiness. The more the individual workman is reduced to a mere tool, the more important it is that he shall

have leisure for creative activity, that he shall release creative activity in his leisure. By creation, I don't mean making something out of nothing. I mean making something new by the addition of yourself. Wherever you add yourself to the stuff in which you are working you have created something. That is the difference between the medieval craftsman and the modern craftsman. The modern gets all of himself out of the craft, and the medieval puts all of himself into it.

And so a medieval pair of shoes might be a work of art. The shoemaker of Nuremberg was a poet. There was poetry in his shoes. That was in the days before the factory age, the days of individual work, when factories hadn't come into existence and machines hadn't been invented to give leisure. Men needed less leisure when they enjoyed their work. That is a much more enviable thing. At some kinds of work I should be willing to work ten days a week, if there could be that many. But I should want seven days a week holiday at some other kinds of work. But if a man has no pleasure in his work, if there is nothing creative, if he can't add himself in any sense to what he does, of course he is glad when the noon whistle blows.

By creation, then, I mean making something new by the addition of yourself, and that is what the modern working man must again learn to do if his prosperity is to be translated into happiness. Instead, we see everywhere a use of leisure that releases no self-activities, but merely means that the wage slave enjoys temporary release from his slavery by having others enslaved to provide him with amusement and entertainment. That is the objection which I have to the use the younger generation makes of the automobile. They can't make one, can't mend one, can't even grease one—but can sit and release power that represents brains, genius, invention, labor. And when his holiday comes, his whole idea of enjoying himself is to get somebody to work for him, to have enough money to have other people slave for him.

Am I misunderstanding the purposes of the Playground and Recreation Association of America when I say that you would like to devise kinds of leisure that do not enslave those who provide the recreation for others and the enjoyment for others, so that not only those who enjoy themselves remain free, but those who render the enjoyment, who provide the entertainment, themselves, save their freedom in doing so?

I should much rather see a group of people

put on a play of their own, even if it were not one of the very best, than to see them working hard and slaving and then spending all of their money in having somebody else play for them and entertain them. I know it is a good thing to listen to the best of music, to see the best in art. But a little more creation, a little more effort, a little more experimentation would be a good thing for all of us.

Now just a word about the conflict between work and play—another of the tendencies in American life that thwart attainment in the art of living—that profound distrust of play as in some way immoral because it is associated with enjoyment—which is a hangover from Puritanism.

I was reading the other day an extract from the diary of one of the older Adams—I forget which one—John Quincy Adams and the others are all alike, more conscious of their derivation than their destination. And the elder Adams describes how he had spent the morning with his boy, fishing. The boy had a very good time, and he almost had a good time himself. But he had a very bad conscience about it. The great American problem is—how can you have a good time with a good conscience? How can you enjoy yourself with a good conscience? And the way a great many of us enjoy ourselves makes it a hard question.

I believe in the divinity of joy. But to enjoy yourself with a good conscience your joy must have sunlight in it and must partake of something that is heavenly.

How to enjoy yourself with a good conscience. Well, these are all commonplaces. We know them. And those of us who have an ingredient of Scotch Calvinism or New England Puritanism know very well that inherent and deeply ingrained distrust of idleness, of leisure, its activity, as though the devil never tempted anybody who was at work, as though it were only in idle moments that Satan found his opportunities!

Now, the strange thing is that our modern antagonists of the Puritan spirit—and, of course, to be quite up-to-date you mustn't be Puritan, and the contemporary literature is running strongly against these Puritan hangovers—have been as grim, as bitter, as intolerant, as joyless in their assault on duty as were the ancient votaries in their assault on pleasure. Grim old John Endicott did not hack down the May-pole of Merrymount with more savage and joyless ferocity than some of our moderns show in their attack on those who

still believe in duty and in work. It is not to these that we must look as our guides in the art of living. When you take all the joy out of the workshop you will have little left for the playground. You may work a curse. And so in that way does not lie the escape, but rather in bringing back the spirit of joy, of creative activity into our work and of making leisure, when it comes, a means of releasing power. Then leisure will not spell idleness, but recreation, activity, play, creative leisure, enriching life, developing personality, preventing the dead weight of material things, even though we call the mass of them prosperity—preventing, I say, the dead weight of material things from clogging up the fountains of happiness, keeping those fountains clear—clear on the one hand from the scum of idleness and self-indulgence; clear on the other hand from the blinding avalanche of joyless work.

To do this is the beginning of wisdom in the art of living.

Nature Guiding

“The importance of play in the life of an individual does not cease with his graduation from the public schools to enter into life as a trained worker and a social being. If the schools have done their part, they will have allowed him opportunity to find his true vocation—the one with the most enjoyable service in it. If this has been accomplished, the individual has been promised a work in which he can find a spiritual gain as well as a material compensation. But not only that: the schools, through utilizing play and making its advantages universal, will have developed the play spirit in each individual, so that he can make the most of his leisure time. The play spirit must be developed in youth or it will be forever lost. With a play spirit in his work—a thing which all successful men have—and a capacity for recreating himself when away from his work, the individual should be a contented citizen. He will be a citizen to whom there may be some drudgery in life, to be sure, but at the same time this drudgery will be willingly undergone for the sake of larger compensations that his work and leisure time are holding forth to him.”

F. F. MARTIN,
Superintendent of Schools,
Santa Monica, California.

“The Man Who Put His Arm Around Me”*

ONE ASPECT OF FATHERHOOD

By

HENRY TURNER BAILEY

“The man who put his arm around me.” That ought to be the boy’s first thought about his father.

When I was as small as I can remember, my mother used to call me heavy. I could toddle about all day, but along towards noon I wanted to ride a little. Mother couldn’t carry me as she used to, but there was a big black-bearded fellow in a suit of blue overalls, who used to stride in about that time, and whisk me up off the floor and pitch me into the air and catch me as I came down, and take me in his arms and carry me on his bosom for a few moments before dinner. I shall never forget him!

Wasn’t he strong! I had no more fear of falling from his arms than I had of falling out of my trundle-bed. And how high up I was in his arms! I had to look down into mother’s face! It was a novelty to see the tops of the tables, and the inside of the sink, and things cooking in a spider on the red-hot stove, and grass and flowers outside the window instead of sky and trees. I wanted to ride on and on, but I knew that when mother said, “Dinner is ready,” I should be put into my chair and the ride would be over.

But there were compensations. I was sure of another ride the next day, and I was sure that my chair would be next his at table. Now that I had grown to be a “little man” big enough to sit at table, of course he fed me as he did everybody else. He used to put his choice bits from his own plate into my little “X Y Z plate.” Sometimes mother wondered if he’d better, but he always laughed and said, “Oh, it won’t hurt him; he has teeth of his own now!”

He used to put his arm around me when he helped me to drink from my tin cup, and he patted me on the back when I choked.

You don’t do that for your baby, you wise and important man? Then I am glad I am not your

little boy. And I want to tell you something else—for I am no longer anybody’s boy but God’s—if you don’t do such things for your children you are losing half the fun of living, and are laying up for yourself a lonely old age. Let your children alone, turn them over to hired help, spend your time getting rich and running the lodge and the club, and then by and by you can have the pleasure of wondering why it is that your boys do not spend their evenings at home, enjoy your company, or care a rap about your welfare. You must be numb already if you don’t enjoy the ringing laugh of a child, the feel of his plump, lively little body, as hard as a rubber bootheel, his wise remarks about you and the world in general, and his unanswerable questions about God.

That man who put his arms around me in the twilight, and by the open fire of an evening, told me stories beginning, “When I was a little boy.” There were no better stories than those. And you don’t tell them to your little boy? Then I am glad that I am not your little boy. You can’t tell them? Try it. Get the boy away with you alone somewhere, and begin. You will surprise yourself with your success. You will become a hero in his eyes. Tell the experiences that will help him as he follows the same boyhood path you stumbled along in your day. Let him know that you, *you* were once a heedless boy, a boy who forgot, a boy who spilled things, and tore things, and lost things, a boy who got into trouble, a boy who had a good time. How it will surprise him! How much better he will like you!

That man used to put his arms around me when I sat proudly by his side on the front seat going to church on Sunday. How vivid yet the memory of those sunny hours! Always green fields and woods along those three miles of country roads, always that marvelously funny blue-shadow horse working silently along flat in the dust beside

*Courtesy of Dr. Bailey and Child Welfare Magazine.

old Fan. With one arm the man drove. Sometimes he let me work the whip. I could help old Fan drive flies, he said. Sometimes he let me hold the reins. And so I learned how to steer a horse before I learned to steer a straight course through the Ten Commandments and the Beatitudes and the names of the minor prophets.

That man used to put his arm around me and ask helpful questions when I was trying to figure out my first problems in arithmetic. I never could do much with "examples," but somehow when his arm was around me and he took my pencil and made me tell him what to write to work out one of his funny problems about eating rhinoceroses, or distributing bushels of cannon crackers, my own stupid book problems seemed easier.

He put his arm around me when I was learning to swim. I didn't have to run away and learn on the sly, nor did the big boys catch me and throw me in to "sink or swim, live or die, survive or perish." My father told me one summer that it was time for his boy to know how to swim. He took me to the "Sandbar" where the big boys went, and I saw him dive in head-first, and swim any side up, in the water or under it. I saw him float and stand on his head under water with his feet out. He could make the fat-man's dive, and the turtle-dive and go leapfrog into the river over the shoulders of Uncle Tom. What rare sport it was! Did I want to know how to swim? You bet!

When we went in together he said, "Now if you will do just what I tell you to do you will learn to swim and dive this week." The first day I learned to "duck," the next day to float on my back; the next two days he held me by his side in four feet of water and taught me the swimming movements. Then he let go and I swam.

He put his arm around me when I passed the dangerous straits between boyhood and manhood. That passage is not to be talked about freely in print, but it ought to be talked about more freely than it ever has been talked about, in some printed thing for every father to read. I was fourteen. I remember the sunlit room in his workshop, the bench with the watch tools arranged upon it, the little Bible opened to a certain chapter. I recall the thrill of the quiet words, "Henry, come here a moment, I have something to tell you." And then the revelation. I had been a boy, I would soon be a man. I had been a joy to my father; some day I might know how great a joy; but first there were duties,

self-denials, a discipline for vigorous manhood.

I was not only to keep myself pure and strong, but I was to be my brothers' keeper. There were three of them, all in turn sure to pass the way I was then going. I could help by example and precept to guide their feet into the way of life. There was a way to death, and it was frequented by those whose steps take hold on hell. There were commands of God, and they were pointed out to me. And behold he had set before me that day life and death. He urged me with tears to choose life, and I chose it. And how many times since have I thought of him in glory and whispered, "Father, I thank Thee."

His arm was around me while we worked. Not literally, of course, but potentially. Whether weeding the garden by his side early in the morning, or doing the chores in the barn while he milked, or constructing my rude toys in the shop where he worked, I felt always his protecting and stimulating presence. He was never too busy to sharpen the tools I had dulled, to teach me a better way to build a watermill, to examine and judiciously praise my astonishing mechanisms and my surprise-drawings.

And his arms were around me when I confessed my sin. Never shall I forget that day. I had wilfully disobeyed his command about throwing stones in the village square. I had thrown one through a shop window. Upon mother's suggestion I confessed the whole miserable business and asked his forgiveness. I was not whipped, I was not scolded, I was just taken in his arms and forgiven, and told to go in peace and sin no more.

What is the reason that we do not arrange to have our public libraries placed on a charge basis—so much for each book taken out? Why is it that we do not attempt to charge enough for admission to art galleries to meet the entire cost of their maintenance? What is the reason why we do not have toll gates for entrance into our public parks, with charges sufficient to meet the entire cost of maintenance? Why have the tuition charges in grammar schools, high schools, been abolished and education made free? Are there certain things which have sufficient value in building up citizenship and training for the better life that it pays the state or city to provide such opportunities without charge? What are the conditions under which it is advisable to make charges for the use of public facilities?

The Prince's Wireless Talk*

The Prince of Wales broadcast the following appeal from 2LO on behalf of the National Playing Field Association.

The Prince of Wales asked for £1,000,000 in money, and land to provide adequate playing fields for boys and girls throughout the country.

“Good evening, everybody. I hope you can all hear me clearly.

“I am here to-night to do a little ‘job of work’ for my brother the Duke of York. I know he would have liked to do it himself, because he is very keen on this subject of public playing-fields—which is to be my subject to-night. But, as you know, he is not yet home from Australia, and to broadcast from a ship in mid-ocean, so that you can be heard on perhaps a crystal set in, say, Cricklewood, or Cardiff, or Chester, is not yet a very simple proposition.

“You are deprived, therefore, of the chance of hearing him tonight, and that is a loss, because he knows so much more about this matter than I do. As President of the National Playing Fields Association (which is running a playing-fields appeal throughout the country), he has gone into the whole subject, and knows facts and figures about the great shortage of playing-fields which I cannot possibly give.

“However, I am out to do my best for him because, to tell you the truth, I am just as keen on this movement as he is. We all must be. It means so much. The very word ‘Playing-field’ is in itself attractive. It is one of those curious English words—‘picture-words,’ shall I call them?—at the mere mention of which a picture, or scene, leaps at once to the imagination. And the picture that leaps to the imagination in this case is one of green fields and brightness, eager activity and strenuous effort, and all in an atmosphere of friendly enjoyment and good spirits. I don’t know any side of English life that yields a truer, more characteristically English picture than that of an English playing-field—all alive with its games and its players.

“For themselves alone, and the fun they yield, games are an immense boon. And as to the further good that comes out of them—their values over and above their value as mere fun and pas-

time—I’m sure there is no need for me to dwell on that point. Take, for instance, the health value of games—their value to bodily well-being and fitness. Any doctor will throw in his vote with me on this point. Take next their value in creating quickness of decision, accuracy, precision, and what the experts call ‘co-ordination of eye, hand, and brain’—here again their value is immense. There is still one further, and vastly important, value. It is hard to put a name to it and yet we all recognize it—the value of games, and especially our British team-games, for creating and developing that sense of fair-play and justice which is admittedly so characteristic a trait of the British race—for developing that spirit of unselfishness and ‘playing for one’s side’ rather than for one’s self—for developing qualities of command and leadership—for developing patience, endurance, good-temper and self control. These are surely immense additional values that come from games, and I should not like to say how much of our success as a nation, and as a race, we owe to racial qualities which have been at least developed by—even if they were not made by—our national fondness for games.

“Now let me come to a sad fact—a deplorable fact. I am told by my brother’s organization, the National Playing Fields Association, that there are no fewer than four million boys and girls from whom are being withheld all the great benefits which games can bring to them. Does it seem to you that all these little folk—to say nothing of the many older boys and girls who lack playing fields—are being given their best chances of developing into fine men and women so long as they have no opportunity of taking part in those fine national games of ours to which, as a nation, we owe so much?

“It’s no good urging our boys and girls to play games if they have no fields to play on, and it is because the National Playing Field Association has come to life for the express purpose of focussing public attention the urgent necessity of providing the youth of the country with adequate means of playing our team-games that I feel the Association deserves the support of every right-thinking man and woman in the country.

“The children do their best to play these games, and one of the most pathetic sights I know is

*From The National Playing Field Association. Report of the Council covering the period May 1st, 1927, to April 30th, 1928.

to see them (as we often see them in our streets) trying with a makeshift bat and a makeshift wicket—trying to get something of the spirit of our great national game—which can be properly played only on a decent green field—where there are no windows to break—and certainly no policemen to give chase.

“As a lover of games myself, I am really glad to see a movement on foot to provide proper playing-fields for these four million. I very much hope it will succeed in its purpose, and if every lover of games and the open air will take a hand in the national effort which is now being made, we shall soon see the day when no boy or girl—whether of a great city or a town, or even a village—shall be able to say, ‘I have nowhere to play.’

“May I say one final word about my brother? He and the Duchess will be coming home at the end of this month, and I do not think a more appropriate welcome could be given them after their long absence than the news that the British public are determined to see this thing through.

“Goodnight, everybody.”

Sports and Games in Germany

In an article entitled, “Games Expected to Restore Shattered Health of German People” which appears in the October issue of *School Life*, Max Zimpel, Exchange professor at North Dakota Agricultural College, tells of the eagerness with which the youth of Germany have taken to games and sports since the war.

The children begin their physical exercises in their early school life. There are three hours per week of physical instruction and two hours of organized games in all grades and classes of the elementary and high schools. The games are of the vigorous sort, each designed for a special purpose. An entire day of each month is devoted to hiking. A whole school, all classes with their teachers, may travel into the country by rail at the reduced rate of one-third of a cent per mile. From morning to evening the day is pleasantly and profitably spent in the open air, tramping around in the woods and among the lakes in a first-hand study of nature under the teacher's leadership.

Working boys and girls particularly enjoy the outdoor exercise and play. When the stores and

work shops close there is a rush to the public parks to participate in track events. Grown up people go for physical training to the public gymnasiums and stadiums. There are public instructors who are available for the nominal fee of twenty-five cents an hour. This charge also includes dressing room and a hot shower.

Seven million German people are organized into associations for the promotion of physical welfare. As an encouragement for physical care these associations give sports medals. They are given to those who can qualify in a certain set of track events, and some of the requirements, by the way, are rather severe; for example, the aspirant must run 10,000 meters, or about six miles in fifty minutes. The first medals given are of bronze, but anyone above thirty-five years of age who can qualify is given one of silver, and anyone over fifty who is successful receives a gold medal.

Sunday is the popular day for physical recreation. Thousands tramp to the mountains and others spend the day in skiing or cycling. The entire day is wholesomely spent out of doors. As an accommodation to this hiking and cycling people, the country is covered by a net or so-called “Jugendherbergen” — (rest-houses), frequently established in romantic ruined castles or monasteries that have been rebuilt. There the young people can get meals and lodging at ridiculously low prices. Every community feels it a patriotic duty to provide one of these resting places.

Change in Executives.—For more than six years Will O. Doolittle has served as executive secretary of the American Institute of Park Executives, a position from which he is now retiring. During all this period the leaders in the Playground and Recreation Association of America have worked closely with Mr. Doolittle and have had opportunity to see the able, devoted, and effective work done by him.

The Association extends cordial greetings to the new Executive Secretary, William H. Walker, Superintendent of Parks, of South Bend, Indiana.

Books for Boys and Girls.—Over 600 titles are described and listed by subjects and ages in an attractively illustrated catalogue issued by Macmillan Company under the title, “Macmillan Books for Boys and Girls.” Copies of this catalogue may be secured from Macmillan Company, 600 Fifth Avenue, New York.

With the Recreation Executives*

How to Secure a Better Quality of Local Recreation Activity.

MRS. EVA W. WHITE (Boston): I think that my topic is all tied up with some of the subject matter of the session before this, and it has very much to do with publicity in a certain sense, and very much to do, certainly, with the question of resources, funds and personnel.

There are three factors that we have to take into consideration in this question of increasing the quality of work and increasing its background. That is, we have to consider all the time bringing in more people to our program. We must live in a condition of internal discontent. How are we going to reach more people in the same type of group we are serving? How are we going to reach more folks of different sorts of interests? Then how are we going to extend the variety of the particular subject matter that we offer in our recreation program? We can't always carry on the same type of sports. We don't always want the same sort of game activities. We don't always want the same kind of cultural opportunities. How are we going to extend the variety of the scope of program that we are offering? And then how are we going to raise the standard all along the line of what we are doing? Granted that we get as near a hundred per cent following as we possibly can; granted that we are geniuses in the variety of the particular things we offer—how are we going to raise continuously the quality of what we are doing?

It seems to me, in the first place, that we have got to make a very intensive study of the communities of which we are a part. I think if we err in our work at all, we err sometimes in not knowing our communities so well as we ought and being satisfied with a certain kind of numerical count without realizing the significance of the fact that we can build up a very large patronage, sometimes, and yet not be serving certain groups of people in the community. So we must get into our game rich and poor members of every group, and the foreign-born, and as complete a backing of interest as we possibly can.

In the question of variety, I think we must definitely build for novelty in certain phases of our program—not selling our goods all at once—and playing up the material in a new guise. On

the question of progressive standards in our work, I think in the line of sports we have reached a point where we do stand by standards. However, the way girls come into this line leaves much to be desired. We are apt to let down the rules for girls in a way that we do not for boys. Our cultural work is, frankly, pretty poor. I don't think we begin to rise there as we ought to in service to our communities.

Now, we aren't all of us, trained in forty-seven different ways to build up a great variety of activity. We can't be experts in everything. But we ought to know where to call for service in this field. We can get a great deal of it, it seems to me. A certain man in New York—a very prominent man—who is a writer and appreciative of this field, said that he had been to only one pageant in his life that he had been willing to sit through. Another man said that whenever he heard the word "pageant" he wanted to take to the woods. That means that in some way or other we have done poor work. And here is something which does mean something. When a good pageant can be put on, as I have known it to be, holding thirty thousand people as one, you get something out of that that is pretty valuable. So I think we must consider seriously the cultural side of our development. And in facing this challenge we want to throw overboard those two phrases that you hear, "Highbrow" and "Lowbrow." There is nothing really "lowbrow" after all. Take, for example, vaudeville, in the field of dramatics. When one sees "Chauvre Souris" one must see something mighty "highbrow" in "lowbrow."

This last summer 20,000 people listened to a perfectly remarkable performance of "Rigoletto" in Verona, Italy. People of all kinds were there. Hundreds and hundreds of seats were sold for twenty-five cents. It wasn't anything that could be tossed aside by saying it was "highbrow." And another time a vast number of people, a large proportion of whom were peasants, stood for hours, literally—they came in the night before—to be present at a processional which was very wonderfully worked out, leading up to a certain kind of horse-race. That, again, wasn't "highbrow" and couldn't be thrown aside, and yet it was very wonderfully and beautifully done.

In our handcraft work, we don't get any far-

*Report of meetings of recreation executives at the Fifteenth Recreation Congress at Atlantic City, October 1, 1928.

ther with that because there, again, we have quite a poor selection of designs and we build a lot of stuff which isn't worth anything. We should be grateful that aircraft has come into our field, because there we have certain definite gauges by which we can tell whether we are successful or not. If an airplane doesn't go it is poor work. I wish there were other lines where we might set certain standards. We have so much to give in this field that we ought very seriously to consider this question of reaching a personnel and of getting the best people to back our program, and then building up our standard all the time.

MR. ROWLEY: I am all the time thinking, when I hear discussions of these great educational programs in recreation work, whether or not some of us go too far afield. For one, I want to protest against making the work of our recreation departments another school system. And it does seem to me that school authorities have got a right to object if we begin to do in a poorer way than they do in the schools, the very same things. We had good recreation before the time when we had these tremendous programs that we have worked out and put through. I think in those days it meant a place where people could come for recreation and be there safely, both physically and morally. And that was about all there was to it in the beginning. Then we found out they didn't all know how to play the same games, and we began to teach them to play games. And now is there anything that we don't try to teach in some places?

IAN FORBES (Conshohocken, Pa.): I agree that we oughtn't to duplicate our school work. The summer time, when the schools are out of session, however, is the time for the playgrounds to continue some of the interest that the children have developed in the schools in handcraft, art and similar subjects.

So far as the adults are concerned, there is a period of time when the people have gone through schools and have acquired all of these cultural instincts and abilities; and if there is nothing left in the community to take the place of that interest in dramatics, in musical expression and in art, then life is just flat. If the community and the community recreation system can afford an opportunity for those people to carry on, it should do so—because they are just as important as the people whose interests do not extend beyond athletics. As a matter of fact, many of the people with purely athletic interests are

attracted into art activities. Our system should take care of everyone. We should have a place for the very highest type of expression as well as for general participation.

R. W. ROBERTSON (Oakland, Calif.): It seems to me that in enlarging our activities, we ought to take advantage of our trained physical education teachers. I feel in California that these teachers, well trained in activities, are able to instruct our children in the various types of activities which give us an opportunity to carry over the recreational activities. In other words, in California we have in our physical education program, a program of games. We do not want the children to do things unless there is some joy and pleasure. And while we express the joy of the work, we try, too, to see that it is the type of work that is beneficial.

EARLE PRITCHARD (Reading, Pa.): I should like to accept the challenge on this education versus recreation proposition, because we are likely to be a little blind in what is happening in education today unless we recognize the fact that as education is being spread across the country today educators are more and more approaching exactly what we want. I believe that unless we reach out and learn some of the principles that they are learning right now, accept some of their principles and understand what it is they are trying to do, we are going to find a great part of our work taken over by the people who know how to raise the standards of this type of work, and we shall find ourselves sitting on the outside, wondering what it is that we can do of a spectacular nature to take away some of the glory from the people who have done a good, sound job.

Securing More Adequate Municipal Appropriations for Public Recreation

C. E. BREWER (Detroit, Mich.): To me, the three most important factors in this subject are:

1. A well distributed and efficiently conducted system of activities.
2. A detailed, carefully planned, honestly executed budget.
3. The education of your administration and your tax-payers.

Many workers make the mistake of trying to do too much at once—spreading their energy over a large field rather than concentrating and developing a few activities in order to have a demonstration or education program. Then, too, we

often neglect many opportunities to use vacant public and private property. Moreover in the acquisition of new places, many recreation executives have put enough money in their budget to purchase the property—then when the time comes to use it they haven't any money to develop it. The result is that it lies idle, grows up in weeds, and it is pretty hard to get an appropriation to develop that unless some practical use is made of the property.

Of course, there is the personnel problem. Your system is no stronger than the weakest member on your staff. We should see that we have the proper personnel and pay a fairly adequate living wage. It seems to me that the minimum requirement for a good recreation worker is that he must at least be a graduate of a high school and twenty-one years of age. In Detroit, for the part-time or day workers on our playgrounds, we pay \$4.00 to \$6.50 a day. Those who haven't had any experience receive \$4.00 a day to start. If they have had teaching experience or previous recreation experience, they get \$4.50. And then they are increased fifty cents a day for every summer they come back to us, up to a maximum of \$6.50.

There is the question of the development of our activities. Personally, I have no objection to doing the same activities as the board of education does, but doing them in a different way. I think we lose sight of the fact that the school activities are organized and developed along pedagogical lines, while our recreational activities are developed along the lines of the desire of the person to express himself, in other words, along educational lines. There are two viewpoints. Then we also overlook the fact that our private, our parochial, Jewish and Lutheran Schools have not the same wide curriculum as the public schools, and therefore those children should be given an opportunity to engage in those activities which are going to make them more interested—make their parents more interested—and resulting in a wider education. The whole thing, to my mind, is educating the public to what we are doing.

As to the question of the budget, I have heard many workers and many other city department heads say, "I will pad the budget." To me, padding the budget is asinine. It results in grief sooner or later. It is much better to be able to put in exactly what you need, detail what that is going to be used for and how it is going to be spent, rather than put in twice as much as you

need and expect the Common Council to cut it down. They may fool you sometimes and cut out three-quarters of it. In some cases they will cut out all of it, because they won't have confidence in your integrity if you submit that kind of a budget. Then after the budget is once acquired, it seems to me that we should disburse that budget in the same way that we should expend the money if it were our own private funds. Too many of us seem to feel, "Oh, well, the taxpayers pay for it. It doesn't come out of my pocket. We will cut the corners"—and things of that sort. It seems to me it is a great deal better for a recreation executive to have the reputation of being a little strict than of being a spendthrift.

I was called to a town a short time ago to "pep up" or stimulate activities. The recreation executive, in discussing the situation with me, said, "I defy anybody to find in my budget how I pay my swimming instructors." Yet they were getting paid. And he defied anybody to find out how he paid them. Well, it is no wonder that man needs some assistance to help out on his "pep" program or to "pep" the people up for the program!

Then it is a wise thing also for the executive to let the Common Council and the public know when he does save money. It is not a crime to turn money back into the general revenue account or have a balance left over at the end of the year. It simply adds to the general faith which the administration puts in an executive of that department.

And the last phase of it is the education of both the public and the administration. As a concrete example, about three years ago we wanted to start our municipal camp. There was an appropriation of \$15,000 for the acquisition of a site. Well, of course, you people know what property is around Detroit, particularly lakefront property. The Common Council, at my request, appointed a Committee consisting of a member of the Common Council, a member of the Board of Assessors to look after the land values, and a member of the Corporation Counsel's office to attend to the legal affairs, and then the City Treasurer to pay out the money. We started out with the initial sum of \$15,000, and after visiting several sites and pointing out the advantages and disadvantages, we finally acquired a camp site of 314 acres for the sum of \$57,500. This shows how by familiarizing people with your program, making them a part of it, you can

demonstrate its value and you will secure increased appropriations in that way.

It is always a good thing in your athletic events on your programs or your community entertainments, and events of that sort, to ask some members of the administration, department heads, to come and speak to the meetings. You will be very much surprised at the responses you will get.

As to the question of politics, I think none of us want to get into the political end of it. I think the bane of the political situation is the hounding of the executive for the hiring of some friend of the politician. Personally, I should just as soon hire a friend of a politician as I would a friend of a banker, provided he does his work.

Whenever a politician comes to me, I make it a rule to say, "If I have a vacancy I shall be glad to put your friend on. Of course, you understand that if he doesn't do his work he will be discharged." And he will say, "That is perfectly all right." That is generally the reaction I get.

If you let your department get into politics, there is bound to be a change of administration sooner or later and the crash will come with a complete reversal of your personnel and perhaps reversal of the work.

Some of us are afflicted with Civil Service. I have no objection to the way people are induced into employment through Civil Service, but I do have serious battles sometimes getting them out of Civil Service. If you do have that difficulty, it might be well for you to have the local board or somebody else appoint an examining committee of outsiders, representative people, and set up your qualifications and your questions. Let those people take the examination, and then if some politician wants you to employ somebody whom you don't want to employ, and you can't very well get out of it, simply say, "In our department we have this system. People take an examination. If they can pass it all right, we will take them." And your qualifications should be stiff enough so that if they do pass it they will make good recreation workers.

Because of the national, state and local "uproar" at this time against increased taxation, I would not advise any municipality to attempt to transfer funds or get their funds by putting it on the tax ballot. It seems to me that their chances of failure against success are about ten to one. I know of several cities which had a very well established system, which was completely wiped out by an adverse vote of the people who did not want to place an added burden of one mill

or two mills or four mills, or whatever it was, in addition to what they deemed their already increasing tax burden. I think that any municipal department having a well distributed, year-round, efficiently conducted program of activities, which uses every available facility, whether it is public property, private property or school buildings, cannot but secure a more adequate appropriation, if it is able to convince or educate its citizens and Common Council to what it is doing. As an example of that, ten years ago our Detroit appropriation for recreation was \$257,000. This past year the budget for recreation was \$1,110,000. That was in the face of the induction of a new Mayor who when he took office said, "All municipal departments will have to decrease their maintenance expense ten per cent over the last year at no capital cost." And when \$7,000,000 was taken off the School Board; the Department of Public Works had a \$9,000,000 cut and \$3,000,000 came off the Park Department budget, I began to feel pretty downhearted. But after we went to the Mayor and had our budget reviewed, we received \$50,000 more than we got last year.

We ought not to hesitate at all about asking for a mill tax. The public school supporters do not ask for public schools without supporting them financially. Everybody who is a member of any institution expects to support it.

Our Board has to go before the Council and ask for a certain sum of money. And yet I have been asked time and time again, "How is your work carried on? Who supports it? Where do you get your money from?"—showing that the public are not educated to the fact that they are really paying for what they are getting. If they were paying it through a definite tax rate, I guarantee then they would know what they were paying it for and they would take a deeper interest in it.

MR. ROWLEY: In regard to what we call capital expense for recreation, our bond issues generally support it. I know of no way that I think could be more effective than to expend the first bond issue you receive in such a way that the property in the vicinity where you operate your center becomes more valuable because you are a good neighbor. I know of one municipality of 68,000 that has never had a request for an appropriation refused or cut, and I think that is because in building their first playground they did the thing that I speak of, and in the last twenty years in that little city they have appropriated \$750,000 for properties.

Municipal and School Outdoor Theatres in California*

BY GEORGE W. BRADEN

Western Representative of the Playground and Recreation Association of America



GREEK THEATRE, ANAHEIM

The revival of the Greek Theatre abroad and in the United States and the increasing emphasis on producing plays in the out-of-doors has resulted in wide interest in the construction of municipal and school outdoor theatres. The movement, while general throughout the United States, has found its larger expression in California, partly in that the mild climate makes attendance at outdoor theatres possible through the greater part of the year. Among California cities having municipal outdoor theatres are Anaheim, Alhambra, Los Angeles, Oakland, Pasadena, Pomona, Redlands and Richmond. Among schools having outdoor theatres are the University of California at Berkeley, Occidental College in Los Angeles, Pomona College in Claremont, and Santa Monica High School, Santa Monica.

Important factors in the construction of the outdoor theatre are: topography of the site; ac-

cessibility; acoustics; relative elevation of seats and stage; contour; arrangement of dressing-rooms and approaches; type of construction and seating capacity. Material is given here illustrative of several types of outdoor theatres and service ranging in construction cost up to \$50,000 and seating capacity up to 5,000. The information presented has been received from the officials, respectively, whose names are given. There is also included a statement of the movable outdoor theatre at Oakland.

ANAHEIM

Municipal Greek Theatre.—J. W. Price, City Manager.—The theatre is located in the City Park, within four blocks of the center of town. The architectural design followed is Greek, the floor being solid concrete, with retaining walls on the sides. The building is brick with stucco work and a red tile roof. The pergolas are made of concrete and stucco, with wood beams across the top with slats to support vines.

The cost of this building was \$41,000, taken from the general fund with no special bond issue. The seating capacity is 2,500. The location, in reference to transportation, is excellent—three main through boulevards, one bordering each side of the park, and the third one block distant. All busses from Los Angeles, San Diego, etc., go by the park. Besides the general street parking, an extra strip runs around the park and will take care of two car widths parked parallel.

*Used by courtesy of *The American City*.

The management is under the general supervision of the Park Superintendent. The Park Program Committee has been appointed to help in developing and working out a suitable program. Although not in use until the middle of July of this year, the theatre has already meant a great deal to the people of this community. There have already been 25 meetings held in the park, including union church services, band concerts, musical programs and civic meetings, with an attendance of 28,000.



THE LITTLE LATTICE PLAYHOUSE, LOS ANGELES

BERKELEY

University of California Greek Theatre.—Charles Keeler, Secretary of the Chamber of Commerce.—The Greek Theatre of the University of California, a gift of William Randolph Hearst, is located upon a steep hill slope in the midst of a grove of eucalyptus trees on the campus of the University of California. It is modeled after the classic design of the Theatre Dionysius in Athens, adapted, however, in some respects to modern needs, with a diazoma, and with a raised stage and a lofty wall of concrete broken into panels separated by columns as a background. It seats nearly 7,000 and cost, when built in 1903, \$45,000. The theatre is located in a portion of the campus that is not directly served by transportation and, accordingly, those who do not come by automobile must walk a distance of five or six blocks to reach it.

The theatre is used regularly during the summer and autumn months, while college is in session, for Sunday afternoon concerts. Occasional performances of great importance are given in the Greek Theatre. Sarah Bernhardt has twice appeared in "Phædre," and Margaret Anglin has produced several notable Greek tragedies here. Maude Adams gave a performance of "As You Like It," and many other Shakespearian plays have been performed by such distinguished actors as Sothern and Marlowe, and others. This autumn the opera "Norma" was produced under the direction of Arturo Casiglia, and a few months ago

"The Trojan Women" was given by a company of University actors.

Picturesque football rallies, with huge bonfires, are held in the Greek Theatre before the inter-collegiate games, and there is an original extravaganza produced each year during the commencement period.

The Greek Theatre has been a notable factor in the social and cultural development of Berkeley. In 1921 the Berkeley Chamber of Commerce gave a three days' Music Festival here, at which the work of California composers exclusively was rendered. A symphony orchestra and a chorus of 200, with many distinguished soloists, participated. There was also a children's matinee in which some 2,000 Berkeley school children took part. A number of very eminent men have appeared in the Greek Theatre, among them President Theodore Roosevelt and President William H. Taft.

The theatre is managed by a committee, Prof. W. Popper, Chairman, consisting of the following: Prof. C. D. von Neumayer, Prof. D. N. Lehmer, Prof. W. S. Weeks, Prof. W. H. Durham, and Prof. W. R. Dennes.

HOLLYWOOD

The Little Lattice Playhouse.—George Hjelte, Superintendent of Recreation.—The Little Lattice Playhouse is the name given to a spot in beautiful Barnsdall Park, an eight-acre tract in the center of Hollywood given by Miss Aline Barnsdall to



OCCIDENTAL COLLEGE HILLSIDE THEATRE, EAGLE ROCK, LOS ANGELES

the city of Los Angeles. The Little Lattice Playhouse is, in fact, misnamed, for it is not a house at all but merely a beautiful shady area in an old olive orchard which has been provided with such minimum facilities as have been proved necessary in the staging of some simple playground dramatic productions.

The picture which accompanies this statement illustrates the simplicity of the construction of this playhouse. As its name implies, the construction is of lattice work and amounts to little more than that which was necessary to define the stage and to cover the approaches to the playhouse. The cost of constructing this playhouse did not exceed \$200. The seating capacity of the hill slope which accommodates the audience is about 300.

The playhouse is on a hill slope overlooking part of Hollywood. In the background can be seen the hills of Griffith Park, including the highest peak in this vicinity. Barnsdall Park, in which the playhouse is located, is on three major traffic arteries—Hollywood Boulevard, Vermont Avenue and Sunset Boulevard. It is accessible by local street cars and bus lines from various parts of the city and by interurban trains running between Los Angeles and Santa Monica.

The playhouse is under the management of the Division of Dramatics and Pageantry of the Department of Playground and Recreation of the

city of Los Angeles. A weekly matinee is given at which groups of children from different playgrounds each week put on some of the dramatic events which have been worked up on the various playgrounds. Some of the plays given during the summer season are as follows: "Mistress Mary Gives a Garden Party," "The Tree Triumphant," "The Enchanted Garden," "Cinderella," "The Clown of Doodle Doo." No admission is charged and all are welcome to attend these performances.

During the summer numerous parents and other visitors, as well as large numbers of children, availed themselves of the invitation to attend these plays. The invitation was expressed on the weekly program in words of Robert Louis Stevenson as follows:

"Come up here, oh dusty feet,
Here is Fairy Bread to eat."

EAGLE ROCK, LOS ANGELES

Occidental College Hillside Theatre.—Arthur G. Coons, Ph.D., Executive Secretary, Occidental College.—The Hillside Theatre of Occidental College is located on the campus of the college, which is situated in the northern suburbs of the city of Los Angeles, near the community of Eagle Rock, and not far from the community of Highland Park, both of which communities are within the corporate limits of the city. It is at a distance of about eight miles from the metropolitan center of Los Angeles, about six miles from Pasadena, four from Glendale, and three from South Pasadena, thus being in the vicinity of several important centers and easily accessible to all. Important boulevards are close at hand.

The Hillside Theatre in the main is Greek in design, but has a raised stage and a circular orchestral pit approached by a stepped ramp. It was erected in 1925. The theatre is not complete as far as plans go, but does not now in any sense

present an incomplete appearance, because the wings and rear of the stage have been planted with cypress trees, while eucalyptus trees flank both the stage and the approaches, thus providing a somewhat hidden and picturesque setting. In addition, the entire area immediately surrounding the amphitheatre has been planted to eucalyptus trees, now, after two years of growth, of good size, and serving to set the theatre apart from the rest of the college campus. From the higher seats of the amphitheatre, however, a magnificent panoramic view of a large portion of the Eagle



Rock City and York valleys is available, and on the west the Glendale hills close off the last rays of the sinking sun, leaving the spectators at a late afternoon performance free to enjoy the program before darkness falls.

Though incomplete, the present theatre has a seating capacity of approximately 5,000. It is equipped with storage and dressing-rooms beneath the stage on each side. Its acoustic properties are very good. Excellent lighting facilities for night performances have been provided.

This theatre was constructed and brought to its present condition of usefulness at a cost of \$50,000. The sides and foundations of the stage are of concrete, as are also the ramp and steps within the orchestral pit. A circular plot of grass in the pit combines with the grass floor of the stage to give a desirable effect. Behind this pit and behind a protecting wall ascend the rest of the seats, which are constructed of wood.

The management of the theatre is vested in a committee, appointed by the college, of which Prof. Charles F. Lindsley, of the Department of Speech Education, is Chairman. All proposed events seeking the use of the theatre must meet with the approval of this committee.

The theatre has been used upon numerous oc-

casions for the presentation of musical programs of excellent character, and for the usual spring and commencement events of the college. A notable event of the past year was the Easter sunrise service under the auspices of the people of Eagle Rock community.

CLAREMONT

Pomona College Greek Theatre.—James M. Judy, Head of Publicity Department.—The Pomona College Greek Theatre is located in Blanchard Park, an area of fifty acres on the campus which is being preserved by the college in its natural state. The park is filled with fine specimens of live-oak trees. The theatre was designed by Myron Hunt of Los Angeles. It should be made clear at the outset that it is only just started. Most of the concrete work is permanent, but a large section of wooden benches will be replaced with concrete as soon as funds are provided for that purpose.

The Greek Theatre was built in 1914 at a cost of approximately \$7,500 to provide a setting for a three-day pageant celebrating the twenty-fifth anniversary of the founding of the college. Very little in the way of improvements has been possible since that time. Approximately 4,500 can be seated comfortably in the theatre.

While the theatre is not very accessible at the



TWO VIEWS OF GREEK THEATRE, POMONA COLLEGE, CLAREMONT, CALIF.

The view at the left shows the natural stage at the right, with live-oak trees and the Sierras in the background. The one at the right pictures commencement exercises held in the theatre.

present time, its location is advantageous in that it is fairly easy to control traffic when necessary. There are several large parking areas within a block of the main entrance. The Pacific Electric and Santa Fé Railroads run about two blocks from the theatre. However, almost everyone



OAKLAND TRAVELING THEATRE EN ROUTE

comes by automobile. The theatre is listed as one of the non-productive buildings on the campus and its managed by the personnel of the business office.

The Greek Theatre is used a great deal during the summer months. Monday evening recitals are given each week during Summer School. The important events of the commencement season, such as the college play or opera, the baccalaureate sermon and the commencement exercises, are held there. Occasionally an event of importance is scheduled for the Greek Theatre after the opening of the college in the fall, particularly in the late afternoon.

OAKLAND

Outdoor Traveling Theatre.—Raymond W. Robertson, Superintendent of Recreation.—During the early part of the summer the Oakland Recreation Department purchased an ordinary truck-trailer and upon this foundation constructed their first Traveling Theatre, the total cost of which did not exceed \$150. Its folding platform, when extended to full length, makes a stage 12 feet wide and 18 feet long. When ready for travel it is just half as wide, or the width of the truck platform. It is so constructed that the ex-



TRAVELING THEATRE IN OPERATION, AT DE FREMERY PLAYGROUND, RECREATION DEPARTMENT, OAKLAND, CALIF.

tension is easily handled and sets up in an almost automatic manner. The attractive stage settings and furniture are of a folding type which can be set up in a very few minutes, and when a group of plays is finished, it is not long before each piece is in its correct place and the stage is on its way to the next playground, where another crowd of children eagerly awaits its coming.

The stage setting consists of five two-fold screens, each section of which measures 4 by 7 feet, and is hinged with double-action hinges. Stages of many shapes and types, with interior or exterior scenes, are set up to suit the action. Frequently the setting consists of only a tree, a vine-covered fence, a fireplace and a window, or a cupboard, benches and stool. About the base of the stage, which is 32 inches from the ground, is draped a bright awning, which harmonizes with the stage-set in color and design.

If educational dramatics means widespread participation in plays, pantomimes and story plays on the part of children, if it means an ever growing appreciation of the best in drama and art standards, this traveling theatre, "The Vagabond," is helping to further this movement.

Plays and Equipment

In an address on "Play Shopping," at the meeting of the National Federation of Settlements held in Boston, April 13 to 15, Professor Robert E. Rogers, of the Massachusetts Institute of Technology, pointed out that plays for amateur production seemed to be chosen either because they strike the fancy of the technical director or please the player. Little consideration is given the audience or the play itself and while there has been of late years a great advance in the quality of amateur play production, the play lags behind.

The temptation to "dress up" a play keeps people from being simple and direct. The Little Theatre movement has not been altogether wholesome for the drama because it has brought forth some one-act plays which are not worth while. To put on a play for any reason except its inherent interest and its value as a medium of entertainment is a grave mistake. The drama ought not to be used as a means of "uplift" or to point a moral. A play must be interesting and must sustain interest. It need not be a comedy to be entertaining.

The fantasy, in Professor Rogers' opinion, does not belong in the realm of amateur dramatics. "Select simple direct plays in which untrained actors can take part. Avoid literature with a capital 'L' if there must be a choice between it and the simple play that deals with people." Plays cannot be judged on their literary basis and beauty alone is not enough. In choosing plays, the intelligence of the audience should not be underestimated nor should it be stressed too far.

The question of fitting plays to the cast is an important one. Why give an English play to a Yankee cast or an Irish play to a group of Jewish players? Having decided in general the appropriateness of a certain type of play to a particular group the choice of the play may be left to the group itself. "If they want to give a farce let them. Don't force them into a play merely because you have seen it beautifully done somewhere else."

Professor Rogers made a plea for the use of American plays and for the plays which deal simply with home life and with "the activities of decent people going about their business." Avoid too exotic and too romantic costume plays which make great demands in the way of settings. There are, however, plays regarding the historic past of America which are well adapted to the use of amateurs.

"We are ceasing to take drama as a means to an end. Let us hold up high standards and let us present our plays for the sake of the entertainment both of the actors and the audience."

Simplicity in scenery as well as in plays was the theme of Professor A. H. Gilmer, of Tufts College, who told how Shakespearian plays and such plays as "R. U. R." are produced at Tufts College on a stage twenty-two feet long and twelve feet high at the end of the girls' gymnasium.

The day of realistic drama, Professor Gilmer suggested, is practically over. Drama is becoming more and more structural. Efforts at simplification are going on all over the world. In Russia there is a famous producer who is using merely steps. Professor Gilmer predicted that in the future there will be two great forces—verticality and horizontal speed. It will be necessary to give up many of the conceptions of production now held and get the idea of simple speed changes.

It is well for amateurs to get away from the producing of plays with many scenes. Very satisfactory effects may be secured from the use of flats and curtains—gray, brown or green hung on battens. Light brown curtains with darker strips

for windows and doors are increasingly used; spot gray makes a good neutral background. Pictures and tapestries may be hung on the curtains for an interior scene. The painting of flats with Morean has been found very satisfactory.

Experience has shown that footlights are to some degree necessary, but a few strips are sufficient. There should, too, be a number of soft lights and a few flood lights. The General Electric Company is making impregnated colored incandescent lights which are excellent.

The "Theatre of Youth" Players

Among the many interesting people of the amateur and professional theatre who come to the Community Drama Service of the R. R. A. A. for help with their various problems, were Miss Joan and Betty Rayner, of New Zealand bringing a thrilling story of a new and delightful adventure in the theatre. Calling themselves the "Theatre of Youth Players," they are bound for Australia to establish the T. O. Y. (Theatre of Youth) in Sydney. The sisters, who have been engaged in study and performance in England for several years, have been collecting a repertoire of folk tales, ballads and dances from France, Germany, Italy, Rumania, and Spain, as well as England and America, and with this rich background of the lore of many nations they hope to develop a theatre that will give the boys and girls of Australia—the "young adults," as they so wisely term them—not only an international vision but a love of beauty and a basis of appreciation. Through the use of color, movement and literature they will give a standard of art to an age beset with the mediocre. In addition to books on all phases of art they are taking with them a thousand of the best prints of old masters of the different schools. Their aim is a real art center with a teaching staff working in cooperation with the schools.

"We wish to give something of literary value as well as something joyous and vital to the children of Australia; we feel so keenly their need of it," they explained. "We shall use the folk element largely, both for its value as fine literature and its jolly entertainment. We find that the rhythm of an old ballad carries over into the

(Concluded on page 653)

A Winter Pageant

The Department of Parks, Playgrounds and Public Buildings of St. Paul, Minnesota, is planning to present in February an ice pageant entitled, "One Night with Boreas." The following proposed plans have been issued:

Stage Setting

At one end of skating rink a high bank of snow should be built, and a throne erected on top of the snow bank.

The snow bank should be decorated to look like the wooded shore of a lake. Evergreens may be planted in the snow to make the effect; stairs should be built leading from the ice to the throne. All should be covered with snow or cotton to make it look like snow.

Band Stand

This should be placed at one side of the hill but not too close, so as not to obstruct the view of the stage.

Lights

- With prepared colors red, blue, green
- Six (6) small flood lights at bottom of stage
- Two (2) large flood lights to light up the rink in front of the stage
- One (1) spot light to use on individuals

Procedure

Color of Lights: Red

Entry 1. Royal parade bringing King Boreas to throne accompanied by salutes and sky rocket fireworks.

Entry 2. Group of 24 girls dressed in red, green and blue costumes enter from rear of stage, 12 from each side and drill or dance in front of throne on the ice.

Entry 3. The Northern Star enters, dressed in white streamers with large golden star on head. She does a solo dance on the ice, while the red, green and blue girls draw back and take their places around the throne.

Color of Lights: Red, Blue and Green

Entry 4. Twenty-four (24) girls on skates, 12 from each side of the rink, in Santa Claus costumes, put on a number of group skating before

the throne, and fall back toward the throne, 12 on each side, facing audience.

Entry 5. Santa Claus enters with his toys while the girls are dancing, and after the girls retire he steps in front of the throne and presents the king and court with the toys which come to life. Each performs, first the clown, then bears, monkeys, dolls. This is followed by the finale by all toys to conclude this number. After this the stage shall darken and all previous participants shall disappear behind the stage, leaving the king and his court in slumber of dreams.

Entry 6. Enter Father Time led by a royal



St. Paul, Minnesota

SKATING MEET AT COMO PARK

guard before the King, who awakens and orders Father Time to entertain him. Father Time assumes a seat near the King's feet and calls in the month of January, who is a young lady in a winter sports dress, who performs a fancy skating exhibition before the throne. After this the King sends his aides to bring January to him. The girl is seated beside the King, who places a royal robe on her and they enjoy the rest of the performance.

Entry 7. North Wind enters on skates and performs before the throne. He is joined by Snow Flakes.

Entry 8. Snow Flakes enter—12 girls dressed in white and skate chorus with North Wind. Then all fall back and take places around Father Time.

Entry 9. Icicles enter—16 boys on skates dressed in very light gray costumes, with fools caps on their heads to represent the icicles. These boys may put on a group skating number (clown skating would be best)—after which they fall back to the throne and take their places around the snow flakes.

Color of Lights: White

Entry 10. Sunbeam enters, a young lady on skates who gives a fancy exhibition during which the snow flakes and icicles disappear slowly, one by one, to the back of the stage. Sunbeam takes her place near Father Time.

Entry 11. Clowns enter—12 young men on skates and put on skating clown stunts. Firework display.

Entry 12. Music: "Hail, Hail the Gang's All Here."

Grand Finale: Father Time, the King, accompanied by January, his court, and all the participants in the order of their appearance, follow around the rink once and proceed to the main building.

Winter Sport Suggestions*

BY

PAUL J. LYNCH

Troy, New York

Patience, preparedness, and plenty of hard work is the only recipe that I know of for the building and maintenance of ice rinks for constant use in a temperate climate.

By patience, I mean the ability to force one's self to make haste slowly in spite of favorable weather conditions. A rink that is built up slowly will result in ice that will outlast the speedily built rink which apparently looks just as good when it is completed. I have found it necessary to supervise personally the workmen on the rink in order that they may not flood to too great a depth on an extremely cold night, thereby causing the new formed ice to buckle and at the same time not allowing it to knit properly with the surface already created.

By preparedness, I mean constant scanning of weather reports and means of communication with your men so that the removal of snow from the rink may be under way within an hour of the beginning of the snow fall, even though that takes place at three o'clock in the morning. It also means that you or your foreman in charge of the men on the rinks must regulate his life by the thermometer so that the resurfacing of the ice may be carried out at the proper time and tem-

perature. My experience has taught me that between 10 and 25 degrees above zero, Fahrenheit, is the best temperature for resurfacing.

Nature lovers who profess an intense desire to be out under the canopy of heaven, with the stars twinkling above and the breath of Boreas about them, should enjoy maintaining an ice rink. Most of the work must be done at night if your rinks are to be in condition for skating throughout the day. Part of the hard work mentioned in the recipe takes places in securing heated water and applying it to the cracks in the surface of the ice in order to maintain a smooth surface. Facilities may be lacking for heating water at the ice rink and in this case a fire must be built out of whatever wood may be picked up, heating your water in whatever receptacle you may have, and then applying it to the cracks in the ice.

The foregoing remarks apply especially to the building of artificial ice rinks. Where you have a natural body of water, the best method of resurfacing is by shaving off the old surface rather than by reflooding.

Oiled hose to prevent freezing in case fire hose is used and a combined scraper and scoop at least three feet broad, are pieces of equipment recommended in building and maintaining ice rinks.

As to toboggan chutes, I have two negative suggestions: Do not build them on a southern exposure, and do not make them too fast.

Sectional frames mounted on runners are a great help in moving the location of your hockey rink from one part of your main rink to another.

Don't forget to build a comparatively small ski jump for beginners, if you are going into ski jumping.



*Address given at Recreation Congress, Atlantic City, N. J., October 1-8, 1928.

St. Paul, Minnesota

TOBOGGAN SLIDE AT TERRITORIAL ROAD PLAYGROUND

Skating and Hockey Rinks, Ottawa, Canada

By

E. F. MORGAN

Superintendent of Recreation

Skating Rinks

Last winter to prevent skaters from criss-crossing the center of the ice and cutting across the ends, we built a large snow bank in the center of the ice area. In an eighty-foot rink this left a skating area on each side thirty feet wide and from forty to fifty feet around the ends.

Each rink is lighted by twenty to twenty-five 100 Watt lamps carried across the ice on four or five poles on each side of the rink's bank. These give ample light for general skating.

Two men are employed at each rink as caretakers. They look after all the work, scraping, flooding, and are responsible for the general conduct of the patrons.

A portable, single sheeted building, forty feet long and twenty feet wide is erected at each rink. Each building is divided into three sections by portable partitions, the center section being 8 feet x 20 feet and two end sections 16 x 20 feet. The center section is for the caretakers and their equipment—hose, shovels, scrapers and similar equipment. Each section is equipped with a coal stove, that in the center section being larger than the other two.

When very heavy or long falling snow storms occur, a team of horses, with teamster, is sent to each rink with a large scraper to assist the caretakers in keeping the rink clear.

The ten skating rinks cost approximately \$8,000 per season of two and a half months to operate and maintain. The salary of each caretaker is \$100 per month.

Hockey Rinks

These are 180 feet long and 80 feet wide and are surrounded by a portable fence made of 1¼ lumber in sections of ten feet, twelve and fourteen feet long and four feet high. Lighting is provided by four 1000 Watt lamps, two on each side erected on poles twenty-five feet above the ice area and equipped with elliptical reflectors.

Across each end, behind the goals, on top of the endboards a chain link fence is erected to protect spectators from a flying puck rising above the rink fence. The poles of this fence are bolted to the endboards, with the bolt heads on the inside of the fence.

A hockey supervisor is on duty from 3:00 p. m. to 5:00 p. m. and 6:30 to 10:00 p. m. each day. Mondays, Wednesday and Friday nights from 7:00 to 10:00 are allocated for league games. At the beginning of the season all other hours are allocated to teams for practice hours and are retained for the season.

There are five hockey leagues in operation throughout the season—Heavy Senior, Light Senior, Intermediate, Junior and Juvenile. All the teams are signed and weighed in during the last week in December and at the end of the first week in January, Friday, the first league games commence.

Speed Skating Track

The required ground for this track is 297' 6" long 100' wide. The width of the track proper, that is, the skating space, is twenty feet wide, all round. Therefore the center space, which is 257 feet, 6 inches long by 120 feet wide would ordinarily be wasted, but good use of it can be made by placing in it a hockey rink. The speed track is used only for speed skating two hours every evening and on Saturday afternoons, when trial events and championship races are conducted. At other times the track is used for general skating.

The minimum staff required for the combination track and hockey rink maintenance consists of five men who are paid at the rate of \$100 per month.

The total attendance of skaters patronizing all skating rinks last winter was 482,250 during fifty days' operation, an average of 9,645 persons per day at the ten skating rinks.

Play Days in High Schools and Colleges

Snow, rain! And this was Play Day! Nothing daunted fifteen girls from each of eight neighboring high schools descended upon Skidmore College at ten o'clock Saturday morning. The weather was enough to dampen anyone's spirits, but it did not have that effect on these girls. It seemed almost as though the gymnasium and the auditorium combined could not contain such exuberancy.

To the uninitiated Play Day might convey any number of ideas. But what it actually meant to the Physical Education Department of the College which promoted it was something more than a get-together of a few schools for a romp. When the department considered the possibilities of a Play Day, it had a very definite idea in mind.

The trend of high school athletics until recently has been toward intense competition between schools. From this competition there has often arisen an undesirable spirit of rivalry. To help do away with this, Play Day was organized to bring high school girls together in a more friendly, less strained manner. To carry out the idea a plan was worked out whereby teams were chosen for the day's activities. These were mixed teams, among them at least one member from each of the high schools present.

The games, dances, relays and stunts participated in by these mixed teams and the actual program of the day were as follows:

10:00	Registration
10:30	Folk Dancing
	Seven Jumps
	Bleking
11:15	Dodge Ball
12-12:30	Singing and Stunts
12:30	Luncheon
2:00	Basketball game
2:30	Activities
	Cage volley ball
	Relays
	Club snatch
	Stunts

Final announcement of scores

The girls seemed to enjoy their brief glimpse into college life. Unlike so many mixed high school gatherings there was a predominating feeling of camaraderie. From the success of this first Play Day every member of the Physical Education Department feels that the effort was worth while

and the event will, no doubt, be repeated next year.

At Florida State College for Women

The Woman's Athletic Association of the Florida State College for Women, in an effort to bring together girls from various high schools for the purpose of creating a spirit of good fellowship and joy in "play for play's sake," invited each high school within a radius of 150 miles to send four representatives with a chaperon to the Florida State College. It was requested that the representatives be selected on the basis of good sportsmanship as well as athletic ability and good scholarship.

The delegates with their chaperons were taken to the college camp, Flastacoo, for an outdoor supper Friday evening followed by a program of camp activities including swimming, canoeing and boating, with later a gypsy party in the camp house just before bedtime, the group assembling around the camp fire for story telling and songs.

The next morning after breakfast in camp, various recreational events were planned, the girls entering those they preferred. There were horse-shoe pitching, canoeing, swimming, and an organized hike around the first three lakes.

The delegates returned to College for lunch in the College Dining Room. After lunch, opportunity for seeing the campus was given, then all assembled at the gymnasium, to enjoy humorous readings given by a member of the College faculty.

Following this, vigorous games—relays, circle and line contests—were played for an hour or more, ending with croquet.

The last event of the day was a baseball game between the College faculty and seniors, which proved most exciting to both spectators and participants. The "F" Club initiates were on hand with amusing side stunts.

At five-thirty o'clock the girls and their chaperons started for home.

The Woman's Athletic Association feels that their first high school play day was a success. The outstanding features which were most gratifying were the spirit of friendliness and good will shown by all who came, the pleasure derived from play by all participants and the social contacts made between the schools represented as well

as the college students who were associated with the delegates.

Nine schools were represented this year with a delegation total of 48. Next year the association plans to have a one day play day and to include a larger number of schools.

Comments on Play Days

By ETHEL PERRIN

American Child Health Association

At the Women's Athletic Section Meeting during the Fifteenth Annual Meeting of the Middle West Society of Physical Education held in Detroit, May 2nd, 3rd, 4th, 5th, 1928, a very telling address was given by Dr. Clarence Little, President of the University of Michigan, on "Extra-Mural Competition for Girls and Women." This address so stressed the social and educational advantages of an intercollegiate sports program for women, rather than the advantages of training for winning teams and the making and breaking of records, that it greatly encourages and strengthens the convictions of the members of the Women's Division of the National Amateur Athletic Federation. Heretofore the competitive element in such a program has been stressed. On the other hand, the presentation made by Dr. Little shows the values which may come from seeing how other colleges are solving problems, and from new personal relationships. Dr. Little sees for his women students from an intercollegiate sports program a broadening outlook, an increase in sociability, a better understanding of neighbors and a possible improvement of home conditions and procedures.

Considering the present set up of men's inter-college sports, do we find these same qualities uppermost among the athletes? Do the men who have had these social advantages become better citizens and more likely to understand and appreciate their world wide neighbors? And if this is true isn't it a rather selfish program which confines such an education to the small super-strong group?

If the women are willing to forego the pleasure of finding out which college is the smartest or the strongest, or whatever an athletic championship proves, then a democratic sports program could be set up. Then not only could the girl who excels in athletics go a-visiting, but she who likes to play hockey, or tennis, or basketball, or swim, or ride horseback, or hike or camp—even if she is

more or less of a "dub" in her performance. And perhaps some members of this large group might be potential leaders and able to assimilate their new experiences and offer something of greater value to the "folks back home" than the girl whose attention was centered on bringing home the championship. But if these students are to play *with* the other college instead of *against* them it will be necessary to make teammates rather than opponents and to have a new meaning of "mixed doubles" so to speak. If it seems advisable on such a "sports day" or "play day" to keep the spirit of group loyalty in evidence, arrangement of two, three or four such groups can easily be set up for the day, or the year or indefinitely, the difference being that each group is made up from members from all participating colleges. There are innumerable possibilities in such a program, and already enterprising women are at work holding experimental Play or Sports Days with so far a happy and enthusiastic response from participants. This may be just the beginning of a new intercollegiate spirit which will show us the way to Internationalism.

"Every worker among human derelicts of the world knows how often the use of drugs and alcoholism, at least in the beginning, is less a physical appetite than a means of escape from pain or from the sordid, ugly realities of life. But we can give to the little children of working-class neighborhoods something which is far better than an illusive and poisoned escape from sordid reality. We can give them a fine reality, a world enjoyment, an interest and refining influence, if we open the doors of music to them.

"Cervantes, when he wrote in *Don Quixote*, 'He who sings frightens away his ills,' was expressing a thought which has in one way or another been uttered by many of the world's great thinkers. The connection between music and citizenship through character building was considered highly important in ancient civilizations. When Confucius said, 'Show me the music of a people, and I will tell you how they are governed,' he was not far from the mental attitude of the Greeks at the height of their cultural development. They believed that music was an indispensable part of the education of every child."

OLGA SAMAROFF.

A Sports Day and Play Day Program

On April 7th, beginning at 4 o'clock, "Sports Day and Play Day" was celebrated in Austin, Texas, under the auspices of a number of committees appointed to promote the event. The program was as follows:

Adult Group—Barton Springs, "Free" swimming for all over 16 years of age; Horseshoe Pitching Contests.

Men—Rotary Club, Lions Club, Kiwanis Club, Y. M. B. L., Exchange, Independent Teams.

Men and Women—Deep Eddy, "Free" Swimming for all over 16 years of age.

Men—Austin Athletic Club, Tennis, Handball, Baseball (Lions vs. Rotary Club at 8 o'clock).

Men—Penick Courts, Tennis (Dual meet with A. & M. at 2:30).

Men—Freshman and Faculty University Courts, Tennis (General play all afternoon).

Men—Men's University Gymnasium, Handball.

Men and Women—"Shut-Ins," Automobile Rides.

Women—University Women's Sport Field, Hockey at 3:30.

Men and Women—Country Club, Golf.

Men and Women—Municipal Golf Links, Golf (all scores to be kept throughout day).

Men and Women—Independent Tennis Courts, Tennis.

Men—Circus Grounds, Baseball.

Women—American Legion Club House, Games at 5:30.

American Legion Auxiliary—American Legion Club House, Picnic Suppers at 6:30.

Men and Women—Church Groups, Picnic Suppers.

Public School Groups—

Elementary Schools—Capitol Grounds, Free Play.

Children under 3d grade and parents—Girls, 4, 5, 6 grades, Fulmore School Grounds, Mass Games and Baseball; Boys, 4, 5, 6 grades, House Park, Baseball.

High Schools—

Girls—University Women's Courts, Tennis.

Girls—University Women's Gym, Volleyball.

Girls—Tenikoit Field, Tenikoits.

Girls—University Women's Sport Field, Bat-ball.

Boys—Stadium, Free admission to the Relays

at 2:30; Mass Games, Passball and Track at 4 o'clock.

Boys—Clark Field, Baseball.

Students' Organizations—

Boys—Boy Scouts, Mass Games in the morning—Public School program in the afternoon.

Boys—100 Boy Scouts, Guard Capitol Grounds.

Girls—Girl Scouts, Public School Program; Girl Reserves, Public School Program.

State Schools—

Girls—The State School for Blind, Games and Story Plays.

Boys—The State School for Blind, Games.

Boys and Girls—The State School for Deaf, Games.

Boys and Girls—Austin State School (Feeble-Minded).

Girls—Settlement Club House.

Men and Women—Confederate Homes, Outings.

Mexican children under 10—International Institute, Games.

Adults (Mexican)—Picnic Suppers and Games.

Boys and Girls (colored)—Tillotson College, Field Day.

Adults (colored)—Churches, Picnic Suppers.

A Drama Institute in Cedar Rapids.—From January ninth to twenty-second, 1929, the Cedar Rapids Playground Commission held a Community Drama Institute conducted by Charles Wells of the Playground and Recreation Association of America. The subjects included the following:

Material available—program, plays, festivals and tableaux

Procedure—selection of program, preliminary organization, casting, rehearsal and direction, music and business administration

Staging—scenery, lighting and costumes

Make-up, Children's Plays, Pageants, Storytelling, Play Tournaments and Puppet Shows

There were exhibits of costumes, books, lights, dye-work, make-up, and demonstrations of the use of inexpensive materials and home-made lights. As a part of the class work a model stage was constructed on which plays were given by the students themselves. The fee for the two weeks course was four dollars.

Games for the Open Lot or Backyard*

Cat and Mice. A post, tree, or box is necessary for this game. Establish a line 30 feet in front of the post—this is the safety line. Place all but one of the players behind the line—they are "Mice." Appoint the extra player "Cat" and place him behind the post. At signal the "Mice" approach the post and scratch on the side nearest the safety line. When he wants to, the cat steps out from behind the goal and chases the mice, who run for the safety line. Mice tagged by the cat before they reach the safety line become kittens and join the old cat behind the post. At signal the mice approach the post and scratch on it as before. This time the kittens assist the cat in catching mice. The kittens must stand behind the cat at the post and not run forward until the cat gives the signal. The last mouse caught is the cat for the next game.

Come With Me. Arrange all but one of the group in a circle, players standing at four foot intervals, facing in. Have each player mark the place where he is standing. To do this use a large stone, dig a hole, or make a circle. Have each player sit down at his place. Appoint the extra player "It"; give him a short stick and place him in the circle. At signal he starts walking about the circle as he pleases, stopping in front of players as he chooses. Rapping his stick on the ground three times in front of a player he says, "Come with me." Players addressed in this manner rise and fall in the column behind "It," each player putting both hands on the shoulders of the player in front. When "It" chooses—(he may have four, five, eight or ten players following him)—he calls "Going Home" upon which all break to secure a position. The player who fails to secure a position becomes "It" and at signal takes up the duties of this office.

Circle Chase. Arrange the group in a circle, players standing at normal intervals, facing in. Have the group count off by fours. At signal call a number, any number from one to four. All players bearing the number called step back and run around the circle, each runner attempting to tag the player in front of him. Runners tagged

from behind are eliminated and withdraw. Runners who tag a player continue about the circle attempting to tag another. Runners who are not eliminated, upon arriving at their starting position step into it. At signal, call another number; these players step back and repeat the performance of their predecessors. Continue this until all four numbers have been called. Re-form the circle at normal intervals and count off by fours again. Call each number again; as before those eliminated withdraw. After all have been called, re-form the circle and number off again. Continue in this manner until but eight players are left—these are the winners. This game may be varied by having the players run two, three, or four times around the circle; also by having the players count off by threes, fives or sixes.

Comic Tag. Scatter the players over the playing area. Appoint one player "It." "It" (or the instructor) sets a comic method of standing. The game is otherwise played like ordinary tag excepting that "It" can tag only players who are standing in the position he has set. The other players should not run about much but should tantalize "It" by assuming the comic position. Each succeeding "It" sets a new comic position.

Boiler Burst. Establish a line thirty feet long; this is the goal. Arrange all of the players but one in a semi-circle thirty feet from the goal, players facing in with their backs toward the goal. Appoint the extra player "It" and place him in the center of the circle. At signal "It" starts to tell a story, either one that he makes up or an old familiar one. At any point he chooses, the story teller says, "And the boiler burst," upon which all of the players run for the goal. "It" runs after them attempting to tag one. Arriving at the goal the runners are safe. Any player tagged by "It" before reaching the goal becomes "It" for the next game.

Snake Catch. Scatter the players over the playing area. Appoint one of the players "Snake Catcher" and give him a rope six or eight feet long. At signal the snake catcher runs about the playing area dragging the rope after him. The other players try to catch the rope in their hands. (They must not step on it.) Any player catching the rope becomes the "Snake Catcher," takes the rope and the game continues. The snake catcher should not swing the rope (the "Snake") about but should drag it behind him at all times.

Still Water Stop. Establish a small circle in

*From bulletin on "Home Play" issued by the Reading, Pa., Recreation Department.

the center of the playing area; this is the goal. Assemble all of the group about the goal. Appoint one player "It" and blindfold him. At signal "It" runs around in a circle three times, and the other players run away from him. On the completion of his third circuit, "It" calls "Still Water, Stop." All of the players immediately halt in their positions. "It" then sets out to locate the players. The players may take one step to avoid "It," but after they have taken the one step they must hold their places until a new "It" succeeds him. When "It" catches a player he runs his hands over him and then makes two guesses as to who it is. If he guesses correctly this player becomes "It." If he fails he moves on in search of another player. After a player has been caught but incorrectly named, he may take five steps in any direction. When a new player becomes "It," he is blinded and at signal the game recommences.

Quoit Courts and Shelters in Baltimore

The Park Commission of Baltimore has constructed in Patterson Park five quoit courts for use of adults, particularly elderly men. Two of these courts are enclosed by a frame building and three are just outside of the building. All the courts are of regulation size.

The quoit courts are used throughout the year, principally by a group of thirty to forty elderly men who seem to have no other particular recreation or diversion. The only expense to operate the place is for coal for the stove. This is purchased by the Park Board and costs about \$125 annually. The janitorial duties and care of the pits are attended to by the men who use the courts.

The three outside courts are arranged in a battery, one end of which is separated from the building by a concrete walk 9 feet wide. In the center of the walk is a drinking fountain. Each court is surrounded by a pipe railing 4 feet high. This enables spectators to observe play without interfering with the players. On either side of the space occupied by the three courts and extending the entire length is a concrete walk 9' wide with open over-head shelters 6 feet wide. Beneath each shelter is a row of benches for spectators. The entire space occupies an area 40' by 50'. These courts are used only during the summer months.

A Million Dollars to Make a Dream Come True

Recreation workers throughout America will rejoice over Mrs. James J. Storrow's gift of one million dollars to make the Charles River Basin in Boston a great water playground as a memorial to her late husband.

Mr. Storrow himself as a member of the Boston School Committee did much to start and develop evening recreation centers. He helped the recreation developments in other cities through his personal interest and through the time which he so generously gave. About twenty years ago he visited Portland, Maine, and sat down with the members of the city government in special session to talk with them about the possibilities of a recreation program for Portland, in the light of the Boston school experience. He gave most generously of his time in later years to the work of the Boy Scouts of America.

Mrs. Storrow has always been interested in recreation problems. She has helped the Playground and Recreation Association of America in raising funds, attended the Washington, D. C., Recreation Congress in 1911, has taken a leading part in promoting the folk dance program, and has been a generous giver to the Girl Scouts and a state and national leader in its work.

In making this present gift Mrs. Storrow is carrying out the vision which her husband dreamed and carried toward a practical realization more than twenty-five years ago. Boston's Back Bay, before the creation of the Charles River Basin, was unsanitary, a tidal mud flat. In 1903, after a five-year fight led by Mrs. Storrow, there was constructed the Charles River Dam which gave to the cities of Boston and Cambridge an open park area of 1,000 acres, the lower portion situated in the heart of the most congested district with a beautiful water area along the Charles River from Boston way back to Watertown. The sanitary and the aesthetic promises of the Charles River Dam Commission were fulfilled. A constant beautiful stretch of water appeared where formerly, at low tide, was mud and flats. Pollution was guarded against, parks and boulevards were laid out and the whole Charles River basin is an aesthetic delight.

Mr. Storrow and the other leaders, in their

dream of twenty-five years ago, had however looked forward also to an intensive recreational use of the Charles River Basin. They expected to see the same kind of recreational activities—bathing, boating, skating—which the citizens of Hamburg have enjoyed in the Alster Basin and which the English enjoy in the Thames above London. Unfortunately, the plans as carried out have discouraged this kind of use. The water is extremely rough much of the time, partly because of the perpendicular walls surrounding the basin. These defects are being considered by a legislative commission and various plans have been under consideration to provide, in some parts of the basin, landing steps, boat houses, bathing beaches and bath houses. Mrs. Storrow, who had contemplated the giving of some particular item to assist in this program, such for instance as a bath house or a boat house, has now offered the sum of one million dollars to be used by the Metropolitan Park Commission, in accordance with plans which have not yet been finally determined, to develop the whole Charles River Basin as a water park and playground that it may become more useful as a place of pleasure and recreation in addition to being a beautiful stretch of water, thus carrying out the vision of Mr. Storrow when he fought for the creation of the basin a generation ago.

A Highly Successful Municipal Golf Course

The copy of an answer to a questionnaire recently sent by the Superintendent of the Bureau of Recreation of Knoxville, Tennessee, tells the story of a newly established course which has paid all expenses, including rental and taxes, and shows a surplus.

Estimated population of Knoxville, 140,000.

No. country clubs, 2.

No. Municipal courses, 1.

Estimated membership in country clubs, 290—400. Total—690.

No. holes, municipal course, 18.

*Club House? (See note), No.

How land acquired? Leased. 17½ mos., 115 acres \$6000 per year.

First municipal course in Knoxville? Yes.

Opened to public, April 16th, 1928.

No. registered and played on course, 11,803—4½ mos.

Charge for 18 holes, 50c week days, 75c Sundays.

Yearly membership, \$25.00 men, \$25.00 women. (Women have a 25c morning rate, week days).

Free periods—No.

Charge for juveniles—Same as adults. Damage to course by juveniles may exceed that by adults.

Public reaction—Total attendance from April 16, 1928, to Aug. 29, 11,803.

Sentiment—Good.

Benefit to City—It is indispensable.

Upkeep—Our estimated budget for next year, including state taxes and rental of course—\$19,105.50.

*Through a reciprocal proposition with the Whittle Springs Hotel we are allowed the use of locker rooms, pro's shop, showers and starters' room. The hotel reserves the privilege of selling refreshments, shines, lockers, etc.

The Parks and Playgrounds of Melrose, Mass.—The Park Commissioners of Melrose, Massachusetts, in their last attractive report, make special note of the bath house and beach at Ell Pond. In May, 1927, \$11,000 was appropriated by the Board of Entertainment for the bath house, which was opened for use on July 6, 1928. The building is equipped with approximately 1,000 lockers, which are equally divided between the men's and women's sections. Toilet facilities and shower baths are provided. The bath house is arranged so that additions can be readily built on both wings without marring the beauty of the surroundings. A stove has been installed for use in the winter months, when the building will be used for check purposes.

The Park Commissioners also maintain an illuminated ice hockey ring, located on the boulevard close to the pond. During the past year this has been increased in size to 96 feet wide and 200 feet long. Permits for the use of the ring for hockey games are issued by the Department to the teams within the city limits and to the high schools. Last winter the ring was opened to the general public on Saturday evening and as the result of the success of this experiment, it will be opened during the coming winter all day Saturdays and Sundays. Each season the rinks at the three playgrounds are conditioned for skating, the smaller rinks being used by the younger children.

Alameda, California, Builds a Golf Course*

As a result of petitions signed by hundreds of citizens requesting that steps be taken to acquire and construct a municipal course in Alameda, an investigation was made as to the general feasibility of the project. A survey of the situation showed that there was no area on the main island of sufficient size for a golf course. The only area large enough was located across San Leandro Bay and embraced the property which the city had previously attempted to acquire for the establishment of refuse dumps. The price asked, however, was \$1,250 per acre, amounting to \$225,000 for the whole area. This price was prohibitive and the golf project was temporarily abandoned.

The following year, however, the demands for the removal of the refuse dumps from the island proper of Alameda became most insistent. At about the same time the golf enthusiasts revived the agitation for a municipal golf course. Meanwhile, the owners of the property previously considered had gone through bankruptcy, and the new owners of the land offered it to the city for \$805 an acre. The idea was then conceived that the area in question could well be utilized for the two purposes—golf and refuse disposal.

The Site

A certain area of the property isolated outside a levee consisted of low land which would provide dumping area sufficient for many years. This proposed dumping ground was half a mile from the main island of Alameda by approximately a mile of water. The prevailing winds were away from the proposed golf course and the city. The area which it was proposed to develop for a golf course had been reclaimed, ploughed, planted, and was equipped with a complete tile and canal drainage system. This area was on a main highway, within a five-minute ride of the center of Alameda, and only twenty minutes from the heart of Oakland; consequently its accessibility added to its value as a site for a golf course.

The city council, having weighed all the elements of the problem, decided to place in its budget an amount sufficient to make the first payment on the property, and to allow a sum ade-

quate to begin the construction of a golf course. An amount was also allowed sufficient to build a road to the dumping ground.

Of the above area 28.42 acres of tidelands were purchased outright at the rate of \$100 an acre, and 27.52 acres of high-lands were bought at the rate of \$805 an acre. The remainder of 122.88 acres of highland was leased, with option to purchase, at a rental equal to 4½ per cent on the deferred payments, amounting to \$36 an acre each year.

The dumping of city refuse was immediately diverted from the old dump to the new location. The land to be used for the golf course had been protected from high tides by means of an earth levee which, for a distance of approximately 3,000 feet along the northerly edge of the tract, was not of sufficient height or width to insure proper protection. It was decided to strengthen this levee by depositing refuse upon it during the construction period of the golf course. By careful placing of refuse, with the large objects, such as palm stumps, automobile bodies, on the bottom and outer slope, the levee was built up during the construction period to a safe cross-section. The top and inner faces of the levee were then covered with several inches of clean soil, hauled in for that purpose and planted with rye. As a consequence, the golf players who now pass within a few feet of this levee are not aware of its composition.

The Golf Course

A budget allowance of \$45,000 having been allowed for construction purposes, the work was commenced in November, 1925. The land was ploughed and harrowed by means of tractors; a six-inch broken rock foundation was laid under each of the greens in order to insure proper drainage; two wells were sunk to afford an adequate supply of water; an underground sprinkler system was installed throughout the course, which largely eliminates the use of hose and permits sprinkling of two fairways at once.

Because the soil at one time was subject to tidal overflow, a certain amount of salinity had to be overcome. This was done by natural leaching from rain water through the drainage system, by growing barley for a couple of seasons before the

*This interesting story of the development of Alameda's municipal golf course was told by Clifton E. Hickok, City Manager, in the April issue of "Public Management."

city acquired the property, and by the application of lime during the construction period.

The fairways were planted to Meadow Fescue and Chewings Fescue grass; the greens to Coos Bent grass. Originally grass tees were constructed upon which Creeping Bent was planted. However, it was concluded after a few months operation that the grass tees were not suitable for this course and they were supplanted by mat tees.

The streams which wind through the course are crossed by attractive rustic bridges which enhance the landscape. The course is enclosed along the public road by an attractive six foot metal fence, in each panel of which are planted climbing roses.

The course is of standard eighteen-hole length, being about 6,250 yards long. The topography is fairly level, so that it is easy to play upon, while the monotony of the level ground is broken by winding streams which afford water hazards and make the course a very interesting and sporty one. As a consequence, the course has become very popular with players, not only from Alameda, but also from the nearby cities of Oakland, Berkeley, and San Francisco.

An attractive stucco clubhouse was constructed, containing kitchen, dining room, lobby, professional's headquarters, shower rooms for men and women, lavatories, and one bedroom. The clubhouse is fitted throughout with electrical heating and cooking equipment, and the appointments compare very favorably with those of private clubhouses. The dining room privilege is rented out to a concessionaire for \$50.00 per month.

Capital Costs

Following is a tabulation of the capital investment in the Alameda golf course, including the total real estate investment when it shall have been paid in full:

Real Estate	\$123,918
Rentals and taxes during construction..	10,902
Buildings:	
Clubhouse	\$16,081
Starter's House	428
Caddy House	195
Pump and Tool Houses..	1,596
	—————
	18,300
Engineering	287
Water Supply System.....	37,569
Drainage	328
Ground Preparation	32,541

Grass Seed	\$9,281
Trees and Shrubs	163
Fertilizer	308
Sand and Soil	471
General Equipment	2,933
Golf Equipment	295
Clubhouse Equipment	4,537
Tools	630
Fence	3,396
Roads	1,192
Golf Architect's Fee	4,715
Bridges and Culverts	4,068
Miscellaneous	4,703
Light and power during construction...	1,940
	—————
Total	\$262,477

The financing of the capital investment in the golf course was done by appropriations in the annual budgets made possible by profits of the municipally-owned electric light plant.

Operating Costs

The course was opened for play on May 28, 1927. The monthly operating costs consist largely of labor. The course is in charge of a golf professional who receives \$100 a month. He has charge of the operation of the course and the privilege of selling equipment and giving lessons. Under him is a foreman at \$185 a month, who has charge of a crew of eleven men who are engaged in grass cutting, sprinkling, green keeping and miscellaneous labor. These men are paid \$5 a day. There is one mechanic employed at \$6 a day, who keeps the mowers and machinery in condition, in addition to doing miscellaneous odd jobs. The starter, who receives \$150 a month, also acts as janitor of the clubhouse.

The operating costs since June 1, 1927 have been as follows:

June	\$1,901
July	2,786
August	2,246
September	2,474
October	2,782
	—————
	\$12,189

Revenue

Since the day of opening, the patronage has been fully up to the expectations for the first year of operation. On Saturdays, Sundays, and

holidays, the course is taxed to its capacity. The rates charged are as follows:

Daily rate on week days.....	\$.50
Daily rate on Saturdays, Sundays and holi- days .....	.75
Monthly rate	4.00
Quarterly rate	9.00
Reservations, per person .....	.25
Locker rental, per day .....	.25
Locker rental, per month	1.00

No passes or complimentary tickets are issued. Every city official and employee, from the mayor down, is required to pay for the privilege of playing.

The revenue and number of players since June 1, 1927, have been as follows:

	Revenue	Players
June	\$2,820	4,181
July	3,154	3,999
August	2,875	5,057
September	3,463	5,542
October	3,072	4,625
	<hr/>	<hr/>
	\$15,384	23,404

Conclusions

After five months' operation, the Alameda golf course is an assured success. This recreation feature has added greatly to the desirability of Alameda as a home community, and has therefore enhanced the value of every piece of property in the city. The unusual accessibility of the course has appealed to many women and young people, who do not play at more distant courses.

On Competition

The report of the committee on health and physical education in junior and senior high schools of the Department of Superintendents has the following to say about competition in the Sixth Year Book of the Department:

"Competition, to serve its full purpose, must involve all, and should only eventually result in varsity teams. To serve the mass interest, competition where either events or contestants, or both, are grouped should be set up at intervals so as to cover the seasonal activities. Group contests, within the section or class, or between sections or classes, the pentathlon, the decathlon, and motor efficiency tests, offer splendid opportunity

to furnish incentive to the physical education program. In the junior high school the competition should be only intramural and in the senior high school largely so, with a limited schedule of interschool varsity games in limited territorial zones, carried on under state athletic association rules. 'Limited schedule' is to be interpreted as meaning from three to five games; and 'limited zones' that games should not involve overnight travelling. This, of necessity, must mean exclusive of sectional and national championships. Interscholastic competition for girls is to be discouraged in schools with an enrolment permitting of an intramural program, and all teaching, coaching, and officiating must be in the hands of competent women teachers. Girls' rules must be followed for all games and activities for which such rules have been adopted. The required periods of physical education should be periods of instruction rather than of playing scheduled games. The management of both intramural and interscholastic competition in junior as well as senior high school should rest in the department of physical education, which in turn is responsible to the principal of the school. In both types of school competition, the students should share in the management, including the officiating of minor games. The athletic association, together with the principal and such other teachers as may be designated, should determine policies concerning schedules, eligibility, and conduct. It is undesirable to have persons not connected with the school share in any part of the management. Only full-time faculty members should be permitted to serve as coaches of any physical education activity, except that undergraduates, regularly enrolled in physical education teacher-training institutions, may be used as assistants.

"Parental consent and a physician's permit for participation in interschool competition should be secured by the principal."

A NEW MAGAZINE

A new venture in the field of magazines, *Nature And Science Education Review*, published by Arthur Pack, president of the American Nature Association, hopes to help in coordinating activities concerned with science teaching or nature study generally. The first issue which appeared in October contains articles by E. Laurence Palmer, David Starr Jordan, and other well known writers in the field of nature study. A year's subscription to the magazine may be secured for one dollar. Orders should be sent to Mr. Pack, 1214 16th Street, Washington, D. C.

Recreation Resources of Federal Lands

One of the committees appointed by the National Conference on Outdoor Recreation was the Joint Committee on Recreational Survey of Federal Lands of the American Forestry Association and the National Parks Association. This committee has just presented a report of one hundred and forty pages which may be secured from the National Conference on Outdoor Recreation in Washington. It is an attractive and significant report presenting not only facts as to various kinds of federal lands in the country but showing also how much had already been done by Congress and the various bureaus of the departments of the Federal Government for the recreational use of public land. Few of us recognize probably how varied are the public holdings of land by our Federal Government. There are the National Parks, nineteen of them in number, such, for example, as the Yellowstone National Park, which was the first to be created by Congress, in 1872. In these national parks are reserved for popular recreational use a total of over 7,500,000 acres. It has always been the government's conception that these national parks should be areas of outstanding scientific and spiritual appeal, unique in their stimulation and inspiration. They should contain scenery of supreme and distinct quality and some natural feature so extraordinary and unique as to be of national interest and importance. Only one area of a particular type is considered for inclusion in the system. Each area selected must present the highest example of its particular type. Sometimes Congress has been tempted to depart from this high standard and there are now, as always, bills before the Congress, pushed by local interests, urging the acceptance as national parks of areas which hardly measure up to these standards which the Park Service has always wished to maintain. These national parks are in immense popularity, are visited each year by literally millions of people, are reserved entirely free from any encroachments of an economic nature whatever.

Then there are the national monuments created following the passage of the American Antiquities Act in 1906, which authorized the President permanently to protect national monuments, historic landmarks, historic or pre-historic structures or other objects of historic or scientific national importance. These monuments now number 58.

Their total area is over two and a half million acres. Some, such as the Muir Woods in California or the Petrified Forest in Arizona, are administered by the National Park Service; some, such as the Gila Cliff Dwellings in New Mexico or the Bryce Canyon in Utah, are administered by the Department of Agriculture; and some, such as Mound City in Ohio and Fort Niagara in New York, are administered by the War Department.

The national parks and the national monuments comprise more than ten million acres of public lands. Far surpassing these in size, however, are the national forests. The 159 national forests in the country aggregate one hundred and fifty-nine million acres, largely in the Far West. These forests are devoted to various types of economic use—lumbering, grazing—but the recreational use of the forests has always been recognized. In the year 1927 the Forest Service estimated that the number of summer visitors to the national forests was over eighteen million. The Forest Service has made available a large number of facilities for recreational use, such as water supply, garbage pits, fireplaces, tables and benches, shelters, trails, and has a definite program for the construction of an additional twenty-five or thirty thousand features of this kind at a cost of a half a million dollars. There are 1,500 areas available for free accommodations of tourists. One primary thought in the promotion of recreation in federal forests is wilderness recreation. It is the hope that the Forest Service may always be able to maintain, free from the jeopardy of the motor tourist business and good roads, large areas of wilderness. The natural attractions are game and fish and a sufficient area so that one can roam around in and through it, with freedom and without back tracking, for at least the duration of an ordinary ten days' or two weeks' vacation. The committee has suggested that in addition to the present resources in the forests, there are available wilderness areas of this type in twenty-one different locations which they recommend; and they believe that further study will discover other places of this kind. The general principles under which the Forest Service operates in guiding the intensive use of the forest for recreation are summarized as follows:

1. The systematic extension of recreation plans to all areas possessing recreational value.

2. The continuation of present plans for the establishment upon national forest lands of county, municipal, semi-public and private outdoor camps, sanatoria, schools, resorts, hotels

3. The encouragement of simple, inexpensive forms of mass recreation, including the extension and improvement of public camp grounds upon national forest land

4. The continuation of the present policy of making no charge for recreational use of the national forests except where the land is used for commercial purposes or exclusive use of specific tracts or other special privileges are granted

5. The continuation of the policy authorized by Congress of issuing permits for individual summer homes or cabins where they will not interfere with more general forms of public recreation

6. The encouragement, through equitable permit provisions, reasonable rental charges, and minimum restrictions, of the establishment upon forest lands of the various utilities or forms of service needed for the convenience of the public

7. The regulation of recreational use of national forest lands to, but only to, the extent necessary to protect public health and property, to secure reasonably full development and utilization of recreational resources, and to avoid undue conflict with other uses of the forests

There are other interesting reports in this book on Indian reservations, wild life refuges. Probably the chief additional interest, however, is centered in the recognition of the recreational possibilities of the vast area known as the Public Domain, consisting of lands owned by the Federal Government which have never been set up into parks, forests, reservations, or in any other way administered save as they are still available under homesteading acts, mineral acts, for withdrawal for private use. This great Federal Domain is equivalent in area to all the New England states, all the Middle Atlantic states, Ohio, Indiana and Michigan. It is still a veritable no-man's land, totalling nearly two hundred million acres. The committee has made a study of this public Domain and points out the vast possibilities which this area of unappropriated public lands provides. Under the provisions of the Recreation Act of June 14, 1926, these lands are available for recreational uses either through action of Congress itself in the setting up of additional area to be administered by some federal bureau, or more important, through action of state or county or other local governmental units to which this land may be con-

veyed when appropriate for recreational use. The committee itself has indicated in this report many areas throughout the country which lend themselves to this type of development and the Secretary of the Interior, under the authority of the Recreation Act, has classified as land in reserve for recreational purposes over one hundred thousand acres.

The report as a whole gives to this reviewer, at least, a splendidly encouraging picture of governmental interest and governmental efficiency in the recognition and effective reservation of public land for various types of recreational use on a magnificent scale and with intelligent appreciation of the value and needs of the citizens of the country. The additional plans outlined in this report, magnificent as they are in their scope, seem well within the power of practical accomplishment under the authority of the laws of Congress as already passed and by the duplication of action which federal bureaus have already undertaken.

Some Interesting Referendum Results in California

Civic organizations, service clubs, recreation leaders and public spirited citizens of Los Angeles rallied to the defense of the city's parks, playgrounds, beaches and libraries against the threatened curtailment of revenues involved in the proposed charter amendment, 9 A, which suffered an over-whelming defeat on November 6th by a vote of nearly three to one.

The proposed amendment read as follows:

"Notwithstanding any other provision of this Charter, the Department of Playground and Recreation shall, from the moneys specifically allocated to these respective departments under the provisions of the City Charter, appropriate from such allocations the money necessary to pay assessments levied against any real property owned by or under the control of said respective departments, for the improvement of streets or other public places or for the doing of any other public improvement work when said property so owned or controlled by said respective departments is included within an assessment district formed under any ordinance adopted by the City

Council pursuant to the authority of the Charter of the City of Los Angeles, or any General Law of the State of California.”

These assessments under the present system are paid for out of the city's permanent improvement fund or out of the General City Fund. Had the amendment passed, funds specifically voted for parks, playgrounds and libraries would have been diverted to other purposes.

Ever since the new city charter was adopted in 1925, great strides forward have been taken by Los Angeles in the development of her parks, playgrounds and libraries. The charter gave separate allocations for these developments. As a result, 307 acres of parks have been added to the city's system. The city has also increased its municipal playgrounds from a total of nine in 1925 to 44 in 1928. The new central public library has been built since the new charter, and branch libraries have been increased from 21 to 34 in number.

This development would have slowed down greatly, or in some instances, even halted for a number of years, if the Park, Playground and Library Departments had been forced to pay huge sums toward the building of streets, sewers and other public works. The amount of money remaining to them would not have been sufficient to carry on their program of development. It would have been impossible for the Playground Department to secure additional sites for play centers and great loss to the local movement would have resulted.

A bond issue for \$6,000,000 for state parks was passed at the last election.

Rural Recreation Service

The bulletin entitled, "Extension Projects Summary" issued by the Division of Extension, The Pennsylvania State College of Agriculture, tells of the service offered by the division along the lines of rural recreation:

(a) *Dramatics*—A series of three meetings at intervals of a month covering the problems of producing amateur plays

(b) *Stages*—Advice and demonstrations in making scenery and providing other facilities for amateur play production

(c) *Pageants*—Assistance and advice in writing, organizing and producing rural community pageants

(d) *Play Equipment*—Advice and demonstrations in constructing home-made play equipment

(e) *Athletics*—Advice given communities interested in organizing junior or adult athletic program

(f) *Social Centers*—Assistance in establishing social centers for young people

(g) *Farmers' Picnics*—Assistance given organizations or groups interested in promoting picnics for recreational and social purposes

(h) *Agricultural Debates*—Assistance given in organizing, training and conducting county-wide debates on subject of concern to agriculture

(i) *Junior Club Camps*—Organizing and conducting camps for social developments, stimulation, leadership training, recreation, and instruction for club work activities

RURAL CULTURAL STANDARDS

(a) *Literature*—Suggestions for farm home bookshelf. Suggested library selections for public presentation

(b) *Music*—Methods in organizing and maintaining bands, orchestras, glee clubs and choruses for small communities. Advice on conduct of community programs for music appreciation

(c) *Art*—Stimulating interest in artistic expression through exhibits of agricultural products and handicrafts

Play Areas—Their Design and Equipment

IS IT IN YOUR LIBRARY?

"Please permit me to congratulate you and your associates upon the most excellent service which you have rendered to a large group of people through this research study and the publications of your findings."

From a Landscape Architect

"Your recent contribution in the book just received, is to my mind one of the greatest contributions made by the National Association. It is a splendid piece of work and very much needed. I want to add my praise and congratulations."

From a Recreation Executive

"The book is full of valuable information which will be of service not only to the new and coming recreation worker but to the more experienced worker as well. The subject is well covered and the data conveniently arranged and easily accessible. The cuts and photographs are interesting and descriptive and last but not least the type is large enough to read without requiring a magnifying glass."

From an Executive of a Bureau of
Municipal Research

"There should be a large demand for this publication and I trust sufficient publicity will be given to call it to the attention of playground workers and others who are in need of just such information as it contains."

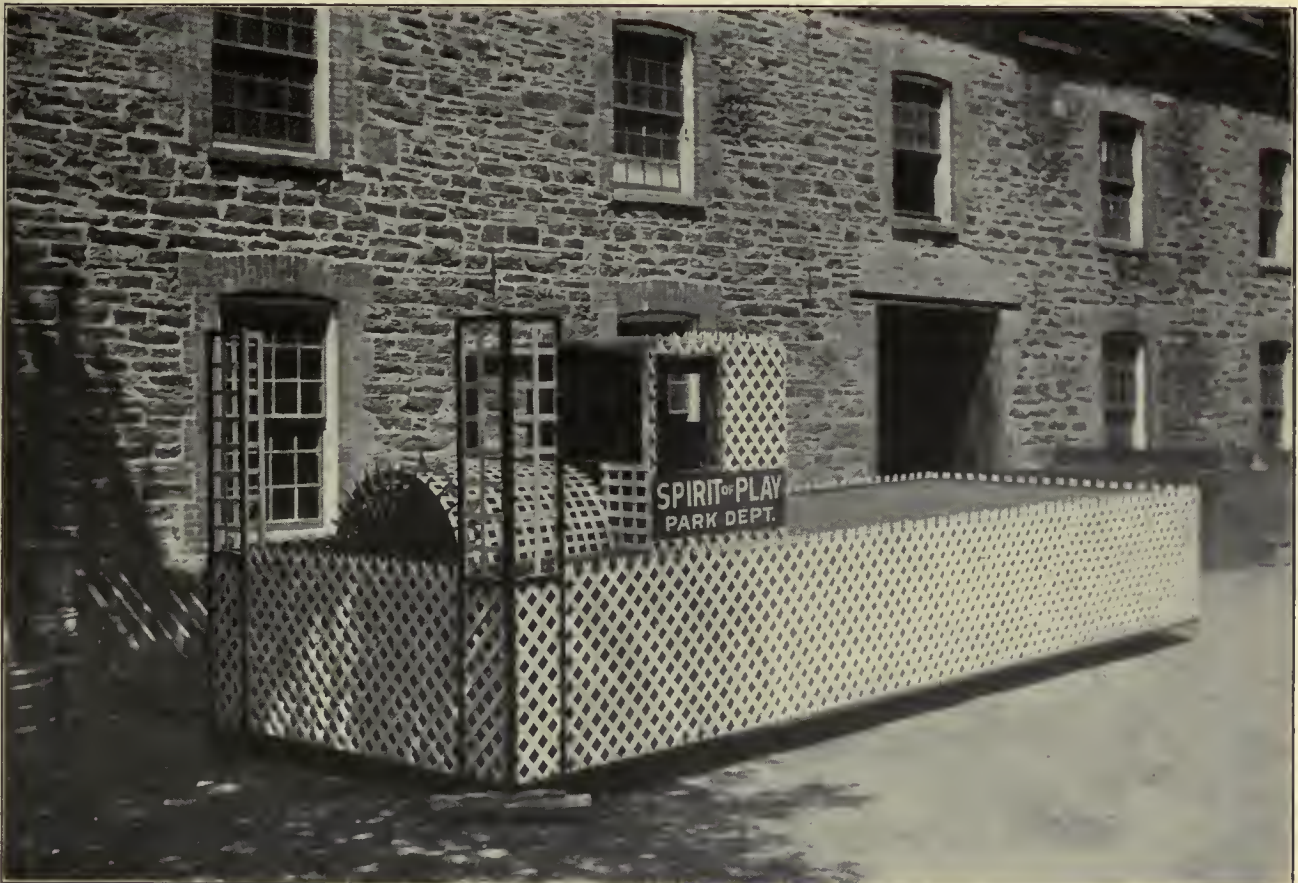
These are a few of the comments which have reached the Association on the latest publication which it has issued and one of the most practical it has ever published as a brief list of the table contents will show.

Chapter I. *Essential Factors*—II. *Common Types of Playground Apparatus*—III. *Pools,*

Structures, Equipment and Supplies—IV. *Areas for Games and Sports*—V. *The Children's Playground*—VI. *The Neighborhood Playfield*—VII. *The Athletic Field*—VIII. *Beautification of Play Areas*—IX. *The Winter Use of Play Areas*—X. *Specifications for Home Made Apparatus*—Appendix (1) *The Engineer's Problem in the Construction of a Modern Ten-Acre Playfield*—(2) *Bibliography.*

If this book is not in your library, do not delay longer, but order it from the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Price \$2.50

Bronx Borough Day Parade.—In the Bronx Borough Day parade in New York City, children attending the playgrounds of the Borough of the Bronx had an important part through a beautiful float called "The Spirit of Play." The float was twenty-five feet long and nine feet wide with trellis work four feet high. The wall on the truck was made of beaver board covered with Rock crepe paper. The trees were hat racks covered



FOUNDATION OF THE FLOAT ENTERED BY THE PLAYGROUNDS OF THE BRONX IN THE BRONX BOROUGH DAY PARADE, NEW YORK CITY.



THE FLOAT AS IT APPEARED IN THE BRONX BOROUGH DAY PARADE.

with apple blossoms and leaves and the Maypole was apple and leaf green. The wisteria which covered the trellis work, the vines, leaves and flowers were all made of crepe paper by the leaders and children on the playgrounds. The floor of the truck was covered with saw dust dyed green to represent grass. All of the carpentry work was done in the shops of the department.

“Tiny Tim’s Playground”

By

EVELYN NORMAN, Age 12

Tiny Tim and his little sister had just moved into the city. They were very, very poor. Tiny was to start to school that year. He was glad to go, but he was ashamed of himself because he was not fat and husky like the other boys of his age.

On the first day of school, Sammie Hilburn invited Tiny to come to the Park Playground and

bring his sister. He promised to come if Sammie would call for him and show him the way.

Sammie introduced the children to the playground teacher, who immediately took them and helped them to have the best time of their little lives in swings, slides, in the sand box and in the wading pool. Then she gathered all the children on the playground with her whistle and told them some lovely stories. Tiny Tim and his sister never needed another invitation to go to the Park Playground. They felt that it was theirs.

One day, while telling a story, the teacher told how a little boy, who was quite undernourished became a nice, fat, rosy-cheeked boy, with lots of pep, energy and muscle. When she finished Tiny exclaimed, “Oh! Could I be strong and healthy too, if I exercise and play in the open and drink lots of milk like the little boy in the story?”

“Of course, Tim, and it will help your sister too. Don’t you drink milk, Tim?”

“No’m.”

“Promise me you will drink four glasses a day and I will promise you that with the exercise and fresh air you receive on the playground, it will make you strong.”

Tiny Tim wanted to be like the other boys and girls with whom he played so badly that he pleaded

so hard with his parents to buy milk for them, that they began to leave off other unnecessary food and buy milk.

Now Tiny Tim and his sister are as strong and healthy as they can be. Tiny is the president of the boys' club, the R. A. C. at the playground. These boys take a hike every Saturday. On the week days they play baseball, volley ball, basket ball, foot ball and soccer ball after school hours on the Park Playground.

Tiny Tim's sister, Mary Sue, has grown into a pretty rosy-cheeked girl. She is president of the girls' club, the G. R. C. These girls meet on the playground and their playground director teaches them to make paper flowers, frame pictures, sew, paint pickle jars to use as pretty vases and many other things in handcraft work. They have a volley ball, basket ball and indoor baseball team, too. They often play match games against the boys' team.

Tiny Tim was talking to his playground director a few days ago and exclaimed, "I wish every boy and girl over the world had a splendid playground like ours and an excellent teacher to help them, too! Wouldn't it be wonderful?"

Joseph William Byrne

Joe Byrne is dead! Taps has sounded for a leader in play in West Orange. The city is in official mourning. Yet deep in many hearts is a quiet gratitude and joy, for Joye Byrne lives. The quality of his courage, the cleanness of his life, the fineness of his ideals, all those spiritual imperishables of him live on in many an adult heart and in the lives of scores of children.

It has been said, "A prophet is not without honor, save in his own country," but this does not hold where Joe Byrne is concerned. Last summer the city celebrated a "Joe Byrne Day"—a field day of baseball and athletic events for the express purpose of paying tribute to him and giving all an opportunity to help his family carry its heavy financial load.

In October he was nationally honored by the Playground and Recreation Association of America by being awarded the ten-year service medal of the Association. He was unable to attend the National Recreation Congress, a requisite for the receiving of the award, but happily an exception was made, and a simple informal ceremony of decoration was held at his home. The presentation

for the Association was made by J. W. Faust, district representative of the Association. The city was represented by Commissioner George V. McDonough and the West Orange Community League and the Chamber of Commerce by A. Edmund Williamson.

He began his work as recreation executive in 1922 and under his leadership facilities and programs have been built to their present good taste. He never spared himself but gave his life fully and strenuously that many, many might find life anew and added joy through play.

When taps sounded for him, his associates in the Recreation Executives Association of Essex County, feeling keenly his loss, sent to his family a resolution expressing their profound appreciation of his service.

Joe Byrne felt the most sacred responsibility as a play leader. He lived up to that responsibility fully. A sportsman in the finest sense of the word was Joseph William Byrne.

“. . . But the supreme challenge of the years ahead is not attainment of longer life merely. It is rather a fuller realization of the possibilities latent in the minds and souls of men.

“. . . The figures from the United States bureau of census show the expenditures for 48 states for the maintenance of institutions for the mentally afflicted in 1916 were \$38,322,383 and \$74,274,073 in 1926.

“. . . These illustrations of activities in the broad fields of social service endeavor seem to indicate that quite properly we have given greater attention to details and methods of caring for individuals who have fallen into need than we have the causes which themselves are the roots of trouble. Is not the call of the future along this line? We have perfected our mechanism. We have applied intensive treatment to these individual clients. Do we not now need collective understanding and collective action applied to the sources of the never-ending flow of individual cases?

"It would be interesting and should be helpful to know fairly accurately the magnitude of welfare service public and private in the United States. Roughly we know that we spend more than a billion dollars annually on the current expense item of caring for the delinquent, the dependent, the defective, for health, recreation and other fields coming under the head of welfare work."

SHERMAN C. KINGSLEY.

A Community Banquet

William A. Jack, of Grand Rapids, was host in November to 1500 people at a community banquet held in the interest of the welfare of the city. In addition to 1500 who were at the banquet, 1000 people listened to the speeches from the floor and balconies in the municipal auditorium where the banquet was held.

"The purpose of the banquet," Mr. Jack stated, "is to promote a needed spirit of service and cooperation. The city must have adequate facilities for conventions. It must give heed to the culture of its people. Libraries, museums, art galleries as well as schools and churches are necessary features for an up-to-date city. All of these projects demand good citizenship. We must give time and thought as well as money to municipal causes. Cooperation and service is indispensable to our city's advancement."

The following resolutions designed to conserve and make permanent the results of the William Jack Community dinner were unanimously adopted by the audience:

"That our host, Mr. Jack, in consultation with our toastmaster, Mr. Hutchins, be authorized to appoint a standing committee of twelve citizens, of which they themselves shall be members, to be known as "The Council of Advice and Cooperation," whose duty shall be to suggest and promote plans and activities for community and civic unity, cooperation, betterment and development

"That this council shall be free to make constructive suggestions and to lend a hand to the city commission, the planning department, the board of education, the art, museum and library commissions, the Association of Commerce, the Welfare union, and the all other city-wide organizations and movements

"To the end that Grand Rapids increasingly shall become a better place in which to live."

A Washington's Birthday Party

The Recreation Department, Memphis Park Commission, has suggested the following program for a Washington's Birthday Party for children of the recreation classes:

1. Guessing Contest—as you enter
2. Grand March—Everybody

3. Singing of America—Everybody
4. Dance of Greeting—Everybody
5. Popularity
6. Pantomime Contest
"Episode taken from the life of George Washington." Only one pantomime, but as many children as needed
7. Hatchet Hunt—Everybody
8. Cherry Tree Dance—Everybody
9. Circle Dance—Everybody
10. Cherry Up—Cherry Down—Everybody
11. Minuet Contest (Only one entry with two children, George and Martha Washington, from each recreation class)
12. Virginia Reel—Everybody

Playground Pirates.—A feature of the summer program on the playgrounds conducted by the Playground and Recreation Department of Tacoma, Washington, was a pirate treasure hunt in which more than 400 children on one playground took part. Pirate costumes were the order of the day and the fiercest looking pirate was chosen Captain Kidd. The hunt covered an area of about ten acres in beautiful Hillside Park. The treasure consisted of several huge baskets filled with candy.



PIRATE TREASURE HUNT, TACOMA, WASHINGTON.

Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM GOULD VINAL

The Nature Trail in Elbert State Park Near Des Moines, Iowa

By

LILLIAN HETHERSHAW

College of Education, Drake University

A nature trail is usually a natural path or trail out-of-doors with objects of nature on the trail labelled in such a manner as to give interest and instruction to the people who go over it. Its purpose from an educational point of view is to "teach nature where nature is." From the public point of view its object is to help the average layman become better acquainted with the things of nature with which he is daily surrounded. From all points of view, getting acquainted with nature enriches the daily life of an individual.

Last summer, while attending the Nature Camp at Brair Cliff Manor, New York, I went over Dr. Lutz' original Nature Trail in the Palisade Interstate Park. This gave me a vision of the possibilities and needs for similar trails in my own state, and with the approval of the Iowa State Conservation Board my class in Field Science at Drake University last fall started to make a trail in Elbert State Park. This park is a tract of land of about 300 acres lying along the Racoon River, which has been owned by the Elbert family for over forty years. It is covered with trees native to Iowa and for this reason it was set aside in the spring of 1927 for a State Park.

We selected for our Nature Trail the trail or path which follows naturally along the bank of the river for about a quarter of a mile and then turns and winds for an equal distance, curving around toward the beginning of the trail.

Labels on the Trail

The things which we label on our trail may be grouped under three heads—trees which are native

of Iowa, fall flowers and weeds, and a very few shrubs and vines. In all about seventy-five different trees, weeds and shrubs were marked.

Whatever is labelled on a trail depends, of course upon what is there by nature. If there are a great many things of interest it is preferable not to label everything but to select merely those which are of interest because of their unusualness, their rare beauty or the danger of their becoming extinct—a fact which needs to be called to the attention of the public.

Permanent markers or labels were fastened on fifteen species of trees found in the park. These markers are zinc plates three by five inches. The common name and scientific name were printed on the plates with lead pencil and platonic chloride is applied to the letters with an orange stick. These materials are weather-proof and will last for an indefinite period of time.

Temporary markers or labels were tied to the fall flowers, weeds, vines and shrubs which would be killed by frost. Dennison's shipping tags of white linen finish about 2½ inches by 5 inches were used to mark these specimens, of which there were fifty. The writing on each was done with waterproof India ink, then varnished, making them weatherproof for at least four months.

The common name and usually one interesting fact about the weed were printed on the tag. Sometimes an appropriate selection descriptive of the weed or flower was taken from a nature poem and written on the tag. In the spring we plan to go over the trail again and label the plants which are of interest at that season of the year.

At the beginning of the trail a sign about twelve by sixteen inches was put up indicating the beginning of the trail. A similar sign was placed at the end of the path. Several arrows, made of wood and painted white, were used to point the general directions. This was done only when the specimens were some distance apart. On these arrows a few lines of poetry were given.

What the Markers Say

On the first sign which indicated the beginning of the trail, the following was written:

THE NATURE TRAIL

A friend somewhat versed in Natural History is taking a walk with you and calling your attention to the interesting things.

On one of the arrows these lines were written :

Would you be nature's friend?

Then know her better

She cannot speak

But through these cards

She greets you.

Follow the Trail.

On another arrow :

Go forth, under the open sky and list to nature's teachings.—Bryant.

On a third arrow appeared these lines :

And surely nobody can find anything hard in this : even the blind must enjoy these woods, drinking in their fragrance, listening to the music of the winds in their groves, and fingering their flowers and plumes and cones and richly furrowed holes. The kind of study required is as easy and natural as breathing.—John Muir.

These lines help to explain the nature trail to the person following it and help him catch the spirit of the great out-of-doors.

The following are a few of the lines found by students in the class and written on the tags. Some are selections from poems, some give information derived from text books. Occasionally an original poem was used.

Given elbow room the elm in form
Will become a huge vase.
Its alternate buds and branches
Will fill the open space
As a network of lace.

In dusky pods the milkweed
Its hidden silk has spun.

—Helen Hunt Jackson

Swamp Milkweed

This plant yields a tough fiber which might be used in making binder twine.

White Vervain

The stem is four-sided.

Hoary Vervain

The whole plant is clothed with fine white wooly hair.

Burdock

This weed may be killed by cutting it off below the crown during the spring or summer.

The Walnut

Not for beauty alone

In the walnut known.

But best of all

In the fall

The nuts drop, one by one.

General Comments

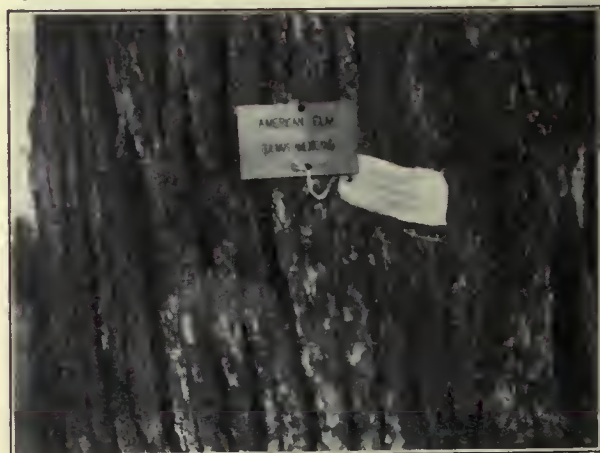
There is no claim to originality in the idea of the nature trail or in the quotations used, but this trail was made for the first time here in Iowa by our class in Field Science with the idea that it would be one means of increasing interest in nature.

The nature trail costs very little. The tags are inexpensive. The arrows, which are made of wood and painted white, were made and donated by members of the class.

Other individuals not college students can lay out a nature trail. It is an excellent means for students doing field work in Science to get acquainted with the specimens in the field and at the same time render a service to the community. The nature trail is an effective way of teaching out-of-door manners and conservation.

Elbert Park is still a new State Park, but since it has been opened up this past year, from a few to several hundred people have picnicked there each Sunday. Several hundred people have already gone over our Trail since the past fall when it was first laid out. We are waiting patiently for spring to arrive so that we may relabel the Trail for the spring and summer months.

One of the students commenting on the nature trail said, "I realize more than ever how little I see of all that is within my view, for truly one sees with the brain—not what passes before my eyes."



DES MOINES, IOWA PERMANENT MARKERS ON THE NATURE TRAIL

Miniature Garden Construction

BY FRANCES H. HAIRE

Director of Recreation, East Orange, N. J.

As the result of the experience of our Board of Recreation in providing recreation programs for shut-ins, we are offering the following suggestions for the making of miniature or indoor gardens:

First, decide whether you want to build a scene containing houses, bridges and people, or one involving merely rocks, ferns, a pool and flowers. With the former, a Japanese scene is perhaps the most artistic provided it is possible to secure the little figures, pagodas, bridges and other articles made for the purpose. It should be possible to purchase them at a Japanese store. A sixty-five cent box containing nine or ten assorted Japanese figures, bridges and similar articles will be more than enough for your garden.

If an American home or foreign scene is desired, the houses, fences, bridges and figures can be made in much the same way as they are in school sand table work.

For the container of your garden use a shallow decorative bowl, a tin baking or pie pan, round or square, a shallow box or a hollow log. Tin and boxes can be painted black, both for looks and to prevent rust, in the case of the tin, with a ten cent can of flat black paint. All containers if possible should have small holes punched or drilled in the bottom for drainage; otherwise excess water is apt to sour and kill the roots. Gardens will live, however, without drainage holes if watering is done judiciously.

On the bottom of your container scatter a layer of loose pebbles and small stones. This makes the drainage better and gives the roots something to cling around. On top of this put your earth, which should be first gone over to remove all hard lumps, sticks and stones. Fill to the level of your container and you are now ready to build your garden.

Gardens can be so varied that for lack of space we are suggesting merely a few of the features than upon varied experimenting we have found usable.

Miniature mountains and boulders can be made from coal clinkers. These are so porous and of such grotesque shapes that they are interesting in

themselves. Some of the depressions may be filled with earth and seed planted. Your mountain may be tinted all the colors of the Grand Canyon and be quite in keeping with both the artistry of your project and the nature of mountains. Small tubes of oil paints with a one inch paint brush and some turpentine are the material you will need, and the suggested colors are Chinese red, cerulean blue, and chrome yellow medium and black. (India ink will also do for black and various silk and wool dyes have been found usable for other colors.)

A little experimenting with clinkers, some of which are beautifully shaded, will bring out lovely, subdued mountain gorges, deep ravines and bold peaks gleaming in the sun. For the most part paint your shadowed places dark and your exposed heights bright blue or yellow. The clinker absorbs most of the color so that the final effect is subdued and natural looking.

To shape your mountain just the way you wish cement together with builders cement or Art-Stone or Marb-L-Cote. Any of them mix with water and are easy to work with. When dry, cement is hard as stone.

If you are fortunate in having a green house specializing in cactus it may be possible to secure an interesting porous rock called tufa rock which is better than clinkers, of course, and not expensive for your purpose.

New England stone walls can be built by using tiny pebbles and cementing them in place. A stucco gabled house can be built of kindergarten blocks glued together and covered with cement, all one color or with a bright colored roof. Art-Stone comes in many colors and other cements can be painted with oil paints when cement is dry.

Ponds may be made by sinking small pie pans in the earth and covering the inside of the pan with a thin layer of white or blue green cement into which small pebbles are stuck while the cement is damp, to represent rocks on the bottom. The sides and edge are covered with cement and pebbles and larger flat stones. Some of these are cemented to keep them in place; others may lie there loose. The soil on these loose stones should be planted with grass seed, ferns or moss so that

the point at which the pan and the earth join is completely hidden. The colored cement when partly hidden with plants will pass for water or real water may be put in with a small sail boat, bridge and water plants according to the size of the garden and pool.

Cement may be bought from any builders' supply house, or better still a small quantity purchased from some cement worker using it. Art-Stone comes in pint cartons and may be bought from the maker, Dumouchel's Art Stone Co., 919 S. Westnedge Avenue, Kalamazoo, Michigan; Marb-L-Cote in any of their branch offices, one of which is in Newark, N. J., or in small quantities from the United Paint Stores Corporation, 45 Central Avenue, Newark, N. J.

As a suggestion of plant life for your garden here is a simple list, but individual ingenuity will evolve many more: Moss and small ferns and palms cost very little and can be bought at any florist or greenhouse if you do not wish to seek for them in the woods. From greenhouses specializing in cactus plants or succulent plants related to cactus, of which there are many beautiful varieties, it is possible to purchase queer, grotesque or highly artistic plants which are well adapted to sick rooms in that they will stand a great deal of heat and require very little watering or attention.

The following small flowering or ferny plants can be bought from a florist or greenhouse or grown from seed: dwarf Alyssum, violets, forget-me-nots, Lily-of-the-Valley, money vine, Chinese primrose, nepeta vine and Kenilworth ivy. Bird seed, grass seed, parsley seed, carrot seed, all are usable.

Small living evergreen trees, boxwood and others can be bought from greenhouses and sprigs of any tree will remain alive and fresh-looking for quite a while if merely stuck into the soil where trees are wanted. Any short stubby plant with many branches can be used for trees.

Gardens growing in water may include, in addition to the bulb plants, horse radish root, which sprouts in most interesting and tropical fashion. The root is cut in the shape desired, then made firm on a bed of pebbles and bulb fibre, and the dish filled with water enough to reach the root.

Matches and small twigs or reed such as is used in basket weaving, can be laced together to make fences, picket fences, arbors, trellises, bamboo houses, log cabins, bridges and gate ways. Farm animals, peasant carts, peasants in gay attire, playground apparatus, all to the scale of about one to

two inches in height and imported from Germany and Italy can be bought at from ten to seventy-five cents at shops such as the Tony Sarg Shop in East Orange.

Good photographs and some descriptive matter can be found in three magazine articles, *Woman's Home Companion*, February, 1928, *Garden Magazine*, December, 1914, and *Garden Magazine* for July, 1924.

Miniature garden construction, a splendid playground project, as well as an activity for shut-ins, was used last summer on the East Orange playgrounds.

The Community Recreation Council of Irvington

In connection with the Department of Public Recreation of Irvington, New Jersey, there is an active group of private citizens known as the Community Recreation Council which is serving in an advisory capacity.

The Council has pledged itself to service with the following statement of purpose:

"The purpose of this organization is:

"To serve to the best of our ability, unselfishly and courageously, in the interest of health, happiness, and citizenship, by fostering the public recreation interests of Irvington.

"As citizens of this Town, we agree to meet on the last Wednesday of each month for the purpose of discussing, aiding in the projection, and carrying on of the work of the Department of Public Recreation.

"We pledge ourselves to the responsibility of furthering those wholesome leisure-time activities that develop a richer life for our citizens, and create community unity.

"With these thoughts in mind, we propose to encourage the participation of all Irvington's citizens in music, drama, and physical activities, the discussion of public affairs, and the intellectual use of spare time."

The Council has a serious conception of what its attendance at monthly meetings entails.

"To take back to the organizations they may represent information on public recreational developments.

"To suggest (to the Department) names of possible committee workers and participants in various activities.

"To help the department solve problems that may arise in connection with the work.

"To give constructive criticism and suggestions."

As an example of the operation of the Council, the plans for Boys' Week is a suggestive instance. At a meeting the Department will present an organization plan for Boys' Week. The Council will be asked to do the following:

Comment on the plans and advise for or against its adoption.

Suggest committee personnel (for guidance of Commissioner of Recreation, General Chairman for Boys' Week, President of Council, and Superintendent of Recreation).

Convey to other organizations information about the forthcoming week



DRAMATIZING FRENCH FOLK SONG

Theatre of Youth

(Continued from page 629)

drama and helps a child actor to catch and convey the spirit of the tale. Some of the simpler foreign songs we shall do in the original tongues, when the dramatization makes the story clear."

The sisters have already had more than two years' experience in Australia and feel that they have made a beginning toward the actual theatre they intend to open. Through the help of the Community Drama Service they were able to add

a number of American books to their collection and they spoke enthusiastically of the splendid material published in this country. They are keenly interested in American lore and find the Kentucky mountain songs particularly rich in the simple and dramatic episodes which lend themselves so well to artistic interpretation.

New York was cordial to the Theatre of Youth Players, gave them a number of engagements and would have kept them longer but the young women feel that they have a mission in taking their art to the young people of Australia. Lucky youth of the Antipodes!

The "Practical" and the "High Brow"

America is above all things "practical." In our vocabulary of contempt there is no more scornful symbol than "high brow." It seems to be generally supposed that the man who deserves celebration in story and song is the busy individual "who can do things," even though he may never inquire why he is so laboriously at work or whether he could possibly be engaged in some more ennobling enterprise. In a sense there is justice in the verdict, for were it not for practical persons, indifferent to theoretical ends, the whole superstructure of civilization might come crashing to earth. But there is danger in the verdict also, for practical persons are often unable to calculate the more distant outcome of their actions and can make a lot of trouble in the world; for example, the statesmen of Europe who precipitated the World War were all practical men, trained specialists, and yet the damage they did and the unforeseen consequences of their realistic decisions are awful to contemplate. May we not say, therefore, that the most practical person is one who builds successfully for the longest future, illuminating the task of the hour by a vision of its distant relations?

Charles A. Beard in *The American City*.

At the End of the First Year

The Recreation Commission of New Haven, Connecticut, has issued its first annual report, an attractively illustrated booklet containing much interesting information. A bird's-eye view of the activities is given in the report in the following form:

WINTER

Winter Carnival	Service Club Bowling	Community Dramatics
Amateur Basketball Leagues	Basketball Free Throw	Christmas Caroling
Amateur Hockey Leagues	Basketball Officials Board	Song Booklet Service
Parochial Basketball	Community Orchestra	Bowling

SPRING

Knot Hole Gang Ass'n.	Track Officials Board	Bowling
Parochial School Baseball	Boys Week—Junior Olympics	Community Dramatics
Music Week (Cooperating)	Song Booklet Service	Girls' Play Day
	Community Orchestra	

SUMMER

Amateur Baseball Leagues	Municipal Field Day	Amateur Baseball Field Day
Picnic Equipment Kits	Fire Hydrant Showers	Song Booklet Service
Baseball Officials Board	Playgrounds	Tennis Tournaments
	Catholic Boys' Field Day	

FALL

City Amateur Fed. Track Meet	Thanksgiving Day Road Races	Community Dramatics
Football Officials Board	Cooperative Service in Meets	Community Orchestra
	Song Booklet Service	

Bridle and Saddle Club

Oglebay Park, Wheeling, West Virginia

Last spring the recreation authorities of Oglebay Park—then known as Waddington Farm—asked the old Bridle and Saddle Club to assume the leadership in starting horseback riding at the park.

A canvass of former riding enthusiasts brought thirty membership pledges from people in Wheeling and vicinity. Each member pledged himself to the amount of \$100. Four of the members obtained their own horses and the club itself acquired four in addition. The excellently equipped stables located on the estate were placed at the disposal of the club to house the horses. The interest aroused attracted the general public and outsiders began asking for opportunities to ride.

Since late in June when the activity got under way there has been a steady increase in the num-

ber of new persons wanting to participate in this sport. Although only nine of the thirty persons pledging memberships actually paid their dues, development has reached the point where the general public is threatening to crowd out the club members in the use of the facilities. During the month of August 297 rides were supplied by Fritz Boniface, the experienced riding master in charge. The last week of that month alone brought fifteen new applicants. Eighty-five percent of the riders are non club members. Interest is certain to continue because the many miles of bridle paths now being laid out and marked take the rider over beautiful wooded hills, into valleys, and across streams—an ever changing picture.

A total of fourteen horses is now available and a splendid assortment of new saddles and bridles has been acquired. The rates are \$1.50 per hour and \$1.00 for each additional hour. Lessons are \$1.50 each and a charge of \$1.00 is made for a guide.



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Book Reviews

LEISURE AND ITS USE. By Herbert L. May and Dorothy Petgen. A. S. Barnes and Company, New York. Price, \$2.00

Do you know that no German child is allowed to leave school without learning to swim? That over 5,000,000 adults throughout Germany from fifteen years up are connected with sports organizations? That gardening is one of the most popular forms of recreation in France? Have you heard of the Playing Fields Associations of England which are increasing greatly the facilities for sports in that country? Are you familiar with the "Dopolavoro", the expression of the leisure time movement in Italy, which is chiefly concerned with the free time of the workers? With the Sokols of Czecho-Slovakia with their educational conferences, gymnastic programs, dramatic presentations and concerts?

In these days of international thinking and relationships we in the United States cannot fail to be interested in the development of the recreation movement in other countries. In 1926, Mr. Herbert L. May and two associates began a study of recreation in European countries. Some of their impressions—and Mr. May makes it clear that his book by no means represents a complete study of the uses of leisure—are incorporated in a book, "Leisure and Its Use." In this bird's eye view of leisure time in European countries, Mr. May and his associates discuss phases of recreation in France, Germany and England and offer notes on Belgium, Denmark, Czecho-Slovakia, Austria and Italy. Copies of "Leisure and Its Use" may be obtained from the Playground and Recreation Association of America.

PARENTS AND TEACHERS. A survey of organized cooperation of Home, School and Community. By Martha Sprague. Prepared under the auspices of the National Congress of Parents and Teachers. Published by Ginn and Company, New York. Price, \$2.00

This is an excellent book on the Parent-Teacher organization and its work. One gets the correct picture that the strength of this large national organization with its over one million and a quarter members is due to the very great strength of its local associations, each association representing the organized parents and teachers of an individual school. It should be an invaluable help to those of us in recreational work who wish to take advantage of the help of this organization. It is to be remembered that one of the fundamental principles of the National Congress of Parents and Teachers is "The Wise Use of Leisure" and that it is officially committed to working for community recreation programs and assisting those already in existence. The work of the National Congress of Parents and Teachers throughout the last four years has made a definite contribution to the advancement of the recreation movement.

The first part of the book is "Education and Educational Factors" and sets forth the relationship between education and the four factors that the Parent-Teacher movement is trying to unite for the purpose of contributing to the education of the individual, the home, the school, the community and religion. These chapters are written by Professor Henry C. Morrison, Sarah Louise Arnold, Payson Smith, Joseph Lee, and Luther A. Weigle. The second part of the book is called "Organized Cooperation of Home, School, and Community." It sets forth the organization and working methods of the National Congress of Parents and Teachers, its state branches and its local associations. This gives a short history of the Congress and a helpful bibliography.

PHARAOH'S DAUGHTER AND OTHER BIBLICAL PLAYS. Published by Longmans Green and Company, New York. Price, \$2.00

The three plays in this volume received prizes in the Drama League—Longmans Green National Playwriting Contest. *Pharaoh's Daughter*, which received first prize,

is a dramatization of the life of Moses, "but its imaginative flight," says Fred Eastman, "is free and wide." The second play, *Ruth of Moab*, tells the story of Ruth simply and dramatically and *The Making of a King* is a dramatization of the Jonathan and David story.

YANKEE FANTASIES. By Percy MacKaye. Published by Samuel French, New York. Price, \$1.50

These plays, first issued in 1912, comprise, according to Mr. MacKaye, the first published group of American folk plays. The five plays appearing in this volume seek to suggest the essence of the native spirit of New England—"an inhering quality of humor and aspiration which pervades the whole racial substance of our pioneer folk when close to the soil, as far sundered as New Hampshire from Kentucky."

NINE SHORT PLAYS. Edited by M. Jagendorf. Published by Macmillan Company, New York. Price, \$2.50

All who have used Mr. Jagendorf's pantomimes and plays for children will welcome these short plays for young people to stage. Not only children's theatres but homes in which dramatics is a part of the home life will find this collection helpful.

SELF-DEVELOPMENT IN DRAWING. By Walter Beck. Published by G. P. Putnam's Sons, New York. Price, \$5.00

This analysis of the technics of drawing by a noted painter is written to serve the parent as well as the teacher. Mothers will have in this book a guide to the meaning of the first attempts of expression by their children through drawing. The analogue is made through illuminating the developments of the gifted little Romano Dazzi and through other children. There are 100 illustrations in the book.

FATHER TAKES US TO BOSTON. By Grace Humphrey. Published by the Pennsylvania Publishing Company, Philadelphia, Pa.

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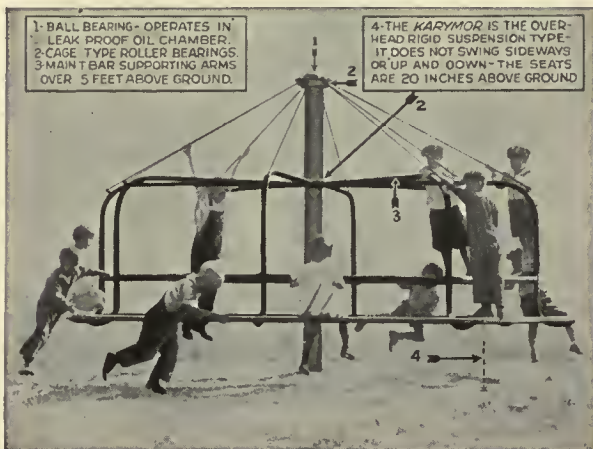
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This directory containing information regarding the training courses for recreation workers, including physical directors, offered by 200 educational institutions and recreation agencies, is the outgrowth of a survey undertaken at the request of the National Conference on Outdoor Recreation. The purpose of the study was to discover the opportunities available for the training of workers both professional and volunteer in the field of public recreation. The resulting listing of institutions, classified in such a way as to make it practical and useful, will be found exceedingly valuable by all who are interested in the recreation field.

SOCCER FOR WOMEN. Prepared by the Soccer Committee of the National Section of Women's Athletics of the A. P. E. A. Spalding's Athletic Library No. 116R. Price, 25c

During the past year the Soccer Committee has made three changes in the rules, which appear in detachable form at the back of the *Official Soccer Guide*. The Soccer Committee recommends that soccer be coached more generally in teacher training schools so that the instructors in physical education will know the game and that the game be used more generally in high schools, especially in the smaller cities, so that a fall sport will be offered which will take the emphasis from basketball which is played from early fall to spring. The Committee requests that anyone doing a piece of interesting work in the coaching of skills for soccer, games leading up to soccer or soccer tests, send her material to the Chairman of the Soccer Committee, Miss Marion Knighton, Department of Physical Education, New York University, New York.

OFFICIAL INTERCOLLEGIATE SWIMMING GUIDE for 1929. Prepared by the National Collegiate Athletic Association. Spalding's Athletic Library, No. 91R. Price, 25c

Official rules for swimming, fancy diving, intercollegiate water polo and international water polo are included in this handbook, which also contains records and championships.

Magazines and Pamphlets

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MAGAZINES

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Children and the Moving Pictures

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Leisure—A Menace or an Opportunity?

By Joseph Lee

The Wise Use of Leisure

By J. W. Faust

American Educational Digest. October, 1928

Problems in Athletic Inter-relationships

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- Hygeia. October, 1928
The Bowling Green,
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- The Survey. November 15, 1928
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- The American City. November, 1928
Items and Abstracts for Park and Playground Departments
Five Principles to Guide Selection of Recreation Areas
Community Recreation—A Wisely Human, Wisely Industrial, Wisely Economical Thing
By William S. Butterworth
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Is the Recreational Use of Impounding Reservoirs Permissible?
By Helman Rosenthal
100 Rural Community Houses of Montana
Economy, Charm and Safety of the Cul-de-Sac Street Development of Dresden's "Sportplatz" and Other Public Play Areas
By Karlwilhelm Just
Fishing in a City Park
- American Physical Education Review. November, 1928
Present Day Opinion regarding the Relationship Between Athletics and the Heart
By Norman B. Cole
Character Education in Athletics
By Marguerite M. Hussey
Symposium upon the Topic, "Financing Inter-School Competitive Athletics"
Physical Examinations for Basketball Players
By Arthur E. Genter
Teaching Mass Basketball
By P. D. Godfrey
The Amsterdam Olympic Games
By Louis C. Schroeder
- The American City. December, 1928
Putting the Town on Skates and Skis
The Little Town's Recreation Program
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- The Survey. December 15, 1928
Play for Palestine
By Lotta Levensohn
Municipal Murder Map—New York City
- Our Boston. December, 1928
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By Richard C. Cabot
Extended Use of the Public Schools
By James T. Mulroy

PAMPHLETS

- The Story of May Day
By Katherine Glover
Published by the American Child Health Association
Annual Report of the Division of Parks and Recreation of St. Louis, 1927-28
Annual Report of the Liverpool Boys' Association, 1927
Report of the Department of Parks, Borough of Brooklyn, City of New York, 1926-27
Annual Report of the Board of Playground Commissioners, City of San Diego, 1927-28
Annual Report of the Parks and Recreation Commissioners of Worcester, 1927
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V. 22 - no. 12

The Playground

MARCH, 1929

The 1928 Olympics

By Gustavus T. Kirby

Nations at Play

By Carl Schrader

Planning a Town for Wholesome Living

By Henry Wright

Seven Years of Drama

By Anne Hallock

The Drama Tourney

Plans for Celebrating Saint Patrick's Day and April Fools' Day

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The Playground

Maintained by and in the interests of the Playground and Recreation
Association of America

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PALS

The Playground

VOL. XXII, No. 12

MARCH, 1929

The World at Play

Recreation and Delinquency.—Testimony as to the effect of playgrounds on delinquency appears in the annual report issued by William S. Patterson, superintendent of the Mohawk and Hudson River Humane Society.

"Better recreation than has been afforded youngsters in past years has resulted in a remarkable decrease in juvenile delinquency," Mr. Patterson stated. "The Recreation Commission is deserving of great credit in that local parks and playgrounds and various other enjoyable features provided kept children from trouble. Some people look to home conditions as the great cause for children getting into trouble. This is not the real reason. Recreation is the one thing which will keep a child's mind occupied to such an extent that he will not desire to start trouble. Every child seeks and needs recreation. If it is not provided he will use his own judgment in finding it."

Public Recreation and Delinquency.—Recreation workers will be interested in knowing that the January issue of *The American City* contains an address on "The Relation of Public Recreation to Delinquency," given by Lee F. Hanmer of the Russell Sage Foundation before the American Prison Congress at Kansas City. Mr. Hanmer brought together the testimony offered by a number of cities, individuals and organizations on the favorable influence of playgrounds in the reduction of delinquency. He cautions, however, against a too hasty assumption that recreation is a cure-all for juvenile delinquency and urges a careful interpretation of the facts and a consideration of the many other factors involved.

In much the same vein is a pamphlet just issued by the P. R. A. A., entitled *Children's Play and Juvenile Delinquency*. Copies of this pamphlet may be secured from P. R. A. A. at five cents apiece. In quantities of a hundred they may be purchased for \$3.50.

Because of Walker Playground.—"The Walker Playground," was the telling reply of a patrolman of Springfield, Massachusetts, when asked why he thought it was he had not had cause to make a single complaint or investigate a misdemeanor of any child from that section of the city.

The D. A. R. Forest.—According to the *Boston Herald* of January 19, 1929, the Massachusetts chapter of the Daughters of the American Revolution has acquired a thousand acres of forest land in Goshen, Massachusetts, bordering the Berkshire trail, which will be dedicated in April and turned over to the Commonwealth as a Memorial State Forest.

Some Activities in Pontiac, Michigan.—Among the developments mentioned in the Sixth Annual Report of the Division of Recreation, Department of Public Welfare, Pontiac, Michigan, is the rapid growth of the Business Girls' Recreation Association. From a small group of girls this has increased to a membership of 125. With the assistance of the Federated Women's Clubs of Pontiac, a club room on the third floor of the Welfare Building has been furnished by the members. The activities of the Association include, art, bridge, dramatics, study and bowling clubs during the winter and hikes, riding, tennis, golf and swimming during the summer.

Play on the municipal golf course during the past year was nearly double that of 1926 while the bathing beach had the largest attendance in its history. No fatalities and 500 people taught to swim is the proud record of the Department. Tobogganing, introduced for the first time last year became so popular it was necessary to increase the number of slides from six to sixteen. Picnicking, too, was popular and 11,658 members of churches and luncheon clubs, city employees, school teachers, factory workers and mercantile

employees took advantage of the leadership service offered by the Recreation Department for picnics and parties.

Recreation Activities in Bloomfield, New Jersey.—The World War Memorial Association, Inc., which conducts the community house of Bloomfield, in its report for the year ending May 1st, 1928, counts as one of its most far reaching accomplishments the appointment of a public recreation commission to take charge of playgrounds, athletic fields, swimming pools and other facilities.

Under the auspices of the Memorial Association, a community house boys' club is maintained with a membership of over 110 boys from twelve to seventeen years, divided into junior and senior members. Eleven nationalities and four religions are represented in this group. The Kiwanis Club of Bloomfield has become greatly interested and is paying the salary of one of the directors. The forty boys who belong to the Harmonica Club wear hats and sashes of orange and black at all "engagements." Many girls have learned to play the ukelele in the junior and senior classes which are conducted.

Social Recreation in Portland, Maine.—The Recreation Department of Portland, Maine, is conducting an active program of social recreation under the leadership of Miss Aroline Clarke. A recent institute in social recreation brought out sixty people who paid a registration fee of one dollar each. Every member received a sheet for each section meeting with the games to be taught on that particular evening and a brief list of suggested reading—chiefly references to game books. Another activity of the department is the City Hall Recreation Club which conducts a series of parties and gatherings of various kinds. A Home Play column in the local paper provides the opportunity to get games and party suggestions into the family circle. Here appear pencil and paper games and directions for other social activities. Editorials on the importance of home play are also published.

North Plainfield, New Jersey, Obtains First Appropriation through Tax Funds.—North Plainfield, with a population of 10,000, has just made an appropriation of \$800.00, its first from tax funds, for the local playground and recreation program during 1929. In 1927 the Ball-Kirch Post Number 265, American Legion, purchased equipment for the first playground in the

Borough and provided sufficient additional funds for two supervisors. At the request of the Post, Mayor Alexander Milne, with the approval of the Borough Council, appointed a Recreation Commission of five members which administered the program. During the past summer the Post again contributed \$500 with which a second playground was opened and with contributions from a few local citizens provided the Commission with the necessary funds to equip the second ground and supervise both areas, the total expenditure being \$625. Both playgrounds are located on school property and the Board of Education has a member on the Recreation Commission.

Playground Registration in Memphis.—From July 16th to August 26th, 1928, was registration season on the Memphis playgrounds. Each child coming to the playground registered once during the season, giving his name, address, age, parents' nationality, school and telephone number. Four children, two boys and two girls from each playground were appointed to take charge of the registration book for a period of a week.

San Antonio to Have \$50,000 for Recreation.—An ordinance has been passed giving San Antonio, Texas, two cents on every hundred dollars valuation, approximating \$50,000 annually for the Department of Recreation. The ordinance will go into effect June first.

Parkersburg, West Virginia, Reports New Developments.—The Recreation Board of Parkersburg, West Virginia, was created in the summer of 1927 when the first tax levy for recreation was received. The Board has issued a very attractive home-made report illustrated with snapshots. In spite of the fact that the Board is very young it has conducted a broad year-round program on a budget approximating \$10,000. The program includes eight playgrounds, a dramatic program, athletic leagues and tournament and an industrial athletic program, five community centers, a picnic service and many special activities. There are three year-round workers, including an office secretary.

Recreation Activities in Knoxville, Tennessee.—Last year thirty-six basketball teams played in the leagues organized by the Knoxville Bureau of Recreation. This year as the result of a vigorous campaign conducted among industrial

plants, commercial houses, fraternal organizations and similar groups, there are sixty teams with other groups waiting to play as soon as facilities can be provided. The following classification is used in the organization of teams in each league:

AAA—Teams made up of bona-fide members of the club, class or business they represent.

AA—Independent teams recruited at large.

A—Junior teams for players under seventeen years of age.

Each team is asked to deposit \$10.00 with the Knoxville Amateur Basketball Association before permits for practice periods are issued. This is credited to the account of each team and deducted as the team uses the gymnasium.

Parks and Recreation in Springfield, Massachusetts.—More playgrounds in the residential districts, a club house for the municipal golf course, additional land for athletic purposes near State street adjoining Blunt Park and a suitable entrance at State street for this park, greater extension of recreational facilities in most parks of the city and a second summer camp at Forest Park so that both boys and girls will be cared for, were among the needs mentioned by the Park Department of Springfield, Massachusetts, in its forty-sixth annual report. The year 1928, according to the report saw the addition of nearly 200 acres of land to the city's park areas. This includes 146 acres for the municipal golf course. These additional tracts bring the total park area of the city up to 1,441,893 acres or nearly an acre of land devoted to park and recreation purposes for every thousand population.

"Additional playgrounds should be established from time to time in the residential district of the city to meet the natural growth and development. The value of recreation is becoming more recognized and is being emphasized not only by park officers but by educators as well."

A Large Participation.—William J. S. Schultz, superintendent of the West Park Commission, Chicago, Illinois, reports that 6,647,750 people participated in the indoor and outdoor activities of the West Chicago parks.

Recreation Projects for Knoxville, Tennessee.—Of the fourteen projects indorsed by the *Knoxville Journal* for the civic developments of the city, four relate to community recreation. As stated by the *Journal* these projects are as follows:

A system of city parks and a zoo

A municipal swimming pool or bathing beach

The completion of Smoky Mountain National Park

The erection of an auditorium built jointly by the city, the county and the University of Tennessee.

Three New Playgrounds in Los Angeles.

—Three new playgrounds will be added to the recreation system in Los Angeles, the Playground and Recreation Commission having approved plans for the equipping of three sites. According to estimates submitted a total expenditure of \$52,015 will be necessary to put these new play areas into service. This includes \$10,000 to be set aside for each playground for the erection of a community center building.

Winter Sports for Los Angeles.—Camp Seeley was officially opened in January as the all year-round mountain playground of the city of Los Angeles. The Board of Playground and Recreation Commissioners acted as hosts to a number of honor guests and to the general public on the opening day when a program of winter sports was launched. With five inches of snow on the ground it was possible to have exhibitions of skiing, snow shoe races and other winter sports.

For the Men of Waltham.—The city of Waltham, Massachusetts, has received a trust fund of about \$200,000 established under the will of Hamblin L. Hovey, who died in 1904. A board of five trustees has been appointed to construct, maintain, and operate a building which will be known as the Hamblin L. Hovey Institute. The purpose of the Institute is to provide recreation, amusement and free baths for the men of Waltham.

Automobile Hiking.—With the help of the automobile club staff the Recreation Department of Reading, Pennsylvania, last year prepared and helped distribute descriptions of thirteen automobile hikes.

Community Golf in Cleveland Heights.—Last winter the Board of Public Recreation, Cleveland Heights, Ohio, organized a community golf club for indoor playing which carried over until the opening of the outdoor courses in the spring. The stage of the high school auditorium

was fitted up with six driving nets and putting greens were built. A golf professional gave instruction at each session. Members paid a fee of five dollars and a daily greens fee of thirty-five cents.

Industrial Recreation in Wilkes Barre.—

The 1928 report of the Store Employees' Association of Wilkes Barre, Pennsylvania, organized by the Playground and Recreation Association, shows a membership of fifty-one organizations. The activities include bowling for men and girls, baseball, basketball, swimming and social recreation. The financial report shows that the employees themselves paid seventy-six percent of the total cost of their own recreation, the employers, twenty-four percent.

Municipal Athletics in Milwaukee.—The Municipal Athletic Football Association of Milwaukee had one of its best seasons in 1928, according to the December thirtieth issue of the *Milwaukee Journal*, largely because of a new method of classifying teams. In place of the weight system, the Extension Department of the School Board in charge of municipal athletics substituted the age system regardless of weight. There were three leagues—National for players under twenty-two years of age; Junior for players under twenty and Cadet for players under eighteen. The three leagues brought together seventeen teams.

In addition to football, twenty other sports were conducted by the Extension Department, ranging from football and basketball, which are the oldest, to roller skating, the newest. This represents a large growth since 1919, when the organization began with three sports. 1928 has been the most successful season in number of participants, a new record having been set of 13,181.

New Parks for Virginia.—Virginia will be given two large tracts of land for public parks provided the Federal Government will develop the land, according to the January twelfth issue of the *Washington Times*. One tract of land containing 200 acres, a part of the 800 acre tract owned by Bucknell College, is located south of Alexandria. The other tract, containing 43 acres, is near Glencarlyn.

Intra-Mural Athletics in Wichita, Kansas.

—Strong Hinman, Supervisor of Physical Education, Wichita, Kansas, public schools, reports that the intra-mural program adopted during the past year is reaching many more pupils than did the old inter-scholastic program. The results of the year's work show that 6,128 more boys and girls took part in activities under the new plan than were reached formerly.

The Department of Physical Education has worked out an interesting point system of awards. Pins have been adopted as awards for those earning points, one for boys and one for girls of the intermediate schools, and honor keys for high school boys and girls. In the intermediate schools the pins are bronze; in the high schools keys are silver. When a pupil graduates from high school the silver key will be exchanged for a gold one as an additional reward for completing the public school work. To earn the awards the pupils may participate in individual tests, intra-mural sports or, in the case of high school boys, in inter-scholastic sports.

Schools cannot make men better citizens than their communities demand and their working lives determine. The school can, for a time, lure an individual student beyond the standards of his community, but, save with the exceptional person, the community will sooner or later get him. The community has its schools, but the community is itself a school. And our education is the product of all of our experiences, not merely of our classroom experiences. All this means, I think, that we must revise our ancient notion of the relationship between school and society. The school and the social order must be saved together or they will sink together.

From *On the Firing Line of Democracy*, published in *The Journal of Adult Education*, February, 1929.

Basketball for Employed Girls in Columbus.—The most outstanding winter recreation activity for the young women of Columbus is basketball. Three leagues are organized each year, a business girls' league of representatives of commercial firms, all of whom must be employees over eighteen years of age; an independent league of working girls who want to play basketball but who cannot get enough players from any one business house to form a team and whose teams are thus made up of girls from different business firms, and a recreation league of beginning players and junior players from church groups. In the

fall the players are formed into individual classes and for a month or more their activities consist of gymnastics and low organization games leading up to basketball. Basketball is then taught to the girls as a class and not until it is nearly time to play in the tournament are the girls divided into teams and receive team instruction even while meeting in groups of twenty or more. All coaching is done by women and no fees are charged until the teams are formed and the league games started. Then recreation and church league teams pay three dollars and independent and business girls league teams pay five dollars. All the officials are women, usually major students at the university who have had experience. No admittance fees are charged for the games, and there are no individual awards. Trophies are donated by the various commercial firms and are passing trophies. At the end of the season a basketball party for girls only is held and at this time the trophies are awarded.

The popularity of the winter program is shown by the fact that the participation of the business girls in community center winter activities has increased 110 percent over last year's enrollment and the Department is now working in about fifteen churches. There are over fifty teams of girls' basket ball in downtown centers alone. The interest of many of the basketball players is held during the spring and summer by Twilight leagues of soft ball and by tennis and archery tournaments.

Playgrounds for Colored Citizens.—The Harmon Foundation, New York City, has given playgrounds for the use of colored people in the following communities:

Coffeyville, Kansas; Fort Worth, Texas; Mobile, Alabama; Orangeburg, North Carolina; Auburn, New York; Charleston, South Carolina.

The awards which have been won by the colored playgrounds are as follows:

Orangeburg, South Carolina—\$100 in the 1925-26 Honorarium Contest

Orangeburg, South Carolina—\$50 in the National Beautification Contest

Forth Worth, Texas—\$50 in the 1925-26 Honorarium Contest

Coffeyville, Kansas—\$100 in the 1927-28 Honorarium Contest.

A Survey of Milwaukee's Playgrounds and Playfield Needs.—Under this title, Miss Doro-

thy Enderis, Assistant to the Superintendent of the Milwaukee Public Schools, and Gilbert Clegg, Playground Engineer, have presented a proposed program for the expansion of the city's recreation system. The playgrounds in each district have been carefully studied and definite recommendations have been made regarding proposed new sites, additions and improvements to be taken care of by certain specified dates. After making its recommendations, the survey goes into the question of finances, amounts needed for each item and the method of financing. Tables giving definite estimates of costs for suggested additions and improvements are included.

In conclusion there are general recommendations regarding the acquisition of playfields, athletic fields and over-night camps.

From a Dollar and Cents Point of View.—An interested observer dropping in at a jeweler's store in a New Jersey city the week after Christmas commented on the emptiness of the store as indicating a good Christmas. The jeweler's face lit up with enthusiasm as he said:

"We *did* have a good Christmas! We sold more goods than we ever sold before at the holiday season. I wish all the business men could appreciate how much the wonderful spirit in this city that has been created by the activities of our recreation department is responsible for the increased business. I feel that it is the cause of our great increase in sales this year."

Los Angeles Analyzes Its Recreation Costs.—It costs the public \$.053 every time a child uses a Los Angeles municipal playground and exactly \$.076 every time he goes for a swim in a city plunge.

These figures and many others have been made public as the result of an interesting study on the cost of recreation in Los Angeles, California, prepared for the Board of Playground and Recreation Commissioners by George Hjelte, Superintendent of Recreation. Of all the numerous recreation services performed by the department the municipal sports program is lowest in the way of cost. This is due to the fact that these activities are entirely self-supporting with the exception of administration costs because of the nominal fees charged for entry in tournaments, leagues and similar events. Public beaches and the Municipal Men's Club are next to the lowest, the city having an expense of only \$.015 for each person making

use of these facilities. The promotion of recreation in industries costs \$.0516 per individual. The five municipal camps operated by the department involve the largest per capita cost for the city. The three summer vacation camps average \$.253 per individual; the boys' camps, Griffith Park, costs the public \$.50 a day for each camper while the cost of the girls' camp is highest of all, averaging per unit \$.60 a day.

Women of Detroit Take to the Ukelele.—Miss Lottie McDermott, Supervisor of Women's and Girls' Activities in the Detroit Recreation Department, writes that during the past year a number of ukelele clubs for mothers and business girls have been organized in a very successful experiment continuing throughout the season and closing in the spring with a demonstration in which 250 took part. The members of the clubs gave a demonstration of their musical and vocal abilities, learning the dances characteristic of the period they represented, and made all the costumes used

in the various tableaux. About 750 relatives and friends came to see them make their debut.

Music as a Morale Builder.—The Department of Recreation, Daytona Beach, Florida, earned the gratitude of the Red Cross and the Disaster Relief Committee during the Lake Okechobee district disaster by its morale-creating work along musical lines. Daytona Beach is 200 miles from the seat of the disaster, but immediately after the storm Raymond Clancy, Superintendent of Recreation, took a male quartet recruited from the Lions' Club and a band from the Elks' Club to the section where there was greatest disaster. These groups played and sang in the various cantonments established by the Red Cross for refugees, provided music at the civic funeral for those who had lost their lives, and on Sunday provided music at the services in the leading churches. Letters were received from the American Red Cross telling of their appreciation "for the thoughtfulness of the people of Daytona



THE QUAKER VILLAGE—MAINTAINED BY THE PHILADELPHIA PLAYGROUNDS ASSOCIATION



THE HOMES, QUAKER VILLAGE—MAINTAINED BY THE PHILADELPHIA PLAYGROUNDS ASSOCIATION

Beach in our time of need for such recreation."

Folk Dancing in Reading.—Folk dancing in Reading, Pennsylvania, holds an important place in the programs on all the playgrounds, the Tuesday evening festivals being especially popular. During last summer an average of 3,450 children attended and took part in the regular dances. Two or three specialties were presented each evening. Two thousand people enjoyed the dances on each occasion. The music for the weekly dances was supplied by a volunteer orchestra composed of boys of high school and junior high school ages.

A Quaker Village for Children.—A year ago the Playgrounds Association of Philadelphia established what is known as a Quaker Village in the heart of the busy wholesale district of the city on land belonging to the Friends' Meeting House. Here the desire which every child has to play house is gratified to the full. Twice a week during the summer the gates of Quaker Village are opened and the community becomes populated with 200 or more of the neighborhood's children.

Against two walls of the Village shaded by the

trees and separated by white picket fences are the streets. Little green buildings labeled City Hall, Court House, Post Office and Bank, house the administrative and commercial activities. The boys and girls take turns officiating as mayor, magistrates, postmaster and bankers. There are in addition a number of sidewalk stores where the village housewives do their marketing. Each housewife has a bank book and is permitted to draw \$2.00 a week in toy money from the bank. The stores are stocked with toy packages, fruit and vegetables made by the children of colored cloth stuffed with cotton. For meat, blocks of wood have been shaped and painted.

Every day the grounds are open sees dozens of children excitedly engaged in this serious business of playing grown-up. There are workshops where they build floats for parades or make new potatoes to replace the worn out ones. There is also a school where the little mothers can leave their youngsters for a few hours.

Volunteer Leaders.—An institute to train high school girls in play leadership was held in York, Pennsylvania, last May. As a result every

playground director had the help of a high school assistant all summer. Some of the girls gave an afternoon a week, some two or three days a week.

A Checker Tournament in York, Pa.—Sixty boys and ten girls from the recreation center took part in York's junior checker tournament. Forty-one men played in the senior tournament at the City Hall. Four nights with sessions of four hours each were necessary to complete the adult contest.

An Easter Egg Hunt in York, Pennsylvania.—For the Easter egg hunt in York, Pennsylvania, last year, 3,500 eggs were contributed by 154 different individuals. All of the eggs were dyed by the Girl Scouts and hidden by the Boy Scouts, who watched over them carefully until the scramble began. When the whistle was blown by the Scouts, over 3,000 children who had been kept behind ropes at one side of the park, rushed up the hill.

A Distinguished Service Medal Awarded.—At a banquet held at McKinley Park by the South Park Commission, Chicago, Illinois, a distinguished service medal was awarded to Charles Walthuis, who has been a constant attendant of the South Park system for nearly thirty years. Mr. Walthuis has never won a trophy or medal but has given freely of himself in helping to develop activities in the park. His whole life is centered around the work at McKinley park and as a volunteer he takes charge of groups in whatever activity he is needed.

Easter Egg Hunts.—In preparation for the Monday Easter Egg Hunt in Plainfield, New Jersey, a committee was formed through the Recreation Council, which consisted of thirty-three members. A letter was sent every organization in the city, asking for a contribution of \$2.00 to the Egg Hunt. The amount secured was \$62.50, which, with the exception of \$5.00, covered the entire cost of the day.

The field at Green Brook Park of the Union County Park Commission was divided into three sections—one for children under six, one for children under nine and the other for children under twelve. In addition to the three sections there was a section for crippled children. The Boy Scouts and Girl Reserves hid 1,500 eggs—an inadequate number as it proved, since between 2,000 and 3,000 children responded.

There was a Lost Children's Committee and An Unfortunate Seekers' Committee, whose duty it was to see that the children who were disappointed because they were unsuccessful in finding an egg secured one.

The Department of Recreation and Playgrounds of Lynchburg, Virginia, held its first Easter Egg Hunt this year at Miller Park Playground. The eggs, held in wire netting, were dyed and boiled in large vats at the park. There were 5,000 eggs, 1,500 of which were given by the American Legion. Though well concealed, all of them were found in eighteen minutes by the 1,500 children hunting them. The hunt was restricted to children twelve years old and under. A live Flemish rabbit was given the finder of the golden egg.

Admission—One Egg!—An interesting variation of the Easter Egg Hunt was introduced by the Recreation Commission of Port Chester, New York, when one fresh egg was made the admission charge for each child attending the Easter Egg Theatre Party held during the Eastern vacation. Lines began to form in front of the Embassy Theatre at eight-thirty in the morning and by the time the show started at ten o'clock there was standing room only. More than 1,700 children crowded into the theatre and nearly 2,000 eggs were brought. These were afterward crated and sent to the local and county hospitals.

The use of the theatre was given by the Rogowsky Brothers, and a program of news pictures, travelogues and a comedy feature was presented. Girl Scouts and a number of volunteers from the Social Service Organization assisted in handling the crowds.

Eighth Annual Easter Egg Hunt in Los Angeles.—Two thousand children of all ages and sizes were literally "turned loose" by the Los Angeles Playground and Recreation Department to hunt for candy Easter eggs, at the Eighth Annual Easter Egg Hunt at Echo Park Playground. Until two o'clock the children were held back from the quest, but when the zero hour arrived they were allowed to roam all over the big playground and to find as many eggs as industry and diligent search would reveal. In order to give the children eggs which were fresh and clean, the department concealed slips of paper instead of eggs in various places on the playground. These papers were exchanged for eggs at the end of the search.

The children who were not able to go to the Echo Playground were invited to similar Easter events at other city playgrounds and Easter Egg Hunts were held at four other centers.

In addition the Department scheduled a children's Easter Party at Queen Anne Playground and an Easter Egg Dyeing and Show at Verdugo Playground.

Successful Community Use.—The Woodruff School, Ypsilanti, Michigan, is a fine example of a modern grade school building. Through the cooperation of the principal, the Parent-Teacher Association of the city and the City Recreation Commission, a total of 14,119 people were reached through community programs during the year. The younger boys were served through the Boy Scouts; the older boys and men by an athletic club with an average attendance of about forty. The older girls and women were also organized in an athletic club. There was a program of community dances, moving pictures, dinners, a Christmas celebration, a Halloween party, a debate and a carnival which drew 1,200 spectators. In addition there were regular Parent-Teacher Association meetings and the Association has a sponsoring committee for the men's athletic club, the women's athletic club, the dances and the moving pictures. During the summer a supervised playground was conducted on the grounds by the Recreation Commission.

A Park Gift for Noblesville.—George Ball, the owner of a large factory in Noblesville, Indiana, has presented the city with thirty acres of land adjoining the present park. The property was formerly used as a serum manufacturing plant and has on it a very fine building which can be converted into a modern bath house. It is planned to build a new modern pool on this site as soon as funds are available. The new addition will also provide sufficient ground for a baseball diamond and other recreation features. Forest Park, with the new addition, is now 150 acres in extent.

Gift for a Park Saved.—Colonel Joseph Battell of Middlebury, Vermont, bequeathed 30,000 acres in the Green Mountains in trust to the president and fellows of Middlebury College for use as a natural public park. A private company sought to condemn part of this land for power purposes, but the Supreme Court of Vermont has upheld the validity of the purpose to which the Colonel dedicated the land.

Camp Life.—*The Camper and Hiker*, making its appearance under the new name of *Camp Life*, contains in the January issue such articles as "A Commercial Analysis of the Camping Movement" and "Shall We Teach Religion in Camp?" Each month there will be pages devoted to camping activities of the Camp Fire Girls and Girl Scouts. Ben Solomon is editor of the magazine, published by Camp Life, Inc., 93 Remsen Street, Brooklyn.

A Nature Lore School.—The School of Education of Western Reserve University announces its 1929 Nature Guide School to be held in cooperation with the Western Reserve Academy at Hudson, Ohio, where thirty-one acres of wooded campus and 500 acres of farm and forest make an ideal spot for the purpose. Courses will be offered in Gardening, Insects, Non-Flowering Plants, Study Practicum in Nature Education, Advanced Physiography, Handcraft, Agriculture and Outdoor Leadership. Dr. William G. Vinal of the School of Education, Western Reserve University, Cleveland, Ohio, is Director.

A Nature Training School in Connecticut.—The Nature Training School conducted by the Coordinating Council on Nature Activities will be held this year at Gardner Lake near Norwich and New London, Connecticut, from June 12 to 29. New courses will begin on June 1, June 8 and June 15, continuing for two weeks each. Applications will be accepted for any or all of these periods. Courses will be offered in Trees and Forestry, Physiography and Geology of the Local Regions, Animal and Plant Life and Stream, Plant Ecology, Insect Life, Recreation Leadership, Music Interpretations, Flowering and non Flowering Plants, Nature Education, Stars, Birds, Outdoor Sketching, etc.

Further information may be secured from Dr. Bertha Chapman Cady, Director of the Coordinating Council on Nature Activities, American Museum of Natural History, 77th Street and Central Park West, New York City.

A Plan to Make Toys Available.—A "circulating tobery" which will operate in the same manner as the Public Library is the plan of a group of prominent New York women and social workers, according to the New York Times. In order to make play with toys available to all children, it is the intention of the women interested in the movement to gather a supply of durable toys and lend them to the children for a stated length of time.

The 1928 Olympics*

By

GUSTAVUS T. KIRBY

Chairman, Committee on Olympic Games, American Olympic Association

The Olympic Games are keen, earnest contests. There is a field where those from all the nations of the world come to give of their best to win—and naturally that brings with it conflict. But that is all the more reason why in that conflict, in that striving for success, you should have sportsmanship, courage and modesty in victory, courage and cheerfulness in defeat. And that is what the games are trying to put into the hearts and minds and souls of all competitors.

No great enterprise can be accomplished without trouble and disagreements and conflicts. At the Olympic Games there have been and always will be not only disappointments, but troubles.

At the Olympic Games in Paris four years ago, there was a riot among the spectators when the American Rugby Football Team, much to the disappointment and chagrin of the French, soundly thrashed the French Team and won the Olympic Championship. And yet during the entire game there was the best of feeling and goodwill on the part of the contesting players, the Americans even going so far—as has been accurately recorded in the motion pictures—as to assist injured opponents, refusing to take advantage of the rules of proceeding with the game until French substitutes were in position of play, as is customary with us, and cheering their opponents after the conclusion of the contests and in this spirit of camaraderie the French players were not at all behind. An exhibition of such fine sportsmanship on the part of the teams was made use of by the French press in pointing out to the French people that sportsmanship required on the part of the spectator the same kind of action and carrying out of ideals as that displayed by the players—a lesson which produced beneficial results in the entire series of the Olympics of 1924.

Just as there have been many who have advocated the abolition of the Olympic Games, so also are there many who have advocated the abolition of the amateur status, now and always a requisite

for Olympic competition. Probably there is no problem in sport as difficult as that of deciding what a competitor's qualifications should be so that as nearly as possible he may be upon the same plane as others in such competition. Advisedly, I am not referring merely to men or boys, for the problem is just as acute with women and girls, and it is one which affects us on the playground and in recreation and athletic centers so keenly that we must give heed there, too.

More than twenty years ago the I. C. A. A. A. held a congress in the City of New York, at which for three days open discussion was had upon the amateur question and its solution. Since that time the American Olympic Association has been created. The membership of that association consists of practically all the national bodies administering competitive amateur sport in the United States, and of many others. In the judgment of many of us the American Olympic Association should call a congress for the free and open discussion of the amateur problems as they affect this country, not only in the Olympic Games but in all competitive sport. If it does not do so the I. C. A. A. A., following its precedent of many years ago, may and probably will, take the initiative in the matter, and recreation workers with many problems on playground and schoolyard should have an active part in it.

The problem with us in the United States is difficult, but not nearly so much so as for those in Europe, especially so far as Olympic competition is concerned. Here over 93% of those representing the United States in the track and field athletic events on the Olympic program were college men, and it is substantially correct to state that of the entire United States team of 280 men and women, over 60% were undergraduates or recent graduates of some university or college of our country. This is not true on the Continent of Europe, and only to a limited extent true of the representation of all other countries other than the United States.

A large majority of the members of the Olympic and other sports teams of foreign countries

*Address given at Recreation Congress, Atlantic City, October 4, 1928.

are made up of artisans, the working men and women, and on the whole they are poor and their employers to a large extent are not so prosperous as to be able to continue the wage of an employee while he is engaged in competition, and almost invariably they are not even inclined to do so. The result is that when a man goes off to play a football game or engage in track and field athletics or to row, or whatever it may be, he is losing his wage. The time given to his vocation has been broken, and hence the urgent demand on the Continent for compensation for broken time, or, in other words, the request that an Athletic Association or Olympic Committee of a country be permitted to compensate its competitors by paying to them during the period of the competition and of travel to and from the same, the amount of wage which they would otherwise have received had they not so competed. The fundamental argument in favor of such compensation is that unless the working classes are thus compensated all competition in amateur sport would be carried on by the so-called leisure class.

The answers to the argument are many—among others, that professional sport is an honorable vocation, and there is no reason whatever why the working man should not play for money on the many professional teams which abound, and that anything worth while is not only worth while making a sacrifice for but is enjoyed the more when the sacrifice is made; and while it may be that the leisure class would be favored in opportunities for competition in amateur sport, in point of fact in all branches of amateur sport there are few, indeed, of such class that reach the top, or reaching it, stay there long.

This is not the place, and time does not suffice, to discuss problems as to whether amateurs and professionals should be permitted to compete together, and under what terms and conditions. But the problems are vital, especially so to us in our privilege and obligation of helping to frame the mind of the youth toward ideals as well as impart to them ideas.

There is nothing more inspiring than the opening day of the games, with the Stadium filled to capacity, the box of honor occupied by the heads and representatives of the country in which the games are held, the parade of the competitors representing the nations of the world, the grouping of the standard-bearers, as at Amsterdam, with fifty national flags surrounding the chosen athletes of the country of the games, who with great

solemnity raise their right hands—the signal to all of the several thousand competitors grouped on the field to raise theirs and subscribe to the spoken oath that they are, in truth, representatives of their countries, are amateurs in fact and spirit, and are competing in the games for sport's sake. And then the cannons boom, and thousands of homing pigeons are simultaneously freed, and with tremendous fluttering rise from the ground, circling the stadium and then dart off, as it were, to the four corners of the earth—symbolic of the gathering together of the representatives of the nations of the earth to make contacts, to get to know and to understand each other the better—and then to separate to their respective homes the world over, carrying with them messages of peace and good-will.

There is an International Olympic Committee, an arbitrary, self-perpetuating body, which represents no one, but on the contrary sends its emissaries to the countries of the world. Of course it generally happens that these emissaries are of the nationality of the countries to which they are sent and reside there, but the countries neither directly nor through any agency thereof have any part in their selection.

At the start of the games in 1896, Baron de Coubertin, in whose fertile mind the idea of the revival of the Olympic Games was born, and whose strength and spirit made such a revival possible, with the assistance of his associates on the International Committee practically ran the entire program. And this to a large extent continued until 1908 in London, when the Olympic Committee of the country of the games was in supreme control. This proved so unsatisfactory that in Stockholm in 1912 the various International Sports Federations had turned over to them the administration of the particular sport over which each had its special jurisdiction. These International Federations are much older than the revived Olympic Games, and have been instrumental in holding various international competitions, in many of which America has taken part during a period of fifty years and more.

So today we have a system about as follows: An International Olympic Committee, which determines the country and place of the competition. This Committee, as you know, has selected Los Angeles, California, for the Olympic Games of 1932, and has awarded to the United States the Olympic winter sports for the same year,

though as yet the place of competition for these winter sports has not been determined. Then there is the National Olympic Committee of the country of the games, which has to do with the physical side of the games, and largely with their social side. This means that the American Olympic Committee will be the administrative body of the Games of 1932. In addition there will be the International Sports governing bodies, such, for example, as the International Amateur Athletic Federation, which will administer all the track and field sports, providing the officials, accepting or rejecting the track and field, or having modifications made therein as are offered to it by the American Olympic Committee, taking care of all competition in this sport, determining all protests, and the like.

What is true in the Amateur Athletic Federation for athletics is equally true in the International Swimming Federation for swimming; Rowing Federation for rowing; Yachting Federation for yachting; Equestrian Federation for horse riding, and so on, throughout the entire list of Olympic sports. Thus you have, as briefly as I can present it, a summary of the make-up of the Olympic Games, and what happens thereat. You see the best of the competitors of the world in all kinds of competition.

At the last Olympics we did well—not so well as many believed we would, and not so well as many believed we should—but well enough to keep our pre-eminent position in the world of amateur sport, and not so well as to have other countries feel that with our size and our strength there would be no opportunity for others to fare successfully.

If anyone had said to me—as one who wore his first spiked shoes almost forty years ago, and therefore should know a little about the game—that we should not win at least one of the sprints of the Olympic program, or that we should not take at least a second place therein—the answer would have been that in my judgment such a statement was that of an uninformed and greatly prejudiced individual. For it was believed then by many, as well as by me, and in point of fact is believed by me today, that in Borah and Wykoff we had and have the two fastest sprinters in the world, and with two or three others almost, if not altogether, comparable therewith. Why they did not win is a guess. Perhaps they had been competing too much in this country prior to their trip to Amsterdam. Perhaps they had too

soft a time on that trip, with too much to eat and too little training. Perhaps, and probably, the track at Amsterdam was soft and cuppy and unlike the smooth, hard tracks to which they are accustomed.

But most important of all, it is not only “perhaps” but it is a fact that they were up against stiffer competition, better competition, better competitors and faster men than they expected to meet. And—at least in the Canadian, Williams—they were up against a man who could run on anything from a smooth cinder track to a ploughed field. Make no mistake—where we were beaten, we were beaten by better men, and in the girls’ events, by better girls and women. Not one of our team lay down. They all gave their best—but their best was not good enough. That we came through to victory was due to the superiority of our competitors in the field events; to Hamm, in the broad jump; King, in the high jump; Carr, in the pole vault; Hauser, in the discuss throw; and Kuck, in the shot-put, with his new world’s record of 52 feet, 11/16 inches.

In the team events, as usual, we showed our superiority. Probably the outstanding figure of our track and field team was Ray Barbuti, just graduated from Syracuse University, where he had been the Captain of the Football Team and the Captain of the Track and Field Team—a former public school boy from the City of New York. A rather dramatic figure—Barbuti—with an Italian father and an Irish mother—a boy who won because he had the will to win; a boy who when he was a lad in high school, was told by the coach that he could not try for the team for distance road races because he was not good enough. So he got a friend who owned a bicycle, to ride every evening and he would go out and run behind the wheel. Then on the day of the race he borrowed a pair of rubber-soled shoes and started with the others. He heard the coach tell the members of the high school team to save their strength, to stay in the rear until the others were tired out, and then to go to the front and win. But neither then nor now was there any of the spirit of “stay behind” in him, so he started out with the leaders, and as one leader would fall behind and another one come up, he would stick to that one. About a quarter of a mile from the finish, he still found himself tagging behind the then leader. As he puts it, he got the crazy idea into his head that he could win, so he went out

(Concluded on page 718)

Nations at Play

THE OLYMPIC GAMES AND THE NATIONAL GERMAN TURNFEST

CARL L. SCHRADER,

Supervisor of Physical Education, State of Massachusetts

Two big festivals, aiming to promote physical fitness and prowess were held this past summer; one, the Olympic Games in Amsterdam—international in scope, the other the National German Turnfest in Cologne. To contrast these two might be of interest to those interested in physical education in general, as well as those who are wondering from whence came this sudden showing of German athletes in Amsterdam. The setting for the Olympic Games was most attractive and answered for all practical purposes. The decorations of flags and standards added much to the festive appearance. The stadium itself, more decorative, perhaps, than ours, was of average size, seating about thirty-five thousand people. It was filled to capacity only several times, including the opening day, when seats were at a premium. There was the additional equipment for the dual sports, such as fencing, boxing and wrestling. The track left something to wish for; it was prettier because of its brick color, but not of that quality to which we are accustomed. Still it was alike for all and alibis are out of order.

Who will ever forget the opening ceremonies? There was that which we could not fully understand and appreciate, for it was so distinctly foreign. Yet, every one agrees that it created an atmosphere of solemnity and dignity, and also of hope that these festivals might yet be a great aid to better international understanding. One became possessed of that latter feeling, particularly when the many nationalities entered the arena and passed in review. How genuine and alike was the greeting for all, and how one was forced to recognize the oneness of humanity. Each nation has its flower of manhood, fine specimens in bearing and build. The followers of each national team were justified in their thrill, manifested in cheers. So were we thrilled to enthusiasm over the magnificent appearance of our boys, not only as a group, but as individuals. The mass chorus of several thousand men too gave a definite impressive color to the ceremony. And then when after several addresses of welcome and stressing of the

purpose of these games, the report of the opening gun signal had died away, there were liberated it seemed a thousand or more homing pigeons. What a sight to behold! They rose like a cloud, and the flutter of their wings was deafening. They flew frantically over the stadium for a while and then finally struck off for their respective home goals, bearing the news that the peaceful battle was on.

Some eighteen hundred contestants were assembled, and on the days following they awaited their call for action. The details and results of events have been so frequently reported that there is no need to add to that information. Suffice it to say that competition was never keener and that we were proud of our boys. There was nothing the matter with them, no more than with some of the hopes of other nations. We have taught them to specialize, where formerly they generalized in their sports, and they have become our equals. Now if we can but learn to appreciate the significance of a more general training before permitting specialization, we, too, shall have larger numbers to draw from in future games, and serve America better.

The raising of the respective national colors and the singing of the national hymn of the victorious nation, at the finish of an event is a most effective custom and might well be tried at our intercollegiate meets, substituting the college colors and songs, of course. Too sentimental? Perhaps, but we are not overburdened with sentiment. It was a long and patient wait till our first turn came to pay homage to our flag, but when it came there were three of our flags floated at once. Oh, that *America the Beautiful* might have been our national song instead of the *Star Spangled Banner* of which Mark Twain said that it could be sung only by a boy whose voice was changing. Never was it sung worse. A German student sitting behind us remarked good-naturedly, and not for our benefit, "That sounds like Bavarian yodeling."

In expressing the opinion here, that the participation of women in the games is out of place, no

criticism of women participants is intended, for they all behaved admirably. There are situations, however, in which women simply do not fit, aside from the fact that there are events that are definitely disastrous for women.

Less has been written about the Cologne Festival, because it was but national. It occurred a week earlier than the Olympic Games, and lasted a week. Like Amsterdam, Cologne was bedecked with flags, buntings and signs of greeting. Every home in and near Cologne was involved in housing the vast throng of people, for the hotels were far too few to accommodate the guests. Over a hundred special trains and more than fifty Rhine steamers brought this army of thirty-five thousand contestants and their followers to the festive city. As the groups arrived at the depot, many with bands, and all with their club flags, they were disposed of with military precision and assigned to their quarters. They represented all the various strata of society. There were crude looking groups from the villages and mountain districts, each individual lugging his own baggage; and those better situated from the cities, and the thousands of students from the universities, the latter in their attractive corps colors, all gathering for the same purpose of friendly contest, all paying their own way. One unconsciously felt that here was a nation gathering to play.

And how did the city meet the need for the physical equipment for so vast an army of contestants? The accompanying picture gives ample proof. The Amsterdam equipment could have been placed five times into this unique layout for frolic and combat, for it was a festival as well as a contest.

This festival had to serve a scientific purpose as well as one of physical achievement. For months, several hundred men and women had been trained to give a detailed physical examination to each of the contestants. This examination included in addition to personal history measurements, heart and lung examination, photographic pictures for posture determination, and X-ray pictures. What a wealth of valuable information will be furnished from these thousands of records! Surely, a far-sighted undertaking. One festive opening reception was out of question for so huge a crowd; hence, on three succeeding evenings this ceremony was repeated in a huge, beautiful hall. Music, singing, addresses and a festival pageant entitled: "Fire on the Rhine," constituted the program. Dr. Neuendorf, the spokes-

man for the German gymnastic organization, numbering a million and a half members, gave a splendid address in which he drew a comparison between Amsterdam and Cologne. He spoke of the Olympic Games as a wonderful international stimulus to youth and for that reason deserving of its place. He said, "I like to look upon the Olympic Games as a festival of record, whereas our festival in contrast is one of accord." A better definition could hardly be drawn. For two days before the festival began, there were demonstrations and final competitions by the boys and girls of the Cologne schools, which gave evidence of the extent of the high esteem in which physical education is held in the school program.

During the competition week, every conceivable branch of athletics and gymnastics and games was represented, distributed over the many fields and tracks. There were no world's records equalled or broken, the men to do that were in Amsterdam. But the average performances of these thousands of men and women forced one to admiration and to realization of the national significance of such a gigantic undertaking. Events were carried through with amazing punctuality, suggesting that the equipment was ample in number to accommodate these masses.

A swimming relay from Basle to Cologne down the Rhine, in which several hundred participated, each swimming two kilometers, was one of the features. The closing events of the festival on Sunday were the mass exercises in which every contestant had to participate. These twenty-five thousand men and ten thousand women who performed separately, in mass offered an overwhelming spectacle. Small disks laid in the ground made possible perfect alignment, and a large band and leaders on high platforms assured uniformity of execution. These exercises were of a new type, less rigid than of old and designed for definite and obvious purposes. Something, too, must be said of the ceremony of prize distribution, for it was indeed a fitting climax for so great a festival. All the thousands of club flags were massed into what was called a forest of flags.

First, the club or team prizes were distributed. These were a diploma, denoting the place and class and for first honors a wreath of oak leaves tied with the national colors. The flag bearer would step forward and girls in white would hang the coveted wreath on the top of the staff. Music and cheers greeted each victor. The individual winners were similarly honored, the wreaths be-

ing placed upon their heads. The simplicity and dignity of it all caused one to compare this with our vague and empty prize distribution, where the award is handed to the contestant by the custodian of prizes like a purchased article over a counter. One is tempted to believe that our boys surely would appreciate a more modest prize article presented to them in some formal, impressively staged way, far more than the cold-blooded, meaningless handing over of cups and medals.

The accounting and tabulation of results kept a large corps of experts with their adding machines busy day and night to keep abreast with the program, in order to have the final report ready at the appointed hour.

It was a festival of accord, without world's records.

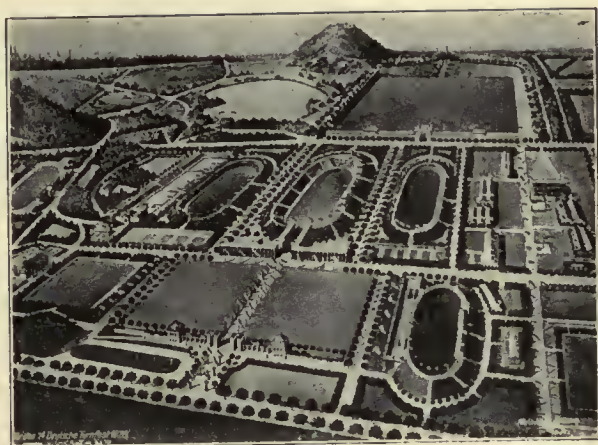
Cologne is again its normal self, but the huge playground remains for the youth of that city to prepare for both the next Olympic Games and the next German festival, four years hence.

National games and customs cannot be transplanted; that is why base ball thrives best with us, particularly the professional kind. But one nation might with profit adopt and adapt certain possible experiences from others. Germany surely adopted and adapted much of our athletic experience, but without losing what it had. A more whole-hearted belief in the training of and furnishing facilities for the masses will insure a permanent and creditable showing at future Olympic Games on the one hand, but mainly on the other hand, a nationally sturdy man and woman-kind worthy of America, the land of unbounded possibilities.

From a European Visitor

I am writing, as I said I would, to tell you a little about the playgrounds that I saw in Boston and Philadelphia. Before I embark upon the subject I should like once more to say how extremely grateful I am to you specially for the help you gave me while I was in New York. I am sure I could not have made a better contact.

In Boston I talked with Mr. Carl Shrader, who made it possible for me to spend a day at Sargent's Camp in Peterboro, New Hampshire. I had a long talk with Mr. Herrmann and was much impressed by the splendid work he is doing in



LAYOUT FOR SPORTS DAY, COLOGNE, GERMANY

Newton. I saw a great many of the Newton playgrounds, also the new gymnasium at Newton High School—I wonder if you have seen it—it is quite marvelous.

Mrs. White appears to be doing a very fine work in the community line in Boston. I was struck with the fact that very few children were taking advantage of the Boston playgrounds. I suppose it was near the end of the vacation and they were a little tired of the outdoor activities—it seemed a great lack when the playgrounds there are so well equipped with apparatus and trained directors.

I gather from a little wider experience that America is not the land of gold and plenty that I thought it was, but it is certainly a land of opportunity. Do you not agree?

Except in the High Schools in one city I do not think that the standard of gymnastics is very high (you asked me to speak my mind!) anyway in the schools I visited, but it is a sweeping statement to make since I have only touched the fringe of a very big subject. Everywhere I have been impressed by the splendid organization, but such a matter as the posture of play leaders I thought disappointing—also the carriage of children in the schools—they appeared to me to loll about on their desks and as they walked in the building.

I stayed with Mrs. Valentine while in Philadelphia and lived amongst playground leaders; they are delightfully keen on their job and spare themselves not at all—judging from the few I got to know. I thought the safety patrols an interesting innovation. Two days I spent in the Children's Court in Philadelphia and on those days I realized more than ever what a splendid and what an important work you are doing in the Playground Movement.

An Interview with James H. McCurdy, M.D.

By

ETHEL BOWERS

"The great misconception today is that every man, woman and child is ready to play, and all that recreation leaders need to do is to provide a ball and a playfield and everyone will begin playing and enjoy the game. This is not true."

Dr. J. H. McCurdy had been asked to give his ideas as to what are the greatest problems facing the promotion of recreation for women and girls. His first statement summed up the whole situation in a single sentence: "Girls are not ready to play." Then Dr. McCurdy continued:

"Girls have not had the racial background of play as have the boys, nor does modern city life tend to promote the play skills of girls any more than it does those of the boys. Today boys and girls need a fair education in the fundamental skills of the various games and activities that go to make up our adult recreational program. The teaching of these fundamental skills must be the responsibility of every grammar school physical educator of the nation. It will be too late to teach them in the high school. For example, in a high school with a student body of nine hundred boys, one-third of them could not play baseball well enough to become a member of a home room team. If any of these boys dared to appear on the field to try out for the class or varsity team, they would be run off the field by the more skillful boys.

"I am reminded of another incident in which a man I know was advised by his doctor to join a Y. M. C. A. volleyball class. The man went three weeks, then dropped out of the class. I asked him why he had left. He said: 'You see, Doctor, just as the ball would be coming my way and I would be ready to hit it, a man on my right would reach over and send it back. The next time I determined to return it and before I had a chance to touch it the man on my left had batted it into the other court. It kept up like that for three weeks. The other members of the class did not say anything, but I couldn't stand the way they

looked at me. I guess I should have learned to play that game years ago.'"

Everyone can add many such instances of the lack of fundamental skill by players of today. Just watch any gymnasium or games class at a Y. W. C. A. and you will realize that most of the women of today cannot enjoy even the simplest of games because they lack the fundamental coordinations necessary to any game.

"If our activities are to be truly recreative," Dr. McCurdy continued, "the girl or woman participating in them must be able to take part in them with some success, for without success there will be no recreative value in the activity. Our first step in solving this problem is to determine what are the fundamental skills that a girl should learn in grammar school, in order that she may play games and take part in adult recreational activities and enjoy them. Every woman physical educator should face this problem squarely, and meet the situation in her own school. Furthermore, the Women's Section of the American Physical Education Association should undertake an extensive study of the subject, and recommend what fundamental skills should be taught to our girls from the lowest grade through high school.

"Our next step in promoting recreation for women would be to see that every school in the country taught these fundamental skills as a part of the physical education program. In order to do this we must get the teacher training institutions to prepare every teacher who is graduated to be able and willing to teach these fundamental activities to every one of her pupils. We must get the city and state physical education directors to incorporate such activities in their programs and to train their teachers to teach them to the children of the city and the state.

"If these fundamental skills are not taught in the physical education classes of the schools, they must be taught on the playgrounds. If the latter is done, then the playground executives must re-

organize their whole department so as to teach skills, not just to organize and lead games. However, in my opinion the playgrounds have their own duties to perform, and the schools are in a better position to carry on the work of education, more easily and more cheaply.

"So far the physical educators have often failed in their work by making their programs too corrective in nature. Posture should not be the only objective but should be used as an aid.

"Another problem we must face in considering recreation for women and girls is the whole question of competition. There must be intensive studies made of the effect of competition on girls, especially in regard to heart and blood pressure and functional disturbances. We must encourage teachers and graduate students to undertake such studies. The question of competition will be ever present. It must be considered from the standpoint of the physical and from the publicity which it so often incurs. Some organizations are taking girls into competition under conditions which are bad for girls socially and possibly physically. There should be some scheme evolved to regulate competition and provide proper conditions. This is particularly true of girls in industry. This phase of athletics for women must be studied very carefully.

"Finally, if our recreation program is to succeed, we must plan it to meet the needs and interests of the girl. We cannot plan a program to fulfill these needs until we know what these needs and interests are. A study should be made of the interests of girls, and our program based upon the results of this study."

Thus has Dr. McCurdy outlined in a few words the vital problems facing those who are struggling with recreation programs for the girls and women of today. Here is work for all thinking leaders to do, in determining and teaching fundamental skills, and promoting such teaching throughout the country; in studying and regulating competition; and in determining the interests of the girls of today and basing the recreation program on these interests.

Whence Comes This Delight?

"And next to it and very much like it is the kind of joy which arises without any obvious reason, and constitutes the most inscrutable element

of life, more mysterious than death or even birth. By apparent accident we tune in and the music of the spheres is suddenly heard." Thus Sarah N. Cleghorn writes in *The World Tomorrow* for June, 1928. She mentions memories of incredible and apparently uncaused joys when one has with delight looked around him, perhaps when both heaven and earth were bare of any ostensible reason for his bliss. Passages in poetry and music, corners of pictures and cathedrals, seem to have some contact with fourth-dimensional existence, or something like that, from whence a spray of some prodigal delight comes showering and sparkling over. Nobody has ever worked out a technique for inducing these moods.

"One can keep in physical health, as a preliminary move toward them. The important thing is, when they come, to follow where they draw."

Love and friendship are mentioned as unaccountable joy. "Unhug your love, if you wish to keep it as sweet as in the divine beginning. Fling out, with hopeful recklessness, all that is possessive in it."

"This sense of complete fulfilment is the natural opposite of satiety. Its fulness resides in its quality and is not measurable in quantity and duration. It is like the glimpse of heaven which Mohammed had, which lasted only while water was being tossed out of a pitcher, yet suffused itself backward and forward over all time."

Miss Cleghorn thinks that educators find a perpetual need to settle with themselves what, with all their planning, they mean to confer upon the child they want to teach. Of course this is equally true for recreation leaders. They, too, think of self-control, independent thinking, scientific observation, preparation for citizenship. In education and recreation both, is the spread and propagation of happiness enough? Is the student's eye shining? Then his education and recreation are serving him deeply and well.

"We are receiving from our children a sort of friendly disrespect for our age, our habits and our experience; with disconcerting but oh! how precious frankness they tell us the truth about themselves, all barefoot and berry-stained as they find it. And this truth is that they are determined to spend their lives for what, to the best of their knowledge, they want, regardless of what we want them to try to want. . . .

"Because if we know anything about joy, we know that it is not reached by long deliberation, but by courageous action; and we are absurdly timid for our young."

To Walter Camp*

By

E. K. HALL

A great American university has named her playgrounds in honor of one of her distinguished sons. A noble memorial in the form of a massive gateway has been erected at the entrance to these grounds, carrying this man's name carved in great blocks of stone. The university has set this hour as the time for the dedication of this impressive structure.

We expect to find here on such an occasion the life-long friends of Walter Camp—and they are here.

We expect to find here Yale men in great numbers—for this is Yale ground and Walter Camp was one of the Yale family—and the Yale family ties are strong.

But we also find here, in person and by proxy, representatives of schools and colleges from every part of this great country who have come to join with the men of Yale in the dedication of this memorial—so majestic in form and so unique in origin.

It must mean something when the colleges of America request the privilege of participating with Yale men in erecting to the memory of a Yale man a monument on Yale soil.

It must mean something when Yale men cordially share their own exclusive right with the men of other colleges who also wish to honor the memory of this son of Yale.

It must mean something when 224 other colleges and universities and 279 preparatory and high schools, representing 45 States and including the far-off territory of Hawaii, together with the leading Associations of Football Officials and of Track Coaches of the country, eagerly accept the opportunity thus graciously extended to them by Yale.

And what does it mean?

I should like to answer that question and I undertake the answer with entire confidence.

All this did not happen merely because Walter Camp was in his generation the outstanding champion of athletic sports, nor because he was for fifty years the central figure in the greatest of all

academic games—a game which he more than any other man developed and gave to the schools and colleges of the country.

Walter Camp gloried in the health, the strength, the speed, the skill, and the physical prowess that athletic sports develop; his heart sang with joy in the spirited clash of physical contest and combat; and the physical values which athletic sports produce so lavishly had no more eloquent and no more ardent advocate than he.

But it was not merely because of their physical values that Walter Camp devoted so much of his life to the development and advancement of athletic sports. He realized that these values pale almost into insignificance when compared with those greater values which come from athletic sports at their best—values not only of higher significance to the individual than physical prowess or a healthy body but values which mould the character and determine the strength of our national civilization—self-control—self-reliance—perspective—persistence—ability to co-operate—courage—fortitude—honor.

He understood as few men have, the American boy. His ruling passion was to see him develop into a man's man. He realized long before most of us, and while many were still carping at them, that in the playgrounds and athletic fields of America lies the surest hope for conserving and perpetuating the virility of this virile race—increasingly surrounded and menaced by the seductive allurements of luxury and softness.

He saw the athletic field as a crucible where the youth of the land is tested and tempered under the intense heat of fierce competition and physical conflict: a crucible where the poisonous elements are driven off, and where other elements are changed into pure gold, and where entirely new values are fused into the boy's character—provided always that in the crucible there is present in abundant quantity the purifying re-agent of sportsmanship.

No man has done more for American sport than Walter Camp but his greatest contribution to sport is to the standards of sportsmanship. No man has done more to build up the Code which, if we preserve it, will keep our sports clean and

*Address made at the dedication of the Walter Camp Memorial, New Haven, Connecticut, November 3, 1928.

wholesome for all time and maintain these sports as one of the powerful sources of our nation's strength and our national character.

That is why this monument is here. That is why the schools and colleges of the country rejoice today in having shared the privilege of building this memorial.

And that is the reason, Walter Camp, that I am here today. I come not primarily as your old friend to tell you what our life-long friendship means to me, but I come, fortified as you may see with eloquent credentials carved in stone, representing the boys of the schools and colleges of America, publicly to express for them their affection and their gratitude.

You dedicated your life to the American boy. The boys of America today join in dedicating this monument to your memory in recognition of your service to them. You put romance, chivalry and idealism into their sports. As long as boys shall gather to play their games on lot, on playground or athletic field, may that idealism endure in all its beauty, its vigor and its virility.

A Plea for More Playgrounds

The Annual Report of the Public Welfare, Park and Recreation Departments, Waltham, Mass., contains a recommendation that Waltham secure more play space.

"Children under twelve," says the report, "should receive more consideration than has been accorded them in the past, and the Board recommends securing small lots of 20,000 square feet each, at locations where no child would have to travel over three blocks to reach one. The ideal layout is one playground for small children in each city block, in order that the children need not cross a street to reach it, but Waltham is so closely congested in certain localities that this would entail a great expense.

"The practice of setting aside space for permanent playgrounds in new real estate developments has been spreading rapidly. The progressive realtors realize that the only way to insure future recreation spaces, which are becoming so increasingly necessary for health and child safety, is to dedicate suitable areas of land for this purpose, as neighborhoods build up. This innovation not only shows public spirit, but also has proved a

sound business proposition. The neighborhood playground attracts home seekers and facilitates the sale of lots. It need not entail a financial loss to the subdivider. The value of the land reserved may be returned in enhanced prices, or by actual distribution of this cost to the individual building lots.

"In city additions of ten acres or more, ten per cent should be the minimum of area to be set aside for recreation."

Five Principles to Guide Selection of Recreation Areas*

Emphasis should be put upon the right principles in the selection of land for parks, parkways, playgrounds and athletic fields. Five principles may be stated as being especially important:

1. To acquire those easily accessible small tracts in different parts of a city which may most cheaply be adapted to serve as local playgrounds or recreation centers

2. To seek also some moderately large tracts, even though less accessible for the present generation, provided they are capable of conversion at relatively small cost into parks which will have the beauty of natural scenery

3. To acquire property for large parks in advance of general settlement of the neighborhood

4. To select generally, though not always, lands which are not well adapted for streets and buildings

5. To distribute the lands over the city in such a way as to give the maximum of use to the people who will be called upon to pay for their acquisition, development, and maintenance.

Notwithstanding the tremendous advance which has been made in recent years, it may still be said that *recreation, in proportion to its importance, is the most backward and neglected phase of American life.* Compare it for a moment with the attention that is given to work or education. Adequate provision for play and recreation is dependent in the last analysis upon city planning and regional planning, and especially in the laying-out of new suburbs and new towns to meet the requirements of modern life.—John Nolen, City Planner.

*Courtesy of *The American City*.

Planning a Town for Wholesome Living*

By

HENRY WRIGHT,

Consulting Architect

City Housing Corporation of New York

I visited the other day in Chicago a gentleman who worked in the planning of those wartime towns for munition and ship workers. He took me out to his home in the evening. When he went in the door with me, he said, "Mary, I have brought Henry Wright home with me. He has been telling me a great fairy-tale about a town they are building in the East, and they are doing all the things we used to talk about during the war."

The City Housing Corporation started five years ago to build a community known as "Sunnyside" in Long Island City, in some of the worst surroundings we have in the entire New York region. That is now a little oasis in a desert of a terrible mixture of apartments and houses, about as bad as we have anywhere in New York. It is a beautiful place. It is practically a finished community. The lessons which have been learned at Sunnyside are now being put into effect in a very much larger venture in a new town which is to be called Radburn, which is already under way. And tonight I am going to try to tell you our problems and our accomplishments in building these two communities, and in building them around the opportunities for community life and recreation.

In New York City plots are rather narrow and back yards are not so deep as in some other cities. In this depth there is really quite a lot of room, but by the time we get through with cluttering up with alleys, garages, backyard fences and sheds, there is very little room.

Joseph Lee wrote in the *Survey Graphic* for November: "The problem of adequate playgrounds will remain unsolved until the inside playground in the center of each inhabited block—perhaps the inside primary school also—has been established."

It so happened that some of our blocks were quite long. Those blocks were divided into three

groups of houses and a common garden space provided. Now, that garden space was acquired in two ways. In the first place, the company decided to keep all garages out of the back yards. They never should be there, in a small city back yard. In the next place, they decided to design the houses efficiently, only two rooms' depth, to occupy but a very small part of the front of the lot. That left plenty of back yard space. Each person has a back yard. And then the back thirty feet of the lots were set off as common play and garden space—making a 60-foot wide garden space running all through this development.

This is a community where the people are of very modest means, and they have made use of these playgrounds, they have enjoyed them and take great pride in them and keep them up. The total length of those playgrounds in Sunnyside of the private playground kind is nearly a mile.

We found that all of these playgrounds—there are six acres of them—were not enough; they didn't give a place for the large children to play or for the people who wanted tennis. So we set off a three-acre park for play at the end of the development. That park was set off out of the limited profits. (This company is allowed to distribute but six per cent. on its stock.) And this was set off for the community without cost, actually representing a cost of \$125,000.

Now, there were two lessons learned at Sunnyside, which I think are going to be copied all over the United States. We know of some places where they are already copied. One is the value of this internal block playground. And I have a formula by which you could get endless interior block playgrounds, and the man who sells the land can make more money and everybody will be happier—and absolutely for nothing. In fact, if we get the technique of this right we shall have so many playgrounds in America we shall have to call them off. That is not a fairy-tale. I am ready to prove it.

There was another thing we learned at Sunnyside

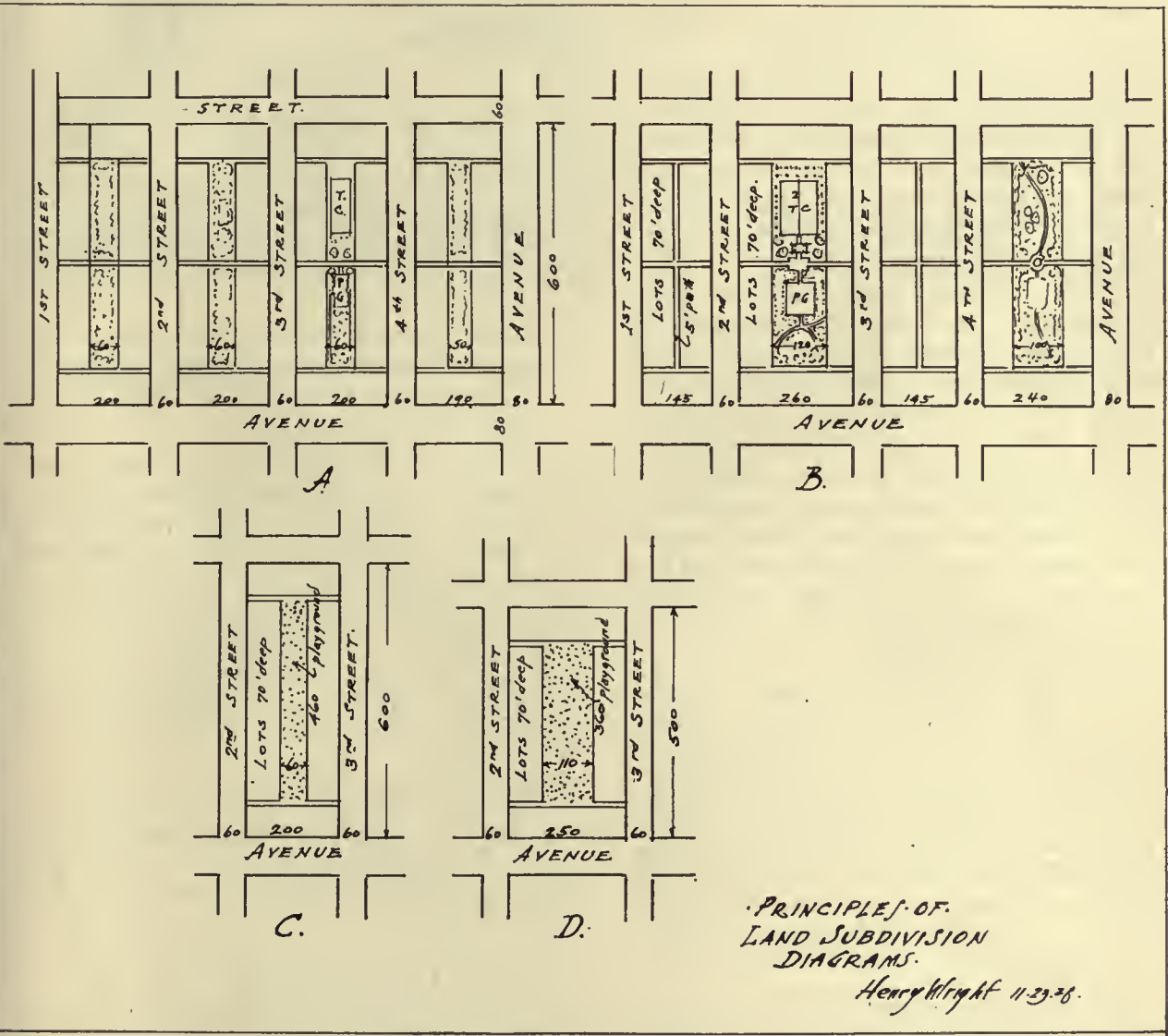
*Illustrated talk given at Recreation Congress, Atlantic City, October 3, 1928.

side. This was quite an experiment, a bold experiment. We found that we could introduce groups of houses which did not face the street. One group of houses, in which twenty-two families live, runs back in from the street nearly 200 feet. The people approach the houses by a sidewalk which goes up steps into a little garden court. That would be very easy to build and rent. The question was: Would people buy it? Well, people have bought it, which is certainly gratifying, and there is really a very strong tendency toward this type of development. People seem to enjoy the quiet.

Now, this particular lesson or experiment, and the other one of the interior block playground, have been carried over into the new town of which I shall tell you.

In all Sunnyside, in which there are now 5,000 people living, there isn't a single light court. There isn't a single room in the whole of Sunnyside that looks out upon its neighbor in a narrow side yard anything less than twenty-five feet wide. That has been done on very expensive New York land, and consequently it will be done in every other part of the country when they understand it. That experiment, which took four years to put into effect, was merely an introduction, or rather an experiment, giving us more knowledge in the methods of planning and more knowledge as to how people will act.

In the City of Radburn, N. J., where 1200 acres have been bought for this new town we have an immense block, fifteen times as large as an ordinary city block.



And that block is to have a park right down through the middle. That park, instead of being sixty feet wide, will be a hundred and fifty to two hundred and fifty feet wide. One block contains, with the school playground, about six acres; another block, about four acres of park land. The houses are all placed on little lanes which run back into the block but not across it. The lane runs in and the houses all enter from that lane by motor car. But foot passengers never go up and down this lane, that is, theoretically. Mr. Lee says that is where all the children will play, and that has yet to be seen. At any rate, this is only for motor cars. The garages are only on this side.

The other side of the house looks out upon a garden which is really part of the park, so that every family in the whole community is really living on the park. They live on their own private little share of it. But this is all a great connected park system all over the whole town.

This isn't something we are going to talk about or wish we could do. This is something that is actually being done. These parks have all been laid out and pretty soon we are going to put the shrubs and trees in them. We are going to put in games and everything else that we can think of that properly belongs in those parks.

And we are having a great discussion now as to whether we shall put any sidewalks on the main street. The idea is that everyone shall walk back into the park and through the park to the station and to the shopping center, to the school and to the playground. But, at any rate, whether or not practice proves our theory, everyone will be able to walk down his own little path to his tennis court, to his playground and every child to the school. And we have added, we think, to the other two points of comfort and quiet and parks, the third point, and that is safety—especially safety for the child.

Now, this isn't as easy as it sounds. It is really a great step. And we are going to lean terribly heavily upon the Playground and Recreation Association of America to back up its president in the idea that real internal block parks are possible. I have been proposing them for years, because I read about them in England. But everybody said, "You can't maintain them. You can't police them. You won't know what will be going on in those parks."

The point is this—that even in a new town you couldn't afford half as many parks. These parks come to us for almost nothing—merely the price

of the virgin land—because those parks do not have to be served by sewers, water, gas and all sorts of things, as they would have to be if the street ran along in front of them. Consequently, we are getting from ten to fifteen acres of park lands distributed over the entire city of Radburn—a continuous system of parkways, at really a surprisingly small cost—something that every real estate man could do and probably will do when he sees that it can be done. And we are a proving ground to show that it can be done.

Twelve Commandments for Playground Construction

BY

CARL DIEM

*Director of the Deutsche Hochschule für
Leibesübungen*

1. Playground construction is the duty; playground culture the pride of a municipality.
2. Three square meters of suitable playground surface per inhabitant is the minimum essential, five the rule.
3. First build playgrounds, then stadiums; playgrounds nearer the dwellings than stadiums.
4. Playgrounds and gymnasiums without showers are a cultural disgrace.
5. Separate children, women and men in sport, but give each equal and sufficient equipment.
6. Fees for gymnasiums, pools and playgrounds should be collected from those who do not attend.
7. A playground should be an attractive place. Be liberal with decorative green, sparing no space for spectators, and away with all wooden fences.
8. A playground is not worthy of that name without a swimming pool. Give it a place in the main arena; if not, at least in the open, available at all times.
9. Dissect large play areas into respective play-fields so that they form a park in their entirety.
10. Let a stadium represent a definite building plan. Aim for the horseshoe shape, and avoid the dish shape.
11. Ask playground experts for advice before making old mistakes over again.
12. A playground without a teacher is a man without a head. The stadium without a sports training school is dead.



CHILDREN'S PLAY ROOF, PRINCE GEORGE HOTEL, NEW YORK CITY

Another Place to Play

The Prince George Hotel, in the heart of New York City, has a children's play roof which deserves a moment's attention.

When you step off the elevator, you leave the grown-up, practical world behind you and enter a land of play. In the hall, leading to the roof, there are window curtains—blue with pictures of children and witches and yellow dogs. On the walls are paintings illustrating Mother Goose rhymes and near the door hangs the shining steel armor of Prince George, the children's knight.

Then—you come to the roof. Over the gate, a small boy holds a sign, "Hello!" There are plants, hanging vines, shrubbery and flowers of many kinds in blue and yellow flower pots. There are lovely bits of statuary, gaily painted birds, lanterns and wind mills. In the distance, the chimes of the Metropolitan Tower ring out the time.

The place is well equipped—a real Indian tent for the boys, a doll house for the girls, a sand box with tools, a fish pond with boats and water wheels, kiddie cars, swings, hobby horses, ring

toss and other games. In one corner, shut off by a gate, is—

"A little spot
For a tiny tot."

There is also a shady place under an awning which has tables and comfortable chairs for mothers or nurses.

The roof is open from 8:30 to 5:30 and from May to November. A surprisingly large number of children are guests at the hotel each summer and they make good use of this outdoor play space. "I did not know," writes one lady, "that there could be such a delightful spot for children in any big city."

Want a Community Hall?

This is how Landenberg, Penna., did it. Landenberg has a population of 600. A group of women united in desiring a community hall. Then they went to work.

They bought an old store building. Then they called a mass meeting to give the idea a chance to grow. From this meeting a board of nine trustees were appointed to have charge of the property.

But most important was the announcement that everybody was to have a part in making the dream come true.

The women served the dinner. The men worked in squads. Some tore out shelves, counters and partitions. Others painted and plastered and one squad repaired the foundation.

The women made the stage curtains and even helped with the painting.

Afternoons and evenings for two weeks there were from three to seven men (volunteers) at work. It was completed in two weeks, just in time for a Chautauqua Festival.

The building cost \$800. The material, at cost from a local dealer, amounted to \$339. One woman contributed 125 chairs.

Community enterprise made this hall possible. Community enterprise will make many things possible.

Do you need a community hall?

Do you need anything else that will make your town a better place in which to live?

What you want you can get. Try it.

THE SWARTHMORE CHAUTAUQUA ASSOCIATION,
Swarthmore, Penna.

How a Rural Community Earned a Community Hall*

By

PAULINE M. WOOD

A few years ago a small farm community in Southern New York State decided to earn money to remodel an old deserted church into a community hall. The first step was to hold a meeting and decide upon necessary repairs, equipment and minimum expense. A committee composed of five leading citizens finally decided that \$200 would be sufficient to shingle the roof, put in the new flooring, provide for a temporary stage, paper the building and buy a few dishes. A carpenter and paper-hanger each offered to donate his services and the ladies of the community would gladly furnish curtains and sufficient cooking utensils. But the big item was to earn \$200 to purchase the necessary materials, which alone would transform a useless, dilapidated building into a serviceable and modern community hall. It was in early May and the Spring plowing and planting must go on, as all concerned were farmers and dependent on the profits of their small farms to earn the necessities of life.

A great deal of talking was done and many free suggestions given in regard to raising the money, but the church remained in the same condition, for talk and suggestions do not provide finances.

May passed; June came, and the little rural school next door to the old silent church closed for the Summer. But with the closing day of school came an awakening idea in that country teacher's mind as she walked slowly homeward. She was the daughter of one of the citizens interested in the welfare of his community. That very evening she made a personal call on each member of the improvement committee, and presented her money-making plan to them. A recipe book would pave the way. She agreed to collect all the recipes, plan the style of book and arrange for its printing. While the committee members admired her courage in attempting such a task, they hesitated to give their approval, for they argued that the cost of printing such a book would leave but small profits in proportion to the amount of work in-

involved. Being a convincing talker the little teacher finally persuaded her listeners to give their approval and she went home happy, sleeping but little, as she planned entertainments which she would have when the community hall existed.

In the morning she began by calling on several nearby neighbors and explaining her mission. All the farmers' wives were only too pleased to contribute recipes and helpful, original household hints. The sponsor of this plan did not forget to solicit recipes from former residents, and thereby gain support and interest from outside communities. Several recipes were collected from points as far as Richmond, Cal.

While the teacher collected recipe book material she had formed many interesting letter friends who wrote encouragingly regarding her efforts. An advertisement in a nearby paper concerning the compiling of the recipe book brought several helps from strangers whose parents were former residents; also several pictures of the church when it was first built, and its early members.

By persistent effort the recipes were all collected by the middle of August. Now the only question to settle was that of printing. The idea was all settled in her mind, if others would only co-operate. She reasoned that the residents of her home village had always done a great deal of trading at a nearby village. Why not ask the merchants of this village for a little help? Accordingly, the teacher called on several of the leading merchants, explained her proposition and the possibilities of its success, and asked them if they cared to help by taking advertising space in the cook book. The cook book would be sold not only in her community, but in several other rural districts whose residents were good customers in the village where she was now soliciting aid. The merchants responded beyond her wildest expectations, so that the cost of printing was entirely taken care of. She planned to have 100 copies printed to start with. As it was late Fall when the books were finished their authors wisely de-

*Courtesy of *The Rural New Yorker*.

cided to hold them until the holiday season, when, they reasoned, they would make attractive Christmas gifts. It was really more than a cook book, with the bright oil-cloth cover, with unique blue printing, and its pictures of interest and a short historical sketch of the town's early history, features which helped the book to find a ready sale.

During the holiday season the first 100 books were sold and with the \$50 proceeds the roof of the building was shingled and other minor repairs started. The old church was really becoming a hall. During this transitional period several requests came in for cook books. This time the cost of printing was paid for by popular subscription. The second edition of cook books sold as readily as the first, and thus another \$50 was raised. With this amount the hall was placed in a usable condition. Needless to say, the remaining \$100 took care of itself, being easily raised in the hall by fairs, suppers and entertainments which all greatly enjoyed.

Since that time I can safely say that \$1,000 has been made in this building, a large part of which has been applied in improving it. A spacious dining-hall has been annexed, and gymnasium equipment, furnace and electric lights have been installed.

To attempt to describe the enjoyment and good times which have been made possible by the raising of that first one hundred dollars would be a long story, but certainly all who assisted have been repaid many times.

One Hundred Rural Community Houses of Montana*

In more than one hundred rural communities of Montana the need for some sort of community center has led to the erection of a special building usually called the "Community Hall." Some of these are situated in villages where they serve both villagers and farmers and are also used as gymnasiums by the school pupils. More, however, are located in the open country, many of them ten, fifteen, twenty-five and even fifty miles from any town or village of consequence.

The picture of these community halls given by

J. Wheeler Barger, Department of Rural Life, Montana Agricultural Experiment Station in a recent issue of *Rural America* is reminiscent of the old pioneer days of New England when the Meeting House was the center of the communal life. The writer says:

"Much of the material and the labor necessary for the hall is contributed by the farmers and ranchers of the community. Many of the halls are one or two room structures, sometimes made of logs, costing between \$3,000 and \$5,000, while a few are relatively more pretentious buildings costing between \$30,000 and \$40,000. Frequently the smaller buildings are 20 by 40 or 30 by 60 feet, while the larger are 40 by 100 or 50 by 125 feet . . . some of the larger have as many as nine rooms, the average number being three. Practically every hall is equipped with a stage, piano, chairs or benches, and kitchen utensils, while some have a phonograph, radio, motion picture machine, athletic supplies and a community library."

In some instances, Mr. Barger shows, a community organization of limited membership builds the community house, but these are in the minority. When the entire community sponsors the building, a corporation is sometimes formed. Money is raised by the sale of shares of stock, subscriptions from local persons, and more especially from business men in surrounding towns, and by entertainments of various kinds. Incorporated undertakings have proved on the whole more successful than loose organizations.

"Organizations using the buildings include Farm Bureaus, Home Demonstration Clubs, 4-H Clubs, Rural Boy Scouts, American Legion, religious organizations, lodges and various other social and business groups. In many of the communities, individuals are allowed to use the halls for private entertainments upon payment of a nominal fee.

Pasadena's Library a Community Center.
—The Central branch of the Pasadena Public Library is serving in a large way as a community social center. In addition to the general library service rooms, there are an exhibit and lecture room, an art gallery, and several additional rooms available for lectures, classes and other activities of a type which are not out of place in a library building. Some of the many groups using the library as a social center during the past year were the University Extension classes, Camp Fire

*Courtesy of the *American City*.



LIBRARY WITH ROOM DEDICATED TO COMMUNITY EVENTS, PASADENA, CALIF.

Girls, Drama League, Tuesday Musicale, Historical Society, Audubon Society, Writers' Club, Browning Club, Radio Club, Delphi Society, Current Events Open Forum, and the Teachers' Society. The annual handcraft exhibit of Pasadena Playground Community Service and the Southern California District Recreation Conference were also held at the library.

The management is favorable to the fullest use of the plant as a community center, avoiding the housing of activities that might interfere with the library's normal function.

Bowling for Girls in Minneapolis

Bowling is the "real thing" in the program of activities for girls and women of the Recreation Department, Minneapolis Board of Park Commissioners, and there are about 200 girls and women connected with the league. On March 19th the Municipal Bowling League held a banquet at the Columbia Park Golf House, at which trophies were awarded. This was followed by

an entertainment program in which the various teams took part.

"To keep you in condition for bowling next fall," writes Dorothea Nelson, until recently in charge of the program for girls and women of the Recreation Department, "the Recreation Department invites you to participate in the various spring, summer and fall sports offered by the Department."

These sports are listed as follows:

Golf Club—May 15 to September 15. Play every Saturday afternoon 2:30 Glenwood and Columbia. Club dues \$1.50

Tennis Lessons—Every evening at the Parade Grounds, at 6, 7 and 8 o'clock—10c a lesson.

Sketch Club—Every Saturday afternoon, 2:30 at the various parks, etc., 25c a lesson.

Rifle Club—Every Tuesday evening, 7:30 p. m. at the U. of M. Armory Range, 25c a lesson. Guns and ammunition furnished. (Men and women.)

Hiking—Every Saturday afternoon, 2:30—Wednesday evenings and Sunday. (Men and women.)

Girls' Baseball Diamond Ball—10 to a team—games played at the Parade Grounds—Monday at 6:30 P. M. Season opens on May 15.

Handcraft for the Women and Girls of Detroit

Many handcraft classes are held on the playgrounds of Detroit during the summer and all the girls take part in the pageant held at the end of the season, and make their costumes under the direction of the play leader. Playground crafts are divided into three sections and an honor point system has been devised for keeping one article in each section. They are as follows: crepe paper articles, spoon dolls, lollipop dolls, and flowers; second group, basketry, mats and small baskets, and a flower basket made with a wooden base; third section, samplers of yarn on burlap, bags for crocheting, string bags, for dishcloth and string, oilcloth bags for bathing suits, purses and pillows and stuffed oilcloth and gingham toys. Further points are awarded for completing each of the following: sateen bag, dresser scarf, collar and cuff sets, bloomers, apron, smock, ballet slippers, embroidered hats. Local exhibits are held on the playgrounds and the best articles are sent to the great exhibit at Belle Isle at the time of the pageant.

During the winter handcraft clubs are organized among the junior girls to meet in the afternoon, among the intermediates who meet Friday evenings, and among the women. These two groups of girls have games after each handcraft period and certain age groups also have lectures and discussions once a month. This year the fourteen year old girls will have six lectures on home safety; the fifteen year old girls will have lectures on home nursing and the sixteen year old group in recreation. All of the handcraft activities, the lectures and the books which the girls make up incorporating the lecture points, count certain points toward the certificates and pins.

The women in particular are interested in handcraft activities, making articles of all kinds such as crepe paper novelties, brushed wool and other flowers and basketry. Any group of thirty or more women may organize, asking the Recreation Department for a leader and a place to meet. These are supplied without charge and material may be bought from the Recreation Department at cost. There are twenty-seven adults' and twenty-seven children's handcraft classes in operation this winter.

Health and Recreation Activities in Industrial Establishments

The findings of a study of health and recreation activities in industrial establishments made in 1926 by the U. S. Bureau of Labor Statistics at the request of the Outdoor Recreation Congress, have recently been published in a pamphlet issued by the Government Printing Office, Washington, D. C., price, 25c.

In 1916-17 the Bureau made its first study of welfare activities. In comparing these two studies, the greatest advancement in the ten year period, it is believed, is shown in the kind and quality of the medical care provided in the extension of the vacation movement, and in the phenomenal growth of group insurance.

For the present study information was secured from 430 establishments with approximately 1,977,000 employees, these establishments representing many types of manufacturing industries, and transportation, and commercial enterprises in different parts of the country. On the side of indoor recreation, of the companies visited 235 provide clubhouses, club or recreation rooms, rooms for different games, such as billiards or pool, bowling alleys or gymnasiums, while 316 provide lectures, moving pictures and concerts or assist in the maintenance of bands, orchestras or glee clubs. The study of these facilities have resulted in the following conclusions:

"These features of industrial life are not uniformly successful, however, as about 100 companies reported that one or more of these activities had been given up. Lack of interest on the part of the employees was the reason for the discontinuance of twenty-three musical organizations, six gymnasiums, three bowling alleys, two clubhouses and one dramatic club, while other companies reported that the cost was too great, or that the results did not justify the expenditure. A number of plants gave up much of their personnel work during the World War and it has never been revived. Musical organizations seem to be the most difficult to manage, partly on account of changing personnel and partly because of the difficulty of securing competent leaders."

Of the outdoor recreation facilities provided, baseball is believed to be the most popular, 223

companies of the 319 reporting on outdoor activities maintaining one or more organized baseball teams in their plants. Other sports include football and soccer, outdoor basket ball, rifle teams, quoits or horseshoes, tennis and golf, ice hockey, field hockey and similar activities. The various athletic features are managed in the plants of fifty-nine companies through an athletic club or association, composed usually of a large proportion of the employees, and in many other companies an athletic committee has charge of the different sports. In cases where there is an organized club moderate dues are usually charged, these dues ranging from \$1 to \$3 per year if the athletic association is an entirely distinct organization. Where the fee covers social and other activities as well as athletics, it may be considerably higher.

More than 170 companies reported annual picnics or field day, while in many of the plants of these and other companies various outings are held either by departments or by special groups. A number of companies provide country clubs or summer camps.

Recreation workers will find of special interest the comments in the report regarding the place municipal recreation is coming to occupy in relation to the industrial group.

"Various factors enter into the problem of providing outdoor recreation for the employees of an establishment, some of which were not operative ten years ago when the first study was made. The most important of these are the increase in the extent of automobile ownership among industrial employees and the rather definite movement toward home ownership in the suburbs of many of the important industrial centers. Both of these factors militate against the development of outdoor sports in the vicinity of the plants. In addition, space for outdoor sports is often at a premium, since many industrial establishments are in highly congested areas. In a growing number of cities, too, the development of municipal recreation under trained leadership has become a feature of civic life, and this may often prove to be a solution of the problem of the employer who wishes to provide such facilities but is unable to do so because of lack of space, or who has found a tendency toward professionalism growing up in the plant. In cases where the city provides a trained recreation director, frequently groups of industries contribute a stated amount annually toward the cost of this service,

and the different teams are usually organized according to their industrial affiliations."

Play Given at May Fête

As a variation of the usual May fête, a cast of girls from eight to ten years from the West Side Kindergarten in New York City presented "The Princess Whom No One Could Silence" as part of their festival held in Central Park this year on the last day of May.

The children chose a knoll near one of the entrances as a setting and before the performance had begun the group of parents and friends who had come to see their play was increased to an audience of nearly three hundred, most of them children who had been brought to the park for the day. The fete began with the ceremonious crowning of the May Queen and Old King Cole, after which the two assumed the parts of princess and king in the little play.

"The Princess Whom No One Could Silence" is a whimsical Norwegian play in which the king agrees to give the hand of his daughter, and half the kingdom as well, to the man who can silence her sharp tongue. After every man in the kingdom but one has left the palace, holding his aching ears, a youth who is supposedly a half-wit seeks admittance to the court. The princess can think of nothing horrid to say to his amusing remarks and so the really delightful young Boots wins her.

Miss Emily Hoefner, who directed the festival, used the Robin Hood motif in adapting the little play to out of door production. Forest costumes of Lincoln green and small Robin Hood hats worn by the courtiers, brought a medieval atmosphere into the play.

One of the interesting features was the fact that the little girls made all their own costumes. Cheap but effective materials were used. Cotton was easily converted into ermine for the king's cloak and an old hoop skirt made a regal robe for the May Queen as well as the vixen-princess.

Under the name of the Robin Hood Club, these children have been giving plays all winter. They consider it one of their most fascinating pastimes. Rehearsals are regarded as fun and as a result of their interest and skillful training they are developing dramatic talent in a most natural and charming way.

From the Detroit Report

"For its activities during the year 1927, the Department of Recreation spent \$678,112.43. The attendance was 7,841,215, the attendant cost, \$.0787. Recreational activities were conducted in school buildings, branch libraries, social settlements, playgrounds, churches, skating rinks, swimming pools, camps, gardens, parks, hospitals, orphanages and closed streets."

Thus the report of the Recreation Department for the year ending December 31st, 1927 briefly summarizes its work, but accomplishments are enumerated later in the report and a most interesting account of activities is the result.

A few of the more unusual activities are quoted from the report:

Friendly Social Club—The club was organized for men and women who are strangers or lonesome. The Club has its own club rooms, attractively furnished. These are open several evenings each week and varied activities are enjoyed, among them weekly old time dances, social dances for members and their guests. Sunday evening suppers, skating parties, card parties, Christmas and Thanksgiving dinner dances, Christmas party for poor children, picnics, hikes, dramatics, concerts, May breakfasts are some of the means by which a stranger may be made to feel better acquainted and happier in Detroit.

Social Recreation Training Class for Church Leaders—One hundred people from twelve denominations, representing sixty churches, attended a six months' course in social recreation leadership. The classes met weekly and community singing, athletic games, dramatics, ice breakers, mixers, musical games, active and passive games were taught. Each leader had to demonstrate and he received supervision and criticism.

Recreation Sketch Class—Every Friday evening at the Detroit Institute of Art the department conducted a sketch class for adults and children. In June, the annual exhibition was held at the Institute. Over 300 drawings were hung. Prizes consisting of pins, medals and scholarships were won for improvement, attendance and draughtsmanship.

A creditable exhibition was hung at the student's exhibition at J. L. Hudson's, sponsored by the Federation of Women's Clubs. Six blue

ribbons were won. Drawings were also hung in the student's exhibition at the Arts and Crafts. Four scholarships to the Arts and Crafts School were awarded to Recreation Sketch Class contestants.

Poster contests were entered, drawings sent to community exhibitions, and lectures attended. Walk talks at the most important exhibitions held at the Institute and visiting artists were some of the constructive recreational activities enjoyed by the classes.

Kunsky Theatres—During the showing of the picture, "Chang," an elephant carving contest was held on the playgrounds. These were carved out of soap. Three hundred were made and about 50 were entered. Each child saw the picture and prizes were awarded for the best ones. Drawings were made and advice given for a comic costume contest.

Archery—Model Planes and Model Boats—One archery club of 32 boys aged 14 to 21 years was organized. They made their own arrows, bows and quivers. Contests were held and the history of archery studied. Seven model aeroplane clubs was organized. Each boy made a glider, an indoor tractor and a pusher before he was allowed to attempt a more difficult plane. Inter-club and city contests were held.

Boys' Safety Patrol Rally—Safety patrols were organized on all the playgrounds. Beside watching over the children playing on the apparatus on the playgrounds, the boys policed the streets used for street showers and they also did line duty for all competitive games. The Safety Patrol was invited to the Adams Theatre and to the Tiger-Boston game. Certificates of honor were awarded by Inspector Schink and Commissioner Brewer. Detroit Automobile Club awarded 150 pins to boys having the best attendance and performance for the season.

The Handicrafter.—A new magazine has made its appearance designed to treat crafts from every standpoint, to give design material and practical aid and to develop in the public mind, a better appreciation of the crafts. The January issue contains articles on the making of masks, hand-woven rugs, leatherwork, art in occupational therapy and similar subjects. Information about the magazine may be secured from The Handicrafter, Emile Bernat and Sons Company, 99 Bickford Street, Jamaica Plain, Massachusetts.

Seven Years of Drama*

By

ANNE HALLOCK

Margaret Fuller House, Cambridge, Massachusetts

It was most interesting to hear at the Yale Conference about the dramatic work of fourteen years' standing at Hudson Guild, New York, and at the meeting of the Boston Social Union about the work which Miss diNancrede has been doing so successfully for twenty-five years at Hull House, Chicago. These talks set me thinking about just what seven years of consecutive dramatic work with a group of people, sixty per cent. of whom have remained five years in the same work, had meant at Margaret Fuller House, Cambridge.

The Margaret Fuller Dramatic Club, as the senior division is now called, had its beginning in a mothers' club, a boys' club, and a girls' club, each interested only in "getting up" plays, which to my mind is one very good reason and perhaps the basic social reason for dramatic work in a settlement. At the end of the first year, during which I came to know the people at Margaret Fuller House, in their clubs and in their homes, and "got up" a play or two with them, the dramatic ball was ready to be pitched. A meeting of all the people interested in plays was called, and from that meeting two rather indefinite groups started—one of men and women who entitled themselves "The Cambridge Community Players," and the other a girls' dramatic club. The boys did not wish to organize as a dramatic unit. The organization of the two groups was very lax. Neither had a constitution. For the moment no need was felt by the members for better unity, and an enforced organization would have ruined the idea of self-unfoldment. The plays given by each group that first year were certainly not artistically successful, but they meant the slow beginning of work by the people themselves. The girls were out for a noisy time and an airing behind the footlights. There were no funds with which to start, no scenery or equipment, and a perfectly bare stage. We didn't work too hard, either, because we didn't want to, nor were we interested to

expend great energy on a play to be over in a night.

During that first year the Cambridge Community Players joined the Intersettlement Players of Boston, which helped to develop a sense of club responsibility and respect. They also started dramatic get-together meetings of the club and the neighborhood for music, play-readings by the club members, and talks by dramatic experts. These meetings afforded a means for training the club in appreciation of good plays and production, and for training future audiences in the same appreciation.

By the beginning of the second year, the two dramatic groups combined into one. An active unit of twenty members was formed with executive staff, committees for play-reading, neighborhood meetings, scenery, costume, and lighting, and an Intersettlement Players' committee which had to "round up" a representative group to attend the Boston meetings. At the end of that second club year a constitution was formed, because Miss Dougherty asked if Roxbury Neighborhood House could borrow the constitution of our dramatic club. The club said "Yes," and drew up the constitution, incidentally changing its name to the Margaret Fuller Dramatic Club. It was ready to do this piece of work, for a policy and form of organization had been developing through two years, and the constitution was the logical outgrowth of what we had been doing. During the second year South End House visited us with "Quality Street" and Roxbury Neighborhood House with "Spreading the News," both spurring us on to produce better plays. The club worked with greater care on their own plays. We made scenery and dishpan, grease-pail lights. We produced "Neighbors" and Constance Powell Anderson's "Heart of a Clown." Not much for one year's work, perhaps. But at the end of one of these productions a mother remarked, "I love to work with pretty plays." I hung fast to that remark for a long time.

*This article was prepared for a meeting of the Supervisors of Dramatics, held by the Boston Social Union in 1927.

I have told you about these first years of work to show just how slowly organization emerged and a desire for "pretty plays" grew, due to the filling of a need in the minds of the club members. From that time on the organization became firmer, but never too firm, and the interest in accomplishing artistic results continued.

The senior organization now numbers sixteen mothers, nine men, fifteen girls, ten boys; American, Scotch, Italian, Swedish, Irish, Lithuanian, Polish, Armenian. Twelve of the original twenty of the Cambridge Community Players are still in the club. The rest of the club have belonged three, four, five, and six years. Many are interested in acting, some wish only to make costumes or lights or scenery, and some have two or more interests. Newspaper-reporting and business details of the club work engage one or two. One girl is interested in directing and has graduated from the Margaret Fuller Dramatic Club to Emerson College and is now directing one of the junior dramatic groups at Margaret Fuller House.

The senior club is divided into four play groups, boys and girls playing with mothers and fathers. New members take small parts at first and then have a chance later on to try larger ones. After being in the club for a year everyone who shows serious interest, not necessarily ability, is given a chance to play a character he really wants to do. This brings me to the important subject of casting the play, done by myself, sometimes with the advice of the club. A player may receive a part because he very much wants it and yet may not at all show ability to do it. One of the boys is an excellent old man and yet longs to be always a dreaming romanticist. He is allowed to be the latter. A player receives a part because he does it very well, although he may not want to do it. The boy, just mentioned, is asked to be a charming old man and thus know what it means to "fit in." A player may want a part and be able to do it. A player may need a part to help overcome a personal problem, *i.e.*, grace of action, tone of voice, or viewpoint of life. Thus an awkward, self-conscious girl becomes "The Romancers" leading lady. A loud, very raw-voiced girl plays as often as possible a gentle, sweet-toned female rôle. A man, father of six children, who has seen a host of trouble, prances about the stage making rehearsals rock with laughter.

If the director knows each member of the club very well indeed, it often happens that a part in the play is the stitch in time which saves nine. It

sometimes follows that a play is not as well produced as it might be. Nevertheless those who are working in the play, however it may be cast, are seriously striving to produce a work of art. I do not mean to imply that the fittest is never allowed to survive. As much as possible, the best man takes the best part, but in settlement work there are always exceptions, always compromises, because we are working intimately with the individual as well as with the group.

The plays which have been used for the senior work appeal to varied interests. They all supposedly belong to the high-standard class of plays. Again, care has been taken not to force upon the group too large mouthfuls of solid art. The seven years' play list has called forth groans and mutterings at various times; although, at the business meetings which occur once a week during the first half of the year, and once a month during the last half, plays are read and the members express their choice for production. Choice is made, however, under advice of the director. The following list (chronological) shows some of the plays which have been given by the senior club: Joint Owners in Spain (Alice Brown), Martha's Mourning (Phoebe Hoffman), Neighbors (Zona Gale), Heart of a Clown (Constance Powell Anderson), Miss Matty (Cranford dramatization), Treasure Island (Oliver Larkin's dramatization), Why the Chimes Rang (Elizabeth Apthorpe McFadden), The Pie in the Oven (A Scotch play by J. J. Bell), Water on Fire (An Italian play by Luigi Morselli), Pierrot by the Light of the Moon (Virginia Church), The Romancers (Edmond Rostand), The Traveling Man (Lady Gregory), The Enchanted Cottage (3-act play by Arthur Wing Pinero), The Man Who Married a Dumb Wife (Anatole France), The Gift (Marie Foley), Hearts to Men (Harold Overstreet), Uncle Jimmie (Zona Gale), Creatures of Impulse (W. S. Gilbert).

The three senior productions for the year 1927 were: Irish Plays—The Foam Maiden (Constance Mackay), The Scheming Lieutenant (Richard Brinsley Sheridan), Irish Songs, Music and Poetry. Foreign Plays—Swedish, Lithuanian, and Italian dramatizations from folk tales presented each in its own language. (Children as well as grown-ups were in this production.) Saved (J. J. Rogers).

These three productions allow the thirty-five seniors interested in acting to perform once during the year. The plays all start in the fall and

are produced in winter and spring: if two productions, one for February and another for April; if three productions, then a Christmas, a March, and a May performance. Plays are also read at the business meetings, such as "The White-headed Boy," "Quality Street," "The Old Lady Shows Her Medals," "The Proposal," "The Blue Bird," "The Betrothal," "Abraham Lincoln."

Plays which are now accepted contentedly or with enthusiasm, or with a deep feeling of appreciation, such as "The Enchanted Cottage," or "The Gift," could not have been produced with any sense of appreciation six or seven years ago, nor would they have been tolerated by our audiences. It was after the production of a Christmas play, "The Gift," that Miss Megraw, the Head-worker of Margaret Fuller House, received a letter from a member of the community congratulating the cast on the way they carried out their parts and hoping that they would "now uphold the fine traditions that had won them such good comments." One of the men who had a desire to present the lurid, good old melodrama of times past, remarked a short time ago: "You know, it is a

very funny thing, but I never thought I could enjoy such a simple farce as "The Scheming Lieutenant." When I began it, I saw no humor in it at all, but now every word is a joke." A young Italian boy's sense of appreciation for one of the very quiet scenes in "The Enchanted Cottage" has been of rare significance to me. I was rehearsing with him alone. Suddenly he stopped talking, and when I looked at him in surprise, I saw that his eyes were filled with tears and he mumbled, "I guess that's one of the finest plays I have ever known." He wasn't a star in the play and had only a bit of action in it, which he did as well as he could, which wasn't very well, but he sensed thoroughly and deeply the quiet beauty of the scene.

Not only has there been a growing appreciation of what we are trying to do with good plays, but many happy instances of what plays have been able to do for our group come to my mind. There is the little shy woman who could hardly speak above a whisper, now playing a leading part in one of this year's plays with a strong voice full of assurance. A shy, self-conscious girl, of four



OWL DANCE, "PEDDLER OF HEARTS" PAGEANT—MINNEAPOLIS



"LITTLE GOOSE GIRL"—MINNEAPOLIS, MINN.

years ago became in three years' time a graceful Pierrette. A girl with a loud boyish voice has begun to speak softly on occasion. A boy who is taciturn and silent becomes thoroughly happy and exuberant in a fine hero's rôle. A timid boy, who always blushes when addressed, and who has been with me for seven years, said the other day, "I wouldn't miss dramatic club for any sum of money. Why, now I can step up to the biggest guy and tell him what I think of him."

And so they are all working, these people, with appreciation, and together. There are still most certainly those in the community who say, "What queer plays Margaret Fuller House does put on! Why don't they put on a real play?" And the new members who come into the club, and some of the old ones, too, still say that. But those comments are heard less often. The ability to appreciate fine plays, the sense of beauty which is in us all, distorted or imperfect as it may seem, has been uncovered in the minds of some of the neighbors.

We now have three classes of girls, ten in each class, which represent a first year's work, a second

year's work, and a third, fourth, and fifth year's work. The children are from ten to fourteen years of age, and we use for them pantomimes, folk dances, and the story play. The folk dances are always a part of the story or play or pantomime. At times they have written their own play or pantomime. This year an Italian child is making a play out of a Swedish story. The Italian Play, "The Snuff Box and the Canary," by Emilio de Marchi, which a group of Italian girls gave last year in their own language, was a unique neighborhood production. The girls visited in each home of their respective families and performed the play for their friends and relatives who happened to be at hand. The play toured ten homes at least. Each child's mother or father, or aunt or uncle, or the whole family together, helped the children with the language, and also produced parts of costumes or properties for the play. A father parted a little reluctantly with a beautifully carved snuff box, which was the catafalque for the canary. A mother sent in a precious "best apron." "Oh," said a child, "my mother adores the Italian Play, and my father won't call me anything but



GNOMES IN "PEDDLER OF HEARTS" PAGEANT, MINNEAPOLIS
Gnomes with grey colored beards, all beards and costumes made of crepe paper

Mariuccia, my play name, now." The very nice connection which these children make with their parents is one reason for using the foreign play occasionally. A girl who had uppishly made remarks about her mother's lack of discernment, due to her Italian birth, was one who brought me a great deal of information from that mother about the play and language later on.

The oldest group of juniors, girls who have been having dramatics for four or five years, are dramatizing well-known stories, such as "Jean Valjean," "The Pied Piper," "Jeanne d'Arc," "Pippa Passes," "The Arthurian Legends," and are able to appreciate with serious feeling and thought the drama in each. We have also been relating as much as possible the dramatization of stories in this class with the work required in school.

In seven years there has come about a friendly, happy gathering together of a group of people with a serious interest in common, who have tasted the joy of creating fully or only slightly, as each was able. The neighborhood has come to recognize the art standard held by the House.

To the Land of Make-Believe

All aboard for fairy land to see 12,000 playground children in the "land of make-believe." Once a year, all Minneapolis hears this call and responds with joy on the day of the pageant. All day long you see them wandering down King's Highway to the Pageant Grounds. This year, 50,000 people saw the two performances of the "Peddler of Hearts."

K. B. Raymond is the Director of Recreation and Mrs. Alice Deitz is the Director of Pageantry. Much credit goes to these people. Through the medium of the pageant the Minneapolis Recreation Department succeeds in building up the much desired contact with the community, and each year the pageant grows larger and the contact with the people greater.

Old and young look forward to the trip to fairyland.

The Children's Theatre at the University of Tulsa

Alice in Wonderland—the Sleeping Beauty—Little Red Riding Hood—Mother Goose, who would dream of seeing these characters in university halls? But they and many others have come to life at the University of Tulsa, Oklahoma, where the Children's Theatre serves as a workshop for students who are taking courses in drama under the leadership of Josephine Layman Story.

The course in children's dramatics given at Tulsa University is featured in the curriculum and is popular with students majoring in dramatics and with teachers and other leaders of young people. How to direct and produce plays of every type from the playlet and musical pantomime to the church pageant, and where to find the most suitable drama for every occasion are among the courses taught by Mrs. Story, director of the theatre. Instruction is given in make-up and costume design. Special performances and productions are worked out with the Children's Theatre as a laboratory.

From ten to twelve o'clock every Saturday morning is rehearsal time when the university

campus temporarily becomes fairyland. In class rooms, on the stages of the larger auditoriums and the smaller dramatic halls at the University, fairyland holds sway and imagination runs riot. The children are divided into groups to provide for individual instruction in voice culture and dramatic technique. They are told the history of the tale they are to dramatize. They learn that the Cinderella story has 345 versions in many lands. Their interpretation of Mother Goose is the richer for their study of its antiquity, stretching back to forgotten lands and embracing the world. They discover that King Cole and Little Jack Horner are actual historical personages; that the Jack and Jill hill is situated somewhere in Iceland and that the Hush-A-Bye-Baby lullaby was old when a now forgotten nation was young.

When a play is chosen for presentation, it is read aloud to all the children to familiarize them with the story. Characters and situations are depicted for them informally. Some helpful suggestions are made by the children who next read the parts they think they would like to play. Often



TULSA, OKLAHOMA. "THE OLD WOMAN WHO LIVED IN A SHOE." CHILDREN'S THEATRE, UNIVERSITY OF TULSA

they assist in the casting. The "star" system is banned, for "the play's the thing," and a thing of team work. The entire thought of acting as such is put as far as possible into the background. The children are taught that they are to play as though



TULSA, OKLAHOMA. "THE SLEEPING BEAUTY"—CHILDREN'S THEATRE UNIVERSITY OF TULSA.

they were really living the parts. They are trained in correct bearing, position on the stage and simple shadings of the voice, but they are not trained in "acting."

Regular productions are given in the University auditorium every Saturday evening at 7:30 o'clock and the young Thespians occasionally go "a-playing" in churches at Christmas time and



TULSA, OKLAHOMA. "GOLDILOCKS AND THE THREE BEARS"—CHILDREN'S THEATRE UNIVERSITY OF TULSA

Easter, and before parent-teacher associations and civic clubs. Special performances are given for children in care of philanthropic agencies. The child players took part, on May 26th, in an outdoor pageant depicting Oklahoma pioneer days,

which was produced before the National Presbyterian Church Convention.

The entire membership of the theatre contributes, either directly or indirectly, to every performance. Those who are not beneath the spotlight are back stage shifting scenery or valeting the leading man or leading woman and there is one boy who by choice fills the place of stage mechanic. He prefers wielding a back drop behind the scenes to wielding a cutlass to public applause. Other boys and girls act as ushers and distribute attractive programs.

Beauty is an aim in all the productions of the Children's Theatre and the colorful costumes and settings make a veritable feast for the eyes of the child audience. Every design is the result of historical research and careful leafing of the fairy tale illustrations by the Children's Theatre dramatics class. Sets are delightfully executed by the students who plan to follow stage craft as a life



TULSA, OKLAHOMA. "THE THREE BEARS"—CHILDREN'S THEATRE UNIVERSITY OF TULSA

work. And the significant thing is that these students who have learned methods of children's drama are going out to start other children's theatres. Broken Arrow, Oklahoma, now has a successful children's theatre organized by Gertrude Mae Rice, a graduate student of the University's laboratory course. More Oklahoma cities will soon be added to the list.

Tulsa takes great pride in the Children's Theatre and cooperates heartily. The Chamber of Commerce is one of the backers of the plays and usually the merchants are generous in the loan of properties. The Children's Theatre is starting its third dramatic season, the play repertoire of which is to include "The Wizard of Oz" and "Raggety Ann." Financial support is given by the university, this year with a substantially increased budget.

The Drama Tourney

With the out-cropping of interest in drama, not only in the cities but in hundreds of rural districts throughout the country as well, local players have become ambitious enough to wish to try their skill in the increasingly popular drama tourney. So many embryo dramatic clubs write to Community Drama Service for help in organization and play selection, stating that they are organizing with entry in local, state, or even national tournaments in mind, that it has been thought that a brief review of the development of the tournament, supplemented by a bibliography of plays used in tournaments throughout the country, might be of interest and assistance to them.

The fifty state tournaments held last year, and innumerable smaller ones, owe their origin in a large measure to the twenty brave little groups who first brought their plays to New York in response to Walter Hartwig's invitation, and, in the face of public disparagement, put on a Little Theatre tournament on Broadway. Its success showed schools, Little Theatres, community players, church drama groups, and playground directors the possibilities of local and sectional tournaments. Now the drama tournament is everywhere. The churches have their own contests

with their religious dramas, state agricultural colleges sponsor a rural tournament to which men and women from widely scattered communities annually bring their one-act plays, and last year Memphis conducted its third annual tournament with city playground children. Everywhere, from Boston to San Diego, amateurs are tilting with their neighbors in their cities, counties, and states and every year twenty casts representing the finest of non-professional talent come to New York for the amateur's trial by fire—the National Little Theatre Tournament. Now, not only do casts from Ohio compete with Texans, but for two years groups from England and Scotland have stimulated American amateurs with their splendid productions.

As the press pointed out after the initial experiment in 1923, the pioneers, or "torchbearers" as they were called, demonstrated that the erstwhile "gawky and inept Little Theatre had grown out of its salad days" and that "those who scoff will return to pay." But the most important result of the tournament was the message it sent to players everywhere. They could not all come to New York but the tournament was within their reach as a powerful medium for raising their standards



TULSA, OKLAHOMA. "THE CLOCK SHOP"—CHILDREN'S THEATRE UNIVERSITY OF TULSA

of dramaturgy, serving as a training school for the professional stage, and, most important of all, bringing good drama to parts remote from great cities. They were not slow to seize these opportunities.

With this keen competition between groups, new problems face the non-professional players. The occasional bad effects, overlooked by an audience of friends, are fatal to the cast competing with other groups before discerning judges. First, it is of utmost importance for the group to select the right play. It happens frequently in amateur dramatics that the production is not worthy of the play. Of course only plays of value should be considered, but, in selecting the play that is to be given, the group should keep in mind the fitness of the play for the particular cast. A fine analysis of the cast is often necessary for a perfectly cast play. Considering how frequently a professional production fails because an actor of great ability has been miscast, it is not surprising that amateurs occasionally make a mistake in their choice of a medium.

Speaking of the plays given in the second national tournament, the New York Review stated: "The plays presented cover a wide range of subjects, some going back to classical themes, but the most impressive ones are those which deal with the native characters or folk lore and manners and customs of different sections of the country." Local drama groups would do well to take their cue from this criticism. Probably in no section of the country are the people so well qualified to present the Mexican play, *El Cristo*, as the group from Dallas, Texas. Louisiana has its lost Arcadians and its fine tragedy *The Cajuns* to offer, while from the mountain districts of the south come the plays of Paul Green and others who understand the black and white people of the hills. People who have known the neighborliness of small towns can better interpret the characters of Zona Gale's *Neighbors* and *Uncle Jimmy* than the average city apartment dweller who seldom sees his neighbors and never speaks to them beyond a casual recognition. The Scots who gave *The Old Lady Shows Her Medals* gave a superior performance largely because they were working with familiar material.

A striking example of the error into which players may fall in choosing a repertoire was demonstrated by the Irish Players during their first season in this country several years ago. After giving a number of their beautiful native plays, they

produced a play depicting what they believed to be western American life. So unfamiliar were they with the American cowboy and the details of ranch life that even for city-bred Americans the play was a travesty. It is often fatal, too, for players from rural sections of the country to attempt plays of city life. Recently a group of settlement men in New York, who may have had less ability than members of community theatres in Ohio or Oklahoma, gave a striking production showing life as it is lived on the East Side. It was to a great extent due to their familiarity with the tragedies and the influences of city life that they were able to do a superior piece of work. When a play representing life in any particular part of the country is desired, there can be no doubt that the wisest choice lies in plays of one's own state or section.

It is also important to keep in mind the expense involved in staging the tournament play. The setting must be authentic, whether it is a farm kitchen or a Fifth Avenue drawing room. It matters not how elaborate or how simple the properties must be correct and the group must weigh their resources and the cost of setting against the value of the play. A group whose play was set in a river cabin brought a bed all the way to New York in order that they might give a true representation of the conditions and background of their people.

As an example of the many interesting outgrowths of the tournament, the series of radio talks on stage technic, conducted by the Cooperative Extension Department of Minnesota, is especially significant. Talks which will be broadcast to farm and country groups this spring cover dramatics in the Rural Communities, Selecting the Play, The Director and the Cast, Rehearsals, The Producing Staff, and Stage Setting and Make-Up. Last year thirty-one groups took part in the Minnesota one-act play contest and five rural preliminary contests were held.

While there are any number of rules for judging tournaments, these used by Mr. Hartwig in conducting the national tournament seem most popular:

50% for presentation, meaning, interpretation or "how well the idea of the play is got over."

25% for acting

15% for setting

10% selection of play

The following plays have been selected as an aid to groups searching for tournament material.

Nearly all have been used in tournaments; several are prize-winners.

It is often convenient, when ordering several plays, to get them from one source. The Drama Book Shop, 29 West 47th Street, New York City, can supply all plays listed here.

Comedies

The Man Who Died at Twelve O'Clock by Paul Green. 2 m. 1 w. Interior. One of the most interesting and amusing folk comedies on negro life. Old Uncle January is tricked into believing he has died and confesses that he has been hiding his grand-daughter's money in the fireplace. French. 50c. Royalty, \$5

Caleb Stone's Death Watch by Martin Flavin. 6 m. 4 w. Interior. A grimly amusing satire revealing the thoughts of a family around the death-bed of an old man. French. 50c. Royalty, \$10

The Man in the Bowler Hat by Milne. 4 m. 2 w. Interior. An exciting affair in the monotonous life of John and Mary provides excellent comedy. French. 50c. Royalty, \$10

The Pot-Boiler by Alice Gerstenberg. 5 m. 2 w. Setting: the stage of a theatre. Travesty of the making of a conventional play. The author conducts the rehearsal. Extremely funny. In *Ten One-Act Plays*. Brentano. \$2. Royalty, \$10

The Philosopher of Butterbiggens by Harold Chapin. 3 m. 1 w. Interior. A quaint character comedy of life in a North English family. Scotch dialect. Delightful humor. French. 30c. Royalty, \$10

Mr. Sampson by Charles Lee. 1 m. 2 w. Interior. A story of lower middle class English life. A kindly gentleman is forced to propose to one or the other of two maiden ladies. He finally escapes uncaptured. French. 50c. Royalty, \$5

The Florist Shop by Hawkrigde. 3 m. 2 w. A florist shop interior. A clever woman stimulates trade by bringing reluctant suitors to the point of marriage. Good plot and characterization. 50c. Royalty, \$10. Baker

The Dear Departed by Stanley Houghton. 3 m. 3 w. Interior. Old Abel Merryweather, whose granddaughters mistake his drunken sleep for death, surprises them as they are quibbling over his few belongings. An amusing and human little play. French. 30c. Royalty, \$5

The Wedding Present by William Carson. 1 act.

2 men, 1 woman. 1 interior. The frantic efforts of a honeymoon couple to remember the gift of the friend who is their guest creates a situation which is made the more ludicrous by the discovery that the guest does not know himself what he sent. Baker. 35c. No royalty.

Serio-Comic Plays

The Unseen by Alice Gerstenberg. 1 m. 2 w. Interior. A stupid maid plays a significant part by failing to deliver a telegram, thus preventing a disaster. Unique dramatization of unseen forces. In *Ten One-Act Plays*. Longmans, Green. \$2. Royalty, \$10

Hero-Worship by Frances Hargis. 2 m. 2 w. Interior. A hero-worshipping family permit a veteran of the Civil War to bask in military glory and even in their poverty they find a way to preserve the old gentleman's dignity. Appealing comedy. French. 50c. Royalty, \$10

The Knight of the Piney Woods by Arthur MacLean. 4 m. 1 w. Interior. The influence of the "Morte D'Arthur" brings an element of beauty into the sordid life of a mountain family. A beautiful little play. Appleton. 50c. Royalty.

Little Father of the Wilderness by Austin Strong and Lloyd Osbourne. 6 m. 1 w. Interior. Pathetically humorous incident at the French court when Pere Marlotte, missionary to America, is summoned before the king to decide a bet. Splendid drama. French. 50c. Royalty, \$10.

Little Red Shoes by Harold Brighthouse. 3 m. 2 w. Interior. Peter, an unwanted old man, makes a permanent place for himself in his niece's home when he obtains a pair of red shoes for Mary's little daughter. A charming play. Baker. 35c. Royalty, \$5.

Fool's Errand by Eulalie Spence. 4 m. 4 w. Extras. Interior. Excellent drama of negro life. A meddlesome woman and her friends unjustly accuse a young girl. The misunderstanding is cleared up in a vivid scene. Fine characterization. French. 50c. Royalty, \$10

Brains by Martin Flavin. 3 m. Exterior. A powerful drama showing a situation in which three shipwrecked sailors plot against each other for their lives. In *Brains and Other Plays*. French. \$1.50. Royalty, \$10

Wedding Presents by Rogers. 3 m. 2 w. Interior. A young man about to marry into an aristocratic family sends presents supposed to

- come from distinguished relatives of his. His deceit is discovered and forgiven. Price, 50c. Royalty, \$5. French
- The No 'Count Boy* by Paul Green. 2 m. 2 w. Interior. An exquisite comedy of a dreamy negro boy who almost succeeds in persuading a young girl to leave her fiance and wander over the earth with him. An outstanding negro play. In *The Lord's Will*. French. \$2.00. Royalty, \$5
- Pink and Patches* by Margaret Bland. 1 m. 3 w. Exterior. An amusing and touching folk comedy. A little mountain girl longs for a pink dress. When a "summer" woman brings her a present it turns out to be another patched brown dress. French. 50c. Royalty, \$10
- Louesome-Like* by Harold Brighthouse. 2 m. 2 w. Interior. A soft-hearted young man, rejected by a young woman, adopts old Sarah Ormerod as his mother in order to save her from the workhouse. French. 50c. Royalty, \$5
- Sire De Maletroit's Door* by Mary R. Davidson, dramatized from Stevenson's story. 4m. 1w. Interior. Period, 1429. The dramatic story of the happy outcome of Sire de Maletroit's cruelty in forcing his niece to marry makes an excellent play. Baker. 35c. No royalty
- Marse Covington* by George Ade. 5 m. Interior. Marse Covington, an impoverished aristocrat, is saved the disgrace of being put out of a gambling house by a faithful negro servant. Delightful characterizations. French. 50c. Royalty, \$5
- The Bishop's Candlesticks* by McKinnel. 3 m. 2 w. Interior. Costumes French, about 1800. From Hugo's *Les Miserables*. The Bishop lies to the police and gives a convict a chance to start an honest life. Royalty, \$5. Price, 30c. French
- Martha's Mourning* by Hoffman. 3 w. Interior. A miserly old woman, on her deathbed, suddenly realizes the goodness of her niece, Martha, and hastens to plan her mourning and leave her provided for. Royalty, \$5. Price, 35c. Baker

Tragedies

- The Breaking Of The Calm* by Dan Totheroh. 5 m. 1 w. Deck of a sailing vessel, 1852. The captain's wife steals from the small stock of food and water left the survivors on a becalmed ship and suffers the penalty ordered by the captain himself. French. 35c. Royalty, \$5
- The Wings* by Josephine Preston Peabody. 3 m. 1 w. Interior. English, 700 A. D. A delicately written poetic drama of a young priest whose hatred of women is softened through the mercy of a woman whom he wished to separate from the king. French. 35c. Royalty, \$5
- The Yellow Triangle* by George W. Sutton Jr. 6 m. 1 w. Interior. An effective play showing the revenge of an African servant on a cruel and worthless white man. Tropical atmosphere. French. 50c. Royalty, \$10
- The Cajun* by Ada Jack Carver. 4 m. 2 w. Interior. About 1900. A tense drama in which the First Cousin Law brings tragedy to a young girl who belongs to the "cajuns" who are thought to be the lost Arcadians, living in Louisiana. Difficult dialogue. French. 50c. Royalty, \$10
- Trifles* by Susan Glaspell. 3 m. 2 w. Interior. A tragedy in which neither the deed nor the persons concerned appear. A slain canary and a broken bird cage tell the whole story of a woman driven to murder by cruelty and neglect to two women friends who come to put the house in order. Baker. 50c. Royalty, \$10
- The Eldest* by Edna Ferber. 3 m. 3 w. Interior. A drama of middle-class life in which a lover returns after fifteen years only to fall in love with his former sweetheart's younger sister. Appleton. 50c. Royalty
- The House With The Twisty Windows* by Mary Pakington. 4 m. 3 w. Interior. Russia during the "Red Terror." An Irishman allows himself to be executed in place of his cousin, an enemy of the prevailing government. Excellent drama. French. 30c. Royalty, \$5
- Release* by Edward H. Smith. 5 m. Interior. Four jailed burglars, one a murderer, but all implicated, throw a coin to determine which one shall sacrifice himself for the others. Thrilling action; startling climax. Remington. 40c. Royalty, \$10
- The Under Dog* by Robert Middlemass. 3 m. 2 w. Interior. A young wife unwittingly helps her husband's murderer to escape. Excellent characterization. Longmans, Green. 50c. Royalty, \$10
- Judge Lynch* by J. W. Roger, Jr., 2 m. 2 w. Exterior. A powerful play concerned with the lynching of an innocent negro. Remarkably effective ending. French. 50c. Royalty, \$10
- Plumes* by Georgia Douglas Johnson. 1 m. 3 w. Interior. Negro play. The tragic story of a

negro woman who spends money, saved for her child's funeral, for an operation which proves unsuccessful and there is nothing left for the elaborate burial she had planned. French 30c. Royalty, \$5

Joe by Jane Dransfield. 3 m. 3 w. Interior. A Hudson Valley play. A fine, strong drama dealing with a mother's love for her idiot son. One of the new plays adaptable for tournament use. French. 35c. Royalty, \$10

Ile by Eugene O'Neill. 5 m. 1 w. Interior. Loneliness drives the wife of the captain of a sailing vessel to madness. Grim, powerful drama and fine characterization. In *The Moon of the Caribbees*. Modern Library. 95c. Royalty, \$15

A Minuet by Parker. 2 m. 1 w. Interior. A costume drama in verse. Period of French Revolution. The marquis and marquise, long estranged, meet on the eve of his execution. Tragedy done with a charming touch. Price, 50c. Royalty, \$10. French

The Valiant by Middlemass and Hall. 5 m. 1 w. Interior. A young murderer goes to his death without revealing his identity to his sister whom he has not seen in years. Powerful drama. Price, 50c. Royalty, \$10. Longmans Green

The Last Of The Lovvies by Green. 1 m. 3 w. Interior. Rural costumes, 1874. The last of a family of outlaws returns to see his mother and family and kills himself rather than die at the sheriff's hands. In *The Lord's Will and Other Plays*, \$2.10. Royalty, \$5. French

El Cristo by Larkin. 4 m. 2 w. Interior. The strange customs of a secret sect on the Mexican border are used in this play which colorfully portrays a universal human struggle. Royalty, \$10. Price, 50c. French

Gloria Mundi by Patricia Brown. 2 m. 4 w. Interior. A masterpiece of grim irony laid in an insane asylum. Shows the courage necessary to face the realities of life. French. 50c. Royalty, \$10

Melodrama

Blood O'Kings by Jane Dransfield. 8 m. Interior. A negro, claiming to be descended from kings, forces his way into a cock fight. As a gesture of contempt, he hurls his winnings into the faces of the white men as he leaves. French. 35c. Royalty, \$10

The Last Cache by Isabel Ecclestone Mackay. 8 m. 1 w. Interior. A British Columbia play of a prospector who deserted his partner on

the trail. Tense drama of life in the Northwest.

French. 50c. Royalty, \$5

The Drums of Oude by Austin Strong. 7 b. 1 w. Interior. Costumes 1857, British military. One of the finest melodramas. It is laid in India during a native uprising. Full of atmosphere and high suspense. French. 50c. Royalty, \$10

Fantasies

Aria Da Capo by Edna St. Vincent Millay. 4 m. 1 w. Black and white interior. A tragedy within a Pierrot comedy, showing the futility of war. An original and imaginative fantasy in verse. Appleton. 50c. Royalty, \$15

Jazz And Minuet by Ruth Giorloff. 2 m. 3 w. Interior. A love story involving a dream scene of 150 years ago contrasting modern manners with those of the past. Light comedy, fantasy, and, in spots, tense drama. Longmans, Green. 50c. Royalty, \$10

Lima Beans by Alfred Kreymborg. 2 m. 1 w. Interior. Pantomime to rhythmical accompaniment of words. A husband and wife quarrel amusingly over the piece de resistance which she has prepared for his dinner. French. 50c. Royalty, \$10

Figureheads by Louise Saunders. 3 m. 2 w. Interior. A spoiled princess is wooed by a prince who disguises himself as a fisherman. He manages to show her, in light humorous dialogue, what an exceedingly foolish person she is. In *Magic Lanterns*. Scribner. \$1.50. Royalty, \$10

On A Mantel Shelf by Tom Cushing. 2 m. 2 w. Scene, a mantel shelf. A china mandarin, A Dresden lady, a shepherd and an old rag doll settle their difficulties on the one night in the year when they are permitted to come to life. Haylofters. 50c. Royalty, \$10

Change in Executives

For many years recreation workers have been happy to cooperate with Mrs. Beatrice Ward Nelson, Executive Secretary of the National Conference on State Parks. There has been very close cooperation between the Playground and Recreation Association of America and the National Conference on State Parks. Mrs. Nelson has resigned her position and Herbert Everson of Seattle, Washington, has been elected her successor.

Stunts for a St. Patrick's Day Party

The invitations for the party may be in the usual form of a "Pat and Mike" joke:

Pat—"All joking aside, did yez ever hear of a Shenanigan?"

Mike—"Sure, then and phat is it?"

Pat—"It's somethin' for St. Patrick's Avenin'."

Mike—"An' even at that, phat is it?"

Pat—"Yez better cum ter.....'s house and find out. Shure they'll change all yer blues to green."

In decorating for the party use as much green and as many Irish colors as possible. For example, potatoes may be hollowed out for candle holders.

Who's Who in Jokeland. All about the living room have little figures cut from comic strips of the Sunday papers. Glue them to stiff cardboard, with a piece left on the bottom which can be folded back allowing the figures to stand erect. Each figure should be numbered and a certain time is given the guests in which to recognize and to write the comic's name in the "Green Books" which have been furnished by the hostess. These are made of folded squares of green cardboard with "Who's Who in Jokeland" written on the outside.

Practical Jokes. Pass around a basket filled with all sorts of "practical" little objects in it; a hairpin, a safety pin, a needle and thread, a pencil, a cork, and so on, letting each one select something. He must play a "practical joke" on someone during the evening, using the article he has chosen. At the end of the evening, everyone who has not been able to perpetrate a joke must pay a forfeit.

Blarney. We all like to hear something nice said about ourselves though it is "Blarney;" so this game is sure to put everyone in a jovial mood. Each man is given a slip of paper with a girl's name written on it. The slips are numbered. A bit of blarney must be written describing the person whose name appears on the slip of paper. The papers are then collected and read off while each person writes down the name of the man or girl who they think best fits the description. The one with the greatest number of correct guesses to his or her credit wins the prize.

Pig in the Pen. Players stand in groups of three. Two hold hands and form the pen. The

third is the pig and stands inside the pen. The odd pig is without a pen. On signal, which may be given by a whistle, all pigs must change pens, the odd pig trying to get a pen in the scramble. The one left out becomes the odd pig and the game starts over. Players forming the pens should change with the pigs occasionally that all may get the chance to be pigs.

Bag Tag. Partners are selected and all the couples are seated in a circle. Each man is given a paper bag (balloons are much better), which he blows up and ties with one end of a three-foot piece of string. The other end of the string is tied around his partner's ankle.

Two of the couples are then called to the center of the circle, and at a signal each man attempts to step on and burst the bag or balloon belonging to the other couple, and at the same time helps to protect the bag belonging to his own partner. As soon as one bag is burst, the first two couples sit down and two other couples enter the ring. The couples whose bags were not burst the first round later compete against each other, and in the finals the two surviving couples compete.

A "Pat" Game. Guests should be provided with paper and pencils with which to answer the following questions as they are read by the hostess. All the answers begin with the letters p-a-t.

1. A conveyance we do not care to ride in (Patrol)
2. One who is loyal to his fatherhood (Patriot)
3. An exclusive privilege granted by law (Patent)
4. A beaten road (Path)
5. A dainty dish (Paté)
6. Not easily provoked (Patient)
7. A quick succession of sounds (Patter)
8. A model (Pattern)
9. Famous singer (Patti)
10. Something a woman dislikes to do (Patch)

Irish Spelling. Players are lined up in two equal lines—usual way for spelling contest. Words are given by the leader to be spelled and are spelled in the usual way except that a substitution is made for vowels.

- a—player holds up right hand
- e—player holds up left hand
- i—player points to eye

o—player points to open mouth

u—player points to leader

Note: The suggestions offered are taken from material issued by the Departments of Recreation of Reading, Pennsylvania and Pontiac, Michigan.

Good Avenin'. In relay formation couples of men and women face the leader. The first man in each line has on a high silk hat. At the given signal, the first couple, hand in hand run to the front of the room where a chair has been placed. The lady seats herself and the gentleman must bow and say "Good Avenin'" then they return to the line and touch off couple two. The second couple repeats, etc. The one finishing first has won the relay.

A St. Patrick's Day Party for Children

The children of the Memphis playgrounds last year enjoyed a program of recitations and games at their St. Patrick's day party. The recitations to music included "The Low Backed Car," "Tit for Tat," by Lalla Ryckoff and "We're Irish Yet," by W. H. Drummond. The recitations were followed by a program of games.

Irish Potato Relay—as usually played.

Rhyming Pat. All seated in a circle. Someone in the center tells a story about Pat. Each time he says "Pat" he points at someone in the circle, and that person must give a word rhyming with Pat before the one in the center counts ten. If he fails to do it, he must take the place of the one in the center.

The Lakes Killarney. The guests are told they will be taken on an automobile ride to the Lakes of Killarney. There are four large circles drawn on the floor. The whole group marches around in a large circle which runs through each of the four circles. They march to music, following a "Chauffeur" and when the music stops, anyone caught in a circle drops out, as he has fallen in the lake.

The Blarney Stone. All sit in a circle. A pretty, smooth pebble is passed to the right for the Blarney Stone. Each one is allowed to hold it for ten seconds while he makes a wish. When the whistle is blown, whoever holds the stone must do what his neighbor on his left tells him to.

Winter Sports Play Week in Minneapolis

From January 12 to 21, 1929, Minneapolis celebrated its annual winter sports play week, which this year did not take the form of a carnival or spectacle, the whole idea being to interest as large a group as possible in taking part in some of the winter sports. Activities were conducted in every park and playground and the celebration was in every sense of the word city-wide.

Winter Sports Week was financed through the advertisements which appeared in the attractive program issued. The total sale of ads amounted to \$5,500. Net receipts were about \$2,400.

Thirty thousand of the programs were printed and the Board of Park Commissioners which was in charge of the week was careful to see that all were distributed, thereby making it a worthwhile medium of advertising for the companies who purchased space. Merchants of the city are so much in sympathy with the program that little difficulty was experienced in selling the advertisements.

The events included skating races of every variety and distance, skiing, yacht racing, snow modeling, the dog derby and many other unusual and thrilling events.



DAILY NEWS DOG RACES, COMO PARK, ST. PAUL

All Fools' Day

April 1st—All Fools' Day—is the jolliest day in the year, dedicated as it is to the art of practical jokes.

Of the origin of All Fools' Day, "The Boy's Own Paper" of March, 1879, tells in some detail.

All Fools' Day is not by any means a day belonging exclusively to England. Long before it was observed here, the first of April was a day of revelry and license among the ancient Romans, who concluded then their festival of the "Hilaria," a time when great and small masters and men all descended to a level of folly, and for the time being forgot distinctions of rank and position in a common revel.

It is pretty generally agreed that this Roman festival was the origin of our All Fools' Day, and if it be so, it is a satisfaction to know we have the approval of so many centuries in our manner of keeping the first of April. Some old writers, however, used to attribute the origin of the custom to another cause. April is proverbially an uncertain month as regards weather. One moment it is fine, another raining; the sun has hardly begun to shine when the clouds come and blacken the sky, and then as suddenly given way in their turn to the sun again. And some people imagine that the first April fools were those who in such weather went out exclaiming, "What a fine day!" and Lo! a shower drenched them to the skin; or lamented the wretched downpour, and behold, the sun came out and laughed in their faces. It was a pretty notion; but considering that the day is kept not in England only, but in India, Italy, Spain and other countries whose climate differs from ours, it is hardly a likely explanation of the matter.

There are many different kinds of jokes which in different countries characterize the observance of the 1st of April.

In India, the "Huli festival" is kept on that date by the Hindoos, when the favorite amusement is to send people off on false errands, or to keep false appointments. A Hindoo receives a mysterious message, desiring him to meet a certain great personage at such and such a place on the first of April. He travels miles, perhaps leagues, wondering what the great man can want with him, and building castles in the air of all the honors and profit which are in store. Alas! the appointed place is deserted—no one is there, no

one ever thought of being there, and the poor Hindoo has his long walk there and back for nothing.

This is not at all unlike the way they make April fools in Scotland. "Hunting the gowk" they call it. A simpleton is asked to carry a letter to a place named a mile away, which he does, of course being ignorant of its contents, and duly delivers the missive to the person to whom it is addressed. The latter opening it finds it to contain the following lines:

"On the first of April

Hunt the gowk another mile."

Comprehending from this that there is some fun afoot, he puts on a grave face, and informs the messenger that it will be necessary for him to take the note on to Mr. So and So (another mile farther on), who will doubtless be able to give him an answer to it. The patient "gowk" trudges on, but Mr. So-and-So has the same reply as the other, he must take it on yet another mile. So he goes on, at the end of each mile being sent on one more, till after a few hours of it, he begins to see the fraud, and returns very tired and red in the face, to find all his neighbors assembled at their doors to see "the gowk come home."

In Spain they have a somewhat rougher kind of joke. All Fools' Day in Lisbon is celebrated by the throwing about of flour and water till folk who come in for such attentions look as if they had stepped straight out of a paste-pot. In France April fools are called "poissons d'April"—April fish—and there, sometimes, the practical joking which goes on verges on a breach of the laws.

In North America the day is kept more like Valentine's Day than All Fools' Day; unless indeed, some people may consider that there's not very much difference between the two.

But "merry England," of all lands is the place where the first of April is most observed. We come down to breakfast, and lo! the egg we go to crack is an empty one. The post brings us letters for which there is two-pence to pay, but which contain only blank paper. The boys in the street call out "Hi!" and point frantically to some pretended danger. A friend rushes up with a concerned look.

"My dear fellow, there's something on your face."

"What?" we exclaim, thinking of something unseemly.

"Your nose, to be sure," replies our friend, and vanishes suddenly.

FOR YOUR APRIL FOOLS' PARTY

The following suggestions have been taken from bulletins issued by the Recreation Department of Reading, Pennsylvania and other sources.

The Invitation. An April Fools' frolic is a delightful theme for an informal party, for who could be dull when all the world is joking? Write the invitation in rhyme on yellow mat stock in the shape of a fool's cap. Dab on white paste and sprinkle it with colored confetti. The invitation on the cap may read as follows:

What's the use
Of being wise
Even tho' we've
Had our schooling?
Join the crowd
On "April First"
Let's be geese and
Start some fooling.

Pranks to Play. The more foolish pranks played upon the guests the better, for this is the one time when people are amused at being duped. To start the party right, a large sign is hung on the outside of the house, reading "NOT AT HOME." If the Frolic is to be at night the sign should be illuminated.

Women naturally gravitate towards a dressing table. Here indeed are opportunities galore for "April fooling." Cover the hand glass with silver paper; substitute flour for face powder; colored water for perfume and a red wax crayon for a lip stick. An imitation mouse placed beneath a chair may be unnoticed for awhile but sooner or later its presence will be made known by a feminine shriek.

By no means should all the jokes be played upon your women guests; for a man when fooled is even more ridiculous than a woman! Very realistic rubber cigarettes can be purchased, which, when placed on a table with matches and ash tray conveniently near, will surely trap the lover of nicotine. Others, by their "sweet-tooth" can be intrigued into munching a brown crepe paper caramel. To make the caramels convincing, mix the false with the true and place some delicious

ones in the same dish with the paper caramels.

Place a rubber pencil (which bends the moment it is used) beside a pad of paper marked, "PLEASE REGISTER"; what man can resist the invitation to write his name!

Appropriate Prizes. The prizes for first games may be jokes—a book which opens with a bang or a jar of raspberry jam from which an energetic frog leaps forth. These and many other jokes can be purchased at a novelty store.

For the second game the prizes should be genuine, to fool those who, by now, expect a joke! They may, however, be appropriately disguised.

Egg Shells. Show players stacks of books or other obstacles on the floor about three feet apart, egg between each obstacle. Blindfold player, start him through. Change eggs to soda crackers. The crunching sound is fatal.

Foolish Telegrams. The hostess hands each guest a telegram blank to be filled in with words beginning with these letters: A-P-R-I-L-F-O-O-L. For example, "A policeman ran in Louis for opening old liquor." Give prizes for the cleverest telegram and for the most foolish one. Furnish the guests with sham pencils made from a sharpened stick of wood with the point dipped in black ink.

This Is My Nose. The leader says, "This is my nose," but points to his knee. At the same time he points to someone in the group who must point to his nose and say, "This is my knee," before the leader can count ten. The leader continues pointing to various parts of the body and calling by the name some other part. Those who do not answer correctly must drop out.

Laugh a Little. The players sit in a circle with the leader in the center. The one who starts the game should have an easy, natural and contagious laugh. When he tosses a handkerchief into the air everyone must laugh. As soon as it hits the floor all laughter must immediately cease. Those who are guilty of even the faintest little snicker and chuckle must leave the group. The one remaining in the circle for the longest time is awarded a prize.

Cooperation.—Passengers on street cars and buses operated by the St. Louis Public Service Company recently received bulletins published by the company describing the work of the Recreation Department in backyard playgrounds and safety campaigns.

Easter Egg Hunts

In Memphis an Easter egg hunt has for nine years been a feature of the Memphis playground program. In 1928 this event took the form of Jack Rabbit hunts in which twelve playgrounds took part. Each playground was divided into at least three divisions—one for smaller children, pre-school and children up to ten years; one for girls over ten and the third for the boys over ten.

The following program was conducted:

2 P. M. The playground was open with full leadership and the staff assigned reported to their sections of the playground and started playing games with the children.

3 P. M. *Easter Bonnet Show.* Donning the bonnets which they had made of crepe paper, the girls passed in parade before the judges, who decided which were the cleverest creations. The little girls selected by the judges as wearing the most becoming Easter bonnets were given the honor of leading the three big parades with the three Jack Rabbits from their playgrounds.

3:15 P. M. *Jack Rabbit Parade.* At a given signal all the playground leaders assembled their groups to march in the parade. There were three parades,—one for pre-school children, one for children up to ten years of age and one for older boys and girls. Each parade was headed by the Jack Rabbits chosen from the playgrounds and the winners of the Easter Bonnet parade. Older boys and girls were elected to serve on the Hospitality and Safety committees, and to help with the parades. Each wore a badge to distinguish them from the other boys and girls. Three different lines of march were chosen by the three parades, the younger children marching a shorter route.

4 P. M. *Jack Rabbit Hunts.* Three hunts were arranged on each playground, one for each of the three groups of children. The eggs, dyed in many different colors were hidden while the children paraded. When the younger children returned from the parade they entered the section where the hunts were to be held. The same plan was followed with the older children. The play leaders started games and storytelling as soon as the children had arrived and continued them until it was time to begin the hunt. At a given signal

the hunt began, each group of children being kept in its own section. After the hunt was over more games were played for the different age groups.

SEVEN THOUSAND EGGS PLAY THEIR PART

The Easter Egg Hunt held in Andover, Massachusetts, under the auspices of the Andover Guild, was very much a community affair in which the Selectmen, the Board of Public Workers, the Police Department, the Girl Scouts, Boy Scouts, teachers, church workers, sons of veterans, members of the Guild, Mother's Clubs and many others had a part.

Eggs of all sorts were hidden to be discovered by the eager children. Eggs of candy and chocolate, hen's eggs dyed in bright colors, China eggs and eggs decorated and hand-painted were all there. There were, too, baskets of eggs, chicks and chocolate bunnies. They were scattered over the grass; they nestled about the roots of trees and were lodged on the lower boughs, they were concealed in the leaves under the shrubbery and twigs bore an unaccustomed fruit of silver eggs; the bandstand and the bridge sheltered more eggs—7,000 in all.

Promptly at half-past one fifteen hundred children between the ages of six and twelve assembled, and with what patience they could muster waited for the bugle signal. All were provided with bags and baskets of every kind and shape and hopes ran high of the harvest to be gathered. Shortly after two o'clock the first notes of the bugle fell upon the ears of the children, who broke their formation and swept over the park. Candy eggs were evidently preferred to the larger and more gorgeous hen's eggs and few failed to find some treasures. Inside of ten minutes, it was all over.

Recreation Training Courses in Westchester County.—From February 4 to April 11 the Westchester County Recreation Commission conducted its annual training course for recreation workers including classes in folk dancing and singing games, handcraft, drama and story telling, theory, nature study, games and special activities. A fee of three dollars was charged for the entire course, one dollar for single divisions.

Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM GOULD VINAL

The Pig Becomes an Educator

At the Nature Guide School a large barn was assigned as headquarters for the pets. It was self evident that each animal should have a large cage with small mesh. It had to be light enough to be open to the air and sun. One or two days of this and we saw the need of a fence, to keep out stray dogs, skunks and random human visitors. The enclosure became known as the exercise yard and was a big help in rounding up the chickens and pigs. It also prevented the escaping of such pets as the opossum, in case someone carelessly left the cage door ajar. Experience taught that a card on the cage with the name of the owner or caretaker helped in the placement of responsibility. We soon learned that Old Noah must have had his troubles on the Ark in keeping the cat away from the mice and the mice away from the grain. Things had to be systematized. And the leaders in training were poverty stricken in pet knowledge. So much so that three pets were about all that they could supervise. This is the way that the project grew—one experience after another.

Now it is very well to decide that anyone who is to have a pet must have a cage to keep the pet. It would also appear to be good pedagogy to decide that the future proprietor should build the cage. But it soon became apparent that the girls could not saw, or use a jack knife, or drive a nail. If the Nature Guide School were to be in session for a year the girls could build the animal homes. Under such circumstances how much time were we justified in allotting to the building of cages?

It took more perspiration and several more days of hard work for us to arrive at the conclusion that pets are something to be possessed by rather than to possess. The first does not need to be formulated—the latter is classified knowledge. Such an unusual principle needs to be exemplified. The fact was brought home by the strenuous time we had in keeping our five pigs within bounds. Whenever I put on white flannels some-

one would announce;—"The pigs are out!" What would you do when five pigs were out? Possibly you would chase them the same as we did. That is exactly what you should not do; it took us a week to learn that simple fact. The first time we literally pursued them. By the help of the crowd we got them into the barn. The gang held the door while I did the marathon around the barn. Finally I caught one by the hind leg. Such a hubbub and squealing. This was a painful route by which to arrive at the conclusion that the simplest way to get the pigs in is to fill the trough with food. We had to build three fences before the fence became pig tight. "Pig tight" has a new meaning. A pig is intelligent. It takes brains to outwit a pig. Those pigs were training us instead of our training them. And what we found out about pigs applies to the calf, the racoon, the hawks, and the whole range of pets. Each animal was training its keeper in intelligence, sympathy, and what-not.

Each animal made its peculiar contribution to the education of the future Nature Guides. There was a big demand for kittens. It would have been a great deal easier not to have had kittens. One had sore eyes and infected the other five. The school nurse gave a talk to the girls on how disease is spread by infection. Each owner went to work and washed the kitten's eyes with borax. This required many days of persistent care. Any neglect was easily detected by the return of the malady. This was one of the best lessons that the children could have had on the subject of contagion.

One day ten chickens were added to the menagerie. Can you predict what they would contribute? Running a pet house is quite different from teaching a textbook where you know exactly what is on page ten and perhaps the very day, if not hour, that you will hear that chapter. In order to settle the demands for ownership the future possessors were lined up with food and the chickens were set free. Each girl was told that the first chicken to eat out of her hand was her chicken. As the birds were all white and of nearly equal size, bands were provided for tag-

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At the Conventions

From December twenty-seventh to thirty-first, the American Nature Study Society held its thirty-second annual meeting in New York City. While most of the discussion centered about methods of teaching nature study in the schools and the content of the program, much interesting information was given about the nature lore schools which are being conducted and other nature projects. The discussions showed how important it is for Recreation Departments to keep in touch with developments in the nature study field, and the necessity for close cooperation between recreation workers and school departments engaged in nature work. Nature lore as a field of leisure time activities is coming to assume increasing importance and the possibilities for the future are great.

FIFTH ANNUAL MEETING OF THE WOMEN'S DIVISION OF THE NATIONAL AMATEUR ATHLETIC FEDERATION

"We teach girls, not a subject. We are interested in sports, games and athletics, first because of abuses which have crept into these activities and second because of the great need there is for the promotion of these activities along sane lines. We are looking for a girl for every game and a game for every girl. We believe in competition, not intense inter-group competition, but competition with proper safeguards. We must build sports and games which are adapted to the American girl's condition."

With these words, Agnes R. Wayman, Director of the Department of Physical Education and Hygiene, Barnard College, opened the Fifth Annual Meeting of the Women's Division of the N. A. A. F. In addition to the addresses by Dr. Lillian Gilbreth, Dr. Frederick Rand Rogers, Mrs. Aida de Costa Breckenridge and others, there were many reports given as the result of the work of informal discussion groups. These included committees on intra-mural athletics for college women, inter-collegiate competition for women, intra-mural competition for secondary schools, community groups, workshop groups, state organization and a rating plan for membership in the Division.

The play day plan of athletics exemplifying a form of athletics which carries out many of the ideals for the games, the Women's Division rec-

ommended as highly desirable. This plan provides a diversity of sports so that archery, horseback riding, skiing and similar sports may all be included in the intra-mural program as well as the traditional basketball and hockey. It includes whole schools or groups interested or merely teams. It provides for more rather than less competition but of a different kind. For example, if two schools are meeting for play day events, a number of teams will be formed proportionate to the total number of girls who are to participate, every team being composed of an equal number of students from each school. The teams thus formed are designated by colors and color team competition against color team in a number of different events. The emphasis is on the game and participation in it rather than on winning.

Because the Olympic games are to be held in Los Angeles in 1932 the women of the United States must face any problems which may arise from the participation of girls and women in the games. The group of women taking part in the discussion of this subject, representing the women throughout the country responsible for guiding the athletic program of the girls of America, realized keenly the seriousness of the problem. Approving as it does of the play day plan rather than the highly intensive competition represented by the Olympic games, the Women's Division went on record as pledging itself to carry on an educational campaign to encourage all girls to take part in many activities in their local communities rather than to train a few for the Olympic Games.

SOCIAL WORKERS DISCUSS RECREATION

From seventy to ninety percent of delinquency takes place in spare time, stated W. L. Butcher, chairman of the subcommittee on causes of the New York State Crime Commission and executive secretary of the International Boys' Work Council, at the New York State Conference of Social Work in Rochester last November. "One of the chief remedies is recreation led by skillful leaders. The director must match his wits with the alluring attractions of the street. He must be very resourceful. Bad companionship is one of the chief causes of delinquency. Many offenses by children are committed by children in groups of two and three." Non-sectarian clubs or community houses, playgrounds, better housing,

psychiatric and psychological clinics, vocational guidance and placement, were some of the means of preventing crime suggested by Mr. Butcher.

Frederick M. Thrasher of New York University also emphasized the great appeal of undirected street play to the boy. Further, he said that the traditions of the neighborhood, or even the community at large, have a powerful effect upon the psychology of children. A certain neighborhood in Chicago has yielded about the same percentage of delinquency for many years, although successive waves of different racial groups have flowed in and out of the neighborhood. "The acid test of recreation is, what result does it produce in the behavior of the boy? Recreation agencies do not know how many boys are reached by the specific parts of their program, nor do they have standards of measuring the influence of specific activities on boys' behavior. They are not aware of misfits in their program. They should have human cost accounting, such as business houses do. This cost accounting should include the statistical, ecological and case study approaches." Dr. Thrasher's assertion that there is no gang instinct in boys was challenged by several members of the conference.

The Rochester recreation survey was considered. A report on this survey was given by Oscar Kuolt, secretary of the Rochester Council of Social Agencies. He defined recreation as a good use of off-duty time. "It includes self-improvement, play, amusement and service," he said. The Rochester survey, conducted under the direction of C. B. Raitt, was both quantitative and qualitative. It is recognized that the city's recreation problem reaches out 75 to 100 miles from the city, even as far as the Allegheny park system. The proposed program arising from the survey is threefold: First, what can be done immediately with present facilities and a re-vamped staff of workers; second, a five-year program involving more and more facilities and larger personnel; third, a program reaching into the next twenty-five or thirty-five years, involving major acquisitions of park and recreation land and other facilities when the money is available. We have placed the emphasis as a matter of course upon public recreation supported from tax funds. Private agencies and semi-public recreational agencies are primarily interested in character building in recreation.

"We are advised by Mr. Raitt that we should acquire beach and park land now while it is rela-

tively inexpensive. Some kind of city, county and state tie-up in administration is indicated. Our playgrounds are only 17 percent of what we actually need. Only 40 percent of the children can swim. Eighty percent of the children go to the movies, on the average, one and a half times a week.

"Here is a startling fact for you, as it was for us: Fifty-six percent of juvenile delinquency in 276 cases on which records were available, was found within a quarter of a mile of the playground. Now either our playgrounds are too small or the leadership has been bad. I believe the leadership has been inadequate, and this is no reflection upon the director of playgrounds. In some cases the qualification of the playground leader has consisted solely in that he has shaken hands with the friend of an alderman. I believe that the schools should be opened up for recreation. The policy in the construction of our new schools is that there shall be at least five acres of land for every elementary school.

Loss to the Park Movement.—On January 12, 1929, Stephen Mather resigned from the National Park Service because of ill health. He is succeeded by Homer M. Allbright, who has been associated with him in the national park work. Recreation workers everywhere are indebted to Stephen T. Mather for the fine service he has rendered, not only in his work for national parks, but also for state parks and for the entire park movement. Mr. Mather has given of himself, of his money, and all that he has to try to build up park service in America.

In accepting Mr. Mather's resignation, Secretary West wrote:

"The Federal Government, and the American people as a whole, owe you a deep debt of gratitude for the many years of intensely patriotic, self-sacrificing, and constructive service you have rendered in furthering the cause of national parks and making these reservations readily available to all classes of our people. * * *

"Under your splendid leadership the people of the Nation have been awakened to the beauties and possibilities of the national parks and the necessity of conserving these areas for all time. So firmly have you built the foundations of the National Park Service that it is now bound to move firmly onward along the lines of greatest service to the people."

The 1928 Olympics

(Continued from page 674)

and did so, running himself blind, but winning by a block.

Before the final, I said to him, "Well, old man, are you coming through?" And he replied, "Mr. Kirby, I am going to win here and I am going to win at Amsterdam." This was not conceit. It was a plain statement of the ambitions of the boy. His goal was set for Olympic victory. He thought of nothing else—neither of opportunities for good times nor for doing any of those things which might have taken the edge off his condition. There was just one big thing—he had the will to win and he won, pumped clean out so that with the last stride over the mark he fell prostrate.

That is a fine object lesson to carry to the youngsters and the grown-ups that we of the Playground and Recreation Association of America have to do. It is generally the will to win in life that wins.

Whether or not women should take part in competitive sports is, as you know, a most mooted question. For years in some sports they have done so. On the Olympic program there has been since 1904 swimming and diving for women; since 1924 fencing for women; and from the time the memory of man runneth not to the contrary, exhibitions in gymnastics for women. And now in 1928 we had for the first time some events in track and field athletics for women. Some of the competitors were very nice and ladylike; some were tough and anything but ladylike. But they were all good sports. And while the 800-meter event for future Olympics was eliminated because of the fear that the strain on the competitors was too great, I personally do not believe that any contestant was physically injured, mentally upset or morally offended by her presence in competition at the games. And I am saying this as being very much of an old-fashioned man, who would like to see all women and girls in their old-fashioned place in the home and out of our offices and not running away with the best jobs in the professional and business world. At the Congress of the International Amateur Athletic Federation, practically a day was given to the discussion of the effect of competition and strenuous exercise upon the female. The Germans had more statistics than anyone else. They were all to the effect that with reasonable precautions a girl could stand the strain as well as a boy, and that no deleterious effect had resulted nor was to be expected, neither

to the contestant, herself, nor to future generations.

Except for the elimination of the 800-meter run for girls, the track and field athletics for 1932 will be as 1928, with the addition of a long-distance walk, or more properly speaking, hike, approximately thirty-two miles.

But I cannot close without paying tribute not alone to Costello and McIlvaine, who won the double-scul, but to that marvelous crew of California, which also had the will to win, first in California and then at Poughkeepsie, and then again in Philadelphia in the Olympic trials, where every crew of note in the country fell before it. And then on to Amsterdam, where from the beginning they had the hard end of the draw, having to row themselves out in practically all of their preliminary heats to meet the Thames Boat Club crew in the finals, who had had comparatively easy going until that time.

To me, the crew, as they took their places in their shell to paddle to the starting line on the canal near Amsterdam, upon which the race was rowed, looked "cooked" and overtrained, and I could not see how they could come through. But at the crack of the pistol, they got the jump of a few feet, and notwithstanding challenge after challenge of the smooth-rowing and courageous English crew, they met each spurt with one of theirs, and brought to themselves, to their university and to their country, another great and well-earned victory.

Never have the games been so popular—crowded grandstands at the finish; and crowds on the banks of the canal at the boat races; crowded steamers at the yacht races; crowded arenas in the pavilions for the boxing and wrestling; crowded stands at the swimming; and the stadium in which were held the track and field sports and the equestrian events filled at all times, and on many occasions jammed so beyond capacity as to leave many thousands clamoring at the gates.



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Neighborhood Ice Carnivals

Two one day winter sports carnivals for Community Center neighborhoods in St. Paul, Minnesota, have been outlined by the Department of Parks, Playgrounds and Public Buildings. These programs are put on by the department in cooperation with a committee from the neighborhood.

ONE DAY ICE CARNIVAL No. 1

4:00 P. M.

Skating races for school children

Boys 10-11 years of age—one lap race

Girls 10-11 years of age—one lap race

Boys 12-13 years of age—two lap race

Girls 12-13 years of age—two lap race

Boys 14-15 years of age—four lap race

Girls 14-15 years of age—four lap race

Novelty Stunts

1. *Skateless race*—Boys 12-14 years of age

Skateless race—Girls 12-14 years of age

2. *One-skate race*—Boys 10-12 years of age

One-skate race—Girls 10-12 years of age

3. *Broom race*—Boys 13-14 years of age

(One boy sits on broom; another boy skates and pulls him.)

4. *Three-Legged race*—Girls 13-14 years of age

(Use skate straps for inside legs and skates on outside.)

6:45 P. M.

Speed skating—

4 laps—Boys 16-17 years of age

8 laps—Seniors, 18 and over

4 laps—Girls 16 years and over

12 laps—Boys 16-17 years

1 mile—Open

Novelty Stunts

1. *Ski-Kjoring*—6 laps—Open

(Man skater—belt around waist with ropes attached, towing man or woman on skis.)

2. *Chair race*—Boys—Girls under 17

(One girl or boy sits on a kitchen chair and the other pushes it across the rink to the finish line.)

8:30 P. M.

1. Royal Parade to the Ice Queen's throne

2. Coronation of Queen and fireworks display

3. Fancy and figure skating program

4. Clown stunts and novelty acts

9:30 P. M.

General skating accompanied by band

ONE DAY ICE CARNIVAL No. 2

4:00 P. M.

1. *Sled races*—Boys 12 years of age and under

Sled races—Girls 12 and 13 years of age

2. *Short Toboggan races*—Boys 12-14 years, two to toboggan

Short Toboggan races—Girls 14-15 years, two to toboggan

Long Toboggan races—Boys and girls mixed 13 and over, four on a toboggan

4. *Ski race*—Boys 12-13 years of age

Ski race—Girls 13-14 years of age

5. *Ski-Kjoring*—On ice, boys or girls under 15 (One boy on skates with ropes around waist pulls the other on skis.)

6. *Skateless race*—Boys 10-11 years of age

Skateless race—Girls 10-11 years of age

7. *Speed skating*—Boys 12-13 years of age

Speed skating—Girls 12-13 years of age

Note: For events 1-2-3-4 a hill is necessary. Event No. 1 may also be on level ground by starting with a run and flop and going to a dead stop for distance.

7:00 P. M.

220 yd. speed skating—Boys 15-16 years of age

220 yd speed skating—Girls 15-16 years of age

440 yd. speed skating—Boys 17-18 years of age

220 yd. low hurdles—Open to all boys

100 yd. backward race—Open

100 yd. pushmo race—Boys 14-15 years

100 yd. pushmo race—Girls 14-15 years

(One skater pushed by another who is without skates)

7:45 P. M.

Decorated sled parade by children (similar to doll and buggy parade)

8:00 P. M.

1. Arrival of the King of Winter. Grand parade to throne—Proclamation by the King

2. Circus on ice before throne

Suggestions

Elephants on skates (two men in each elephant)

Giraffe on skates (two men in each giraffe)

Hoodis on skates (four boys in it)

Clowns on skates—doing stunts on ice

Clowns without skates—doing stunts on ice and snow

Mut and Jeff stunt on skates or without skates

Maggie and Jiggs stunt



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in open places Solvay Calcium Chloride should be applied to the surface in order to prevent discomfort caused by dust.

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Broom ball without skates on ice
Kiddy car polo on ice
Hobby horse race on skates or without skates
Conclude with chariot race (four boys pull sled with a driver on it like a chariot. It may be on skates or without.)

3. Fireworks display

The approximate cost of Carnival No. 1 is estimated at \$280; of program No. 2 at \$325.

Those Christmas Toys!—"Have you tucked away the Santa Claus spirit along with the Christmas toys?" This is the inquiry of the Playgrounds Association of Philadelphia which has established a circulating toy library. The Association has invited children to bring their cast-off toys to the office of the Playgrounds Association where they will be put in packages and sent to the twelve municipal centers, the twenty-two settlements of the city and numerous day nurseries and hospitals. Each package will contain enough entertainment for twenty-five children. Different types of packages—for example, one with mechanical toys, others with games and dolls are recorded. These lists are then sent to the centers and the workers in charge may request

the kinds of toys their children want. Each package will remain in one place for two weeks or so, and then an entirely different one may be taken out.

The Pig Becomes an Educator

(Continued from page 709)

ging the property, once it was claimed. Now there are some people whom a chicken will not trust, especially if they appear to have St. Vitus. It is a real accomplishment to entice a chicken to eat out of your hand. Another chicken race was held later in the year. This was to see who could first make her chicken shut both eyes.

Perhaps the most favorite friend was Sammy Crow. He would fly down from an elm tree and feed out of Anita's hand. The first time that he did this she cried with joy. Alas! Sammy became too trusting and was killed by an automobile. The children wanted a funeral. Never having officiated at a crow funeral I had many misgivings. I wondered if they were hatching up an occasion for a good cry. Fortunately it occurred to me that I could put across certain ideas by this means. The time and place was set for the ceremony. Each patrol was asked to hold

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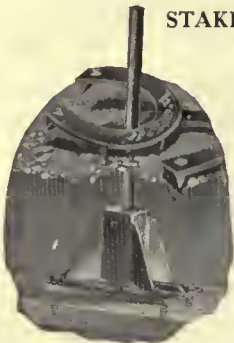
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a meeting and decide just what the things were that Sammy had taught them. When the time arrived Sammy was brought in a wooden box and the children had sprays of wild flowers. It was a solemn affair. What the children said came from the heart and had a still deeper meaning. What they said about trustworthiness and true friendship could be adopted in any code of morals. The subject of my text was: “Many crows have lived longer and done less good.”

This brief presentation will give an idea of the variety and of the comprehensiveness of caring for and raising animals. It is a program of work which fosters nature study, literary and dramatic presentations, handwork, and music. As Pestalozzi said of his pupils at Stanz: “They willed, they had power, they persevered, they succeeded, they were happy.”

Devotion to a common cause—nature interest and conservation—makes for a community spirit. If there is comradeship among thieves there is equally good fellowship amongst nature guides. During the day the leaders have been on a bird trip, or amongst the flowers of the meadow, or exploring a gravel bank. The Outdoor Girls have experienced new interests with their pets, made a whistle out of bass-wood, and been out collecting minerals. At twilight the whole family meets in council ring around the fire. They have come together to share their happiness and at once become a band of naturalists. In this way it differs from the esprit de corps of a clan, party loyalty, or racial sentiment. When a person has devotion to a cause which fits into a larger cause there is no germ of selfishness. And when he gives good will instead of selfishness he is building an altar.

The spirit of devotion, of comradeship, and of service must be experienced. It does no good to say be devout, cooperate, help your neighbor. It does no good to say do not have racial prejudice, do not have religious prejudice. We must practice what we preach but practice must come first.

The Bowling Green Circus

If all the boys and girls of lower Manhattan could not go to the circus, the circus must come to them, the directors of Bowling Green Neighborhood Association agreed, and so, as the closing event of the season, the Bowling Green Circus, "greatest show of its kind," as the programs modestly announced, was presented.

Athletic and drama directors as well as the domestic science department united efforts to create the circus. The gymnasium classes contributed skilled tumblers, wrestlers, and clever burlesques on the "death defying" aerialists. The drama department, under the direction of Charles F. Wells, drama organizer for the Playground and Recreation Association of America, produced side shows, clowns, and animals and supplied a fascinating ring master—the kind who dazzles small boys the country over. The domestic science department made costumes and provided the pink lemonade and peanuts.

The circus came to Bowling Green in prosaic bolts of gray paper cambric and pails of colored calcimine, the cheapest materials available and the most adaptable. Bright parti-colored clown suits and hats were made of cambric with liberal use of green, red, and yellow. Cambric, paint and a little ingenuity also produced the side show freaks. The tattooed man wore a gymnasium shirt and trunks and was grotesquely painted. A spring from a shade roller, covered with painted cambric, provided a satisfactory pet for the snake charmer. Half-man-half-woman was entirely masculine in appearance from one side and equally feminine from the other. Half of a boy's suit sewed to half of a flapper's costume was worn by this freak. The hair on one side of the head was plastered close and a mustache drawn on while the other half of the head was curled, the cheek rouged and the lips painted. Of course the side shows also offered such attractions as the fat man, the bearded lady, the wild man, and a gypsy fortune teller. The curious who ventured into the side show "for men only" saw a pair of overalls.

The sixteen acts presented in the big tent—the gymnasium—represented the combined efforts of all departments. Anyone with a speck of talent offered his services. An embryo harmonica band



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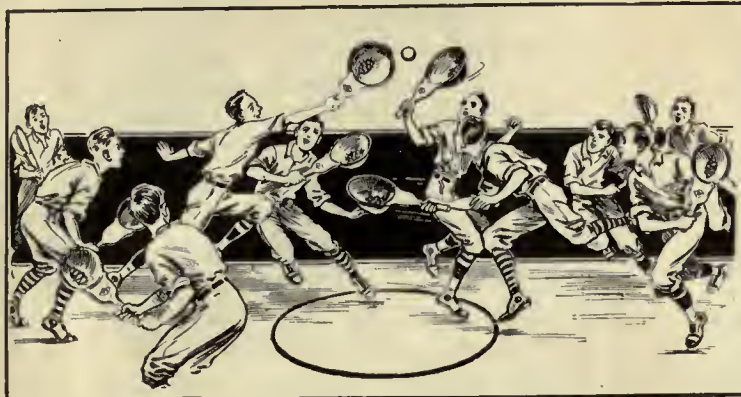
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wanted to be in the circus and by the night of the event it had evolved into a blackface orchestra, wearing minstrel costumes, with an almost unlimited repertory of popular airs at its command. In the most breath-taking, hair-raising moments, while feats of "skill and daring" were in progress, the band would strike up a lively tune in an amusing burlesque of circus procedure. An elephant, a horse and a giraffe were acquired by carefully going over books of direction, for cutting and constructing life-size cambric animals which could be skillfully manipulated by two boys. If these circus beasts were not imported from darkest Africa, they were cut from tested patterns and they could waltz and bow and walk over prostrate clowns with much cambric dignity.

The circus, like a snowball on a hill, grew in proportions as it neared its performance. A trunk, discarded years ago by an actor of Shakespearian roles, was discovered in a store room of the house. It was full of costumes, among them the Caliban suit which made a splendid wild man. The trunk also yielded bear skins, a half dozen delightful green frog costumes, and as many gray flannel dogs. The janitor of the building had a friend in the Brooklyn navy yard who heard of the circus and straightway contributed a burlesque bout between the light and middle weight champions of the Navy. A printer living nearby offered to make programs. The bright and many colored folders announcing the side shows and the acts added a little anticipatory thrill and they were distributed by as vociferous a barker as ever graced a midway concession.

When the circus was as well equipped as if it had rumbled off the Hoboken ferry with Barnum himself, gay pennants were strung from the gymnasium gallery, spectacular signs were put up and the doors were thrown open to anyone with a dime. The big show opened with the pomp and circumstance of the parade. Then Madame Nimble-toes performed on her tight rope, thoughtfully nailed to a plank raised about three feet from the floor. Clowns burlesqued the sharpshooting and "strong man" acts. The gymnasts made pyramids in every conceivable formation and gave their best demonstrations of tumbling. Babe the Human Elephant and Mary the Wise Giraffe went through their paces with such solemn precision that the fans couldn't shriek and whistle their approval enough. The trained wild dogs from Siberia jumped over the ring master's whip and sat up and rolled over at his command.



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Wrestlers demonstrated their skill and through the entire show the clowns kept up a continual horse play that delighted the audience. Two young men of the neighborhood who were with "The Merry Malones" came in while the show was in progress and offered to do a tap dance, which was one of the hits of the evening.

Familiar gymnasium work was introduced so cleverly as to make the simple exercises an entertainment. While two girls gave an Indian club drill, another turned cart wheels around the ring and a quaint little housewife in peasant costume went about with a floor brush over which a youngster in a rooster costume jumped. The shooting of William Tell as presented by the clowns resulted in a clownish tragedy and was done in imitation of the buffoonery and utter nonsense that makes the professional clown so beloved of the children. The clowns also gave a burlesque baseball game, imitating slow motion pictures. For the chariot race, old two wheel carts used by the children of the neighborhood for gathering wood were drawn, tandem fashion, by the Siberian dogs. Living statues were the grand finale of the evening. Three boys in gymnasium suits, dusted with powder to represent statues, posed on a curtained platform. The platform was placed under the balcony at one side of the room so that the frame on which the curtain was hung could be raised and lowered by ropes from above. Instead of the entire frame being raised, as in a circus ring, this frame was raised at the front only. A spot light heightened the effect. This act was an exceedingly good imitation of one of the spectacular circus performances.

The neighborhood came 450 strong, grand-



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An announcement of special interest to recreation workers and physical directors is the fact that "Recreative Athletics," a handbook published by the P. R. A. A., greatly revised and enlarged, is now on the press. In its new form the book will be an invaluable aid in the organization and conduct of athletics and for information on games, stunts and meets of a recreative nature which has not before been brought together.

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mother and babes in arms included, and rewarded the sixty-five persons who had put in three weeks of hard work with hearty appreciation. The success of the circus lay in the working out of the little details that went so far toward creating atmosphere. The ballyhoos shouting exaggerated promises of mirth and astonishment to be had in the side shows, the raucous peanut venders and dispensers of pink lemonade, and the bizarre signs all contributed to the genuine circus spirit. Another reason for its success was the fact that everyone could take part in some way. The littlest talents can somehow find a place in a circus. A boy who had never been given an opportunity to distinguish himself went to one of the directors of the show and offered to make signs for the side shows. His striking pictures in bright colors not only added to the general effect but established him as the owner of a very useful and interesting talent.

The ring master who carried the big show through with his irresistible manner of exaggerated dignity and pride in his command was a youth who had shown such ability in dramatics that he had been given a scholarship in a school of drama.

Book Reviews

THE PROBLEM CHILD AT HOME. By Mary Buell Sayles. Published by The Commonwealth Fund, Division of Publications, 578 Madison Avenue, New York City. Price, \$1.50

This book is based upon the record of over 200 children attending the clinics conducted under the Commonwealth Fund Program for the Prevention of Delinquency. It is divided into three parts—(1), *Emotional Satisfaction Which Parents and Children Seek in One Another*; (2), *Mistaken Ideas Which Influence Parent-Child Relationships*, and (3) *Narratives*.

"COTTON NEEDS PICKIN'" By Charles H. Williams. Published by The Guide Publishing Co., Inc., Norfolk, Virginia. Price, \$50

The negroes as well as other races have their characteristic folk songs and dances. Charles Williams, in compiling this group of eight dances, is seeking to use negro songs and dance steps for educational purposes in the school. It is believed that the teaching of these dances to negro children is of real educational value and will give them a greater appreciation of their own folk customs and life. The dancing, for which directions in music are given are—*Cotton Needs Pickin'*; *Plantation Days*; *The Charleston*; *Going up the Mountain*; *Granddaddy is Dead*; *Go In and Out the Window*; *Peep Squirrel* and *May Pole Dance*.

Copies may be secured from the Hampton Institute Book Store, Hampton, Virginia.

PLAYS FOR PEOPLE AND PUPPETS. By Catherine Reighard. Published by E. P. Dutton & Company. Price, \$2.50

Out of several years' experience in putting on plays for children and puppets has come this book of five plays—*Jack and the Beanstalk*, *The King of the Golden River*, *Rumpelstiltskin*, *Pierre Patelin* and *Aladdin*. Each play



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