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Teacher's Library

# Playground and Recreation

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APRIL, 1930

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The Child's Leisure

By Joseph Lee

Ideals and Objectives of Public Recreation

By Will R. Reeves

The Rochester Survey

Storytelling as a Method of Directing the Reading of Children

By Edna Whiteman

Are We Becoming Musically Mute?

By Kenneth S. Clark

Activities for Girls

Vol. 24

APRIL, 1930

No. 1

# Playground and Recreation

Maintained by and in the interests of the Playground and Recreation  
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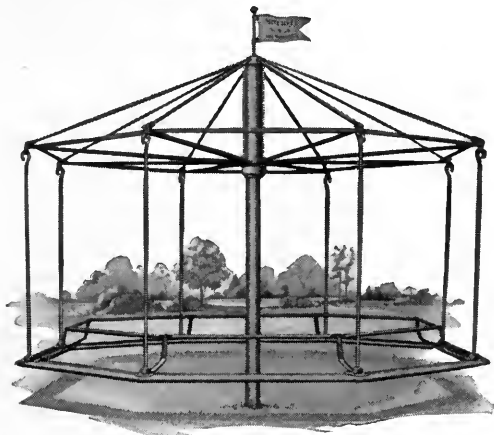


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# Playground and Recreation

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## World at Play

**Looking to the Future.**—The annual report of Columbia, South Carolina, 1929, contains the following recommendations from the Recreation Department:

“That City Council pass an ordinance requesting all subdivisions contemplating annexation with Columbia to set aside areas for parks and playgrounds.

“That City Council adopts a definite plan for the future development of parks and playgrounds and that all properties now in possession of the city be held in perpetuity, and that other properties which should be a part of the park system be acquired.”

### **A Recreation Department Broadcasts.**—

One of the unique features of the weekly broadcasting program of Charlotte, North Carolina, which the Park and Recreation Commission is sponsoring, is the dramatization of a game suitable for home use by four boys and girls from the playgrounds. Each member is assigned a part. This method of dramatizing the games is being very favorably received both by parents and children. From six to eight minutes of the half hour period is devoted to the game, the rest of the time being given over to a speaker and to some type of musical entertainment such as a concert by the boys' and girls' glee clubs or orchestras from the schools. Among the speakers have been the Director of Music of the Public Schools and the Superintendent of Schools, who spoke on Play in Education. The program is conducted every Saturday night at six o'clock, eastern standard time, over radio station WBT, having a wave length of 277.6 meters and a frequency of 1080 k. c.

**Hamilton, Ontario, Completes Municipal Pool.**—About a year ago the citizens of Hamil-

ton, Ontario, Canada, voted favorably by a large majority on a by-law for the issue of debentures to the amount of \$116,000 for the construction of a swimming pool. January 29th saw the completion of the project when the swimming pool, seventy-five feet long and forty-five feet wide, was opened with a program of races and water sports.

### **How They Did It at Daytona Beach.**—

With no funds to employ a handcraft director for the summer playground, the Recreation Department of Daytona Beach, Florida, conceived the idea of using the carpenter employed by the department who had once been a seaman. His work was accordingly so arranged that he was able twice a week to give a few hours of his time to handcraft activities. Under his direction, with the assistance of the playground director, the children built thirty twenty-inch sail boats and held a sail boat regatta on the Halifax River. They also staged a circus for which they constructed many weird and wonderful animals, the carpenter assisting them in the construction of the framework for the animals. Thus the children had a busy and happy summer in handcraft work with no additional expense to the Department except the cost of the white pine planks from which the boats were made.

**A Trust Fund Becomes Available.**—“To provide recreation, amusement and free baths” was the purpose of a trust fund now amounting to \$200,000 which was established under the will of Hamblin L. Hovey, of Waltham, Massachusetts, who died in 1904. Mr. Hovey left the residue of a large estate to his wife, who died recently, and under the terms of the will the money now goes into a trust fund which will be administered by a board of five trustees, just appointed. This board will construct a building and maintain



and operate what will be known as the "Hamblin L. Hovey Institute."

**Activities in Birmingham.**—From ninety to 200, and finally to 250. These figures show the growth in attendance at the folk dancing classes conducted by the supervisor of women's activities, Birmingham Park and Recreation Board. These classes have been instituted for Girl Scout captains, volunteer and paid recreation leaders and others interested. So great is the enthusiasm that it has become necessary to hold the classes in the large municipal auditorium.

The Strangers Club, organized by the Park and Recreation Board for those who are newcomers in the city, now has a membership of about 250. The Church of the Advent is cooperating with the Board by furnishing a meeting place for the club.

**A Mayor Testifies.**—In his inaugural address, Mayor Bowles of Detroit said, "The activities of the Department of Recreation is a branch of our municipal endeavor which should receive every encouragement within the means at our disposal. The value of playgrounds and other sources of recreation for the upbuilding of youth of the community should at all times receive sympathetic consideration at the hands of our city government."

**Recreation Surveys by Airplane.**—The quickest way of getting a bird's eye view of a city's recreation needs is by the use of the airplane, John C. Henderson, of the Playground and Recreation Department of Los Angeles, has discovered. Mr. Henderson writes that he made an aerial survey of possible recreation sites in the southwest section of the city, a district where there is interest in securing more recreation facilities by the district assessment plan. "Our survey then stretched into a visit to many of our recreational centers. We looked over twenty-one playground sites and their immediate neighborhoods, surveyed the entire beach frontage from Santa Monica to Long Beach, the boating development in the harbor, and the new recreation park at Long Beach. It would ordinarily have taken me from two and a half to three days to visit the same number of sites we were able to cover in about two hours of flying time."

Los Angeles is making extensive use of airplane photographs of the various districts.

**A "Doggy" Occasion.**—Puppies, turtles, guinea pigs and angora rabbits vied for attention when children of the Quebec playgrounds held their first pet show. Miss Renée Tétart, a graduate of the National Recreation School, introduced the idea. Eighty dogs and cats were shown by their proud owners and canaries added song and color to the occasion. Judges, officials of the S. P. C. A., cast their votes for the pets that had the most interesting story connected with them, those receiving the best care and those which were handsomest. There was a talk on the care of animals and then came the awarding of prizes—books of animal stories and pictures of animals.

**He Couldn't Afford to Miss It!**—A grange leader and organizer in Michigan travelled 130 miles from his direct route one evening in order to attend a session of the play leaders institute held in February in Saginaw, Michigan. He said the material and experience gained at the previous meetings he had attended were invaluable to him, that as a result he always used games for the first half hour of his programs and that this innovation had brought people out on time, increased attendance and insured their coming again. A list of the games and dances presented during one session of the institute will indicate why the grange leader felt it worth while to be there—Hand Shakes; Signal Commands; Points of Compass; Back to Back Tag; Squirrel in Tree; Hook On; Fox and Chickens; Poison Pass; Poison Clubs; Rig-a-Jig-Jig; Jump Jim Crow; Ach Ja (German Folk Dance); Miatelitza (Russian Folk Dance); Looby Lou; Grand March with figures and spiral; Virginia Reel.

**A Parent Teacher Association Training Course.**—Folk dancing, games, ice breakers and other activities from which many programs can be developed, and the technique of handling large and small groups, are being taught members of the Parent-Teacher Associations of Detroit in an institute given under the auspices of the Department of Recreation of Detroit. Lottie A. McDermott, Supervisor of Women's and Girls' Activities and Violet P. Armstrong, Director of Training Courses, are in charge. The classes are being held on the first Thursday night of each month at a local church. Representatives of ten Detroit chapters of the Association have enrolled.

**A Rural Recreation Training Course.**—To assure competent leadership and carefully

planned programs for recreation in rural communities, the Division of Recreation of the Department of Welfare, Louisville, Kentucky, held an intensive training course in rural recreation open to all county teachers, church and club workers. The course was given on the evenings of February 27th and 28th at 7:30 P. M. and all day Saturday, March 1st. There were lectures and demonstrations in music, folk dancing, athletics, dramatics, storytelling and handcraft.

**A School for Soap Sculpture.**—The National Soap Sculpture Committee, 80 East 11th Street, New York City, has opened a school for soap sculpture, created to meet the growing demand for the use of this medium. The school, which opened on February 17th, will train teachers to teach soap carving. There is no charge for matriculation.

**New State Forests and Parks.**—The Massachusetts Federation of Women's Clubs, according to the *Boston Herald* of December 13th, is planning to give to the commonwealth a large tract of land to be reserved as a state forest. The gift will be made in connection with the celebration of the Massachusetts Bay Tercentenary. At least three nature trails are planned for the forest, which will become a sanctuary for forest life.

Acquisition of four new state reservations has been announced by the state forestry department and the Society for the Protection of New Hampshire Forests. Seventy-three New Hampshire towns now own 14,376 acres of forest. The Kentucky House of Representatives has passed a bill providing acceptance of the offer of T. Coleman DuPont to donate \$230,000 to acquire Cumberland Falls and adjacent land for a state park.

**Publicity for Wilmington Parks.**—The Board of Park Commissioners of Wilmington, Delaware, is making use of a motion picture showing parks and recreation activities to arouse interest in the local recreation movement. This plan has been very successful in increasing public interest especially in the provision of swimming pools. One very definite result is that the city is to have an additional pool this year in a section where it is greatly needed.

**Keeping Up With the Snow.**—As the rare snows which fall in Lynchburg usually turn to slush by night, it is impossible to plan ahead for snow carnivals. But when, early in February, the heaviest snow in years fell, Mrs. Nincie Munday, Superintendent of Recreation, seized the opportunity. Within an hour the police and safety



QUEBEC'S PET SHOW

departments had promised their help, the power company had pledged free current and city electricians were stringing a hundred lights, a nearby pharmacy had begun covering the lights with lanterns, the public service authorities were assembling materials for a huge bonfire and ropes and lanterns to rope off streets, and the colleges had been asked to provide teams for events. There were races of various kinds, chief among them sled and broom races, and a tug-of-war. The bonfire was a gorgeous affair and the thousand people who attended were loud in their praise of Lynchburg's first winter carnival. The next day more snow fell and while it was still falling events were conducted in five streets, with from 800 to a 1,000 in each street.

**Fourth Annual Drama Tournament in Memphis.**—*Grimm's Fairy Tales* was the subject selected by the Memphis Park Department for the playground drama tournament held in May, 1929. Each playground contributed one pantomime, presented by children under sixteen years of age who had attended the rhythmic classes conducted by the Recreation Department. Each participant wore the regulation blue costume to which were added simple accessories such as flowers, a scarf, wings or a belt, and it was required that all properties and accessories should be made by the children. Each pantomime, which was limited to not more than thirty minutes, was judged for—dramatization, 25 points; rhythm, 25 points; costumes and properties, 20 points; programs, 15 points; number of children, five points; number of spectators and decorations in the spectators' section, 10 points.

**Dramatics in Industry.**—Dramatic clubs have been organized with great success in twelve of the mills in Knoxville, Tennessee. It began when the workers from the Recreation Bureau who went at noon hours to the mills, gathered together a few of the employees interested in drama and cast them for parts in a one-act non-royalty play. Immediately other workers became interested and there was a clamor for more plays. The outcome was a one-act play contest conducted by the Bureau with silver trophy given the winner. As a result workers in the mills who were not reached by athletics and social recreation are now interested in drama programs. Several of the mills are working on three-act plays and each large plant in Knoxville has its own little theatre

group which the Recreation Bureau plans eventually to combine in the Industrial Little Theatre Players.

**Play Writing Contests.**—The Mt. Vernon, New York, Community Players, who take part each year in the drama tournament of the Westchester County, New York, Recreation Commission, have announced a play writing contest with the following regulations:

1. Plays entered must be original and must not have been previously published, produced, or have won a prize in any other contest.
2. Plays must play within thirty-five (35) minutes.
3. Plays must be submitted in productible play form.
4. Plays must require only one, easily constructed set. Properties and settings may be as required by the play.
5. Plots should be handled as to clearly present the preparation, development and climax of the story.
6. Range of subject matter is not limited.

The Huguenot Players of New Rochelle, New York, are also conducting a one-act play-writing contest with the same regulations as those used by the Mt. Vernon group.

**Jacksonville in Gala Array.**—Playground children of Jacksonville, Florida, had a part in the Festival of States program, a two-day celebration commemorating a series of successful municipal projects for which civic clubs of the Springfield section of the city have long worked. A juvenile costume parade initiated the second day's festival and at 7:30 P. M. the boys' band of the city Recreation Department gave a concert.

**Rural One-Act Play Contest.**—Three counties in Illinois have held rural one-act play contests this year—DeKalb, Champaign and La Salle. Other counties are contemplating contests and Illinois may soon have its first state contest for rural communities. North Dakota, California, Wisconsin, New Hampshire and other states have held the state-wide contests which have aroused much interest.

**A Treasure Trove.**—Silk, satin and velvet cloth, Indian costumes, attire for gypsies, with paintings and spangles, garments fit for queens,

kings and princesses—raiment from all around the globe of rich material heavily embroidered, costumes used on New York stages and under the "big top"! Seven trunk loads of costumes—nearly a thousand of them—are represented in this gorgeous array which were given to the Recreation Department of Reading, Pennsylvania, by a citizen to whom they were left by his father, who conducted a toy store in the city. The Recreation Department will have them disinfected, cleaned and pressed, and next summer the children of the playgrounds will dress up to their hearts' content and Reading will abound in youthful Thespians.

**Regarding Costumes.**—Van Horn & Son, Inc., Southeast corner Twelfth and Chestnut Streets, Philadelphia, has issued an attractive catalog entitled *Special Made-to-Order Costumes* containing illustrations of the costumes which they can supply. The catalog, which contains many beautiful colored plates has been issued at cost price—\$1.50. Recreation workers will find this book very suggestive.

Free catalogs, costumes and accessories may also be secured from Van Horn & Son, Inc.

**The Spring Festival in Palo Alto, California.**—The Palo Alto spring festival, presented annually, was an outstanding success in 1929. Held under the auspices of the Community Center Commission the project had the enthusiastic support of the Advertising Club while members of other organizations acted as directors of traffic, safeguarding the children and pets in the parade, were officials of the track meet and helped in various ways. The pet show was larger and more unique than ever before. A great variety of pets were entered including seventeen horses. Five hundred school girls took part in the dance pageant on the green and in special dances while 350 boys entered the track meet. Other features included a cafeteria lunch, vaudeville show at the community house, model airplane exhibit and a flying contest. The crowning feature of the day was a flower show arranged by the Garden Club in which 112 different varieties of iris were shown. After all bills were paid there was a balance of over \$100 which was used to purchase equipment for the playgrounds.

**Boston's International Festival.**—Nine nationalities took part in the Seventh International

Festival of Music held on February 22nd under the auspices of Community Service of Boston. Both glee clubs and choruses competed and at the close of the individual group singing all the groups joined in an ensemble chorus under the direction of Russell Ames Cook. Cooperating with Community Service in sponsoring the festival were the Woman's Municipal League, the Junior League of Boston, the National Civic Federation and the Women's Educational and Industrial Union.

**A Music Contest for Negroes.**—The annual contest for Negro singers held under the auspices of Hunton branch Y. M. C. A. and the city Department of Recreation, Lynchburg, Virginia, was attended by a capacity audience. Quartets and soloists took part, quartet singers being judged on harmony, stage presence and effectiveness, while the solo decisions were based on enunciation, pronunciation, effectiveness, tonal quality and stage presence.

**A Community Chorus in Rutland.**—A community chorus of 125 voices is the achievement of Rutland, Vermont, a community of about 16,000 people. Charles Kitchell of New York University goes to Rutland every Monday to conduct rehearsals, and singers from all the churches of the city and some nearby towns are members. A very successful concert has been given and the chorus has already achieved a high degree of success. The city also boasts a ladies' ensemble of nine voices, coached by Mr. Kitchell, which bids fair to become an important factor in the music life of the state.

**Sunday Afternoon Concerts.**—A new project in Evansville, Indiana, this year, is the monthly Sunday afternoon concert at the municipal coliseum. The Recreation Department is working with a committee appointed by the Musicians Club to select the local talent for these programs, and every effort is made to secure the best. All the people appearing on the programs give their services and the coliseum is available without charge. The only cost to the city is the money spent for programs and handbills costing about \$35 per concert. Twenty-five hundred people enjoy the programs given here each month.

**A New Light Opera Company.**—To present light operas and plays at popular movie prices is the purpose of the Civic Light Opera Company

recently organized in Knoxville, Tennessee, by the Bureau of Recreation. All available talent in the city is being drawn upon not only for dramatic talent but for work on stage settings, properties, wardrobes, lighting and advertising. The first production given was *The Garden of Shah*. The stage settings and costumes were all made by local talent at a minimum cost.

#### **A Musical Contest for Negro Schools.—**

The colored grammar schools of Memphis responded heartily to the invitation of the Park Commission to take part in the third annual music contest held last May. According to the rules of the contest each school was represented by a glee club of not more than twenty singers in good standing in the school which they represented. This glee club might be composed of all boys, all girls or a mixed group. The musical program for each group consisted of one song or spiritual selected by the school and a required number, *Carry Me Back to Ole Virginny*. Judging was on the basis of, 1, blending of voices; 2, pronunciation; 3, expression; 4, stage appearance and tone quality.

**A Music Festival in Concord.—**The Concord, New Hampshire, Senior High School will be hosts in May to 500 students representing New Hampshire cities, in orchestras, bands and glee clubs. The occasion will be the Annual Music Festival. The contest will take place during the day and in the evening a symphony orchestra of 200 pieces composed of the best student musicians in the state will give a concert.

**Irene Kaufman Settlement Dedicates New Building.—**On December 6th the playground at the new building of the Irene Kaufman Settlement, Pittsburgh, Pennsylvania, was opened. A swimming meet for boys and girls in the splendid new pool track meets, games and races for adults and a demonstration of a summer play school assembly program made up the program. At six o'clock came the village fair with all the familiar features.

On January 18th the beautiful new wing of the settlement was dedicated with fitting ceremonies.

**From Shed to Recreation Building.—**In place of a small shed which for a number of years has served as a field house, Berkeley, California,

is to have a new recreation building at San Pablo Park. The center, which will be constructed by the Recreation Commission at a cost of about \$10,000, will have a spacious lobby with large open fireplace on either side of which will be offices for the directors and a supply room. In the rear there will be a large hall with a stage and a moving picture projection room. Plans provide for a splendidly equipped kitchen adjoining the hall which will serve a large number of people at one time. The toilet facilities are to be located on either side of the lobby, and one wing will be devoted to lockers and showers for boys, the other to similar accommodations for girls. The recreation building will fill a long felt need in one of the densely populated districts of Berkeley.

#### **A Kiwanis Club Goes to the Country.—**

The Kiwanis Club of Moline, Illinois, is said to be the most active group of its kind in its rural life activities. The mid-winter banquet given recently by the club to the rural leaders in Rock Island County was attended by over 1,200 people from country districts, many of whom are active participants in the programs of rural community centers and buildings. Beginning in May the club will go regularly to different rural community centers for country suppers and programs. In this way the old feeling between rural and city communities is being broken down.

**Sure to Please.—**The Playground and Recreation Board of Wilmette, Illinois, introduced an innovation recently when it held an open program for the Rotary and Optimist clubs of the village; and following the luncheon gave a demonstration of the school physical education program. A joint luncheon meeting was held for the two clubs at one of the schools. The domestic science department of the school provided and served the luncheon and the physical education teachers presented a program of marching, rhythms, games and dances. As many of the members of the clubs were fathers of children in the demonstration the occasion was an unqualified success!

**The "Seminar in Mexico."**—The fifth Annual "Seminar in Mexico" to be held July 5-25 in Mexico City will afford an opportunity to a group of representative citizens in the United States interested in international relations to study the life and culture of the Mexican people. The program

will include lectures by the leaders of Mexican life in education, the arts and government. Members of the Seminar will visit typical schools, villages and archeological monuments. Trips to outlying sections will be arranged for those who can remain for an additional week or two. Further information regarding the Seminar may be secured from Hubert C. Herring, Committee on Cultural Relations with Latin America, 112 East 19th Street, New York City.

#### **A Liability Insurance in New Rochelle.—**

The Park Board of New Rochelle, New York, carries public liability insurance covering any accidents occurring within the parks either to employees or visitors. This assures recovery of \$100,000 for a \$1,500 annual premium. The Board is enthusiastic over the plan and feels the money is well spent.

#### **A New Playground in Jerusalem.—**

The annual report of the American Colony Aid Association which maintains in Palestine a school of handicrafts for girls, a baby home and two child welfare stations, tells of the community playground opened in March. The playground, which adjoins the baby home in the thickly populated Moslem quarter of Jerusalem, was formerly a dumping ground for old tin cans and rubbish and was overgrown with cactus. Cleared and levelled, the ground has been equipped with swings, seesaws, gymnasium poles, basketball standards, sand boxes and merry-go-rounds. The Honorable F. O. Lowden, Ex-Governor of Illinois, who was visiting Jerusalem at the time of the dedication of the playground, gave the opening address.

There has been an average daily attendance of 150 children (sometimes as high as 300), the majority of them Moslems. About fifty Christians come from some distance and there is a mingling of Jews. The Moslem orphanage sends its working children to the playground on Friday, their free day, and other groups attend at special times. There is a leader in charge and a nurse is also on hand.

#### **Junior Honor Girls Receive Awards.—**

Junior Honor Girls of Detroit who win honor points are being awarded emblems on which appears the head of Diana. The awarding of the emblems on January 25th was symbolized by a program of community singing, dances, drills, pantomimes, gymnastic stunts and similar activi-

ties. One thousand, fifteen girls received awards as follows:

- 578 received certificates for earning fifteen points
- 355 received bronze pins for twenty-five points
- 76 received silver pins for fifty points
- 17 received silver and blue pins for seventy-five points
- 5 received gold pins for 100 points

#### **Activities Growing in Elmira.—**

In 1928 seven new activities were added to the program conducted by the City Recreation Commission of Elmira, New York. In 1929, according to the recently issued report, eleven more joined the roster, among them a shuffleboard tournament, a Philharmonic Orchestra, a bridle path and a glider club.

#### **Farmers and Townsmen Advise on Recreation.—**

A voice in recreation matters is provided for every organization in the school district of Hibbing, Minnesota, through the formation of a new Advisory Recreational Council. Each civic organization, farm club, labor union, fraternal group, church, athletic club and other organized group will have two representatives on the Council. The Recreation Board, of which the Advisory Recreation Council is the auxiliary, was organized last July. It consists of one representative each from the School Board, Village Council and Township Board, and four citizens at large.

Children of the grange towns around Hibbing enjoyed a New Year's Frolic through the cooperation of the Recreation Board and the Grange Shriners Club. Members of the Shriners Motor Corps took the children to the high school, where the entertainment was held in the afternoon. Community singing, moving pictures, and music by the Kiwanis string quartet and the Aad Temple Shrine Band made up the program, which was followed by the distribution of gifts.

#### **Negroes Develop Own Playground.—**

A playground by and for the colored people of a section of Beaumont, Texas, has proved a popular center of neighborhood life. The colored Congregational Church established the ground, which was opened in August. The Department of Parks and Playgrounds encouraged the pastor to acquire the land, prepared plans for its development, made some contributions of equipment and helped the church to secure the best prices in purchasing apparatus. Attendance records for the first three



months testify to the success of the center—September, 4,328; October, 4,271; November, 3,857.

**Municipal Golf Course Operation in Pontiac, Michigan.**—In 1924, after much deliberation on the part of the citizens of Pontiac, \$50,000 was taken from the improvement fund to purchase property for a nine-hole municipal golf course. The plan involved paying this money back from the park fund at the rate of \$10,000 each year. A twenty-seven hole golf course, constructed at a cost of \$11,936.63, was opened on June 10, 1925. Though the fairways were soft, a total of 15,000 games were played during 1925 at a profit of \$2,185.91 over the maintenance costs.

**A Church Secures a Playground.**—Shattuck, Oklahoma, a town of about 2,500 people, has a playground secured through the instrumentality of the Methodist Episcopal Church and its pastor, J. M. Carpenter. A public-spirited citizen of the community, A. C. Oliver, gave the church a seventy-five foot lot immediately adjacent to it which has been cleared and prepared for use as a playground. A number of gifts of money have been received and it has been planned to spend about

\$500 this year on the playground, the only one in town. Three outstanding citizens have been selected to serve as trustees.

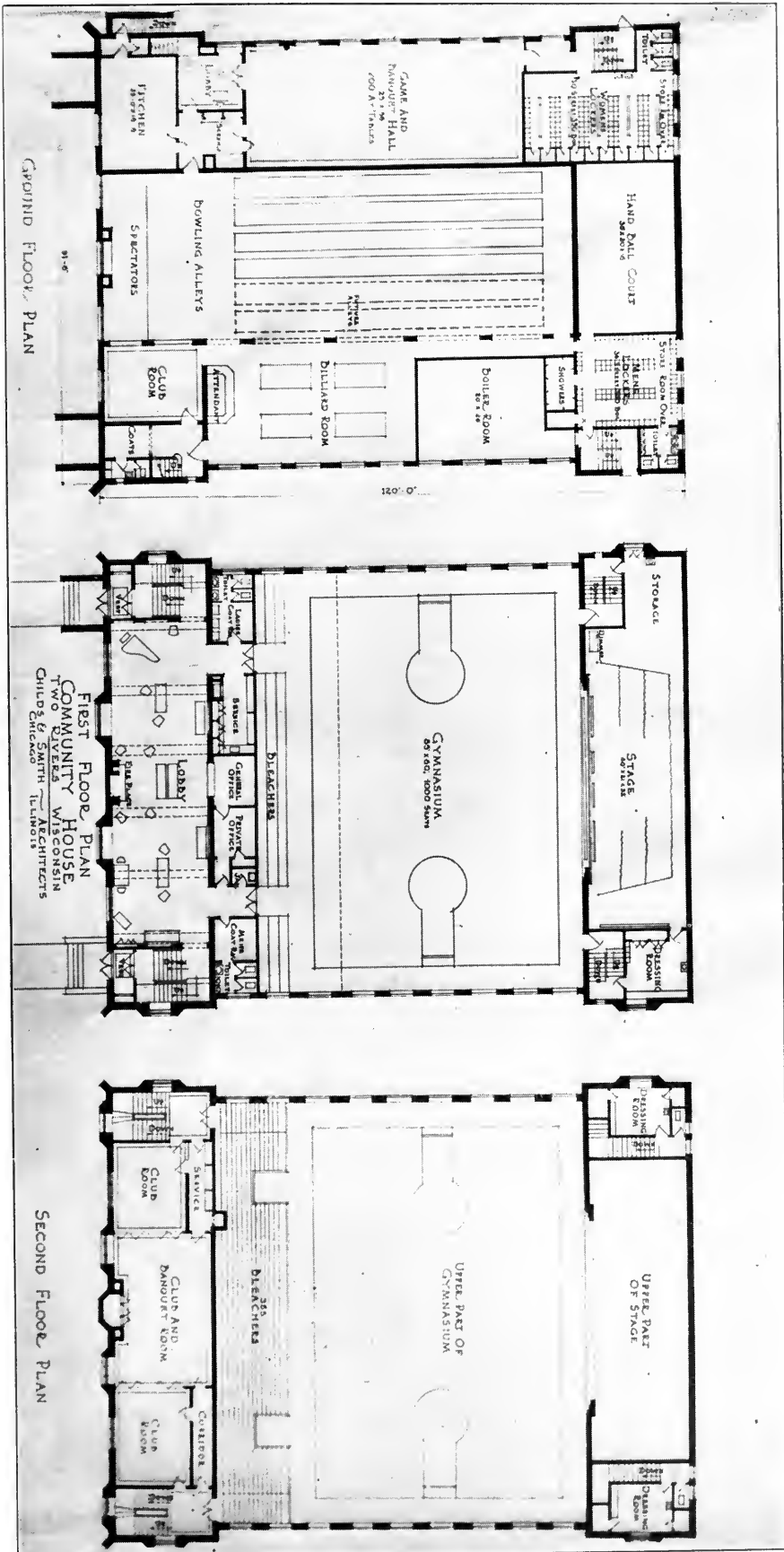
**Horace Bushnell Memorial Hall.**—Horace Bushnell Memorial Hall, Hartford's newest civic building, and one of which the city is very proud, was dedicated in January. The huge auditorium has 3,300 seats and is built in the shape of a megaphone so that sound will carry to all parts of the theatre. The stage is large enough to permit of performances by the Metropolitan Opera Company. Numerous spacious stairways and lounging rooms are provided and there are facilities for talking pictures. The Colonial room, which is the intimate part of the building, is equipped with a small stage and has been paneled with carved pine.

**Cleveland's Gymnastic Olympics for All Nations.**—Eleven hundred non-professional athletes took part in the gymnastic Olympics for All Nations given December 13th under the auspices of the Cleveland News in cooperation with the Division of Recreation. The Olympic opened with a parade of all participating groups, the flag of each nation represented being carried with the



COMMUNITY HOUSE AT TWO RIVERS, WISCONSIN





As the result of the offer of J. E. Hamilton, manufacturer, of Two Rivers, Wisconsin, to give the city a \$150,000 community building on condition the municipality provide the site, a piece of property has been purchased and plans have been made for a building which will be unusually well adapted to the needs of a community program. It will contain a large gymnasium and auditorium, club rooms, game rooms, bowling alleys and a billiard room.

The Community House, Two Rivers, Wisconsin

American flag at the head of every group. The program consisted of gymnastics, tumbling acts, dances, songs, drills and apparatus work. A final tableau in which the 1,100 participants gathered in a body on the stage completed the program.

**Seventeenth Annual Report of the Chief of the Children's Bureau.**—The report of the Chief of the Children's Bureau, United States Department of Labor, for the year ending June 30, 1929, reviews the various phases of the Department's work, including recreation. The recreation specialist attached to the Bureau has given much of her time to the problem of recreation among rural children and in cooperation with the extension divisions of the Federal and State Departments of Agriculture has helped in conducting recreation institutes. During the past year instruction was given in institutes in five states.

**A Telegraphic Airplane Meet.**—The telegraphic miniature airplane meet held simultaneously in five New York cities—Utica, Syracuse, Elmira, Ithaca and Owego—resulted in the capturing of twelve points by the Utica boys, ten by Syracuse, with Elmira a close third. The events consisted of endurance tests and rise-off-water for juniors and seniors. The events were held simultaneously in the various cities followed by an exchange of telegrams.

**The Passion Play in Sacramento.**—Under the auspices of the Sacramento Recreation Department, the Freiburg Passion Play was presented in that city at the Memorial Auditorium. The play was given with great success by a chorus of 300 people and a supporting cast of 250.

**Amateur Night in Reading.**—Amateurs had a chance to "step up and show 'em" when the Recreation Commission of Reading, Pennsylvania, staged a program of all volunteer talent in January. Scores of local people showed unexpected ability along many lines. There were acrobats, singers, dancers, impersonators and even contortionists. The money which was raised will be used for lighting equipment on the playground.

**Basketball in Knoxville.**—Ninety-two teams are playing organized basketball in Knoxville, Tennessee, at a minimum expense to the municipal government. These teams are composed of working men and women representing churches, in-

dustrial plants, commercial establishments, clubs and community groups. Four gymnasiums are used for the games. The expenditures for operation are twenty-five cents per hour for lights; seventy-five cents per night for janitor; one dollar a game for officials. Each team pays an entrance fee of \$6.00 for the season.

**Volley Ball in Northern California.**—Six cities—Oakland, Stockton, San Francisco, Berkeley and San Jose, California, and Portland, Oregon—were represented in the third annual Pacific Coast Volley Ball Championship, held under the auspices of the Northern California A. A. F. at Oakland. Ten teams took part in the tournament, the honors going to the San Francisco Y. M. C. A. volley ball team. The Recreation Department and the Y. M. C. A. of Oakland have been instrumental in making the Pacific Coast tournament an outstanding event.

**Industrial Athletics.**—More than 300 industrial concerns received service during 1929 from the Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio. Every industrial neighborhood in the city has one or more industrial baseball leagues playing after working hours in the public parks, and two dozen firms have basketball teams in the Municipal Industrial League. An industrial tennis league is an annual feature with inter-shop matches and tournaments, developed during the past year. Neighborhood industrial horseshoe leagues were a new development during the last season while another new venture was represented in three industrial golf leagues who play their matches after working hours on the municipal golf links. Two hundred and eighty-nine teams took part in the annual industrial bowling tourney. Track and field meets, swimming meets and picnics were included in the program.

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"Children need, if possible, a room to themselves in which they can really try out ideas, carry out experiments and special hobbies of their own. They also need a great deal of intelligent leaving alone. Finally they need understanding, intelligent parents, who can help them progressively to make better and wiser use of those hours that are not definitely planned for them by home and school."—*Ethel H. Bliss.*

# The Child's Leisure\*

JOSEPH LEE

The child needs time for revery and solitude. This is very important. He also needs the supplementing influence of the mother. Of course, unusual persons may take the place of the mother, but it is rare really that anybody else can adequately do what the mother does. The child is not a complete creature. The mother is the other half of the child. In mother-play the child is constantly running away from the mother and coming back to her, hiding and then reappearing. In a sense he teases her by running off and then coming back to ask her forgiveness. Nursery schools, valuable as they are, can never take the place of mothers.

There is too much talk about giving the child large objects with which to play. The baby creeping around on the carpet will pick up the smallest object he can find—pins, small threads, tiny stones and bits of dirt. These he holds up before his eyes and stares at minutely. He is being scientific, he is exploring. Many of these objects he puts to the test of taste, rejecting those which he doesn't care for by spitting them out, and swallowing others. This is probably the first example of scientific classification.

Don't worry about the big muscles. The child inevitably exercises them. The baby in the crib doubles up when he cries. He gets enormous exercise crawling around on the floor. If you think that a small child gets insufficient action for his big muscles, just try for one day doing the things with your arms and legs that he does. The next morning you will not be able to get out of bed.

Watson says that the first social responses in a child occur at seven years. At seven seconds, would be more accurate. Within the first seven seconds, an infant cries. If that is not an appeal for social response or social action, I do not know how to explain it.

## First Age Period

This roughly continues up to two and a half or three years, and is characterized chiefly by mother-play. These years are extremely important since during them the child often gets a dominating impression of life as a whole which remains with him.

## Second Age Period

The years from two and a half to six, roughly, are the dramatic age. This is the great period for the play of the imagination. The child impersonates the horse, the wind. (Perhaps the automobile has taken the place of the horse today.) Above all, at this time the child should be allowed to express images on his mind as he sees them. It is not a time for insisting upon accuracy. A child drawing a picture of his mother will show her arms coming out of her ears and her legs from her neck; the face will be a large round moon-like circle. Many a drawing teacher will pounce upon this as badly distorted and will correct the child for putting the arms and legs where they should not be. Such an attitude on the part of the teacher is positively pernicious. This is the period in the child's life for allowing his imagination to play as it will and not to insist upon having things done as they appear to the adult's sense of reality.

Imagination is the beginning of any form of activity that is worth while. As we look upon life in America today, I believe that we can truthfully say that our greatest lack is in imagination.

At this stage of the child's growth literal presentation is nothing to him. Do not break up the child's first images. In the make-believe age, let them make-believe.

There is a time for learning certain things. If they are not learned during that time, they may never be learned or at least they will be learned imperfectly and with immense difficulty. We have illustrations of this in the animal kingdom. Sometimes a cow will wander in the woods to have its calf. When this happens the farmer will make a supreme effort to get to the cow and calf during the first two days, because if the calf does not come in contact with human beings during those days it will always be a wild cow.

A newly hatched chick will follow any creature about, during the first two or three days; it will just as readily follow a dog or a cat as it will a mother hen. There is a period when it learns to follow.

G. Stanley Hall wondered what the importance of tails were to tadpoles. He cut off the tails of a number of tadpoles and discovered that their hind legs, as they developed into frogs, were very

\*Notes from address delivered by Mr. Lee before the Child Study Association of America, January 14, 1930.

deficient as compared with the individual frogs which had been unmolested during the tadpole stage. What the function of the tails was is unknown, but it seemed to be a necessary part of the creature's growth and if this part were interfered with it would never mature into a normal frog.

### The Big Injun Age

This period from six on to adolescence is a difficult period. It might be called the "hard-boiled" age. The child retains his imagination, but he wants reality. He wants to try out everything and everybody. He wishes to make the biggest noise in the world. He is an explorer. He is a psychologist, figuratively sticking pins into his parents to see how they will react. In his demands on them he experiments in order to see which of their "noes" really means no. He wants to show that he can really do things. At this age he has a great many fights. This is the great period for getting the start in skills. Now is the time to learn to play baseball or to play the piano. No great baseball player ever developed who did

not begin to develop his skill at this age. I am not sure that this is the time for the initiation of mental skills. Again, in this period also comes the necessity for allowing the child to be alone at times, to think his own thoughts. There are times when it is vital to stare into the pool, to allow the dust to settle, to watch at the spring.

A very unfortunate situation confronts the American child at this age today. In many schools he is given millions of facts to learn. My daughter, who went to teach in a community in Massachusetts, found that she was supposed to instruct the children in a period in American history which all of them had already studied three times before. The children were required to learn thirty dates before the Revolution. Possibly there were two dates that were really important for them to know. The six to nine period is a jammed period. Besides school there is the music lesson, or the dancing lesson, sometimes compulsory football. Children are too much dated up.

During pre-adolescence the child, like the future man, is being led forward by what he does. The child who can't play can't grow up. Play is a part of the law of growth.



IN THE CHILDREN'S THEATRE AT TULSA, OKLOHOMA

# Ideals and Objectives of Public Recreation

WILL R. REEVES,

*Director, Public Recreation Commission, Cincinnati, Ohio*

There has been, and is at the present writing, so much confusion of thought among our citizens concerning the ideals and objectives of the public recreation movement in America, and, on the part of those who are really aware of the objectives, so much uncertainty or even skepticism concerning the achievement of those ideals and objectives through organized and supervised play and recreation, I am using this third annual report as a medium to state again definitely the objectives and ideals, and to give the reasons we think their achievement will be brought nearer through properly supervised games and play for all.

Recreation activities' objectives may be defined as follows:

## 1. Health

- a. Through the development of strong muscles, and strong, well-poised bodies; b. through organic soundness; c. through good neuro-muscular control (quick mental and muscular adjustment or reaction to any situation that arises)
2. The development of moral and social qualities (development of the art of living with our fellows); self-control, self-reliance, perseverance, initiative, team-play, courage, modesty, fairness, justice, honor
3. A love of sports and games for themselves, for the fun, pleasure, joy of participation

## In the Days of Our Forefathers

The concept that play and games are "idle activities to while away the time" in which only children should indulge, and that not too often, is but the heritage of another day and generation in this country, when there was work, real work, for every man, woman, and child to do. The clearing of the forests, fields and swamps, the building and maintenance of roads, the construction of farm houses and outbuildings, the care of live stock, the preparation of the soil, the water that had to be drawn and carried (after wells were driven), the wood that had to be chopped against the long winter, the food that had to be prepared against the same season, the clothes that had to be made in the home for the entire year,—were

work activities of vital necessity to be done by all able-bodied family members, young and old, if the family were to survive. But—such work! Was it all work, or was it what we now call Work-Play?

When our forefathers in this country were constrained by the circumstance of having to open up and develop a new land, to work from sunrise to dark and often after dark, there was not only little time for play or fooling—"to while away"—but when the time could be found, the practice was frowned upon as building habits that might lead away from the concept (forced by Mother Nature) that life was work and work was life.

There was no need in those days for a publicly supported program to develop strong muscles and well-poised bodies, organic soundness and good neuro-muscular control. Those who managed to survive the perils of a frontier civilization in a hostile land, lived a healthy life to a good old age and died either of old age or exhaustion by toil. Men, and women, too, generally speaking, worked hard, slept hard, and, when the occasion was presented, played hard. One might also add, if the old records are an accurate gauge, drank hard.

Man did not need golf, tennis, basketball, baseball, or horse-back riding to tone him up, to re-create him. He found that re-creation in his work-play. The physically unfit were liabilities, a charge on the community, and as such were suffered as an "act of God."

## New Conditions Demand New Means of Health Preservation

How different the environment today! The subjugation of the last frontier, the industrial revolution, the replacement of man power by machine power have resulted in a softer, easier, more enervating life for the large majority of us. Even the hand toiler (with the exception of the farmer) now finds his working hours limited by federal or state laws. And how great the change in the type of work insofar as it affects spiritual values! Where is the sense of achievement, of discovery, of creativeness, of building, of real ad-

venture that accompanied the pioneer, our early agriculturist, as he marched through the years?

Today, for the average man physical health and fitness must be built up outside the job. The age of machinery and invention has made it necessary for us to use activities outside of our employed hours to develop and maintain strong muscles, well-poised bodies, organic soundness and good neuro-muscular control. Our leisure hours, not our working hours, have become our health building hours, or—our health and body destroying hours.

The man who walks to work today does so in all probability because he has been told by his physician he will not work much longer unless he squeezes in that daily walk. The woman today who walks to market with a basket over her arm is as rare—in our cities at least—as the “one-hoss shay.” Why should the high school boy walk to school when his fellows ride in the trolley car, bus, or even private automobile? When they do have to walk, we find them on roads leading away from the school with hands up stopping motorists for a hitch hike anywhere in the general direction of home. “Why walk when you can ride?” “Why take any physical exercise at all that is not accompanied by a sense of pleasure” might be taken as an axiom of the youth of today, nay, of all of us today.

It must be reasonable to assume, then, that outside of those who can afford to join country clubs and use the facilities they offer, or take periodic and long vacations, to preserve the health and physical fitness of the nation the government (state, county, city, school district) must provide the means, and, what is more important, make the means attractive enough to win people to work (play) unconsciously for health and physical fitness.

The British Government learned to its cost in the Boer War the effect of city life on the young manhood of Great Britain. Some Americans have not yet forgotten that one third of the men drafted for the army of 1918 were rejected because of physical unfitness. Shall we wait for another war to take stock of the health and physical fitness of our citizens, or have a worthier ideal in the building up of our manhood and womanhood for *peace*, for *life*? One-tenth of the cost to this nation of the last war and one-half the national budget of the current year for a “war of defence” would, in another generation, raise our standards of health and physical fitness to the point that was

the goal of the free citizens of ancient Greece when a strong, healthy and beautiful body was considered as important as any other one factor in contributing to a useful and happy life.

It may be said, then, that public recreation authorities, by working to provide adequate recreational facilities, indoor and outdoor for both sexes and all age groups, throughout the year, are practical, far-seeing groups, whose endeavor to correct an existing evil condition should not be regarded by the average layman as the efforts of fanatics, or visionaries, but should command the interest and hearty support of all who believe we can work and live happily only as our bodies are kept fit to meet the demands made upon them.

### Moral and Social Values of Play

Do properly supervised games and play contribute moral and social qualities that materially help us to find in life that content, satisfaction, and happiness we so desire? Are properly supervised games and sports a preventive and an antidote for juvenile delinquency and adult anti-social conduct?

These two questions are discussed as such or under other general headings by Parent Teachers Associations, recreation congresses, social workers' conferences, service clubs' conventions, in fact, everywhere and anywhere adults meet to determine the answer to the question, “What is the matter with our ‘terrible’ young people?”

In attempting to answer these questions in the affirmative, let us begin by establishing three premises:

1. Recreation is neither inherently moral nor immoral. It may be either depending upon the type of leadership provided or volunteered.
2. Boys or girls cannot be in two places at one time.
3. Children can be taught social and moral values without using the fear of punishment motive.

A consideration of the first premise discloses the fact that many parents feel their children or young people are “safe” if they are playing on the baseball team, basketball team, football squad, with companions on the golf course, or, in fact, anywhere with their fellows when the group is engaged in what are termed the “healthy outdoor (or indoor, for that matter) sports.” This theory has long ago been exploded by those whose life work has been with or among children and young people.



Take baseball, for instance. The game itself, aside from the fact that it is played in the outdoors and under certain traditions that may or may not be regarded by the players, cannot be said to be character building or character destroying. It is the spirit in which the team and each individual member of the team approach the contest and play the game that makes of it a constructive or destructive moral and social force. The inherent joining and combative instincts, tendencies, or impulses, in every normal boy find equal satisfaction through membership in a street gang and participation with that gang in fights against similar gangs, or raids into "enemy" territory.

Baseball as played by many young sandlot teams in this country is a vicious game so far as character building is concerned, and solely because of lack of the right kind of adult leadership or because of volunteer leadership by others with rotten sportsmanship ideals.

A man who will directly or indirectly pay boys or young men to play on an "amateur" team in an "amateur class"; who will instruct his players it is according to Hoyle to get the "goat" of the opposing pitcher by using to him (out of earshot of the umpire, of course) the most vile and filthy language of the gutter; who will inculcate the idea that a game lost on the ball diamond is not irretrievably lost but can be protested and won on a technicality that has no bearing on the score; who will advise his players to injure deliberately a skillful opponent in order to put him out of the game; who winks at or even encourages the use of false names and ages by his players—is a man actually teaching boys to be cheats, liars and thieves. He is as great a menace to decent young manhood as Dickens' notable "Fagin," only he is a real and greatly multiplied Fagin. Moreover, he is a greater scoundrel than Fagin because he is using an instrument to debase character that boys love to use—a great and deservedly popular game.

It is not necessary to add that such leaders can hardly be expected to encourage the social values of justice, honor, fairness, modesty and self-control. They are consciously or unconsciously doing their best to tear down every decent character attribute that is in the boy when he joins the team. When such an individual is not conscious of the result of his teaching, but believes he must pursue such practices because every other manager or backer is so doing, some authorized group,

speaking for the general public, should see to it that he loses his control and influence—at once. When he is conscious of the effect of his teaching and influence but considers any means the justification of the end—a winning team—he is a real menace to the community and should be treated as such. What is true of baseball is true in a large measure of all our popular sports in proportion to their popularity.

### Leadership All-Important

It would not be fair to imply that a large percentage of our present adult leadership is of the destructive type. Thousands of fine leaders are giving their interest, time, and even money, to encourage our boys and girls and young men and young women engaged in commerce and industry to participate in the popular outdoor and indoor games. But even this high type of leader needs to be guided and fortified by an agency that is not concerned with the winning of games but the *playing* of games. Do not forget, however, that while the proportion of actually vicious leadership may be small, it has the same effect on the sportsmanship standards of the game as the bad egg in the omelet.

Another type of volunteer leadership that has been under suspicion for some time is the self-imposed or group-elected volunteer boy leadership.

It may be taken for granted that every boy group or gang and every girl group, if not provided with adult leadership by the community or by "interested" or disinterested adults, will find a leader or have a leader forced upon them by the dominating boy or girl personality in the group. When this personality is accompanied by unusual skill in games, it becomes an outstanding, almost dominating influence in the social attitudes of the group. The language, appearance, gestures, and social standards of this leader are meticulously mimicked. Such "hero-worship" may lead to "more boy," "more girl,"—but what kind?

I recall in my own boyhood experience a slightly older boy who by reason of his strength and games-skill was captain or leader of every athletic group in our village. He was by far the best rough and tumble fighter, the best runner, baseball player, football player, swimmer, skater. He was also the type that caused our mothers to warn us not to play with him and the school authorities to deny him official leadership. Such prohibitions, however could not and did not over-



come boy admiration for skill, strength, and personality. He was our leader, not only in games, but in group and individual practices some of us must now remember with considerable shame. He colored the boyhood life of our community until he married and moved away.

If you should ask—"what of it, boys have managed to come through in the past under such conditions and without the skillfully trained and adequately paid leadership you urge as vitally necessary," I shall answer: "We are not living in a past world, but in the complex, highly industrialized, crowded city-living, motorized, machine using, commercialized-recreation world of today." The day when all of us who are older and supposedly wiser realize just that, and compare our childhood environment with the environment forced on practically every city youth of today, that day will mark the support by all intelligent people of a militant, national movement to give to our children and young people a choice between leisure time activities we call right—character and health building,—and those we call wrong—character and health destroying.

And when that just appreciation of the world we and our children live in today has come, and we realize to the full the social value of the wise and constructive and happiness-fulfilling use of our leisure time, and when we provide the properly trained, adequately paid leisure time leaders for our young, the activities that now lead to the juvenile court, the correctional school, the city jail, and the state and federal penal institutions, will not be the only outlet for youthful enthusiasm, energy, sense of achievement and adventure. Misused leisure time will then have a powerful antidote in leisure time activities our boys and girls already like, or can be taught to like.

If we are to dispense with the type of volunteer leadership that is destructive, I doubt very much whether citizens who, by reason of character, skill, and experience might act in such leadership capacity, could or would volunteer to fill the void. They are too busy, much too busy, to give the time, thought and enthusiasm demanded by the youth group.

#### Public Recreation Not a "Topsy" Growth

Therefore, it seems reasonable to assume that the paid and continuing leadership ideal of the public recreation movement in America has not grown just like Topsy, but because a need had to be met, a problem solved, that could not be

solved any other way. Public recreation authorities are convinced that skillfully trained, adequately paid leaders of high character not only do not permit low character and conduct standards on the athletic field or court, but, what is more important, that such employed leaders given a long enough time period in which to operate will yield an investment in more justice, fair play, modesty, self-control, and a finer sense of honor in each individual boy or girl who comes under their influence. Moreover, when "more boy," "finer boy" is the goal, we believe that other values actually can be taught. The enumeration of these social values reveals their importance not only in games and play, but in life itself. They are: perseverance, courage, the ability to take overwhelming defeat and keep on playing with grim determination and a smile, self-reliance, loyalty to an ideal, cooperation with one's fellows (team play) modesty under success, and a finer sense of "fair play" with all that implies.

The most outstanding reactionary who still believes that supervised play is foolishness; that boys and girls even of a very tender age are much better off working because that is the only way "to keep them out of mischief," will admit that a boy cannot shoot craps and play baseball at the same time, steal an automobile and play a regularly scheduled game of basketball at the same time, commit a burglary or engage in a hold-up and play a regularly scheduled game of football at the same time.

That individual will also agree, I believe, that to the normal, average boy football, baseball, and basketball have a stronger appeal than the anti-social acts cited. However, that is beside the point. A boy cannot be doing two different things in two different places at the same time. Therefore, the more boys and girls we enlist in regular teams and keep playing under an agency that not only makes the schedules, provides the officials, checks upon forfeited games, but maintains standards both for leaders and players, the fewer boys and young men we will have appearing before our juvenile court and police court judges.

To the man or woman who opposes increased public expenditure for play and recreation because, "We did not have these facilities or opportunities when we were young; *we* had no public playgrounds, ball diamonds, tennis courts, golf courses, swimming pools, etc.; *we* did this or that," I simply answer, "wake up, and look about you. Where is that world you used to live in

twenty-five or thirty years ago? *You* certainly are not living in it today. You, even if you are the most hide-bound reactionary, are forced to make use of the conveniences that modern science and invention have given men in the last several generations. Their use marked the end of your youthful world. Why, therefore, expect the youth of today to live in a world that is gone as irretrievably as your own youth?"

### The Answer of Recreation Leaders

The answer of public recreation leaders, then, to the present day youth misuse of leisure time and consequent juvenile and youthful delinquency, is the provision of an adequate number of playgrounds, ball diamonds, football and soccer fields, tennis courts, swimming pools, and indoor centers in every community in this city, properly equipped, beautified, and under adequate leadership, *every day in the year including Sunday afternoons*. We believe the average boy or girl, given a fair choice over a long enough time period, will choose wholesome activities in a decent environment where under skillful and sympathetic supervision, health and character standards will be safe-guarded and fine social and moral ideals inculcated.

When such play areas adjoin churches, they should be closed during divine service. Considering the percentage of boys and girls in our cities who do not go to any Sunday School and who have nothing to do and no place to go on Sunday except the moving pictures, pool rooms, the revamped saloon eating houses, and the corners outside drug stores, it seems to me that Sunday might be a most important day in the week to use as an instrument not only to give boys and girls an opportunity to indulge in wholesome activities but to teach them certain ethical and moral values through those activities.

We have made a good beginning in America, but it is only a beginning. We must continue to go forward, and rapidly. The question is, how far will the socially minded people, the religious and educational leaders be willing to unite and work constantly to the end that all of our children and young people be given that choice between what we think and call—good and evil? Shall we wait to unite and work until we are forced to recognize the need by increasing vandalism, juvenile and youthful delinquency and their mounting cost to the tax-payer, or shall we give the subject the consideration it deserves now, because it involves what we are always quick to

call "our most precious possession"—make up our minds what should be done, and set about doing it?

### Play for Play's Sake

The third objective of the public recreation movement—play for play's sake, for the pleasure resulting from participation with one's fellows in activities that yield no return save those inherent in the participation, must be approached with care even at the present time.

There is no denying the fact we are a pleasure-loving, excitement-craving, entertainment-going people; that all classes and both sexes enjoy an amount of spare or leisure time undreamed of by preceding generations; that a large percentage of our national income is expended in this leisure time for entertainment that titillates the nerves, stimulates the imagination, or vicariously fills an emotional need. Some one has said we are "the greatest consumers of recreation from the grandstand the world has ever known."

Any reputable neurologist or psychiatrist knows that what restless, highly strung, nervous Americans need much more than this pouring-in process that is constantly going on around us, is a pouring-out process through actual participation in activities that will provide outlets for bottled-up aspirations, desires, energies, and emotion; that will release through amateur music, amateur dramatics, amateur sports and playfield activities, certain natural forces which denied release are forces that work for unrest, unhappiness, and ugliness of life.

"All work and no play makes Jack a dull boy" is more true today than it was when first written. The adventure in work today, the sense of achievement, is limited to the few who plan, control, and direct. Even the so-called professions are so specialized and standardized that the "run of the mine" holder of a qualifying certificate or diploma finds his interest in leisure time outweighing his interest in work time because his leisure time is coming more and more to be the time he can do or try to do what he actually wants to do, not what he is forced to do in order to make a living.

It seems to me that the right to play—for fun—can be determined if we are willing to agree that the "pursuit of happiness" is still the great motivating force in the life of man, and that due to present day work environment and conditions the most of us do not and cannot find that happiness in the hours we work in order to feel, clothe and house ourselves. This is particularly true in the

case of the individual between the ages of 16 and 25 or 30, when the blood runs fast and red, when life is still an adventure, when a thrill or kick must be found somehow, somewhere, when life's "real interest" is projected outside the school, shop, store, factory, to the time we can call our own. It is then only we have the right to try to be what is denied us while we are doing our share of keeping this work-a-day world agoing. What most of us do in this free time depends in large measure on the opportunities afforded in the city of today. If that city life prohibits youth activities that are age old, that have always acted as outlets for youthful enthusiasm, exuberance of spirits, energy, and ambition, then working together we must see to it that opportunities for those activities are given back to our children and youth.

Let us not be ashamed to play then, to play for play's sake, just for the fun of it. Let us be hunters, fighters, musicians, actors, unconscious builders of "more man, more woman" just be-

cause we want to be, and, perhaps through our use of leisure hours in play for play's sake we may win the serenity of mind, the poise, the balanced nervous system that is necessary if we are to really "live" not merely exist.

If we are to achieve the ideal "a public recreation program with appropriate leadership for all age groups and both sexes throughout the year," we cannot afford to wait for a "more convenient time." Mounting costs of real estate, and what is more important, mounting costs in broken health, juvenile delinquency, and adult unhappiness and crime are surely warnings that should be heeded. Further delay in moving quickly to the goal cannot be excused, once the facts are known, save on the grounds of indifference or criminal negligence. As a nation we are rich enough now to bring about in five years any change we desire in our cities in order that they may be good places to live as well as work.

Why wait longer?



THE MUSIC COURT, FRANCIS WILLIAM BIRD PARK, EAST WALPOLE, MASSACHUSETTS

# The Rochester Survey

(PART II)

There is adequate recognition in the Rochester survey of the part played in community recreation not only by the parks, schools and playgrounds but by the libraries, museums, bathhouses, and auditoriums. "Although the circulation of books for home use is a major and important part of the library service, the libraries render much additional service to the public. Numerous patrons attend these centers who do their reading in the library and many seek advice on books and other literature. . . . Special emphasis is also placed on the children's divisions, where care is taken to provide a suitable and attractive collection of books which appeal to the child mind during the different age periods. Also much effort is exerted toward the promotion and conduct of a series of story hours.

"Stories are told by staff members specially trained for this type of work. Not only are the stories of great interest to the children but, through this channel, many valuable lessons are 'driven home.' Wholesome and interesting stories lead to wholesome reading and thus wholesome recreation."

"While generally classed as an educational project, the museum affords every opportunity for the wise use of leisure time and thus also may be classified as recreational and in the same field as other institutions which cater to the recreational needs of the general public.

"The per capita cost of supporting the museum during the year 1927, based on a 325,000 city population, was 15.91 cents. This is a small amount when compared with the financial support given museums in many other cities, where per capita costs range from fifty cents to one dollar and fifty cents."

## Recreation through Semi-Public Agencies

In his study of the semi-public agencies such as the Christian and Jewish organizations, and Scout organizations, Mr. Raitt has gone into some detail as to the outreach of these agencies, the number served in relationship to the total possibilities and in relation to the expenditures and has made suggestions for extending and improving the service. As a sample of the type of comment note the following quotations with regard to the Y. M. C. A.: "The Y. M. C. A., with char-

acter building and Christian citizenship training as its goal, is rendering the youth and young men of Rochester an excellent and effective service. High standards of leadership and service have been responsible for the continued growth and success of the association.

"The results accomplished through the activities of this agency cannot be calculated in cold figures, nor measured in dollars and cents. The profits come in the form of strong character and better manhood, qualities so essential in a citizenship that has to withstand the stress and strain of modern civilization.

"At no time in the history of the 'Y,' with the possible exception of the World War period, has there been a greater need among our youth for just the type of program that the association has to offer . . ."

"It has been suggested that several additional branch 'Y' buildings be erected in outlying sections of the city. If such action is contemplated because of need for the particular type of religious program the 'Y' has to offer, it should be given serious consideration. An important point to consider before taking such action would be whether the residents of the particular neighborhood are of such religious faith as to adapt themselves to the association program, or whether they would be served better through another agency.

"If the establishment of these branches is to provide recreation for the community residents, it would seem unwise for a private agency to undertake this task, not that it could not do an excellent work, but because it would be handicapped for funds to adequately cover the field.

"Provision for the recreation of the masses is a public responsibility, and Rochester's very first move should be to provide in its poorer sections adequate space and facilities for the play of the children and recreation of the adults."

The following comment has to do with the Y. M. C. A. camp: "Effort should be made to accommodate more boys, even though in doing this, it may be necessary to limit the stay in camp to two weeks. Last year there was a waiting list and some boys spent a long period, if not the full eight weeks, in camp while those waiting were deprived of an outing."

The following observations with reference to the Boy Scouts in Rochester are of interest:

"It is quite interesting to note that in Rochester approximately 75% of the troops are organized under religious leadership, while the other 25% are sponsored by American Legion Posts, Parent-Teachers Associations, and other community groups.

"Facts and figures on Scout membership in Rochester show that the annual 'turnover' is quite large and exceeds 50% of the total. This is and should be a matter of some concern to Scout officials. With one year and seven months as the average length of membership; with over 50% of new members joining at twelve years of age; with 50% of those quitting, doing so in the first year; and with 61% of those dropped not advancing beyond the tenderfoot class, there is every indication that something is fundamentally wrong, either with the program or leadership. Whatever it is should be ascertained and a remedy applied.

"It seems in order to reduce this annual heavy membership turnover and to increase the average length of Scout membership there should be in addition to the volunteer leadership an additional staff of expert, trained, technical leaders. These leaders in cooperation with Scout Masters could give special instruction to Scouts at their meetings once a week or once every two weeks."

Among the suggestions and questions relating to the work of the Girl Scouts are the following:

"In 1927 less than 5% of the girls of Scout age in Rochester were reached, and of this number 54% were new members and 36% for reasons dropped out during the same year. No doubt, a further analysis would show that the majority of those dropping out were younger girls."

"There are four major points relating to the Girl Scout program which should be carefully analyzed.

1st—Why does the Scout program not reach more girls?

2nd—Why does it not interest more girls above 14 years of age?

3rd—Why is there such a large annual membership turnover?

4th—Why do so many Scouts stay in the tenderfoot rank and so few reach the first class rank?

"A careful study of the program, its application and existing conditions, no doubt, would

show that the reason for the conditions could be traced, at least partially, to a lack of funds, a partially lacking program not entirely adapted to meet the needs and lack of technically trained troop leaders.

"These questions are brought out not in criticism of the local Girl Scout affairs, but more for the purpose of emphasizing the fact that with these conditions altered or remedied, the Girl Scout program would render even a greater service than it is today. No doubt these same conditions are faced by Scout officials in other cities and a local solution would 'show the way' for other communities."

The following comment on the recreation service provided by semi-public Chest-supported agencies is of special interest:

"An extensive, if not a major service, rendered through several of these agencies, is of a recreational nature. This service is varied, broad in scope and far-reaching in its influence, and is available to boys, girls, young men, young women and adults."

"With the ever increasing interest in play and recreation, the continued demand by the masses for recreational facilities and the enthusiastic support of governmental agencies in providing recreational areas and facilities, there can be little doubt that the time is approaching when the provision of these facilities by semi-public agencies will be reduced, if not discontinued, at least as a major part of their program. This does not necessarily indicate that these agencies will go out of existence, but rather points to the fact that a readjustment of service programs will be necessary. It readily can be seen where public funds are provided for the support of play and recreational activities that, where properly managed, a greater public service can be rendered. It is also true a duplication of service by semi-public agencies would be an additional cost to the taxpayer and an economic waste."

The studies of commercial recreation, private recreation and of industrial recreation are carried out in the same thorough going way as the other parts of the survey but without any especially new methods of approach.

Some of the additional interesting facts and figures which Mr. Raitt includes in his studies are as follows:

#### **Child Injuries, Street Play and Playgrounds**

In 1927, 753 children were injured and thirteen

were killed by automobiles in Rochester. Of this total:

- 68% were boys
- 70% were children under ten years of age
- 30% were children ten years to sixteen years of age
- 78% were pedestrians
- 22% were auto passengers
- 8% of injuries occurred in the limited district
- 17% of injuries occurred inside the one mile circle
- 75% of injuries occurred outside the one mile circle

The major number of injuries occur during the daytime from eleven to one at noon and from three to seven in the afternoon. At mid-day the peak is twelve noon and in the afternoon it is five.

These are periods when the children are out of school and are either going to or from school or are at play.

It is noted that seventy-five percent of the injuries occur outside the mile circle or in the residential section.

Comparison is made between 1926-1927 figures:

	1926	1927
Total killed.....	9	13, an increase of 44.4%
Total injured.....	644	753, an increase of 16.9%
Total complete.....	653	766, an increase of 17.3%

It is quite evident that child injuries are on the increase rather than decrease.

### Home Play

With the cooperation of the directors on twenty municipal playgrounds, a study was made of family, home and leisure time conditions in the neighborhoods studied. An analysis of the data shows:

Number of playgrounds involved in study.....	20
Number of children questioned.....	2369
Number of families involved.....	2369
Average number of children per family.....	3
Percentage of families with automobiles.....	38%
The most prosperous neighborhoods have more automobiles.	
Percentage of homes with flower gardens.....	50%
The more prosperous neighborhoods have the highest ratio although the others show a good average.	
Percentage of homes with vegetable gardens.....	29%
There is a general drop in all neighborhoods, with the larger drop in the better section.	
Percentage of homes with play apparatus in yards..	12%
All sections are very low with the better section showing a greater provision.	
Percentage of homes with children's toys.....	64%
All sections show a better proportion with the prosperous sections in the lead.	
Percentage of homes with a piano.....	42%
All sections show a fair proportion, with the advantage in favor of the better sections.	
Percentage of homes with a victrola.....	65%
All section have over 50% with the poorer sections showing a larger ratio in several instances.	
Percentage of homes with a radio.....	28%
Here again the better sections show a far higher ratio with the very poor far down the list.	
Percentage of children able to swim.....	40%

All sections show a varying ratio with indications that those near swimming pools have the highest ratio.

Percentage of children belonging to some type of club or group..... 37%

All sections show a variable ratio.

Percentage of children going to one or more shows per week..... 87%

A large average attend from all sections, with but a slight advantage for the better sections.

Average number of shows attended per week per child ..... 1.5%

Average number of times attending playground per child..... 4.5%

Here the poor sections show a larger ratio.

Percentage of children working after school hours.. 7.5%

The ratio is larger in the poorer sections.

Percentage of children working on Saturdays.... 12%

The ratio is larger in the less prosperous sections.

These figures indicate that of the families involved, two-thirds have no means of travel to parks or country other than by street cars, and shows need for nearby recreation facilities.

About nine-tenths have no play apparatus in their home yard due, no doubt, in many cases to lack of funds or space. This condition shows need of community playgrounds providing such facilities.

Over half have pianos or victrolas and slightly over one-quarter have radios. Such facilities aid materially in making the home more attractive to young folks during evening hours and make it possible to entertain friends.

Approximately ninety percent of the children attend over one show per week, showing that the movie is an important factor in community recreation.

The children questioned attend a public playground on an average of 4.5 times per week.

The children questioned do very little work after school or on Saturdays, there being from seven percent to twelve percent listed as doing any work.

It is quite evident that financial competence has much to do with provision for play and recreation facilities in the home.

A city-wide publicity campaign which would first arouse interest in home play and recreation and then demonstrate how some inexpensive facilities and equipment could be provided would, no doubt, do much to encourage a greater interest in the promotion of this phase of recreation in Rochester.

A study of the juvenile delinquency cases handled in the Rochester Court is reviewed, the facts are summarized as follows: "In the three sections of the city where juvenile disturbances arise the following facts stand out:



1. Home conditions are, in the main, unsatisfactory.
2. There is insufficient parental care of children.
3. There is every indication of lack of funds among many of the families with which to provide the necessities of life.
4. There is housing congestion, as well as density of population.
5. There is a dearth of play space for all ages of children.
6. There is practically no public provision for the recreation of the adolescent youth, particularly in the evenings.
7. In the daytime the children are forced to play in the streets and alleys.
8. In the evenings the youth and adults are forced to obtain their recreation in commercial recreation centers, the benefits of which, as a regular tonic, are seriously questioned.

"A careful analysis of the playground situation in the sections described shows there are only two areas where ball games can be played with safety. Thus the boys 13, 14 and 15 (the age forming majority of delinquency cases) are greatly restricted in participation in the vigorous activity so necessary at this age. Further observation shows lack of a constructive, year round play program on the playgrounds.

"Other agencies promoting and conducting play and recreation programs are doing a very good piece of work. They, too, have their problems, but owing to lack of facilities, are unable to make inroads on this problem except in their own immediate neighborhood.

"The school department is performing an excellent service through its boys' and girls' recreation clubs, but this is rather limited. The night school gymnasium and swimming classes are also serving the few.

"To be effective, the play and recreation program must soundly serve the masses."

The information concerning public recreation service in Rochester, summarized in the following tables, contains many facts of interest and to a degree provides a basis of comparing its facilities with those in other cities:

#### Public Recreation Facilities:

Parks (19 parks and 13 triangles)	1770 acres
Street Parkways (53) and 1178 streets with shade trees	
Playgrounds—(20 year round and 10 additional summer playgrounds)	45 acres
Athletic Fields (6 in parks)	47 acres
Swimming Pools (2 outdoor and 2 indoor plus 5 indoor in schools, not for public use)	
Lake Shore Bathing Beaches (2)	5770 lineal ft.
Bath houses with shower baths (2)	
Public Libraries (13 plus 9 sub-branches and 63 distributing stations)	
Municipal Museum	
Memorial Art Gallery	
Reynolds Library	

#### Summary Table Showing Facilities, Annual Expenditures and Uses:

Facility	No.	Uses	Expenditure (1927)
Parks .....	32	No record	\$448,746.65
Playgrounds .....	30	2,903,093	204,340.31
*Bathing Facilities	8	564,004	
**Public Libraries.	13	1,759,534 (c)	324,713.39
Public Museum...	1	85,000	51,725.17
Art Gallery.....	1	103,342	Private funds
Reynolds Library.	1	44,744 (c)	Private funds

#### Summary of Pertinent Facts Bearing on Recreation in Rochester as of 1927:

Population of city, January 1, 1928.....	325,000
Area of city.....acres	21,726.
Area set aside for recreation.....acres	1,807.35
Per cent of city area used for recreation..	8.35%
Population per acre of recreation area....	180
Total valuation of park and playground properties .....	\$7,238,259.28
Expenditure for recreation (parks, playgrounds and bathing centers).....	\$635,086.96
Expenditure per capita for recreation....	2.01
Expenditure per acre per year for parks..	253.68
Expenditure per each individual use of play facilities .....	5.7 cents
The portion of the tax dollar allotted for parks and recreation in 1928 equals.....	3.61%

\*Schools not included.

\*\*Only central and branch libraries are included in number; uses, circulation and expenditures include sub-branches and distributing stations.

(c) Circulation or books loaned.

## Adult Education and Adult Recreation

Everywhere there is increased interest in adult education. Laws relating to adult education have been passed in quite a number of states in the last few years. Connecticut required that the state board of education establish a division of adult education and appoint an adult education director. Florida provided for the establishment of a public evening school, elementary and high of the school system, which shall be available to all residents who are unable to attend any public day school. All of the adult education legislation recognizes the increased leisure and tries to provide a more constructive way for its use.

It is important for recreation leaders to bear in mind that much of education is coming through the recreational use of music, drama, handcraft work, art work, in the evening recreation centers.



# Storytelling as a Method of Directing the Reading of Children\*

EDNA WHITEMAN,

*Instructor in Storytelling, Carnegie Library School, Pittsburgh*

The art of storytelling has come down through the centuries from ancient peoples. It is a heritage from the simple folk who neither wrote nor read, but who created and perpetuated some of the most enchanting and vital literature the world has ever known. From such an intimate setting as the chimney corner it has come into that modern one of public school, settlement house and public library. In the olden times family and neighborhood gatherings, grown-ups and children, alike in their unsophisticated point of view, crowded about the teller of tales. This primitive way of reproducing imaginative happenings which interpret life in child-like terms is still the most delightful one to children; and today they, though not their elders, come together from many families, nations and races to sit at the feet of the storyteller.

Because of the joy it gives storytelling is one of the most effective ways of quickening the powers of perception and of directing the interests of children. It is not strange then that the public library adopted it as an important activity in its work with children, and recognized in it an appealing and far-reaching method of presenting some of the great world literature to them. The story hour furnishes opportunity for the librarian to come into personal touch with many children through one effort. It is frequently the first step in the development of a taste for good reading, and an introduction to the possibilities of the library. The storyteller selects from literature the individual tales that will give the keenest enjoyment and extend the mental horizon by means of wholesome, vicarious experiences. These experiences with events worked out consecutively, in artistic form, supplement those of the children, which, for the most part are irrelevant and fragmentary; and the pleasure they afford is intensified when a group of children share them with one another. Listening to a story stimulates a desire to read that story, again and again, and

to read others of its kind and of different kinds. Thus fresh and delightful fields are opened to the imagination.

Storytelling is a means of introducing certain books and types of books to possible readers; but here wisdom is needed if one is to avoid being led astray, by too great zeal in this direction, from its larger purpose. A story told often leads directly to a book; but should one be told for which there is no book to be given out, still the children who hear it are benefited in no small degree. Although they have taken no books home under their arms, they have carried away a story in their hearts, to unfold there and lead—no one knows how far. And they will come back for more, and begin to feel a sense of ownership in the library, and will soon acquire the library habit.

There is no surer road to a child's heart than through the gateway of storytelling. This road leads to mutual understanding and comradeship between the librarian and the child. How pleasant to find that both enjoy the same things! Now they belong to the same fraternity. In the minds of the children confidence is established in the sympathy and judgment of their librarian.

As a method for securing publicity for the library the story hour has proved its effectiveness. Storytelling in the schools especially has resulted in children flocking to the library and to its formal story hours and, incidentally, it has awakened new interest on the part of teachers and parents. And children who hear the stories and are enthusiastic about them are usually even better advertisements for the story hours than the announcement posters in the library and school buildings.

## Conducting Story Hours

An assembling of children according to age interest is desirable, as then stories can be selected more definitely to suit each group. Three divisions make an ideal arrangement, but two are more commonly used, and, because of limitations

\*From *Children's Library Yearbook*, No. 1, published by the American Library Association.

of time and space sometimes children of all ages must be taken together. When there are three divisions the separation may be made as follows: children under the third grade; third and fourth grades; fifth grade and above. When there are two divisions children under the fourth grade, and those in the fourth grade and above may be grouped separately. Children of any age are usually admitted to story hours in which miscellaneous stories, not cycles, are told.

Weekly story hours are not a possibility in all libraries. Where such a limitation exists it is sometimes feasible to hold them regularly, but with longer intervals between, or to tell stories incidentally and to informal groups when opportunity is afforded to do so. Where groups are small, or where they are made up entirely of very young children, low benches or chairs may be used, and then an intimate atmosphere is created if the storyteller is seated. When such a degree of intimacy is not required by the size and personnel of groups, the storyteller gains more complete control of voice and body by standing. Chairs are more comfortable for the listeners than benches, although more difficult to keep in order for successive groups; and the ideal arrangement is that of a broad arc, with the teller in such a position that every child may see without effort the expressions of the face and the slightest gesture.

### Selection of Stories

Because the spoken story has great power to sway emotions and make lasting impressions, a fine discrimination should be exercised in the selection of stories to tell. Subject matter of interest to children is requisite, but its treatment is of equal importance. The approach should be from the standpoint of children, and should present an attitude toward life which is within their comprehension, although the characters may be adults, children, animals, or inanimate objects. An introspective or a reminiscent point of view will render an otherwise appropriate story wholly unsuitable for children, as will also an underlying philosophy that is pessimistic, fatalistic, or ironical. Some fine pieces of writing, from a literary standpoint, must be eliminated for these reasons. It is to be remembered that children ever look forward, and naturally live their lives hopefully, expectantly, joyously, sincerely. While the moral principles involved must be true, they should not be obviously the purpose of the narrative. The

symbolic story for children old enough to find an intellectual enjoyment in unlocking the meaning of an allegory, may be made an occasional exception to this rule.

*Humor and pathos.* Humor should be wholesomely hearty and good-natured. Although it may be primitive and crude, it should not be coarse or farcical, nor should it display an adult cleverness of treatment and style that is over the heads of children, nor insult their dignity by laughing up the sleeve at their point of view. Pathos should go thus far and no farther. If urged to too great limits it repels the well balanced thought, and leads the too emotional one into sentimentality.

*Construction.* The construction of the story should have unity and directness; a logical development of events, with no serious digression, from the first statement of the problem or situation, up to the last turning point or climax; after which there should be a quick gathering of the threads into a satisfying close.

*Fairy tales.* The many kinds of stories may be roughly divided into two general types: the wonder tale, fairy tale or märchen, and the realistic or possible story. The wonder tale represents human experience as truly as does the realistic or possible one; often truth is even more deeply embodied in it, although it employs poetic terms and illumines all with "the light that never was on land or sea." In his *Moral Education of Children*, Felix Adler says of the märchen: "They have an authority of their own, not indeed that of literal truth, but one derived from their being types of certain feelings and longings which belong to children as such." Hamilton Mabie, in his introduction to *Fairy Tales Every Child Should Know*, voices a conviction with which the storyteller concurs, when he says: "These tales (folk tales) are the first outpourings of that spring of imagination whence flow the most illuminating, inspiring, refreshing and captivating thoughts and ideas about life. No philosophy is deeper than that which underlies these stories; no psychology is more important than that which finds its choicest illustration in them. The fairy tale belongs to the child and ought always to be within his reach, not only because it is his special literary form and his nature craves it, but because it is one of the most important of the textbooks offered to him in the school of life."

*Realistic stories.* The realistic story is also valuable. It counterbalances the marvelous

events of fairyland by interpreting life in terms of the actual or possible, and brings the lustre of art to everyday incidents. In both types, those stories should be avoided which are mere fanciful drivel, without underlying thought or message, those whose purpose is obviously to preach, or to teach ethics or manners, and those which are essentially informative. Other common types which are undesirable for storytelling are those for special occasions, like Thanksgiving and Easter, which are presented in inartistic fashion, and others whose charm depends chiefly on diction or elaborate detail.

### Programs

A program for groups of children of miscellaneous ages usually is composed of two stories, and perhaps a poem, for each story hour. The two stories give as much variety of interest as possible; one may be of the wonder, and the other of the realistic type; one make the stronger appeal to the younger children of the group, and the other to the older ones; one may be short and the other long. When a third story is told it is customarily one that has been told before during the season, and is frequently a request, a favorite with some of the listeners.

### Cycle Stories

Young children have especial need of storytelling, owing to their difficulties with the mechanical side of reading, which continually come between them and the full enjoyment of the tale. But older children should not be deprived entirely of the joy of hearing stories interpreted through the art of the storyteller, who selects and rearranges incidents from the great heroic tales and arouses enthusiasm for them in a way mere paper and ink cannot do. How favored are boys and girls of the secondary grades, and even of high school, whose library sets aside a story hour for them! High adventure and romance, as depicted in the world's great hero cycles, appeal particularly to the boy and girl of from nine to fifteen years of age whose natures are reaching out for expression in brave deeds. At this age interest is easily sustained from week to week, as the heroes and heroines are followed through the various stages of their adventures.

The cycles of the Iliad and the Odyssey, together with some of the short Greek hero myths, such as Jason, Perseus, and Herakles, may extend over a period of from twelve to sixteen weeks.

The Volsunga saga, that greatest of all variants of the tale of Sigurd's slaying of the dragon of darkness, may be given a background of some of the Norse myths, and cover from sixteen to eighteen story hours. Other splendid hero material is found in such tales as the Cuchulain saga, the great Celtic sun myth; legends of King Arthur and of Charlemagne and his peers; stories of Persian heroes, from Firdausi; and the merry and daring adventures of that well-loved English outlaw, Robin Hood. The cycles may be supplemented by miscellaneous stories, ballads, and poems.

Traditional literature gives evidence that storytellers of different generations have changed consciously and unconsciously, the tales that have been passed down to us by them. The storyteller of today feels privileged to make such adaptations as will perfect the form of the story, eliminate undesirable incidents or details, or even invent new scenes, mindful always to keep all in harmony with type and spirit of the original.

### Story Reading

There is a place in the library for both storytelling and story reading. The more formal and impersonal method of reading is better applied in reading clubs than in story hours; for here may be brought together, in small circles, boys and girls of approximately the same mental development. Certain kinds of modern stories lend themselves to reading rather than to telling, because they are the work of individual writers, and the literary style constitutes a considerable part of their value and charm, while dramatic unity is often subordinate to style. But the "great monuments of literature which arose when the world was young," as G. Stanley Hall once referred to the märchen and other traditional tales, lose much vitality, spontaneity and intimacy if not given through the spoken word.

### The Storyteller

In effect storytelling is perhaps the simplest of dramatic arts, yet each story offers almost unlimited opportunity for analysis and study. In each there is a series of mental pictures to be painted, scenes to be brought clearly before the mind's eye; action to be made vital; characters to be portrayed, although in the necessarily sketchy way possible to oral presentation; thoughts, emo-

*(Continued on page 52)*

# A Pageant of Pioneer Iowa

VIRGINIA C. RINIKER

*Grinnell, Iowa*

When Horace Greeley first spoke the famous words, "Go West, young man, go West," and thus started J. B. Grinnell toward Iowa, he unwittingly suggested the first scene for one of the most striking community pageants presented recently in the middle west. The arrival of Grinnell and others who reached the Iowa prairies in covered wagons, the visit of John Brown, the founding of Grinnell College, and the coming of the "iron horse" were colorfully and dramatically portrayed by two hundred participants in *Pioneers of Progress*, a pageant written by Robert Y. Kerr and presented in Grinnell, Iowa, October 17-18 in celebration of the seventy-fifth anniversary of the founding of the city.

The pageant was given in the high school auditorium, making conventional settings necessary. A black drop curtain was used for the episodes which took place indoors, and two blue gauze curtains with conventional designs of prairie flowers and grass cut from oilcloth made an effective background for the outdoor scenes. Since gauze and oilcloth reflect the light unusually well, the effects of sunshine, twilight, and firelight were realistically portrayed. The make-up, when possible, was

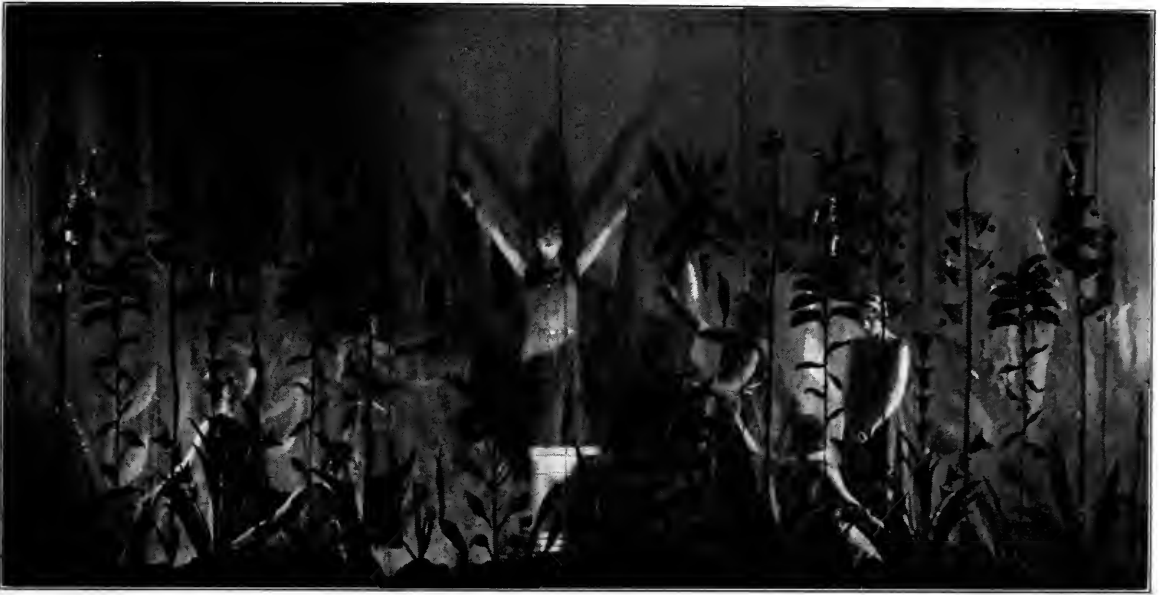
copied from pictures of the original characters.

A prologue, eight episodes, and a dance interlude made up the pageant. The prologue consisted of two dances and a scene in which J. B. Grinnell, founder of the town, consults Horace Greeley in New York. The first dance, the *Prairie Flowers*, was done by high school girls, and the second, a dance of the prairie fire, by members of the College Physical Education Department. The effect of fire was obtained by costuming the dancers in red and orange draperies which they threw up and down with a quick motion in imitation of flames. The lighting for this scene was done with flood lights, spot lights—one of each on either side of the stage—and strip lights on the floor and in the fly gallery. Red and amber mediums were used alternately on the floods and spots.

The first episode was made up of two scenes, one in which the founders decided upon the site of the town, and a second showing the arrival of the first families. The latter was made realistic with a covered wagon and properties which were brought from the east by some of the first settlers. The second episode showed scenes taken from the founding of the college, and the third episode



A SCENE FROM THE "PIONEERS OF PROGRESS"



A BEAUTIFUL SCENIC EFFECT FROM "PIONEERS OF PROGRESS"

gave an interesting account of the underground railroad which had a station in Grinnell. The first scene of this episode was between John Brown and two children, and the second scene showed a typical home scene in the "sixties." One of the characters in this scene was a woman who had come to Grinnell in 1855 in a covered wagon and had been graduated from the college in 1865

A husking bee and a scene in the Civil war period made up the fourth episode, and the fifth was a humorous sketch of an attempt to establish a saloon in Grinnell contrary to the town charter. The sixth episode, that of the first railroad train, was made interesting by bits of conversation taken from the diary of an early resident. The comments of his friends and neighbors upon the coming of the "iron horse," as well as upon the effects on the young people's morals of violin playing in the church, were quoted. The seventh episode contained an interesting incident which occurred at the time peace was declared in 1865. The scene was that of a rhetoric class in the college at which each student recited an original oration. One member of the class was late and came in flushed and excited. Before he was called upon to recite, he wrote something hurriedly, and when his turn came, he arose importantly and recited a poem in which he announced that Richmond had fallen and

the war was over. He had just come from the post office, where the news had been received by stage a few minutes earlier. The final episode showed the faculty of the college receiving the first president.

The dance interlude, just before the finale, symbolized the triumph of the Spirit of Grinnell over the cyclone that destroyed most of the town and college in 1882. The lighting and music for this were especially appropriate and effective.

The finale was a statue of Grinnell, representing the past and present influences that have made for the development of the town as well as those of the future. In front of this statue all the members of the cast passed in groups. This whole scene was behind gauze curtains so that the effect was like that of a cinema.

The production of the pageant called for the co-operation of the entire community; college professors, professional men, business women and students all worked together for the success of the project. Clara Julia Andersen, director of physical education for women in Grinnell College, directed the production, which was staged under the direction of Sara Sherman Pryor, director of dramatics. The music was arranged and furnished by the college orchestra.

A large audience viewed the pageant.

# A County Mandolin Orchestra

An innovation in the application of the mandolin orchestra idea to public school music was inaugurated during the season of 1928-1929 in Fulton County, Georgia. This innovation took the form of the Fulton Mandolin Orchestra, a composite organization made up of units from schools all over the county which is bringing the children from the different schools together in a spirit of cooperation instead of rivalry. The orchestra was organized and conducted by William B. Griffith of the Griffith School of Music, a prominent local fretted instrument teacher.

The project was first presented by Mr. Griffith before a meeting of principals of the Fulton county schools. Mr. Griffith conducted at the demonstration a group of children of school age and similar in background to those who would comprise the mandolin orchestra. When the proposal was put to a vote by the principals the decision was an affirmative one.

The plan was then presented to the parents and teachers council and a demonstration given before that body which was enthusiastic over the plan. The next step was the calling of a meeting at the Fulton County high school auditorium of the children who felt they wanted to belong to such an organization. One hundred and forty pupils attended the meeting and each filled out an application blank reading as follows:

Name .....  
 Address .....  
 Phone No. ....  
 School .....Grade.....  
 Parent's Name .....  
 Bus. Address .....  
 Have you a fretted instrument?.....  
 If so, give name.....  
 Check instrument you prefer:  
 ( ) Mandolin  
 ( ) Mando-cello  
 ( ) Mandola  
 ( ) Guitar  
 ( ) Tenor guitar  
 ( ) Tenor banjo  
 ( ) Mando-bass

These replies provided the necessary information for mapping out a schedule of classes in the schools the children represented. Where a large number of pupils applied from any one school a lesson period was arranged for that school. When only a few applied from a school, arrangements were made for these pupils to have lessons at the most central school in the district, as all of

the teaching was done after school hours.

A fee of fifty cents a week was charged each child registered. Those who did not have instruments were supplied with them by Mr. Griffith, who acted as agent for one of the manufacturers and sold the instruments to the pupils at a special price. In some cases the pupils were allowed to pay by weekly installments. The instruction material used consisted of Weidt's Elementary Studies. When the pupils had learned three pieces from Weidt's book No. 2, Mr. Griffith called a rehearsal at the Fulton County School and arranged to have the children play for the County Parent-Teacher Association council. So favorable was the impression made that permission was obtained for the first time for lessons to be given during school hours. A system for holding a composite rehearsal for all the units was later inaugurated by the director. This was held each Monday at the Fulton County High School. No pupil whose school work was not satisfactory was allowed to play in the orchestra and any child missing three rehearsals without satisfactory excuse was suspended. The orchestra has made a number of public appearances, having played first at the convention of the National Education Association.

Note: A pamphlet entitled *A County Mandolin Orchestra*, which gives the history of this group, may be secured from the National Bureau for the Advancement of Music, 45 West 45th Street, New York City.

## The Wise Use of Leisure

The president of the National Education Association, Miss E. Ruth Pyrtle, announces a nationwide movement for the wise use of leisure which, according to the Journal of the National Education Association, "may prove to be the greatest enterprise on which the Association has so far embarked." The movement is headed by the National Commission on the Wise Use of Leisure composed of the members of the executive committee of the N. E. A., Department of Adult Education and twenty-five other individuals. Plans for the promotion of the movement include a consideration of the subject in convention programs and study groups, in research, in courses in high schools and colleges and in a series of articles in the Journal of the National Education Association.



# Are We Becoming Musically Mute?

KENNETH S. CLARK,

*Assistant Secretary National Music Week Committee*

There is no occasion for "viewing with alarm" the future of man-made music in America. It can scarcely become true that we shall be a nation of musical robots. Personal reaction to the stimulus of music is too much an inescapable human instinct for any such catastrophe to happen. Dr. Harry Emerson Fosdick made reference to the matter in a recent sermon in which he said: "I heard a musician the other day speaking about the possible fortunes of music in this new mechanical generation. He was not at all discouraged. He said the more mechanized our lives become the more music will come into its own. Hurried and harried and standardized and mechanized, men will turn to music, an oasis of refreshment, a wayside fountain where they may slake their thirst for beauty, a kind of house of God and a gate of heaven."

## Are We Becoming "Bleacherites" in Music?

It is true, nevertheless, that many of our people show a tendency toward allowing a great part of their musical instinct to become atrophied from disuse. If certain of the present trends are not checked, we are likely to retrograde from the advanced position our country has taken with regard to forwarding the democratizing of music. Sigmund Spaeth has summed up that position in his phrase, "the common sense of music," by which he means that each of us has an instinct not only for hearing music but for performing it.

Unfortunately, the very desirable mechanical devices for our hearing of music have caused too many of us to "let George do it" for us with regard to the performance of music. To that extent we are becoming a nation of "bleacherites," in music as in other forms of recreation. A certain degree of spectatorship in music is essential, as there must always be an audience for any performance. Such listening to music should increase and it *is* increasing. However, it has not fully served its purpose unless in a large number of cases it leads to active participation in music.

One can not but feel that the person who has no outlet for self-expression in the arts has failed to assure for himself an adequately enriched life.

The necessity for such life enrichment through music and the other arts is all the more evident in the face of the standardization which present conditions are imposing upon our existence. We must not, however, blame the mechanistic conditions of modern life for all of these symptoms of "bleacheritis." In the America of today the exercising of the instinct for music is not as simple a matter as it was in olden days when the shepherd played his pipe on the hillside. The modern American must have an environment conducive to music-making and, as music is not a game of solitaire, he must from time to time have an opportunity to perform music with his fellows. In other words, it is our present community life which is to blame for much of this thwarting of our musical instincts. We do not provide, in that life, enough facilities for spontaneous music-making.

## The Wastage in Training

The work which our progressive public schools are doing today in developing the musical aptitudes of children is unequalled. Nevertheless, we allow much of that school music training to go to waste because of a very definite gap in our social life. That gap is the hiatus between such training and a permanent functioning of it among adult groups. In other words, when the musically trained young person graduates from school he frequently finds himself "all dressed up and no place to go" in the matter of making any practical use of that training as an adult. We need not be reminded that vocational openings in certain fields of music are becoming more limited. However, the public school music work is not primarily intended as vocational training, though it does prove to be in the case of many young people. It is a training for living rather than specifically for work. Inasmuch as there are as yet so relatively few group activities in our community life in which these young talents may find an outlet, there is undoubtedly an unhappy wastage of such training. John Erskine is entirely right when he says that too many young people, upon graduation from school, go through "the great American ritual of dropping their music."



What would the great god "Efficiency" approve as a check to this wastage? Manifestly, a stopping of the gap in such a way as to preserve the continuity of music-making from youth to adult life. In other words, we should conserve those assets by enlisting the school or college graduate in musical activities wherein such enthusiasms will thrive. This means in part the setting up of new activities which will reach those in their late 'teens and early twenties and will carry over into their later years. It also means the immediate enrolling of certain of the young people in existing adult groups in which their talents entitle them to membership. Finally, the plan also calls for lining up the older people either through new activities or through existing ones.

### An Opportunity for Adults

Here is a field of adult education which is largely untilled but which should be a very fruitful one. Signs of such productivity are the success of various people's choruses, especially those which offer training in sight singing. Again, in the instrumental world, the new, improved methods of group teaching have been proved to be efficacious with adults as well as with children. An instance of such adaptability is furnished by the successful adult classes in the piano which have been instituted by the Boston Public Library.

It seems fortunate that National Music Week, which has been a stimulus to so much musical enterprise, is to be, through its celebration on May 4-10, a medium for this linking up of school music training with a functioning of that training in adult life. This seventh annual observance is to be the immediate objective for the starting of new or the development of existing activities which will carry over as fixtures in the community life. As noted, the formation of more junior clubs or groups for those of post-school age is one of the recommendations. This idea has already been introduced in the male chorus world by the Associated Glee Clubs of America with their suggestion of junior glee clubs as feeders for the adult male choruses. The alignment of former college glee club members with adult choruses in the towns where they settle after graduation is another means of bridging this gap among the vocally talented.

In the instrumental field there exists the prob-

lem of what to do with the hundreds of young people who are being trained in the highly developed school orchestras and bands. One solution to the problem of the orchestral players is the fostering of community orchestras and of municipal symphonies in which they may play their part. As to the young bandsmen, if they go into industrial work they may find their place in one of the industrial bands—a rapidly growing field. Or perhaps a lodge band may be their musical outlet in social life.

### Home Music Must Come Into Its Own

Irrespective, however, of this larger group activity, the situation will not be entirely relieved until home music comes again into its own. For the decline of family music-making we can not entirely blame either machine-made music or the distractions of modern life. The parents themselves are to a great extent responsible. Fortunately, the interest of the parents in the school music work of their children is today creating a condition most auspicious for a renaissance of home music. With the mother's reawakened musical activity and with the father's newly created enthusiasm for music, there is set up a very happy relationship for linking the two generations in spontaneous family music. In this we may include not only the standard vocal music and the chamber music in which the young school instrumentalists will perform with their parents, but the more informal light music of the day in the composition of which America certainly leads the world. In all of this home music the household's piano plays an essential role, and in these days we too greatly overlook the value of the piano as a social center in the home, thinking of it solely as an instrument of the concert hall or the musical salon. It is no less popular than before as a rallying place for those fond of music as a form of social relaxation. There are some moods in family life in which concentration necessary for the enjoyment of a "Moonlight" Sonata is present, but there are other moods for which the close-harmony singing of some favorite song is exactly the thing needed.

In other words, the well-rounded person is the one who enjoys all kinds of attractive music—each in its place. It is upon this sane basis that our future development of home and community music will successfully give America its voice.

# A Question on Home Play Answered

Question: Has the P. R. A. A. formulated any statement on backyard playgrounds? Does it recommend that each playground be fenced off separately or that the backyards within a block be more or less thrown together for common use? What play equipment is recommended for backyard playgrounds? Should they have nicely kept lawns? In backyards how far is it advisable to sacrifice esthetic training to the creative instincts of the children?

Answer: The P. R. A. A. has published considerable material in reference to backyard playgrounds with special reference to activities and equipment, but it has not formulated any statement covering some of the questions which you have raised. The following statements and suggestions, however, may be helpful.

A bulletin issued by the P. R. A. A. entitled "Home Playground and Indoor Playroom" contains the following statements relating to backyards:

"The home yard is of course the natural playground for all young children and a family that is fortunate enough to have space for such a playground should make the most of it. Doubtless there are other necessary uses of the yard besides the play of children but there is no other that is more important. There should be considerable space which is suitable for them to romp in, and there should be provision for their games. The size of this play space naturally determines the equipment which will be appropriate.

"The yard should contain trees, if possible, for their beauty and shade. They will provide opportunities for swings, tree houses, and climbing, and the birds that gather in them will add to the attractiveness of the playground. There should always be some flowers and if space permits, small plots for each child in which he may raise flowers or vegetables as he chooses. These little individual gardens will provide useful employment and will be of educational value to the child. They will develop a pride in achievement as well."

Local conditions are a big factor in deciding whether or not it is advisable to combine several backyards in order to make a common playground. In a community of single family houses, especially if the community is reasonably served by school or municipal playgrounds, there is no need of common backyard areas. It seems preferable that the small children play in their own backyards;

and it does not seem necessary that there be a side fence between adjoining yards if by omitting the fence there would be more room for the children to engage in play activities without disturbance to the neighbors.

If school or city playgrounds are not provided in the neighborhood and if the several neighbors are friendly, it might be advisable for them to join in developing their backyards as a common play area. This has been done in several instances, and its success depends largely upon the neighborliness of the families and a certain amount of indirect supervision of the children at play.

Little progress has been made in very large cities in establishing backyard playgrounds through combining several yards, although a few efforts have been made in this direction in New York by the Backyards Playground Association. The difficulty would seem to be that of securing permission of the respective owners to allow the yards to be used in this way.

There is probably little value in having such interior block playgrounds except in large cities where there is an inadequate city playground service. If a live recreation department should organize a campaign to encourage the establishment of such centers in crowded districts where they are needed and should offer to provide leadership, advice with reference to equipment, etc., the results would be very worth while. For the most part, however, the backyard ought to be a part of the home and should be a place which the individual family can utilize and enjoy according to its own inclinations.

In Sunnyside, Long Island, and other large housing developments, there is doubtless much to be gained by having a common interior court that is landscaped and available in a limited way for the recreation of the people. Even in Sunnyside, however, each family has a small individual backyard which it can use with restrictions.

Naturally the amount and types of apparatus and game equipment that should be installed on a backyard playground depend considerably upon the size of the yard, the ages of the children to be served, and possibly other factors such as the kind of neighborhood and available playgrounds in the vicinity. However, the apparatus or equipment recommended for backyard playgrounds includes the following: sand box, swing, see-saw,

slide, horizontal bar, horizontal ladder, backyard gymnasium, jumping standards and pit, fireplace, playhouse, and courts for hand-ball, quoits, horse-shoes, croquet, paddle tennis, clock golf, volley ball, basketball, bean bag, and other games, also a net for golf driving practice.

Without doubt backyards should have as much area in lawn as possible. Since they are largely used for play by young children, grass can often be maintained even on the play areas. Naturally, under play apparatus around the sand box and under the trees, a good lawn cannot be maintained, but an effort should be made to grow grass wherever possible. In a play area formed by combining a number of backyards, there should probably be a section in gravel for the apparatus and where the area is intensively used.

It is believed that an effort should be made to secure a happy medium between the esthetic appearance of the backyard and the opportunity for developing the creative instincts. The appearance, especially with reference to grass, flowers and shrubs, has a decided influence upon the children and also upon their play; and, furthermore, the neighbors must be given some consideration. On the other hand, in backyards, especially deep ones, there is no reason why a section could not be set aside for the sort of the free play of which Joseph Lee approves so heartily and in which neatness has no part. High hedges would do much to shut off this part of the yard both from the view of the neighbors and from the rest of the yard; sometimes a garage might help to screen it. The space required for building a shanty is small, especially when compared with that required for the other games and activities of interest to older boys, and, where possible, they should have an opportunity for this type of play. In cities where the backyards are small or in large housing developments it is not going to be possible to provide much opportunity for this sort of play. On the other hand, opportunity should be offered in play or work rooms for boys to have a substitute.

You may be interested to know that one backyard known to us, which is approximately 40 ft. deep and 50 ft. wide, is divided about equally into three sections. Along one side there is a garden, which was originally largely in vegetables but which is now practically entirely a flower garden. The center section is in lawn but is freely used for play. Along the other side there is a large tree which, although it prevents a good growth of grass, provides shelter for a sand box, a play-

house, and a support for a swing. A number of children play in the yard but they are practically all under seven years old. Nevertheless, there has been no difficulty at all in keeping up the flowers either in the side garden or in the rock garden along the rear. Naturally the yard does not permit of games such as volley ball, dodge ball, etc., even if the children were large enough to want to play this type of game.

In another neighborhood seven families joined in the play activities in some of the backyards, but the backyards themselves were not actually thrown together to make a playground. One of the yards, which was 175 feet in depth, was equipped with a small sand box, a large bench and an outdoor fireplace, the last two proving a great attraction to the men in the neighborhood. One or two sections of the fence separating this yard from the adjoining one were removed thus making the yards readily accessible but preserving a degree of privacy for each. In a tree in the adjoining yard a platform was built and a large sand box, a set of back yard apparatus and a play house were installed. There were a number of shrubs and a few trees in the backyards which helped to make them attractive even though the children were allowed considerable leeway for their playthings about the yard.

On one of the lots on the adjoining street, but not directly abutting the property mentioned, a horseshoe court was installed. There was a great deal of free space in the abutting yards on the rear and no fences between the lots so there was considerable area available for running games.

Such an arrangement as has been described shows the possibility of cooperation between neighbors in providing play facilities which can be jointly used. A plan of this kind makes possible a greater variety of equipment and facilities than would be possible in any single yard and still insures a degree of privacy for each family.

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“There are two important things to be considered in planning leisure. One is a certain amount of time for a child to do the things that interest him deeply and for which he can plan himself, or do spontaneously what seems good to him. The other is, that some time should go to stimulating and deepening spiritual values.”—*Ethel H. Bliss.*

# Glimpses into Backyard Playgrounds

A yard full of airplanes was the contribution of one Youngstown, Ohio, resident to the backyard playground contest in that city. Each airplane, about thirty inches long, was made of very thin boards and constructed to represent various models and makes of airplanes. No detail, from cabin to propeller, was omitted. The planes were loaned to boys of the neighborhood and flights were made from the backyard airport.



A BACKYARD AIRPORT

A growing interest was manifested last year in the pool as a valuable asset to the backyard playground. Several pools have been built in Youngstown to be used as lily ponds after the children grow up. Others are large enough for outdoor bathing for adults. One family watched two sickly children become healthy and vigorous after a summer in a small wading pool. A pool made by a local baker in his spare time was a show place all summer in its beautiful setting of rocks and vines. A fountain and bird bath ornamented the front, while the pool lay partly in the shade of a grape arbor. The pool, six feet by twelve feet, and capable of holding two feet of water, was built above the level of the ground.

The entire premises at the home of one of the city's merchants are given over to the children. A high hedge surrounds the lot. Garden and flower pots are planted for the children and the various berries and small fruit trees grown for their use. A pool, a cabin, and a long slide for winter are some of the unusual features of this playground.

A railroad trainman with a family of seven boys determined to produce the ideal backyard



AN INTERESTING PIECE OF BACKYARD AND PLAYGROUND EQUIPMENT

playground. Altogether there were about twenty devices for play on this playground all made by Mr. Sweitzer during his spare hours. The fame of this playground has grown so rapidly that 170 different children from ninety families made use of the equipment.

Another resident of Youngstown, a laborer in the mills, demonstrated what could be done at a minimum of expense. He built a frame for a tent eight feet high of half inch pipe which he bought at a scrap yard at practically his own price. For his trapeze and swings he set three upright posts of three-inch pipe in concrete, which held a long horizontal pipe. With a slide and see-saw, he had a very substantial playground at slight cost.

The interest in the campaign spread to the suburbs, where one Italian laborer built a model playground on his small village lot. In addition to the usual features of a pool, a sand box and see-saw, he built an interesting platform with a railing on either side, underneath which hung two swings. The children mounted the platform by steps at one end and left at the opposite end by a good slide.

"In insisting that children's leisure time needs planning we may be in danger of seeming to put too much emphasis on the side of activity. For five days a week most children's waking hours are scheduled to the split second—so many minutes to get to school, so many "periods" a day, so much time for after school music lessons, or play groups, and so home to dinner, study and bed at set times. They need Saturday and Sunday for freedom. They need even day dreaming; they need letting alone in order to discover the world in their own terms."—*Zilpha Carruthers Franklin.*

# The Francis William Bird Memorial Park

East Walpole, Massachusetts, has a park of approximately ten acres built and endowed by Charles S. Bird in memory of his son, Francis William Bird, and dedicated to the people of East Walpole. In addition to the main park, there is an athletic field, which has also been given by Mr. Bird, the field being kept separate from the main part so as to concentrate athletic activities at one particular location. Playground activities are conducted each summer under the leadership of trained directors. There are nine tennis courts, three of which are reserved for the use of a local

tennis club, the other six being used by the public at large under certain regulations. During the summer band concerts are held at the community park.

Activities are carried on under the administration of a general committee whose members are made responsible for individual activities. There are the following committees, the chairman of each serving on the general committee—Music, Horticulture, Athletics, Playgrounds, Tennis and Swimming. (See pages 2 and 20 for additional photographs.)



THE ATHLETIC FIELD, FRANCIS WILLIAM BIRD PARK

## Nature Schools in 1930

The Nature Guide School of the School of Education, Western Reserve University, Cleveland, Ohio, will hold its 1930 session at Western Reserve Academy, Hudson, Ohio, from June 21st to August 1st. Dr. William G. Vinal will be director of the school which is conducted for the professional training of teachers who wish to enrich their program, of playground leaders, of Scout and Campfire naturalists, nature counsellors for summer camps, community and park nature guides, parents and nature hobbyists. Further information may be secured from the registrar,

School of Education, 2060 Stearns Road, Cleveland, Ohio.

The Allegany School of Natural History conducted by the Buffalo Society of Natural Sciences in cooperation with the New York State Museum and affiliated with the University of Buffalo, will hold its fourth season from July 5th to August 23rd in the Allegany State Park, Quaker Bridge, New York. Dr. Robert E. Coker of the University of North Carolina will serve as director, inquiries to be addressed to Dr. Coker, Box 950, Chapel Hill, North Carolina.

# Activities for Girls in Cleveland Heights

The Recreation Department of Cleveland Heights, Ohio, has organized a club which has been very successful in holding the interest of girls from 14 to 16 years of age. The club had its beginning in a play leaders' club of junior high school girls, led by one of the teachers during the winter. With the coming of good weather this was reorganized into an outing club. Certain requirements for membership and for honors must be passed before a girl is eligible to wear the emblem of the club. The members help on the playgrounds, lead hikes and assist with handcraft classes, pageants and similar activities.

The program of the outing club includes hikes and exploring expeditions which are conducted as follows:

The hikers assemble at their own playground, drive out into the country in trucks and have lunch. The hikes are made more interesting by the introduction of camp craft, Indian lore and trail blazing. There is a story hour and special events and games are a part of the program.

Hiking club meetings are held from 3 to 5 p. m. on the playgrounds for girls 11 years old and over. The program consists of a business meeting, of highly organized games, stunts and athletics and dramatics.

## Requirements for Outing Club Emblem

The requirements for the Outing Club emblem include the following:

Four all-day hikes with the playground girls  
Participation in three inter-playground games  
(includes two practices before each game)

The learning of two folk dances on the playground

Stunt athletics passed off in form

Window jump, 2 ft. 2 in. x 4 ft. 10 in.

Running high broad jump, 8 feet

Scissors jump, 3 feet

Athletic high jump, 2 ft. 6 in.

Running

Base running, 30 feet base, 8 seconds

Over the middle, 30 feet, 1½ seconds

Throwing

Back under the legs, 30 feet

Under leg, 25 feet

Basketball throw and catch, 15 feet

Squat, 8 feet

Under arm, 25 feet

Back side, 20 feet

Stunts—Choice of many

Swimming—The girls are asked to pass off in regular swimming period of playground group all tests for "turtle" emblem.

## Stunt Athletics

Among the stunt athletics suggested are:

Window jumping	Floor Baseball
Hit pin baseball	Block horseshoe
51 or Bust	Kick the stick
Bound Ball	Stealing sticks
Drive ball	Spiderweb basketball

The directions for a few of these events follow:

### *Window Jumping*

*Equipment.*—The window is formed of two jump standards and two ropes, poles or sticks. The jump standards form the sides of the window. The ropes, poles or standards form the top and bottom. These should be placed at the back of the standards. Begin the event with a very large window, and when the form of the jump is perfected, gradually decrease the window area by bringing the sides and the top and bottom of the window closer together.

### *Bound Ball*

The field consists of a regulation volley ball court; the equipment, a net (across center line—top of net 6 feet high). The object of the game is to make 21 points by successful relays over the net.

*Rules for the Game.*—There are six players on a team. The ball is served by bouncing it once and then guiding it over the net to the other side. The server, who must have one foot on end line when ball leaves hand, has two trials to get the ball over the net unless the first serve is relayed (touched by another player of his team). The server continues to serve until his side is out by making a foul play. Each player takes turns at serving.

*Scoring.*—Only the serving side scores. Each foul counts 1 point. After 11 points have been scored the teams exchange courts. Twenty-one points is the game.

### *Fouls*

1. To touch ball with any part of body other than the open palm of the hand
2. To step over end line with both feet while serving ball
3. To allow ball to bounce more than once between each play



4. Return ball over net on a fly hit—or make a pass to another player from a fly hit
5. Playing ball 2 times in succession
6. A "serve" touching the net
7. Hitting the ball out of bounds
8. Player touching the net at any time

#### Drive Ball

The court is fifty feet long and twenty-five feet wide with a dividing line in the middle at the center of which is a circle. The twenty-five foot boundary line at either end represents the goal line.

The players—any number may take part—are divided into two equal teams, one on each side of the dividing line. The object of the game, which is played with a volley ball, is to hit the ball over the opposing team's goal line.

*Rules.*—The ball is put in play by being placed in the circle between a player from each side who comes forward. At a signal from the umpire, each player hits the ball with his fist. The ball is thereafter kept moving rapidly back and forth from one court to the other, always being hit with the fist. Whenever a goal is made, the ball is again started from the center by two different players.

If the ball goes over the side lines, it is taken out at the point where it crossed the line, by the team who did not hit it out. It is put in play again by being hit in, to a player on the same side—a goal may not be made from that position.

*Fouls.*—It is a foul to

1. Kick the ball
2. Hold the ball with two hands
3. Hit the ball in any way except with the closed fist
4. Cross the dividing line

The penalty for any foul is a free hit for goal for the opposing team. The ball is taken outside the court at the middle line, bounced and hit toward the goal line.

*Score.*—Whenever a ball crosses the goal line, it scores one point for the opposing side. The game may be played for time or for points.

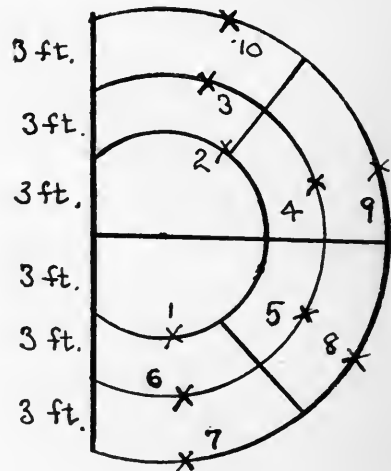
#### Spider Web Basket Ball

1. Free throwing
  - (a) Greatest number of successive baskets
  - (b) Greatest number in ten trials
2. Spider Web Basket Ball

The thrower stands on the middle of the rear line of each space.

The purpose of the game is, (a) to determine the number of throws necessary to make a basket

from each of the ten spaces, and (b) the number of baskets, throwing once for each space.



#### Block Horse Shoe

The equipment consists of two holes about 8 inches in diameter, 10 feet or more apart, according to the ability of players. Each of the two players has two wooden blocks or stones.

*Rules.*—The game is played much in the same way as horse shoes. The player stands behind one hole and throws his blocks in succession in an effort to get them into the other hole. The next player takes his turn by throwing his blocks at the same hole. After each round the players take their scores as follows:

In the hole—5

Touching or leaning in the edge—3

Nearest block to hole—1 (if one player has 2 blocks nearest the hole, each of the blocks scores one point)

A block landing on top of another cancels the covered block

Final location of block counts as the scoring position

The game may be played with one hole and a throwing line instead of two holes. In place of the holes, nine-inch circles may be outlined with water or may be scratched. Boards, nine inches square, may be used in place of holes.

#### Fifty-one or Bust

The equipment consists of a horizontal ladder, and a volley ball or basket ball. Beginning at the left end, number each rung of the ladder consecutively from one up, placing the number in the center of the side rung. Do the same beginning with number one from the right end. Numbers

(Continued on page 52)

# A Playground Club for Girls

The Board of Public Recreation of Tampa, Florida, has devised a merit point system for girls which operates through the Girls' Playground Club.

The girls are divided into the following classifications:

- A. Midgets—Girls who will not be twelve until after January 1, 1930.
- B. Juniors—Girls above Midget classifications who will not be fifteen until after January 1, 1930.
- C. Seniors—Girls above Junior classification.

## Club Organization

The Playground Club has regularly elected officers consisting of a President, Vice-President and Secretary who are chosen every three months. Committees are appointed by the supervisor to take charge of the various activities. The club meets every week, each playground determining the day on which it wishes to hold its meeting.

In organizing the club a mass meeting was held which was attended by Midgets, Juniors and Seniors. At this general meeting the summer program was discussed and the plans for the summer outlined. At the next meeting the election of officers was taken up.

The following suggestions were issued by the Department:

The club meetings should be made formal in order to impress the girls that it is important. Demand attention at all times during the meeting.

Allow the club officers to take charge of the meeting assisted by the supervisor.

Plan a program in advance, for each meeting, with your program committee in order to stimulate interest and give the girls something to anticipate.

Plan a social or special outing monthly.

Keep the girls posted as to their records and points earned.

Advertise all club meetings well and have a definite time each week for the meetings.

## Awards

At least 400 points or 500 points for letter must be earned within a nine-month period—from September 1st through May—in order to carry over into summer program points toward letter. To those who earned 500 points will be given the privilege of carrying over points toward their bars if at least seventy-five points have been earned.

A—There shall be standard certificates awarded girls making the playground teams in the various sports.

B—Playground letters will be awarded in May to Club member having 500 points by May 15th, and in September to those who complete their total during the summer program.

## Records

Records are kept for each girl in the club by the supervisor. The standing of each girl is read at the meetings and a complete report is turned into the recreation office the first Saturday in each month. This report gives the list of club members and points won in each activity. A list of the certificate winners is turned in at the recreation office not later than three days following the completion of a sport.

## Eligibility for Letter

To be eligible a girl must be a member of the Playground Club; must show an attendance of seventy-five percent throughout the club year; must write a 200-word paper on sportsmanship, and must receive at least 400 points during nine months.

## Points to Be Won

Points are awarded only to those who actually participate in either inter or intra-playground events.

Event	Intra	Inter	Sectional Champ	City Champ
1. Jump Rope . . . . .	5	10	5	10
2. O'Leary . . . . .	5	10	5	10
3. Sand Modeling . . . . .	10	5	5	10
4. Handcraft . . . . .	10	..	..	20
5. Pet Show . . . . .	10	..	..	..
6. Doll Show . . . . .	10	..	..	..
7. Marble Contest . . . . .	5	10	5	10
8. Jacks . . . . .	5	10	5	10
9. Checkers . . . . .	5	10	5	10
10. Hop Scotch . . . . .	5	10	5	10

## B—Major Sports

1. End Ball . . . . .	10	15	5	10
2. Captain Ball . . . . .	10	15	5	10
3. Basketball . . . . .	15	20	10	15
4. Playground Ball . . . . .	10	15	5	10
5. Kick Base Ball . . . . .	10	15	5	10
6. Volley Ball . . . . .	10	15	5	10

## C—Special Sports

1. Track . . . . .	20	30	10	15
2. Dodge Ball . . . . .	10	15	5	10

## D—Educational Activities

1. Play or Drama . . . . . 20 30 .. ..
2. Learning two new games each month—five points each—total to be won, 120.
3. Attendance on playground hike, 20 points for every hike not under two miles—total to be won 240.

E—Sportsmanship and Leadership

1. Write 200 word paper on Sportmanship—30 points.
2. Must be recommended by playground supervisor as recognition of good sportsmanship and proper playground spirit.
3. Volunteer leader for one week—five each week—260 points.

F—Possible and Required Points

There are a possible 1015 points including all activities—500 points are to earn a letter.  
 100 of these points must be obtained from the "intra" activities.  
 30 must be obtained from Sportsmanship paper.  
 90 must be obtained through learning new games.  
 The remaining 280 points may be obtained from the remaining classification of activities.

Each 150 additional points gives the winner a felt bar to be placed under her letter. To carry over in the summer program for a letter, a girl must win at least 400 points from September 1st through May 15th. To carry over into summer program for a bar she must have at least seventy-five points toward the bar.

In her second year a girl working for letter with 400 points already earned must obtain additional points as follows:

"Intra" activities .....	40
"Inter" activities .....	15
New Games .....	15
Attendance on Hike .....	15
Volunteer Leader .....	15
	100

For the additional seventy-five points toward bar she must earn points as follows:

"Intra" activities .....	15
"Inter" activities .....	10
Section or City .....	10
New Games .....	10
Volunteer Leader .....	15
Attendance on Hikes .....	15
	75

Possible points are:

"Intra" contests and sports .....	185
"Inter" contests and sports .....	235
Sectional Championships .....	85
City Championships .....	180
New Games .....	120
Hikes (20 each) .....	240
Sportsmanship Paper .....	30
Volunteer leader (five each week) .....	260
	1335

The playground girl who earns 500 points will be awarded her playground letter in the Recreation Board colors. The playground girl who earns her letter is then eligible to work for the three bars (red, white and blue), which are placed beneath the playground letter and indicate that the wearer is a girl of varied accomplishments. Seventy-five points are necessary for each of the three bars.

## Girls' Athletic Hand Books

"Where can I find good games for girls? What are the approved girls' activities?" Many recreation directors are asking these questions. Many more, possibly, do not realize that the leading women physical educators of the country have been facing this problem and helping to solve it for the benefit of all interested in athletics for women and girls.

The Women's Section of the American Physical Education Association is composed of ninety-two women outstanding in physical education in the United States. There is an Advisory Board, a Council and ten committees—Aquatics, Athletic Games, Baseball, Basketball, Field Hockey, Official Ratings Committee, Publicity, Soccer, Track and Field and Volleyball. These committees are active throughout the year, with meetings at the various physical education conventions which are open to all interested in girls' athletics. At this time the rules of the various activities are discussed and changes suggested for the following year. Immediately after the convention the members of the various committees meet and prepare the hand books published by the Committee in the case of Baseball, Basketball, Field Hockey and Soccer, which appear as separate guide books. The chairman of the Aquatics, Athletic Games, Official Ratings, Track and Field and Volleyball Committees send their material to the Publicity Chairman, who prepares the *Official Hand Book on Athletic Activities for Women and Girls*.

No sooner are the Rule Books and the Hand Book published than the various committees begin to get out questionnaires and to answer questions, study problems, receive complaints, knocks and some little praise! In the meantime returns are coming in from the questionnaires and the preparation for the next year's rule books and hand book is underway.

It is unnecessary to mention the *Official Basketball Guide* for its rules are accepted as standard everywhere and the articles and coaching hints are of great value. The Official Soccer, Baseball and Hockey Guides contain approved rules for these sports and helpful articles. The *Hand Book of Athletic Activities for Women and Girls* is of greatest value to everyone in the field of recreation. It contains original articles, rules and sug-

(Continued on page 52)

# All for the Boy

The sixth International Boys' Work Conference in Toronto in October was distinguished, first, by a strong feeling of internationalism and, second, by emphasis given to reshaping the community and neighborhood in which boys must find their growth. The spirit of international good will was fed not only by the mingling of the flags of the United States and Canada, toasts to the King and the President, the singing of patriotic songs, and set speeches, but also by the obviously genuine fraternity of the Canadian and American delegates.

The obligation of the community to the boy was set forth particularly by Judge Ira Jayne of Detroit, Clifford R. Shaw of the Bureau of Juvenile Research, Chicago, and David C. Adie, secretary of the Buffalo Council of Social Agencies. Judge Jayne declared that the boys' recreation was a primary responsibility of the municipality. Gradually the municipality has assumed, one after another, several functions: protection, health, education, and now recreation, he said. "The function of private agencies for the boy's recreation is to supplement the municipality." The judge spoke briefly of the development of Detroit's municipal program.

Basing his conclusions on studies of thefts and other offenses among thousands of boys since 1900, Mr. Shaw held that there was "something in the total situation, in the culture of neighborhoods that accounts for delinquency." Irrespective of color and national origin, the boys of Chicago were found to be delinquent in direct proportion to the nearness of their homes to transitional neighborhoods, industrial sections and areas around the Loop. In the outlying suburban districts where public opinion was strong, delinquency was found to be at a minimum. This condition has held true since 1900. The evidence discovered by his studies has convinced Mr. Shaw that criminals do not conform to special physical or mental types. Rather, they are the product of an unfortunate environment.

Mr. Adie said in part: "The community must be reshaped so that the boy's personality may develop to its full potential power. The pressure on the boy is enormous. On the one hand, there are the obstacles put in his way by congestion, disappearance of open spaces, noise, possession of the street by automobiles and the other results of bad planning of our cities. On the other hand,

there is the distracting pressure which comes from the many elements which are seeking to do him good: social service agencies, health agencies, the school, his church—all these pull upon him and confuse him.

"A higher standard of behavior is today demanded from the underprivileged than from the privileged. A different yard stick is used to measure the conduct of the rich and of the poor. Let us have justice. Focusing our effects on reshaping the community, let us restore to the boy his open spaces and let us give him some place in which to build his fires and cook his own camp suppers. And let us create the opportunities whereby he may be free for creative self-expression."

Dr. William G. Vinal gave the conference a fresh and delightful message on nature activities as recreation. Stirring pleas for the studied education of boys in international goodwill and friendliness through camps, jamborees, the elimination of prejudices from school texts and through the influence of teachers, parents, and social workers were made by Lord Willingdon, Governor General of Canada; Canon Shatford of Montreal, and Tracy Strong, secretary of the World Alliance, Y. M. C. A., at Geneva, Switzerland. "The youth of the nations must learn to disagree and yet love each other," said the latter.

Guy Brown of Ohio Wesleyan University in an address, "How Character Comes," urged the building up of the child's self-respect. "Find out what his chief abilities are and give him a chance to succeed with them," he said.

Significant sidelights on the meeting were the growing recognition that more opportunities must be provided for youth between sixteen and twenty-one, and an understanding of the importance of parental education.

The 1930 conference will be held at St. Louis in December.

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"Perhaps the greatest service which the school can render is to provide its children with interests—scientific, musical, manual, artistic—which give them within themselves resources for pleasure, appreciation and creative activity. Even a well-thought-out program for recreation is not so lasting in a child's later life as a point of view and a capacity for making the most of leisure."—*Mabel Reagh Hutchins.*

# Community Night Programs in Detroit

J. J. CONSIDINE

*Supervisor, Men's and Boys' Activities, Department of Recreation*

The community night program is an established feature of the winter work of the recreation centers conducted by the Detroit Board of Recreation. At every center where a continuous recreation program is carried on daily throughout the season, an evening is set aside between the first of February and the middle of March dedicated to the idea, "Know Your Recreation Center." The purpose of this community night celebration is threefold—to acquaint the public with the work of the Recreation Board in each particular community, to stimulate the interest of the classes already taking part in the activities and to increase the scope of recreation in the various activities.

The program itself may be described as a kaleidoscopic view of the community center activities. The effort is not so much to present a series of exhibitions as it is to give a glimpse of the work of the centers and the varied types of recreation offered. The winter work is usually at its peak, however, and the different classes as a rule are prepared to put on a demonstration of which they may well be proud. The dramatic classes have acquired a repertoire of plays from which something suitable can be selected; gymnasium classes working toward the spring meets are able to present some very good drills. This holds, too, for swimming, handcraft and other activities, but the program as presented on community night is not a culmination of studied rehearsals but rather an informal presentation of what goes on daily at the center, a cross section of community center life.

In addition to the activities housed in the community center, the Department sponsors city-wide activities such as the Boys' Band, a splendid organization of some seventy young musicians which is always open to new members, aircraft classes in which the work of fashioning model planes is demonstrated, and model boat building classes. These activities drawing upon the community centers at large have their place on the individual program.

To achieve the purpose of the community night program, a certain degree of uniformity is required in all of the program throughout the city. The directors accordingly meet in conference with

the supervisors, certain regulations are made and dates chosen or scheduled—as a rule, only one program for an evening. The individual director later meets with all the workers at his center and definite plans are decided upon, publicity is arranged for and the program drawn up.

The programs consist of boxing, mass drills, calisthenics, games for all classes—juniors, intermediates, and seniors—and drills with hand apparatus, such as wands and Indian clubs. There are dramatics, band music, community singing, old time dances and exhibitions of work performed by the woodcraft and model building classes. Demonstrations of first aid and life saving, of swimming, diving and water polo matches are staged in community centers equipped with a swimming pool. The events follow in orderly sequence from the auditorium to the gymnasium, from the gymnasium to the swimming pool. It has not been thought advisable to have several activities carried on simultaneously because of the confusion which invariably accompanies the continued moving of large groups.

These programs are well attended. By actual statistics an average of 500 people in each community avail themselves of the opportunity of becoming acquainted more intimately with the extensive work of the Department of Recreation.

The community program is of value from the point of view of the director because the response he gets from his classes determines his hold on the center; it is valuable to the supervisor because it shows the quality of work being accomplished, and it is valuable to the community because it definitely demonstrates the place recreation holds in the life of the community.

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"Does the young singer call it 'self-sacrifice' when she ignores more prosperous walks of life because, to her, life is song and song is life? Again no. Does the young social worker call it 'self-sacrifice' because she declines to enter the commercial field where she will get better money returns for her efforts? Twice no. Rather is it a feeling of kinship with one's fellow-beings, a participating in life, or, as Mr. Bruno so aptly puts it, 'the spirit of adventure.'"

# The Lafayette Air Cadets

In April, 1928, at the Lafayette Junior High School of Elizabeth, New Jersey, one of the faculty members who had been in the Naval Air Service during the World War attempted to interest some of the students in the formation of a miniature aircraft club. He strongly emphasized the fact that all the work and the meetings would be outside of school hours. One hundred and sixteen boys, or forty per cent of the eligible enrollment, were at the first meeting. The interest manifested was so deep and so purposeful that the Principal of the school took immediate cognizance of the educational value involved and arranged to incorporate the activity into the school curriculum as a part of the regular guidance and club program.

The club activity program of the Lafayette Junior High School is based upon the principle of student interest. In September, 1928, when the students selected their clubs for the ensuing school year, it was found that 140 boys or over fifty per cent of the eligible enrollment had made the Air Cadets their choice. The size of the club made necessary the obtaining of assistance from other faculty members, and four instructors who had previous interest or experience in aeronautics volunteered to take charge of certain divisions of the club activities.

The enthusiasm and the intelligent activity of the members of the Lafayette Air Cadets, as this club is called, has had an inspirational effect upon all connected with it. The faculty members fully realize the possibilities of this adolescent boys' organization, and they are untiring in their efforts to establish high standards of action and accomplishment.

## The Objectives

Deeply conscious of the fact that they are dealing with adolescent boys vitally in need of an outlet for pent-up energies, the instructors in charge have felt that the objectives should not be merely those of training for a possible vocation, or of developing "air-mindedness." Rather they feel that the major objectives should be to give a deep incentive to healthy living habits, hence the physical tests; to create new interest in clean reading and in associated school subjects, hence the ground tests; finally, to create a pride in achievement, through official school recognition and

through the granting of wings, as well as to provide a basis for intriguing spare-time activity through the model building contests.

The faculty members of the Lafayette Air Cadets fully realize that they are attempting an experiment in an unexplored field of extra-curricular activities, and although they have the objectives, the materials and the method clearly in mind, they have not yet had adequate experience upon which to base valid conclusions concerning the value of this activity.

## Organization Sheet

The 140 air cadets are divided into four squadrons. A cadet captain, who has won his wings, is in charge of each squadron. A system of rotation is practiced so that each squadron spends a two-week period in each division as indicated below.

### *Pilot Testing and Theory Division*

1. Opportunities in aviation
2. Requirements for success
3. Aviation terms, definitions, language
4. Theory of flight—aerodynamics
5. Kinds of aircraft
6. How to operate a plane
7. Requirements for a pilot's license

### *Airplane Motor and Repair Division*

1. Types of power plants—Line, Radial, V, X, etc.
2. Construction and operation of aircraft engines
  - (a) Motion picture—"How a gas engine works"
  - (b) Demonstration on cutaway and mounted engines
3. Aircraft Motor Maintenance
  - (a) Aircraft ignition
  - (b) Aircraft carburetion
  - (c) Gas and spark controls
  - (d) Airplane propellers
  - (e) Airplane self-starters

### *Designing and Constructing Division*

1. Kinds of aircraft—Comparisons
  - (a) Land planes
  - (b) Sea planes
  - (c) Amphibians
  - (d) Airships
  - (e) Balloons



2. Construction of aircraft
  - (a) Aircraft parts
  - (b) Aircraft materials
  - (c) Aircraft design
3. Model Building
  - (a) Demonstration of model assembly
  - (b) Designing of individual models
  - (c) Construction of models

#### *Flight and Testing Division*

1. Why planes fly
  - (a) Demonstration showing the effect of changing
    1. The wing area
    2. The angle of incidence
    3. The positions of the movable surfaces
    4. The center of gravity
  - (b) Air pressure demonstrations
  - (c) Selected model flights
2. Testing cadet models for construction defects
3. Cadet model flight tests

On January 22nd there was a general assembly of all the squadrons. Each cadet was given a physical test, a ground test covering the work in the four divisions, and a flight test. Wings were given to the cadets who obtained an average rating of 85 per cent in these three tests. The solo squadron, which will receive training in the actual operation of a big land plane, will be made up of the members of the Lafayette Air Cadets who have won wings.

Cadets who have won their wings will receive additional training in Air Navigation and Meteorological Division under the command of J. R. Hutchinson.

#### *Air-Navigation-Meteorological Division*

1. Fundamentals of Navigation
2. Navigation instruments — construction and use
3. Aerology
4. Aircraft radio
  - (a) Sending and receiving Morse code
  - (b) Radio beacons—field localizers
5. Aerial mapping and photography
6. Rules of the Air

## A Bequest to the City of Cincinnati

Miss Florence Weaver, formerly a Cincinnati school teacher, has left to the city an estate valued at approximately \$680,000. "At the end of the period of five hundred years," states the will, "my entire estate, both principal and the interest which has accrued therefrom, may be used for effecting the purpose of this bequest."

Another clause reads as follows:

"After a period of five years, the accumulated income and interest accruing thereon, is to be paid by the said trustee or his successors to the City of Cincinnati, Ohio, to be kept by the said City as a separate fund to be known as the 'James Marshall Weaver Memorial Fund.' Any disbursements from the said fund shall be made only by the Mayor of the City, the City Auditor, and the City Solicitor, acting as a Board of Managers to see to the proper application of the said funds in carrying out the object and intent of the funds hereby created.

"The said funds shall be used only:

"First, for erecting and maintaining the buildings erected by means of funds hereby created, for the purpose of promoting the physical well-being of crippled children of worthy poor and of the Caucasian race.

"Second, for the acquisition of parks and playgrounds in Cincinnati, Ohio, for the use of the public."

It is estimated that the income to be distributed every five years will amount to approximately \$200,000.

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"I think that individuals should bring to social work something more than good training. They should be possessed of a capacity for a full and rich life, and a zest for living. They should have the wherewithal to develop wide mental horizons. They should have the privilege of indulging the mind as well as disciplining it. They should enjoy the companionship of good books and the comradeship of cultivated fellow-beings. They should experience the exquisite joy in good music, the sense of satisfaction in architectural alinement and the expansion of the soul in the presence of beauty."

# Democratic Convention Hall Becomes Tennis Center

JOHN F. REILLY

*Athletic Director, Recreation Department, Houston, Texas*

In the early spring of 1928 the order was given by the City of Houston to construct a building large enough to seat 20,000 people. Sixty-four days later a spacious edifice was completed which was destined within a few days to house the National Democratic Convention. From June 26th until July 1st, prominent figures in the political world demonstrated their oratorical ability to countless thousands, but when these notables had departed there remained only the huge structure which had housed the last convention.

Houston soon realized that it had a deserted building on its hands. To be sure, conventions were held, drills were scheduled by the National Guard and exhibits of all kinds were in evidence, but the mammoth building was for the most part empty over a period of a year. There was, however, another organization to be reckoned with—the Recreation Department. With the generous assistance of the city manager and the cooperation of the city administration, the Department began to utilize the area during idle hours of the day and night. It was found that the smooth, flat

central part of the hall would serve ideally for tennis courts at all seasons of the year, and in due time eight regulation courts adorned the floor of Sam Houston Hall.

Today the sightseer, on visiting the Democratic Convention Hall of 1928, finds an active group of enthusiasts engaging in tennis games of all kinds. And not only does the Convention Hall serve the public by day but it is so lighted that night play is possible. The simple arrangement of the inner circle of the building is an achievement in itself. Drop nets sixteen feet in depth separate each row of courts. These nets are so arranged that at a moment's notice they can be raised to the ceiling or completely detached from the building. Thirty-two people may engage in tennis simultaneously and it is calculated that 416 contestants are able to complete at least two sets of tennis each day for every day in the year. With this number playing every day, together with those participating on other municipal courts, Houston bids fair to become the tennis center of the Southwest.



HOUSTON TURNS CONVENTION HALL INTO TENNIS CENTER

# A Playground Library

ROBERT COADY,

*Supervisor of Playgrounds, Public Recreation Commission, Cincinnati, Ohio*

The Playground Library is an interesting activity on the playgrounds of Cincinnati. Books which cannot be used for general circulation purposes are loaned by the city library, each playground which is not near a branch library receiving a box of the books. In the selection of the books an attempt is made to meet the reading demands of both boys and girls of the various playground ages; there are picture books for the kindergarten age child and story books for the older boys and girls.

Through a check made on the use of these books it was found that 25,919 children used the facilities of the Playground Library. In many instances all the books were read and a new box was sent from the main library. In other cases, two playgrounds would exchange their boxes of books.

The books are accumulated through the year by the City Library. In order that the library might have as much information as possible regarding the kinds of books the children desire and the playgrounds have not been able to supply, a questionnaire was filled out by the play leader at each play center. This information was in turn given to the library authorities and the books

requested were set aside throughout the year. The requests of the children for books were many and varied—many of them wanted literature dealing with college life; others requested books of adventure and literature having to do with athletics; some preferred historical works and stories of other lands and a number of boys and girls asked for books on the technical phases of hobbies in which they were interested, such as aeroplanes and boats.

Provision was made for the children to take the books to their homes for a day or two, through a system of checking on the books at each location. This loan system was helpful in that it made another contact between the playground and the home.

The use of such books as those provided by the Public Library serves the double purpose of assuring a right type of book for the children as well as providing an interesting passive type of entertainment for the playground season. A visitor at any playground during the summer season would see the children here and there, in the shade of a tree or of a shelter building, perusing books to their hearts' content.

## Detroit's Recreation Camp

Situated on Lake St. Clair, forty-five miles from Detroit's city hall, the Recreation Department's camp with its 300 acres provides ideal vacation facilities at small expense. Permanent cabins built with screened porches and wooden floors are equipped with electric lights and individual cots with felt mattresses and feather pillows. The assembly hall with library, piano and radio provides entertainment for evenings and rainy days while an athletic field makes possible sports of all kinds.

Last summer separate camps for boys and girls on opposite sides of the lake were maintained throughout the season. Any boy or girl was eligible who passed the medical examination. There was no time limit and the camper could stay all summer. The boys' camp was open to boys fifteen

to eighteen years of age while the girls' camp was conducted in two divisions—junior for girls eight to thirteen years and senior for girls over thirteen. The rate was \$7.00 for the first week and \$6.00 for each succeeding week. This included transportation both ways.

Three thousand, three hundred and thirty-five boys and girls registered during the season. Parties of adults enjoyed week-ends at the camp and a number of families spent vacations there in September. During the fall and winter the camp was available for week-end outing parties. The majority of boys and girls stayed for two weeks and many remained during the entire summer. The receipts for the summer were \$22,853.39; the total disbursements, \$26,549.53.

# At the Conventions

WITH THE NATIONAL COMMUNITY CENTER  
ASSOCIATION

At the meetings of the National Community Center Association held in Washington, December 27th to December 30th, Professor Willard of George Washington University told of the organization of the Citizens' Associations, of which there are forty-three for white people and nineteen for colored citizens, the latter being known as "Civic Associations." Each group has a federation of these various associations and the two federations in turn form an advisory committee composed of nine members which constitutes the mouthpiece of various organizations and takes up all problems in cooperation with the various public departments in the District of Columbia. In addition there are similar associations for outlying districts. Many of the associations are cooperating as units as special problems affecting their welfare arise, such as transportation problems, need for parks, the spread of colored population into new districts, and others. It is becoming a serious problem to know how to limit the number of associations and to determine whether organization should be on the basis of areas, general district interest and similar factors.

The Council of Social Agencies of Washington, the president of the group stated, has five standing committees—child welfare, recreation, family, health and social service extension. Recent activities of the recreation committee have included the comparing of social statistics on a plan calling for the special districting of the city in the interests of public recreation. This particular piece of work has been helpful to the United States Census Bureau. Similarly, the committee has cooperated with the Park and Planning Commissions and last summer at the request of the Community Chest made a study of summer camps in the vicinity of Washington. As the result of this study two special committees have been created—one to study and direct the selection of camp counsellors and the other to work out camp standards.

The program and service of the school centers of Washington, as described by Sibyl Baker, Director, is based on the interpretation of the community center not as a building or a program, but as "an opportunity for people to have communal life." Most of the activities in each district of

the city are conducted at the junior high schools because of better facilities both indoors and outdoors. In the Washington centers the expenses of janitor service, heat and light are generally borne by the public authorities while some fees are charged for activities to provide for the cost of leadership. In addition to special program activities the centers serve many citizens and neighborhood groups.

Each community center has an advisory committee composed of representatives from all the neighborhood associations. The officials in charge are trying to have these community centers follow the centers of population. Certain city-wide activities of a social, civic, and recreational nature are conducted by the community center council, a body composed of representatives from the various community centers as well as some members at large. The functions for which this group provides the programs include holiday celebrations, performances by Little Theatre groups and similar activities.

## THE CHILD STUDY ASSOCIATION MEETS

Educators, psychiatrists, psychologists and others interested in child development through a better understanding of children and the factors that concern their happiness and well-being took part in the Manhattan Conference on Parent Education held in the Pennsylvania Hotel on October 29th under the auspices of the Child Study Association of America.

One speaker said that the contributions of research in child study during the past two years can fairly well be said to focus around the problems of parents who would like to have children trustworthy, self-controlled, free from delinquency, good in their deportment, healthy in their sex life, poised and happy. It seemed to be agreed that so far as a wholesome sort of life is concerned, we have much more advice than we have sound knowledge. The recommendation was made that the government, school boards and others be stimulated to provide parent education in the schools.

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"The highest places of this earth are not the most elevated. They are rather those which the human spirit has seized upon as capitals of its loftiest endeavor, of its most persistent accomplishments and of its most commanding and compelling ideas."—*Nicholas Murray Butler*, President, Columbia University.

## Our Folks

Glen O. Brant has been appointed by the Los Angeles Playground and Recreation Department to fill the newly created position of Supervisor of Community Recreation. Mr. Brant will develop and coordinate community recreation services of a musical and artistic nature, play in the home and other types of leisure time activities.

David B. Kilgore has recently been appointed Director of Recreation for Indianapolis, Indiana, to fill the position left vacant by the resignation of Jesse McClure.

Davey Wilson has become Superintendent of Recreation at Radburn, New Jersey, the interesting development of the City Housing Corporation near Paterson. At present there are about 500 people living in the community.

James R. McConaghie, for many years landscape architect and planner of recreation areas for the state of Pennsylvania, has recently accepted appointment as landscape architect with the Park Department of Wheeling, West Virginia. Mr. McConaghie will in addition have charge of the development of the 800-acre Oglebay Park, a private park recently given the city of Wheeling. His work will also include extension Service in Landscape Architecture with the University of West Virginia.

On April 1st Stanley H. Leeke assumed the duties of Superintendent of Recreation for Hamden, Connecticut. Mr. Leeke has recently com-

pleted four years as Manager of Athletics for Trinity College, Hartford, Connecticut.

S. W. Miller, until recently employed as Director of Recreation at the George Junior Republic, Chino, California, has accepted appointment as Supervisor of Playgrounds at Vancouver, B. C.



GEORGE H. HJELTE WHO HAS BECOME DIRECTOR OF RECREATION, WESTCHESTER COUNTY, NEW YORK

## Boys' Week

The 1930 celebration of Boys Week will be held from April 26 to May 3. Successive days will be devoted to:

- Boys' Loyalty Day-Parade
- Boys' Day in Churches
- Boys' Day in Industry
- Boys' Day in Schools and Health Day
- Boys' Life at Home
- Boys' Day in Public Affairs
- Boys' Hobby Day
- Boys' Day Out of Doors

The week is sponsored by a national committee, of which Walter W. Head is chairman and William Lewis Butcher is secretary.

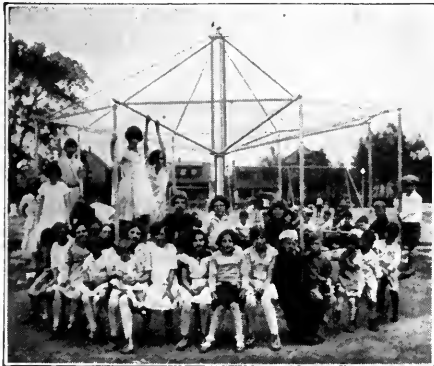
Previous Boys' Weeks have resulted in the establishment of playgrounds, boys' clubs, swim-

ming pools, summer camps, community centers, Boy Scout troupes, Big Brother movements, back-to-school movements, and many other constructive influences in the growth of boys, according to the committee. They have helped the public to grasp the meaning and the possibilities of boys' work and have loosened purse strings for more generous contributions for the agencies carrying on the work of boys, although the raising of funds is no object of the celebration.

Numerous recreation departments have cooperated in this celebration in the past and are cordially invited to do so again. A manual of suggestions on the celebration may be obtained from National Boys Week Committee, Room 820, 211 West Wacker Drive, Chicago, Illinois.



LOUDEN SAFE-T-RAIL WATER TOBOGGAN



LOUDEN GIANT WHIRL-AROUND



LOUDEN SWING-BOB

# LOUDEN PLAYGROUND EQUIPMENT EQUIPMENT

for

## Playground, Beach and Pool

is interestingly described and pictured in a new edition of the Loudon book "For the Safety, Health and Happiness of Young America." Many fascinating new devices are shown, and popular old ones have been improved upon.

If you are concerned with the purchase or selection of playground, beach or pool equipment, give us your name and address and we'll mail a copy of this popular new edition as soon as it is off the press.

*Louden is the most complete of all lines of playground, beach and pool equipment—a range of devices and prices that fits every recreational and price requirement.*

### LOUDEN PLAYGROUND EQUIPMENT

Manufactured by J. E. Porter Corp.

118 Broadway

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*(Continued from page 27)*

tions and attitudes of mind to be interpreted; and each tale must be clothed in language befitting its peculiar type. The story is a living thing when told; the incidents marvelous though they may be, and belonging to far-off times, seem to come straight from actual experience. The teller's understanding of the story's message, appreciation of its form, and ability to give the required dramatic color, clarify the situations, bring out the high lights, and give freshness and spontaneity. Children then respond quickly to the noble, the heroic, the joyous, the pathetic and the humorous qualities of the story. They enter into experiences of the characters with a degree of freedom and appreciation which is not possible when the printed page intervenes. They are drawn into the atmosphere of the story and whisked away, far from actual surroundings.

### Activities for Girls

*(Continued from page 40)*

should be placed so that the players lined up at the ends of the ladder can see them. The numbers refer to the space in front of the rung.

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Instead of individual scoring, score may be kept by sides.

In such cases the "51" may be increased according to the number of players on a side.

### Girls' Athletic Hand Books

*(Continued from page 42)*

gestions on all forms of aquatics, such as water sports, form swimming, pageants, canoeing and games; track and field activities, stressing com-

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**Book Reviews**

AMERICAN COLLEGE ATHLETICS. Bulletin No. 23. By Howard J. Savage and Harold W. Bentley, John T. McGovern, Dean F. Smiley, M.D. Carnegie Foundation for the Advancement of Teaching, New York City.

Everyone interested in athletics should read this comprehensive report. Many will remember the companion study, No. 22, *Games and Sports in British Schools and Universities*. These two publications afford a most thorough and complete presentation of athletic problems in our colleges and schools. Chapter IV is of special value to those dealing with adolescents and contains information which every playground and recreation director should read. Not only does this voluminous study discuss college athletics but also the problem in secondary schools.

The study seeks to answer two questions: (1) "What relationship has this astonishing athletic display to the work of an intellectual agency like a university?" (2) "How do students, devoted to study, find either the times or the money to stage so costly a performance?" A listing of some of the chapters will give an idea of the scope and content of the report. *The Growth of College Athletics, The Development of the Modern Amateur Status, Athletics in American Schools, Athletic Participation and Its Scope, The Hygiene of Athletic Training, The Coach in College Athletics, The Recruiting and Subsidizing of Athletes, The Press and College Athletics.*

It is significant that at its meeting Wednesday, January 1st, the National Collegiate Athletic Association endorsed the Carnegie report as a notable and constructive contribution to the history of education and athletics

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Dr. Thomas A. Storey, Stamford University, chairman of a special committee, said, "The comprehensiveness of this report, the spirit that motivated the gathering of information, the analysis of evidence assembled, and the presentation of conclusions make of it a unique contribution to the better understanding of college athletics."

The study pleads for strict enforcement of amateurism. It states the need for the development of mass athletics and intra-mural programs for the many as against the high powered commercialized contests for the few. It laments the encroachment of the commercial, professional and spectatorial spirit in modern gladiatorial games. It condemns the encroachment of college athletics into the high school and the bidding for high school athletes, the doubtful practices in securing athletes and winning teams. The study is conservative and carefully made by expert investigators. It is not a sensational, muck-raking report. On the whole it has received favorable comment from leading educators and directors of physical education.

Dr. Henry S. Pritchett, president of the Carnegie Foundation, writes as follows: "The study has been carried out, and its results are here set forth in no captious or faultfinding spirit. It has been assumed that there is a legitimate place in the secondary school and in the college for organized sports, that such sports contribute, when employed in a rational way, to the development both of character and of health. The report is a friendly effort to help toward a wise solution as to the place of such sports in our educational system. It has been necessary, in order to render this service, to set forth the abuses and excesses that have grown up. This has been done with the most painstaking effort to be fair, as well as just. A statement with respect to each institution men-



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tioned has been communicated to its officers before going to press."

**MASTERING A METROPOLIS.** By R. L. Duffus. Harper & Brothers, Inc., New York. \$3.00.

A short time ago the findings and recommendations of the committee on the Regional Plan of New York and Its Environs were published, and not only New Yorkers and residents of suburban communities, but the country as a whole have been thrilled at the possibilities for development along city planning and recreation lines which the report offers. In *Mastering a Metropolis*, Mr. Duffus gives us the authorized popularization of the ten detailed technical volumes published by the committee and describes in popular language the outstanding features of the plan. The book, with its splendid illustrations, offers fascinating reading not only for city planners and municipal officials but for the layman who is following the amazing growth of America's greatest city.

**CITY PLANNING.** Edited by John Nolen. D. Appleton & Company, New York. \$3.50.

The second edition of this well known book on city planning incorporating a series of papers by well known leaders in the field of city planning, contains two new chapters on zoning and regional planing. One chapter, prepared by J. Horace McFarland, is devoted to general recreation facilities and there is also a chapter on neighborhood centers.

**BEST TOYS FOR CHILDREN AND THEIR SELECTION.** By Minnetta Sammis Leonard. Best Toys Educational Service, 2230 Van Hise Avenue, Madison, Wisconsin. 40c.

A number of questions are answered and problems discussed in this pamphlet, among them the toys best suited for the various ages; problems of economy in buying toys, and the establishment of habits (either good or bad) through toys. In addition to the booklet it is possible to secure from the Service, by sending postage, a little pamphlet entitled, *Makers of Best Toys for Children*.

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# Playground and Recreation

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MAY, 1930

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YEAR BOOK NUMBER

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Community Recreation Leadership in 945 Cities

List of Managing Authorities and Officers

Playground and Community Recreation Statistics for 1929

Vol. 24

MAY, 1930

No. 2

# Playground and Recreation

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

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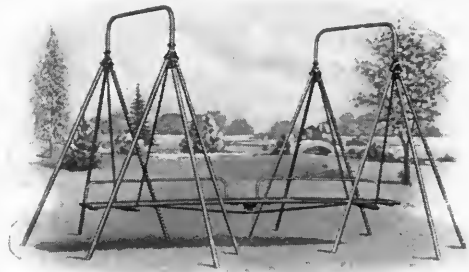
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## The Community Recreation Year Book

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The Year Book of the P. R. A. A. is a report of the public recreation facilities, leadership, expenditures, and programs of American municipalities. It is primarily a statement of community recreation activities conducted under leadership and of facilities used primarily for active recreation. In order to be included in the Year Book, a city must report one or more playgrounds or indoor recreation centers conducted under leadership or a major recreation facility such as a golf course, swimming pool or bathing beach, the operation of which requires regular supervision or leadership.

The Year Book contains reports of such recreation facilities and activities provided by many municipal and county park authorities, but it does not include all types of park service. Recreation programs provided by industrial concerns and other private agencies for the benefit of the entire community and which are not restricted to special groups are also reported. Similarly, reports of many school playgrounds, recreation centers, and other recreation service provided by school authorities are published, but statements concerning school physical education programs are not included in the Year Book.

Because of the limited definition of recreation used in compiling the Year Book, the municipal expenditures reported are much less than the amounts reported by the United States Department of Commerce as spent by cities for recreation. In the government reports all types of municipal recreation are included: playgrounds, parks and trees, open spaces, museums, art galleries, swimming and bathing places, athletics, music, entertainments, and celebrations. The latest report, which covered the 1927 expenditures of 250 cities having a population of 30,000 or over, indicated that these cities paid \$63,863,863 for outlays for recreation and \$60,364,361 for operation and maintenance, making a total expenditure for recreation in 1927 of \$124,228,224. In contrast with this figure, the P. R. A. A. Year Book for 1927, containing reports from 815 communities, showed a total expenditure of only \$32,191,763.32 in 658 of these cities for the types of recreation included in the Year Book.

## Progress in Public Recreation 1909-1929

---

	<i>1908-1909</i>	<i>1929</i>
Number of cities reporting playgrounds .....	336	763
Number of playgrounds....	1,535 (267 cities)	7,681 (763 cities)
Number of employed recreation workers .....	3,764 (259 " )	22,920 (806 " )
Total expenditures .....	\$1,309,912.31 (184 " )	\$33,539,805.79 (890 " )

### Source of Support

Municipal funds .....	62 cities	629 cities
Private subscriptions ....	66 "	134 "
Combinations .....	78 "	168 "

### Managing Authority

Park departments .....	67 cities	218 cities
Schools .....	83 "	152 "
Playground commissions..	13 "	*210 "
Other municipal departments .....	18 "	190 "
Playground associations..	37 "	91 "
Other private organizations .....	140 "	192 "

\*Includes independent recreation or playground departments.



## The Service of the Playground and Recreation Association of America in 1929

---

**316** cities in **44** states were given personal service, upon request, through periodic visits of field workers.

Special recreation organizers were supplied, upon request to **228** cities.

Helped to find qualified workers for **711** recreation positions.

**23,768** requests for literature or information on drama, music, and general recreation problems were handled by the Correspondence and Consultation Service and the Community Drama Service.

Published the monthly magazine, **PLAYGROUND AND RECREATION**, the tool kit of the recreation worker.

**35** states were helped with specific physical education problems by the National Physical Education Service through field visits, correspondence and consultation service.

**212** cities in **32** states were represented by **539** delegates at the National Recreation Congress on "Leadership."

**40,476** boys and girls in **491** cities passed the Association's progressively graded physical fitness tests.

**33** graduates from **29** colleges were enrolled for the third year's graduate course in community recreation.

More than **7,000** rural leaders were given training at **78** institutes held in **34** states.

Conducted **2** short courses for advanced training of recreation workers.

Administered national contest for boys and girls in building and flying model aircraft.

**1,150** people in **610** cities regularly received the recreation bulletins of the Association.

Conducted numerous research projects and published and distributed handbooks, pamphlets and other material.

## A Summary of Community Recreation in 1929

Cities reporting play areas under leadership	945
New play areas opened in 1929 for the first time	1,137
Total number of separate play areas reported	13,397
Total number of play areas and special facilities reported:	
Outdoor playgrounds	7,681
Recreation buildings	678
Indoor recreation centers	2,341
Athletic fields	1,709
Baseball diamonds	4,024
Bathing beaches	409
Golf courses	299
Stadiums	81
Summer camps	115
Swimming pools	1,010
Tennis courts	7,960
Total number of employed recreation workers	
	22,920
Total number of workers employed full time the year round	
	2,640
Total number of volunteer leaders	
	7,411
Total number of persons enrolled in training courses	
	14,046
Number of cities in which land was donated for recreation use	
	46
Bonds voted for recreation purposes in 1929	
	\$ 4,501,127.26
Total expenditures reported for public recreation in 1929	
	\$33,539,805.79



AT FRANCIS WILLIAM PARK, EAST WALPOLE, MASS.

# Community Recreation Leadership in 945 Cities

Nineteen twenty-nine marked another year of progress in the community recreation movement, according to the Year Book reports of recreation facilities and programs in 945 communities. The largest number of cities previously included in a Year Book was in 1928 when the recreation service in 872 communities was reported. It is believed that with three exceptions† the present issue contains reports from every city in the United States having a population of more than 50,000. A part of the gain of 73 cities is due to the county park systems reporting, some of them for the first time, a number of which conducted recreation facilities or programs under leadership in several communities. Reports were received from 8 additional cities too late for publication.\* In spite of the gain in total number of cities reporting 124 which appeared in the 1928 Year Book are not included in this volume, due in most cases to their failure to submit a report for 1929.

The extent of the service rendered by outdoor playgrounds is suggested by the yearly or seasonal attendance figures secured for the year 1929. The total number of participants reported for 5,330 playgrounds in 565 cities is 136,043,123 and the number of spectators reported for 2,288 playgrounds is 23,249,203. Estimating that the average seasonal attendance is the same for the playgrounds not reporting as for the ones for which data was submitted, the total number of persons served on the 7,681 playgrounds conducted under leadership last year was 274,099,562. This figure does not include the millions of people using the athletic fields, golf courses, bathing beaches, indoor centers and other areas which were provided in increasing numbers in 1929. A total of 1,589 facilities and play areas of which 694 were outdoor playgrounds were reported open last year for the first time.

The number of employed recreation leaders continued to mount steadily and a total of 22,920, or 2,158 more than the previous year, were reported. There was also a marked increase in the number of volunteers. For the first time the salaries and wages paid recreation leaders was recorded, and the amount reported by 657 cities is \$7,059,865.69. Gratifying progress was also made in the number of employed leaders receiving the benefit of training courses.

Special attention is called to the total recreation expenditures of \$33,539,805.79, an amount which exceeds that of any previous year. The increase in 1929 is due, not to large expenditures for land, buildings and permanent equipment, but to the greater amount expended for salaries and wages. Bond issues for recreation totaling \$4,501,127.26 were reported in 37 cities and 46 cities received gifts of playgrounds during the year.

An analysis of the forms of recreation administration in the cities and counties reporting reveals that recreation programs or facilities were managed in almost exactly the same number of cities by park authorities as by recreation boards, commissions or departments. On the other hand only 41 park boards as compared with 119 recreation commissions employed one or more recreation leaders on a full time year round basis. To an increasing degree, local play and recreation service is being provided by municipal rather than private groups.

It is especially gratifying to note that not only does the Year Book for 1929 contain reports from a much larger number of cities than any heretofore published, but much more complete data concerning the facilities and programs was secured. This is reflected particularly in the tables concerning recreation facilities, league activities and special recreation activities. If the local recreation service has advanced in quality to the extent that it has progressed in other respects, the year 1929 marks a significant forward advance for the entire community recreation movement.

## Employed Workers

Of the 945 cities represented in the 1929 Year Book, 806 cities report 22,920 workers employed to give leadership for community recreation activities. Of this total 10,623 were men and 12,297 were

†These exceptions are Omaha, Nebraska, Kansas City, Kansas, and Gary, Indiana

\*Reports from the following were received too late for publication: Jerome, Arizona; Ontario, California; Canton, Illinois; Grinnell, Iowa; Albany, Georgia; Grand Haven, Michigan; Portland, Oregon (Board of Education); McKeesport and Pottsville, Pennsylvania (P.T.A.); Pulaski, Tennessee.

women. Of this number 2,640 men and women were employed full time throughout the year for recreation service.

The marked increase in employed recreation leadership during the last five years is indicated by the following comparison of the 1929 figures with those for the year 1924:

	1924	1929
Cities reporting employed recreation workers.....	711	806
Men workers employed.....	6,577	10,623
Women workers employed.....	9,294	12,297
Total workers .....	15,871	22,920
Cities reporting workers employed full time the year round .....		258
Men workers employed full time the year round (244 cities) .....		1,352
Women " " " " " " " (183 " ) .....		1,288
Total full time year round workers (258 cities).....		2,640

## Volunteers

In 209 cities the help of 7,411 volunteers was enlisted in carrying out the community recreation program in 1929. Of this number, 3,699 are men and 3,712 are women. The number of leaders serving without pay was considerably greater than in 1928 and is a marked increase over the number reported five years ago, which was 4,444.

## Play Areas Under Leadership

A total of 13,397 separate play areas under leadership is reported. Of this number, 1,137 are reported open in 1929 for the first time. There is a decided increase in the number of play areas and special recreation facilities reported for 1929 as compared with previous years; for example only 9,051 separate areas were reported five years ago. A summary of the information submitted concerning them follows:

### Outdoor Playgrounds

Total number of outdoor playgrounds (763 cities).....	7,284
Open year round (169 cities).....	1,237
Open during the summer months only (675 cities) .....	4,855
Open during school year only (64 cities).....	586
Open during other seasons only (69 cities).....	606
Total yearly or seasonal attendance of participants (5,061 playgrounds).....	126,614,246
Total yearly or seasonal attendance of spectators (2,193 playgrounds).....	22,401,602
Total number of outdoor playgrounds open in 1929 for the first time (206 cities)..	648

*In addition* to the above, outdoor playgrounds for colored people were reported as follows:

Total number of playgrounds for colored people (136 cities) .....	397
Open year round (42 cities).....	98
Open summer months only (109 cities).....	246
Open school year only (10 cities) .....	23
Open other seasons only (11 cities).....	30
Total yearly or seasonal attendance of participants (269 playgrounds) .....	9,428,877
Total yearly or seasonal attendance of spectators (95 playgrounds) .....	847,601
Total number of playgrounds for colored people open in 1929 for the first time (28 cities) .....	46
Total number of playgrounds for white and colored people (763 cities).....	7,681
Total attendance of participants at playgrounds for white and colored people (5,330 playgrounds in 565 cities).....	136,043,123
Total attendance of spectators at playgrounds for white and colored people (2,288 playgrounds in 298 cities).....	23,249,203

### Indoor Recreation Centers

Total number of indoor recreation centers (248 cities) .....	2,255
--	-------

Open year round (98 cities) .....	441	
Open school year (144 cities).....	1,382	
Open other seasons (59 cities).....	432	
Total yearly or seasonal attendance of participants (1071 centers in 128 cities)....		7,795,566
Total number of indoor recreation centers open in 1929 for the first time (56 cities)		163
<i>Additional indoor recreation centers for colored citizens are reported as follows:</i>		
Total number of indoor recreation centers for colored citizens (41 cities).....		86
Open year round (17 cities).....	19	
Open school year (23 cities).....	56	
Open other seasons (6 cities).....	11	
Total yearly or seasonal attendance of participants (44 centers in 20 cities).....		620,743
Total number of indoor recreation centers for colored citizens open in 1929 for the first time (9 cities).....		13
Total number of indoor recreation centers for white and colored people (255 cities)		2,341
Total 1929 attendance of participants at indoor recreation centers for white and colored people (1,115 centers in 128 cities).....		8,416,309

### Recreation Facilities

The importance of facilities in the recreation program is brought out clearly in the following table. Although the number of participants is not reported in the majority of cases, the figures that are available indicate the intensive use that is made of these facilities. It is of interest that according to the data submitted the average cost of operation is less than the income received from bathing beaches, golf courses and outdoor swimming pools. The figures in parenthesis indicate the number of cities reporting in each case and the figures in brackets the number of facilities reported.

<i>Facilities</i>	<i>Number</i>	<i>Participants per season</i>	<i>Average Length of season in months</i>	<i>Total cost of operation</i>	<i>Total income</i>	<i>Number open in 1929 for first time</i>
Athletic Fields .....	1,709 (544)	3,934,207 (139)				90 (54)
Baseball Diamonds..	4,024 (654)	7,376,168 (186)				144 (64)
Bathing Beaches ...	409 (220)	21,113,475 (72)	3.83 (54)	\$244,990.77 (53)	\$170,916.96 (33)	10 (5)
		[204]		[87]	[39]	
Golf Courses .....	148 (9-hole) (121)	1,957,336 (51)	8.53 (33)	\$463,430.28 (64)	\$481,905.13 (60)	13 (12)
		[61]		[74]	[69]	
Golf Courses .....	151 (18-hole) (109)	3,356,868 (55)	9.8 (35)	\$1,332,529.55 (64)	\$1,468,311.02 (62)	7 (7)
		[74]		[80]	[80]	
Stadiums .....	81 (71)	1,029,484 (11)		\$121,572.44 (13)	\$84,343.55 (12)	2 (2)
Summer Camps ....	115 (74)	77,734 (34)	2.25 (28)	\$182,207.97 (30)	\$163,230.70 (18)	2 (2)
		[64]		[43]	[31]	
Swimming Pools ....	310 (Indoor) (122)	3,313,911 (58)	6.77 (37)	\$247,131.72 (45)	\$130,274.99 (22)	7 (6)
		[137]		[97]	[36]	
Swimming Pools ...	700 (Outdoor) (308)	17,651,165 (130)	3.45 (101)	\$814,705.52 (122)	\$812,777.38 (83)	44 (36)
		[383]		[217]	[142]	
Tennis Courts .....	7,960 (569)	4,734,332 (146)		\$181,090.04 (114)	\$41,422.50 (30)	255 (60)
				[1,907]	[984]	



## Recreation Buildings

Recreation buildings are reported as follows:

Total number of recreation buildings (207 cities).....	628
Open year round (161 cities).....	436
Open school year (30 cities).....	69
Open other seasons (47 cities).....	123
Total yearly or seasonal attendance of participants (101 cities) .....	14,143,764
Total number of recreation buildings open in 1929 for the first time (36 cities)...	93

*In addition*, recreation buildings for colored citizens are reported as follows:

Total number of recreation buildings for colored citizens (30 cities) .....	38
Open year round (22 cities).....	25
Open school year (8 cities).....	11
Open other seasons (2 cities).....	2
Total yearly or seasonal attendance of participants (13 cities) .....	281,339
Total number of recreation buildings for colored citizens open in 1929 for the first time (7 cities) .....	7
Total number of recreation buildings for white and colored people (214 cities).....	678
Total yearly or seasonal participants at recreation buildings for white and colored people (313 buildings).....	14,425,103

## Play Streets

Thirty-six cities report a total of 165 streets closed for play under leadership. Twenty-five of these streets are reported to be lighted for evening use. Although 45 play streets are reported open in 1929 for the first time, the total number of streets closed for play is less than the previous year. The attendance at 105 of these streets is reported to be 720,118.

## Other Play Areas

A total of 3,343 other play areas and facilities which do not come under the foregoing classifications are reported by 297 cities. The seasonal or yearly attendance at these areas reported by 115 cities is 28,626,847. Winter sports facilities and areas are reported by 195 cities.

## Management

The following tables indicate the number of cities in which recreation was conducted in 1929 by various public and private groups. Since in many cities two or more agencies submitted separate reports, each of these cities has been recorded two or more times in the tables.

### Municipal

The forms of municipal administration in the cities reporting are summarized as follows:

<i>Managing Authority</i>	<i>No. of Cities</i>
Park Commissions, Boards and Departments.....	205
Playground and Recreation Commissions, Boards and Departments .....	204
Boards of Education and other School Authorities.....	119
Mayors, City Councils, City Managers and Borough Authorities.....	44
Park and Recreation Commissions, Boards and Departments .....	34
*Municipal Playground Committees, Associations and Advisory Commissions.....	33
Departments of Public Works.....	16
Departments of Parks and Public Property or Buildings .....	13
Departments of Public Welfare .....	11
*Chambers of Commerce .....	5
Public Utilities Commissions .....	4
Departments of Public Safety .....	2
Other Departments .....	10

\*These authorities administered recreation facilities and programs financed by municipal funds although in some of the cities it is probable that they were not municipally appointed.

In a number of cities municipal departments combined in the management of recreation facilities and programs as follows:

Boards of Education and City Councils .....	12
Boards of Education and Park Boards .....	7
Recreation Commissions and School Boards .....	3
Park and Recreation Commissions and School Boards .....	2
Recreation Commission and Golf Commission .....	1
School Board and Department of Public Welfare .....	1
School Board, Park Board and Water Commission .....	1
School Board and Improvement Commission .....	1

In a number of cities municipal and private authorities combined in the management of recreation activities and facilities as follows:

City Councils and private groups .....	7
Boards of Education and private groups .....	5
Park Departments and private groups .....	5
Boards of Education and Community Service .....	2
Recreation Departments and private groups .....	2
Board of Education, City and Recreation Association .....	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, Committees, Councils and Leagues, Community Service Boards, Committees and Associations .....	88
Community House Organizations, Community and Social Center Boards and Memorial Building Associations .....	25
Women's Clubs .....	16
Parent-Teacher Associations .....	16
Civic and Community Leagues, Neighborhood and Improvement Associations.....	15
Welfare Federations and Associations, Social Service Leagues, Settlements and Child Welfare Organizations .....	15
Y. M. C. A's .....	13
Industrial Plants .....	11
Chambers of Commerce and Commercial Clubs .....	6
Athletic Associations, Outing Clubs, Winter Sports Clubs .....	6
Kiwanis Clubs .....	6
American Legion .....	5
Lions Clubs .....	5
Churches .....	4
Community Clubs .....	4
Rotary Clubs .....	3
Men's Clubs .....	2
Park Associations .....	2
Miscellaneous .....	17

### Agencies Reporting Full Time Year Round Workers

The following table contains a summary of the forms of administration of the municipal and private agencies reporting one or more workers employed on a full time year round basis in 1929. Several of the private agencies reporting such workers control few facilities and serve primarily to supplement the work of one or more municipal agencies in the same cities. In several cities two or more agencies report year round workers giving full time to recreation.

## Municipal

<i>Managing Authority</i>	<i>No. of Agencies</i>
Playground and Recreation Commissions, Boards and Departments .....	119
Park Commissions, Boards, Bureaus and Departments .....	41*
Boards of Education and other School Authorities .....	21
Park and Recreation Commissions and Departments .....	14
Municipal Playground Committees, Recreation Associations, etc. ....	11
Departments of Public Welfare .....	7
Departments of Parks and Public Property .....	7
Departments of Public Works .....	3
Miscellaneous .....	2
Combined Park Departments and Boards of Education .....	3
Other combined municipal departments .....	3
Other combined municipal and private agencies .....	3

## Private

Playground and Recreation Associations and Committees, Community Service Boards and Community Associations .....	24
Community Building Associations, Community House Boards and Recreation Center Committees .....	21
Civic Leagues and Associations .....	5
Settlements and Neighborhood House Associations, Welfare Federations, etc. ....	5
Industrial Plants .....	2
Athletic Association and Outing Club .....	2
Community Clubs .....	2
Miscellaneous .....	5

## Finances

### Expenditures

The total expenditure for public recreation as reported for 890 cities is \$33,539,805.79. This is the largest amount ever reported as having been expended for public recreation within a single year and represents an increase of more than 67% during a five year period. It is of special significance in view of the fact that the capital expenditures were less than the previous year, the total increase being due to greater expenditures for operation. This year, for the first time, the total amounts paid in salaries and wages to recreation leaders are segregated from those paid to laborers, caretakers and other employed workers. (The figures in italics indicate the number of cities reporting in each case.)

<i>Expended for</i>	<i>1924</i>	<i>1929</i>
Land, Buildings, Permanent Equipment .....	\$8,885,587.85 (258)	\$9,891,726.52 (342)
Upkeep, Supplies and Incidentals .....	3,276,947.37 (478)	4,699,528.31 (624)
Salaries and Wages .....		
For Leadership .....		7,059,865.39 (657)
For Other Services .....		5,001,552.51 (365)
Total .....	5,453,627.17 (557)	14,398,342.79 (728)
Total Expenditures .....	20,052,558.02 (662)	33,539,805.79 (890)

### Sources of Support

The sources of support for community recreation activities and facilities in 929 cities are summarized in the following table. In 215 of these cities receipts from the operation of recreation facilities or from membership or other fees are used in financing the recreation service. A marked increase in municipal and county support is noted during the five year period since 1924.

<i>Source of Support</i>	<i>No. of Cities</i>	
	<i>1924</i>	<i>1929</i>
Municipal Funds .....	302	586
Municipal and Private Funds .....	199	161
Private Funds .....	195	134

\*Eight of these park authorities are in Chicago and New York City.

County Funds .....	3	43
Municipal, County and Private Funds .....		3
Municipal, State and Private Funds .....	1	1
County and Private Funds .....	10	2
Municipal and County Funds .....	1	
State and Private Funds .....		1

An analysis of the sources of support with respect to the amounts received from various sources indicates that nearly 84% of the total expenditures, the source of which was reported, came from municipal and county funds. Of the balance, more than 12% was secured through fees and charges, and only 4% came from private sources. The amount secured from fees and charges shows an increase as compared to the previous year, with a corresponding decrease in the percentage from municipal sources.

Of the \$26,814,716.82 reported spent from municipal sources in 742 cities in 1929, \$4,490,705.46, or nearly 17% came from school funds in 152 cities. This is a very marked increase over the year 1928. A total of \$3,301,849.21 is reported spent from bond funds in 29 cities. The amounts reported spent from various sources are:

	<i>Amount</i>	<i>No. of Cities</i>
Municipal and County Funds .....	\$26,814,716.82	742
Fees and Charges .....	3,862,162.76	215
Private Funds .....	1,313,017.73	275

### Bond Issues

Thirty-seven cities report bond issues for recreation purposes totalling \$4,501,127.26 as follows:

<i>City</i>	<i>Amount of Bond Issue</i>
Tucson, Ariz. ....	\$60,000.00
Meriden, Conn. ....	50,000.00
Miami Beach, Fla. ....	250,000.00
Columbus, Ga. ....	50,000.00
East St. Louis, Ill. ....	68,000.00
Evanston, Ill. ....	100,000.00
Bloomington, Ind. ....	55,000.00
Logansport, Ind. ....	25,000.00
Ottumwa, Iowa ....	50,000.00
Hutchinson, Kans. ....	38,000.00
Louisville, Ky. ....	318,867.24
Minneapolis, Minn. ....	59,500.00
Belleville, N. J. ....	10,000.00
Elizabeth, N. J. ....	15,000.00
Irvington, N. J. ....	70,600.00
Auburn, N. Y. ....	15,275.00
Buffalo, N. Y. ....	51,454.48
Mount Vernon, N. Y. ....	225,000.00
Syracuse, N. Y. ....	78,717.00
Utica, N. Y. ....	7,500.00
Winston-Salem, N. C. ....	86,400.00
Bismarck, N. D. ....	125,000.00
Cincinnati, Ohio ....	1,000,000.00
Altoona, Pa. ....	25,000.00
Philadelphia, Pa. ....	500,000.00
Central Falls, R. I. ....	22,500.00
Providence, R. I. ....	200,000.00
Beaumont, Tex. ....	75,000.00
Dallas, Tex. ....	102,286.15
Rutland, Vt. ....	25,000.00
Springfield, Vt. ....	1,400.00
Morgantown, W. Va. ....	17,127.39

Beloit, Wis. ....	\$25,000.00
Columbus, Wis. ....	9,500.00
Hamilton, Ont. Canada .....	164,000.00
Ottawa, Ont. Canada .....	25,000.00
Montreal, Canada .....	500,000.00
	<hr/>
	\$4,501,127.26

### Donated Playgrounds

Public-spirited citizens made gifts of land or of money to purchase land for recreation purposes in 46 cities in 1929. Fifty-two such gifts are reported; forty-seven of them total 1,559.917 acres in area and a valuation of \$864,121.00.

<i>City</i>	<i>Acreage</i>	<i>Value</i>
Fresno, Calif. ....		\$25,000.00
Fresno, Calif. ....		5,000.00
Fresno, Calif. ....		1,000.00
Los Angeles, Calif. ....	2.5	5,000.00
Redlands, Calif. ....		36,000.00
New Britain, Conn. ....	400.	.....
Torrington, Conn. ....	1.59	4,930.00
Wilmington, Del. ....	1.	10,000.00
West Palm Beach, Fla. ....	200.	200,000.00
Danville, Ill. ....	237	50,000.00
Monmouth, Ill. ....	2	3,000.00
Waukegan, Ill. ....	5	15,000.00
Anderson, Ind. ....	5	500.00
Elkhart, Ind. ....	.25	1,000.00
Millinocket, Me. ....	10	5,000.00
Lexington, Mass. ....	10	7,050.00
Lowell, Mass. ....	.232	600.00
Lowell, Mass. ....	.11	126.00
Kalamazoo, Mich. ....	80	32,000.00
Lansing, Mich. ....	7.5	50,000.00
Manistee, Mich. ....	6	600.00
St. Joseph, Mich. ....	5	15,000.00
Kearney, Nebr. ....	3	3,000.00
New Boston, N. H. ....	6	.....
Ballston Spa, N. Y. ....	.25	6,000.00
Johnstown, N. Y. ....	18	100,000.00
Newburgh, N. Y. ....	19	6,000.00
Ossining, N. Y. ....	.25	.....
Watertown, N. Y. ....	4	.....
Charlotte, N. C. ....	186	35,000.00
Charlotte, N. C. ....	11	8,000.00
Dayton, Ohio ....	18	3,600.00
Dayton, Ohio ....	71	60,000.00
Niles, Ohio ....	1	1,000.00
Steubenville, Ohio ....	40	.....
Eugene, Oregon ....	5	1,000.00
Altoona, Pa. ....	.33	3,500.00
Conshohocken, Pa. ....	10.25	30,000.00
Greensburg, Pa. ....	10	10,000.00
Lancaster, Pa. ....	.28	700.00
Washington, Pa. ....		.....
Bristol, R. I. ....	2	3,000.00

Knoxville, Tenn. ....	28	.....	\$11,000.00
Amarillo, Tex. ....	7	.....	12,000.00
Austin, Tex. ....	6,875	.....	6,815.00
Austin, Tex. ....	City Blk.	.....	9,600.00
Beaumont, Tex. ....	64	.....	10,000.00
Beaumont, Tex. ....	2	.....	6,000.00
San Antonio, Tex. ....	4.5	.....	20,000.00
Rutland, Vt. ....	1.4	.....	2,500.00
Lynchburg, Va. ....	.6	.....	3,600.00
Janesville, Wis. ....	60	.....	30,000.00
Racine, Wis. ....	7	.....	15,000.00
	1,559.917		\$864,121.00

### Training Classes for Workers

The growing appreciation of the importance of training employed workers is evidenced by the following table (the figures in parenthesis indicate the number of cities reporting):

	1924		1929
Training classes for employed workers.....	(107)		347 (137)
Total number of workers enrolled .....	3,904 (82)		8,243 (137)
Training classes for volunteer workers .....	(82)		112 (65)
Total number of volunteer workers enrolled .....	2,541 (72)		5,803 (65)

### League Activities

The reports of the organized leagues conducted as a part of the community recreation program show a marked increase in this type of activity during 1929. Only leagues of three or more teams are included in the tables (the figures in parenthesis indicate the number of cities reporting).

	<i>Leagues</i>	<i>Teams</i>	<i>Players</i>	<i>Games</i>	<i>Spectators</i>
Baseball . . . . .	2,120 (433)	16,226 (450)	247,645 (414)	88,885 (376)	21,585,341 (277)
Basketball ..	1,462 (297)	10,253 (309)	125,753 (281)	56,293 (248)	5,839,845 (184)
Bowling . . . . .	216 (69)	1,942 (70)	20,670 (69)	41,814 (46)	145,866 (36)
Football . . . . .	539 (127)	2,044 (152)	38,844 (142)	11,706 (124)	2,778,256 (91)
Horseshoes ..	830 (235)	6,346 (222)	95,339 (240)	53,913 (150)	422,377 (118)
Playground					
Baseball ..	1,864 (348)	12,918 (349)	200,790 (325)	128,465 (281)	3,490,866 (176)
Soccer .....	271 (96)	2,982 (105)	50,361 (96)	7,551 (86)	2,705,756 (55)
Tennis . . . . .	497 (145)	7,678 (89)	381,208 (176)	257,807 (85)	478,643 (84)
Volley Ball ..	821 (239)	7,105 (266)	69,393 (249)	44,538 (194)	917,795 (129)
Total ..	8,620	67,494	1,230,003	690,972	38,364,745

### Special Recreation Activities

More cities reported on their special activities than in 1928. Among the activities in which the greatest increase is noted are Art Activities, Athletics for Industrial Groups, Handcraft, Holiday Celebrations, Water Sports and Winter Sports. A statement concerning several music activities appears at the end of the following table.



<i>Activities</i>	<i>Cities Reporting</i>	<i>Activities</i>	<i>Cities Reporting</i>
Art Activities .....	232	Social Dancing .....	186
Athletics for Industrial Groups .....	290	Water Sports .....	371
Badge Tests (PRAA) .....	137	Winter Sports .....	252
Circus .....	121		
Domestic Science .....	84	Band Concerts (Amateurs) .....	151
First Aid Classes .....	200	Band Concerts (Professionals) .....	169
Folk Dancing .....	321	Christmas Caroling .....	182
Gardening .....	79	Community Singing .....	198
Handcraft .....	434	Glee Clubs .....	83
Hiking Clubs .....	244	Harmonica Bands .....	126
Holiday Celebrations .....	288	Music Week Activities .....	97
Honor Point System .....	124	Quartettes .....	58
Junior Police .....	98	Singing Games .....	241
Model Aircraft .....	194	Toy Symphonies .....	95
Motion Pictures .....	159	Ukulele Clubs .....	60
Nature Study .....	191	Whistling Contests .....	32
Safety Activities .....	168		

## Music and Drama

In order to secure additional information concerning the use of music and drama in community recreation programs, several questions concerning these activities were asked this year for the first time. Although it was stated on the Year Book blank that the data submitted "should be limited to activities and groups organized, conducted or promoted by the organization or department submitting the report" and that no activities conducted as a part of the school curriculum should be included, it is believed that these instructions were not always observed in filling out this part of the blank. It is believed that data relating to school music and drama curricular activities and to many community groups other than those reporting were included on many reports. The following statement indicates, however, that music and drama are receiving increasing recognition as important factors in the community recreation program.

The figures in parenthesis indicate the number of cities reporting in each case.

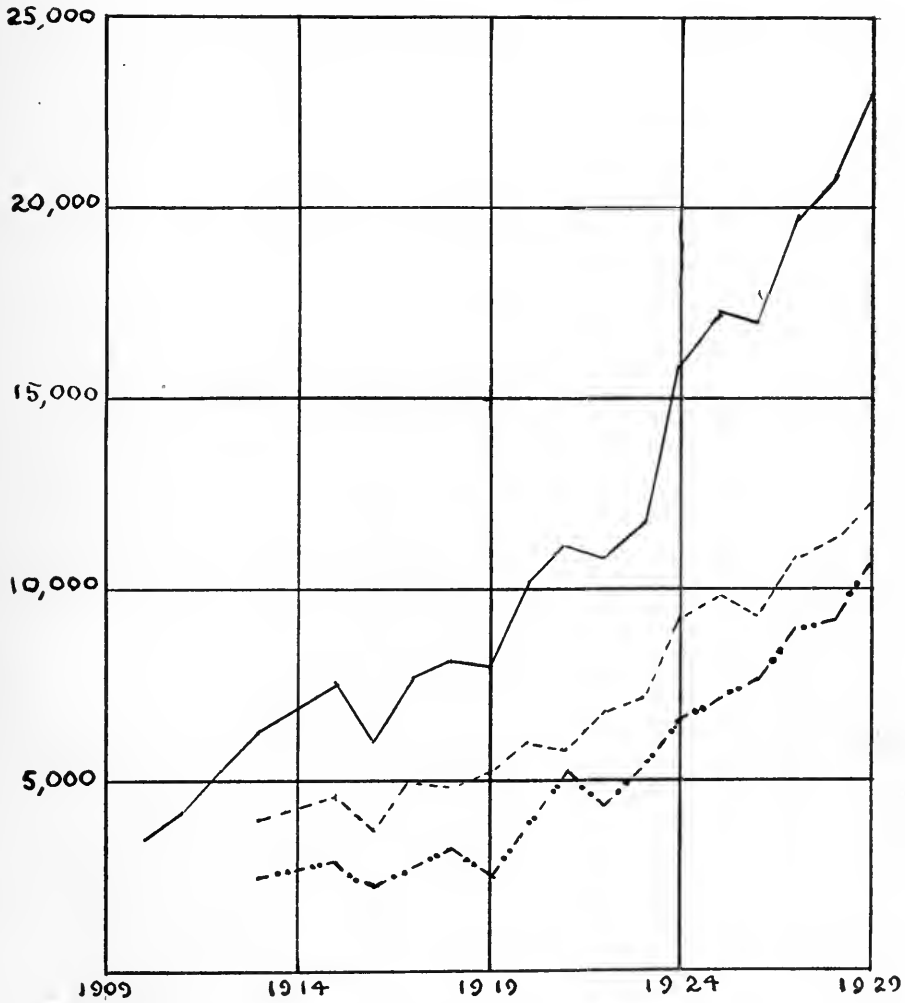
### Music

<i>Groups Organized</i>	<i>No. Groups</i>	<i>Total No. Enrolled</i>	<i>No. Public Performances</i>	<i>Total Attendance at Performances</i>
Bands .....	344 (157)	14,102 (135)	2,528 (134)	2,241,400 (90)
Orchestras .....	281 (102)	6,292 ( 88)	1,462 ( 74)	309,617 (49)
Opera Companies ....	16 ( 13)	1,314 ( 12)	136 ( 12)	57,348 (10)
Choral Groups .....	301 ( 80)	12,289 ( 94)	403 ( 75)	518,124 (56)
Number of courses for music leaders .....				16 (9)
Number enrolled in courses for leaders.....				468 (9)
Total number of special paid music leaders .....				232 (63)
Number of special music leaders employed year round.....				60 (35)

### Drama

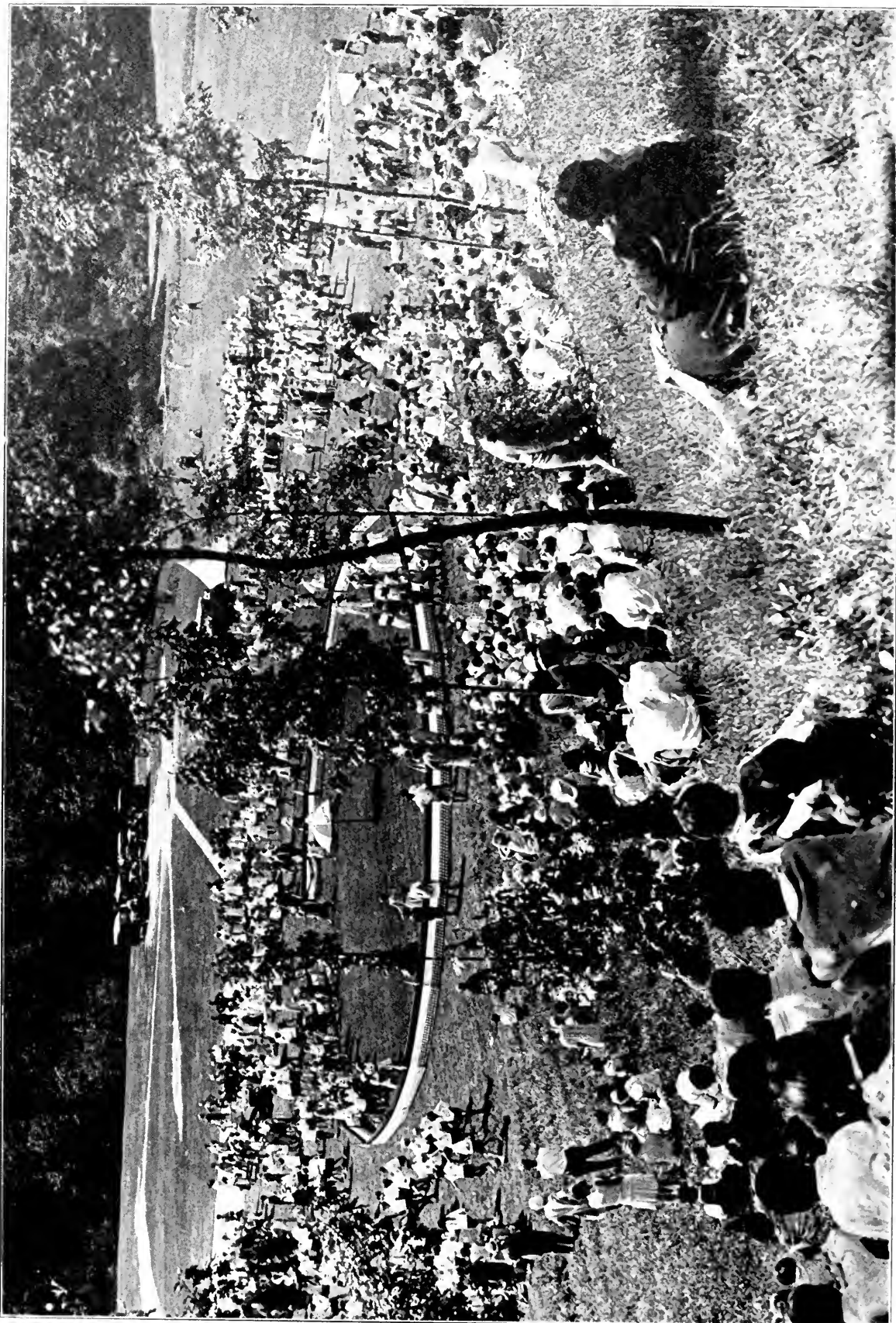
Number of groups producing plays .....	1,320 (196)
Number of participants in groups producing plays .....	82,654 (187)
Number of plays produced .....	2,326 (191)
Total attendance at performances .....	712,329 (156)
Number of pageants produced.....	331 (137)
Number of participants in pageants .....	105,578 (122)

Number of courses for drama workers .....	67	( 35)
Number enrolled in courses for drama workers .....	2,841	( 31)
Total number of special paid drama workers.....	137	(66)
Number of special drama workers employed year round.....	24	( 18)



GROWTH IN THE NUMBER OF EMPLOYED RECREATION WORKERS 1910-1929

——— Total employed workers  
 - - - - - " women workers  
 ..... " men workers



WESTCHESTER COUNTY, N. Y.—WAS THERE EVER SUCH A CIRCUS? (See page 138.)

OFFICERS OF  
RECREATION COMMISSIONS  
BOARDS AND ASSOCIATIONS

and

TABLES

of

PLAYGROUND AND COMMUNITY  
RECREATION STATISTICS

for

1929

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	R. S. Marshall
Mobile	Recreation Department	Cecil F. Bates, Comr.	Judson Snead	Mrs. Carl A. Klinge
Talladega	Park, Improvement and Recreation Board			L. J. Smith
ARIZONA				
Bisbee	School District	G. E. Brown, Supt.		Barto Davis
Douglas	City Playground Committee	J. E. Carlson, Jr.	Mrs. Churchyard	H. Glenn Penny
Tucson	Playground Commission	Mrs. Ralph W. Bilby	Mrs. S. M. Tegly	Mr. Baily
Yuma	Swimming Pool Commission	Ike Leposky		
ARKANSAS				
Camden	Parent-Teacher Association	Mrs. Fred Laney	Mrs. K. V. Booth	Mrs. Clay Stewart
El Dorado	Playground and Recreation Association	John E. Shatford	W. L. Goodwin	Charles E. Osborne
Fort Smith	Parks and Playgrounds Commission	Henry C. Armstrong	Mrs. John H. Payne	Lily Cotton
Little Rock	Playground Association	Mrs. Al Kinsolving	Mrs. R. C. Bright	Jess W. Matthews
Stuttgart	Harmon Playground Committee	Mrs. Earl Rhodes	L. D. Griffin	L. D. Griffin
ARKANSAS-TEXAS				
Texarkana	Playground and Recreational Association of Texarkana	Ben F. Smith	Martime Howell	Ruth Bratton
CALIFORNIA				
Alameda	Recreation Department	F. L. Daugherty	Mrs. M. E. Carroll	E. J. Probst
Alhambra	Playground Commission	J. W. Price, City Mgr.		David H. Fryer
Anaheim	Recreation Department	R. B. Walter		L. E. Middleton
Arcadia	School Board	Annie Woodall		Drummond J. McCunn
Berkeley	Recreation Commission	Mrs. Lola B. Steiner	Mrs. Fowler Mallett	Charles W. Davis
Burbank	Playground and Recreation Commission	E. T. Williamson	Mrs. Grace Lovejoy	
Chico	Park and Playground Commission		George P. Morse	
Colton	City of Colton			E. N. Hubbs
"	Parent-Teacher Association	Mrs. A. C. Terrill		D. MacIntosh
Colusa	City of Colusa	Oscar Robinson, Mayor		
El Cajon	Board of City Trustees	William Stell	Rev. Charles Richardson	John Hatherly
Fresno	Playground and Recreation Department	Z. S. Leymel, Mayor		Raymond L. Quigley
Fullerton	Playground Commission	Mrs. A. L. Launer	H. M. May	Arthur Johnson
Glendale	Recreation Department	Rev. C. A. Cole	Marion G. Sibley	John W. Norviel
Grass Valley	Chamber of Commerce	Eben K. Smart	Warren E. Dick	B. A. Pennhall
Inglewood	Advisory Recreation Board	Hugh Lawrence, Mayor		Virgil Dahl
Long Beach	Park Board	Judge Ralph H. Clock	James G. McGarrigle	Peter Mohrbacker
"	Playground and Recreation Commission	Clyde Doyle	Charles H. Hunt	Charles H. Hunt
Los Angeles	Department of Parks	Van M. Griffith	J. J. Hassett	Frank Shearer
"	Department of Playground and Recreation	Robert S. Weaver	Charles S. Lamb	Raymond E. Hoyt
"	Div. of Physical Education and Athletics, City Schools	J. L. Van Norman	William Sheldon	C. L. Glenn
Los Angeles County	Department of Recreation, Camps and Playgrounds		C. H. Wright	F. E. Wadsworth
Merced	Rotary Club			
Monrovia	Public Welfare Commission	E. K. Pier		
Oakland	Recreation Department	Joseph N. Steiner	R. W. Robertson	R. W. Robertson
Oxnard	Community Service	R. B. Haydock	F. J. Hokin	F. J. Hokin
Pasadena	Park Department	R. L. Daugherty		G. L. Skutt

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Pasadena	Playground Community Service	A. L. Hamilton	Mrs. Austin Parker	Cecil F. Martin
Pomona	Park Department	R. H. Boding		C. B. Wall
Red Bluff	City of Red Bluff			Harriett Lingscheid
Redlands	Park Department	John A. Miller	Mrs. S. S. Ripley	W. T. Ferguson
Richmond	Park and Playground Commission	Gustavus Schneider	Mrs. E. B. Parker	W. L. Seawright
Riverside	Parent-Teacher Association Playground Commission			
"	Parks and Trees Department			
Sacramento	City Recreation Department	W. H. Rogers	Mrs. V. B. Sands	R. C. Hendricks
"	Parent-Teacher Recreation Committee	J. B. Pendleton	Mrs. W. A. Price	George Sim
San Bernardino	Department of Playground and Recreation	Lester Olmstead	A. S. Hill	A. F. Schaefer
San Diego	Park Board	Herbert Fleishacker	B. P. Lamb	W. A. Kearns
"	Board of Park Commissioners	James D. Phelan	Veda Beresford Young	J. G. Morley
"	Playground Commission			Joseph R. Hickey
San Francisco	Recreation Department	M. O. C. Hull	Mrs. W. A. Martin	Edward V. Henley
San Leandro	Playground Commission	Dr. M. A. Patton	J. L. McBride	Miss Peale
San Marino	Board of Education	Harry F. Nicklin	Mrs. A. R. Edmonson	L. W. Archer
Santa Ana	Recreation Commission	L. D. Waller	Frank E. Dunne	W. H. Orion
Santa Barbara	County Board of Forestry	Dr. George Harding	Theodore E. Schoenwetter	R. E. Munsey
Santa Barbara County	Community Service	E. P. Todd		B. E. Swenson
Santa Monica	Park Commission			Sabin W. Rich
Selma	Recreation Department	B. J. Pardee, City Mgr.	W. G. Rich	Agnes Stand
Stockton	City and School Department	P. A. Callaghan		Harry T. Stoney
Vallejo	Public Welfare Department	Harry T. Stoney		
Visalia	Park Department			
Watsonville	City Recreation Commission			
Whittier				
COLORADO				
Alamosa	American Legion Playground Committee	Charles H. Woodard	Harry Zachies	
Colorado Springs	Park Commission	T. C. Kirkwood	W. W. Postlethwaite	Celia Gornley
Denver	Board of Education	A. L. Threlkeld, Supt.		Anna L. Johnson
"	Municipal Park Department	C. D. Vail, Comr.		Anna L. Johnson
Grand Junction	Community Service	T. E. Thompson, City Mgr.		George Hayman
Pueblo	Kiwanis Club	Max D. Morton		W. S. Kettering
Trinidad	Public Schools			W. A. Miller
CONNECTICUT				
Ansonia	Recreation Commission	A. F. Nolan	Mae A. Gaffney	
Branford	Community Council	Milton Bradley	Warren Mumford	Harry C. Brazeau
Bridgeport	Board of Recreation	William Horace Day, D.D.	R. A. Leckie	R. A. Leckie
Bristol	Playground Commission	R. W. Crumb	Francis Donnelly	Carl M. Penny
Derby	Playground Association	Terance S. Allis	Asa Shelton	George W. Anger
Greenwich	Recreation Board	Curtis P. Fields	William E. Crichton	David S. Switzer
Hamden	Recreation Commission	E. L. Manning	Fred Morton	
Hartford	Park Department	Major Stillman F. Westbrook	Enma Mann	James H. Dillon
Meriden	Recreation Commission	Oscar L. Dossin	Harry French	George Baer
Middletown	Park and Playground Department	D. J. McCarthy	Abbie Neville	P. M. Kidney
Naugatuck	School Department and Community House	James J. Naughton	Albert S. Cox	Harold E. Chittenden
New Britain	Municipal Recreation Commission	Victor J. Naughton	Mary A. Campbell	John J. Smithwick
New Haven	Park Commission	Levi T. Snow	Henry F. English	Harold V. Doheny
"	Recreation Commission		Fred J. Dawtess	E. L. Manning
New London	Division of Recreation, Department of Public Welfare			Robert Cushman Rice

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Norwalk	Recreation Commission	George R. Brunjes	Mrs. A. M. Fechheimer	William Grunshaw
Norwich	Recreation Commission	W. J. Fitzgerald	James Pedace	Earle Brigham
Plainfield	Community Association	Ray W. Greene, Jr.	Eva Higginbottom	LeRoy A. Dissinger
Plainville	Playground Committee	Orrin L. Judd	William R. Loring	Mrs. G. H. Birmingham
Salisbury	Recreation Committee	W. B. Rand	F. B. Towle	Wilbert R. Hemmerly
Seymour	Playground Association	George J. Hummel	George W. Anger	John Kolb
Shelton	Playground Commission	B. H. Wederby	John H. Hyde	George W. Anger
South Manchester	Recreation Centers Committee	Edward F. Taylor	A. O. Jennings	Lewis Lloyd
Southport	Wakeman Memorial	Hoyt O. Perry	Rev. Gerald A. Cunningham	Milton B. Hunt
Stamford	Board of Public Recreation	Dorothy Heroy	Mildred A. Foulds	Edward J. Hunt
Torrington	Recreation Department	John P. White	Thomas F. Moore	Mildred A. Foulds
Waterbury	Board of Park Commissioners	John P. Elton	Irving F. Campbell	William D. Shea
Watertown	Civic Union	Harold A. Johnston	Dr. Charles D. Phelps	Ralph S. Pasho
West Haven	Park Commission	Edward Gagel	L. L. Chase	
Winsted	Playground Association	D. Fletcher Alvord		
DELAWARE				
Wilmington	Board of Park Commissioners	Edgar L. Haynes	Edward R. Mack	Jennie M. Weaver
DISTRICT OF COLUMBIA				
Washington	Board of Education	Frank W. Ballou, Supt.	Harry O. Hine	Walter B. Patterson
"	Community Center Department, Public Schools	E. C. Graham		Sibyl Baker
"	Department of Public Buildings and Public Parks	Lieut.-Col. U. S. Grant, 3d, Dir.		
"	Municipal Playground Department			Susie Root Rhodes
FLORIDA				
Bradenton	Department of Public Recreation	Dr. George E. White	Dr. R. G. Manchester	Dr. R. G. Manchester
Deland	City of Deland	H. P. Ford, City Mgr.		
Dunedin	Public Parks Department	H. A. Ferran	Miss M. M. Peckham	W. Lovett Douglas
Eustis	Recreation Bureau, Chamber of Commerce	J. C. Hurd	Hugh Mauck	Mrs. Ethel F. Mautey
Fort Myers	Board of Public Recreation	Henry L. Covington, Jr.	Joseph E. Byrnes	John W. Reel
Jacksonville	Ground and Recreation Board	C. A. Crenshaw, City Mgr.		Nathan L. Mallison
Miami Beach	City of Miami Beach			J. B. Lemon
"	Department of Public Recreation	Ernest Cotton, Dir.		
"	Department of Public Service and Utilities			E. E. Seiler
"	Division of Parks and Recreation	J. G. Ray	Frank H. Heath	Frank H. Heath
Mount Dora	Chamber of Commerce	Maj. Charles A. Browne	C. E. Howard	D. A. Cheney
Orlando	Department of Public Playgrounds and Recreation	C. L. West	H. J. Laney	H. J. Laney
Oviedo	Public Schools	J. H. Bayliss, Comr.	Miss K. H. Holst	J. O. Olsen
Pensacola	City of Pensacola	Dr. J. M. Irwin		P. V. Gahan
St. Augustine	St. Johns County Welfare Federation	F. R. Francke		
St. Petersburg	Bureau of Recreation	L. C. Strong		W. L. Quinlan
Sarasota	Department of Public Recreation	Victor Diaz	Mrs. Lee Gibson	Frank T. Hanlon
Tampa	Board of Public Recreation	D. D. Howard, Supt.		
West Palm Beach	Park Department			
GEORGIA				
Atlanta	Park Department	John A. White	Lillian Everett	L. L. Wallis
Augusta	Community Service	John G. Wilson	H. J. Miller	John G. Wilson



MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Augusta	Richmond County Recreation Association.	A. D. Cromartie	W. N. Price	John G. Wilson
Columbus	Department of Parks and Recreation.	Edwina Wood	Mrs. Sidney Smith	Maurice W. Squirrel
Gainesville	Park Recreational Board.	W. P. Martin	Mrs. Wilma E. Beggs	Marie Tibbetts
Macon	Playground and Recreation Association.	Herbert Smart	H. S. Bounds	Mrs. Wilma E. Beggs
Savannah	Recreation Commission	Mrs. F. H. Oliver	H. S. Bounds	H. S. Bounds
ILLINOIS				
Alton	Playground and Recreation Commission.	O. W. Heggemeier	O. E. George	H. Ray Myers
Aurora	Playground Department	W. B. Greene	Jean E. Mored	Jean E. Mored
Belleville	Park and Playground Department.	C. Stegmeyer, Mayor.	James J. Novak	Lois Heagler
Berwyn	Playground and Recreation Commission.	Alma E. Marek	F. M. Rice	William F. Pfuderer, Jr.
Bloomington	Fell Avenue Community Playground Association.	M. L. Livingston.	Oleta Postweiler	H. R. Hastings
Blue Island	Playground and Recreation Association.	A. C. Seyfarth.	Martin H. Finneran	E. E. Marshall
Cairo	Park Commission	Rev. C. R. Dunlap	Mrs. C. A. Monninger.	Edward Fedosky
Calumet City	Memorial Park District.	John Totzke	Walter Wright	E. H. Chaney
Centralia	Board of Recreation	R. O. Brigham.	Charles E. Gilbert	Theodore A. Gross
Chicago	Bureau of Parks, Playgrounds and Beaches.	Richard Wolfe, Comr.	William H. German	(Herman J. Fischer)
"	Bureau of Recreation, Board of Education.	H. Wallace Caldwell.	Lida M. Thomas	(Marie G. Merrill)
"	Calumet Park District.	D. J. Kennedy.	Eden T. Brekke	William R. Gunner
"	Lincoln Park Commission.	Eugene R. Pike	Alex M. Stuart	Louis Beck
"	Northwest Park District.	Joseph F. Gubbins.	Timothy J. Gleeson	Robert Boyd
"	Old Portage Park District.	William J. Hill.	Milton J. Connelly	V. K. Brown
"	River Park District.	Fred J. Bohm.	James J. McComb	William J. H. Schultz
"	South Park Commissioners	Edward J. Kelly	J. W. Lamble	W. J. Davis
"	West Chicago Park Commissioners.	W. R. James.	George I. McEldowney.	W. G. Gaunt
"	West Pullman Park District.	W. G. Davis.	Charles J. Baker	
Chicago Heights	Park Board	Joseph Hlinka	Louis Pitcher	
Cicero	Park District	W. C. Kinningham, Comr.	Harry Wendt	Emmett P. Griffin
Danville	Department of Public Property	E. N. Howell.	Clarence Young	W. C. Bechtold
Dixon	Park Board	C. A. Meier.	J. A. Williams	
East Dundee	Playground Committee	Stephen D. Sexton	H. D. Karandjeff	Edward M. Laing
East St. Louis	Park District	F. M. Lasher, Comr.	Edward M. Laing	T. J. Samples
Elgin	Park Department	Robert W. Sherman.	T. J. Brennan	P. H. Slocum
Evanston	Bureau of Recreation.	H. H. Deery.	P. H. Slocum	C. D. Henry, Jr.
Freeport	Park Board	William S. Edwards.	O. F. Lyman	Everett R. Waller
Glencoe	Municipal Playground Committee.	W. Milton Woethen.	C. T. Gunn	R. H. Peters
Granite City	Park District	Everett L. Millard.	Katherine Keegan	Howard Fellows
Highland Park	East Park District.	A. C. Metcalf.	Eimer P. Langguth	Sara Peyton
Jacksonville	Park Board	H. Ambrose Perrin.	John Ayers	Jonas Frederickson
Joliet	Bureau of Recreation	R. G. Drolet.	Robert Gullic	Josephine Blackstock
Kankakee	Park District	Arthur Cook	Dudley C. Meyers	O. J. Christmann
Kewanee	Park District	C. L. Krafft.	F. A. Gerding	
Lake Forest	Park Board	George A. Wilson, Sr.		
La-Salle-Peru	Social Center	D. F. Nichols, Supt.		
Lincoln	Public Schools	John H. Hartman.		
Maywood	Playground and Recreation Board.	R. E. Davis		
Mount Vernon	Park Board	F. E. Deyoe		
North Chicago	Recreational Association	Dr. H. J. Stewart.		
Oak Park	Playground Board	Morey Roberts		
Ottawa	Playground Commission			

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Pekin	Park District	Louis C. Schurman	Frank L. McGrew	Louis Becker
Peoria	Park Board	M. G. Newman	Rose Bergfin	Walter B. Martin
"	Recreation Commission	Minor Barton	R. E. Stowell	
Princeton	Douglas Parent-Teacher Association	Mrs. Myrtle Middleton	Minnie Johnson	Alvin L. Lyons
River Forest	Playground and Recreation Board	E. A. Davenport	Mrs. E. W. Badenoch	Lola Robinson
Rockford	Booker Washington Social Center	Dr. J. Davis	Mrs. Martha Bowden	Leo M. Lyons
"	Department of Recreation	A. R. Flahery	H. E. Foyal	M. H. Hodge
Rock Island	Playground and Recreation Commission	Mrs. W. H. Marshall	Mrs. E. H. Barton	Lilybell Bowman
Rushville	Scrapps Park Playground Committee	Mrs. Paul C. Brines	G. E. Thompson	Robert F. Munn
St. Charles	Henry Rockwell Baker Memorial Community Center	Henry Roehlk	Mrs. Almeca Humphreys	Linnea Sandholm
Silvis	Playground and Recreation Commission	James Shannon		
Springfield	Park Commission	John H. Lamphier		
"	Playground and Recreation Commission	Homer D. McLaren	Charles R. Horrell	John E. MacWherter
Stiffman Valley	Community Recreation Association	Rev. George Milnc	T. H. Parkinson	H. M. Mathews
Streator	Anderson Fields	A. H. Anderson	Lawrence Sowden	Lowell Dale
Sullivan	Wyman Park Board	C. F. McClure	E. A. Roblin	Charles Schoonover
Sycamore	Community Center Association	W. M. McAllister	S. M. Henderson	Elizabeth A. Roblin
"	Park District	W. M. McAllister	S. M. Henderson	
Urbana	Park District	J. C. Blair	W. C. Noel	W. C. Noel
Waukegan	Playground and Recreation Board	Mrs. R. L. Smart	Mrs. T. J. Stahl	E. L. Walkup
Wilmette	Playground and Recreation Board	C. Miles McDonald	Daniel M. Davis	Daniel M. Davis
Winnetka	Community House	Rev. J. W. F. Davies	S. Bowles King	Rev. J. W. F. Davies
INDIANA				
Anderson	Park Board	Dr. G. C. Repass	Al. Tribbitts	Emery Jackson
Bedford	Recreation Commission	A. R. Wallis	James J. Crossett	Merton Kennedy
Bicknell	Park Board	Alfred Pickle	Harold Axe	
Bloomington	Park Board	Fred J. Prow	William H. Adams	
"	Recreation Committee			George E. Schlafer
Brazil	Recreation Commission	Dr. J. E. Baker	Albert Goshorn	M. Z. Skelton
Columbus	Recreation Commission	J. Dowell	Walter Sharp	
Crawfordsville	Public Schools	A. D. Montgomery, Supt.	Nolan C. Craver	
East Chicago	Department of Community Recreation	E. J. Carlson	F. V. Merriman	
Evansville	Municipal Recreation Department	John Shields	G. G. Eppley	
Fort Wayne	Board of Park Commissioners	Col. D. N. Foster	Carrie A. Snively	
Greenfield	American Legion	Ewing Shields	Robert Hinshaw	
Hammond	Municipal Recreation Department	A. M. Turner	Charles W. Clark	
Huntington	Board of Works	C. W. Snyder	Mary Snyder	
Indianapolis	Department of Public Parks	Adolph G. Emhardt	Mary Griffith	David Kilgore
Kokomo	Park Board	Tom Knipe	Herbert Reyburn	Milton Wolfard
Lafayette	Playground Association	A. C. Sandberg	Prof. O. F. Hall	Mrs. Maude Campbell
LaPorte	Board of Education	A. J. Miller	C. V. Shields	Mabel Foot
Logansport	Board of Works	Willard Elliott	William Carrigan	John W. Holland
Marion	Park Commission	Carl Barney		
Michigan City	Board of Education	M. C. Murray		Frances Sebasta
Mishawaka	Chamber of Commerce	H. A. Moran		F. M. Steele
Muncie	Park Board	Mrs. Naomi S. Silverburg	Florence Manford	Walter Fisher
New Albany	Board of Playground and Recreation Commission	S. E. Simonson	Frank H. Clipp	Frankie H. Zenor
New Castle	Cemetery and Park Committee	Claude Bayers		
Noblesville	Park Department	Dr. Earl Brooks	Will Hayes	Samuel Blumer
Pendleton	Park Board	Paul G. Miller	J. H. Walker	C. F. Kramer

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
IOWA	Peru	Y. M. C. A.	J. H. Mitchener	J. H. Mitchener
	Richmond	School Board	W. L. Carr	L. H. Lyboubt
	Shelbyville	Recreation Association	George Parkar	C. A. Burnham
	South Bend	Board of Education	Dr. R. B. Dugdale	E. H. Burnham
	"	Board of Park Commissioners	George Wheelock	E. H. Burnham
	Speed	Recreation and Welfare Dept., Louisville Cement Co.	Mrs. B. B. White	Jesse G. Dorsey
	Terre Haute	Board of Park Commissioners	O. J. Neighbours	A. J. Carbon
	Wabash	Community Service	T. B. Cerajewski	W. C. Mills
	Whiting	Community Service		John Sharp
	Cedar Falls	Board of Education	H. M. Merrill	F. L. Mahannah
	"	Board of Park Commissioners	J. G. Wyth	L. E. Daubenberger
	Cedar Rapids	Playground Commission	Addie Zika	L. W. Slutts
	Centerville	Kiwanis Club		Horace Hedges
	Clinton	Board of Park Commissioners	W. W. Cook	Russell Buss
	Council Bluffs	Park Commission	Frank Peterson	Earl F. Mayer
	Creston	Park Commission	Charles Glatly, Comr.	Harry Magee
	Davenport	Board of Park Commissioners	George W. Cable	Charles Glatly
	"	Grounds and Buildings Committee of City Council	Fred Denger	Dr. H. G. Pape
	"	Y. M. C. A.	Charles P. Wolf	O. E. Johnson
	Des Moines	Playground and Recreation Commission	Mrs. F. E. V. Shore	R. J. Ramsen
Dubuque	Playground and Recreation Commission	H. C. Baumgartner	Margaret A. McKee	
Fort Dodge	Board of Education	K. D. Miller	Bernard M. Joy	
Marshalltown	Parent-Teacher Council	Dr. G. M. Craff	John M. Bice	
Masson City	Y. M. C. A.		Priscilla Southgate	
Muscatine	City Park Commission	J. D. Diercks	Ivan A. Barnes	
Ottumwa	Park Board	Philip P. Phillips	G. M. Titus	
Sheldon	Woman's Club	Mrs. J. A. DeWitt	William Disbrow	
Sioux City	Department of Recreation	J. G. Huliser	Mrs. Bertha Lyngre	
Waterloo	Playground Commission	V. A. Zellhoefer	H. C. Roberts	
			T. E. Dolan	
				C. R. Northrup
				V. A. Read
KANSAS	Attica	Community Service Council	Mrs. William Berry	Delna Johnson
	Bonner Springs	Playground Association	Mrs. D. G. Hubbard	Flossye Harris
	Coffeyville	Board of Education	Charles D. Ise	A. T. Decker
	Coldwater	City of Coldwater	Wallace G. Case, Mayor	
	El Dorado	Board of Education	C. N. Peery	George Bromell
	Goodland	Playground Advancement Committee	Mrs. C. J. Shimeall	Marguerite Briggs
	Hutchinson	City of Hutchinson	W. R. Yerkes, Comr.	Alma Brown
	Independence	Park Board	C. H. Kerr, Mayor	S. H. Sidlinger
	Lawrence	Recreation Board	Mrs. Wibur Pine	
	Manhattan	Board of Education	Dr. W. H. Andrews	Melvin Griffin
	Paola	Playground Committee		Raymond Slatterback
	Parsons	Board of Education	William Cunningham	Henry A. Shenk
	Pittsburg	Park Board	R. M. Collins	C. J. Mills
	Salina	Y. M. C. A.	Carl S. Byers	
	Smith Centre	Community Park Trustee	S. C. Stevens	Homer B. Jenkins, Jr.
	Topeka	Board of Education	J. R. Sargeant	L. P. Dittmore

## MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Wichita	Board of Park Commissioners	L. W. Clapp	Nan H. Henderson	Alfred MacDonald
KENTUCKY				
Berea	Summer Recreation Committee	Prof. Bruce Trimble	Margaret Dizney	Mrs. E. J. Weekes
Covington	Board of Park Commissioners	E. S. Lee	Alex Howard	Ann Campbell
Falmouth	Playground Association	J. M. Mason	C. L. Hill	Martha Booker
Hopkinsville	Public Works Department	Charles Vaughn, Comr.	Mrs. Early Minter	Anna S. Pherigo
Lexington	Civic League	Mrs. Cecil Cantrill	Miss H. I. Snowden	J. C. Johnson
Louisville	Community Service League	Mrs. M. A. Wendell	Cora Miller	F. H. Marvin
Newport	Dept. of Public Recreation, Board of Park Commissioners	George F. Kretschmer, Jr.	Mrs. Edward C. Wendt	Mrs. E. F. Bair
Owensboro	Playground Committee, Community Service	Mrs. William Cain	Carl Glahn	G. N. Parrish
Paducah	Recreation Association	J. L. Foust	H. Preston Sights	W. W. Tenney
Russell	Board of Park Commissioners	H. C. Rhodes	W. T. Smith	
	Community Boys' Work Committee	C. S. Patterson		
LOUISIANA				
Alexandria	The Civic League of America	J. E. Potts	W. L. Hall	W. E. Brown
Monroe	Park Department	Will Atkinson, Comr.	J. A. Hayes	F. E. Needis
New Orleans	Audubon Park Commission	Sam Stone, Jr.	Joseph Bernard	
"	City Park Board	F. J. Dreyfous	Mrs. Edward Pillsbury	L. di Benedetto
"	Playground Community Service Commission	Mrs. A. J. Stallings	C. Brennan	Frank J. Beier
"	Public School Athletic League	John R. Coenniff	Rhoda Faulk	Mrs. Carey J. Ellis, Jr.
Rayville	Folk School	Julius O'Quin	Miriam Henderson	Grover C. Thames
Shreveport	Department of Recreation	L. E. Thomas		
Tallulah	Parent-Teacher Association	Mrs. A. F. Graves		
MAINE				
Augusta	Park Department	Mrs. George E. Macomber	Hoyt H. Mahan	Hoyt H. Mahan
Bangor	Chamber of Commerce	C. C. Stetson	W. A. Hennessey	W. E. Mack
Derby	Improvement Society	W. G. Knight	Franz Dolliver	D. L. Coady
Milbrooket	Playground Department	C. W. Harrigan		Granville R. Lee
Portland	Recreation Commission	Ralph D. Brooks		William Clarke
Saco	Women's Educational and Industrial Union	Mrs. Seth Hanson	Mrs. Neil Dow	
Sanford	Park and Playground Department	Harry Statt		
Waterville	Park Commission	A. F. Cyr	Mrs. A. F. Drummond	
MARYLAND				
Baltimore	Board of Park Commissioners	George W. Cameron	J. V. Kelly	William Burdick, M.D.
"	Playground Athletic League	Robert Garrett	L. K. Miller	
Frederick	Playground Commission	Lloyd C. Culler	Sheldon Jones	Carlos D. Paisley
Salisbury	Athletic Association	Ralph Grier		
MASSACHUSETTS				
Amesbury	Park Commissioners	William S. Gillespie	James W. MacLean	Emily E. Watkins
Andover	Andover Guild	Arthur Sweeney	Mrs. Horace Paynter	Margaret Davis
Athol	Recreation Commission	A. Macmaster	H. Bishop	
Attleboro	Horton Field Commission	Walter M. Kendall		
Attleboro Falls	Playground Committee	John Daley		

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Belmont	Playground Department	John Moore	Lewis S. Harris	Lewis S. Harris
Beverly	Playground Division, Public Works Department	James W. Blackmer, Comr.	Mrs. W. D. Russell	James H. Fitzgibbons
Boston	Community Service	Joseph Lee	Daniel J. Byrne	W. Duncan Russell
"	Park Department	William P. Long	Ellen M. Cronin	William P. Long
"	School Committee	Joseph J. Hurley	Abbie O. Delano	James T. Mulroy (Nathaniel J. Young
Brockton	Playground Commission	John F. Scully	Charles P. Cameron	Arthur E. Staff
Brookline	Playground Department	Richard C. Floyd	Rose E. Manning	Charles P. Cameron
Cambridge	Board of Park Commissioners	Jeremiah J. Coughlan	Fred C. Parow	Stephen H. Mahoney
Chelsea	Park Commission	Thomas F. Punch	Arthur C. Tovey	James H. Crowley
Chicopee	Park and Playground Commission	Mrs. E. G. Gaylord	Ethel L. Wilbur	E. Foley
Clinton	Playground and Recreation Commission	Dr. Clarence L. Grady	Willard Jordan	William O'Connell
Dalton	Community Recreation Association	William W. Howe	J. P. Roberts	W. J. Sandford, Jr.
Danvers	Park Commission	Lester Couch	Michael Holleran	Helen Fanning
Dedham	Community Association, Inc.	C. H. J. Kimball	Miss W. M. Smith	Mrs. Ada H. Pillsbury
Easthampton	Recreation Commission	John Waly	Henry L. Sanders	Arnold Cleary
East Walpole	Playground Committee, Francis William Park	A. H. Anderson	L. F. Poor	Fred O. Duncan
Everett	Playground Commission	Fred A. Hutchings	Joseph E. Theberge	Kenneth Sherman
Fairhaven	Park Commissioners	H. B. Dutton	Ernestine E. Brewer, Clerk.	Mrs. H. B. Dutton
Fall River	Park and Recreation Commission	James F. Fitzgerald	Franklin D. MacCormick	Helen M. Leary
Fitchburg	Park Commission	Charles F. Sweeney	Roderick Bent	Ruth M. Donovan
Frammingham	Civic League	John J. Mullaney	James N. Powers	Ada L. Richards
Gardner	Park Department	Howard F. Corliss	Nellie O. Bascom	Phillip Tarpey
Gloucester	Playground Commission	James D. Abercrombie	Clarissa E. Ready	James D. Hayes
Greenfield	Park Department	Harold L. Deane	A. M. Estabrook	Lawrence R. Stone
"	Recreation and Playground Commission	Houston A. Thomas	Edmund Daly	F. James Caswell
Hamilton-Wenham	Community Service	Ira G. Hersey	Mina F. Robb	Melvin T. Corver
Haverhill	Playground Department	George H. Sinclair	William R. Higgins	Patrick H. Kelly
Hingham	Playground Committee	John A. Flanagan	Mark L. O'Toole	William R. Higgins
Holyoke	Parks and Recreation Commission	Bertram H. Hayes	John W. Kernan	John J. Garrity
Lawrence	Park and Playgrounds Department	Clarence M. Weed	Milton Shaw	Walter I. Deacon, Jr.
Lexington	Park and Playground Department	Fred J. Cummings	A. Roy Ratuse	John W. Kernan
Leominster	Playground Commission	F. J. Walsh	Dr. E. J. McCarthy	Mary J. Rooney
Lowell	Park Department	E. P. Carr	Frank R. Doliber	John Morrissey
Lynn	Athletic and Recreation Association	John T. Adams	E. W. D. Merrill	T. Dempsey
Malden	Park Commission	Wilton B. Fay	Edward P. Adams	J. T. O'Connor
Marblehead	Park Department	Richard J. Lord	George W. Rogers	Raymond S. Tobey
Marlboro	Community Service	E. V. Burns	Mary Burns	George W. Rogers
Medford	Park Department	Tesse B. Baxter, Mgr.	Theodore D. Shapleigh	Grace Connolly
Melrose	Park Department	William B. Rodd	Jeremiah Coholan	W. L. Caldwell
Milford	Cunningham Park	George R. Hooper	Allen P. Kerth	John L. Kelly
Milton	Park Department	Charles S. Ashley, Mayor	Ernst Hermann	John L. Kelly
"	School Department	Albert P. Carter	Mrs. A. Shirley Ladd	Charles Welch
Natick	Park Department	Mrs. Carl Pickhardt	Josephine A. Cogan	E. B. Sherman
New Bedford	School Department	F. J. Carley	Maudie Shattuck	Charles Welch
"	Park Department	Mrs. Lucie Riemer	Ralph Barr	E. B. Sherman
Newton	Playground Commission	Henry A. King		Ernst Hermann
"	West Newton Community Centre, Inc.			Gertrude MacCallum
North Attleboro	Playground Committee			
Norwood	Civic Association			
"	Recreation Committee			
Peabody	Playground Commission			

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Pittsfield	Park Commission	Daniel F. Farrell	John M. Flynn	John Carnody
Quincy	Park Commission	Loretto Tocci	William Trussell	Franklin B. Mitchell
Rockland	Memorial Park Commission	Henry M. White	Dr. D. H. Burke	Oliver G. Pratt
Salem	Board of Park Commissioners	Christian Lantz	Francis J. Mahoney	Francis J. Mahoney
Somerville	Recreation Commission	Mrs. John I. Beck	Charles E. Ladd	Homer Poeton
Southbridge	Playground Committee, School Committee	Theodor R. Geisel	A. P. Rounds	James S. Stevens
Springfield	Division of Recreation, Department of Parks	George M. Jefs	Sophia M. Dupont	George M. Jefs
Stoneham	Board of Park Commissioners	Ralph Davol	Albert A. Guilbeault	William F. Donahue
Taunton	Davol Playground Commission	Joseph P. Murphy	Mrs. Greenough	William J. Dempsey
"	Playground Commission	Fred Abercrombie	Bernard McHugh	John L. Leary
Turners Falls	Playground Department	Philip Knight	James A. Kelly	Francis A. Kelly
Wakefield	Recreation Department	Howard B. Peterson	Mrs. Alice C. Kavanagh	George H. Finnegan
Waltham	Recreation Department	James Sheridan	Andrew MacFarland	Edith M. Fielding
Watertown	Playground Commission	Herbert C. Branch	Justine Prenosi	Herbert A. Landry
Webster	School Playground Department	Lockwood J. Towne	Loretta W. Quinlan	Burton Hammon
Wellesley	School Department	Edith M. Fielding	Mrs. Persis Blake	Mildred F. Doherty
Westfield	Playground Commission	Rev. Urvan E. Willis	George T. Richardson	Thomas E. Holland
Westport	Methodist Church	R. B. Pillsbury	Mrs. S. M. Seckel	Gus McCoskey
West Springfield	Playground Commission	Loretta W. Quinlan	Clarence Doyle	Louis H. Hollway
Whitman	Playground Committee	Bernard Peterson	George T. Lynch	A. R. Flannery
Woburn	Playground Department	George S. Barton	Mrs. A. U. Handy	G. Nevitt
Worcester	Parks and Recreation Commission		Guy L. Stoppert	E. T. Engle
MICHIGAN				
Albion	Community Recreation Association	C. M. Creager	Clarence Doyle	James Dolan
Ann Arbor	Board of Education	Otto W. Haisley	Charles Kandt, Jr.	J. T. Symons
Battle Creek	Civic Recreation Association	George Genebach	Charles Kandt, Jr.	Russell D. Catherman
Bay City	City Commission	G. L. Lusk, City Mgr.	George T. Lynch	Milton J. Wagner
Birmingham	Board of Education	R. J. Coryell	Mrs. R. E. Loree	C. E. Brewer
Bloomfield Township	Park Commission	Robert Y. Moore	Mrs. R. E. Loree	Fred Shaver
Coldwater	Board of Education	M. W. Olds	E. F. Down	R. L. Peel
Dearborn	Fordson School District	H. H. Lowry, Supt.	F. A. Aldrich	Wm. W. Norton
Detroit	Recreation Department	Charles Kandt, Jr.	Arthur Sarvis	E. C. Dayton
"	Department of Recreation	C. E. Brewer, Comr.	Claude Coates	W. G. Morrison
East Lansing	Park Commission	H. W. Busch, Comr.	S. M. Brownell, Supt.	Ada D. Baker
Ferndale	Park and Playground Committee	Mrs. R. E. Loree	Mrs. Douglas Campbell	F. Geary
Flint	School Board	E. F. Down	Mrs. Douglas Campbell	George Elworthy
"	Community Music Association	F. A. Aldrich	Stanley Wozniak	C. J. Reid
Grand Rapids	Park Board	Arthur Sarvis	B. W. Jenks, Sr.	A. L. Cook
Greenville	Bureau of Municipal Recreation	Claude Coates	C. Chester Mack	T. H. Fewlass
Grosse Pointe Township	Board of Education	S. M. Brownell, Supt.	Andrew Hyma	Leon N. Moody
Grosse Pointe Village	Neighborhood Club	Mrs. Douglas Campbell	E. J. Frost	O. B. Goodrich
Hamtramck	Department of Recreation, Board of Education	Stanley Wozniak	E. H. Drake	L. P. Moser
Harbor Beach	Public Schools and Community Service	B. W. Jenks, Sr.	Earl C. Mitchell	E. M. Barnes
Highland Park	Recreation Commission	C. Chester Mack	Spencer Kelley	August Fischer
Holland	Recreation Commission	Andrew Hyma	Joseph Beck	August Fischer
Holland	Playground Commission	Andrew Hyma	E. H. Hoffman	Mitchell Read
Jackson	Board of Education	E. J. Frost		
Kalamazoo	Department of Recreation	E. H. Drake		
"	Douglas Community Association, Inc.	Earl C. Mitchell		
Lansing	Department of Public Recreation, Board of Education	Spencer Kelley		
"	Department of Public Recreation, Park Board	Joseph Beck		
Ludington	Public Schools	E. H. Hoffman		



MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Monroe	Recreation Department, Board of Education.	Wm. Streit, Mayor		B. M. Hellenberg
Mount Clemens	City Commission	Paul Moon	Louis Conger	N. A. Olsen
Muskegon	Playground Commission	Mrs. Irma Thayer	Mrs. H. B. Merrill	C. L. Redmond
Muskegon Heights	Board of Education and City	Howard Hillman	Isaac Bond	Charles P. Ziegler
Niles	Women's Progressive League			Lola Dayhuff
Oakland County	Board of Park Trustees			A. T. Messer
Pontiac	Recreation Division, Department of Public Welfare	A. MacDonald, Supt.	Mrs. A. C. Hobart	Arthur E. Genter
River Rouge	Board of Education	Dr. M. J. Smead		Frank Weeber
Rochester	Community House			H. W. Richards
Royal Oak	Public Schools	Miss Ella L. Cowgill		John Baldwin
Royal Oak Township	Royal Oak Township Branch, Detroit Community Union	Albert W. Tausend		F. H. Stocum
Saginaw	Department of Recreation			C. F. Van Ducon
St. Joseph	Kiwanis Club	C. L. Poor	O. C. Moffott	Gus Keil
Traverse City	Public Schools	Yarl H. Hanson, Mayor	F. W. Frostic	John H. Ferenz
Wakefield	Department of Public Affairs and School District	Geo. Mobley	A. G. Erickson	J. A. Henderson
Wyandotte	Recreation Commission			W. E. Foy
Ypsilanti	Recreation Commission			
MINNESOTA				
Albert Lea	Park and Recreation Department	C. C. Ludwig, City Mgr.	Dr. C. B. Cullom	Fred Mann
Austin	Library Board	William Pribble		C. G. Giffel
Chisholm	Public Schools	J. P. Vaughan, Supt.		K. M. Harris
Duluth	Recreation Department	M. McDonald	Mrs. Erwin Lerch	A. W. Lewis
Eveleth	School District No. 39	Adam Schirmer		B. G. Leighton
Hibbing	Recreation Department	H. W. Eastman	E. F. Searing	L. Todnem
Lake City	Bathing Beach Committee	Mrs. B. D. Smith		R. C. Tapp
Mankato	Board of Education			K. B. Raymond
Minneapolis	Board of Park Commissioners	Lucian C. Miller	J. M. Kuntz	Judd F. Gregor
Nashwauk	Board of Park Commissioners	S. A. Mahon	William Enke	Paul F. Schmidt
Rochester	Independent School District	Edward Raetz	Dorothy Stewart	D. C. Mitchell
"	Parent-Teacher Associations	Art. Nachreiner		Ernest W. Johnson
"	Park Board	R. H. Brown		
St. Cloud	City Playground Committee	Irving C. Pearce, Comr.		
St. Paul	Department of Parks, Playgrounds and Public Buildings	C. D. Tearse		
Winona	Playgrounds Association			
MISSISSIPPI				
Greenville	Y. M. C. A.	Edmund Taylor, Jr.	B. L. Burford	Frank Key
Hattiesburg	Hawkins Playground Commission	W. S. F. Tatum, Mayor	Mrs. R. W. Dunn	Natoma Campbell
Jackson	Engineering Department	J. J. Halbert, City Engr.	Mrs. L. Ulman	Grace Hancock
Meridian	Parent-Teacher Association	Mrs. I. Rosenbaum		
MISSOURI				
Cape Girardeau	City of Cape Girardeau	James A. Barks, Mayor	Thomas T. McKinney	Mrs. A. W. Bergman
Hannibal	Playground and Recreation Association	Mrs. Mary B. Harrison	F. M. Weeks	Mrs. Mary B. Harrison
Joplin	Board of Park Commissioners	L. B. Cook	A. C. White	George C. Tinker
Kansas City	Recreation Department and School Board		Edward Ell	Mr. Darringer
Moberly	Park Board	T. J. Cox	Myrtle Maxwell	Margaret Murchie
Monett	Park Board	R. C. Farrow, Comr.		Rodowe H. Abeken
St. Charles	City Park Board	W. T. Sparenberg		
St. Joseph	Department of Parks	W. Ritchey		
St. Louis	Board of Education	Arthur A. Blumeyer		



## MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
St. Louis	Department of Parks and Recreation.	Fred W. Pape, Comr.	A. H. Wyman	Reuben W. Tapperson.
"	Park and Playground Association.	Harland Bartholomew	John Brandt	A. H. Wyman.
Sedalia	Park Commissioners	Louis F. Ritchie		F. F. Moerschel.
"	Public Schools	T. H. Hunter		F. L. Drake.
Springfield	Playground Department, Park Board.			Martha Blankenship
MONTANA				
Anaconda	Playground Association	Dr. W. L. Beal	William Quay	Stephen Hanson
Bozeman	Recreation Board	Clyde Williams	G. O. Arnold	Miss De Muth.
Glendive	Playground Committee	Judge F. P. Leiper	G. G. Hoole	John A. Aitchison.
NEBRASKA				
Beatrice	Recreation Board	Mrs. R. G. McCue.	Mrs. R. G. McCue	( Harriett Shackelton { E. O. Higginbottom.
Hastings	Civic Recreation Committee.	Milo M. Fink		
Kearney	Park Commissioners	W. T. Souders		
Lincoln	Recreation Board	Dr. J. Stanley Welch	Mrs. Fred R. Easterday	Earl Johnson
Neligh	City of Neligh.	Leo C. Hewitt, Mayor		Walter Steffen
Norfolk	Park Com. of City Council and Parent-Teacher Assn.	John Dudgeon, Mayor		
NEW HAMPSHIRE				
Claremont	Playground Commission	R. G. Blanc	A. B. Kellogg	Walter Thomas
Concord	City Playgrounds Committee.	William W. Kennedy	C. I. Tebbetts	Eugene M. Callahan.
Dover	Lothrop Memorial Hall Board.	Ashton Rollins	Ralph Bunker	Edward P. Strobridge.
"	Neighborhood House Association, Inc.	Mrs. Edith Brown	Mrs. Elizabeth Welch	Edith G. Brewster
"	Park Commission	T. Jewett Chesley	Fred E. Quimby	Elizabeth B. Hatch
East Jaffrey	Parent-Teacher Association	Mrs. S. H. Austin	Lewis S. Record	
Hillsboro	Parent-Teacher Association	Mrs. A. A. Holden	Miss Hazel Graham	Kathleen Chappell
Keene	Playground Committee	A. W. Pressler	R. W. Newell	H. Raymond Danforth.
Lebanon	Carter Community Building Association, Inc.	William S. Carter	Florence Campbell	Maynard L. Carpenter.
Manchester	Park, Common and Playground Commission.	Frank P. Carpenter	Frank C. Livingston	Carl F. Simon.
Nashua	Recreation Commission	Dr. C. H. Babbitt	Archey Cheney	R. A. Pendleton.
New Boston	Playground Association	W. O. Dodge	L. W. Swanson	Carl Simon
Portsmouth	Park Department, Board of Public Works.	C. A. Allen	H. E. Philbrook	G. E. Osgood.
Rochester	School Department	Hon. L. H. McDuffee.	William H. Baker	Stanley Wright
Somersworth	Noble Pines and Playground	Christopher H. Wells	Fred K. Wentworth	Anna Kavanaugh
NEW JERSEY				
Atlantic City	Department of Finance.	Joseph A. Paxson, Comr.		Glenn C. Heller.
Avalon	Fun Chase Playground Committee.	Mrs. Nettie Rawley		Mrs. Joseph H. Gaskill.
Bayonne	Department of Parks and Public Property.	Dr. L. F. Donohue	Mae O. Connor	Dennis Givens
Belleville	Recreation Commission	Charles L. Steele, Jr.	Bernice Begemen	Bernice Begemen
Bernardsville	Social Board, St. Bernard's Parish.	Mrs. C. M. Chapin	H. H. Phillips	Lulu Wells
Bloomfield	Dept. of Recreation and World War Memorial Assn.	H. S. Vassar	Rev. Roberts Williams	C. A. Emmons, Jr.
Bordentown	Playground Commission	David Styer	P. K. Reeve	Estella Edwards
Bridgeton	Johnson Reeve Playground Association.	William F. Barker	Mrs. James F. Walker	Carl Fischer
Brielle	Playground and Recreation Association.	Wilbur A. Potter	Daisy S. Hollingshead	
Burlington	Burlington County Tuberculosis League.	Dr. M. W. Newcomb.	N. B. Waggner	Margaret Messick
"	Chamber of Commerce.	M. H. Ballfinger		
"	Civic League Committee.	Mrs. F. L. Johnson		
Camden	Department of Parks and Public Property	Clay W. Reesman, Comr.		Phillips R. Brooks
Collingswood	Board of Education.	Dr. F. E. Jones	H. M. Restruck	H. T. Irvine.

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Collingswood	Department of Public Works	Edward N. Martin, Comr.	Mrs. Beatrice Warner	Daniel R. Neal
Cranford	Playground and Recreation Commission	W. J. Willsey	Lancolin E. Rowley	Frances H. Haire
East Orange	Board of Recreation Commissioners	Thomas A. Barrett	Claude A. Allen	Claude A. Allen
Elizabeth	Recreation Commission	James L. O'Neil	Alice S. Coe	David I. Kelly
Englewood	Board of Education	C. P. Kitchel	Robert S. Sinclair	Charles D. Todd
Essex County	County Park Commission	John H. Sturge	E. W. Kilpatrick	Alfred W. McCoy
Hackensack	Board of Education and Improvement Commission	E. W. Kilpatrick	William H. Scott	H. George Hughes
Hackettstown	Board of Education	Michael Kearns, Comr.	Joseph Kinaugh	Julius Durstewitz
Harrison	Board of Recreation Commissioners	Adolph Walter	Joseph Fioramo, Jr.	Philip LeBoutillier
Hoboken	Department of Parks and Public Property	Arthur Potterton, Comr.	T. N. Clark	Frank A. Deisler
Hudson County	County Park Commission	William Willoughby	Vernon M. Holder	James P. Craig
Irvington	Department of Public Recreation	Frank M. Schmidt	John F. Fox, Jr.	John F. Fox, Jr.
Jersey City	Department of Parks and Public Property	F. G. Pickell, Supt.	Mrs. F. W. D'Olier	Franklin G. Armstrong
Kearny	Board of Recreation Commissioners	Walter Carson		Ben P. Rumpeltes
Millburn	Shade Tree Commission	Thos. F. Dunn		
Montclair	Board of Education	William C. Cudlipp		
Moorestown	Recreation Commission	Henry Young		
Morristown	Park Department	Charles E. Reed	Raymond E. Miller	Lewis R. Barrett
Mt. Tabor	Playground Commission	John R. Johnson, Comr.	Sadye R. Fidler	William Beck
Newark	Recreation Department, Board of Education	Thos. A. Garretson		Albert Pleydell
New Brunswick	Department of Playgrounds	George L. Hartman, Comr.		Carl F. Seibert
New Plainfield	Recreation Commission	A. L. Seidler		Reeve B. Harris
Orange	Department of Parks and Public Property	John B. Allen		Alfred P. Cappio
Orange	City Recreation Department	Edwin S. Ferris, Comr.		Chas. T. Koehk
Passaic	Board of Recreation	Dr. H. S. Willard		
Paterson	Department of Parks and Public Property	W. F. Bigelow		
Perth Amboy	Board of Recreation	H. H. Edwards		
Phillipsburg	Department of Playgrounds and Recreation	Margaret M. Griscom		
Plainfield	Recreation Commission	C. A. Greene		
Red Bank	Y. M. C. A.	Samuel Hellner		
Ridgefield Park	Department of Public Works	Mrs. James H. Gross		
Ridgewood	Board of Education	Geo. W. Page, Comr.		
Roselle Park	Board of Education	Caxton Brown		
Rutherford	Lions Club			
Salem	Playground Committee of Woman's Club			
South Orange	Recreation Department			
Spring Lake Beach	Memorial Community House Trustees			
Summit	Board of Recreation Commissioners			
Trenton	Dept. of Parks and Public Property, Playground Div.			
Union County	County Park Commission			
West Orange	Department of Parks and Public Property			
NEW MEXICO				
Albuquerque	Public Schools	Mrs. Ruth K. Rice	W. E. Little	John Milne
Chimayo	John Hyson Memorial School		Edna R. Voss	Zoe Ellsworth
Deming	Community Service		George D. Robinson	
Raton	City of Raton	A. R. Streicher, Mayor	Ernest V. Ludlum	Elton Durham
NEW YORK				
Albany	Municipal Recreation Department			F. F. Futterer
Amsterdam	Recreation Commission	John J. Kennedy	Fritz Heil	Allen T. Edmunds
Auburn	Playground and Recreation Department	J. F. Donovan, City Mgr.		
"	Booker T. Washington Community Center	Herbert G. Robinson	Mrs. Martin J. Lower	Elaime T. Pollard

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Ballston Spa	Community House Council	Mrs. R. MacWilliams.	Harry Hayward	Mrs. Helen Bouck.
Binghamton	Department of Education	D. J. Kelly, Supt.	William Humphrey	Effie F. Knowlton.
Buffalo	Department of Parks—Division of Recreation.	Frank F. Cannon.	James Storer	Joseph F. Suttner.
	Department of Physical Education, Board of Education.	Henry F. Jerge.		Carl H. Burkhardt.
	Playground Commission	Mrs. R. H. Imhope.		Anabel McHale
Canastota	Playground Association	Mrs. C. V. Burger.		Mrs. Burke
Chappaqua	The Morris Memorial Community Center	B. A. Danyew	C. H. Hutchinson.	
Chatham	Department of Public Works.	Daniel J. Cosgro.	Charles Wills	Frank E. Bell.
Cohoes	Village of Cooperstown.	Mr. Halbrook	S. L. Storms.	L. G. Bursay.
Cooperstown	Public Schools	John T. McCormick.		
Dobbs Ferry	Board of Education	F. R. Darling, Supt.	Marjory Meigs	K. Hoepfner
Dunkirk	Recreation Commission	George N. Schmiedel	Harry Markson	Vivian O. Wills.
Eastchester	City Recreation Commission	D. H. Donahue.	Joseph P. Zeuger.	Joseph Riley
Elmira	County Park Commission	R. H. Gulvin.	W. A. Gracy	Arthur B. Weaver
Erie County	Park Board	S. W. Mudge.	H. W. Bigelow	
Geneva	Neighborhood Association	Chester B. Grandey.		
Glen Cove	Recreation Commission	George F. Heustis.	Ruth Sherburne	Ruth Sherburne
Glens Falls	Outing Club	Judson Zimmer	A. E. Severn.	Francis Blake
"	Public Schools	H. G. Balcolm		L. O. Tuttle.
Gloversville	Recreation Commission	Charles Nagle	Mrs. John Campbell.	E. E. Morgan.
Hastings-on-Hudson	Common Council Playground Committee.	M. J. Degnan.	Florence A. Gaffney.	
Herkimer	Service League	Mrs. Geoffrey Barr.	Marian Stiehl	
Hudson	Playground Committee, Board of Education.	Mrs. Bessie Button.	Louise Stillwell	Edgar E. Bredbenner
Huntington	Board of Education	Alfred Quackenbush	I. E. Hagadorn.	Stanley Bown
Ithaca	Village Board	Clifford F. Lane, Trustee.	Walter Ducker	
Johnstown	Board of Education	Harry L. Ball.	K. O. Irvin	F. C. Densberger.
Kenmore	Department of Public Works	Edgar W. Fennie		Robert S. Donley.
Lackawanna	Recreation Commission	Charlotte R. Bonus.	Harry Odell	Edw. J. Reifsteck.
Leroy	Parent-Teacher Association	Stanley Millsbaugh	Mrs. D. W. Rich.	Mary Faulkner
Margaretville	Recreation Commission	Mrs. Herbert Baker	Eleanor Kemble	Frederic P. Singer
Middletown	Recreation Commission	J. Renwick Thompson.	Walter Saunders	H. Q. White.
Mount Vernon	Recreation Commission			Douglas G. Miller.
Newburgh	Recreation Committee, Board of Education.	Chas. N. Meyers.	Chas. L. Broder.	Edward A. Wilson.
New Rochelle	Department of Parks, Docks and Harbors.	Thomas J. Dolen.	Henry Geiger	John J. McCormack.
"	Bureau of Recreation, Department of Parks, Bronx.	Walter R. Herrick, Comr.		James V. Mullholland.
"	Bureau of Recreation, Department of Parks, Manhattan.	James J. Browne, Comr.	John J. Sullivan.	John J. Downing.
"	Department of Parks, Brooklyn.	Ias. Butler, Comr.	Jos. F. Mafra.	Anthony V. Grande.
"	Department of Parks, Queens.	Frank C. Munson.	Evelyn R. Meyers.	Eugene C. Gibney.
"	Division of Extension Activities, Board of Education.	William C. Osborn.	Owen R. Lovejoy.	Evelyn R. Meyers.
"	Parks and Playgrounds Committee, Brooklyn.	John K. Clark.	Frank P. Beal.	Raymond L. Anderson.
"	The Children's Aid Society			Frank P. Beal.
"	Recreation Centers Committee, Community Councils.			E. A. Pritchard.
Niagara Falls	Department of Recreation			Harold W. Herkimer.
"	Board of Education			Mrs. Lena M. Flanagan.
Norwich	Park and Playground Commission	Frank Zuber	Edward E. Davis.	A. W. Buley.
Olean	Board of Education	John F. Turner.	Chas. S. Smith.	
Oneida	Park and Playground Commission	Jerome H. Fort.	H. Joy	Harold E. Klue
Oneonta	Board of Education	Henry Saunders	Dr. G. J. Dann.	W. E. Long.
Ossining	Recreation Commission	Mrs. H. Mardock.	Mrs. L. Redway.	Mary Mansfield Halpin.
Oswego	Board of Public Works	J. Francis Gill.		David Powers
Owego	Village of Owego	Dr. S. W. Thompson.		Judson Harlburt

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Plattsburg	Winter Sports Club	Donald Norstrand	Frank Moore	W. B. Tierney
"	Board of Education	C. S. Johnson	S. E. Fitzpatrick	Mrs. R. L. Delaney
"	Beach Commission	J. H. McCulley	Francis X. O'Neill	
Port Chester	Recreation Commission	Halsey J. Munson, Jr.	Mrs. Thomas J. Blain	Doris E. Russell
Port Jervis and Vicinity	Tri-States Community Association	Wm. O. Cooley	Wm. C. Moon	C. F. Hosmer
Poughkeepsie	Board of Education	Albert C. Rust	Mrs. Henry Esberg	Sam. J. Kalloch
Purchase	The Purchase Community Inc.	Wm. A. Read	Wm. J. Adams	Hattie Mae Austin
Rensselaer	Recreation Commission	Edgar C. Farrington	G. Morton Minot	Wm. J. Adams
Rhinecliff	Memorial Library	Mrs. Helen Morton	Jacob Wagner	Harriett E. Woolley
Rochester	Department of Public Safety—Bureau of Parks	Gertrude M. Hartnett, Dep. Dir.		Chester B. Leake
Rockville Centre	Board of Education	John H. Scott		Floyd B. Brower
Rome	Board of Public Works	Harold C. Rice	Walter H. Dippel	William G. Keating
Sag Harbor	Park and Recreation Association, Inc.	E. P. Eaton	F. J. Butcher	Arnold M. Lewis
Salamanca	Park Commission	F. A. Benz	Harris Crandall	F. J. Butcher
Saratoga Springs	Board of Education	Arthur J. Pierce		Thomas Neilen
Schenectady	Department of Public Works	W. H. Mishler, Comr.	Wm. Makofski	Wm. Makofski
Sherrill	City of Sherrill	Vernon L. Allen		C. B. Salisbury
Syracuse	Park Department	Frank M. Westcott, Comr.		
Troy	Recreation Department	Joseph Hormats		
Utica	Department of Recreation	A. J. Conboy		
Watertown	Department of Public Works	J. Walter Ackerman		
Watervliet	City of Watervliet	R. J. Murray, Gen. Mgr.		
Westchester County	Recreation Commission	Mrs. Eugene Meyer		
"	Park Commission	V. Everit Macy*		
Yonkers	Community Service Commission	E. Wetmore Kinsley		
NORTH CAROLINA				
Charlotte	Park and Recreation Commission	Dr. John Hill Tucker		
Durham	City Recreation Commission	Mrs. F. L. Walker, Jr.		
Gastonia	City Parks and Playground Committee	Wm. I. Balthis		
Goldsboro	Wayne Memorial Association	Lionel Weil		
Lexington	Recreation Commission	Rev. G. R. McGregor		
Montreat	Mountain Retreat Association	S. L. Woodward		
Raleigh	City of Raleigh	L. B. Aycock, City Mgr.		
Rocky Mount	City of Rocky Mount	R. W. Eaves, Jr.		
Spindale	Spindale Community House	T. W. Blackwell		
Winston-Salem	Department of Physical Education and Recreation			
NORTH DAKOTA				
Bismarck	City of Bismarck	A. P. Lenhart, Mayor		
Fargo	Park District	P. L. E. Godwin		
Grand Forks	Board of Park Commissioners	John H. Vold		
Jamestown	Park Board	C. A. Klaus		
Lisbon	Park District	H. S. Grover		
Minot	Park Board	Geo. Walker		
New Rockford	Kiwanis Club	John J. Jahnke		
OHIO				
Akron	Department of Recreation, Board of Education			
Bellaire	V. M. C. A.	C. M. Rodefer		
Bellefontaine	Recreation Commission	Dr. W. H. Carey		
Bluffton	Harmon Field Committee	I. B. Beeshy		

\* Deceased

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Canton	Recreation Board	H. D. Bercaw	Miss Verdell Long	C. W. Schmake
Cincinnati	Public Recreation Commission	Walter Schmidt		Will R. Reeves
Cleveland	Bureau of Physical Welfare, Board of Education	Floyd A. Rowe, Dir. Supervisor		Alfred O. Anderson
"	Div. of Recreation, Dept. of Parks and Public Property	Samuel Newman, Dir.		John H. Gourley
"	Hiram House	Geo. A. Bellamy, Head Resident	Mary E. Gilbert	Geo. P. Bauer
Cleveland Met'r'n Pk. Dist.	Board of Park Commissioners	Warren S. Hayden	W. A. Stinchcomb	W. A. Stinchcomb
Cleveland Heights	Division of Public Recreation, Board of Education	R. A. Malm	Miss H. G. Robertson	Earle D. Campbell
Columbus	Division of Public Recreation	E. V. Stoecklein, Dir.	Grace English	Herman Wirthwein
Dayton	Bureau of Recreation, Department of Welfare	Albert Anderson	Roy B. Cameron	Paul F. Schenck
Defiance	East Defiance Booster Club	Mrs. W. R. Malkin	Mrs. W. R. Malkin	J. A. Monasky
East Liverpool	Playground Association	Mrs. A. M. Chilcote	Mrs. Clark Richards	Mrs. C. F. Cribbs
Fostoria	Fostoria Woman's Club	D. D. Deeds	A. D. St. Clair	
Granville	Playground Association	H. W. Wilmen	Hudson Jefferys	D. M. King
Hamilton	Department of Parks and Recreation	F. H. Merrell	F. W. Bowers	Richard Gallagher
Ironton	Lions Club	Mrs. F. F. Nose		W. A. Walls
Kent	Board of Education	J. G. Watson	Dr. Josephine Peirce	Sophie Fishback
Lakewood	Department of Public Recreation, Board of Education	H. F. Fisher	Eli Smith	H. G. Danford
Lima	Department of Recreation	W. C. Fisher	Mrs. R. Demming	George Daniel
Lorain	Board of Education	H. F. Guenther	Mrs. Sidney Palmer	H. F. Guenther
Lynchurst	Recreation Committee	Mrs. Ambrose Middleton	P. R. Tappan	S. W. Knarr
Mansfield	Friendly House Settlement	Philip Smith	R. T. Veal	Wilbur F. Henry
"	Recreation and Playground Board		Ida Hoyle	
Marietta	Y. M. C. A.	A. T. Selby	Miss Marie Heitzman	
Martins Ferry	Playground Association	Mrs. H. H. Ross		H. R. Smith
Massillon	Board of Recreation	C. Ed. Sebald	L. Tenney Rees	D. W. Jacot
Middletown	Board of Recreation, Civic Association	J. M. Mitchell	O. W. Krieger	L. G. Millisor
Newark	Board of Education	A. P. Stillwagon	Helen Hetherington	W. G. Llewellyn
Niles	Recreation Service	Fred Averill	Mrs. Hannah Maule	Mrs. Lawrence Van Fleet
Perrysburg	Board of Education	Frank P. Irvin		Raymond S. Mote
Piqua	Board of Education	Chas. H. Baker		J. M. Kelley
Rocky River	Park Committee	R. F. White	Mrs. Thomas Anderson	J. A. Nicholson
Salem	World War Community Building Association	Mrs. Guy Echols	Miss Tennant	Granville Robinson
Sandusky	Women's Federation of Clubs	Mrs. W. O. Amann	J. A. Cartledge	Oliver Matheny
Sidney	Playground Committee	W. J. Neville		Homer Fish
Springfield	Playground Association	C. L. Williams	Dr. R. F. Pulley	Noel H. Petree
Steubenville	Department of Playgrounds and Recreation	J. B. Merrell, Dir.	C. A. Trinter	Calvin K. Stalmaker
Toledo	Division of Recreation, Department of Public Welfare	John Harter		Thomas Utter
"	Frederick Douglass Community Association	Geo. M. Naegele		Carl D. Fischer, Jr.
Vermilion	Board of Education	W. C. Timmermeister		C. F. Jones
Wapakoneta	Board of Education	Charles Aughinbaugh	Mrs. Charles Culp	Gene Irvin
Warren	Packard Park Commission	Chas. I. Correll	R. W. Miller	G. C. Maurer
Wellsville	Harmon Field Playground Association	W. C. Stitt	C. S. Robinson	A. E. Davies
Wooster	City Schools	Wells Griswold	Frank Tear	John H. Chase
Youngstown	Mill Creek Park Commissioners			Lionel Evans
"	Playground Association			
"	Park Department			
OKLAHOMA				
Holdenville	City of Holdenville	F. T. Treadwell, Mayor		
Mangum	Park Department	H. T. Lawrence, City Mgr.		
Oklahoma City	Board of Education	R. F. J. Williams	J. G. Stearley	Herschell Emery
"	Park Department	Will S. Guthrie	Mrs. C. G. Girvin	E. B. Smith

MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Ponca City	City of Ponca	Omer K. Benedict.	O. A. Zeigler.	Roy W. Williams.
Tulsa	Board of Park Commissioners			Roy U. Lane.
OREGON				
Bend	Harmon Field Committee	Dr. R. D. Ketchum.	G. W. Ager.	Tom Powers
Eugene	Playground Commission	Frank Fay Eddy.	Frances E. Baker	R. Frank Baker
Grants Pass	Park Committee, Common Council	Gladwin C. Smith.	W. S. Finney.	W. B. Durland.
Hood River	School District No. 3	Stewart J. Moore.	Katharine E. Funk.	Dorothy Parsons
Pendleton	Park Commissioners	L. J. McAtee, Mayor.		Mrs. Dorothy McKee Fudge
Portland	Bureau of Parks, Playground Division	C. P. Keyser, Supt.		
Silverton	Park Committee, City Council	C. A. Reynolds.		
PENNSYLVANIA				
Aliquippa	Community Chest	P. M. Moore.	J. J. Powell.	J. H. Kreher.
Allentown	Recreation Commission	Percy B. Ruhe.	Dr. Thomas Weaver.	Irene Welty
"	School District	David A. Miller	T. P. Wenner	Ralph Wetherhold
Altoona	Park and Recreation Commission	W. F. Sellers.	W. T. Reed.	W. T. Reed.
Ambridge	Playground Association	H. A. Heberling.	Mrs. Laura F. Sairs.	Sivilla Hopkins
Bethlehem	City of Bethlehem	W. H. Weiss, Supt. of Schools	John Lefever	Ruth Mercer
Boyetown	American Legion Memorial Park Association.	Samuel R. Knouse.	J. E. Mixer	J. E. Mixer
Butler	Women's Civic Club	Mrs. J. W. Young.	Mary B. McAndrew	Harry M. Bender.
Carlsle	Community Service	Harlow Ward		Babette Blumenthal
Chambersburg	Borough of Carlisle	Geo. P. Searight, Boro. Mgr.		W. A. Hansen.
Chester	Park and Playground Association	Daniel Hoch	Benj. Newsome	Mrs. Lydia Howett.
Chester County	Recreation Board	Walter H. Craig	Mrs. Foster H. Starkey	John W. Herring.
Clairton	County Recreation Board	Edwin S. Phillips		
Clearfield	Woman's Club	Mrs. George Black	W. H. Kent	J. H. Morrison
Coatesville	Y. M. C. A.	R. I. Fulton	Frank Penegar	Chester Ash
Conshohocken	Department of Parks and Public Property.	James G. Pugh, Supt.	M. J. Kehoe	Ian Forbes
Corry	Community Center	William Davis	Mrs. Leon Lindsley	Verginia A. Hoenes.
Crafton	Parent-Teacher Association	Mrs. Olin Bracken	L. F. Wentz	
Du Bois	School District	Val Schott	A. N. Work	Rita J. Mack.
Dunmore	City Planning Commission	Is. J. Mack		W. Allen Siemons
Easton	Park Commission	James R. Gilligan	I. J. Dunn	W. Allen Siemons
"	Department of Parks and Playgrounds.	Harry Arnold, Comr.	R. S. Scobell	Helen M. Wilson.
Ellwood City	School District	Dr. Sandt	Geo. P. Black	Dr. D. G. Evans
Erie	Playground Commission	Mrs. Judd Turner	A. W. Flath	Milton C. Plank
Gettysburg	School District	Dr. S. W. Reichard	L. Kuder	A. W. Leeking.
Greensburg	School Board	A. B. Plank		J. B. Stoebel.
Greenville	Playground Association	Mrs. John Hoffstat		{Roberta Meicher
Grove City	Playground Association	Geo. T. Rowley	Frank Tobias	{Hubert Jack
"	Women's Civic Club, Child Welfare Committee.	Mrs. J. H. McClelland		Catherine Geary
Hamburg	Borough Council	Jacob Balthaser	Mabel Pusey	Clarence R. Beck.
Harrisburg	Bureau of Parks	Herman A. Earley, Comr.	Thos. A. Bock	Anne L. Flanders.
Haverford	Community Center	Jonathan Steere	Thos. F. Miller	H. V. McGeehan.
Haverford Township	Township-School District Playground Association	Dr. William F. Lee	J. W. Everett	Raymond F. Getty
Hazleton	Recreation Commission	J. H. Hildebrand	Harry Garman	James L. Lindsey
Huntingdon	Municipal Playground Association	E. R. Barclay	Leo J. Buettner	Geo. J. Buettner.
Indiana	Y. M. C. A.		G. D. Brandon	G. D. Brandon.
Jeannette	Playground Association	Geo. Shively		
Johnstown	Municipal Recreation Commission	George S. Fockler		
Lancaster	Recreation and Playground Association	M. M. Harnish		



MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Lansdale	Playground Association	L. L. Reading	Mrs. Lillian Stauffer	Bruce E. Sockman
Latrobe	Playground Committee of Civic Club	Mrs. H. A. Stewart	H. F. Speicher	Ray Bell
Lebanon	Progressive Playground Association	E. F. Frank	Frank Strauss	Edna D. Rich
"	Southeastern Playground Association	C. A. Boyer	Edith Kinsloe	J. L. Goepfert
Lock Haven	Playground Association	Mrs. W. T. Betts	Olin Phillips	
Mahoney City	Park and Playground Association	Albert Culver, Sr.	Mrs. Jasper Phillips	
Marcus Hook	Century Club	Mrs. W. J. Thornton.		
Mauch Chunk and East				
Mauch Chunk	Playground Committee of Interborough Woman's Club.	Mrs. Anna Brodhead	Mrs. L. L. Rauch	Mrs. James Nufert.
Meadville	Playground Association	C. A. Johnson	Bridgid Lyon	Vera E. Rummel
Mechanicsburg	Soldiers and Sailors Memorial Park Commissioners.	John Robertson	D. R. Jacobson	Chas. L. Packard
Monongahela	Recreation Commission	Mrs. Carl E. Gibson	Mrs. W. H. Sutman	
Monessen	Chamber of Commerce	H. W. Day	Clarence L. Schoaf	
Nanticoke	School Board	Dr. Ella R. Summa	John Wadzinski	
New Castle	Recreation Board	W. V. Tyler	Susan E. Wallace	Nicholas Casillo
New Kensington	School District	D. M. Moore	Elizabeth Morgan	Carl Glock
Norristown	School District		Harold R. Kratz	L. C. Steele.
Oakmont	Woman's Club	Mrs. Thos. McGraw		
Oil City	Public Recreation Board	W. H. Flaun	N. A. Newton	W. L. Palmer
Palmerton	Sociological Department of N. J. Zinc Co.	C. P. Fiske, Supt. of Service.	Elwood Godshalk	Mrs. A. A. Luther
Pen Argyl	Weona Athletic and Park Association	Howard F. Young	Mrs. Horatio H. Morris.	Harry Hooper
Philadelphia	Playgrounds Association	Otto T. Mallery		Charles H. English.
"	Div. Physical and Health Education, Bd. Public Education.	Grover W. Mueller, Dir.	Wm. D. Champlin	John C. Kieffer.
"	Bureau of Recreation, Dept. of Public Welfare.	John F. Dugan, Dir.		Emily L. Carmichael
"	Smith Memorial Playgrounds			Mrs. P. H. Valentine
"	Lillie G. Newton Foundation			Mrs. P. H. Valentine
"	Children's Playhouse, Fairmount Park			H. M. Shipe
Phoenixville	Recreation Commission	J. C. Parsons	Clarence Slonaker	Roy D. Holden.
Pittsburgh	Bureau of Parks, Department of Public Works.			James Moore
"	Bureau of Police, Department of Public Safety.			Peter P. Walsh.
"	Bureau of Recreation, Department of Public Works			W. C. Batchelor
"	Civic Club		H. Marie Dermitt	
"	Dept. of Extension Education, Board of Education.			Dr. C. R. Hoechst.
"	Department of Hygiene, Board of Education.			C. Lawrence Walsh.
Pittsburgh, N. S.	The Playground and Vacation School Association of Allegheny, Inc.	Dr. Harry B. Burns, Dir.		
Pottsville	Y. M. C. A. Playground Committee.	Mrs. John Cowley		Mrs. John Cowley.
Punxsutawney	School District	G. T. Burd		J. F. Murray.
Reading	Department of Public Playgrounds and Recreation.	Dr. F. D. Pringle	W. W. Winslow	S. R. Bryson.
Red Lion	Lions Club	Dr. Margaret Hassler	Mary Breen	Thomas W. Lantz
Renovo	P. R. R. Y. M. C. A.	Dr. Otto Strock	Roman Spangler	Prof. H. J. Becker
Rochester	Public School District	Adam LaMar	S. L. Williams	Irene Nicholas
Schuylkill Haven	Playground Committee	Paul Koch	Frank A. Lawson.	Wayne Hauck
Scranton	Bureau of Recreation	Harry L. Bubeck	Paul S. Christman	
Souderton	Playground Association	P. J. Dowdell	Charles Ihlenfeld	Robert B. Dixon.
St. Marys	Junior Welfare Committee	U. S. Gehman	Walter E. Rigard.	Floyd G. Frederick
Steeltown	Parks and Playgrounds Commission	J. E. Jackson	H. R. Rupp.	Henry J. Brock.
Sunbury	Oppenheimer Pleasure Grounds	Chas. S. Davis		
Swissvale	Child Conservation League			Miss Viola Haldeman.
Tamaqua	American Legion	Mrs. Roy Barefoot	Mrs. Matilda E. Saunders.	Mrs. Ed. McGinniss.
Vandergrift	American Legion	Thomas Brown	Harry Weaver	
Warren	Park Commission	Dr. Boale		James H. Hudson.
		M. R. Overturi		H. C. Hutchings.



MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Washington	Recreation Board	A. G. Braden	Mrs. R. A. Stewart	Elizabeth C. Day
West Chester	Recreation Department, West Chester Civic Association.	W. O. Lamson, Jr.		Wm. Palmer Lear
Wilkes-Barre and Wyoming Valley	Playground and Recreation Ass'n of Wyoming Valley	Col. Ernest G. Smith	Rev. Paul S. Heath	Arthur H. Miller
Williamsport	Department of Parks and Public Property	R. W. Bishop	H. A. Rowe	George R. Fleming
Wilmington	Wilmerding Playground Committee	J. W. Ritchley	Raymond W. Neiman	S. H. Stevens
York	Department of Recreation			Ruth Swezey
RHODE ISLAND				
Barrington	Maple Avenue Community House	Mrs. William H. Hoffman	Mrs. Clifford M. Wilson	Ella F. Pinkham
Bristol	Board of Recreation	B. W. Wall	B. W. Wall	George J. O'Brien
Central Falls	Board of Recreation	Mrs. Elizabeth K. Freeman	Ernest B. G. Piggott	Louis A. R. Pieri
East Providence	Recreation Committee	Mrs. Walter Davol	George W. Bourne	Arthur Leland
Newport	Board of Recreation Commissioners	A. R. C. Katzenmeier	Ruth B. Franklin	John H. Worthington
Pawtucket	City Council	Arthur H. Pierce	Joseph J. McCaffrey	John H. Worthington
"	School Department	Louis J. Gendron	James E. Dunne	Joseph J. McCaffrey
Providence	Board of Education	Thomas Perry	Mrs. Helen S. Price	F. J. Porter
Saylesville	Sayles Finishing Plants, Inc.	Joseph H. White, Comr.	Louise E. Hodder	Willard H. Bacon
Westerly	Public Schools			William J. Coffey
Woonsocket	Department of Public Works			
SOUTH CAROLINA				
Charleston	Playground Dept., Board of Parks and Playgrounds	Alfred H. VonKolnitz	Mrs. Jno. C. Tiedeman	Corinne V. Jones
Columbia	Playground Department	Robt. Moorman, Jr.	J. C. Long	Adele Johnston Minahan
Florence	Park Commission	B. S. Mecke	W. J. Thomas	Badger Baker
Greenville	Phillis Wheatley Association	Geo. Wrigley	Annie Hydrick	Hattie Duckett
Orangeburg	City Playground Commission	Mrs. J. M. Albergotti	L. K. Brice, Comr.	Mrs. Chas. S. Henerey
Spartanburg	Park Department	R. L. McLeod	R. L. McLeod	Mrs. J. L. Dillon
Sumter	Playground Section, Trees and Parks Department	Mrs. J. Frost Walker		Sara Carnell
Union	American Legion Auxiliary and Parent-Teacher Ass'n.			
SOUTH DAKOTA				
Canton	Chamber of Commerce	G. G. Dokken	A. N. Brogstad	A. N. Brogstad
Dell Rapids	Park Board	M. C. Deitrich	F. M. Enright	
Huron	Chamber of Commerce	Leo Tenney	G. R. McArthur	Mrs. H. M. Liem
Mitchell	Park Board	Wm. Dethlefs	M. F. Nobis	W. E. Webb
Mobridge	P. T. A. and City	Geo. Aunningham		Chris Johnston
Pierre	City Park	J. E. Hipple, Mayor	John H. Hanten	Grace Hinrichs
Rapid City	Fortnightly Club	Mrs. Geo. Williams	Mrs. A. L. Hyde	C. A. Langwell
Watertown	Park Board	C. A. Nelson		Mrs. S. H. Ohtness
"	Community Club	Mrs. J. C. Lepler		Oscar F. Genrich
Yankton	School Board and Park Board			
TENNESSEE				
Chattanooga	Dept. of Public Utilities, Grounds and Buildings	James A. Cash, Comr.	William Fleming Kreigner	Clara Pindell
Knoxville	Bureau of Recreation, Dept. of Public Welfare	F. N. Fisher	W. T. Walker	Fred. F. Parkhurst
Memphis	Recreation Department, Park Commission	C. M. McCabe	John S. Lewis	Minnie M. Wagner
Nashville	Board of Park Commissioners			Ewell M. Costello
TEXAS				
Amarillo	Park Board	Dr. D. Roach	Chas. Wolflin	Jas. A. Garrison
Austin	City Recreation Department	Dr. C. M. White		Frank L. Bertschler
Beaumont	Department of Parks and Playgrounds			

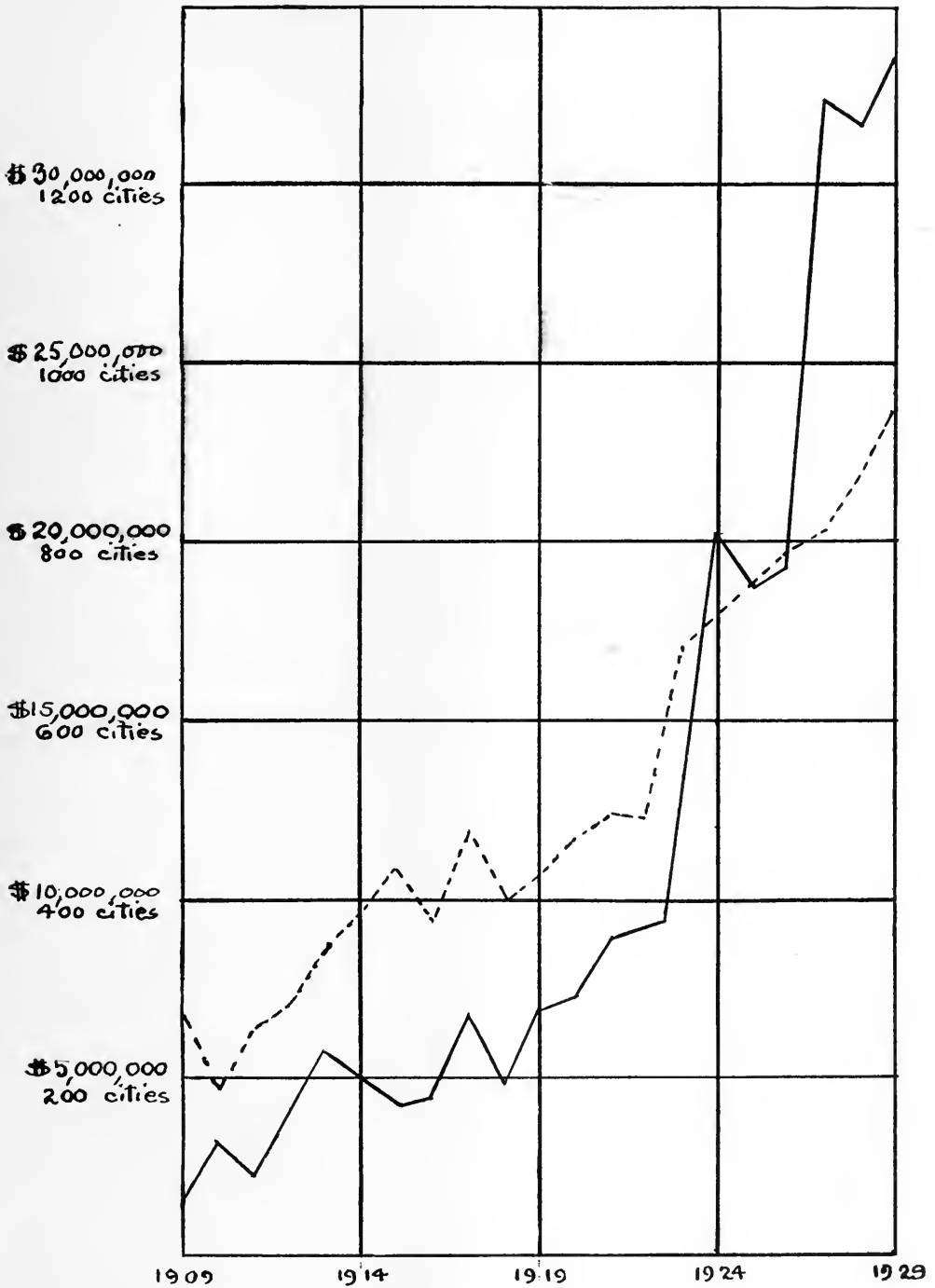
MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
Cleburne	Y. M. C. A.	J. A. Williams	Jefferson F. Isbell	W. F. Jacoby
Dallas	Parks and Playground Department	J. Waddy Tate, Mayor	E. Beulah Cauley	Mabel V. Keeney
El Paso	School Board and City	Marvin D. Evans	Mrs. Roy Vance	R. D. Evans
Fort Worth	Public Recreation Department	William Murphy	Mary Martin	Nell Miller
Galveston	Playground Association	E. R. Spotts	C. L. Brock	Corinne Fonde
Houston	Park Department	Frank C. Smith	Mrs. R. H. Fonville	C. H. Fleece
"	Recreation Com'n and Recreation Com'y Service Ass'n.	J. C. Netzer	Wm. H. Nelle	K. N. Clapp
Laredo	Rotary Club	C. H. Mahoney	J. B. Maxey	G. P. Grout
Lubbock	City Park Board	Mrs. Ira Carpenter	E. M. Ballinger	W. O. Bower
Panhandle	Parent-Teacher Association	W. J. Klinger	J. C. Hamilton	John Hansard
Plainview	Playground Association and City of Plainview	F. H. Dremagel	Mrs. C. W. Satterfield	R. C. Oliver
Port Arthur	Parks Department	Koger Stokes	Mrs. F. G. Guitard	C. C. Bunnenberg
San Antonio	Recreation Department	Nat Tanenbaum		
Waco	Department of Recreation			
Wichita Falls	Park Department			
UTAH				
Ogden	Playground and Recreation Committee	Fred E. Williams	Mrs. J. E. Cave	Edvenia Jeppson
Provo	City Commission	W. P. Whitehead, Comr.	Mary F. Smith	H. Roy Slack
Salt Lake City	Municipal Recreation Department	H. L. Finch, Comr.		Fred Dixon
VERMONT				
Bennington	Public Welfare Association	Dean I. Martin	Agnes R. Whipple	Wilbur D. Haganen
Brattleboro	Playground and Recreation Department	W. A. Shumway	Mrs. Frank Richardson	Howard H. Eustis
Ludlow	Athletic Council	Earl E. Haskins		(Orrin Griffiths
Lyndonville	Village Improvement Society	Mrs. G. M. Campbell	H. L. Pierce	E. Howard Dorsey
Putney	Community Centre, Inc.	Miss Bertha Estey	Mrs. H. L. Cheney	Heien Dexter
Randolph	American Red Cross	Rev. J. M. Maxwell	Mrs. J. M. Maxwell	Mrs. Esther J. Pratt
"	Bethany Church	F. Wilson Day, Pastor		C. V. Tousley
Rutland	Department of Recreation	Joseph E. Marceau	Dr. Clarence F. Ball	Oscar N. Gates
"	Mead Community House	Wilbert E. Burditt	Louise Page	Richard F. Hayden
Springfield	Recreation Commission	F. W. Corlers	Clement E. Cook	Frances C. Sterns
Woodstock	Improvement Society	Joseph L. Dana		W. W. Watters
VIRGINIA				
Alexandria	Department of Recreation	H. R. Thompson	M. Botts Lewis	J. F. Wilson
Clifton Forge	Board of Parks and Recreation	Dr. I. C. Harrison	Mrs. J. M. Edmunds	Mrs. B. C. Guertler
Danville	Playground and Recreation Association			W. H. Edmund
Fredericksburg	Kiwanis Club			R. Bruce Neill
Lynchburg	Department of Playgrounds and Recreation	Dr. P. S. Schenck, Dir.	Katherine Cahill	Mrs. Robert P. Munday
Norfolk	Dept. Public Welfare, Bur. Playgrounds and Recreation	Paul Morton, City Mgr.		R. C. Day
Petersburg	City of Petersburg	L. J. Roger, M.D., Dir.	Claire McCarthy	Claire McCarthy
Portsmouth	Community Recreation Association	W. L. O'Flaherty	D. E. McQuilkin	Mrs. Lily T. Phillips
Richmond	Community Recreation Association	H. Calder, Chief		K. Mark Cowen
"	Bur. Parks, Playgrounds & Cemeteries, Dept. Pub. Wks.	Blair J. Fishburn		Thomas W. Dixon
Roanoke	City Playground Association			
Staunton	City of Staunton and Y. M. C. A.			
WASHINGTON				
Aberdeen	Playfield Committee	Mrs. George McFarland	Mrs. George Gauntlett	Mrs. Basil Hoke
Bellingham	Park Board	Percy Livesey	Harold Stevenson	Milton A. Orphan
Centralia	Y. M. C. A.	J. D. Wonderly	H. K. Ghormley	H. K. Ghormley



MANAGING AUTHORITIES AND OFFICIALS

STATE AND CITY	NAME OF ORGANIZATION	PRESIDENT OR CHAIRMAN	SECRETARY	RECREATION SUPERINTENDENT OR SUPERVISOR
West Allis Wisconsin Rapids	Department of Recreation, Board of Education. Board of Education	Fred Haber Guy Nash	Mabel C. Henika. J. Winden	Paul F. Hagen. J. A. Torresani.
WYOMING				
Cheyenne Thermopolis	Y. W. C. A. Woman's Club	Mrs. Horton A. Johnson. Mrs. R. W. Sole	Jane B. Hildum. Mrs. E. J. Bush	Mrs. Frederick Porter.
CANADA				
ALBERTA				
Calgary	Parks and Recreation Department	W. R. Reader, Supt.		
BRITISH COLUMBIA				
New Westminster	Board of Park Commissioners	Herbert Ryan	John A. Courtney.	
MANITOBA				
Brandon Winnipeg	Kinsmen Club Public Parks Board	L. D. Shewan John Easton	N. S. McAdie.	A. C. Rumball. O. E. Holmes
NOVA SCOTIA				
Halifax	Playground Commission	W. E. Donovan		W. E. Sterling
ONTARIO				
Hamilton " Kitchener London Ottawa Toronto " Windsor	Board of Park Management Playgrounds Association Playgrounds Association Public Utilities Commission Playgrounds Committee Board of Education Parks Department Board of Education	Cecil V. Langs Charles Peebles J. Albert Smith E. V. Buchanan, Gen. Mgr. J. W. McNabb Mrs. W. E. Graves C. E. Chambers, Comr. Dr. C. R. Weber	Charles N. Stewart. H. E. Ralston. Fred McKellar O. Ellwood W. W. Pearse. T. R. Noble.	Fred E. Marshall. J. J. Syme. Harold Ballantyne G. N. Goodman. E. F. Morgan. T. E. Johns. S. H. Armstrong. B. E. Barrick.
QUEBEC				
Montreal " Quebec Temiskaming	Department of Public Recreation Parks and Playgrounds Association Playground Committee Athletic Association	Wm. E. Findlay J. C. Sutherland P. L. Johnson	Dr. A. S. Lamb. J. B. O'Regan. W. A. Drcksen.	Dr. J. P. Gadbois Wm. Bowie Renee Tetart P. L. Johnson
SASKATCHEWAN				
Regina	Civic Playgrounds Commission	Chas. Gardner	Wm. J. Bailey.	
HAWAII				
Hilo Honolulu	County of Hawaii Recreation Commission	Samuel Spencer Mrs. F. M. Swanzy	Frances Lawrence	Ernest A. Lilley. Arthur K. Powlison



NUMBER OF CITIES PROVIDING RECREATION LEADERSHIP AND EXPENDITURES FOR PUBLIC RECREATION 1909-1929

————— Expenditures  
 ..... Number of Cities

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers					Volun- teer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Perma- nent Equipment	Upkeep, Supplies and In- cidentals	Salaries and Wages			Total			
											For Leadership	Other Services	Total				
ALABAMA																	
1	Birmingham	290,000	Park and Recreation Board	20	52	4			7,697.87	39,239.05	19,477.34	39,613.93	59,091.27	106,028.19	M	1	
2	Mobile	70,000	Recreation Department	2	15	11		6	3,500.00	3,658.29	14,558.50	240.00	14,798.50	21,956.79	M	2	
3	Talladega	8,000	Improvement and Recreational Board	1	1					150.00	575.00		575.00	725.00	P	3	
ARIZONA																	
4	Bisbee	20,000	Warren Mining School District	1							600.00		600.00	600.00	M	4	
5	Douglas	14,000	Playground Committee	2	2					340.00	660.00		660.00	1,000.00	M	5	
6	Phoenix	48,000	Parks Department										2,657.00	2,657.00	M	6	
7	Tucson	26,733	Playground Commission and School Board	1					13,600.00		220.00		220.00	13,820.00	M	7	
8	Yuma	8,000	Swimming Pool Commission	1	1					600.00	1,350.00	850.00	2,200.00	2,800.00	M	8	
ARKANSAS																	
9	Camden	7,500	Parent Teacher Association		1					150.00	225.00		225.00	375.00	P	9	
10	Crossett	3,000	Community Club	2		1				1,500.00			3,000.00	4,500.00	P	10	
11	El Dorado	30,000	Playground and Recreation Association	1		1	25	6		975.00	3,600.00	900.00	4,500.00	5,475.00	M	11	
12	Fort Smith	40,000	Parks and Playgrounds Commission	4	4				15,000.00	200.00	1,200.00	100.00	1,300.00	16,500.00	M	12	
13	Little Rock	108,000	Playground Association	3	7					1,147.50	1,877.50		1,877.50	3,025.00	P	13	
14	Stuttgart	7,000	Harmon Playground Committee and Board of Education	1	2		25		800.00		4,375.00		4,375.00	5,175.00	M&P	14	
15	Texarkana	32,425	Playground and Recreation Association	2	12					49.25	478.75	152.00	630.75	680.00	P	15	
CALIFORNIA																	
16	Alameda	42,000	Recreation Department and Municipal Golf Commission	1	6	7								129,774.00	M	16	
17	Alhambra	35,000	Playground Commission and City	5	6					1,700.00	3,825.00	8,415.00	12,240.00	13,940.00	M	17	
18	Anaheim	13,000	Recreation Department	2	2	1			1,963.65	2,514.89	1,913.04	3,428.39	5,341.43	9,819.97	M	18	
19	Arcadia	6,000	School Board	1					5,000.00	750.00	350.00		350.00	6,100.00	M	19	
20	Berkeley	85,500	Recreation Department and Board of Education	30	15				21,077.96	12,776.62	33,775.00	6,900.00	40,675.00	74,529.58	M	20	
21	Burbank	25,000	Playground and Recreation Commission	7	4					1,093.22	4,007.50	310.00	4,317.50	5,410.72	M	21	
22	Chico	15,000	Park and Playground Commission	1	1			2			230.00		230.00	230.00	P	22	
23	Colton	8,500	Parent Teacher Association City of Colton	4	1					3,475.93			3,933.87	7,409.80	M	23	
24	Colusa	2,750	City of Colusa	1										901.50	M	24	
25	El Cajon	1,200	Board of City Trustees	1							373.00	237.00	610.00	610.00	M	25	
26	Fresno	80,000	Playground and Recreation Department	14	15	2			1,870.00	7,269.00			28,930.00	38,069.00	M	26	
27	Fullerton	12,500	Playground Commission	2	3					300.00			960.00	1,260.00	M	27	
28	Glendale	80,000	Recreation Department	33	47	3								48,186.00	M	28	
29	Grass Valley	4,500	Chamber of Commerce	1	1		3			500.00	1,400.00	300.00	1,700.00	2,200.00	P	29	
30	Inglewood	30,000	Advisory Recreation Board	4	2				2,525.00	400.00	4,140.00	15.00	4,155.00	7,080.00	M&P	30	
31	Long Beach	160,000	Playground and Recreation Commission Park Board	126	80	25	194	454		15,000.00	106,000.00		106,000.00	121,000.00	M	31	
32	Los Angeles	1,441,730	Department of Playground and Recreation School District	140	105	90			347,954.89	209,164.75	278,113.51	187,159.14	465,272.65	1,022,392.29	M	32	
33	Los Angeles County <sup>2</sup>	2,200,000	Department of Parks Department of Recreation, Camps and Playgrounds	116	177	1			1,548.80	4,190.00	105,050.00		105,050.00	109,240.00	M	a	
34	Merced	8,000	Rotary Club	5	4	4			191,245.00					355,285.00	C	33	
35	Monrovia	14,000	Public Welfare Commission and School Board	1	1		1	1		150.00	360.00		360.00	510.00	C	34	
36	Oakland	400,000	Recreation Department	1	1									4,543.42	M	35	
37	Oxnard	8,000	Community Service	74	77	98				81,680.00	86,245.21	77,992.15	164,237.36	245,917.36	M	36	
38	Pasadena	85,000	Playground Community Service City and Park Department	4	1	5	55	275	60,678.02	1,500.00	5,000.00	1,200.00	6,200.00	7,700.00	M&P	37	
39	Pomona	25,000	Park Department	16	31	4			3,919.96	3,919.96	24,779.14		24,779.14	28,699.10	M	38	
40	Red Bluff	5,000	City of Red Bluff	4	1		1	2	6,968.35	24,924.66	12,450.00	95,439.27	107,889.27	193,849.35	M	a	
41	Redlands	18,000	Park Department	4					204.50	1,920.00	4,298.35		6,218.35	13,391.20	M	39	
42	Richmond	30,000	Park and Playground Commission	2	1				178.52	480.00			480.00	658.52	M	40	
43	Riverside	30,000	Parks and Trees Department	7	1	1			2,789.75		6,216.00		2,328.50	5,128.50	M	41	
44	Sacramento	109,000	P. T. A. Playground Commission	2	2				15.00	480.00			480.00	495.00	P	a	
45	San Bernardino	40,000	Recreation Department	23	13	5			7,446.53	16,978.92	16,486.61	48,568.61	65,055.22	89,480.67	M	44	
46	San Diego	163,000	Parent Teacher Recreation Committee Department of Playground and Recreation	4	3				1,365.00	235.00	1,365.00		1,365.00	1,600.00	M&P	45	
47	San Francisco	756,188	Park Board Playground Commission Board of Park Commissioners	10	11	19	5	8	15,268.00	10,432.37	16,950.00	12,560.00	29,510.00	55,210.37	M	46	
48	San Leandro	17,000	Recreation Department	6	6				2,500.00	2,500.00			12,988.00	15,488.00	M	a	
49	San Marino	4,000	Playground Commission	61	68	99			199,328.12	148,057.70	98,612.13	151,847.98	250,460.11	597,845.93	M	47	
50	Santa Ana	35,000	Board of Education and City Council	1	1									159,753.00	M	a	
51	Santa Barbara	40,000	Recreation Commission	3	3	1			200.00	1,044.43	3,152.00	652.00	3,804.00	5,048.43	M	48	
52	Santa Barbara County <sup>3</sup>	75,000	County Board of Forestry	1	2					1,600.00			1,600.00	1,600.00	M	49	
53	Santa Cruz	16,500	City of Santa Cruz	9	10				60.71	259.56	2,334.25	480.00	2,814.25	3,134.52	M	50	
54	Santa Monica	50,000	Community Service and Board of Education	8	3									13,630.00	M	51	
55	Selma	4,000	Park Commission	4,971.49					4,971.49	444.64		4,196.75	4,196.75	9,612.88	C	52	
56	Stockton	55,000	Recreation Department	17	21				7,343.74	3,000.00	9,652.50		9,652.50	19,996.24	M&P	54	
57				18	10	8	12	6		150.00	1,000.00		1,000.00	1,050.00	M	55	
58									15,325.73	11,699.00	10,537.00		22,236.00	37,561.73	M	56	

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City		
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation				Number	Total Yearly or Seasonal Participation
1	3	41		44	338,534	2	25,245	3	13,860	1	12			1	14,974	1	59,310			3	44,162	40		R. S. Marshall and F. G. Swain	45	1		
2	8	4	10	22	275,117	2	8,460	11			5								1	16,570	5	48,000		Mrs. Carl A. Klinge Judson Sneed	13	2		
3	1	1		2	10,000						2															2		
4		2		2																						4		
5		1		1	300						2											1	750		G. E. Brown	5		
6											4								2	78,547	2				D. A. Matthews	6		
7		1		1	7,680															1	7,680				Mrs. R. W. Bilby Ike Leposky	1		
8																				1						8		
9		1		1	4,500			2			1	1										1			F. W. Whiteside	9		
10		2	2	4							2	2								1					I. M. Barnes	10		
11	3			3	25,386					1	1											2	5,167		Charles E. Osborne	4		
12		5		5	17,530																				W. H. Vaughn	12		
13		4		4	51,000					2	2							1	6,000			7	20,000		Mrs. Al. W. Kinsolving	6		
14	2	1	1	4	3,200			2		2	1											4	1,500		L. D. Griffin	5		
15		3		3	21,000						3	1										1				Ruth G. Bratton	3	
16	4			4	554,491	1				4	4				1											E. J. Probst	16	
17		6		6	35,098	1	1,100													1		11			Mrs. M. E. Carroll	17		
18	1			1	105,384					1	1											4				J. W. Price	18	
19		1		1						1	1									1		2				Drummond J. McCunn	19	
20	17		6	23	572,607	5	101,241	2	14,463	4	5								2				18			Charles W. Davis	24	
21		3		3	4,067						2									1						Lola B. Steiner	21	
22											1				1					2		2				George P. Morse	22	
23		1		1	4,800					1	2											3				Mrs. R. H. Mathews	1	
24											1									1		1				E. N. Hubbs	a	
25											1									1		2				B. L. McCue	24	
26	12	4		16	711,385	5		5		4	9												20	33,774		Raymond L. Quigley	13	
27		4		4																						Roy B. Leach	27	
28		9	17	28	54			5		2	5									1		16				Marion G. Sibley	28	
29	1			1	8,000	1	8,000			1	1	1								1		1				W. E. Dick	29	
30	1	5		6	116,000	1	3,500	6	40,000	6	7							1	3,500		1	500				Virgil Dahl	30	
31	49	17		66	7,672,000	6		27		16	16	1			1							26				Charles H. Hunt Charles H. Hunt	31	
32	37			37	6,399,352	47				29	5	10000000							1	37,803	7	364,941	46			George Hjelt	48	
33	85		112	197	4,241,840			197		41	28				1							92				C. L. Glenn	197	
34											2				2							18				J. J. Hasset	24	
35	2			2	16,200			1	80,000			4	1,500,000							2	30,000	2	2,000			F. E. Wadsworth	12	
36	1			1																						C. H. Wright	34	
37		1		1	12,000						1										1	31,421	3			C. L. Daniels and A. R. Clifton	35	
38	53		16	69	2,256,545	3	160,617	11		8					1	61,433						47				R. W. Robertson	79	
39	3			5	50,000	1	30,000	1		2	1											2				F. J. Hokin	5	
40	12	1	8	21	534,681			1	1,885	7	5									2	43,690	58				Cecil F. Martin	38	
41	a			4						4	5				1	67,832					2	140,000	16	120,000		G. L. Skutt	a	
42	39	2		2						1	1									1	60,000	2				C. B. Wall	7	
43	40			1	5,101																					Enville C. Spaulding	4	
44	41			1							1									1	140,292					W. T. Ferguson	41	
45	42	3	6	9	201,600	3	6,000			3												5	18,200			John A. Miller	42	
46	a	1		1	6,765																	3				R. C. Hendricks	43	
47	44	6		5	11	4				15	1			2	59,586					1	66,799	14				Gustavus Schneider	a	
48	45	3		3	28,000																					George Sim	44	
49	46	11	5	16	553,503			6			5	1										14				Mrs. V. B. Sands	3	
50	47	42		42	3,781,233	20		1			11				1							8				W. A. Kearns	46	
51	48										2	17	2			2	400,000					2	41,115	44		J. G. Morley	a	
52	49	1	3	4	166,250	1					3											1	120,000			Veda B. Young	43	
53	50			1							2											1	9,000	2	9,000		B. P. Lamb	a
54	51		7	7	24,720						2															Edward V. Henley	6	
55		2	6	8							2											10				M. O. C. Hull	49	
56											2															L. W. Archer	4	
57											1															W. H. Orion	51	
58											1	2	200,000													Frank F. Dunne	14	
59											1															S. A. Evans	53	
60	4		8	12	269,880	4				6	6											7				R. E. Munsey	12	
61	54																					1				E. P. Todd	155	
62	55	3	8	6	247,326	2	4,117	4	11,912		7	1	45,000	1	36,000				1	6,000	1	25,000	9	30,500		B. E. Swenson	12	



PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
CALIFORNIA—Cont.																
1	Vallejo.....	25,000	City, School Department and Naval Y.M.C.A.	4	2			1,500.00	2,000.00	5,000.00	2,000.00	7,000.00	10,500.00	M	1	
2	Visalia.....	8,000	Public Welfare Department.....	2	2			200.00	200.00	1,800.00		1,800.00	2,200.00	M	2	
3	Watsonville.....	8,100	Park Department.....	1	1				489.56	720.00		720.00	1,209.56	M	3	
4	Whittier.....	17,000	City Recreation Commission.....	6	4								2,817.00	M	4	
COLORADO																
5	Alamosa.....	5,000	American Legion Playground Committee.....	1	1				143.00	134.95		134.95	277.95	P	5	
6	Colorado Springs.....	35,000	Park Commission.....	1	14			203.01	803.41	2,779.75	913.27	3,693.02	4,699.44	M	6	
7	Denver.....	325,000	Board of Education and Municipal Park Department.....	25	46	2	100	102,589.14	57,483.40	61,000.00		61,000.00	221,072.54	M	7	
8	Fort Morgan.....	5,000	City of Fort Morgan.....	2				267.50	273.75	263.66		537.41	804.91	M	8	
9	Grand Junction.....	13,095	Community Service.....	1	6			1,505.85	3,544.21	700.00	5,209.85	5,909.85	10,959.91	M	9	
10	Pueblo.....	60,000	Kiwanis Club.....	2					75.00	500.00		500.00	575.00	P	10	
11	Trinidad.....	15,000	Public Schools.....	3	1				100.00	650.00		650.00	750.00	M	11	
CONNECTICUT																
12	Ansonia.....	20,000	Recreation Commission.....	3	1				900.00			1,000.00	1,900.00	M	12	
13	Branford.....	7,000	Community Council.....	1	1			162.94	1,737.68	1,662.50	550.00	2,212.50	4,113.12	M&P	13	
14	Bridgeport.....	165,000	Board of Recreation.....	91	35	4			7,884.00	13,486.00	14,889.00	28,375.00	36,259.00	M	14	
15	Bristol.....	30,000	Playground Commission.....	2	2				1,754.80	2,016.00		2,016.00	3,770.80	M&P	15	
16	Derby.....	11,000	Playground Association.....	7	5		34	37	137.00	2,660.00		2,660.00	2,797.00	M&P	16	
17	Greenwich.....	26,000	Recreation Board.....	7	7	2	15	34	2,511.35	6,486.00	968.25	7,454.25	9,965.60	M	17	
18	Hamden.....	20,000	Recreation Commission.....	4	6		1	1	2,448.00	850.00	1,910.00	1,275.00	3,185.00	M	18	
19	Hartford.....	172,000	Park Department.....	51	41	9			6,500.00	40,000.00	5,000.00	45,000.00	51,500.00	M	19	
20	Meriden.....	38,000	Recreation Commission.....	5	7				59,830.00	1,030.00	2,500.00	600.00	3,100.00	M	20	
21	Middletown.....	22,000	Park and Playground Department.....	9	5				1,500.00	2,500.00	1,000.00	3,500.00	5,000.00	M	21	
22	Naugatuck.....	16,500	School Department and Community House.....	4	1		4		2,934.68	1,128.94	950.00	1,834.05	5,897.67	M	22	
23	New Britain.....	78,000	Municipal Recreation Commission.....	11	9					1,068.42		1,068.42	16,077.27	M	23	
24	New Haven.....	189,683	{ Recreation Commission..... Park Commission.....	82	20	8	421	45	10,550.00	5,562.85	16,670.15		16,670.15	22,233.00	M	24
25	New London.....	30,000	Division of Recreation, Department of Public Welfare.....	1									123,228.44	M	a	
26	Norwalk.....	34,000	Recreation Commission.....	3	1					1,500.00		1,500.00	1,500.00	M	25	
27	Norwich.....	23,000	Recreation Commission.....	6	5				600.00			1,900.00	2,500.00	M	26	
28	Plainfield.....	9,000	Community Association.....	9	12				1,000.00	1,114.00	3,586.00	300.00	3,886.00	6,000.00	M	27
29	Plainville.....	4,114	Playground Committee.....	5	2	4			30,000.00	12,000.00		12,000.00	42,000.00	P	28	
30	Salisbury.....	2,400	Recreation Committee.....	1	1		2	4	450.00	100.00		2,620.00	3,170.00	P	29	
31	Seymour.....	6,600	Playground Association.....	1	2				2,260.00	100.00	525.00	525.00	2,885.00	P	30	
32	Shelton.....	10,750	Playground Commission.....	8	5		43	18	300.00	2,700.00		2,700.00	3,000.00	M&P	31	
33	South Manchester.....	22,000	Recreation Centers Committee.....	9	5	7			14,000.00			16,000.00	30,000.00	M	32	
34	Southport.....	3,000	Wakeman Memorial.....	6					1,764.28	4,460.00	407.36	4,867.36	6,631.64	P	33	
35	Stamford.....	60,000	Board of Public Recreation.....	22	24	5			396.00	2,627.38	11,135.38	2,331.75	13,467.13	16,490.51	M	34
36	Torrington.....	26,000	Recreation Department.....	2	6		5		1,770.00	3,800.00		3,800.00	5,570.00	M	35	
37	Watertown.....	116,000	Board of Park Commissioners.....	24	34	4			500.00	5,773.95	3,831.36	3,974.00	7,805.36	14,079.31	P	36
38	Watertown.....	10,000	Civic Union.....	4	2	1	24	33	61.75	159.00	1,197.75	1,356.75	1,418.50	M	37	
39	West Haven.....	20,334	Park Commission.....	1					245.47	96.83	565.50	332.07	897.57	1,239.87	M&P	38
40	Winsted.....	10,000	Playground Association.....	2											M	39
DELAWARE																
41	Wilmington.....	130,000	Board of Park Commissioners.....	14	19				8,207.39	4,565.73	12,889.85	8,272.48	21,162.33	33,935.45	M	40
DIST. OF COLUMBIA																
42	Washington.....	542,000	{ Municipal Playground Department Community Center Department, Public Schools..... Board of Education..... Department of Public Buildings and Public Parks.....	48	111	35		75	41,834.00	96,538.00	59,688.00	156,226.00	198,060.00	M	41	
				25	57	13			11,651.33			61,758.07	73,409.40	M	a	
				1	22	1							21,327.90	M	b	
									61,820.85				96,320.85	M	c	
FLORIDA																
43	Bradenton.....	7,500	Department of Public Recreation.....	1	1	2	4		900.00	4,100.00		4,100.00	5,000.00	M	42	
44	Deland.....	9,000	City of Deland.....	1	1				4,000.00			4,000.00	8,000.00	M	43	
45	Dunedin.....	2,500	Public Parks Department.....	1			1		400.00	175.00		1,300.00	1,875.00	M	44	
46	Eustis.....	5,000	Recreation Bureau, Chamber of Commerce.....	1			3			500.00		500.00	500.00	M	45	
47	Fort Myers.....	12,000	Board of Public Recreation and County Board of Education.....	6	2	5	22	16	15,000.00	22,000.00	6,600.00	12,000.00	18,600.00	55,600.00	M&P	46
48	Jacksonville.....	136,866	Playground and Recreation Board.....	11	7	11			75,024.69	10,891.87	18,729.41	26,082.00	44,811.41	130,727.97	M	47
49	Miami.....	140,000	{ Division of Parks and Recreation..... Department of Public Service and Utilities.....	2	2	2			500.00	4,375.00	3,000.00	7,375.00	7,875.00	M	48	
50	Miami Beach.....	10,000	{ Department of Public Recreation..... City of Miami Beach.....	3	4	6			297,000.00	3,700.00	9,600.00	7,700.00	17,300.00	318,000.00	M	49
51	Mount Dora.....	3,000	Recreation Bureau, Chamber of Commerce.....				3	1		200.00		1,400.00	1,400.00	1,600.00	M	a
52	Orlando.....	32,000	Department of Public Playgrounds and Recreation.....	27	10	2			2,600.00	7,000.00	3,000.00	10,000.00	12,600.00	M	50	
53	Oviedo.....	1,250	Public Schools.....	1	1		1	1	200.00	550.00		550.00	750.00	M&P	51	
54	Pensacola.....	42,752	City of Pensacola.....	1	1									M	52	
55	St. Augustine.....	12,000	St. John's County Welfare Federation.....	1	1					1,560.00		1,560.00	1,560.00	M&P	53	
56	St. Petersburg.....	50,000	Bureau of Recreation.....	6	7	5			2,800.00	11,025.00	6,940.00	17,965.00	20,765.00	M	54	
57	Sarasota.....	12,000	Department of Public Recreation.....	1									12,999.84	M	55	
58	Tampa.....	138,000	Board of Public Recreation.....	16	16	16	150	140	12,498.77	16,424.91	31,405.67	235.00	31,640.67	60,564.35	M	56
59	West Palm Beach.....	17,000	Park Department.....	1	1	1			11,315.34		1,200.00		1,200.00	12,515.34	M	57

# RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City		
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation				Number	Total Yearly or Seasonal Participation
1		1	1		2,500	3	5,530			1	2			1	12,000							4	Sabin W. Rich	9	1			
2																									2			
3		1																				1	B. J. Pardoe	3	3			
4		1			2,834														1	14,000					4			
5		1																							5			
6		7								1	1								1	11,039		12	Charles H. Woodard	6	6			
7		29	75		550,000	7		36		45	39	3			2	80,000	4		2		90	Anna L. Johnson	7	7				
8																			1	2,780					8			
9		6				1								1					1			4	Paul G. Williams	8	8			
10		2			15,000																				9			
11	1				1,500			1	1,000	1	1							1				2	W. S. Kettering	10	11			
																										11		
12		3			15,000					1	1											2	Mae A. Gaffney	12	12			
13		3		1	2,300	1	13,052			1	1	3							3			4	Harry C. Brazeau	13	13			
14		9			127,900	5				1	9	1	145,861	1	28,043							22	Robert A. Leckie	14	14			
15		5			22,000					1	1	1	35,000													15		
16		1			10,000					1	1	1	136,786									4	A. C. Hitchcock	16	16			
17		10			49,327	3	3,609	7	2,063	11	1	2											1,148	George W. Anger	17	17		
18		5			26,035					1	1												300	David S. Switzer	18	18		
19	4	21	6					9		3	28	1														19		
20		6								2	2	3														20		
21		6				1				1	4	1														21		
22	1	3				1	43,000			1	5							1	25,000			3	1,200	H. E. Chittenden	22	22		
23		8			150,000					1	14															23		
24		6			13,092			2	161,019	4	21	3	116,596	1	62,024					2	21,083		9	3,285	Bernard G. Kranowitz	24	24	
a										4	21	3	116,596	1	62,024							21	7,162	E. L. Manning	24	24		
																										21		
25		4								2	2	3														25		
26		5								2	1	1	10,000													26		
27		11			75,000					1	3	1														27		
28	4				175,000	1	100,000			4	6	1														28		
29		1			7,350																					29		
30							2,200																			30		
31		2			10,800					1	1	1	15,000													31		
32										2																32		
33		2		3	12,000	1	35,000			2		3														33		
34										1			18,762													34		
35	5	2			87,290	1	7,561	6	6,260	1																35		
36		3			34,542	1				1	1	1														36		
37	2	7						4		4	8	1														37		
38		2			11,461	1				2	2															38		
39		1			4,514					1	3	4														39		
40		1																								40		
41	2	18			411,707	2	11,604			1	16											5	177,814		12	41		
42	49	23			6,925,000					5	6											6	160,000	21,340	Richard S. Tennyson and Maude N. Parker	42	42	
a								20	390,603	1	1								1	8,903		2	2,431	Sibyl Baker	43	43		
b		22						22			22											10			2,431	Walter B. Patterson	43	43
c										2	27											2	56,241	224,079	B. C. Gardner	44	44	
43	7				24,746	8	26,470			3	2													2,000	R. G. Manchester	43	43	
44																										44		
45	1				2,500																					45		
46																										46		
47	3	21			53,000	12				3	3	1														47		
48	10	2			428,761	1	20,880	9	13,050	1	8															48		
49	2	1	10		10,000			4	6,000	3	10	1														49		
a																										50		
50	2				187,967	1	16,762																			50		
a																										50		
51	3				2,200					1	1	2	458													51		
52		7			53,000					1	2	1														52		
53		2			32,000			1	500	1	1													150	D. A. Cheney	53		
54	3					3				1	3	2														54		
55	1																									55		
56	5																									56		
57		2																								57		
58	15							11		2	8															58		
59	1				45,000					1	1															59		

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers		Volun- teer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Perma- nent Equipment	Upkeep, Supplies and Incen- dentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
<b>GEORGIA</b>																
1	Atlanta	285,000	Park Department	1	39	1			24,183.74	38,245.57		38,245.57	62,429.31	M&P	1	
2	Augusta	65,000	{ Community Service Richmond County Recreation Association	17	15	7							11,000.00	MC&P	2	
3	Columbus	60,000	Department of Parks and Recreation	16	10	1							2,500.00	C	a	
4	Gainesville	8,000	Park Recreational Board	1	14	1	15	28	1,719.95	6,979.50	800.55	7,780.05	9,500.00	M	3	
5	Macon	72,000	Playground and Recreation Association	1	1				600.00	1,800.00		2,100.00	4,500.00	M	4	
6	Savannah	100,000	{ Recreation Commission Park Department	1	10	10			1,700.00	6,420.00	1,160.00	7,580.00	9,280.00	M	5	
				5	21	14			2,346.37	12,553.63	1,100.00	13,653.63	16,000.00	M	6	
													21,195.71	M	a	
<b>IDAHO</b>																
7	Coeur d'Alene	6,447	City of Coeur d'Alene	2						800.00		800.00	800.00	M	7	
<b>ILLINOIS</b>																
8	Alton	36,000	Playground and Recreation Commission	15	11	2							12,484.64	M&P	8	
9	Aurora	50,000	Playground Department		14	1			5,100.00	7,400.00		7,400.00	12,500.00	M	9	
10	Belleville	27,000	Park and Playground Department	1	5					485.00	15.00	500.00	500.00	M	10	
11	Berwyn	55,000	Playground and Recreation Commission	9	5	1			899.05	2,268.36	4,176.55	250.00	4,426.55	7,593.96	M	11
12	Bloomington	40,000	Fell Avenue Community Playground Committee	1	1								900.00	P	12	
13	Blue Island	16,000	Playground and Recreation Association		7				332.72	2,600.00		2,600.00	2,932.72	M	13	
14	Cairo	16,000	Park Commission and Swimming Pool Committee	3	2		5		400.00	600.00		600.00	1,000.00	M	14	
15	Calumet City	15,000	Memorial Park District	6		2	40	20						M	15	
16	Carpentersville	1,300	Village of Carpentersville	1	1				300.00	200.00	2,400.00	2,600.00	2,900.00	P	16	
17	Centralia	15,000	Board of Recreation	9	7	1			571.71	3,543.00		3,543.00	4,114.71	M	17	
			Bureau of Parks, Playgrounds and Beaches	38	19	57			320,700.00	26,650.00	120,600.00	105,095.00	225,695.00	573,045.00	M	18
			South Park Commissioners	46	30	61			51,000.00	157,535.63	302,756.47	460,292.10	511,292.10	M	a	
			West Chicago Park Commissioners	48	43	52			45,387.00	283,385.00		283,385.00	328,772.00	M	b	
			Bureau of Recreation, Board of Education	75	74	135			122,000.00	180,000.00	310,580.00	127,680.00	438,260.00	740,260.00	M	c
18	Chicago	3,500,000	Community Center Division, Board of Education	87	48	1	28	15	76,169.00	12,000.00		12,000.00	88,169.00	M	d	
			Calumet Park District										1,955.00	M	e	
			West Pullman Park District	1					2,908.81	2,400.00	9,193.80	11,593.80	14,502.61	M	f	
			River Park District										92,164.00	M	g	
			Lincoln Park Commission	49	81	14			42,000.00				325,000.00	M	h	
			Northwest Park District	5	15	8			5,479.00		20,500.00	20,500.00	25,979.00	M	i	
			Old Portage Park District	7	5	8			250,000.00	5,000.00	2,400.00	2,400.00	257,400.00	M	j	
19	Chicago Heights	30,000	Park Board	1	1				14,195.05	3,361.42	2,700.00	5,457.50	8,157.50	25,713.97	M	19
20	Cicero	80,000	Park District										3,500.00	M	20	
21	Danville	37,000	Department of Public Property		4					600.00		600.00	6,000.00	M	21	
22	Dixon	12,000	Park Board	1									100.00	P	22	
23	East Dundee	1,200	Playground Committee				6	6		100.00		100.00	100.00	M	23	
24	East St. Louis	66,767	Park District	11	8				70,000.00	4,000.00	2,500.00	4,500.00	7,000.00	M	24	
25	Elgin	35,000	Park Department										7,500.00	M	25	
26	Evanston	70,000	Bureau of Recreation	35	41	6	8	11	55,000.00	8,325.25	23,391.21	6,558.51	29,949.72	93,274.97	M	26
27	Freeport	23,000	Park Board										2,500.00	M	27	
28	Glencoe	5,800	Municipal Playground Committee						13,459.09	7,800.22		20,638.00	20,638.00	41,897.31	M	28
29	Granite City	28,000	Park District	6	3				30,000.00	500.00			2,000.00	32,500.00	M	29
30	Harvey	18,000	City and School Board	1									3,600.00	M	30	
31	Highland Park	15,000	East Park District	1	3				408.95	9,614.56	2,204.49	25,816.50	28,050.99	38,074.50	M	31
32	Highsonville	16,000	Park Board	5					4,078.00	8,467.00	2,458.00	2,530.00	4,988.00	17,533.00	M	32
33	Joliet	65,000	Bureau of Recreation	4	3	1			6,000.00	400.00	5,050.00		5,050.00	11,450.00	M	33
34	Kankakee	20,000	Park District										2,450.00	M	34	
35	Kewanee	21,000	Park District	4	4				426.00	2,000.00	3,834.00	11,013.00	14,847.00	17,273.00	M	35
36	Lake Forest	10,000	Park Board and Young Men's Club	7	3	1			15,700.00	6,700.00	10,100.00		16,800.00	32,500.00	M	36
37	LaSalle and Peru	25,000	LaSalle-Peru Township High School Social Center	9	6	4		3	800.00	2,500.00	4,500.00	2,000.00	6,500.00	9,800.00	M	37
38	Lincoln	1,500	Public Schools		1								150.00	M	38	
39	Maywood	28,500	Playground and Recreation Board	1	2	2		4	1,000.00	2,500.00	800.00		3,300.00	4,300.00	M	39
40	Mount Vernon	14,000	Park Board											M	40	
41	North Chicago	9,700	Recreational Association and Foss Park Board	1	1	2				500.00	800.00	2,000.00	2,500.00	M	41	
42	Oak Park	60,000	Playground Board	7	8	3	8	8	16,292.00	11,827.15	3,870.00		15,697.15	31,989.15	M	42
43	Ottawa	15,000	Playground Commission	6					1,300.00	25.00	700.00		700.00	2,025.00	M	43
44	Paxton	3,033	Park Committee, City Council											M	44	
45	Pekin	15,000	Park District	4						540.00			540.00	5,401.16	M	45
46	Peoria	105,790	{ Recreation Commission Park Board	5	20				500.00	5,000.00		5,000.00	5,500.00	M	46	
				6	6				54,468.52	3,400.25		3,400.25	72,958.77	M	a	
47	Pinckneyville	3,000	Public Schools	1					500.00	400.00		400.00	900.00	M&P	47	
48	Princeton	5,000	Douglas Parent Teacher Association		1					100.00	10.00	110.00	110.00	M&P	48	
49	River Forest	9,000	Playground and Recreation Board	3	2	2	3		481.37	1,541.02	3,675.68		3,675.68	5,698.07	M	49
50	Rockford	93,800	{ Department of Recreation Booker Washington Social Center	11	8	1	2	11		3,000.00		3,000.00	76,592.71	M	50	
51	Rock Island	43,000	Playground and Recreation Commission		1	1	2	11		1,200.00	1,800.00	3,000.00	3,000.00	P	a	
52	Rushville	3,000	Scripps Park Playground Committee	20	4	1	2	2	250.00	1,092.51	4,365.91	1,397.00	5,762.91	7,105.42	M	51
53	St. Charles	5,300	Henry Rockwell Baker Memorial Community Center		1								4,000.00	M&P	52	
54	Silvis	2,541	Playground and Recreation Commission	2	2	1	2	2	5,509.77	1,500.00	3,596.25		5,096.25	10,606.02	M&P	53
					1					525.65	390.00	390.00	915.65	M	54	

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation			
1																										
2	34				281,127	2				3	12			3	105,608				6	517,268	59	31,821	L. L. Wallis	34	1	
3										14	11									10			John G. Wilson		2	
a		11						11		11	11												John G. Wilson		a	
4	6			6			8,264	2		1				1									Maurice W. Squirrel		3	
5																							Marie Tibbetts		5	
6	9			9	204,700					9													Mrs. Wilma E. Beggs		9	
13					289,280					4									1				H. S. Bounds		13	
a																							H. S. Bounds		a	
7										1	1												J. Ward Arney		7	
8	8			8	118,140			3		1	5												H. Ray Myers		8	
9	4			5	15,000					4	3								4				Jean E. Mored		9	
10	5			5	38,000					1	1												Lois Heagler		10	
11	1			1																			W. F. Pfuderer, Jr.		11	
12	1			1																			F. R. Sack		12	
13	4	3		8		1		1		3	3								1				E. E. Marshall and Oleda Postweiler		13	
14	3			3						1	2	1		1					1				Rev. C. R. Dunlop		14	
15				1	5,000	1	17,500			1	3								2				Edward Fedosky		15	
16				1	2,250					1	1			1	1,000	1	18,000		2				A. W. Squires		16	
17	2	5		7	14,250	1		5		3	2	1							2				E. H. Chaney		17	
18	35	1		36	4,409,850					10	16	4						3	1				Theodore A. Gross		18	
a	23			23	1,563,618	18	3,688,269			25	85	3	460,948	1	87,913	2	173,830		15				V. K. Brown		18	
b	18			20	5,229,698	20	2,614,849			5	14			2				2	14				William J. H. Schultz		18	
c	66	3		69						12	9								4				Herman J. Fischer		18	
d								30															Marie G. Merrill		d	
e						1	20,000				1								2				William H. German		e	
f						5				2	3	1						1					J. W. Lamble		f	
g						6	360,000			7	14	3	2,500,000	1	320,000				1				Timothy J. Gleeson		g	
h	6			6	120,000					11	11			1				1					Louis Beck		h	
i	12			12	683,990	8	210,747			20	5	1						1					100,000		i	
j	4			4		5		5		1	2							1					51,276		j	
19	3			3	89,000	2				1	2							1					John E. VanNatta		19	
20						1													2				W. G. Gaunt		20	
21										3				2	18,000				2				5,000		21	
22										2	1												Joseph E. Hlinka		22	
23	1			1						2	9	1	100,000					1					W. C. Kinningham		23	
24	8			8	225,000					3	3							1					Louis Pitcher		24	
25										4	6	5	625,790										Harry Wendt		25	
26	3	10		15	231,825	5		9		3	3			1				1				Emmett P. Griffin		26		
27										4	6	5							1				100,000		27	
28										4	6	5							1				36,000		28	
29										2	2								1				47,000		29	
30	1			1	5,000			2		2	2								1				33,000		30	
31	4			4	10,965					2	3	3							1				45,000		31	
32	2	2		4	30,000	2	15,000			1	1			1	6,000				1				6,000	200	32	
33	3			3		6	14,000			1	5								1				15,000	21	33	
34						1				2	2								1				21,200	8	34	
35										2	2			1	20,000				1				40,000	5	35	
36	3	3		6	49,000			1		3	3	1		1					1				10,000	5	36	
37										1	1							1					45,000	1	37	
38	1			1	7,000			1	83,135	1	1								1				26,000	3	38	
39	1			1	1,500					1	2												2,400	2	39	
40	4			4	7,230			7	9,360	2	2								10				7,500	10	40	
41										1	1								1							41
42		5	2	7		1				6	3	1														42
43	4			4	129,000	4	38,000			4	1								4							43
44	6			6	1,500					6	1		600													44
45										1				1												45
46	3			3						3	1								1							46
a	2			2	16,000			4	28,000		12															a
47	5			5						5									3							47
48	1			1						1	1															48
49	1			1						2	2															49
50	8			8	32,000	1		3		2	2															50
a					110,000	8	3,000			15	15			1					3							a
51						1	12,000																			51
52	3			3	51,101			3		7									1							52
53	1			1	3,000					1	1			1												53
54	1	1		2	1,860					1	3								1							54

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
ILLINOIS—Cont.																
1	Springfield	73,000	Playground and Recreation Commission	26	27	3			2,000.00	6,800.00	16,200.00		16,200.00	25,000.00	M	1
			Park Commission											44,126.90	M	a
2	Stillman Valley	350	Community Recreation Association	2					66.23	175.46	185.00		185.00	426.69	M&P	2
3	Streator	20,000	Anderson Fields Committee	2	2				600.00	2,364.30			2,413.60	6,377.90	P	3
4	Sullivan	2,540	Wyman Park Board	2										500.00	M	4
5	Sycamore	5,000	Park District	1					3,293.11	1,993.83	300.00	4,724.45	5,024.45	10,311.39	M&P	5
			Community Center Association	2	3	1			965.03	5,141.59	2,304.20	1,627.43	3,931.63	10,038.25	M	r
6	Urbana	14,000	Park District	9	5					4,789.14	892.50	4,202.44	5,094.94	9,884.08	M	a
7	Waukegan	36,000	Playground and Recreation Board	7	11	3			639.25	1,519.60	9,582.64	588.35	10,170.99	12,329.84	M	6
8	Wilmette	16,000	Playground and Recreation Board	4	5				3,592.91	1,159.04	9,677.90	202.20	9,880.10	14,632.05	M&P	7
9	Winnetka	12,000	Community House, Board of Education and Park District	8	13	5					6,258.18		18,880.78	28,808.43	M&P	9
INDIANA																
10	Anderson	50,000	Park Board	2	2				1,000.00		900.00		900.00	15,800.00	M	10
11	Bedford	18,000	Recreation Commission	10	8				1,000.00	1,000.00	2,089.00		2,089.00	4,089.00	M	11
12	Bicknell	6,000	Park Board						200.00	300.00		400.00	400.00	900.00	M	12
13	Bloomington	22,000	City Park Board	3	1				25,000.00					34,436.00	M	13
			Recreation Committee	3	1					100.00	320.00		320.00	420.00	P	a
14	Brazil	11,000	Recreation Commission	1	1					120.00	880.00	75.00	955.00	1,075.00	M	14
15	Columbus	10,500	Recreation Commission	6	4	2			870.30	634.20	2,790.00	270.45	3,060.45	4,564.95	M&P	15
16	Crawfordsville	12,000	City Public Schools	3	3					225.00	1,140.00		1,140.00	1,365.00	M&P	16
17	East Chicago	65,000	Department of Community Recreation	17	37	2			1,981.00	613.00	12,766.55	1,028.85	13,795.40	16,389.40	M	17
18	Elkhart	40,000	Board of Public Works	6						1,500.00	6,000.00		7,500.00	7,500.00	M	18
19	Evansville	100,000	Municipal Recreation Department	37	27	2	72	40		4,959.00	22,000.00		22,000.00	26,959.00	M	19
20	Fort Wayne	120,000	Board of Park Commissioners	14	32				5,724.36					40,108.75	M	20
21	Greenfield	5,000	American Legion Post 119							50.00	200.00		200.00	250.00	M&P	21
22	Hammond	70,000	Municipal Recreation Department and Community Service	11	7	1	18	6		7,000.00	5,740.00		5,740.00	25,240.00	M&P	22
23	Huntington	16,500	Board of Works	4					200.00	1,080.00		1,080.00	1,080.00	1,380.00	M	23
24	Indianapolis	400,000	Department of Public Parks	107	136	37					45,842.45		45,842.45	180,302.07	M	24
25	Kokomo	40,000	Park Board		1						252.00	2,500.00	2,752.00	2,752.00	M	25
26	Lafayette	28,000	Playground Association		10		15		96.00	180.92	1,344.98		1,344.98	1,621.90	M	26
27	La Porte	18,000	Board of Education	1	8						2,000.00		2,000.00	2,000.00	M	27
28	Logansport	25,000	Board of Works	3	9					500.00	1,500.00		1,500.00	10,850.00	M	28
29	Marion	25,000	Park Commission	3					8,100.00					8,100.00	M	29
30	Michigan City	35,000	Board of Education	3	7		10	8		300.00	2,128.00		2,128.00	2,428.00	M&P	30
31	Mishawaka	30,000	Chamber of Commerce	5	6					2,500.00	2,500.00		2,500.00	2,500.00	M	31
32	Muncie	52,000	Park Board	5	6				1,196.14	506.46	2,550.00		2,550.00	4,252.60	M	32
33	New Albany	32,000	Playground and Recreation Commission	5	5				244.80	593.50	2,657.25		2,657.25	3,495.55	M	33
34	New Castle	22,000	Cemetery and Park Commission	1	2					300.00			300.00	300.00	M	34
35	Noblesville	5,000	Park Department	1	1									6,235.00	M	35
36	Pendleton	1,750	Park Board						585.00			4,537.00	4,537.00	5,122.00	M	36
37	Peru	15,000	Y. M. C. A.	1	1									4,000.00	P	37
38	Richmond	32,000	School Board	4	6					400.00	1,700.00		1,700.00	2,100.00	M	38
39	Shelbyville	10,000	Recreation Association	3	2	1			400.00	125.00	3,600.00		3,600.00	4,125.00	P	39
40	South Bend	110,000	Board of Park Commissioners and Board of Education	47	45	1								86,999.38	M	40
41	Speed	600	Recreation and Welfare Department, Louisville Cement Co.	1	3	3		1							P	41
42	Terre Haute	70,000	Board of Park Commissioners	1					900.00	550.00	1,200.00	35,780.46	35,780.46	35,780.46	M	42
43	Wabash	9,985	Community Service	1							1,450.00		2,650.00	4,100.00	M&P	43
44	Whiting	20,000	Community Service	9	14	3	15	12		16,000.00	8,000.00	16,000.00	24,000.00	40,000.00	P	44
Iowa																
45	Cedar Falls	7,000	Board of Education		1						80.00		80.00	80.00	M	45
			Board of Park Commissioners											6,500.00	M	a
46	Cedar Rapids	56,000	Playground Commission	46	31	2	75	100	600.00	4,000.00	8,400.00	600.00	9,000.00	13,600.00	M	46
47	Centerville	9,000	Kiwanis Club							384.00	469.00		469.00	853.00	P	47
48	Clinton	26,600	Board of Park Commissioners	1	1				21,500.00	500.00	600.00		600.00	22,600.00	M	48
49	Council Bluffs	42,000	Park Commission								500.00		500.00	1,000.00	M	49
50	Creston	10,000	Park Commission								500.00		500.00	1,000.00	M	50
			Board of Park Commissioners							6,321.13	11,340.00		11,340.00	17,661.13	M	51
51	Davenport	70,000	Grounds and Buildings Committee of City Council	9	10					4,267.25	5,250.00	6,250.00	11,500.00	15,767.25	M	a
			Y. M. C. A.	5											b	
52	Des Moines	165,000	Playground and Recreation Commission	29	33	2				2,827.10			17,762.08	20,589.18	M	52
53	Dubuque	45,000	Playground Recreation Commission	12	17	2				6,750.06	8,809.75	2,527.62	11,337.37	18,087.43	M	53
54	Fort Dodge	27,500	Board of Education	9	20					100.00	3,000.00		3,000.00	3,100.00	M	54
55	Marshalltown	23,000	Parent Teacher Council		1			4			195.00	80.00	275.00	275.00	P	55
56	Mason City	23,000	Y. M. C. A.	1											M	56
57	Muscatine	16,500	City Park Commission												M	57
58	Ottumwa	28,000	Park Board and Y. M. C. A.	1										75,000.00	M&P	58
59	Rockwell City	2,500	Park Board											100.00	M	59
60	Sheldon	3,000	Woman's Club and Commercial Club		1						100.00		100.00	1,200.00	P	60
61	Sioux City	80,000	Department of Recreation, Board of Education	46	30	1				2,000.00	10,000.00	3,000.00	13,000.00	15,000.00	M	61
62	Storm Lake	4,000	City of Storm Lake	1							180.00		180.00	180.00	M	62
63	Waterloo	42,000	Playground Commission	3	4	1		1		3,105.48	4,207.49	821.35	6,028.84	8,134.32	M&P	63



RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation			
1				21	118,536	1		4		1	9			1	42,630	1	26,047			1	51,657	36		John MacWherter	28	1
2		21			4,200	1				1	1			1						1		1		John H. Lanphier	1	2
3						1		3		3	1	1								2		2		T. H. Parkinson	1	3
4										1	1	1								2		2		M. M. Hodgins	5	3
5										1	1									2		2		J. E. Martin	5	4
6										1	1									2		2		S. M. Henderson	10	5
7										1	1									2		2		Elizabeth A. Roblin	10	6
8										1	1									2		2		W. C. Noel	5	6
9										1	1									2		2		E. L. Walkup	2	7
10										1	1									2		2		Daniel M. Davis	4	8
11										1	1									2		2		J. W. F. Davies and Eloise W. Wortley	12	9
12										1	1									2		2		Fred G. Webb	10	10
13										1	1									2		2		J. J. Crossett	4	11
14										1	1									2		2		Harold Axe	12	12
15										1	1									2		2		Fred J. Prow	13	13
16										1	1									2		2		George E. Schlifer	4	14
17										1	1									2		2		M. Z. Skelton	200	14
18										1	1									2		2		Donald Dushane	15	15
19										1	1									2		2		Nolan C. Craver	2	16
20										1	1									2		2		F. V. Merriman	24	17
21										1	1									2		2		M. D. Weldy	18	18
22										1	1									2		2		G. G. Eppley	19	19
23										1	1									2		2		Carrie A. Snavely	20	20
24										1	1									2		2		Robert S. Hinshaw	3	21
25										1	1									2		2		Charles W. Clark	17,000	22
26										1	1									2		2		C. W. Snyder	3	23
27										1	1									2		2		Bruce Hunter and A. C. Sallee	47	24
28										1	1									2		2		Milton Wolfard	19	25
29										1	1									2		2		Mrs. Maude Campbell	6	26
30										1	1									2		2		Mabel Poor	7	27
31										1	1									2		2		John W. Holland	28	28
32										1	1									2		2		Carl Barney	1	29
33										1	1									2		2		Frances Sebesta	7,000	30
34										1	1									2		2		F. M. Steele	7	31
35										1	1									2		2		Florence Manford	8	32
36										1	1									2		2		Frankie H. Zenor	6	33
37										1	1									2		2		Ernest L. Guyer	1	34
38										1	1									2		2		Earl Brooks	1,000	35
39										1	1									2		2		J. H. Walker	1	36
40										1	1									2		2		J. H. Mitchener and Cy Andrews	2	37
41										1	1									2		2		L. H. Lybault	1	38
42										1	1									2		2		C. A. Burnham	3	39
43										1	1									2		2		E. H. Burnham	30,000	40
44										1	1									2		2		Jesse G. Dorsey	1	41
45										1	1									2		2		A. J. Carbon	5	42
46										1	1									2		2		W. C. Mills	5	43
47										1	1									2		2		John Sharp	2,200	44
48										1	1									2		2		F. L. Mahannah	1	45
49										1	1									2		2		W. K. Voorhees	4	46
50										1	1									2		2		Willard Hayes	15	47
51										1	1									2		2		Russell D. Buss	1	48
52										1	1									2		2		Leo P. Hannaher	3,000	49
53										1	1									2		2		A. C. Anderson	1	50
54										1	1									2		2		Charles Glathly	1	51
55										1	1									2		2		C. O. E. Boehm	5,050	52
56										1	1									2		2		O. E. Johnson	7	53
57										1	1									2		2		E. D. Vernik	2	54
58										1	1									2		2		Margaret A. McKee	33	55
59										1	1									2		2		Bernard Joy	900	56
60										1	1									2		2		John M. Bice	2	57
61										1	1									2		2		Mrs. George Sheely	1	58
62										1	1									2		2		Ivan A. Barnes	4	59
63										1	1									2		2		T. E. Tewksbury	8	60
64										1	1									2		2		E. J. Eigenmann and Phillip P. Phillips	6	61
65										1	1									2		2		C. O. Dixon	1	62
66										1	1									2		2		Mr. and Mrs. J. A. DeWitt	1	63
67										1	1									2		2		C. R. Northup	20	64
68										1	1									2		2		G. S. Robinson	1	65
69										1	1									2		2		Victor A. Read	1	66

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
KANSAS																
1	Attica	750	Community Service Council	1				320.64	184.26	240.00		240.00	744.90	P	1	
2	Bonner Springs	2,500	Playground Association		1		2		50.00	250.00	46.75	296.75	346.75	M&P	2	
3	Caldwell	1,954	Public Utilities Commission	2	1									M	3	
4	Coffeyville	20,000	Board of Education	2	1					700.00	50.00	750.00	750.00	M	4	
5	Coldwater	1,042	City of Coldwater										750.00	M	5	
6	Dodge City	8,676	Park Board						200.00				200.00	M	6	
7	Eldorado	10,000	Board of Education	2	1				25.00	700.00		700.00	725.00	M	7	
8	Goodland	3,300	Playground Advancement Committee	1	1		1	75.00	145.25	375.00	36.50	411.50	631.75	M	8	
9	Hutchinson	30,000	City of Hutchinson										38,000.00	M	9	
10	Independence	13,000	Park Board	1				700.00	500.00				1,200.00	M	10	
11	Lawrence	12,000	Recreation Board	3	3					240.00		240.00	240.00	P	11	
12	Manhattan	11,000	{ City of Manhattan. Board of Education.	1	1					25.00	396.00	396.00	2,400.00	M	12	
13	Ottawa	10,000	City of Ottawa and Service Clubs										3,000.00	P	13	
14	Paola	4,000	Playground Committee	1					150.00	200.00		200.00	350.00	M	14	
15	Parsons	16,500	Board of Education	4	6				100.00	2,200.00		2,200.00	2,300.00	M	15	
16	Pittsburg	20,000	Park Board	1						500.00	4,500.00	5,000.00	5,000.00	M	16	
17	Salina	20,000	Y. M. C. A.	1	1		12						3,950.00	P	17	
18	Smith Centre	1,600	Community Park										1,800.00	P	18	
19	Topeka	75,000	Board of Education	20	28		1	7	1,635.00	7,020.00		7,020.00	8,655.00	M	19	
20	Wichita	120,000	Board of Park Commissioners	6	3			26					28,402.08	M	20	
KENTUCKY																
21	Berea	1,775	Summer Recreation Committee		12		2	3	5.00	9.00	57.50	57.50	71.50	P	21	
22	Covington	70,000	Board of Park Commissioners	5	9				3,869.54	373.33	2,848.00	2,848.00	7,090.87	M&P	22	
23	Falmouth	2,000	Playground Association	1	1		3	6	100.00	25.00	300.00	300.00	425.00	P	23	
24	Hopkinsville	12,000	Public Works Department		3								640.00	M	24	
25	Lexington	68,000	{ Civic League. Community Service League	20	18	5			2,998.88	6,507.01		6,507.01	9,505.89	M&P	25	
26	Louisville	359,000	Department of Public Recreation, Board of Park Commissioners	1	8	1	2	13		1,800.00	1,160.00	2,960.00	2,960.00	M&P	a	
27	Newport	30,000	Playground Committee, Community Service	76	72	7			347,344.23		35,230.76	35,230.76	440,400.65	M	26	
28	Owensboro	25,000	Recreation Association	7	10			23	459.74	1,611.65		1,611.65	2,071.39	M&P	27	
29	Paducah	35,000	Board of Park Commissioners	7	1				200.00	1,575.00		1,575.00	1,775.00	M&P	28	
30	Russell	4,000	Community Boys' Work Committee	1	1				1,200.00	95.00		1,530.00	2,730.00	M&P	29	
LOUISIANA																
31	Alexandria	35,000	Civic League of America	1		1	1	4	1,200.00	1,800.00		1,800.00	3,000.00	M&P	31	
32	Lafayette	12,000	Chamber of Commerce					1						M	32	
33	Monroe	30,000	Park Department										11,700.00	M	33	
34	New Orleans	430,000	{ Playground Community Service Commission. Public School Athletic League. City Park Board. Audubon Park Commission.	6	21	23			51,460.60	11,656.95	21,941.30	21,941.30	85,058.85	M&P	34	
35	Rayville	2,500	Folk School	2	2								28,250.00	M	a	
36	Shreveport	90,000	Department of Recreation	1	1		1	14	150.00	100.00		100.00	250.00	P	35	
37	Tallulah	1,316	Parent Teacher Association	17	17	5			3,232.36	11,056.66	9,300.00	20,356.66	23,589.02	M	36	
MAINE																
38	Augusta	16,000	Park Department	2			3	2	400.00		100.00	400.00	800.00	M&P	38	
39	Bangor	28,000	Chamber of Commerce	1	1				375.00	2,425.00		2,800.00	2,800.00	M	39	
40	Derby	300	Improvement Society				2	3	50.00	300.00		300.00	350.00	P	40	
41	Millinocket	5,000	Playground Department	1	2				325.00	600.00		603.00	928.00	M	41	
42	Portland	75,000	Recreation Commission	3	24	2			5,425.36			8,574.64	14,000.00	M	42	
43	Saco	6,500	Women's Educational and Industrial Union		2								200.00	P	43	
44	Sanford	16,000	Park and Playground Department	1	1								750.00	M	44	
45	Waterville	14,424	City Park Commission	3	2				2,231.00	800.00	175.00	294.00	469.00	3,500.00	M	45
MARYLAND																
46	Baltimore	830,400	{ Playground Athletic League. Board of Park Commissioners.	96	238	100			59,989.25			163,266.95	223,256.20	M-S-P	46	
47	Frederick	15,000	Playground Commission	2	5				2,493.45	880.00	1,753.54	2,633.54	5,126.99	M&P	47	
48	Salisbury	15,000	Athletic Association	1		1	32	3	300.00	60.00	1,800.00	1,800.00	2,160.00	M&P	48	
MASSACHUSETTS																
49	Amesbury	10,000	Park Commission	2	4				458.50	200.00	340.00	540.00	998.50	M	49	
50	Andover	10,000	Andover Guild	2	3	1								M	50	
51	Athol	10,000	Recreation Commission	4	6								3,000.00	M	51	
52	Attleboro	24,000	Horton Field Committee	1					1,000.00	500.00	1,000.00	1,500.00	2,500.00	M&P	52	
53	Belmont	19,500	Playground Department	10	5				11,150.23	1,648.50	341.27	1,989.77	13,140.00	M	53	
54	Beverly	25,000	Playground Division, Public Works Department	7	8				461.19	1,960.00	1,345.09	3,305.09	3,766.28	M	54	
55	Boston	779,200	{ Department of Extended Use of Public Schools. Department of Physical Education, School Committee. Park Department. Community Services	144	100	1			25,000.00	45,000.00		45,000.00	70,000.00	M	55	
56	Brockton	65,800	Playground Commission and Park Board	118	701	4			21,071.07			111,255.57	132,326.64	M	a	
57	Brookline	45,000	Playground Department	20	17	15			112,099.58	222,103.96		565,433.57	899,637.11	M	b	
58	Cambridge	125,000	Board of Park Commissioners	4	6	7			7,845.43			13,761.03	21,606.46	P	c	
59	Chelsea	55,000	Park Commission	12	13				37,900.00	4,525.93		4,525.93	60,171.13	M	56	
60	Chicopee	45,000	Park and Playground Commission	10	17	9			13,640.00	31,464.00	800.00	32,264.00	45,904.00	M	57	
				36	24	7			8,686.27			36,407.85	45,094.12	M	58	
				3	14				7,000.00	6,000.00	4,400.00	7,400.00	20,400.00	M	59	
				13	15				10,000.00	3,200.00	760.00	8,860.00	22,060.00	M	60	





PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
Mass.—Cont.																
1	Clinton	14,180	Playground and Recreation Commission	5	4				2,570.50	568.89	1,629.00	351.61	1,980.61	5,120.00	M	1
2	Dalton	4,111	Community Recreation Association	4	5	2	19	15		9,195.00	7,162.00	2,826.00	9,988.00	19,183.00	M&P	2
3	Danvers	12,000	Park Commission	4	3						400.00		400.00	1,400.00	M	3
4	Dedham	15,000	Community Association, Inc.	4	4	1								6,000.00	P	4
5	Easthampton	12,000	Recreation Commission	4	8					900.00	1,500.00		1,500.00	2,400.00	M	5
6	East Walpole	1,500	Francis William Park, Playground Committee	1	1					168.60	390.10	119.25	509.35	67.95	P	6
7	Everett	48,000	Playground Commission	3	3					5,671.00	900.00	700.00	1,600.00	7,271.00	M	7
8	Fairhaven	12,000	Park Commission	1	2						486.00		486.00	486.00	M	8
9	Fall River	119,322	Park and Recreation Commission	8	10	16								30,257.18	M	9
10	Fitchburg	43,000	Park Commission	8	10				3,873.75	1,953.37	4,128.90	275.71	4,404.61	10,231.73	M	10
11	Framingham	21,078	Civic League	2	2	2	2	47	105,000.00	8,000.00	6,000.00	3,700.00	9,700.00	122,700.00	P	11
12	Gardner	18,000	Park Department	3	3				570.61	1,328.70	1,183.50	2,045.28	2,228.78	5,128.09	M	12
13	Gloucester	23,375	Playground Commission									3,000.00	3,000.00	3,000.00	M	13
14	Greenfield	18,000	Recreation and Playground Commission	5	15				300.00	2,200.00	1,800.00		1,800.00	4,300.00	M	14
15	Hamilton-Wenham	3,000	Park Department	2		1				955.01	1,900.00		1,900.00	2,300.00	M	15
16	Haverhill	49,282	Playground Department, Park Commission	5	5				973.16	4,989.69	1,469.00		1,469.00	7,431.85	M	16
17	Hingham	6,000	Playground Committee	1	1					280.00	520.00		520.00	800.00	M	17
18	Holyoke	60,000	Parks and Recreation Commission	18	48	1			2,700.00	7,425.00	12,005.65	7,919.35	19,925.00	30,050.00	M	18
19	Lawrence	95,000	Department of Public Property	10	10	1			2,400.00	10,181.82	3,700.00	48,497.57	52,197.57	64,779.39	M	19
20	Lexington	22,000	Playground Commission	2	5									3,000.00	M	20
21	Leominster	9,000	Park and Playground Department	2	2				15,200.00	200.00	315.00		315.00	15,715.00	M&P	21
22	Lowell	106,000	Park Department	2	6				5,250.71	4,561.63	2,270.20	24,562.96	26,833.16	36,645.50	M	22
23	Ludlow	7,800	Athletic and Recreation Association	3	4	1				1,200.00	2,540.00		2,540.00	5,740.00	M	23
24	Lynn	103,000	Board of Park Commissioners	12	22				43,000.00	3,985.73	4,800.00	9,177.17	13,977.17	60,962.90	M	24
25	Malden	53,600	Park Commission	7	9				425.00	804.70	3,770.00		3,770.00	4,999.70	M	25
26	Marblehead	9,000	Park Department	1											M	26
27	Marlboro	16,900	Community Service	2	6					535.00	930.00		930.00	1,465.00	M&P	27
28	Medford	56,448	Park Department	7	7					1,267.97	3,116.00		3,116.00	4,383.97	M	28
29	Melrose	22,900	Park Department	2	5	1				5,900.00	4,500.00	6,500.00	11,000.00	16,900.00	M	29
30	Milford	16,000	Park Department	2	5				143.25	138.25	864.00	54.00	918.00	1,199.50	M	30
31	Milton	14,000	Park Department	1	3					5,510.00	830.00	2,550.00	3,380.00	8,890.00	M	31
32	Natick	12,871	Cunningham Park School Department	2	3	2									P	a
33	New Bedford	119,539	School Department	2	8					597.00	225.00	678.00	903.00	1,500.00	M	32
34	New Bedford	119,539	School Department	1	1						1,000.00		1,000.00	1,000.00	M	33
35	New Bedford	119,539	Park Department	1	1									13,998.00	M	a
36	New Bedford	119,539	Playground Commission	41	42				1,650.00	68,647.00	29,350.00	5,286.00	34,636.00	104,933.00	M	34
37	New Bedford	119,539	West Newton Community Centre, Inc.	1	8	1		10		1,504.60			2,456.99	3,961.59	P	a
38	North Attleboro and Attleboro Falls	12,000	Playground Committees	2	3				425.00	325.00	1,000.00	50.00	1,050.00	1,800.00	P	35
39	Norwood	16,000	Town Recreation Committee	5	7					1,802.91	2,439.68		2,439.68	4,242.59	M	36
40	Norwood	16,000	Civic Association	1	1	2	2			7,919.90	5,861.07	3,100.00	8,961.07	16,876.97	P	a
41	Peabody	20,000	Playground Commission	9	8					4,222.00	2,448.00		3,948.00	8,170.00	M	37
42	Pittsfield	51,000	Park Commission	12	17					767.00	4,076.00	2,000.00	6,076.00	6,843.00	M	38
43	Quincy	63,000	Park Commission	10	13									23,000.00	M	39
44	Rockland	8,000	Memorial Park Commission	1	1						200.00		200.00	200.00	M	40
45	Salem	42,529	Board of Park Commissioners	19	24	325	200		6,700.00	1,877.07	6,163.75	2,365.15	8,528.90	17,105.97	M	41
46	Somerville	100,000	Recreation Commission	20	30					4,641.00	7,600.00	800.00	8,400.00	13,041.00	M	42
47	Southbridge	15,000	Playground Committee	3	13					85.00	1,515.00		1,515.00	1,600.00	M	43
48	Springfield	150,000	Division of Recreation, Department of Parks	149	59	9			6,564.48	14,560.10	32,128.92	11,000.00	43,128.92	64,253.50	M	44
49	Stoneham	10,000	Board of Park Commissioners	2						500.00			700.00	1,200.00	M	45
50	Taunton	42,000	Playground Commission	25	19				2,574.64	3,020.78	5,926.80	2,176.00	8,102.80	13,698.22	M	46
51	Turners Falls	7,000	Davol Playground Commission	1	2									1,500.00	M	a
52	Wakefield	20,000	Playground Department	2	4	1	4			1,304.33	2,895.90	999.77	3,895.67	5,200.00	M	47
53	Waltham	35,000	Recreation Department	2	4			2		415.00			1,085.00	1,500.00	M	48
54	Watertown	34,000	Recreation Department	20	27				6,200.00	8,150.00	8,450.00	4,150.00	12,600.00	26,950.00	M	49
55	Webster	15,000	Playground Commission	11	9				1,400.00	2,000.00	3,650.00		3,650.00	7,050.00	M	50
56	Wellesley	12,000	School Playground Department	7	5		2		125.00	450.00	1,540.00	120.00	1,660.00	2,235.00	M	51
57	Westfield	22,000	School Department	4	9					253.16	2,379.86		2,379.86	2,633.02	M	52
58	Westport Point	500	Playground Commission	3	2					2,494.25			2,447.25	4,941.50	M	53
59	Whitman	16,000	Methodist Church	5	4			1		120.00				120.00	P	54
60	Whitman	16,000	Playground Commission	5	4					948.03	1,574.04	325.83	1,899.87	2,847.90	M	55
61	Woburn	18,000	Playground Committee	1	1					50.00	300.00	150.00	450.00	500.00	M	56
62	Worcester	185,000	Playground Department and Social Welfare League	5	6						1,809.50	1,759.46	3,568.96	3,568.96	M	57
63	Worcester	185,000	Parks and Recreation Commission	24	51				7,710.00	14,316.00	13,763.48	23,175.68	36,939.16	58,965.16	M	58
MICHIGAN																
59	Albion	9,500	Community Recreation Association	3	8	1			1,000.00	1,394.00	3,224.00	400.00	3,624.00	6,018.00	M&P	59
60	Ann Arbor	30,000	Board of Education	12	7					700.00	2,650.00	3,390.00	8,040.00	8,740.00	M	60
61	Battle Creek	50,000	Civic Recreation Association, Board of Education and City Commission	16	10					200.00	4,884.00	3,400.00	8,284.00	8,484.00	M&P	61
62	Bay City	52,000	City Commission	6	2					400.00	2,300.00	1,000.00	3,300.00	3,700.00	M	62
63	Birmingham	12,000	Board of Education	1						300.00	400.00		400.00	700.00	M	63
64	Bloomfield Township	15,000	Park Commission	6		1			20,000.00		2,000.00	5,500.00	7,500.00	27,500.00	M	64
65	Coldwater	7,000	Board of Education	1	1		4	4	1,200.00	300.00	2,520.00	125.00	2,645.00	4,145.00	M	65
66	Dearborn	50,000	Recreation Department	13	2	1				533.24			3,020.82	3,554.06	M	66
67	Dearborn	50,000	Fordson School District	6	2				54,500.00	526.00	2,490.00		2,490.00	57,516.00	M	a
68	Detroit	1,650,000	Department of Recreation	221	201	112			255,189.91	81,661.02	384,885.00	250,100.00	634,985.00	971,825.93	M	67
69	Detroit	1,650,000	Park Commission	8					148,150.00	73,440.00	15,600.00	264,040.00	279,640.00	501,230.00	M	a



PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City			
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total		
											For Leadership	Other Services				Total	
MICHIGAN—Cont.																	
1	East Lansing	3,000	Park and Playground Committee	1	1		8	1,050.00	150.00	400.00		400.00	1,600.00	M&P	1		
2	Ferndale	24,000	School Board	2					250.00	1,200.00		1,200.00	1,450.00	M	2		
3	Flint	150,000	{ Park Board Community Music Association	26	11	5	3	45,192.69	17,130.00	15,284.00	23,687.24	38,971.24	101,293.93	M	3		
4	Grand Rapids	180,000	Bureau of Municipal Recreation	3	2	2	10	3	2,740.00	7,760.00	2,000.00	9,760.00	12,500.00	M&P	4		
				81	54	1			14,867.00	30,254.00	19,405.00	53,843.00	73,248.00	M	4		
5	Greenville	5,000	Board of Education		1					25.00	187.50		187.50	212.50	M	5	
6	Grosse Pointe Township	30,000	Board of Education	4	3				8,000.00	386.00	1,300.00		1,300.00	9,686.00	M	6	
7	Grosse Pointe Village	8,000	Neighborhood Club	2	3	1			5,000.00	700.00	3,850.00		3,850.00	9,550.00	P	7	
8	Hamtramck	57,362	Department of Recreation, Board of Education	41	12	2				1,435.13	7,010.50	2,527.15	9,537.65	10,972.78	M	8	
9	Harbor Beach	2,200	Public Schools and Community Service	2												9	
10	Highland Park	70,000	Recreation Commission	18	11	15			3,009.80	16,606.27	19,572.76	11,828.59	31,401.35	51,017.42	M&P	10	
11	Holland	16,000	Playground Commission	7	2				500.00	1,850.00	200.00		2,050.00	2,550.00	M	11	
12	Jackson	60,000	{ Board of Education Trustees of Ella Sharp Park Department of Recreation	9	7				100.00	390.33	2,345.00		2,345.00	2,835.33	M	12	
			{ Douglass Community Association, Inc. Department of Public Recreation	18	15	1			6,695.00	720.00	1,080.00	7,800.00	14,486.00	12,181.00	P	a	
13	Kalamazoo	60,000	Douglass Community Association, Inc.	1		1			6,000.00	2,005.90	2,160.00	1,042.02	3,202.02	11,207.92	P	a	
14	Lansing	90,000	Department of Public Recreation	15	14	1			19,727.50	37,576.10	13,903.00		13,903.00	71,206.60	M&P	14	
15	Ludington	8,890	Public Schools	1			5	2	2,300.00	1,000.00			500.00	3,800.00	M	15	
16	Manistee	10,000	City and School Board	1	1				1,000.00	150.00	3,000.00		3,000.00	4,150.00	M	16	
17	Monroe	20,000	Recreation Department	5	6				200.00	2,200.00	200.00		2,400.00	2,600.00	M	17	
18	Mount Clemens	15,500	City Commission	5	5				500.00	3,500.00			3,500.00	4,000.00	M	18	
19	Muskegon	50,000	Playground Commission, Board of Education and City	6	6				21,182.00	157.00	2,689.00		2,689.00	24,028.00	M	19	
20	Muskegon Heights	16,000	Board of Education and City	4	3				271.61	80.89	1,242.50		1,242.50	1,595.00	M	20	
21	Niles	14,000	Women's Progressive League	1	1				100.00	300.00			300.00	400.00	M	21	
22	Oakland County	250,000	Board of County Park Trustees <sup>12</sup>	1					35,436.39	5,473.91			9,976.21	50,886.51	C&P	22	
23	Pontiac	60,000	Recreation Division, Department of Public Welfare	21	8	3			33,213.29	25,501.01	9,416.51		9,416.51	68,130.81	M	23	
24	Port Huron	35,600	City of Port Huron							700.00	2,060.00	2,281.00	4,341.00	18,041.00	M	25	
25	River Rouge	22,000	City Commission and Board of Education	6	5				13,000.00	80.00	1,704.80	1,350.00	337.50	1,687.50	3,472.30	P	26
26	Rochester	2,549	Community House	1		1	3	4		500.00			1,750.00	2,250.00	M	27	
27	Royal Oak	25,000	{ Public Schools Royal Oak Township Branch, Detroit Community Union <sup>12</sup>	1	1						500.00					M	27
28	Saginaw	80,000	Department of Recreation	3	3				248.00	1,500.00			1,500.00	1,748.00	M&P	a	
29	St. Joseph	11,000	Kiwanis Club	9	17	1	8	12		5,235.00	7,000.00	590.00	7,590.00	12,825.00	M	28	
30	Traverse City	14,000	Public Schools	1						500.00			500.00	500.00	P	29	
31	Wakefield	4,500	Department of Public Affairs and School District	5												30	
32	Wyandotte	38,000	Recreation Commission	2	1		1							6,000.00	M	31	
33	Ypsilanti	10,000	Recreation Commission	7	4				3,000.00	478.00	3,874.00	1,200.00	5,074.00	5,552.00	M	32	
				7	6		4			200.00	4,000.00	1,861.00	5,861.00	9,061.00	M&P	33	
MINNESOTA																	
34	Albert Lea	12,000	Park and Recreation Department	1	1				500.00	500.00	120.00	750.00	870.00	1,870.00	M	34	
35	Austin	14,000	Library Board	1								1,750.00	1,750.00	1,750.00	M	35	
36	Chisholm	9,000	Public Schools <sup>14</sup>	3	1						1,325.00		1,325.00	1,325.00	M	36	
37	Duluth	119,200	Recreation Department	164	60	2			29,802.77	16,681.03	30,465.30		47,146.33	76,949.10	M	37	
38	Fly	6,000	Community Service Center	1	3	3	3	3						11,000.00	M	38	
39	Eveleth	8,000	School District No. 39	11	5											39	
40	Fairmont	5,000	Martin County Red Cross and Rotary Club	2	1								100.00	100.00	P	40	
41	Hibbing	15,000	Recreation Department	27	33	5				5,675.73	16,457.37	2,154.08	18,611.45	24,287.18	M	41	
42	Lake City	4,000	Bathing Beach Committee				20							2,925.00	M	42	
43	Mankato	18,000	Board of Education	5	4				1,000.00	150.00	1,000.00		1,000.00	2,150.00	M	43	
44	Minneapolis	480,000	{ Board of Park Commissioners Board of Education	84	73	22	49	87	59,500.00	92,939.00	52,400.00	178,926.00	231,326.00	383,765.00	M	44	
45	Nashwauk	2,500	Independent School District No. 9	25	28				1,810.99	9,284.50			9,284.50	11,095.49	M	a	
46	Rochester	20,000	{ Park Board Six Parent Teacher Associations	1					200.00	350.00			550.00	550.00	M	45	
47	St. Cloud	25,000	City Playground Committee	3	4				24,900.00	1,481.00	1,760.00	6,191.58	6,191.58	32,572.58	M&P	a	
48	St. Paul	310,000	Department of Parks, Playgrounds and Public Buildings	5	4				294.00	1,760.00	1,400.00		1,760.00	2,054.00	M&P	a	
			Playgrounds Association	13	12	5			450,000.00	19,695.00	24,410.00	19,500.00	43,910.00	513,695.00	M	48	
49	Winona	23,000	Playgrounds Association	6	5								2,338.52	2,338.52	M	49	
MISSISSIPPI																	
50	Greenville	16,000	Y. M. C. A. and City	1			1									50	
51	Hattiesburg	30,000	Hawkins Playground Commission	1	1		1		100.00	75.00	450.00	625.00	1,075.00	1,250.00	M	51	
52	Jackson	23,698	Engineering Department													52	
53	Meridian	40,000	Parent Teacher Association		2					30.00	225.00		225.00	255.00	P	53	
MISSOURI																	
54	Cape Girardeau	17,000	City of Cape Girardeau											2,100.00	M	54	
55	Hannibal	22,000	Playground and Recreation Association		4					64.87	435.00		435.00	499.87	P	55	
56	Joplin	35,000	Board of Park Commissioners											8,034.96	M	56	
57	Kansas City	450,000	{ Recreation Department and School Board Park Board	25	23	1				5,150.80	24,042.50	6,100.00	30,142.50	35,293.30	M	57	
58	Moberly	20,000	Park Board									300.00	300.00	300.00	M	a	
59	Monett	6,000	Park Board	2						1,000.00			1,800.00	2,800.00	M	58	

# RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation			
1	2	2	2	7,483	25,000	2	207,022	2	500	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Mrs. Robert E. Looe	1	
2	2	1	1	25,000	136,339	2	207,022	2	500	1	1	1	1	1	1	1	1	1	1	1	1	1	1	Robert L. Peel	2	
3	2	7	9	136,339	565,405	2	207,022	35	1,500	5	10	2	50,000	1	23,474	2	78,350	1	16,680	4	168,843	17	17	E. C. Dayton	3	
4	19	19	19	565,405	1,500	4	1,500	4	1,500	1	2	1	2	1	2	1	2	1	14,990	8	341,872	27	27	William W. Norton	4	
5	4	4	4	1,500	26,130	1	99,283	6	44,204	1	2	1	2	1	2	1	2	1	14,990	4	780	4	4	W. Guy Morrison and Henry Gork	5	
6	3	3	3	26,130	80,388	1	99,283	6	44,204	1	2	1	2	1	2	1	2	1	14,990	4	780	4	4	Ada D. Baker	6	
7	1	1	1	80,388	45,655	1	45,655	10	19,000	1	2	1	2	1	2	1	2	1	14,990	4	780	4	4	F. Geary	7	
8	4	4	4	80,388	49,600	1	45,655	10	19,000	1	2	1	2	1	2	1	2	1	14,990	4	780	4	4	George Elworthy	8	
9	1	1	1	49,600	52,000	6	44,204	10	19,000	1	2	1	2	1	2	1	2	1	14,990	4	780	4	4	C. J. Reid	9	
10	19	19	19	49,600	11,052	11	11,052	11	11,052	2	11	1	1	1	1	1	1	1	14,990	4	780	4	4	A. L. Cook	10	
11	4	4	4	52,000	12,000	5	12,000	5	12,000	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	T. H. Fewlass	11	
12	6	6	6	52,000	43,126	1	43,126	1	43,126	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Leon N. Moody	12	
13	9	9	9	52,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	F. J. Bofink	13	
14	11	11	11	136,740	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	W. C. Trout	14	
15	6	6	6	136,740	31,184	1	31,184	22	65,000	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Lawrence P. Moser	15	
16	1	1	1	27,302	43,126	1	43,126	1	43,126	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Emory M. Barnes	16	
17	3	3	3	27,302	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	August Fischer	17	
18	4	4	4	15,500	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	H. E. Waite	18	
19	6	6	6	24,507	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Benjamin Klager	19	
20	3	3	3	18,086	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	B. M. Hellenberg	20	
21	1	1	1	4,500	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	W. A. Olsen	21	
22	2	2	2	20,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Louis Conger	22	
23	4	4	4	82,064	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	C. P. Ziegler	23	
24	4	4	4	82,064	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	F. W. Crawford	24	
25	4	4	4	25,175	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Isaac Bond	25	
26	1	1	1	4,712	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Arthur E. Center	26	
27	4	4	4	25,175	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Mayor's Office	27	
28	14	14	14	80,200	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Frank Weeber	28	
29	1	1	1	80,200	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	H. W. Richards	29	
30	9	9	9	80,200	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	F. Hendry	30	
31	6	6	6	28,296	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Ella Lee Cowgill	31	
32	4	4	4	28,296	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	C. F. Van Ducon	32	
33	4	4	4	28,296	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	E. P. Clarke	33	
34	1	1	1	18,700	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	John H. Ferenz	34	
35	3	3	3	13,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Chester A. Rydecki	35	
36	12	12	12	125,665	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	F. W. Frostie	36	
37	2	2	2	75,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Arthur G. Erickson	37	
38	2	2	2	75,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	C. C. Ludwig	38	
39	4	4	4	75,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Fred Mann	39	
40	2	2	2	18,700	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	C. G. Giffei	40	
41	18	18	18	44,430	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	K. M. Harris	41	
42	4	4	4	8,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Ray Hoefler	42	
43	4	4	4	8,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	A. W. Lewis	43	
44	31	31	31	1,577,760	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	R. H. Towne	44	
45	12	12	12	210,762	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Jess T. Porteous	45	
46	2	2	2	3,200	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	H. V. Fick	46	
47	6	6	6	41,381	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Louis Todnem	47	
48	5	5	5	10,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	K. B. Raymond	48	
49	25	25	25	361,648	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	R. C. Tapp	49	
50	5	5	5	56,421	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Art Nachreiner	50	
51	1	1	1	11,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Judd F. Gregor	51	
52	1	1	1	1,300	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Paul F. Schmidt	52	
53	1	1	1	3,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	R. H. Brown	53	
54	1	1	1	6,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Ernest W. Johnson	54	
55	2	2	2	11,758	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	C. D. Tearse	55	
56	22	22	22	550,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Mrs. C. H. Williams	56	
57	1	1	1	2,401	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	Natoma Campbell	57	
58	2	2	2	11,758	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	J. J. Halbert	58	
59	1	1	1	6,000	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	H. M. Ivy	59	
60	2	2	2	11,758	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4	James A. Barks	60	
61	2	2	2	11,758	43,262	1	43,262	1	43,262	1	1	1	1	1	1	1	1	1	14,990	4	780	4	4			



PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
MISSOURI—Cont.																
1	St. Charles	12,000	City Park Board	1			5		20,000.00				1,200.00	21,200.00	M	1
2	St. Joseph	80,000	Department of Parks	5	6						1,077.05		1,077.05	7,327.05	M	2
3	St. Louis	800,000	Department of Parks and Recreation	130	120	30				27,141.62			142,629.56	169,771.18	M	3
			Board of Education	126	252				327.57	19,676.89	77,372.37	14,234.23	91,606.60	111,611.06	M	a
			Park and Playground Association <sup>15</sup>	1		1								11,000.00	M	b
			Park Commissioners	1											M	4
4	Sedalia	25,000	Public Schools	1						50.00			525.00	575.00	M	a
5	Springfield	65,000	Playground Department, Park Board	1	13				8,569.00	125.00	1,500.00		1,500.00	10,194.00	M	5
MONTANA																
6	Anaconda	14,000	Playground Association	1	1					1,000.00			800.00	2,000.00	M&P	6
7	Bozeman	9,000	Recreation Board	1				1		390.00			900.00	1,225.00	M&P	7
8	Glendive	5,000	Playground Committee	1	1					190.00			390.00	580.00	P	8
NEBRASKA																
9	Beatrice	10,000	Recreation Board	1	1								300.00	330.00	M&P	9
10	Hastings	16,000	Civic Recreation Committee	1	1					95.15			465.00	560.15	M	10
11	Kearney	10,000	Park Commission	1					1,059.00	600.00			200.00	795.00	M	11
12	Lincoln	78,000	Recreation Board	3	10					300.00			3,100.00	3,400.00	M	a
			Park Department							16,833.42				19,825.92	M	a
13	Neligh	1,800	City of Neligh					1								13
14	Norfolk	12,500	Park Committee of City Council and P. T. A.	1				15					150.00	180.00	M	14
NEW HAMPSHIRE																
15	Claremont	12,000	Playground Commission	1	2				4,300.00	800.00			800.00	8,900.00	M	15
16	Concord	26,000	City Playgrounds Committee	7	8				25.00	3,387.00			400.00	6,062.00	M	16
			Park Commission		4					3,914.65			635.00	6,534.15	M	17
17	Dover	14,129	Neighborhood House Assn., Inc.	1	2			6	31				2,530.62	3,134.31	P	a
			Lothrop Memorial Hall Board	1				15	10	1,500.00			1,000.00	5,500.00	P	b
18	East Jaffrey	3,000	Parent Teacher Association	1									300.00	300.00	P	18
19	Hillsboro	2,220	Parent Teacher Association	3	2				332.27				128.00	460.27	P	19
20	Keene	12,000	Playground Committee	3	1								720.00	1,282.34	M	20
21	Lancaster	3,000	Colonel Town Spending Committee	3	4			2	3				423.00	423.00	P	21
22	Lebanon	7,000	Carter Community Building Association, Inc.	2	1			2	2				1,500.00	4,000.00	P	22
23	Manchester	80,000	Park, Common and Playground Commission	11	10				250.00	495.38			3,300.40	4,045.78	M	23
24	Nashua	29,880	Recreation Commission	11	9				2,486.52	3,105.59			5,052.13	10,644.24	M	24
25	New Boston	780	Playground Association	1					25.00				25.00	50.00	P	25
26	Portsmouth	13,000	Park Department, Board of Public Works	2	2				500.00	700.00			1,090.00	2,560.00	M	26
27	Rochester	10,000	School Department	1									200.00	200.00	M	27
28	Somersworth	6,688	Noble Pines and Playground	1				1	40.26	89.92			140.00	912.78	M&P	28
NEW JERSEY																
29	Atlantic City	60,000	Department of Finance	9	27					1,000.00			7,000.00	15,000.00	M	29
30	Avalon	5,000	Fun Chase Playground Committee		1			1	1	900.00			650.00	2,000.00	M	30
31	Bayonne	95,316	Department of Parks and Public Property	5									5,500.00	5,500.00	M	31
32	Belleville	28,000	Recreation Commission	5	7	1	8	10	10,500.00	4,000.00			4,590.00	20,000.00	M	32
33	Bernardsville	1,500	St. Bernard's Parish	1	2								150.00	300.00	P	33
34	Bloomfield	40,000	Department of Recreation and World War Memorial Assn.	11	9	2			24,225.00	5,340.17			10,279.83	42,045.00	M&P	34
35	Bordentown	4,750	Playground Commission	1	2					40.25			237.50	277.75	M&P	35
36	Bridgeton	17,000	Johnson Reeve Playground Assn.	1	1				404.73	226.04			240.00	870.77	P	36
37	Brielle	500	Playground and Recreation Assn.	1				12		65.00			500.00	565.00	P	37
			Chamber of Commerce	1	1				24.00	24.80			48.00	96.40	P	38
38	Burlington	13,216	Civic League		3					132.50			99.00	231.50	M&P	a
			Burlington County Tuberculosis League		1											b
39	Camden	140,000	Department of Parks and Public Property	28	28					4,891.92			17,166.33	22,868.25	M	39
40	Collingswood	16,000	Public Works Department	6					300.00	600.00			350.00	1,330.00	M	40
			Board of Education	1	4					72.84			790.00	862.84	M	a
41	Cranford	11,000	Playground and Recreation Commission	3	4	1			207.00	1,954.38			124.00	5,200.00	M	41
42	East Orange	70,302	Board of Recreation Commissioners	8	7	1			77,762.87	11,688.41			15,690.61	25,871.59	M	42
43	Elizabeth	120,000	Recreation Commission	33	34	2			63,072.75	5,442.74			15,568.00	87,084.43	M	43
44	Englewood	18,000	Board of Education	4	1					300.00			1,200.00	1,500.00	M	44
45	Essex County	652,205	Essex County Park Commission <sup>16</sup>	22	32					64,507.66			11,864.19	63,877.89	C	45
46	Hackensack	25,000	Board of Education and Improvement Commission	8	9			6	257.66	390.14			3,892.50	4,548.30	M&P	46
47	Hackettstown	3,000	Board of Education	1						57.14			225.00	282.14	M&P	47
48	Harrison	18,000	Board of Recreation Commissioners	3	3				7,300.00	1,200.00			500.00	2,000.00	M	48
49	Hoboken	65,000	Department of Parks and Public Property	13	4	17				5,900.00			24,500.00	30,400.00	M	49
50	Hudson County		Hudson County Park Commission <sup>17</sup>						65,000.00					101,844.32	C	50
51	Irvington	55,000	Department of Public Recreation	13	16	3			36,200.00	4,801.90			12,463.19	53,465.09	M	51
52	Jersey City	350,000	Department of Parks and Public Property	20	28	14							3,000.00	34,000.00	M	52
53	Kearny	40,000	Board of Recreation Commissioners	10	5	1			19,204.98	2,308.08			3,344.00	8,355.00	M	53
54	Millburn	7,500	Shade Tree Commission	2	1				984.45	1,851.37			992.00	3,296.38	M	54
55	Montclair	40,000	Board of Education	17	7			2		237.15			5,193.50	5,430.65	M	55
56	Moorestown	7,500	Recreation Commission	6	8	5	18	48		6,435.96			3,840.00	6,540.00	M&P	56
57	Morristown	17,000	Park Department	6	2								500.00	500.00	M	57
58	Mount Tabor	1,000	Playground Commission	1						100.00			125.00	225.00	P	58

# RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City			
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation				Number	Total Yearly or Seasonal Participation	
1						1	10,000			4	3												W. T. Sparenberg	9	1				
2		5			49,824					2										2	62,000	6		W. L. Skoglund	2				
3	15	14		29	1201422	2		2		1	44			1	75,845	1	35,325	3	345,955	2	416,216	92	240,376	Reuben W. Tapperson	29	3			
a		68		68																			R. H. Abeken		a				
b																							A. H. Wyman		b				
4						2		1		2	1									1		2		W. L. Nelson	2	4			
a		1		1	6,000																	2		Heber U. Hunt	2	a			
5		12		12							11									3		4		Martha Blankenship	11	5			
6		2		2	3,360			1	2,400	5										1	3,000			Stephen Hanson	9	6			
7		1		1		1																		G. O. Arnold		7			
8		3		3	1,300			2		1	2									1	3,000	2		G. E. Kidder	5	8			
9		6		6	2,540					1	6											6		Mrs. R. G. McCue		9			
10		4		4	7,433						1													Milo M. Fink		10			
11		4		4	12,600						1											6	6,300	W. T. Souder		11			
12		11	4	15	85,000						8											16		Earl Johnson		12			
a											9											23	12,000	C. S. Kittinger		10			
13										1	1	1				1	36,000			1	69,463			Leo C. Hewitt		13			
14		4		4	2,460					1	2														Walter Steffen		14		
15	2			2	40,000	2		1	15,000	4	2			1								5		R. G. Blanc		15			
16		7		7	34,313					1	6									1		4			C. I. Tebbetta		16		
17			4	4						2	2									1					Fred E. Quimby		17		
a						1	5,244																		Edith G. Brewster		a		
b						2	700																		Edward P. Strobbridge		b		
18		1		1							1														Mrs. S. H. Austin		18		
19		1		1	2,400																	2			Mrs. Fred A. Lundberg		19		
20		2		2	11,480					1												1			A. W. Pressler		20		
21		1		1	2,250																				Carroll Stoughton		21		
22						1																			Maynard L. Carpenter		22		
23		8		8	2,639	1				8	6											1			Frank C. Livingston		23		
24		6		6	47,449						3	1										3			R. A. Pendleton		24		
25		1		1	125					1	1											1	100	20	Louis W. Swanson		25		
26	1	1		2						1	1														George E. Osgood		26		
27		1		1	6,750						1											1			William H. Buker		27		
28		1		1				1		1	1														Fred K. Wentworth		28		
29		6		6	45,047					3	4														Glenn C. Heller		29		
30		1		1				1																	Mrs. Joseph H. Gaskill		30		
31		5		5		2	15,000	2	12,000	5	4														Dennis Givens		31		
32		4		4	31,284	1				1	1														Anthony A. Pascal		32		
33		1		1	2,500					1	1														Lulu Wells		33		
34		9	1	10	98,621	1																4	6,000		C. A. Emmons, Jr.		34		
35		1		1	4,297						2														David Styer		35		
36		1		1	10,000						1														Estella T. Edwards		36		
37		1		1	5,000					1	1														Wilbur A. Potter		37		
38		1		1																					N. B. Waggener		38		
a		3		3	7,450																				Mrs. F. L. Johnson		a		
b		1		1	600																				Daisy S. Hollingshead		b		
39		21		21	262,858						8											1			Clay W. Reesman		39		
40		4		4	10,000																	1	20,000			Albert F. Uailton		40	
a										1															J. B. Ritter		a		
41		3		3	17,530			1		1																Daniel R. Neal		41	
42		4		4	1986,248					4	7											1			Lincoln E. Rowley		42		
43	1	21		22	683,838			12	62,400	3	7											1			Claude A. Allen		43		
44		4		4				4		3	4											1			W. J. White		44		
45		29		29	356,409					6	33			2	106,035	1	32,171					174	158,441		David I. Kelly		45		
46		7	3	10	55,618					1	4															Charles D. Todd		46	
47		1		1																					V. C. Brugler		47		
48		2		2	112,000					2	2														H. George Hughes		48		
49		8		8	488,250	1	43,200				2															Julius Durstewitz		49	
50											22											3	244,514	64	78,427	Joseph Filoramo, Jr.		50	
51		5		5	31,000			8	7,965	2	3														12,200	Philip Le Boutilier		51	
52	4	14		18		4				2	10															5,000	Frank A. Deisler		52
53		6		6	75,000					2																T. N. Clark		53	
54		1		1		1				1	1	1										1				Mabel E. Goff		54	
55		4		4	49,776			2	2,215	1	14															5,013	Franklin G. Armstrong		55
56		3		3	19,725	2		4		3	3											1				Ben P. Rumpeltes		56	
57										1	1	1															Thomas F. Dunn		57
58		1		1	1,000																						William C. Cudlipp		58



PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
NEW JERSEY—Cont.																
1	Newark	500,000	Recreation Department, Board of Education	91	90	37		388,882.00	84,226.00	142,235.00	19,900.00	162,135.00	635,243.00	M	1	
2	New Brunswick	45,000	Department of Playgrounds	7	4				1,600.00	2,400.00		2,400.00	4,000.00	M	2	
3	North Plainfield	10,000	Recreation Commission	1	2			133.30	138.18	465.00	35.00	500.00	771.48	M	13	
4	Orange	35,000	Department of Parks and Public Property	18	10					6,800.00		6,800.00	6,800.00	M	4	
5	Passaic	79,000	City Recreation Department	23	18	2			1,085.00	10,800.00	1,115.00	11,915.00	13,000.00	M	5	
6	Paterson	152,000	Board of Recreation	39	31	2		14,000.00	8,869.90	18,489.84	6,638.70	25,128.54	47,998.44	M	6	
7	Perth Amboy	52,000	Department of Playgrounds and Recreation	11	15	2		1,000.00	8,000.00	9,000.00		9,000.00	18,000.00	M	7	
8	Phillipsburg	20,000	Department of Parks and Public Property	3						120.00	300.00	420.00	420.00	M	8	
9	Plainfield	41,000	Recreation Commission	7	12	3			700.00	8,108.35	5,191.65	13,300.00	14,000.00	M	9	
10	Red Bank	15,000	Y. M. C. A.	2	1		6		350.00	400.00		400.00	750.00	M&P	10	
11	Ridgefield Park	12,000	Department of Public Works	2	1				300.00	520.00		520.00	820.00	M	11	
12	Ridgewood	13,000	Board of Education	2	3		14	14	10,000.00	1,500.00	600.00	2,500.00	3,100.00	M	12	
13	Roselle Park	10,000	Board of Education	3	3				239.92	326.05	399.96	1,386.99	1,786.98	M	13	
14	Rutherford	20,000	Lions Club	2	2					84.44	760.85		760.85	M	14	
15	Salem	7,400	Playground Committee, Women's Club	1	2					14.55	180.00	10.00	190.00	M&P	15	
16	South Orange	12,500	Recreation Department	1	1	1				3,160.00		3,160.00	14,000.00	M	16	
17	Spring Lake Beach	2,500	Memorial Community House Trustees	1	1	1	4	2		4,000.00	1,000.00	1,000.00	2,000.00	P	17	
18	Summit	13,500	Board of Recreation Commissioners	5	4				26,175.75	9,177.26			18,351.34	M	18	
19	Trenton	140,000	Playground Division, Department of Parks and Public Property	28	36	3			11,653.17	8,329.85	17,951.62	6,840.00	24,791.62	M	19	
20	Union County	250,000	Union County Park Commission <sup>18</sup>	32	20	4				22,446.33			22,446.33	C	20	
21	West Orange	24,000	Department of Parks and Public Property	15	16	10							29,450.00	M	21	
NEW MEXICO																
22	Albuquerque	35,000	Public Schools	4	1				1,650.00	750.00		826.50	3,226.50	M&P	22	
23	Chimayo	500	John Hyson Memorial School	1	4					25.00	1,000.00		1,025.00	P	23	
24	Deming	4,000	Community Service	1									1,248.00	M&P	24	
25	Raton	7,000	City of Raton	3						350.00	1,225.00	500.00	1,725.00	M	25	
NEW YORK																
26	Albany	140,000	Municipal Recreation Department	26	40	1				10,200.00		10,200.00	19,300.00	M	26	
27	Amsterdam	36,250	Recreation Commission	5	6	1	6	2	5,414.57	3,401.77	4,016.67	2,166.99	6,183.66	M	27	
28	Auburn	40,000	Playground and Recreation Department	10	9				15,275.00	2,200.00	2,500.00	1,850.00	4,350.00	M	28	
29	Ballston Spa	5,000	Booker T. Washington Community Center	2	1	2	3		809.00	1,800.00	276.00	2,076.00	2,885.00	M&P	a	
30	Binghamton	80,000	Community House Council	12	1	1			800.00	1,200.00	300.00	1,500.00	2,300.00	P	29	
31	Buffalo	650,000	Department of Education	12	23				251.65	4,782.50			4,782.50	M	30	
32	Canastota	4,000	Department of Parks, Division of Recreation	20	19	39			30,143.29	33,600.00	84,600.00	141,174.75	225,774.75	M	31	
33	Chappaqua	22,500	Department of Physical Education, Board of Education	52	37						24,310.00		24,310.00	M	a	
34	Chatham	3,300	Playground Commission	1	2				200.00	20.00	296.00		296.00	M	32	
35	Cohoes	22,500	Playground Association	1	1		5		100.00	50.00	200.00	100.00	300.00	P	33	
36	Cooperstown	2,700	Morris Memorial Community Center	2	1	3							9,800.00	M	34	
37	Corning	16,796	Department of Public Works	19	17	1							8,000.00	M&P	35	
38	Dobbs Ferry	5,000	Village of Cooperstown	1	2				350.00		400.00	25.00	425.00	M	36	
39	Dunkirk	20,000	Board of Public Works	2	2					3,503.50			6,500.00	M	37	
40	Eastchester	20,000	Public Schools	2	2				125.00		75.00		200.00	P	38	
41	Elmira	55,000	Board of Education and City Council	2	2					142.26	1,195.00		1,195.00	M	39	
42	Erie County	693,616	Recreation Commission	14	8	1			2,697.41	6,403.63	454.26	6,857.89	9,555.30	M	40	
43	Geneva	18,000	City Recreation Commission	9	16	1	250	75	2,500.00	4,850.00	3,700.00	4,600.00	8,300.00	M	41	
44	Glen Cove	15,000	Erie County Park Commission <sup>19</sup>	6	6								2,000.00	C	42	
45	Glens Falls	22,000	Park Board	7	9	1			2,691.65	1,205.16	3,345.42	1,053.18	4,388.60	M	43	
46	Gloversville	22,110	Neighborhood Association	2	3	1			1,532.67	4,022.28	4,800.00	2,080.35	6,880.35	P	a	
47	Hastings-on-Hudson	10,000	Recreation Commission	7	3				4,421.62	1,005.34	2,240.00	3,242.13	5,482.13	M	46	
48	Herkimer	12,000	Outing Club	3	2				200.00		300.00	200.00	500.00	M	47	
49	Hudson	12,000	Board of Education	4	4				3,500.00	165.50			1,485.00	M	48	
50	Huntington	28,000	Playground Committee, Common Council	1	6						1,000.00	200.00	1,200.00	M	49	
51	Ithaca	18,000	Service League <sup>20</sup>	2	1	1		41					1,200.00	M	50	
52	Johnstown	10,714	Playground Committee, Board of Education	7	19				1,118.00	1,972.60	5,949.65		5,949.65	M	51	
53	Kenmore	13,000	Board of Education	1	1					1,768.09	910.00	360.28	1,270.28	M	52	
54	Lackawanna	20,000	Village Board	1	1						1,170.00		1,170.00	M	53	
55	Le Roy	5,000	Board of Education	14	7				711.02	4,975.53	600.00	500.00	4,975.53	M	a	
56	Marearetville	800	Department of Public Works	2	1				300.00		100.00	5.00	105.00	M	54	
57	Middletown	22,000	Recreation Commission	5	4				479.87	434.22	1,500.00		1,500.00	P	56	
58	Mount Vernon	65,000	Parent Teacher Association	58	36	5			6,336.35	1,542.62	17,100.57	995.93	18,096.50	M	57	
59	Newburgh	30,366	Recreation Commission	3	6	1			940.35	6,123.07	5,485.00	9,055.73	14,540.73	M	58	
60	New Rochelle	51,000	Recreation Committee, Board of Education	11	16								7,400.00	M	60	
			Department of Parks, Docks and Harbors												a	

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas No. of City	
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation			Number
1	14	9	16	39				24		1	1													Lewis R. Barrett	39	
2		4		4	62,813						3													William Beck	4	
3		2		2	13,970						1													754 Charles E. Reed	3	
4	4	4		8	163,523					5	3													Carl F. Seibert	4	
5		7		7	277,920			7	16,440	1	5													Reeve B. Harris	5	
6		21		21	1,260,000			13	16,000	2	12	1	30,000					1	30,450					12 7,200 Sadye R. Fidler	27	
7	4	6		10				4		3	3													Charles T. Koehk	7	
8		2		2	13,000						1	1												George L. Hartman	8	
9		9		9	101,320			1	4,500	1	1			1	8,124			1						R. O. Schlenter	9	
10		1		1	4,000			1	5,000	1	1													R. T. Smitt	10	
11		1		1	6,048					1	1													Edwin S. Ferris	11	
12	1		7	8				2		8	8													I. W. Travell	9	
13		3		3						1	1													C. F. Smith	4	
14		2		2	6,680																			H. H. Edwards	14	
15		2		2	5,000																			Margaret M. Griscom	2	
16	1			1	58,288					1	2													Joseph J. Farrell	16	
17								1																Mrs. Mildred E. Simons	17	
18			4	4	47,085			1		1	3													F. D. Twombly	18	
19	6	10		16	254,000	1		8	1,240	6	12	2								1				LeRoy Smith	16	
20		12		12	424,979					1	17	1	85,426			1	42,877			1	23,878			10 36,671 F. S. Mathewson	15	
21	4	1		5	217,000			1		5	5													9 5,000 E. J. Travers	21	
22	1	3	10	14		1		3		3	6													John Milne	10	
23	1			1																				Zoe Ellsworth	23	
24											1													George D. Robinson	24	
25		1		1																				Ernest V. Ludlum	25	
26	4	17	25	46	406,387			7		9	30							5						72 F. F. Futterer	123	
27	1	5		6	99,484			3	6,280	1	1													Allen T. Edmunds	27	
28	2	6		8	28,375	1	12,000			1	7													J. F. Donovan	9	
a		1		1	3,680	1	2,320																		Mrs. Elaine T. Pollard	a
29	1			1		1																			Ella M. Mac Williams	29
30		11		11	75,400					2	7	3												8 Effie F. Knowlton	30	
31		20		20	2,016,000	7		7		1	30	2	85,000	2	15,000	2	25,000				3	100,000	60	110,000 Joseph F. Suttner	31	
a		25		25	311,335			8	13,514		1	1							9	49,265					Carl H. Burkhardt	a
32		1		1	2,100																				Mrs. R. H. Imhofe	32
33		1		1	850																				Mrs. C. V. Burger	33
34																									F. J. Tabor	34
35	8	1		9	76,594			1			3													4 Frank E. Bell	9	
36		1		1		1	3,000			1	1	1													Lester G. Bursey	1
37		1		1		1				1	2														2 W. O. Drake	12
38		1		1	2,400					1															John A. McGinness	1
39		2		2	18,768			3																	K. Hoepfner	3
40	2	2		4	57,513			6	11,327		4														Vivian O. Wills	4
41		12		12	45,750	1	6,500	1	4,500		10			1	2,800										23 Joseph Riley	41
42										4	7														3 Arthur B. Weaver	12
43		5		5	50,000					1	1	1													W. A. Gracey	4
44								1																	H. W. Bigelow	4
45	1	7		8	59,033					1	4	1													Ruth Sherburne	8
a				1	13,350			2	12,354																1 Ruth Sherburne	a
46	2	1		3						2	2														6 Francis Blake	4
47		1		1						1	2														4 Mrs. R. H. Shren	47
48		4		4						4	2														4 Mrs. John Campbell	48
49		5		5	16,000																				M. J. Degnan	49
50		3		3		2		4																	Clayton C. Jones	50
51		3		3				2		2	5	1													Edgar E. Bredbenner	14
52		1		1	8,820					1	1														E. L. Ackley	52
53		1		1																					Walter Ducker	53
a		8		8	20,000			2	2,500		1							1	6,000					6 20,400 F. C. Densberger	10	
54		6		6	120,940					2	3														Edgar W. Fennie	6
55		1		1	4,000					1	2														4 Edward J. Reifsteck	3
56		2		2	200			1	100		1														1 Charlotte R. Bonus	56
57		4		4	34,833																				Frederic P. Singer	4
58		12		12	57,750			14		1	3														2 H. Q. White	16
59	1	2		3	204,145	1				1	2														4 25,000 Douglas G. Miller	4
60		7		7	50,120			8		3	4														6 E. A. Wilson	60
a										1	2	2													2 Charles L. Broder	a

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
<b>NEW YORK—Cont.</b>																
1	New York City	6,017,000	Bureau of Recreation, Department of Parks, Manhattan	95	96	50				125,423.00		125,423.00	285,822.00	M	1	
			Bureau of Recreation, Department of Parks, Bronx	1	49	9			5,300.00	26,349.33		26,349.33	31,649.33	M	a	
			Bureau of Recreation, Department of Parks, Brooklyn	44	52	33		1,082,000.00		68,165.00		68,165.00	1,209,165.00	M	b	
			Department of Parks, Queens					2,500.00					33,000.00	M	c	
			Division of Extension Activities, Board of Education	836	1371	1				110,236.09		871,635.25	981,871.34	M	d	
			Parks and Playgrounds Committee, Brooklyn	9	6			568.38	1,461.59	4,042.85	1,489.00	5,531.85	7,561.82	P	e	
			The Children's Aid Society	99	171	51							83,000.00	P	f	
			Recreation Centers Committee, Community Councils	16	13					187.50		1,610.00	1,797.50	P	g	
2	Niagara Falls	81,000	Department of Recreation <sup>21</sup>	4	2					326.20		3,926.00	4,252.20	M	2	
			Board of Education	9	7					500.00		4,100.00	4,600.00	P	a	
3	Norwich	8,500	Park and Playground Commission	2	5					121.47	600.00	960.00	1,081.47	M	3	
4	Olean	28,000	Board of Education	9	8					8,004.62		6,534.90	14,539.52	M	4	
5	Oneida	12,000	Park and Playground Commission	2	1	4	1,000.00			2,000.00	1,000.00	1,885.00	4,885.00	M	5	
6	Oneonta	13,400	Board of Education	8	8	50	500.00			300.00		7,500.00	8,300.00	M	6	
7	Ossining	15,000	Recreation Commission	2	6	2				2,500.00		2,500.00	6,500.00	M	7	
8	Oswego	24,000	Board of Public Works	6	5					2,800.00	2,200.00	5,000.00	5,000.00	M	8	
9	Owego	4,743	Village of Owego	1						400.00		400.00	400.00	M	9	
			Board of Education	1	2			500.00	1,375.00	1,000.00	125.00	1,125.00	3,000.00	M&P	10	
10	Plattsburg	12,000	Beach Commission	4	1		16,500.00						18,980.00	M	a	
			Winter Sports Club <sup>22</sup>	1									2,480.00	M	b	
			Recreation Commission	11	7	1	50	58					8,312.00	M&P	11	
11	Port Chester	22,000	Recreation Commission	11	7	1	50	58					8,312.00	M&P	11	
12	Port Jervis and Vicinity	20,000	Tri-States Community Association <sup>23</sup>	1		1				300.00		2,400.00	2,700.00	P	12	
13	Poughkeepsie	40,000	Board of Education	2	20			658.71	1,291.95	2,566.75	1,032.00	3,598.75	5,549.41	M	13	
14	Purchase	1,000	Purchase Community House, Inc.	1	2	3		1,200.00	11,000.00	5,000.00	2,300.00	7,300.00	19,500.00	P	14	
15	Rensselaer	11,000	Recreation Commission	3	5			200.00		150.00		1,571.00	1,921.00	M	15	
16	Rhinecliff	470	Memorial Library	1	2					165.00		1,519.80	1,684.80	M	16	
17	Rochester	333,614	Department of Public Safety	45	57	63			40,389.94	115,570.00	42,660.22	158,230.22	198,620.16	M	17	
18	Rockville Centre	16,000	Board of Education	1						250.00		474.20	724.20	M	18	
19	Rome	33,000	Board of Public Works	8	8		800.00		1,000.00	3,700.00		3,700.00	5,500.00	M	19	
20	Sag Harbor	3,500	Park and Recreation Association	2	4				2,100.00	1,500.00	3,000.00	4,500.00	6,000.00	P	20	
21	Salamanca	10,000	Park Commission	1			2,500.00						3,000.00	M&P	21	
22	Saratoga Springs	13,000	Board of Education	1		1	240.00		664.32	800.00		800.00	1,704.32	M	22	
23	Schenectady	92,000	Department of Public Works	6	27				6,000.00			7,800.00	13,800.00	M	23	
24	Sherrill	2,500	City of Sherrill	1			1,000.00		500.00		500.00	500.00	2,000.00	M	24	
25	Syracuse	200,000	Park Department	55	56	3	78,717.00		1,000.00	29,737.00	8,928.00	38,665.00	118,382.00	M	25	
26	Troy	75,000	Recreation Department	28	18	2		30					36,105.00	M	26	
27	Utica	110,000	Department of Recreation	30	55	3	1,335.00		5,296.76	14,683.27	2,284.97	16,968.24	23,600.00	M	27	
			Department of Parks						500.00		11,074.00	11,074.00	11,574.00	M	a	
28	Watertown	35,000	Department of Public Works	8	6		50,000.00						55,320.00	M&P	28	
29	Watervliet	17,000	City of Watervliet	6	12				300.00			1,400.00	1,700.00	M	29	
30	Westchester County	525,000	Westchester County Recreation Commission <sup>24</sup>	17	28	8			44,704.83	14,263.00	6,410.84	20,673.84	65,378.67	C&P	30	
			Westchester County Park Commission <sup>25</sup>										858,000.00	C	a	
31	Yonkers	125,000	Community Service Commission	22	26	14	10	15				34,756.00	105,393.30	M	31	
<b>NORTH CAROLINA</b>																
32	Charlotte	88,000	Park and Recreation Commission	6	21	1	12	35	7,289.66	6,000.00	10,700.00	10,736.02	21,436.02	M	32	
33	Durham	45,800	City Recreation Commission	12	13	4	11	12	700.00	1,000.00	8,500.00	500.00	9,000.00	M	33	
34	Gastonia	20,000	City Parks and Playground Committee	1	1						480.00	480.00	480.00	M	34	
35	Goldensboro	18,000	Wayne Memorial Association and Park Commission	4	3	2			2,126.44	4,086.35	2,100.00	6,186.35	8,312.79	M&P	35	
36	Lexington	10,000	Recreation Commission	2		1			200.00	2,200.00		2,200.00	2,400.00	M	36	
37	Montreat	30,000	Mountain Retreat Association	4	2				200.00	1,200.00		1,200.00	1,400.00	P	37	
38	Raleigh	35,000	City of Raleigh	7	14								4,265.27	M	38	
39	Rocky Mount	24,000	City of Rocky Mount	3	2				1,125.00	1,350.00		1,350.00	2,475.00	M	39	
40	Spindale	4,000	Community House		1	1			300.00	400.00	1,000.00	3,400.00	4,100.00	M	40	
41	Winston Salem	91,951	Department of Physical Education and Recreation, Board of Education	20	12				28,447.61	5,543.90	10,000.00	4,000.00	14,000.00	M	41	
<b>NORTH DAKOTA</b>																
42	Bismarck	11,500	City of Bismarck	1					320.00	1,061.95	375.00	950.00	1,325.00	M	42	
43	Fargo	30,000	Park District	4	4								8,447.77	M	43	
44	Grand Forks	20,000	Board of Park Commissioners	10	4				2,411.27	1,509.62	5,000.00	7,040.60	12,040.60	M	44	
45	Jamestown	9,074	Park Board		4				410.95	99.95	585.00		1,095.90	M	45	
46	Lisbon	2,000	Park District						200.00				1,550.00	M	46	
47	Minot	18,000	Park Board						8,600.00				14,800.00	M	47	
48	New Rockford	2,100	Kiwanis Club and Other Groups	1			2	2	300.00	100.00	1,400.00		1,800.00	M&P	48	
49	Valley City	6,000	Park Board										1,800.00	M	49	
<b>OHIO</b>																
50	Akron	252,000	Department of Recreation, Board of Education	12	10				1,000.00	1,000.00	4,500.00	1,000.00	5,500.00	M	50	
51	Athens	7,000	Ohio University					14								
52	Bellaire	18,000	Y. M. C. A.	2	2								2,805.00	P	52	
53	Bellefontaine	11,000	Recreation Commission	2	6				69.35	637.50		637.50	706.85	M	53	
54	Bluffton	2,000	Harmon Field Committee	2			125.00		75.00	275.00	100.00	375.00	575.00	M&P	54	
55	Canton	125,000	Recreation Board	20	21	5			77,125.00	12,679.37	14,249.81	7,209.00	21,458.81	M&P	55	

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas No. of City			
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation			Number	Total Yearly or Seasonal Participation	
1	25	42		67				9	390,000	25	37											48	3,708	James V. Mulholland	1			
a	7	11		18						3	32	2				3				1		60		John J. McCormack	a			
b	26	9		35						4	46	2	1	1,500	1	67,000				1	60,000	380		John J. Downing	35			
c						4	40,000			2	13	3	150,000			1	30,000					35	30,000	Anthony V. Grande	12			
d		538	16	554				68		12	12							27						Eugene C. Gibney	d			
e		9		9	153,629					3	1														Evelyn Russell Meyers	9		
f	9	4		13		3	127,245	15	433,306	3	2	2	19,048							2	829	1		50	Raymond L. Anderson	15		
g								22																	Frank Peer Beal	g		
2					84,096					1	6					1						4			E. A. Pritchard	7		
3		8		8	16,560					1								3	20,000						Harold W. Herkimer	3		
4		6		6	114,055			4	2,539	5	5									1	28,896	2	4,000	A. W. Buley	4			
5		5		5	10,000					3	5											5			Harold E. Klue	14		
6	5	4		14	20,000			10	100,000	2	2	2	200,000		1	10,000				2	200,000	5		W. Edwin Long	6			
7	1	2		3		1				1	1	3								1		6			Mary M. Halpin	2		
8		5		6	33,750					1	4											3			David E. Powers	11		
9		1		1																					Roy R. Allen	9		
10		1		1	120,000	2	5,000			1	1									1	2,500	4	2,500		Mrs. R. L. Delaney	1		
a												1	60,600												Francis X. O'Neill	a		
b																										Frank Moore	b	
11		4		4	75,000			1		2	2											4			Doris E. Russell	11		
12										5	5	4														C. F. Hoemer	8	
13		6		6	52,000					2	3											6			Sam J. Kalloch	13		
14						1				1												2			Hattiemae Austin	14		
15		4		4	16,400																					William J. Adams	15	
16		1		1	7,200	1	12,729															1				Harriett E. Woolley	16	
17	22	9		33	2,350,530	2	148,238			8	20	2	164,939	1	37,925	2	94,327	2	67,114	2	73,842	40			Gertrude M. Hartnett	39		
18		1		1																						W. S. Covert	18	
19		5		5	25,000					5	5											1				William G. Keating	5	
20	1			1						1	2	1										8				Walter H. Dippel	1	
21						1	500			1	1															L. J. Butcher	2	
22		2		3				2		1	3															Harris Crandall	3	
23	1	8		9	200,000	2		3		1	4	1										36				Charles J. McFaden	23	
24										3	4				1	200						3				C. B. Salisbury	4	
25		15		15	804,825	3	22,300	7	27,230	3	20				2						11	366,595	77	74,525	Lucia L. Knowles	25		
26		10		10	214,945	1	12,745			3	23											1	35,395	23	29,930	Paul J. Lynch	26	
27		10		16	281,895			11	32,327	3	10											34				M. Esthyr Fitzgerald	48	
a										1																Edward M. Swiggett	a	
28		3		3	3,000					2	4															William I. Graf	3	
29		4		4	15,000																	2				Frank D. Baron	5	
30																											Mrs. Chester G. Marsh	30
a										3	4	5				3						2				James Owen	a	
31	3	11		14		5	5,000	18	30,000	2	6								2	15,000		17	25,000		James F. McCrudden	16		
32				14	270,685					3	5															Walter J. Cartier	18	
33		13	3	16	55,294	4		9		2	5								1	18,767	1	3,800	5	2,000		C. R. Wood	32	
34		2		2	20,000																					William L. Balthis	34	
35	1	1		2	51,000	2																1	10,000	3		R. C. Robinson	2	
36		2		2	22,000						3															M. H. Shore	36	
37		1		1							1															S. L. Woodward	37	
38		8	14	22	48,327					14				1												Dorothy Nash	14	
39										1												1	24,060	7	2,000	L. B. Aycock	3	
40		1		1	300	1	1,000																			R. W. Eaves, Jr.	40	
41		13		13	118,753					3	11								2	16,811	3	38,318	46			Lloyd B. Hathaway	20	
42										1																	M. H. Atkinson	1
43										2	3			1	18,900				2							W. J. Clapp	5	
44	3	1		4	13,373																	8				M. B. Kannowski	4	
45		3		3																					900	James A. Murphy	45	
46								3	30,000	1	1	20,000		1								2				C. G. Mead	6	
47										1	1															C. A. Wilson	2	
48		1		1		1				1	1											2				Harry R. Harris	2	
49										1	1											3				W. T. Craswell	49	
50		10		10	190,293														2	16,939			4	9,000		M. H. Seitz	50	
51		2		2						1	1															Arthur H. Rhoads	2	
52		2		2	25,000			1																		V. H. Whipple	52	
53		6		6						1	1															Susie Huston	6	
54		1		1						1	1															I. B. Beeshy	1	
55	1	15		7	565,466			17	29,000	2	2										3	109,458	8	28,470		C. W. Schnake	28	

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers		Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
OHIO—Cont.																
1	Cincinnati	425,000	Public Recreation Commission	161	76	7			250,000.00	23,685.70	25,005.00	110,926.91	135,931.91	409,617.61	M	1
			Division of Recreation, Department of Parks and Public Property	116	89	78			86,485.00	116,901.00	37,000.00	532,609.00	569,609.00	772,095.00	M	2
2	Cleveland	925,000	Bureau of Public Welfare, Board of Education	150	148	5			7,310.00	14,955.00	97,587.00	31,934.30	129,521.30	151,786.30	M	a
			Hiram House	11	9	1	4	16		1,787.07	5,093.81		5,093.81	6,880.88	P	b
3	Cleveland Metropolitan Park District	943,945	Board of Park Commissioners											31,502.03	M	3
4	Cleveland Heights	53,000	Division of Public Recreation, Board of Education and City Commission	39	38	3	28	8	28,500.00	4,746.36	22,095.03	2,267.04	24,362.07	57,608.43	M	4
5	Columbus	320,000	Division of Public Recreation	38	38	4			3,576.93	4,957.67	34,512.00	9,175.41	43,687.41	52,222.01	M	5
6	Dayton	200,000	Bureau of Recreation, Department of Welfare	24	21	9			56,383.00	59,624.00	35,015.00	32,010.00	67,025.00	183,032.00	M&P	6
7	Defiance	10,000	East Defiance Booster Club	2	2				19,000.00	1,200.00	800.00	400.00	1,200.00	21,400.00	P	7
8	East Liverpool	28,000	Playground Association	1	1				40.00	78.00	371.25		371.25	489.25	P	8
9	Fostoria	13,000	Women's Club and Exchange Club		2				825.00	15.00	160.00		160.00	1,000.00	P	9
10	Granville	2,000	Playground Association	1	1				500.00	50.00	500.00		500.00	1,050.00	M&P	10
11	Hamilton	52,000	Department of Parks and Recreation	7	7				8,240.00	14,202.09	2,950.00	10,756.77	13,706.77	36,148.86	M	11
12	Ironton	20,000	Lions Club	1	3					100.00	1,000.00		1,000.00	1,100.00	P	12
13	Kent	8,000	Board of Education	1						15.00	150.00		150.00	165.00	M	13
14	Lakewood	70,000	Department of Public Recreation, Board of Education	21	29	3		1	5,000.00	3,750.00	16,258.00	6,000.00	22,258.00	31,008.00	M	14
15	Lancaster	20,000	Parent Teacher Association		2					50.00	300.00		300.00	350.00	P	15
16	Lima	55,000	Department of Recreation	8	7				256.29	583.72	5,256.97	615.19	5,872.16	6,712.17	M	16
17	Lorain	48,000	Board of Education	7	2						2,340.00	319.70	2,659.70	2,659.70	M	17
18	Lyndhurst	2,500	Recreation Committee				6	6						1,500.00	P	18
19	McDonald	5,000	Carnegie Steel Company		1										P	19
20	Mansfield	33,000	Recreation and Playground Board	9	9					1,100.00	3,000.00	100.00	3,100.00	4,200.00	M	20
			Friendly House Settlement	1	1					250.00	400.00		400.00	650.00	P	a
21	Marietta	16,000	Y. M. C. A.	1	4					530.00	1,000.00		1,000.00	1,530.00	P	21
22	Martins Ferry	15,000	Playground Association	1	3					375.00	550.00		550.00	925.00	P	22
23	Massillon	30,000	Board of Recreation	5	7					438.49	2,085.00	15.00	2,100.00	2,538.49	M	23
24	Middletown	35,000	Bureau of Recreation, Civic Association	10	8						1,500.00	400.00	1,900.00	1,900.00	M	24
25	Mingo Junction	4,500	Carnegie Steel Company	2	3										P	25
26	Newark	35,000	Board of Education	5	3					765.55	2,258.88	2,667.63	4,926.51	5,692.06	M	26
27	Niles	18,000	Recreation Service	4	6	1			1,081.81	1,279.00	3,480.00	142.40	3,622.40	5,983.21	M	27
28	Perrysburg	3,500	Board of Education		1						60.00		60.00	60.00	M	28
29	Piqua	16,000	Board of Education	6	6		15	10		40.00	1,150.00		1,150.00	1,190.00	M&P	29
30	Rocky River	5,000	Park Committee	1	6									375.00	M	30
31	Salem	10,000	World War Community Building Association	2	2	2			850.00	4,560.00	6,140.00	1,485.00	7,625.00	13,035.00	P	31
32	Sandusky	26,000	City and Women's Federation of Clubs	2	6					400.00	1,500.00		1,500.00	1,900.00	M	32
33	Sidney	9,000	Playground Committee	1	2					230.00	525.00	610.00	1,135.00	1,365.00	M&P	33
34	Springfield	90,000	Playground Association	9	4					1,235.00	2,600.00		2,600.00	3,835.00	P	34
35	Stuebenville	40,000	Park Board											9,491.88	M	a
			Department of Playgrounds and Recreation	5	6	1	1		27,900.00	800.00	3,585.83	1,800.00	5,385.83	34,085.83	M	35
			Division of Recreation, Department of Public Welfare and Board of Education	32	28	2			51,500.00	5,710.00	17,300.00	25,086.00	42,386.00	99,596.00	M	36
36	Toledo	325,000	Fredrick Douglass Community Association	4	6	7	3	4		3,940.00	6,060.60		6,060.60	10,000.00	P	a
37	Vermilion	1,500	Board of Education	1						150.00			400.00	550.00	M	37
38	Wapakoneta	5,500	Board of Education	1	1					640.00	350.00	510.00	860.00	1,500.00	M	38
39	Warren	34,679	Packard Park Commission and Community Fund	6							1,261.00		1,261.00	2,961.00	M&P	39
40	Wellsville	10,000	Harmon Field Playground Association	1	1				200.00	88.35	215.00		215.00	503.35	M&P	40
41	Wooster	10,000	Board of Education	1	1								215.00	500.00	M&P	41
			Playground Association	18	6	2			146.24	282.43	6,135.95	184.00	6,319.95	6,748.62	P	42
42	Youngstown	160,000	Mill Creek Park Commissioners	14	1	1			64,425.68	50,680.89	6,617.65	22,484.81	29,102.50	144,209.07	M	a
			Park Department	16	12				32,000.00	4,000.00	10,000.00	35,000.00	45,000.00	81,000.00	M	b
			Carnegie Steel Company	2	2										P	c
OKLAHOMA																
43	Blackwell	12,000	Park Department	2	2					1,500.00			1,568.00	3,068.00	M	43
44	Holdenville	8,000	City of Holdenville							3,500.00				3,500.00	M	44
45	Mangum	7,500	Park Department											400.00	M	45
46	Oklahoma City	200,000	Board of Education	13	20				12,000.00	3,600.00	7,600.00	3,000.00	10,600.00	26,200.00	M	46
47	Ponca City	20,000	Park Department	13	2				31,000.00	2,500.00			4,200.00	37,700.00	M	a
48	Tulsa	185,000	City of Ponca	3	2										M	47
			Board of Park Commissioners	5	11	2	10	4						20,000.00	M	48
OREGON																
49	Ashland	6,500	Park Board		2			1		50.00	225.00		225.00	275.00	M	49
50	Bend	10,500	School District No. 1 and Harmon Field Committee	1	1									3,492.50	M	50
51	The Dalles	5,807	City Council									200.00	200.00	200.00	M	51
52	Eugene	25,000	Playground Commission	5	3				377.00		2,046.00	285.00	2,331.00	2,708.00	M	52
53	Grants Pass	6,200	Park Committee, Common Council								2,004.71	1,300.00	1,300.00	3,304.71	M	53
54	Had River	3,500	School District No. 3	1							300.00	50.00	350.00	350.00	M	54
55	Ontario	2,039	Community Golf Club											250.00	P	55
56	Pendleton	8,000	Park Commissioners		3					340.00	625.00		625.00	965.00	M	56
57	Portland	368,810	Bureau of Parks, Playground Division	28	30	8			85,692.17	19,153.16	30,374.38	27,099.56	57,473.94	162,319.27	M	57
58	Silverton	4,500	Park Committee, City Council									100.00	100.00	100.00	M	58



# RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City			
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation				Number	Total Yearly or Seasonal Participation	
1	24	19	43	807,299	9	12	1	34						1		8		31		49		Will R. Reeves	1	1					
2	35	35	7	1,672,139								2	140,000	2	65,011	4	1,672,139	5	506,023	79	1,781	John H. Gourley	35	2					
a	47	21	68	1,432,899																		Alfred O. Anderson	3	a					
b	1		1	136,505	1	182,688	33	198,013	1							3	11,000	6	37,500	5	3,200	H. Ruth Seranton	3	b					
3												2		1								W. A. Stinchcomb		3					
4	5	1	6			13	69,400	1	2							1	10,185	1	89,706	18		Earle D. Campbell		4					
5	29		29	467,462	4	52,407	18	33,260	3	52				1	18,524	1	1,452	1	8,693	50		Grace English		5					
6	4	19	23	609,000	8	8			14	27	1											Paul F. Schenck	23	6					
7	1	1	1						1	1												Roy B. Cameron		7					
8	1	1	1	7,500	1	10,000			1	1												J. A. Monasky		8					
9	2		2	4,000					1	1												Mrs. C. F. Cribbs		9					
10	1	1	1	127,164					1	1												A. D. St. Clair		10					
11	3		3	48,000					1	14				1	16,597			1	33,873	9	5,680	L. J. Smith		11					
12	1		1	6,749					1	1												H. E. Wilman		12					
13									1	1												J. W. Spangler		13					
14	3	5	8	116,079		11	9,086	2	2	2						1	17,341			16		Sophie T. Fishback		14					
15	2	2	2			2	3,200	1	1	1											6	5,000	J. J. Phillips		15				
16	7	7	7	97,179					10	6			6,396									H. G. Danford		16					
17	6	1	6	50,000	1	3,000			6	6	2											George Daniel		17					
18	1	1	1						1	1												H. F. Guenther		18					
19	6	1	6	35,636					5	5												A. R. Mathieson		19					
20	1	1	1	47,713					1	1												Philip Smith		20					
21	4	4	4	12,500	1				4	4												Stewart W. Knarr		21					
22	3		3	42,089					1	1												1,000	R. T. Veal		22				
23	6	3	6	67,000					1	1												A. T. Selby		23					
24	6	4	6	95,210					1	1	1	5,000						1	40,000	2	500	D. W. Jacot		24					
25	4	4	4	105,365					1	1												A. R. Mathieson		25					
26	6	6	6	76,914					2	2												13	27,250	L. G. Millisor		26			
27	5	5	5	40,142		1	612																1		W. G. Llewellyn		27		
28	1	1	1	1,000					3	3													5		Mrs. Edward L. Wenz		28		
29	7	7	7	24,000					3	3													7		Raymond S. Mote		29		
30									1	1													5		Frank Mitchell		30		
31	2	2	2	7,385	1	162,940																	2		J. M. Kelley		31		
32	4	4	4	28,500					3	1	14,000													2		J. A. Nicholson		32	
33	2	2	2	10,031					2	2													2		Mrs. W. O. Amann		33		
34	10	10	10	105,424					5	10													12	10,000	Oliver Matheny		34		
a																1	17,671									S. L. Fisher		a	
35	3	2	5	112,001		1			2	3																Homer Fish		35	
36	21	21	21	260,000	7	75,000	27	3,600	1	16	1	38,000	1	101,000 <sup>27</sup>				8	340,000	32	120,000				Noel H. Petree		36		
a																										Calvin K. Stalnaker		a	
37	1	1	1						1	1														4		George R. Snyder		37	
38	1	1	1	15,000					1	2													2	2,000	Carl D. Fischer, Jr.		38		
39	6	6	6							3														10		F. C. Jones		39	
40	1	1	1																							Mrs. Charles Culp		40	
41	2	2	2			2			1	1																G. C. Maurer		41	
42	6	4	10																							John H. Chase		42	
a	1	1	1	41,088	1	10,504				2				1	40,581								8	11,628	A. E. Davies		a		
b	10	10	10	40,000					6	7																Lionel Evans		b	
c	2	2	2	22,775																						A. R. Mathieson		c	
43	1	2	3			3			1	2	1															Dwight Randall		43	
44									1	1																F. T. Treadwell		44	
45																										H. T. Lawrence		45	
46	12	12	12	49,457		9	15,376		9	9								5								W. H. Emery		46	
a	5	5	5						4	17	1															E. B. Smith		a	
47						3			2	4																	Roy W. Williams		47
48	12	12	12	602,500		1			1	5				1	16,500						1	86,649	29	110,000	Roy U. Lane		48		
49	1	3	4						2																	Louise A. Perozzi		49	
50	2	4	6	54,000		1			2	3																G. W. Ager		50	
51											1															Judd S. Fish		51	
52	4	4	4	39,784					4	4																Frances E. Baker		52	
53	1	1	1	15,000																						C. R. Duer		53	
54																										W. B. Durland		54	
55	3	3	3	8,994																						George K. Aiken		55	
56																										Mrs. E. B. Aldrich		56	
57	24	24	24	771,013	3	126,490	7	9,715	2	13			1	34,468	2	269,332				6	515,724	55			Katharine E. Funk		57		
58									1	1																George W. Hubbs		58	



PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Popula-tion	Managing Authority	Paid Workers Exclusive of Caretakers			Volun-tee Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Perma-nent Equipment	Upkeep, Supplies and Inci-dentals	Salaries and Wages					Total	
											For Leadership	Other Services	Total				
PENNSYLVANIA																	
1	Aliquippa.....	28,000	Community Chest.....	9	18	2			30,000.00						38,000.00	M&P	1
2	Allentown.....	105,000	Recreation Commission and School District.....	15	25	1	11	15	82,000.00	3,126.80	10,415.96	2,004.00	12,419.96	97,546.76	M	2	
3	Altoona.....	87,000	Park and Recreation Commission.....	13	15	1			11,500.00	3,100.00	6,318.00	2,595.00	8,913.00	23,513.00	M&P	3	
4	Ambridge.....	22,000	Playground Association.....		6									2,000.00	P	4	
5	Bethlehem.....	65,000	City of Bethlehem.....	2	8					11,185.89	1,347.50		1,347.50	12,533.39	M	5	
6	Boyetown.....	4,000	American Legion Memorial Park Asso-ciation.....	1	1										P	6	
7	Butler.....	30,000	City of Butler and Women's Civic Club.....	4	4					2,000.00	1,775.00		1,775.00	3,775.00	M	7	
8	Carbondale.....	20,000	Community Service.....	1	5		25	75	300.00	400.00	1,200.00		1,200.00	1,900.00	M&P	8	
9	Carlisle.....	16,000	Borough and School Board.....	5	6					358.10	200.00	900.00	1,100.00	1,458.10	M	9	
10	Chambersburg.....	15,000	Park and Playground Association and School Board.....	1	5		5	5		300.00	3,000.00		3,000.00	3,300.00	M&P	10	
11	Chester.....	70,000	Recreation Board.....		22					243.94	2,611.75		2,611.75	2,855.69	M	11	
12	Chester County <sup>28</sup> .....	120,000	Recreation Board.....	1						1,000.00	3,000.00	2,000.00	5,000.00	6,000.00	C	12	
13	Clairton.....	18,000	Women's Club.....							300.00	2,020.00		2,020.00	2,320.00	P	13	
14	Clearfield.....	10,000	Y. M. C. A.....	2	4					813.57	560.00		560.00	1,373.57	P	14	
15	Coatesville.....	15,000	Department of Parks and Public Property.....	7	7	1								8,712.00	M	15	
16	Conshohocken.....	10,000	Community Center.....	3	3	2	20	40	4,893.33	4,243.40	4,293.25	2,071.90	6,365.15	15,501.88	M&P	16	
17	Corry.....	8,000	Parent Teacher Association.....		11						500.00		500.00	500.00	M	17	
18	Crafton.....	8,000	School District.....	1	2					50.00	650.00	200.00	850.00	900.00	M	18	
19	DuBois.....	16,000	City Planning Commission.....	1	2					450.00	400.00	350.00	750.00	1,200.00	M	19	
20	Dunmore.....	27,000	Park Commission.....	1	1					2,736.71	600.00		600.00	3,336.71	M	20	
21	Duquesne.....	20,000	Carnegie Steel Company.....	7	7										M	21	
22	Easton.....	40,000	School District and City.....	4	5				1,800.00	100.00	2,200.00		2,200.00	4,100.00	M	22	
23	Ellwood City.....	18,000	Playground Commission.....	2	6						1,950.00		1,950.00	1,950.00	M	23	
24	Erie.....	135,000	School District, Park Commission and Water Commission.....	34	10		6			12,152.11	13,041.70	9,609.12	22,650.82	34,802.93	M	24	
25	Etna.....	7,000	Carnegie Steel Company.....		2									800.00	M	25	
26	Gettysburg.....	5,000	School Board.....	1	1					300.00			500.00	800.00	M	26	
27	Greensburg.....	18,000	Playground Association.....	3	5				1,000.00	800.00	1,200.00	400.00	1,600.00	3,400.00	M&P	27	
28	Greenville.....	10,000	Playground Association.....	4	3				6,000.00	200.00	900.00		900.00	7,100.00	P	28	
29	Grove City.....	6,500	Women's Civic Club.....	1	3					200.00	700.00		700.00	900.00	M&P	29	
30	Hamburg.....	3,600	Borough Council.....	2	2				50.00	100.00	360.00		360.00	510.00	M	30	
31	Harrisburg.....	90,000	Bureau of Parks and Public Schools.....	14	19					5,460.00	4,682.00		4,682.00	10,142.00	M	31	
32	Haverford.....	17,000	{ Community Center Playground Association, Town-ship School District.....	1	3	1	8	16		1,417.35	3,530.95		3,530.95	4,948.30	M&P	32	
33	Hazleton.....	36,800	Recreation Commission.....	2	1				440.70	151.52	709.17		709.17	1,301.39	M&P	33	
34	Homestead.....	25,000	Carnegie Steel Company.....	1	1									2,700.00	M	34	
35	Huntingdon.....	7,500	Municipal Playground Association.....	2	2					600.00	1,500.00		1,500.00	2,100.00	M	35	
36	Indiana.....	10,000	Kiwanis Club and Y. M. C. A.....	1	1		1				25.00		25.00	25.00	P	36	
37	Jeannette.....	16,000	Playground Association.....	4	1				250.00	250.00	1,000.00		1,000.00	1,500.00	M	37	
38	Johnstown.....	73,300	Recreation Commission.....	22	27	2				5,093.83	9,811.21	5,114.25	14,925.46	20,019.29	M&P	38	
39	Lancaster.....	62,000	Recreation and Playground Associa-tion.....	22	27	2	14	24	4,500.00	6,275.00	8,500.00		8,500.00	19,275.00	M&P	39	
40	Lansdale.....	8,000	Playground Association.....	2	5		2	3	500.00	300.00	400.00		400.00	1,200.00	M&P	40	
41	Latrobe.....	12,000	Playground Committee, Civic Club.....	1	3					200.00	740.00		740.00	940.00	M	41	
42	Lebanon.....	26,000	{ Progressive Playground Associa-tion Southeastern Playground Associa-tion.....	1	2				535.57	537.50	113.00		650.50	1,186.07	M&P	42	
43	Lock Haven.....	10,000	Playground Association.....	1	4				111.80	272.45	500.00	109.10	609.10	993.35	M&P	a	
44	Mahanoy City.....	15,000	Park and Playground Association.....	1						479.50	470.00		470.00	949.50	M&P	43	
45	Marcus Hook.....	6,000	Century Club.....		2						200.00		200.00	200.00	M	44	
46	Mauch Chunk and East Mauch Chunk.....	8,000	Inter-borough Women's Club.....	1	2									450.00	P	45	
47	Meadville.....	17,000	Playground Association.....	3	4				20.00	292.60	960.00		960.00	1,272.60	M&P	46	
48	Mechanicsburg.....	5,000	Soldiers and Sailors Memorial Park Commission.....	1	1		10	10		401.30	565.00	798.90	1,363.90	1,765.20	M	47	
49	Monongahela.....	12,000	Recreation Commission.....		2					100.00	1,050.00	1,410.00	2,460.00	2,560.00	M	48	
50	Monessen.....	25,000	Chamber of Commerce.....							50.00	100.00	100.00	100.00	150.00	M	49	
51	Munhall.....	9,000	Carnegie Steel Company.....	1	1										P	50	
52	Nanticoke.....	25,000	School Board.....	2	2					50.75	500.00		500.00	550.75	M	51	
53	New Castle.....	53,000	{ Recreation Board Carnegie Steel Company.....	1	8									18,826.72	M	52	
54	New Kensington.....	20,000	School District.....	2	4					320.00	500.00	440.00	940.00	1,260.00	M	a	
55	Norristown.....	40,000	School District.....	1	6					200.00	250.00	750.00	1,000.00	1,200.00	M	53	
56	Oakmont.....	3,000	Women's Club.....	1	1						187.50		187.50	275.00	P	54	
57	Oil City.....	23,000	Recreation Board.....	2	6				195.67	139.26	1,820.86	160.50	1,981.36	2,316.29	M	55	
58	Palmerston.....	8,500	Sociological Department, New Jersey Zinc Company.....	8	10	3	50	50							P	56	
59	Pen Argyl.....	5,000	Weona Athletic and Park Association Bureau of Recreation, Department of Public Welfare.....	174	203	154			22,323.52	131,390.03	243,112.83	180,209.67	423,322.50	577,036.05	M	57	
60	Philadelphia.....	2,097,000	{ Division of Physical and Health Education, Board of Public Educa-tion Playgrounds Association Smith Memorial Playgrounds Lillie G. Newton Foundation Children's Playhouse, Fairmount Park.....	89	140	4				17,744.87	75,725.46	5,970.58	81,696.04	99,440.91	M	a	
				13	24	3				10,313.00	15,446.00	700.00	16,146.00	26,459.00	P	b	
				10	16	19				16,904.85	32,500.77	8,771.59	41,272.36	58,177.21	P	c	
				3	4					1,867.53	5,931.87	300.00	6,231.87	8,099.40	P	d	
				5	3	2				6,222.69	3,000.00	5,474.25	8,474.25	14,696.94	P	e	



PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers		Volun- teer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Perma- nent Equipment	Upkeep, Supplies and Inci- dentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
PENNSYLVANIA—Cont.																
1	Phoenixville	11,000	Recreation Commission	3	7	1								7,000.00	M	1
			Bureau of Recreation, Department of Public Works	97	70	34		384,598.17	64,201.00	112,451.00	55,912.00	168,363.00	617,162.17	M&P	2	
			Bureau of Parks, Department of Public Works											53,000.00	M	a
2	Pittsburgh	650,000	Department of Hygiene, Board of Education	25	9				525.63	10,685.00	2,461.00	13,146.00	13,671.63	M	b	
			Department of Extension Education, Board of Education	98	28					13,709.50		13,709.50	13,709.50	M	c	
			Bureau of Police, Department of Public Safety						3,500.00			5,737.50	9,237.50	M	d	
			Civic Club	2	1					2,220.00		2,220.00	14,355.68		e	
3	Pittsburgh, North Side	205,000	Playground and Vacation School Association of Allegheny, Inc.	43	140	3	2	40		10,379.46			28,571.46	38,950.92	M&P	3
4	Pottstown	20,000	School Board	1	3						315.00		315.00	315.00	M	4
5	Pottsville	25,000	Y. M. C. A. Playground Committee	1					92.43				275.00	367.43	P	5
6	Punxsutawney	10,315	School District	4					18,000.00	1,823.99			1,164.78	20,988.77	M&P	6
7	Reading	120,000	Department of Public Playgrounds and Recreation	28	40	4	14	33	1,866.83	5,664.51	17,989.65	3,779.81	21,769.46	29,300.80	M	7
8	Red Lion	4,500	Lions Club	1					100.00				200.00	300.00	M&P	8
9	Renovo	5,000	P. R. R. Y. M. C. A.	1	1				37.50		150.00		150.00	187.50	P	9
10	Rochester	10,000	Public School District	1			3	2						750.00	M	10
11	St. Marys	8,000	Junior Welfare Committee	3	1				150.00	1,520.32			1,520.32	1,670.32	P	11
12	Schuykill Haven	6,000	Playground Committee		2				13.90				275.00	288.90	P	12
13	Seranton	140,000	Bureau of Recreation	31	44	11	133	27	6,442.78	9,515.20	25,644.05	21,647.89	47,291.94	63,249.92	M	13
14	Souderton	3,900	Playground Association	5	3				100.00				900.00	1,150.00	P	14
15	Steelton	14,000	Parks and Playgrounds Commission	5	4					256.98	1,432.00		1,432.00	1,688.98	M&P	15
16	Sunbury	18,000	Trustee of Oppenheimer Pleasure Grounds	1	4				3,289.93	658.69	1,079.25		1,079.25	5,027.87	P	16
17	Swissvale	10,000	Child Conservation League	1	5				213.35	113.92			482.00	809.27	M&P	17
18	Tamaqua	16,000	American Legion											1,200.00		18
19	Vandergrift	15,000	American Legion	1	4						600.00		600.00	600.00	P	19
20	Warren	15,000	Park Commission	1	7					579.47	1,201.25		1,201.25	1,780.72	M	20
21	Washington	30,000	Recreation Board		14				975.00		1,600.00	400.00	2,000.00	2,975.00	M	21
22	West Chester	13,000	Recreation Department, Civic Association	4	1			3		1,817.36	1,549.92	765.40	2,315.32	4,132.68	P	22
23	Wilkes Barre and Wyoming Valley	255,000	Playground and Recreation Association of Wyoming Valley <sup>33</sup>	51	57	4	55	63	15,000.00	14,000.00	30,000.00		30,000.00	59,000.00	M&P	23
24	Williamsport	50,000	Department of Parks and Public Property	2	20					1,979.84	2,211.75		2,211.75	4,191.59	M	24
25	Wilmerding	8,000	Playground Committee	2	2					809.55	1,137.43		1,137.43	1,946.98	M	25
26	York	65,000	Department of Recreation	16	23	2	75	150	110.92	1,755.53	6,717.15	812.50	7,529.65	9,396.10	M	26
27	Youngsville	2,000	Board of Education	1			1	1		25.00	30.00		30.00	55.00	M	27
RHODE ISLAND																
28	Barrington	4,000	Maple Avenue Community House		2	1	2	5		568.66	1,534.05	250.00	1,784.05	2,352.71	P	28
29	Bristol	14,000	Board of Recreation	4	3					800.00	1,700.00	100.00	1,800.00	2,600.00	M	29
30	Central Falls	25,000	Board of Recreation	6	8				22,500.00	414.17	2,809.25	231.26	3,040.51	25,954.68	M	30
31	East Providence	35,000	Recreation Committee	3	7					2,675.07	2,187.00		2,187.00	4,862.07	M	31
32	Newport	30,000	Board of Recreation Commissioners	6	7	2		2	2,600.00	2,889.21	5,444.90	3,645.66	9,095.66	14,579.77	M	32
33	Pawtucket	73,000	City Council and School Department	15	13	3			970.00	2,749.22			9,496.53	13,215.75	M	33
34	Providence	278,000	Board of Recreation	50	75	18			117,000.00	10,998.09	26,130.00		26,130.00	154,128.09	M	34
35	Saylesville	1,350	Sayles Finishing Plants, Inc.	1					186.46		361.67		361.67	548.13	P	35
36	Westerly	11,177	Public Schools	1	1				87.45	508.23	233.32		741.55	829.00	M	36
37	Woonsocket	50,000	Department of Public Works	9	12	2			350.00	2,500.00	7,500.00	8,000.00	15,500.00	18,350.00	M	37
SOUTH CAROLINA																
38	Charleston	84,000	Playground Department, Board of Parks and Playgrounds	7	7	11	4	4	6,767.35	4,326.30	6,940.00	1,560.00	8,500.00	19,593.55	M	38
39	Columbia	65,000	Playground Department	6	16	12	18	21						18,000.00	M&P	39
40	Florence	17,000	Park Commission	1	1				4,200.00	300.00	300.00	1,300.00	1,600.00	6,100.00	M	40
41	Greenville	35,000	Phyllis Wheatley Association <sup>7</sup>	3	3	5				575.00	4,440.00	300.00	4,740.00	5,315.00	P	41
42	Orangeburg	10,000	Playground Commission		7	1			45.18	843.89	2,317.50		2,317.50	3,206.57	M	42
43	Spartanburg	35,000	Park Department											10,313.14	M	43
44	Sumter	15,000	Playground Section, Trees and Parks Department	2	2				600.00	600.00	1,200.00		1,200.00	2,400.00	M	44
45	Union	15,000	American Legion Auxiliary and Parent Teacher Association							600.00	330.00		330.00	930.00	M&P	45
SOUTH DAKOTA																
46	Canton	2,091	Chamber of Commerce and Red Cross	1										850.00	P	46
47	Dell Rapids	1,800	Park Board												M	47
48	Huron	13,000	Chamber of Commerce	1	6						600.00		600.00	600.00	M	48
49	Mitchell	12,000	Park Board	3					2,000.00	1,000.00	1,500.00	2,500.00	4,000.00	7,000.00	M	49
50	Mobridge	4,500	Parent Teacher Association and City	1	2						270.00		270.00	270.00	M&P	50
51	Pierre	4,000	City Park											3,000.00	M	51
52	Rapid City	11,500	Fortnightly Club	1	1					70.00	178.00		178.00	248.00	P	52
53	Sioux Falls	38,000	Park Board											9,181.08	M	53
54	Watertown	11,000	Park Board						702.75	500.00		2,400.00	2,400.00	3,602.75	M	54
55	Yankton	5,500	Community Club		3						108.00		108.00	108.00	M&P	a
			School Board and Park Board	1											M	55
TENNESSEE																
56	Chattanooga	141,000	Department of Public Utilities, Grounds and Buildings	2	29					8,464.27	5,094.79	9,822.17	14,916.96	23,381.23	M	56

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City			
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			Number	Total Yearly or Seasonal Attendance	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				Number	Total Yearly or Seasonal Participation	
1		5			5	2		2		1	2	1							1		2		Roy D. Holden	6	1				
2	6	55			61	837,117 <sup>31</sup>	7		9	964,824	53								14	888,106			W. C. Batchelor	62	2				
a											3	12			1				30				James Moore	a					
b		4			4	69,495			31	4,439								17	158,993				C. Lawrence Walsh	b					
c																			19	10,587				Dr. C. R. Hoechst	c				
d											15	251,383							1	12,574				William Miller	d				
e																							H. Marie Dermitt	e					
3	13	31			44													4					Mrs. John Cowley	3					
4		3			3	12,000																	W. O. Cressman	4					
5		2			2	12,983													1		2		J. F. Murray	5					
6		1			1	19,823					1	1							1	19,823			F. S. Jackson	6					
7		20			20	214,048		11	67,871	3	5										11		Thomas W. Lantz	32	7				
8		1			1	2,250				1	1												H. J. Becker	8					
9		1			1	8,176																	S. L. Williams	9					
10		1			1	21,000		1	18,000	1	1	1										100	D. M. Albright	10					
11		2			2	14,239																	Henry J. Brock	11					
12		2			2	7,000																	Paul S. Christman	12					
13	3	18			21	147,050	4	169,147	6	12,753	4	21						1	36,498	3	448,418	4	17,693	Robert B. Dixon	45	13			
14		1			1						1	2	1										Floyd G. Frederick	14					
15		6			6	70,200					1	1											H. R. Rupp	15					
16		1			1						1	1											Sunbury Trust and Safe Deposit Company	16					
17		2			2	24,000																	Matilda H. Saunders	17					
18		2			2	8,500													1				John M. Harris	18					
19		2			2	8,500																	J. H. Hudson	19					
20		4			4																		M. L. Dougherty	20					
21		7			7	81,250					3												Elizabeth C. Day	21					
22		2			2	10,089					1	1	23,000											William P. Lear	22				
23		50			50	917,000					8	16		1	11,000						14	10,000	Arthur H. Miller	56	23				
24		13			13	150,769					3	1		1										George R. Fleming	24				
25		2			2	23,330	2				2	1						1						S. H. Stevens	25				
26		9			9	142,250					2	12												Ruth Swezey	26				
27								5	29,400	2	12													R. R. Merrill	27				
28		1			1		1				2	2	1											Mrs. Charles E. Blake	28				
29		2			2	16,000					2	2	1											George J. O'Brien	29				
30		7			7	56,130					1	1												Mrs. J. W. Freeman	30				
31		8			8	18,000																		George Bourne	31				
32		5			5	71,512	2	21,574	1		3	6	1											Arthur Leland	32				
33	3	7			10	252,416					1	4											9	John H. Worthington	11	33			
34	7	3	10		30		2				26	26						3			8		27	Joseph J. McCaffrey	30	34			
35		1			1	7,967					2	2												2	F. J. Porter	35			
36		2			2						2	2												3	Willard H. Bacon	36			
37		8			8	175,000		2	30,000	4	2										3			3	William J. Coffey	37			
38	5	2			7	532,961		4	5,872	4								1	4,800					10	Corrinne V. Jones	38			
39	9	4			13			5																	1	Adele J. Minahan	39		
40																									1	B. S. Meeks	40		
41	1	1	7		9	8,544	1	100,231 <sup>9</sup>	7		5	5												4	656	Hattie Duckett	41		
42	4				4	39,100					1	2	1											4	8	Mrs. C. S. Henery	42		
43																									8	Pauline Witherspoon	43		
44		1			1	1,800					2	2							1						12	Mrs. J. L. Dillon	44		
45		4			4	23,568																					Sara Carnell	45	
46											1	1															A. N. Brogstad	46	
47											1	1															F. M. Enright	47	
48		6			6	30,000					2	3		1													G. R. McArthur	14	48
49											1	1		1	3,500												W. E. Webb	6	49
50		3			3			6			3	2															Chris Johnston	50	
51											3	2															J. E. Hipple	51	
52		1			1						2	1	5,000	1	10,000	1	8,000	2	1,500	9	6,000						Grace Hinrichs	52	
53																											D. W. B. Tremere	53	
54																											John H. Hanten	154	
a		3			3	1,872					3	3															Mrs. S. H. Ohtnes	3	a
55		1			1						3	3															Oscar F. Gennrich	7	55
56		26			26	194,449	3				3	9				1	31,774				1	38,515	16			Wm. Fleming Kreigner	26	56	

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Popula-tion	Managing Authority	Paid Workers Exclusive of Caretakers		Volun-tee Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Perma-nent Equipment	Upkeep, Supplies and Inci-dentials	Salaries and Wages				Total	
											For Leadership	Other Services				Total
TENNESSEE—Cont.																
1	Knoxville.....	148,000	Bureau of Recreation, Department of Public Welfare.....	17	25	2	10	8	1,525.00	10,400.00	21,000.00	5,475.00	26,475.00	38,400.00	M	1
2	Memphis.....	250,000	Recreation Department, Park Commission.....	39	57	20			43,500.00	12,428.00	52,572.00	55,825.00	108,397.00	164,325.00	M	2
3	Nashville.....	175,000	Board of Park Commissioners.....	18	26	10			14,271.34	37,500.00	20,000.00	7,125.60	27,125.60	78,896.94	M	3
TEXAS																
4	Amarillo.....	45,000	Park Board and School Board.....	1	1					1,000.00	1,000.00		1,000.00	2,000.00	M	4
5	Austin.....	65,000	{ City Recreation Department.....	4	11	2	3	7	256,589.00	5,360.00			14,220.00	276,169.00	M	5
6	Beaumont.....	70,000	Lions Club.....											12,288.71	P	a
7	Cleburne.....	20,000	Department of Parks and Play-ground.....	2	6						894.50		894.50	15,224.58	M	6
8	Dallas.....	308,000	Y. M. C. A.....	1				5								7
9	Dallas.....	308,000	Parks and Playground Department.....	36	85	22		35	110,066.93	15,852.03			65,494.40	191,413.36	M	8
10	El Paso.....	112,000	School Board and City.....	12	18										M	9
11	Fort Worth.....	200,000	Public Recreation Department.....	40	34	15	15	6	31,194.41	28,932.94	19,910.00	17,527.09	37,437.09	97,564.44	M	10
12	Galveston.....	60,000	Playground Association.....		3	3	4	14	1,555.78	5,791.14	3,600.00	16,762.00	20,362.00	27,708.92	M	11
13	Houston.....	275,000	Recreation Commission and Recrea-tion and Community Service As-sociation.....	48	84	10				15,092.83	34,385.74	4,399.40	38,785.14	53,877.97	M&P	12
14	Laredo.....	40,000	Park Department.....					7							M	a
15	Lubbock.....	23,200	Rotary Club.....	1				2		1,000.00	1,000.00	400.00	1,400.00	2,400.00	M	13
16	Lubbock.....	23,200	Park Board.....	6				4						12,500.00	M	14
17	Panhandle.....	3,500	Parent Teacher Association.....					27		150.00		70.00	70.00	220.00	M	15
18	Paris.....	18,540	City of Paris.....					2							M	16
19	Plainview.....	10,400	Playground Association and City.....	1				2	500.00	600.00	900.00	250.00	1,150.00	2,250.00	M	17
20	Port Arthur.....	53,000	Parks Department.....		1			1						500.00	M	18
21	San Antonio.....	315,000	Recreation Department.....	7	20	10			264,618.30	14,842.27	10,693.06		10,693.06	290,153.63	M	19
22	Waco.....	62,000	Department of Recreation.....	4	7	3									M	20
23	Wichita Falls.....	62,000	Park Department.....	4	4			2			5,417.00		5,417.00	16,819.00	M	21
UTAH																
24	Ogden.....	45,000	Playground and Recreation Com-mittee.....	1	3			3	800.00	240.00	1,260.00		1,260.00	2,300.00	M	22
25	Provo.....	15,000	City Commission.....		3				8,000.00	6,000.00			4,000.00	18,000.00	M	23
26	Salt Lake City.....	135,000	Municipal Recreation Department.....	16	17				50,190.16		13,025.37		13,025.37	99,469.52	M	24
27	Tooele.....	3,602	City of Tooele.....											336.00	M	25
VERMONT																
28	Bennington.....	10,000	Public Welfare Association.....	1	1									600.00	M	26
29	Brattleboro.....	10,000	Playground and Recreation De-partment.....	1	5	2				700.00	2,800.00		2,800.00	3,500.00	M	27
30	Ludlow.....	2,480	Athletic Council.....					2							P	28
31	Lyndonville.....	2,000	Village Improvement Society.....	2	1					69.65	150.00		150.00	219.65	P	29
32	Proctor.....	3,000	Swimming Pool Committee.....							862.43	620.00		620.00	1,482.43	P	30
33	Putney.....	800	Community Centre, Inc.....	1	1				4,000.00	1,600.00	1,550.00	500.00	2,050.00	7,650.00	P	31
34	Randolph.....	2,000	{ American Red Cross.....	1	2					582.26	522.75		522.75	1,105.01	P	32
35	Randolph.....	2,000	{ Bethany Church.....	1						118.10	400.00		400.00	618.10	P	a
36	Rutland.....	18,000	{ Department of Recreation.....	3	4			16	27,458.54	285.00	1,214.00		1,214.00	28,958.54	M&P	33
37	St. Albans.....	7,588	{ Mead Community House.....		1			4		3,130.66	1,854.82	780.00	2,634.82	5,765.48	M	34
38	Springfield.....	8,600	City of St. Albans.....	3	3	3	2	2		10,000.00	4,800.00		4,800.00	14,800.00	M	35
39	Woodstock.....	2,500	Recreation Commission.....											150.00	M	36
40	Woodstock.....	2,500	Improvement Society.....		1										P	36
VIRGINIA																
41	Alexandria.....	20,000	Department of Recreation.....	2	5				2,200.00	2,800.00			4,000.00	9,000.00	M	37
42	Clifton Forge.....	6,500	Board of Parks and Recreation.....		3				375.00	462.85	300.00	557.50	857.50	1,695.35	M	38
43	Danville.....	23,000	Playground and Recreation Asso-ciation.....	4	9									2,815.00	M	39
44	Fredericksburg.....	9,000	Kiwanis Club.....	1							412.00		412.00	412.00	P	40
45	Lynchburg.....	42,714	Department of Playgrounds and Recreation.....	7	17	14	4	6	1,200.00	4,179.50	12,262.50	1,658.00	13,920.50	19,300.00	M	41
46	Norfolk.....	184,200	Department of Public Welfare, Bureau of Playgrounds and Recrea-tion.....	3	15			2	1,920.48		4,625.00		4,625.00	19,403.42	M	42
47	Petersburg.....	37,500	City of Petersburg.....	1	7		4	4	980.00	400.00	2,000.00	220.00	2,220.00	3,600.00	M	43
48	Portsmouth.....	61,000	Department of Public Welfare.....	5	2									6,600.00	M	44
49	Richmond.....	210,000	Bureau of Parks, Playgrounds and Cemeteries, Department of Pub-lic Works.....	19	43	6				9,062.00			25,175.00	34,237.00	M	45
50	Roanoke.....	65,000	Community Recreation Associa-tion <sup>10</sup> .....		1	1								8,000.00	P	a
51	Roanoke.....	65,000	Department of Play and Recreation and City Playground Association.....	2	7	1				1,550.00	3,225.00	5,720.00	8,945.00	10,495.00	M&P	46
52	Staunton.....	13,000	City of Staunton and Y. M. C. A.....	1	3		8	15		2,000.00	3,000.36		3,000.36	5,000.36	M	47
WASHINGTON																
53	Aberdeen.....	26,075	Playfield Committee.....		4	1				65.00	1,440.00		1,440.00	1,505.00	M	48
54	Bellingham.....	35,000	Park Board and Y. M. C. A.....	4	3					300.00	900.00		900.00	1,200.00	M	49
55	Centralia.....	11,000	Y. M. C. A.....	1	1			7		550.00	1,400.00	25.00	1,425.00	1,975.00	M&P	50
56	Culfax.....	3,000	Parks Board.....					2	9,000.00		33.50	798.50	832.00	9,832.00	M	51
57	Dayton.....	2,800	City of Dayton.....												M	52
58	Hoquiam.....	16,000	Park Board.....		1						300.00		300.00	300.00	M	53
59	Kennewick.....	1,700	Kiwanis Club.....		1									250.00	P	54
60	Longview.....	15,000	Bureau of Youth Activities and Lions Club.....	1	2			8	200.00	163.00	600.00	81.00	651.00	1,044.00	P	55
61	Prosser.....	1,850	Park Board and American Legion.....					15		1,000.00				3,700.00	M	56
62	Ritzville.....	1,900	Commercial Club.....											1,000.00	P	57

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City			
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1	8	13			21	567,817 <sup>1</sup>	8		1		1	8			1							7		Fred F. Parkhurst	28	1			
2	16	6			22	897,666	4		2		3	8		2	138,267	1	49,764			2		29		Minnie M. Wagner	22	2			
3	8	8			16		13				6	14		1		1				8		32		Ewell M. Costello	23	3			
4		3			3					1												6		Dr. D. Roach	4				
5		7			7	67,181	2			3	3									1		5		James A. Garrison	5				
a																				1		5		James A. Garrison	a				
6		5		1	6	14,600	1				2		1	20,000					3		3	110,124	6		Frank L. Bertschler	8	6		
7	1	1			2		1			1	4											2		Mattie Heath	7				
8	18	29			47	1,621,163	6	340,112	18	991,319	3	30	3	1	8,575	3	103,124		21		54	393,122	54	185,000	W. F. Jacoby	8			
9			18		18		1		4		3	3	1			2			4		8		31		Mabel V. Keeney	9			
10	2				10	141,000	2	90,000	5	22,500	3	21				1	68,810			4		4	145,438	8	9,500	R. D. Evans	106	10	
11	3				3					1	4								1		1		4		Nell Miller	11			
12	13	9			22	293,194	3	35,659 <sup>9</sup>	7			19													Corinne Fondé	47	12		
a	3				2	4,500			3	4,000		1							1		24	17,670	24		C. L. Brock	a			
14	1				1	3,500			2	1											1	15,000	4		E. L. Roberson	13			
15	1				1	1,980																			H. D. Woods	7	14		
16																										Mrs. R. F. Cheatham	15		
17	1	2			3																					B. F. Johnson	16		
18	1				1																					W. J. Klinger	3	17	
19	1				20	236,000	7		2		7	17		1					2		4		26		W. O. Bower	8	18		
20	3				5	45,085																				John Hansard	30	19	
21	11				11	54,253	1	4,253	1			28	2								2		12		5,127	R. C. Oliver	10	20	
																										C. C. Bunnenberg	21		
22		5		1	6		2	2,500	1		5	4							2		2	1,200	1	300	Edvenia Jeppson	5	22		
23					1						2	2		1							1		3			Mary F. Smith	23		
24	1	15		5	21	850,000 <sup>1</sup>	1		5		2	20		2						8		20	20,000	20		Charlotte Stewart	24		
25											1										1					J. L. Gallabi	25		
26		1			1	800					1	1														Agnes R. Whipple	26		
27	4	1			5	20,000	1	30,000	1	3,500	2	4														Howard H. Eustis	6	27	
28		1			1						1															W. L. Taplin	1	28	
29		1			1	4,500															1		1			Blanche M. Conner	29		
30																										C. I. Hunter	30		
31					1						1	1														Mrs. Esther J. Pratt	31		
32		1			1	12,500					1															Bertha R. Salisbury	32		
a																											F. Wilson Day	a	
33		4			4	18,684					2										1		1	2,000		Richard F. Hayden	33		
a																											Louise Paige	a	
34		1			1																						B. M. Hopkins	34	
35		3			3						2	2	1													W. W. Watters	35		
36		1			1						1	1															Clement E. Cook	36	
37		1		5	6				1		1	1									2		50,000	3	3,500	J. F. Wilson	5	37	
38		1			1						1	1									1						M. Botts Lewis	38	
39		7			7	49,578					2	2															W. H. Edmund	7	39
40		1			1		1	1,300			1																R. Bruce Neill	40	
41	15				15	389,284 <sup>1</sup>	2	24,385 <sup>1</sup>	5		4	4									3		35,842				Mrs. R. P. Munday	24	41
42	2	9			11	273,053					1	3		2	85,000						1		13,524	14	8,400	Katherine Cahill	14	42	
43		7			7	160,636						2									6		75,326				R. C. Day	7	43
44	1	5			6									1													L. J. Roper, M.D.	44	
45					18	684,798 <sup>1</sup>			6	9,580	4	23									1		200,000	14	25,000	Mrs. Lily T. Phillips	20	45	
a																											Claire McCarthy	a	
46		7			7	56,223						4															K. Mark Cowen	46	
47		3			3	15,043			1	59,000	3	1		1	2,200				1				8,000				Thomas W. Dixon	10	47
48	1	3			4	52,188																					Mrs. Geo. McFarland	4	48
49		8			8	32,914					4	3															M. A. Orphan	7	49
50		3			3	6,270			1	2,900	1	1	1	12,500										3,200			H. K. Ghormley	8	50
51											1	1															O. C. Glaser	51	
52											1	1															Harold Rainwater	52	
53		1			1						1	1															F. W. Mathias	3	53
54		1			1	4,320					1	1															Harriet Hudnall	3	54
55		2			2						2	5															Ray B. Dean	55	
56											1												16,000		500	W. C. Sommers	3	56	
57											1																J. C. Kittel	57	



PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers					Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages			Total			
											For Leadership	Other Services	Total				
WASHINGTON—Cont.																	
1	Seattle	450,000	Park Department	37	33	17				137,802.27	40,291.62			154,477.65	332,571.54	M	1
2	Spokane	135,000	Board of Park Commissioners	40	13	1				28,070.00	13,833.00	21,009.00	20,856.00	41,865.00	83,758.00	M	2
3	Tacoma	120,000	Playground and Recreation Department, Metropolitan Park District	26	17	3				20,168.78	5,296.02	15,199.00	5,496.36	20,695.36	46,160.16	M&P	3
4	Walla Walla	18,000	Park and Civics Art Club		3					2,298.00				284.00	2,582.00	M	4
5	Yakima	25,000	Playground Department, Park Board	3	1		15	25		500.00		750.00	250.00	1,000.00	1,500.00	M	5
WEST VIRGINIA																	
6	Charleston	65,000	Recreation Board	7	20		4	3		1,650.00	1,029.00	6,100.00	2,204.50	6,304.50	8,983.50	M	6
7	Clarksburg	30,000	City of Clarksburg	10	10					4,702.20	3,321.02	5,219.00		5,219.00	13,242.22	M	7
8	Fairmont	27,000	Public Schools		6									1,255.00	1,255.00	M	8
9	Grafton	10,000	Board of Education	1	1					400.00	300.00	825.00		825.00	1,525.00	M	9
10	Huntington	80,000	Lions Club	1	1						180.00	540.00		540.00	720.00	P	10
			Hoope Street Good Neighbors Association		1						35.00	60.00		60.00	95.00	M&P	11
11	Martinsburg	1,800	George High Street School Parent Teacher Association		1						55.00	70.00		70.00	125.00	M	a
			Parent Teachers League, Winchester Avenue School		1						10.00	70.00		70.00	80.00	M	b
12	Montgomery	5,000	Rotary Club	1	1		2	2		100.00	25.60	390.00		390.00	515.60	P	12
13	Morgantown	22,000	Department of Recreation, School District	13	14	2				1,198.93	2,289.37	6,441.23	270.67	6,711.90	10,200.20	M	13
14	Moundsville	15,000	Community Playground Association	3	1					5,000.00	150.00	570.00	500.00	1,070.00	6,220.00	P	14
15	Parkersburg	42,000	Board of Recreation	17	14	3				3,166.63	3,166.63	9,520.00	269.30	9,789.30	12,955.93	M	15
			Board of Public Recreation	32	46	2				21,658.08	2,467.04	8,201.28	6,213.95	14,415.23	38,540.35	M	16
16	Wheeling	75,000	Park Commission Extension Division, West Virginia University	4	4	4	175	250		5,205.00	12,149.91	15,497.00	6,149.91	21,646.91	39,001.82	S&P	b
WISCONSIN																	
17	Appleton	20,000	City of Appleton	7	6					300.00	600.00	2,100.00		2,100.00	3,000.00	M	17
18	Ashland	11,334	City of Ashland								46.00			250.00	296.00	M	18
19	Beloit	25,000	Park Board	4	2					25,110.92	9,424.37	1,230.00	10,483.53	11,713.53	46,248.52	M	19
20	Columbus	2,500	Firemen's Park Association	1						9,500.00	9,000.00		2,600.00	2,600.00	21,100.00	M	20
21	Fond Du Lac	28,500	Board of Education	6	5					900.00	300.00	2,250.00		2,250.00	3,450.00	M	21
22	Green Bay	38,000	Board of Park Commissioners	4	5					300.00	129.15	981.75		981.75	1,410.90	M	22
23	Janesville	25,000	City of Janesville	9	5					13,591.00	1,988.00	2,190.00	3,020.00	5,210.00	20,789.00	M	23
			Department of Public Recreation, Board of Education	19	17	1					2,147.07	8,243.12	2,450.00	10,693.12	12,840.19	M	24
25	Madison	50,000	Department of Recreation, Board of Education	18	18	1					4,812.66	12,521.42		12,521.42	17,334.08	M	25
26	Marinette	13,610	School Board	2	1						133.54	400.00		400.00	533.54	M	26
27	Menasha	8,500	Park and Recreational Commission	1	1											M	27
28	Milwaukee	575,000	Extension Department, Public Schools	120	102	15				83,000.00	42,500.00	230,900.00	71,000.00	301,900.00	427,400.00	M	28
29	Milwaukee County		Board of Park Commissioners													M	a
			Milwaukee County Park Commission													C	29
30	Mineral Point	2,800	Park Commission	1				5							939.50	M	30
31	Monroe	5,000	Women's Club		1						25.00	120.00		120.00	145.00	P	31
32	Oshkosh	43,000	Department of Recreation, Board of Education	80	11	1				700.00	2,000.00	5,500.00	7,300.00	12,800.00	15,500.00	M	32
33	Racine	80,000	Department of Recreation, Board of Park Commissioners	23	25	1				21,337.50	10,201.00	17,747.00	10,201.00	27,948.00	59,486.50	M	33
34	Sheboygan	42,000	Department of Public Recreation	25	4	1	2				1,000.00	5,500.00	1,500.00	7,000.00	8,000.00	M	34
35	Stevens Point	12,000	City Water Department	1										500.00	500.00	M	35
36	Two Rivers	10,000	Department of Recreation	11	3	1	10	4		2,000.00	2,500.00	4,000.00		4,000.00	8,500.00	M	36
37	Wabeno	2,000	City of Wabeno	1	1					140.00	189.00	350.00	100.00	450.00	779.00	M	37
38	Watertown	10,000	Board of Education	2	2						125.00	625.00		625.00	750.00	M	38
39	Waukesha	17,000	Playground Committee	1	1						194.81	575.00	231.00	806.00	1,000.81	M	39
40	Wausau	23,021	Recreation Department								1,000.00				1,000.00	M	40
41	West Allis	38,000	Department of Recreation, Board of Education	15	14						3,000.00	7,000.00	4,000.00	11,000.00	14,000.00	M	41
42	Wisconsin Rapids	10,000	Board of Education	1	1										700.00	M	42
WYOMING																	
43	Cheyenne	20,000	Y. W. C. A.					10									
44	Riverton	1,800	Several Civic Groups	1	1		2	1			200.00	500.00		500.00	700.00	M&P	43
45	Thermopolis	2,000	Woman's Club		1					75.00		100.00		100.00	175.00	P	44
CANADA																	
ALBERTA																	
46	Calgary	100,000	Parks and Recreation Department	1	6						551.74	1,050.00		1,050.00	10,370.02	M	46
BRITISH COLUMBIA																	
47	New Westminster	20,500	Board of Park Commissioners		1											M	47
MANITOBA																	
48	Brandon	18,000	Kinsmen Club	4	4		3			100.00	200.00	900.00		900.00	1,200.00	P	48
49	Winnipeg	205,083	Public Parks Board	25	32						9,338.15	11,760.85	11,546.00	23,306.85	32,645.00	M	49
NOVA SCOTIA																	
50	Halifax	50,000	Playground Commission	8	11		12	6		14,000.00	1,100.00			2,900.00	18,000.00	M&P	50

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City			
	Year Round	Summer Only	School Year Only	Other Seasons Only		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation				Number	Total Yearly or Seasonal Participation	
1	7	3	15	25	1,488,011	7				21	21	10	830,282	1		1						90		Ben Evans	1	1			
2			9	9						1	14				1	64,152			4	353,069	38		Benjamin A. Clark	50	2				
3	2	12		14	250,000		8	51,575		4	9	2						2				14		Walter F. Hansen	22	3			
4		3		3	6,570														2		4,124	3		Mrs. Jos. G. Cutler	4	4			
5		4		4			2			1	6							1		1		6		Roy Schactler	5	5			
6		2		11	178,180						6														H. L. Burns	6	6		
7		10		10						1	1							1	15,750			3			Clay B. Hite	10	7		
8		3		3						1	1															Otis G. Wilson	8	8	
9		2		2	1,300					1	1															H. A. Rice	7	9	
10		1		1	6,250					1	1															W. B. Trospen	10	10	
11		1		1	3,486																					Mrs. E. Townsend	3	11	
a		1		1																						Mrs. E. Townsend	a		
b		1		1	2,580																					Mrs. E. Townsend	b		
12		1		1	4,450					1																N. H. Roggow	12		
13		16		16	71,645		3																			Alice H. Beil	16	13	
14			1	1	27,000					2	1										3					L. D. Wiant	1	14	
15		6		6	32,517		7	4,565		1	1															Mrs. M. V. Ridenour	15	15	
16		20		20	274,183		9	7,000			8								1							S. A. Heatherly	20	16	
a																					1					H. P. Corcoran	a		
b			1	1	880	2	6,245			3																Betty Eckhardt	b		
17		6		6	20,000					6	12										1	12,000	2	1,200		A. C. Denny	6	17	
18											5	1														W. C. Morris	18		
19		4		4	36,781						1			1	29,800			2	11,790			8	19,200		H. G. Otis	10	19		
20		1		1							1										1					William H. Pietzner	20		
21		5		5	83,947					2	2															F. G. Kiesler	21		
22		4		4	6,300					1	5	1														M. G. Simonds	7	22	
23		10		10	68,000					10	17	1	38,000	1	15,000				1	9,500			4	18,000		Henry Traxler	23		
24		7	6	13	97,614		7	13,962		2	5	1	103,685	1	42,992											G. M. Phelan	7	24	
a																										G. M. Phelan	a		
25	1	15	2	18	140,704		7			1	1	5	32,484	1												Harry G. Thompson	25		
26		3		3	3,045																					C. E. Hulten	26		
27		5		6			1			2	1	2														John Judwabny	27		
28	13	16		14	1,750,796	2	284,279	15	923,547	8	8															Dorothy C. Enderis	45	28	
a																										Charles Hauserman	a		
29											4	2															Jerome C. Dretzka	29	
30		1		1																						A. F. Bishop, Jr.	30		
31		1		1	1,300																					Mrs. P. G. Guess	31		
32		4		4	15,000	4	15,000			1	2	2														R. C. Miller	32		
33		8		8	117,617	10	58,396			3	4	1	33,515	2	66,500											B. A. Solbras	23	33	
34		6		6	45,448		5	8,694		15	2								1	20,229						Ferdinand A. Bahr	34		
35		3		4	55,000		2				2	1														P. M. Vincent	35		
36		1		1																						A. P. Eckley	36		
37		2		2						1	1	1														Don L. Beran	2	37	
38		2		2	10,105					1	1															R. A. Buell	38		
39		3		3	35,167																					Charles Trakel	39		
40										1	5								2		1					I. S. Horgen	5	40	
1	2	8		10	10,000		2	4,000		8	8								1							Paul F. Hagen	41		
2		2		2	1,000		4			1	2															J. A. Torresani	11	42	
3		1		1	1,800						1															Mrs. Horton A. Johnson	43		
4		1		1	5,000					2	1															I. O. Woodward	44		
5		1		1	1,000																					Mrs. R. W. Sole	45		
6		7		7	46,107					2	3							1	13,342							W. R. Reader	46		
7		1		1						4	2															John Alexander Courtney	6	47	
8		4		4	22,469					4	5															A. C. Rumball	4	48	
9		25		25	543,393					1	2															George Champion	25	49	
0		3		3	79,013					1	1	2														W. E. Donovan	3	50	

PLAYGROUND AND COMMUNITY

Footnotes follow

No. of City	STATE AND CITY	Popula- tion	Managing Authority	Paid Workers Exclusive of Caretakers		Volun- teer Workers		Expenditures Last Fiscal Year					Source of Financial Support †	No. of City		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Perma- nent Equipment	Upkeep, Supplies and Incen- dentals	Salaries and Wages				Total	
											For Leadership	Other Services				Total
ONTARIO																
1	Hamilton	143,129	Playgrounds Association	17	33	1	3	885.00	7,575.00	9,010.00	530.00	9,540.00	18,000.00	M	1	
			Board of Park Management					164,000.00	2,000.00		15,000.00	15,000.00	181,000.00	M	2	
2	Kitchener	30,000	Playgrounds Association	7	7		1		609.45	2,990.55		2,990.55	3,600.00	M	3	
3	London	68,400	Public Utilities Commission	23	23			18,000.00	10,000.00	7,000.00	7,000.00	14,000.00	42,000.00	M	4	
4	Ottawa	125,492	Playgrounds Committee	19	10	1			14,429.00	10,336.20	15,368.45	25,704.65	40,133.65	M	5	
5	Toronto	750,000	Parks Department	130	124	34			51,763.85	102,900.31	24,335.84	127,236.15	179,000.00	M	6	
			Board of Education	44	6		265		3,500.00	8,050.00		8,050.00	11,550.00	M	7	
6	Windsor	85,000	Board of Education and Park Department	18	15			6,042.00	200.00	3,630.28	11,750.00	15,380.28	21,622.28	M	8	
QUEBEC																
7	Montreal	1,100,000	Parks and Playgrounds Association	19	19	2	1	1,000.00	8,746.93	13,394.94		13,394.94	22,141.87	M&P	9	
			Department of Public Recreation	131	17	81			96,690.00	87,203.83		87,203.83	183,893.83	M	10	
8	Quebec	130,000	Playground Committee	1	3				1,540.52	1,051.45	725.28		3,317.25	M&P	11	
9	Temiskaming	3,500	Athletic Association				24	1	1,650.00			700.00	2,350.00	M&P	12	
SASKATCHEWAN																
10	Regina	60,000	Civic Playgrounds Commission	10	12			160.15	2,055.58	3,549.00		3,549.00	5,764.73	M	13	
11	Saskatoon	25,739	Parks Board										14,000.00	M	14	
HAWAII																
12	Hilo	13,000	County of Hawaii and Women's Club				3	5					480.00	C	15	
13	Honolulu	116,000	City and County Recreation Commission	18	16	1	40	10	3,000.00	18,000.00		18,000.00	21,000.00	M	16	

† Under Sources of Financial Support M—Municipal Funds; P—Private Funds; S—State Funds; and C—County Funds.

- The attendance figure includes both participants and spectators.
- The Los Angeles County Department of Recreation, Camps and Playgrounds rendered major recreation service to the following communities in 1929: Eureka, Villa, Dexter Canyon, Alondra Park, San Dimas, Michelinda and Temple.
- Bathing beaches are operated by the Santa Barbara County Board of Forestry at Carpenteria and Gaviota Beach.
- Branford Community Council, Inc. operates bathing beaches in Branford, Stony Creek, Short Beach and Pine Orchard.
- This amount includes \$2,200.00 raised and spent by the American Legion for the swimming pool.
- The Richmond County Recreation Association conducts recreation facilities and programs in Blythe, Hephzibah, McBean and Gracewood.
- Maintains a program of community recreation activities for colored citizens.
- The 18-hole golf course reported by Hammond is in a North township park and the \$9,000.00 spent in operating it in 1929 was provided by the township which includes Hammond, East Chicago and Whiting.
- The attendance figure includes both recreation buildings and indoor recreation centers.
- 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 training classes for volunteer leaders.
- The Flint Community Music Association promotes and operates a community wide music program in cooperation with public schools, churches, industries and homes.
- The Board of Oakland County Park Trustees maintains a 9-hole golf course in Davisburg.
- The Royal Oak Township Branch, Detroit Community Union maintains playgrounds in Berkley, Clawson and Hazel Park.
- The American Legion operates this golf course which is on the school farm.
- The aim of this Association is to develop the recreational resources of the city. Its program includes the promotion of special activities and the training of recreation leaders.
- The Essex County Park Commission maintains recreation facilities in Newark, Bloomfield, East Orange, Irvington, Montclair, Nutley, Orange, Belleville, Caldwell, West Orange, Verona, Essex Fells, Millburn and South Orange.
- The Hudson County Park Commission operates recreation facilities in Jersey City, Harrison, Kearny, North Bergen, Bayonne, Hoboken and Union City.
- The Union County Park Commission maintains recreation facilities in New Providence, Scotch Plains, Westfield, Kenilworth, Roselle, Rahway, Linden, Union, Mountainside, Summit, Plainfield, Elizabeth and Cranford.

RECREATION STATISTICS FOR 1929

the table

No. of City	Playgrounds Under Leadership					Total Yearly or Seasonal Attendance	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
	Year Round	Summer Only	School Year Only	Other Seasons Only	Total		Number	Total Yearly or Seasonal Attendance	Number	Total Yearly or Seasonal Attendance			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	Number	Total Yearly or Seasonal Participation			
1	5	10	15	286,605						1	5	1	10,000			1	10,750							J. J. Syme	1	a	
2	6		6							1	1													Fred E. Marshall	2	a	
3	14		14	150,000						4	12	2				1								Harold Ballantyne	6	2	
4	14		14							3	4													G. N. Goodman	14	3	
5	52		52	750,000	5	625,000	53	650,000	40	38	3			2					2					E. F. Morgan	4	4	
5	21		21	62,685						40	38	3							7	10,000				S. H. Armstrong	55	5	
a																								T. E. Johns	5	a	
6	16		16	72,180						2	2	1							1					Basil Barrick and Timothy Carter	6	6	
7	1	11	12	203,336						16														William Bowie	15	7	
a	26		52	4,714,380	2					9						1		15						J. P. Gadbois	26	a	
8	3		3	50,000						1								1	633	1	2,453			J. B. O'Regan	8	8	
9										1	1			1										A. K. Grimmer	9	9	
10	11		11	67,171						40														W. J. Bailey	10	10	
11										4														M. C. Tomlinson	11	11	
12	5		5	26,000	1					7	6	2												Ernest A. Lilley	10	12	
13	18		18				1	2,000		6	6													Arthur K. Powlison	19	13	

19 The Erie County Park Commission maintains recreation facilities in East Hamburg, Aurora and Lancaster.  
 20 The Service League of Huntington maintains playgrounds in Huntington and Cold Spring Harbor.  
 21 The Department of Recreation is being operated as a three years demonstration, privately financed, but the facilities reported are provided by the city Park and Forestry Department.  
 22 The Winter Sports Club cooperates with the Board of Education and the city in providing a winter sports program.  
 23 The Tri-States Community Association conducts a program of recreation in the following communities: Matamoras and Milford, Pennsylvania, Montague, New Jersey and Port Jervis, Sparrow Bush and Cuddebackville, New York.  
 24 The Recreation Commission of Westchester County 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.  
 25 The Westchester County Park Commission maintains recreation facilities in Yonkers, Ardsley, Tarrytown, Harmon, White Plains, Mount Vernon, New Rochelle, Rye, Cortlandt and Yorktown.  
 26 The Cleveland Metropolitan Park Board operates recreation facilities in the following municipalities; Bay Village, Rocky River, Hinckley, Brecksville, Bedford Euclid, North Olmsted, Strongsville and Cleveland.  
 27 The attendance figure includes both the nine and eighteen-hole golf courses.  
 28 The Recreation Board of Chester County promotes a recreation program in a number of communities within the county.  
 29 The attendance figure includes both playgrounds and recreation buildings.  
 30 The attendance figure includes both the recreation center and the playground.  
 31 The attendance figure represents the summer playground attendance only.  
 32 These pools are listed twice since they are operated in different seasons by different departments of the Board of Education.  
 33 The Playground and Recreation Association of Wyoming Valley maintains playgrounds and activities in Wilkes-Barre City, Wilkes-Barre Township, Kingston, Edwardsville, Plymouth, Forty Fort, Swopersville, Wyoming, West Wyoming, Plains, Lee Park, Newtown, Sugar Notch, Warrior Run and Newport Township.  
 34 Maintains an experimental program of recreational activities at Oglebay Park which area has been maintained by the Wheeling Park Commission since July 1 1929.  
 35 One of these courses is a six-hole course.  
 36 The Milwaukee County Park Commission maintains recreation facilities in South Milwaukee, West Allis, Wauwatosa and Shorewood.

THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA,  
INCORPORATED

FINANCIAL STATEMENT

January 1, 1929 through December 31, 1929

General Fund Balance December 31, 1928	\$ 20,559.64	
Transferred to Emergency Reserve Fund	20,000.00	\$ 559.64

*Income*

Contributions	385,770.76	
Interest and Dividends on Endowment Funds	8,205.46	
Interest	983.08	
Playground Sales, Subscriptions and Advertising	6,962.45	
Badge Sales	2,844.49	
Special Publication Sales	14,049.86	
Business Operations	4,735.54	
National Recreation School	5,700.94	429,252.58
		<u>429,812.22</u>

*Expenditures*

Community Recreation Field Service	169,278.61	
Field Service to Colored Communities	23,501.40	
National Physical Education Service	15,874.54	
Local Employment Service	11,763.58	
National Recreation School	51,191.26	
Correspondence and Consultation Bureau	38,558.34	
Physical Efficiency Tests—Boys' and Girls' Badges	2,901.43	
Research and Publication Service	36,143.99	
Recreation Congress	9,778.61	
Year Book	5,022.91	
The Playground and Recreation	24,939.49	
Community Drama Service	5,079.45	394,033.61

General Fund Balance December 31, 1929		35,778.61
Commitments December 31, 1929		55,722.50

*Vacation Service Bureau*

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1928	2,509.63	
Plus Receipts to December 31, 1929	818.96	
	<u>3,328.59</u>	
Less Expenditures to December 31, 1929	2,634.68	
	<u>693.91</u>	
Amount Refunded	693.91	

*Special Studies*

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1928	833.34	
Plus Receipts to December 31, 1929	166.66	
	<hr/>	
	1,000.00	
Amount Refunded	1,000.00	
	<hr/>	

*Special Field Service to Real Estate Subdivisions*

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1928	478.54	
Plus Receipts to December 31, 1929	678.35	
	<hr/>	
	1,156.89	
Less Expenditures to December 31, 1929	1,156.89	
	<hr/>	

*Special Field Service*

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1928	290.22 <sup>xx</sup>	
Plus Receipts to December 31, 1929	7,762.00	
	<hr/>	
	7,471.78	
Less Expenditures to December 31, 1929	7,573.69	101.91 <sup>x</sup>
	<hr/>	

*Park Recreation Service*

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1928	1,517.33	
Plus Receipts to December 31, 1929	1.51	
	<hr/>	
	1,518.84	
Less Expenditures to December 31, 1929	1,518.84	
	<hr/>	

*Music Service to Small Towns*

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1928	66.43	
Plus Receipts to December 31, 1929	4,716.68	
	<hr/>	
	4,783.11	
Less Expenditures to December 31, 1929	4,608.76	174.35
	<hr/>	

*Music Study*

(A special contribution has been pledged to the Association for the cost of this service.)

Balance December 31, 1928	2,184.60	
Plus Receipts to December 31, 1929	10,265.11	
	<hr/>	
	12,449.71	
Less Expenditures to December 31, 1929	10,364.51	2,085.20
	<hr/>	



*William E. Harmon Memorial Field Secretary*

(A special contribution has been pledged to the Association for the cost of this service.)

Receipts to December 31, 1929	4,763.55	
Less Expenditures to December 31, 1929	4,424.21	339.34
	<hr/>	

*Interest on Frances Ross Poley Memorial Fund*

Balance December 31, 1928	25.00	
Receipts to December 31, 1929	235.00	260.00
	<hr/>	

**Recapitulation**

Balances December 31, 1928

General Fund	559.64	
Vacation Service Bureau	2,509.63	
Special Studies	833.34	
Special Field Service to Real Estate Subdivisions	478.54	
xSpecial Field Service	290.22xx	
Park Recreation Service	1,517.33	
Music Service to Small Towns	66.43	
Music Study	2,184.60	
Interest on Frances Ross Poley Fund	25.00	7,884.29
	<hr/>	

Income to December 31, 1929

General Fund	429,252.58	
Vacation Service Bureau	818.96	
Special Studies	166.66	
Special Field Service to Real Estate Subdivisions	678.35	
Special Field Service	7,762.00	
Music Service to Small Towns	4,716.68	
Interest and Dividends on Frances Ross Poley Fund	235.00	
Park Recreation Service	1.51	
Music Study	10,265.11	
William E. Harmon Memorial Field Secretary	4,763.55	458,660.40
	<hr/>	

Expenditures to December 31, 1929

General Fund	394,033.61	466,544.69
Vacation Service Bureau	3,328.59	
Special Field Service to Real Estate Subdivisions	1,156.89	
Special Field Service	7,573.69	
Park Recreation Service	1,518.84	
Music Service to Small Towns	4,608.76	
Music Study	10,364.51	
William E. Harmon Memorial Field Secretary	4,424.21	
Special Studies	1,000.00	428,009.10
	<hr/>	

38,535.59

## Balances December 31, 1929

General Fund	35,778.61	
Special Field Service	101.91 <sup>x</sup>	
Music Service to Small Towns	174.35	
Music Study	2,085.20	
Interest on Frances Ross Poley Memorial Fund	260.00	
William E. Harmon Memorial Field Secretary	339.34	38,535.59
	<hr/>	<hr/>

## Commitments December 31, 1929

General Fund	55,722.50	
Music Study	2,085.20	
Interest on Frances Ross Poley Memorial Fund	260.00	
William E. Harmon Memorial Field Secretary	339.34	
Music Service to Small Towns	174.35	58,581.39
	<hr/>	<hr/>

## Endowment and Reserve Funds

Special Action 1910	25,000.00	
Lucy Tudor Hillyer Fund	5,000.00	
Emil C. Bondy Fund	1,000.00	
George L. Sands Fund	12,546.37	
"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	75.00	
Emergency Reserve Fund	149,000.00	
Sarah Newlin Fund	500.00	
Frances Mooney Fund	1,000.00	
"In Memory of" William Simes	2,000.00	
"In Memory of" J. R. Junior	250.00	
C. H. T. Endowment Fund	500.00	
Frances R. Morse Fund	2,000.00	212,774.39
	<hr/>	<hr/>

\* Restricted.

<sup>x</sup> The cost of these special studies is pledged by a friend but the check covering some of them was not received in time to incorporate in this statement.

<sup>xx</sup> Contributions for this expenditure were not received in time to incorporate in the report as of December 31, 1928, but they were received in 1929.

I have audited the accounts of the Playground and Recreation Association of America for the fiscal year ending December 31, 1929, and certify that the above statement is a true and correct statement of the financial transactions of the General, Special Study and Endowment Funds for the period.

(Signed) J. F. CALVERT,  
Certified Public Accountant.

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Incorporated

315 Fourth Avenue, New York City

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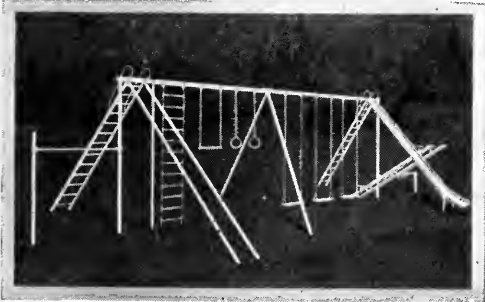
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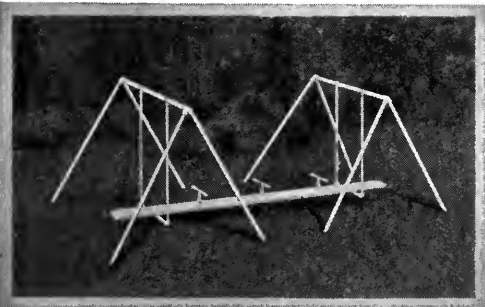
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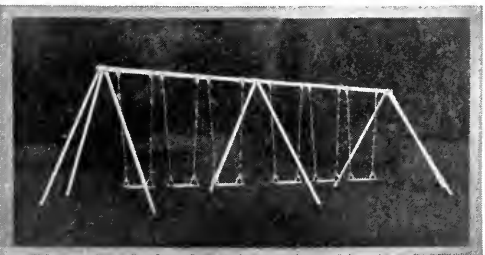
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The program began with an overture by the

fifty musicians from the Children's Village, Dobbs Ferry. Then came the grand march of about 800 playground children just outside the red, white and blue circle of the ring, each city or community parading in its own unit. Mrs. Giraffe was there wearing the latest thing in beach coats. Little short of her in arrogance were two ostriches. Elephants and fiery steeds as well as gentle ponies and chattering monkeys were liberally sprinkled among the boys and girls who for the time became comedians, dancers, acrobats, brownies, midgets, clowns and all the other circus performers. Around the ring the procession went and across the campus to appear again while the band played and the audience applauded.

The big show was on!

*(See page 74 for picture)*

## ARE YOU LOOKING FOR A TRAINED RECREATION LEADER?

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**Archery in Lansing, Michigan**

Archery was added to the recreation activities of Lansing during the past summer, when a permanent range was established at one of the parks, a state tournament held and local tournaments conducted for juniors and seniors. Against a low hill some distance from the play apparatus and game areas, butts consisting of bales of straw have been set up. Three of these were permanent though twelve were used during the tournaments. Targets are put up every afternoon; the playground directors give general oversight to the activities. Informal tournaments were held each Saturday afternoon, and early in October a local tournament was held one week for seniors and one week for juniors. There were 15 entries for the seniors and the high score was 264. Forty-eight boys entered the junior tournament for gold, silver and bronze medals, though postponement on account of bad weather prevented that many from actually taking part. 274 was the highest score here. Regular American rounds were shot, being for seniors 30 arrows each at 40, 50 and 60 yards and for Juniors 30 arrows each at 30, 40 and 50 yards. The most interesting event was a state tournament with 26 men and 8 women entered. In addition to the regular York Round Matches an Archery Golf game of nine holes was played and won by the Archers. Indoor practice will be held in a school gymnasium during the winter.

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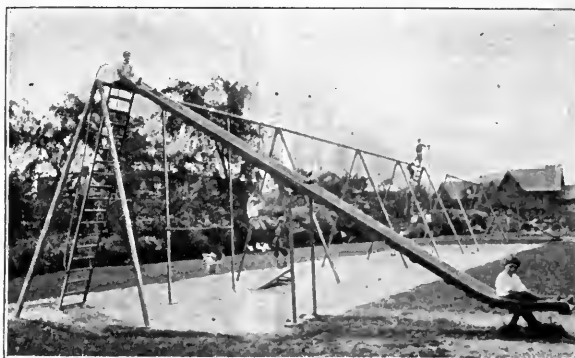
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# Municipal Music in Irvington

Since the organization in June, 1927, of the Municipal Recreation Department of Irvington, New Jersey, musical activities have attracted a large number of those who have taken part in the program and have brought out audiences numbering thousands. Among the musical activities inaugurated by the Department in the two and a half years of its history are the civic symphony orchestra, a community chorus, a boys' band, a girls' glee club and ukulele and harmonica clubs and classes. In addition, the Music Service Department has also promoted community singing, Music Week observances and similar activities.

The orchestra personnel is composed of forty-five business and professional men and women and seven students in the high school orchestras. The orchestra gave three concerts during the past season and has made provision for five local concerts this season, two out-of-town engagements and one radio broadcast.

The boys' band organized during the past summer was uniformed by the Kiwanis Club. The forty-five boys belonging range in age from ten to seventeen years. The band gave five of the fourteen concerts provided during the past summer under the Department's auspices and played at a number of special occasions.

The chorus is composed of 250 men and women, most of whom are enlisted in the Department's Christmas Carolers' organization. Plans are under way to keep the chorus intact during the summer months for outdoor appearances. The majority of the indoor concerts are given in the Morell High School auditorium, seating 1,400 people, which is made available without charge as a part of the community center work fostered by the Recreation Department. Each concert is sponsored by a local organization such as the Elks, American Legion and Kiwanis club. This sponsorship includes aid in ushering, decorating the auditorium, distributing programs and similar service.

Less than \$2,000 was expended during the past twelve months for the entire music program. These expenditures included the purchase of instruments, lighting and current expenses. In the spring the seven musical organizations will participate in a festival of music.



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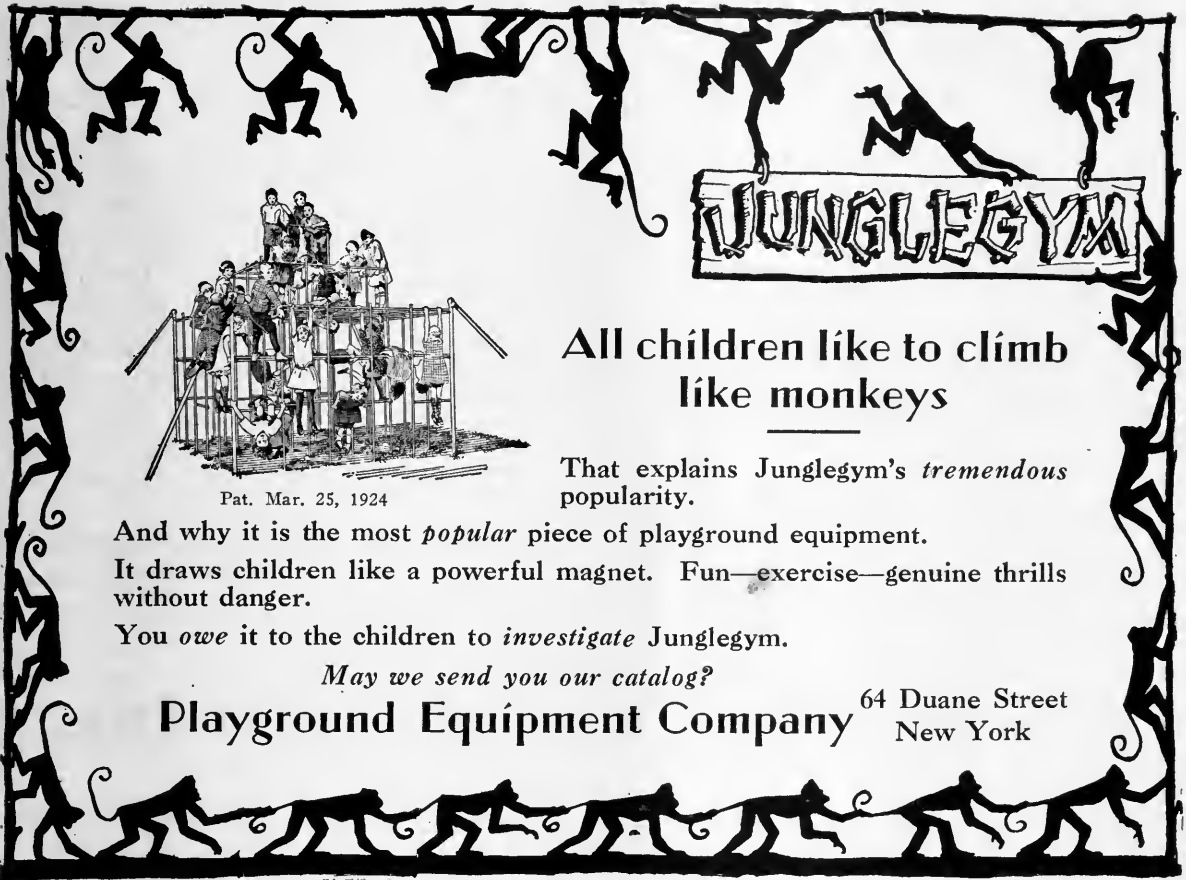
## Horseshoe Pitching in Gardner

The Park and Playground Department of Gardner, Massachusetts, held a very successful horseshoe tournament last summer on the playgrounds of the city. Games were conducted every Monday evening during the month of August with a championship game the last Monday evening of the month. In organizing the activity letters were sent to all the societies and factories in the city and before the season opened thirty-one teams had been entered. Each organization was permitted to enter a team of four men, only two of whom took part in one evening, the others serving as substitutes. Mayor Stone donated the first prize, a silver loving cup known as the “Mayor Stone Cup,” and the Gardner News, Inc., presented a silver cup for second prize. At the end of the season a notice was sent by the Park Department to each of the organizations taking part announcing the results of the tournament. The communication ended with this statement:

“The members of the Gardner Park Commission and the Playground Director wish to express their sincere appreciation to the members of the horseshoe teams for the wonderful spirit and sportsmanship exhibited during the tournament. It has been a pleasure to work with such a wonderful group of good sports.”

## Athletics for Girls in Oklahoma

The Oklahoma State League of High School Girls' Athletic Associations came into existence as the result of the work of seven women with Miss Flora May Ellis of the A. and M. College as chairman. In preparing for the organization of the League the state was divided into sixteen districts and a leader was appointed in each to arrange for the formation of local athletic associations. It has been the objective of the committee to develop a program which would encourage the participation of girls in more types of activities and to substitute for the inter-school competitive program intra-mural activities which would be popular. The point system adopted by the League will, it is hoped, fill a real need.



Pat. Mar. 25, 1924

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—that over 4,000 children, ninety percent of them in costume, took active part in the Public School Playground Festival at the Stadium Saturday afternoon?

—that a crowd estimated at 18,000 watched their demonstration of the many things they have learned on the school playgrounds during the summer?

—that by general consensus of opinion, the pageant, the costumed part of the Festival, was pronounced the cleverest and best executed playground presentation ever seen in this city?

—that the attendance on the sixty-six school playgrounds during the summer season just concluded, as compared with the attendance of the previous year, showed an increase of over fifteen percent?

—that an average of nearly 25,000 children be-

tween the ages of six and sixteen attended the school playgrounds every day during the eleven-week season?

—that thirty-five articles, stories and pictures describing the school playgrounds and various school playground activities appeared in the four local papers during the summer?

—that eighteen school playground radio programs were broadcast from WEW, KWK and KMOX in July and August?

—that the local school playground system is one of the few in the United States illuminated with flood lights, permitting many of the playgrounds in the congested districts to remain open twelve hours daily, from nine a. m. to nine p. m.

—that three of the school playgrounds were equipped with wading pools this season, thus providing splendid recreation for additional thousands of children?

—that the attendance on these three school playgrounds nearly doubled after the installation of the wading pools, the increase being forty per cent, fifty-six per cent and sixty-eight per cent, respectively.

\*From Playground Edition, *Home and School*, St. Louis, Missouri, August 28, 1929.



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Undaunted.—Last summer a silver medal for all-around proficiency was awarded by the Union County, New Jersey, Park Commission to twelve-year-old Robert Spicer. A cripple since birth, with a lame leg which would confine many boys to the side lines for life, Bobby, through sheer persistency won the required 200 points which none of the other boys were able to reach. Despite his handicap the boy won first place in the quoits contest, both doubles and singles; he was third in horseshoe, marbles, foul shooting and jack-knife. He is one of the best players on the playground baseball team. One of his notable achievements in the line of athletics was his passing of the efficiency tests which boys one hundred percent fit have failed to pass. The biggest barrier, which at first seemed insurmountable, was the fifty-yard dash, which must be run in eight seconds. Numberless times Bobby tried, only to fail. With customary perseverance he kept on trying and finally his efforts were rewarded. The other requirements were no mean achievements for a lame boy, but Bobby passed them all, chinning the bar four times and making a broad jump of five feet, nine inches.

## Hiking in Minneapolis

With a paid membership of 200 people engaged in hiking the year round, the Municipal Hiking Club promoted by the Minneapolis Board of Park Commissioners is well on its way toward obtaining the goal of "health and happiness," which it has set. In this group, whose ages range from fifteen to seventy, are clerks, bookkeepers, stenographers, secretaries, printers, teachers, salesmen, cashiers, students, bankers, mechanics, engineers and people from every profession.

During the season of 1928, according to Mrs. Alice Dietz, Assistant Director of Recreation, the club had eighty-eight scheduled hikes and 4,187 hikers walked 663 miles. The average attendance on each hike was about forty-five, the figure sometimes being as low as twenty and again as high as 120. During the year the club enjoyed 198 other events, social as well as athletic, including swimming, canoe trips, skating parties, sleigh rides, boat excursions, diamond ball games, banquets, dances and theatre parties. Once a month the organization is called together for a meeting to discuss problems and programs. During the year there were sixty-four meetings including monthly business meetings and minor committee meetings. The attendance from January 1, 1927, to January 1, 1928, including the luncheons, held every Tuesday noon, totaled 7,838.

The Hiking Club was organized in 1920 and since that date hundreds of strangers in the city have found in it a means of getting acquainted not only with the city and its environs, but with congenial people. All anyone needs do is to put on his most comfortable clothes, then call up the Recreation Department and ask where the hikers start from. His welcome by the club is assured.

A monthly magazine, *The Minnehiker*, is sent each member to inform him where he is to hike every Wednesday, Saturday and Sunday during the month. The schedule planned often takes the hikers to villages and small towns some distance from the city. Buses are sometimes engaged to take the crowd to the starting point, at which the hike begins. The average length of an afternoon hike is six miles, but there are all-day hikes in which the hikers start early in the morning, take their lunch with them and walk until sundown, the length being approximately twenty miles. Bad weather is never an obstacle and in the cold,

snowy weather the hikes seem to be enjoyed most.

A jolly group, these hikers, as they travel along merrily singing some old familiar tune!

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## Trenton's Quoit Leagues

In 1922 quoits were introduced into Trenton's recreation program by Commissioner George W. Page of the Department of Parks, who realized the need for some form of recreation which would appeal to men. As a result the Steel Quoit League of eight clubs came into existence with a schedule calling for games beginning early in May and concluding about the middle of September. The activity proved a success from the outset and each succeeding season has seen a new eight-club league organized until last year the Department had enrolled forty-eight clubs.

The League is divided into two classes. Classes "A" and "D" each have a roster of eight teams while classes "B" and "C" carry sixteen teams each divided into sections—northern and southern. The schedule is divided into halves, the winner of each half playing for the city championship in its respective league. At the close of the schedule the two leading clubs in each league are advanced to a higher organization while the two losing clubs join the lower leagues.

Immediately following the league wind-up, a doubles and singles tourney is conducted for a trophy emblematic of the City Championship. Last year there was an entry list of 495 men for the singles and 182 teams in the doubles. These tournaments are always well attended. At the final game of the singles last year, more than 3,000 spectators were present.

The past season produced the keenest competition the leagues have ever had. The average attendance daily was about 2,000. Forty-eight playing grounds were used, and men from all walks of life participated. Numerous teams other than the league clubs have been practicing nightly in an effort to meet the requirements in applying for membership in the organization next year.

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"The soul is dyed the color of its leisure thoughts."—*Dean Inge*.

## Book Reviews

**BEN AND HIS WHISTLE.** By Myra King. Published by Wetzel Publishing Company, Los Angeles, California. Price, 15c.

Recreation workers and teachers who are trying through storytelling to impart facts of interest from the lives of great men will find this account of the accomplishments of Benjamin Franklin very effective.

**BRIGHT BITS FOR BANQUETS.** By J. Hal Connor. Published by Eldridge Entertainment House, Inc., Franklin, Ohio. Price, 50c.

Suggestions for planning a banquet, toasts, jokes, stunts and other features for programs, and simple menus are presented in this booklet.

**BIRD HOUSES BOYS CAN BUILD.** By Albert F. Siepert. Published by the Manual Arts Press, Peoria, Illinois. Price, 65c.

This attractive book with its pictures and diagrams has information not only on the construction of bird houses, but on their placing and on bird house exhibitions. It also contains suggestions for feeding shelves and shelters and bird baths. Many illustrations and diagrams add to the interest of the book.

**LEATHERWORK.** By Adelaide Mickel. Published by Manual Arts Press, Peoria, Illinois. Price, 85c.

Leatherwork is an excellent craft for beginners. It is very easily handled, requires but little equipment and the necessary tools are inexpensive and few in number. Many useful and beautiful articles can be made from leather and the work is therefore well worth while. The book contains directions for making a number of articles and there are many illustrations.

**ART METAL WORK WITH INEXPENSIVE MATERIAL.** By Arthur Payne. Published by the Manual Arts Press, Peoria, Illinois. Price, \$3.25.

Art metal work makes an appeal because of the simple and inexpensive character of the equipment required. The problems presented in this book adhere to the time-tested principles of the arts and crafts movement which provide that elements of design be considered in the following order: (1) The object must be suited to its use; (2) the construction must be honest and sound, and (3) the decoration must be adapted to the materials, tools and processes.

**AMERICANIZATION THROUGH HOMEMAKING.** By Pearl Idelia Ellis. Published by the Wetzel Publishing Company, Inc., Los Angeles, California.

Intended for the use of teachers and workers dealing with foreign born girls in general, the book is based more specifically on the needs of Mexican girls. Sewing, the preparation of food, budgeting, home nursing and home decorating are a few of the subjects discussed.

**CITIZENSHIP GAMES AND DEVICES.** By Myra King. Published by the Gem Publishing Company, Los Angeles, California. Price, \$1.25.

The author, who has had long experience in teaching, has prepared these suggestions as an aid in helping teachers to hold the attention and interest of children in their citizenship training.

**OLD SONGS HYMNAL.** Collected by Dorothy G. Bolton, music arranged by Harry T. Burleigh. Published by the Century Company, New York. Price, \$1.50.

These delightful songs, with words and melodies from the state of Georgia, represent a compilation of the best spirituals available. The music as arranged by Mr. Burleigh has been made as simple as possible in the hope that this precious collection of old songs will be widely used in church, home and school.

**MODERN ATHLETICS.** By G. M. Butler. Published by Macmillan Company, New York. Price, \$4.00.

Among the distinctive features about Mr. Butler's presentation of track and field athletics are the illustrations, excerpts from slow motion films in which some of the outstanding athletes of Great Britain are shown in action. The book, with its discussion of working and training for general fitness and the technique of running in track and field events, is addressed primarily to athletes who are still in school. It is written informally in a conversational style which adds to its interest.

**TRIANGLES AND CYMBALS, FOLK TUNES AND CLASSIC PIECES FOR CHILDREN'S RHYTHM BAND.** By Virginia Peakes Churchill. Published by Oliver Ditson Company, New York. Price, 75¢.

In this book an effort has been made to use many of the songs with which the children are familiar and which in a short time they will be playing themselves. The latter part of the book contains some more difficult compositions by well known composers. All of the pieces have been chosen because of their rich rhythmic effect and their appeal to the imagination through tone and words. Twenty-nine compositions have been arranged for toy orchestras consisting of triangles, cymbals, tambourines, drums, castanets and bells. With the growing interest in rhythmic bands for children this book should have special value.

**WHAT PLAYTHINGS SHALL MY CHILDREN HAVE?** Published by Carson Pirie Scott and Company, Chicago, Illinois.

Carson, Pirie and Scott, a Chicago department store, has issued an attractive catalogue in which have been listed toys appropriate for children of various ages. An interesting feature of the catalogue is the listing for children from six to fifteen years of age, of the most popular kinds of toys arranged in the order of the children's choices.

**CHILDREN'S PERCUSSION BANDS.** By Louie E. de Rusette. E. P. Dutton & Co., Inc., New York. \$1.35.

Literature on the organization of children's bands is growing rapidly. In *Children's Percussion Bands* recreation workers will have a handbook of instruction in the organization of bands of drums, bells, triangles, tambourines and cymbals which enables children to play the best in classical music. The material is presented in an unusually interesting way.

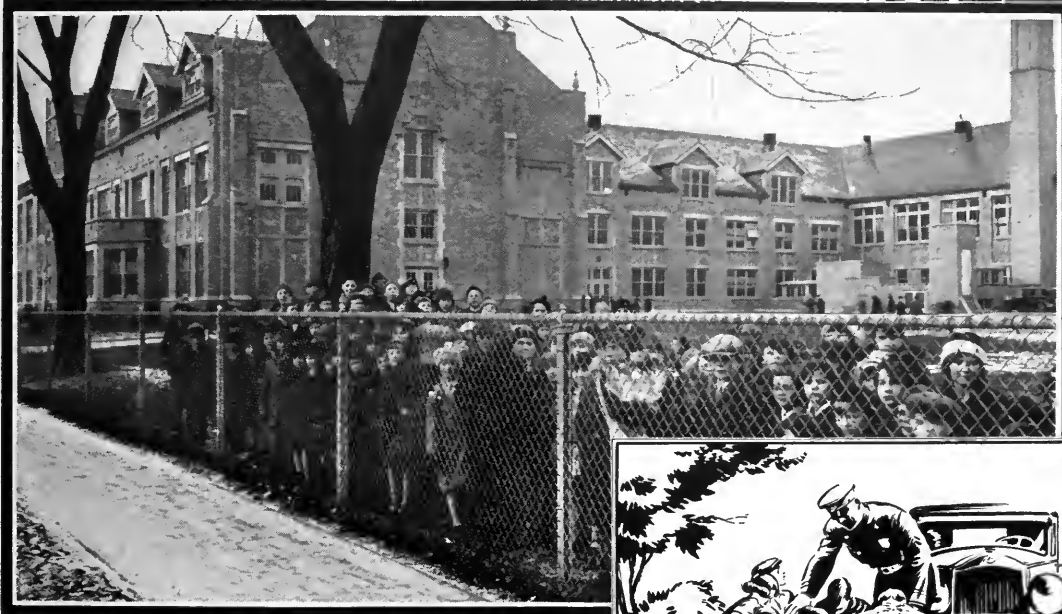
**FOLK SONGS OF THE FOUR SEASONS.** Text and Translations by Susanna Myers. Harmonization by Harvey Officer. G. Schirmer, Inc., New York. \$1.75.

The distinctive feature of this book lies in its correlation of folk songs with folk lore in a practical, illuminative way for children and teachers. The songs have been chosen from the folk literature of many lands but in every case they are related to some particular festival in which interesting customs are involved. The tunes have been set in medium range and in a form simple enough to be readily played. The material is largely new as sixteen of the thirty-three songs have never before been translated. Ten others are retranslated from the original sources.

**FOOTLIGHTS ACROSS AMERICA.** By Kenneth Macgowan. Harcourt, Brace & Company, New York. \$3.85.

A survey of the new theatre in America is the theme of Kenneth Macgowan's book which tells how far this country has progressed toward achieving the new national theatre arising outside the commercial show business. The pioneer work of Professor Baker in Harvard, schools of playwriting, acting, scenery design and production, the growth of native folk drama, the little country theatre for the farmers, the playhouse and organization methods of principle little theatres in America, and the extraordinary development of dramatics in high schools are all evaluated and given their place in the progress toward a new era in drama.

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Drama Notes

The Mothersingers of Cincinnati

# Playground and Recreation

Maintained by and in the interests of the Playground and Recreation  
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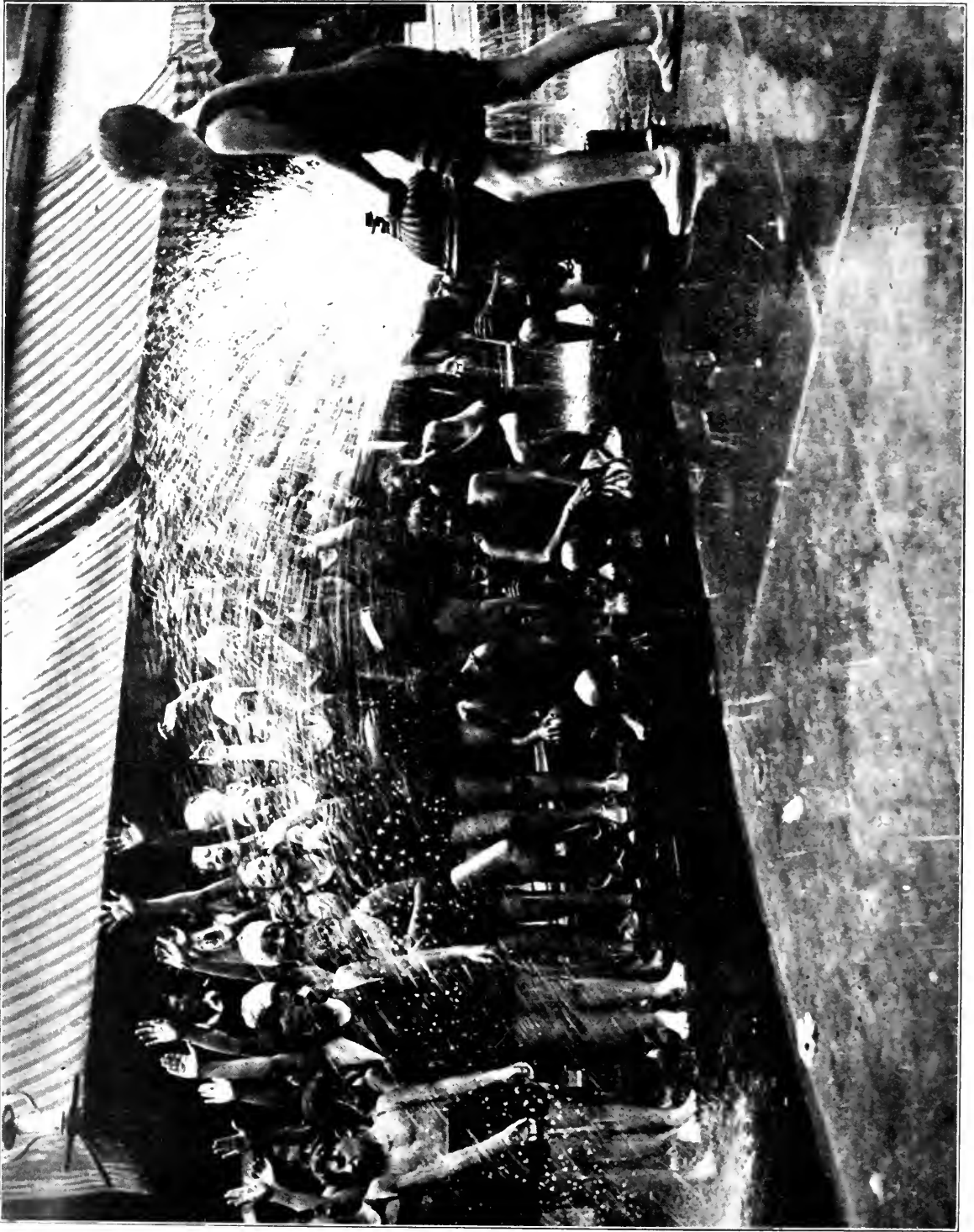


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# Playground and Recreation

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## World at Play

**At the Galloping Hill Golf Course.**—At the Galloping Hill golf course maintained by the Union County, New Jersey, Park Commission, season tickets at \$25.00 permitting play at all times are available for residents of Union County. In 1929 there were 195 full season and seventeen short season tickets issued resulting in 6,737 daily registrations. There were more players on the course weekdays than on Saturdays, Sundays and holidays. Work is progressing on the additional nine holes and it is expected that the entire course of twenty-seven holes will be in operation in time for the 1931 season.

**To Insure Preservation of Recreation Areas.**—The following resolution relative to the allocation of recreation areas was passed by the City Council of Long Beach, California:

“Be it resolved by the City Council of the City of Long Beach, on the seventh day of February, 1930, in regulation session assembled, that it is hereby declared to be the intention of the City Council to hereafter require provision for a park or play field of adequate size in all plats of subdivisions submitted for approval, which are of such sizes and in such locations as are desirable, and where future development will require such facilities; also that copies of this resolution be filed with the Park Commission, the Planning Commission, and the Playground and Recreation Commission.”

**Increased Acreage in Allentown.**—Allentown, Pennsylvania, through the efforts of the Recreation Commission, has purchased thirty-five acres of property to be used for park and recreation purposes. In addition to this purchase four lots, adjoining two given the city, have also been bought. This ground is now large enough for

tennis courts and money has been provided for their construction.

**A Memorial in Nashville.**—As a memorial to her husband, Mrs. Percy Warner will give the city of Nashville, Tennessee, a memorial arch costing \$20,000 which is to be placed at the entrance of the park bearing Mr. Warner's name. The park consists of 2,400 acres of land of which Colonel Luke Lea, Mr. Warner's son-in-law, gave 720 acres and the Nashville Railway and Lighting Company, of which Mr. Warner was one of the pioneer developers, 170 acres. To this total of almost 900 acres the Park Commissioners have made gradual additions of land bringing the acreage up to 2,400 acres.

**Parks and Playgrounds of Wilmington, Delaware.**—The 1929 report of the Board of Park Commissioners of Wilmington, Delaware, is a fascinating history of the development of the city's parks and playgrounds, a description of the facilities available and a forecast of future needs with recommendations for development. The Board has also published a pamphlet, *Manual of the Parks of Wilmington*, which gives in detail the history and description of each park, its size, cost of land and of maintenance with recommendations for its future development. There is an interesting table telling of the opportunities the parks offer for such activities as tennis, baseball, football, swimming, soccer and playgrounds. The report and manual are notable examples of the way in which records of municipal facilities for recreation may be made to present a vivid picture.

**\$25,000,000 for New York Parks.**—New York has entered upon a \$25,000,000 program, covering a four year period, for the acquisition



of new park lands and the improvement of existing city parks. Many playgrounds will be included in the development. Of the \$25,000,000, \$6,000,000 will be allocated to Manhattan, \$4,000,000 to the Bronx, \$4,000,000 to Brooklyn, \$6,000,000 to Queens and \$4,000,000 to Richmond.

**Economy in Administration.**—W. C. Batchelor, Superintendent of Recreation in Pittsburgh, Pennsylvania, in a report to the Department of Public Works states that thirty-nine public schools made regular daily use of city playgrounds for outdoor play throughout the past school year, while in addition 1,400 permits were issued during 1929 to high schools and grade schools for the use of city athletic fields. On the other hand, thirty-one school buildings and twenty-two school grounds were used throughout the summer by the Bureau of Recreation in connection with summer playground activities. This interchange in the use of city and Board of Education property, involving a saving of many thousands of dollars, has increased about 300 percent during the past four years.

**In Commemoration of Pioneer Days and Deeds.**—To make appropriate recognition of the sturdy characters of the pioneer period, John Harris, whose forebears were among the pioneers in Nebraska, has purchased 500 acres of open space in Lincoln skirted by stretches of natural timber and has presented the property to the city. In addition, Mr. Harris has commissioned a world-famous sculptor to make a life size buffalo in bronze to be placed at the summit of the knoll in the park and near the main entrance. A firm of golf landscape experts has been employed to lay out eight nine-hole courses so arranged that each starts and ends at the club house location and so designed that they can be played as nine, eighteen or twenty-seven holes. Under the direction of a widely known architect the entire fifty acre area is embraced in a comprehensive and artistic scheme. A natural amphitheatre on a crescent hillside will accommodate many thousand people, while a natural grove provides a perfect sound reflector. Extensive spaces will be laid out for baseball, tennis and outdoor games of every type. The park will be known as *Pioneer Park* in accordance with the wishes of the donor, and thus the sentiments of pioneer days will most appropriately be perpetuated in its use for playgrounds for new generations.

**Park Becomes Home of Historical Society.**—In the park at Ft. Wayne, Indiana, given to the city by Colonel Thomas W. Swinney, the Board of Park Commissioners has set aside the Swinney mansion as a home for the Allen County-Fort Wayne Historical Society, to be jointly supported by city and county. The society has a fine collection of historical books, portraits of early settlers and an extensive museum of Indian and other historical relics of the early days of that historic city.

**A Park for Residents.**—At Birmingham, Michigan, is located Bloomfield Park, a center which is administered in a rather unique way. The park is designed exclusively for the use of the people of Bloomfield Township and their friends. Property cards entitling their holders to the use of the park are issued to property owners, while privilege cards are given the people renting within the township. In order to use the community house at the park and the recreation facilities, holders of the cards must present them. Recreation facilities include a nine-hole golf course and facilities for tennis, shuffleboard, baseball, horseshoe pitching, archery, croquet and bowling on the green. There are three small lakes which can be used for bathing. The property, well located with reference to the village of Birmingham, covers ten acres. A river runs through the tract and four small lakes surround the golf course. The only charge made is for golf and the fees from the use of the golf course will, it is hoped, pay the operating expenses of the park.

**Faxon Field.**—For many years the citizens of Quincy, Massachusetts, have had for their enjoyment Merrymount Park, a part of the Adams estate set aside for the use of the people. Recently Henry M. Faxon has presented to the city an area of approximately 20 acres, about half the size of Boston Common, for use as a park to be known as Faxon Field. Not only has the donor given the land and plan but each year he has provided filling and labor to complete a portion of the whole project. A play area is now available upon which baseball and football are played. A boundary walk and planting have been placed and the latest improvement is the completion of six tennis courts of the most approved design. After this gift to the city, according to the March issue of *Parks and Recreation*, a new high school was built on adjoining land and at a diagonal cor-

ner a new police station constructed, thus bringing public buildings into relation with the park.

**A Park for Marblehead.**—Marblehead, Massachusetts, has received a large plot of land to be used for recreation purposes. The gift was made by Mrs. Samuel Hobbs as a memorial for her husband, a Boston business man. No stipulations have been laid down regarding the development of land which is valued at \$35,000.

**A Civic and Recreation Center.**—The Henry E. Huntington School at San Marino, California, is serving not only as the educational center for the city but also as a social center for citizens of all ages. In making the school a center of this type the School Board authorized the erection on the school grounds of a one-story building which will house the county branch library. Lighted tennis courts and a baseball diamond afford enjoyment to many hundreds of residents who cannot use them during the day. As the only auditorium in the city is located in the school building, all meetings of organizations of a social or civic nature are held here in the school auditorium or the cafeteria.

**Play Space in Turkey.**—The Minister of Education in Turkey has requested that every new school building erected shall have connected with it an area devoted to playground use.

**A New Bathing Pavilion for Newton.**—Newton Highlands, Massachusetts, is to have a new bathing and skating pavillion at Crystal Lake which will form a part of the Newton playground system. In the summer time the building will be operated for bathing purposes and will provide ample dressing quarters and locker rooms for 422 people, each having a single locker. Of this number 222 will have separate dressing booths, the number being equally divided between the sexes. Shower baths and toilet facilities will be provided. A recreation room with a large open fire-place will form the center of the main structure which will be surrounded by a large piazza. In the winter the portion which contains the dressing booths and showers will be closed and the building will be turned over to the skaters who will check their belongings in the recreation room and find warmth and comfort there. The building will be fireproof in its construction with walls of terra cotta blocks with stucco on the exterior and painted inside. The floors will be of concrete.

**An Athletic Field for Weymouth.**—During the past five years Weymouth, Massachusetts, has expended \$44,000 in the development of a fourteen acre piece of land as an athletic field. Ernst Hermann, of Newton, Massachusetts, laid out the field for the high school officials. Across the street lies a tract of four acres which will be equipped for girls' sports with tennis courts, field hockey, basketball and volley ball courts.

**Their Own.**—The Negro boys of Charlotte are rejoicing in the acquisition of a six acre tract of land made available by the Charlotte Water Works in a community where there is no open land on which the boys may play baseball. The boys will do the necessary work of leveling off the ground and building the bleachers and backstops. The Playground and Recreation Commission will supply the material and the heavy machinery necessary for the work.

**The Switzerland "Horte."**—One of the oldest institutions conducted by the school system in Switzerland is the so-called "Horte," a room or several rooms in a school building or nearby center where children whose mothers are working are taken care of after school hours, at noon and in the evenings. The center is under the supervision of trained workers, either teachers or social workers. Home lessons for the following day are the first item on the program, after which follow play, storytelling, reading and games until seven o'clock when all the children are dismissed. Simple but wholesome meals are served twice during the day. The work of the Horte is carried on during the summer when the children are taken care of for the entire day, partly in fresh air schools and camps and partly in the city. Regular outdoor play evenings, another leisure time activity carried on by the teachers, bring together once a week children of the same grade who meet after school hours for an evening of active play out of doors. During the summer holidays the schools organize at a low cost trips into the mountains lasting three or four days.

**A Juvenile Toy Company.**—The Wakeman Memorial of Southport, Connecticut, has developed a novel organization in connection with the handcraft program which is known as the "Toy Company." This company has been organized as corporations are formed, with shares of stocks, dividends, wages, officers and a sales department. Stock may be secured by any boy in Southport

whether he works in the shop or not, and any boy, whether a stockholder or not, may work in the shop. Last year 415 articles were manufactured and sales amounted to \$231.18. Dividends amounting to fifteen cents a share were paid on stock whose par value was twenty-five cents.

**"Playthings."**—More and more attention is being given to the problem of playthings for children. Parents are more concerned than formerly as to the toys they purchase. When one has a little leisure time it is well worth while to visit the Children's Art and Play Center located at 69th Street near Fifth Avenue in New York City. The atmosphere is pleasant, the walls are light green and yellow silk curtains decorate the windows. The women in charge, trained and well qualified, give careful consideration to the part properly selected toys may play in developing behavior through increasing emotional stability, in developing talent in music and art, in securing interest in good reading, in acquiring skill in the use of housekeeping toys and cultural toys. There is a display of furniture properly designed for children's use. One of the leaders teaches at Teachers College, New York City, and uses the tests and materials in the curriculum there.

**A Bureau of Youth Activities.**—Longview, Washington, has a Bureau of Youth Activities, a volunteer organization composed of members from the Rotary, Kiwanis and Lions service clubs and the Chamber of Commerce. The purpose of this committee is to coordinate all the youth activities of the city so that there will be no overlapping and the greatest benefits will accrue from the money expended. It is one of the tasks of the committee to suggest a program of activities for the various service clubs. Last year the Lions Club, which was given charge of one of the playgrounds, installed a wading pool, shower baths and lavatories. The Kiwanis Club was given the sponsorship of a boys' band and organized a band of thirty-five pieces. The Rotary Club was made responsible for the organization of two Boy Scout troops. In addition to the work of the individual clubs, the committee itself raised funds and went to the rescue wherever the need was greatest. As one of its responsibilities it sponsored the junior baseball leagues and assumed major leadership in conducting the playground work. The secretary of the Chamber of Commerce serves as secretary of the Bureau of Youth Activities.

**Play in Institutions.**—Each Monday evening the Playground and Recreation Commission of Springfield, Illinois, holds a handcraft class for the crippled children at St. John's Sanatorium. The girls delight in dressing dolls while the boys greatly enjoy making doll furniture and movable toys.

Playground children of Lynchburg, Virginia, are making scrap books and giving them to the Crippled Children's Hospital. They are also telling stories to the children in hospitals.

**Music in Jacksonville.**—Under the auspices of the Jacksonville, Florida, Recreation Commission a junior band composed of boys and girls has been organized and there is a philharmonic orchestra with a volunteer director which is definitely affiliated with the department. Music and a hall for rehearsals are furnished the orchestra by the Recreation Department. The orchestra plays at all public affairs held by the Department which require orchestral music. Recently a saxophone band has become affiliated with the Department which gives concerts for the Department and offers an opportunity for men and women to join without fees. With the musical organizations now existing, the Department is able to provide all necessary music for concerts or opera productions and for many civic functions.

**Racine's Municipal Music Program.**—Racine, Wisconsin, according to the *American City* for January, 1930, is fortunate in having in Mayor William H. Armstrong a music lover who believes that all the citizens should have the opportunity to enjoy good music. In 1927-28 through his instrumentality the city appropriated \$2,500 for six concerts given in Memorial Hall by the Racine Arion Club and the Racine Symphony Orchestra. The average attendance was 1,300. Prior to the opening of the 1928-29 season a new organization was formed, the choral and orchestral sections being merged under the name of Racine Philharmonic Society. An out-of-town soloist is employed for each concert and on special occasions there are several. The conductors and a few of the orchestra members are paid, but most of participants participate solely for their love of music. The municipal appropriation for last year was \$3,000; for the current season, \$3,500 has been set aside.

**Music Fests.**—The Los Angeles playgrounds are to have a series of music "fests" with a pro-

gram of junior, intermediate and adult orchestras, women's choruses, children's choruses and selections by harmonica bands. One of the features of the program at the first ground to plan a program will be a harmonica playing contest open to individual players from all grounds.

#### **Music Instruction in West Chicago Parks.**

—The West Chicago Park Commissioners are pioneers in the instruction of music and have a record of seventeen years behind them in promoting this activity. At the present time nine of the West Chicago parks are conducting a mixed chorus and junior and senior orchestras and are giving free instruction to beginners in piano, and in violin and other string instruments. Two days a week are spent at each park by able music instructors, the younger children being taught in the afternoon, the older children and adults in the evening. Approximately 1,300 children and adults are taking advantage of the opportunity. From time to time concerts are given at each of the small parks culminating in June in a Junior and a Senior Music Festival. Several graduates of the West Park classes are now following music as a profession.

**Easter Sunrise Services.**—Thirty-two hundred people crowded into all the available space around the sunken gardens at Oglebay Park, Wheeling, West Virginia, to take part in the second annual Easter Sunrise Service. At the extreme rear of the garden a white cross was erected, and at one side of the lower terrace a cluster of palms screened a sextet of musicians who accompanied the choir made up of fifty singers. These singers, in black and white vestments, were arranged as a living cross on the lower terrace. After the services, A. B. Brooks, Oglebay Park naturalist, led more than a hundred people on a short bird walk to one of the picnic places where breakfast was served.

The third annual Easter Sunrise Service held under the auspices of the Charlotte, North Carolina, Park and Recreation Commission, attracted 5,000 people and proved a most beautiful and impressive event. Moravian Chorals were played through the city from three o'clock in the morning until half past four. The band rested for an hour and reassembled on the stage of the Open Air Theatre at Independence Park where it played antiphonally, one part from the audience and the other from the stage. The Open Air Theatre,

beautified by seeding and planting and the building of a wall, made a splendid setting for the scene.

**A Storytelling Review.**—On May 2nd, in one of Mobile's beautiful parks, the Recreation Department presented a storytelling review where the children were invited to listen to stories from Fairyland, the Gypsy Camp, American Indians and the Orient. There were, too, the "Black-Mammy" stories so dear to children of the South. Suitable dances and folk songs accompanied the stories.

**Increase in Reading.**—The Extension Library of the Boston Public Library has made the statement that in five years there has been an increase in circulation of over one million books in the branch libraries. This is an encouraging indication that there is more reading in the home in spite of the radio and the automobile.

**A Nature Study Hiking Club.**—Lancaster, Pennsylvania, has a nature study hiking club four years old which operates during the fall and spring months and is financed by the Recreation and Playgrounds Association of the city. Recently this club organized a geology class made up of adults, which has been held during the winter months. The class, with its fifteen lectures, is entirely self-sustaining and the material given is of college credit standard. The club is known as the "Roddy Nature Club" in honor of Dr. H. Justin Roddy, who is guide during the hiking season and instructor for the geology classes. This combination hiking club and geology class is a very popular form of adult education and recreation.

**Nature Hikes for Children.**—Hikes for children are a part of the spring program of the nature work conducted by the Westchester County Recreation Commission. As planned by Mrs. Marguerite Schwarzman, Supervisor of Nature Work and founder of the children's laboratories, the hikes first covered a distance of one and a half miles. This has been gradually extended. There is no age limit and any child able to walk the distance is accepted. After the hike the children gather around a camp fire where they cook their own food, a crowning event in the day's outing. Fathers, mothers, teachers and librarians are being recruited as leaders for the hikes.

**Nature Training Schools.**—The Coordinating Council on Nature Activities announces that its 1930 nature training school will be held June 7-20 at Camp Talualac and Camp Akiwa, Interstate Park, Harriman Section, Arden, New York. The accessibility of the school, the unusual opportunity it offers for first hand contact with nature, together with the experienced staff in charge, assure a successful season. Further information may be secured from Dr. Berthan Chapman Cady, in care of the Council, American Museum of Natural History, New York City.

The Nature Training School at Oglebay Park, Wheeling, West Virginia, will be held June 9-28. The opportunities for nature study offered by the 300 acres of woodland comprising the park are unusual. The third week of the school will be held at a camp. Communications should be addressed to Director, Nature Training School, Oglebay Park, Wheeling, West Virginia.

**Junior Police and Nurses.**—Junior police and nurse leadership was very successfully used last summer by the Park and Recreation Commission of Altoona, Pennsylvania. Each playground had a lieutenant, a sergeant and two or more patrolmen, depending upon the size of the ground. In addition a Junior Police force was organized for the Prospect Swimming Pool. There were ninety-two boys associated with the organization and in every instance they proved a great help to the play leaders. Their first duty was to see that the younger children had a fair chance to play. In addition, they helped keep the grounds clean, inspected apparatus daily and were able to eliminate considerable rowdyism.

Each playground also had a head nurse and assistant head nurse and two or more daily duty nurses. Eighty-six girls took part in this project. Their duties were to care for the sick and injured and to look after the sanitary conditions of the playground.

**Houston's Recreation Institute.**—From March 24th to April 5th, Houston, Texas, had its fourth recreational leaders institute under the auspices of the Recreation Institute Association. Classes were held daily from 7:30 to 9:30 in the public library. Special emphasis was laid on social recreation, athletics for women and girls, organization, and nature guidance. Among the members of the faculty were Lynn Rohrbaugh, Director of Church Recreation Service; Ethel

Bowers, of the staff of the P. R. A. A.; Leroy Bowman, of Columbia University, and Dr. William G. Vinal, of Western Reserve University.

“Due to the high standards set by the institution and the calibre of its instructors,” states the announcement, “three term hours of unspecified electives are allowed by the Sam Houston State Teachers College to those meeting all requirements of thirty-six clock hours' work in the Houston Recreational Institute.”

**Boston Holds Recreation Institute.**—The Community Service of Boston, Inc., of which D. Duncan Russell is executive, from March 12th to April 30th conducted a practical course for recreation leaders. Sessions were held once a week from 5 to 7 P. M., one hour being devoted to practical work and one to lectures on subjects particularly helpful to game directors, playground and camp instructors, teachers and social workers. The course opened with a lecture by Mrs. Eva W. White, formerly Director of Boston Community Service, on the need of trained recreation leaders. Other lectures and practical demonstrations had to do with safety programs, motor ability tests for girls, new developments in games, games of low and high organization, basketball officiating, model aircraft, model boat building, singing games, folk dancing, dramatics and handcraft in recreation program, the art of storytelling and baseball for girls. Those taking the course paid a fee of \$4.00.

**Community Dances.**—Last summer the Board of Park Commissioners of Fitchburg, Massachusetts, tried the experiment of conducting old-fashioned community dances out of doors. At two of the playgrounds an improvised platform served as a dance floor and music was furnished by an accomplished accordion player and a violinist, aided and abetted by a prompter who kept the dancers moving in the right direction. The dances started at 7:45 P. M., continuing until ten o'clock. Thousands came to watch or take an active part, and at no time was there any disorder.

**Playground Dances in Cincinnati.**—Under the auspices of the Public Recreation Commission of Cincinnati, playground dances were promoted last summer to provide a wholesome channel for the 'teen age boys and girls living in the vicinity of the various playgrounds and play streets maintained by the Commission. The dances were con-

ducted under the chaperonage of a group of women from each of the playground Mothers' Clubs and under the direct supervision of the play leaders employed on the playground or play street during the day.

**Clubs and Classes in Los Angeles.**—Weekly sketch clubs combining art with recreation are being organized by the Los Angeles Department of Playground and Recreation. Each week excursions to points of scenic beauty are conducted under the leadership of an artist and a play leader. Members of the club spend the afternoon in sketching at these places and afterward they enjoy a picnic supper, games and stunts. While they are sketching relatives and friends who have accompanied the artists are provided with an afternoon of recreation.

The Los Angeles public is displaying such keen interest in the free art classes conducted on five playgrounds that the service will undoubtedly be expanded. The classes now in operation are making striking screens, theatre masks, linoleum cuts, home decoration articles and other objects. The fencing club, the newest organization promoted by the Department, meets every Saturday at Echo Club House where instruction is given.

**An Archery Club in Charlotte, North Carolina.**—Charlotte's new archery club organized by the Park and Recreation Commission will have its own club room and workshop where members will make their equipment. The new archery range is located in one of the large parks of the city.

**Competing by Telegram.**—The boys of Jacksonville, Florida, and of Knoxville, Tennessee, on February 15th held an intercity miniature airplane contest without leaving their own communities. The Jacksonville boys flew their planes in the Union Terminal station, which has become the official airport for miniature flyers. At the conclusion of the flights, N. L. Mallison, Superintendent of Recreation, who acted as referee and official timer, filed a telegram giving the results of the contest. Through a special arrangement with the Postal Telegraph Company, the message was telegraphed to the Knoxville club after it had filed its message giving its record.

**Play Days in Virginia.**—Every county in Virginia has some play day exercises, according

to Eliot V. Graves, Superintendent of Physical and Health Education for the state, and a large percentage of the counties have had play days in all of their schools. Field days, interpreted to mean county field day contests after the preliminaries have been held in various schools, were held in eighty-two percent of the counties. These field days vary in type from group activities of all the children to contests of winners in particular events. Play days have been developed from a rather small percentage of participants in disorganized efforts in scattered schools to a wide interest in 100 percent of the counties during the past five years.

Five years ago Mr. Graves made a general survey to secure the opinions of principals of schools. The results showed that not more than twenty percent of the pupils enrolled were taking part in group activities. It is known at the present time from actual findings of the district men that at least eighty percent of Virginia's enrollment are now taking part in group activities.

**A Married Women's Frolic.**—On April 9th, Detroit's eighth annual gymnastic demonstration for women was held at the Olympia stadium under the auspices of the Department of Recreation with Miss Lottie A. McDermott, Supervisor of Women's and Girls' Activities, in charge. Fifteen hundred married women representing more than seventy-five community centers took part. First came a demonstration of mass calisthenics. After this there were exhibitions of mass folk dancing, Maypole dances and games as played in the gymnasiums throughout the city from which the participants came. Interspersed throughout the two hours' program were various drills including the ball drill, flashlight drill, and combination drill consisting of groups wielding barbells, dumbbells and Indian clubs. The gypsy episode proved an exceedingly colorful event when a huge caravan entered the stage from the four corners, and the gypsies in costume gathered around smoldering bonfires. The only competitive event was a huge relay race in which 900 women took part.

**The Girl Problem in Los Angeles.**—The Girls Council of Los Angeles, organized several years ago by the Playground and Recreation Department, is attacking with much vigor problems affecting the recreation of girls. In March the third annual conference was held with the general topic, *Facing the Challenge of the Twentieth Century Girl. The Challenge as the Girl Faces*



It, was the first topic taken up. This was followed by a round table discussion on *The Challenge as the Leaders Face It*. On the second day of the conference there were four discussion groups on the subject, *Facing the Challenge with the Junior High School Girl, the Senior High School Girl and the Business Girl*. Other features of the program were addresses on *The Psychological Aspects of the Challenge to the Twentieth Century Girl* and *Looking Beyond the Challenge*.

**Girls of Reading Hold a Banquet.**—At the conclusion of Reading's first year of conducting an organized department of sports and activities for girls and women a banquet was held and emblems awarded. There was a program of music, addresses, dancing and the presentation of *The Five Ghosts* by the Monday Night Class in Basketball for Beginners. The fall and winter activities for girls and women sponsored by the Department of Public Playgrounds and Recreation included basketball, volley ball, gymnasium classes, reducing classes and social dancing. Plans are under way for playground ball and volley ball leagues for the summer.

**Girls to the Fore in Elmira.**—A few cities in the United States have had their women mayors, but Elmira, New York, is perhaps the first to boast of a girl mayor! It happened in Girls' Week, March 17th-23rd, when the city "went feminine" and decided, under the leadership of the Recreation Commission, to give a thought to the girls. Monday was devoted to the *Girl and Her Health*; Tuesday was *Girls' Day in Business* and on that day high school girls with an instructor visited a number of business houses. On Wednesday interest was focused on *The Girl and Her City* and the girls learned something of local government by holding elections in the high schools for city and county offices. *Girls' Day in School* came on Thursday, and on Friday *The Girl and Her Recreation* was emphasized and a special effort made to interest in games and other forms of recreation girls who had previously taken little interest in these activities. The high point of the week came on Saturday when the girls who were elected to office on Wednesday took office for one hour in city and county buildings. The week was brought to a close on Sunday with *Girls' Day in the Church*.

**A School for Women Coaches.**—Last summer the North Carolina College for Women did

pioneer work in establishing a ten days school for women coaches. About thirty young women from southern high schools and colleges representing Virginia, North and South Carolina, Alabama and Florida, took the course. So successful was the venture that a second school will be held this year at the North Carolina College for Women, under the auspices of the Girls' High School Athletic Association of the state, from May 29th through June 7th. Instruction will be given in coaching hockey, soccer, baseball, basketball, swimming, tumbling, and track and field sports. Inquiries regarding enrollment should be addressed to Mary C. Coleman, at the North Carolina College for Women or to Mr. Guy B. Phillips, Greensboro, North Carolina, care of Girls' High School Athletic Associations.

**Golf in Detroit.**—The total number of rounds played on the five municipal golf courses of Detroit, Michigan, during 1929, was 405,151. The fees at Belle Isle, Palmer and Chandler are twenty-five cents per round of nine holes with provision for eighteen holes at fifty cents; at Rouge the charge is seventy-five cents a day with forty cents for the twilight period which is about three and a half hours prior to closing; the Rackham course charge is \$1.00 per day until twilight and fifty cents for the twilight period. At this course the use of showers and lockers is included in the playing fee. The gross receipts from these courses for the year were \$172,270; the refectories at the courses had gross receipts of \$39,-



MAYOR FOR AN HOUR!

352. The operating costs of the courses were \$62,736, and maintenance \$73,890. The net profits from the courses, exclusive of the refectories, were over \$35,000, with the refectories reporting a profit of \$8,392.

**Golf Popular in Pontiac.**—The Golf League organized by the Recreation Department of Pontiac, Michigan, has been a very popular activity. The General Motors Truck League consists of four leagues with sixty-four teams and 128 players, while the Oakland Motor Car Company has four similar leagues with 160 players. The Wilson Foundry is represented with two leagues of fifty-four players, and the Business Girls have organized two leagues of 100 players. All of the leagues use the municipal golf course for their matches.

**Summer Plans.**—The Dalton Massachusetts Community Recreation Association will introduce miniature golf courses on its playgrounds this summer, and will install at the horseshoe pitching courts the electric lights used last winter at the skating rinks. An archery lane will be prepared at the beach playground.

**A Tennis Center.**—Plans are on foot to develop a huge tennis recreation center in Los Angeles to be known as the "Los Angeles Recreation Center at Silver Lake, East Hollywood." Development calls for the replacement of wooden sheds which roof the northern end of the Silver Lake reservoir with a thick cement slab supported by concrete pillars. This will form the surface for a battery of forty-eight tennis courts. On adjoining land there will be constructed, if plans carry through, a tennis stadium, club house and auxiliary recreational facilities. A number of local tennis organizations and civic clubs have joined the Playground and Recreation Department in sponsoring the project. Definite plans which will show the layout and specifications of the new recreation center, together with cost estimates, will be prepared by the Playground and Recreation Department and on completion of the plans leaders in the movement will consider methods of making the project a reality.

**Firemen and Policemen in Competition.**—Volley ball teams from the volunteer fire companies of Reading, Pennsylvania, are vying with the policemen of the city for supremacy in the volley ball field. Friendly enemies in every line

of endeavor, these two groups are finding this new type of competition very popular. A firemen's league of eight teams and another industrial league of ten teams have been organized which play one evening each week in the school gymnasium. The Department of Public Playgrounds and Recreation is in charge of the program.

**Oakland's Sports Carnival.**—On March 28th, the Industrial Athletic Association of Greater Oakland, California, held its tenth annual sports carnival with approximately 2,000 employees participating. Each firm taking part had representation in the feature parade in which trophies were awarded the firms presenting the best appearance, those showing the most originality and the plants supplying the most grotesque float. Other features of the program held in the municipal auditorium were relays for men and women, baseball for women, basketball (men and women), volley ball (men and women) and a roller skate contest. Almost sixty firms are represented in the membership of the Association.

**Reading's First Annual Winter Sports Banquet.**—On April 1st Reading, Pennsylvania, had its first annual winter sports banquet under the auspices of the Department of Public Playgrounds and Recreation. At this time trophies were awarded winning teams and the mayor and other city officials addressed the group. A roster of teams showed basketball leading in popularity with volley ball, quoits and soccer holding their own in the list. There were 117 organized groups taking part in the winter program with a total of 1,010 registered participants. Forty-six baseball teams have already signed for the spring and summer league.

**Basketball in the State of Washington.**—The Seattle Park Department, in collaboration with the *Seattle Post Intelligencer*, conducted, on March 6-8, the Northwest Amateur Basketball Tournament embracing Washington, Oregon, Idaho and Montana. The northwest was divided into eight districts, any amateur team being eligible to compete. District tournaments were run to determine which team should enter the final championship held on the large civic auditorium in Seattle. The tournament proved to be a great success and the fine sportsmanship was shown by players and fans alike throughout the tournament.

Fully seven hundred men and boys took part last season in the Seattle Park Department's eight basketball leagues. Each of the seven field houses entered eight teams for the two months' basketball campaign. Eight separate leagues were formed, ranging from senior men to ninety pound hoop enthusiasts. Every team met each of its opponents twice, nearly 350 games being played in the course of the season.

**Indoor Athletic Competition for Boys' Clubs.**—Fifty-six boys' clubs from Hawaii, Canada, and many parts of the United States with a total membership of over 79,000 boys took part in the ninth annual indoor athletic competition sponsored by the Boys' Club Federation of America. Medals were awarded at the annual convention of the Federation in Detroit in May to the individual boys who made the best records for the five competitive events—high jump, hop, step and jump, pull-ups, one minute basketball shoot and broad jump, all run on weight entry basis in four classes. The competition was conducted during the entire month of March simultaneously, each group competing in its own gymnasium in the scheduled events.

**An Ash Can Slide.**—The Department of Recreation Camps and Playgrounds, County of Los

Angeles, California, provides a winter sports slide approximately 300 feet long on a forty percent grade. The ash can lids which are used as toboggans go into a bank turn at the foot of the slide creating a spinning effect.

**A Popular Stone Shelter.**—Gallows Hill Park, Salem, Massachusetts, the scene of the hanging of the witches, provides in its natural topography an unusually fine center for the development of winter sports. A natural pond furnishes five acres of ice for skating. There are many fine slopes for skiing and sliding and a toboggan slide which rests on the surface of a hill, steep enough to give a real thrill. Because of the wide use of the park for winter sport activities, the Board of Park Commissioners has constructed a stone shelter to supply some of the needs of the winter sports enthusiasts. The building, which is located by the toboggan slide and the skating area, is equipped with a large open fireplace and will later have facilities for checking and for serving home refreshments. The shelter house has proved to be a comfortable place for skaters to assemble their equipment, to rest, find shelter from the wind and enjoy the warmth from the fire. The building has been a genuine aid in building up the attendance of the park during the winter season and will serve the need in summer as a shelter from rain and sun.



STONE SHELTER, GALLOWES HILL PARK, SALEM, MASSACHUSETTS

# The Use of Leisure\*

HENRY SUZZALLO

We Americans live in a work-driven world. The rest of the world has noticed it; and we are beginning to take note of it ourselves. We do not know just why we have gloried in this lopsided life. Our common talk seems to show that we have. We talk unduly about the day's work when the day's work is supposed to be over. Shop rules our minds.

We business men and others go to conventions, ostensibly on a serious errand which justifies us among our neighbors; but down in our own rebellious souls we know that we are really seeking change and recreation. We take a socially respectable half-vacation when our psychological need is for a whole and wholesome vacation that has no pretense of responsibility in it. Thus, we veil our real motives to keep our social standing and our personal selfrespect.

## Are We Afraid of Leisure?

Every American who is not yet a social rebel is afraid to be a man of leisure. It sounds too much like being an idler. It is associated with laziness and economic parasitism.

I wonder how we came to feel and act this way? Few of us know! And many do not care. Yet I think it will help to give us a new openness of mind toward our problem if we recognize how much the values of another day are ruling us.

Let me repeat that we often make no use of leisure, or a very poor use of it, because we are living up to the code of some dead ancestor, near or remote, who worked out a philosophy of life of his own, while we do not take the same liberty of fitting our working and living values to our own particular needs.

We need a code of our own for a life of our own. Hence it is necessary for us to look sharply at some traditional attitudes which have trickled down to us through many generations, handed on by father to son.

First, there is still among us that lingering touch of asceticism which filtered down from the Middle Ages. It makes us look a bit disdainfully on our bodies as though they were not worth

serious attention as are our minds and souls. There is the thought, too, that a thrill of physical well-being is not altogether consistent with the good of our souls, and that to be happy in common human ways may not be completely conducive to goodness. More of us are caught in these tenacious attitudes than would dare to defend them by any rational argument.

Then, there are some conventions among highly respectable people, culturally and socially speaking, which are said to be mid-Victorian. Disregardful of the instincts and impulses of human kind, they are both repressive and narrowly selective in determining how people shall be permitted to enjoy themselves. The pleasures of the parlor are to them more respectable than those closer to earth and human nature. Worthy leisure is, by this pale highbrowism, to be confined to the upper stories of man's very human inheritance, to the polite and more or less subdued activities of mind and feeling.

But more influential with us are the attitudes of our own American social ancestors which pour over from the last generation or two into this one. The Puritan undervalued the recreational side of life and disdained it. Many merely playful activities were thought to be harmful. Later, we conceded they were harmless. Now, we know they could be positively helpful to mental wholesomeness. In addition, the Pioneer, by the unconscious pressure of frontier necessity, overvalued work and responsibility, and gave too exclusive attention to them. One disdained and the other forsook playful leisure as an important part of life. Both alike damaged the free spirit and omitted from the American living tradition a sanction for recreative playfulness. Both alike suffered somewhat from selfdeprivation. Their conditions of life, however, did not make the deprivation tragic. Our own life and time is so different that a taboo on leisure and the playful life is a definitely tragic thing, alike for the common man and the pillar of society. Of this we shall say more later.

## The Changing of the Old Order

It might be well to ask ourselves how life has changed for us from the day of our grandparents

\*Reprinted through the courtesy of the author and of the National Education Association from the Journal of the National Education Association, April, 1930. Dr. Suzzallo, a well known educator, who from 1915 to 1926 served as President of the University of Washington, is now director of President Hoover's National Advisory Committee on Education.

—not in its mere externals but in its impacts, repressions, and releases of the human instincts.

We were once largely an agricultural people. It was a life of hard, physical work—that is admitted. But it had its compensations. The work varied from season to season, if not from day to day. There was winter slackening if there was summer overworking. Many skills, judgments, and emotional reactions were called for in infinite variety. But man-at-work was still the master of his tools. And time had flexibility. Often it was a lonesome life. Man, the gregarious, suffered some. Woman, more. The country man and woman were deprived of the best cultural institutions, which flowered most richly in great cities, but he had Nature which his city cousin had lost—skies, the blue hills, the countryside. Trying to command her in all her moods and fancies, his work was changeful and versatile. Life was not standardized or mechanical.

Since then, his children, in countless numbers, have gone to the cities to become urban dwellers, workers in shops and factories in an industrial, mechanized, and standardized age. Flexibility has gone from working time. The tasks are painfully alike from month to month, day to day, and hour to hour. Life lacks variety; monotony and boredom fill its place. More than half the nation's population, more or less, is thus engaged.

Most of what invention and industrial organization has done for the farmer is, in human terms, clear gain. He and his family gain good roads, the automobile, the advantages of a nearer town. They have the telephone, the phonograph, and the radio. Some but not too many machines relieve him of sheer animal toil.

Much that has happened to increase the efficiency of urban industry is a clear psychological loss so far as human work is concerned. The machine governs the worker. He has become a machine-tender; he has ceased to be its master. The regular turning of a wheel times his reaction. Time for him has no flexibility, no variety. He does the same thing over and over again with a part of his wits. The rest of his powers are uncalled for and unemployed!

From this approximate description, you will realize that something has happened to man industrialized. It will explain why he was the first to get the short working day. The farmer's day has scarcely been shortened at all. The contrast has a psychological significance. The work of the factory which is easier on his body is less

endurable to his mind, while the hard, physical toil of the pioneer farmer's life is more genial to mentality. Thus, to the city dweller and worker, garden and gentleman farming are leisure occupations.

All that man has and is by human nature is meant to be used. If a single capacity of man is overused, it is abused. If it is not used, underused, or underexpressed, it is also abused. The first leads to fatigue or monotony, the second to boredom or restlessness. Work under such conditions does not satisfy; man craves to stop and seek compensatory satisfaction. His wish to stop has given him a short working day—and incidentally the longest known daily leisure or freedom from work.

What then do we behold in great industrial cities? Bored, underexpressed, monotonized, restless men and women pour out of factories, office buildings, and shops at the end of the shortest working day, moving into the longest daily free-time the worker has ever known. He craves activity, engrossment of mind, enjoyment! He wants to play, which is the desire to let himself act directly or vicariously in genial, interesting, nonirritating ways.

### The Problem of Modern Leisure

Here is the problem of modern leisure!

A bored man will play! With normal, harmless, and even helpful expression repressed; without interest, capacity or training in the finer, stabler, joyous activities of life, he plays with the only feelingful things he has to play with—with instincts, appetites, passions. Commercialized sensuality, sensuousness, or sensationalism beckon him. Thus emerges the problem of the use of leisure.

At the other end from the workers are the pillars of society—the managers of the world's affairs or large units of it. They carry larger loads than before. They carry them on soft, sensitive nerves, not on hard muscles. Their decisions touch thousands of men. Theirs is a life of anxiety or apprehension. They break down with the load. Or they grow calloused of heart and imagination, a merciful defense-mechanism for the man himself; but for mankind whose destiny such leaders affect, it is an unpromising trait to have in high places. The work of these does not lack either variety or interest; but it carries an overload of strain. Such men need

recreation and leisure to rest and refreshen them. But the world hurries and pursues them with more work and gives them no free time. This, also, is the problem of leisure!

Common folk in between these two extremes also carry more loads upon their feeling life now. The king's responsibility and strain now fall upon the common man. In democracy we are all kings, responsible for the government and the commonwealth, for order, stability, and progress. This wears on the conscientious citizen. He has an increased sense of failure and defeat, less of a sense of effectiveness. Political interest wearies many and they drop their burdens. A new political indifference is the calloused defense-mechanism of less able men, in small but still responsible places. The loads fall more heavily on a few, who continue to bear them. Duty now frowns doubly on the morally able, but with it comes a heavier anxiety to the sensitive and the responsive. Both types need rest, recreation, leisure, mental reconstruction. Without it, they cannot arise in the morning with a new thrill to slay the political dragons. Knightliness does not arise in fagged, discouraged men. Recreation is exactly what it means—recreation! Restored power! New power!

Our world beats on the humble citizen as never before. He lives in the whole big world, not in his little neighborhood alone. The telegraph, the telephone, the cable, the radio, the newspaper, the magazine, the wide distribution of books, fill his mind with everybody's troubles. All these are added to his own. Such a mind certainly needs free time away from a responsible vocation, a responsible citizenship, a responsible humanness. He is entitled to a leisure full of happy activities which spontaneously interest him and leave him refreshed. It does not matter so much how much we wear down in eight hours of responsible wage-earning work and two more of responsible, active citizenship if only we can rebuild in five of leisure and eight of sleep. But what if we are not given time to rebuild, to re-create? What then? What kind of a world shall we have if only tired, bored, discouraged men are in it? For society to grant a man leisure is not to confer a personal favor on the individual; it is to give safety, hopefulness, and progressive power to society.

Could we solve the problem of leisure, we should surely have the beginnings of a new kind of world, a more effective and happy one!

### Some Guiding Principles

Some guiding principles may be suggested to bring it about.

✓ First, let us give leisure, recreation, or free time for the individual as respectable a place in our scheme of life valuations as we give to work. They are supplements. As sleep and rest are to physical restoration, so recreation is to mental, emotional, and spiritual restoration.

✓ Second, let the time conventions of life be arranged to protect the privacy of free time. The gogetters of American life should be warned off late afternoons, our evening hours, our Saturdays, our halfholidays, and our Holy days. Let us have the courage to snub these relentless men. Let us get over the shame of being caught idling or working in our gardens, listening to music, going fishing, or reading a good book. These matters are pressing human needs and while we are at them, we should put up a "busy sign"! Privacy needs to be restored as a human institution for many reasons, of which one is the need to restore our minds to wholesomeness through a leisurely pursuit of the things of heart's desire.

✓ Third, let us not permit supplementary and coordinate aspects of wholesome human living to become rivals or competitors, each seeking to crowd the other out.

Well used leisure is not a competitor of productive work. Its presence in life will outlaw the pathological slogans that "work is a curse" and "the less the better." Leisure is the humane life-partner of work. In the last analysis, it heightens the pleasure of doing something that needs to be done. It is the good recess that breaks into labor too long pursued, as work itself is another recess to play too long indulged. It is only our false traditions and our psychological ignorance which make us act as though these statements were not true. An unbalanced psychological ration is as bad for the mind as an unbalanced diet is for the body.

That bit of old wisdom which says that "all work and no play makes Jack a dull boy" is in terms of our new psychological wisdom, absolutely true. To begin with, it makes him a duller workman! Also, if he steals his pleasures, and they are likely to be the most forbidden ones, Jack becomes a poorer man and citizen, and somewhat of a social liability.

A true use of leisure never destroys the other important values of life; sanely perceived play or recreation should heighten all other values and



processes. Right use of leisure makes us constructive, not destructive. It makes us more moral, not less so, more refined, not more gross; more eager workers, not less willing workmen.

Fourth, let us provide opportunity to train for a good use of leisure everywhere we can in life—at home, in the neighborhood, on the playground, in the school, in every institution that has an interest in wholesomeness. A boy or girl, a man or woman needs a broad exposure to know what fits his nature and his circumstance. Then he makes a wiser choice, one that is likely to endure for him.

We have only to observe those who have rebelled against the unnatural distortions of life and have let mere feeling guide them to pleasure to know how fatally narrow an accidental choice may be. Our observations teach us that they are more likely to be wrecked than saved. What actually happens depends upon how natively intuitive or refined people are. Too often they shortchange themselves with sensuality, sensuousness, or mere sensationalism, the thrills of which do not endure, and which, like drugs, require larger dosages to bring renewed satisfaction. Such unfortunates have no sense of the higher types of play which delight without sad cost to the very last day of life. They had no chance to know. Society did not provide them opportunity to play with the more softspoken but more enduring satisfactions of life.

Fifth, let play opportunities be of every good kind. We need only to recognize that we are all that we are—body, mind, and soul. We cannot wisely leave any of them out of our work. Neither can we leave any of them out of our play.

Body, mind, and soul are inseparable partners for life. This is merely a way of saying that in our plan for the use of leisure and in the educational program which trains for leisure, we must be all-inclusive and quite tolerant of every wholesome, natural demand, whatever its emphasis. Each way of change, rest, play, or recreation has its place—walking, dancing, games of skill, the sports of the countryside, workmanship in the shop, lectures, sociability, drama, music, the movies and the talkies, the radio, reading good books, drawing, painting, singing, conversation, comradeship. Yes, even what other men call work may be play. The great organ of life has many keys and many stops.

The things that may occupy our leisure spread from the one extreme of full, lusty, attention engrossed, and active participation or expression,

to the opposite one of a vicarious, imaginative appreciation which is almost passive and receptive. The great organ of life may be played from pianissimo to fortissimo.

Sixth, in whatever program we set up, let us educators profit by our rather long and somewhat sad experience in the intellectual field. Let us not repeat in the new field of recreation that tragic error of assuming that men and women, boys and girls, are all alike in their emotional and expressive needs. They were not in the field of cultural and practical training.

### Individualizing Leisure

I fancy people are far more unlike emotionally than they are intellectually. Intellectuality has one long dimension, from idiocy to genius. Emotionality has fifty or a hundred dimensions running from almost-not-having-it to having-more-than-any-one-else. And it is largely with man's exciting, inciting, wearing emotions that the biggest jobs of our offtime life are to be found. Let the individual begin to solve the problem of his own use of leisure by fitting free-time to himself and to the conditions of life as he is largely compelled to bear them. Leisure must be individualized.

Two almost inescapable factors make our needs different: the kind of a human nature we carry around with us, and the particular kind of life we are compelled to lead.

Other questions will suggest more specific and suggestive clues. How do we have to live and work? Where do we get joys in these operations? Where are we bored? Overexcited? Worn? When do we feel the thrill of achievement or success? When the sense of bafflement or failure? Is there some enchanting activity outside our life which beckons us? Or two, or three of them? These are some of the questions that must be asked and answered in individualizing the program of leisure. Let the individual find his own enjoyment, remembering that the kind or kinds are best which satisfy the individual most and hurt his fellowman least. And no fellowman need have his feelings hurt by a difference of choice.

Then let me sympathetically warn teachers against their favorite habit of grading things. There is a kind of dignified disease we have; a kind of dignified highbrowism which suggests that a worthy leisure must be confined to the upper and the rarer stories of human endeavor.

*(Continued on page 197)*

# Street Showers in Philadelphia

ROBERT L. FREY

*Street Shower Supervisor, Playgrounds Association of Philadelphia*

Two hundred and forty fire hydrants provided 130,000 Philadelphia children with cooling showers during last summer. Does that sound like a police record of hydrants that had to be turned off by His Majesty, the Cop? It might be, but it isn't!

Oh, then the police didn't keep the record of hydrants illegally opened by the children? No, they didn't, for none of these plugs were opened illegally and the whole duty of the policemen was to lend their presence to keep order while the kiddies played "We're at the Seashore" under the refreshing spray served to them on their own street corner.

Attached to each of these hydrants was a shower and at each street-end there was a barricade to stop traffic. The Playgrounds Association of Philadelphia honeycombed the heat-smitten sections of the city with this equipment and with the co-operation of the Bureaus of Water, Police and Fire gave a recreational and health service that, for directness and practicality, scored a bull's eye.

## Introducing the "Shower Man"

The growth of the idea and the development of the organization that made this possible is a true story of pioneer endeavor. It has its beginning in June, 1928, when Mr. Charles H. English, executive secretary of the Playgrounds Association, secured an appropriation of \$500 for the operation of an experimental traveling street shower. Then he secured the services of a University of Pennsylvania student to operate it. During the last week of June this student, who by the end of the summer was to be known as the "shower man," went to all the locations where he would operate, and placarded the neighborhoods with posters announcing the coming of the street shower.

His schedule included six stops each day, of a half hour each, allowing a half hour to reach the next location. Three sections of the city were to be visited twice a week, South Philadelphia on Monday and Thursday; Kensington on Tuesday and Friday; and West Philadelphia on

Wednesday and Saturday. Thus, operation was to continue for the months of July and August.

On July 1 the showerman was introduced to his charge—the traveling street shower. A small Ford truck, identified by two large signs as "The Playgrounds Association Traveling Street Shower," was loaded with four heavy standards, rope and "Stop" signs for blocking off the streets, fifty feet of firehose, the shower, and a wrench. So armed, he sallied forth to his first stop.

The placards had done good work. About seventy-five children in bathing suits and a half-dozen newspaper photographers awaited him. Willing hands helped rope off the street. The hose was attached to the plug and the shower at the end of the hose dispelled any idea that there was a fire in the vicinity. The plug was turned on, the children shrieked with glee as the cold water drenched them, and the photographers took their pictures. With newspaper publicity preceding it, the shower was greeted during the first few weeks with everything but the neighborhood brass band. Its novelty and the air of gaiety that accompanied its operation made the bi-weekly visit a colorful event in the lives of the children and they learned, during the summer, to look forward to the coming of the shower man.

Attendance records for the summer of 1928 totaled 16,000. During the last days of leave-taking promises were extracted from him by the score that he would come back next year. He promised better than he knew, for come back he did, and to stay.

## Then Came the Next Summer

The next chapter of our story brings us to the summer of 1929. The most important lesson gained from operation of the traveling shower was the fact that an hour a week was not giving the children more than a taste of what they might enjoy every day, if there were adequate equipment. A single traveling shower could not begin to reach all the sections that needed it. Most of these were small congested streets, with no swimming pools nearby, where the children, with the aid of a wrench, had learned to take

matters into their own hands. On sweltering days fireplugs by the score were turned on and allowed to run at full force until the policemen had to turn them off. More showers would mean greater service, protection from dangerous traffic, and an economy of water.

Hence, the Playgrounds Association was prepared for the hot weather with fifty showers. These could be attached directly to the plugs, eliminating the cumbersome firehose. They were distributed in care of firehouses, settlement houses, and a few private individuals who had signified their willingness to be entirely responsible for their operation.

The following extracts from *Suggestions for Operation* given to the person in charge, will make clear the extent of the operator's responsibility:

". . . We therefore expect each organization to help us in prolonging the service rendered by using all precautions against theft and destruction of the equipment.

"Each organization should use only responsible people to operate the shower.

"Permits for closing the street during operation have been granted by the Police Department. You must use discretion with drivers desiring to make deliveries in the block. The permit requested is to stop ordinary traffic.

"We suggest a schedule for operation as follows:

11 A. M. to 12 noon  
1:30 P. M. to 2:30 P. M.  
3:30 P. M. to 4:30 P. M.  
7:30 P. M. to 8:30 P. M.

"We are inclined to say that this is a minimum schedule. However, local conditions must be your guide. We have found it better to operate only one hour at a time. It is advisable to post in bulletin form the schedule of hours. When the heat is oppressive it may be reasonable to operate more frequently. It is *not* advisable to keep shower in operation continuously.

"The operator in charge should be constantly on the job, preventing children from backing up or even sitting on the shower fixture. They will try to do this and if successful practically eliminate the spray from the rest of the children.

"Please remove fixture and barricades at end of each session. . . .

"If your community has no objection to Sunday operation, neither have we. . . ."

With the work of distribution completed, the supervisor settled back comfortably for a summer of routine. Attendance records were collected

regularly, and occasional complaints to be adjusted relieved the monotony.

There were eight showers left over and the Playgrounds Association let it be known through the newspapers that these would be loaned to anyone who needed them and would take full responsibility for their operation. At the same time the thermometer began to climb into the torrid zone. This fatal combination resulted in a flood of telephone calls and personal applications that left the Playgrounds Association office dazed, but now thoroughly aware of the fact that here they had started something that had backfired and now challenged them to finish it.

### Taking Prompt Action

Mr. English talked the matter over with officials of the Philadelphia *Inquirer* and, with the utmost promptness and generosity they acted on it by firing immediately the opening guns of a two weeks' campaign to raise funds for more showers. Philadelphia responded to the stories, the editorials and the pictures by turning over more than \$4,000 for street showers.

The cost of one set of equipment—shower, two barricades and wrench—was estimated at \$15. The name of the donor was stamped on each shower and he or she was notified of its location. These showers were loaned and collected at the end of the season. More than a third of the amount raised came from neighborhoods where collections had been taken up to insure their getting their own shower. Most of these were stamped "Kiddies" or "The Gang," and the equipment became the permanent property of that community.

The newspaper campaign now brought the applications in earnest. Every location was carefully checked for traffic conditions and possible local objections before a shower was installed. With two men on the job, one checked while the other delivered. Complaints due to operation were kept at a minimum by the system of checking which included the important phase of impressing upon the applicant the responsibility he was assuming and the absolute necessity for strict supervision. In only a half-dozen cases was it necessary to remove a shower from a neighborhood after it had been put in, and these were locations which the supervisor had not an opportunity to investigate. The Bureau of Water finally gave the Playgrounds Association complete authority

(Continued on page 198)

# A Modern Swimming Pool

F. S. MATHEWSON

*Superintendent of Recreation, Union County, N. J., Park Commission*

The fresh water bathing for the future is destined to be enjoyed in artificial concrete pools equipped with an efficient system of chlorination and filtration, or some other modern accepted method of purification. Between dips the bathers will disport themselves on clean white sand brought from the sea shore, in some cases many miles away, and arranged in an artistic manner adjacent to the pool, as a fair substitute for the sand beach of the popular ocean bathing resorts. There are at present more than 4,000 of these artificial pools being operated in this country by private groups and municipal bodies.

The advent of paved streets and storm sewers has resulted in at least a periodic pollution of our streams and rivers, and the back eddies and in-

lets retain these infectious and dangerous materials which seep slowly into the main stream long after the river or lake itself has been practically purified by nature's action. The "Old Swimming Hole" of yesterday, if it still exists, is no longer a safe place in which to swim.

Recognizing this fact the Union County Park Commission of Union County, N. J., opened its first pool in the Rahway River Park, Rahway, N. J., on August 17, 1929, and the popularity of this form of recreation is demonstrated by the fact that in the pool's first nineteen days of operation an attendance of over 20,000 was recorded by the automatic registering turnstile. This initial experiment has convinced the Park Commissioners that such facilities are very much needed



UNION COUNTY'S SWIMMING POOL

and appreciated, with the result that they have gone on record as favoring additional pools to be constructed in the near future.

### Construction of Pool

The pool proper, 75 feet by 150 feet, is of reinforced concrete. There is a walk of similar material twelve feet wide on either side and twenty feet in width at the deep end where the four diving boards and tower are located. The bath house is separated from the shallow end of the pool by a sixty foot strip of concrete beautified by two artistically arranged shrubbery beds. Bright flowers among the evergreens lend harmony and color to the surroundings. The walks and bottom of pool have been finished with a rough surface to reduce the danger from slipping and falling.

The pool area is screened from other sections of the park by planting, artistically arranged, though at the same time it permits spectators to enjoy the activities of those within the pool enclosure from benches and seats provided for that purpose just outside the fence line. The water is graduated in depth from 12 inches to 10 feet with the greatest area ranging from 2½ feet to 5 feet. One distinct feature of this pool is that competition can be conducted in the deep end without closing off the remainder of the pool to the other bathers.

The sand beach, 80 feet by 230 feet, is one of the most popular features of this pool. Here 1,000 tons of washed beach sand have been deposited at a depth of from twelve to fifteen inches. Men, women and children occupy their time between swims by playing games, taking sun baths, digging in the sand and moulding clever designs on this broad strip of beach.

In addition to a continuous supply of fresh water flowing into the pool, a recirculation system changes the water every four and a half hours by passing it through the chlorination plant. A municipal water works is the source of supply and as a very satisfactory arrangement has been reached with the Water Board, the tank is emptied twice a week at a very small cost, thereby eliminating the use of filters. The capacity of the pool is about 375,000 gallons and it can be emptied, cleaned and filled in from five and half to six hours.

A six foot galvanized fence encloses the beach and pool, and entrance is permitted only to those

in bathing suits, who must first pass through a staggered battery of thirteen shower heads which are always in operation. Every possible effort has been made to effect a hygienic and sanitary establishment properly supervised and regulated.

The basket system of checking is used and the capacity is about 1,500 at one time. Bathing suits and towels are rented at a nominal fee, and a refreshment stand is operated in conjunction with the pool. Four powerful floodlights give adequate illumination for night bathing, thereby extending the hours of service to the public and enabling a greater number to enjoy this recreation.

The modern pool may lack some of the romance of the "Old Swimming Hole"; the surrounding screen of shrubbery and trees serves to beautify rather than protect from view the scene of aquatic activity; the clay bank with its fine soft "oozy" slope may be more pleasant than the modern water slide; the note of the thrush or lark may be more soothing than the thundering jazzy bark of the loud speaker. But we are convinced that if the modern pool is properly constructed and intelligently supervised we can be assured of:

1. Pure clean alkaline water in which to swim
2. Chemical disinfectant to keep it pure
3. Clean suits and towels
4. Sanitary shower baths and toilets
5. Pre-entrance examination of bathers
6. Proper control of possible contamination by fenced enclosure
7. Safe drinking water

All to the end of more enjoyment in our water sports!

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"One of the chief results of the machine age in lightening labor and increasing leisure should be greater educational opportunities for the children of the country.

"Burdensome toil is being lifted from the back of human beings every day. Who should profit by this? If the benefits of these inventions are to be for the public good, may we not ask that opportunities for more education be granted to larger numbers of children? It seems to me that of all the possibilities of utilizing the leisure time made possible by these mechanical advances, the investment of a large share of it in the education of the youth to better discharge the responsibilities of citizens of the Republic is a statesmanlike policy."—*William John Cooper*, United States Commissioner of Education.

# A Few More Facts on Swimming Pools

## Construction Plans in West Hartford

The old swimming hole in the town of West Hartford, Connecticut, is to be replaced by a modern concrete pool and club house, according to plans made by the Park, Town Plan and Cemetery Commission. The Board of Finance has approved the necessary funds and the plan will be ready for use by the middle of June. The plan calls for an expenditure of about \$30,030 which will be distributed as follows: Swimming pool, \$12,000; club house, \$10,000; architect's fees, \$1,200; wading pool, \$2,500; grading and landscaping, \$4,000, and water connection, \$330. For the maintenance of the pool and club house \$26,068 has been set aside. This will be expended for the salaries of the supervisor, assistant supervisor and caretaker and general supplies, water, insurance and coal.

The pool will be 105 feet by forty-three feet with a depth varying from three and a half to nine feet. The basement of the club house will be occupied by the filtering and chlorinating plant and with adults' dressing rooms and lockers. The main portion of the second floor will have a lounging room with a large fireplace, with space provided for boys' and girls' lockers, toilets and showers. Provision will also be made on this floor for attendants' quarters where towels may be rented and parcels checked.

The exterior of the club house will be very attractive. The walls will for the most part be of stucco, and there will be a shingled roof of distinctive design. The windows will be composed of small glass sections and the club house as a whole will lend harmonious continuity to the entire layout.

The Commission plans a wading pool for little children fifty feet in diameter, located beneath a group of oak trees, west of the pool and club house. There will be additional playground apparatus to augment the equipment already in place. To enhance the scenic beauty of the surrounding area the Commission plans to erect a dam for temporary use where the old swimming hole is located. This will bring the water in the stream to a fairly high level so that a certain degree of natural beauty will be evident in the area.

The pond may be used by children for sailing boats.

## Swimming Pool Charges

At the swimming pool in the James McClatchy Park, Sacramento, a fee is charged for each child not over sixteen years of age. All over this age pay twenty-five cents per day. The following provision, however, is made in the ordinance governing the use of the pool.

"The City Manager is hereby authorized to make special rates, different from the above, for special occasions where the pool is used by a society or organization in connection with a meeting, celebration, or outing; and he is also authorized to establish days on which children under sixteen years of age may use the said swimming pool free of charge, where such children furnish their own towels and bathing suits."

The Los Angeles Playground and Recreation Department has arranged the following scale of charges at the municipal plunges for the season of 1930: Children up to fourteen, five cents for swim and five cents for suit rental; children fourteen to eighteen, ten cents for swim and five cents for suit rental; adults, twenty-five cents for swim and ten cents for suit rental.

## Teaching Them to Swim

Through a corps of competent life guards and trained volunteer assistants, hundreds of children and adults were taught to swim last year in Sacramento. Lessons were given in class formation by a method under which both children and adults were taught to swim in three or four lessons, seldom more than six lessons being necessary. All lessons were free. The following will show schedule of classes:

Boys and Girls: Monday to Fridays—8:30-9:30 A. M.; Home Women: Mondays and Wednesdays—12:30-1:15 P. M.; Business Women: Mondays and Wednesdays—6:00-6:45 P. M.; Men—Tuesdays and Thursdays—6:00-6:45 P. M.

Whittier Union High School at Whittier, California, every summer loans its swimming pool to



the municipality for the use of the public. The pool, which is of cement and measures forty feet by one hundred feet, is open during the summer months from nine to eleven A. M. and from one to nine P. M. Each year an intensive "Learn to Swim" campaign is carried on in cooperation with the local newspapers. Articles on swimming are run in the paper during this period and for two weeks before the opening of the swimming classes the public is notified of the free swimming lessons to be given. Registration for the lessons is made through coupons in the paper. The minimum age of those entering the classes is seven years. Last summer 475 individuals were given instruction, of whom eighty per cent. learned to swim in the course of three to twelve lessons of one-half hour each held every day except Sunday. At the conclusion of the course a final examination is given and ribbons awarded for the following: forty foot swim, 100 foot swim, dive from spring board and swim out, dive from fifteen foot stand and dive from eight foot stand.

The San Francisco Playground Commission

and Board of Education are cooperating in their programs for swimming instruction. During school sessions playground swimming pools are now devoted to regular class instruction periods for school children, the classes being included in the regular public school physical education program. Under the personal supervision of life guards and swimming instructors provided by the Playground Department, children receive daily instruction during the seven months out of the year in which the pools are operated. Between the hours of 9 A. M. and 3 P. M. a regular program for class instruction is carried out, and children are permitted to use the pools free of charge. After 3 P. M. a nominal fee of five cents is charged each child for the use of a suit and bath towel, which is furnished by the Playground Department.

Eleven public schools are now sending their physical education classes to playground swimming pools for instruction. According to attendance records, over three hundred school children received swimming instruction in playground pools during regular school periods last year.



LEARNING TO SWIM IN SAN FRANCISCO

# Puppetry \*

W. T. REED

*Superintendent Parks and Recreation, Altoona, Pa.*

One cannot read the life of Tony Sarg without falling in love with his famous play children. If you have not already done so, read the life story of Tony Sarg and how he, a young, dissatisfied German Army officer, turned his life inside out because of the artistic desires which he held wrapped up in his soul and because he met an American girl.

## Puppetry an Old Art

Puppetry is a form of dramatics portrayed on a miniature stage by artificial characters actuated by wires or strings. The puppeteers or manipulators behind the scenes usually speak the part. Puppetry is by no means a new art. It is as old as the hills. In ancient times it played an important part in the lives of the Egyptians, Indians, Persians, Chinese, Japanese, Grecians, Romans and many others. In fact, in most countries these puppets were revered. Many interesting stories have been handed down. We shall mention only one.

Long, long ago, in Egypt, there were little carved wooden figures with carved ivory arms and legs that were made to move by manipulating strings. History does not tell us just what these puppets were used for. We do know, however, that they were very much treasured and were buried with the kings and queens of ancient Egypt in their tombs near the banks of the Nile. Some commentaries tell us that some of the great idols in the Egyptian temples were puppets, and that priests and gods concealed themselves inside their bodies in order to make them move their hands and legs and open and close their mouths. So amazed were the people who saw them that they fell down and worshipped them.

It is said that the priests, in doing honor to the great god Osiris, would carry on their shoulders a golden boat containing a marvelously made statue of the god Osiris. This statue, or puppet, was carved out of ivory. It would move its head from side to side, or it would raise its arms at various intervals. The priests knew which way it wanted to go by the way it pointed its finger or turned

its head. We also know that the Egyptians had miniature puppet stages. One was unearthed during a comparatively recent excavation. This stage had doors of ivory with many of the rods and wires still in place. We also know that the Egyptians had animal puppets. A crocodile puppet was found. The lower jaw of the crocodile moved on a pivot and its feet were connected with a kind of a hinge so that they could be moved.

## Miracle and Mystery Plays

When Christianity began to spread over the world, puppets again played an important role. Miracle and mystery plays were produced by the puppets. During the days of the Christian persecution puppets were the chief means of entertainment for the inhabitants of those underground cities which we now call Catacombs. They enacted scenes and episodes of the new religion. Puppets became quite famous and revered by these early Christians.

It was before the Holy Sepulchre in Jerusalem that the greatest of the early passion plays were enacted by these puppets or marionettes, as they are sometimes called. The plays were so simple and so religious that they were loved by thousands who came to the sacred shrine. These miniature, hand-carved, lifeless characters, soon became a part of the church. Rather large wooden stages were built; fine carpets covered the floors; expensive tapestry was hung on the walls; luxurious draperies were used; in fact the stage was lacking in nothing. Backgrounds and attractive settings were worked out perfectly for the presentation of the most dramatic scenes in the life of Christ.

About the middle of the sixteenth century the puppets and marionettes were banished from the church. Naturally, for a while at least, the puppets and puppeteers forsook the church. Many were accused of witchcraft and were burned at the stake. But like true Christians, they remained true to their faith. They established themselves just outside the church grounds. Here, on days of great celebrations, when crowds of people were sure to be coming to church, they were to be

\*Extracts from address given at District Representatives Conference, Elizabeth, New Jersey, April 3, 1930.

seen. The plays given continued to be episodes taken from the Holy Scripture.

Puppets have appeared in practically every country in the world; not even America was excepted. The North American Indians used them in their ceremonies. The Hopi Indians used these puppets to represent the mystic maidens who in ancient times were thought to sow seeds.

### Providing the Stage and Equipment

There are several types of puppets. There is the *Burattini* type, which is perhaps the easiest to make. It has merely a head and arms, together with a cloak. This type of puppet is operated by placing the fingers of the hand into the head and arms. Then there are several types of the real marionette such as the stuffed doll, remodeled doll and the true marionette. We need not go into the process of making the puppet. There are plenty of instructions available.

After making the puppet the next important necessity is a stage upon which the puppets may perform. Every one, at some time or other, has visited a theatre and can therefore easily visualize the construction of a miniature stage. A wooden box can readily be converted into a stage. Likewise, a small table, turned upside down, with a curtain around three sides, makes an ideal stage. However, whatever type of stage is used, a pleasing archway should be provided through which the audience may watch the actions of these miniature actors. This archway may be made out of cardboard or beaver board and decorated to suit the stage setting. In connection with the stage, there are also such considerations as curtain, scenery, and lighting.

There are those to whom the making of a puppet, the building of a stage, or even the operation of a puppet might not appeal, but to whom the building and painting of scenery would be a joy. The important thing to be considered in making scenery is to study the needs of the production and to make the scene to the proper scale.

Lights are a very important part of the production. Some plays shown during the daytime require no lighting. Christmas tree lights are usually found quite suitable. Miniature floods can be made very easily. There are people who will spend hours and hours working out a lighting scheme. There are two things to keep in mind in lighting the stage. First, the lights must produce natural effects in portraying the scene, character and shad-

ows; and second, the colors produce emotional effects.

Costuming not only requires the making of a costume but the study of the characters to be portrayed. Considerable care and study should be given in costuming. Quite often the same puppet is used to portray different characters. Thus it requires careful costuming.

Puppetry is beginning to come back to its own in other countries. Just a few days ago, in the *New York Sun*, appeared this note: "Puppet shows are in great favor in Paris, probably as a result of the International Marionette Congress held in this city last summer. At the Piccoli Theatre, the Italian marionettes which present operatic selections have returned for a second season, so successful was the first. In addition, the Baden-Baden Puppet theatre has come from Germany to interest Parisians. These German Marionettes give both plays and operas."

### Puppetry in the Recreation Program

We believe that puppetry has a definite place in America and while Tony Sarg and others have done a great deal toward interesting America in puppetry, recreation departments can do much toward bringing happiness to many of their citizenry through puppetry.

Puppets have a definite place in every playground program, in every community center, church, school and home. Puppetry is ideally suited to the playground. It calls into play handcraft work, as well as scenery, costuming and production. Many children seem to enjoy making puppets more than they do taking part in other handcraft projects. Perhaps it is because puppets are almost human. Children like to operate the puppet. This requires practice and patience and it is astonishing how much patience the child has in learning to operate a puppet. Some children like to speak for their puppet, others prefer to have someone else speak the part while they operate the miniature character. Many children will find interest in stage building, scenery making and lighting. I know of no other activity that provides so many different and diversified things to do as does puppetry.

Then, too, puppetry affords an excellent church activity. It can be used to teach Biblical episodes today, as it did in days gone by. There are those who claim that the younger generation is getting away from the church. Here is a well worth while

activity that will tend to interest our young people in the church.

What better leisure time program can we institute in the home than puppetry? It affords much the same possibilities as it does on the playground, except that parents, too, are very likely to enter into the spirit of the activity with the children. What could be more ideal? An arm chair makes a good stage. Many little plays can be given. Stories may be dramatized. All of this means many well spent, happy hours. In community centers, too, there are great possibilities for puppetry.

In addition to the production of puppet plays, marionettes can be used in story dramatization, monologues, solo or chorus singing and stunt programs. It is possible that these puppets might be used in connection with victrola music. To illustrate: Suppose we were to use the record about the *Two Black Crows*, we could use the puppets to characterize the record on the puppet stage. We would vivify musical comedy, light opera, and even grand opera records, by means of the marionette stage.

#### A Brief Bibliography\*

##### *Books for the Amateur*

*Puppet Shows*, by Maude Owens Walters. Careful directions for making the puppets and their theatre. Thirteen little plays are included. Dodd, Mead and Company, Inc., New York, \$2.00.

*The Tony Sarg Marionette Book*. Two plays for home-made marionettes, by Anne Stoddard. The Viking Press, New York, \$1.00.

*Marionettes by Beginners*, by Edith Flake Ackley. A reliable and encouraging hand book. Fredrick A. Stokes Company, New York, \$2.50.

*Puppet Plays for Children*, by Florence M. Emerson. Five little plays for marionettes with directions for producing them. Ideal for the home marionette theatre. Beckley-Cardy Company, Chicago, \$1.00.

##### *For the Experienced Showman*

*Marionettes, Masks and Shadows*, by Winifred H. Mills and Louise M. Dunn. In addition to a most complete discussion of marionettes and mask-making, this book contains a delightful chapter on shadow play. Doubleday, Doran, Inc., New York, \$3.50.

*A Book of Marionettes*, by Helen Haiman Jo-

seph. The best history of marionettes available. The Viking Press, New York, \$3.75.

*A Book of Marionette Plays*, by Anne Stoddard and Tony Sarg. A useful repertory by veteran puppeteers. Greenberg Publishers, New York, \$2.00.

*Plays for People and Puppets*, by Catherine F. Reighard. Five charming plays with production notes. E. P. Dutton and Company, New York, \$2.50.

While the making of puppets is for many the most interesting part of puppeteering, others may prefer to purchase ready-made dolls. Among these are the master marionettes, made by Duncan-Mabley, Incorporated, 681 West Kirby Avenue, Detroit, who are the producers and managers of the Famous Tatterman Marionette Companies.

\*Suggested by Community Drama Service. P. R. A. A.

## Drama Notes

### Drama Tournaments

In the spring groups in all parts of the country which have been presenting plays during the winter bring their programs to a climax with drama tournaments in which the various groups compete for honors.

From April 28th to May 1st, the Recreation Commission of New Haven, Connecticut, conducted its third annual drama tournament with ten groups participating. On the final evening the four winners of the preliminary contest competed for honors, and the Edith Fisher Schwab Cup was presented to the winning group to be held for one year. Blue, red, yellow and white banners were awarded as permanent prizes to the winners of the first, second, third and fourth places.

Rock Island, Illinois, in April, conducted its annual tournament with sixteen groups competing. Large crowds attended and many excellent performances were presented.

The Little Theatre in Westchester County's imposing new county center was opened to the public on April 26th when the finals of the county's drama tournament took place. The Mt. Vernon Community Players carried off the trophy with their performance of *The Shadow of the Glen*, by John Synge. In the Little Theatre, with its beamed, timber ceiling and velvet hangings, drama

groups throughout the county will in the future have an unusual setting for their presentations. The stage, equipped with a rigid, plaster cyclorama, has an opening of twenty-six feet and a depth of eighteen feet between center footlights and cyclorama, behind which there is considerable storage space. The theatre seats about 400 people.

### A School of the Theatre

During the summer from July 7th to August 30th, the Westchester County Recreation Commission will conduct in the Little Theatre a School of the Theatre where play directing, play production, play writing, scenic designing and stage lighting will be taught by experts under the sponsorship of the Westchester County Recreation Commission. The courses offered will be open to all residents of the county who wish training in the arts of the theatre for their little theatre activities or as a part of their equipment as teachers or recreation directors. Albert R. Lovejoy, Director of the Cambridge School of Drama recently organized at Harvard University, will serve as director. As a part of the program it is planned to produce two plays for which the classes will supply casts, assistant directors, scenic designers and technical workers. From the first day of instruction to the end of the course, all class work will be conducted with these two productions in mind and with a view of developing in each individual capacity for selecting plays, choosing casts, directing rehearsals and superintending the design and construction of settings. Courses will be held in the county center.

### Plays From Vagabondia

Sacramento's theatre on wheels, which travels from playground to playground on a truck, is a great success. The stage, so constructed and hinged that it can be enlarged to give a floor space of 20' x 24', is equipped with small stage sets suitable for children and has footlights and sidelights for night performances. Mother Goose, fairy plays and playlets developed by the playground leaders and children themselves, are given periodically at the playgrounds. Several programs have also been given at the state fair and one was presented at the men's recreation center.

The Public Recreation Commission of Cincinnati, Ohio, is still maintaining its theatre on wheels which last summer was taken to the play street centers in congested districts, ten of which were maintained. Some excellent performances were

given with the assistance of several volunteer groups from various dramatic schools. This year for the first time the traveling theatre was taken to Long View and various institutions in the city for the entertainment of the patients.

### A Theatre of the Nations

The interesting and unique experiment in the development of Theatre of the Nations which the *Cleveland Plain Dealer* is conducting in cooperation with the Division of Recreation, is making splendid progress. A spectator at the ninth production given in the Little Theatre of the Public Auditorium writes, "The Little Theatre was packed mainly with members of the foreign born group, as far as I could judge. The play was entertaining as well as well done." The production on that occasion was *Sokica*, a drama with music in five acts presented by the Croatian Singing Society, "Lira."

### And Pageants, Too

Time—leisure time to do with as we will; leisure to make or break us—this was the theme of the great pageant presented on February 25th before the National Education convention at Atlantic City. Twenty-five hundred teachers and students of New Jersey took part in the beautiful and impressive spectacle given before 25,000 delegates from all parts of the country. In keeping with the theme of the convention, "The Wise Use of Leisure" the pageant, entitled *Time*, in the last cycle, showed education as the true leader of the leisure of mankind. Through the symbolism of the pageant, the mental, physical and spiritual stimulus of well-directed leisure was shown.

The second pageant presented by the Pollard Drama League of York, Pennsylvania, a group of Negro players organized by the Department of Recreation, was the *Golden Racial Hours*, a community festival and masque of colored people. Three hundred Negroes took part, and there was a chorus of 100 voices. A special orchestra of colored boys was organized for the play. An audience of nearly 1000 people, both colored and white, saw the performance in the high school auditorium, and at least ten Negro organizations took part, including the Ministerial Association and the entire colored Elks Lodge with ninety members. Admission charges were twenty-five  
(Concluded on page 199)

# The Mothersingers of Cincinnati

The Mothersingers of Cincinnati, Ohio, made up of members from the city's mothers' clubs, began its career in 1924 when Will R. Reeves, Executive Secretary of Cincinnati Community Service, suggested that there be a singing contest between groups representing the various mothers' clubs. Four clubs responded, each with a glee club, and the movement was launched. The next year twenty-nine of the 120 organized choruses registered for the tournament and preliminary contests were arranged. The requirements were that the director and accompanist for each contesting group should be chosen from the club and should receive no compensation, and that one of the following songs should be sung: *Sweet and Low*, *Love's Old Sweet Song*, *Aloha Oe*, *Santa Lucia* and *O Sole Mio*. Women prominent in the city's musical life served as judges. The final contest held in the spring before an enthusiastic audience of 400 people was won by a club whose chorus had been organized only two months before the contest. The winning chorus was asked to broadcast its two songs from a local station.

The following fall it was proposed that a united mothers' glee club be formed according to the following plan of organization: a club having not more than fifty members was to choose two singers; a club of between fifty and 100 members, four singers; those having 100 or more members, six singers. The application blank had space for the applicant to say whether she was a first or second soprano or a first or second alto, and the clubs were asked to choose an alto for every soprano selected, thus providing as nearly as possible a balanced chorus. One hundred and seventy-four applications of individuals were secured. Of these about 150 appeared at the first meeting after Christmas when without any tryout each one was assigned to the part indicated on her application blank. Excellent music was studied from the very beginning and the first concert given in April, 1926, was successful in every respect. Dan Beddoe, the well known tenor, and Karl Young, the pianist, both of Cincinnati, assisted the chorus.

In more than a half column of enthusiastic comment on this concert, the music critic of one of Cincinnati's leading newspapers made the

following statement: "If it is true that a singing nation is likely to be a happy nation, the good word should be carried to every city in the United States, for last night's concert revealed that fact that chorus singing of a commendable quality and artistic nature may spring from the most unexpected sources. . . . The singers manifested an enthusiasm for their work that was contagious. . . . Until last night the Mothersingers was an unknown quantity. The artistic success of the first concert should be an incentive to a determination to perpetuate the organization. When community singing can produce similar results in other cities it will have justified itself as a popular and profitable pastime."

In preparation for the second concert the following fall each member's voice was tried out and a better arrangement of parts was gained. New applicants are now accepted each year after a try-out by the president and director, but membership is limited to 150, the largest number that can be accommodated on the platform of the concert hall which is used. Two concerts have been given each year to audiences of about 1500, charges of fifty cents and one dollar being made. A great achievement of the chorus was its singing last year with the Cincinnati Symphony Orchestra in the Christmas Festival Chorus. The chorus was given about two-thirds of the program, singing four excellent Christmas compositions alone, and, with the orchestra, Debussy's *Blessed Damsel*, with the hymn in Bloch's *America*. This concert aroused unprecedented enthusiasm.

The chorus rehearses each Monday afternoon from 1:30 to 3:30. Attendance is taken at the door, each member on entering giving her number to the person in charge of attendance. The chorus is divided into a number of groups, each served by a captain whose responsibility it is to keep in touch with every member of her group, inquiring when anyone is absent and distributing any notices or information which the president or conductor wishes given out. In addition there is a captain who keeps in touch with each of the fifteen captains of the groups. All the captains are volunteers.

The chorus has adopted a uniform costume to be worn at concerts. This was done not only to



avoid ugly contrasts of colors or other distractions from the music but to eliminate the embarrassment which is likely to be felt by members who cannot afford expensive dresses. The costume is a somewhat modernized Quaker type of French voile, soft gray in color, with a basque and a cream lace fichu. Each member owns her costume which costs only three dollars. At the Christmas concert each member wears a Poinsettia flower; at the spring concert, a variety of flowers of delicate shades are worn.

The total expense of the chorus is approximately \$1,100 a year. This includes about \$400 for music; \$300 for the use twice a year of the concert hall; \$30 a year for the use of the Y. W. C. A. hall for rehearsals; about \$125 for an accompanist; \$100 for soloists, who are local people; \$50 a year for floral decorations and small sums for advertising. Programs are provided free of charge by the Baldwin Piano Company. The income of the chorus, which provides not only for the expenses mentioned but also in part for extra events such as occasional luncheons and bridge parties for the members, is obtained entirely from the concerts and yearly dues of \$1.00 paid by each member. The business of the chorus is managed entirely by the Board of Directors and the officers. The Board consists of twelve members, each serving two years, six new members being elected after a luncheon of all the members at the close of each year, twelve candidates being named on each ballot. The Board, which elects its own officers, meets once a month throughout the chorus year.

A Singing Bureau was recently organized by the officers for the purpose of providing free music for mothers' clubs. Groups from the chorus served thirty clubs in this way last year. A Study Club has also been formed in which members who wish to do so meet half an hour before each rehearsal to read and discuss the *Musical Message for Mothers*, in which inspiration and guidance are given for home music.

The values arising from the Mothersingers are many and varied. First of all is the delight of the singers and their audiences and the liberation of the spirit which comes not only from making music with others but from carrying on the activity outside of the often monotonous duties of housekeeping. Another important result is the stimulation of singing, playing and listening to good music not only in the homes of the members but of other mothers who hear them. A number

of mothers' clubs have their own glee clubs as a result of interest aroused by the mothers' chorus who have carried to their clubs the enthusiasm for singing which they have gained in their chorus.

## Music Contests in Rural Iowa

### For Orchestras

"To express the cultural part of agriculture" was the purpose of the fourth rural orchestras contest held in the state of Iowa. There were two such contests—one for small sized orchestras with not more than fifteen players who met at the annual meeting of the Iowa Farm Bureau Federation at Des Moines, and a second for large community orchestras of more than fifteen players who contested at Iowa Farm and Home Week.

All Iowa orchestras with seventy-five per cent of their members living on farms are eligible for these annual contests providing they are not made up entirely of members of high school orchestras. A leader may have orchestras in each contest providing there is no duplication in membership other than the leader.

The following requirements were issued to participating orchestras:

Each orchestra will play one standard march, one overture and one optional selection. Each orchestra will have no less than ten minutes and not more than fifteen minutes during which to play. The judges will score the orchestras according to:

Tone .....	30 points
Pitch .....	15 points
Interpretation .....	30 points
Ensemble .....	15 points
Selection of numbers.....	10 points

Prizes for the best rural orchestra were awarded by the Des Moines *Register-Tribune*. For the first contest, awards were given for first and second places and a special prize for the highest ranking family orchestra (five to nine members, at least one-half of whom are of one family). For the second contest awards for first and second places (three awards if more than four orchestras participate) and a special award for the orchestra which did not include in its membership a professional music teacher.

A Farmers' Quartet Contest

Another interesting music contest in rural Iowa was the third farmers' male quartet contest which was one of the features of the annual convention of the Iowa Farm Bureau. Any male quartet was eligible to participate in this contest if all four members lived on Iowa farms. Each quartet was required to sing three selections and to be prepared on one standard song. At the close of the contest the quartets joined as a male chorus in singing the selected song, *The Blind Plowman*, by R. C. Clark.

Judging was done on the following basis:

Tone quality .....	20
Is tone quality best throughout the whole selection?	
Pitch .....	20
Are they in time with one another and with the correct pitch for the selection?	
Diction .....	20
Are they clear in pronunciation, enunciation and articulation?	
Balance .....	20
Does the balance of parts stay even?	
Interpretation .....	20
Does the rendition present the proper thought of the piece and the phrasing of the music?	
Total.....	100

Awards were provided for members of the winning quartet by *Successful Farming*.

"The art of the teacher of physical education is just as real as that of the musician or the practitioner of the graphic arts. The medium he uses is the body of his pupil and with it he plays the melody of rhythm or portrays the picture of plastic beauty. The perfect rhythm of the measure in a dance, the accurate timing of a gymnastic feat, the thrifty but timely muscular effort of the trained boxer and wrestler, the accuracy and perfection of a catch, picked from the air at an apparently impossible distance and giving the highest thrill of emotion in a football or baseball game; all of these are the rare masterpieces of athletic action. The perfect form of the skilled pole vaulter, the high jumper, the shotputter or the thrower of the hammer or discus, all these give the same kind of thrill that comes to one in the presence of a great work of art."—R. Tait McKenzie, M.D.

# The Music Program in Los Angeles

In February, 1927, when the music program of the Los Angeles Department of Playground and Recreation was inaugurated under a division of music activities, there were 762 participants. In June, 1928, 17 months later, 112,714 people took part in the musical groups organized under the leadership of Glenn Tindall, supervisor of the division.

These figures give some conception of the growth of the Los Angeles music program. Although emphasis has been placed upon the harmonica and ukulele, the interest in other musical activities is shown by the orchestras, bands and choruses which meet at playgrounds and community centers. Many children, who have become interested in music through these two easily mastered instruments, have taken up the study of other instruments. In one of the 42 harmonica bands four boys have started the study of the piano, three have taken up the clarinet, one the flute, and one the piano accordion.

Eleven orchestras and four bands have been organized during the past year and the Playground Boys' Band has increased in membership from 18 to 55. The Los Angeles Reed and Brass Symphony, a group of 50 professional musicians, by their interpretation of symphonic music are arousing much enthusiasm. More than 50,000 people have participated in the 725 meetings of the 50 choruses, glee clubs and quartets of the department since the beginning of the fiscal year. Several children's bands and choruses have been formed among national and racial groups, and adult community choruses are popular in many communities as are the glee clubs and quartets which meet at several playgrounds and community centers.

With an attendance of approximately 12,000 boys and girls at almost 600 harmonica band practices, this easily mastered instrument leads all forms of musical expression except singing. More than twenty bands have been organized for other public agencies and a series of harmonica lessons broadcast over the radio. Many of the bands are now playing two, three and four-part harmonicas, and melodies from symphonies, operas and standard classics predominate over the cheaper music

(Continued on page 199)

## A Playground Near the Acropolis at Athens

The golden age of Athens in the time of Pericles was built upon the spirit of play. The people of Athens in that age all played as perhaps no nation before or since has played. There was time for play because slaves did the work. And now in the year 1930 in sight of the Acropolis, near the stadium, near the Marathon road, the Greek Government has offered land for a model children's playground. The Near East Foundation will give leadership and direction. There is, however, immediate need for \$5,000 for equipment, baths and other facilities.

Many have been thrilled by the reports which

have been received from time to time from Jerusalem reporting the success of the playground established there to which Mrs. Bertha Guggenheimer of Lynchburg, Virginia, gave \$100,000. It is thrilling now to think that a movement is under way to establish a playground in Athens in the hope that this playground will be duplicated throughout Greece as the playground established at Smyrna has been influencing other cities in Turkey. As soon as the \$5,000 needed is pledged, a cable will at once start the work preparing this playground.

Here is an appealing project indeed!



THE LAUNCHING OF THE "STANDARD OIL CAN NAVY" AT SYRA

It was a great event when the boys of Syra, Greece, launched their first boat made out of five gallon oil cans—one of the hundreds of uses to which oil cans are put in the Near East. The boys are looking forward to camp at "Smugglers' Bay" by the sea, at the end of a four mile tramp—one of the outings furnished by the Orphanage.

These boys were once the starving waifs who shocked the country into sympathy a few years ago. They are a triumph of athletic training as well as of medical care and training. This picture was taken five years ago and now these boys are the champion athletes of Greece, and among the athletic leaders in hundreds of villages.



OLDER GIRL GROUP LEADERS IN THE SYRA, GREECE, ORPHANAGE

Every older boy and girl in the orphanage is allotted a group of six or eight younger children for whom they are responsible, not only at night and during school hours, but also on the playground. There are now 1,000 girls in Athens, 700 in Cairo, as many in Alexandria, Egypt, and thousands more throughout the towns and villages of Greece and Armenia who are trained to lead children in their play. Equipment is not the most important thing. Much can be done, even with an old broom handle!

## Leaving Leisure to Exploitation for Profit

So, too, the organization of leisure is a phase of the opening of opportunity. Too long has leisure been unorganized by society and left in the main to individual exploitation for profit. In this regard our life is in painful contrast to the life of ancient Athens with its public theater, open and free to all its citizens, where instead of the cheap and common they might witness a drama of Sophocles or Euripides. Perhaps the time will come when we shall realize the meaning of such socially organized opportunity, and cities will then open freely to their citizens—that is, to themselves—their own art galleries, music halls, and theaters, as they now open their schools to their children.

It is here that the consideration of the meaning of the instruments of education becomes important. These instruments belong in part to the

fields of leisure and of enlightenment. They form that larger education of the people upon which opportunity depends. Unfortunately, because of our individualized type of organization, education must now compete with forms of leisure-exploitation for the sake of profit. Yet all the more is there need that the agencies of education should realize their great possibilities and gird themselves to accomplish the great social purposes for which education is fitted beyond most other social instruments. In a social system which is imperfect there is continued need of reorganization; it is necessary to study social life and to readjust social arrangements to meet our changing needs.—From an article, *Opportunity in the Modern World*, by Walter G. Beach, *Social Forces Magazine* for September, 1929.

# In the Spring and Early Summer

## In the Air!

Kite flying has always been one of the most popular of spring activities, and with the thrills of the competitive features which recreation departments everywhere have added, kite flying has become an outstanding sport.

With the week beginning April 3rd, each playground in Memphis, Tennessee, held a kite flying endurance contest for boys and girls not over fifteen years of age. It was required that each playground have at least ten kites entered in the contest. There was no restriction as to the kind of kite or the amount of string used. All the kites entering were put in the air and then moored to the flag pole, supply house or other object out of reach of the spectator. No one was allowed to tamper with the kites after they were tied in their place of mooring. An accurate check on the time was kept by the playground director from the time the kites were tied in place until they stopped flying. Each playground had a responsible group of parents serving as a Vigilance Committee who watched the kites and kept time. As soon as a kite failed to fly it was automatically out of the race, the award being made to the owner of the kite which stayed in the air the longest time.

An exciting contest for Detroit boys under sixteen took place on April 12th when the Recreation Department held its 15th annual kite day. The contest was divided into four classes—standard frame, novelty frame, box frame and one-quarter mile race. There were two divisions in each class—junior for boys twelve years of age and under and senior for boys over twelve and under sixteen. Only one boy from each center—the winner of the local contest—was allowed to enter the finals. Gold, silver and bronze buttons were awarded.

Lynchburg, Virginia, has had its 1930 "ringer" and aircraft days. Over 600 boys competed in marbles, and the planes, balloons and kites were more successful in flight than at any of the previous contests held by the Department of Recreation and Playgrounds. A butterfly kite, beautifully hand-tinted and well constructed, won first place for high flyer. The planes were flown at the local airport and the winners were given rides in planes and gliders.

The May issue of *Safety Education* points out that the use of fine copper in place of the customary ball of string has created a serious hazard in kite flying. Recently there have been a number of reports of fatal accidents to children when these fine wires, often attached to kites with light steel or wire frame work, have come in contact with high power cables overhead. No wire, copper or other conductive material should be used and kite flying should be done as far away as possible from all electric light, trolley or other power lines. Children should also be cautioned against climbing electric light poles.

## And Down to Earth Again!

It all started with the remark of a self-assured young gentleman of nine years of age that marbles were "somethin' girls can't play." That was too much for the girls' work leader on the staff of the Playground and Recreation Board of Wilmette, Illinois, and she immediately organized a marble tournament for girls which would prove the young man wrong! From that time on it was a race between the girls' worker and the man in charge of the boys' tournament as to which of them could have the better meet. The man won in point of view of numbers, but the girls' worker is sure the girls had the more fun and played with greater enthusiasm. The girls' tournament was held on March 25th. There were thirty-five entries in the junior division which included the girls under the sixth grade, and fifteen entries in the senior division for girls above the sixth grade. The tournament was voted an unqualified success.

The fourth annual tournament for boys was held on March 16th on the village green with the largest registration ever recorded.

## For Bigger and Better Gardens

Plans for the second annual home garden contest for boys and girls under sixteen have been announced by the Westchester County Recreation Commission which will conduct the contest in cooperation with the recreation commissions of a number of local communities. Following a series of preliminary contests held in these communities, the best garden in each of the several classes of competition in every district will be judged in the

final contest. The best garden in each class will be awarded a certificate of merit, and the gardens rated ninety percent or more will receive certificates of meritorious effort. As the culmination of the summer contest a home garden exhibition will be arranged for the early fall in which contestants may enter flowers or vegetables produced in their gardens.

Four classes of competition have been arranged—two for boys under fourteen, for girls under fourteen, for boys over fourteen and under sixteen and for girls of this age. Each class is divided into sections—A, for gardens under forty square feet, and B, for those over forty square feet. The requirements stipulate that contestants must plant their own seeds (any variety desired), plan and care for their own gardens, and that they shall keep a record of cost of seeds, fertilizer and equipment.

### Where Age Is an Asset

Elmira's doll show and contest, which has become an annual institution, this year included old fashioned doll furniture as well as present day styles in the appointments of doll houses. Keen interest was added to the show by the presence of a number of old dolls, the most antique of which had descended through four generations of children. The contrast between these dolls of old times and the modern "miss" was one of the interesting features of the contest.

### Girls Allowed

In April the Philadelphia Bureau of Recreation held its second annual foul shooting contest. For



HIS PET HOUSE WAS THE BEST!

the first time girls were allowed to take part, and the participants numbered 282 boys and girls. The final contest was preceded by local elimination tournaments at each of the municipal centers in which a total of between three and four thousand took part. Each contestant was allowed fifteen throws for the basket with two practice trials.

## A Pet Show in Berkeley

On October 18th the children of Berkeley, California, held their fourth annual Children's Pets Exhibition sponsored by the Berkeley Recreation Department and conducted under the auspices of the National Children's Pets Exhibition Association.

On the day set aside as "Children's Pets' Day," children from all parts of Berkeley brought their pets in trucks and buses provided by the courtesy of various organizations, to Live Oak Playground where they were placed in coops rented by the Recreation Department. Here they were judged, awards being given for evidence of care and chumship. "Pedigrees will count nothing," states the announcement of the exhibition. "The spirit of understanding and companionship between the child and his pet is the basis of the awards."

Each exhibitor—and the entries were limited to children under sixteen—entered his pet and gave the following information to their playground director:

- |                         |                                |
|-------------------------|--------------------------------|
| 1. Kind of pet          | 6. Address                     |
| 2. Pet's name           | 7. Telephone                   |
| 3. Age                  | 8. School                      |
| 4. Pet's special tricks | 9. Transportation Arrangements |
| 5. Owner's name         |                                |

The exhibitor then received from the director a red entry ribbon.

The exhibition occupied most of the day and was a notable affair. The morning from 8:30 to 12:30 was devoted to a pet clinic held under the auspices of two of the city's veterinarians. During the course of the morning pets were benched and judged by a committee of judges and awards were given for:

- |                             |                                       |
|-----------------------------|---------------------------------------|
| a. Homeliest dog            | g. Best home-made pet home            |
| b. Handsomest cat           | h. Best chum stunt by girl            |
| c. Greatest variety of pets | i. Best chum stunt by boy             |
| d. Best kept dog            | j. Best poster advertising exhibition |
| e. Best kept cat            |                                       |
| f. Rarest pet               |                                       |

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# Miniature Aircraft in Detroit

JOHN J. CONSIDINE

*Recreation Department, Detroit, Michigan*

The Department of Recreation Aircraft Clubs, popularly known as the R. A. C., will soon have completed its fourth year. Thirty clubs established at various recreation centers with an active enrollment of 1200 members are conducted by recreation directors trained in this line of work, ably assisted by some of the senior members of the classes under the personal supervision of Gerald Todd, Director of Aircraft.

## Club Organization

Membership in the club is open to all boys in the city under twenty-one years of age, each club functioning as a separate unit under the leadership of a playground director. When a boy registers in a club an index card giving his name, age, club, date and other facts is filed at the office. A new member is obliged to complete the student requirements within two months after admittance and having satisfactorily passed this stage he is sent to the nearest testing center, where his work is based upon the requirements of the aviator grades. This test demands the construction of all types of models and is taken at the monthly test centers. A record of the progress of his work is kept at the office, and upon completion he is awarded the emblem of this grade, which may require a year to attain. The work continues in the same manner until the boy is qualified for the highest grade—the Ace.

To stimulate the spirit of competition and add zest to the routine program, a series of city-wide contests is sponsored every season by the Department. Each contest is based upon a different type of plane. The records of these contests are kept and credits are earned by the boys toward the permanent trophies which are decided at the close of the season. The awards offered are articles of use to the boys in their airplane activities such as stop watches, winders, work kits, carrying kits for transporting planes and accessories and gold, silver and bronze medals for all types of planes.

In order to keep the various clubs informed of the activities of the R. A. C., a monthly paper is printed in the office, known as the R. A. C. News. This paper brings to the boys current

items of interest, instructions, results of contests held, coming competitions, happenings at the club and some personal remarks to the boys.

## Securing Material

The material used in the construction of the airplanes is furnished to the members at a minimum cost and is distributed at the club meetings. Material may also be obtained at the main office on Saturday mornings.

### Cost of Materials

Spars, each	.....	\$ .01
Propeller blocks 6"	.....	.01
" " 8"	.....	.02
" " 10"	.....	.03
" " 12"	.....	.06
" " 13"	.....	.07
Motor Sticks 8"	.....	.01 (2)
" " 10"	.....	.01
" " 15"	.....	.01
" " 40"	.....	.02

### Paper

Silk Tissue  
Haycone Tissue—4c per sheet  
Rice Paper

### Rubber

Rubber Motors 1/32"	.....	.01
" " 1/16"	.....	.01
" " 1/8"	.....	.01
" " 3/32"	.....	.01

### Glue

Ambroid per bottle	.....	\$ .05
White Cement, per bottle	.....	.07
Banana Oil " "	.....	.04
White Cement, per can	.....	.20

### Metal

Piano Wire—2 ft. length	.....	.01
Washers—2 for	.....	.01
Thrust Bearings—each	.....	.02

### Rubber Dope

Tube—20c each  
Plans and instructions are furnished free of charge.

# Middletown's Community Park

Several years ago the American Rolling Mill Company of Middletown, Ohio, realizing the need for a community park where the 30,000 people of the city could spend a quiet, restful day in family groups, purchased a number of adjacent tracts of rolling farm and woodland overlooking the city of Middletown. The tract, which now contains 450 acres, is a ten minutes' drive from the center of the city.

As Middletown is located within easy driving distance of Dayton and Cincinnati, each with large amusement parks, the property has been developed along the lines of a country park, and every attempt has been made to retain Nature and her gifts and to harmonize any development into that general scheme. One of the first projects was the construction of a permanent camp, called Wildwood, on one of the wooded hills of the park. This camp, built primarily for the use of the Girl Scouts, occupies about fourteen acres. It consists of a large recreation hall, six sleeping lodges and a mess hall and kitchen. Seven large tents and a lodge for the Scout Director dot the wooded hills behind the permanent camp. Down in a beautiful valley adjacent to the camp is a large swimming pool. Here the Girl Scouts enjoy from four to six weeks of camp life each summer. During the remainder of the year the camp may be reserved without charge by organizations, families and individuals. It is the only section of the park where reservations can be made.

The section of the park to which the public has access from sun up to sun down contains 150 acres of which 125 acres are still undeveloped. Wandering trails were built, open fireplaces and shelter houses constructed and rustic bridges thrown over the brooks. Here and there have been placed different types of playground apparatus for children. This first development was very modest and has been enlarged each year as the need was felt.

One of the many hollows of the park has been set aside for a children's playground and here a gaily painted silhouette figure of a rabbit has been erected. This playground, known as "Bunny Hollow", at once became famous among the young people of Middletown. At the end of this hollow is a substantial tract which is fenced for a deer park and here a large herd of black and white Fallow deer live. The birds and other wild

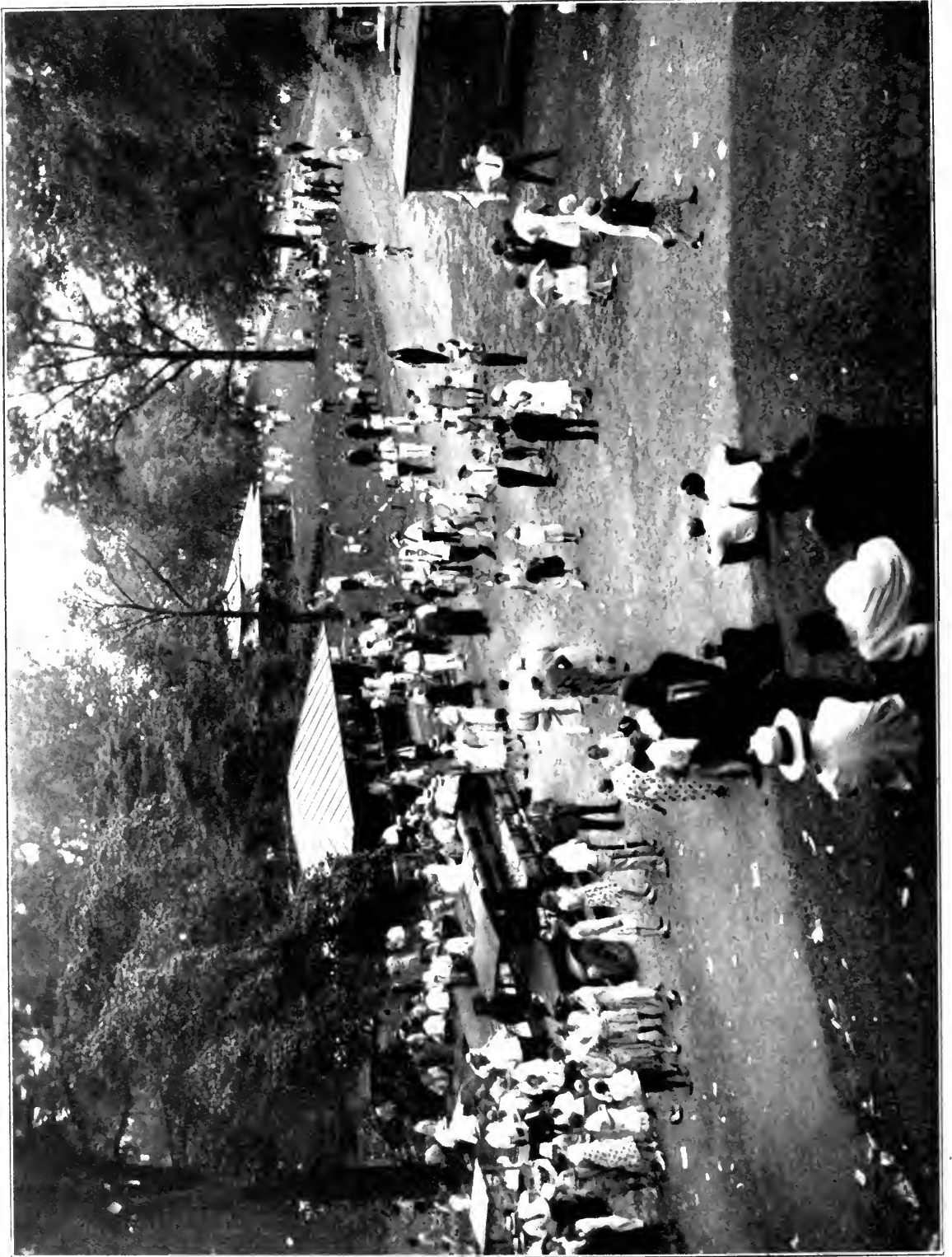
creatures have not been forgotten and a secluded tract of thirty acres of rough, rolling and thickly wooded property at the back of the park was fenced in and set aside as a bird sanctuary. Last summer thirty-four different feathered creatures were observed. Armco Park feeding stations established at various points are kept filled with small grains the year around.

Another interesting section of the park is "Melody Meadows." The topography of this little valley was made to order by Nature. One side of the hollow is steep and provides a natural sounding board. The other, a more gentle slope dotted with large trees, serves as a natural amphitheatre. A large band stand was constructed on the flat between the two hills and here on Sunday afternoon the Armco band entertains not only the music lovers of Middletown but visitors from Kentucky, Indiana and from various points in southwestern Ohio.

The golfers of Middletown were also taken care of in this development. A tract of 160 acres, a part of Armco Park and directly adjoining the city, was turned over to the Middletown Civic Association which organized the Wildwood Golf Club. A modest nine-hole course was constructed and a small club house and caddy house built. The Club proved such a success that the American Rolling Mill Company built another nine-hole course with modern bent grass greens and presented it to the Club. Since that time the Club has, at its own expense, rebuilt and planted with creeping bent grass the original nine greens and there is today no better course in the Miami valley than Wildwood with its membership of 450 men and women.

Another community operated project on this property is the fresh air camp, located in the southern portion of the park in a section of wooded, rolling hills and hollows. This tract is entirely divided from the main park on the north side by a golf course, and while fully secluded from any highway it is in reality only about two blocks from the main entrance to the park on Central Avenue, the main east to west thoroughfare of the city. The camp was built and is being operated by the Bureau of Public Health of the Middletown Civic Association. Underweight children who show some evidence of tuberculosis

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A COMMUNITY PICNIC IN ARMCO PARK, MIDDLETOWN, OHIO

# Our State and National Forests

## Progress in State Forestry Legislation During the Year

The form of the State organization for forestry work was modified in Nebraska by consolidating this work with the administration of state parks, game, and fish under a single board, and in West Virginia by setting up a chief forester in the department of game, fish and forestry (renamed from the old game and fish commission).

Considerable legislation was enacted looking to enlarged policies of state forests. New York amended the conservation law to permit the purchase and development of state forests outside the "preserve counties" of the Adirondack and Catskill regions. California provided for setting aside and placing under management, as state forests, tax-delinquent cut-over lands. Indiana, New Jersey, Ohio, South Carolina and Vermont authorized land purchases or the acceptance of gifts or land, or both, for state forests and forest parks. In Ohio the authorization covered acceptance of a gift not only of land but also of a fund of more than \$1,000,000 for maintenance and further purchases.

South Carolina, besides authorizing both purchases of land and the acceptance of gifts, directed that certain waste lands be made over to the state commission of forestry for use in establishing forest tree nurseries or for other forest purposes. Montana authorized the acceptance and setting aside of donated lands as state parks for camping and recreational use, and Minnesota provided for acquiring small tracts of land, by gift or, in certain cases, by purchase, for the use of the state in forestry and fire-prevention work.

Rhode Island provided for the establishment of town forests, while New York took a notable step to bring about the establishment of county forests throughout the state. Up to a maximum of \$5,000 yearly, state funds are offered any county that will contribute at least equally to buy lands whose purchase for county forests is approved by the State Conservation Commission. This, together with the provision already mentioned for establishing state forests outside the Adirondack and Catskill regions, are evidences that the state is becoming aroused to the need for more public ownership as a means of lessening the accumulation of idle lands, due largely to the abandonment of farming.

County forests may become a more important factor in reforestation than has usually been imagined. The Wisconsin forest-tax law, the enactment of which was mentioned in last year's report, is proving a strong incentive to the counties in that state in which tax-delinquent cut-over lands are accumulating, to put these lands into county forests, in order to obtain the offered state financial assistance. In the state of Washington likewise, where, as in Wisconsin, tax-reverting lands pass not to the state but to the counties, the accumulation of such land is causing forest administration by the county to be seriously considered. The New York policy will be watched with interest by observers in many states.

Federal land acquisition for national forest purposes was given a broader field in Mississippi and North Carolina, which removed limitations imposed by their original enabling acts. Missouri passed an enabling act, but limited the area that may be purchased to 2,000 acres in any one county. Mississippi, which has had a 25,000-acre limitation, now leaves the amount of land that may be acquired to the Federal Government and the State Forestry Commission, and North Carolina no longer limits purchases to the western part of the state.

## In the National Forests

Recreational use of the national forests touched a new high point in 1928 with an estimated total of over 23,000,000 visitors made up of 385,518 special-use permittees and guests, 1,381,595 hotel and resort guests, 1,845,693 campers, 2,937,511 picnickers, and 16,458,680 transient motorists. Use of the forests by the last-named class was, of course, incidental and casual, but entailed a heavy obligation of supervision and provision of certain camping facilities.

The number of camp grounds either newly improved or further improved during the year was 228, and the cost was \$41,047. The improved camp grounds now number 1,186, but many should have new or additional equipment, and over 300 areas have not yet been provided with any facilities. The total cost of the improvements has been \$282,467, of which \$47,084 has been con-

*(Concluded on page 200)*

# A Cabin Club House

EARL BROOKS

*Chairman, Park Board, Noblesville, Indiana*

Few of us in this day of modern civilization can have the thrill of spending a day or evening in an old-fashioned log cabin with all its pioneer appointments. The Park Department of Noblesville, Indiana, however, has made such a retreat possible for the residents of their city in Forest Park.

It required considerable search to find a suitable building, but finally an old building with roof and floor fallen in from decay was purchased at a reasonable sum. The logs, in an excellent state of preservation, were moved to the park, where the building was reclaimed with some modern touches and innovations, among them a roof with a thatched effect. The main room, sixteen by thirty-two feet in size, is equipped with old hickory furniture and at one end is a cobblestone fireplace. The upper floor—the building is one and a half stories in height—has been turned into a dormitory furnished with fifteen double bunks on which are old-fashioned straw ticks. A lean-to kitchen and dining room have been built on the back with sufficient table room for thirty people. As the project developed the local newspapers gave it considerable publicity and gifts of money began to come in until about \$300 had been received. This made it possible to incorporate some rather expensive features which would not have justified the expenditure of tax money.

As the day of dedication approached, decorations in the form of mounted heads, old guns, and oxen yokes poured in until the walls smacked of an old hunting lodge. This gave us the idea of featuring these old relics and a large wall cabinet was installed which now contains 500 specimens. The collecting will continue until enough objects have been secured to make possible the opening of a small museum as another feature of the park.

The Park Department is trying to make the cabin self-sustaining by charging small fees for services, such as twenty-five cents for the use of cooking utensils and dishes per meal, fifty cents per day for the use of the cabin, and similar fees. One infallible rule is that the cabin shall be rented only to organized groups such as Scouts, Sunday School classes, literary and social clubs who are frequently making use of the building for their

regular special meetings. Since the opening in June until December, over fifty different organizations use the cabin.

The individual making reservation for a group signs the following statement: "I accept the custody of the Cabin Clubhouse and will be responsible for it under the rules stipulated for its use."

## Rules

The floors are to be swept before releasing cabin.

The cabinets and doors are to be locked when leaving. Lights are all to be turned out.

Each member of my party will register in Cabin register.

The Park will furnish the oil for the stove.

The organization's attention will be called to the Museum and donations for it solicited.

Beds are not to be used without linens which are to be furnished by the user.

Dish cloths and soap to be furnished by occupants.

Dishes and utensils are all to be left clean and in place designated for them.

No dishes or utensils are ever under any circumstances to be removed from cabin.

Property is to be used and respected as if owned by individuals.

The key may be secured at the beginning of



WHERE NOBLESVILLE RELIVES PIONEER DAYS

your reservation either from the Superintendent of Park or night watchman, and at the end of the reservation the key is to be deposited in receptacle for it in Park Shop Door.

Day meeting to begin at 8:30 a. m., to end at 4:30 p. m.

Evening meeting to begin at 5 p. m., to end at 11 p. m.

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## From the 69th Annual Report, Board of Park Commissioners, Hartford, Conn.

The greatest addition in recent years to the facilities of the Hartford, Connecticut, Board of Park Commissioners came in the acquisition of Reservoir No. 4 in Farmington and New Britain, the water from which had not been turned into the city mains for several years. The water area is 165 acres; land area, 765 acres. On August 2nd, two weeks after the property had been accepted by the Park Board, it was open to the public. Bath houses and beaches had been constructed, and banks had been cleared and covered with sand. Next year the beaches will be extended, a camp site established and row boats made available at this new park within ten miles of the city.

During the year ending March 31, 1929, the Division of Recreation, Board of Park Commissioners, opened five new playgrounds, one of which was the gift of F. Spencer, Charles A. and William B. Goodwin. About 100,000 people took part in the dancing at the outdoor dancing pavilion and more than twice that number enjoyed the music of the sixteen piece orchestra which played every night except Sunday from the middle of June to the second week in September. The music from the pavillion was broadcast twice a week during July and August. On rainy nights the orchestra went to the Cedar Crest Sanitarium to entertain the patients with a concert.

The picnic groves in the parks with their fire-places were used by a large number of school and church groups and other organizations. Leadership and all necessary equipment for picnic games were furnished at the picnic grounds.

# Allegheny County's Park System

PAUL B. RIIS

*Director, Bureau of Parks, Allegheny County, Pa.*

History is replete with ancient games, most of them reflecting the temper of the times—games militant and war-like, steeling the eye and muscle against the inevitable time to defend or conquer, to slay or be slain. Civil wars, wars of conquest, have through the ages called for the flower of manhood whose childhood play was that of the arena and battlefield.

But within a century play methods have taken a gentler turn; playgrounds are taking the place of the arena; city and landscape parks are supplanting the training fields, once drenched with human blood. And in this process of transformation valuable indeed have these parks become. Signs galore have implored "Keep off the Grass!" Growing populations thronged the cities and crowded their confines. Park executives raved and ruled to protect the valuable grass until the realization came that utility was a greater factor than beauty. Then came the present day playground recognized as separate from the landscaped park—landscaped playgrounds that would not be marred by intensive human use—areas composed of the material constructed to withstand the continual play of restless children and of joyous groups.

Everywhere we are finding the great demand of the people met by an increasing supply of new county parks, forest preserves, regional and state parks, each a higher expression of native landscape until we reach in national parks examples of landscapes possessing national character of the highest order.

Allegheny County, Pennsylvania, has joined the ranks of counties which realize their obligation to the citizens for better recreational facilities and has purchased north and south parks with areas of 1,500 and 1,800 acres respectively. The County Commissioners were particularly happy in their choice of the county's initial playgrounds, both areas being of regional character, the best available of their respective types in native landscapes. Here the foothills of the Allegheny mountains are preserved in as nearly a natural state as possible under the exacting needs of a frenzied civilization. While the forested ridges of pine, oak and hem-



lock have long ago served needs of increasing human habitations, there are still remnants of mighty monarchs hinting at the grandeur and glory of past ages. Little altered in their outlines are the hills, valleys and uplands, though their crowning glory of woodlands has been sadly thinned. Intelligent treatment will, however, endow them once more with life and beauty. To make the transformation more realistic, it is proposed to tear a page from the Book of Life of centuries ago and present it to the people of the county. To accomplish this herds of buffalo have been placed in generous enclosures in both parks. Here they range hills and valleys, contented survivors of early history—a pastoral of primitive America.

But plans would be incomplete were they taking into consideration only the restoration of past grandeur without providing forms of recreation for the entire family. And so there are being provided playgrounds, wading pools and sand pits for the children, tennis, baseball, golf, bowling on the green, volley ball, athletic field running track, football field, quoits, croquet, mushball and swimming pools, lagoons for boating and canoeing, casting and water sports, trails for nature lovers, bridle paths for equestrians, camp colonies, dance pavillions, and drives which will form an integral part of the landscape connecting the many units of the park.

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## Sycamore's Community Center

Sycamore, Illinois, a little city of 6,000 inhabitants, is the county seat of Dekalb county, located in the center of a large farming district. It also has diversified industries in that there are twelve small factories operating in the city.

A legacy of \$50,000 left over from the Trust Fund of the Stevens estate has helped make possible for Sycamore a community building designed to serve the recreational and social needs of the town. In addition to the money made available by the Trustees, about \$40,000 was raised by public subscription. With these funds an old church building, practically in the heart of the city, has been re-modeled and equipped and the building now contains a swimming pool and a large gymnasium, formerly the church auditor-

ium, seating 1,200 people, where basketball games, festivals, lectures, musicales and similar events are held. There are also bowling alleys, locker rooms, shower baths for men and women, club rooms, a large kitchen and a smaller one for club work, rest rooms and a large lounge, attractively furnished and containing a beautiful fireplace.

The recreation director who is in charge of the building also has general supervision of many of the facilities of the Park Board including a municipal golf course, tennis courts, baseball diamonds, swimming pools, horseshoe courts and a children's playground.

### *The Swimming Pool*

The swimming pool is one of the most popular features of the community center.

Saturday and Sunday afternoons always find the pool crowded. As this is the only inside pool open to the public in a radius of twenty miles about Sycamore, it has naturally attracted many of the rural neighbors. Rural memberships were stressed during the membership campaign held at the opening of the building last fall, and many were secured. The Association is doing everything possible to encourage rural people to make use of this building and its facilities. The low membership fee of \$3.00 per year is charged for an individual non-resident and \$6.00 per year for a non-resident family membership. This has proved an inducement to the non-resident to participate in the activities.

Several swimming events have been successfully scheduled and sponsored during the past few months by the Community Association, such as winning meets with neighboring cities, life-saving and swimming demonstrations, and instruction in swimming.

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### Home Play

The Association wishes to state that the material on back yard playgrounds published in the March PLAYGROUND AND RECREATION, which was taken from the pamphlet issued by the *Chicago Daily News*, was prepared by Louise Miller Urich, instructor of the small children's playground at the Otis School who has had long experience in helping children to play with whatever facilities are at hand.

# The New Teacher in a Mechanized Society

WEAVER W. PANGBURN

Creative education from crib to college and beyond as a preparation for useful and enjoyable living was reviewed by 1,500 members of the Progressive Education Association in annual conference at Washington, D. C., April 3-5. Challenging our world of smug plebeian minds, they were themselves candidly warned against becoming static or hide-bound in their own thinking and methods.

The discussions centered mainly about the following questions: What is a progressive teacher? How is he or she to be obtained? What are the characteristics of the new type school? What are the influences in American society which tend to standardize thinking? What are the influences differentiating thinking? How is the progressive teacher to present spiritual values? What is the relation between the progressive school and character building?

## The New Type Teacher

The new type teacher is first of all a rich, resourceful, understanding human being, it was agreed. A flexible intellect, a student of the way a child's mind develops and of his background and resources, culture and personality, enriched by high type recreations, were some of the characteristics named.

"Are you interested in the world?"

"Do you play tennis, golf?"

"What kind of music do you tune in over the radio,—cheap jazz or the Hotel Astor orchestra?"

"What do you read?"

These are some of the questions one public school superintendent asks candidates for teaching positions.

To secure the type of personality implied in these requirements is difficult, the discussion revealed. Normal schools and colleges producing graduates equipped with the techniques of the new education are still very few. The hope was expressed that some generous foundation would finance the apprenticeship in new type schools of prospective teachers who have the necessary cultural background.

## How to Teach

Technique is secondary to personality, the conference agreed. How important it is, nevertheless, was revealed in the attention given to such topics as: Intrinsic versus extrinsic interests among children. How much leeway may be given to children's individual interests. Is it better to have a definite progression of subject matter or a definite progression in the development of the child's powers? The place of drill. How can you make children like arithmetic?

Nursery schools and kindergartens are more courageously and adequately meeting the requirements of creative child training than are elementary or secondary schools or colleges. Secondary schools, hampered by the necessity of fitting boys and girls for college and by other drawbacks, are moving forward less rapidly than any other unit in education.

The majority of opinion appeared to favor the following conclusions as to methods:

A. Use teaching materials from the child's own environment and from life situations. For example, in kindergarten, paper, clay, gardens, birds, animals, and the whole world of play.

B. If the class is absorbed in some project, let it continue on the project for considerable time, weeks if necessary; but so guide the interest as to make it contribute to the dominating theme of the course.

C. The vivid and rich development of some part of the course is more educative than a superficial covering of a given amount of ground. For instance, a study of the whaling industry or colonial furniture versus the whole sweep of American history.

D. However free the method, the teacher is responsible for seeing that the class reaches the goal in the course.

E. Drill may be made interesting to children if it is associated with a project. For example, arithmetic has been effectively associated with practical projects in connection with picnics, trips, and other activities that children like.

F. We must accept the fact, however, that some things, notably the three R's, must be mastered whether they can be made fun or not.

However, in most schools there is much unnecessary drill.

G. In scientific subjects, it is possible to work out a schedule of what a child should know. In social subjects, this is impracticable. In the latter, therefore, the teacher should strive for rich knowledge.

In colleges at large, practice and doing are not enough recognized, it was charged. Credit is given for studying the history of dramatics, but not for participating in them. Hamilton Holt said that at Rollins College, of which he is president, both the lecture system and recitations have been abandoned in favor of the discussion method. He seeks faculty members who can teach, not research specialists. Research, however, was warmly defended by Ray Lyman Wilbur, Secretary of the Department of the Interior, who said that we need more facts about educational institutions and educational methods.

### The Intellectual World We Live In

Stanwood Cobb, Headmaster of the Chevy Chase Country School and retiring president of the Progressive Education Association, introduced a symposium on this question by saying: "Are we training children only in glibness and memorization? Does this not open the way to smugness and triviality in adult life? Instead of developing plebeian minds, let us develop patrician minds,—I mean earnest, truth-seeking minds. This aim is compatible with the American hunger for universal education."

Some of the controlling realities which standardize American thinking, according to Robert S. Lynd, co-author of *Middletown*, are as follows:

A. The hope of making money influences the bulk of young men in their haphazard selection of occupation.

B. Americans are illiterate in the spending of money and are, therefore, terribly exploited by the publicity and advertising of people who want to sell them something. The atmosphere of waste in many homes accounts for the ragged personality development of American children.

C. Commercial recreation dominates our leisure time. The problem of leisure has not yet been clearly stated for us.

D. We prate of the rights and duties of citizens and revere the Constitution and at the same time dodge jury duty and avoid every type of public service.

E. In the medical field quacks abound while

qualified physicians sit in their offices and wait for patients.

F. Spiritual sensitiveness has well-nigh disappeared. All in all, we live in a riotous, fast-moving, optimistic culture which is creating problems faster than it can meet them, according to Mr. Lynd. Progressive educators can help meet the problem by developing a curriculum which draws upon the full scope of life activities.

Boys should be guided into the jobs they are best fitted for. Schools should train youngsters for matrimony. There should be studies in home friction and standards of living. Education for leisure should have meaning with reference to effective citizenship. The progressive teacher has an opportunity to stimulate wonder in children and thus serve the religious life.

### What Limits Our Thinking

To summarize briefly what Mr. Edouard C. Lindeman said on this theme, the limitations are as follows:

A. Physiological.

B. Anatomical. For example, the size of the cortex of the brain.

C. The limitations of the culture patterns of our neighborhood or community.

D. Limitations preventing political democracy due to the economic basis of our life.

E. Our limited experience in intellectual activities.

F. Variations of mental capacity. "Whatever the I. Q. means, we must count on the qualitative participation in creative thinking, not a quantitative."

G. The powerful influence, only slightly recognized, of emotional versus reflective reactions among adults.

H. Dependence upon authority outside ourselves.

The speaker held that give and take of ideas in group discussion was basic in creative thinking. The mere piling up of facts *per se* is of little value. In all discussion and search for truth, an open mind must be maintained all the way. He quoted John Dewey's recent definition of culture: "Culture is whatever releases the mind and refines the emotions." Problem solving is only one method of thinking. Another that has great value is reverie. Mr. Lindeman held that we must help create a world in which children whom we have trained for capacity to choose may have oppor-

(Continued on page 201)

# A Confession of Faith in Matters Athletic\*

JAMES R. ANGELL,

*President, Yale University*

1. I believe in the intelligent control of the life of the body, that it may be the obedient servant of the mind and, in particular, I believe in physical exercise adequate in kind and amount to maintain health, develop physical and mental vigor, prolong life, and increase happiness. Therefore,

2. I believe in the development of wholesome games and sports, particularly those that are conducted out of doors.

3. I believe such sports in and of themselves give real joy and recreation, and that they should depend as little as possible upon extrinsic motives, such as social prestige, newspaper notoriety, and the like.

4. I believe that these sports should be of a kind to develop both moral and physical courage and self-control, teach generous subordination of the individual, and train leadership and the sense of responsibility to the group. I believe that the motive of keen, honorable competition and rivalry properly controlled is one of the finest weapons in the moral arsenal.

5. I believe that every man in a college group physically able to do so should be a participant in one or more of the college sports, and that he should chiefly follow those from which he gets real fun. I believe that not a few of these men will need special corrective exercises for specific physical defects, but this is a minor problem.

6. I believe that the chief aim of college athletics should be the physical and moral improvement of the entire group, and especially of the less robust, rather than the production of a few highly trained semi-professionals.

7. I believe that the habits of exercise and recreation cultivated in college should be explicitly taught with a view to continuation in after life. To this end, a measure of intelligent familiarity should be especially encouraged with such sports and games as can be pursued through middle age and beyond. If a fair degree of skill be not obtained in youth, it is far more difficult to secure it later, and its absence frequently serves to discourage learning.

8. I believe there is such a thing as excessive exercise and muscular development, not only in the familiar form of overstrained heart, but also in a general hypertrophy of muscular tissue which, for men subsequently compelled to live a highly sedentary life, may be an asset of wholly doubtful value. Robustness, resistance, viability, rather than great muscular power, should be the general aim.

9. I believe amateurism is an absolute essential to wholesome college games and that it means high-minded love of gentlemanly sport for its own sake.

10. I believe professionalism consists of a spirit, a point of view; that it is decidedly frequent among nominal amateurs; that it is by no means to be defined solely in terms of money value set on athletic services, although this is perhaps its commonest sign. Men who play for motives other than the love of the game, men to whom victory, however won, is the controlling end, are men already on the road to professionalism, men who have sacrificed their amateurism.

11. I believe that a good deal of the professional training of athletic teams, particularly in football, has been grossly objectionable in overworking boys whose primary obligation is to the academic aims of the college. The result has often been that the boy has done neither job well—has been too exhausted to study and too much disturbed at his class deficiencies to put his whole spirit into the games.

12. I believe that any system which by its very nature encourages proselyting among boy athletes in secondary schools is pernicious. I believe it is practically impossible to prevent such practices as long as the old ideals endure. As long as colleges need the fees of students, perhaps proselyting of some sort is inevitable. Certainly the line between legitimate advertising and illegitimate proselyting is hard to follow in the moral twilight of college financial depression.

13. As part of a system, however excellent certain individual representatives of the caste, I believe the high-priced temporary coach is inimical to the development of a permanently high tone in the athletic affairs of a college. Although

*(Continued on page 202)*

\*From *The Literature of American School and College Athletics*, Bulletin No. 24, Carnegie Foundation for the Advancement of Teaching. Acknowledgment is also given the *Proceedings of the National Collegiate Athletic Association*.

# At the A. P. E. A. Convention

Boston was the scene April 1st to the 5th of the thirty-fifth convention of the A. P. E. A. The "largest and best ever" seemed to be the verdict of those who had attended many of the former conventions. It was a full program beginning each morning at nine o'clock and continuing in section meetings and general sessions until four in the afternoon. After the opening meeting with its addresses of welcome, the evening meetings took the form of demonstrations of activities by students, one evening being devoted to the banquet. The Association this year made use of the plan which has proved successful at Recreation Congresses of presenting at general meetings summaries of the various section meetings.

The banquet on the evening of April 3rd was a happy affair. An entertaining feature was a little pageant, *The Evolution of Physical Education*, showing the Mauve Decade of female calisthenics, the Renaissance—the abandonment of the dance, and the Feminine Revolution—the passing show of *Times Have Changed*.

The recreation section held under the leadership of Dr. William Burdick of Baltimore, Maryland, was attended by several hundred people and was one of the outstanding sessions of the convention. A number of experienced workers were asked to answer some very definite questions "Could Play Furnish the Necessary Physical Education of the Child Up to Nine Years of Age?" "Is Play Apparatus Necessary?" "What Is the Relation of Play and Health?" "Ought the Recreation of the Child and Adult Differ in Its Ends?" "Is Leadership Different for the Child, Youth and Adult?"

Ernst Hermann of Newton, Massachusetts, discussing the play needs of the young child, said that play under favorable conditions can replace almost anything in the way of man-made exercise and is superior to it. A creeping baby; a child from two to six learning skills from playing with other children, and children from seven to nine developing these skills still further, are getting in play the best form of physical education, provided their environment furnishes a "biologically sound background." The essentials of this environment, Mr. Hermann stated to be open spaces; many and varying tasks; small groups of children of slightly differing ages; homes with tasks of

home making, neighborhoods where the trades can be observed; schools within walking distance of homes and with a minimum amount of desk work and suitable clothing at all times.

Where such an environment is impossible, where children play seated in chairs and at desks, play alone cannot suffice and there must be various forms of corrective education. "Play in its biological aspect as a means of physical education cannot be surpassed by any other means but it must be carried on close to nature and where this cannot be done, it should be supplemented with scientifically proven substitutes."

Only a limited number of types of apparatus and only those which satisfy biological urges, was Mr. Hermann's answer to the question, "Is Play Apparatus Necessary?"

"Play life is the secret of health," said Dr. E. R. Burnett, Director of Health and Physical Education of the Baltimore Public Schools, in discussing the relation of play and health.

It was good to hear again from George E. Johnson of Harvard University, a statement on the importance of leadership. Leadership must be very different from the child, the youth and the adult. Playground leaders must know the people they are dealing with. The lack of this knowledge explains the failure of many parents as well as play leaders. It is the problem of the leader to hold play under really desirable forms and to perpetuate it in later vocational life, not simply for temporary enjoyment, but for the art of living.

This thought was further emphasized by Mrs. Eva Whiting White, who spoke of the vital necessity of developing in children the inner forces which will make them glad to be alive when they are old. There is need for a great variety of activities and children must learn to like all kinds of things. The art motive particularly must be instilled in them. It is one thing to have a program that is wide in its scope; it is another thing to have leadership to put the program in action. Definite tastes and likes are instilled through leadership and leaders must realize that what they are doing means everything for happiness in later life. Hobbies are important. "When you have a hobby you have developed the ability to build up your happiness."

# An Educator Looks at Physical Education\*

The five hour day waits just around the corner. Centuries ago labor was based upon slavery; now it is based upon the machine. An increasing number of men and women in married life are not able to stand the strain. There is widespread confusion also as to standards of life and conduct.

A good life includes bodily health as a basis of all else; also healthy personality. There should be a many sided richness to life. There ought to be continuous advance in health, a sounder integration of character. There should be a continuing enrichment of life carrying with it thought of constant change. We should have the disposition to make all this richness of life prevail for all men.

Education from the teacher's viewpoint is such help and direction in living as brings all these things more and more into life. Education means the best attainable living each day, day by day. It means present richness of living for children here and now. It means also what promises most for the future.

Teachers do not teach geography; they teach children. Physical education is fortunate in not being hampered. It ought to be able to provide education in a freer spirit.

The organism as a cooperative whole is present in each act of conduct. Even in relatively simple learning the whole person is engaged. Each person responsible for any part of the child is responsible for the whole child and for the wholeness of the child—the integrity of the child. Who hurts my hand hurts me all over.

It is the function of physical education to do what can be done to make the body function well, to enrich life positively through the activities that belong in this field.

Habits must always be under the control of conscious thinking. It is bad if the habits go off without control. For example, it is well that dressing and undressing be a habit and not a matter of too conscious thought. Yet it is disastrous if the habit of undressing should go off at the wrong time. We must not create people who go off at the wrong time. Persons seldom do what makes them ridiculous. We must increasingly act knowing the why of what we do. The only way to meet new situations is to understand the

why of what one does. Any one who cannot think for himself should be locked up. Let no one say that the majority of people must be told, that they are not capable of understanding the why. Science has not yet been established, but physical education needs to help in the establishment of science since the future of the world does depend upon the establishment of science.

We must be increasingly intelligent, foresee consequences, wish for the right.

We cannot wisely have formal gymnastics because such gymnastics make automatons of self-directing individuals. Children cannot learn to do what they do not practice. We emphasize too much the winning team, think too much of winning. Physical education teachers have conditions more favorable than any other teacher. It is essential to remember that it is the whole child that the physical educator is concerned with.

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## Our Folks

Ralph H. Schulze, formerly Playground Supervisor and Director of Athletics for the Park Board of Dallas, Texas, has recently been appointed Director of Recreation for North Little Rock, Arkansas.

With the appointment of Fae H. Marvin to the position of Director of Welfare for Louisville, Kentucky, Miss Dorothea Nelson, assistant to Mr. Marvin, has been appointed Director of Recreation to succeed him in this position.

Clifton H. Ross has recently taken up the duties of Director of Recreation for Belleville, New Jersey.

E. H. Chaney, Director of Recreation, Centralia, Illinois, has resigned his position and will be succeeded by Edgar A. Drake, formerly connected with the recreation department of Cedar Rapids, Iowa.

G. DeSole Neal, formerly of Birmingham, Alabama, has recently accepted the appointment as Director of Recreation for the city of Little Rock, Arkansas.

W. L. Seawright, Superintendent of Recreation of Richmond, California, died in March as the result of an automobile accident. He was a capable worker and could not well be spared.

\*From an address by Dr. William H. Kilpatrick before the American Physical Education Association, Boston, Massachusetts, April, 1930.



## V. Everit Macy

The park and recreation movement in America lost a devoted worker and a great leader when V. Everit Macy died, March 21, 1930. Throughout his life Mr. Macy gave generously of his means to various kinds of social, civic, and charitable effort. His interest, however, did not stop with financial support. To the public problems that faced him he brought a rich business experience and wide knowledge of affairs that made his counsel on large matters of policy invaluable. His mastery of the details of the work of the Westchester County Park Commission and his willingness to go exhaustively into the practical problems made his leadership particularly valuable.

Mr. Macy became President of the Westchester County Park Commission January 1, 1926. During the last four years of his life, though not in good health, he gave fully of his time and strength to furthering the work of the Commission. He curtailed other interests in order to give himself more fully to the problem of providing park and recreation facilities for this and future generations, thus making of this work the culmination of a life of public service.

For twenty years Mr. Macy was a friend and supporter of the Playground and Recreation Association of America.

The achievements he wrought and the lasting impression he made upon those with whom he worked not only memorialize his life but will serve as an inspiration to those whose vision encompasses the rich possibilities for human happiness that await the further development of parks and recreation.

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## A Notable Year Book

The Westchester County, New York, Recreation Commission has incorporated the statement of its past year's work in an unusually attractive year book which is not only a report but a festival number. For the Year Book has much to tell of the development of Westchester County's music festival which has become known throughout the country, and of the growth of the musical groups which join each year in this festival. A number of contributions by well known leaders in the arts add greatly to the interest of the book. Among the contributors are Albert Stoessel, conductor of the Oratorio Society of New York



V. EVERIT MACY

and director of the Westchester festival, Percy Grainger, American composer, Kenneth MacGowan, noted dramatic critic and writer, Carl Engel, Chief of the Music Division of the Library of Congress and himself a composer. Dr. John H. Finley, Associate Editor of the New York Times has contributed a poem. Dr. John Dewey, the philosopher, in a letter commending the work of the Commission says "the problem of the proper use of leisure time is one of our most pressing questions and it will grow more evident with every year that goes by."

It is appropriate that the Festival number should tell, as it does in some detail, of the county center, the building of which was first contemplated because of the need of a building large enough to house the festival. A description of this building will appear in a later issue of *PLAYGROUND AND RECREATION*.

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## Not Ten, But Seventy!

In the April issue of *PLAYGROUND AND RECREATION* the statement was made that the Francis William Bird Park at East Walpole, Massachusetts, contains ten acres. We are glad to correct this error by saying that the park is seventy acres in extent.

# Magazines and Pamphlets

Recently Received Containing Articles of Interest to  
Recreation Workers

## MAGAZINES

*School of Education of the University of Michigan Bulletin*, March 1930

The Socializing Effect of Intramural Athletics

*Journal of Health and Physical Education*, March 1930  
Studies in the Psychology of Athletics, by Colman R. Griffith

After-School Athletic Activities, by Herman J. Norton

Authentic Costumes for Folk Dances, by Laura May Hill

The "Party a Month" Plan—March, by Ruth Kimball  
Volley Ball Tests

Equipment and Rules for Nebraska Ball

*The American City*, March 1930

Items and Abstracts for Park and Playground Departments

Bathhouses and Field-Houses for a Variety of Uses  
Building an Adequate Recreation System in Cincinnati

Municipal Touring Camps, by Howard K. Menhinick

*The Woman's Press*, March 1930

Indoor Sports, by Helen M. Dauncey

*The Catholic School Journal*, March 1930

Necessity for Catholic Guidance in Recreation, by Killian J. Hennrich, O. M. Cap. M. A.

*The Journal of the National Education Association*,  
March 1930

4-H Club Work, by C. B. Smith

*The Journal of the American Association for Hygiene and Baths*, January 1930

State Regulations of Public Baths, Swimming Pools and Other Bathing Places

Pool Design and Construction Data, by Arthur M. Crane

*Park and Recreation*, January-February 1930

The Recreation Branch of the Institute Tree

The Practical Worker's Bookshelf

Annual Recreation Conference for Colored Workers

*The Parents' Magazine*, March 1930

Wanted A Children's Hour at the Movies, by Don C. Seitz

Gardening Together, by Gladys E. S. Hosmer

Things for the Children to Do and Make

Family Fun

Books for Boys and Girls

*The Parents' Magazine*, April 1930

New Trends in Camp Life, by Paul D. Hasbrough, Ph.D.

The Child Discovers Music

Hobbies for Parents, by Paul R. Hanna and Colga F. Gucker

Books for Boys and Girls

Things for Children to Do and to Make

Motion Pictures

*Child Welfare*, March 1930

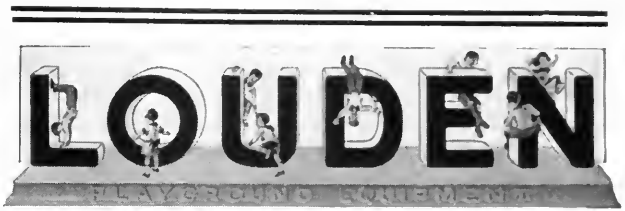
The Wise Use of Leisure

The Convalescing Child

## PAMPHLETS

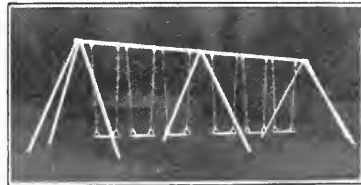
*Public Recreation Commission of Cincinnati—Report*,  
1929

*13th Annual Report of Stockton's Recreation Activities*,  
1929

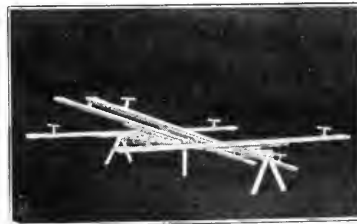


## PLAYGROUND EQUIPMENT

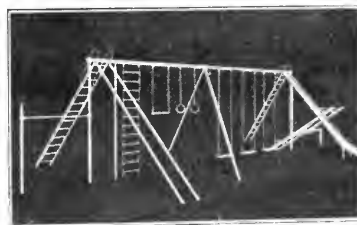
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- Traveling Rings
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- Revolving Gym
- Combination Outfits
- Horizontal Bars
- Horizontal Ladders
- Jumping and Vaulting Standards
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- Sacramento Recreation Department—Annual Report, 1929*
- Report of Special Committee on the Parole Problem (New York State)*
- Physical Education Bibliography—Compiled by Physical Education Majors, University of Washington*
- Hamilton Playgrounds' Association—Annual Report, 1929*
- Athletic Guide—Elementary Schools—Los Angeles City School District*
- Union County Park Commission—Standards for Athletic Fields Used in the Union County Park System*
- Report of the Secretary and Superintendent of the Highland Park East Park District of Highland Park, Illinois, 1929*

## With the Women's Division, N.A.A.F.

On April 1st, the Women's Division of the National Amateur Athletic Federation held its annual meeting in Boston immediately preceding the convention of the American Physical Education Association. The morning and afternoon meetings, open to members only, were given over to committee reports and to a discussion of business. It was announced that funds had been secured for the employment of a field secretary. The evening meeting was open to the public and many of the physical educators who had gathered for the meeting of the A. P. E. A. seized the opportunity to hear Dr. Howard Savage of the Carnegie Foundation for the Advancement of Teaching, whose report on Athletics in Schools and Colleges has aroused so much interest. Dr. Savage spoke on the subject, *Athletics for Women from a National Point of View.*

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## Use of Leisure

*(Continued from page 164)*

The errors of this pale highbrowism may be as pathetic in their unwholesomeness as the opposite primitivism of a lowbrowism engaged exclusively with the appetites and the senses. Both fail.

The gross error of the lowbrow is easier to correct for it is perceived with shock. The traditions of all civilization are against it. The less suspected error of the highbrow is encased in respectability. It afflicts the sensitive and the discriminating who are always trying to live up to what prestige-people declare to be the best. The sedentary mind worker may most require plain, primitive, physical romping. It will probably do him more good than some of the more anaemic entertainments, which merely again over-exercise, in a new way, what is already over-worked, instead of exercising or expressing those natural impulses of the human organism which too long neglected foster a mysterious restlessness that is like a mental toxin loose in the soul.

There is another kind of tyranny in recreation which is caught rather than imposed. Too often we take our pleasures in the way that "everyone is doing it." This prescription is good for a trial or experimental taste but it seldom rests on a good personal diagnosis. Our leisure activities are already too faddistic and fashionable. Just when we grow to like something immensely and begin to get a great deal of fun out of it, the style changes and leaves us bereft of our joy. Our leisure, unlike our clothes, cannot be subjected to the constant changes of fashion and the crowd's whims. Once more we must be reminded that the most buoyant and useful recreations are highly individualized. The fact of a mob-companionship or a wide current prestige will not compensate for the secondrate appeal to us of a transiently dominant game or activity. We have to have our fun for ourselves. The joy that others are getting in our presence is not as contagious as we would like to think. Let us find our own joys and keep them regardless of what other folk are doing. There is no wiser way.

I have said that facilities should abound everywhere. Recreation should be in the program of adult education as in that of schools for youth. The chance to learn to play or to change one's kind of play at different levels of life is important. Most children play. Most men in middle life do not. The man retired in old age is the most pathetically playless object I know.



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Being old is not being old in years, but it truly is leaving behind or losing the spirit of youth. The spirit of youth is eventually one of venturesomeness and success, curiosity and playfulness, wholeheartedness in doing things and freedom from too much responsibility, anxiety, and strain. A good recreative life provides the opportunity through which each of these qualities may be invoked and heightened. Middle age, the most active and responsible period of life, needs the repairs these leisure states of mind bring and the energy releases they provide. Even old age, with its weakened body, may take on new happiness and usefulness if empty time can be filled interestingly so as to restore color and quality to the life of the mind.

### Street Showers

(Continued from page 166)

in issuing permits to use fire hydrants for street showers. Attendance records were kept by distributing mimeographed forms and a supply of addressed envelopes in which they were mailed to the office.

With the exception of three weeks in August, during the *Inquirer* campaign, shower supervision was in the hands of one man. For deliveries, a driver and a small truck were used in addition. During the hectic days of the drive for more showers, another man was added to the force and the two dubbed themselves the "Knights of the Bath."

The showers were in operation about one-third as long this year as they should be next year, when it is hoped to have three hundred of them going during the first week in June.

Mr. Charles H. English, expressing the sentiment of the directors of the Playgrounds Association, points to the street showers as "combining as high a recreational and health value as any project they have sponsored, and in proportion to the expense involved, affording a means of reaching many more individuals."

NOTE: Mr. English suggests that it will be possible to issue blue prints of the showers at cost if a sufficient number of requests for them are received. If you are interested, write Mr. Charles H. English, Executive Secretary, Playgrounds Association, 1427 Spruce Street, Philadelphia, Pa.

Keep in mind October 6-11th, the date of the Recreation Congress at Atlantic City.

## Drama Notes

(Continued from page 174)

cents for school children, general admission, fifty cents and reserved seats, one dollar.

The Division of Recreation of Louisville, Kentucky, is arranging as a part of its summer playground program to present a pageant, *Rip Van Winkle*, which the Department has worked out. Dorothea Nelson, Superintendent of Recreation writes that the Division will be glad to put the tentative outline of the pageant at the disposal of other recreation departments. A few copies are available through the Community Drama Service of the P. R. A. A., or the outline may be secured by writing Miss Nelson at Central Park, Louisville.

## Music Program

(Continued from page 177)

The ukulele, too, is popular, and twelve ukulele orchestras have been organized during the past year, most of which have provided their own leaders and conducted their own rehearsals. Nine toy symphonies have been formed in the past ten months and 2,500 small boys and girls have "played orchestra" to the accompaniment of the piano, or talking machine.

Providing the opportunity for people to listen to music is also considered important by the Music Division and music is frequently provided for outdoor contests, miniature airplane events and many other departmental functions. Several playgrounds have daily or weekly programs of informal nature and others have a regular or occasional evening which is devoted to listening to the talented performers and public-spirited artists of the community.

Ninety-seven radio programs were broadcast during the year and selected programs have been received and amplified at a few playgrounds. Some of these programs were given by children from the playgrounds.

Special activities form a part of the report of the Music Division. There were approximately 300 choirs and choruses totaling 7,500 singers who took part in the Christmas carol singing. Bands were secured by the Department for the Boys' Week program and other functions and approximately 350 musical programs were given at events of a public nature. These programs, it is believed, are directly responsible for the increased interest in the musical activities of the department and the formation of many musical groups outside.



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The majority of the musical organizations are directed by volunteer leaders. In addition to securing and training these leaders for the activities of the department, leaders have been provided for 41 community groups.

## Pet Show in Berkeley

(Continued from page 181)

At 12:30 the gates were opened to the public and the program began with the flag raising and salute by the Boy Scouts. Then came messages from the mayor and other city officials and messages sent to the children of California by carrier pigeons. At two o'clock came the chum stunts which were followed by the awarding of prizes. After that the pictures of the pets were taken and at four o'clock the children went home in trucks.

## Community Park

(Continued from page 183)

are taken to this camp for a period of ten weeks during the summer and are given treatment.

Armco Park is not a show place. No attempt has been made to build anything ornate but every



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effort has been made to retain the beauty with which Nature endowed it and especially to preserve the many magnificent trees on the property. The development was planned with the idea of serving the entire community. It has progressed gradually but in keeping with local needs.

### State Forests

*(Continued from page 185)*

tributed in cash, material or labor by private or public cooperation.

Arrangements for a more exhaustive study of the Mount Hood area in Oregon were made following the report of the special committee whose appointment by the Secretary of Agriculture was mentioned a year ago. A comprehensive plan for the development of this area is being prepared by men of outstanding experience in such problems. The Mount Hood situation is merely an example of a condition which is rapidly developing in other national forests. The increased leisure of the American people, the growth of automobile and other travel and of interest in outdoor things, the changes in modes of life which accentuate the need and demand for greater recreational facilities, all tend to enlarge the social and economic importance

of the national forests as public playgrounds and treasure houses of scenic, wild life, and other natural values. A large responsibility is thus created, for the conservation and development of such values in proper coordination with timber production, stream-flow protection, and like forms of usefulness. Sound technical planning and direction of development is necessary to assure against unwise occupancy or modification of notable areas.

The year marked the initiation of steps to preserve permanently within the national forests specimen areas of virgin timber representing the major forest types of each region, so that there may be preserved for scientific reference and study a well-chosen series of examples of the biological balances or complexes which originally obtained. Promiscuous recreational use of such areas would alter their character, and so defeat their purpose, but to provide for the forms of recreation for which wilderness surroundings are essential a second series of much larger areas is now being selected and established, within which primitive conditions of subsistence, habitation, transportation, and environment will permanently be maintained to the fullest practicable degree.

### The New Teacher

(Continued from page 190)

tunity to choose things that add to the enjoyment of life. Leisure time activities must have meaning; they must not be an opiate. The right use of leisure implies forms of participation involving skill. This holds for adults as well as children.

### Character Building

Progressive education is contributing to character building in that it has put action into the curriculum; has introduced the learner to concrete experience, and has helped children in school to make their own laws and obey them, to stick to their jobs, to impose the necessary drill on themselves, to recognize leaders in those who have earned recognition, said George A. Coe, formerly of Columbia University. Continuing, he said in substance: The teacher controls the child's environment in school and selects the materials with which he works. This selection is made on the basis of adult standards and understanding of good and evil. Thus the teacher has character as a distant end in mind, not just as a process in the present.

What about the 'carry over' value of school ex-



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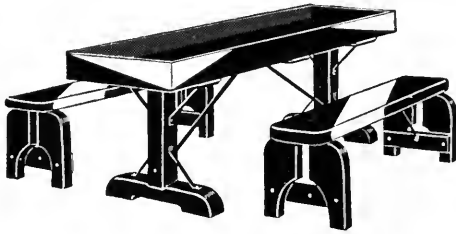
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perience? Each experience in the progressive school prepares a child for later life because he is not outside the experience, he is within it. Yet the automatic transfer of traits is not easy. If we are to have this transfer, the pupil must be made acquainted with many and diverse life problems.

We must go beyond the pupil to the parent who is helping to create the subtle taken-for-granted ways that constantly influence childhood. There must be inquiry between school and parent; and the parent must reconsider his own tacit assumptions regarding respectability, conventions, good, and evil. It is up to the parent.

### A Confession of Faith (Continued from page 191)

the reasons for this are too numerous to detail, in general they derive from the inevitably selfish interest of the coach in a winning team, and from his relatively ephemeral interest in the good repute of the college.

14. Negatively, I do not believe there is any obligation on the part of the college to furnish

the general public with substitutes for the circus, the prize fight, and the gladiatorial combat.

15. Despite the popular conviction to the contrary, I do not believe that there are convincing statistics to prove the supposed advertising value of successful athletic teams. Certainly many of the institutions which have grown most rapidly have not had successful teams, and conversely, not a few which have been conspicuous in the athletic world have grown slowly or not at all.

16. I do not believe the possible benefit gained by a few men trained for spectacular contests is an adequate offset for the time and money invested, the distortion of social and educational values, both inside and outside the college, and the unequivocal loss to the mass of undergraduates arising from the concentration of interest in the athletic exploitation of a favored few.

17. I do not believe in segregating men at a training table or in training quarters. Experience shows that it is not necessary in order to produce winning teams, and it also testifies to an inevitable distortion of values both for the men segregated and for the college community which countenances the practice.

## Book Reviews

Dr. William G. Vinal, director of the Nature Guide School at Hudson, Ohio, has provided us with the following delightful reviews of four books which he has designated as new books for outdoor recreation leaders. "As this is the time of the year," he writes, "for outdoor leaders to charge their batteries of enthusiasm for the wilderness it may not be amiss to bring to the attention of the readers of *PLAYGROUND AND RECREATION* four distinct types of books that should be added to the bookshelf. As a matter of fact they are stimulating for any educator whether he be outdoor minded or one who habitually builds up passive resistance to such inner stirrings."

**CAMPING AND EDUCATION** by Bernard S. Mason, Department of Sociology, Ohio State University. Preface by Elbert K. Fretwell. Selected for publication by the Department of Education, Redbook Magazine (230 Park Ave., N. Y. City) by a Committee of Awards. \$3.00.

As the author says, "The summer camp, if it is worthy, is one of the greatest socializing, humanizing, civilizing factors which can enter the life of a boy or girl. . . . To this end the planning must be with instead of for, and the main compulsion the compulsion of interest." Mr. Mason has gone at his thesis from a scientific angle. He has collected his materials by a personal study of campers, interests and reactions. Although the book is interesting reading it is one that should be taken up when one has time to reflect. It is a "pre-season text" to be studied not only by leaders looking campward, but by all other forward-looking educators.

**STORY TELLING TO LIVE-WIRE BOYS** By George T. Miller E. P. Dutton and Co. \$2.50

The story as an educational agency has unusual possibilities. The contrast between it and a sermon or lecture is both refreshing and enlightening. The ordinary leader of youth holds back because possibly he thinks of the ability to tell a story as a brand of black magic. With some such defense he soon becomes forgetful of the power at hand. Now comes a book to make the art simple. Anyone who is willing to give serious attention to the study may follow the author's recipes step by step. The writer became interested in story telling in a boys' camp. Here was a gang of live wire boys gathered about a camp fire. The boys were free. They could put "thumbs down" on the next story hour. The author went to work by the trial and error method. Then he tabulated 54,000 answers to questionnaires. Fortunately, the rest of us do not have to go through the same painstaking work. It has been done and the results have been set forth in usable form. Because it has been written, the story should be a more powerful agent in education.

**BOYWAYS**—Leaves from a Camp Director's Diary. By A. E. Hamilton. The John Day Company, New York. \$2.50.

To A. E. H.: Such a book could only have been written in the wilderness with boys. You have taken off his veneer. You have brushed aside his environment of skirts, balloon tires, and water-tight apartments. You have taken him right into camp. You have studied him as he is in nature. It seems to me that boyology is much like biology. Too much organization will prevent the understanding of the very things we wish to make clear. You throw the reader into the way of life, as it is. By

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reading and experiencing he will finally acquire the principles which can be applied to arising problems of youth. *Boysways* is like a cook book in that it offers recipes—true and tried. When a leader is in doubt he can safely turn to it for suggestions. Each item will restore his optimism of boys. I regret that there is not an index with such words as *inferiority complex*, *rainy days*, *swell-head*, and *wet socks*. Every leader should read *BOYWAYS*, whether he intends to scale the Chinese wall of conventionality or not. He will find much of practical suggestion, and what's more, he may be lured into adventures with boys in the woods.

**HOLIDAY MEADOW** by Edith M. Patch, Macmillan Company.

There is a dearth of satisfactory nature stories for children. That is why *Holiday Meadow* will be warmly received by teachers in the elementary grades. I like the stories about Magna and Dacus and all the rest at Holiday Meadow, because they talk truthfully. It is just as Miss Patch says so happily about Wejack the Groundhog: "When he talked he did not speak in words. He spoke in whistles." I also like the stories because they are informational. The author dares to write about such common place things as timothy and snowflakes. Now and then she leaves something for the reader to do. The style of the book stirs one's thoughts. Whatever Miss Patch writes is worth thinking about. Thanks are due Miss Patch for taking time in the midst of her scientific investigations to write stories for children.

\* \* \*

**THE PARENTS' BOOKSHELF.** American Library Association, Chicago, Illinois.

This valuable list of books and pamphlets on various phases of child life has been made valuable to parents and workers with children by its classification and the descriptive matter accompanying each title. The material is classified under the following headings: *Training His Parents; His Mental and Social Development; His Physical Well Being; Teaching Him Right Sex Attitudes; Safeguarding His Nerves; His Work and His Play; Developing His Imagination; Developing His Spirit of Reverence and Inculcating Good Manners.*

**PAPER TOYS, Book No. 2.** By Anna E. Pauli. Manual Arts Press, Peoria, Ill. \$1.40.

This very attractive book with its many illustrations and diagrams, tells how to construct from inexpensive construction paper three dimension toys which will stand alone. The book is particularly well adapted to the needs of children from eight to twelve years of age. Among the toys for which directions are given: jack-in-box, clown, Indian girl, Chinese boy, Colonial lady, Dutch boy, old witch, elephant and many others.

**EVERYTHING FOR BASKET MAKING.** Louis Stoughton Drake, Incorporated, 38 Everett Street, Allston, Boston, Massachusetts. \$15

This catalogue of basketry material not only contains information regarding price lists but is helpful in suggesting the great variety of articles which can be made with basketry reed and in giving directions for making a number of them.

**A GUIDE TO WOODWORKING PROJECTS,** Paul V. Woolley. Manual Arts Press, Peoria, Illinois. \$1.00

In this book Mr. Woolley has listed the woodworking projects found in the form of drawing and descriptive matter in 2,000 pages of 118 books. About 1,500 different projects have been indexed with references to the books in which they are to be found. This is an exceedingly valuable guide to the handcraft worker.

**BALLOONS AND BALLOON GAMES.** Wyandot Company, Wyandot Building, Galion, Ohio. Free.

Balloon races and balloon blowing contests have been popular features of the social recreation program. A number of suggestions for balloon games and stunts which are novel are to be found in *Balloons and Balloon Games*.

**PLAY AND PLAY MATERIALS FOR THE PRE-SCHOOL CHILD.** By Harriet Mitchell. Canadian Council on Child Welfare, Ottawa, Canada. \$.25.

An exceedingly helpful booklet for the mother and for workers with children of pre-school age is this illustrated pamphlet which discusses first, the subject of play and play materials and the play needs of the child from birth. A discussion of the play room follows and practical suggestions for furnishings are offered. The section on the home playground which completes the booklet contains the plans for backyard playgrounds prepared by W. C. Batchelor, Superintendent of Recreation in Pittsburgh, Pa.

**THEATRE LIGHTING—A MANUAL OF THE STAGE SWITCHBOARD.** By Louis Hartmann. D. Appleton and Company, New York. \$2.00.

For nearly thirty years Louis Hartmann has collaborated with David Belasco in stage productions famous for their lighting effects. He therefore speaks with authority on the subject of stage lighting and the material he presents will be useful for both professional and amateur workers. There are many illustrations showing the construction of the equipment described.

**PLAYS AND PAGEANTS FOR THE CHURCH AND SCHOOL.** Selected and edited by Marie W. Johnson. The Beacon Press, Inc., Boston, Mass. \$2.00

The fifteen simple plays and pageants presented in this book have been produced successfully in church schools in different parts of the country, in many cases with limited facilities. Suggestions are offered for costumes and settings.

**STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, OF PLAYGROUND AND RECREATION,** published monthly at New York, N. Y., for April 1, 1930.

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 RECREATION**, 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, as 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:

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Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

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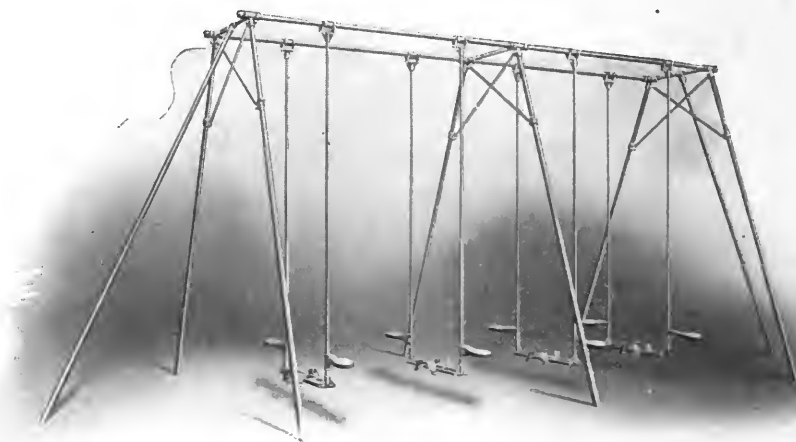
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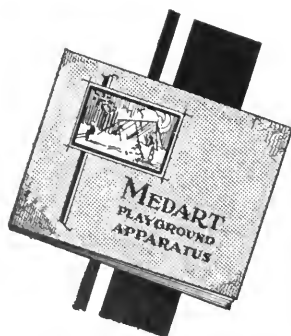


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JULY, 1930

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On the Summer Playground

Recreation Buildings Everywhere

The Church and Drama League Conference

Community Music

The Lynn Woods Nature Trail

Museum Games

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# Playground and Recreation

Maintained by and in the interests of the Playground and Recreation  
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# Playground and Recreation

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## World at Play

**Boston Takes an Important Step.**—Consistent with Boston's celebration of three hundred years of progress is the step taken by His Honor, Mayor Curley, and William P. Long, Chairman of the Boston Park Commission, in doubling this year the summer playground leadership of the Park Department and greatly extending the scope of its program. The program, which was submitted by Community Service of Boston and which will be handled directly through its office, is the second real step in a campaign to center the responsibility for recreation leadership in the Boston Park Department. The first step was the organization of competitive sports on a large scale, and now, with the introduction of a program of more varied activities, it is hoped that the capacity for Park Department leadership will be much further demonstrated. With the acceptance of this program Boston's reputation for growth and expansion in the field of organized recreation will be greatly increased, and the ultimate objective of a year round program with an appropriation in some degree proportionate to the needs of the citizens of Boston's numerous congested districts, seems closer at hand than it has for twenty years.

**Boys' and Girls' Day in Sport.**—In May the Recreation Commission of York, Pennsylvania, conducted a Boys' and Girls' Week. May third, *Boys' and Girls' Day in Sports*, was full of interest for the younger generation of the city. There were track and field events for boys' clubs and for boys in senior and junior high schools and elementary schools. Girls, too, had their track and field events and in addition a volley ball tournament, while both boys and girls entered events in tennis, archery and swimming and competed in a marble tournament. An airplane contest in two divisions was a part of the program.

**Boys Leadership Courses.**—During the past winter the Boys' Work Committee of the Rotary Club of Cleveland presented two courses in boy leadership. One, designed for boys' club leaders, consisted of seven meetings held once a week. At each session there was a presentation of some phase of the subject by leaders in the movement followed by round table discussions and demonstrations of games, arts and crafts. There was a registration of 207 at this course. A second course, devoted to the *Art of Helping*, was composed of six lectures for men interested in social problems of the boy.

**Recreation Day Completes Boys' Week.**—As the concluding event of Boys' Week, fathers and sons of Los Angeles joined in a day's frolic at every municipal playground and recreation center of the city. Baseball games, stunt nights and exhibitions brought sons and dads together, and there were a number of special events of interest. For the first time in the history of model airplanes a night outdoor meet was staged, and tiny miniature planes soared aloft dropping smoke screens, bombs and parachutes. In the afternoon many fathers watched their boys compete in track meets, bicycle races and similar events. In the evening, at Arroyo Seco Playground, came the opening of Playland, consisting of a miniature steel plant, model roller coaster, electric train and other mechanical toys, all assembled by the boys.

**Girls' Week in East Chicago.**—The Department of Community Recreation of East Chicago, Indiana, conducted in April a highly successful Girls' Week. Cooperating with the Department were the women's clubs of East Chicago and Indiana Harbor and the churches of the city. The subjects, to each of which a day was devoted, were *The Girl and Her Books*, *The Girl and Her*



*Health in Regard to Recreation, The Girl and Her Mother, The Girl and Her Home, The Girl and Her Entertainment, and The Girl and Her Church.*

**A Girl Leaders' Conference.**—Discussion and demonstration combined in the conference for girl leaders held for six evenings in May under the auspices of the Reading, Pennsylvania, Public Recreation Department. Ethel Bowers, of the staff of the P. R. A. A., opened the institute with a presentation of the aims and objectives of a program of athletics for girls and women. Throughout the course there were discussions of methods of building up a seasonal program, of organizing an evening's program and of maintaining interest in activities. The elements entering into successful girl leadership were analyzed and there were practical demonstrations of games and dances.

**400 Girls in Play Day.**—Edythe Saylor, of Alabama College, writes that one of the largest play days ever held in the South was conducted April 17-19 at Alabama College when 416 girls from thirty-seven high schools of the state came together for three days of play. The program included mass games such as Progressive Dodge Ball, Club Snatch and End Ball, a supper hike to the college camp with an Easter egg hunt and stunts, team games such as basketball, bat ball and baseball, challenges and stunts of all sorts, recreational swimming and a stunt track meet. The girls were divided into four color teams, regardless of the school from which they came. Each color group entered one to four teams in each event. At the end of the three days of playing together, arm bands in the Alabama College colors were given to the girls on the victorious color teams.

**An Overnight Hike.**—Sixty-four Reading, Pennsylvania, girls enjoyed a week end at Camp Adahi, at Hamburg, May 17-18, when the Public Recreation Department conducted an overnight hike for them. Each girl paid \$1.50 to cover bus transportation, a night's lodging and three meals at camp. The girls brought their own blankets and toilet articles. Camping, stunts and a council fire made up a good time the girls will not soon forget.

**An Enjoyable Staff Conference.**—The Park and Recreation Commission of Charlotte, North Carolina, from May 30th to June 1st held a three-day camp conference of staff leaders at a beauti-

ful camp about 110 miles from Charlotte. At this conference the staff responsible for spring playgrounds and those taking charge of the summer work came together to confer on plans and learn new games and activities. A most enjoyable time was combined with periods of instruction.

**Young Married Couples' Club.**—The Young Married Couples' Club of Detroit, eight years old, now has 700 members in which almost every state in the Union and several foreign countries are represented. More than fifty percent of the members come from small towns and villages—people who feel most keenly the loneliness of a big city. On Monday night the husbands bowl; so do the wives. On Friday night the husbands have gymnasium classes and the wives go to a motion picture show together. On Sunday noon there is a religious meeting which both husbands and wives attend. In addition there are plays, music, golf, tennis and child welfare activities. Many committees are busy planning programs and searching out new members.

**Archery Association is Organized.**—An Archery Association is the latest organization to be fostered by the Westchester County Recreation Commission, the association having been formed at a meeting of archery enthusiasts held on May 30th. A tournament was scheduled for June.

**What Pittsburgh High School Seniors Read.**—An indication of the taste in books of the average boy and girl is to be found in No. 1, Volume II, of the School Betterment Studies which reports the results of a study made by the Henry C. Frick Educational Commission of Pittsburgh. A questionnaire sent the pupils of eleven high schools as they were about to graduate asked them to do two things—to name the books they had read and enjoyed in senior high school and to name the books they had read in this period which they had not enjoyed. The twenty-five books which were found to be most popular included a list any group of readers might be proud to have recommended. In order of their popularity they are: *Tale of Two Cities, Macbeth, Silas Marner, Ivanhoe, Merchant of Venice, Henry Esmond, Lady of the Lake, Ben Hur, Treasure Island, David Copperfield, The Crisis, Oliver Twist, Julius Caesar, House of Seven Gables, The Virginian, Pride and Prejudice, Les Miserables, Jane Eyre, Ramona, She Stoops to Conquer, Wings, Bridge of San Luis Rey, We, Three Musketeers.*

**A Well Deserved Award.**—Stephen Schwartz wished to become an apothecary, but arthritis dashed his ambition. For three years he walked at a snail's pace from his home in Brooklyn to the subway and then several blocks to the workroom, defying rain and slush. Such optimism so impressed Dr. John H. Finley that he declared, "I have a medal I give to my friends who walk a thousand miles a year, and I think Schwartz deserves one for the effort he makes in getting to his work—and here it is." The medal bears a relief of a pedestrian with a stride that shows no sign of rheumatism and is inscribed "A la Sainte Terre." Dr. Finley himself later presented this medal to Stephen Schwartz at the Sheltered Workroom.

**Industrial Recreation in Wilkes Barre.**—The Store Employees' Association fostered by the Playground and Recreation Association of Wyoming Valley, Pennsylvania, is now in its eighth year and each year sees an increase in interest. Forty industrial plants joined hands in 1929 in

contributing to the Association and in encouraging their employees to participate. Many of these firms went still further and made moderate appropriations to defray the bowling alley, basketball and other costs for their employees. This was particularly true where girls were the participants.

The Association is supported by these contributions of the member firms and by the registration fees of participants. During the past year the participants paid eighty-three percent of the total cost, the employers, seventeen percent. Those taking part in the program spent an average of \$1.42 per person. Bowling for men and women, baseball, basketball, swimming and social events are proving most popular.

**To Train Song Leaders.**—The Playground and Recreation Department of Los Angeles is holding weekly classes for the training of group singing directors. Representatives of service clubs, women's clubs, industrial groups and similar organizations have shown themselves eager to have instruction in song leading.



STEPHEN SCHWARTZ RECEIVES HIS MEDAL

**A Mayor's Confession of Faith.**—The development of parks and playgrounds is one of the most important duties of the Los Angeles city government, according to the statement of Mayor Porter to the City Playground and Recreation Commission. "I consider the Department of Playground and Recreation and the Department of Parks the two most interesting branches of the city administration," said the mayor, "and favor helping their work along wherever possible." The statement showed that the mayor maintained his pre-election views of last year when he stated, "It shall be my earnest endeavor as mayor to urge that suitable arrangements be made to care for the recreational and play life of our citizens, believing nothing more beneficial both morally and physically than the providing of supervised play and recreational activities."

**Developments in Yonkers.**—Mayor John J. Fogarty has announced his plan to provide play space for children in the congested areas of the city. The project is to cover a two years' program at an expenditure of approximately \$500,000. This fund is to be used for purchasing inexpensive property in crowded sections—sites which are either undeveloped or are at the present occupied by more or less dilapidated buildings which can readily be demolished. It is the mayor's purpose to have the playgrounds available for the use of children under fourteen years of age. The funds necessary for the undertaking will be provided through a bond issue.

**Physical Education Curriculum in Professional Schools.**—The committee on the *Curriculum of the 139 Institutions Preparing Teachers of Physical Education in the United States, 1929*, has presented the report of its study begun at the unanimous request of the delegates in attendance at two successive conferences called by the United States Commissioner of Education. The results of this study will have great value in the field of physical education. Of the 232 institutions represented, 139 returned data sufficient for inclusion in the study which gives detailed information about the hours required in all courses in each of the institutions. The analysis of these reports forms the basis for the committee's recommendations which are an important part of the study. Copies of the study may be secured through Dr. McCurdy, International Y. M. C. A. College, Springfield, Massachusetts. \$5.00.

**The Bulls and Bears in Conflict.**—The Bulls and the Bears have again renewed their famous competition. This time, however, the field of battle will not be the stock market but the baseball diamond and the competition will be free! It all came about through the recent organization of the Los Angeles Stock Exchange Institute into baseball leagues, the Wolves and the Bears, by the Municipal Sports Division of the Playground and Recreation Department. Not to be outdone by the brokers, bankers, too, will play in their own baseball league this season. This, also, has been organized by the Playground and Recreation Department.

**Pontiac's Negro Basketball League.**—During the Christmas holidays a young colored man dropped in at the recreation office in Pontiac, Michigan, and asked to see the Director of Recreation. He said there were a number of young colored men who would like an opportunity of playing basketball. The Recreation Department arranged to furnish leadership and equipment, the Board of Education agreed to supply a gymnasium without charge, and the stage was set! About thirty players turned out for the first meeting, and the group was asked to select four of the best players. Each of these players was then designated as a captain and chose in rotation an equal number of players. In this way the better players were divided among the four teams. Two of the group asked to serve as officials, while another volunteered to keep score. A schedule was drawn up, rules agreed to, and the season was on. At the close of the basketball season the activity had become so popular that the group asked to continue their organization in a series of indoor baseball games.

**Testing Out Basketball Officials.**—To provide qualified basketball officials the Westchester County Recreation Commission has organized a committee to be known as the Westchester County, New York, Board of Approved Basketball Officials. Under its auspices two examinations have been held open to all residents in the county interested in the game. Candidates were asked to pass a written examination of fifty questions on basketball rules. They were then given a practical test by the examining committee.

**Maywood's Play Leaders Corps.**—The school division of the Maywood, Illinois, Playground and Recreation Department has organized

a play leaders corps in the schools of the city, one boy and one girl being appointed by the teacher for each twelve pupils in the room. This appointment is subject to the permission of the parents and the approval of the recreation director. Only those physically able and mentally capable of keeping up their school work are appointed. Members of the corps are selected because of their fitness and not as a favor or reward. They need not be gymnasts or athletes, the requirements state, "but they should have the respect of their playmates and be able to hold it. They must be able to learn easily, obey quickly and serve willingly." Members of the corps are required to assist the teachers in the leadership of activities during the recreation period. To prepare for their responsibilities they attend regular instruction classes.

**Of Mutual Benefit.**—Increasing interest is being shown in the results of recreation among native born children of foreign born parentage in America. An outstanding example of work of this sort is Cleveland, Ohio. The advantages are not confined entirely to these children as it is more and more evident that the foreign born groups are making a real contribution to American recreation, and not only in Cleveland but in Boston, Perth Amboy and other cities where special attention has been given to this phase of recreation work. There are evidences not only of real service to this group, but of the broadening and enrichment of the program which comes from new ideas, methods and games originating overseas.

A round table conference was recently held by the Y. W. C. A. on recreation for the native born children of foreign parentage in America, attended by ninety persons who represented many different nationalities. One of the outstanding impressions was the possibility of mutual exchange of cultures which not only brings something of value to American recreation but a pleasing opportunity to foreign speaking people to make a contribution which is of educational value and furnishes a link between the old country and the new.

**The Hobby Fair in Alton.**—During national Boys' Week, April 27-29, the Alton, Illinois, DeMolay Alumni and the Alton Playground Commission conducted a hobby show in which were exhibited the things made or collected by boys and girls between the ages of nine and eighteen, things made or collected by father, son, mother

or daughter and things made or collected by an organization. Division I of the fair was designated as "Industry," and under this were grouped handcraft, technical articles such as radio, air-planes, and any kind of electrical or mechanical devices. This division also included art, mechanical and architectural drawing and cameracraft. Division II included domestic science and cooking while Division III was devoted to collection. Under this classification were listed natural history specimens, aquariums, fishing, coins, medals and badges, stamps and seals, archaeology, ethnology, history and curios.

**A Sand Modeling Exhibit.**—A sand modeling exhibit was one of the outstanding features of the summer playground work in Winona, Minnesota, which is conducted by the Playground Association of which C. B. Tearse is president. Five stages in the development of Winona, one of them the Indian period, were represented in sand, each playground working out one stage. The lantern parade was another interesting feature. The lanterns were made by the children out of cracker boxes, attractively decorated and painted.

**Indoor Centers in Pasadena.**—The city of Pasadena, California, has four indoor recreation centers, three of which are in Central Park. There is a Tourist Club building available for members of the tourist organization, numbering about 190. Here members and their friends play checkers, dominoes, chess and other indoor games. The Roque Club building houses the members of the Roque Club, for whom eight courts are provided, and there is also a club house for members of the Bowling Green Club. The fourth center is the municipal golf club house which offers all facilities pertaining to this activity.

**Extra Curricular Activities in North Dakota.**—The *Loyola Digest* states that about seventy-three per cent of the teachers in certain high schools in North Dakota studied, were found to be supervising extra curricular activities. The activities appearing most frequently were athletics, dramatics, music, public speaking, publications, literary societies.

**Cooperation and a Skating Rink.**—The Village Council of Grosse Pointe, Michigan, and the Neighborhood Club have found cooperation the best solution of their problem of providing adequate skating facilities. Together the two

groups have developed a rink 150'x150' on the grounds of the Club. Last winter the Council bore the expense of the maintenance of the rink and the salary of the supervisor. The Neighborhood Club lighted the rink and furnished a warm dressing room for the skaters in the club house.

**Working Together in Jacksonville.**—The Playground and Recreation Board of Jacksonville, Florida, has entered into an agreement with the Board of Education whereby the Recreation Board will have the use of school facilities under a definite arrangement with a minimum of expense including payment of janitor service and lighting. The Recreation Department is permitted to charge for events held in the school building and in such instances ten per cent of the gross proceeds are turned over to the school department. This is the same amount collected from activities given by the schools on facilities controlled by the Recreation Department, such as the stadium and athletic fields.

**Bird Charts.**—The Audubon Society calls attention to the fact that the conservation of our national resources is necessary if America is to thrive, and suggests that bird charts are a valuable agency in teaching this. Such charts, colored, and accompanied by booklets giving short life histories of the birds pictured, may be secured from the Society at 66 Newbury Street, Boston, Massachusetts. Special rates are allowed for charts purchased in quantities.

**Reporting Progress.**—Daniel M. Davis, Recreation Executive in Wilmette, Illinois, has compiled an interesting statement for the Playground and Recreation Board in which he has shown the growth of the work by presenting in one list the activities conducted the first year of the Board's work and in a second the activities for 1929-1930. Mr. Davis first compares the athletic activities showing the number of teams, players and games. The list of summer playground activities for 1926-27 and 1929-30 show a most gratifying growth as do school activities, special occasions and adult activities. There is also a table of growth in attendance.

**Volunteers Carry On.**—Two years ago a committee from the Parent-Teacher Association of Tallulah, Louisiana, a village of about 1,500

people, put into operation a plan to provide recreational activities for the children during the summer months. This committee, known as the Children's Hour Committee, conducts activities one afternoon a week for six weeks. Through its work the children are able to withdraw books from the school library and there is a short program in the auditorium of the high school. At each meeting the children are divided into age groups for storytelling and handcraft, the latter being given by the home demonstration agent. Games are played in the school yard. At the end of last year's season an entertainment was given at night, a small fee being charged adults. The money raised was used to defray expenses and to purchase books for the grade rooms of the school. All the leadership is given by volunteers.

**Negro Choruses in Florida.**—The high cost of hiring halls resulted in an outdoor setting for the concert presented on May 15th by a huge chorus of colored citizens of Jacksonville, Florida. Durkee Field, one of the city's baseball parks, was used. The audience was seated in the grandstand and a large stage with seats for the singers was erected in front of the stage. Both grand stand and stage were brilliantly lighted. The chorus, promoted by the Jacksonville Playground and Recreation Board, was made up of 500 Negroes, aided by five soloists. The Edward Waters College band of twenty-five instruments launched the concert with an overture. It was the largest and most successful affair ever given by the colored citizens of the city.

The Department of Public Playgrounds and Recreation of Orlando, has organized a Negro community chorus which holds two rehearsals each week in one of the school auditoriums where concerts are given by the chorus.

**The Cincinnati Choristers Club.**—To give young people who love music an opportunity to sing, and to make it possible for them to meet one another and enjoy social activities, the Public Recreation Commission of Cincinnati, Ohio, has organized the Choristers Club composed of young men and women from the Y.M.C.A., Y.W.C.A., and residents of similar boarding homes in the city. The club meets two hours for rehearsal every Friday night and afterwards there is dancing until eleven o'clock. On May 16th the Choristers gave their first concert assisted by two soloists. Most of the songs presented by the Choristers were selections from Schubert's music.

**Dalton's First Music Memory Contest.**—Dalton, Massachusetts, a community of less than 5,000 people, this year conducted its first music memory contest under the leadership of the Community Recreation Association and there were forty-two preliminary concerts during the six weeks preliminary period with an attendance of 1,709 at the concerts. Fifty-eight people participated in the finals.

**May Day in Parsons.**—May Day in Parsons, Kansas, is a real community play day. The schools and business houses are closed and the streets roped off for several central city blocks. Policemen, firemen and groups of all kinds join in the celebration for which the entire town turns out, the children vying with the other groups for costume recognition. Parsons is one of the towns where country folks and city folks play together and in the parade this year were horses, cows and other country stock. The Katy Railroad furnished its hundred piece band for the occasion, and this, with five other bands made the parade a gay event. May pole dances concluded the parades and there were eighteen poles around which 300 children danced.

**Hibbing's Junior Olympiade.**—From May 5th to May 31st the Hibbing, Minnesota, Recreation Department held its Junior Olympiade, the events including—for boys, bicycle races, cricket, horseshoe ringer and stilt contest; for girls, bicycle races, rope skipping, roller skating and jackstone tournament. The classifications included Midget Boys—under fifty-four inches; Junior Boys—under sixty inches; Intermediate boys—under sixty-six inches; Senior Boys—over sixty-six inches; Junior Girls—under sixty inches and Senior Girls—over sixty inches.

Awards were made on a point basis, one point being allowed for entry in each event. Five, three and one points were given the first, second and third place winners in each district for each event. The boy or girl having the highest number of points in each classification in the four events was awarded a medal.

**Athletics in Reading.**—Fifty-five industrial teams and thirty-seven American Legion teams have been organized up to date by the Department of Public Playgrounds and Recreation of Reading and the program is expanding rapidly. The organization of diamond ball leagues has been started.

**A Soft Ball League for Juniors.**—Pontiac boys under fifteen years of age are the gainers by the decision of the Department of Recreation to organize a soft ball league which is playing every Saturday morning. The Junior Chamber of Commerce, cooperating in the plans, is furnishing bats and balls, and the Varsity Club of the high school is providing volunteer leaders and officials. The games are played on six school grounds in various sections of the city, each ground having two teams, one in the American League, the other in the National League. One team plays at home and the other away, alternating each week in this schedule. At the end of the season the winner of each league will play for the championship.

The boys are enthusiastic over the program. More than twenty were on hand at each ground for the opening game and the attendance has increased each week.

**Elmira's Knot Hole Gang.**—The City Recreation Commission and the Elmira baseball club have organized a knot hole gang for boys between the ages of ten and fifteen years. Membership in the organization entitles the boys to attend all baseball games free of charge. The boys have their separate stands with a supervisor in charge.

**A Roller Skating Tournament in Dayton, Ohio.**—There was a registered entry list of 293 boys and girls in Dayton's first city-wide tournament with its events for juniors (ten years and under); intermediates (ten to fourteen years); and seniors (fourteen to eighteen years). Each participant competed in an average of five events. One of the widest streets at one of the city's most centrally located playgrounds was roped off and much interest was aroused. Red, blue and white ribbons were awarded winners for first, second and third places and the winner in each group received a small loving cup.

**A Tin Can Parade.**—A rather unique feature used in Knoxville, Tennessee, was the tin can parade which opened Clean-Up Week directed by the Junior Chamber of Commerce. A show was given for boys, with fifteen tin cans tied together the charge for admission. Two hundred and eighty white boys and 400 Negro boys took part. Approximately 6000 cans moved in the parade which was led by motorcycle policemen followed by a big tin can five feet high made out of paper in



which a man walked. Then came the mayor, the head of the Chamber of Commerce and the bands. Members of the Junior Chamber of Commerce who paraded wore white gloves and carried brooms, rakes and shovels.

**Long Beach Dedicates Its Recreation Park.**—Dedication of the major Recreation Park at Long Beach, California, was the occasion for a celebration and demonstration unusually elaborate. There were twenty-eight events in the demonstration in which several thousand took part—among them kite flying and junior aircraft tournaments, a doll parade, a pet show, a pageant and such events as tennis, archery, bowling on the green, aquatic sports, a cross country relay race and volley ball, hockey, football and baseball matches. Exhibits of handcraft and art added to the interest of the event. A picnic conducted by the Parent-Teacher Association emphasized the social features of the dedication.

The park of approximately 400 acres offers every facility for water sports with miles of still water for boating and bathing. Other facilities include an eighteen-hole golf course, a large arena for major sports, with supplementary fields, a beautiful outdoor theatre, a community club house costing approximately \$50,000 and an area for picnicking with tables and equipment for more than 5,000 people. There are also tennis courts, long bowling greens, an archery site, a horseshoe pitching center and a playground for small children. An interesting feature is the bird sanctuary and there is a densely wooded area for nature craft study with huts and equipment for Boy Scouts and similar organizations. The entire area is being adequately landscaped and beautified. Five full-time recreation workers will conduct the recreation program and will see that those coming to the park are given every opportunity to enjoy the unusual facilities provided.

**Park Developments in Knoxville.**—Sterchi Park in Knoxville, Tennessee, originally an amusement park established by the electric railway company, has been purchased by the city for \$100,000 and will be used as a large play field. It will contain picnic grounds, provision for camping parties and a log cabin. The park, which contains about sixty-five acres, has buildings which will be used in the winter time for bowling, tennis and indoor golf. The city is also developing Tyson McGehee Park, a track of land of twenty-eight acres given by Mrs. Tyson.

**A Society for Preserving Open Spaces.**—There is in England an organization known as the "Commons, Open Spaces and Footpaths Preservation Society," the functions of which are indicated by the title. The April, 1930, Journal of the Society reveals an interest in regional planning, in national parks, in the preservation of park areas and "commons" from encroachment, "placing on a firm and secure basis the public enjoyment of the coastline," to rescue areas which are "still unbuilt upon and more or less in their natural condition of beauty from being absorbed by the spread of development." Through publicity and the securing of general legislation, and through public activities adapted to particular situations and through securing general interest in particular problems in these various fields the Society is serving the outdoor life of England.

**A Negro Recreation Center in Lancaster.**—Lancaster, Pennsylvania, has a new center for Negroes in the Cristus-Attucks Recreation Center and Community House. At the formal dedication of the center the mayor made a plea for the cooperation of all local agencies in the support of the center. A survey will be made to obtain more information about the needs of colored children and to provide facts which will help in the organization of clubs among the various age groups.

**Foundling Hospital Site Becomes a Playground.**—The former site of the historic Foundling Hospital of London, made famous by Charles Dickens in his novel, *Little Dorrit*, was last summer used as a playground by the children of its exceedingly congested neighborhood. It is now proposed at a cost of £2,500 to be raised by voluntary subscription, to recondition the three dilapidated buildings for use in the coming season as a nursery, nursery school and quarters for Girl Guides and Boy Scouts. Lord Rothermere's option on this nine acre tract in central London, toward the purchase of which for child welfare purposes he has offered to contribute £100,000, will expire on June 30, 1931. Until that time the various child welfare organizations which have the enterprise in charge are hoping to make arrangements for girls' and boys' clubs, play centers, open air classes, school gardens, and organized games for the schools of the district in addition to the activities mentioned.

**The Denver Plan.**—After nearly four years of study the Denver Planning Commission has

presented its report, embracing the three fundamental elements of a complete city plan—an adequate and efficient major street layout, a comprehensive system of city parks with a number of boulevards, and complete provision for recreational activities. The proposed plan in its development of recreation facilities calls for thirty-three major district recreation centers, each with a theoretical radius of three-quarters mile but in reality bounded by natural lines such as railways, traffic thoroughfares or rivers. Each district is to have a completely equipped playground as its center of activities and grouped around this a number of smaller play spaces that are subsidiary to the center and controlled from it. Provision is made in the plan for 202 auxiliary playgrounds none of them containing less than an acre of land. It is proposed to make use of existing building equipment and facilities as far as possible.

**The Minneapolis Report.**—The annual report of the Recreation Department of the Board of Park Commissioners of Minneapolis, Minnesota, tells of a growth along all lines in 1929. Thirty-one playgrounds served 1,577,780 people—an increase of more than six percent over 1928. During 1929 the organization of a municipal rifle club was a new feature in the municipal athletic program whose activities included basketball, volley ball, soccer football, speed skating, tennis, skiing, baseball, American football and ice hockey. A commercial golf league was another new activity and in 1929 there were fourteen teams. Through the work of the Department for Women and Girls there were organized thirty-six teams in diamond ball, twenty-four in volley ball, thirty-one in bowling and twenty-six in basketball, fourteen of these being settlement teams. Two women's golf clubs were organized with a membership of seventy-two girls. Tennis lessons were given to 210 women and girls while seventy-three girls enjoyed archery and twenty-two met in competition in riflery. Non-competitive and social recreation were popular features of the program, hiking being outstanding, and winter sports and special events were prominent in the winter list of activities. The bathing season was the best in a number of years, 264,067 people using the four bath houses.

**A Problem Solved.**—The Problem: What to do with the unsightly lot at the back of the filling station at Columbus, Indiana, so as to make it attractive as well as useful.

The Solution: The lot was given to the Columbus Horseshoe Club which put up its equipment, staked off the grounds and erected low guard rails. The Shell organization which owns the station painted the poles, rails and fences and planted flowers and shrubbery. The final touch was the installation of electric lights making it possible for the horseshoe pitchers to play at night. The horseshoe grounds are now one of the show places of Columbus.

**Unit Costs of Playgrounds.**—The Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, Pennsylvania, in its annual report for 1929 presents some important unit costs. The average cost per playground for ten weeks was \$701; average weekly cost for forty-two playgrounds, \$2,944; playground cost per capita of population, \$.1015; playground cost per unit of attendance, each visit of every child to a playground all summer, \$.032; cost for each child using playgrounds the entire summer, \$.35.

**American Legion at Work.**—Five major projects have been chosen by the American Legion for the work this year, according to Mr. Russell Cook, Director of the Americanism Commission. These five projects are—playgrounds; baseball; safety; Boy Scouts; aviation marking. Surely this is a worth while program, with three of these projects at least partly related to play for children.

**For Those Who Like to Paste.**—The Norman Remington Company, Charles Street at Mulberry, Baltimore, has issued an envelope entitled "*Umake*" *Poster Flags of the Nations* containing cards with outlines of flags of twelve nations and colored paper which the child cuts and pastes on the card as indicated in the pictures shown. This not only provides the child with a handcraft activity but offers an interesting means of familiarizing him with the flags of the nations.

**Home Recreation.**—The Recreation Department of Oakland, California, has issued an interesting little publication entitled *Home Recreation*, giving plans for making backyard playground equipment, suggesting activities for indoor and outdoor use and offering a brief bibliography on things to do. The publication is a practical addition to the literature which is gradually being built up on this important subject.

**The Children's Play Time.**—*The Children's Play Time*, a new magazine for children under twelve, is a serious attempt to provide for young children entertainment in the home by giving them something to do which will utilize their constructive, creative forces, and will help neutralize the almost negative influence the lurid reading matter which so often falls into the hands of children. The June issue which introduces the magazine is a colorful, attractively illustrated number with stories and suggestions for handcraft articles. E. F. Schueren is the editor of the magazine which is published by the Great Lakes Publishing Company, 1783 East 11th Street, Cleveland, Ohio. Price, \$.25 a copy, \$2.50 per year.

**A Fishing Contest.**—Few recreation departments are fortunate enough to be able to include fishing in their program. One of Sacramento's parks has a lake full of fish and with the opening of the fishing season the Recreation Department held a fishing contest for children under sixteen who could provide a hook and line. Awards were offered for the first fish caught, the biggest, the smallest, the first black bass and other designated kinds.

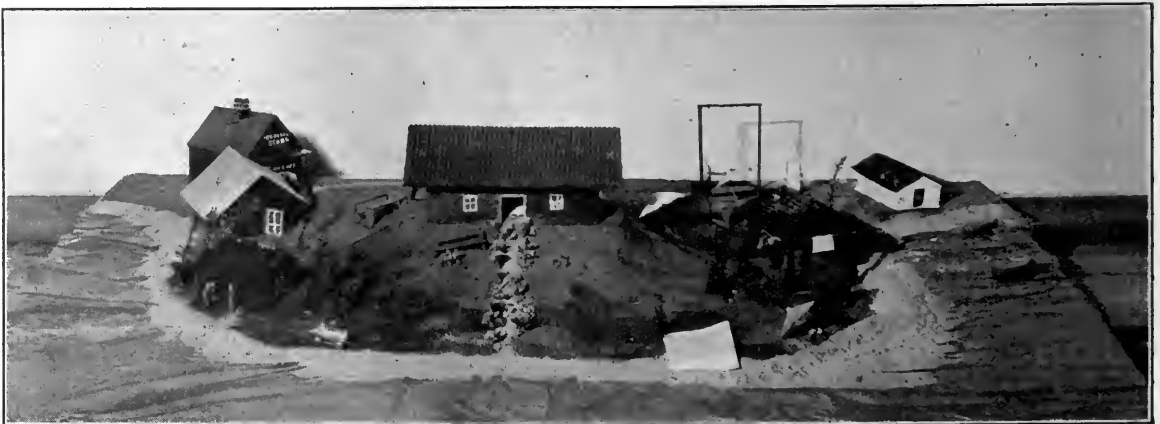
**For Rural Children.**—Community Service of Augusta, Georgia, has organized the Richmond County Recreation Association which is helping to promote activities in rural centers, all activities being under the administrative direction of the Community Service office in Augusta. Eleven such centers are now in operation and seventy percent of the children in the rural districts who are eligible to participate in the various types of

athletic games are availing themselves of this opportunity. Athletic contests are held in the rural centers with a final contest between the winners in the rural districts and those in a city contest.

Another popular activity is music. At the beginning of the work there were probably not more than ten children in the rural centers who could play harmonica. Two hundred and twenty-five children took part in a recent harmonica contest.

**A New Golf Course in Seattle.**—Given a rousing opening by a two-day dedicatory tournament, the Andrew Jackson Golf Course, Seattle's second eighteen-hole municipal play lot, was officially opened on May 12th. Representing an investment of \$200,000 the new Jackson links wind and pitch over 143 acres of woodland, grassy fairways and velvety greens. Everything to test a golfer's ability has been designed for the new course and hills, long range shots, pitches, and dog-leg fairways await the golfer as he shoots his way around the 6,162 yard circuit. Only nine holes were used by the 200 players who clubbed their way around the links in the dedicatory tournament but the other nine holes will be opened for general use later in the summer. The finest club house accommodations are offered in the \$30,000 structure on the new course, a building of combination brick and concrete. Hot and cold showers, 150 steel lockers, a lunch room and kitchen and spacious public lobby are features of the new club house.

The opening of the Jackson Park nine holes gives the thousands of golf enthusiasts of the city thirty-six holes of public links with this total scheduled to rise to forty-five when the other nine holes are thrown open later in the year.



EVANSTON, ILLINOIS, PLAYGROUND CHILDREN TURN TO RURAL SCENES

# On the Summer Playground

## The Division of Recreation, Cleveland, Plans Its Program

The Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio, has issued to its workers suggestions about the planning and building up of its playground program which will be of special interest. A number of the notes follow:

The range of the children's interests is carefully considered in the program of activities on the municipal playgrounds. No activities which are dictated by an adult interest and which can arouse no enthusiasm on the part of the child or no particular original contribution by the children are included in the list of special features of the city grounds.

During the first three weeks of the playground season preparatory work is the chief duty of the play leaders. Instruction and organization work are stressed so that when the program of "features" starts its schedule a high pitch of interest is maintained through a varied program. The program brings forth the first special features in the fourth week of the season.

Each play leader will prepare a forecast of his playground program which is carefully specified but which allows option and choice and freedom, at the same time guiding the play directors.

Each worker on the city grounds is supplied with a play kit which contains the necessary material for hundreds of stunts and games, and a copy of the best work on games available. A conservative valuation of this kit is \$100.

### *Athletic Activity*

Every possible phase of athletic activity has been made a part of the children's activity for the summer. Each form of athletics has been organized so that every child can participate in some form of each phase. Baseball and other highly organized games are adapted to all ages. For the older children leagues and tournaments are held. In addition the games have been so analyzed that they may be coached in a way which permits each worker actually to teach and demonstrate the skill in the games in a popular manner. This analysis has resulted in a compilation of practical coaching devices.

Soccer has a fascination for every boy. It is

the great kicking game. Goal posts are a part of the playground apparatus and contests are a periodic feature.

Horseshoe pitching is encouraged and the methods of pitching are taught by a champion. Novel tourneys such as the tourney of champions are a weekly feature. Each day the play leader groups six or eight boys in a small tourney and an elimination match is staged with a small score for each match. The entire tourney is over in thirty minutes and a champion is declared. At the close of the week the six champions are then grouped in a tourney of champions and the three weeks champion is then determined.

Every boy delights in performing a few tumbling stunts. A set of such stunts is taught by a graduate gymnast, the play leader coaches the boys in the performance of these tumbling stunts so that each boy develops his repertoire of stunts.

Track athletics are modified to conform to those events which can be properly coached and conducted on the playground. An additional set of athletic events of a novel character has also been developed and their value is their novelty and the practical ability of being well taught and conducted on the average playground. In addition a silver cup contest is conducted for boys as well as girls. A set of six balanced events is selected. The best playground athlete of each age group is determined toward the end of the season. Medals are awarded to these all-around athletes and a city-wide contest is then conducted among the playground champions. The winners of each group are awarded the silver cup emblematic of the all-round city playground championship.

Swimming interest is maintained through a comprehensive teaching program as well as a dual set of events. The regular competitive swimming events are programmed in a swimming meet each week and the novelty swimming events are likewise grouped and a weekly water circus or festival is conducted. These "meets" are scheduled at different pools and beaches each week of the swimming season. In the teaching program special emphasis is placed upon the non-swimmer, and for those who can swim this, emphasis is placed on the teaching of water safety skill. The entire swimming program is known as the "Water-bug Campaign."

Mass, group or community athletics are espe-

cially emphasized. Most events lend themselves to competition between groups. This form of competition has many values over the individual method.

### *Games*

Low organized games or games with few and simple rules have been developed and modified with scores of variation so that an infinite variety of line, circle, singing games, races and stunts may be available.

A play leader on the city grounds will not only quickly develop skill in leading one game at a time, but in a few days will develop a technique of leadership and organization so that three, four, five and six games will be in progress at the same time. A play leader is an organizer. It should be a decidedly rare occasion on a city playground when fewer than three or more activities are progressing at the same time.

Every few days the play leaders receive suggestions in written form regarding games and stunts and the variations of these games which are being developed by the workers.

### *Weekly Institutes*

A weekly class or institute is held at which several periods are devoted to the instruction of new games and stunts as well as the stressing of standard games. These "standard" games are those which have come to be an integral part of the playground program. The weekly institute instructs the leaders in the details and methods to be employed in the program of features for the coming week.

With proper planning none of the special features on the ground take any other than the usual periods of the playground program. Thus there is no interference with the routine calendar of activities and no special stress or strain in preparation for the various climaxes of a program.

### *Special Activities*

Children enjoy special stunts or shows. Each week a number of such special shows and stunt features are suggested to the leaders. Baby Shows, Pet Shows, Dress-up Parties, Fortune Hunts, Freckle Day, Barefoot Boys Day, Soap Bubble Party, Buddie Meets, Bump Ball Tournaments, Spider Basketball, Window Jump Tournaments and Movie Days are some of the novel special

individual playground "shows" in which the children take a huge interest.

The playground program does not concern itself with the active games program entirely, for handcraft, quiet games, sand box construction and storytelling are emphasized. The handcraft program has its features periodically. These features are a Paper Craft Exhibit, Flower Show, Clothespin Show, Doll Congress, Toytown, Small Sculpture Exhibit, Glorified Glass Exhibit, and a final general Handcraft Exhibit. These shows are given weekly in the lobby of the City Hall. During the three days of the final general handcraft exhibit held last season 14,000 people visited the "show." The entire handcraft program brings forth a list of projects which the child may learn on the playground and then continue at home. Novelty is a special asset in this program.

Each week some activity is general throughout the municipal playground system. Such features as the Playground Circus, Tin Can Derby, Playground "Marathon," Broomstick Derby, Houdini Hours, Novelty Track Meets, Silver Cup Contest, Stilt Contest and the local playground games demonstrations and festivals bring the neighborhood to the grounds in large numbers.

A new plan for the city-wide playground festivals will be pursued this year. The festivals will be performed in four sections of the city. The festival for the East Side grounds will be first performed at Woodhill Park and then repeated at Gordon Park. For the West Side grounds the first performance will be held at Edgewater Park and the closing festival will take place at Brookside Stadium. The first half of the festival will be a game demonstration and the second part will be a dramatization of a fable or fairy story in which all of the many phases of playground work will be interwoven, to conclude with a colorful picture.

As a climax to the teaching of projects in sand modeling a Beach Exposition will be held at Edgewater Beach. Each playground will send two junior boys and girls who have shown the greatest skill to Edgewater Beach, who, in a ten foot space allotted to each, will build their models. The Exposition will be open to the public on Saturday afternoon and Sunday.

The supervisors on the city playgrounds are supervising teachers. Each has been appointed for his outstanding ability to teach one or more subjects in the playground curriculum.

To the youngsters and even the oldsters there is a lure about a "trick." Our city playgrounds

are fortunate in having their own "Houdini." This man of excellent character and long professional experience spends his summers teaching these novel tricks and stunts on all of the grounds. His visits are known as "Houdini Hours." This year Magician Clubs will be organized on each ground.

Each Saturday throughout the playground season hardball baseball will be a feature. Ten of the strongest personalities among the play leaders will transfer their Saturday activities to the city parks where junior hardball baseball leagues will be organized. The entire hardball equipment, which includes balls, bats, gloves, masks and catcher's outfits, has been supplied by the amateur baseball association for this purpose. Several hundred boys' teams are thus learning to play the hardball game each summer.

Folk dancing and singing games will have a special emphasis on the city playgrounds this year. The girls' program of activities will have a tremendous amplification this season with singing games as the new feature.

During the early hours of the afternoon and the closing hour in the afternoon storytelling and the dramatization of many of the stories will be a feature of the girls' programs on the city playgrounds. Hundreds of worthwhile stories have been made available for the teachers. These stories will be told by both teachers and children.

Practically every boy desires to build and sail a small boat. The model yacht club with several scores of men and boys already members, will give all of our junior boat builders a chance to learn more about boat building and weekly opportunities to race their boats.

A picnic service has been established at playground headquarters at the recreation department office at City Hall. Hundreds of organizations last year availed themselves of this service and the free equipment which aids in conduct of their programs. Picnic directors are also part of this service.

### **Social Dancing in Rochester and Los Angeles**

In providing opportunities, last summer, for out-of-door dancing in connection with the playgrounds of Rochester, New York, a 40' x 60' platform was used accommodating 100 couples. One section was arranged to resemble a little house not more than five feet deep and here the piano and bass drum were placed. There were

front doors to the house, planned to open on such an angle that they served as a sounding board. Electric lights were strung around the platform. Supervision was provided by ten young people representing all the groups attending the dances, who made the rules and enforced them. This worked out very successfully. At times as many as two thousand people came to watch the dancing. As many of the dancers were Irish one night a week was given over to Irish jigs, a second to modern dancing, another to the Bohemian group, etc. Often the dancers dressed in their native costumes with beautiful effect.

The Los Angeles Department of Playground and Recreation limits participation in social dancing at playgrounds to members of groups organized for the purpose, such as dancing groups or committees or to members of organizations which include a certain amount of social dancing in their general program of activities. All dances are considered as strictly invitational affair and the Department furnishes forms for admitting individuals. One is a membership card which may be issued to any member of a playground dance group or club which includes dancing in its program. This card permits the person to whom it is issued to attend any playground dance. The second form is an invitation card which is issued only upon the request of persons holding the regular membership card and upon approval by the director of the center at which the dance is to take place. The name of the person is written on the card, which is taken up at the door and destroyed, as it is good for one time only. Persons requesting the issuance of such invitations are made to understand clearly that they are vouching for the behaviour of the individual invited while he is attending the dance. Any improper behaviour on the part of the guest is considered grounds for curtailing further invitations, and similarly any undesirable behavior on the part of a person holding a regular membership card results in the cancellation of his card. Freak dancing and freak positions in dancing are prohibited, and stunt dancing is considered unsuitable for playgrounds because the floors are small and the groups are large.

The financing of social dances is usually cared for by taking a donation the amount of which is determined by the expenses. This donation is collected and a badge or ribbon issued when the invitation is given after the second or third dance of the evening. A responsible member of the dancing group is designated to attend the collect-



ing from late comers. In no case is there an admission charge at the door as this destroys the atmosphere of an invitational dance.

"Great care should be taken by the woman director to see that the girls and women remain in the building until the close of the party or until their departure for their homes. Any strangers should be introduced to the director by the club member bringing them. Both a man and a woman director should be present at all social dances with the woman director acting as hostess.

"It is impossible to maintain the proper atmosphere unless the music is carefully selected. Only orchestras whose musicianship and good faith are unquestioned should be used.

"Recreational parties at which games and play and at which dancing is not the sole attraction are favored by the Department. In no event should the director allow social dancing to take up a disproportionate amount of time scheduled at the ground."

### Community Nights

The Los Angeles Department of Playground and Recreation urges the holding of community nights on the playground when adults and their families come to the ground for a recreational party program. The development on the playground of such events in which families may participate is most desirable as a means of preserving the family unit. Some playgrounds have community night programs once a month; three or four such events once a year are usually sufficient.

A dinner or picnic supper may be used to bring the group together in the early evening. Afterward volley ball and other games may be played out-of-doors. It adds to the interest of the program if a room is available for games and social mixers. While these are going on the smaller children may be entertained on the lighted outdoor area or taken into a smaller room for storytelling and quiet games.

Another means of bringing family groups to the playground is the mixed volley ball game which men, women and young people play together. A class for girls may be held at the same time if there is a lighted outdoor space for the games. Friday night should be the family night if possible. Frequently Boy Scouts are having meetings on Friday evenings on the grounds and this makes the entire activity a family affair.

Occasionally an entertainment is fostered on the playground which emphasizes the bringing of the parents to the grounds whether as an audience or as participants. The program features should be developed from the activities on the grounds, such as orchestras, quartettes, harmonica band, toy symphony, ukulele club, dramatic groups and pantomimes. Community singing usually helps the group to feel at home. Many spontaneous features may be developed. Some of the audience may be brought to the stage to vie in contests of skills. The parents and children enjoy this kind of fun. The audience may be divided into two teams and guessing contests conducted with points for successful answers. Total scores determine the winning team. A forfeit may be required from the losers, such as putting on a stunt.

Other group activities which may be promoted for families are hiking, camping, swimming, beach parties, weenie bakes, and special holiday programs. As these activities involve traveling the director is usually responsible only for helping these groups to make their plans and for suggesting games and places for such outings.

### Needlework Meetings

The Los Angeles Department urges the provision of comfortable seating for mothers who enjoy going to the playground with their children and bringing their sewing along. Some leadership may be given by the director and a volunteer worker. Handicraft or the mending basket may occupy the time of the group. During the period of these meetings children who have come with their mothers have games, free play or some form of handicraft. In this way many mothers have a period of recreation and relaxation and people are brought to the grounds who do not care for more active forms of recreation.

### Leadership

The Department of Parks of Altoona, Pennsylvania, last summer issued a bulletin to its workers on the subject of leadership. A few extracts follow:

You have been selected as a play leader because we believe you have the qualities necessary to be a real leader. If you have faith in your own ability you should be successful. We do not  
(Continued on page 251)

# Recreation Buildings Everywhere

## The Westchester County Center

In the opening of the Westchester County Center, the people of the county have been provided with a building of monumental character for their recreation activities. Occupying an imposing parkway site in White Plains, N. Y., the county seat, the building faces a broad plaza, bordered on one side by the spacious Bronx River Parkway. The brilliant south light sharpens the outlines of the ivory-toned structure, effectively silhouetting it against a background of wooded hills and adding an interesting play of shadows to the angles and masses of its modern architectural treatment.

Simplicity and strength are the foremost impressions conveyed by the design. By reason of its interesting modern conception, the design is distinctly a product of today and, as such, is suggestive of the modern attitude toward community life. The character of the activities which the building will house is reflected too, in the sturdy, substantial quality of its horizontal style.

The architects have introduced two massive corner pylons and tall pilasters between rectangular bays to lend vertical lines to a horizontal facade which has a frontage of 150 feet and a height of only sixty feet. The building is 287 feet in depth. Tall windows, occupying practically the full height of the building, carry out a similar vertical effect in the side elevations. To a large extent

the design was governed by the medium employed, the use of ornamentation having been limited to details adapted to the building of forms for concrete. A diversity of geometrical motifs, both cylindrical and rectangular, and a repetition of angles at the corners, in the treatment of pylon tops, the door architraves and the niches, accentuates the modern note of the design.

Ultimately, it is hoped, sculptures may occupy the niches to lend contrast in form and color. Flood-lights surmounting the columns which flank the niches add to the effectiveness of the architects' treatment of the corner pylons.

A broad stairway gives access to a promenade which surrounds the building. Both exterior and interior wall surface, except for the application of paint, are just as they came from the forms. A mellow ivory tone is used for the exterior, and the interior is painted a lighter ivory with red and black trim. Tile in brilliant colors is introduced in the foyer, lending a decorative note to the concrete balustrades. The spacious foyer provides ample facilities for ticket offices and check rooms. On either side are wide stairways leading to the executive offices and the Little Theatre. This theatre, with a seating capacity of approximately 400, is well adapted to the intimate production of plays, and for use as recital hall, conference or lecture room. Its stage, equipped



with a rigid, plaster cyclorama, has an opening of twenty-six feet and a depth of eighteen feet between center footlights and cyclorama, behind which there is considerable storage space.

The County Center in its Little Theatre has provided for the intimate performances and events which are so essential to the units making up the county's community life. The main auditorium, on the other hand, with its large stage and great floor space, is stimulating to the more pretentious performances such as the great musical festival in which 2000 singers took part in May and which marked the official opening of the building. The floor space of the auditorium will accommodate seats for approximately 5000. However, the installation of a removable, raised floor (arranged in tiers) for use of concerts, operas or theatrical performances, will reduce the seating capacity to something under 3,000. A horseshoe-shaped balcony, encircling the entire side walls and rear of auditorium, provides a double row of boxes (approximately 142) with several rows of dress circle seats behind. By means of a heavy draw curtain, the auditorium may be reduced in size.

At the ends of the balcony, flanking the enormous proscenium arch, is the Aeolian concert pipe organ, Mr. Eugene Meyer's gift to the Center. A painted geometrical decoration in red and black applied to the concrete arch, and hangings in a rich crimson velvet add a needed warmth to the light-tone interior. Tall windows and a long, rectangular skylight in the vaulted ceiling admit an abundance of daylight. Acoustical equipment, lighting, and heating and ventilating systems have been arranged to meet the requirements of the building. An electric clock system, the gift of Mr. and Mrs. T. Channing Moore of Bronxville, serves the entire building.

It is in the stage of this huge auditorium that interest centers. With a stage measuring seventy-two feet between the proscenium arch and thirty-three feet in depth from the center-footlights to the stationary cyclorama, a stage fully equipped with modern lighting facilities, Westchester residents may expect to see dramatic spectacles, pageants, operas, large orchestras, oratorios and other ambitious types of entertainments at the County Center. The stage region has a height of sixty-five feet to the gridiron which assures rapid handling and ample storage for scenery. There is easy and direct access to the stage from the rear of the building. Dressing room facilities are comfortable and adequate. In the understage store room there is provision for storing 5,000

seats, in order to make the vast floor space available as a sports arena or for other purposes.

Note: These facts are taken from an article entitled *Our Community Center*, by Anne Lee, in the Year Book, Westchester County Recreation Commission.

### Peabody Community House in Memphis

The old city pumping house at Memphis, Tennessee, which served the city from the time of its construction in 1888 until 1924 when the new pumping plant was installed, is now functioning again after six years of disuse. At a cost of \$8,500 the Park Department has transformed the old abandoned, gloomy plant into a delightful recreation center known as Peabody House. The hum and whir of machinery of twenty years ago is now replaced by the roll of drums or the call of a bugle as classes for children and adults assemble in the large ninety by sixty gymnasium or in one of the smaller committee rooms. After school hours on week days and all day Saturday the Community House is used exclusively for the children. Classes are held in boys' gym, boxing, tumbling and tap dancing and girls' interpretive, folk and tap dancing, and in handicraft and dramatics for both girls and boys. During school hours and at night classes for adults are conducted in dramatics, ball room dancing, fencing, gymnasium, art and handicraft and tap dancing. A kindergarten is also held for children when mothers attend the morning classes.

In the first three months that the building was open the attendance was, January 8,342; February, 11,338; March, 11,130. Probably the old plant, after the fashion of abandoned buildings, rejoices that its usefulness is no longer over. Even on gloomy days of winter the happy games of summer may still be played under its roof tree and the building that was first designed for health is still functioning in making sturdier bodies and happier minds.

### A New Home for Negro Citizens

The Phyllis Wheatley House, which is serving the Negro citizens of Minneapolis, had its beginning in the old Talmud Torah, Hebrew school building which was, at the time of the purchase, being used as a factory. Funds were raised by the Woman's Christian Association to purchase and remodel the building and with the help of the Cooperative Alliance it was soon made ready.

The formal opening was held on October 17, 1924. W. Gertrude Brown became head resident and an active program of recreation, music, dramatics and education was inaugurated. From the beginning the house has been sponsored by the Woman's Christian Association and fully maintained by the Community Fund. The first month the center was opened the attendance was 520. Since that time the work has grown so rapidly that the maximum attendance for any one month has reached a figure of over 8,000. The total attendance for 1928 was 70,184.

The program soon outgrew the quarters. A bequest of \$10,000 from Mrs. F. H. Welcome provided the nucleus of a fund for a new building and a campaign conducted by the Woman's Christian Association brought the amount to approximately \$95,000. The old building was sold and in July, 1929, the corner stone of the new building was laid.

The building contains a regulation size gymnasium, a library, community hall, kitchen, day nursery, clinic rooms, transient quarters for men, women and children, quarters for residents and club rooms for associated group meetings. The house is governed by an able committee of management assisted by a loyal Auxiliary which is responsible for the program. Each of the four departments—recreation, music, dramatics and education—is in charge of a chairman and four workers from the Auxiliary. The staff consists

of a head resident, an assistant, two boys' workers, an office and employment secretary and a part-time music director. There are seven special instructors engaged on an hourly basis and thirty-three volunteer workers, both colored and white. Much assistance has been given by the Extension Department of the Board of Education.

#### LaPorte's Civic Auditorium and Gymnasium

LaPorte, Indiana, has a civic auditorium and gymnasium built and presented as a tribute to the city by Maurice Fox in memory of his parents. The building, dedicated on March 19, 1930, is a "permanent monument set apart for the promotion of recreation and social progress." The site covers a full city block with a ground area of 24,000 square feet. The exterior, a modern adaptation of the French Renaissance, is of especially selected red tapestry brick with Indiana limestone trimmings.

The structure consists of a head house, main auditorium and a stage section. On the ground floor of the head house are the main lobby, manager's and ticket offices, cloak rooms, men's smoking room, ladies' lounge and private toilets. On the mezzanine floor are the main stair-halls and a small assembly hall which can be used either as a separate unit or opened up to form part of the main auditorium as desired. Above the mezzanine



THE PHYLLIS WHEATLEY HOUSE, MINNEAPOLIS

story are the projector booth and ventilating fan plants. The general toilets, shower and locker rooms for men and women are in the basement.

The main entrance vestibule opens directly into a spacious lobby providing access to all rooms and accommodations on the ground floor, main stairs to basement, and also to the side corridors leading to the various exits, service stair-halls and arena entrances. At either end of the main lobby a broad stairway leads to the mezzanine floor. Above the main entrance doorways, and accessible from the small assembly hall on the mezzanine floor, is the colonnaded loggia which is the dominant feature of the facade.

The main auditorium is 112 feet wide, 162 feet long and 50 feet from the main floor level to underside of roof, or 41 feet to bottom line of the arched, full span, steel trusses. The arena is 57 feet wide and 134 feet long. A basketball court 50 feet by 94 feet occupies the center portion of the arena. Masonry walls enclose three sides of the arena. The stage forms the fourth side.

Directly behind these walls, starting four feet above arena floor and rising to a height of thirteen feet or finish floor line of mezzanine story, are the "stepped platforms" on which the opera chairs are installed. Underneath these platforms, on the main floor, are the side corridors, check rooms, chair storage rooms and arena entrances. The arena has six entrances, two from the main lobby and four from the side corridors. Two main stairways at the front and two secondary stairways at rear of the auditorium serve the mezza-

nine story. Five exterior exists with a combined width of forty feet open directly from the main floor.

In the basement story below the auditorium are a large reception or social hall and gymnasium, 62 feet by 118 feet, bowling alleys, dining room, kitchen and service halls.

The stage is 30 feet deep and 62 feet wide, the gridiron 52 feet above the stage floor. The proscenium arch is 54 feet wide, 40 feet high and 15 feet deep with a curtain opening 35 feet in width and 24 feet in height. Adjoining the stage are the property room and dressing room sections. Above these are located the ventilating fan plants.

The total seating capacity of the auditorium is 3,600 for stage performances; for arena performances, 2,500. The site, building, equipment and furnishings represent an expenditure of approximately \$450,000. In addition the donor has provided a trust fund of \$50,000, the interest of which will be applied toward maintenance, upkeep and personnel. Other operating expenses are met by the municipality.

During the first month of operation 19,204 people used the facilities of the building for musicales, basketball games, banquets, boxing, parties, dancing and displays.

### A Club House for Sacramento

Sacramento, California, in its Oak Park section, has a new club house costing \$40,000, which was dedicated in May. The building contains an



Chicago Architectural Photography Co.

LAPORTE'S NEW AUDITORIUM

auditorium with a stage equipped for dramatics. The front part of the building houses the Oak Park Branch Library.

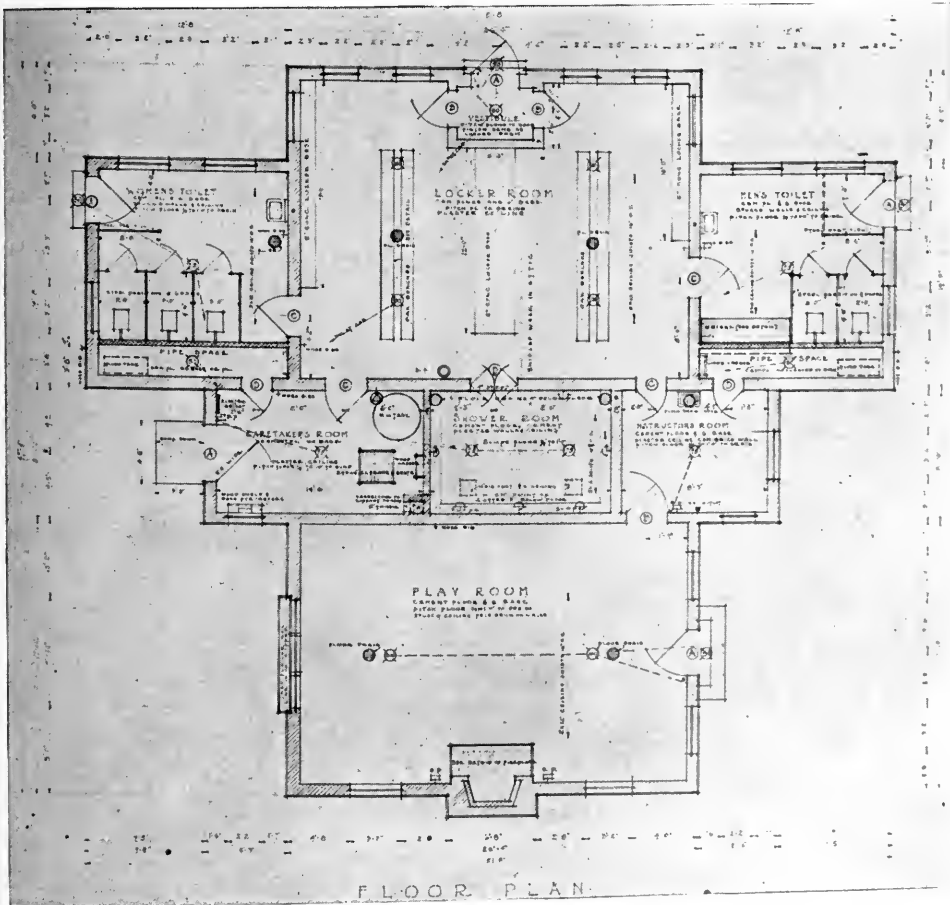
**Community Building Becomes an Asset**

How in five years a city of 10,000 changed from wondering what it would do with its new community house to what it would do without it, is told in the annual report of the World War Community House Association at Salem, Ohio. The house contains a gymnasium, spacious lobby, parlor, kitchen and two offices on the first floor, offices of the Red Cross and two club rooms on the second floor, lockers, showers and two game rooms in the basement. The 1929 report showed a total attendance of 162,940, including all ages and all organizations. There were fifty-five teams in basketball for girls and boys, gymnasium classes for men and women, a kindergarten, dancing class,

bridge tournaments, boxing matches, social dances and handcraft classes. Boy Scouts and Girl Scouts were organized. Meetings were held at the house by lunch clubs, women's clubs, literary clubs, Granges, farm institutes, the Merchants Association, the Knights of Columbus, American Legion and the lodges. The industries make it the center of their social life. The leadership of James Kelly, Director of the House and Doris Chandler, his assistant, extend beyond its doors to playground supervision, baseball leagues and Christmas celebrations.

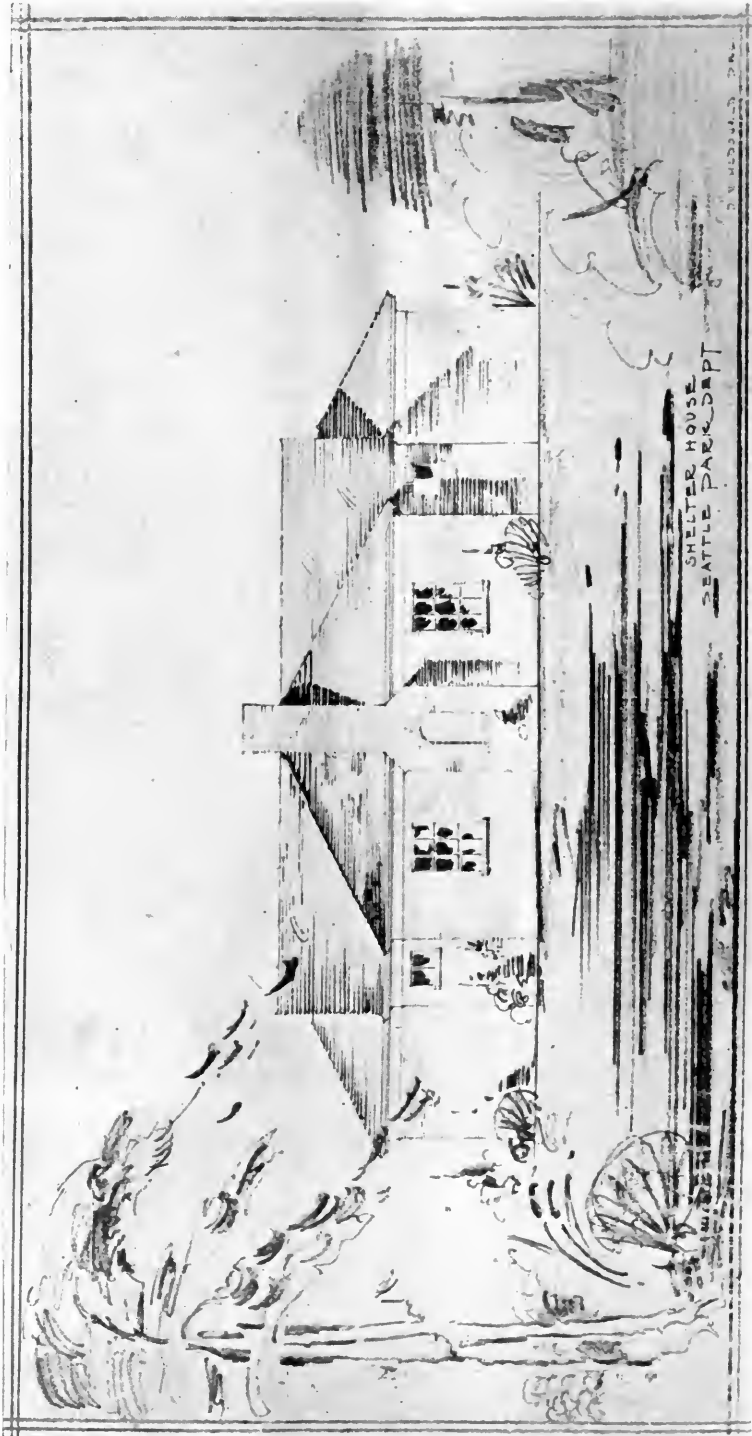
The budget for 1929 was \$12,500 of which \$4,000 came from fees and rentals. There is no charge for children's activities except for kindergarten and dancing classes. The balance is raised as a community fund and the full amount has always been subscribed.

Salem wonders what it did before W. H. Mullins built this center as a memorial!



FLOOR PLAN OF SEATTLE'S SHELTER HOUSE





SEATTLE'S NEW SHELTER HOUSE

The Park Commission of Seattle has added two new shelter houses and two comfort stations to the facilities on four of the city's playgrounds. These new buildings supplement the new Green Lake field house erected last fall at a cost of \$110,000, and the two new bath houses at Golden Gardens and Mt. Baker Park. The comfort stations are of brick and concrete construction and cost about \$4,000 each. In one wing is the men's lavatory with the women's in the other and a large room in the center for the storing of equipment.

Constructed of brick and concrete, the shelter houses are each about fifty feet square, costing approximately \$8,500. They will serve as headquarters for the children's play program and will at the same time provide accommodations for men and women who take part in the program of outdoor activities. In the front part of the shelter house is a large play room for children with the instructor's room opening from it. On one side is a large fireplace and in the back is a big locker and dressing room with a shower room and men's and women's lavatories directly adjacent. Locker accommodations for twenty-five are provided. The lavatories have both inside and outside entrances allowing the dressing room to be reserved for the use of a women's or men's class by locking the inside door of the lavatory not in use. The instructor's room also opens on the dressing room, and in this way it is possible to supervise both the play room and the locker room. A caretaker's room completes the shelter house accommodations.

# The Church and Drama League Conference

Whatever the delegates to the national conference of the Church and Drama League may have intended to discuss at their opening meeting in New York City in May, they were so galvanized by the bomb tossed boldly into their midst by Walter Prichard Eaton that they could only gather their forces to repair the damages. While such projectiles usually cause schisms, this one served to draw dissenters together. For Mr. Eaton's remark that the professional theatre is dead caused church, Little Theatre and Broadway to lift their voices in protest and to forget some of their differences for the sake of getting justice done. Having uttered this and other stimulating statements, Mr. Eaton retired, presumably into his Connecticut fastness, where reverberations from the McAlpin and the Astor must have troubled his contemplations!

Outside of a few cities the professional theatre is dead, Mr. Eaton, who is a writer and critic, told the conference. He expressed himself as glad that the original idea of the Drama League to organize audiences to support good plays had failed, and advised drama leaders everywhere to ignore the professional stage and to develop community theatres of their own. The creation of a theatre that will fill the peculiar needs of its community and preserve the art of the spoken drama in its highest form he declared to be the great work that lies before the League.

"If you want good plays, produce them," he urged. "The only professional theatre that you want to have any truck with is the theatre that has organized itself, such as the Theatre Guild, Eva Le Gallienne's Civic Repertory Theatre or Fritz Leiber's organization. You can get better drama for your community by obtaining subscription audiences for such productions as these theatres are able to bring you. You don't want the inferior Broadway play."

Another drama industry which Mr. Eaton exhorted the League to ignore was the motion pictures. The "squawkies" he described as produced for the unintelligent majority and contributing nothing for the cultural advancement of the people.

Dead as the professional theatre might be, however, Mr. Eaton finds a vivid interest in Broadway plays all over the country. As an ex-

ample of this he told of the spectacular success of "The Goose Hangs High" after it had been released to amateurs. Having had a modest run on Broadway, this play brought its author between forty and fifty thousand dollars in royalties paid by amateur producers. As another evidence that drama in the "provinces" is not dead, Mr. Eaton cited the Little Theatre of Pasadena, where there is always a waiting list of 1,500 people wanting to act and a thousand or more waiting for opportunities to work on scenery and costuming. The Dallas Little Theatre with its splendid organization and beautiful surroundings was also mentioned.

"Money has killed the old time theatre; the movies have killed the old time theatre, but there still remains an enormous interest in drama. This doesn't have to take the form of a Little Theatre. Local conditions must determine whether you will have a Little Theatre, a community theatre, or some other kind. There always remains a new type of play house which can grow up with your community, be controlled by it, and run to give the spoken drama that beautiful form of art that mechanical devices can never approximate."

## Hands Across Broadway

Far from scorning the Broadway producer, nevertheless, was the ultimate expression of the conference in the resolution adopted at its close and stating in part, that the League would further interest in drama by such means as "seeking a close alliance with Broadway producers for mutual benefit, operating as a disinterested medium for the encouragement of road production in a series of consecutive weeks during the season in twenty or twenty-five cities and when possible one night performances in neighboring towns, the League assuming the obligation of giving accurate information regarding the productions through lectures and literature, the producers to cooperate by pro-rating the expense as part of publicity and keeping their promises made to the League that information given through their channel shall become and remain dependable, reliable facts when once issued.

"Out-of-town service and local service on ticket

reservations shall be carried on with a small nominal charge (suggested 25 cents on each ticket) for the expense of such service."

### The Clergy Speak

There are enough people interested in amateur dramatics to accomplish anything if they will stick together, Dr. George Reid Andrews, executive director of the League, told the delegates at the opening meeting. In speaking of attitudes toward the theatre he quoted Shaw's remark, "People should go to the theatre as they go to church, reluctantly."

Speaking before a luncheon meeting of more than 600 persons at the Hotel Astor, Dr. Ralph W. Sockman said: "The church and drama must stand together lest, perchance, they die together. Both the church and the theatre are faced by the same problem, the restlessness of the constituents to which they must appeal. Both need the cooperative imagination of intelligent people in a world where we are competing with the motion pictures."

The Rev. S. Parkes Cadman, president of the League, urged the members to "be missionaries of the elevating, that which appeals to what is best in life." He declared this was necessary to meet the powerful underlying opposition from people who take the purely commercial point of view of the theatre. The Rev. William J. Donohue, chaplain of the Catholic Actors' Guild and representative of Cardinal Hayes at the conference, recommended cooperative effort on the part of people of all creeds for the better men of the drama.

"I protest against any suggestion of changing the name of the Church and Drama League," Dr. Randolph Ray of the Church of the Transfiguration (the Little Church Around the Corner) said. "I believe that the theatre influences more people than the church. The church needs the drama and I believe the drama needs the church. It is bringing all denominations together in a common interest which I should hate to see taken from us."

"There has been a great change in the last forty years," Dr. Richard Burton, writer and critic, said. Educated audiences now give such plays as 'Berkeley Square' a chance and at the same time there are enough theatre-goers today to support the musical shows and lesser plays as well. Increased breadth of thinking on the part of the audience and daring experimentation on

the part of producers combine to give us a special and better type of play."

### Education in Good Plays Needed

Mrs. Samuel Scott, lecturer on the theatre and drama, also spoke on audiences, particularly those outside of New York. "Intelligent information is all that is needed to create an intelligent audience," she stated. "Everywhere I find tremendous interest and enthusiasm and no leadership or information. Everybody wants to act but seldom do I find groups who have the discrimination to choose a good play. I find large audiences hanging on the poor lines of a mediocre play just because they have never developed intelligent opinions about plays. I often wonder what they would do if they saw a fine play. The minute we begin to inform ourselves, drama will have the same universal interest that football claims. The people are ready to be educated in the theatre. Give them your good plays and assure them that the producer will keep his word with them and they will fill the theatres."

Barrett H. Clark, critic and play reader for the Theatre Guild, challenged the Little Theatre to have the courage of Broadway and to produce new plays. Mr. Clark is an energetic supporter of the experimental theatre and has contributed much by his faith in young play writers and by his enthusiasm for experimental productions.

### Church Drama

Representatives from church groups found inspiration and practical suggestion in the religious drama conference conducted by Dr. Fred Eastman, who occupies the chair of religious drama at Chicago Theological Seminary. Discussion ranged all the way from simple pulpit dramas to the more pretentious forms of pageantry which have been incorporated in the service. Omar Goslin, of Riverside Church, New York, told of the use of drama as worship in his church. He plans to obtain the use of a theatre for experimenting with various forms of service of worship and hopes eventually to establish chapel guilds in other churches throughout the city. At present 2,500 young people are registered in this church, a large number of them attracted by use of drama in the church service. Enough is found in this religious drama to satisfy the people's desire for dramatic art and they are content not to

attempt other types of drama in their church, Mr. Goslin said.

Rev. William F. Phillips, assistant rector of St. John's, stated that while plays were held in the parish house they had scant attendance, but once the chancel play was introduced in the Sunday evening service twice the interest was evinced. Miss Joy Higgins, writer and producer, for a number of years with Community Service in Boston, told of a community pageant given on the Commons on Christmas Eve in which Jew, Roman Catholic, and Protestant worked together to portray the birth of Christ.

Church drama leaders deplored the piously bad drama material accepted in many churches and often written out of exigency by earnest people who make no pretense of being writers. The denominations publishing propaganda material of inferior artistic quality were also frowned on by the meeting. Dr. Eastman urged church people to value their plays as they value their organ and choir. Too often, he said, a poor play is produced to raise money for the purchase of an organ which, if it were as lacking in quality as the play, would be a perpetual handicap to the church.

### Little Theater Problems

Plans for the formation of a national council aiming to serve Little Theatre interests exclusively were presented by Kenneth Macgowan, author of *Footlights Across America*, a study of the non-commercial theatre in America. His recommendations are now in the hands of a continuation committee.

In an open meeting conducted by Dr. S. Marion Tucker, various Little Theatre trials and tribulations were heard, and directors offered one another what solace they could out of their own seemingly bitter experiences. Such sore points as the royalty question, the matter of producing Broadway plays in "stock" towns, and the difficulty of obtaining a New York success before it was five years old were discussed and publishers present, finding themselves face to face with irate directors, neatly laid the blame at the door of the author who wants to collect his fee both from the stock company and the amateur producer. The desirability of Broadway plays for production throughout the country was questioned. Carl Glick of the Little Theatre in San Antonio, Texas, told of a recent production of an original play which was warmly supported by the townspeople.

The need of a department of drama in state universities and the possibility of universities offering degrees in drama was one of the most earnestly broached topics. Dr. Tucker stated that drama had to find a corner for itself in the department of speech at present. There are schools of drama, as at Yale, but so far no separate department of drama offering courses which might lead to a degree in that field. He warned against making such courses academic. Art, he said, will not stand to be academized and those interested in a national drama must work together to break down the prejudice against introducing drama into our schools as an art.

The problems of the Little Theatre today are as acute as they were in 1910, Dr. Thomas H. Dickinson, writer and pioneer in the Little Theatre movement, claimed. Twenty years ago the Little Theatre attempted to fill a vacuum; today it struggles against the influence of the movies and the talkies. He described the theatre as an organization between the genius of creation and the genius of the audience and said that the Little Theatre which has the courage to attach itself to genius and the experimental is far more important than large organizations.

### Children's Theatres

Professor Randolph Somerville of New York University, presiding at the conference on children's theatres and drama education, advised children's directors to stop patronizing the children. Nothing is too good for them, he said. Professor Somerville recommended the reading of biographies of persons renowned in the theatre as a method of interesting young people in plays.

Howard Fleming, representing the Shakespeare Association of America, made a plea for an annual Shakespeare celebration in this country. There is an unqualified enthusiasm, he said, in high schools and colleges. Half a million people, largely students, attended Ben Greet's performances during his recent tour of this country. Mr. Fleming told of the camp formed at Stratford-on-Avon to which hundreds of children come on the anniversary of Shakespeare's birth to see the Stratford plays and do homage to the bard.

Miss Polly Putnam, chairman of the Junior League Players of the New York Junior League, told of the League's attempts to bring the best in literature, music and dancing to the children through dramatic art. Of the 110 branches of

the Junior League, 104 sponsor children's entertainment, often exchanging plays with Leagues in nearby cities. At present arrangements are being completed for the first play in a National Children's Theatre. The premiere will take place in Chicago, after which it will be booked to other Leagues. Mrs. Adrian Morrison described her organization of adult players who aim to start a theatre for children in New York with branches all over the country.

Roy Mitchell, author of books on scenery and lighting, reverted to his hobby and spoke on the need to get rid of ideas that were practicable when the theatre was lit by candles. The necessity of educating architects who build beautiful school buildings with box stages that are a distinct drawback to achieving well produced plays was stressed by many persons who are struggling with these inadequate platforms.

### Play Building Demonstration

In a program presented through the courtesy of Samuel French, Dazian's, Display Stage Lighting Company, and Henry C. Miner at the Brooks Costume Studio, the entire business of producing a play, from its selection to the presentation, was dealt with by experts from the different houses. Following a brief talk by Barrett Clark on selecting the play, scenic fabrics, lighting problems, costumes and make-up were discussed and demonstrated. Manville Abramson and Miss Paula D'lugo, of the Dramatic Society of Madison High School, Brooklyn, acted as models and at the conclusion of the program gave several scenes from *Cock Robin*.

Broadway was worthily represented at the conference by stars from the outstanding plays. Phillip Merivale, of *Death Takes a Holiday*, spoke briefly on the professional drama and Philip Moeller, Leslie Howard, Miss Selena Royle and Rowland Stebbins also talked on the professional theatre. Maurice Schwartz, founder and director of the Yiddish Art Theatre, Madame Luella Melius, coloratura soprano, Cecelia Loftus, impersonator, and Miss Sydney Thompson in dramatic monologues, entertained at the luncheon meetings.

Special theatre parties for the delegates were arranged for *The Green Pastures*, *Berkeley Square*, *Death Takes a Holiday*, *Topaze* and *Romeo and Juliet*. As the convention was held during the week of the Little Theatre tournament, delegates were able to attend the finals at which

the Belasco cup was awarded to the Studio Players of Buffalo, New York, in *The Man Who Married a Dumb Wife*.

## Drama Notes

### Russian Song and Play Festival

The Russian language is being preserved for the emigrant child of New York City, not only in its words and structure but in the richness of Pushkin fairy tales, the humor of plays about everyday peasant life and the gayety of the village festival.

The Russian Educational Bureau of New York City recently sponsored a song and play festival given by more than two hundred Russian school children from seven to fifteen years of age who are learning the language and customs of a land that has some of the most delightful folkways and folk tales to be found anywhere. In a performance of great beauty these children demonstrated how successfully a language may be taught when it is a matter of life, color and movement rather than agreement of verbs and sequence of tenses.

Against a gorgeous twelfth century setting and wearing costumes of that period, they gave the famous old fairy tale of Pushkin "The Tale of Tzar Saltan." The zest with which they entered into the acting and telling of a story doubtless familiar to many of them since infancy was a joy to see, and one was constantly impressed with the fact that behind the acting there was a love for the characters and their story, a pride in a beautiful language and a genuine reverence for traditions. They followed their fairy tale with an amusing sketch dealing with a young peasant boy who, like boys in every land, delight in frightening little girls with stories of dreadful things seen at dusk in a cemetery.

Then, with Boyar, Ukrainian and Cossack dances, with accordion players and balalaikas, the children entered into the careless mirth and generous swing of the village festival. The people of the village in typical peasant costumes thronged the village street; the children ran joyously after a vendor of sweetmeats; they danced, village fashion, to the music of the accordion player; they demonstrated their skill at various types of dances; they routed out their favorite singers and had them sing old and cherished songs. It was a typical festival, not an exhibit for the pleasure of

an audience alone, but several hundred children laughing, dancing and singing because they had captured the spirit of Old World recreation—the wide, exuberant gesture with which the Russian people give themselves up to mirth and play and happiness.

A large measure of the festival's success was undoubtedly due to the ability of the directors to impart their own love of native ways along with their knowledge of them. A. F. Alehin, under whose general direction the festival was produced, appeared in the village scene as a peasant master of ceremonies and the children were so entirely in accord with him that one was unconscious of him as a director. A woman assistant, wearing the dress of an old woman, moved among the boys and girls, constantly directing the movement while appearing to be a lively grandmother.

One of the most remarkable things about the festival, and one that speaks clearly for the wider use of folk-lore, was the self-forgetfulness of the children. Not one child stepped out of character to "show off." Not one self-conscious expression of face or body marred the illusion that one was sitting, quite unnoticed, in the door of a village inn, watching the progress of a fete or kermis. The elaborate scenery and most of the costumes were made by the children and their parents, despite the fact that many of them are out of work and struggling to make ends meet through the present period of unemployment.

### Drama Institutes

#### *Drama in Birmingham*

In March the Park and Recreation Board of Birmingham, Alabama, held a two weeks institute with C. F. Wells of the staff of the P. R. A. A. serving as director. Every community in the Birmingham district was represented. A number of community workers from the ten mining districts surrounding the city attended; the county supervisor of physical education was a regular member and many of the county instructors who lived near the city were present. Professional men and women came to the institute and offered their assistance as directors. People who had never before been interested in dramatics, but who attended as a matter of duty, soon became so interested that they were to be found each night on the front seats, and when the institute was over they were eager to organize a group of Community Players and continue the program.

Up to the time of the institute the Park and Recreation Board had done little to promote drama, and the community centers had made little progress with dramatic groups. The results of the institute, therefore, have been most encouraging.

#### *A County Drama Institute*

During the month of July, Jack Knapp of the staff of the P. R. A. A. will conduct a county drama institute in Chester County, Pennsylvania. The Chester County Drama League recently held a very successful drama tournament, the winners of which will enter the Belasco tournament next year.

### Dramatic Groups Make Progress

#### *The Community Players of Cincinnati*

The Cincinnati Public Recreation Commission has organized dramatic groups in all of the six centers maintained by the Commission. In the past three years these groups have given many excellent performances and several people of unusual talent have been discovered. In order that the people with special dramatic ability may have opportunity to develop their talents the Commission has organized the Community Players. To encourage young men and women to literary effort the Commission, whenever possible, uses a play written by local people. On April 29th, the Community Players gave a program of four such plays.

#### *Drama in Industries*

The organization by the Park Department of drama groups among employees of manufacturing concerns in Knoxville, Tennessee, is making interesting progress. Recently ten groups participated in a drama tournament extending over a period of several weeks. The Junior High School Auditorium was used for the purpose and an admission of ten cents charged which covered all expenses. From 400 to 700 people from the various institutes attended each of the performances given in the play contest.

### A Pageant for Colored Children

Each year the children attending the colored schools maintained by the Tennessee Coal, Iron  
(Continued on page 251)



# At the 20th Anniversary of the Boys Scouts of America

*(From President Hoover's Address)*

Together with his sister the boy is the most precious possession of the American home. I sometimes think that one of the sad things of life is that they will grow up. Literature and lore have established our boys in varied relations to life; as a growing animal of superlative promise, to be fed and watered and kept warm; as a periodic nuisance; as a joy forever; as the incarnation of destruction; as the father of the man; as the child of iniquity; as the problem of our times and hope of the nation.

In any event he is a complex of cells teeming with affection, filled with curiosity as to every mortal thing; radiating sunlight to all the world; endowed with dynamic energy and the impelling desire to take exercise on all occasions. He is a perpetual problem to his parents, and the wisdom in his upbringing consists more often in the determination of what to do with him next rather than in what he shall do when he goes out into the cold world.

The problem that we are considering here is not primarily a system of health or education or morals. It is what to do with him in his leisure time that will, of course, contribute to his health and his education and his morals, but in the main what will direct his interests to constructive joy instead of destructive glee and will yield him constructive joy for the balance of his life.

The Declaration of Independence calls special attention to him and his sister in the reference to the inalienable right to liberty and pursuit of happiness. At least in the practical workings of the republic we find it easier to realize these rights for boys than we do for the grown-up, tax-paying citizen.

As civilization becomes more complex, and as the number of human beings per acre increases, as we live more and more in towns and cities than in the countryside, and as the necessity of submitting to all forms of mechanical device carries us further and further from the simpler and more primitive forms of life, we are unconsciously decreasing liberty for boys and diminishing the opportunities for pursuit of happiness, because the boy is a primitive animal and takes to primitive

life. His true life should be one of discovery, adventure and great undertakings not to be found in either the squalor of the tenement house or the drawing room of palatial apartments.

. . . The priceless treasure of boyhood is his endless enthusiasm, his store of high idealism and his fragrant hopes. His is the plastic period when indelible impressions must be made if we are to continue a successful democracy. We assure ourselves that the cure of illiteracy and the fundamentals of education is the three R's—readin', ritin' and 'rithmetic. To this we must add one more R, and that is responsibility—responsibility to the community—if we are not to have illiteracy in government. The conviction that every person in the Republic owes a service to the Republic; that the Republic rests solely upon the willingness of everyone in it to bear his part of the duties and obligations of citizenship is as important as the ability to read and write—that is the only patriotism of peace.

Note: President Hoover's speech commemorating the twentieth anniversary of the Boy Scouts of America is a "powerful statistic" in itself. We are rejoicing at our President's understanding of boy life and the importance of play and recreation in the life of both boys and girls in our country. What he has to say in this address made specifically to the great Scout organization applies with equal pertinence to the whole community recreation movement.

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"Our stage of civilization is not going to depend upon what we do when we work, so much as what we do in our off-time. The moral and physical forces of our country do not lose ground in the hours we are busy on the job. Their battle time is the time 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 our hours of work, but we devote comparatively little to improving the hours of recreation."—*Herbert Hoover.*

# A National Conference of Music Supervisors

AUGUSTUS D. ZANZIG

*Director, National Music Service, P. R. A. A.*

The twenty-first meeting of the Music Supervisors' National Conference was its greatest one; especially for recreation workers, its most significant, in every respect. Five thousand and three school music teachers and supervisors brought to Chicago for the week of March 24th several high school choruses from as far away as Omaha; three college choruses; a National High School Chorus, composed of 419 carefully selected boys and girls from high schools in thirty-one states, including California, Idaho, Wyoming, Florida, Alabama and Georgia, as well as north Atlantic and north central states, a National High School Orchestra of 311 high school boys and girls from thirty states and other orchestras and bands. Best of all, they brought themselves and, I believe a larger measure per capita of ardor, loyalty and friendliness than could be found in any other group in the United States.

The choruses sang more excellent and vital music than was dreamed of for boys and girls ten years ago and they sang it with amazing skill, enthusiasm and beauty to which many a listener paid more than once a tribute of tears and joy. The orchestras maintained the high standard set by them at the last conference two years ago. After each long day, chock full of lectures, demonstrations and discussions starting with an early breakfast arranged for regional, college, or topical groups, and closing with a ten-thirty dismissal from an evening concert or banquet, the supervisors themselves gathered in large numbers in the lobby of the Stevens Hotel and sang "community songs" with the abandon and delight and loveliness of which "community sing" leaders have often dreamed as the singing of the future and the consolation for the present.

Let all this making of music for the love of it be a notice to recreation workers, to discouraged unemployed musicians, and to critics of American life, that thousands of the young people of America, though grateful for radio and phonograph,

have joined the noble and joyous order of amateur craftsmen and champions of man-made music!

Having joined this order while in school, what will they do after graduation? This question was the main topic of the Conference. It was the key note of the President's speech, and it was sounded in almost every other speech on the programs of the whole week. A whole morning's meeting was given to consideration of it under the title, *The Challenge of the New Conditions for Music Inside and Outside of the Schools*. A resolution was passed urging that every possible step be taken to provide for singing and playing in schools and in state contests by small groups such as might gather in homes and neighborhoods after school days are done.

At a banquet attended by almost every member of the conference, Dr. John Erskine made a stirring plea for the cultivation of music outside the schools in all parts of the country. He showed vividly how most of the nation is drained of its musical talent by the two or three musical centers of the East. Once located in New York, Philadelphia, or Chicago, the young musicians can't be blasted out of them back to their home towns. They would rather starve in those cities where there is musical culture than be prosperous in the musically arid towns of their youth. (A million radios can't make a city musical.) This is a tragic loss not only to the young people but also to the communities that should treasure and give opportunity to their people's musical talents with all the inspiration and delight they can give, with at least as much devotion as they treasure and develop business resources.

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"In music the radio and the talking machine have added enormously to the delights of life, but the best fun comes to those who have had the advantage of learning the art by mastering some instrument."—Editorial from *The Etude*, February, 1930.

# Music for the Insane\*

Along the improved methods of treating mentally ill patients has come increased attention to recreation and entertainment. Music is now regarded not only as a source of pleasure but even as an active therapeutic agent. The modern mental hospital is equipped with pianos, victrolas and radios as well as various instruments owned and played (with varying degrees of success) by individual patients.

Quite naturally the first places in which the more or less expensive musical instruments were installed were the quiet or convalescent wards, leaving the disturbed wards to seek solace in the use of harmonicas or combs if they so desired. That the pianos and victrolas are appreciated is shown by their constant use from the rising bell to bedtime.

It is in the so-called back wards, however, that the effect of music on the behavior of patients is most striking. To start a victrola in the midst of a group of noisy, disturbed, untidy patients, crowded together as they always are in a public institution, screaming and scrapping as they will at times, is an interesting experiment. The tune must be loud or it will not be heard and if it has rhythm its melody is unimportant. One by one the restless patients begin to time their steps to the music. Here and there a patient curled up on a bench, apparently oblivious to her surroundings, begins to pat her feet rhythmically. A seated patient sways in time and sporadic hand-clapping is heard on all sides. Quarrelsome patients stop fighting and begin to dance with their opponents. The vocal discord subsides. Mischievous patients drag out those who are too inert to move voluntarily and pull and haul them about the floor in grotesque dances. Dispositions and circulations improve miraculously. A portable phonograph, cheap, but good enough to make plenty of noise, works wonders in the care of disturbed and violent patients. Patients who appear to have no interests in the world outside fantasy will ask before breakfast for the music and show resentment at its disappearance even at bedtime.

In the convalescent wards the patients' taste in music varies as it would in any other group of people from different classes of society. It is noticeable, however, that when requests are made

to sit up late for certain radio programs it is usually classical music which is the attraction and not jazz or vaudeville performances. Although theoretically one might prescribe soothing and restful music for noisy wards, it is quite useless, for it passes unnoticed and the original disturbance continues unalleviated. It takes jazz and brass bands and rhythm of a most emphatic sort to penetrate the consciousness of the excited or deteriorated patient.

Like all other things, musical entertainment must not be overdone. There are patients who are annoyed by it, or so distressed that convalescence may be retarded. To some the constant sound of piano, victrola or radio is almost unendurable. To others the associations conjured up by familiar melodies are acutely painful. So far as can be observed, this occurs only in acute and convalescent wards, where conflicts are still active and irritability is at its height. For the protection of these patients limitations must be placed on the use of musical instruments and enforced by means of keys if necessary. Furthermore, it simplifies matters to have only one source of music in each ward, for it often happens that a patient who is driven to distraction by a radio is indifferent to a piano or even enjoys playing it herself.

No matter how excellent the ward radio with its loud speaker may be, the installation of a few head phone sets is a great help. Those patients whose progress is retarded by restless, sleepless nights derive comfort and benefit from the late programs and the rest of the patients are spared the sound of their prowlings and complaints.

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## Jersey City Children Become Choristers

ARTHUR POTTERTON

*Director, Department of Parks and Public Property, Jersey City, New Jersey*

One of the problems with which the Department of Parks and Public Property has found itself faced in conducting its playground program,

\*From the *Medical Journal and Record*, April 17, 1929.

is that of maintaining a contact with our playground children during the period of the year when the outdoor playgrounds are inactive. Fortunately we had in the personnel of our playground work some young men and women who possessed the ability to train children along musical lines and to communicate to them an enthusiasm for music. We conceived the idea of forming a chorus, the members of which would be recruited from the children of the playgrounds.

The response on the part of the children was so great and so enthusiastic that we divided the city into five sections, the children of each section being assembled at a public school, conveniently located, where the chorus might meet. So much progress was made that we were able to obtain permission from one of our local broadcasting stations, (WBKO), to broadcast for one hour every Wednesday evening between seven and eight o'clock.

The organization of this chorus has made it possible for us to develop the latent talent which these children possess. It has afforded them the opportunity of giving this talent expression and, what is most important to us, it has kept us constantly in touch with the young people during a period of the year when we might have had little contact with them. It has given the children a new interest and an outlet for their energy and it is also enabling them to bring a little cheer to people who need it, for on each Saturday afternoon for two hours, a group of the children are taken to our city hospital where they give their entertainments in the different wards.

We are now working on plans to supplement the activities of this group which numbers between 750 and 800 children. We are hoping that on graduating from the rank of playground children we will have other organizations ready to receive them so that the work started by us will be carried through to a successful conclusion.

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"Education dare not be purely technical. It must aim at the inner resources by which men can make constructive use of leisure. The creative joys which the old handcraftsman could achieve in his labor are being subtracted from the life of the modern toiler.

"Leisure alone does not give good life. It is essential that there be such educational discipline as will furnish men with the resources to appreciate literature and art and every high human value."—*Reinhold Niebur*.

# Community Music\*

PERCY GRAINGER

We do not become athletic simply by looking on at football, baseball and other games. We do not become musical by merely listening while others make music—however well they do it. To be musical we must take part in music ourselves, not occasionally, but regularly, often. The art-music of Europe and America is based upon a long experience of many-voicedness, upon long-established habits of musical team work and co-operation. All our music for solo instruments more or less (usually more than less) reflects this rooted many-voicedness, so that it is impossible to do full justice even to the most soloistic music without knowledge and experience of many-voiced music. Therefore a wide familiarity with all kinds of musical team work is even more needful to the earnest music lover than any kind of soloistic study and practice ever can be.

While instrumental team work (chamber music playing of all kinds) is silver, vocal team work is golden—because the roots of the art-music of the white peoples (in this respect unlike the gamalon-orchestras of Java or the marimba playing of Africans) are vocal rather than instrumental. The most precious heritage of our musical past (the priceless boon of harmony) was arrived at through the interweaving of voices singing together.

The noblest and deepest and loftiest utterances of our greatest art-music geniuses have generally been vocal and oftenest choral, even during those centuries which we are apt to think of as mainly given over to concentration upon instrumental expression—for I think it is indisputable that the finest choral compositions of Bach, Handel, Beethoven, Mendelssohn, Schumann, Wagner, Brahms, Verdi, Grieg, Delius, Cyril Scott, Vaughan Williams, Elgar, Loeffler, Ravel, Rachmaninoff, Nathaniel Dett, Roger Quilter and others, strike a more soulful, more human, more cosmic note than that sounded in even the most glorious instrumental creations of these same composers.

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\*Mr. Grainger speaks to the choral groups of Westchester County through the Year Book of the Westchester County Recreation Commission.

America is lucky in its magnificent orchestras; almost every great American city, and many a smaller city, too, is able to hear the finest orchestral compositions superbly rendered. But America has been much less lucky in its choruses. Despite the encouraging trend among American choral bodies during the last few years they still lag sadly behind the choral societies of England, Australia, Holland, Germany and Scandinavia in their ability to essay, with enjoyable ease, the more exacting choral works of the greatest living composers of the present. On this account most of the most important choral works of the greatest living composers are utterly unknown in this country. In fact, it is no exaggeration to say that the American musical public walks in almost total darkness regarding the higher flights of choral music of any period. Only the easiest types of choral music are widely heard. Those works presenting merely moderate difficulties are still a closed book.

Let us take two concrete examples—one a European, the other an American, composition: Delius's *Mass of Life*, his greatest choral composition, is already a household word in the great music centers of Europe, drawing overflow audiences and arousing phrenetic enthusiasm. Yet it has never, to my knowledge, been heard on this continent. One of the sweetest and loveliest works from Charles Martin Loeffler's magic pen is his "a capella" *Ode to one that fell in Battle*—a strictly American theme exquisitely expressed. Why is it never sung by American choirs? Simply because it is a difficult (but not an excessively difficult) work.

This feebleness, this laziness, this parochialism cannot go on forever and it is organizations such as your Westchester Choral Groups that are going to end it.

You are establishing steady habits of choral experience that will eventually build up American choral traditions that can be set with pride alongside American orchestral traditions. You will make it possible, in the future, for American ears to hear the world's greatest choral music as readily as they now hear the world's greatest orchestral music. You are inaugurating an *active* local musical life of team work and cooperation that will lead to incalculably rich and beneficial results in the near future. On all these grounds I applaud what you are doing wholeheartedly and count your endeavor the most life-giving of all the varieties of musical activity known to me.

## Fort Wayne Installs Orchestra

The Board of Park Commissioners of Fort Wayne, Indiana, recently installed on the pavilion at Foster Park a Capehart Orchestra. It is electrically operated with two loud speakers attached and when both are in use it can be heard all over the eighteen-hole golf course recently laid out in this 250-acre park. There are twenty-eight phonograph records in the machine. These are operated automatically and as played are turned over on the reverse side, giving fifty-six selections. This constitutes a four-hour program of music without any attention on the part of the operator. There are three different volumes of voice—the full volume, the middle volume and the ordinary tone of the home phonograph. If the pavilion is being used by a gathering of any sort, the instrument is regulated to suit the gathering's convenience. The park attendant starts it, shuts it off and controls the volume by the mere manipulation of buttons.

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## Old Spring Beds + Small Boys = Train of Cars

The following letter was recently received by Joseph Lee:

My dear Sir,

Empty lot. (The old gas lot Hull and Commercial.)

Tin cans, ends of oil cloth, bricks, everything in the way of junk that can be thrown over a brick wall, including one-half dozen or so old iron spring beds.

Small boys.

The one-half dozen iron spring beds gathered from all the four ends of the lot, formed into a line. Lo and behold, an up-to-date train of cars with immediate appointment of engineer, fireman, conductor, brakeman and all the three year olds for passengers, all going at least sixty miles an hour.

I thought you might enjoy this picture and so venture to share it with you.

Yours very truly,

ROBERT S. CHASE.

## "Flaming Youth" of Long Ago!\*

"Among the posthumous papers of a venerable divine of New Jersey has been found a plan conducting, in an agreeable and useful manner, the assemblies of young persons. We hope some of the methods of diversion proposed will not shock the more rigid nerves of divines in our day. The Trenton News, in which paper we find it, assigns it to a 'divine of the last century, resident of New Jersey, distinguished alike in the political and the religious world. Its probable date is about 1760 or 1770.

"Our readers will recollect that one of the signers of the Declaration of Independence from New Jersey, was Dr. Witherspoon.

"Method—For monthly meetings of the youth of both sexes, in order to prevent irregular night walking, frolicking, and keeping bad company; and, on the contrary, to instruct and learn them a suitable behaviour, and proper carriage among civil, well-bred people.

"1. They shall be allowed to meet once a month, but not oftener, in long days, in the afternoon, and in winter in the long evenings, if that be thought more proper than in the day time; these meetings shall not exceed three hours, without something extraordinary, and they shall retire to their proper homes by nine or ten o'clock, at least.

"2. They shall all meet in a modest, modern, decent dress, and not in a gorgeous high-fashioned dress; and of this the company shall judge, and reprove, if they find occasion for it.

"3. When they are met they shall first spend a little more than half an hour in reading some suitable book, that gives directions and advice concerning the proper behaviour and education of young people, and which fits them to appear and behave suitably in the world. Such books may be procured for them. And the youth shall be allowed to make their observations upon what is read, to show what they think is proper, and what is improper in what is read.

"4. They shall then spend another half hour in conversing and instructing one another in a proper behaviour, and some of the oldest, and those that are more acquainted with the world, can with advantage inform those that are less acquainted. And, it may be some orderly, grave person present may assist them in the matter. And in this part

of their exercise, they must take care to observe proper order and not all get to talking at once, so as to cause confusion.

"5. They shall then, if they choose it, spend half an hour or more in singing and dancing to a violin, when they can have one in their meeting. This must be done with regularity and decency. But if there are not persons capable of carrying on this part of the exercise to advantage, they may change it to some other exercise more useful.

"6. They shall then spend little more than half an hour in walking out and conversing three or four together, or in different parts of the room, when walking out is not agreeable. This will give them an opportunity for free, cheerful converse together upon any thing that is agreeable, and every one will have an opportunity to say something.

"7. They shall then collect together and spend half an hour or more in singing anthems and psalm tunes, with or without hymns, as they think best. This will help a little to keep their knowledge of singing.

"8. None shall be allowed to attend these meetings but such as are orderly at other times, and attend to and obey the rules of the heads of families for regulating their youth. None to attend that go at night without liberty and advice of parents or heads of families. And if there are any youth that have not a proper home, and will behave well—not practice disorderly night walking, but behave as well as regulated youth do, they may be admitted."

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"There can be little doubt that posture, skill, and grace are fostered by fortunate experiences in spontaneous play, in rhythmic games, and physical activities on staircase, sidewalk, hill, seesaw, slide, kiddie car and ladders. Through plays and games which give an opportunity for effort and failure and success, for judicious risks and thrills, the child accumulates a store of experience which builds up morale. This morale has several aspects. It is not purely muscular. It means the capacity to endure and to "stand the gaff" in plays and games; it involves elements of sportsmanship. It also means pleasurable interest in physical activity and in outdoor life. In this broad sense, the concepts of physical education reach down into early life. The higher orders of mental and bodily control have a substratum; and in that substratum there is much oneness."—*Arnold Gesell, Ph.D., M.D.*

\*From *The New York Post*, December 21, 1846.



# In Honor of Helen Wills

RALPH C. McILLWAIN

*Playground Commission, San Francisco, California*

A thousand children cheered long and lustily when Helen Wills, California's world's champion tennis star, addressed them at the occasion of the opening of one of the reconstructed playgrounds which the San Francisco Playground Commission had named for the famous tennis champion. Officials of the Commission and members of the Parent-Teacher Association were present when Ex-Senator James D. Phelan, Chairman of the Commission, introduced Miss Wills and talked to the children of the ideals of fair play and good sportsmanship which Miss Wills personifies. Children from four neighboring schools met in a program of sports.

The newly constructed Helen Wills Playground has been increased in area to 37,812 square feet at a cost of \$60,000. Built on the old site, formerly the Spring Valley Playground, over \$42,000 was expended in the purchase of additional property.

Situated in a congested district where property values are high and the hilly topography a most difficult problem to overcome, a considerable amount of engineering was required to complete the task. As a result, several thousand dollars were needed to meet problems in construction. A paradise for children living in this congested section of the city, the playground offers the best in equipment that economy will permit. Two tennis, volley ball and basketball courts provide equipment for children of an age to enjoy competitive sports, while an enclosed area containing swings, slides, various types of apparatus and a large sandbox affords ample equipment for non-competitive play.

A spacious bungalow type club house provides club rooms for indoor activities during the rainy winter months, a director's office, supply lockers, a small shower room and lavatories. Every available foot of space has been utilized in the layout and design of this small but popular playground.

# Adults at Play in St. Petersburg

P. V. GAHAN

*Superintendent of Recreation, St. Petersburg, Florida*

Adults of any age from twenty-five to eighty will find that St. Petersburg, the "Sunshine City," has pioneered in providing recreation facilities for adults, and the visitor who comes to our city will have a wide range of activities from which to choose. Shuffleboard, roque, long ball, quoits, horseshoe, cards, checkers and archery are provided and dance clubs, state societies, dramatic organizations and other social groups have been created for the enjoyment of our visitors. The program of entertainment which the city provides through the Recreation Bureau and other departments makes St. Petersburg a place where there is something to do and enjoy all the time.

Those who come to our city, many of whom are renewing their youth, may never have taken part before in such a program or used the play facilities in their home towns. They represent for the most part a group which has not as a rule been favorable to the spending of tax money for recreation in their home communities. But the in-

creasing number of letters which reach us in the spring and summer from northern towns and cities concerning the construction of our play facilities, is an indication that these same visitors, on their return home, have looked about in their parks and recreation centers for the type of play which they had enjoyed in St. Petersburg during the winter. It is evident that they have talked with the city fathers and have started action.

These requests and the personal interviews we are able to have with visitors have made us realize that Florida recreation workers, especially in resort cities, have a peculiar opportunity to serve the interests of adult recreation not only in our cities but throughout the country. In the adults participating in our play programs we have an enthusiastic sales force for the recreation movement. It is impossible for many of our citizens to understand expenditures for play. Getting these people to playing themselves is the best kind of education regarding the movement.



THE HELEN WILLS PLAYGROUND, SAN FRANCISCO, BEFORE RECONSTRUCTION



AND AFTERWARDS

## Joseph Lee on Playgrounds

In a letter written by Joseph Lee to someone inquiring about playgrounds he says:

"As to my history, I was brought up among a group of cousins including five boys of about the same age, the uncles mentioned, two of whom brought in painting and drawing; one (my father) Shakespeare and dramatics; three others hunting and fishing, and several uncles and aunts music; so we had all the kinds of things there were.

"I think I went into playground work from a feeling that it was rather silly to let boys get arrested for doing the things they ought to do and without which they would never grow up. My motto has been: 'Don't tie on the flowers; water the plant,' to which I might now add: 'Don't keep the plant under a board where it will grow up yellow.' The boy's dilemma was whether to observe man's law or nature's and to his everlasting credit he usually chose the latter. The playground work has been to try to reconcile the two. It has perhaps stopped a good many good games in which the cops took an exhilarating part, but grown society has so little sense of humor that those games have generally ended disastrously.

"The history of what I have actually done is that I provided supervision for a playground in the North End in 1899, moved to Columbus Avenue about 1900 and kept on there until 1906, when we got the whole thing taken over by the School Committee.

"I don't know of a book giving a description of an ideal playground. I don't think any playground yet includes a woodshed or a dump and I suspect that both should be there. Besides the things that everybody recognizes as good, there are the things that nobody recognizes except the child, and he ought to be given his chance to browse around and find them.

"The first playground was Boston Common. I presume it looked like what it was, namely, Mr. Blackstone's cow pasture, with a squashy frog pond in the middle. It has seen some things since and was pretty nearly spoiled by improvements about twenty years ago but has survived.

"One thing we have found out about a playground is that it is not necessarily ugly and that in fact it is easier to keep order on a beautiful

*(Continued on page 252)*

## Wanted—a Sociological Edison

It is significant of the trend of our age that no speaker at the Edison commemoration exercises laid emphasis on the discrepancy between our technological development and our relative lack of institutional progress. One would have gained the impression that all will be well with the world as long as we have bigger and better electric lights and cheaper and more efficient radios.

Yet this cultural lag—this lack of institutional development—is the most conspicuous problem and the outstanding defect of our civilization. Science, pure and applied, has been the most striking contribution of the last hundred years. Indeed, nothing comparable to our mechanical progress in the last century can be found in the whole record of the human past.

The other aspects of our culture have, however, failed to keep pace with our progress in science and engineering. Our political, religious, economic and ethical notions and practices are those of the days of Washington and Jefferson—indeed, in some way compatible with the age of Moses. Still we only have to go back to Lincoln and Grant to find a material culture almost wholly foreign to our own day.

A civilization that on one side partakes of the culture of the aeroplane, radio and the hundred-story building, and on the other shadows forth the ideals and practices of the ox cart and spinning wheel era cannot be truly healthy.

All honor to the scientist and engineer. They have delivered us not only from inconvenience but from misery and death. Let us not betray them by forfeiting the ultimate benefits which might flow from their work. Rather, let us show the truest appreciation of their labors by developing social institutions and cultural attitudes which can understand, control and intelligently exploit the achievements of science. Let us see to it that science not only amazes us but makes an even greater number of human beings more happy in a fundamental and permanent way.

In short, what we need is a sociological Edison—a man who will throw an abundance of light upon our social ills and their solution.—From Editorial in *New York Telegram*, Oct. 25, 1929.

# The Lynn Woods Nature Trail

BOARD OF PARK COMMISSIONERS

*Lynn, Massachusetts*

The City of Lynn, Massachusetts, is fortunate in owning within its city limits one of the largest natural forest parks in the United States. The area now comprising the Lynn Woods was originally the common property of the colonial settlers and from the woods came much of the timber and firewood used by the community. The entire area is rugged and rocky and consists of a series of elevations surrounded by a ring of hills so that once inside the area, except from highest hills or observation towers, nothing at all beyond its boundaries can be seen, and not until one emerges from them is one aware of the busy industrial city less than a mile away. The area in all comprises about twenty-two hundred acres including three watersheds and three ponds which are used as reservoirs.

Fortunately, the woods, being too rough for agricultural purposes, have been left unspoiled in their natural state, and as the area stands it offers rare opportunities for many forms of recreation which experience has shown to be most useful to a large part of the people. The park is easily accessible from several main entrances served by trolley lines. In it are nearly seven miles of beautiful winding roadways and fifty miles of foot paths and trails, many of which are used also as bridle paths. Such a large section of well wooded and watered woodland offers, naturally enough, sanctuary for many kinds of wild life and presents a wonderful opportunity to study nature in the open and close at hand.

## A NATURE TRAIL

The Park Department of the city has been carrying out a constructive program of nature education in order that the citizens may be attracted to the woods and that wild life may be saved from careless and ignorant destruction. To further the work among the people of the community and more especially the playground children of Lynn, the department experimented during the past summer and fall with a nature trail. The idea, adapted from previous trails of this kind, more especially the nature trail of the American Museum of Natural History of New York

at Bear Mountain, has been modified to suit local conditions.

For the trail were chosen sections of existing foot paths in all about one and one-eighth miles long, beginning and ending at Pennybrook Gate, the most important entrance to the Woods, convenient to trolley lines and with ample parking space. As the park service buildings and residence of the superintendent were near by, supervision and maintenance were made convenient. The paths selected were previously well known and are favorite walks for many who frequent the woods and represent a fairly typical cross section of the entire woodland. The trail climbs rock ledges, skirts the shores of a pond, crosses a small brook, runs alongside a large swamp and passes over hillsides and uplands well covered with hard woods, white pine and hemlock.

## Signs Help Tell the Story

Signs were made from sheet zinc cut to various sizes and painted a ground color with two coats of Duco. For geological signs a French-gray, background color was used, and for botanical and other signs a Nile green. These colors, although easily noticeable, blend well with surroundings. The signs were lettered with India ink and then sprayed with two coats of the best quality varnish. This treatment has proven to be entirely weather-proof.

Some signs were made by means of shellacing colored pictures to the zinc and then thoroughly varnishing them. Water color sketches were also made on the Duco background which, thoroughly varnished, have proven entirely satisfactory and have withstood several months of weather. Many of the signs were mounted directly on convenient trees while others were placed on 2" x 2" oak stakes driven into the ground on an angle with the sign from one to two feet from the ground. This arrangement of stakes on an angle made the signs easy to read and brought them close to flowers, ferns and other objects of interest near the ground.

At the beginning of the trail a large 18" x 36" sign shows a sketch map of the trail with full

directions, and makes the request that visitors do not disturb even the common wild flowers in order that others might see them. At points where other paths or motor roads intersect the trail smaller signs have been placed showing a map of the trail with the place of entrance indicated by an arrow. Below the map these direction signs read "A trail designed to guide you close to nature. It will be to your advantage to begin at the Picnic Grove. Follow the arrows on the map."

Beginning at the starting sign the trail leads up a steep ledge known as Lantern Rock overlooking Breeds pond with an extensive view over the ocean to the south. In the early days of Lynn's history, pirates are said to have used this ledge as a base for a fire signal to their ships at sea. A sign explains this bit of history and the origin of the name.

This volcanic ledge was an appropriate place at which to begin the story of the geology of the region. A series of numbered signs following in sequence tell briefly something of the interesting geological history of the Boston region all visible from the rock. The nature and probable origin of the hills are explained. Drumlin hills and other features of the "Boston Basin" are pointed out on signs and sketches. Other geological signs show the cause, features of interest and visible effects of the ice age. "Visible evidences of the ice age are everywhere about you. The mass of the ice moving slowly southward shaped the country side. Push a cake of ice over rough dirt and note the results." A sketch shows the shape of hills modified by the glaciers and the reason for their form.

Birds which can be seen about the pond are shown by a set of pictures selected from the bird cards obtainable from Church and Dwight Company, manufacturers of soda in New York. These cards, shellaced to the green background of the signs, serve the purpose admirably. Other similar bird signs are placed at locations where particular types of birds are most likely to be seen. It was found best in this way to mix subjects such as geology, trees, ferns and bird along the trail, and to present several progressively, instead of first one and then another.

The trees were, perhaps, the easiest to label. About thirty species of native forest trees are found along the trail. In addition to naming these the signs tell how one may distinguish them, their uses and their importance, with occasionally a test question asking the name of a tree together with some hint of what to look for, such as,—

"This is a Pine. Can you tell what kind? Count the needles in a cluster." Previous signs had shown sketches of clusters of needles near specimens and explained that the white pine has five and pitch pine three to a cluster.

In connection with the trees an attempt has been made to teach something of forest conservation and fire protection. The trail passes through a small nursery where the Park Department raises white pine for reforestation and Norway maples for street trees. This serves as an admirable object lesson. One sign in a beautiful pine grove reads: "*Carelessness Is a Crime*. Except for the constant vigil of the park department employees the Lynn Woods would be destroyed by fires within a year. These fires are all very unnecessary and are caused by careless or thoughtless people. Be sure that you do not start a fire when you smoke. Help keep the woods green. Everybody loses when forests burn."

Another sign in the same grove which was particularly effective has a water color sketch showing on one side living pines on a forest, and on the other side, flames licking up into their tops. The sign says—

"It took Nature 100 years to grow this tree. A moment's carelessness with *fire* will destroy it. Be careful."

### Identifying Birds and Plants

It was not so easy to call attention to the birds. Obviously, they could not stay to be labeled. The bird pictures and questions about birds solve this in the best way we have been able to devise. Hints for bird study are useful and give in detail features to notice when identifying a bird. Birds are introduced this way: "How many kinds of native birds have you seen?" Another sign states that the department has records of 171 species of birds observed in recent years in the woods. This is a revelation to many people who are in the habit of classifying all birds as sparrows, gulls, robins or crows.

Plants are labeled by means of a stake with a sign attached driven close by. This has the advantage of allowing the sign to be shifted to new specimens as the summer passes. Interesting facts, uses and stories about them supplement the names. Many varieties of beautiful ferns are numerous along a section of the trail. A series of signs introduces them. "Do you know how a fern is different from other plants?" Succeeding signs describe the method of reproduction by

spores, the old legend of "fern seed," and their points of interest in general. Other signs call attention to fruiting ferns, then to individual ferns with their identification and habits.

Snakes are a problem because they are so little understood generally. Visitors are first reassured by being told that all snakes of the park are harmless and would be interesting if one knew more about them. Next, a sign asks, "Do you know how a snake moves over the ground without legs?" Most people do not know. They are interested in the sign which followed answering the question. Various other facts of interest are pointed out and described. A woodchuck burrow with front and rear entrance and his paths through the grass for food are discovered close by the trail.

### Publicity Helped

The nature trail fitted admirably into the organized summer playground activities of the park and recreation department. Every day children from the various city playgrounds came in groups and walked over the trail with playground instructors who were sympathetic to the project.

Mention should be made of the splendid cooperation received from the newspapers especially the Lynn Daily Evening Item. This paper printed many columns of publicity and sponsored "Lynn

Woods Sundays." Playground children who showed special interest were selected as trail guides and given instruction in points of interest and ways of describing them to visitors. Each guide was furnished a badge. The newspaper advertised by stories and photographs throughout the week the features of the trail and the fact that guides for visitors would be on hand between the hours of two and four. Each Sunday several hundred people went over the trail led by these playground guides. Due to the local and Boston newspaper publicity, editorials and comments have appeared in various papers through the country giving favorable publicity of the right kind.

### Success of Trail Leads to Expansion

Pleased at the success of this trail, the Lynn Park Department is ready to enlarge this scheme. A field museum of stone is shortly to be erected. This will be a sort of indoor trail supplementing the outdoor one. Generous citizens have offered to contribute valuable local collections to serve as exhibits in this museum. The first trail, when laid out averaged about one sign every twenty or twenty-five feet. It now seems desirable to include a few new signs. Other trails will be planned in other sections of the woods after this first one has been sufficiently developed.



LYNN, MASSACHUSETTS—PLAYGROUND BOYS STUDY THE MAP



Problems in the operation of this trail have arisen. *Small boys seem bound to destroy to a certain extent, and some vandalism must be dealt with.* Signs must be made so as not to be easily destroyed or disturbed and not be too tempting in this respect.

Competent guides on hand at designated hours are appreciated by many visitors to whom the joys of nature seem a closed book until unlocked by the trail signs or the help of an interested guide.

One feature should commend itself to all city authorities and that is the small cost involved, especially when the large number of visitors entertained are taken into account. One has only to view the condition of the path through this trail

## A Unique Leisure Time Hobby

STUART P. DODGE

Few leisure time hobbies are so unique or far reaching in their benefits as that of Spencer Penrose who has established a private zoo at the junction of mountain and plain just three miles south of Colorado Springs on a paved highway. Mr. Penrose, brother of the late Boies Penrose of Philadelphia, and well-known business man, desires to make his hobby of particular interest and educational value to local residents and visitors. Although the zoo already has a splendid collection of birds and animals plans, for the coming year announced by Mr. Penrose include additions of llamas from far-off Peru, and Rocky Mountain goats and sheep.



A GLIMPSE OF PENROSE LAKE

to realize the vast number of feet which had trodden over it and left visible signs of hard usage in the space of merely a few weeks.

A worthwhile feature of this undertaking is the fact that the trail gives an opportunity for many children to show their interest and take an active part who otherwise might find it impossible to enter into the usual type of playground sports and activities.

The design and construction of the nature trail including all the subject matter, the making of signs and their erection was accomplished by Mr. Charles S. Comstock, who was employed by the Park Department as park naturalist for the summer season.

Almost every animal in the zoo has a history of its own, including the boa constrictor which lives under an electric heating pad in a glass house. Several years ago an itinerant circus came to town, housed its animals in an old vacant building and finally departed. It left behind a boa constrictor which had escaped from its cage and disappeared. A thorough search failed to reveal its hiding place but months later a worried janitor, led thence by an anxious cat, located the snake under some loose boards in a basement. It was acquired by Mr. Penrose, and formed the nucleus for his mammoth zoo which covers hundreds of acres.

In the menagerie are herds of buffalo from the Yellowstone, elk and deer, Mexican goats—all of which are constantly producing young—a camel, elephant, mountain lions, two magnificent Nubian lions, polar bears from Spitzbergen, seals, bobcats, silver foxes, coyotes, badgers, porcupines, in fact, nearly everything. Rare pheasants, eagles, owls and many other members of the feathered tribe are included.

Huge fifty-acre runs, paralleling the highway, have been built for the buffalo and for the elk and deer. Concrete winter houses are ready for the elephant and seals, while magnificent outdoor rock pools and dens accommodate other animals like the polar bears, seals in summer, etc.

On a lake back of El Pomar, the magnificent private estate of Mr. Penrose in Broadmoor, are flocks of geese, swans and ducks.

One of the outstanding features of the Cheyenne mountain zoo is its great natural site as a mountain park—probably one of the most unique

(Continued on page 252)

# Museum Games

A never failing source of interest to the young visitors at the Brooklyn Children's Museum is the opportunity of participating in museum games which are designed as a method of introducing children to the Museum's work and of handling groups of children of various ages who swarm into the building every afternoon at the close of school.

## Providing for All Ages

For children who have reached the reading age, games have been arranged relating to minerals, birds, animals, insects, volcanoes and shells, as well as to the history and geography rooms. For the younger brothers and sisters who frequently trail along, puzzle-games of birds animals and cut-up maps are offered, devices suitable for little folk who have not yet learned to read.

The games for children of school age are centered around boxes of question-cards, each card bearing in its corner the number of the case in which the answer will be found. Questions are so devised that the right answer can be arrived at either by observation of the museum specimens, or by reading the labels. Cards for some particular game, the bird-game, for example, are distributed, each with its question and case-number clue. The players rush to the bird-room, locate the case called for, study the specimens, and soon hurry back to give their answers to the docent who conducts the games. A correct answer entitles the player to retain the question-card, and the child who, at the end of the play-hour, can display the greatest number of cards is the winner for that afternoon.

For the "shell-game," a variation of technique is used. Here the players are handed unmarked shells from a box of miscellaneous specimens. Each child then goes to the cases in which labelled shells are kept and tries to identify his unmarked shell by comparison with those in the case. Although this is really much more difficult than the question-and-answer type, it is one of those most in demand by the visitors, who gain added zest from being allowed to handle the shells. Occasionally simple and suitable prizes are awarded for special proficiency, but the interest seems to lie in the game itself. On every week day afternoon a

game period is maintained, and again on Saturday morning this popular indoor sport is in full swing.

## Junior and Senior Courses Attract

In many instances, participation in museum games stimulates the players to a desire for further information, so for the benefit of those studiously inclined, two courses have been outlined—a junior, for those who have learned to read, and a senior course for older children. Each course is divided into eight subjects, of which four are rated at ten credit-points each, and four at fifteen credits, giving a total credit-score of 100. In the ten-point group are aquarium, bird, botany and geography study, while animal, insect, mineral study and history have a fifteen-point value. Children may work in any or all of these subjects, as represented in the Museum collections, and on the completion of each course, a credit certificate is awarded. The senior courses lead to a bronze medal for all those achieving fifty credits, and a silver medal for all those who have obtained a hundred credits, thus completing the entire course. The junior division, although covering the same subjects, is adapted to younger children, and in its turn leads to prizes, one for fifty credit and one for hundred-credit rankings.

In the junior group, most of the questions relate to definitions and descriptions. Thus the animal course begins: "What is the definition of an animal? An invertebrate animal? A vertebrate animal? What does carnivorous mean?—herbivorous? (use dictionary). Name five animals of each type; describe the homes of five animals," and so forth, keeping the range of efforts well within the capacity of young readers. In the senior group, however, a much more mature type of study is called for. For example, the first requirement of the senior botany course is to "study from some good book on botany or biology and the models in the hall" the different forms of plant structure, while the general work calls for "at least one trip to the Brooklyn Botanic Garden and a report on what you have observed," also "a 500-word composition on forest conservation." This work, it is easily seen, is designed as suitable for student of high school or of junior high school grade.

# Bathing Beaches and Bath Houses

During the season of 1929 the Board of Park Commissioners of Seattle, Washington, operated ten bathing beaches from June 14th to September 2nd, the beaches being open from 11 A. M. to 8 P. M. or dark. The total estimated attendance at all the beaches was 830,282—about 280,000 more bathers than were recorded in 1928. The reduced fare for children on street cars was a factor in the increase in attendance.

For the past nine years the Board of Park Commissioners has conducted free swimming classes for boys and girls under sixteen years of age. The class work has consisted of group instruction in dead man's float, dog paddle, side strike, breast stroke, back stroke, under-water swim and American crawl. During 1929 the total registration for the classes was 6005 children—2,890 boys and 3,915 girls. A junior life saving club is organized each season at all of the beaches and in addition to training in life saving, the boys and girls assist in many ways with the beach program. The various groups elect their own officers.

The tenth annual swimming carnival, sponsored by the Park Board and the Seattle Post Intelligencer was held in August at Madrona Beach. Six hundred and fifteen boys and girls entered in twenty-six events. With the inauguration of service charges at all except one of the beaches, the receipts amounted to \$10,388.12. Madrona Beach with its splendid new buildings is by far the most popular and remunerative of all the beaches.

## Hidden Treasure

Many centuries ago, in the formative period of northern New York state, Nature left an inheritance to coming generations of Plattsburg citizens—a golden treasure at the head of Lake Champlain, along the shores of the beautiful Cumberland Bay, which would provide health and happiness to many thousands.

This treasure—golden sand, a shore line of rare beauty—for many years lay undiscovered as a community asset. A few years ago, however, a group of nature loving citizens realized its beauty and adaptability for recreation purposes. Quietly they made their plans, interested owners of beach front property, secured options and prepared for a campaign to make this inheritance an

asset to the community. On a brilliant June day about three years ago, the same enterprising citizens invited the chief executive of the city and his family to an afternoon's outing on the sands of Cumberland Bay. The baby daughter of the mayor had such a good time and the bathing afforded by the shore was such rare sport that the idea of a municipal bathing beach presented itself to the mayor. He, with others interested, persuaded the City Council and a group of private citizens of the feasibility of the plan, and the Plattsburg Municipal Bathing Beach became a reality.

A commission of five administers the beach as well as a beautiful park along the river bank. In addition to the bathing house, there is a sunshine health camp and a supervisor and life guard are provided. The estimated daily attendance is a thousand with a seasonal attendance of nearly 50,000.

Does it pay to save lake shores and river banks for community recreation? Ask Plattsburg, which two years ago voted, "Yes."

## Los Angeles Opens New Bath House

In April Los Angeles' first municipal bath house at Venice Beach was put into operation by the city's Playground and Recreation Department. The new building, erected on the reconstructed Sunset Pier recovered last year by the city from private interests, cost approximately \$30,000 and provides accommodations for 3000 people. Dressing rooms, showers, suit and towel rental, checking rooms and other facilities are included in the new structure. A battery of flood lights attached to the pier will make night ocean bathing at the new beach recreation center one of the principal attractions. A scale of prices ranging from five cents for small children to twenty-five cents for adults will prevail. Other features of the development of Sunset Pier include a picnic area on the seaward end of the structure with benches, tables and cooking equipment.

Two new municipal plunges will soon be added to those in operation; one, in the San Fernando valley, will include a \$35,000 swimming pool and bath house; the other will consist only of the pool itself as funds are not at present available for a bath house. Both recreational projects come as a result of efforts on the part of citizens.

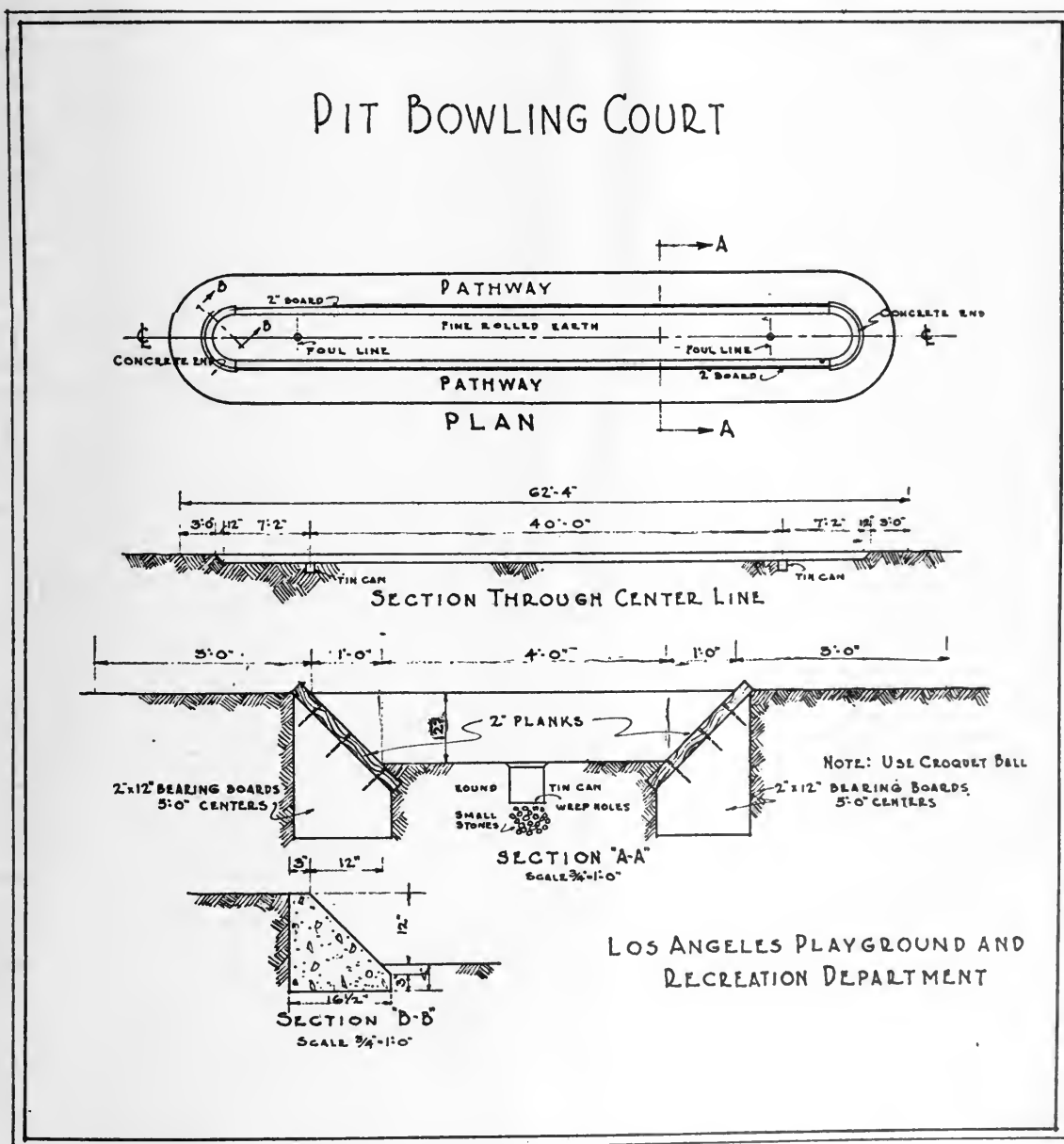
# Pit Bowling

C. P. L. NICHOLLS

*Supervisor of Aquatics, Los Angeles Playground and Recreation Department*

A new game, which has proved to be popular with older men as well as youngsters, was developed at one of the Los Angeles Department of Playground and Recreation camps during the past season. This game combines the elements of bowling on the green with those of billiards. Although the game was developed out of doors, it can easily

be adapted to an indoor space, as it requires an area but six feet wide and approximately fifty-six feet long. The outdoor court can be excavated and surfaced with fine rolled earth or packed sand. This surface should be as smooth as possible. The sides of the court should be made of wood, placed at forty-five degree angles to the base of the court,



so that these surfaces may be used as banks for the balls on their way to the pits.

Two pits, five inches in diameter and about seven inches deep, are set in seven feet, two inches from each end of the court and sunk one inch below the surface. A two-quart tin can makes a very good pit. The player stands behind a foul line, which is at right angles to the center line of the pit, and bowls two balls toward the pit. His opponent then bowls two balls. The object of the game is to score fifteen points. The ball may be rolled directly into the pit, thus scoring five points, or single points may be scored by stopping the ball near the pit. The scoring is exactly the same as in the regulation horseshoe rules. Hazards can be put in the court by making various rises or hills near the pit. Either new croquet balls may be used, each player having two balls to roll, or the more expensive but more satisfactory Boccie balls. These cost from \$4.00 to \$9.00 per set of four balls but make a more accurate and skillful game. The cost of constructing pit bowling in Los Angeles is approximately as follows: Lumber, \$37.50; excavation, \$13.00; concrete, \$12.60, making a total cost of \$63.10.

In adapting pit bowling to an indoor floor, a thick carpet is laid with 4x4's along the side angled at 45 degrees, and a rubber bumper installed at both ends, while the pits are sunk into the floor. Additional hazards can be put in this game by placing small objects such as buttons beneath the carpet in the vicinity of the pit, and shots can be played from the rubber bumper at the end of the court, as on a billiard table. Great skill can be developed by the pit bowling player in hand and eye coordination.

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## Athletics on a Cooperative Basis

Community Service of Boston, of which W. Duncan Russell is Director, and the Boston Park Department are cooperating in a program for the promotion of athletics which is far reaching in its scope. The Park Department provides the facilities, many of them indoor, and Community Service secures the groups, organizes them into leagues and administers the program. Football, basketball and baseball are the major sports promoted.

During 1929 the Boston Park Department football leagues numbered two, with twenty teams participating. Twenty-nine games were played during a season of seven weeks on ten different playgrounds of the Park Department. The cost of conducting the leagues, not including the expense of clerical assistance, postage, supplies and prizes, paid for by Community Service, was \$161.20, the average cost per game being \$5.55 and the average cost per season per boy \$.34.

Ten leagues with sixty-four teams took part in the Park Department Inter-community Basketball program, lasting nine weeks. One hundred and sixty-nine games were played in nine of the municipal buildings. The expense of conducting the leagues was \$490.40; the average cost per game played \$2.90, and the average cost per boy per season, \$.89½.

In the Park Department Senior Twilight Baseball program there were fourteen section leagues with an average number of eight teams per league, 110 teams participating. Four hundred and three games were played during the sixteen week season and twenty-five diamonds were used. The cost of maintaining the games, exclusive of the expense of organization, clerical assistance, supervision and prizes, was \$678.36; the average cost per game, \$1.68, and the average cost per boy per season, \$.35.

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## Play in the Intervals of Work

It is good to play in the intervals of one's work. A good laugh, a little frolic, relieve the tension of mind and muscle. Do your eyes become tired as you play tennis? Momentarily take them off the confines of the court and look at the landscape. It will bring instant relief. Do you become weary with the mass of material on your desk demanding attention? Do you become burdened with a constant stream of visitors that you must see until you feel that you will break under the strain? That is the moment to frolic a bit.

Let us accomplish our work, but let us have a good time doing it. Letting off steam is good for us. I admit it needs control just as our play needs control.—*Gustavus Town Kirby.*

## A Foundation Comments on Its Findings

The National Community Foundation which has been promoting leisure time activities in small communities in a number of Middle Atlantic States, recently issued a report of one year's work with an analysis of it.

The Foundation worked in 29 communities in Delaware, Maryland, New Jersey, Pennsylvania and Virginia. Of these 29 communities 22 were under 1,000 population; and 7 between 1,000 and 2,500. The activities promoted included dramatic clubs, boys' and girls' clubs, handcraft clubs, community parties, Christmas celebrations, community bands, orchestras and choruses, and civic leagues.

The Association conducted two regional conferences of local leaders—one attended by 100 delegates from 29 communities and another with 200 delegates present. The Community Foundation reports that they found few, if any, leisure time activities in the towns visited by them, and that the automobile and high school basket ball games furnish practically the total leisure time activities. They reported hardly a town in the list with cultural leisure time activity. The report comments also to the effect that the church and political groups are the only commonly existing groups in the communities touched by the Foundation, that these groups are divisive and tend to prevent community activity rather than to promote it, and that they support nothing for leisure time except an occasional activity which has the further purpose of giving the particular group preferred community standing as compared with a similar community group.

The report also indicates a definite poverty of local leadership. They have found few possible leaders, and those discovered were timid and discouraged because of the difficulties they have encountered through church intolerance, family feuds or individual jealousies.

The Foundation reports a prejudice against the phrase "leisure time" and against the phrase "cultural activities." The average man apparently wants something he can think of doing in his shirt sleeves. The Foundation has come to feel that the approach to the leisure time activity in the small town is not through books or study groups. They find an interest in child guidance, but only to the extent of having some one else

study this problem and report definite things to be done, and not to the extent of a desire on the part of parents themselves to study the problems and work out the solutions.

The Foundation was not successful in trying to promote the forum method due, it believes, to the fact that practically everybody in small towns has been brought up through the church, school and political parties to believe that there is an infallible statement in platform, creed and text, and that it is a waste of time or a sacrilege to discuss another point of view. Such forums as were actually started developed few or no questions. The Foundation *did* secure measurable success in interesting adults in drama, music, craftsmanship and story telling.

Another comment made by the Foundation is to the effect that the whole community cannot be interested in anything cultural, that for the development of cultural interests the approach must be through a relatively small group which is enlarged as others are gradually brought to develop interest in the activities. The Community Foundation also reports that although community councils are ideal on paper, they have not been able to make them work.

Perhaps the most important conclusion reached by the Foundation is to the effect that outside encouragement and direction are required for the development of the leisure time program in the small town.

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"The children are experimenting with new media as means of expression. What they want is a rich environment and a sympathetic critic. What a little child who is painting a picture needs is not a master of technique to instruct him, but someone to show him how to wash his brush between the red paint jar and the green, and to hang up his picture when it is done so that he may feel sufficiently satisfied to go on another day. When a child tells a story he needs someone to write it down and read it back to him. It is through such simple assurances that growth is encouraged. And growth is the goal of the new education."—*Elizabeth Irwin in The Survey*, December, 1929.



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# Magazines and Pamphlets

Recently Received Containing Articles of Interest to the  
Recreation Worker

### MAGAZINES

- The Survey* Midmonthly, April 1930  
Crutches to Ball Bats, by Charles J. Storey
- The Survey Graphic*, May 1930  
Potent Leisure, by Harry A. Domicovich
- The American City*, April 1930  
A Pageant of the Old Time Creates a New Community Spirit  
A Way to Keep Boys on Summer Playgrounds  
Schools Best to Administer Playgrounds  
Philadelphia's Municipal Music Bureau  
How Local Historic Tradition Enriches the Recreation Life of One City
- The American City*, May 1930  
Popular Programs of Playground and Recreation Departments  
Denver Plans for Play  
Larger Playgrounds and Greater Safety for Jamestown School Children  
Adult Athletic Leagues in Evansville
- Hygeia*  
Children's Parties—Good and Bad, by Rachel Ash
- Parks and Recreation*, March-April 1930  
Valuable Information for Greenskeepers  
Municipal Golf in Winnipeg, by G. Champion  
A New Venture in The Air  
Rockford's First Silver Skates Derby, by C. T. Pedlow  
A Digest of Handcraft  
Circus Days on Memphis Playgrounds  
A Modern Swimming Pool, by F. S. Mathewson  
The Place of Art in Recreation  
Inter-Playground Industrial Information Exchange, by V. K. Brown  
Development of Recreational Facilities at Seattle, by Ben Evans  
Trees and Recreation, by H. J. Neale  
Sand Green Putting Course Proves Popular Park Feature, by Frank L. Bertschler
- Progressive Education*, April 1930  
An Exploration of Leisure, by Harry A. Domicovich
- Landscape Architecture*, April 1930  
Notes on Cost Data for Park Maintenance, Washington, D. C., by Conrad L. Wirth
- Child Welfare Magazine*, May 1930  
Study of Leisure Time Activities of Children, by Adelaide D. Larkin  
Importance of the Community Recreation Program, by J. W. Faust.
- Child Welfare Magazine*, June 1930  
Children and Gardens, by Fleeta B. Woodroffe  
The Child's Paradise, by Richard T. Ely  
Summer Reading for Young People
- The Nation's Schools*, May 1930  
Planning a School and Playground Expansion Program
- American Childhood*, June 1930  
The Puppet Show in the Summer Playground, by Benjamin A. Clarke and Stanley G. Witter

### PAMPHLETS

- Annual Report of the Department of Public Playgrounds & Recreation—Orlando, Florida, 1929.*  
*Annual Report of the Department of Recreation—Detroit, Mich., 1929.*

## On the Summer Playground

(Continued from page 220)

expect our leaders to know everything there is to be known about playground leadership. Perhaps, together, we can iron out some of the many difficulties which arise from time to time.

You have a job and not a position. Here are a few "Don't's" that are worth while committing to memory:

1. Don't be afraid to say, "I don't know." We learn from experience of others. It is better to admit the truth rather than be sorry later.
2. Don't say "I can't." Where there is a will there is a way. We will help you.
3. Don't be afraid to ask questions.
4. Don't lose your head.
5. Don't force your program. The program should be presented in such a way as to be attractive to the children and adults.

An efficiency record will be kept of each play leader. When the leader's record falls below standard, he or she will be notified and will be given one week in which to bring his or her record up to standard. If the leader fails during the week of probation, he or she can expect nothing short of dismissal. Efficiency records will be based upon:

Personal appearance, 10; Punctuality, 10; Attitude, 10; Cooperation, 30; Program, 40; equals 100.

Eighty is considered the minimum standard.

## Dramatic Notes

(Continued from page 231)

and Railroad Company, present a pageant. This year *The Awakening of a Persian Prince* was the subject of the pageant given on May 17th. In addition there was a recreation demonstration consisting of a flag salute, mass drills, a demonstration of games by grades one, two and three of all schools, pyramids and rhythm medley.

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## Joseph Lee on Playgrounds

*(Continued from page 240)*

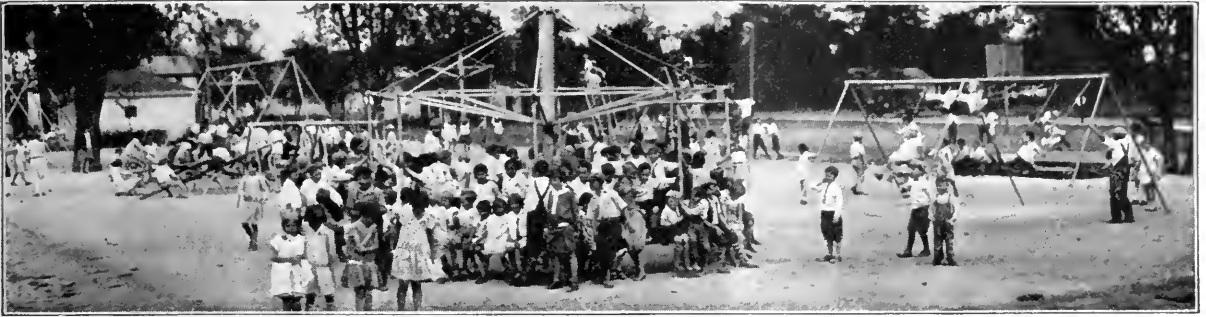
playground than on an ugly one. Also that it pays the real estate people to have one in the neighborhood."

## A Unique Hobby

*(Continued from page 244)*

in America. It towers more than 3,000 feet above the level of the Broadmoor plateau.

Among gifts to the menagerie include that of a monkey from Warden Thomas Tynan of the Colorado State Penitentiary, while friends of Mr. Penrose and Charlie Tutt, his associate, presented him with seals taken from the Mexican Coast below San Diego. Recent additions of baby elk, buffalo and Mexican goats were announced by keepers. The silver foxes were presents from Superintendent Nusbaum of the Mesa Verde National Park, while Jack Dempsey, who trained at Broadmoor before his first fight with Tunney, added to the collection by a gift of a baby black bear now grown to huge proportions.



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## Book Reviews

**RECREATIONAL LEADERSHIP OF BOYS.** By William Ralph La Port. Published by the Methodist Book Concern, New York. Price, 75¢.

To help increase the efficiency of those who are interested in the physical, spiritual and social development of youth is the purpose of this book which discusses the values of a church recreation program, its aims and objectives, the necessary planning and equipping, organizing and administering, the elements of the program, the program by departments, social and mental activities, health education, sportsmanship training and discovery and development of leaders.

**JOLLY GAMES AND FUN-MAKERS.** By Raymond G. Bressler. Published by Eldridge Entertainment House, Inc., Franklin, Ohio. Price, 75¢.

Over 250 games and activities for community gatherings, picnics and parties are suggested in this book. The activities suggested make a special appeal to rural school teachers, grange officials and other workers in rural districts. Their careful classification greatly facilitates the use of the games.

**THE SOCIAL WORKER IN GROUP WORK.** By Margaretta Williamson. Published by Harper and Brothers, New York. Price, \$2.50.

This volume, the second in the Job Analysis Series prepared by the American Association of Social Workers, seeks to present a composite picture of certain type jobs as they are actually carried on in a variety of agencies and localities. It takes the form of a listing of duties and responsibilities, relationships, qualifications and conditions of work, as these were revealed in the process of interviews with workers and are supplemented by other

sources of information. In making the study between forty and fifty types of group work were studied in twelve types of organizations—settlements, community centers, school centers, church centers, Y. M. C. A.'s, Y. W. C. A.'s, Y. M. H. A.'s, Y. W. H. A.'s, Boy Scouts, Girl Scouts, Camp Fire Girls, boys' clubs and playground and recreation systems.

Part I outlines the scope of the study, Part II discusses the group director, Part III, the specialist, and Part IV the executive, each from the point of view of his administrative responsibilities, relationships, education, experience, personality and compensation. Recreation workers and others in the field of community work will be greatly interested in seeing this picture of the field of community work and their particular relationship to it.

**READERS AND PRIMERS.** American Library Association, Chicago, Illinois.

The Committee on Readers and Primers, Section for Library Work with Children, American Library Association, has issued a report in which it has recommended a selection of readers and primers for use in children's rooms and in public libraries. The list contains twelve series of readers and twenty-three separate books of reader type which are representative of the literature most suitable for children's libraries.

**PLANNING WHYS AND OTHERWISE.** Published by the Division of City Planning and Municipal Engineering, Bureau of Municipal Affairs, Harrisburg, Pa.

Under this title have been brought together papers and discussions from the annual conference of the Pennsylvania Association of Planning Commissioners held at Williamsport, Pennsylvania, February 23, 1929. Various phases of city planning were discussed and the subject of parks, playgrounds and recreation was presented by

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John R. McConaghie, Landscape Architect of the Bureau of Municipal Affairs, who outlined the various types of play areas, their arrangement and use.

CREATIVE DRAMA IN THE LOWER SCHOOL. By Corinne Brown. D. Appleton and Company, New York. \$2.00.

Treating play as the "learning method for children," and writing in a spirit of sympathetic understanding of little children, Miss Brown has produced a most helpful book. *Creative Drama in the Lower School* will supply the teacher with the technique and principles of dramatic creation which will help develop in the child a practical knowledge of this important branch of the arts. Costuming, stage setting and color effects are explained and practical hints given the children on doing their own work. Patterns and diagrams accompany the text. The use of rhythms in the dance, the place of pageantry in the drama, the construction of puppets and marionettes and the motion picture are treated.

OUTDOOR PLAYS FOR BOYS AND GIRLS. Compiled and edited by A. P. Sanford. Dodd, Mead & Company, New York. \$2.50.

Counsellors of summer camps and playground leaders will find splendid material in this collection of twenty-six plays which may be presented by boys, girls or mixed groups. The plays have the advantage of being easy of

presentation, since they do not demand too much in the way of properties, costumes or previous experience.

PLAYS FOR GRADUATION DAYS. Compiled and edited by A. P. Sanford. Dodd, Mead & Company, New York. \$2.50.

Schools preparing for graduation plays will find this collection of eleven plays invaluable. With three exceptions the plays have not been previously published and a number were written expressly for this volume. The plays are simple enough in setting and technique for performance with the limited facilities of small schools, but they will at the same time prove attractive to those schools fortunate enough to have a dramatic coach and more complete stage equipment.

PEG LENDS A HAND. By Elizabeth Brooke. The Campfire Outfitting Company, New York City. Price, 25c.

This attractive camp fire play has a cast of eight girls. As the scene of all the acts is a dormitory room, the setting is simple. The play cannot fail to appeal to girls.

THIRTEENTH ANNUAL REPORT OF THE NATIONAL PARK SERVICE, 1929. United States Department of the Interior. Government Printing Office, Washington, D. C.

Recent developments in the work of the National Park Service and the extent of its activities as described in the 13th annual report, would, we venture to predict, come as a surprise to many citizens of the United States who perhaps know little about the variety of services rendered or the opportunities which are offered. An interesting feature of the work has been the educational development. The establishment of museums and of libraries in national parks, lecturers, field trips conducted by ranger naturalists, guiding and nature trails, wild flower gardens and the conducting of field classes in the parks are combining to make our national parks great universities of nature lore and rare educational opportunities.

THE "KIT." Church Recreation Service, Delaware, Ohio

Recreation workers will be interested in three issues of *The Kit* for Social Recreation which will be helpful for spring and summer programs. No. 18 and 19 entitled, *Town and Country Number* contains suggestions for plays, games, picnic pointers and old time dances and offers music and a number of illustrations. Price, 50c. No. 20 and 21 is a program number with suggestions for planning the year's parties, a mock opera and other activities. Price, 50c. No. 22 of *The Kit* offers play notes, games, tricks, songs, stunts and folk dances. Music is also included. Price, 25c.



**PLAY SUITS FOR WINTER.** Leaflet No. 54. United States Department of Agriculture, Government Printing Office, Washington, D. C. \$.10

The Department of Agriculture has published a number of pamphlets and leaflets which will help parents, teachers and others who are seeking to meet the needs of little children. Among these is an illustrated pamphlet on play suits for winter which suggests the best fabrics and the most practical styles.

**OFFICIAL BASEBALL GUIDE—1930.** No. 100X. Spaldings Athletic Library, New York. \$.35.

This book, published for the fifty-fourth year, contains in addition to records, club rosters and similar material, the official baseball rules. The rules contain explanatory notes and a new series of "knotty problems."

**TRACK ATHLETICS AND CROSS COUNTRY.** By Lloyd W. Olds. A. S. Barnes and Company, New York. \$2.00

Prepared by a coach for coaches, this book is exceedingly practical in its discussions of problems of the coach, training and conditioning, organization and administration, sprinting, middle and distance runs, relay racing, hurdling, weight events, jumping events, training for cross country running, and physiological effects of cross country running on high school boys.

**GROWING STRAIGHT.** By Maud Smith Williams. A. S. Barnes and Co., New York. \$2.00

Something new for physical educators will be found in this book which describes some of the secrets of physical and mental development preserved from a past generation by the American Indian. The Indian's philosophy of life, his art of relaxation and mental control are presented, and some athletic exercises which have resulted in the Indian's grace and balance are given.

**GIRLS' ATHLETICS.** Department of Education, State of Ohio, Columbus, Ohio.

The Department of Education of the State of Ohio has prepared, under the auspices of the State Committee, Women's Division, N.A.A.F., a booklet incorporating a series of questions and answers which throw a great deal of light on some of the perplexing problems in the administration of girls' athletics. Section I of the series takes up general policies and such questions are raised and answered as, "Are interscholastic championships in any sport desirable?" "Ought competition be used as a motive to stimulate participation in athletics?" Section II has to do with the athletic activities suited to girls and here a discussion of play days is introduced and activities of various kinds are discussed. Section III takes up health supervision; IV, finance; V, basketball; VI, publicity; VII, awards and point systems, and VIII, uniforms and equipment.

The material is concise and to the point, and the question and answer method used, effective.

**WHAT ABOUT THE YEAR 2000?** Federated Societies on Planning and Parks, 901 Union Trust Building, Washington, D. C. \$1.00.

A long look ahead is taken in this summary which attempts to answer the questions "Will our land areas in the United States meet the demands of our future population? How are we to determine the best use of our land resources?" The material, prepared by the Joint Committee on Bases of Sound Land Policy, organized by the Federated Bureau on Planning and Parks, composed of the American Civic Association and a number of parks and city planning associations, reaches the following conclusions: "The available facts in regard to the major surface uses of land are not adequate to justify positive conclusions in all cases, but there are almost unlimited opportunities for promoting social progress by planning the use of our land resources in different sections and

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from a national point of view." The committee suggests that "surveys should be made in each area to find out how much of the land can be used to supply local market demands, how much, if any, can be used for crops that compete with more productive areas, what land ought to be left in forests or put into forests, what changes in taxation are necessary, and consideration of the questions as to whether settlers can improve their standards of living by moving elsewhere."

LANDSCAPING HOME GROUNDS. By L. W. Ramsey. Macmillan Company, New York. \$2.00

The prevalence of garden clubs, the use of home grounds for recreation, home beautiful campaigns, local flower shows and other evidences of the genuine interest in making home surroundings beautiful, insure a welcome for this beautifully illustrated and practical book. The volume points out in clear and non-technical language the principles involved and gives definite suggestion for a plan which will show the leaders how to beautify the home "for greatest pleasure and profit."

EDUCATION AND THE SUMMER CAMP. L. B. Sharp. Bureau of Publications, Columbia University, New York. \$1.50

L. B. Sharp of Teachers College, Columbia University, was requested in 1925 to take the responsibility for reorganizing and conducting the two camps maintained by *Life's* Fresh Air Fund along lines of modern standards and practices found in the best camps. This book is a report of the four years' experiment conducted and a history of the development of *Life's* camps. The development of camping as a part of welfare work in New York City is also outlined. The intensive work done in *Life's* two camps has made it possible for Mr. Sharp to present an analysis of camp life and of the practical problems to be met which cannot fail to be helpful to camp directors in other types of camps.

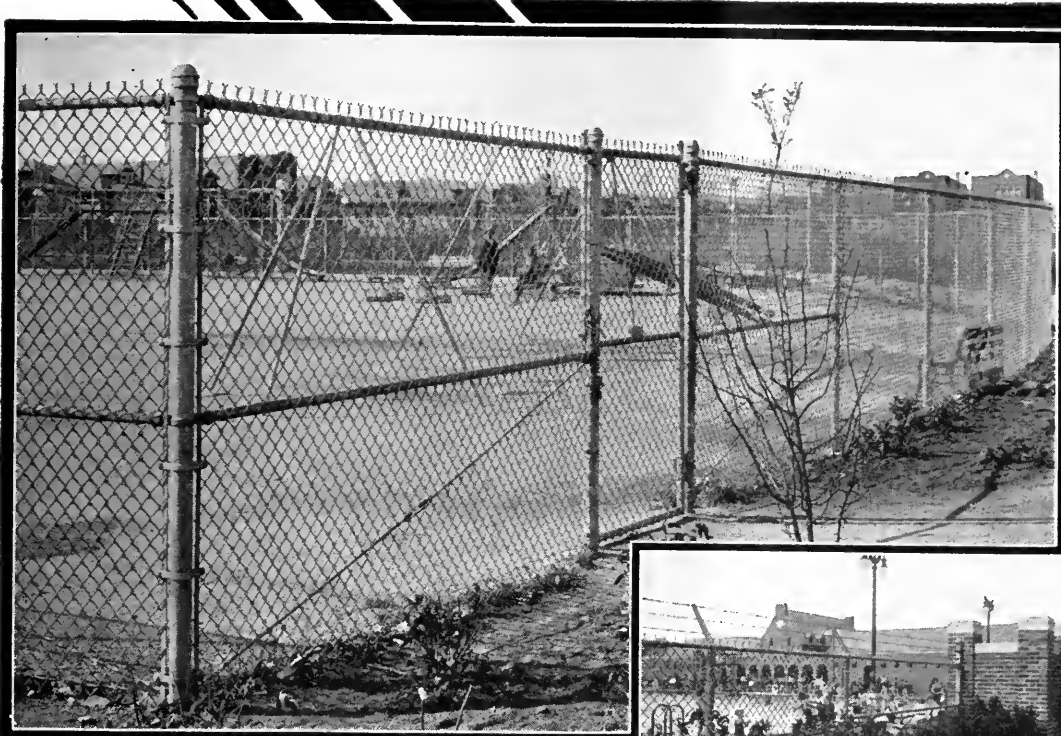
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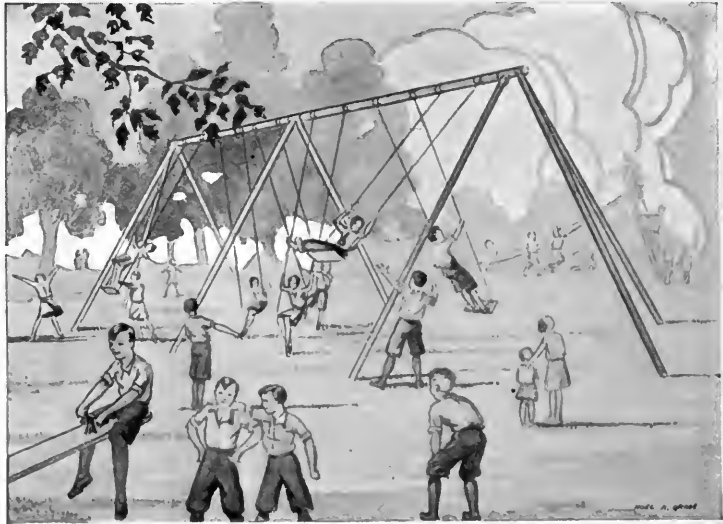
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# Playground and Recreation

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AUGUST, 1930

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Week End Camps

By Frances L. Adkins

Landscape Design for Playgrounds

By L. Glenn Hall

Research Projects in Play

Clubs on the Playground

Go to Grass!

By William Gould Vinal

# Playground and Recreation

Maintained by and in the interests of the National Recreation Association  
formerly named Playground and Recreation Association of America

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315 Fourth Avenue, New York, N. Y.  
Subscription \$2.00 per year

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# NATIONAL RECREATION ASSOCIATION

Legal steps have just been completed changing the name of the Playground and Recreation Association of America, Incorporated, to National Recreation Association, Incorporated. It was found that local boards administering playgrounds and recreation centers are more and more being called recreation boards. Friends in localities and writers in the newspapers refer to the Association as the national recreation association.

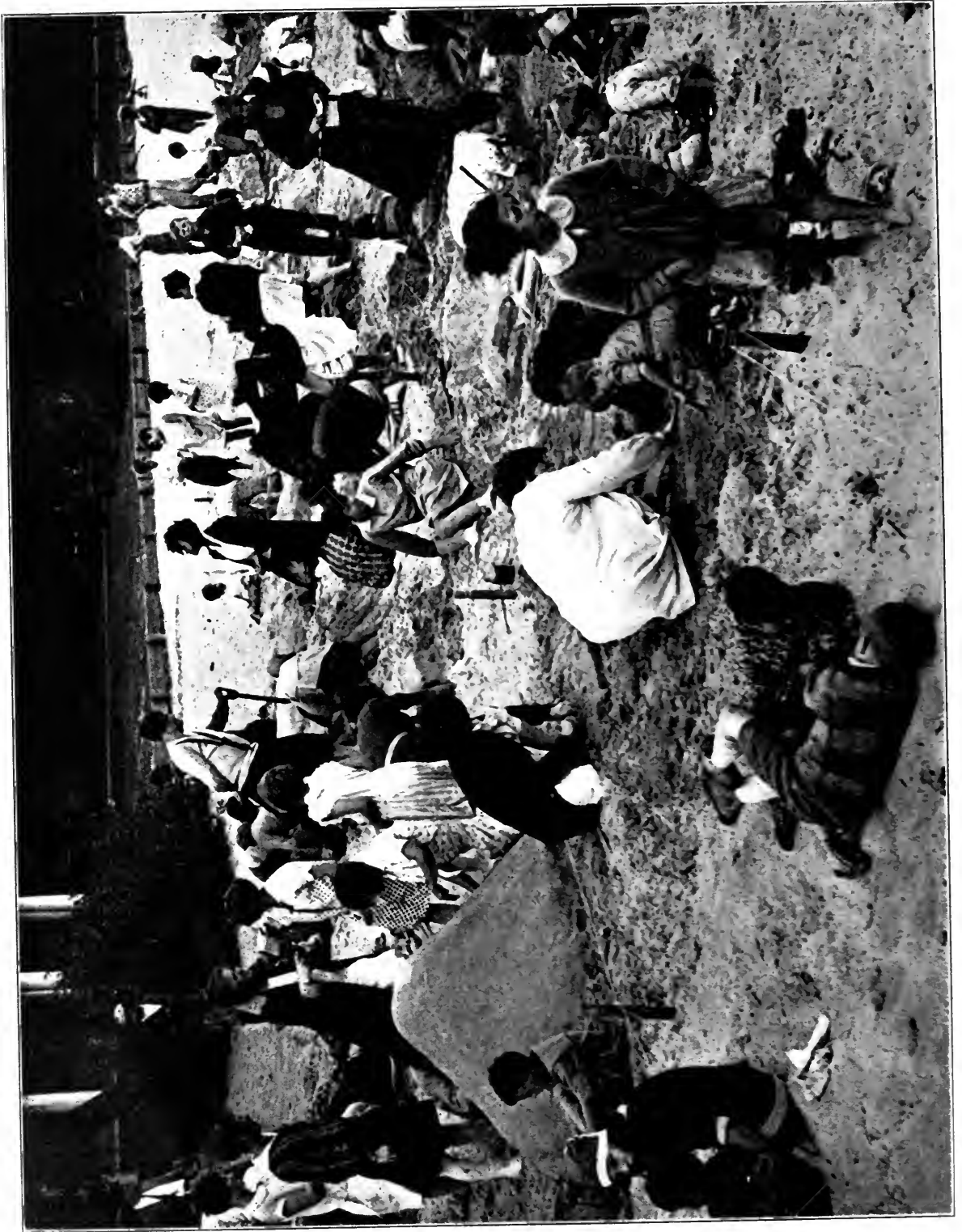
Recently Secretary of the Interior Wilbur spoke of the recreation movement as being so much more than children's play, including as it does, music, drama, handcraft, nature interests, as well as athletics and games.

The old name was too long and it was a little hard to pronounce. It was hard to secure its common use. The National Recreation Association hopes to be able to do more than ever before for the playgrounds, athletic fields, swimming pools and all that pertains to the play life of children.

JOSEPH LEE, *President*

H. S. BRAUCHER, *Secretary*





SAND MODELING CONTESTS IN EVANSTON, ILL.

# Playground and Recreation

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## World at Play

**Cleveland's Community Center Frolic.**—For the past four years the community centers maintained by the Division of Community Centers of the Cleveland Board of Education, have closed the season's work with a tremendous demonstration known as the "Community Center Frolic." The fifth frolic, held on April 23rd, pictured the activities of the program—physical, dramatics, social, music and handcraft. The hand work made at the centers was on exhibition on the main floor of the auditorium where the Frolic was held.

From 7:30 to 9:30 came a four ring circus! There was a demonstration of physical activities consisting of men's and women's basketball, women's cage ball, women's gymnasium drill, men's volley ball, Badminton, golf and boxing championships. At the same time the demonstration of dramatics was going on, filmed as a silent movie. Music was demonstrated by minstrel groups, male quartettes, women's choruses and all the other musical groups of the centers. A tap dancing contest added to the interest. From 9:30 to 11:45 came social dancing in which spectators were invited to join, and with this demonstration of the social activities of the center the program closed.

**Model Yacht Clubs in Boston.**—"A model yacht within the reach of every boy" is the slogan of the Model Yacht Department of Boston Community Service, which has organized the Boston Junior Yacht Association with membership open to any boy or girl under twenty-one years of age. Junior membership is limited to boys or girls who have not reached their seventeenth birthday; senior membership to those who have passed their seventeenth birthday but are not yet twenty-one. Everyone applying for membership must own a

sailboat, either a store or home-built model. The program is conducted on the basis of group organization and there are four groups known as "Gobs," "Plebes," "Middies," and "Skippers." Each week the association conducts instruction periods in building yachts and sailing them.

**An Annual Yacht Regatta.**—On June 15th the Playground and Recreation Department of Los Angeles, California, held its second annual yacht regatta at Cabrillo Beach. The program, which lasted from 11 A. M. to 4 P. M., consisted of the following—a rowboat tug of war, each team consisting of four boats with two boys in each boat; a canoe race for boys twelve to fifteen years of age and one for boys sixteen to nineteen over a half mile course; canoe tilting with two boys in each canoe, one as skipper doing the paddling, the other handling an eight-foot pole; obstacle race with boys rowing 100 yards, changing to canoe and paddling 100 yards; model yacht races for boys with models not over twenty-six inches in length and similar races for the forty inch class model yachts.

**Playground Broadcasting.**—The playgrounds of Lynchburg, Virginia, have been invited to broadcast over the city's new radio station and broadcasts will be given every Tuesday during the supper hour. At the first broadcast a splendid program was given by the city's oldest playground of piano, vocal, violin, harmonica and guitar selections. The director of each playground will announce her program.

**Dayton's First Annual Stilt Walking Contest.**—On May 24th the Bureau of Recreation of Dayton, Ohio, held its first annual stilt walking

contest open to boys between ten and fifteen years of age. The events included balancing in eighteen inch circle, cock fight in five foot circle, unique events, fifty yard race, twenty-five yard backward race and obstacle race. Ribbons were awarded for first, second and third places and the champion received a silver loving cup. Awards were also made for the best hand made stilts, the most unique pair and for the tallest and smallest pairs (contestants were required to walk on them for fifty feet).

**Jacksonville's Pet Show.**—"Anything that walks, crawls, creeps, flies or swims" was the invitation issued by the Playground and Recreation Department of Jacksonville, Florida, in announcing its annual pet show. The opening event was the "miscellaneous dog" or mutt parade. Ribbons were offered for winners in all classes of events and the entry of any animal, however weird or unusual his breed, created a special class.

**Summer Activities in Elmira.**—Elmira is enjoying one of the greatest amateur baseball seasons in its history, according to records announced by Mr. Dave Shoonover, Baseball Commissioner for the City Recreation Commission. Over 1000 men and boys are taking part in nine leagues of sixty-three teams. The parochial school league, sponsored by the Knights of Columbus, has six teams; there are three midget leagues for boys under the Elks Club consisting of twenty-four teams. The Junior League of eight teams for boys under sixteen years of age is sponsored by the Exchange Club, while the American Legion League is made up of boys under seventeen years of age, organized in five teams. In addition, there is an intermediate league for boys under twenty-one years of age, which the A. B. C. Club is handling. Men have found a place for themselves in two soft ball leagues consisting of sixteen teams.

The Recreation Commission has organized two soft ball leagues of eight teams each, which are proving very popular with Elmirans. More than 200 men are taking part in the games which are played twice a week at 6:15 P. M. at local parks and playgrounds. Night tennis was inaugurated early in June. This was made possible by the installation of electric flood lights at the tennis courts at Mark Twain Park where lights are turned on at 7:30 and off at 10 o'clock. A time

limit of twenty minutes is allowed each group of players.

**A County Baseball Officials Association.**—The Westchester County, New York, Recreation Commission has organized the Westchester County Baseball Officials Association with the following objectives: to raise the standards of officiating, to be of service to coaches, organizations and schools promoting baseball, to promote good sportsmanship on the part of players, officials and coaches and to contribute in every way possible to the improvement of the game of American baseball. Membership will be open to any official of baseball residing within the county and such officials may become members of the Association by filing an application, paying the initial fee of \$2.00 and submitting recommendations from three qualified people who have seen them officiate, and by satisfactorily passing a written examination on the official baseball rules.

**National Public Parks Tennis Tournament.**—The National Public Parks Tennis Championship Tournament for men and women, promoted by the United States Lawn Tennis Association, will be held in Washington during the week beginning August 18th. This tournament will be open to men and women players who have won city public park championships. Further information may be secured from Mr. E. B. Moss, Executive Secretary, United States Lawn Tennis Association, 120 Broadway, New York City.

**A Baseball Tournament in Philadelphia.**—Eighty-five teams are competing in the tournaments which are being held under the direction of the Bureau of Recreation of Philadelphia. Twenty-four of these are girls' teams playing regulation playground ball. The boys are divided into groups under fourteen years of age and between the ages of fourteen and sixteen. In addition to these teams there are about 100 teams from recreation centers playing in the Boys' Council and American Legion tournaments. The majority of these games are played at the recreation centers and the district headquarters for the competition are all recreation centers. At the larger centers there are local neighborhood leagues including about 300 teams varying in age from midgets to adult baseball teams.

**Hamden's Community Field Day.**—On June 7th the Recreation Commission of Hamden,

Connecticut, conducted its tenth annual community field day at the American Legion field. An audience of 5,000 from Hamden and surrounding communities watched the events; 500 took part in the program, with over 100 individuals serving as committee members, officials and judges. Music was furnished by the Naval Militia Band of New Haven and the program was preceded by a parade in which the American Legion, the police, firemen, Boy Scouts, Girl Scouts, school boys and girls, Red Cross, Air Derby Club and other organizations took part. This is the first year the town of Hamden has had a year round program under the leadership of a paid executive. Stanley H. Leeke is serving as Superintendent of Recreation.

**Athletic Badge Tests in Springfield, Ohio.**—In 1929, 726 children of the elementary schools of Springfield, Ohio, passed the Athletic Badge Tests of the P. R. A. A. In 1930, 1,139 children were successful in meeting the standards. The children have greatly improved in their athletic work, states Miss Gertrude L. Davis of the Physical Education Department, who is enthusiastic over the results of the tests.

**"Every Sixth Grader a Swimmer."**—Under this slogan the boys and girls of the sixth grades of the Los Angeles public schools during the week of June 6th received a course of swimming lessons at the municipal swimming pools under the direction of the Playground and Recreation Department. Each child was given five class lessons—the number which the experience of the Department has shown to be sufficient to impart a knowledge of how to sustain one's self in the water. This campaign is held yearly prior to the conclusion of the school semester so that children may be able to enjoy swimming during vacation time. Out of the thousands of boys and girls who take the course annually, the great majority actually learn to swim while many of them learn quickly enough in one week to pass the Red Cross Novice Test.

**Miniature Aircraft in Westchester County.**—Miniature aircraft has been added to the list of activities conducted by the Westchester County Recreation Commission, and F. L. Lobdell, a member of the faculty of the New Rochelle High School, has been appointed director of the new department.

**Out-of-Doors With the Industrial Workers.**—The summer program conducted by the

Division of Industrial Recreation of the Los Angeles Playground and Recreation Department is introducing a wide range of activities. Canoeing with early evening classes, swimming lessons, late afternoon and evening tennis classes, horseback riding and instruction, evening golf classes with either group or individual instruction, picnics and beach outings, week end camping for girls, a sketching club, evening baseball and clogging classes are a few of the activities offered.

**Handcraft in Detroit.**—The girls on the Detroit playgrounds this summer are making the following articles under the leadership of the Handcraft Department of the Detroit Recreation Department: in needlework, smocked pillows of checked gingham, crayon batik, pillows of linen crash and unbleached muslin, wall hangings, checked and huck towels, oil cloth pillows, toys and novelties; in basketry, new reed and raffia baskets, raffia purses and napkin rings and woven articles made of string and odds and ends of yarn brought from home. In crepe paper crafts, a new material known as colophane is being used for flowers for bouquets and party favors. There are also butterflies of toy clothespins, monkeys, dogs and birds made of peanuts and pipe stem cleaners and coat hangers decorated with rose petals. Peter Rabbit books of animals are being made of scrap paper with alphabet stickers.

**St. Louis Holds Its Second Backyard Playground Contest.**—The St. Louis Park and Playground Association in cooperation with the Child's Conservation Conference this year conducted its second annual backyard playground contest. Awards, including trophies, cups and medals, were made to those who showed the most ingenuity, care and effort in the construction and arrangement of apparatus and other play facilities, and the utility to which the available space was put. Last year the first award went to a twelve-year-old boy who had spent only ten cents, and that for nails, to create a playground in his backyard for fifty neighborhood children to enjoy. The playground included, in addition to simple play apparatus easily constructed, a home-made slide, a wading pool, a club house and a basement theatre.

**Street Play Centers in Louisville.**—Four street play centers to be opened by the Division of Recreation of Louisville, Kentucky, will be a new

feature this year of the summer playground season. These streets will be closed five afternoons a week from one o'clock to dark, and on hot afternoons there will be showers for the children. Games will be taught which children can play in their own homes and yards.

**Park Developments in Washington.**—By the terms of the George Washington Memorial Parkway Bill, which has been signed by President Hoover, a total of more than \$33,000,000 may be expended on the inner and outer park system of the federal city region. Of this \$7,500,000 will be for the George Washington Memorial Parkway. For the entire inner park and playground system of the District of Columbia treasury advances of \$16,000,000 are authorized to be repaid without interest at the rate of \$1,000,000 a year from the District of Columbia budget, which in recent years has received a Federal lump sum contribution of \$9,000,000.

"The development which will result from the Crampton-Capper Bill is of prime importance in the Federal City," states the May issue of *Civic Comment*. "The charm of old Washington is due in a large part to its parks and street trees. This measure authorizes the application of modern principles of city planning to secure adequate open spaces and wooded river and creek parkways to make the most of the naturally beautiful scenery in and around the site which George Washington selected nearly 150 years ago as the seat of the Federal Government of these United States."

**Seventy-Five Acres for High Point.**—The City Council of High Point, North Carolina, has unanimously accepted a gift of approximately 75 acres of land made the city by David H. Blair and other members of the Blair family. The property has been given the city on condition that a 9 hole golf course be constructed there and at least three tennis courts built. A club house, which must be finished by 1936, will be erected by the city. The City Council has created by ordinance a Park and Recreation Commission composed of five members.

**National Parks.**—The National Park Service of the Department of the Interior of the United States has issued a series of circulars of general information regarding our national parks, with facts regarding roads, motor travel, camping, trails and footpaths, rules and regulations and

other information of interest to the traveler. Copies may be secured from the National Park Service.

**A New Municipal Planning Enabling Act.**—A note in the April issue of the *Regional Plan News*, published by the Regional Plan Association of New York City, states that "through recent action of the state Legislature New Jersey now has the best municipal planning enabling act in the United States." Many of the best city planning engineers and lawyers in the state and elsewhere gave their untiring effort to framing an enabling act that would be workable and effective. The result is the remarkable bill just passed.

**Paterson Enlarges Program.**—The Board of Recreation at Paterson, New Jersey, has secured from public spirited citizens the use of three large fields of five acres and over for playground and athletic use. An important addition to the year-round program of the city is the organization of a drama federation meeting twice a month. At one of the meetings an open program is given, the groups taking turn in putting on some type of dramatic production. The handcraft program during the summer emphasizes particularly the utilization of materials to be found at home among waste. The International Department of the Y. W. C. A. and the International Relations Committee of the State Federation of Women's Clubs are preparing small treasure chests containing samples of handcraft articles and toys made on the playgrounds to exchange with schools in the Philippine Islands. The expenses of the chests, about two dollars apiece, are being met by the Women's Federation.

**Camp Life While Living at Home.**—The children of Lakewood, Ohio, are enjoying the advantages of camp life this summer while living at home. The Department of Recreation of the School Board has arranged daily trips to a camp site, groups of from fifteen to thirty going at one time. Camping, horseback riding, tennis, swimming, hiking and dramatics are features of the program.

**Children's Gardens in Union County.**—The Union County, New Jersey, Park Commission, in a communication to parents, calls attention to the fact that gardening for children is a part of the summer's program of the county park

system. Each child, the bulletin states, will be assigned a small plot 4' x 9'. The children will seed and cultivate the plots and will have the right to remove mature flowers and vegetables. A supervisor will direct the work which began in June and will continue until September, the children meeting at the garden two or three days a week under the leadership of the supervisor. Awards will be made at the end of the season to those who have been successful with their work.

#### Los Angeles Completes Greek Theatre.—

The beautiful Greek theatre in Griffith Park in Los Angeles with its splendid equipment, is now nearing completion. Mr. Griffith, who left money in his will for the construction of the theatre, also gave the city the sum of \$800,000 for the erection of an observatory in the park, which is to be used for the purpose of instructing the people in astronomy.

**The Columbia Nature Club.**—The Coordinating Council for Nature Activities will give a series of nature talks this summer over the Columbia Broadcasting System. The group of programs will be known as the "Columbia Nature Club" and all phases of nature lore will be covered in the broadcasts, including bird, tree, flower, animal, insect and shore life, star and rock formations.

**Nature Study Contests.**—Contests in nature study in children's gardens do much to develop a respect for property and an interest in nature. A tree naming contest, suggests a publication entitled *Recreation Projects for Civic Clubs* issued by the Board of Park Commissioners of Evansville, Indiana, is an interesting activity. Twenty trees, or more if desired, in a park or along the street are numbered and labeled. On a certain day the children are urged to study the trees in an attempt to remember their names. On another specified day the labels are removed and the children are given numbered cards on which they write down the names of the trees. This type of contest can easily be arranged for flowers, shrubbery and vegetables.

**Hiking for Children.**—Twice a month the Playground Board of Oak Park, Illinois, arranges hikes and excursions to places of interest in the vicinity of Chicago, such as the Field Museum, lo-

cal parks, the Indiana sand dunes, Cook County Hospital and several commercial houses. There are also nature study hikes, programs of which include observation of bird and plant life and the playing of simple nature games. These outings are valuable in promoting a love for the out-of-doors and acquainting the children with places of civic interest.

The director of each public playground in Detroit has been asked this summer to organize a unit of the boys' hiking clubs on his playground. Membership is open to all boys between the ages of ten and fifteen physically fit for the activity and parents must signify their consent by signing the boys' membership cards. Each playground has been assigned to a particular hiking group.

**Sunday Afternoon Concerts.**—Sunday afternoon concerts during the summer have been made available to the public at the Westchester County Center under the auspices of the Westchester County Recreation Commission. These concerts are giving the public an opportunity to hear programs by well-known concert artists on the Center's beautiful new organ.

**Sixth Annual Eisteddfod in Ventura County.**—The Sixth Annual Eisteddfod for Ventura County, California, held at Oxnard last spring, brought together 3,400 competitors in the arts—an increase of fourteen percent over the 1929 participation. In addition to music, art, drama, photography and other features, a Boy Scout jamboree was held this year for the first time.

"The Eisteddfod," writes F. J. Hokin, Secretary, "is a session or sitting in, or what have you—? In a sense it is an enlargement of the old idea of 'saying a piece or singing a song about the camp fire,' and broadly speaking it is an experimental effort to conjure up all the folk lore of the past, to preserve what is best and discard the dross or slag that accumulates about fine things."

**At the Hollywood Bowl.**—Thirty-two concerts have been scheduled for the eight weeks' summer season of music at the Hollywood Bowl. Concerts are being given on Tuesday, Thursday, Friday and Saturday nights from July 8th to August 30th. Five distinguished conductors of European and American fame and eight artists of international renown will make solo appearances.



**Art in Los Angeles County.**—In Los Angeles County there is a Civic Bureau of Music and Art. This Bureau has just prepared and distributed a beautiful brochure bearing the title "Culture and the Community, Los Angeles County." It is an impressive listing of the cultural opportunities of Los Angeles and environs, containing many pictures with sections on museums and art collections of Southern California, on painting and sculpture, on architecture, on music, on libraries, motion pictures and the dramatic opportunities of the region. It is interesting to note the recognition of the part which the public departments are playing in the cultural development of Los Angeles. The Superintendent of the Los Angeles Playground and Recreation Commission is a member of the Advisory Board of the Committee and the musical and handcraft activities of the public departments of the cities within the region are mentioned along with the others.

**Dancing in Oak Park.**—With the completion of the new play centers in Oak Park, Illinois, this year, a program of class work in dancing was initiated. Classes in ball room, tap, rhythmic, interpretive, clog and folk dancing were organized and from the beginning drew capacity groups. All the work is correlated with the major events of the playgrounds and is used either in pageant, play or spring festival. A charge of ten cents was made to defray the expenses of a pianist.

**Cincinnati's May Folk Dancing Festival.**—The children of the public and parochial schools of Cincinnati, Ohio, held their sixteenth annual May folk dancing festival on May 24th. The Public Recreation Commission planned and directed the festival in cooperation with the Cincinnati Board of Education and the Board of Education of the Parochial Schools. About 2500 children representing sixty-four public and parochial, elementary and high schools took part. The costumes were very colorful, the dances exceedingly well executed and the weather man was most propitious.

**A Spring Festival in Proctor, Vermont.**—On May 28th the children of Proctor, a community of about 2500 people, gave a spring festival which was a particularly beautiful event. The festival consisted of folk dancing and French, Swedish, English, Flemish, Hungarian, Irish, Danish and Spanish dances were given.

**Sand and Water Carnivals Popular.**—During July the Philadelphia centers conducted by the Bureau of Recreation celebrated a special week set aside for water carnivals and sand contests at the wading pools and sand boxes of the Philadelphia centers. Home-made boats of all descriptions sailed back and forth across the pools, some propelled by sails, others pushed by propellers operated with rubber bands. All kinds of water games were arranged such as water polo and fishing con-



MAY DAY IN CINCINNATI

tests, and there were the ever-popular sand modeling contests with busts of Washington and Lincoln, animals, houses, bridges, gardens, mountains and subjects of all kinds.

**Getting Ready for the Circus!**—At the Westchester County Workshop playground children are busily engaged in making masks and animals in preparation for the annual circus. The young craftsmen have the assistance of Arthur Segal, scenic designer, who is associated with the School of the Theatre conducted by the Westchester County Recreation Commission.

A special band has been organized in Los Angeles, California, to provide music for the summer playground circuses. With school bands discontinuing for the summer it was felt there were many young musicians interested in continuing in a musical group during the summer vacation period.

**Moving Pictures in Dallas Parks.**—Playground events in Dallas have become increasingly attractive to the children with the purchase by the Park Department of a moving picture machine. This machine, of regulation size, operated by a member of the Playground Department staff, is being used to make films of everything from local park sports to the antics of animals in the zoo. The films are shown first in local theatres and later at the twenty-nine park movie shows, both as features and as inserts in advertisements through which the expenses of the shows are defrayed.

The Park Department presents a large number of moving picture shows for the benefit of those attending the parks. Feature pictures previewed by members of the Parent-Teacher Council are shown three times weekly at twenty-nine parks. As a special feature of the park movies this year, three musicians who have made records for the Victor Talking Machine Company and similar concerns are scheduled to give performances during intermissions. A portable stage has been built for these entertainers who visit different parks each evening.

**Developments in Cranford.**—This year Cranford, New Jersey, has a new playground secured through the initiative of the members of a colored church who have taken the property in back of the church and the yards on either side and converted them into a playground in charge

of volunteer leaders. The city has supplied the apparatus.

**Activities for the Women of Los Angeles.**—Because of the interest in quilting and quilting patterns among the women of Los Angeles, the Recreation Department has installed a number of quilting frames for use during the coming year and will organize clubs. A method of exchange for patterns will be instituted. Special mention will be made of the playground sending in the largest number of patterns and the most original design.

Golf clubs, baseball bats and tennis rackets replaced brooms and mops in the hands of 500 Los Angeles housewives in May when the first play day for women was held at Griffith Park under the direction of Mrs. Mildred Van Werden of the City Playground Department.

**For Those Who Sketch.**—Outings for Westchesterites who enjoy sketching have been arranged by the Westchester Work Shop, a new department of the Westchester County Recreation Commission. Five all day outings were scheduled for Wednesdays during July when sketchers working in oils, pastels, crayons or pencils had the benefit of expert criticism and instruction.

**At the Home Demonstration Camp.**—"I did everything last evening—didn't sit down once" was the proud statement of one of the elderly women who attended the periods of organized games given in connection with the Home Demonstration Camp held in one of the Virginia counties. The games were directed by Mrs. Robert P. Munday, Superintendent of Recreation at Lynchburg, who writes: "Older men would come into camp in the evening and we would have square dances, singing games and stunts. It was great fun to see some who hadn't danced for twenty years doing their favorite steps. What struck me as interesting was that the younger ones used to round dancing and late hours would be 'all tuckered out' by ten o'clock while the 'old uns' would be just getting into their stride at that hour."

**A Recreation Commission in Ventura.**—Ventura, California, has created by ordinance a Board of Recreation of three members—one representing the City Council, one the School Board, and one a member at large.

**At Radburn.**—Radburn, the new development of the City Housing Commission in New Jersey, is developing an interesting recreation program under the auspices of the Radburn Association of which Darcy Wilson is director. This Association is concerned in general with public welfare—lighting, maintenance, health, education and recreation. The types of activities are many and varied. This summer a playground was opened and there is a pool, sixty by thirty feet. There are, too, a battery of eight concrete tennis courts and a splendid gymnasium with dressing rooms and showers for ball teams and athletic activities of all kinds. A community chorus and a community orchestra have been organized. The Association has set aside grounds for vegetable gardens for all residents who wish them, and there is a garden club holding regular meetings for the exchange of ideas on gardens. A retired carpenter who is living at Radburn has set up a shop in the Children's Playhouse, where he is holding classes for boys two afternoons a week. He takes orders from householders for cabinet work around their homes and helps men and women build their own ideas into wood.

**Girl Scout Publications.** — *Things Girl Scouts Do and the Way They Do Them* is a booklet intended for the use of captains and the committees that help them. The popular style in which the pamphlet is written makes it a delightful guide. *Blue Book of Girl Scout Policies and Procedures, 1930*, is indispensable to the equipment of Girl Scout leaders as it represents a compilation of the rulings of the Board of Directors, the National Council of Girl Scouts, Inc., and its various committees. It is up to date to March, 1930. Copies of the pamphlet may be secured from Girl Scouts, Inc., 670 Lexington Avenue, New York City.

**Municipal Golf Courses in the United States.**—The Public Links Section of the United States Golf Association, 110 East 42nd Street, New York City, has issued an interesting pamphlet of statistical information regarding public golf courses. The 170 cities reported in this pamphlet are operating or have under construction 271 municipal golf courses. In this connection the Public Links Section points out that the list is not complete and Mr. T. J. McMahon, Executive Secretary, will be glad to receive any information of any courses not mentioned. The information

given about each course includes date of opening, department operating the course, its length, fee charged, number of rounds played in 1929, cost of operating, how maintained and data about club houses. A copy of the pamphlet may be secured free of charge from the United States Golf Association.

**A Municipal Golf Course for New York City.**—In October 1929 the city of New York completed the construction of an 18-hole golf course with a yardage of 6,049 yards at Silver Lake Park, Staten Island. The course is very picturesque and the fact that it is constructed in rolling country adds greatly to its beauty. The total cost of the course was approximately \$111,000. The cost of the golf club with lockers and showers, together with four tennis courts, was \$44,290. There are four water hazards and three fairways are dog-leg.

It is reported that there is soon to be developed on Staten Island an athletic and recreation center of 104 acres providing a fully equipped athletic field, playgrounds, a picnic center and similar facilities.

**And in Salt Lake City, Too.**—Salt Lake City is to have a new nine-hole municipal golf course known as the Bonneville Municipal Golf Course, so located that it provides a magnificent panorama of Salt Lake City and vicinity. Play and service facilities are of the most modern type including a large number of tees to accommodate both the long and short hitters, an eighteen-hole putting course, a spacious driving range, a large parking area, a completely appointed club house, containing large locker rooms for men and women, a lobby, an office and shop for the professional and a restaurant. The course will be under the administration of the Department of Parks and Public Property.

**"Putt-Putt" Golf Courses.**—A new type of miniature golf is in operation this summer on twenty-five of the forty-one Los Angeles playgrounds. *Tennis golf* is the name given to the game which is played with a paddle tennis ball and an old fashioned shinny stick over a course of nine to eighteen holes strewn with numerous obstacles and hazards. Enthusiasts of all ages are playing the game from morning till night. Later local tournaments will be held followed by a city-wide competition.

# Week End Camps\*

FRANCES L. ADKINS,

*Girls' Worker,*

*Madison House, New York City*

Camping has become an art, a technique and a way of living and as such has given rise to volumes of literature. One phase of camping, however, week end camps, has not as yet received much written attention.

Week end camping has arisen from a variety of reasons. Some organizations have found that they were unable to conduct camps of two weeks or longer. Others have discovered in the week end camp a need that their summer camps were not filling or have felt that the facilities of summer camps should be made available for the entire year instead of a limited period of two months. The problems thus created are not those of the summer camp and should, therefore, be treated independently.

A discussion of two such camps, each a distinct type, will serve to illustrate some of the problems.

## **An Overnight "Primitive" Camp**

During the summer of 1927 a unique experiment in overnight and week end camping was tried by University Neighborhood Centers in Cleveland. For a number of reasons the children of this neighborhood could not go to a two weeks' camp. Many of them were unable to meet the financial obligations and others were afraid of being away from home in a strange environment for a long period. An overnight primitive camp at a low cost, provided a gradual initiation into the joys and mysteries of making one's self at home in the out-of-doors.

The camp located about three miles from Brecksville in the metropolitan park area was known as "Camp Climb." The children were transported in the Settlement Ford. It was a truly primitive camp, and in keeping with that idea the food was prepared over an open fire. Each child paid forty cents and this amount covered the cost of three meals. Before arrival the children were organized into squads. "The cook-

ing squad did the cooking, helped keep the fire going and saw that the clean-up squad set the table right. The clean-up squad, after setting the table, scrubbed the wash bench and basins and investigated the water supply. The wood squad gathered the wood, helped start the fire and kept it going and before leaving camp cleaned the latrine. Each member of the clean-up squad was responsible for the final outside scrubbing of one kettle and someone else always volunteered to do the third one. All of the girls washed the dishes."

A large open field made an admirable place for the row of pup tents that constituted the sleeping quarters. Ponchos and two blankets were furnished the children who were asked to bring an additional blanket. A minimum of equipment was used.

Since the camp was out in the wilderness, some distance from the doctor, an effort was made to reduce health hazards by requiring a physical examination. A physician in the neighborhood volunteered his services for this.

The recreational and educational aspects were kept in mind in planning the day's program. The boys' leader in his report gives the following description of some of the good times.

## **Good Times for All**

"Full of expectancy, the boys would arrive from half to three-quarters of an hour early and sit around and worry about the fate of the 'Fordka.' Then the piling in of luggage and kids and we're off for the time of our lives. We have lots of fun on the way telling stories and fooling the caddy boys that line the highway at this time in the morning.

"We stop at Brecksville while the leader buys the last minute supplies and while he is gone we have fun laughing at the licks (to tell the truth we're laughing because we feel so good).

"We get to the end of the road and leave the steaming 'Fordka' behind, shouldering our blankets and dividing the food, we start the long climb

\*A few facts from a study made by Miss Adkins at Western Reserve University of sixty short term camps lasting not more than a week.

for which the camp is named. After we get to camp and are welcomed by Mr. and Mrs. S. C——, and the dog, Spot, we take off our shirts and spread the blankets out to sun and then get ready to cook dinner.

“Fun, fun, fun, swimming, hiking, black berrying, fungus hunting, at last supper and then the big fire is lit.

“We have stories or perhaps a game of Jack’s alive and boy, the fun when somebody gets three marks and Mr. S—— makes them go out to the Miner bee’s nest and call the bees out of bed, being careful to use only honeyed tones lest they get wrathful.

“After a story or a game or two C—— passes around the marshmallows and we sit there and watch them puff up and turn a golden brown as we carefully hold them over the coals. Then the heat seems to steal inside us and the first thing you know we’re drowsy and want to try those lanterns that blink so invitingly up by the big tent and those beds. . . .

“Silence descends on the camp, that is, all man-made noise goes and nature comes into its own until about six the next morning. Then after breakfast, back to town in the ‘Fordka’ singing the songs we learned the night before at the camp fire.”

The girls’ leader adds, “As for things of interest, the girls were busy and interested every minute. Cooking was the most urgent and all-absorbing interest, and along with that went the gathering of wood, the building and feeding of the fire, and the going after water. Swimming was what the children wanted most. They were not allowed to remain in the water long, and some of the children were even afraid to get wet all over; but at least they could say that they had been in swimming. . . . At night we had our camp fire, songs, stories and marshmallow roasts.”

Two leaders, a man and a woman, experienced in primitive camping and trained in group work, helped to make the program possible. They had not only the actual leading of the groups but also the recruiting which was done largely by home visits.

**Rules and Regulations**

The boys and girls, who ranged in age from nine to twenty-two, alternated, six girls going one day and six boys the next. In addition to the physical examination, written permission was required from the parents. One hundred and four-

teen children used the camp during the season, some going several times and twenty-five trips were made. The following blanks were used:

“APPLICATION FOR  
PRIMITIVE CAMP  
UNIVERSITY NEIGHBORHOOD CENTERS  
I hereby apply for admission to Primitive Camp, and agree to abide by the Camp Rules and promote its general helpfulness.  
NAME .....AGE .....  
ADDRESS .....

*The above application has my approval*  
(Signed)

Parent or Guardian .....  
Leader .....Doctor .....  
Every possible care and consideration will be given your child; but the U.N.C. will not be held responsible for any unforeseen accident.”

“PRIMITIVE CAMP  
UNIVERSITY NEIGHBORHOOD CENTERS  
*Wear Old Clothes*  
*Bring:* 1 Blanket  
1 Sweater or coat  
1 Bathing Suit  
Wash cloth, soap and towel  
Tooth brush, tooth paste  
comb, and night clothes

**CAMP REGULATIONS**

1. You are expected to observe all the rules and regulations of the Metropolitan Park Board.
2. Groups, sixteen years or over, using Camp Site for over the week-end, shall pay twenty-five cents (25c) per member for the use of camp equipment.
3. No visitors.
4. Bathing suits shall be used when going in the water.
5. A good camper leaves no trail.”

The initial equipment for the camp cost \$308.37. The cost of transportation amounted to \$55.35. This was assumed by the Centers as the children were unable to meet it. The salary of two workers for one month amounted to \$175.00. Thus the operating cost of the camp including salary was \$230.35. Since 190 days care was provided, the average cost per day was \$1.22.

**At Camp Madison**

The use of Camp Madison, owned by the Madison House Society, for week ends during the period when the summer camp is not in session, is representative of another type of week end camps. All the buildings are closed for the winter except the main house with accommodations for twenty people. Club groups in the city apply to a committee of House members for use of camps for week ends. Active clubs are granted this privilege in the order in which applications are received. This applies to clubs whose members are over fourteen years of age. The maximum number is twenty including the leader or

adult accompanying the group. An effort is made to have the club leader who is a volunteer go with the group but if that is impossible someone approved by the staff is substituted. In case of a mixed group both men and women chaperones must be provided.

There is a resident caretaker at camp who is notified before each group arrives so that he can make the necessary preparations. The time of leaving and returning is left to the group which is also free to make any arrangements for transportation it wishes. The cost of food as well as transportation is also a matter for club decision. There is a country store nearby where food can be purchased but groups usually do most of their marketing in Peekskill. The menus vary with the individual tastes of the group. There is a wood range and fireplace where cooking can be done and each party organizes its own work squad. Each person pays a camp tax which goes toward the upkeep of the property.

The program is determined by the groups and the time of the year. Facilities for tennis, handball, baseball and volley ball are available in spring and fall. In the winter there is coasting and skating while hiking is indulged in year-round. The swimming pool can be used in late spring. Nothing in the way of camp craft or nature lore is undertaken unless the leader stimulates it.

Although the cost for a week end camping trip is not less than \$5.00 per person, camp week ends are extremely popular and reservations are made far ahead.

### Week End Camping Problems

The problems raised by these two camps are those common to all camps of this nature. They are, accessibility, transportation, cost, food, shelter, camp site, equipment, health and safety, program, provisions for religious services, recruiting, number and grouping of campers and leadership.

#### *Accessibility*

In considering the use of a summer camp for week ends or in choosing a location especially for a week end camp, the ease with which it can be reached is a most important factor. It is not fair to the person "cooped" up all week in the city to make him spend hours of a precious week end on a hot, dusty train or waiting at out-of-the-way junctions for trains, boats, trolley cars or buses, that run on very uncertain schedules.

Children under twelve should not be expected

to hike long distances, especially if laden down with equipment and supplies. Of the camps that report hiking, five are boys', four settlement, three girls' and one adult. In some cases, the hiking meant is that from railroad station or bus stop. One boys' camp reports a hike of seven and a half miles as a regular feature of its trip. Hitch hiking has become illegal in some states, notably New York and New Jersey. The person going out for a week-end, wanting to save money, is very liable to be an offender. Those in charge should make every effort to discourage campers coming by this means.

#### *Finance*

Finance is always the stumbling block in this sort of venture. Since most of the camps are for children and young people, it is essential to keep the cost down. Where the camp is within easy hiking distance, or where there are available cars, transportation costs are cut to a minimum. Food costs can be lowered in those cases where each camper brings his own, or the campers buy it together for the trip. When the organization expects the camper to share some of the overhead, which is reasonable in many cases, it is an additional factor. Only one camp reported a fee for the use of the buildings and equipment, although it is possible others follow that plan. Not enough accurate information was secured to make any statements about comparative food costs.

#### *The Food Problem*

Careful attention to food would increase the enjoyment of a trip and decrease the cost. In one summer camp the pleasure of overnight hikes was completely over-shadowed by the fact that the hikers were given the same food with unflinching monotony. Similarly a week end camping trip does not mean the proverbial "hot dog," canned beans and sardines, just because they are easy to prepare. The problem as far as hikers go, is solved when there is a cook, but this involves greater administrative duties, such as planning the menus, supervising the marketing and preparing and serving the food. Where there is a large group it is a much more satisfactory method although for a week end camp it increases the overhead.

When the organization arranges for the food, it is well whenever possible to consult the campers' tastes and preferences. It not only makes for greater happiness on their part but gives them a share in the responsibility and an insight into the



problems, particularly that of cost. Another opportunity offered by joint meal planning is that of teaching some of the principles of balanced diet.

The following menu was used for seventeen-eighteen year old boys who did their own purchasing and cooking over a wood stove. It cost about \$2.25 per person.

Friday—Late Supper (They arrived about nine)

Sandwiches  
Coffee  
Cake  
Apples

Marshmallows and chestnuts to roast over fire.

Saturday—Breakfast

Whole Oranges  
Eggs  
Cold Cereal  
Toast  
Coffee

Dinner

Soup (Canned tomato soup with fresh vegetables)

Stew with vegetables  
Canned Fruit

Tea

Supper

Spaghetti  
Baked Apples  
Cookies  
Coffee

Sunday—Breakfast

Oranges  
Bacon and Eggs  
Hot Cereal  
Toast  
Coffee

Dinner

Soup  
Boiled Potatoes  
Canned Fruit  
Steak with Onions  
String Beans  
Cake  
Coffee

Supper

Salad (Used left-over vegetables)  
Short Cake  
Tea

If all the responsibility for planning meals is left to the campers it may result in "gastronomic orgies." With most adolescent groups some supervision must be given to insure wholesome food in the right quantities.

The marketing and cooking facilities will be the determining factors in planning menus. If supplies have to be transported a great distance, it is essential to have a high degree of concentration per unit of bulk. If, as in the case of Camp Madison, one can purchase food at a nearby country store there is a greater variety. Where there is a stove and plenty of utensils a still greater variety of food is possible than in the case of campers being dependent on an open fire or fireplace. The latter case, however, does not necessarily mean a monotonous diet, for with a little forethought and ingenuity delightfully varied menus are possible with surprisingly little equipment.

### *Choosing the Site*

The factors that determine the site for a week-end camp are those that are ordinarily employed. The importance of drainage, exposure, swimming facilities, good water supply, freedom from hazards, and accessibility are too apparent to need much elaboration. Both Camp Climb and Camp Madison illustrate difficulties of this type. At Camp Climb there was not a convenient source of water or a road all the way to the actual camp site. The distance to the creek was another disadvantage. Camp Madison suffers from the hazard of having the camp bisected by state road. The greater variety offered by the topographical features, the more experiences are made available, thus increasing the enjoyment.

Fifteen of the camps studied are fortunate enough to be located in state or city parks, six of which are in the Palisades Interstate Park in New York, and four in the Metropolitan Park Reservation near Cleveland. Great tracts, embracing a varied topography are thus at the disposal of the camps, with little or no expense involved. They are also assured of permanence of the surrounding country in its present state, or with few changes. One adult camp has had to buy a new site because of the encroachment of a commercial amusement park that has disfigured the landscape and brought to it an undesirable group of people.

Because of the need to be close to the city, and have easy access to convenient transportation facilities, the week-end camp must not sacrifice privacy and seclusion. Tramps are apt to be par-



IT TASTES BETTER OUT OF DOORS!

ticularly annoying to girls' camps near the city. Several of the Cleveland camps experienced this difficulty. Although apparently well secluded, and away from a main traveled road, Camp Climb suffered thefts when the group went swimming, thus leaving the camp alone. This is a factor, the importance of which cannot be overstressed.

Attention must be paid to proper swimming facilities. One camp reported as a reason for changing its site, the need for a better place to swim. In a camp that is not used for the summer, swimming is not particularly essential, and if this is true, the choice of site need not be so limited. It is most important to know whether there is any danger from pollution, particularly in the case of small streams where sewerage might be emptied. Snags, rocks, swift running streams, rocky beaches or creek bottoms, sudden changes in depths, all constitute discomforts or hazards, and should be avoided.

#### *Health and Safety Considerations*

One of the most vital features of a camping project is that concerning health and safety. It is now an accepted part of summer camp administration to have a doctor or nurse on the camp staff and it is not uncommon to have both. Few camps would think of having swimming without the supervision of at least one Red Cross life saver. The period of these camps is so short that it would hardly be necessary to have a doctor or nurse on each trip. The six 4-H club camps which last a week represent the longest period of camping included in this study. Each of three of these has a doctor or nurse; one has a doctor come for daily visits, one has someone with a first aid certificate, and the sixth has no provision. Although a doctor or nurse is out of the question, for most week end trips, it is advisable to have some one with the group who has a Red Cross first aid certificate. Only three camps were more than ten miles from a doctor, while twenty-three were within five miles, and seventeen within one mile. Every camp should be equipped with first aid supplies, and only one camp gave a negative answer to that question.

Since health hazards, particularly in the winter, are increased by exposure and close contacts, every safeguard should be taken to see that campers are in good physical condition. For this reason, physical examinations are strongly urged. Only twelve camps report that they require such an examination.

Out of the thirty-nine camps that list swimming as an activity, twenty have Red Cross life savers. One camp stipulates that when there is no life saver, they must swim in the crib instead of the lake. One of the essentials of camping is that there be adequate supervision of swimming.

It is important that attention be given to details of sanitation, such as the water supply, garbage disposal, and latrines. Where the buildings are used the year around, the problems are not so great. A difficulty is apt to arise in cases where the water supply is piped throughout the camp, and has to be shut off in the winter. At Camp Madison, for instance, after October, the water system is turned off, and the campers use the well water and outside latrines.

#### *Religious Services*

Many people are prevented from going to week-end camps because there is no provision for religious services. What in the summer time is a pleasant drive into town, may become an arduous undertaking over snow-blocked roads in the winter. Organizations having camps attended by people of various religious groups, should see that it is possible for the Catholic campers to go to mass. All but five camps attended by Catholics made a provision for going to mass in town. Children in Protestant Sunday Schools are often confronted by the problem of sacrificing an attendance record by going to camp over the week-end. Sometimes they are allowed to substitute attendance at another church or service at camp. Some form of religious observance on Sunday seems to be common, for thirty report services held at camp. These are mostly of a non-sectarian nature, only two were specifically stated as Protestant.

#### *Recruiting*

Various forms of publicity are used for recruiting, such as posters, folders, solicitation, notices in organization publications, announcements to groups, and home visits; the most frequently used method being announcements. Most organizations take only their own members. Some adult groups take guests at rates higher than those paid by members.

The type of organization determines the type of campers. No children under nine were taken. Nine should be the minimum age, for children under that would not be able to participate to a great enough extent to get anything out of it. The

Boy Scouts, Girl Scouts, Camp Fire Girls, and 4-H Clubs in general have the youngest campers. Three of the settlement organizations took out young groups, but as a rule, the settlement camps included in this study were used by older club members. Fourteen camps state definitely that they require written permission from the parents of campers under sixteen, eighteen say definitely that they do not. Written permission is a wise procedure and one that can be recommended to all camps.

### Leadership

Much of the value of a camping experience is derived from the contact with fine, wholesome young men and women, who can interpret the out-of-doors in terms of life and joy. In addition to having the qualities that go to make up good leadership those in charge of short-term camping need some special abilities. The leader should be a good executive in order to plan and carry out the day's activities, thus insuring the best possible expenditure of time. A poorly spent two hours can be more easily made up in a two-weeks' period, than in one or two days. He needs to be familiar with the organization and campers, particularly in the case of younger ones, so that friendly relationships can be established with less effort spent in adjustments. If thoroughly familiar with the organization, its background, personnel, objectives, and philosophy, the work of the week-end camp will be related to that organization as a whole, rather than be merely isolated activity. He should particularly know the administrative details that affect the short-term camp, such as transportation arrangements, the purchasing of supplies, rules and regulations, and reports to be submitted. Above all, he should be a camper, possessing not only technical skills, but a true love for outdoor life.

### Programs

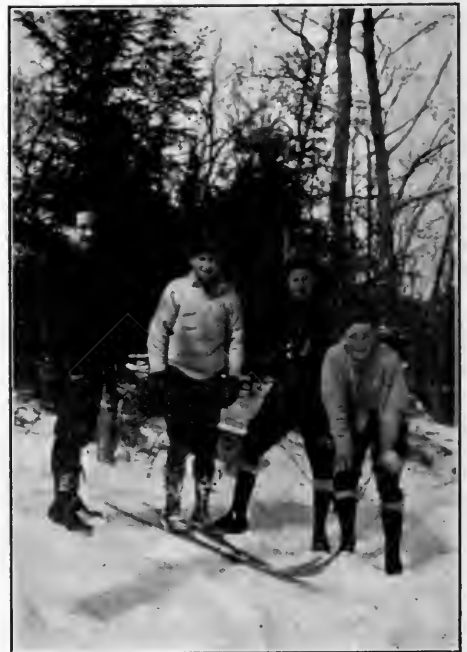
For organizations that carry on activities all week, such as the settlements and organizations with national programs, such as the Scouts, the week-end camp offers a place to widen the scope of those activities. The camp is particularly useful to the Scouts and Camp Fire girls because it is an opportunity for passing tests that might not be afforded otherwise. Those related to outdoor activities can be grouped and given at more frequent intervals than if limited to the summer camp. Also, a more thorough piece of work can

be done than is sometimes possible on just a hike. The camp can come to be a laboratory for carrying on the practical work related to the theoretical discussed in the city. Nature and hiking clubs are given added impetus. Four day and overnight camps are included in this study, which helped their organizations to carry on more stimulating summer work.

One camp was part of a Board of Education playground program which made possible more varied types of activities. There were two Girl Scouts day camps, both having very interesting programs. The field captain's report contains the following statement: "On July 18, the camp opened with an attendance of 27 and ended with a total attendance of 444, including instructors. The program was made to correspond as nearly as possible to a regular camp program, with emphasis placed upon nature and archery. Although every opportunity was given for Scouts to complete their second class nature or Observer merit badge, the work was so planned that girls attending irregularly could join equally well in the classes. At the close of the season nearly all of the girls had done some phase of nature work, nine had completed all requirements, and three had earned the Observer badge."

The other one was started with the feeling that the Girl Scouts' program was needed more in summer. Since the troops disband at that time, a way

*(Continued on page 306)*



WINTER BRINGS ITS OWN CAMP JOYS

# Landscape Design for Playgrounds\*

AN OUTLINE FOR A SOUND PROGRAM WITH EXAMPLES FROM LOS ANGELES

L. GLENN HALL

*Landscape Engineer of Construction, Department of Parks, Los Angeles, California*

In the rapid progress made by cities throughout the United States during the past twenty years in providing play facilities for greatly increasing urban populations, beautification of the grounds has often been neglected. This has no doubt been due, in a large measure, to over-emphasis on play apparatus or physical activity only and to the fact that it has often been necessary to condemn high-priced property for playgrounds in closely built-up districts and, consequently, the play areas have been very much limited.

As indicative of the change that has come in the country's thought on this phase of playground development, it is interesting and significant to read the following statement in the report on "Public Recreation," published as Volume V of the Regional Survey of New York and Its Environs:

"The community should not only have ample space for play but should see that proper consideration is given to the environment of the places in which play is carried on. Thus the playground becomes as important as the school building, and the environment of the playground becomes even more important than the mechanical apparatus with which it is equipped. . . . In laying out the playground we have to consider not only whether it ministers to the need of the child in developing its physique, but what effect it has on the mind of the child. How, for instance, is the child influenced by the surroundings of the place in which it plays? The playground and park with beautiful natural scenery will act as a mental stimulus, without the child's knowledge, and help to refine and develop its character. On the other hand, a playground which is nothing more than a vacant piece of land, without planting, or with untidy surroundings, or with noisy traffic streets adjacent to it, although a better alternative than the street itself, will not serve the children and the community to the best advantage in stimulating

right ideals and reactions, however perfect may be its facilities for muscular development."

That many cities are recognizing the value of "stimulating right ideals and reactions" is seen in the fact that recreation programs are constantly broadening to an even greater range of activities outside of the purely physical exercise. At the same time the value of making playgrounds attractive by landscaping and planting is being realized by progressive playground and recreation departments throughout the country.

For example, George Hjelte, formerly Superintendent of the Playground and Recreation Department of Los Angeles, once said that the attendance at one of their larger playgrounds had *doubled in three years' time after the playground had been landscaped*, with no increase in population in that district, adding that "It has been found that a playground made beautiful attracts a larger number of children and adults to the grounds and gives them more satisfaction and inspiration in the use of it."

## Planting Space

After granting that it is desirable and necessary to landscape playgrounds, the question naturally occurs—how much space should be allotted to planting and how should it be done?

An intelligent answer to this question must be based on the general design of the area as to its size and shape. Let us assume that the playground field house or community building, the various types of athletic fields and the play apparatus have been located on paper. If the playground is a block or more in extent, it will probably front on a street on at least two sides. This very likely means that there will be sidewalks on two sides. Since the sidewalks are straight and the lines of many of the play areas, such as baseball and football fields, are straight, it probably means that there will be fences between the sidewalk and the actual play areas.

\*Reprinted through the courtesy of *The American City*, from the June, 1930 issue.

In order to prevent injury to shrubbery by those engaged in active play, it has been found better to confine most of the shrubbery to a strip between the sidewalk and the fence. Therefore, the fence should be set back at least four feet from the walk if possible. Six feet is more desirable, but four feet should be the minimum. Trees may be planted inside the fence but they should be kept along the boundaries, well out of way of the line of any active play. The approach to the building and the foundation of the building can be made more attractive by proper planting. Often a small lawn area can be secured in front by setting the building back from the street 15 to 20 feet or more.

It is desirable to set aside as much space for landscaping as can be reasonably spared from intensive play.

At least 10 per cent. of the total area of the playground should be allotted to planting. This means that a playground 300 feet wide by 500 feet long, containing 150,000 square feet or about  $3\frac{1}{2}$  acres, could have a planting strip 6 feet wide all around the area, which would take up 9,600 square feet, and there would be 5,400 square feet left for lawn near the field house or for tree planting inside the playground fence. According to a report on Future Parks, Playgrounds and Parkways for Boston, made by Arthur A. Shurtleff, Landscape Architect, for the Boston Park Department in 1925, a neighborhood playground of 7 acres should have about 2 acres devoted to trees, shrubbery, small lawns and footpaths, or about 30 per cent of the total area.

While it would be desirable to have 30 per cent. of the total playground area landscaped, it de-

pends on the size of the playground. A safe general rule to follow would probably be from 10 per cent. to 20 per cent. for playgrounds of 1/2 acres or less and from 20 per cent. to 30 per cent. for playgrounds of from 5 to 10 acres in extent.

### Originality of Plan

While a great deal of progress has been made in beautifying playgrounds, perhaps we are still too prosaic, too standardized in the design of play areas. This applies to buildings as well as landscaping. In fact, the architecture of buildings is often the keynote to the landscaping, as it should be. The child's love for fairy stories is proverbial, and grown-ups do not always outgrow this love. Why not give the playground more of a fairy-like or enchanted air? Some one may say right away, "Oh! but you can't do that, we haven't the money." The answer is that it would not take any more money—simply more thought and inspiration—a different conception of the playground. In the small children's area we should particularly strive to furnish this enchanted environment.

After the building has been designed, possibly with long sloping roofs, arched or peaked doorways, quaint shutters with the witch and the broom or the cow jumped over the moon perhaps cut out on the shutters, or some other appealing type of architecture, then comes the planting with trees of the picturesque type, such as the sycamore and the oak, and last but not least—a lawn. If we cannot reproduce a fairy forest carpeted with pine needles, we can provide grass underneath the trees. Even the baseball diamond can



Courtesy of The American City

THE GRIFFITH PARK POOL LIGHTED AT NIGHT



Courtesy of *The American City*

THE PLANTING STRIP BETWEEN SIDEWALK AND PLAYGROUND FENCE ADDS TO THE ATTRACTIVENESS OF THE QUEENE ANNE SHELTER HOUSE

be in turf. Of course, there are some areas where it is better to use gravel or some other non-planted surface for basket-ball and volley-ball courts, the areas under swings, near sand boxes, etc.

### Types of Planting

As already indicated, the type of planting will be largely determined by the architecture of the playground building. This will be subject to modification by such factors as soil, elevation above sea level, and the general type of planting in the neighborhood. If the playground building is of the Spanish or Mediterranean type, the planting should be of a more tropical or sub-tropical nature, such as palms, bananas, etc., while the Colonial and English call for more broad-leaved evergreens. The Charlesbank playground, in Boston, the first municipal playground in the United States, is still to my mind one of the most attractive in landscaping as well as in location and design. It has particularly good shade provided by trees that include the willow, Lombardy poplar, sycamore, catalpa, ginkgo, hawthorne, and honey locust. In all cases plants that have proven to be hardy should be used. In certain narrow places at corners of buildings and near walks, shrubs of a spiny or prickly nature are advisable. Care should be taken not to plant shrubs that might be too dangerous, such as certain stiff varieties of yucca or other sword-leaved plants.

### Costs

The question of grading varies so much with each individual job that it is not practicable to give any data on it.

The Los Angeles Park Department has discovered by experience that the minor grading and planting of playgrounds costs about 5c per square foot of the gross area of the playground. The cost of maintenance varies with the amount of planting, but generally speaking, it was from 1c to 2c per square foot of planted area per year.

The cost of developing and maintaining landscaping on playgrounds is an expenditure fully justified by the results secured, according to a comprehensive recreation survey of Buffalo, N. Y., made in 1925 by L. H. Weir for the Buffalo City Planning Association. The following comment on the beautification of playgrounds is significant:

"While the children and young people, and sometimes adults, may apparently not show as high an appreciation of the work of the landscape artist as they might, nevertheless, the unconscious influence of beautiful surroundings in culture and character development and in cultivating civic pride is such as always warrants the expense of development and maintenance of this feature of playground and recreation construc-

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**The American Civic Association to Hold Meeting.**—The American Civic Association will hold its 1930 annual meeting in the Philadelphia Tri-State Region October 19-23. Delegates will be asked to assemble in Philadelphia on Sunday afternoon October 19th. In the evening there will be a musical program of distinction. Trips in the three states, including a boat journey to Princeton, will disclose the beauties of the region as well as the problems which are confronting the Planning Federation.



Courtesy of *The American City*

PICNIC TABLES AND APPARATUS GROUPED BENEATH A CLUSTER OF LIVE OAKS



# Recreation and Temperance

(VIEWS OF GEORGE W. WICKERSHAM,

*Chairman, National Commission on Law Observance and Enforcement*)

In a scholarly address delivered before the National Conference of Social Work in Boston, Massachusetts, June 9, 1930, George W. Wickersham said, "The problem of law enforcement largely is a matter of education in law observance. Preventive measures rather than penalties of fines and imprisonment should be emphasized."

Discussing this principle in relation to the prohibition problem Mr. Wickersham emphasized the influence that play, recreation and the wise use of leisure has had in England and Wales toward reducing intemperance. Recreation leaders will be interested in the following extract from Mr. Wickersham's address:

"It is interesting to contrast the history of this method with that of England during the same period. The testimony given during the last few months before the Royal Commission on Licensing (England and Wales) has brought forth much evidence showing a marked decrease in the amount of drunkenness in England and Wales since the pre-war period. This is ascribed in part to the restriction of the hours of the day and in the evening during which liquor can be sold, the regulation of the quality of the liquor, requiring a higher price, but mainly to the general process of education of the public into the evils of excessive drinking and the advantages of other forms of innocent amusement. The chief metropolitan magistrate, for example testified to the steadily progressive decrease in drunkenness in London during the last twenty-three years, and said that he thought it due to better education; that the younger people amused themselves in other and better directions; they get out of London, play more games and lead a generally healthier life. Other magistrates testified to the same effect. One of them referred to the gradual spread of education and the influence of social workers, police court missions, probation officers and others, in the district in which he had jurisdiction. He said the decline in drunkenness in his district had been so steady during the post-war years that he had suggested to the chief superintendent of police that it was rather unkind to bring an offender to the Police Court, he ought to be taken to a

muséum! An assistant commissioner of the metropolitan police, testifying to the same general increase to temperate habits, ascribed them to the changing habits of the younger people; better amusements, better education, and perhaps the increase in the price of the liquor sold. He also referred to the great decrease in drunkenness among women, and ascribed it in part to the fact that in the morning and between three and five o'clock in the afternoon liquor could not be purchased.

"So marked is this increasing temperance in England and Wales, that one witness testified that during the whole week of the National Eisteddfod in 1928, when there was an average daily attendance of 15,000 to 20,000 not a single case of drunkenness or disorderly behavior was reported. This witness said that among the things which had contributed very largely to soberer habits were motoring and motor-cycling, better housing and a system of communal provision of those amenities which were so lacking in the past—welfare institutes, recreation grounds, bowling greens, and playing fields. He said there had been an increase in various forms of pastimes and recreations—dancing, billiards and forms of athletics, among the younger men; the cultivation of hobbies, such as wireless sets, pigeon flying, dog training and dog fancying; many went twice a week to the cinema, and once or twice to dances; there also had been a great development of adult education and other cultural pursuits; tutorial classes in economics; the drama and literature generally, etc. The churches, too, though under grave difficulties, had greatly developed their institutional work. I quote his further testimony, as it affords so much of interest and suggestion. He said:

"In addition, choral singing, for which the people of the mining villages have long been famous, still maintains its hold on the people, while many of the younger folk have been trained in and can now do creditable work in instrumental music. Many centres have every year a drama week, in which amateur parties compete in the

*(Concluded on page 307)*

# Research Projects in Play

## The Social and Leisure Time Value of Thirty Sports and Games

In the April, 1930, number of *Sportsmanship*, Professor Ralph LaPorte, Professor of Physical Education at the University of Southern California, makes a special report on the *Social and Leisure Time Value of Thirty Different Sports and Games*. Professor LaPorte's Committee has been securing the opinions of about 500 experts in the various grades of physical education as to five different possible types of value in various physical education activities,—the organic growth value, the social and moral traits value, the psychological value, the safety value and the carry-over value for future leisure time. This particular report relates only to the social and leisure time value and covers only the college division. Other grades will be completed in the future. The physical activities are listed under major headings of *Aquatics, Combative or Defensive Sports, Gymnastics, Individual Sports, Rhythmics* and *Team Games*.

As would be expected, the Team Games division received many votes as to social adjustment value. On a scale of 10, none of the team games group ranks lower than 7; football ranks 9, basketball, soccer and speed ball are rated at 8; life saving, gymnastic games and relays, golf and tennis under the other major headings are rated at 7 and squash and squash tennis at 6.

From the point of view of leisure time value, the ratings are, of course, quite different. Three activities are rated at the maximum, 10—swimming and diving, golf and tennis; handball averages 9, horseshoes, squash and squash tennis, baseball and volley ball, 8, archery and playground ball, 7, and soccer, basketball, modified games, 6.

From the findings, Professor LaPorte makes certain suggestions: "In the past relatively a small percentage of the student body has had an adequate opportunity to participate in highly socialized team games, consequently the social benefits of such participation have been confined to a small percentage of the group. It is estimated by many educators that these highly socialized activities offer the finest single medium for the development of the social traits needed by the future citizen."

". . . The type of results obtained is depen-

dent solely on the nature of the leadership, . . . both in individual and in team activities. . . . A coach or teacher of team activities has the power to create or to destroy fine social ideals. . . . The development of some kind of social trait as the result of some kind of social participation is inevitable. . . . Better mutual understanding, greater respect for the ability of others, more intelligent cooperation, less of blind loyalty and more of intelligent appreciation should be the outgrowth of an adequate program of socialized activities in the educational program of today."

## A Study of Play in Relation to School Progress

In *Social Forces* for March, 1930, appears an article by Harvey C. Lehman and Paul A. Witty, authors of the volume *Psychology of Play Activities*, on a *Study of Play in Relation to School Progress*. Using the Lehman Play Quiz among 6,000 school children in grades III-XI of the public schools of Kansas City, Mo., the authors found a number of interesting results, perhaps most rapidly summarized under the statement that play interests seem to correspond more nearly with mental than with chronological age. Some of these results may be briefly indicated as follows:

The retarded pupils are somewhat more versatile in their play interests than the accelerated pupils. Retarded pupils tend also to participate more commonly in the same activities that their comrades participate in, possibly indicating that the play of retarded children may be more social than that of accelerated pupils. Accelerated pupils seem more mature in their play behavior as is indicated by a decreased versatility of play interests. Accelerated pupils participate in fewer play activities of a motor type and retarded pupils participate much more frequently than the accelerated in activities involving motor response. Accelerated pupils participate more frequently in activities which require reading. Accelerated pupils seem less interested in religious activities and seem more interested in activities in which a sense of humor may possibly be a factor such as reading jokes or funny sayings, comic strips, etc.

The authors raise the question as to whether the predominant interests thus revealed indicate

that activities of the desired types should be specifically provided for the retarded and accelerated groups respectively, or whether, perhaps, on the other hand, encouragement should be given to these groups toward a more "all-round" development through encouraging accelerated pupils to participate in motor and social activities, for example, more frequently than they apparently do of their own initiative.

### A Study of Playground Apparatus

Do the children use the apparatus on the playground? The children of Pontiac, Michigan, gave an emphatic "yes" to this question in a survey made recently of twelve elementary and primary school playgrounds by the Recreation Department. This survey was made possible by the splendid interest and cooperation of Mr. James H. Harris, Superintendent of Schools, and Mrs. S. E. Beach, Supervisor of Physical Education, together with over 100 Pontiac teachers.

The attendance was taken by the teachers during the week of May 14-20 at each of the following periods: 8:30-8:45, 8:45-9:00, A. M. recess, 12:45-1:00, 1:00-1:15, and P. M. recess. No returns were received for Monday, May 19, as it rained on this date. A total of attendance of 33,645 children was counted on the grounds during this week. This was divided into 17,966 boys and 15,679 girls. Although there were more boys present than girls, forty per cent. of the girls present used the apparatus as against thirty per cent. of the boys. (This is probably due to the fact that the boys organize themselves into team games such as playground ball more readily than girls.) Thirty per cent. of the children on the ground used the apparatus. The other sixty-five per cent. were playing baseball, marbles, jackstones, hopscotch and ring games without supervision.

All the grounds have one set of six large swings and one slide. On one ground the slide was out of commission. The swings are the most popular piece of apparatus on the grounds. A comparison between the use of the swing and the slide shows that 901 more children preferred the swings.

A comparison of the swings, slides and horizontal ladders on eight grounds shows the swings were used by four per cent. more children than the ladder, and the slide was used by two per cent. more children. The popularity of the giant stride on seven grounds was very nearly equal to that

of the swings and slide, there being only a difference of 502 between the swings and the giant stride and 154 between the slide and the stride.

Only two of the larger schools have the regulation merry whirl, but the attendance on these grounds show 637 for the merry whirl against 607 using the swings and 354 on the slide.

The following conclusions have been drawn from this survey:

1. There is a need for types of apparatus capable of taking care of large number of children.
2. There is the need for the developing of and teaching of team games for girls.
3. There seems to be a decrease in the use of apparatus as the newness wears off.
4. Moving types of apparatus have greater appeal than stationary.

### Frequency List of Free Play Activities

Mr. John L. Sellman, Scout Executive of Norwich, Connecticut, who worked with the special committee of the Boy Scouts of America which was engaged in developing a program for boys of pre-scout age, submits the following facts as to frequency of various play activities in which recreation executives will be interested.

"There has been a growing demand for information about the leisure time activities of boys under twelve years of age. A recent survey of thirteen major organizations engaged in younger boy activities revealed a total membership in the United States and abroad of 3,343,500 boys. A compilation of a bibliography of three thousand selected books dealing with younger boy activities and interests for the Boy Scouts of America by the author led him to formulate this question, "What do boys aged nine, ten and eleven, do during their free time periods when playing with other boys?"

"This study is an attempt to answer that question. I have made a careful tabulation and frequency list of free play activities recorded on the daily reports of the Horace Mann School covering the years 1924-1929 in the fourth, fifth and sixth grades. These reports, 1526 in number, were made by a changing personnel of a score of Teachers College students who supervised the afternoon play activities. Games were chosen by the children from those they knew, supplemented by those suggested by the leader. Boy purposing, planning, and carrying out characterized the play periods.

"A perusal of the frequency record will show how the popularity of games and activities increases or decreases at different ages. It will also give some idea of the activities and games a child

aged nine, ten and eleven likes to engage in. This record should prove valuable to club leaders and recreational leaders, as a guide in choosing activities and games for boys of this age."

FREQUENCY LIST OF 40 FREE PLAY ACTIVITIES AND GAMES—BOYS 9-12 AGE LEVEL  
(Compiled from 1,546 Daily Recreational Reports, 1924-1929)

3 Year Ranking	NAME OF ACTIVITY	FREQUENCY RANKING			TIMES PLAYED			TOTAL DAYS (1,546)
		Age 9-10	Age 10-11	Age 11-12	4th Grade Days: (377)	5th Grade (434)	6th Grade (755)	
(1)	Baseball .....	2	3	1	79	102	159	540
(2)	Soccer .....	1	1	2	91	105	96	286
(3)	Business (Organize) ..	6	2	4	30	105	67	202
(4)	Basketball .....	32	5	3	6	42	67	115
(5)	Swimming .....	5	6	5	32	27	43	102
(6)	Snow Ball Fighting ..	12	4	12	15	55	22	92
(7)	Free Play (Indiv.) ..	3	12	13	47	20	21	88
(8)	Storytelling .....	7	11	9	22	21	32	75
(9)	Cooking .....	16	8	7	11	24	40	75
(10)	Hiking .....	30	10	6	7	24	42	73
(11)	Cops and Robbers ..	4	19	14	33	13	20	66
(12)	Relay Races .....	8	7	15	22	25	19	66
(13)	Skating .....	20	16	11	9	16	31	56
(14)	Capture the Flag ..	10	9	28	20	24	10	54
(15)	Football (Touch) ..	13	29	8	12	8	34	54
(16)	Scalps (Sleeve) ...		27	10		10	32	42
(17)	Prisoner's Base ...	9	18	42	21	14	6	41
(18)	Steal the Sticks ...	19	14	22	9	18	12	40
(19)	Pin Ball (Ten Pins) ..	11	22	43	16	11	6	33
(20)	Sardines .....	45	26	17	4	10	17	31
(21)	Stunts .....	55	33	18	3	7	16	26
(22)	Rabbits .....		25	21	10	10	14	24
(23)	Sledding .....	18	30	52	9	8	5	22
(24)	Dodge Ball .....	36	17	97	5	14	2	21
(25)	Building Huts .....	22	56	31	8	3	8	19
(26)	Wrestling .....	26	23		8	11		19
(27)	Run, Sheep, Run ..	71	24	33	2	10	7	19
(28)	Hockey .....		47	20		4	15	19
(29)	Hide and Seek ....	15	37	148	11	6	1	18
(30)	Apparatus (Using) ..	38	21	91	5	11	2	18
(31)	Exploration Trips ..	50	52	39	3	7	6	16
(32)	Volley Ball .....	119	65	23	1	3	12	16
(33)	Smugglers .....		20	63		12	4	16
(34)	Games (General) ..		36	25		6	10	16
(35)	Fire Building .....			19			15	15
(36)	Spud Ball .....		28	46		9	6	15
(37)	Follow the Leader ..	25	103	41	8	1	6	15
(38)	Cowboys and Indians ..	14		97	12		2	14
(39)	Treasure Hunt ....	113	34	54	1	7	5	13
(40)	Red Light .....	109	38	44	1	6	6	12

### Leisure Time Activities of Girls

A study of leisure time activities of 1,600 girls, over 900 in upper grades of two elementary schools and over 700 in a high school in Brooklyn, has just been completed by the American Social Hygiene Association in cooperation with the Welfare Council of New York City. The 1,600 girls of various nationalities constitute a representative cross-section of a Brooklyn community of about 25,000 total population.

The results of this study appeared in an excellent article in the June, 1930, *Journal of Social Hygiene* prepared by Miss Henrietta Addington

of the Association. This article may be briefly summarized as follows:

One of the most illuminating questions on the Time Budget is the following, "What would you do with your spare time if you have your choice?" There were 1,516 girls who answered this question and they reported 3,402 items of activity in which they would like to participate.

The expressed choices of the girls fall into three general classifications: (1) educational and creative or constructive activities chosen by 42 per cent., (2) organized athletics and outdoor activities (not organized) by 30.5 per cent., (3) general sociability and more passive forms of amusement, by 27.5 per cent. The detailed list of choices gives more girls, 621, who expressed a desire to read than to do any other one thing. Swimming comes

\*Note: Condensed and reprinted with the permission of the American Social Hygiene Association and the Welfare Council of New York City, from an article entitled "What of Leisure?" *Journal of Social Hygiene*, June, 1930.

next and was the leading activity desired. The activity next desired is "Play" by 198 girls. A constructive activity is the next highest desired as 184 girls stated that they wanted to sew, embroider, and make dresses. Among the other choices receiving the most votes were "going to movies" 141, and "playing tennis" 116, dancing 93, and auto-riding 90.

Do the girls do what they like to do? In order to find the answer to this question a comparison was made between what the girls said they wanted to do and the reports made on the time budget which indicated the amount of time given to different types of activity. In the case of the 3,402 choices reported, over 74 per cent. were gratified to some extent as were approximately the same per cent. of the first choices. . . . Not only were educational activities more often selected as first choice but 95.5 per cent. of the educational first choices were gratified. In contrast to this only 40.7 per cent. of the girls who wanted outdoor activities were taking part in any.

As the girls grow older there is a steady increase of interest in educational and constructive activities with a loss of interest in sociability and more passive amusements, while the proportion wanting athletics and outdoor activities remains practically constant throughout the age groups.

Classification of first choices by type and cultural and nationality background shows that all types of activity were wanted by some girls of every nationality group. The largest proportion of girls wanting educative and constructive activities was found among the Jewish, among whom this type of interest far exceeded the other types. It led among every group except the Italians, where slightly more wanted sociability and amusements.

In the combined schools 24.4 per cent. belong to supervised clubs, 17.4 per cent. to other clubs and 58.2 per cent. reported no club affiliation. When the three schools are classified by age and club affiliation it is found that of the 12 and 13 year old girls 26 per cent. are members of supervised clubs, of the 14 and 15 year old, 25 per cent., of those 16 and over, 24 per cent., and of those under 12 years, 21 per cent. Membership in the unsupervised clubs increases as age advances, among those under 12 years, 11 per cent., 12 and 13 years, 16 per cent., 14 and 15 years, 18 per cent., 16 years and over, 27 per cent.

Classification of the girls by family economic status and club affiliation shows a steady increase

in membership and in both supervised and unsupervised clubs as the family economic status improved. The principal reason given why girls want to belong to clubs, is a desire for general sociability and new friends.

The study showed that from the combined schools only 16.5 per cent of the girls have been away at camp any time during the preceding two years. From the high school 23.5 per cent. of the girls had gone to camp, but if the schools selected are fair samples (School A showing 9.2 per cent. and School B 12.1 per cent. camp attendance) only a very small proportion of Brooklyn girls in the elementary schools attend camps.

A steady increase in camp attendance is shown as the girls grow older. Under 12 years of age 10.1 per cent. of the girls went to camp; of the girls 12 and 13 years old, 15.9 per cent.; of those 14 and 15 years, 17.2 per cent., and of the girls 16 and over, 22.2 per cent. Analysis shows that the same girls who belong to clubs attend camp. This is not surprising as many girls' organizations maintain both clubs and camps. According to the economic status classification which has already been explained, camp attendance increases steadily as economic status improves.

That the girls themselves do not feel that they have thrown off parental control to anywhere near the extent that it is charged they have, is indicated by the answers to the question as to whether they ask permission when they want to go "somewhere." In School A, 96.5 per cent. of the girls, and 98.7 in School B report that they ask permission, and in these days of supposed independence only 13 or 1.7 per cent. of 756 high school girls report that they do not ask permission to go places. Even if the answers are not absolutely reliable as far as the daily habits are concerned, they would seem to show the girls' own ideas on the subject of adolescent freedom. If they do not always ask they evidently feel a responsibility to, and accept the theory that they should. A number of girls answered the question: "Do you ask your parents' permission when you make plans to go anywhere?" concisely and finally with the one word, "absolutely."

It would obviously be impossible to attempt to find through such a study the real feelings of a girl in regard to her family and home. It was hoped, however, to get some information on this point from the answers to the questions, "Do you prefer to spend your spare time at home or away from home? Why?" While 200 girls were non-

committal or failed to state their preferences on this point, there were 872 girls who stated that they wished to spend their spare time at home, and 587 girls who answered quite definitely that they preferred to spend their spare time away from home.

In School B, 59.6 per cent., and in School A, 47.2 per cent. of the girls go to bed before ten o'clock, while in the high school only 23.6 per cent. go to bed before ten. The model group in School A and the high school retire at ten o'clock, and in School B at nine o'clock.

### *Summary*

These 1,659 adolescent girls come from poor, middle class and prosperous families of various cultural and racial backgrounds. If they have expressed themselves honestly and frankly, as there is every reason to believe they have, what do their answers show? They certainly do not indicate strong urges towards "unsocial" behavior. Rather they reveal a real liking for things which are called "wholesome" and desirable. Their choices, divided between athletics, outdoor, educational and constructive activities and sociability and amusements, show in what direction recreational guidance might start. More girls say that they prefer to spend their spare time reading than in doing any other one thing. As they grow older, if they do not have access to good books and if their tastes are not developed, they may lose interest in reading or they may turn to those magazines of no literary value, filled with alleged "true" but in reality most false, stories of life. These magazines, whose output is constantly increasing, should not be ignored as a factor in the spread of low ideals.

Many of these girls want to swim, to play tennis and to engage in other athletic activities. Although their wishes are modest and could be satisfied with very little effort, over a fourth of them are not able to do what they most want. Will they later either lose their desire for constructive forms of recreation or turn their interests to unsocial activities? If there are no opportunities for these energetic girls to learn to swim, to develop skill in games or some form of athletics, is there not a greater likelihood that some of them will come later to work off all their energies in the public dance halls, or to fall back entirely on non-participating activities, such as motion picture attendance or to find exhilaration and stimulation only through alcohol or "petting" parties. The low

percentage of gratification among those who wanted outdoor activities mirrors the thwarted desires of city children for the sense of space or of life which the country gives. Surely it ought not to be difficult to see that these children who want hikes in the country have a chance to take them. The largest proportion of the girls expressed interest in educational and constructive activities. They should have a chance to learn to sew, to play the piano, to paint or perhaps instead to kodak and develop pictures. Certainly opportunities should be provided for girls to develop the skill to do something well and to experience the creative satisfaction which goes with it.

The summaries of the findings on recreational preferences show that the choices have not been greatly affected by economic status or racial backgrounds.

The material on club membership shows the girls longing for sociability and friends and appreciating the values accruing from club membership. The responsibility of the community to provide the necessary trained leadership which the girls themselves indicate a willingness to follow seems obvious.

Children from well-to-do families are going to camps in increasing numbers, and it was found in this instance that camp attendance correlated with other evidences of higher economic status. Yet there is every reason to suppose that children from poor families need the camp experience even more. This study indicates that camp facilities should be extended particularly for families with small incomes.

Information on church attendance, home study, and parental supervision gives some indication of a girl's behavior. The majority of these girls attend church or Sunday school. Over 90 per cent. spend time on home study and all but 2 per cent. ask permission when they go away from home. From the information on parental time-money control, we find that over half of the elementary school girls and apparently a fourth of the high school girls go to bed before ten o'clock. Over three-fourths of the girls who have saved money had to have their parents' permission to take their money out of the bank and about half reported that they could spend money only with permission. In the main, then, these girls like the things we say they should like and are subject to the family control and guidance which are supposed to be good for them.

Analysis shows that these girls, probably typical



of Brooklyn's 82,000 girls 12 to 15 years old, are splendid human material. However, as they grow older their ideals and habits will be moulded not alone by precepts but also by the actualities which surround them.

In communities where adults are intelligent in regard to the need of children and are concerned in meeting these needs provisions will be made for athletic and outdoor activities, for vocational and cultural opportunities and foundations will be laid for physical, mental, social and spiritual development. There is every reason to believe that in such communities the girls of this younger generation will be healthy, happy, social assets.

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## Special Millage Tax for Recreation

The referendum plan is the most democratic method which has been found for the securing and establishing of an adequate recreation system in a community.

By this method all the people are called upon to decide whether or not they wish their own local government to provide recreation service for them.

In connection with the campaign preceding the day of the referendum vote, it is necessary to make clear to practically every voter in the community just what community recreation is so that whether a referendum effort is successful or not, it has resulted in an unusual education of the public to the recreation movement.

Local political authorities frequently approve the referendum because it removes from their hands responsibility for additional taxation for recreation.

When a system is established through the referendum method the public understanding and knowledge of it is such that it has from the start a greater participation in service.

The service is sold before the establishment and not after, as is so frequently the case with other methods.

The referendum special tax plan gives a financial stability. It permits definite planning and efficient administration. It also protects recreation funds from encroachment on the part of other city departments.

Where the tax is on a millage basis, it permits

a steady increase in revenue commensurate with the increase of the growth of the city and the increase in its property values.

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## A Handcraft Bibliography Project

At the meeting of the midwest recreation executives held under the auspices of the P. R. A. A. in Chicago, Illinois, March 7-9, V. K. Brown of the Chicago South Park Commissioners discussed the possibility of working out an encyclopedia of popular handcraft projects, not writing up the thousand and one projects but rather referring to the sources where different suggestions or instructions are already available. To this end a number of the executives agreed to consult their department libraries and other libraries in their vicinity to learn of the books or magazine files containing articles on handcraft activities which should be catalogued, notifying V. K. Brown, 57th Street and Cottage Grove Avenue, Chicago, of their intention to cooperate and getting from him a list of the books already assigned for canvass. The executives taking part will then suggest the additional material which they will undertake to analyze and add to the compilation. About 1500 volumes have already been listed and members of the staff of the South Park system are now analyzing the material and entering the results in a standard form which has been outlined.

Mr. Brown suggests that anyone interested in joining the midwest group in working out the bibliography communicate with him.

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"Fortunately, education is more than schooling. The development of character for good or ill goes on, whether the child is in school or out of school. His impulse to imitate what he sees and adopt what he likes in the real world about him is more powerful, because more natural, than the tendency to identify himself with the artificial life of the schoolroom. Hence the commanding importance of the playground and the educational significance of games that enlist a boy's best self in active co-operation with his fellows."—*Dr. James E. Russell*, formerly Dean of Teachers College.

# Clubs on the Playground

Club organization on the playground is a problem with which all recreation workers are concerned, for the popularity of this form of organization as a means of promoting activities is growing rapidly.

## A Few Principles of Organization

The Department of Playgrounds and Recreation in Los Angeles, California, in its *Manual of Rules, Regulations and Information* suggests the following basic principles in club organization:

In some instances the program of activities on a ground may be increased and more easily handled by the organization of clubs whose officers and committees will assist in the promotion of certain activities. At the same time, the creation of these organizations carries with it certain problems which make it necessary for their functions and powers to be clearly understood by all.

In the first place, no club or group should be organized unless it will actually contribute to the expansion or aid in the control of some activities. The payment of dues should not be made a condition of participation in any activities which take place on the playground or in the community house. In most instances, organizations without dues are to be preferred, and the expenses of any parties, tournaments, and other activities, met by a collection or by the charging of entry or trophy fees in the case of athletic clubs.

No such groups will be permitted to exist on any ground unless they have adopted a proper constitution and by-laws, and have filed a written copy of the same with the supervisor of playground and community center activities for his approval. Such constitutions and by-laws should require a democratic type of organization and provide for business-like handling of any funds involved.

Directors should not accept offices or committee chairmanships in such organizations, but should function purely in an advisory capacity. They should also refrain from attempting to influence the selection of officers by the groups. It should be clearly understood that all such groups have no status other than that given to them by the Department; and in case they should at any time act contrary to the established policies of the Department,

or their existence should be deemed no longer necessary for the promotion of an activity, they may cease to be regarded as a playground organization and will receive no further privileges except those granted to groups outside the Department.

Sometimes clubs are formed to further the work of an activities' division, but if these clubs are affiliated by name or otherwise with a playground or other center they must be approved by the administrative supervisor concerned, and the director of the center shall be an ex-officio member of any Board of Directors or Executive Committee.

In general, all groups organized under the auspices of the Playground and Recreation Department will hold all their meetings on facilities operated by the Department, at which meetings an employee of the Department will be present. Occasionally, however, it may be convenient for committees to meet elsewhere, but no meeting should be held away from the grounds without the knowledge of the director or supervisor concerned.

## In Oak Park

The outstanding feature of the year 1929 in Oak Park, Illinois, according to the annual report, was the development by the Playground Board of clubs among the children of both grade and high school age. Almost every activity was organized, the demand for the clubs coming from the boys and girls themselves. Dramatic, athletic, cooking, handcraft and hiking clubs were organized with officers, constitutions and regular meetings. The value of clubs in stimulating interest in the program cannot be over-emphasized. At Carroll there were sixteen such organizations; at Andersen, ten; at Stevenson, eleven, and at Eugene Field, seven. A corollary to the club work was the organization in the fall of a presidents' council among the fourteen older boys' and girls' clubs which served as a clearing house for all playground problems, encouraged a wide participation in social events at the various grounds and cemented the four playgrounds' in ties of comradeship. The Council started its season by giving a dance, an event that proved one of the most successful thus far attempted. Frequent suppers and spreads were encouraged, and eating to-

gether has proved, in the opinion of the staff, one of the most wholesome and pleasant methods of bringing together boys and girls of adolescent age. At three of the playgrounds athletic and social groups were also organized among the young men and women of the neighborhoods. A chaperon from the Playground Department was in charge of all mixed meetings at the play centers.

Two mothers' clubs have been organized in connection with two of the Oak Park playgrounds, one with a membership of a hundred, the other with fifty members. The clubs have taken an active interest in playground affairs. They have given several valuable gifts to the grounds, have helped in making costumes and have acted in a volunteer capacity in playground contests. The groups have met regularly every two weeks and have helped promote a friendly feeling in their neighborhoods.

### Safety Clubs on the Playground

Safety clubs, councils or patrols are being organized on many playgrounds as a part of the recreation program.

The Detroit Recreation Department in organizing junior safety clubs for girls on the city playgrounds uses the following plan. The leader arouses interest in the project by posting notices on the bulletin board and by a poster calling attention to the purpose of the first meeting. At this meeting the objectives of the club, the requirements and the pledge are carefully explained to the children. Any girl between the ages of eight and sixteen years may become a member by reciting the pledge at a regular club meeting held once a week during the summer season. Each playground may have as many clubs as the leader and the major can organize, membership being limited to ten girls including the captain.

Each club is in charge of a captain who is responsible to the major and the leader in charge of the playground. The major, who is one of the older children attending the playground, should be appointed by the play leader to whom she is responsible for the success of all the clubs on her playground. She confers with the leader and the captains and sets the hour and day on which the different clubs will meet.

The captain should be a girl at least fourteen years of age who is appointed by the leader and the major. She is allowed to organize her own club with the assistance of the leader. Her duties

include keeping the roll book containing the names and addresses of the members of the club, and responsibility for checking attendance at regular meetings and for the results of the weekly safety lesson. At the end of the season the roll book is turned over to the major who assists the play leader in giving credit for honor points.

At each club meeting safety lessons are discussed, and each member is asked to report to the captain anything she has done to help reduce accidents. The captain notes in writing anything important and the child is presented with a medal at the end of the playground season. Each member of the club receives a safety button when she joins.

Any member who disobeys the rules after two warnings is dropped from the club. All violations of the pledges and safety rules are reported by the captain of the group to the major, who takes the matter up with the leader whose decision is final. At the end of the season each member who has attended five of the eight meetings, has taken part in the discussions and has lived up to her pledge is given an honor point.

One of the interesting activities of the 1930 season was the safety slogan contest conducted for the clubs on all of the playgrounds. The slogans were submitted to the leader and the major who selected the best slogan. The best slogan from each playground was then submitted to a committee consisting of representatives from the Women's Safety Committee, the Public Safety Bureau and the Detroit Automobile Club, who decided on the best slogan submitted from all playgrounds. The slogan selected will be announced at the Safety Awarding to be held on August 19th and will be the accepted slogan for use in all future Girls' Safety Club work.

In Memphis, Tennessee, a group is selected on each playground from which the children choose a president, vice-president and secretary and the captain and lieutenant of patrols. Patrols are placed at dangerous crossings in the neighborhood of the playgrounds and serve at these corners during the time the children are coming to or going from the playground. Life guards are also selected from the patrols whose duty it is to keep all trash and broken sticks or anything which might be harmful to themselves and other children. Last summer the Park Department organized on some of the playgrounds trial courts made up of children who determine the guilt of the individual and pass judgment.

The playgrounds having the best safety records each week are awarded safety honor flags to be flown from the playground flagpole. Playgrounds with the second best records receive safety merit flags. At the end of the season the playgrounds having the best safety records during the summer become the permanent possessors of the safety honor flags.

### A Camera Club in Perth Amboy

In December, 1929, the Playground and Recreation Department of Perth Amboy organized a camera club which has the help of a local police officer, an expert in finger printing and photography, who has gladly consented to give his services to the girls and boys of the city. The senior club consists of girls in the high school and out of school; the junior club of girls in the elementary and grammar schools. The club, whose membership has increased from twelve to forty-five, has a president, secretary and treasurer. Dues of twenty-five cents a month cover the cost of paper and other incidentals. Contests will be held in the near future in portraits and landscape, marine and still life pictures. A similar club for boys will soon be formed.

### Geography Clubs for Children

Parents and teachers have observed that there are many children who have a genuine interest in geography and it has been suggested that such children might perhaps be organized into geography clubs in connection with the playground and year round recreation centers conducted by recreation departments.

There has recently been organized the Home Geography Society, which publishes the *Home Geographic Monthly*. The purpose is "to promote interest in geography among children; to promote friendly and sympathetic relations among the children of the world; to assemble and distribute geographic materials, slides, films, specimens, pictures and books, relating to geographic subjects for home and school purposes; to publish a magazine for the diffusion of geographic knowledge among children; to establish an institute for the development and promotion of geography and related sciences; and to perform such other duties and services as may aid children to visualize the world and understand its peoples." Anyone interested in this project should corre-

spond with W. Elmer Ekblaw, Secretary of the Home Geographic Society, Clark University, Worcester, Massachusetts.

## What Are the Ultimates?

"I think," Joseph Lee said recently in a letter, "that the root of the difficulty which many American people find in making any valuable use of leisure today is that they have no conception of what leisure time is for. They have no conception of the ultimates. They think that any activity to be justified must be useful; must either make for health or business success, or must do good to your aunt or to the people, or have some other excuse for being. Beauty is good if it can make a better man of you, or give you a better appetite for dinner, or enable you to sell your pictures. But that beauty is reality, that it is life, has never entered their imagination.

"The same is true of sport. It is true of life. If life can prove that it produces food, then life may be excused. We live a little or go through the forms that we may live. Of course the result is that outside our working hours many of us don't live at all."

### Are Profits Ultimates?

A man who returned after several years in the North Polar regions reports that the questions most often asked him were—Did you find anything that you can make money from? Did you find any gold or oil? How do you count the profit on all the money you spent and the risks you took?

The cost of Admiral Byrd's recent trip to the Antarctic will be about \$1,000,000. Again the question will be asked—"What profit is there in such a trip?" We think so much in terms of commercial profit that it is hard to be sympathetic toward projects which merely add to our scientific general knowledge. We always hope that indirectly out of any knowledge gained, somehow will come a dollar and cent profit. Recently a writer has pointed out that one bit of information obtained as a result of Admiral Byrd's trip has

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HARMONICA BAND AT THE CHINESE PLAYGROUND, SAN FRANCISCO

# Night Activities on San Francisco Playgrounds

RAYMOND S. KIMBELL

*Supervisor, San Francisco Playgrounds and Community Centers*

With nine community center playgrounds in San Francisco sponsoring evening programs in recreation on an average of four evenings a week, the schedule of evening recreation work offers a most interesting field in itself. Catering to an average weekly evening attendance of nineteen hundred children and grownups, these nine playgrounds distributed throughout different parts of the city present a varied program of activities. On the existing program almost every type of competitive, creative and organized club activity is personally supervised, organized and encouraged by the San Francisco Playground Commission. Athletic, dramatic and organized club work is carried out on every playground on their regular schedule of activities, while in addition to these musical groups are to be found on four grounds in particular. In programs of athletic activity, basketball, indoor baseball, tennis, and in the summer months twilight baseball leagues are carried out as a part of the evening program. Inter-playground games in these activities are organized by the directors in charge of the playgrounds and a regular schedule for competitive athletics maintained throughout the year. On one playground in particular outdoor activity has been made possible in the evenings through the installation of a brilliant illuminating system. On this playground tennis, football and baseball are played in the evening with the aid of electric lights. Attendance at this ground far surpasses that of any other.

## **Drama on Every Playground**

Dramatic work is carried out on every playground. Groups interested in this activity are for the most part composed of grownups and younger people above 17 years of age. In this particular branch of the work exceptional results have been obtained. In a recent program sponsored by the Commission in conjunction with the Christmas week festivities, one evening group presented a

series of exceptionally well executed Nativity plays which were accorded considerable newspaper commendation. This group was composed entirely of young working men and women between 17 and 21 years of age. Dramatics is by far one of the most popular of evening club activities in that almost every club organization at one time or another attempts something in the way of drama as an entertainment feature. On one playground a dramatic group composed almost entirely of mothers of playground children has now been in existence for over two years. This group, meeting regularly in the evenings in the playground clubrooms, presents plays at regular intervals throughout the year. Dramatic groups are to be found on every community center playground throughout the city.

## **Music at the Evening Centers**

Musical activities, although not quite as popular as dramatics, are to be found on four out of the nine evening recreation centers. On one community center playground situated in the heart of the Italian settlement a group of thirty-five young Italian boys have been organized into a glee club. Another separate group on the same playground has enrolled twenty-five boys in a harmonica club. In another section of the city there is a girls' glee club, and in still another a group of mothers have been combined in a glee club for grownups sponsoring community songs and short musical programs.

A senior girls' glee club of thirty members, all between the ages of seventeen and twenty, is preparing a spring concert which they will present in the summer. Such is the interest in musical activities, and although the organization of this particular phase of the work is still in its infancy all present indications point strongly toward a rapid increase in the number of clubs in this field.



### Social Clubs

Organized social clubs present a varied field of activity in themselves. On some playgrounds this type of club is a combination of athletic and social functions. During the winter months athletic clubs may continue to hold meetings on the playgrounds during the evenings, conducting socials, whist parties, or an occasional dance program. Club members and parents of club members attend these functions, thus establishing close contact between playground and community. The Department has recently experimented with Friday Night Dances on several playgrounds throughout the city and has thus far found them most satisfactory. Attendance records show a retinue of over two hundred children and parents attending these functions. Other organized clubs meeting regularly on different playgrounds are of varied types. One group is interested in clog and tap dancing, another in tumbling work, still others in Boy Scout or Camp Fire activities. Any number of interests and endeavors are represented in wide range of activities. These various activities, encouraged and directed by each playground instructor, are closely supervised.

Under the present schedule of evening activities on community center playgrounds, the San Francisco Playground Commission is endeavoring to maintain as well balanced and appealing programs for evening recreation as possible. Although this particular branch of the work is still in an embryonic stage, the Department is continually striving to establish a firm foothold for itself in this comparatively new and pioneer field of community center playground work.

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## Balloon Games

Balloons have come to be an important part of the equipment of the social recreation kit. They break the ice at parties and many games may be played with them. Descriptions of a few follow:

*Balloon Blowing Contest No. 1.* Each player is given a balloon and the announcement is made that the one who has the largest balloon at the end of a minute will receive a prize. If the balloon breaks before the moment is up the player is out of the contest. A judge is appointed who is told to select five or six as winners. Each of the winners of the first contest is given a large balloon

to blow under the same conditions except that two or three moments are allowed.

*Balloon Blowing Contest No. 2.* The same plan is followed as in contest No. 1 except that large balloons are used as in the latter of this contest instead of having a preliminary contest.

*Balloon Blowing Contest No. 3.* The players are divided into two groups, each taking its place on the side of the table. Every player is given a balloon and is put on his honor not to burst it except by lung power. At a signal all begin to blow. The player whose balloon bursts last loses the game for his side.

*Balloon Blowing Relay.* Two groups of five or more people are selected and line in file, each player with a balloon. At a signal the first pair starts to blow; the bursting of the first balloon is the signal for the second couple to start blowing. The side finishing first is the winner.

*Balloon Bat Ball.* A large size balloon is inflated to nearly full size and a knot is tied in the stem. The groups at opposite sides of the table bat or throw the balloon which is put into play by the umpire. If the balloon touches the floor on either side two points are scored for the opposite side. When the balloon bursts five points are scored. One, three, five or more balloons may be put into play at once at a large table or in succession as they burst.

*Balloon Basketball.* This is played in a large room with baskets or boxes placed on opposite sides of the room. (Open doors can also be used). The game is played in much the same way as basketball except that batting the balloon with the flat of the hand is the only permissible method of advancing it. Any number may play this game and many variations are possible.

*Balloon Battle Royal.* Inflated balloons are tied to the waists of all players with about a foot of string from player to balloon. At a signal all players start to burst the balloons of other players and to preserve their own. Both bumping and grasping are permissible. The player who keeps his balloon longest is the winner.

*Grabit.* A large balloon is inflated and the stem tied in a knot. The players are divided into two groups, one side the protectors, the other the destroyers. The protectors try to preserve the balloon by batting it in the air, the destroyers to  
(Concluded on page 308)

# A Theatre on the Water

The Toy Theatre at Atlantic City, under the direction of Mario Badillo, operates on the conviction that there are no limitations in art. That is why you may go there and see classic plays performed against charming scenery which you afterward learn was painted on newspapers and cost one dollar and a half for three sets, why no one ever bothered about a proscenium arch or a formal seating arrangement or elaborate lighting, and why an old boathouse has become "a monastery, dedicated to creative Beauty."

Mr. Badillo took an abandoned boathouse, which happens to create the best acoustic properties in the world because of being built over the water, a group of sincere people—artists passing through Atlantic City, employes from the hotels, summer visitors, anyone who wanted to play or loved to putter around with scenery or costumes, added his own naive wizardry and went about the production of fine plays. To date, plays have been presented in four languages—English, French, Spanish and Italian. There is a little company of Italians from a local church, a negro group, and a troupe of children, in addition to the little nucleus of artists with its changing company of visitors who are always welcome to come and play. Guests and workers frequently come to the theatre in boats. The studio, on the lower floor of the building, open to the wind and water and the birds, invites all lovers of the theatre to bring their skill and their ideas.

Only the best plays are seen in Mr. Badillo's theatre. "Macbeth," "Hamlet," O'Neill's "Ile," Strindberg's "Simoon," Chekov's "The Marriage Proposal," Shaw's "Man of Destiny" and Dunsany's "The Glittering Gate" are among the most popular productions. For the children there are such delightful opportunities as "Alice in Wonderland" and "Treasure Island." When a play is being given at the Toy Theatre the entire building is devoted to it. Scenery is not confined to the stage alone but is extended to the very door of the theatre. Mr. Badillo's methods are a revelation to the little theatre director in their simplicity and effectiveness. Imagination, an old dish pan and eleven dollar's worth of wiring produced a moon used in the production of "Salome" which was second only in loveliness to one



owned by a large art theatre and costing hundreds of dollars. Torches casting fitful shadows give dimensions to the small auditorium when the illusion of space is needed. Mediaeval scenery painted on newspapers produces a rich Fra Angelico effect for "The Juggler of Notre Dame."

This friendly little world where anything is possible is a particularly happy place for children. Imagine playing "Treasure Island" with real boats! The boathouse stage offered perfect facilities for small pirates and one can believe that no child who appeared in the play will ever quite lose the thrill of having been, for once in his life, a real swashbuckling pirate who arrived at the scene of treachery in a real boat. There probably has never been a production of "Treasure Island" that enjoyed such delightful realism and allowed the children to enter so freely into its colorful experiences.

The amateur director who is fuming because he hasn't just the kind of a stage he dreams of or who yearns for expensive lighting, scenery and costumes had best drop around to the Toy Theatre when he is at the Recreation Congress next fall and see how little such matters annoy Mario Badillo.

## Drama Notes

### Drama on the Oak Park Playgrounds

The Playground Theatre conducted by the Oak Park, Illinois, Playground Board, is now celebrating its tenth season of continuous service. From a nucleus of two small groups the work has grown steadily until during 1929 plays were given on an average of every two weeks throughout the year. Fourteen groups from various playgrounds have worked on plays during the past twelve months and there is a long waiting list. The dramatic director has formed groups on all the playgrounds which have been encouraged to study good plays and have been taught an appreciation of dramatic literature and of the fundamentals of costume designing and stage settings. Intelligent characterization, a discriminating sympathy and flexibility of approach have been aimed at rather than mere exhibitional training. The children have been encouraged to make original interpretations of the roles rather than to imitate the director's reading of a character. Originality has been an objective, and the children have been en-

couraged to arrange plays and dances. Storytelling has been a part of the dramatic director's work, the storytelling often serving as a preparation for dramatics.

### More About Play Tournaments

The Dallas, Texas, Playground Department will conduct its third annual one-act play contest this summer and more than fifty groups will take part. Thirty-two plays were presented last year. A special effort has been made to secure the participation this summer of industrial groups. Last year following the playground tournament an invitation tournament was held in which many industrial and out-of-door groups took part. Contests are held in both the children's and adult divisions under the supervision of Dallas's Director of Park Dramatics. The selection of plays for children is limited to outdoor or folk plays and the children present their plays in the outdoor theatre at one of the city's leading parks. The adults are giving their plays in the auditorium of one of the high schools where indoor seats are available.

Under the supervision of the drama director contests in storytelling are held and this year for the first time there will be a story writing contest. A trained storyteller is employed who visits the city playgrounds daily. The schedule includes frequent visits to the Mexican Park, where hundreds of children from the city's crowded Mexican quarter come daily.

### Drama for the Colored Citizens of Columbus, Georgia

A drama institute for colored citizens has been one of the recent projects of the Department of Recreation of Columbus, Georgia. The institute proper was preceded by a two weeks' storytelling class in which intensively condensed lectures were given on all phases of storytelling followed by a practical demonstration of stories told by members of the class. These sessions were closed with a brief, written test covering the entire course.

The drama institute, divided into thirty classes, was attended by 200 adults, both men and women, and a dramatic club was organized called The Community Players. Members of the group were instructed in the community work necessary for such an organization and the following subjects were taken up theoretically in lectures and practically by actual demonstration—costuming, color-

ing, materials, principles of designing, stage construction, lighting and its relation to coloring and dyeing. Finally came the selection of the cast for the plays. The two plays which were presented on April 11th were *The Lord's Will* and *The No 'Count Boys*, both by Paul Green. One hundred seats were reserved for white citizens who thoroughly enjoyed the performances. The business connected with the productions was handled entirely by members of the class and a student director carried the plays through under the guidance of the Department instructor.

### Drama Institutes in Rural Districts

Mr. Jack Knapp of the staff of the P. R. A. A. who has been working in cooperation with the United States Department of Agriculture in training rural leaders in recreation activities, writes of the drama institutes which are being conducted.

"People in the country have been producing plays for a great length of time. Most of the work, however, was under untrained leadership and a great deal more money was spent than was necessary, the work was harder than it ought to have been, the productions were not always excellent and the group did not have the fun that they ought to have had. Our purpose was to train amateur play directors so that they could go back to their communities and produce, from beginning to end, worth while productions—directors who would know how to produce a play, who would understand costuming, scenery, lighting, make-up, stage position, and other details.

"As a rule the work is carried on through the United States Extension Division, the institutes last four days and in those four days we take up, *How to Direct Plays*, *How to Create Inexpensive Costumes and Scenery*, *How to Make and Use Home Made Lighting Equipment* and the *Principles of Good Acting*. At the end of the four days we produce plays, usually three or four one act plays in reading rehearsal form. The action is worked out as well as possible, the actors are made up in costume, scenery and properties are improvised but the actors read their lines as they do not have time in the four days to memorize them. At the sessions we also have community singing and folk and pageant dances. The sessions usually last two hours each, two sessions a day of four days. The reception is very enthusiastic and we find that the crowds hate to break up at the end of the four days. Our leaders are, as a

rule, talented. They vary in age from sixteen to seventy though the great majority are from twenty to forty years of age.

"In California last winter an elderly woman of about seventy-five or eighty played the part of 'Grandma' in *Sparkin'* and did an excellent job of it. Of course she received congratulations and I said to her, 'You must have done a great deal of this work before, haven't you?' She answered, 'No, this is the first time I have ever been on any kind of a stage in my life. I have always wanted to act but I have never had a chance. I am going to make this play up now and take it all over my county and I am going to play "Grandma."' Recently I heard that she had followed out what she told me.

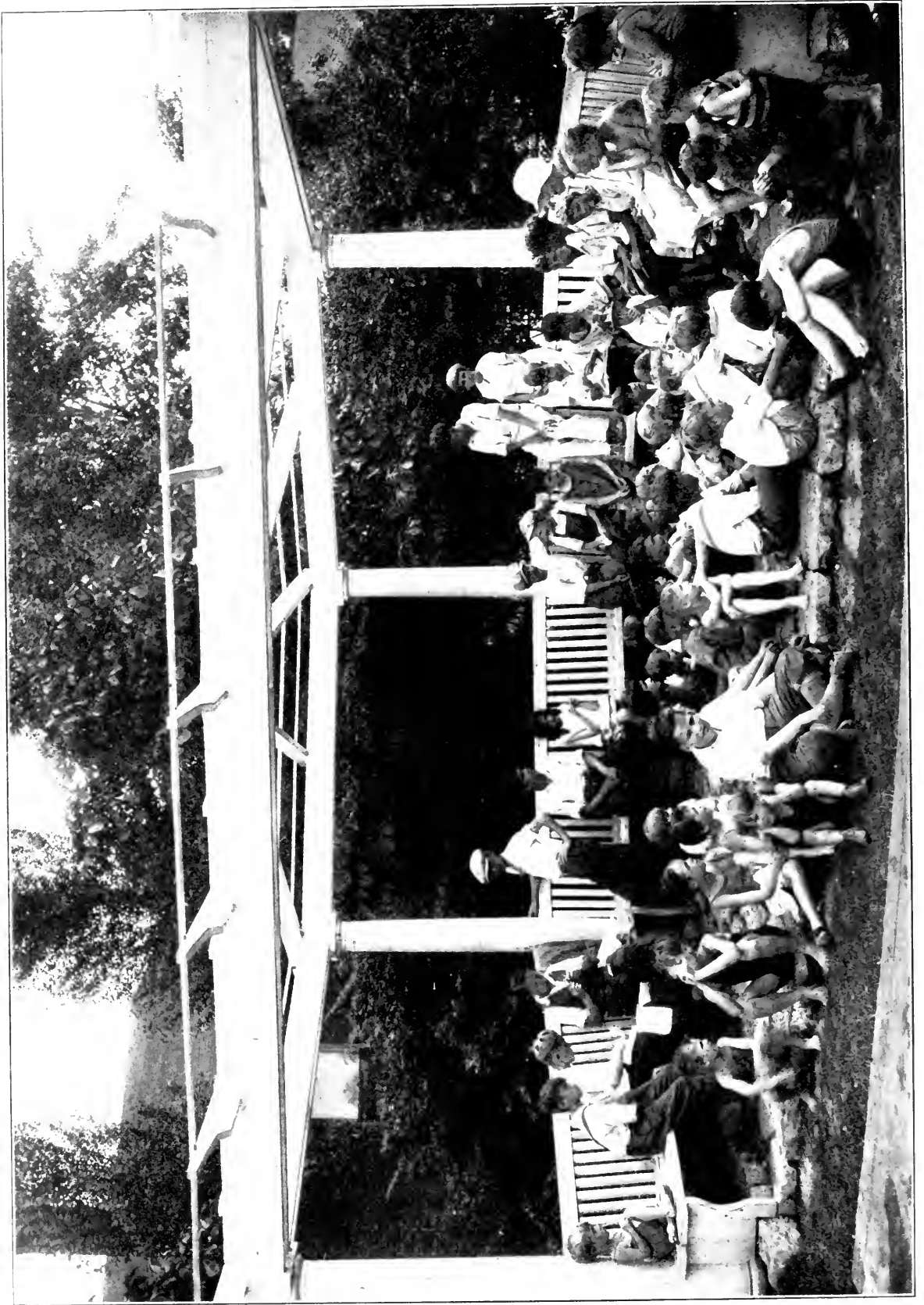
"Up in northern Minnesota at the make-up session we made up one of the county agents as an old man. At the end of the session he was so pleased with himself that he refused to take off the grease paint but went out calling on his neighbors. It was about ten o'clock at night. He routed an old friend out of his bed, introduced himself as a cattle buyer, made his friend get dressed and go down to the barn to look at the cattle. Just as he was about to purchase the cows his sense of humor overcame his self-control and he began to laugh and was discovered by his friend. In spite of the make-up good acting was necessary to deceive an old friend.

"We had one school at Lawton, Oklahoma, where over fifty per cent. of the class were Indians. They proved themselves especially dramatic and had excellent voices. In one play an Indian boy and an Indian girl played the hero and heroine. Their acting was fully as good as any other people in the group.

"Our work in Ogden, Utah, proved especially fine. One group produced a puppet pantomime of 'Bluebeard' in which the actors made themselves up as puppets, one cast pantomiming the action on the stage, another cast reading the lines from behind the curtain. Brilliant costumes and colored lights were used and the beauty loving people of Utah gave the performance a great reception.

"In many places people drive in seventy-five miles or a hundred miles each night for four nights over rough roads after working all day in the field. They come eagerly and would be glad to do it oftener. In the last year institutes have been held in fifteen states with an average of

(Concluded on page 308)



STORIES ARE ALWAYS FASCINATING TO THE CHILDREN OF OAK PARK, ILLINOIS. THE SETTING ADDS TO THE CHARM.



# The Westchester County Music Festival

AUGUSTUS D. ZANZIG

*Director, National Music Study, National Recreation Association*

The sixth Annual Westchester County Music Festival held on May 22, 23 and 24 was the greatest in every respect. It involved a splendid large symphony orchestra and four great soloists, but the greatest and most important "artists" by far were the Festival Chorus of 1600 men and women from twenty-one communities of the county, the Junior Festival Chorus of 2280 elementary and high school boys and girls accompanied by a high school orchestra of 180—all from the same twenty-one communities—and two men's choruses from Mount Vernon and Yonkers. So eager were the people of Westchester County and surrounding communities to attend the Festival that the huge auditorium seating 5,000 people could not provide accommodations for the crowds seeking entrance. Seats were sold at prices ranging from fifty cents to \$3.00, and all expenses were cleared.

The organization and maintenance of the Festival is entirely the work of the Westchester County Recreation Commission, of which Mrs. Eugene Meyer, Jr., is chairman and for which Mr. George Hjelte is County Director of Recreation and Mrs. Kate Wassercheid, Executive Secretary in charge of Music. The beginning and rapid growth of the Festival is due to the interest and support of Mrs. Meyer and other members of the Commission and to the work of Mrs. Chester G. Marsh, former Director of Recreation, who is now giving her attention to what promises to be as rich a development in the other arts and crafts.

The new County Center in which the Festival occurred is an outcome of the needs of the Festival and is an especially fine and effective building with rooms for various recreational activities in addition to the large auditorium and a handsome Little Theater. The Festival was also the occasion for dedication of the building. The Secretary of the Interior, Ray Lyman Wilbur, designated to represent President Hoover, made the dedicatory address. He emphasized the value and need of recreation and spoke especially of the importance of music as a means of recreation and of bringing about fine community feeling.

The programs contained only excellent, inspiring music which had been carefully prepared by the choruses and was sung magnificently under the leadership of Mr. Albert Stoessel, who is conductor also of the Worcester (Massachusetts) Music Festival and of the Symphony Orchestra and Chorus at Chautauqua Lake, New York, in the summer. The Westchester County Festival represents a high-water mark for this type of musical endeavor associated with a Recreation Department. It is a token of a quality of musical activity which must more and more become a part of the work of recreation departments. There is no escaping it. The amazing progress in music made in the public schools during the last ten years, progress involving millions of children, must somehow find its way outside of the school, and the philosophy of recreation must somehow find its way into the minds and hearts of more of the teachers and children inside of the schools so that there can be the "carry over" that is looked for more and more eagerly by music teachers and others. The higher quality of it all must somehow be preserved, and not for any academic reason associated with merely musical traditions and ideals but because the higher quality makes possible a richer, more vital and joyous experience.

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"Artificial conditions have been created in which the distractions are innumerable, the speed at which things are done has necessarily been accelerated by the crying need for time and by the exhilaration that comes from the very speed and diversity of our activities.

"There is a tendency to superficiality. This is the handmaiden of wealth and greater leisure. This is the danger which is very real, a danger which our universities and colleges and all institutions of learning and our home influences should guard against in the impressionable and youthful mind."—*Myron C. Taylor*, Chairman, Finance Committee, U. S. Steel Company.



# Circus Days in Memphis

There are no thrills comparable to those which a circus provides, and the Memphis Playground Circus furnishes such thrills aplenty! For the Park Department is providing a real circus wagon, a gaily painted caravan, which visits each playground once during the summer taking to the children all the necessary equipment. This includes everything from a large tent seating about 300 people, two dressing tents, two side show tents and a sawdust ring to animal frames, costumes and safety pins!

From the minute the wagon arrives at a park there is all the hustle and bustle which accompanies the setting up and tearing down of circuses on one night stands. With the assistance of hundreds of little boys, and of big boys, too, the big tent is soon erected, all the bleacher seats securely fastened in place, the circus ring laid out and well covered with sawdust, and the platform for the band erected at the performers' entrance. The side show tents are erected in front of the main tent and two dressing room tents are set up in the rear.

Then comes the fun of getting ready for the parade, for no circus is a real circus without this feature. The Clown Band takes its place on top

of the circus wagon while all the performers follow along behind. What matters it if some of the elephants *do* have a few extra bumps here and there where some tot's head breaks the perfect symmetry of the "hide"; this is a circus "of the children, by the children and for the children!"

After the parade the bell sounds for lunch and then follows a wild scramble to get dressed for the afternoon performance. The side shows are well attended, thanks to the barker, and a long line is waiting in front of the miniature ticket office, for no one may enter without securing a real ticket for the price of a smile.

All the seats are filled long before the hour set for the beginning of the performance. Children and adults pack the entrance, line up around the outside and peep over the top of the tent. Several venturesome boys and girls secure a bird's eye view from branches of nearby trees.

The band strikes up a lively march and the show is on! All are there—trained bears, elephants, giraffes, monkeys, ponies, lions, a troupe of acrobats, tight rope walkers, ballet girls and midgets. Hundreds of children live the characters they portray and have a wonderful time doing it, for where lives the man who has never in



THE MOST POPULAR WAGON IN MEMPHIS



NEVER WITHOUT PATRONS!

his career longed to be in a circus? Fond parents and friends sit for two hours under a blistering

sun and applaud each act. The real circus atmosphere is not lacking—hoarse calls from the property men, growling and roaring from the animals, the fanfare of trumpets, peanut venders calling their wares, gay penants fluttering in the breeze, brilliantly colored posters advertising the event, noise and confusion.

At last it is over—Happy children with grease paint still on their faces accompany equally happy parents home for a hasty meal before returning to the playground for the evening performance. Then the whole program is repeated under the glare of bright lights for the benefit of those whose work prevents them from attending during the daytime. As the last tired, but still enthusiastic child troops out, the tent is quickly lowered and everything except the sawdust packed back in the circus wagon ready for another circus day at another park.

## Sportsmanship Codes

### For Intercollegiate Base Ball\*

Directors of athletics, coaches, captains, managers, players and all who have any responsibility for the conduct of intercollegiate athletics are urged to take an aggressive stand for a high standard of sportsmanship in baseball, not only among players but among spectators. There have developed in baseball, as a result of its history and traditions, certain practices that are as foreign to good sportsmanship as jogging an opponent's elbow would be to the etiquette of golf.

As former Dean LeBaron Briggs of Harvard so clearly pointed out in an address before the N. C. A. A. some years ago, "It is so obvious that the normal youth has in the past abused sportsmanship, and so obvious that the normal youth loves the generous, hates the trickily mean, that we need only to open his long-closed eyes to see that there is nothing legitimate to baseball which will not suffer a player to remain a gentleman . . ."

These objectionable practices can be eliminated without the least bit of injury to the "pep" and zest of the game, or detriment to the skill of the players as individuals or in teams. The following suggestions are proposed with the thought that

special attention might be given to establishing certain practices that would place baseball at least on a par with the standards of sportsmanship in our other intercollegiate sports.

*Courtesy to Opponents.*—Build up a tradition of courtesy to the visiting team which will discourage any effort by players, spectators—organized or individually—to rattle the pitcher or any other member of the visiting team. Home crowds should cheer to encourage their players, not to disconcert their rivals.

*Remarks by Players.*—Discourage and prevent as far as possible coaches on base lines, under the guise of encouraging batters, in any attempt to rattle a pitcher by various remarks. There should be no remarks by catcher ostensibly addressed to the pitcher, seeking to unnerve the batter. There should be no remark or action by a player that reflects directly or indirectly upon an opponent, umpire or spectator. Players will not, by discourteous words or actions, protest decisions of the umpire or in any way attempt to show up the umpire.

*Interference with Throws.*—Batters' will not attempt to hinder and obstruct the catcher as he throws to bases. Base runners will avoid interference with a baseman who is attempting a double play. On a play with the runner going to first,

\*Reprinted from the *Collegiate Base Ball Guide*, 1930, through the courtesy of A. G. Spalding and Bros.

he shall run in the regular three-foot lane and not attempt to edge in to obstruct the first baseman receiving the throw.

*Obstructing a Base Runner.*—When there is no immediate opportunity for a play at the base, infielders shall move far enough from the base to avoid any possible interference with the base-runner rounding the base.

*Fake Warning and Directions.*—It is distinctly unsportsmanlike for players to shout fake warnings such as "Get back," to a base-runner, or "Look out!" to a player about to make a catch. Another unsportsmanlike practice is for a coacher or some member of the team at bat to attempt to confuse the team in the field when a fly ball is hit, by calling upon one of them to make the catch.

*Attitude at Bat.*—Batters will not attempt to disconcert a pitcher and obtain a base on balls by standing with their backs to the plate or stooping to pick up dirt just as a pitcher starts his delivery.

*Pitching.*—No freak delivery such as "split ball" or the use of rosin shall be permitted.

*Protests.*—Protests on decision shall be made only by the captains of the team, and then only on matters of rule interpretation.

*Coaches.*—Coaches of the team will abide by all decisions of the umpire, and will make every effort to prevent unsportsmanlike actions, either by players or spectators, toward officials in charge of the game.

*Umpires.*—The umpire shall have full authority to put a man on the bench, or expel him from the game for actions unbecoming a gentleman and a sportsman.

*Preliminary Practice.*—A schedule of practice preliminary to a game shall be as follows:

1. Visiting team batting at plate up to forty minutes before game
2. Home team batting at plate for twenty minutes
3. Visiting team fielding practice for ten minutes
4. Home team fielding practice ten minutes before the time for game to be started.

*Sportsmanship Pledge.*—It is urged that directors, coaches or captains read the foregoing code to candidates for baseball teams, who then shall be asked to cooperate in carrying out the spirit of

this code by eliminating the unsportsmanlike practices mentioned, and, in general, in their baseball playing, conducting themselves as gentlemen and sportsmen.

We all recognize that rules and codes will not make a sportsman out of a mucker, but it will help to transform the spirit that prompts it, and will create in time the same spirit of sportsmanship toward opponents that is characteristic of our other intercollegiate contests.

### For the Spectator

Sportsmanship standards approached from the point of view of the "fan" are incorporated in a code prepared by G. G. Eppley, City Recreation Director, Evansville, Indiana, and adopted by the Indiana District of Kiwanis International.

1. I will consider my athletic opponents and the officials as my guests and will treat them as such.
2. I will cheer both teams as they come on the field of play.
3. I will applaud good plays made by either team.
4. I will not applaud errors.
5. I will not "razz" players of either team or anyone officially connected with either team.
6. I will accept the officials as the proper authorities to make decisions and will accept their decisions.
7. I will not yell or "razz" during the infliction of a penalty.
8. I will not stir up any unfriendly rivalry among the fans.
9. I will consider it my privilege and duty to encourage players and school authorities to live up to the spirit of the rules of whatever athletic association they may have considered it a privilege to be a member.
10. I will consider it my privilege and duty to promote the Indiana Kiwanis Code of Sportsmanship among players and fans at all times.

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"The education of the future will be inventive-minded. It will believe so profoundly in the high value of the inventive or creative spirit that it will set itself to develop that spirit by all means within its power. From kindergarten to graduate school the habit of conceiving new and more adequate ways of doing things and thinking about things will be the habit most eagerly developed."—*Harry Overstreet.*

# Go to Grass!

WILLIAM GOULD VINAL

*Director Nature Guide School, Western Reserve University*

"Go to Grass" was given the first "Sunday Night" at Nature Guide School. The method of presentation is set forth so that others may try it or something similar. The title of the talk was not announced until the students guessed the name of the thing to be discussed.

"I am thinking of the most beautiful plant—the one which we could least spare as the beautifier of earth. Probably we do not all think of the same plant when we recall our favorite, so I am going to ask you to name what you consider the most beautiful plant. No, mine is not the rose, or the sweet pea, or the iris, or the columbine. They are beautiful, of course. My plant is like the rose in that it grows from either underground sprouts or from a seed. It has a stem and leaves and it blossoms and produces fruit. In the same way that there are many plant with blossoms like the sweet pea, which vary from the annual scarlet runner bean to the woody stemmed Honey Locust, my plant may be an annual, an herb, or a tree.

"This plant is not only beautiful, it is common. There are 4,700 species. It is the most abundant flowering plant on the farm, and the most plentiful plant in the cities, although in the latter place it is not given a chance to blossom except in vacant lots. It is so common-place, so lowly, that no cottage, be it e'er so humble, would really be home without it. 'Blessed are the meek.'

"Now this plant is not only the most beautiful, the most common, and the most humble, but it has the distinction of being the most useful. You surely could not live in the city if it were not for this plant which enables man to grow large quantities of non-perishable food. And besides, it is the daily bread of all grazing animals. All the herds and flocks through the ages have gained sustenance from it. Truly we may say that it is all flesh and all the goodness thereof is as the flowers of the field.

"Yes, you have guessed it. This plant is grass. I am now going to have you estimate how many kinds you think can be gathered in ten minutes. Write your number on a scrap of paper and hand

it in. I want to find out who can make the best appraisal. I would like to have Mary gather grass to show that it really is beautiful and Ernestine to show that it is the most useful. The rest of you may see how nearly you can make a complete collection."

In ten minutes the whistle was blown, and the campers reassembled in the council ring. Someone held up timothy, and all that could match it got one point. Then came orchard grass, and red top, and squirrel tail. The third specimen was unknown and someone suggested that we call it "Tickle Grass," so Tickle Grass it was. The score mounted to fifteen, which was greater than anyone had predicted.

The "Chief" had to straighten out many difficulties. Blue-eyed grass is not a grass and it has a showy flower and belongs to the Iris Family. Sour grass is one of the buckwheats, rib grass is a plantain, and star-grass is a member of the Amaryllis family. Sparrow-grass is just a colloquial way of saying asparagus. But you should not be surprised at the idiosyncrasies of the English language, for is not the white man pink, and the red man brown? And surely the saw-horse is not a horse. All that makes hay is not grass. Alfalfa and clover belong to the pea family. They make excellent hay but they never were grass. Funny, is it not, that grass may be grass in the morning but soon as it is cut, it becomes hay.

Then came the period of straightening out. If sour grass, and pepper grass, and rib-grass, are not grass, what is grass? Well, here it is as nearly as we can say it in simple English. Grass is a hollow jointed-stemmed plant with alternate, sheathing leaves. This ruled out the sedges with their three-cornered stem, and the rushes. Another remembered that it had been said that perhaps we could not live without grass and that it was the staff of life. This statement was challenged. When barley, oats, rye, wheat, corn, and sugar cane were declared grasses, there was no further doubt. Someone said, "I never saw a grass that was a tree." The "chief" then called

to their mind the giant bamboos that sometimes grow to 120 feet in height.

All agreed that they had been "as green as grass," and declared that they would not "let the grass grow under their feet," but that they were going straight forth "to make hay while the sun shines."

The fragrance of new mown hay, the hues of ripening cereals, the waving fields of wheat, together with the virtues already discovered, made all truly believe that grass is a miracle.

The "chief" then held up a bouquet of grass and spoke as follows: "This is a bouquet of grass. I will consider the grasses of the fields, how they grow. They toil and make food and yet I say unto you that even Solomon in all his glory was not arrayed in robes more beautiful. The ignorant pass the grass, unseen, for it is commonplace. They tread upon it because it is lowly. I will

stretch out on the grass. I will sit on the lawn beneath the shade of the elm. I will glance across the greensward to the wild grasses by the fence row. I will glance toward the tall grasses of the lake shore as they sway in the breeze. I will trample in the deep grasses of the meadow, where the daisies nod. I will hie to the hayfield to get a whiff of new mown hay. I will look at the fruiting stalks to see the pollen and seed. I will hike across green pastures where grazing animals have cropped the green grass close to mother earth. I will live in the sunshine of today and enjoy these simple things that the sunshine makes possible. I will join the poets and sing the praises of grass."

NOTE: Appropriate poems for use are *The Voice of the Grass*, by Sarah T. Roberts, and *The Grass*, by Emily Dickinson.

## Thirty-Two Million Dollars for Jails

Under this title Caleb H. Baumes in the March issue of the *Boys' Club Round Table*, makes a plea for crime prevention. Mr. Baumes, author of the Baumes Laws, speaks of the investigations of the New York State Crime Commission which have led to the finding that the utilization of youth's spare time is one of the important factors in the solution of crime at its source.

"It was found in the case study of the majority of offenders," said Mr. Baumes, "that the great majority of these offenders came from broken homes, congested areas where commercial recreations abounded, where there was little chance to play under proper auspices and leadership. The State Commission came readily to the conclusion that the majority of our boys simply play themselves into incipient delinquency because of the lack of something else to do.

" . . . After the Sub-Commission had stated very pointedly that there is no unit cause of crime, it recommended improved housing, suggested a change in the school program for the potential delinquent, recommended better supervision of delinquents through a coordinated program of case study, and then expressed its views forcibly on the matter of spare time. My quotations from its spare-time recommendations ought to challenge our thinking citizens: 'Since mis-

guided energy, lack of wholesome spare-time pursuits, are so often factors in delinquency, the facilities for providing supervised recreation must be extended to every child instead of the minority of children as it now stands.'"

Mr. Baumes tells in the same article of another interesting study of "Problem Boys and Their Brothers." The State Commission selected forty pairs of brothers in as many different families, one a problem, the other a non-problem boy. The study brought out several important facts not the least of which in importance was the chapter of findings entitled, *Recreation Centers*.

"Recreation centers should take advantage of the good mechanical ability of delinquents by providing opportunities for its development, such as is afforded in various Boys' Clubs.

"There should be recognition that the child who is 'too wild to be tolerated' is the very child whom organized recreation can help the most, and who, failing this helping hand, is likely to become a menace to society.

"There should be a recognition that the problem child may be suffered to mingle with good children. One bad apple may spoil a barrel, but a delinquent child has no cankerworm in him. The wholesome influence of good children has a positive effect on him."

# Giving Children a Worth While Interest

ALICIA M. CONROY,

*Buffalo Museum of Science, Buffalo, New York*

Do your boys and girls read Indian stories? Can they make an Indian tepee and Indian clothes? Do they know the difference between arrowheads and the significance of Indian symbols?

There are two groups of children in Buffalo who every Saturday afternoon are making these interesting discoveries about Indians and their customs at the Buffalo Museum of Science. And all day long on Saturday this museum is a veritable hive of activities. Children may go to the story hour at 10:30 A. M. and hear stories told that are founded on fact. These stories are connected; they are sequels and each one has the purpose of stimulating the child's interest in some living thing. In the afternoon the children may attend free moving pictures with a wholesome appeal and they may enjoy museum games. These games are informative and when the children have finished playing them they have acquired scientific knowledge about animals, birds, shells and flowers without feeling they have been taught.

On Mondays at four o'clock a group of boys and girls study reptiles and amphibians. Each child has a live specimen to examine and draw. Grouped about the table, handling turtles and snakes, the eager children ply the trained science

guide with questions about their specimens. On Tuesday and Saturday bird groups become very proficient in recognizing western New York birds. From their contagious enthusiasm whole families are becoming bird lovers. At present the botany and garden groups are studying seeds, planting them in sawdust to watch the germination and planning backyard gardens. Every Wednesday these enthusiastic young horticulturists can be seen busy at some pleasant task.

Do your children keep gold fish? How about making their own aquarium? Wouldn't they delight in learning how to keep gold fish healthy and in finding out all about snails, the right kind of plants to use and the correct balance to maintain for a well organized aquarium? On Thursday afternoons you will find children absorbed in doing this very thing at the Buffalo Museum of Science.

On Friday afternoon star gazers acquire scientific information about the solar system. Young astronomers in embryo! The Hall of Astronomy with its many labels and explanatory pictures is a treasure trove for the children who know what they are seeing. A child who can call stars by names does not lack friends.

One evening recently a troop of Boy Scouts



*Courtesy Buffalo Museum of Science*

HARD AT WORK, BUT IT'S FUN!





*Courtesy Buffalo Museum of Science*  
YOUNG SCIENTISTS

assembled in front of the large Bison group in the Hall of Vertebrates of the Museum and heard a thrilling story of early days when buffalo hunting on the great plains was in its zenith. The storyteller had many illuminating things to tell about the animal exhibits in this room. In the Hall of Primitive Races Girl Scouts have met to hear an Indian story which linked up with local history. Objects from the extensive collection of local Indian material which is in this hall were used to illustrate the story. Both Boy Scouts and Girl Scouts have an opportunity to go to the Buffalo Museum of Science for merit badge class work, studying subjects of especial interest to them, such as conservation, bird study, weather, insect life, botany or forestry.

Would your boy or girl like to exhibit in a Junior Museum specimens they have collected? By joining the Roosevelt Field Club at the Buffalo Museum of Science on their field trips to such well known regions as Niagara Glen, Williamsville Quarry, or Casenovia Creek, not only are their collections enlarged but their interest in

the beauties of nature are extended. If your child has not developed any definite hobbies, by affiliation with such an alive group he will be helped to find one. People with hobbies have very few dull moments.

Children collect by instinct. Why not direct their collecting? Why not build up for them a background so they will collect intelligently? Roy Chapman Andrews, one of our foremost "collectors" of today, started his career as a small boy wandering about a museum eager to absorb knowledge.

In the spring there are graduation exercises and in the Buffalo Museum of Science auditorium crowds of boys and girls receive certificates for satisfactorily covering the work—or is it play?—of thirty marks. Some children who have been attending groups or classes for a period of years receive a silver medal and a membership in the Buffalo Society of Natural Sciences to last until they become twenty-one years of age.

These activities mentioned are only a few of the things that the Buffalo Museum of Science offers the public, and they are obtainable for the simple asking.

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"There was a time when it would have been absurd to include recreation in a conference on child health and protection, and here is a large committee devoted to this subject. As a matter of fact, we consider recreation one of the most important parts of our whole conference.

"In California you find that every new school has a large plot of land about it for play. There was a time when many would have said that education aiming as it does at building citizenship had nothing to do with playgrounds or tennis. As a matter of fact, the building of good citizenship is pretty much in the hands of those who have to do with tennis balls and with playgrounds."—*Dr. Ray Lyman Wilbur, Secretary of the Interior.*



*Courtesy Buffalo Museum of Science*

FIRST HAND OBSERVATION

# Do You Know Your Country?

Writing in the June, 1929, *Journal of Adult Education* under the title of *Riding with a Purpose*, Frederick Paul Keppel offers some fascinating suggestions to the motorist.

Dr. Keppel speaks of the fact that there are hundreds of thousands of men and women who are driving aimlessly about the country in their motors. To these people he makes this suggestion:

"Why cannot we, or a good many of us at any rate, merge our present motoring habits with what is left of the collecting instinct which we all had in childhood, and which in later life takes the form of hobbies?"

"I have a friend who is a motorist and a tripper, and who collects battlefields on his trips. From Quebec and Saratoga down to Chattanooga his collection is nearly complete, and he has certain favorites which he visits again and again. He's the son of a Civil War general, and has a natural interest in such matters. He is also a busy professional man and it takes him some time to arrange his affairs so that he may take his little trip. That is all to the good, for it gives him the opportunity to re-read his *Life of Stonewall Jackson*, for example, and to study his battle charts. Then, when he sets out, he is really going somewhere. Incidental discomforts on the way don't bother him. When he arrives at his destination he gets promptly to work. His charts are no longer pieces of paper, but living things. He tramps the hills and valleys and follows the roads and lanes; he seeks out the oldest inhabitants and has long converse with them. Once he actually found an old woman who remembered seeing his own father sixty years before. On the way home, his mind and heart are full of what he has seen and when he reaches his library there is more reading that he simply must do. The old accounts of the battle have become new and fresh in the light of his new knowledge. And throughout his trip, he has had just as much air and sunshine as the fellow who spends the same time cruising about aimlessly in his motor car.

"We wouldn't all get the same thrill out of battlefields that my friend gets, but there are collections to be made to suit all tastes.

"If one's historic interest is alive, though less gory than that of the General's son, early American architecture offers a realm of possibilities.

New England or Virginia churches, for example, or old houses, such as may be found in Salem or Kingston or Germantown or Annapolis or Williamsburg. Any good book on the history of American architecture—Fiske Kimball's, for example—will furnish incentive for a number of motor trips upon this particular quest. The lover of old houses should by all means make the trip to Fairmount Park, Philadelphia, for the park contains a number of beautiful examples of the eighteenth century, each of which the Pennsylvania Museum of Art has had the wit to furnish with examples from its collections of the period when the house was erected. And, by the way, the visitor should certainly include a sight of the period rooms in the main Museum building. He is further reminded that a visit to the Colonial Wing of the Metropolitan Museum in New York may be made without entering into the worst of the Metropolitan congestion, and that one can also see the new old rooms at the Boston Museum with comparative comfort. A complete picture of early American domestic surroundings is accessible at the Pendleton House in Providence. Then there are the museums more specifically historic in character, such as those of Richmond and Deerfield and Worcester and elsewhere. Some of the least appreciated treasures in New York City are in the building of the New York Historical Society.

"For variety, let us go a little farther west to make our picture collection. In the territory bounded by Minneapolis and Pittsburgh and Cincinnati and St. Louis, and including Chicago, Toledo, Cleveland, Detroit, Indianapolis, are to be found some of the most important collections of pictures in the world, collections which no visitor to Europe would neglect if he could help it. Most of them are in public galleries. Those in private hands can usually be visited if application be made in advance. . . .

"Suppose our motorist is interested, or is capable of becoming interested, in sculpture, not as it is seen in the cold storage of the museum, but in the setting in which the artist himself has placed it. He can begin with the widely known masterpieces, such as Saint-Gauden's Puritan, at Springfield, the Shaw Memorial on Boston Common, and the Adams Monument in Rock Creek Ceme-

tery; and he can then search out the less well-known examples of good sculpture, of which there are a number quite as good as the Civil War monuments are bad. Some of these are so little known and appreciated that they give the finder a sense of personal discovery. French's beautiful Lafayette Monument at Easton, Pennsylvania, is an example of what I mean. Others are the monument to Bucky O'Neill at Prescott, Arizona, the Depew Memorial Fountain at Indianapolis, the Pierce Memorial at Bangor, Maine, for those who go so far afield. The tourist may prefer to make a specialty of the works of a single sculptor. Should he choose Daniel Chester French, his quest will take him not only to Forest Hills and Concord and Saratoga, but to a number of other places where there are less well-known examples of his work. The enthusiast for Saint-Gaudens, however familiar with the fine works in New York or Chicago, should plan an excursion to Cornish, New Hampshire, to see the extensive collection at the sculptor's summer home.

"Sooner or later the collector of American sculpture would find a way to store in his memory the great statues of Abraham Lincoln, including the Saint-Gaudens at Chicago, the Borglum in Newark, the Barnard in Cincinnati, French's statue in the Lincoln Memorial, and Fraser's soon to be placed at the end of the Lincoln Highway in Jersey City. . . .

"State capitols are a game easy to bag, provided the sportsman is satisfied with small numbers at a time. They lie on good roads, though somewhat far apart. And no class of American buildings offers a wider variety of interests. . . .

"Or is he interested in modern church architecture? If so, he should see the cathedrals at Washington and New York, and the huge church now being erected on Riverside Drive to house Dr. Fosdick's great congregation. The beautiful Swedenborgian Church at Bryn Athyn, outside Philadelphia; Cranbrooke, near Detroit; and the chapels at Princeton, West Point, Williams, Union, and at Chicago, if he can go so far afield. Some of the boarding schools also have beautiful chapels, as for example, Groton and St. George's.

"In spite of all that has been said to its detriment, the college campus is well worth visiting, not nearly so much so, however, when hippodromed for commencements or football games as when the college is pursuing the normal tenor of its way. . . . When one has completed his collection of colleges he might well take up the boarding schools. No one really knows New England

who has not seen Exeter and Andover and Farmington. I have already spoken of the chapels at Groton and St. George's. The new Junior College at Avon is most interesting, both architecturally and educationally. . . .

"For the breast, savage or otherwise, that is most effectively soothed by music, the opportunities are many. There are city orchestras, church organs and even carillons to hear, and superb choirs at colleges as well as in churches—at Hamilton and Mount Holyoke, for instance. Bethlehem, Pennsylvania, is an obvious Mecca at the time of the Bach Festival.

"The Little Theatre movement is one of the signs of the times. It offers a fine opportunity to any motorist who is interested in the drama, especially to one already interested in some particular Little Theatre. Here, as in the case of choral music, it will not do to overlook the colleges. When I was an undergraduate, Brander Matthews advised us to begin as promptly as possible upon the collection of performances of Shakespeare's plays. My own collection would be even less complete than it is if it were not for certain scholarly revivals seen on college stages.

"In England, Americans make pious pilgrimages to Wessex and, of course, to the Wordsworth country. It may respectfully be pointed out that they haven't to cross the Atlantic to visit Salem or Concord or old Chester or Sleepy Hollow. Acadia is still unspoiled, as are many of the scenes of Cooper's novels. I don't know whether the river service would make it possible today or whether the roads would permit, but I should certainly like a chance to follow the trail of Huckleberry Finn down the Mississippi. All that I suggest is that motorists in America should do in their own land precisely what they already do in Europe. There they collect English cathedrals or French chateaux. . . .

"The amateur geologist with only a little preliminary reading could make a collection of geologic features that differ greatly one from another. . . . If one is interested in ores and minerals there is equally fine collecting. There is no finer exhibit of a producing zinc mine than that of the New Jersey Zinc Company at Franklin Furnace, New Jersey, which produces a longer list of minerals than any zinc mine in the world. . . . If one is interested in ancient forms of life as recorded in the rock strata there are few better places to make a beginning collection than in the limestones of Kingston and Roundout, New York.

"Trees furnish an exhaustless study. There

are still some stands of original forests in the Poconos, for example, or in the Massachusetts state forest at Petersham. We are beginning to have our national forests in the East and we ought to visit them. Laurels and rhododendrons and other flowering shrubs are not to be despised as a springtime hobby, nor are the more humble wild flowers. Membership in the Garden Club of America will open the gates of many beautiful gardens worth driving miles to see. A citizen's interest in his local park might well be broadened by inspection of neighboring parks and parkways.

"We are hearing a great deal of city and regional planning and we shall hear more as time goes by. Why not prepare for the new day by becoming familiar with some of the best examples of good planning—the Bronx River Parkway, the new boulevard in Philadelphia or the Garden City, outside of Cincinnati. . . .

"The essentials of Riding with a Purpose, as I see them, are: first, a genuine interest on the part of the motorist—interest on the part of some one else won't do; second, a sufficient number of examples within reach to provide continuity of interest and a cumulative effect; and third, sufficient available information to furnish "homework," both before and after the visit.

"The pleasure and permanent value of any of these little journeys would be greatly enhanced by the use of a camera, or even more, by the use of a sketching pad, no matter how crude the resulting drawings might be."

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## Do You Know Your State?

In preparing for the Massachusetts Bay Tercentenary Conference, the Executive Committee of Town and City Chairmen and Delegates is asking organizations and individuals in the city to aid in compiling a new list of principal attractions of Massachusetts. Local newspapers and civic societies, school pupils and college students are among those invited to set down the attractions of the state which they consider the most notable and most worthy of being included in a list of 300 attractions. It is requested that each reply indicate a first choice; if more than one suggestion is sent, second and third choices. The information gained in this

(Continued on page 308)

## Fenced in by His Own Line\*

One of this month's "success" magazines carries an interview with an American business man who started with a certain corporation as a day laborer and is now, at the age of forty-four, its president. He attributes his achievement, one need hardly add, to hard work, and the fact that, in his own words, "I haven't cluttered my head with things not in my line." If that statement is to be taken literally, one cannot help wondering how much fun this American hopes to get out of the second half of his life. Here is a man who, by modern standards, is a success, who has been on earth nearly half a century, and who has not yet discovered anything of pleasure or profit beyond his "line." Books cannot be in his line, since, as he announces, his reading has been confined to works on economic and technical subjects. Concerts cannot be in his line; for no man who works ten to fifteen hours every day—as he says he does—can have time for much else beyond eating and sleeping. The theater cannot be in his line, for the same reason. Pictures must be out of his line. He must have little time to waste in dancing or singing or playing or riding or shooting or sailing a boat, or even for doing nothing at all. Where is he going, this captain of industry, and when he gets there—what of it? If the human race consistently followed his example, and refused to clutter its head with things not in its line, where would we be? We would have no literature, no painting, no sculpture, no poetry, no drama, no music; we would be living in tents; and our furniture would consist strictly of things to cook with, things to eat from, and things to sleep on. For it is fairly obvious that any branch of art or handicraft exists only through the interest and patronage of those who are not directly concerned with producing it. People cannot live by taking in each other's washing, and the artist must starve whose only customers are other artists. We erect monuments to the world's great painters and poets and musicians, and celebrate their centenaries. Somewhere, I think, there might be a monument to that international unknown soldier, the art amateur; the man whose willingness to clutter his mind with pleasant and non-interest-bearing things makes possible the existence of a Rembrandt, a Shakespeare, or a Beethoven.

\*Deems Taylor in *Musical America*.

## Among the Conventions

The spirit of adventure seemed to permeate the air at the Fifth Annual Meeting of the American Association for Adult Education held in Chicago May 12-15. For the delegates, about 175 in number, evidently had the conviction that they were engaged in a project which meant a great deal to the future welfare of America.

The delegates discussed the various channels through which adult education is influencing America. The rural library service and the extension service in agriculture and home economics were felt to be the outstanding agents in the rural field. There is a keen demand today for a larger and broader life in a large percentage of the 6,000,000 farm homes of the United States.

Local adult education associations were discussed. These associations issue bulletins, hold forums, conduct surveys of adult education possibilities and serve as a clearing house for agencies touching the field of adult training.

It was pointed out that the possibilities of teaching education to the people through the radio have not as yet been touched. The American Association for Adult Education, as a result of its six months study, has reached the conclusion that the part which education will play in the field of radio will depend upon how the educational world and the radio industry can be made to see conditions which affect them both and are mutually beneficial. There is considerable educational broadcasting being done by the national systems, by local general systems and by institutions, but thus far the definition of education for radio purposes has not been clearly formulated. To help clear up the situation there was organized last January the National Advisory Council on Radio in Education by representative educators and eminent laymen. Mr. Levering Tyson, field representative of the Adult Education Association, is the director with an office in New York City.

Spencer Miller, Jr., Director of the Workers Education Bureau, expressed the opinion that the whole field of modern leisure must be considered. He stated that leisure ought to be an important thing, unifying the experience of the worker. Leisure and labor must be recognized as complementary and not antithetical. The worker's deep hungers must be analyzed if proper provision is to be made for their continued development. Mr. Miller spoke of the Art Workshop in New York

organized in the fall of 1929 to provide opportunity for creative activities by workers. After three months of operation 800 applications for membership had been considered. The question was asked as to whether it was possible for colleges and universities to devise effective means of reaching alumni with educational processes. Many college authorities have considered the problem and a number of institutions have already begun experiments covering the sending out of reading lists, the formation of study clubs, the publication of educational articles in alumni periodicals, the issuing of special bulletins, the holding of summer courses and the circulation of books.

The suggestion was made that the all too-frequent complicated structure of the printed page is a real deterrent to adult education. More attractive reading matter, the right kind of educational material by way of radio and the adaptation of moving pictures to educational matters would do much to further adult education.

Professor Frank L. McVey of the University of Kentucky, advocated hobbies. "Everyone," he said, "has a deep-down desire for beauty but this will not be developed to a point of skill and satisfaction unless each individual tries himself out in one or other of the fine arts. Everyone should have the opportunity to express himself in art form for the good of his soul. The artist, more than anyone else, touches the meaning of life. Art reduces drudgery and emphasizes beauty and form; it can give relief from worry and the strain of modern life."

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## Our Folks

On September 1st, Dr. Victor L. F. Rebmann, Director of Music in the public schools of Yonkers, New York, will become Director of Music for the Westchester County Recreation Commission. Dr. Rebmann has directed the junior music festival conducted for the last four years in connection with the Westchester County Music Festival.

Glenn M. Tindall, who for a number of years has been associated with the Los Angeles Department of Playgrounds and Recreation, is serving as business manager of the Hollywood Bowl.

M. Foss Narum, a recent graduate of the National Recreation School, has accepted a position as Director of Recreation for Northampton, Mas-

sachusetts, and took up his work there on June 23rd.

J. M. Neese of Birmingham, Alabama, a graduate of the National Recreation School, class of 1930, has been appointed Director of Recreation for Lexington, North Carolina, to succeed Marvin H. Shore who has resigned to accept a position as head of a private school in Tennessee.

Noel Petree who for several years carried on a very successful recreation program in Toledo, Ohio, has, upon his resignation, been succeeded by R. W. Bechtel.

On June 16th at the age of seventy, George Sonneleiter, Sr., said to be the first playground director in Chicago, retired after thirty-four years of service in the local recreation movement. For sixty years Mr. Sonneleiter competed or officiated in gymnastic events.

## “Supervised” Play

Recently a bulletin of the National Conference of Social Work carried the heading, *No Supervised Play*, and many times in current literature there is reference to “supervised play.” Sometimes there is reference to organized play or directed play. The words “supervised,” “organized,” “directed” do not have a very happy connotation when applied to play, and it is no wonder that frequently there should be an unhappy feeling when “supervised play” is mentioned.

The able person of experience who tries to help children with their play really gives leadership rather than supervision or direction. The wise leader wants the children to play spontaneously, wants the children to have freedom for their own initiative, in so far as other children and other people are not interfered with.

Do we not make a serious mistake to refer to play leadership in such a way as to give a wrong impression as to its nature? Ought we not all of us to be careful to avoid the use of the words “supervised play” or directed play and speak instead of “play with leadership”?

H. S. BRAUCHER.

“What the best and wisest parent wants for his own child that must the community want for all its children.”—*John Dewey*.

# Magazines and Pamphlets

*Recently Received Containing Articles of Interest to the Recreation Worker*

### MAGAZINES

- Parks and Recreation, May-June 1930  
 How St. Louis Provides Recreation—By Reuben W. Tapperson  
 Public Golf in Minnesota—By Tom Hastings  
 Recreation in South Florida—By E. E. Seiler  
 Colored Drama in Columbus—By Mrs. P. H. Connelly  
 Rural Recreation in St. Louis County—By B. G. Leighton  
 New Golf Course at Seattle—By E. R. Hoffman  
 Swimming Pool Lighting—By F. D. Crowther
- The American City, June 1930  
 Popular Programs of Playground and Recreation Departments  
 Landscape Design for Playgrounds—By Glenn Hall  
 What Administration for the Playground and Recreation Program?  
 Westchester County Parks Report Nearly \$40,000 Profit  
 Wading Pools! One Rich Man's Hobby  
 Wading Pool Sanitation in Schenectady—By Morris M. Cohn  
 Passaic Country's Park System and the Regional Plan
- The Journal of The American Association for Hygiene and Baths, May 1930  
 Diving and the Swimming Pool—By Al White  
 Swimming Pool Sanitation—By J. S. Shuey  
 State Regulation of Public Baths, Swimming Pools and Other Bathing Places  
 Pool Design and Construction Data
- The Research Quarterly of The American Physical Education Association  
 Report of The Committee on Curriculum Research  
 Trends in Physical Education Facilities and Gymnasium Construction  
 A Gymnasium for Diversified Activities—By Frederick L. Ackerman
- American Childhood, May 1930  
 Playing Into Health—By Roy P. Wisehart
- The Woman's Press, June 1930  
 Play Day in Bay City—By Anne C. Luppert

### PAMPHLETS

- Municipal Art Commission—Los Angeles Annual Reports 1921-1929  
 Annual Report of the Camp Fire Girls—1929  
 Four University Gymnasium Buildings—By Gavin Hadden, C.E.  
 Playground Activities in Chambersburg, Pa.—1928  
 Houston Recreation Department Annual Report 1929  
 Annual Report of the Recreation Department of the Board of Park Commissioners of Minneapolis—1929  
 Report of the Board of Recreation Commissioners—Bloomfield, N. J., 1929

“Every legitimate activity of a man is material for his adult education.”—*Dr. Albert Mansbridge, Journal of Adult Education*, October, 1929.



# Air-Mindedness in Jacksonville, Fla.

## Week End Camps

(Continued from page 272)

Travellers waiting for trains in Jacksonville's union station on Saturday mornings no longer are bored. Instead of watching passing throngs or burying their noses in magazines, they follow with keen interest the flights of miniature airplanes built and operated by local boys. Not long ago, the Jacksonville Miniature Airplane Club realized the possibilities of an eighty-eight foot ceiling without any girders. The station authorities granted their permission for flights, provided the people waiting didn't object. They didn't. In fact, they craned their necks to watch the gyrations of the tiny craft and they asked the boys at least a thousand questions to prove their interest.

Several eighty-second flights have been made in the station and two models are still up—parked on a narrow ledge which runs around the waiting room at the sixty foot level. Now that the club has found such an ideal stadium for its activities, the Saturday flights will continue indefinitely, says Nathan L. Mallison, superintendent of recreation, who is a moving spirit in local aeronautics.

Jacksonville has also adopted motorless flying or gliding as a part of its municipal recreation program. A glider club, affiliated with the National and the Florida Glider Associations, has been formed. The broad beaches of the city are serving as a training ground for student pilots learning to fly the glider. "With the great amount of interest in aviation in this country, contests in 'spot' landing or duration flights may soon be as common a sight as are track meets today," Mr. Mallison predicts.

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### Women and Athletics

It will be of interest to readers of *PLAYGROUND AND RECREATION* to know that the Women's Division, N. A. A. F., 370 Seventh Avenue, New York City, has just published a booklet entitled, *Women and Athletics* which presents a symposium of opinions as evidenced by recent articles and addresses. To this symposium fifteen well known leaders in the field of athletics and physical education have contributed. This booklet may be secured for seventy-five cents.

was needed to carry on this program. This day camp gave them the out-of-door activities connected with Girl Scouting and made it possible for them to advance through various ranks. The organization of their day's program is as follows:

- 9:03 A.M. Leave City Hall via Oaklawn Car
- 10:00 A.M. Tour of Camp, Rules and Regulations
- 10:30 A.M. Icebreaker—Trail, or Game, or Treasure Hunt, or Swim
- 11:00 A.M. Scoutcraft
- 11:30 A.M. Fire Building
- 12:00 P.M. Lunch
- 12:30 P.M. Kamp Kapers
- 1:00 P.M. Rest Hour—Stories, Songs
- 2:00 P.M. Swimming
- 3:00 P.M. Handicraft
- 4:00 P.M. Assembly for Departure
- 4:15 P.M. Leave Camp
- 4:44 P.M. Leave Oaklawn via Oaklawn Car

Not only should groups go to camp having in mind the activities they want to engage in, but also a time schedule like the one above should be used. When groups have to do their own cooking it frequently happens that the meals and dish-washing take a disproportionate amount of time. With careful planning and good morale this can be avoided.

Evening programs should receive some attention. Sitting around the fire and talking has value, but more can be gained by some lively games, impromptu stunts, and entertaining stories. Moonlight walks, or in winter, coasting parties are enjoyable. Star gazing with someone who knows constellations and star legends adds other possibilities for pleasant variation.

The place of athletics as compared with distinctly camping activities depends on the equipment, leadership and desires of the group. Their relative merits cannot be discussed here. In so far as it is able, the camp experience should include those activities not possible during the week in the city. To the boy from New York's crowded East Side a good ball field will mean more than to the boy from a smaller city where there are plenty of parks and vacant lots, and therefore baseball should be given more place in the program in the first case than in the second. Nature lore and campcraft are most dependent on the camp environment and are the ones to be emphasized from that point of view. Above all, the program should be spontaneous and take into account the needs and wishes of the group.

This study is merely an indication of the extent



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of and interest in this type of camping, and is by no means exhaustive. With the increasing facilities of public park areas, ease of transportation, and consciousness of need, week-end and short-term camps are multiplying. The vast recreational and educational possibilities make it a most desirable activity. At the same time efforts should be made to establish standards and constantly improve the work along the lines indicated in this report.

### Recreation and Temperance

*(Continued from page 276)*

production of plays of their own selection. A greater comradeship between the youth of the two sexes has also sprung up. Young men treat the girls of the acquaintance more as pals than they used to do, and the girls share their interest in football, tennis, motor-cycling, or some other pastime. In fact, both men and women have learned and are still learning to make better use of their leisure than to spend it in clubs and taverns.'

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### What Are the Ultimates?

*(Continued from page 285)*

saved a company and its stockholders \$50,000,000. As if this, perchance, were the value in Admiral Byrd's great adventure!

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profits? Are profits a need in themselves, or are profits merely for the purpose of freeing men and women for adventure, for discovery, for advancement of human powers, for helping men and women more fully to realize the possibilities of their own lives? Is life itself much more than profit?

H. S. BRAUCHER

## Balloon Games

(Continued from page 288)

burst the balloon by catching and pressing it or by stepping on it. When the balloon has been burst another is put into play and the destroyers become the protectors.

*Balloon Race.* Two or more players each with an inflated balloon advance over a course as rapidly as possible by kicking or batting the balloon but never by carrying it. A race of this kind may be made a relay race if desired.

Note: These games are published through the courtesy of the Wyandot Company, Manufacturers of Balloons, Galion, Ohio.

## Drama Notes

(Continued from page 291)

about fifty people to an institute. We know that these institutes are a success because their reception by the people proves that. Also we receive wherever we go newspaper clippings of what members of the class have been doing after the school is over. I have found some of the most talented people with whom I have ever worked among the rural groups and believe that the average amateur play in the country is fully as good as the average amateur play in the city."

## Do You Know Your State?

(Continued from page 303)

way will be utilized in the official Tercentenary Guide Book and for local guide service.

To add interest, a member of the Tercentenary General Committee has offered to present an associate membership and a membership plaque to each individual who makes a choice of six attractions that are included by the committee and

(Continued on page 310)

## Recreation and Case Work

Family case workers thought they had reached a milestone when they put a recreation item in the budgets of allowance families. It wasn't much of an item—twenty-five or fifty cents or perhaps a dollar—but it was there recognized as a legitimate expenditure. As a rule neither the case worker nor the family had any very clear idea how it was to be spent—indeed it is doubtful if many families had more than a dim realization that they were getting an allowance for recreation—and it is doubtful if case workers would have been more specific than families in defining just what the word meant in terms of activities or values.

Slowly, some case workers more rapidly than others, we have begun to recognize that the recreation item was a milestone that marked the beginning, not the end, of a long road. Like food, rent, education and all the other budget items, recreation involves the study of the needs and possibilities as well as the peculiar tastes of families and individuals. But it is infinitely easier to find out what a person likes to eat than to get him to discuss his favorite pastimes. Food and rent are practical and immediate; play can wait, which probably accounts for the fact that case workers know more about calories than they do about the elements in recreation that contribute to effective living. Gradually, however, through efforts such as those of the Bureau of Juvenile Research in Chicago in the development of the recreation interview and experimentation with play in the treatment of behavior difficulties, we are building up a background of knowledge and a methodology of study and treatment. Although less intensive, the studies of recreation in families under the care of family agencies have been of great practical value in showing how recreation may be made a real factor in the efficiency of the individual and in the development of family life.

If we agree with L. P. Jacks that the use of leisure is a determining factor in the quality of a nation's productive work, all this is eminently practical. The recreation item, like other budget items, must be preceded and followed by imagination, insight and resourcefulness if we are to get an adequate return on our investment.—Editorial from *The Family*, December, 1929.



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## Do You Know Your State?

*(Continued from page 308)*

judges in the first tentative list announced to the number of twenty.

Here is a suggestion which will commend itself to other states and which has value even though

no special celebration may be contemplated. To concentrate attention on the notable features of a state—whether historical, recreational or educational—is to perform a real service to the citizens of the state.

## Book Reviews

**PUBLICATIONS AVAILABLE, March, 1930.** Government Printing Office, Washington, D. C.

This pamphlet contains a complete list of all the publications issued since 1912 by the Office of Education which are now available. It will be well worth while for recreation workers to send for a copy of this list.

**ART FIBRE WEAVING.** Grand Rapids Fibre Cord Company, Grand Rapids, Michigan.

This booklet contains directions for making a number of pieces of woven furniture, the designs ranging from simple stands to suites of furniture. The book also gives a detailed story of the weaving material used in developing the projects—a story which takes one from the growing tree in the forest to the finished piece of furniture in the home.

**WELDON'S RAFFIA BOOKS.** National Crafts Supply Company, 94 Lexington Avenue, New York City. \$.30 each; \$1.25 for the set.

A series of five books, published in England, containing directions for making many weaving projects.

**BOYLEADER'S PRIMER.** Kilian J. Hennrich, O.M. Cap., M.A. Bruce Publishing Company, Milwaukee, Wisconsin. \$1.50.

In this book Father Hennrich expresses his faith in recreational activities, under proper leadership, as character building agencies. In preparing the book he has kept in mind the need of volunteer workers with boys for a practical guide in directing social and recreational activities, all types of which are suggested. At the end of each chapter there is a brief bibliography.

**BOOKS FOR NATURE STUDY.** Child Study Association of America, 54 West 74th Street, New York. \$.20.

The Children's Book Committee of the Child Study Association, in preparing this list, has arranged it in two

parts, the first comprising technical books for actual reference work and nature activities; the second suggesting stories and other reading of value in stimulating nature interest. Every child's nature library should contain a wide sampling of such books. They are good reading for their own sake and through them the child comes to a deeper sympathy with living and growing things.

**PLAY AND PLAYTHINGS.** Anne W. M. Wolf and Edith London Boehm. Child Study Association of America, 54 West 74th Street, New York. \$20.

The educational value of toys, principles governing their selection, their grading to age levels and the care of toys are some of the subjects discussed in this helpful pamphlet. Under the title of *Fitting the Toy to the Child* Miss Boehm has given a list of toys for children from various ages beginning with infants.

**"THE SPEAKER OF THE EVENING IS—"** United Parents Association of Greater New York Schools, Inc., 152 West 42nd Street, New York. \$25.

This handbook of topics for discussion treats of many phases of child life—educational, family relationships, health, free time and safety. Part II is devoted to a consideration of modern trends in elementary and high school education and the teaching of the arts.

**GEISTER GAMES.** By Edna Geister. Richard R. Smith, Inc., New York. \$1.50.

Armed with this new book of games, the sixth of Miss Geister's series, no one need be at a loss for party programs. There are mixers, musical games, in between games, games for small groups and refreshment stunts. And finally, if your party is an out-of-doors one, there are picnic stunts and activities.

**ELEMENTARY TAP DANCES.** Arranged by Katherine Ferguson. The Woman's Press, New York City. \$1.15.

With the increasing interest in tap dancing classes in connection with community center programs, this book will have its appeal for recreation workers. The dances described were worked out with children from four to twelve years of age but they have been found helpful for adult beginners. Music accompanies each dance and suggestions are offered for costumes.

**CHILDREN AT THE CROSSROADS.** By Agnes E. Benedict. Commonwealth Fund, Division of Publications, New York. \$1.50 Postpaid.

Based upon the carefully kept records of visiting teachers in three counties, nine narratives are presented of children whose difficulties in school or home brought them to the attention of visiting teachers in rural communities. There are chapters of interpretive discussion dealing with various conditions which appear as contributory factors in the problems of these children, and the book closes with a discussion of group work in school and community and of community work. These two chapters in particular tell of the part visiting teachers are playing in the enrichment of the lives of children.

**RURAL BUILDINGS FOR BUSINESS AND SOCIAL USES.** Farmers Bulletin No. 1622. United States Department of Agriculture, Government Printing Office, Washington, D. C. \$10.

The Department of Agriculture has added a fifth pamphlet to its series of bulletins on rural community buildings in this report of a study of buildings in which business and social uses are combined. Descriptions are given and plans shown of cooperative creameries, buildings housing the activities of potato growing associations, cheese storage plants, farm center buildings and similar structures. In these buildings, the study shows, economic and social interests are being brought together to their mutual advantage and increasingly provision is being made for social activities and community center features.

**THE WHY AND HOW OF A PARENTS' ASSOCIATION.** United Parents Associations of Greater New York Schools, Inc., 152 West 42nd Street, New York. \$25.

Objectives, methods of organization, committee work,

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the conduct of meetings and similar practical subjects are discussed in this helpful organization handbook.

**ADVENTURES IN DISH GARDENING.** Patten Beard. A. T. DeLaMare Co., Inc., New York. \$2.50

Mr. Beard has given us in this book an interpretation of the old Japanese art of dish gardening—a new craft in America. To nature lovers, gardeners, garden club members, home decorators, as well as shut-ins, playground and school instructors and all interested in crafts, this book opens up an entirely new field of interest in indoor growing and decoration. Beautiful colored plates and many illustrations combine to make this charming book.

**RECREATION IN AND ABOUT BOSTON.** Houghton Mifflin Company, Boston, Mass. \$1.50.

This practical guide has been written for those who wish to make their leisure truly recreative. There are twenty contributors to the book, among them Joseph Lee who tells of the opportunities offered along the lines of outdoor recreation. Other subjects include historical walks, outdoor games, folk dancing, recreation for the mind, music, arts, drama and reading for pleasure. Each article is followed by a list of the opportunities that Boston offers for the particular kind of recreation under discussion. It gives addresses, directions and other information in detail. Citizens of Boston and vicinity and visitors to the city will find this guide invaluable.

**TAP DANCING.** By Marjorie Hillas. A. S. Barnes and Company, New York. \$1.00.

Fourteen Routines with descriptions and references to appropriate music are given in this book. A glossary of terms is included.

**THE ART OF SOCIAL DANCING.** Lawrence A. Hostetler. A. S. Barnes and Company, New York. \$2.00.

This textbook for teachers and students gives special attention to the important question of how to execute correctly the commonly used figures and combinations of today in accordance with certain principles laid down in the book, and no attempt is made to explain unusual or intricate figures which are difficult to execute on the average crowded dance floor. Special attention is given to the subject of leading and following.

**ELEMENTS OF THE FREE DANCE.** Elizabeth Selden. A. S. Barnes & Co., New York. \$1.50.

This book, "dedicated to the cause of study and criticism of the free dance," discusses the dancer, the freedom of the dance, rhythms of various kinds, comparisons between the ballet and the rhythmic dance and the technique involved.

**THE ART OF WHITTLING.** Walter L. Faurot. Manual Arts Press, Peoria, Ill. \$1.35.

Whittling is an ancient pastime which is being revived with great success in the handcraft program of a number of recreation departments. For twenty years or more Mr. Faurot, the author of *The Art of Whittling*, has been collecting information on whittling. He has obtained ideas from many whittlers and from objects whittled and he has himself worked out every kind of thing he has discovered. A number he has invented. The information he has brought together has been incorporated in this fascinating book which describes the tools and materials necessary and tells how to make puzzles, animal toys, chains and articles of all kinds. The mystery of the ship in a bottle is solved in Mr. Faurot's book!

**THE RHYTHM OF THE REDMAN—IN SONG, DANCE AND DECORATION.** By Julia M. Buttrees; Introduction, Illustrations and Art Section by Ernest Thompson Seton. A. S. Barnes and Company, New York. \$5.00.

"There was a time," says the author, "when we had to fight for the principle that dancing was a desirable

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activity—essential, inevitable. We had to argue for the right to manifest or even to possess the joy of living. But that day is gone. Psychologists and educators in all fields appreciate the power and the necessity of dancing, wisely selected. . . . The problem now is what to select as the best kind of dancing for our developmental purpose. To the outdoor educator, after nothing less than a world-wide search, there can be no question that the ideal way is found in but one type of dancing—the dancing of the American Indian. In the Redman's dance or its adaptation we find the physical exercise, the impelling rhythm and the picturesqueness all combined which the youth of our country are groping for in their blind way among other schools of art."

In this unique and beautifully illustrated book Indian dancing, ceremonies, songs, music and art have been brought together in a way which adds fascination and romance to an always thrilling subject.

**HOW TO BUILD MODEL AIRPLANES.** Victor C. Fritz. Playgrounds Association, 1427 Spruce Street, Philadelphia, Pa. \$10; by mail, \$15.

The story of the development of the Philadelphia Model Airplane Association sponsored by the Playgrounds Association of Philadelphia and the Aero Club of Pennsylvania is told in this pamphlet which incorporates part of a series of lessons in model airplane building appearing in the Philadelphia Evening Bulletin. Each lesson is fully illustrated and the directions are clearly given.

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# Playground and Recreation

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SEPTEMBER, 1930

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Leisure and Living

By J. W. Faust

Public Provision for the Play of the Pre-School Child

Adult and Student Leadership in Physical Education and Play

Their Own Art Museum

By George Eleanor Shaw

Setting Sail from Palos

Vol. 24

SEPTEMBER, 1930

No. 6

# Playground and Recreation

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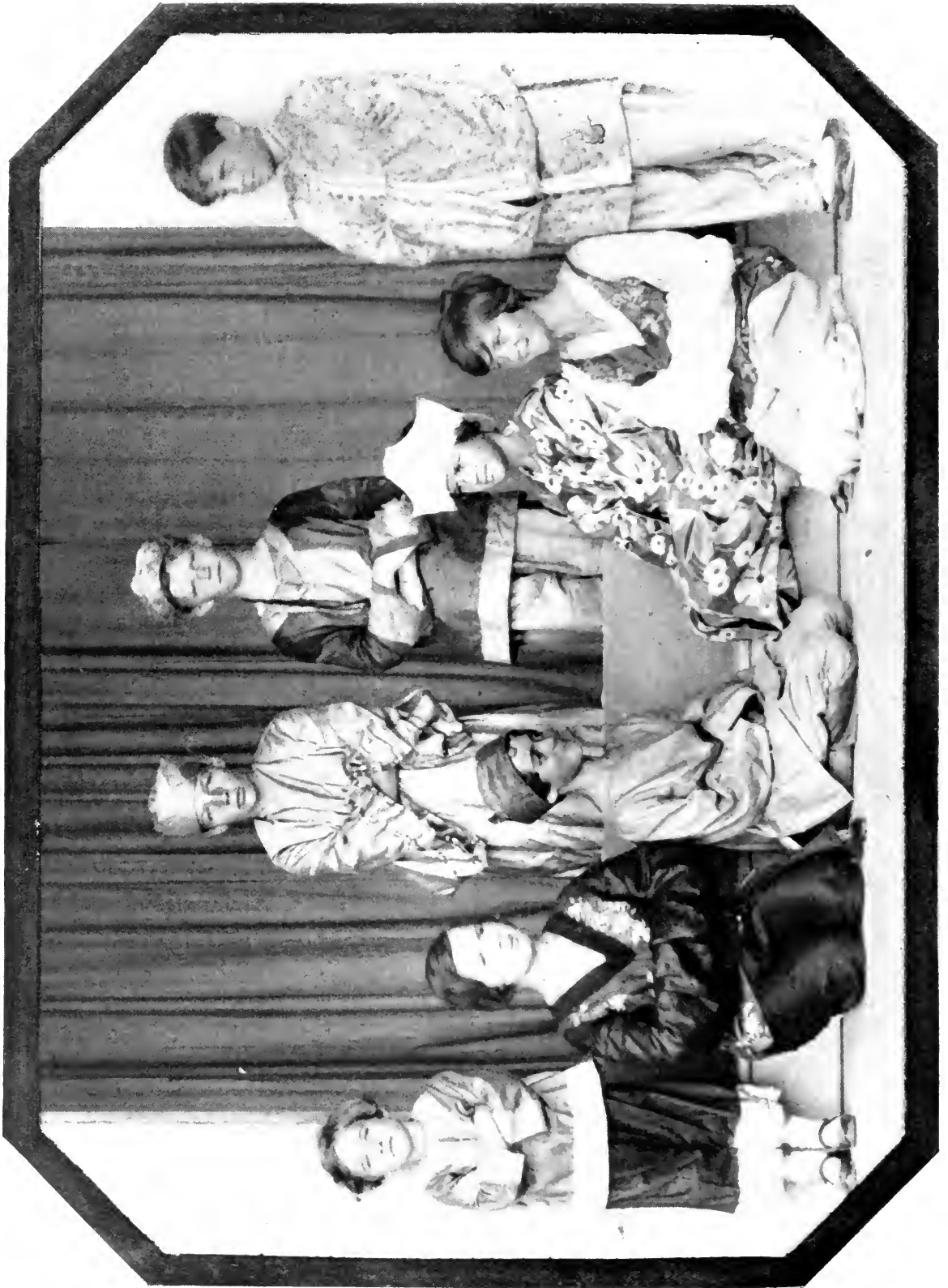
## COUNTY PARKS

*County Parks*, the latest publication of the National Recreation Association, presents a study of county park development throughout the country, gives a picture of the material and offers a wealth of practical information. Among the subjects discussed are *County Park Development, Legislation, Finance, Establishing the County Park System, Administration, Human Uses of Parks and Economic and Social Effects of County Parks*. In addition the volume contains a bibliography, a summary of legislation relating to county parks, and a summary of facts concerning county park development in sixty-six counties. Many illustrations, diagrams and maps add to the interest and usefulness of the book.

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# Playground and Recreation

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## World at Play

**Wood Utilization Contests.**—The wood utilization contests promoted by the National Committee on Wood Utilization of the Department of Commerce are becoming increasingly popular. The original plan of the Committee provided for the use of only second-hand wooden containers and odd pieces of lumber. The new plan which will soon be launched provides also for articles made from new lumber. Volume II of the *You Can Make It* series of booklets containing directions and plans for toys and useful articles will soon be ready for distribution under the title, *You Can Make It for Camp and Cottage*. One section of this new booklet gives complete information for constructing houses for many different species of birds. Copies of the *You Can Make It* booklets may be purchased from branch offices of the Department of Commerce located in principal cities, or from the Superintendent of Documents, Government Printing Office, Washington, D. C.

**Character Building Values of Play.**—Much is said today about the character building values of play and playground leaders are much concerned about the values of certain activities. A number of schools are employing special directors to work on character building problems. It is interesting, therefore, to know what elements of character are considered most important by various groups. The *School Betterment Studies*, Volume 2, Number 2, bulletin entitled *Character*, of the Henry C. Frick Educational Commission suggests the following elements of character: Cooperation; Self-Control; Self-Reliance; Courage; Tolerance; Honesty; Ambition; Loyalty; Perseverance; Chivalry; Purity; Justice.

**The Jewish People's Institute.**—The annual report of the Jewish People's Institute is an un-

usual document. This year's report is entitled *Social Orientation—a Program in Community Culture*. It consists of a general statement, an interpretation of the work of the Institute, and then outlines in considerable detail the activities of the year. The curricula of the educational activities of the Institute are outlined in syllabus form. The activities of the Institute—lectures, naturalization, musical and dramatic and physical education activities—are reported in both statistical and interpretative form. Many of the lectures are summarized, the theme and the purpose of dramatic presentations and other activities are outlined. All through there is running comment in philosophical and interpretative terms of the purposes and values involved in the various activities. The net impression of the whole volume is of an intelligently planned, thoughtfully carried out program of work consisting of a wide scope of activities, of a wide range of appeal and serving a large constituency.

**Exhibition of Soap Sculpture.**—Forty-eight states, six foreign countries and Canada were represented in the sixth annual exhibition of small sculptures in white soap held under the auspices of the National Soap Sculpture Committee. There were 4911 carvings shown in this remarkable exhibit representing a wide diversity of subjects ranging from ancient to modern times; from the Colosseum to the Chrysler Building; from Cleopatra to Greta Garbo, radios and dirigibles to Greek Temples and dancing nymphs. Awards in a number of classes were given.

**Getting Acquainted With Porto Rico.**—Governor Theodore Roosevelt of Porto Rico writes that, with the idea of acquainting the people of the United States with Porto Rico, a

two reel motion picture called *Porto Rico* has been prepared to give a perspective of the island's past, future and the problems it must confront. This picture may be secured from the Motion Picture Bureau of the Y. M. C. A. at 120 West 41st Street, New York City, and 1111 Center Street, Chicago, at no other cost than express charges.

It is suggested that recreation workers may wish to take advantage of this opportunity of acquainting the children of the United States with this little known part of their country.

#### **South Pasadena Organizes Its Program.—**

An active and enthusiastic Playground and Recreation Commission of seven members has been established in South Pasadena, California, by resolution of Council. The Commission, which received \$2,500 under an appropriation for the first summer's budget, has employed seven workers and is operating two playgrounds and a junior high school play school at which 300 were enrolled.

#### **Rainy Day Activities in San Francisco.—**

During the rainy months when inclement weather interferes with the regular schedule of outdoor activities conducted by the San Francisco Playground Commission, playground club rooms and gymnasiums are devoted to programs of indoor activities. Checkers, jack straws, ping pong tournaments and other games of the competitive type command much attention from the children of competitive age, while handcraft, dramatics, poster contests and classes in airplane construction appealing to the creative instincts in children are greeted with equally enthusiastic approval. Of the forty-three playgrounds operated only the seventeen school yard playgrounds remain closed on Sundays and rainy days, the twenty-six other playgrounds being open every day in the year except Christmas. Twenty-six of the playgrounds are equipped with field houses containing club rooms and in these excellently appointed buildings rainy day activities are carried on.

**Recreation in St. Paul.**—Through the bond issue passed in 1928 nineteen new play areas have been put into use in St. Paul, nine of which were acquired outright, the others being developed and made usable. At the present time a total of forty-one such play areas are being oper-

ated during various seasons of the year by the Recreation Department. An interesting development has been the employment of a director of social recreation to give special attention to the backward and underprivileged child and to promote good feeling and interest among the mothers. Many Mothers Clubs are now in process of organization. The director of social recreation will act as hostess to many group gatherings sponsored by the department. Another new activity is riflery, a newly organized Rifle Club having proved most successful.

**An Archery School.**—The interest in archery aroused by the Westchester County, New York, archery tournament held in June, has resulted in the organization of an archery school with classes every Thursday evening at the headquarters of the County Recreation Commission. The fundamentals of shooting and of making tackle are discussed, and instruction is given in the making of arrows and in the various technical points of interest to the novice in archery.

**A Remarkable Beach Development.**—The outstanding development of the park system of Santa Barbara, California, is the beach frontage property covering about 155 acres. The city has acquired practically the entire water front with lands extending back to the frontage street. There is also property connected with this shore development which includes a large body of water forming practically a land-locked lake. There are two bath houses on this ocean park property, one operating under public auspices, the other under private. A huge breakwater has been constructed which extends out from the northern end of the ocean beach property forming a splendid yacht harbor. Most of the funds for this breakwater have been given by a public-spirited citizen.

**Baseball in Battle Creek, Michigan.**—With 26 men's teams in 3 leagues, 4 boys' teams in the American Legion National Tournament, a league on the playgrounds and 2 semi-professional teams representing industries, baseball is still considered the national sport in Battle Creek. Through the cooperation of the Recreation Association and the Postum Cereal Company, a plan has been worked out by which once a week the members of the company's team are excused from the plant from 9:30 to 12 to meet all boys from 10 to 16 interested in baseball on the company's baseball

field. Here the boys are divided according to the position each wishes to play, and the man playing that position takes his respective group in charge. A boy definitely unfitted for the position he chooses is advised to try another and for an hour the boys are coached in the best methods of play. During the last hour games are played, the field being large enough for 4 boys' games.

**A Play Day and Community Night.**—Every third week during the summer the Playground Commission of Des Moines, Iowa, holds a general play day and community night on each playground. The purpose of the event is to get everyone to come to the park some time during the afternoon and evening and take part in some activity. Community night usually culminates in a basket dinner, a community singing program and movies.

**Saginaw's Point System.**—The Department of Recreation at Saginaw, Michigan, has arranged a point system which encourages leadership and responsibility among the children. In addition to giving points for attendance, for participation in athletic events and playground games, for identifying flowers, trees, birds and insects, for handcraft projects and for singing, dancing or taking part in dramatics, the system includes a possible five points a day for leadership in athletics and game activities and for telling a story or reciting a poem. The result has been an increased number of boys and girls acting as officials, as safety patrols and as leaders in various activities. Gold medals are given the ten highest point winners for the summer, silver medals to the second ten, bronze to the third ten and ribbons to the next hundred. C. F. Van Ducen, Director of Recreation, considers the system worth the time consumed in bookkeeping from the increased interest taken by the children in obtaining leadership points, as well as the increased attendance and the variety of activities.

**Know Your City.**—Cedar Rapids at Play was successfully demonstrated in the second annual tour of inspection of the summer activities conducted by the Cedar Rapids, Iowa, Playground Commission in July. Fifty people made the tour in the busses provided for the occasion. A thousand lusty voices, whose owners ranged from four to seventy years in age, poured forth an Irish melody at the Riverside Playground Community

Night program, which the visitors stopped to hear. After the group singing movies were shown to climax the evening's entertainment. A visit to the miniature airport surprised the visitors with the fine craftsmanship displayed in the airplanes. Trips to the playground gardens and ball diamonds disclosed many interesting activities. At Daniels Park the guests were treated to a glimpse of a paddle tennis game, a junior league baseball game and an archery lesson. Two large tables contained handcraft done by the children on the playground. At Harrison Playground ten girls with ukuleles and a troupe of a hundred singers serenaded the visitors.

**Reading, Too, Has an Inspection Trip.**—In connection with the inspection trip conducted by the Reading, Pennsylvania, Department of Public Playgrounds and Recreation, a mimeographed statement was issued giving information regarding the five playgrounds to be visited and calling attention to special features. The statement ended with the question: "Did you know in 1930?" This was followed by a number of interesting facts about the recreation program, the properties owned by the city, the cooperation of the school board, activities and other facts.

**A New Park for Conshohocken, Pennsylvania.**—On July 4th Conshohocken, Pennsylvania, dedicated the Mary Jane Sutcliffe Park presented to the city by Frank Sutcliffe for whose wife the park has been named. When introduced to the audience, Mr. Sutcliffe stated that he would give as much for the next five years as the borough would appropriate for the maintenance and development of the park. The presentation speech was made by David H. Ross. It was through the efforts of Mr. Ross's daughter, Frances Ross Poley, that Conshohocken had its first playground.

**A Gift to Oglebay Park.**—Under the terms of the will of the late Mrs. Sarita Oglebay Russel, daughter of Colonel E. W. Oglebay, donor of Oglebay Park, Wheeling, West Virginia, \$100,000 has been left for the work of the park.

**A Club House in Ault Park, Cincinnati.**—July 4th also saw the dedication by the City of Cincinnati, of a new club house in Ault Park. The building, of Italian architecture, stands on the plateau and surrounding the building is a

larger terrace accommodating many tables and chairs. Steps lead to the top of the building, the Ault Park lookout. Formal gardens supported by rubble concrete walls flank the building in front. Ault Park was presented to the city in 1911 by the late L. A. Ault, who as chairman of the Park Commission worked indefatigably to secure adequate park space for the city.

**The Passaic County Park Commission.**—More than 1,400 acres of land, according to the June issue of the *American City*, are now being acquired by the Passaic County Park Commission for public park purposes. The Commission authorized by public referendum in November, 1927, has been given power to expend \$2,500,000 in the acquisition and development of recreation land.

**At the Palisades Interstate Park, New Jersey.**—Approximately 1,750,000 people visited the New Jersey section of the Palisades Interstate Park during 1929, according to the thirtieth annual report of the Commissioners. This represents an increase of about 250,000 over 1928. Seven hundred and fifty-seven permits were issued during the year for over-night camping.

**In Union County, New Jersey.**—Last summer the Union County Park Commission conducted fifteen play areas thirteen of which were fully equipped as playgrounds, the other two serving as picnic grounds. One of the most interesting events was *Frontier Day* which called for displays and creations suggesting Dan'l Boone and other trapper and cowboy characters of bygone days. A new game which created much interest consisted of pitching washers into tomato cans fifteen feet apart.

**Picnic Kits in Reading.**—During the past summer the Department of Public Playgrounds and Recreation of Reading, Pennsylvania, made available to groups conducting picnics, four picnic kits each of which contained the following—2 bats, 2 balls, 1 volley ball net, 1 volley ball, 2 sets of quoits with hobs, 1 basket ball, 1 cage ball, 1 pump, 1 lacing needle, 5 dozen clothespins, clothesline, 6 burlap sacks, 1 rope for tug-of-war, 2—30 ft. ropes, and start and finish tapes. The department required a deposit of five dollars on the loaning of each kit, four of which were refunded on the

return of the kit. The department also issued bulletins on games and stunts.

**Soccer in a Medieval Setting.**—Florence, Italy, according to the *New York Times* of June 25th, recently turned back to the middle ages to see a soccer game as played in the sixteenth century. With players in brilliantly colored doublets and hose, and the stadium, the principal square of the town, the game was a living page from history. The teams were composed of amateur players and after the game many receptions were held. Florence claims to have been the originator of soccer and it was played in the city exactly four centuries ago—1530—while the city was besieged by troops of the Emperor of the Holy Roman Empire.

**A Varied Program.**—The Framingham, Massachusetts, Civic League, through its Recreation Department, has carried on a program with a wide range of activities. Bluebird Guest Day, Parents' Nite, Fun Nite, a rhythmic band demonstration and a Badminton tournament were a few of the activities conducted. A play-day for nearly 300 girls in the eighth grades and junior high school was a very successful event. The girls were divided into twenty-four teams, twelve for older and twelve for the younger girls. The time was divided into four game periods of twenty minutes each so that every team had an opportunity to play four different games. Among the games played were tenikoit, dodge ball, Stop Thief, German batball, hit pin baseball, line tug and relay races. The entire cost of the play day was little more than \$5.00. In May the Civic League held its second community art exhibition with unusually fine displays of painting, sculpture and handcraft, the work of local school children and adults.

**A Golf Play Day.**—On August 14th the Los Angeles Playground and Recreation Department held a Golf Play Day for girls and women divided into "under twenty" and "over twenty" groups. There were various events in the tournament such as stroke competition and putting. Each participant brought her own lunch, coffee and lemonade being served at the playground for a fee of five cents. A fee of ten cents for the use of the course included the use of club and ball.

**Diamond Clubs.**—There is a membership of over 1,800 in the Diamond Clubs which have

been organized by the Rock Island Magazine among the children and the employees of the Rock Island Railroad. Meetings are held on an average of every five or six weeks, the programs being built around some theme pertaining to the railroad. The programs are varied, including discussions of health and safety, the celebration of the railroad's anniversary, nature study meetings and flower culture, handcraft, musical programs, moving pictures and Christmas parties. A traveling library is maintained for the club members. The meetings are usually held in public school buildings or libraries. Recently the Clubs have started raising funds for the construction of their own club houses to serve as centers of all the activities. One such club, constructed from two discarded box cars, has been completed.

**A Traveling Playground Staff.**—As Knoxville, Tennessee, is lacking in adequate playground areas owned by the city, the Bureau of Recreation has adopted the plan of sending to vacant lots loaned the department a traveling staff of workers who conduct playground activities two days a week. The leaders take with them the necessary athletic equipment and game supplies. Registration on these play areas has been almost as large as that on some of the regular playgrounds.

**Safety Programs.**—In an effort to reduce street accidents by building up attendance at the city's 36 play centers, the Park Department of Seattle conducted its first annual Child Safety Week from June 13th to 20th. Newspaper publicity, radio broadcasts and printed posters formed the bulk of the safety campaign publicity. Business firms cooperated splendidly with the park and playground officials in inaugurating Playground Week and more than a score of leading business houses were canvassed to include suitable slogans in their advertising copy during the week. Five hundred red and black posters were carried in the windows of taxicabs and private city automobiles. A dozen 5-minute radio talks, describing the recreation facilities offered and urging the children to patronize the playgrounds and bathing beaches instead of playing in the streets, were delivered by members of the department over a Seattle station. Other leading stations in the city included a resume of the principal features of the campaign in their regular studio broadcasts.

Boys' and Girls' Safety Patrols were organized last summer at each of Detroit's 140 playgrounds

by the Department of Recreation in cooperation with the Detroit Automobile Club and the Women's Safety Committee of the city. More than 4,000 boys and girls representing 400 patrols took part in the program.

**A New Bath House at Bear Mountain Swimming Pool.**—Accommodations for bathers at Bear Mountain State Park, the Palisades Interstate Park System of New York and New Jersey, will be greatly increased by the erection of a new bath house made possible by an appropriation of \$60,000 by the 1930 Legislature. The structure is of the standard rustic style of architecture used in all the buildings of the various divisions of the Palisades Interstates Park, with the foundation and center tower of weathered, glacial boulders and the woodwork of brown stained chestnut logs and slabs. It is 121 feet long and 40 feet wide with two wings set with a slightly forward angle from the center. The first floor is given over to 176 dressing rooms, half for men and half for women. In the back of the wings are the lockers, 720 for men and an equal number for women, making it possible to accommodate 1,440 with locker space. The second floor, 20 feet wide and extending the entire length of the building, serves as a promenade for bathers with provisions for refreshments. The centre tower with stone walls on all four sides rises about fifteen feet above the wings, and has an upper room which may be used for offices, hospital or other purposes.

**Nature Activities in Westchester County.**—In July the Westchester County Recreation Commission began a natural history survey of the county which has taken the form of a recreation project for amateurs. The program includes the making of contours and geographical maps, the keeping of weather records, the measurement of streams, the making of animal and plant surveys, the drawing, painting, photographing and collecting of natural objects and similar projects. Other features of the nature program of which Mrs. Mary W. Garretson is supervisor, are a traveling museum, discussion groups, nature story hours for children, nature clubs and playground museums. The traveling museum carrying specimens, microscopes and charts, visits the various playgrounds and camps throughout the county four times during the season. During the visits of the museum the natural science of Westchester County is discussed under the headings of West-



chester rocks and minerals, wild flowers, trees and insects, common summer birds of Westchester, and its fish and mammals.

**Trailside Conversations.**—The nature lover will find a fascinating story in the series of illustrated pamphlets published by the Department of Education of the American Museum of Natural History, New York City, describing the nature trails and Trailside Museum at Bear Mountain, New York. He will learn of the Trailside Museum with its exhibits, laboratory and demonstration materials, nearly all of which have been made at the Trailside Workshop, and of nature handcraft projects. In the pamphlet entitled, *Signs Along the Trail* will be found detailed descriptions of the ways in which signs and labels have been made and placed to tell the story. *Blazing Nature's Trail* also tells of the trail and the Museum which are interesting many thousands of people.

**Nature Activities at Oglebay Park.**—Seventy-four students from nine different states enrolled in the nature leaders training school held in Oglebay Park, West Virginia, in June. The keynote of the school was appreciation rather than information. A camping trip attended by 57 students and staff members was one of the most delightful features of the school. The tents used on the trip were purchased by the Nature Association and will be set up in the park for use of family groups.

The five Sunday morning walks held in the park in June brought out 572 nature lovers, while the four 6 o'clock walks on Tuesdays attracted 144 people. These morning walks which are followed on Sundays by breakfast in the woods, are one of the most delightful features of the park program.

**An Overnight Camp in Seattle.**—The Seattle Board of Park Commissioners maintains a free overnight camping ground known as *O. O. Denny Park Camp* for the boys and girls of the Seattle play fields. Situated less than 10 miles from the heart of the city, Denny Camp is located on a 40-acre area of virgin timber fronting on Lake Washington. An excellent bathing beach, spacious buildings and an abundance of woodland trails make this spot available for the purpose. The camp buildings include a large dormitory, a spacious club room with a fireplace, a modern

cook house and dining hall, a temporary bath house and quarters for the three adult leaders. Every day except Saturday and Sunday sees a new band of happy boys and girls coming to the camp with their play leader. Groups average between 40 and 50. The only cost is fifty cents and a pooling of funds is sufficient to provide three wholesome meals. An open air stage provides a setting for many impromptu plays during the evening camp fire hours.

The Washingtonians, a group of Seattle business and professional men, through the donation of their time and money, have assisted in the growth of the camp. Each summer they take a day from their business to frolic with the children.

**Swimming in Ossining.**—When the American Red Cross could not accommodate the large enrollment of over three hundred children for the life saving and swimming campaign in Ossining, the Rotary Club advanced \$75 to help in this form of recreation.

**A Playground Mothers' Circle.**—In connection with the school playgrounds of St. Louis there is a public school Playground Mothers' Circle which meets each month throughout the year to further the interests of the school playgrounds. At the June meeting it was agreed that each local Mothers' Circle would hold weekly meetings at its own school playground so that members could keep in closer contact with playground activities and needs. Arrangements were made for the organization of volley ball teams among the mothers of the various playgrounds with a possibility of interplayground competition before the end of the season.

**A Dancing Class for Married Couples.**—A married couples' dancing class organized by the director of recreation of the Village of Wilmette, Illinois, proved an inducement to many couples who had never danced before to begin, and to many others to continue where they had left off many years before.

**Mamaroneck's Story Festival.**—On July 25th the Mamaroneck, New York, Recreation Commission held a story festival when *The Dearest Wish* was presented. The local library cooperated with the Recreation Commission during the summer by providing a library hour each Monday afternoon on the playground. At this

time a librarian visited the playground with a supply of books for the children.

**Home Play in Los Angeles.**—Hundreds of Los Angeles families have joined the Home Play Club organized by the City Playground and Recreation Department and other civic groups. The Club will teach parents methods of developing backyard playgrounds and activities. Free bulletins, diagrams and other helpful information have been prepared by those sponsoring the movement.

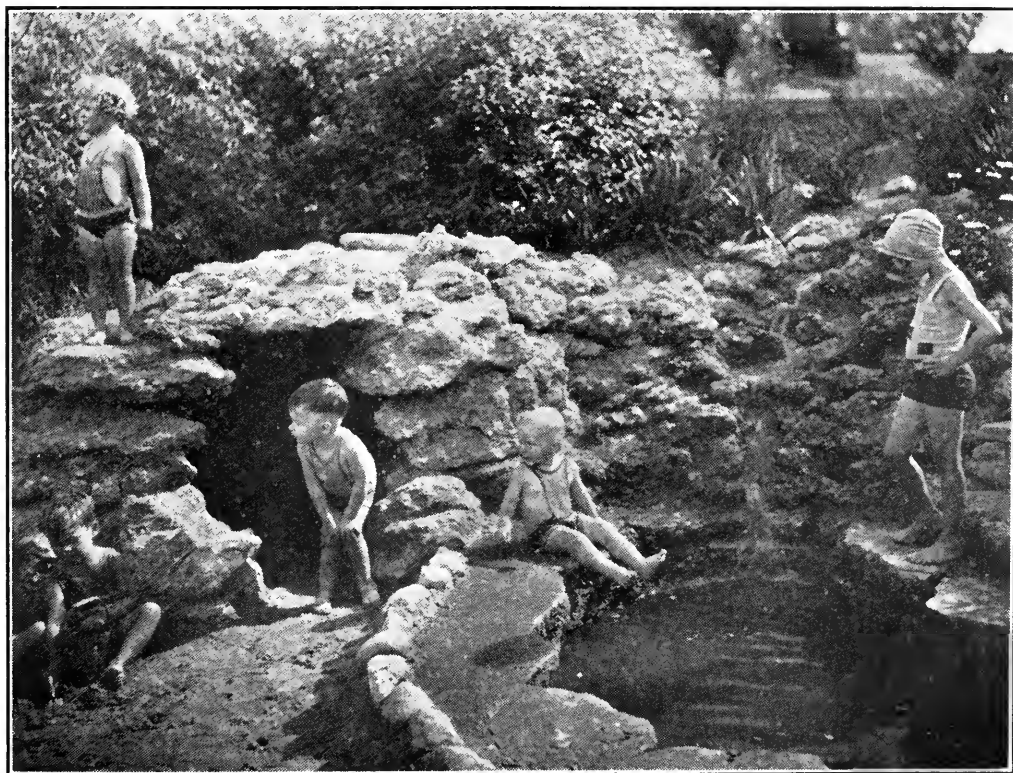
**Story Hours on the Cleveland Playgrounds.**—Cleveland children learned of an entirely new set of heroes last summer during the weekly story-telling hour at each of the 32 municipal playgrounds conducted by the Recreation Division. The best story told each week was dramatized and at the end of the season the best of these dramatizations was selected for the annual city-wide playground festival.

**Vacation Reading.**—The Kansas Congress of Parents and Teachers through a special committee on children's literature in 1925 organized a Vacation Reading Club for boys and girls from the fourth to the ninth grade. The Club has grown

from a membership of 500 in 1925 to over 5,000 in 1930. Each member of the Club is required to read during the summer ten books from an accredited book list and to make a written review of each book putting it in a little booklet which the library furnishes. For this a Vacation Reading Club diploma is given and the superintendent of schools gives each child receiving a diploma an extra credit in English work. During the past summer a special mother in each circle was appointed to keep a check on the work and encourage the children.

**Playground Music.**—In 1928 an adult band was organized in Oak Park under the auspices of the Playground Board which during 1929 gave a series of evening concerts and played at various civic events. Six orchestras composed of boys of the high school and eighth grade met weekly for rehearsal at the play centers. The groups played for a number of playground events including several plays, dances and two pageants.

While toy symphony orchestras were greatly enjoyed last summer on the Westchester County, New York, playgrounds, by far the most popular form of playground music was the "Flagy" band organized on a number of the playgrounds. Flagy,



SMALL CAVE MEN IN THE ROBERT LOUIS STEVENSON PLAYGROUND, OAK PARK, ILLINOIS.

a simple fife, which children can learn to play in a very few lessons, represents the first step in learning to play various wood wind instruments.

**Music in the West Chicago Parks.**—The combined music choruses of eight of the West Chicago parks and the senior orchestra of Eckhart Park on June 15th held their annual music festival under the auspices of the West Chicago Park Commissioners. On June 22nd the combined junior orchestras of the West Chicago Park Commissioners gave a concert at the Navy Pier Auditorium.

**St. Paul's Police Patrol.**—The playgrounds of St. Paul have a junior police organization of boys and girls, each playground having seven members on its force. Every patrol is composed of a captain, a director of sanitation and an assistant, a director of equipment, a director of safety who has an assistant, and a gardener-in-chief. During the season a contest is held under the classification of *sanitation, equipment, safety and gardening*, and sticker stars are awarded each week to the directors according to their achievements—one red star, one point; one blue star, five points; one silver star, ten points. A banner is given the squad winning the greatest number of points.

**Detroit Breaks Record.**—Detroit, Michigan, last summer surpassed all former records in the number of facilities available. There were 140 playgrounds, 19 swimming pools, 148 tennis courts and 39 baseball diamonds. In addition, 40 school gardens and 16 canning centers attracted many.

**Happenings in Lansing.**—One of the new services inaugurated by the Department of Parks in the past year was a model sail boat and glider class under the leadership of an experienced instructor with a completely equipped shop for the use of the boys and girls. Another new feature was the erection of an archery range in one of the parks and the giving of free instruction.

**A Fun Frolic for Girls.**—Girls and their mothers and friends from all parts of Seattle were on hand on June 14th for the seventh annual Girls Fun Frolic held at Woodland Park under the joint sponsorship of the Board of Park Commissioners and the *Seattle Times*. The program was opened with a costume parade including five

divisions for costumes as well as a special section for Camp Fire Girls, Girl Scouts, Girl Reserves and other groups. Animals from the Woodland Park Zoo added a circus touch to the parade. All-city finals in four athletic events made up the greater part of the program. Six teams took part in the playground ball series, while new champions were hailed in the O'Leary contest, girls' pitching contest and playground track meet. Community singing and music by the Park Department concert band were special features. The Frolic closed with a presentation of *Ali Cogia's Gold* in the woodland stage by a cast in which every section of the city was represented. The play had previously been given in each of the seven field houses during the spring and the best performers in each cast were chosen for the final presentation.

**Westchester County's Aircraft Tournament.**—On August 16th Westchester County held its first county wide miniature aircraft tournament at the county's center, White Plains, New York. With the exception of one contest, an outdoor glider contest for distance, all the classifications were duration contests. Classifications were so arranged that the model aircraft enthusiasts not affiliated with any of the local groups might compete, and all stages of aircraft work were represented in the competition classes in order that the greatest number of model flyers might take part.

**A Ship Building Contest.**—The San Francisco Harbor and Ship Building contest was one of the summer projects of the city's Playground Committee sponsored by the Junior Chamber of Commerce. There were three divisions—junior division, girls and boys through eleven years; intermediate division, girls and boys twelve through fifteen years; and senior division for those from sixteen through twenty years. Entrants were permitted to make any type desired such as naval, commercial, yachting, fishing craft or galleons, and wood, soap, paper, cardboard, tin or any other material might be used. No ship, however, could be larger than 36 inches. Each playground was allowed to exhibit six ship models and one harbor model. A trophy was given the playground making the best replica of San Francisco's harbor, whether in papier-maché, cardboard, wood, clay or other medium. The ships and harbor models were shown on Harbor Day, August 21st.

# Leisure and Living\*

J. W. FAUST

*Staff Member, National Recreation Association*

There has never been a time in the history of our country when so much thought and concern have been given to the question of making a life—as distinguished from making a living. “Making an honest living” is not alone sufficient. Nowadays we must make, in addition to this, a worthwhile full and enjoyable life. For most of us, the opportunity for this falls in those margins of leisure.

The question of leisure and its use is one of our outstanding problems today. It is difficult for anyone to escape this knowledge of the increasing and constant recognition being given to the importance of leisure and its use. This was not so twenty-four years ago, when President Roosevelt received in Washington a number of the outstanding civic and social leaders in the country who had met to consider the question of increasing provisions for children’s playgrounds. As a result the Playground Association of America was formed to work for a wider provision for children’s playgrounds throughout the country.

Among its early first directors were two elder prophets—elder in wisdom and vision, though not in years—Dr. Richard Cabot and John H. Finley. As long ago as 1910-12 they began to stress the importance to the individual and to the community of the wholesome use of leisure time, laying emphasis on the fact that joyous, rich, full life in the fields of creative arts, and physical activities was the objective of the use of leisure. At this time many estimable men believed that leisure is essentially a time for games and athletics, which improve health and well being. These are worthy aims, but they are by-products—a secondary objective, if an objective at all to the wise use of leisure. The name of the Playground Association was then changed to the Playground and Recreation Association of America, and its work to cover these fields of adult leisure as well.

This Association has for two decades been working for definite accomplishments in the field of leisure time. This last year over 945 cities had

leisure time programs, expending over thirty-three and a half million dollars for such programs, with trained, paid and volunteer leaders numbering over thirty thousand, as against forty-one cities in 1906. These millions of dollars also cover space and facilities.

There is scarcely a national agency today interested in character development, health, spiritual life, morals, and social conditions of life or work, which is not concerned and is not spending some time and thought on this problem. The history of the recreation movement is similar in many respects to that of other like national movements. The work in the meeting of specific needs in different localities has absorbed the main agency and time of many of our national agencies concerned. Today that work is bearing fruit, and to the ranks have come many new philosophers and teachers of leisure, of whom Joseph Lee, Richard Cabot and John H. Finley were among the earliest, unless we go back to Aristotle. Ex-President Coolidge and President Hoover have stressed the importance of leisure time and its use. We have our Owen Youngs, our Fosdicks, our Kirkpatricks, our Kilpatricks, our Baileys, our Strayers, and we have in our own Parent Teacher ranks Joy Elmer Morgan, who has written one of the finest editorials on leisure that we have read. We also owe him a debt of gratitude for his determination to build up new literature on leisure.

This is a great day! It has been said that the use of a nation’s leisure is the test of its civilization. There is overwhelming evidence that we are equipping ourselves to rise to this test.

## How Define “Leisure” and “Living”?

How may we define the word leisure? Definitions one may give range all the way from the arithmetical one of hours of sleep, plus work, subtracted from twenty-four hours, which gives you the hours of leisure, to the one that defines leisure as the time, we are free, to do what we choose to do.

Of course, there are some people who never

\*Address given at the annual convention of the National Congress of Parents and Teachers held in Denver in May, 1930. Mr. Faust is National Recreation Chairman of the Congress.

have leisure time. The reason the majority of the people do not have it, is the same reason which might be given for those who do not have savings or other investments put away for cultural things and a rainy day. Namely, the lack of will power to budget and set aside leisure for recreational use. But leisure per se is not a blessing. Like money and other worthwhile things in life, it is the use to which leisure is put that determines its value.

That life is warped and cannot be well rounded and balanced, which does not budget or by force set aside some time dedicated to leisure time pursuits.

The definition of living is not so simple. Is it a worthwhile job; is it serving one's fellow man; is it in the market place, at the sick bed or holding up high office? Yes, it is all these things and others, in part, for one must have burdens to bear, tasks to perform, heights to scale, or soul and body become soft and leisure, when it does come, lacks the tang of hours of freedom, which follows a day's work well done.

But living must be more than this. Doctor Cabot in his book "What Men Live By," gives us his prescription for living. It is—work, play, love and worship. With worthwhile work, there must be worthwhile play or re-creation of body, mind and spirit—play in which one can work out in creative art, one's longing for truth, beauty and goodness. Play for the sheer joy of living; for life's enrichment; to sing; to make music with instruments; to act; to dance; to engage in vigorous sports; time for quiet reading and for silent contemplation (one of the great lacks in most fairly ordered lives), time for comradeship, for sprightly conversation (one of our lost arts), time for reveling in the boundless beauties of all nature with its delights for the eye, its enticing fragrances, its entrancing sounds; all these are necessary to the mellowness of living.

Living requires love for its richest fruition, love for mother, for father, for children and for home; love of Fatherland, for one's fellow man, love of the ever changing earth and sky. Living requires deep worship to the Creator of all good and beautiful things,—worship that espouses and works for and adds to those things, and which nurtures and passes on to succeeding generations, the lasting breadth and beauty in religion.

These and much more constitute the richness and fullness and abundance of life. Each is essential to a well balanced, well rounded beauty of living. The opportunity for the fulfillment of these

hungers and cravings for a well rounded life occur for most of us in leisure and in leisure alone. Life is truly lived in our margins of leisure—those hours free from sleep and toil.

The importance of purposeful setting aside and planning for an intelligent use of leisure time cannot be over-emphasized. President Hoover recently made this very significant statement:

"This civilization is not going to depend so much on what we do when we work as on what we do in our time off—we are organizing the production of leisure. We need better organization of its consumption."

### All Groups Are Concerned

All groups are definitely concerned with this business of organizing a better and more intelligent consumption of leisure time. The importance of this is further emphasized by the fact that in leisure we are free to do the things we choose to do, and it is our free choice which shapes our lives and characters much more forcibly than the labor we do from necessity.

The evidence bearing on the importance of an intelligent use of leisure is unending. The *psychologists* are interested, among other things, from a point of view of character development. The rules of the game, and the rules of social relationships in adult life, are pretty much alike. It is true that a boy may play according to the rules of the games in his youth and break all the rules in social relationships in adult life; however, we do know that every time a child obeys the games rules in his limited social relationships found in his play activities, he is exercising and developing character traits and character. It is reasonable to believe, therefore, that the constant exercising of sound character traits in play activities, will have a most profound and beneficial influence on character formation.

The *psychiatrists* are concerned from the point of view of mental health and stability. In modern convalescent hospitals for cases of nervous breakdown, the entire therapeutic regime is found in leisure time activities both physical and cultural. The child with a normal play life is more likely to be mentally stable in mature years than the child who lacks it. In a recent study of 25,000 cases of nervous breakdowns between the ages of 40 and 50 made by a large Insurance Company, over 80% of these cases shows the absence of a normal play life in childhood.

*Physical educators* are interested in leisure time activities from the point of view of physical fitness, bodily tone and organic vigor.

The social physician, or *family case worker*, is interested because of the influence it has on his effort to bring families back to normal self-sustaining, self-sufficient lives. This concern is particularly real to us. A number of years ago we were general secretary of the Associated Charities in one of our largest eastern industrial cities. In studying the families that came to us, we began to notice that after all mal adjustments were corrected many of these families came back to us with about the same problems that they had before. We began then to look for reasons even more obscure. We found that we had entirely ignored the problem of opportunity for wholesome joyous leisure in the home and in neighborhood life. We had sent them back to the same arid and drab home life, the same arid and drab neighborhood life which was probably the underlying cause which brought them to us originally.

The *sociologist* and *penologist* are interested in this question of leisure as a preventive and corrective for delinquencies.

Spot maps made in many cities show that juvenile delinquency increases in a direct ratio as the distance from the playground. Testimonies from such men as Doctor Charles Platt, Warden Lawes and many others set forth beyond a shadow of a doubt that there is a direct effect upon the reduction of juvenile delinquency and adult derelictions, as well, in those communities that provide adequate opportunity for joyous and rich use of leisure time.

In my own district, in an industrial city of 45,000 population, they have what they call a "Saturday Night Gang." A few years ago motion picture theatres had reported rough house disturbances on the part of boys of adolescent age. The executive in that city began to ask questions of himself, and one Saturday night went down the main street and invited all the boys loafing at corners and on the streets to come down to the gymnasium for some fun. This consisted of boxing, baseball and relay races. From this small beginning has come an organization numbering very nearly 200 boys, who formerly loafed about the streets, but who are now engaged in vigorous healthy and enjoyable activities.

The interesting sequel to that is the movie trouble ceased and about a year later the Sergeant of Police covering the Railroad Yards in that city

wrote a letter to the Superintendent saying that the cases of destruction on railroad property had ceased, due to this and other phases of the recreation program, he felt.

One other story in connection with the same superintendent, who has moved to another city. He requested that the Juvenile Court offenders be put on probation to him, rather than sentenced. One particularly young but notorious gang was apprehended and paroled to him. They all sat down on the floor in a circle and had a real talk, and taking advantage of the gang organization he decided to install them as a unit of his Community House Boy's Club. They were eager for it. As they were leaving one of the leaders came back with this question, "Say, Mister, do you have to steal to belong to this Club? There's one fellow in our gang who hasn't done any stealing yet, and of course we don't want him left out."

The question of leisure is again of interest to those concerned with *safety*. While the facts are not so clear, it is obvious that playgrounds are safe grounds, and there is a feeling on the part of many, including the National Safety Council that adequate playgrounds do increase safety.

Those interested in *religious life* and moral conduct are concerned with this question. Doctor Fosdick in one of his recent sermons on play states that it is absolutely essential to the normal religious life that there be a joyous life; that there be a life of play and enthusiasm expressed in wholesome activities.

It is scarcely necessary to speak to this group of the interest of *educators*. President Nicholas Murray Butler of Columbia in his 1925 report makes this statement:

"Those notions of the school, which would fix its aim as the preparation for work rather than for leisure, are in contradiction not only to the etymology of the word school itself, but to every sound notion of education. Guidance in the right use of leisure is vastly more important than what is now called vocational guidance. One hundred youths will find vocations unaided where one will know what to do with such leisure as he may obtain. It cannot be too often repeated that the educational process is an unending one. While it is based on infancy and its prolongation in man, it reaches out to include the whole human life, with its constantly new adjustments between man and his environment. *The right balance between work and leisure, the development of those wants which increase the value of work and of these*



*tastes which increase the value of leisure, are at the bottom of the problem of human education."*

Doctor Cutten of Colgate and a host of others have stressed the importance of education for leisure time. Angelo Patri, whom many of us know and love, says:

"I know that children learn more by playing freely than they do by studying under pressure. 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 noses and voices. I believe that the more action a child gets into his day, the better educated child he is that day."

Probably there are no two groups more vigorously concerned than the *industrialists* and *organized labor*. For quite a few years now many of our largest industries have been determining the location of their new plants, or moving their general plants on one final factor, the opportunity provided by the community for the wholesome use of leisure time.

In this connection, I can tell you a "Tale of Two Cities." One of them was Dayton, Ohio, which won an important factory recently when several other cities offered equal manufacturing facilities. The company stated they had chosen Dayton because they were bringing a great many of their workers with them and Dayton was a good place for the workers and their children, since through its extensive parks and playgrounds it was taking care of their leisure time.

The second city was also in the Middle West. This city had firmly expected to get a certain industry, but received a jolt to its pride and its pocketbook when the factory was taken elsewhere. The president of the firm stated that since there were few opportunities for recreation, other than commercial amusements in the city, he felt that the risk of holding labor and keeping workers contented would be too great.

For some years now the American Federation of Labor, under the steady and intelligent leadership of President William Green, has been vigorous and unstinting in its work for increased recreational facilities in communities throughout the country. This began under the leadership of Samuel Gompers in the appointment of Matthew Woll to make a year's study of the recreation movement. It Portland, Oregon, in 1923, the American Federation of Labor passed a resolution to cooperate with the recreation movement. This

is part of a statement which went with a report of Matthew Woll's Committee:

"Modern industrial processes are so highly specialized as to produce an unfortunate psychological effect upon the wage earners. Increasingly psychologists are calling attention to this important fact. They point out that which is so well known by the workers, that is, the deterioration of nervous force and health and the crushing of the creative instincts. While progress has been made within industry to improve this condition of affairs, further improvements may be made by the workers during their off time engaging in activities which will give opportunity for self-expression, for satisfying the creative instincts and which will revitalize them generally."

To have life, and to have it abundantly, is sufficient objective for leisure time activities, but when the objective is pursued wholeheartedly in leisure there are many outstanding by-products which come to reward us.

#### Parent-Teachers Groups Active in Leisure Time Field

For all the reasons given under the groups mentioned above, the National Congress is concerned with this question of leisure time. This concern is more specifically directed toward the home, school and community. It is more than a concern, it is concern plus action—faith plus works with results.

Thirty-eight (38) states reported definite accomplishments in the field for the year 1929-30 adding to the richness of life and leisure in communities throughout the country. Furthermore we have information from reports of the Playground and Recreation Association of America covering the balance of the states with the exception of one.

Just a small sample. In one of the large cities in the Middle West, due to political exigencies, there was a determination to cut out the budget for recreation and dispense with the superintendent of recreation. This city's program was particularly rich in the whole field of leisure time activities, strongly supported by the Parent Teacher Association. The only thing the superintendent did was to call up the President of the local council. The steps of thorough organizations are too long to detail, but in his letter he says, "that as the result of the work of the Parent Teacher Association, we have received practically our entire budget

appropriation and we are now receiving excellent cooperation from the city government.

"Incidentally, the women convinced the local politicians that they had better keep their hands off any department in which they, the women, had active interest."

### In the Home Field

Let us consider now the question of leisure and home life. For the past several years many statements have been made by distinguished educators and others that the home has changed. Unfortunately, from our point of view, these statements have not been carefully qualified and explained. From the comments and questions of many parents we have talked with, they have inferred from these statements that not only has the home changed physically, but that in this present stage of freedom of youth, it is difficult for them to guide and control, and hence that has served as an excuse for relaxed responsibility. But the fact has not changed that *the ultimate responsibility for the conduct and character of our children rests squarely upon the shoulders of us parents.*

Surely the home has changed. Many of its traditional functions have been taken over by industry and the municipality. The home is no longer the industrial unit. The boy has ceased to help his father in his work and no longer learns his trade from him. The girl learns less house-keeping from her mother than formerly because there is less housework to be done. The school and playground teach many of the things that heretofore were learned at home.

*But the home has not changed* from the point of view of moral and spiritual responsibility of the parents. Since when have parents and the conduct of parents ceased to influence and mould for good or evil the character and lives of their children? When has that influence even diminished? Are not the vast majority of children still in the home the first five years of their lives? Have these first years ceased to be as vitally formative as they ever were upon the character of our youths? Are children less influenced by the ideals, action, speech, behavior and religious life of their parents than formerly? Absolutely not! And what is more, the material made available by doctors, psychologists, hygienists, and teachers for help in childtraining has not only *not* decreased the parental responsibility, but has increased it. One of the unchanged major factors

shaping the child's behavior when he gets outside the home is the life his parents reveal to him, the home atmosphere they create and the standards of religion, morals, work and social action that their conduct sets for him.

Granted that parents are largely responsible for shaping the choices and desires of their children, and consequently their conduct outside the home, is an Olympian life of rectitude on the part of the parents enough? We think not. Even though in those early years the child's gods are his father and mother and he sets them on Olympus or Sinai or some other mount. But gods are remote and impersonal and not warmly human. What the child needs is comradeship and leadership in his world. Comradeship and leadership, which beget understanding and simple, direct honesty in dealing with children.

The state reports on Home Leisure show equipped playgrounds; family play nights; many activities in home and backyard play. Nine of the states have organized home play weeks. We wish it were possible to give you fuller details. Many of our states have reported—such things as backyard beautification contests; neighborhood play programs; handicraft of all kinds; simple drama and music; mothers have taken turns acting as volunteer play leaders for the children in the neighborhood, thereby relieving the other mothers, and giving them time for their own use of leisure. Groups of families in a neighborhood have beautified and used vacant lots for home and neighborhood play and so on through a long list.

Here is a true story from just one of the hundreds of home play projects:

"We have in our neighborhood about a dozen adolescent boys and girls. After the fishing and swimming season closed last autumn, they were at sea as to how to occupy their leisure time.

"One Sunday afternoon, I watched their aimless wanderings around the neighborhood and realized that something interesting must be developed immediately. So, calling all whom I could attract, to my front doorstep, I proceeded to donate half of our back yard to the cause, asking the children to secure half of our next door neighbor's. They went in number to present their request which was immediately granted. It took only half an hour to organize a tennis club, appoint a director, choose our name—'The Tennis Twenty'—and our colors—blue and white. We also decided about dues.

"My husband and the older boys measured and staked off the court that afternoon, and before

eight the next morning work began in earnest. It took ten days of concentrated effort before our court was finished—an outhouse had to be torn down, a fence removed, a tree dug out by the roots, potato ridges leveled, raked, and rolled with frequent sprinklings of water as work progressed. But the children did it all themselves and great was their pride in their achievements when all was complete.

“Some two weeks of playing brought to our attention the very necessary addition of back stops. They were easily procured by the development of another neighborhood project—‘a Hallowe’en Carnival’—planned and executed entirely by the ‘Tennis Twenty’ and I may add, very original. This netted \$22.00. With a little more assistance from my husband as to measurements, back stops were soon in place, and a tournament planned and executed.

“At present the club is dissatisfied with the view. They are planning an Easter Party, whereby they hope to secure enough to build a high wire fence along the side of the court, where they will plant vines and shrubs.

“They are also requesting me to assist in the organization of other tennis clubs that they may develop a series of tournaments as soon as school closes.

“Our project is so popular that a schedule has been worked out whereby all members and friends can have an opportunity to play.

“My neighbor and my husband say it is a success because the boys and girls have done it all themselves, and each and everyone having assisted, and not wishing to be ‘out of the fun,’ they make every effort to ‘work and play’ in accord with each other.”

### In the School

The next sphere of leisure time interest of the National Congress is that of the school. We have already referred to statements by Doctor Butler and Angelo Patri on leisure and education. The school is rapidly becoming one of the principal factors in the teaching of skills, both physical and cultural, and for the cultivation of tastes in the realm of art, music, drama and pageantry for a happy and wholesome use of leisure. Much is yet to be done, but the objectives are clear. The task of the school falls both within the school program and in its program of extra curricular activities. Incidentally the school’s contribution to a sane use

of leisure is one of the most potent forces for the enrichment of our own home leisure. The tragedy here is that this opportunity is so often killed by parental indifference. When Bill comes home from school eager-eyed, excitement suppressed with, “Oh Dad! We learned a Katsy new game in school today, let’s show you?” It is a tragedy, isn’t it, if dad or mother is “too busy” to lay aside other things and learn the new game, and unfortunately that is too often the case.

The reports from the Parent Teacher Groups under the topic “School,” show such items as—preparation of grounds for play purposes, surfacing, fencing, beautification; furnishing play equipment, musical instruments, athletic supplies; play under leadership at recess, after school and during vacation; school grounds used as playgrounds after school hours, during vacations; provided volunteer or paid leadership for playgrounds, music, drama, athletics; assisted in conducting high school parties, dances, etc.; organized music, drama, nature clubs, etc.; used school buildings for community gatherings, meetings, etc.

One of our Southern States rates the recreation work of its communities on a score card and gives annually a cup as prize for the community making the highest record. This score sheet covers recreation activities in home, community and school; as well as recreation at Parent Teacher Meetings.

This is quoted from another State—

“Our school campus affords the children of our community ample opportunity for Recreation. Valuable apparatus such as see-saws, etc., have been constructed by our organization.

“The appearance of the school campus has been improved through the planting of shrubs. In addition about fifty trees have been planted under supervision of a special committee.

“Equipment for thirty football players and all required equipment for five basketball courts, two tennis courts, and two volley ball courts were purchased by the local Parent Teacher Association.

“Supervision of recreation is carried on before school, during each recess and after school. On non-school days the recreational activities of our children are supervised by the principal of the local high school and his assistants. It is, indeed, an inspiring sight during after-school hours to see many pupils playing on the school grounds.”

We must work constantly with and support our local school authorities in their efforts to enlarge the curricular and extra curricular activities, so that our children shall have every opportunity for

equipping themselves for a worthwhile use of leisure.

### In Training Leaders

One of the outstanding features of this last year's report is the fact that sixteen (16) states reported training classes or institutes for recreational leadership.

We spoke of the school's contribution to the enrichment of life, and in many communities throughout the land there is another wall which we are yet to surmount. In many schools and in high schools, students have courses in art, and in the crafts; have activities in music and dramatics, but graduate into a community in which there are no facilities for the use of these skills and the satisfying of these tastes in leisure. This should be a great argument and a great stimulus for increasing the facilities in all communities for the recreational use of leisure time.

### In the Community as a Whole

As a national organization we are concerned from the point of view of leisure and its effect on the entire life of the community. Note this quotation from the report of one of our Western States:

"The aim of the First District Chairman this year has been to secure from the County Department of Parks and Recreation the cooperation necessary to plan and develop a more comprehensive service for the recreational needs of the county as a whole. This department has been most anxious to help, has already employed one field worker and hopes to add another in the near future, in order that no community, large or small, shall be without some help in solving their problems of supervised play."

The reports also show community studies of recreational needs; cooperation with city recreation systems in bond issues or referendum campaigns for increased park and recreational facilities and leadership; in referendum campaigns or other effort to establish a year round recreation system or summer playground; helped in securing play areas, leadership, equipment and supplies; leaders for music, drama, artwork and handicraft, story telling and story hours; secured closed streets for safe coasting, safe places for skating and water sports.

In addition to this, we read of setting up camps,

organization and sponsoring of 4 H Clubs, Scouts, Camp Fire Girls, Choral Clubs, Mothers Swimming Classes, Mothers Recreation Training Classes, Gym Classes for mothers and for fathers, School Yard Beautification Contests, Community Drama and Pageantry, Women's Choruses, Equipment of Recreation Rooms, City Wide Home Play Week; developing Social Centers; furnishing half the money for building school gyms, and so on through a long range.

### The Objectives

The aim of the recreation movement, of which the National Congress of Parents and Teachers is a part, is to satisfy the urges of child life, through physical, rhythmic, dramatic, manual and social activities, and to satisfy these impulses in such a way as to promote the child's growth in health, physique, capacity for wholesome enjoyment, character and to insure his safety.

The objectives for the adult are—that every man and woman shall at least in his leisure time be able to do those things which give him durable satisfaction. These satisfactions are, of course, individual and should be individual; only they must not be anti-social and it is to society's interest that they be so far as possible socially valuable.

Such satisfactions have through all the ages been found centering around certain human interests whether these be inborn or acquired. Games and sports, musical and dramatic and creative activities culminating in the arts, dancing, reading and literature, the love of learning, comradeship with and knowledge of nature, public service—interests of these kinds have during the history of mankind proved durable satisfactions.

The function of the recreation movement is to help communities to make personal satisfactions in these and other worthwhile interests possible. In general this means two things. First, individuals in their childhood and youth must have opportunity to explore these various fields of interest and acquire at least elementary skills therein. Second, the individual must have opportunity to continue to enjoy these interests and to exercise and develop his skills in those of them which give him satisfaction. For the first of these purposes society must rely upon community action expressed primarily through our systems of public education, supplemented, now as always, by private

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A TOY SYMPHONY IN SAN FRANCISCO

# Public Provision for the Play of the Pre-School Child

Provision for the play of the pre-school child has been considered primarily the responsibility of the parent and the home and the backyard have been the places in which his play life has centered. The growing recognition of the importance of the first few years in the child's life, the elimination of the backyard in cities and the increase in the use of apartments rather than individual houses are factors that have brought about in recent years a wider recognition of the responsibility which the municipality shares with the parent in providing for the play life of the pre-school child. Although the parent will, and doubtless should, continue to furnish most of the play leadership for this age group, municipal recreation leaders and others are likely, especially in the large cities, to give increasing attention to this problem. The steps which have been taken to provide play facilities, activities and leadership in a number of cities are recorded in this statement.

## In a Number of Cities

In several cities special playgrounds for babies and toddlers have been established under municipal auspices. In 1929 the Playgrounds Association of Philadelphia opened the first of a series of playgrounds for little children, known as "Totlots." What was once a refuse dump is now an area about eighteen feet by fifty feet with a low fence, a sand box and swings and other pieces of apparatus. One of the principal features is the entrance. No child who cannot walk under the top bar of the entrance without stooping is permitted to use the playground. In this way the ground is kept for the use of little children for whom it was designed.

Conant Playground in Central Falls, Rhode Island, was opened in the summer of 1926 as a baby center or day nursery. A barren piece of land was enclosed by a wire fence and equipped with a large sand box with a covered top and covered baby swings. Trees and shrubs were planted and benches were provided for the use of mothers or attendants. Only little children

were allowed on the ground except in the case of the "little mothers" who came with babies. The playground was in charge of a capable play leader.

The Bureau of Recreation of the Chicago Board of Education has also operated playgrounds at which special attention was given children of pre-school, kindergarten and primary group age. The play leaders in charge were those who through training and experience were especially well equipped to handle work with small children. In planning the program each leader studied local conditions and the type of children in her group and organized her work on this basis. The programs were exceedingly varied in their method of presentation. The activities conducted included sewing, craft work, dramatic play, dancing, sandcraft, storytelling, games, nature stories and activities, and free play. One playground was organized largely upon the project basis and all their work was correlated with the special projects in which the children were interested. The first project undertaken was playing house. This involved the making of doll houses, furniture and the commodities for stores and shop. The second project was building and playing amusement parks; the third, the circus. Here, again, sandcraft, handcraft, storytelling and dramatics were correlated.

In Washington, D. C., the Municipal Playground Department has conducted several nursery playgrounds for children under five, in addition to toddlers' corners in many of the large playgrounds. The City Park Board of Indianapolis, working on a very limited budget, has devised the ingenious scheme of a portable fence enclosure made out of scrapwood, which may be carried about to fence off portions of the city parks. The trellis doorway bears the inscription "For Little Mothers and Babies" and only those under six may enter. The fence painted white and green, is twenty-four feet by thirty, and just high enough to come to six-year-old chins.

For many years the Board of Education in New York City has conducted several "Mothers and Babies" playgrounds which serve large num-



bers of people, especially in congested sections of the city. These playgrounds were intended for babies, children under seven years and mothers or older sisters, and the program was arranged to meet the special interests of these three groups. School buildings with restricted or greatly subdivided play space, indoors or outdoors were used satisfactorily for these playgrounds, although they could not have served the needs of older children.

A play kindergarten conducted by the Salt Lake City Recreation Department has been described as follows in an annual report. "With the objective of furnishing constructive occupation for small children during the morning hours when they are least helpful at home the centers are conducting play kindergartens where handiwork, story-telling, games, songs, sand play, wading and rhythmic are enjoyed successively. This is of great assistance to many mothers during the busy morning hours."

The playgrounds for tiny tots in several of the Hartford parks are unique and attractive. Areas known as children's villages are provided with open play houses about 4½ feet high, small slides, swings and other play apparatus. In the play houses, which can be moved within the village, the little children entertain their friends and carry on various activities. The enclosure is formed by a bench surrounding the village and providing seats for parents and children.

Although public playgrounds are most widely used by children from 6 to 14 years of age, for many years the National Recreation Association has recommended that in planning them a special section should be set aside for the children of pre-school age. The following suggestions concerning these areas are taken from *Play Areas—Their Design and Equipment*. "It is important that this section be reached easily and without crossing areas used for games and other activities. It may be placed to advantage near the entrance or preferably near the playground shelter. Care should be taken that there is no danger from batted balls.

"Turf is the ideal surfacing, and if well established it will usually stand up under use by little children. It is highly desirable that this section be separated from the spaces used by older children, either by a fence or thick hedge. In Hartford, Connecticut, a row of benches has been used as a fence for the small children's playground. Shade is important and trees should be

planted if a suitable shaded area is not already available.

"The most important types of equipment usually provided for the small children's playground are baby scups and hammock swings suspended from frames not over 8 feet high, small slide, sand box or pile, play houses, low teeters and building platform with blocks. A box for the blocks is also needed. Kindergarten tables with built-on seats are useful for simple handcraft activities. Benches for the mothers should be provided. Unless the sand box is sheltered by trees, a pergola or open shelter is quite essential. The wading pool is sometimes placed in this section but is often between it and the area used by the older children."

### Protected Spaces for the Younger Children

The playgrounds in many cities furnish such facilities for the exclusive use of pre-school children but in few of them, due to limited funds, are special play leaders or activities provided. The Public Athletic League of Baltimore, however, organizes several protected corners for the youngest children and segregates those below six when appropriate equipment can be furnished. In Pittsburgh, the Bureau of Recreation maintains six playgrounds, open the year round, in which children under seven play separately or at different hours from the older ones. Children between two and seven years of age have been separated on the summer playgrounds conducted by the Bureau of Recreation in Buffalo, but there has been no special group supervision. In Golden Gate Park, San Francisco, there is a fenced-in lawn, reserved especially for mothers and young children, where "swarms of toddlers make you think of a swarm of porpoises as they twist and scream and creep and roll on the turf, while mothers sit by, happy in the knowledge that no one in the apartment below is going to complain of the noise overhead."

In several cities playgrounds have been established for children up to or including 10 years of age and naturally the pre-school age group receives special consideration at these centers. In the South Parks, Chicago, for example, are such playgrounds at which special emphasis is placed upon sand court and apparatus play, story-telling and simple rhythmic and dramatic activities. Similar playgrounds under competent leadership have been conducted by the West Chicago Park Commissioners.

On many playgrounds there is a definite period each day when special attention is given to the little children. These play periods are often arranged at the time when comparatively few of the older children are present.

A method of providing additional play facilities for young children, found successful in a few large cities, is through recreation piers which are sometimes erected above piers used for commercial purposes. Play leaders are provided at some of these piers.

It is of interest that in Evanston, Illinois, where registration records are kept on the playgrounds, in the summer of 1927, children four years and under represented 5 per cent of the total enrollment, and children five and six years represented 3 per cent and 6 per cent respectively.

Unusual provision for mothers and young children in public parks has been made possible in at least three cities through the generosity of citizens. The Children's Playhouse in East Fairmount Park, Philadelphia, the Mother's Hall in Fleishhacker Playground, San Francisco, and a similar building at the Rice Playfield in New York City serve primarily mothers and young children. A large part of the second floor of the Children's Playhouse is reserved for the use of children under five years, for whom sliding boards, baby jumpers, rocking horses, blocks and other equipment are furnished. Special rooms, cribs and couches are provided in case of sickness. The building is not intended as a day nursery but is for "such children as may be brought there, seeking recreation, by parents, guardians or other caretakers." Opened in 1889 the building has been operated under competent leadership ever since. Sand pavilions and other play facilities for young children are afforded on the adjoining playground. Fleishhacker Playground provides many attractive facilities for children of varying ages, but the rest hall for mothers is intended also to serve especially the little tots and nursery rooms are provided.

### Home and Backyard Play

Another type of service public recreation leaders are furnishing that is, perhaps, more important than the providing of special play areas for pre-school children, is the encouragement of play activities and facilities in the home and backyard. This service has taken a variety of forms, among them the promotion of home play campaigns,

backyard playground contests, instruction in home games and play activities, publication of bulletins on home-made play apparatus, games and programs. In several dozen cities bulletins on home play and backyard planning have been published, most of which contain directions for building a sand box and other apparatus for young children. Most of these bulletins state that the recreation department will gladly assist parents in planning a backyard playground or a home playground program.

The folder issued by the Playground Community Service Department in Pasadena, California, also contains a statement on the value of play activities, a list of play materials and equipment for various age groups—one of which is three to six years—and a graded list of activities.

The Playground and Recreation Department in Los Angeles has established a Bureau of Home Play under an experienced director, the purpose of which is to enrich the home play life of the children, especially those living at a distance from the public playgrounds, and to encourage a "closer kinship between children and their parents in recreation, both in and out-of-doors and either at or away from home." Perhaps no family group receives greater benefit from this Bureau than the pre-school child.

The Department of Recreation in Reading, Pa., has given special consideration to the play of the family and especially that of the pre-school child. For several years a monthly Home Play Bulletin has been prepared for the use of parents and a part of its program was the employment of a worker one of whose services was to be "The visitation and bringing together of parents in each block to discuss facilities and activities in connection with year-round programs for children of 'pre-school' age in the block." Much success was met in the plan for organizing "Mother's Guilds" whose primary function was to arrange a schedule for escorting small children living in the block to and from the city playgrounds during the regular playground season. For a number of years the same department has had a large booth and exhibit at the annual city "Builders' Show" where it has demonstrated home play, exhibited equipment, distributed its bulletins and given advice on individual home play problems.

Perhaps a unique contribution to the play life of the pre-school child was made by the Recreation Department in Port Chester, New York, which organized a mother's group for the study

of the theory and practice of play. Meetings were held once every two weeks at which Joseph Lee's "Play in Education" and other books were studied and discussed and new games to play with children were learned. Not only were the games learned, but also the physiological reasons for the games and their contribution to the physical, mental and social growth of the child. "They (the mothers) say that they never before have realized the true meaning of the child's play life, and now that they are learning, they have a greater respect for their children."

Home play weeks, backyard playground contests, radio talks giving directions for playing games, suggestions for making toys and for rainy day activities, and home play equipment exhibits are some of the other ways in which recreation leaders are contributing to an enriched play life for the pre-school child. In at least one backyard playground contest special awards were offered for the best apartment house playground.

In addition to the municipal playgrounds, special areas for pre-school children have been provided through private funds or initiative in many cities. For example a "Children's Garden"—a playground for children under 11 years of age—was opened in Brooklyn in 1908 and is still serving the children of the neighborhood. Among the special facilities for little children in this playground, which was a gift of Emil Bommer, are 8 swings, sand tables provided with pails and damp sand, 7 small slides and 3 merry-go-rounds. An unusual feature is a set of wooden baby cribs with washable canvas tops, which are provided for the little sisters and brothers who are brought to the playground by the older children. Where there are not shade trees a flat roof is provided giving ample protection from the sun. The equipment is painted green with bright red trimmings, thereby creating a colorful playground which is very attractive to the small children.

For many years the Backyard Playgrounds Association of New York City conducted a number of playgrounds in crowded sections, each of these areas comprising several backyards that were thrown together to form a playground. The first floor of one of the neighboring buildings was used as a community center. Swings and sand boxes were provided for the very small children and other facilities for the older ones. Mothers could look out of their window and see their children at play—a situation that is much appreciated—

even though a caretaker from the neighborhood was looking after the playground.

### Real Estate Developers Are Helping

During the last few years many real estate developers have come to realize that the provision of play areas in their subdivisions makes them more attractive to potential home owners. Areas restricted to children of pre-school age are especially desirable because they require little space, are comparatively free from noise, and if attractively landscaped are pleasant places for mothers to visit with their children. It is probable that a majority of the playgrounds that have been provided in subdivisions are intended primarily or exclusively for children under 10 years or younger. In St. Francis Wood Subdivision at San Francisco, for example, where nearly 10 per cent of the land has been set aside for parks and playgrounds, there is an enclosed lawn and garden just for the little tots. In Radburn, N. J., sand boxes and playground materials have been provided in the park spaces near the children's houses. At Sunnyside, Long Island, a development of one and two family houses and cooperative apartments, a park and playground has been provided within each block, the playground being for the exclusive use of children of pre-school age. The apparatus consisting of a small slide and sand box has a special appeal for the young children. The older ones are taken care of at a larger playground serving the entire development. At Jackson Heights, N. Y., a large apartment development, a playground especially equipped and with a leader always present has been provided for the children up to six years of age.

In some of the new tenement or apartment developments space has been set aside for a playground for the small children. Examples of such provision are the Rockefeller Garden Tenements and the Thomas Garden Apartments in New York and the Field Garden Apartments in Chicago. Indoor playrooms for children's play are also being increasingly provided in city apartments, although not exclusively for the use of pre-school children. That apartment playrooms are increasing in number is suggested by the fact that in Detroit the Recreation Department cooperates with apartment house owners in providing leadership for such playrooms. A minimum of 20 children must be served and the playroom must be

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# Adult and Student Leadership in Physical Education and Play

In Volume I, Number 1 of *The Research Quarterly*, the new publication of the American Physical Education Association, there is an article on *Adult and Student Leadership in Physical Education* by Ruth Savage of the Department of Health and Physical Education, Cleveland, Ohio, which will have interest for many in the recreation field who are glad to have the opportunity of re-inforcing their own work through volunteer helpers and who will also appreciate the importance of development of leadership as a factor in the service which playground and recreation work can render to character development.

Miss Savage, in her introduction, stresses the importance of leadership and the opportunity which leadership finds in the setting up of situations in which proper social and character development can be possible and then summarizes some of the more important principles and practices in the training of both leadership and "followership" traits.

Proper organization will provide that there shall be first of all a proper selection of activities which will contain opportunities for the development of the desired qualities. They must be interesting and varied and properly related to the time available. Second, there must be classification and selection not only of activities but of individuals in accordance with sex, age, organic and motor ability. Third, the organization must provide social opportunities in the activities resembling life responses.

## Methods in Use

The teaching method varies. The easiest method and probably the least resultful is teaching by demonstration and mimicry. Next comes teaching by explanation. Next "coaching the activity alone with little reference to conduct and inherent values of the activity" but with the initiative beginning to come from the pupil. "When, however, projects are set with coaching of the values connected with the project and not the mere physical accomplishment of the project alone, then there occurs a method which brings with it the oppor-

tunities necessary if leadership and followership qualities are to be developed." Finally in connection with this higher type of teaching "must come discussion and the thinking through of the problems and values that arise from the activities."

Methods in group classification need are enumerated. First, mass instruction with little opportunity for emotional development. Second, instruction in large groups with members of each group working together a method by which games or dances are usually taught. "Here is more opportunity for development as spontaneity and interest are drives here." Third, teaching through squad organization with student leadership. "This offers the best method of leadership and followership development." Finally, individual instruction expensive and frequently impractical has values for individual development but lacks, of course, the socializing qualities.

Miss Savage next suggests some of the methods for the selection and training of student leaders in use in the school systems where success has been achieved. In Montclair, New Jersey, in the organized free play periods, children choose their own activity working under the leadership of pupil leaders who vary from day to day. In mimetics, in squad work and in mass games pupil leadership, varying from day to day or from exercise to exercise, organizes and directs the work. This program starts in the first grade with gradually developing responsibility until the later grades are reached. As student leaders develop and the groups become accustomed to it even in the early grades, the group is broken up into two groups, then three groups and so on each with a leader.

In Maywood, Illinois, grade teachers early in each semester appoint, subject to the approval of the supervisor, pupils who will serve in the Play Leaders Corps—one boy and one girl in every room for each twelve pupils of each sex. This corps meets one hour per week after school for instruction. The actual program is carried out by these leaders. In Norristown girls and boys excelling in knowledge and skill are selected by the supervisor of physical education and trained in

games suitable for group play. These children then go to different schools to teach games, appoint leaders and assist leaders who will eventually take the place of the borrowed leader.

In Cleveland two groups of leaders are organized—first a group of squad leaders and second a special leaders group. The squad leaders group is elected by class members and serves for a month. They get together once a month for special training and manage their squad activities, score, officiate, care for equipment, keep attendance records and coach. The special leaders group consists of especially meritorious performers. It is a voluntary and permanent membership group who study both the theory and practice of physical education.

### Opportunities for Leadership

Miss Savage lists the following opportunities for student leadership in a school program: (1) Leadership in free play periods before formal class instruction begins (2) Leadership in squad organization (3) In games, as team captains (4) As class captains (5) As assistant teachers (6) As officers in clubs (7) As assistants in office and record work (8) As officials and managers (9) Chairmen of committees for programs and special days (10) As neighborhood play promoters (11) Taking charge of groups in exhibitions (12) Organizing lunch period activities (13) Locker room patrols to assist with baskets (14) College girls sent out to coach and referee high school and church league games.

Selection of leaders have been made by the following methods: (1) By appointment by teacher or supervisor on the basis of (a) natural ability; (b) interest; (c) leadership potentialities; (d) need for development; (2) By election of the class (3) By passing tests (4) By expression of desire (5) By taking turn.

The following methods of training are suggested from experience: (1) Reliance on spontaneous leadership with occasional suggestion (2) Meetings once a week, or fortnightly, or monthly (3) Where there are double groups of leaders A group trains and leads the squad for a future week while the B group is doing the actual leading for the present week and vice versa (4) Contemporaneous squad leaders receiving training while others from the group are carrying out leadership practice with the rest of the class (5) Development of a special leaders club from among the best and most ambitious to take special work in both theory and practice probably with a vocational ambition.

Practically all forms of activities can be carried out in squad organization. "(1) All forms of stunts and self-testing activities lend themselves to squad organization, (2) Elements of athletics and combative activities may best be practiced in squads, (3) Chasing and fleeing games and activities where one or two squads compete against other squads can readily use this type of organization, (4) Rhythmic and dramatic activities can also be carried on in squads where one squad comprises one group in a dance."

Miss Savage summarizes her discussion as follows:

1. There must be an organization and classification of children according to age, capacity, and needs.

2. There must be an organization of activities to meet the above classification of children so that by engaging in the activities, opportunity to develop leadership and followership qualities arise, in order that the activities may be interesting and so self-directing.

3. There must be a teacher and supervisor to not only teach and coach the actual activity, but to coach and direct conduct in all of the inherent and conduct situations that arise in the activity.

4. There must be facilities at hand allowing children to engage in the activities.

5. There must be time for participation in order for habits to be formed, interest developed and moral intelligence and character qualities developed.

A number of cities, as Miss Savage suggests, are working out plans of student leadership. The Division of Physical and Health Education of the Philadelphia Board of Public Education is doing much to develop pupil play leaders and officials in the physical education and playground programs of forty-six elementary schools. According to the last report of the Division, approximately 560 boys and girls were given instruction in such matters as duties of leaders, qualities of leadership, how to officiate, rules of games, safety on the playground, and care of supplies. Excellent training and experience in leadership were received by these children. In turn they made possible a much more extensive and varied program of activities during recess and after school hours. Pupil leaders were selected by the school principals on the basis of demonstrated leadership and skill in playing games. In addition, designated captains supervised the leaders assigned to outdoor activities and designated managers kept records and posted

schedules. Both boys and girls were among these leaders. "Meetings of pupil leaders were conducted by the playground supervisor for the purpose of developing greater efficiency in service." They learned to conduct regularly a variety of forty different games, they officiated in the games of higher organization, they led the ring games.

### Student Leaders on the Playgrounds of Englewood

Operating playgrounds under student management proved a valuable experiment last summer in Englewood, California, according to the report of Virgil D. Dahl, Supervisor of Physical Education, in the *Sierra Educational News*. Five playgrounds were open five mornings each week and a sports program was conducted in kickball, indoor baseball, soccer and volley ball. Tournaments were held in checkers, golf, ping pong and tennis, all handled by student managers.

Student managers were selected primarily for their ability as leaders and varied in ages from 13 to 17. Two boys were placed on each of the five playgrounds, one acting as manager and one as assistant. The manager took general charge of the playground; his assistant organized and conducted the sports activity. All boys attending the playgrounds were on some team; activity was scheduled for every minute of the playground period. The teams were classified into four divisions and competition held between teams of equal playing ability. Each team selected a nickname; daily standings were published in the local papers.

Boys qualifying as managers received a sweater with the playground insignia; assistant managers received a cap with a gold "I." This was the only pay received by the boys. The awards were paid for by a paper drive conducted during the summer. All playground managers have applied for a place next year. There is a large waiting list, which proves that the awards are ample remuneration.

Playground managers turned in a daily report sheet to the central playground where standings were compiled and new schedules issued. The reports included the number visiting the playground; accidents, if any, and the results of games played. The playground managers were ingenious in handling disciplinary cases.

The seven weeks' period was culminated by a playground night held August 17, when each playground contributed to a program including tumbling stunts, a harmonica contest, skits and music.

At the close of the program the mayor reviewed the development of community recreation and prophesied future development.

The playground movement was started by the local parent-teacher association last year when they raised funds for opening one playground and was taken up by the members of the school board, who engaged a director for the activity this year.

The co-operation of these three bodies together with the local service clubs and the American Legion has developed the beginnings of a well-rounded program of recreation, including in addition to the playgrounds at the five schools, a new well-equipped municipal playground and small children's plunge in Centinela Park, and night ball accommodations on the Intermediate school-grounds. The total number of persons participating in the program this summer is estimated at 37,000.

### Pupil Leadership in Indianapolis

At least two public schools of Indianapolis have adopted a system of leadership in play activities whereby the older pupils take charge during recess periods.

The plan was initiated by H. G. Knight when he was principal of School No. 55. Noticing that disputes were frequent at recess period and that the pupils were standing around doing nothing, Mr. Knight called together the advanced pupils and suggested a plan whereby they would act as leaders for children of the lower grades. They agreed to try out his plan for two or three weeks. The trial was so successful that the plan has been in operation ever since. Later when Mr. Knight became principal of School No. 34, a similar plan was put in operation.

The method consists of pairing off the older pupils, girls with girls and boys with boys, and assigning each pair to a particular group of younger children. Each group is given a certain place on the playground. In order to have some faculty leadership at all times, each of the fourteen teachers on the staff is asked to serve on the playground for a week every seven weeks. In this way only two teachers are required to be on duty.

A great deal of effort is made to popularize games in which a large number of children can participate at the same time. Some of the games are new, others are older than the parents of the children. Among these are *Bull-in-the-Pen*, *Hen and Chickens*, *Hemenway Ball and Stick*. There



are always the popular *London Bridge* and *Farmer in the Dell*.

The swings and teeters around which in the old days the smaller children were often injured, are watched over by pupil workers who maintain definite order. With the exception of the first grade, which is cared for entirely by girls, the older boys look after the younger boys and the older girls look after the younger girls. The directors are responsible to some pupil who is chosen as supervisor.

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## A New Physical Education Building

On June 6th the University of Southern California dedicated its new physical education building with a program of music and dances. Among the speakers was E. B. Degroot, Los Angeles Executive, Boy Scouts of America, who spoke on *Educational Recreation for Leisure Time*.

In planning the building, which is a combination club and gymnasium, Professor Ralph LaPorte has accomplished his objective of "building a gymnasium which would not resemble a glorified barn," for beauty and comfort, utility and livableness are housed together in this enormous plant. Entering the building the visitor passes through an ornate doorway leading into the lobby which overlooks the patio with its tile and stone fountain, grass plots, ferns and trees. Just beyond are the loggia and recreational swimming pool. Here the entire University is welcome to come for the instructional pool is in another part of the building and play and classes will in no way interfere with each other.

The semi-basement contains spacious training quarters and club rooms for all varsity teams, five large handball courts, an instruction pool for swimming classes, a complete laundry and the necessary heating, ventilating and sterilizing plants for the building. On the ground floor are the offices, library, study room, club rooms for the major students, dressing rooms and medical service, while the second floor contains class rooms, lecture halls, three large gymnasium floors, the dance studio and recreation hall with kitchen service and individual exercise rooms.

A partial third floor provides a large hall flanked by two smaller rooms all overlooking the patio. These will serve as study halls and research labor-

atories for advanced and graduate students majoring in physical education. The roof will be given over to sun decks. The club rooms for the various teams as well as locker space are found on the lower floor.

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## Organized Games in State Schools

It is too often forgotten to how large an extent the problem of education in State schools is a social problem of the first magnitude. What is wanted is not so much how to pump a little knowledge into the children, but how to teach them so to live that they may take the place their abilities and characters naturally fit them to take in a modern civilized community. As a child's life so largely consists in play we have in organized games an instrument ready to our hands which is both natural and pleasing to children; but as also the period of childhood is the period of training for the responsibilities of adult life, so we ought not to neglect any advantage which the possession of this instrument places within our reach. We have long realized the value of games for character training and for the development of good health, though even these values have not been exploited to anything like the possible extent; we have still to realize the value of games for intellectual training (indirect it may be, but none the less present) and for the training of the emotions. We may with profit remind ourselves that the training of an Athenian boy consisted of music and gymnastics, both of which terms had a far more extensive connotation than today, and that the boys so trained have remained throughout the history of the world unexcelled in the domains of thought, of art, and of literature. From *The Times Educational Supplement*, London, Saturday, April 12, 1930.

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"Art is surely an adequate industry; it arises when industry is carried out to the satisfaction of all human demands. To distinguish and to create beauty would then be no art relegated to a few abstracted spirits playing with casual fancies; it would be a habit inseparable from practical efficiency. . . . The arts would thus recover their Homeric glory."—*Santayana*.

# The Future of Extra-Curricular Activities \*

FREDERICK RAND ROGERS

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The greatest single danger to future generations lies in unnecessary domination of their childhood lives by interfering adults. Superintendents and principals are already appreciating the truth of this observation, for they are continually being confronted with requests from non-school agencies to use children's time in school and out to promote thrift, clean teeth, hygienic footwear, patriotism, sportsmanship, temperance, peace, milk, character, or what have you—all worthy projects, no doubt. But they interfere with children's normal development for the sake of adult hobbies. Thus, last year, one city superintendent received requests for over sixty-five "weeks" which "the welfare of children and the development of good citizenship demand that he sponsor—" flag week, health week, courtesy week, English week, and so on almost ad infinitum.

A relatively new but highly significant development is the assignment of teachers to direct their pupils in after-school activities. This threatens to become one more form of misusing children's time and energies for adult ends.

## Adult Control a Danger

If this tendency persists adults will be controlling and directing everywhere and always, absolutely controlling the leisure time of children who are often better able to direct their own projects than are teachers to perform this function for them. Less than five generations ago American boys of high school age were sailing their own ships around the world, and girls of similar ages were managing their own households and rearing their own children. Even during the

present generation high school boys have officered soldiers engaged in a great war, and still more recently a youthful aviator has earned and held the world's admiration as a skillful diplomat as well as a courageous and gentlemanly adventurer.

But today in the average American high school, children of the same ages are required to study (at school) under adult supervision; their athletic teams are coached and trained and their games are arranged and controlled by adults; their debates, plays, papers, are "run" by teachers; little more remains but to pay pupils for their services to the school organization.

That this situation must change is patent to all who give it careful thought. The direction of the change—whether to greater or less adult control of child life—may also be the direction in which future civilization will move. Closer and closer adult control means progressive stagnation, and finally a civilization which has ceased to develop. But more and more freedom for children, who are vouchsafed a long and longer childhood in which to experiment, promises (and no other program so surely promises) a wider diversity of economic innovations, social adjustments, and art forms, in a word, a higher culture—a richer civilization.

It is a simple matter to differentiate between curricular and extra-curricular activities. *Curricular activities belong to teachers and extra-curricular activities belong to pupils.* That is, those pupil activities which are, by the order of school officers, under the direction and control of teachers, are curricular. *All other pupil activities are extra-curricular.*

Now, it is possible to render every school activity of every pupil curricular, that is, to make pupils not only theoretically subject to adult direction and control every moment they are on school property, but also to use this abstract

\*Extracts from article in *American Physical Education Review*, December, 1929. This article contains adaptations of material in Dr. Rogers' work, *The Future of Interscholastic Activities*, published by the Bureau of Publications, Teachers College, Columbia University.

power at every conceivable point and time. This is the tendency today, for example, wherever athletic coaches determine the times and ways players shall practice, what they shall wear, what strategy they shall use, who shall play, and when. It is the tendency, too, wherever school dramatic societies are dominated by a teacher. But it is a practice greatly to be condemned. *For only as children have opportunities to guide their own lives, make mistakes, and assume full responsibility therefor can they acquire the experience and powers necessary to live fully and contribute most to society.*

If teachers control during all the time children are under their eyes, and if parents give their children freedom *without* responsibility (a tendency which produces the flapper type) children will come but slowly to intellectual activity and moral power.

Often it is not the teacher's fault that he or she must interfere unduly with the pupils' projects. Sometimes the principal demands a winning athletic team or a champion band or a proof-perfect school paper, or a flawless Senior play. Sometimes the superintendent makes similar demands on the principal. Sometimes the local community requires the superintendent to force the principal to demand that the teacher get these results out of pupils—for its pleasure, not for the pupils' profit. But these causes of teacher interference, where they exist, must be met by changing the desires of the agents who demand that pupils' own extra-curricular projects be tailor-made for adult consumption. Youth is a time of learning; learning means making mistakes; the adult who is impatient of mistakes in pupil performances had better attend professional entertainments.

. . . The implications for physical educators of the foregoing discussion are important. Therefore it may be well, before outlining these, to review the primary premises and conclusions already apparent.

### Primary Premises and Conclusions

First, child life is either self-directed or directed by outside agencies.

Second, during their adult life, today's children must exercise self-direction and self-control almost exclusively. Parents and others may restrict or advise, but most decisions must of necessity be made by the individuals themselves.

Third, the only effective way of training chil-

dren for later adult responsibilities (or for present childhood self-control) is to permit them to make decisions for themselves during formative years. This means making mistakes as well as successes. (One mistake will teach more effectively than a hundred successes.)

Fourth, as children approach adulthood they should be made progressively more and more free of domination by adults.

Fifth, there is a growing tendency in schools and out for adults to take over control of children's activities.

Sixth, the challenge to teachers is to differentiate clearly between the activities they must always control and those which may most properly be controlled by pupils.

Seventh, it becomes increasingly clearer as the investigator probes into school life, that extra-curricular activities belong to pupils; that in all after-school-hour projects high school pupils especially must be required to make practically all decisions themselves, by planning, executing, guiding and judging, and by assuming full responsibility for their acts.

Teachers may veto, to protect health, school properties and "reputations," but should never assume control otherwise.

### Interschool Sports and Adult Control

. . . The most dramatic, most popular and most advertised extra-curricular activities today are interschool sports. In them the public has an ever-present example of school policy and procedure—of educational philosophy and practice. Therefore, these activities, above all, should be well conducted, and reflect the best the school has to offer.

It must be recorded, unfortunately, that the actual practice today in interschool games and sports is almost diametrically opposed to sound educational procedure. Not the players, but an adult, arranges the games, practice periods, and strategy. Not the players, but an adult, chooses team members, administers penalties to those who break training rules and awards honors. Not the players, but an adult, puts in substitutes, directs the play and reviews strategy during rest periods.

Indeed, the proper procedures are absolutely reversed, and the situation is made ridiculous by increasing adult control in higher grades. Grammar school teams can and do run their own games, with an occasional adult to officiate. Even high

school boys are permitted to do so if they know relatively little about athletics (the scrub teams—the intramural athletes). But school teams—the most proficient—those who have been given the greatest amount of adult assistance—*must* have an adult to guide them! And college men: it is almost unbelievable, but true, nevertheless, that college extra-curricular athletic activities are so completely in the hands of non-players that the university football star is often caricatured as a *robot*. It should be apparent that “the times are out of joint” and sadly need a physician.

The way out is clear: let the pupil players manage and play their own games, assisted by adults who must insist, always, that *players assume all controlling and directing powers themselves*.

. . . The writer predicts, from past observations, that whoever adopts the practice of giving to pupils in extra-curricular activities the privileges of freedom with responsibility, and who takes pains to keep his local public informed of the reasons for so doing, will be overwhelmed with praise for his courage and appreciation for the services he renders his pupils, his school and his community. Interested persons may inquire with profit into the recent experiments of the physical director at the Sequoia Union High School, Redwood City, California or of the physical education staffs in Detroit, Buffalo, Rochester, Albany, Schenectady, Binghamton, and elsewhere.

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## An Intramural Athletic Program in Oklahoma City

The Athletic, Physical Education and Recreation Department of Oklahoma City Public Schools of which Herschell Emery is director, has developed to an unusual degree an intramural athletic program. From seventy-five to ninety-five percent of the total enrollment in the four junior high schools and three senior high schools are participating voluntarily in intramural athletic activities promoted after school hours in addition to the regular physical education program in the schools. The competition is between home rooms and there are, consequently, as many basketball

teams, for example, as there are home rooms in the building. The home rooms of the same class have their tournament first, and the champions of the three grades, whether in junior or senior high school, play for the intramural school championship and are awarded suitable trophies.

Inter-school competition in the junior high schools has been practically abolished and the time used formerly for inter-school competition is being devoted to building up a large democratic intramural program, the purpose of which is to have enough activities going on in each school at the same time in order to provide every boy and girl in an average home room of forty with an activity in which he likes to participate. In the junior high schools nearly 6,000 of the total enrollment of about 7,000 boys and girls now voluntarily take part in the activities. Approximately the same percentage holds true in the three senior high schools where the enrollment is a little under 5,000.

The program utilizes student leadership to the fullest extent. The entire program in each school is under the leadership of an intramural director who works with the director of the extra-curricular activities in each school and who has a large number of assistants serving as officials, property managers, etc. The motto in each school is “Every boy and girl participating in some activity at least once every week.” All teams are provided with regular practice periods to prepare them for their particular games. The intramural director in cooperation with the schedule committee makes out all schedules in advance and posts them on prominent bulletin boards and publishes them in the school paper. Each home room captain is notified by bulletin and he or she prepares his team for participation. This captain (either a boy or girl) acts in the capacity of coach and adviser for his home room team. The most popular sports which are played include playground ball for both boys and girls, soccer, swimming and basketball for boys, tennis, touchball, speedball, horseshoe pitching, croquet, clock golf, volley ball and track.

An interesting feature of the plan has been the splendid cooperation received from local sports editors of the three daily newspapers. They have been very favorable to the plan and their experience has been that instead of having less news for their papers they have been able to secure more because of the many additional activities now being conducted.

# The Rockford Park Report

The sixteenth report of the Board of Commissioners of the Rockford, Illinois, Park District covering the years 1927 and 1928 contains many items of unusual interest. Although the report contains an account of the construction, beautification and maintenance activities of the Board during this period, the large amount of space given to the recreation facilities and program indicates that the parks are widely used by the people for a variety of recreation activities covering a wide range of interests.

The subject of golf is given considerable attention which is not surprising in view of the fact that 45 holes of golf are now provided in the city of Rockford. A new course was laid out in 1928 on a 120-acre tract purchased for this purpose. The average cost of developing this course was \$200 per acre, and the funds for both purchase and development were obtained entirely from golf fees from the other courses. The importance of eliminating drives in golf courses is emphasized by the fact that in one of the parks the drive through the golf course was closed on Saturday, Sunday and holidays, and it was later decided to remove the road entirely.

Among the facilities operated in 1928 was a tourist camp, but it is recommended by the superintendent that this be abandoned. Among the

reasons given for doing this are that it is not considered a part of the Board's function to provide such camps, that no ideal location is available, that the camp is serving by no means a high type of tourists, and that there are camps around the city rendering effective service to tourists.

The report of the playground director records a steady growth in interest and attendance at athletic contests and other playground activities. The popularity of swimming and wading pools is particularly noted. The extent to which the Department is serving men and women in industrial, commercial, church and independent groups through organized leagues in various games and athletic events indicates the scope of this type of service. The problem of developing an outdoor winter sports program in Rockford is apparently a troublesome one due to weather conditions, although an indoor athletic program is carried on using school gymnasiums.

The report is illustrated by many attractive park scenes and contains plans for the new golf course and other play areas. The list of park areas shows that 680.35 acres are owned by the park district in addition to a number of other controlled areas. The valuation of the various properties is also given and indicates that the total value of the land and improvements is \$2,928,790.78.

## Junior Optimist Clubs in Milwaukee

The Milwaukee Optimist Club, with the cooperation of the Public School Extension Department, Y. M. C. A. and Milwaukee Boys' Club, is conducting a Junior Optimist Club for boys from ten to fifteen years of age. Evening clubs meet from 7:15 to 9:30 at the various playgrounds and social centers, at the Boys' Club and at the Good Will center. Afternoon clubs are held from 3:45 to 5:30 P. M.

The calendar for the fall season includes a football field day, individual club checker tournaments and finals, and individual club Christmas parties. During the winter there were a winter sports frolic, a basketball free throw tournament, a swimming meet and individual club tournaments in carroms followed by finals. One of the outstanding activities of the year is the oratorical

contest scheduled for individual clubs with semi-finals in the northern and southern sections followed by finals in which the two best from each section qualified for the Junior Optimist International Oratorical Contest which was held in June at Erie, Pennsylvania. These elimination contests extend over the period from April 7 to May 5. Other activities will include an athletic stunt meet, an all-city horseshoe pitching tournament, sectional baseball tournament and baseball finals. In the summer of 1930 there will be no regular club meetings but members will attend the Junior Optimist camp. In the fall of 1930 the annual picnic will be held.

Throughout the year monthly movies and swims are held at the Y. M. C. A. and there are weekly rehearsals of the harmonica band.

# Setting Sail From Palos

(A FESTIVAL FOR COLUMBUS DAY)

The following outline has been prepared for use in schools or community centers. It is to be given almost entirely in pantomime, with an accompaniment of Spanish music and folk songs and occasional dancing. From fifty to a hundred or more people may take part. As the festival takes place on the sea shore at Palos, a backdrop on which a sea scene is painted may be used. A plain curtain, however, is all that is necessary. If programs describing the festival cannot be had, it may be introduced by an announcer who describes the scene and tells briefly what is to take place.

## The Action

It is dawn at Palos on August 3rd, 1492. Soft music, growing gradually louder, is heard.<sup>1</sup> A group of ragged fishermen, carrying their nets, enters. The men are talking of the great event which is to take place that day—the sailing of the Pinta, the Nina, and the Santa Maria under the command of Christopher Columbus. They point to the harbor (off left) where the ships ride at anchor and speak of the folly of the expedition. In pantomime they tell one another of Columbus' theory that the earth is round, nudging and slapping their friends in their mirth at the absurdity of the idea. A woman carrying a water jug enters. One of the men sings to her as she crosses the stage.<sup>2</sup> She coquettes and finally joins the group. Then all sing the little song. (Whenever folk songs or dances are introduced, the music which forms the atmospheric background of the festival changes to an accompaniment for the dance or song.) At the close of the song other women, fishermen, sailors and children enter. They group themselves over the entire stage, some mending nets, others talking, others singing.<sup>3</sup> There are gay flirtations, light-hearted greetings,

and a growing atmosphere of festivity. Fruit and flower vendors mingle with the crowd.

A dashing young man in a bright costume enters briskly. He greets the people with a hearty gesture that commands the attention of all. He is a man who has been employed by Columbus to find sailors for the voyage. His greeting is returned by a portion of the people, others show their distrust of him. He takes a position down right and, walking up and down and gesticulating begins one of his stories designed to lure sailors to Columbus' ships. He tells of the magnificence of the Great Khan and of the wonders of Cathay. The people gradually come under his spell and lean toward him, eagerly drinking in every word. The music changes to an Oriental air,<sup>4</sup> and as he talks a dancer (or several dancers) in Oriental costume in which gold predominates moves among the townsfolk. As she provides the atmosphere of the story, they do not see her but keep their eyes fastened on the narrator, their faces showing their interest and excitement. The dance indicates the storyteller's attempts to win their minds and obtain their services by glowing tales of the wealth and beauty of Cathay. At the end of the tale the girl disappears and a number of the sailors spring toward Columbus' henchman, breaking from the restraining hands of their friends, and declare their willingness to make the voyage. They go off with him. One of the girls who has tried to prevent a young man from leaving shrugs her shoulders, steps to the center of the stage, and, taking a rose from her hair, throws it to a young man who joins her in a dance.<sup>5</sup> Several other couples may join them. The remainder of the people continue to talk and laugh together as they watch the dance.

At the end of the dance a woman suddenly points off right and the shout "Colombo!" goes up as all turn to watch the approach of Columbus and his train. They enter to the chanting of Te Deum, a priest heading the procession followed by Columbus, behind whom walk the four representatives of Ferdinand and Isabella. The sail-

<sup>1</sup>*El Arbol de Guernica* by Turina. Folk Dances of the World Series. Oxford University Press. \$0.45.

<sup>2</sup> *I saw you* in "Concord Junior Song and Chorus Book for Grades VII, VIII and IX," Series No. 16, by Davison, Surette and Zanzig. Schirmer. \$1.25.

*Hasta la Mañana* by M. H. Sturgis and W. P. Blake. Arthur P. Schmidt Co. \$0.30.

*La Boca de Pepita* (same as above).

Six delightful Spanish songs for children are found in "Folk-Songs and Other Songs for Children," edited by Jane Byrd Radcliffe-Whitehead. Oliver Ditson. \$2.50.

<sup>4</sup>*Oriente* by Amani. Oliver Ditson. \$0.30.

<sup>5</sup>Excellent music for Spanish dances is found in "Spanish Dances and Romances" by E. Pauer (Augener, \$2.50) and "Album National Espagnol" by Lacombe (Litolf, \$1.00).



ors bring up the rear. While the *Te Deum* is still being sung, all kneel as Columbus and his men receive a blessing. If desired, white banners bearing a green or a black cross may be carried in the procession. The banners of Ferdinand and Isabella bore the green cross, Columbus', the black. At the conclusion of the blessing the sailors who are embarking turn to their friends and sing.<sup>6</sup> Columbus stands down center conversing with the dignitaries of the town and the four men from the Court. At the conclusion of the song he moves up left and raises his hand in a parting salute to the people. The crowd burst into wild cheering and cries of "Colombo!" He and the Court dignitaries go off, followed by the sailors who sing their song as they leave. The cheering continues. Men wave their hats and women their scarfs. Others throw flowers after the men and a number run off to follow them to their boats. Then the people stand watching off left intently while the soft strains of the opening music is heard. The cheering and waving of farewells gradually ceases and the music becomes softer and softer. Now and then someone points, perhaps to a fresh sail crawling up the mast and filling in the wind, and speaks to his neighbor. Then there is a moment of perfect silence as the ships pass out of sight beyond the horizon and the people stand spell-bound and a little frightened. They should be grouped over the entire stage, with larger groups up left, and should form a striking tableau as they stand immobile for a moment, some of them shading their eyes, tense in a last attempt to see the disappearing caravels.

Then, abruptly, a young man, probably sorely regretting that he is not making the great adventure himself and determined to break the oppression he feels, leaps to the center of the stage with a wild cry. The music of a fandango strikes up immediately and the entire company swing into this dance which closes the festival.<sup>7</sup>

### Music

Since only the outline of a festival is given, the director may use whatever music she prefers. A number of selections have, however, been suggested in the footnotes as being especially appropriate and pleasing. These may be obtained from G. Schirmer, Inc., 3 East 43rd Street, New York.

<sup>6</sup>*Teresita Mia* by M. H. Sturgis and W. P. Blake. Arthur P. Schmidt Co. \$0.40.

<sup>7</sup>A particularly attractive accompaniment for the final dance is *Jota Aragonesa* by Jacquet. Birchard. \$1.00.

English words are given with all the folk songs suggested.

### Dances

Three Spanish solo dances are found in "Gymnastic and Folk-Dancing" Vol. 1, by Mary Wood Hinman, and a fandango is included in Vol. IV. Both books may be obtained from A. S. Barnes and Company, 67 West 44th Street, New York. Price, \$2.00 each. Directions for la jota, or fandango, also appear in "Folk-Dances from Old Homelands," by Elizabeth Burchenal. G. Schirmer, Inc., \$1.50.

Chalif, 163-165 West 57th Street, New York, publishes many Spanish dances.

### Costumes

Illustrations in histories and biographies of Columbus are the best source of information for both court and peasant costumes used in this festival.

### Other Suggestions for Columbus Day

#### *For Primary Grades*

*The Discovery of America*, by Eleanore Hubbard. An exceedingly simple dramatization in three acts, beginning with the court scene and ending with Columbus giving thanks for a safe arrival in the New World. Plays about ten minutes but may be prolonged if desired. Very original. From "Little American History Plays for Little Americans." This book contains twenty-six other historical plays. Benjamin H. Sanborn Company, 15 West 35th Street, New York. \$0.90.

#### *For Intermediate Children*

*The Way to India*, by Minnie A. Niemeier. A play in three acts—the court scene in which Queen Isabella recalls Columbus and agrees to help him, a scene showing preparations for the voyage, and a last act in which Columbus takes possession of the new land and which is given without lines in pageant form. From "New Plays for Every Day the Schools Celebrate," containing fifteen other plays. Noble and Noble, 76 Fifth Avenue, New York. \$2.00.

#### *For Junior High School*

*At the Gates of La Rabida*, by Elma Ehrich Levinger. A short one-act play in which Columbus meets Father Juan and wins his valuable

(Continued on page 356)

# Their Own Art Museum\*

GEORGE ELEANOR SHAW

"Come in through the little iron gate and find the Treasure House!" Thus directed by the gay sign, one enters the court where a flower-bordered brick walk leads to "The Children's Art Center." Situated in a crowded neighborhood in Boston's South End Settlement district, it brings beauty "within their gates" and provides an atmosphere which is conducive to the right development of character, æsthetic appreciation and expression.

Practically all large museums have, as an important part of their educational scheme, a children's department with effectual means for the development of juvenile art interests. The "Children's Art Center" is unique in that it is a place entirely apart from adult environment, the first public fine arts museum in the world built exclusively for children.

The small architecturally attractive building is of dull red brick with columns of limestone. In the exterior wall are four circular niches containing cherub heads. The interior, which is wholly free from the imposing solemnity of many of our large adult museums, is undivided; there is just one room or gallery, easily comprehensible, in which the young visitors quickly feel at home. The concrete floor has the appearance of tile, showing but little the imprint of muddy shoes. The building receives all its light from the front, the long wall facing the court and gardens being constructed of tall arched windows or doors. In mild weather these doors can be thrown open to the terrace. Two tiny doors within the larger ones are for the children's use and delight. Opposite the arched lights of the doors on the other long upper wall are five lunettes, admirable settings for colored murals which it is hoped may be acquired in the near future. The lower wall space is used for exhibition purposes. A fountain designed by Paul Manship bubbles merrily at one end wall, and large display cases line the other. In the center of the gallery are exhibition tables, and all about are small tables of varying sizes with low chairs and stools for the use of the children.

Exhibitions succeed each other in "The Children's Art Center," thus stimulating the children through fresh impressions. At Christmas time

there are hung lovely colored prints from the old masters and appealing modern madonnas. Plaques, replicas of *bambini* and reliefs of dancing children, add to the spirit of the season. A tall Christmas tree, garlands and potted poinsettas lend decoration. A crèche constructed with the children's help tells the Christmas story. Animals in bronze, pottery and textiles with "story" designs are enthusiastically studied.

Each year there is an exhibition of "Animals in Art." This includes a selection from the many fine etchings of horses and dogs, bronzes from the work of American sculptors who are producing a wealth of expressive small figures, and carefully selected textiles which are designed from animal motifs. These come from many countries. The "Art Center" owns a small collection of excellent animal potteries.

There are special exhibitions of the art of particular countries, many times correlating with school interests, and these prove popular. The colorful silks and embroideries of Japan, rugs of the East, examples of the splendid draughtsmanship of Italian masters, Indian paintings and handicraft and the strange Egyptian relics all have their distinct appeal.

Most of the collections for our exhibitions are loaned to the "Children's Art Center," either for a short period or permanently. Some of them are drawn from the "Center's" own small storeroom of treasures. Friends who have traveled much and those who have acquired private collections, generously share their choice objects with the children. Artists lend freely of their best. Such persons as Cyrus Dallin, Charles Woodbury, Richard Recchia, Charles Connick and scores of others respond graciously to the children's request for "Indians on horses, and be sure to ask for the cowboy picture," paintings of "real ocean that splashes in your face," "frogs, and happiness children," and stained glass "like in a beautiful church." The Museum of Fine Arts in Boston and other institutions and several of the importers and print shops lend etchings and objects from time to time.

The daily groups of young visitors from the neighborhood, so varied in race, creed and social background, reflect the heterogeneous character

\*Reprinted through the courtesy of *American Childhood*, February, 1930, and the author.

of the population of the vicinity. Clearly, problems in adjustment and toleration must arise. There are no rules but the boys and girls soon learn that it is a truly democratic place and that the rights of others are to be respected. It is interesting to note, in connection with this diversity of visitors, that certain outstanding artistic qualities are distinguishable; several of our most talented children are Negroes; many of the artistically appreciative are Italians; the Scandinavians show an aptitude for meticulous work; the Syrians and the Russians have a passionate love of color.

Aside from the neighborhood visitors, groups or classes from public and private schools sometimes come from the surrounding towns. During the year many adults visit the "Children's Art Center"; tourists and educators from other countries, and teachers from many states. Parents of the neighborhood children who are curious to see a new exhibition, an especially lovely picture or some fine handicraft "drop in." Teacher visitors always inquire about the "objectives," "educational program" and the "children's reactions." The following extract from the "Articles of Incorporation" is enlightening with respect to the general aims of the "Children's Art Center":

"The Association is empowered to acquire by loan, gift or purchase, works of art and fine handicrafts; to lend to institutions, associations or individuals, for purposes of exhibition or study, the objects so acquired; to lease, purchase, acquire, own and hold land and buildings for museum, educational or administrative purposes; and to further the increase and diffusion of knowledge of the fine arts and of artistic handicraft."

The "Art Center" is so beautiful and absorbingly interesting that it creates an atmosphere of tranquillity which is sadly lacking in the turbulent homes of the neighborhood. Here the sensitive minds of young people may find peace and happiness during leisure hours. Some of the children just wander around absorbed in pictures or objects. There are no "Do not handle" signs. Children gain so much through the sense of touch that whenever possible objects are exposed. Bronzes become lovelier with the constant caressing of little hands. To prevent accidents, exposed objects are ingeniously and inconspicuously fastened to the display tables. Textiles, prints and objects liable to injury must of course be protected by glass but it is allowable to put fingers on the glass in the cause of intense interest.

Most of the young visitors wish to draw or

paint or use modeling clay. Pencils and unprinted newspaper are free to all, and paints and plasteline may be secured for the asking. The majority of the children are not interested in making pictures of any particular object in the museum but rather in expressing their own ideas in creative original forms. Here, in this ideal atmosphere, their efforts are guided with no apparent control and therefore suppression of originality is reduced to the minimum. Aesthetic possibilities are developed without forcing or sentimentality. Is it strange that at the annual showing of the children's own work, educators comment again and again upon the direct execution and upon the originality of thought expression?

For the boys and girls who like best to work in organized classes, we offer weekly meetings. There are both girls' and boys' drawing groups and a mixed craft class. These classes are guided by senior students of the Teacher Training Division of the "Massachusetts School of Art" under the supervision of the director of the "Art Center." All the classes are limited in number, thereby assuring an opportunity for friendship which results in helpful stimulus and criticism. Here all work is play and all play is hard, serious work. Here also are demonstrated the value of team work in the larger projects, and courtesy to rivals and opponents in memory drawing contests and games. Self-sufficient young individuals change their attitude, and for the comment "I can draw better'n't you" is substituted, "We are the best drawing gang in Boston." Membership in an organized class involves a fee of twenty-five cents for a term of three months. These groups and frequently others are given opportunities to visit current exhibitions, to go to the "Museum of Fine Arts" and other places of art interest.

Besides the drawing and craft groups there are dramatic groups from time to time which in fair weather find the grass court an ideal setting for tableaux and little plays built around art subjects.

There is a small library from which the children select the books they wish. Scrapbooks are popular with the youngest children. Books on design, biographies of artists, and stories portraying the art interests of foreign countries appeal to the older boys and girls. Books are chosen for the "Art Center" with two objectives: for the art inspiration and information they will convey to the juvenile minds, and for the beauty and quality of their illustrations. Story-telling hours are exceedingly popular; many times the tales are based upon

the history of a familiar "Art Center" possession or upon a borrowed treasure. Occasionally concerts are given. The construction of the building is such that music is properly carried even to the adjoining court.

The "Children's Art Center," lends its own collection of framed prints to responsible individuals or organizations anywhere. The only stipulation is that these must be called for, and returned within a reasonable length of time, usually three weeks. This loan material consists of some fine etchings, old English prints, genuine Japanese paintings, color prints of the work of modern illustrators, and an interesting miscellaneous collection. Children's art departments in libraries and schools find the loans of great value for exhibition purposes. There is also a small neighborhood or community loan collection made up of really fine colored prints which are unframed but mounted on three-ply boards and, we regret this necessity, shellacked for their protection. Such requests as: "We are going to have company and mother wants to borrow the angels, please," "It's dark in my room and I want a shiny picture," "Have you a picture that would be nice to put on the bureau at home?" "My baby brother is scared of dogs and I want him to see a picture of a good kind, one like a real artist can draw," are frequent.

The "Children's Art Center" is open from two to five o'clock on week days and on Wednesday and Saturday mornings, except for a month or six weeks in the summer. There is no charge for admission. Occasionally it is open Sundays and evenings for special exhibitions. We hope for the time when it need never be closed. Considering the size of the "Art Center" the attendance is unusual. Between six and seven thousand visits, including those of adults, are made during a year. The majority of visitors are between the ages of six and thirteen years but tots in arms, youths of twenty and grown-ups come frequently.

How was the children's art museum made possible and how is it maintained? It came into existence in 1918 through the imagination and constructive effort of art-loving people who believed that "beauty is a necessity for the poor as well as a luxury of the rich." It is maintained by private subscriptions, acquired through the generosity and efforts of its executive board and council. An endowment fund has been started and it is hoped that this will be substantially increased as America becomes more and more "art-minded."

Looking toward the future, with the proven

success of this first venture as a challenge, the trustees hope to establish similar centers in other neighborhoods. We are thinking what an art center would mean to the under-privileged girls and boys of the "North End," and do not the little children of the "Back Bay" and "Beacon Hill" sections likewise share in this need? Sometimes even these more fortunate children lack opportunities for creative expression such as a center of their own would provide. Were such a chain of art centers established in Boston, or any other city, exhibition material could be interchanged to the advantage of many children.

Growth and progress must come not by enlargement of the present unit but by extension of the field of service. Teachers and friends are cordially invited to visit the "Children's Art Center" at 36 Rutland Street in the south end of Boston. They can help by suggestions and will themselves be stimulated by the attitude of the children.

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**Folk Schools.**—Mr. Anders Vedel, Principal, Krabbesholm Folk High School, Denmark, in speaking of Bishop Grundtvig, Danish poet and prophet, stated that Bishop Grundtvig conceived the idea of providing for his people—those of mature years as well as for the youths—a combination of comradeship and wisdom such as Oxford and Cambridge give to their students, and the residential folk high schools resulted.

Norway, according to the *Journal of Adult Education*, has 90 folk schools with approximately 3,850 students per year and Sweden 50, with 3,700 students; Finland 54, with 3,000 students; Denmark 52, with 6,700 students.

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**Physical Education in Russia.**—On April 7th, 1930 the Russian Government decided to establish a council of physical culture as a regular department of the government. The purpose is to increase the productivity of labor and to create a super-type of working man. The department will have control of the activities of all sporting organizations and physical culture societies. Physical culture education of workers, peasants, youths and children will be compulsory. Athletic rivalry, record-breaking and the giving of prizes will be discouraged. The government will endeavor to develop collective forms of physical culture.

# At Glens Falls

The recreation program at Glens Falls, New York, a community of about 18,000, is a demonstration of a cooperative undertaking under municipal and private auspices. The program covers a wide range of activities appealing to individuals of varying recreational interests.

## Winter Sports

The winter sports enthusiast will find in Glens Falls, New York, his "happy hunting ground," for the Outing Club, of which Miss Ruth Sherburne is Executive Secretary, is providing as a part of the city's year round recreation program facilities and activities which are attracting not only the residents but many hundreds of outsiders. A splendid toboggan and large rink at Crandall Park and a number of hockey rinks are making possible an unusually enjoyable program. One of the interesting features of the winter sports activities is the participation by family groups. Mothers and fathers who have not skated for years are to be seen teaching their children to skate and enjoying the splendid facilities together. During the winter of 1929-1930, with the size of the general rink at Crandall Park practically doubled, a larger program than ever was possible. Almost every Saturday morning and afternoon there were races for school boys and girls. Tobogganing, during its second season, attracted an even greater number of people than it did the first winter. Ice hockey sprang into prominence, records showing an attendance of 13,000 people. Of thirteen games scheduled only two had to be postponed because of bad weather, and twelve games were actually played.

During the 1930 season an ice carnival was made possible by the work of a special committee which raised \$1,000 for the carnival and for the hockey fund. For three days there was a program taking care of groups of all ages. Festivities opened Friday afternoon with a grade school ice meet for girls and boys of the Glens Falls schools. On Saturday morning the high school meet open to all high school students brought entries from almost a dozen communities. On Saturday afternoon came the men's races and on Sunday afternoon the fancy skating contest and hockey games. Saturday evening was given over to the Mardi

Gras, a most colorful and picturesque event, when hockey skaters in costume were permitted on the ice. As a closing feature came the coronation of the queen and a closing banquet.

## Activities for Girls

Without doubt the most popular part of the girls' program during the last two seasons has been the supper clubs conducted at the high school in cooperation with the Board of Education. Both years the full quota of seventy-five girls have signed up and there is a long waiting list. The Outing Club organizes the groups, the Board of Education providing a teacher. The girls come directly from work and prepare their evening meal, the only charge being the actual cost of the material, ranging in price from twenty-two to forty-eight cents a plate. At the close of the season each group gives an elaborate dinner.

Out of the games class conducted for girls by the Outing Club has come a proposal to organize a woman's athletic league to promote games and sports for women, and this group is now under way.

## Drama and Music

The organization of a little theatre group has aroused much interest in community drama. The first production included two plays, *The Man Who Married a Dumb Wife*, and *Trifles*. The second and most popular play of the season was *The Dover Road*. The third, a tragedy, was *John Ferguson*, which caused much comment.

Music as well as drama has an important place on the program, and the Outing Club has cooperated to the fullest extent with the Women's Civic League, which was responsible for the organization of the Community Concerts Association. The Executive Secretary of the Outing Club serves as secretary of the Concerts Association. The organization of a string ensemble composed of ten or fifteen music lovers was an interesting phase of last winter's program.

The Recreation Commission, of which Miss Sherburne is director, has charge of the playgrounds and in 1929 six playgrounds, a recrea-

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# Drama in Goldsboro

CHARLES F. WELLS

*National Recreation Association*

In Goldsboro, North Carolina, there is an ambitious dramatic society known as the Wayne County Community Players, that has been doing many interesting things the past few years. This organization began three years ago as a part of the recreation program of the Community Center and in that short time has gained considerable fame through its activities.

In addition to the regular productions, the group has been entering county and state competitions with great success. For three years in succession the Players have won the Eastern Carolina One Act Play Tournament, and for the past two years have won the state contest for original plays, as well as one trophy for the best presentation of a published play.

With the state tournaments all won, this group entered the National Little Theatre Tournament held in New York City the first week in May. For their vehicle of expression the Players used an excellent original play, *When the Roll Is Called Up Yonder*, written for them by William A. Royall, one of their own group. The expense of

bringing the play to New York City was over \$850, all of the funds being raised through the activities of the group. Three productions were given in Goldsboro and five "on the road," the proceeds being used for the expenses of the trip. While the group did not win the much coveted Belasco cup, it did make a remarkable showing in the competition against nineteen other Little Theatre groups representing the best dramatic talent in the United States. The criticisms in the New York papers were very complimentary, much praise being given to the author and to the work of the individual actors.

It is interesting to note that the Wayne County Community Players is an organization interested mainly in the recreation of the folks in the community, the membership being open to all who wish to join. In the list of members are people from all walks of life—teachers, office workers, artists, authors, ministers, farmers, laborers, business men, and housekeepers; in fact, a representative cross section of the people of Goldsboro. The group is jointly directed by a school teacher



THE GOLDSBORO COMMUNITY HOUSE GROUP COMPETES IN BELASCO TOURNAMENT.



and by the head of the local Red Cross organization. A Jewish rabbi is the efficient stage manager and art director, his wife the business manager, and the recreation director of the Center, who started the movement, assists in all capacities but does not try to control the group.

In the group is a small organization known as "Pen Club" composed of people interested in writing. The occasional meetings of this group are spent in reading and criticizing the new works of the writers. An orchestra which furnishes the incidental music for the plays is also a part of the Players' group. All funds received from the productions, not used for expenses, are spent for new equipment for the stage in the Community Center.

Through its various activities the Wayne County Community Players has provided excellent recreation for the entire community and has brought considerable state and national publicity to the city.

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## Drama Notes

### The Westchester Playhouse

A new form of summer recreation for Westchester County citizens was brought into being when Walter Tucker Jones, stage manager for Eva Le Gallienne at the Civic Repertory Theatre in New York, created the Westchester Play House from an old barn at Laurence Farms, Mt. Kisco. The original outlines of the building still remain but in its dim and enchanted interior audiences forget their surroundings under the spell cast by the players. The original rafted ceiling has been kept and from it hangs a large wagon wheel made into a lighting fixture through the placing of electric lights around the rim. The stage is equipped with the most modern theatre accessories including spot, flood and teaser lights.

Mr. Jones during the past summer attracted an enviable group of people skilled in the various arts of the theatre who were helping him in the enterprise. Not all were veterans of the theatre. One of the most admirable accomplishments achieved by the play house is that it has drawn upon the community and thus helped to foster the spirit of recreation. In the role of stage manager Mr. Jones has Louis Marsh, son of Mrs.

Chester Geppert Marsh, Director of the Westchester County Workshop associated with the county Recreation Commission. By rehearsing one group of actors while another is giving a play, the productions are always well prepared. Each group presented four plays during the season and under the direction of Laurence Cecil, who spent much time in the Fritz Leiber Company, the offerings achieved unusual polish and perfection for summer productions.

The theatre seats only 299 people thus allowing for the pleasant, intimate atmosphere which makes the spectators feel they are a direct part of the proceedings. In this way the Westchester play house is accomplishing that enviable goal of welding together play, player and audience into an ensemble that is an object of the dramatic arts.

### Drama in Miami Beach

One of the outstanding developments of the Department of Recreation at Miami Beach, Florida, is its dramatic program for children and adults. In the Flamingo Park Children's Theatre, organized in November, 1928, children are producing once a month such plays as *The House in the Woods*, *The Moon for a Prince* and *When the Sun Stayed in Bed*. For adults the Flamingo Players have been organized, and in their workshop theatre these enthusiastic players are producing many one act plays.

### Dalton Celebrates Tercentenary

Dalton, Massachusetts, made its contribution to the Tercentenary Celebration on July 4th when a parade designated by the *Berkshire Evening Eagle* as "no makeshift but the real thing," ushered in the program. The chief feature was an historical pageant consisting of a prologue and nine episodes telling the story of liberty in America. A number of local organizations took part, each having responsibility for an episode. The stage was located at some distance from the spectators, an electric amplifying system being used to carry the voices. There was no speaking by the actors, the parts being spoken by individuals behind the scenes chosen because their voices were best fitted to the parts. The speaking and action were perfectly timed and the amplifiers brought to the spectators natural voices adapted to the act-

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# In the Canal Zone

BY HENRY S. CURTIS

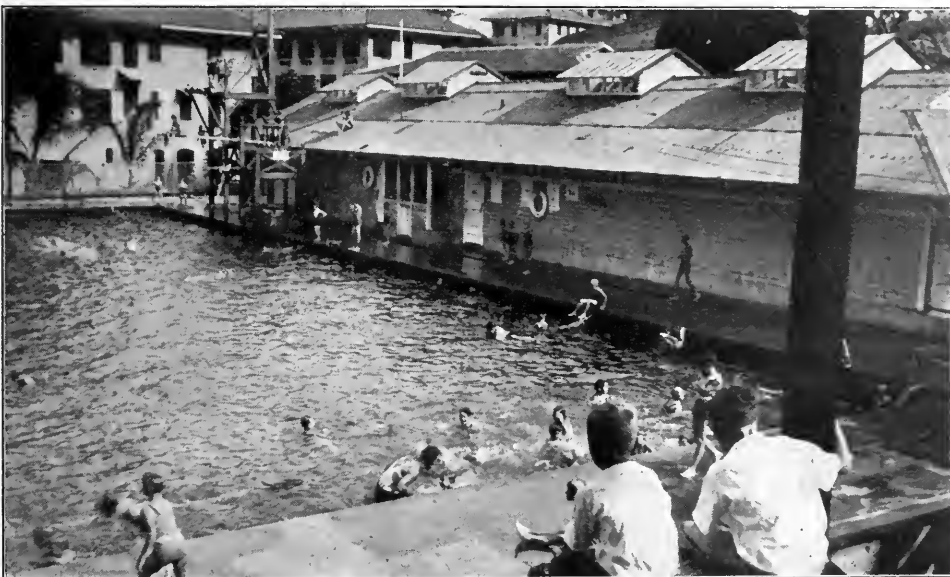
Carved out of the primeval jungle by the genius of American inventions, rescued from the reign of perpetual pestilence by General Gorgas, the show window of the United States to all Spanish America, the cross roads where the ships of the world go by, a microcosm where all the functions of the government of the United States are concentrated in a ten mile strip—there are few other bits of territory in this broad world of ours of such interest or international significance as the Canal Zone. The Isthmus has been associated with nearly every great international character of this hemisphere from Columbus to Roosevelt and Wilson. Panama was for many decades the largest city in the new world and probably the richest city in either continent. To its coffers came the gold of Peru to be transported across the Isthmus by donkeys to Porto Bello or some Caribbean port. What wonder that such a commerce in gold, stolen from the Indians excited the cupidity of hundreds of pirates of the Spanish Main!

Professor Shaler used to say that a canal could never be built across the Isthmus because it was one of the unhealthiest places on the earth's surface. Yellow fever, malaria and dysentery were always present. To go there was to flirt with death. From being the pest hole of the world

the Canal Zone has become a health resort with a mortality rate much lower than that of continental United States. It is taking notable leadership in matters of health education and social welfare and one of the most interesting of these developments are the community centers.

## Community Centers of the Canal Zone

Centrally located in each community is a group of buildings and facilities which should exist in every community but without which, unfortunately, our older cities have largely grown up. When these have been secured later it has usually been impossible to group them all in a single locality. These facilities include a public school, a dispensary where all treatment of employees and their families is given free, a public playground, usually with tennis courts, athletic fields and swimming pools, a restaurant, a commissary such as is always found in the army and a large club house. These club buildings were the Y. M. C. A. huts of canal building days but they are much larger than most of those erected during the world war. In each of them there is a good sized gymnasium used as a movie theatre three nights a week at a charge of ten and twenty cents at the white theatre and



THE POOL AT BALBOA

five and ten cents at the colored. In each building there are from three to six bowling alleys, four to six billiard or pool tables, a quiet game room, a branch library, a small restaurant and a counter for the sale of soft drinks, candy, tobacco and toilet articles. Each club also has a guest room, beauty parlor, barber and shoe shine shop, tailor shop and a cobbler shop.

The buildings have approximately 100 percent attendance from the surrounding communities and a large proportion of the people come every day. They are practically self-supporting. As each feature draws an attendance for all of the others they are real centers of community life.

### An Efficient Swimming Pool

In the city of Balboa at the Pacific end of the canal is a swimming pool. The pool and its director, J. H. Greiser, are known to everyone in the zone and nearly everyone who has ever visited it. The pool is 125'x75', and is 12 feet deep at the deeper end. Mr. Greiser is a very unusual teacher of swimming who has made a religion of his art and who has an unusual hold on his community. Measured by any standard which may be applied, this pool has had unusual success. It is to be expected, of course, that a swimming pool in the tropics where the water does not require heating but where it is always cool enough to be a relief from the heat outside for twelve months in the year, will be more popular than will a pool in the States where swimming is limited to three or four months and where during this period it has many other activities with which to compete.

A large proportion of the children in Canal Zone learn to swim before they are five years old. About two-thirds of the children in a number of the first grades in the school, questioned about their swimming ability, claimed to be able to swim. In the third and fourth grades in most classes all asserted their ability. It was apparent from watching the swimmers that most of them knew several, if not all, of the different strokes and the common carries in life saving. Children six and seven years old were diving constantly from a twenty foot platform while the older children often dove from a thirty foot tower. Nearly every child seemed to know a number of different dives. Not only does everyone learn to swim but they learn a great deal about swimming, for it was evident that the average spectator was a pretty

expert judge of the different strokes and dives and the performance of the swimmers.

Mr. Greiser, in his administration of the pool, is for the greater part of the time without an assistant. There are no life savers but in fourteen years there has never been a drowning. Rescue work is taken care of by volunteers and a splendid social attitude of looking after others has developed. Each week there is an exhibition at the pool. Mr. Greiser has what is known as a red, white and blue squad who are always ready. This squad is made up of children from five years old through high school age, experts in nearly every form of aquatics, who give an exhibition that is worth while seeing. There are two world champions in the group and a number whose performance is at least unusual.

The pool teaches two significant lessons: First it is possible under the best of conditions to teach all children to swim; 2. It is possible to protect bathers without life savers through the development of a social attitude in a homogenous community where swimming ability is high. To develop this attitude is worth the cost of the pool.

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"Today we see that joy, just old-fashioned happiness, is one of the most essential elements of life. It is one of the indications that growth and development are proceeding harmoniously. It is one of the indications that citizenship and character development are proceeding harmoniously. It is one of the aims of education. It is one of the criteria by which education is judged. We are coming also to recognize the close inter-relationship of those elements which we call mind and body."—*Jay B. Nash.*

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"Fullness of life through leisure: this is a problem and an opportunity of eternal human nature.

"We want fullness of life for average men, not only for occasional Goethes, Huxleys or Leonardo da Vincis. Intensity of enthusiasm, and an effort sustained, diversified and organized, seek fullness of life not for exceptional geniuses but for average people—for whole populations. Not geniuses, but average men, require profound stimulation, incentive toward creative effort and the nurture of great hopes."—*John Collier.*

## Among the Conventions

At the convention of the National Federation of Settlements held at Rochester in June, it was announced that there will soon be ready for distribution a handbook for boys' workers which will incorporate answers to the questions: "What do boys' workers do?" "What do head workers expect boys' workers to do?" and "What do the boys expect the boys' workers to do?"

Much interest centered about the discussion of what different settlements are doing to meet the need for activities which will hold the interest of boys and girls and help in their development. In Columbus, Ohio, it was stated, Indian bead work for a group of 12 to 16 year old boys lasted during the winter as a successful method of meeting the desire to "play Indian" on the part of a group of boys who formerly satisfied this desire by house-breaking and similar "Indian frontier" raids. Having the boys build their own club houses of boxes proved a useful and enjoyable occupation at a Minneapolis settlement. A trip to camp by all the senior boys in the settlements of Cleveland helped greatly in creating a spirit of inter-settlement friendliness. In that same city the serving of refreshments to teams after all games in the intersettlement competition was also an aid in developing a friendly spirit. Boys from a Boston settlement are building a camp on land loaned by a friend of the settlement, who helped in the financing of the project. Starting with the growing of vegetables and raising of animals, the plan is to increase interest on the part of the boys in making articles from things collected in the wood and to engage them in agricultural and nature lore pursuits.

The Children's Art Center conducted by one of the New York settlements is making it possible for children to get as near as possible to art and to discover what there is in art that they can understand and appreciate. Bronzes are firmly anchored but so placed as to be easily touched. Pictures are on the level of the child's eyes. No labels are used but a catalog telling the name of the artist, the name of the object and the material from which it is made is kept by the curator. Children may have copies on request. There are tables, chairs, paper and pencil which permit of the children drawing whenever they wish. Adults give information when they are questioned but they never volunteer advice.

## From a Manufacturer Who Gives Much Time as a Volunteer

I am an enthusiastic exponent of public recreation. Strictly speaking I am what is known as a hardboiled business man. Facts appeal to me. I am accustomed to dealing with figures and I am further accustomed to the careful and scientific analysis of figures. If the entire taxpaying public were given a more comprehensive idea of the all pervading scope of public recreation, the necessity for periodical retrenchment would be forever banished.

My city spends \$2,000,000 annually for housing of the indigent, care of the sick and punishment of the criminal. Now suppose for a moment we could eliminate criminals, invalids and paupers. Suppose the new generation could be sustaining, honest and self-supporting. What would become of the institutions, the expense of which is ever increasing? These institutions, I believe, would within a few years become obsolete.

You know and I know that faulty leadership and faulty environment during the play-time of the child has contributed to the over-crowded conditions of our penal and charitable institutions. You know that the boys whose play time is spent in dark alleys and to whom the spirit of fair play has never been shown on a practical working basis are the major recruits for the criminal gangs. You know that those whose play time is spent in healthy play under careful and efficient leadership are the ones who constitute the backbone of our coming generation.

Is it not a thousand times better to prevent the moral and physical disintegration than to devote large sums of public money to taking care of the wreckage after the damage is done?

I say, for example, one hundred dollars spent on John Smith between the age of ten and twenty years on the public playgrounds had saved him from being a charge on the community and made him a useful citizen. How much was that hundred dollars worth as an investment of public funds? John Smith raises a family, owns property, pays taxes, creates wealth, helps to serve the community in many ways which are not to be expressed in dollars and cents. As a charge upon the community, he would have cost the taxpayers almost as much every month as the total cost of his ad-

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vance reclamation. In other words the entire transaction is good, sound business.

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## Excess Condemnation in New York State

According to a recent report prepared by the New York State Bureau of Municipal Information, practically all of the larger cities in New York State have been granted the power of excess condemnation in the establishment or improvement of parks, highways, and other public areas. In every instance the city charter provides that the excess land which may be acquired shall be no more than sufficient to form suitable building sites abutting on such park, public place, highway or street. In this way the amount of land which may be acquired in excess of that needed for the improvement is decidedly limited—presumably to prevent cities from acquiring land not needed for municipal use in order that they may improve and sell it for a profit. In most instances the vote of the city council is needed in order to authorize the use of the excess condemnation powers.

The following quotation from the charter of Buffalo, New York, is typical of the charter provisions granting powers of excess condemnation to New York State cities although in the case of a few cities, a much more detailed statement of these powers is specified.

“Section 10. *GENERAL POWERS.* The City shall have the following power:

(5) To take by eminent domain more land and property than is needed for actual construction in the laying out, widening, extending or relocating parks, public places, highways or streets when the council deems such taking necessary for the public interest and for the complete public enjoyment of such parks, public places, highways or streets; provided, however, that the additional land and property so authorized to be taken shall be no more than sufficient to form suitable building sites abutting on such park, public place, highway or street. After so much of the land and property has been appropriated for such park, public place, highway or street as in the discretion of the council is needed for the actual construction thereof, the remainder may be sold or leased by the city subject to any restriction deemed necessary for public benefit.”

According to the report, cities have not made any considerable use of their excess condemnation powers. A number of instances of such use were reported especially with reference to street widenings, but no case was cited indicating that the power of excess condemnation has been exercised in acquiring or enlarging parks or any other play areas. On the other hand, the right of the city to exercise excess condemnation in such proceedings has apparently not been judicially questioned, and cities might find it to their advantage to utilize these powers as a help in acquiring needed recreation areas.

### Leisure and Living

(Continued from page 329)

institutions and agencies such as 4 H Clubs, Boy Scouts, Girl Scouts, Boy's Clubs, Y. M. C. A., Y. M. H. A., Y. W. C. A., Y. W. H. A., the K. of C., etc. For the second of these purposes society must rely primarily upon community activity expressed through other governmental agencies, also supplemented by private agencies and institutions. Probably in the future as has been in the past, successful activities and programs developed originally through private agencies will

continue to be incorporated from time to time within the field of governmental action.

Through the provision of services of these kinds the recreation movement expects to serve both the individual, his personality development and his joy in life, and also to serve some of the fundamental interests of society in general.

The contribution that the National Congress of Parents and Teachers is making is a very definite and tangible one.

### For the Pre-School Child

*(Continued from page 334)*

adequate for the use of the group, if a worker is to be provided. Equipment and play materials are not furnished by the Department. The selection of the worker is dependent upon the type of activity to be conducted. Although a wide range of ages is generally served, the program is adapted to the interests and ages of the group so the pre-school child has a share in the activity. Several years ago the Public Welfare Department in Chicago secured the cooperation of the City Real Estate Board in bringing before its members the importance of providing play facilities for children in apartment buildings.

That city planners are increasingly realizing the importance of providing small play areas near children's homes is illustrated by the plan prepared for a section of the city of La Grange, Georgia. In addition to the neighborhood parks, school areas and other open spaces provided in the plan, nine small playgrounds from a half acre to an acre in size, to be used by small children in each neighborhood, have been located within two or three blocks walk of all the homes in the district. "These playgrounds have been chosen both for accessibility and on account of special advantages such as large trees and small streams which will make them attractive for use by small children."

Therefore even though public provision for the special play needs of the pre-school child is a comparatively recent development which is as yet being met in a very limited way it is evident that a beginning has been made by public recreation leaders and others in attempting to serve the play needs of this age group.

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### Setting Sail From Palos

(Continued from page 344)

friendship. In "Through the School Year." Walter H. Baker Company, 41 Winter Street, Boston. \$0.40.

*Christopher Columbus*, by Alice Johnstone Walker. An exceedingly authentic dramatization in four acts beginning with a scene in the library of Luis De Santangel, the Treasurer, and ending in the throne room of Isabella and Ferdinand on the occasion of Columbus' victorious return. In "La Fayette, Columbus, the Long Knives," Henry Holt and Co., 1 Park Avenue, New York. \$1.75.

*Columbus Discovers America*, by Esther Willard Bates. The three great episodes in the life of Columbus—Isabella's grant, the discovery, and the triumphal return to Spain are shown in this new play. Directions for dancing and music are included. Walter H. Baker Company. \$0.35.

*For Senior High School*

*The Admiral Christopher*, by Olive M. Price. One of the most charming plays on the life of Columbus. The Discoverer, Isabella, Bartholomew Columbus and simple friends of Columbus' youth and later life are shown as vivid personali-

ties. There is life, warmth and color in these seven little glimpses into the fifteenth century. From "Short Plays from American History and Literature," Volume II. Samuel French, 25 West 45th Street, New York. \$1.85.

*For Little Theatres*

*The Jewels of Isabella*, a play in two scenes. From the Italian of Francesco Fenzi, Genoa, 1672. Translated and adapted by A. P. Sanford, 1927. While praying for guidance in her disposal of Columbus' plea for assistance, Isabella receives a sign from the Virgin which decides the matter for her. From "Plays for Our American Holidays," Volume IV. Dodd, Mead and Company, 4th Avenue and 30th Street, New York. \$2.50.

**At Glens Falls**

(Continued from page 348)

tion field and a beach were operated with a wide range of activities. Through the courtesy of the library each playground had its collection of books. Every playground elected its junior city government officials who aided materially in the administration of the centers.

Just two weeks prior to the opening of the season, the bath house was destroyed by fire. Before twenty-four hours had passed, however, the Commission had met and considered plans for the erection of a new building. This building of sheet iron, equipped with running water, light and telephone, was opened to the public on July 8th, just eight weeks after the old bath house had been destroyed. This event was celebrated by the presentation of a water pageant, *Showing Neptune*.

**Special Activities**

Special activities presented on a city-wide basis have included a Hallowe'en parade, which attracted at least 10,000 people, a Christmas pageant presenting a twelfth century play from the York cycle, and a garden show in which the Chamber of Commerce and the Glens Falls Grange and Warren County Farm Bureau cooperated.

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### Drama Notes

(Continued from page 350)

ing done by men and women who could be best costumed for the parts.

#### Dramatics and Pageantry in Salisbury, Conn.

Dramatics and pageants make up a big part of the work with the younger children and it is a very popular one with the parents. Every year a large public festival is given on the lawn of the Friendly Club in which four or five hundred children participate. Sometimes it is a folk dance in which the children, gaily costumed, portray the fairies, the goblins, the butterflies, the birds and the flowers. Again, it is a pageant depicting some historical event of local or national importance. This year Mr. Hemmerly and the teachers of the Salisbury schools gave *The Westward Tide*, in commemoration of the covered wagon centennial. About 400 children, representing the six places in the township, were in the cast, acting as pioneers, traders, trappers, Indians, missionaries and historical characters of the time. One of the most picturesque episodes was a pioneer wedding which took place on the trail while the pioneers, Indians, and traders stood around among the covered wagons. The pageant ended with a tableau in which the 48 states were represented. All the available space around the lawn was crowded for the affair and probably the biggest proof of Mr. Hemmerly's success is the fact that the audience was estimated as being three times as large as it was the first year a pageant was given. Practic-

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ally all the costumes for the affair were made under the direction of Mrs. Hemmerly, and she made hundreds herself. There is hardly a time when her machine is not busily running up a pair of bluebird's wings or a prince's ermine cloak for some of the children's plays which are given at intervals all year round.

During the past year, 17 such plays were given and some of them were reviewed with charming illustrations in *PLAYGROUND AND RECREATION*. Oscar Wilde's *The Happy Prince* and *King Alfred and the Cakes* were among the most successful of the past year's dramatic efforts.—From the *Waterbury Republican*.

## Book Reviews

**THE NEGRO IN AMERICAN CIVILIZATION.** Charles S. Johnson. Henry Holden Company, New York. \$4.00.

A Negro "Middletown" on a national scale, this book presents a comprehensive statement of the conditions under which the Negro lives. Such phases of Negro life are discussed as industry and agriculture, health, housing, education, recreation, law observance, citizenship and similar subjects. The inadequacy of the provision for recreation is pointed out, though, the report states, the number of colored employed recreation workers has grown considerably during the last ten years. Attention is called to the work of the colored division of the P.R.A.A. in helping to extend the recreation program for Negroes. Perhaps the most valuable by-product of this work with the colored groups, states the report, has been the bringing together of important white and colored leaders thereby building better inter-racial understanding.

**TRACK AND FIELD FOR WOMEN.** Alice W. Frymir. A. S. Barnes and Company, New York. \$2.00.

Miss Frymir, whose interest in track and field activities began in childhood and who has had long experience in teaching physical activities to girls of various ages, has analyzed in this book the events approved by the Committee on Track and Field for Women of the Women's Section on Athletics, A.P.E.A. The author emphasizes the importance of mass athletics and clearly describes the various types of organization which may be employed for such motivation. The volume will be of great value to instructors in athletic activities.

**OFFICIAL INTERCOLLEGIATE FOOTBALL GUIDE, 1930, No. 200X.** Spaldings Athletic Library, New York. \$35.

The most important change in the 1930 Official Football Guide lies in the entire rearrangement of the order of the rules. Several new approved rulings appear and there are important supplemental notes.

**AN OUTLINE OF PHYSICAL EDUCATION FOR THE FIRST AND SECOND GRADES.** Leonora Andersen and Florence McKinley. A. S. Barnes and Company, New York. \$2.00.

Those who have taught activities to older children and adults appreciate the desirability of teaching fundamental methods to first and second grade children. Taught at this age they acquire a knowledge of rhythm which easily becomes the basis for all further physical



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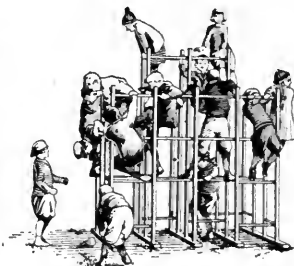
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activities in added skill, coordination and appreciation. The best in music and in literature has been used, greatly enhancing the educational value of the material presented.

TENNIS ANNUAL—1930. Spaldings Athletic Library. No. 57X. New York. \$35.

In addition to the information regarding championship rankings, schedules of junior and senior events, rules of lawn tennis and articles on various phases of tennis playing, the Annual contains the rules for Badminton and deck tennis.

EDUCATIONAL ATHLETICS. The Interscholastic League Bureau, Division of Extension, University of Texas. Austin, Texas. \$10 for non-residents of Texas.

Under the title *Educational Athletics*, the University of Texas has published two addresses. The first is the address given in Dallas in November, 1929, by James E. Rogers, National Physical Education Service, on the subject *Educational Athletics—a School Subject*. In this paper Mr. Rogers discusses the importance of administering on the same basis as other school studies the athletic program on which so many millions of dollars are spent and which affects so vitally all of school life and its morale. In the second address, *The Challenge of the Carnegie Report*, President Franklin Parker Day of Union College, speaking before the meeting of the National College Athletic Association held in New York last January, urges that colleges consider the following suggestions: 1. To stop making money and to do away with gate receipts; 2. To give up professional coaching, scouting, subsidizing, directing from the side lines and go back to amateur coaching; 3. To form leagues among local colleges that wish to present truly amateur athletics; 4. To give no compensation whatever to college players who participate in stadium games; 5. To make all athletic dealings open and above board and to hold up the ideal that every student in college be given a chance to participate in athletics.

CAMP FIRE HELPS. Boy Scouts of America, 2 Park Avenue, New York. \$40.

Ceremonies, stunts, games, stories and songs appropriate for camp use make this book a very practical help to the camp director. Recreation workers will also find it suggestive.

OFFICIAL INTERCOLLEGIATE WRESTLING GUIDE. National Collegiate Athletic Association. Spalding Athletic Library, No. 118R. Price, \$25.

The 1929-30 edition of this handbook contains official intercollegiate and interscholastic rules and a number of special articles.

PLAYS FOR SCHOOLS AND LITTLE THEATRES, Frederick Koch and Nettina Strobach. Bureau of Community Drama, University of North Carolina Press, Chapel Hill, N. C. \$50.

A number of helpful lists of plays are contained in this bulletin, including full length plays, short plays, plays for children, books about the theatre and theatre arts, books of plays and a selective classification of costume plays and plays for out-of-door production.

GIRL SCOUT SONG BOOK. Edited by George Newell (Revised Edition). Girl Scouts, Inc., New York City.

Not only the Scouts' own songs but rounds, part songs, activity songs, chantays, spirituals, Christmas hymns and many others have been brought together in this collection of over 125 songs with music.

EDUCATION TUNES IN. Levering Tyson. American Association for Adult Education, 60 East 42nd Street, New York City.

The result of a six months' study made by the American Association for Adult Education to determine the possible uses of radio in education are reported in this pamphlet. The findings are discussed under such chapter headings as *Government Control of Broadcasting*,

*Educators and Broadcasters, Present Educational Broadcasts, Order Out of Chaos—A Suggested Remedy. Educational Broadcasting in Europe, Financing Educational Broadcasting in America, Problems for Research and Experimentation, The Wilbur Committee and its Work, A Digest of Successful Educational Broadcasts.* Copies of this pamphlet may be secured from the American Association for Adult Education.

REPORT ON AMERICAN YACHT HARBOR SURVEY. H. A. Bruno—R. R. Blythe and Associates. National Association of Engine and Boat Manufacturers, 420 Lexington Avenue, New York City.

This report shows what a number of cities including New Orleans, Boston, New York, Charleston, Cleveland, Detroit, Chicago, Memphis and a number of Pacific Coast cities are doing or plan to do in providing accommodations for pleasure craft. It will be of interest to all concerned with water front development. Illustrations and diagrams add greatly to the interest of the pamphlet.

PUBLICATIONS RELATING TO FARM POPULATION AND RURAL LIFE. United States Department of Agriculture, Washington, D. C.

The Bureau of Agricultural Economics, Division of Farm Population and Rural Life, has issued a list of the publications of the United States Department of Agriculture which may be obtained from the office of Information of the United States Department of Agriculture.

AMERICAN CIVIC ANNUAL. Volume II. Edited by Harlean James, American Civic Association, Inc., Washington, D. C. \$3.00.

Volume II of the American Civic Annual continues the task begun in Volume I of producing a record of recent civic advance with a list of Who's Who in civic achievement. The book tells of developments in National parks, housing progress in the Federal city, regional progress, developments along civic lines in the states and in the cities and towns and offers a list of people who have aided in an unusual way in civic progress.

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Recreation in the home. In the church. In the school. In every natural human group. In the park. In the special community center. In the special playing field. At all times and in all places—even in work itself the spirit of recreation, the spirit of life.

True we live in a machine age, an age of system, an age of standardization, of craving for uniformity. But for humanity's sake, let's not try to make a machine, a one pattern, a one inspired system, by clamping down from the top one machine-made plan for music, drama, art, nature appreciation, athletics, games, play.

The very stones cry out against it. Leave play a little freedom to develop, to grow, to find itself. For humanity's sake let America's genius, passion for systematizing everything to death, organizing everything to the last detail, assigning everything its place, exercise itself in other fields, but leave the "life" field, the play, sport, art field a little "chaos," a little chance in different committees to develop as it will.

We have been afraid of play. This fear we are overcoming. Play is coming into its own. Let's not try to chain it down to any one compartment of life or label it and tuck it away in any administrative cubby hole where it may be forgotten and lost sight of.

HOWARD BRAUCHER

Teachers

# Playground and Recreation

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OCTOBER, 1930

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## Recreation for Adults

Community Centers

Games for the Community Center

Community Centers of Washington

By Sibyl Baker

Adult Leisure Time Activities

By Loula Woody

Creative Recreation for Parents

By Elsa Denison Voorhees

Recreation for Adults in One City

The Right Use of Leisure

# Playground and Recreation

Maintained by and in the interests of the National Recreation Association  
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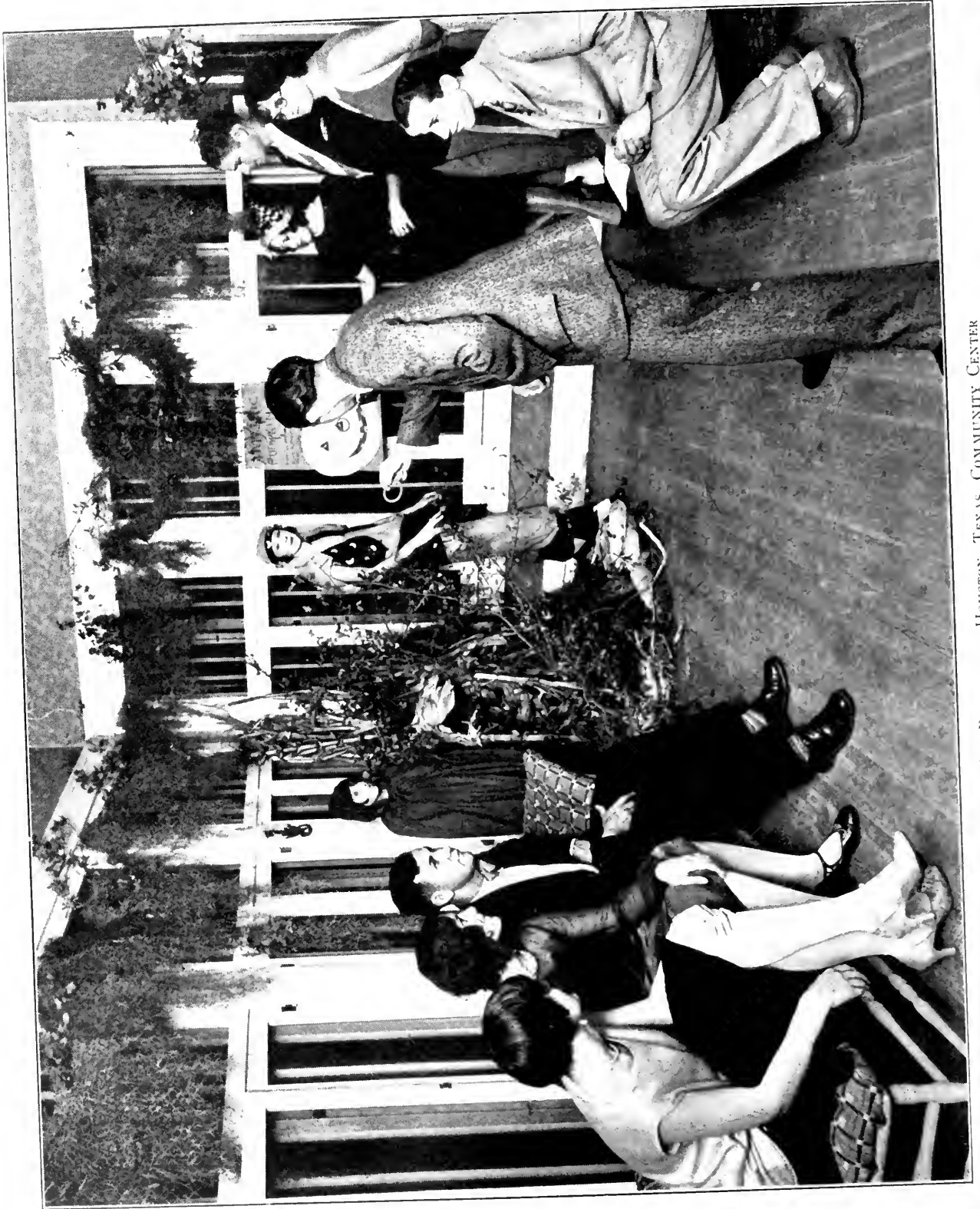
## The Centralized Control of Life

Each year sees some new invention having a tendency to standardize American life. We have more chain stores, more chain banks, more national hook-ups on the radio. A page from a San Francisco newspaper is reproduced by radio in Schenectady, New York, within three hours after it comes from the press. We are told that inventions are being perfected which before long will make it possible on a national scale to broadcast pictures which can be shown in all American homes.

Under such conditions the great task confronting education and recreation is the individualization of life, helping men and women to choose their own goals according to their own character and their own personality, so that instead of being lost in a world of many impressions crowding upon them, they shall concentrate upon what meets their special needs, shut out what does not have value for them, and have the courage to develop and to live their own lives.

It is of the utmost importance that recreation in particular shall not be used as a tool for the standardization of American citizens but shall be a means of developing personality, of helping each person to keep his own particular flavor. The leadership to be encouraged is the leadership that makes for spontaneous free action provided such action is not contrary to the public good.

HOWARD BRAUCHER



A HALLOWE'EN PARTY AT A HOUSTON, TEXAS, COMMUNITY CENTER

# Playground and Recreation

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## World at Play

**Helping to Meet the Unemployment Situation.**—To help out the unemployment situation in Irvington, New Jersey, the Department of Public Recreation suggested to the city officials that \$30,000 be appropriated for the wages of laborers who might be put to work immediately developing playground sites. This suggestion was favorably acted upon.

**Horseshoe Pitching in Detroit.**—Forty-eight district champions in horseshoe pitching competed early in July for West Side and East Side honors in the semi-finals of the Detroit Horseshoe Pitchers Tournament conducted by the *Detroit News* in cooperation with the Department of Recreation. Hundreds of spectators were on hand to watch the contestants among whom were two Father and Son teams.

**For the Pre-School Child.**—A group of mothers at Chapel Hill, North Carolina, have found a solution for the problem of the play of very little children in a community which has no nursery school. Six mothers pool their children and their playtime equipment and take turns in providing leadership for a joint playground which sometimes moves from house to house but usually stays on a hospitable corner lot equipped with a cooperatively owned slide, swings, sand boxes and other play apparatus. Each morning from 9 to 12 the children play alone or in groups, as they please, in charge of a mother who keeps in the background as much as possible. The mothers have held a series of evening meetings to discuss books and magazines on child life and to talk over their mutual problems.

**At the Mothers' Camp, Westchester County.**—Handcraft proved as popular last summer

as playground apparatus to the children at the Westchester County Recreation Commission's camp for mothers. Clay modeling, simple wood-working and drawing held greater attraction for many of the children than the slides and teeter boards. Weaving and basketry were popular among the mothers and for the first time instruction was given in jewelry making.

**Camp as Part of the School System.**—According to the *Herald Tribune* of August 10th, the inclusion of camp life in the scheme of public education was advocated by Dr. Goodwin Watson, Professor of Education in Teachers College, Columbia University, in an address before 1,000 school administrators and educators.

"Why not," he said, "include in public education several months each year, fall, winter and spring, as well as summer, the free creative activities of an informal and democratically organized camp? There seems to be as much good reason for a board of education to acquire property for, and to run a good public camp for boys, girls and adults, as there is for running a city school building . . . There is clear evidence that happiness depends more upon the kind of at-home-ness in the woods, and acceptability of other people as it develops in camp life, than upon all the literature, art and music of the formal school."

**Safety in Camps.**—A bulletin recently issued by the National Bureau of Casualty and Surety Underwriters, New York City, tells of a nationwide study of safety hygiene and sanitation in summer camps. In the camp study to date, the bulletin states, between two and three million swims have been taken by boys and girls and perhaps half a million boat and canoe rides. In this spread of water activity not one boy or girl



has been drowned nor has anyone been nearly enough drowned to require the use of pulmotor or inhalator. In the better managed camps before a child is permitted to swim he is given a careful examination, usually by the family physician before going to camp, and again in camp by the camp health officer. Swimming is not permitted until a sufficient time after meals to guard against danger from cramps. When a child goes in swimming he is given a metal tag with his camp number on it which is placed on a board at the dock so that the staff will know the camper is swimming. Each camper has a partner, a "buddy," who has about the same degree of swimming proficiency as he and these two swimmers stay together throughout the period. At five minute intervals the head life-guard in charge whistles and all buddies are required to be together while they are checked. After the swimming period the swimmers remove their tags. Equal precautions are taken to safeguard boating.

**Firemen vs. Policemen.**—The second annual Firemen-Police Athletic Festival held in August in Reading, Pennsylvania, was a great success. It was estimated that 2,500 people watched the contest which included dashes, races, a baseball game, a greased pig stunt, tug-of-war, an exhibition of trick riding and similar events. A small admission charge was made and the proceeds were used for the purchase of equipment for the playgrounds maintained by the Department of Public Playgrounds and Recreation under whose auspices the contest was held.

**A Swimming Meet in Westchester County.**—On September 6th the Westchester County Athletic Federation held its fifth annual swimming meet at Tibbetts Brook Park, Yonkers, New York. There were junior events for unregistered boys and girls under sixteen years and senior events for registered A. A. U. swimmers living in Westchester. The meet was divided into two sessions with unregistered events starting at 10:30 A. M. and registered events beginning at 2:30 P. M. The unregistered events included 33 yard swims (free style) for boys and girls under 13; 100 yard swim (free style) for boys and girls under 16; diving events; a 266 yard relay event and a balloon novelty swim for boys. Among the registered events were 100 yard swims (free style) for men and women; 200 yard swim (breast stroke) for men; 100 yard swim (back stroke)

for women; 400 yard swim (free style) for men; 100 yard swim (free style) for boys and girls; ing events for men and women; a 266 yard relay event for men and women and a 66 yard comedy swim for men.

**King Neptune Reigns in Albion.**—King Neptune presided in all his splendor at the first annual water carnival conducted by the Albion, Michigan, Community Recreation Association early in August. There were 12 events including a number of special events such as diving exhibitions, a life saving demonstration and novelty events. Among the novelty events were a fan race and a horn race for girls, and a washtub race for boys.

**Swimming Week in Los Angeles.**—From August 18th to 23rd, Swimming Week, sponsored by the Playground and Recreation Department, was celebrated at swimming pools throughout the city. Swimming and diving meets for children, junior diving championships of Los Angeles, and adult meets at all of the 10 municipal swimming pools were included in the week's program, together with nightly exhibitions at one of the plunges. With canoe tilting competitions placed on the level of a recognized amateur sport, much interest was shown in this activity which brought the week to a close. Free instruction was offered boys and girls at all the pools taking part in the week.

**Field Meets for Girls.**—A series of field meets for girls was held in August on each of the 140 playgrounds conducted by the Recreation Department of Detroit. Contestants were limited to girls who had qualified in the program of athletic events held weekly on the playgrounds during the summer. They were divided into three groups—Group A, girls between the ages of 9 and 12; Group B, 12 to 15 years; and Group C, 15 to 18 years. Special events were scheduled for each group including potato races, 25 and 50 yard dashes, playground ball distance throw, basketball throw, and running and catching.

**Playground Ball in Seattle.**—More than 5,000 children and adults participated in the fast growing playground ball leagues conducted during the summer by the Playground Division of the Seattle Park Department. The game ranked above volley ball, tennis and similar games as a

popular summer time sport, and the 325 play field teams gave everyone an opportunity to play. The 55 inch boys had several games of their own, while others ranged from the midgets up to adults. The boys' competition was in sectional leagues with the winners in 5 or 6 sections of a league meeting in a play off for the city championship in their particular division. Each of the 27 fields had teams entered in the sectional competition. Seventeen business firms entered teams in the two independent playground ball loops, the fastest in the city. An even greater number of girls took part in the competition although they did not play through long schedules. Senior women's and intermediate tournaments were held on centrally located play lots, while playground ball was the feature of the annual Girls' Fun Frolic as well as the summer play days. Progressive playground ball was featured in one of the play days with more than 1,000 girls between the ages of 5 and 15 taking part.

**Reading's 1930 Playground Track Meet.**—Mass participation was the object of the annual track and field meet sponsored by the Department of Recreation of Reading, Pennsylvania, for the 22 playgrounds of the city. A child was allowed to enter only one event. The total number of entries under 16 years of age was 890 for 26 events. Events for boys included dashes, relays, high jumps, playground ball throw for accuracy and for distance, potato races and hoop relays. For girls there were dashes, playground and volley ball throw for distance, throw and catch shuttle relays, potato races and straddle ball relays. No individual prizes were awarded but the playground with the greatest number of points was given \$100 worth of playground apparatus. Winners of second place received \$50 worth of apparatus.

**A Playground Field Day.**—A Playground Field Day held this year at Toledo, Ohio, contained a wide variety of events. There were jackstone, mumble-ty-peg, horseshoe and checker tournaments, Newcomb and water polo championship games, and a liberty bat tournament. One hour of the three devoted to the program was given over to track events for boys and girls.

**At the Radio Track Meet.**—Honors in the radio track meet held in a number of midwestern cities in August went to the public school play-

grounds of St. Louis which won first place with a total of 40 points. Louisville playgrounds were second, being only half a point behind the leaders, while St. Paul, winner of the 1929 meet, was third with 30½ points. The meet was run off simultaneously in ten cities. As soon as the results were determined in each city they were sent to Chicago where the results were compared and entered. The final outcome was wired back to the contestants and broadcast from local radio stations.

**Giving Recognition to Many.**—Frank Weeber, in charge of the four playgrounds at River Rouge, Michigan, believes that one way to increase interest in the special events conducted during the summer is to give recognition to as many children as possible. During the eight weeks of the playground season fully 1,200 ribbons were distributed, each one stamped with the name of the event, the date, whether first, second or third place, and the name of the department. The printing of the ribbons was done in the high school print shop. In some instances, instead of giving ribbons for first, second and third places, they were given for first place only and the number of classes was made very large. There were, for example, 54 classes in the doll show and 33 in the pet show.

**Events in Yonkers.**—Each of the playgrounds in Yonkers, New York, held a play day in August in connection with which a local handcraft exhibit was held. At a block dance conducted in August, 6,000 people were in attendance.

**A Progressive Hike.**—The suggestion for a progressive summer hike, which comes from a 4-H Club, involves a 3-stop hike with "eats" and recreation at each stop. The hikers meet and hike to Stop 1 where circle and singing games are played and fruit is served. Next they progress to Stop 2 where tag games and races make up the program and sandwiches are served. At Stop 3 cocoa, cookies, or lemonade and cake welcome the hikers and the hike is brought to a close around a big camp fire with singing, stunts and stories.

**A Model Playground in La Porte.**—In connection with the Civic Auditorium in La Porte, Indiana, a description of which appeared in the July PLAYGROUND AND RECREATION, a playground situated at the south of the auditorium was

opened on July 4th. Ample space has been provided for volley ball and similar games and there is regulation playground equipment in the form of slides, teeters, swings, a giant stride and other apparatus. It is hoped to make this a model playground to which children from all parts of the city will come during the fall months. Leadership will be provided.

**On Mark Twain Day.**—Friday, August 8th, was Mark Twain Day on the Elmira Playgrounds. Children representing each of the playgrounds went to Woodlawn Cemetery on that day and laid flowers on the grave of Mark Twain. Sketches from his various books were given on the playgrounds.

**Forestry in New York State.**—By the terms of the Hewit Act passed in 1929, the State of New York has appropriated \$20,000,000 to be spent in a period of 15 years to purchase, in tracts not less than 500 acres in extent, 1,000,000 or more acres of land not now containing trees and to plant this land with trees so that within a period of from 20 to 40 years there will be 1,000,000 acres of state forests usable for timber purposes and also for recreation. The same act

has authorized the state to make appropriations to counties, not to exceed \$5,000 per county, dollar for dollar for county appropriations, for the purchase of county forests. Up to May 1930 the state had expended \$48,000 of this amount, 20 different counties having matched or exceeded the state appropriation.

According to Professor Joshua Cope of Cornell, the income from hunting and fishing licenses in New York State is now being used to set up game reservations and refuges. In this the Department of the Conservation Commission is cooperating closely with the Council of State Parks and is locating game reservations, parts of which are devoted to game refuges, as near as possible to the camping sites in state parks so that there may be opportunity for people camping in state parks to hunt and fish.

**Federal Aid for State Parks.**—Federal aid to the States of the Union for the purpose of stimulating the establishment and development of state parks is proposed in a bill introduced in the Senate by Senator McNary of Oregon which is attracting wide interest and support among state park leaders. The bill provides for the establishment of a Federal Aid Park Commission to be composed of the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Labor, two members of the Senate to be selected by its President, and two members of the House of Representatives to be selected by the Speaker. This commission is to cooperate with each state through its state park board or other agency responsible for state parks. Annual appropriations of \$5,000,000 for each fiscal year by the federal government are proposed, but the share allotted to each state must be met by the contribution, by appropriation or otherwise, of 50 per cent of the cost of the lands proposed to be acquired for state parks. The development, protection and maintenance of the parks acquired under the provisions of this act shall be the duty of the states.

**New Haven Park Commissioners Report Gifts.**—The park system of New Haven, Connecticut, according to the report for 1929, was the recipient of a number of gifts from public-spirited citizens. Through a bequest of Professor Theodore S. Woolsey, president of the Commissioners of Public Parks from 1914 to 1928, \$5,000 was left "to be expended by the



ELMIRA'S AERO DART CHAMPION IN ACTION

Department of Parks as it seems best for the beautification of said parks, but not for the purchase of lands." By the will of William W. Farnam, for more than 33 years a permanent member of the commission, \$10,000 was left for the improvement of Farnam Drive. A gift of \$2,000 from Henry F. English, the commission's secretary and treasurer, will make possible a bridle-path in East Rock Park.

**A Forest Trail for Hikers.**—Plans have been made, according to The Chicago Association of Commerce, for a 50-mile trail through the woods of the forest preserve district surrounding Chicago. Hikers will be able to reach any of the 43 county preserves by rail, electric line or motor on Saturday, and they may tramp until Sunday night without leaving the forest. A broad pathway through the woods will connect the preserves, leading past spots of greatest historical and scientific interest. Replicas of the log cabins used by the first settlers as homes and trading posts will be placed along the way.

**The California Beaches Association.**—California has a new organization known as the *California Beaches Association* with F. E. Wadsworth, superintendent of the Los Angeles County Recreation Department, as president and J. R. Hunt, manager of the Venice branch of the Los Angeles Chamber of Commerce, as secretary-treasurer. The development of California beaches will be the objective for which this organization will work.

**A Tree Memorial.**—The American Tree Association, Washington, D. C., has proposed a plan whereby 10,000,000 trees will be planted throughout the United States in honor of George Washington, the trees, no matter where planted, to be the living memorial to Washington on the 200th anniversary of his birth on February 22, 1932. The American Tree Association, 1214 Sixteenth Street, N. W., Washington, will be glad to send to anyone requesting it a copy of the *George Washington Bicentennial Tree Planting Book*.

**A 500-Acre Camp Site for Pasadena.**—Pasadena, California, is rejoicing in the acquisition of a 500-acre recreation camp site at Pine Flats in the Angeles Forest. This year \$2,500 will be spent in developing it.

**Vacation Accidents.**—According to an article published in the *New York Times* in July, baseball playing is the cause of the greatest number of recreation accidents, excluding automobile mishaps. The authority for this statement is the statistical bureau of the Fidelity and Casualty Company which has made an analysis of vacation dangers. Checking 4,400 claims for hurts incurred while indulging in recreation, the bureau discovered that 807 or 18 per cent of the total number were players of baseball, mostly non-professionals. Swimming and bathing came next in seriousness, with 562 cases or nearly 13 per cent, and "wrestling and friendly scuffling" third, with 287 persons involved, or 6.5 per cent.

**Crippled Children Attend Playground.**—Crippled children in Orange, New Jersey, are transported to the Center Playground in a bus donated by Commissioner Charles Ippolito, Director of the Department of Parks and Public Property. Once on the ground, they join the other children in all of the activities in which they are physically able to take part, and with the diversified program offered there is always something each can do.

**Toys for Fire Sufferers.**—In addition to the more serious losses incurred in the recent fire in Nashua, New Hampshire, many children lost all their toys and playthings. An appeal has gone out to Junior Red Cross Chapters of New England for contribution for a toy shower for Nashua. The Boston Junior Red Cross, according to the *Red Cross Courier*, has sent funds for the purchase of new playground equipment.

**Seattle's Backyard Playground Contest.**—Seattle, Washington, has recently conducted a most successful Backyard Playground Contest. The number of entries for this year, 894, was more than twice as great as last year. Many encouraging and interesting facts were discovered in the study, but the judges were quite surprised to find so many yards equipped and used for small children, adolescents and also for adult groups. Judge Austin E. Griffiths, a member of the committee, says "the expanding nature of the backyard playground in a crowded city cannot be over-estimated."

**Buffalo's Fourth Annual Backyard Playground Contest.**—The Buffalo City Planning

Association has completed its fourth annual Backyard Playground Contest under the slogan "keep your children safe and happy." The contest opened simultaneously with Better Homes Week on April 27th and ended September 6th.

**Does Modern Social Work Pay?**—Professor Jesse F. Steiner, Professor of Sociology of Tulane University, for two years, according to *The Family*, July, 1930, has been making an exhaustive study of the murder areas and the areas of juvenile delinquency in New Orleans, Louisiana. In the heart of the Irish Channel, for a radius of one-half mile from the present day Kingsley House, there is not one spot for juvenile delinquency and only one spot for murder. For twenty-five years at Kingsley House, Eleanor McMain, beginning with a modest program of clubs and classes and games for the younger boys and girls of that neighborhood, has lived and worked to develop a strong social settlement which now has a \$350,000 plant. Cities change and the relation between cause and effect is never certain, yet such dramatic testimony of the ultimate value of the character building programs of our settlements, our Christian associations, and our Scouts is again substantiated by the fact that in all the records of our Juvenile Court no boy who had ever been a member of the Scouts appears.

**Recreation Decreases Crime in Toronto.**—The Mayor of Toronto, according to the *Chicago Daily News* of August 7th, speaking of crime in Toronto said: "We have little crime because we are a city of 70 per cent home owners. We start with the children and have the lowest juvenile crime rate in the world. First, we have practically done away with slums. Then we have devoted attention to recreation for improving the children's time. We spend more than \$1,000,000 a year on playgrounds and amusements for the young."

**Can Play Help Here?**—The Illinois Health *Messenger*, official bulletin of the State Department of Public Health, states that during the two years ended with 1929 the number of hospital patients in the United States suffering from mental and nervous disorders increased 13 per cent. All other types of hospital patients increased less than 3 per cent. The general population of the country increased from an excess of birth over

deaths by about 2 per cent. Thus it appears that the prevalence of mental and nervous incapacity is increasing at a rate over six times greater than the rate of increase in population from natural sources.

The American Medical Association declares that such facts reveal a problem which is a serious challenge to the government and people of the United States. They point out that if the present rate continues and there is no apparent reason for thinking it will not, we will by 1934 have more than a half million persons in our nervous and mental institutions.

Is this another indication of the necessity for worrying less and playing more?

**Jazz Culture.**—"Jazz Culture" was declared a problem of the use of leisure by H. S. Person of New York City, at the March meeting of the American Academy of Political and Social Sciences. Jazz Culture embodies a jazz consumption, compels a jazz conduct of industry.

**Summer Activities in Springfield, Illinois.**—The Playground and Recreation Commission of Springfield, Illinois, last summer conducted 22 playgrounds. New handcraft projects proved one of the most popular features of the program. In the annual drama tournament each of 18 playgrounds presented a one-act play, four of which were selected for final competition on Play Day, August 13th, when the playgrounds demonstrated all the various types of activities which they had enjoyed during the summer. Community Night was inaugurated this year and each of the playgrounds was given an opportunity to be host to the public. On these nights handcraft articles made by the children were placed on exhibit and a program of activities was conducted to acquaint the neighborhood with the program. Prominent in the program for adults were industrial tennis, diamond ball, baseball, golf and horseshoe pitching. Two golf tournaments were conducted by the Commission during July.

**Tennis Administration in Orange, New Jersey.**—A worker is employed on the Orange, New Jersey, playgrounds who devotes his entire time to training classes in tennis and to coaching players. Until four o'clock in the afternoon the grounds are open only to boys and girls for tennis instruction. From four o'clock on the courts are

available at half hour periods for doubles, both for children and for adults.

**The Lure of Tennis.**—Seventeen new tennis courts have been added this year to the centers maintained by the Detroit Recreation Department and three more will be ready for play next year. According to Harry P. Eikhoff, director of tennis for the department and president of the National Public Parks Tennis Association, by the end of the year approximately 650,000 people will have made use of the 135 courts under the supervision of the department. Mr. Eikhoff has also made the statement that play on the Detroit tennis courts is so heavy almost double the number of courts now available could be used.

**A Variety of Uses.**—The Department of Parks of the Borough of Brooklyn, New York City, recently completed at Fort Greene Park six concrete tennis courts costing \$15,000. A 10 foot wire mesh fence surrounds the entire area. Markings are permanent, being set in the ground with red cement. Two 2,00 watt floodlights have been erected, one at each end, and 5 streamers containing 250 twenty-five watt colored Mazda lamps are used for additional illumination and decorations. The area is so constructed that it may be flooded for ice skating during the winter months.

During the summer very successful outdoor

dances have been conducted once a week on these courts which have a smooth cement finish. It is possible to accommodate 6,000 dancers. A 15-piece band furnishes music for the dancers.

**Green Bay Playgrounds Have Successful Summer.**—Green Bay, Wisconsin, is justifiably proud of the program conducted last summer on its four playgrounds maintained by the Board of Park Commissioners. The total attendance for the playgrounds on the basis of a 5-day week was almost 35,000. The program was broad and varied with a pet show, a “funny dress” parade and special events of many kinds. On the athletic side playground baseball proved the most popular sport with girls, although Liberty bat ball, volley ball and similar games ranked high. A “Tom Thumb” golf course made an appeal to many.

**Handcraft in Newport News.**—The past summer initiated a system of playgrounds with leadership for the children of Newport News, Virginia, and under the leadership of Charles E. Hoster, director of physical education in the public schools, 4 playgrounds for white children and 3 for colored were conducted. A handcraft exhibition in one of the local stores showed a great variety of projects, including a reproduction of a park.



FORT GREENE PARK, BROOKLYN, N. Y.—SIX CONCRETE TENNIS COURTS



**The Woolverton Playground.**—On August 15th the Playgrounds Association of Hamilton, Ontario, Canada, dedicated the Woolverton Playground, established in Hamilton by Mrs. Frances Woolverton, who initiated the playground movement in this city by interesting the local Council of Women in the establishment of playgrounds under leadership. From that organization the nucleus of an association was formed to carry on the work; this association has now entered into its twenty-second year of service.

**The San Francisco Report.**—The attractive annual report for 1928-1929 recently issued by the San Francisco Playground Commission is a most interesting review of activities and bird's-eye view of the city's recreation program and its development. There are many beautiful illustrations which in themselves tell a vivid story of the work but there are also graphs, diagrams and charts which help to bring home to the reader the splendid development in this phase of the city's life since the Playground Commission was established in 1907.

**The Mill Tax.**—The Reading *Labor Advocate* for March 1, 1930, states that one mill of tax in Reading will produce approximately \$170,000 in revenue. Divide that sum by the number of dollars you are willing to spend for public recreation and you will know exactly what increase of millage is necessary to support a recreation program.

According to the 1930 Year Book the amount expended by Reading for its public recreation was \$29,300.80 which would mean  $.17\frac{1}{4}$  of a mill tax.

**A Successful Playground Season.**—M. Esthly Fitzgerald, superintendent of the Utica, New York, Department of Recreation, reports that playground attendance for July broke all records this year with 10,000 more than for the same month in 1929. One evening each week was set aside on every playground for special activities such as block dances, baby shows, pet shows and doll shows. A great variety of articles were shown in the handcraft exhibition. The boys were especially interested in chair caning and coping saw work. Among the articles on display were lamp shades and bases, burlap bags, purses made of rubber tubing, painted vases, soap carving, clay modeling, and tie-and-dye luncheon sets.

**In Tacoma.**—The Metropolitan Playground and Recreation Department of Tacoma, Washington, has laid out the putting green at Wright Park with 18 miniature greens and fairways. The putting course is open from 10:30 A. M. to 8 P. M. every day except Sunday and Monday. A 10 cent green fee is charged which includes the use of putter and balls. This year the department conducted its second annual "Triple Threat" tournament open to those interested in novelty competition in golf, horseshoes and tennis. Each contestant was required to enter all three activities. First place winner in each event received 6 points, second place 3, third and fourth 1 point. The player with the highest total number of points some of which, it was required, must be made in each sport, was declared Triple Threat Champion.

**Lynchburg's Doll Show.**—Over 500 dolls competed for honors in the Doll Show held August 23rd on the Lynchburg, Virginia, playgrounds. The oldest doll present was 182 years old; the smallest was less than one-half inch in height and boasted movable arms. The most unique doll had a potato head with corn silk hair and eyes of black peas. A cucumber formed the body, string beans the arms and legs. A lettuce leaf made a "tasty" dress. Fifteen hundred spectators came out to view the show, movies of which were taken.

**A Playground "Milk Well."**—The Irene Kaufmann Settlement in Pittsburgh has opened a "milk well" where the children who use the settlement playground may buy milk and Graham crackers at cost or less than cost. Sidney Telier, director of the settlement, urges the opening of such milk stations in all the city parks and playgrounds.

**Springfield Lake—A New Development.**—The citizens of Springfield, Illinois, recently voted favorably on a bond issue of \$2,500,000 for the creation of Springfield Lake which will have an area of 4,260 acres and an average depth of 15½ feet. While the purpose of Springfield Lake is primarily to provide the additional water supply needed by the city, the project will mean greatly increased recreational opportunity. A number of areas will be developed as camp sites, picnic grounds, parks, golf courses and other play centers and there will be opportunity for fishing, hunting, boating and bathing.

# Community Centers

The success of the community center depends to a large degree on the careful planning and working out of administrative details. The duties of the various types of workers, the rules enforced, the form of organization used to make it possible for neighborhood groups to participate and to have a share in the management of the center, the activities and programs, are all important considerations about which community center directors and officials are continually looking for further information.

## In Houston, Texas

The Houston, Texas, Recreation Department has issued the following suggestions regarding the duties of various staff members responsible for the conduct of community centers.

### *The Director*

The main responsibility for the smooth operation of a center lies with the director. He will find it necessary occasionally to hold short meetings with the special workers, before the center opens, discussing the evening's program, special work, certificates, reports, and problems.

He will be primarily responsible for discipline in the center and will see that outside grounds are patrolled during the evening.

He shall see that activities take place as scheduled, helping special directors in emergency.

He shall act as host to visitors and members and help to make hours spent in the center pleasant for all.

The director will be in charge of all certificates, official score sheets and reports.

A community center leader should know the neighborhood thoroughly and help it formulate its desires and meet its own needs. He should visit in the neighborhood, familiarize himself with its organization, churches, industries, commercial amusements, and its physical make-up.

He shall organize and meet with a center council made up of interested citizens in the neighborhood, and with them determine recreative desires

and needs of the community, and plan means of raising funds to pay for janitor expense and center improvements.

### *Doorkeeper*

The doorkeeper is a reception committee of one who gives the visitors their first impression of the center. He should be friendly and courteous, but dignified, and even stern when the occasion demands. He should learn the names of members and become personally acquainted, shake hands and make people feel at home. He should keep the entrance clear of loafers.

### *Attendance*

The registrar at the door shall keep an alphabetical card file of all center members, registering names, addresses and the classes in which the member is enrolled. Members are to sign in once every night, and an attendance record shall be kept for each member. The registrar shall submit each night to the center director a complete attendance record. In addition to the registrar's report of attendance, each special activity director shall keep a roll book, and at the close of each evening shall turn in to the center director the class attendance.

### *Social Recreation Leaders*

Appoint plenty of hosts and hostesses to look after the guests. Start off the evening with something that is for the groups as a whole so that all lose their self-consciousness. Use games that make people laugh. People who are laughing are ready for almost anything.

Always plan more than you can use, for something may not prove popular and you may want to change sooner than you expected.

Keep everyone in it all the time. If they are not actually taking part in each stunt it should be interesting enough to hold their attention.

Re-group people often.

Alternate active and quiet games. The use of a whistle helps in handling a large crowd.

Always use a number of people to help direct the play on the floor. They should know ahead of time what the program is to be and what they are expected to do.

### *Center Regulations*

Community centers are primarily for adults who no longer have the advantages of school during the day. Members should be at least 14 years of age. If children are admitted a special section and program should be arranged for them.

Members signed up for an activity should stay in that room until the close of the activity period. If not registered in an activity they should be in the game room for informal play. Loitering and running around the halls break down the organization and morale of the center.

Persons wishing to leave the building shall be required to take their wraps and remain away. The registrar and door attendant shall check the going in and out of the building at all times. Loitering about the entrance is never desirable.

Those wishing to smoke are requested to ask the door attendant where this may be done.

No person who has been drinking should be admitted to the building.

Fees may be charged for classes only with the approval of the council. Such fees collected shall be in the hands of the council treasurer.

### *Suggestions to All Center Workers*

*Be on Time.* Director should be on hand at least fifteen minutes before center is due to open. Doors should never open until director and workers are ready to handle incoming members.

You are host to your group; be courteous, gracious but firm. Remember that *you* are responsible for organization and discipline.

Recreation workers will refrain from chewing gum, smoking or using tobacco while on duty; recreation work is educational and employees are expected to furnish an example of right conduct and good taste.

Directors and regular special workers will wear the uniform when on duty. Men directors will wear white shirt (or sweat shirt) and trousers, and a Recreation Department emblem.

Special paid workers are responsible to the center directors for the quality of their work in the

Center. The directors are to assist in promoting classes. However, the special worker must feel the responsibility of holding a good average attendance or the class will be discontinued.

*Care of Property.* Community centers are on school and park properties and are only loaned to the recreation department. It is absolutely essential that we use every precaution to protect this property. This means that rules must be rigidly enforced. Allow no one to enter buildings or rooms other than those designated for community center use and then only when there is an instructor in charge. Do not permit rough handling of furniture. Allow no climbing on buildings or fixtures. Allow ball games only in rooms where windows and lights are properly screened for this purpose.

Be sure everyone is out of the building and off of the grounds before leaving.

*Breakage of Property.* Directors at the opening of the season will turn in at the office, signed by the janitor, a report of broken windows or damaged property.

A similar report is to be made at the end of the season. If a window is broken or property damaged report to the office in writing at once. If any property is damaged outside of community center hours report it in the same way.

*Janitor Service.* The janitor is the official caretaker of the property. If you show a desire to be careful of property, and a proper consideration for his duties and responsibilities, much difficulty will be avoided. His cooperation is essential to your success.

Receipts upon payment of the janitor are to be turned into the recreation department office each month to be filed. Therefore, please have your council treasurer take receipt in duplicate if the council desires to hold one.

*Equipment and Supplies.* Make an inventory of all equipment every month. This should be posted on the inside of the supply closet door for inspection at any time.

Missing parts and additional equipment may be secured at the office when necessary, by signing a requisition slip.

Issue equipment only to special workers and responsible persons. See that it is all checked in at the close of the evening. Never allow equipment lying around that is not in use.

Keys to the equipment room should be only in the hands of workers in charge of the program.

*Community Center Hours.* Community centers

are open 7-9:30 P.M. for adults over 14 years of age. (Excepting Crockett and Heights Annex Centers, 6:30-9:30 P.M. first hour and half for children.) All directors, including music, dramatics and handcraft, are on duty the full evening, assisting with the general program after closing their classes. All workers upon arriving and leaving are to report to the center director who is responsible for their time record.

*Absences.* The limited hours in this work will not permit absences. In great emergencies call the office in advance and have a substitute ready. Repeated absence must be considered a resignation.

*Salaries.* Directors and assistants will receive their checks at the department office—City Auditorium—the first and sixteenth of each month. They should be called for promptly. A substitute will fill out a substitute blank and file it in the office in order to be credited on the payroll.

*Monthly Reports.* Center directors are to turn in without fail at every staff meeting a monthly report to include:

- Membership attendance (recorded at door)
- Activity attendance
- List of volunteer service
- List of neighborhood council meetings
- List of neighborhood visits
- List of certificates issued

*Staff Meetings.* Staff meetings will be held the first Monday of each month 7:30 P.M. at the Recreation Club House. You are expected to attend these meetings without fail. Staff meetings for colored workers will be held at 6:15 sharp the first Monday of each month at the Recreation Club House.

*Certificates.* Certificates will be issued to par-

ticipants as explained in the bulletin on awards.

Certificates are issued to the directors by the force in the outer office.

The director will present to the outer office three copies of her list of certificates bearing the O.K. of the special director responsible for the event. One copy of the list as okeyed will be given the center director with the certificates won, one will be returned to the special director, and one filed in the office record. All certificates won are to be awarded not later than the first meeting of the month following.

*Sponsors.* Each center will have a sponsor who is a member of the Neighborhood Organization Committee of this Department. The sponsor should be called by the center director and invited to special events and asked to award certificates, etc. The sponsor may be of great value in promoting center work in your community and should be advised as to the program, plans, and needs of the center.

*Publicity.* The community center is an institution for the general public and like any good commodity must be sold to the people. This responsibility rests with every worker and the center director.

Invite people to the center personally; make neighborhood visits.

Send write-ups of your activities in to the department office each week (before Wednesday) for the papers.

Announce all activities in the neighborhood schools, churches and organizations.

Keep the bulletin board attractive, interesting and up-to-date. Stale news is worse than no news and an empty bulletin board is worse than none at all.

*A Typical Community Center Night in Houston*

Time—1 night per week—7:00-9:00 P. M.

Space—gymnasium, cafeteria, 3 class rooms, music room and auditorium by request.

		Doorkeeper	
7:00 P. M.	Registration	Asst. doorkeeper and outside man	
7:05 - 8:10	PLACE	ACTIVITY	LEADER
	Cafeteria	Folk and tap dancing	(Names appear in this column)
	Gymnasium	Phys. activity for boys	
	Room A	Children's games	
	Room B	Handcraft	
	Room C	Quiet games	
8:10 - 9:05	Music Room	Glee Club-Harmonica	
	Cafeteria	Dramatic Group	
	Gymnasium	Girls phys. activity	
	Rooms A and B	Same as above	
	Room C	Quiet games	

The special program from 9:10-9:30 is a general assembly when announcements are made to all members. Certificates should be awarded by the center director or sponsor during this period, and standing in leagues and tournaments announced. The dramatic worker will be responsible for organization of this program except one night a month, when special directors will take the complete responsibility for this program. The center director will schedule those in charge of programs one month in advance. The dramatic director will notify special directors in advance when using them on programs.

*Music Directors' Night*—Suggestions for special features

- Vocal solo, duet, quartet or chorus
- Reading with music
- Piano or instrumental solo, or group
- Whistler, harmonica solo, trio or quartet
- Community singing

*Boys' Worker Night*

- Boxing or wrestling demonstration
- Comedy drill by gym class
- Tumbling exhibition
- Follow leader exercises for whole group
- Mass games

*Girls' Worker Night*

- Drill by women's gym class
- Tumbling exhibition
- Girls' cheering squad
- Folk or tap dance
- Follow leader exercise for whole group
- Mass games

*Dramatic Workers Night*

- Storytelling
- Pantomime
- Stunt—Men's gym class
- Reading
- Stunt contest between clubs in center, each stunt not over five minutes in length

*Home Talent Night*—Director in charge

- Home talent magician
- Solo dancers
- Dialogues, etc.
- Toy symphony orchestra

Occasionally outside speakers will be scheduled for this period. Inter-center matches in game tournaments and physical efficiency tests will be featured at the community centers in turn. These matches should be made a part of the special program. Occasionally this period should be given

over entirely to social recreation, games and stunts.

*Community Night.* Once every two months the entire community staff devotes its energies to putting on a community night which is advertised in the community. The program is held on regular community center nights beginning at eight o'clock and lasting until 10:30. Interesting outside speakers, moving pictures, local talent plays and musical numbers constitute the program. If funds are needed a small charge is made.

*Game Tournaments.* The Houston community centers during November, December, January, February, March and April, conduct a regular schedule of game tournaments in each center, competing at the end of the season in a final tournament. Tournaments are held in ping pong, checkers, disco, dominoes, boxing, quoits, carroms, tumbling and wrestling, broad jump and chinning, speed shoot and target throw. Centers score as follows: First place, 50 points; second, 30 points; third, 10 points; center participation, 5 points. Scores for individuals are on the same basis. Loving cups are awarded to the center and to the individual with the largest number of contest points at the inter-center closing party held in April.

### Community Centers in Cincinnati

The Public Recreation Commission of Cincinnati last winter conducted six community centers in school buildings. The organization of the centers is described as follows in the 1929 report of the Commission:

Each community center is governed by a board of directors composed of residents of the community, and elected by popular vote. In most instances, the degree of success of any community center is in direct proportion to the amount of time and effort expended by this volunteer board of directors. This is not always true, however, due to neighborhood conditions beyond their control. Sands, for instance, for ten years one of the outstanding community centers of the city, was closed this year, due to the constantly changing population in the west end of the city, which makes it impossible to conduct continuous activities. This, in spite of the fact that the board of directors gave unsparingly of their time and efforts to keep the center alive.

To the officers and Board of Directors of the

community centers of Cincinnati is due great credit for their unselfish and untiring efforts. The members of the boards of directors are in many instances the leaders in the community to whom the residents look for advice and guidance. These boards of directors have accepted the responsibility of providing wholesome, recreational opportunities for all the people in their neighborhood. The Recreation Commission is committed to the policy of giving whole-hearted, moral support to those volunteer groups conducting the community centers and assisting financially as far as possible.

Two new community centers, Sayler Park and Linwood, were organized in 1929. Both neighborhoods are fortunate in having a new school building with modern facilities, a factor which contributes greatly to the success of the activities conducted. In each of these two centers men and women's gym and dramatic classes are conducted, in addition to bi-weekly social dances which are attended by all age groups over sixteen. Sayler Park has a children's orchestra of twenty pieces, a children's folk dancing class and a Boy Scout and Girl Scout troop. At Linwood we have organized a six-team basketball league for boys over sixteen.

The plan in operation of the community centers in this city is as follows: The Board of Education provides the building and the light and heat without charge except on Saturdays and Sundays. The Recreation Commission employs an executive secretary in each community center whose duty it is to encourage and assist the volunteer board of directors, to stimulate interest in the activities conducted by the community center, to prepare all reports required, and to assist in the general administration of the community centers.

In order to stimulate interest in cultural pursuits on the part of young people, the Recreation Commission has agreed to provide an instructor in dramatics and music in community centers where the participation warrants. All of the community centers have dramatic classes and three have orchestras. Two new orchestras, in addition to those of the community centers, have been organized this year, one with headquarters at the Bloom School, and the other at the Oakley School. The Recreation Commission pays the salary of the directors, while the individual groups provide the necessary music.

The community center season extends from October first to April first. Most of the centers are

open three nights a week, from 7:30 until 9:30, except on the night on which the social dances are conducted, when the building is open from 7:30 until 10:45.

Activities include, men's gym, women's gym, social dancing, orchestra, dramatic groups, neighborhood entertainments, folk dancing, manual training, Boy Scouts, Girl Scouts, handcraft, ball room dancing classes, boys' basketball, etc.

### The Duties of the Community Center Council

The constitution by which most of the Cleveland community centers are operated states, "The Council shall help the school authorities and the staff in the promotion and furtherance of the program to attain the purposes of the center."

"In accordance with this general statement of duties," states a bulletin issued by the Division of Community Centers, "the director of the center and the chairman of the council should cooperate in the following matters:

- a. See that the provisions of this constitution are carried out for the annual election of the Council.
- b. See that regular monthly meetings of the Council are held.
- c. See that the Council is advised of the 'furtherance of this program.'
- d. See that as much responsibility as possible is placed on the Council Members. A dummy board of directors is fine only on paper.
- e. Some suggestions on responsibility distribution:
  1. Council committees for special programs.
  2. Council committees for new classes.
  3. Council committees on publicity.
  4. Council advice on future expansion.
  5. Council reaction to directors' monthly report.
  6. Council presence in managing special events.
  7. Council representation at recreation nights.
  8. Council planning for fifth annual frolic.
  9. Council visits to other centers.
  10. Council distribution of the red guest tickets.
  11. Council help in keeping up a good rating for the Center.
  12. Council encouragement to discuss the progress of the Center."

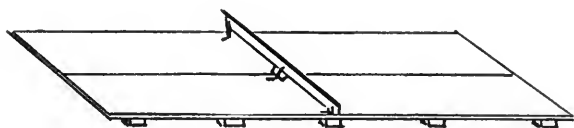


# Games for the Community Center

## Making the Ping Pong Table

W. J. Sandford, Jr., Superintendent of Recreation, Community Recreation Association, Dalton, Massachusetts, has sent the following suggestions for constructing a ping pong table that can be moved and stored easily and is solid enough to serve for championship matches. The suggestions are based on Mr. Sandford's experience in constructing a table for the Dalton Community House.

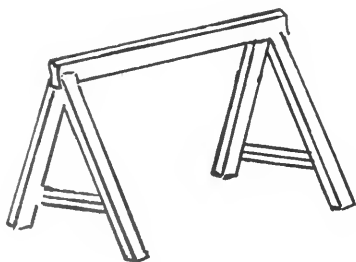
The table is made of  $2\frac{1}{2}$ " grooved boards one inch thick and is five feet wide by nine feet long. The top of the table is screwed to five  $2$ "x $4$ " pieces which extend across the table as shown in the illustration. The cracks are stuffed with plastic wood and painted, making a perfectly smooth surface for the top of the table. The table is painted



green while the lines around the edges and down the middle to mark the playing space are white.

The feature of the table is the net made out of  $\frac{1}{2}$ " board, six inches high and with a 2 inch cut-out between the middle and the ends allowing the ball to pass under. Little iron brackets are used to brace the board used as a net. The brackets are braced against the net and the table with small screws. The cut-out on the bottom of the board begins three inches from the ends and allows four inches between cut-outs in the middle. The net board is painted Chinese red.

The table rests on horses each  $2\frac{1}{2}$  feet high



and slightly less than five feet wide. These are painted battleship gray to make them inconspicuous. Three horses are used, one under the middle and the other two at a reasonable distance from the end. Enough space should be allowed so that the players' feet will not touch them during play.

The cost of the lumber for the table and horses was about \$12.

## In the Quiet Game Room

A new game for the quiet room at the social center is *Camelot* issued by Parker Brothers, Inc., Flatiron Building, New York City, which is played on a board on which the opposing forces, *Knights* and *Men*, meet like small, medieval armies with the freedom of action to advance, retreat, go sideways or diagonally and give battle in any direction. The enemy flanks are turned or destroyed, the center barracks are thrown into confusion and the goal finally made open to seizure. Unlike most games the contesting forces are arranged in the center of the field and far behind each are the fortresses which they respectively defend with troops consisting of *Knights* and *Men* whose basic characteristics in play symbolize actual hand to hand conflict.



HIS PETS

# The Community Centers of Washington

SIBYL BAKER

*Director, Community Center Department, Public Schools of the District of Washington*

Fluffy yellow chickens cherishing their paper feathers, golden butterflies equally solicitous of painted wings, monkeys full of antics, gypsies, clowns, numberless flowers, even a beetle or two, hurried gleefully into Central Community Center last May, a part of the more-than-six-hundred children participating in the fifth annual Children's Festival of the Community Centers of the District of Columbia. Some 3,000 spectators attended this program which demonstrated some of the opportunities that the Community Centers offer the children of the city. Two dance-playlets, *Mary's Garden Romance* and *The Princess Outwits Her Prime Minister*, were received with appreciation by the audience. *A Holiday in Russia*, *Southern Memories*, and *The Circus* were colorful bits. Music received its emphasis in the demonstration of piano instruction to community groups and in the selections of the violin ensemble and of the Boy Scout Drum and Bugle Corps. Members of the District of Columbia Model Aircraft League flew their planes and there was a handwork exhibit of one of the centers on display.

## Varied Activities

The Community Center Department of Washington sponsors a multiplicity of activities. Of the fine arts, classes in drama are held both for children and adults; dancing may be pursued as rhythmic—which often includes the fundamentals of ballet, character, national, and even acrobatic dancing—tap, or social dancing, that near-essential for normal adolescent development; music may be followed in its violin, piano, choral, or orchestral forms. From china-painting, French conversation and bridge for the would-be sophisticate, one may turn to the more practical fields of automobile study, shorthand, toy-making, shoe-repairing and carpentry, or to such sports as swimming, basketball, soccer, games, and drill.

The funds involved in the maintenance of Community Centers for the year 1929-1930 are as follows:

Expended for public appropriation..\$42,000.00  
Income from activities ..... 43,864.09

The number served during the same year were:

	Children	Youths	Adults	Total
Attendance in community cen- ters .....	90,407	98,976	255,489	444,872
Attendance in community ac- tivities outside centers .....	9,723	3,401	144,733	157,857

## The Model Aircraft League

To be a member of the District of Columbia Model Aircraft League, which is under the direction of the Community Center Department, a youth must build a plane, kite or glider which will fly, or else must construct a non-flying true scale model plane acceptable to judges. The work is delicate, laborious, and demands a degree of technical skill. The DCMAL gives instruction and tests in thirteen different types of planes, including gliders and helicopters.

City contests are held fortnightly, this year culminating in a four-day tournament in August, in time to report the best records to the National Committee of the Fourth National Playground Miniature Aircraft Tournament. Records held by members of the DCMAL are a source of pride to the organization. In outdoor flight the hand-launched scientific record is: duration—18 minutes, 40 seconds.

A monthly bulletin, *Plane Talk*, carries to members current news, reports of contests, notes on methods, and affairs of the organization. It is most stimulating to observe the eagerness with which the boys await each issue. A few days' delay in putting *Plane Talk* into the mail is sufficient to cause a number of visits to the Community Center office, with solicitous inquiries and proffers of assistance.

### The Community Institute

The Community Institute brings to Washington a series of outstanding events and personalities as widely diversified as that of Hugh Walpole of literary fame and the Ruth St. Denis-Ted Shawn Dance group. From November to March, inclusive, the wise subscriber to Community Institute can enjoy two events each month for the very low price of 30 cents each. Thus the Institute, under the direction of the Community Center Department, offers an opportunity to Washingtonians to be entertained, stimulated, informed and amused in a fashion that no commercial enterprise could attempt. Entertainers for the coming year include the Kedroff Quartet, whose control of the realm of song is rarely equalled; Oliver La Farge, winner of the 1929 Pulitzer Prize for the novel best describing "the whole atmosphere of American life"; Harvey Wiley Corbett, who has achieved a new and individual manner in architecture; Will Irwin, journalist and writer, and others of equal note.

### The Community Drama Guild Enters Its Third Year

That adult Washington may also have its opportunity for originality and self-expression, for "play-making," for exercising that pleasurable and selective taste that develops in the glamorous and delightful world of the theatre, the Community Drama Guild of Washington, under the direction of the Community Center Department, is about to enter its third year. This organization also is non-commercial. Actors, stage-crew, prompters, make-up artists and all participants are chosen from the membership of the Guild. It is the focal-point for many amateur dramatic groups of the city, each year sponsoring a one-act play tournament which provides the smaller groups both the opportunity of presenting their players, and the stimulus of competition with others equally concerned with drama. In the past year eighteen play groups availed themselves of this privilege. Awards were made to the best company or group, to the best individual actor, and to the actor employing most clear and accurate diction. Knowing that a creditable performance in the play tournament frequently leads to an invitation to appear in Guild productions, actors and companies make every effort to deserve the spot-light that so often finds them.

The Guild has conducted a one-act play-writing

contest open to Washington authors. In its first contest forty-three plays were submitted and the winning play, *The White Dress*, by Miss Ruth Welty, was given a reading presentation during the Drama Conference of the Guild, the first week of April.

Four plays were presented in the season 1929-30: *The Torchbearers*, an entertaining comedy; *The Honeymoon*, witty and delightful eighteenth century revival; *Gas*, harsh, modernistic experimental, and finally *The Tempest*, which in its production was uniquely of this city. Out-of-doors, in the Sylvan Theatre near the Washington Monument, having the orchestra of the Marine Band to interpret Sullivan's musical setting, with the actors inspired by the depth of the sky and the transparency of the leaves of the trees under flood lights, and, no doubt, also, by their audience, which reached into many thousands, this performance closed the Guild season most auspiciously and triumphantly.

### The Objective

At the present time there are 24 community centers in 27 public school buildings being operated by the Community Center Department. Through all center activities one sees a particular aim or effort. There is always the wish to make possible for the group, through neighborhood life—that miniature world, often the largest world that many know—an existence which is the expression of ideals and aspirations. As the community displays a need and desire which conforms with this aim of the Community Center Department, it is assisted, if possible, to its fulfilment. Music and drama, dancing and play, social contacts, and directed sports are here available. More and more are the people of Washington awakening to this aim and giving loyal cooperation to its realization.

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"Hobbies may be made to contribute to the world's advancement as well as giving the truest expression to the individual.

"Time and thought should be put on the problem of how to list the number of individuals who die mentally and spiritually just at the time of their lives when they should be most productive. The world is going to be made richer to the extent that middle life and old age are made a fit climax to youth."—L. R. Alderman.

# Adult Leisure Time Activities \*

LOULA WOODY

*Department of Recreation, Newark, New Jersey*

In discussing adult recreation, haven't you often had recreation leaders ask "How do you persuade adults to join art classes—ours want only a reducing class." Or, "What activities should I have at a community center?" And another may ask for a program of adult leisure time activities which will be so applicable that it will solve the whole problem of adult recreation. You, who have worked with adults in planning their activities, know that there is no such program. Any cut and dried program would defeat the very purposes for which recreation departments exist. It is well said that "the chief value of recreation is not in any uncertain future to which it might lead, but in its present power of giving satisfaction," and this can be obtained only by meeting the present interests and needs of our adult groups by providing them with the most vitally interesting activities.

## Giving Them What They Want

Our program must be very flexible and pliable. It should be of such flexibility that adults may ask for what they want and get it—and get only what they ask for—not what a leader thinks they ought to have along with it! Adults feel they know what they want and do not readily accept substitutes imposed upon them as something just as good—or something necessary to go along with what they've asked for. Many leaders have failed in adult activities because they have not realized this fact. They have probably marked out a well balanced program, but have neglected to take into consideration adult psychology of learning and the group's vital interests. For example, suppose a leader is faced with a group of women who have come to her class because they have a vague impression that it is a "sewing class" of some sort! If she is inexperienced in adult activities, she may outline a very good program in the technique of sewing, including making buttonholes and French seams and cutting by patterns. But she will lose

half or more of her class by the next lesson! If, on the other hand, she forms a discussion group and discovers that one woman wants to make a quilted pillow top, another silk lamp shades, and others wool pictures, she can tactfully turn the group into a handicraft class, meet and keep the interest of all her groups, and subtly direct the program into wider channels of activities.

Care must be taken to use suggestions from the groups which point toward more varied interests, then let one activity grow out of another. This is best done by having short term projects from six to eight weeks. Miss F. Cowin in her book *Program and Organization* says that "fairly short-term projects in which the interest remains strong enough to make a successful outcome constantly worth striving for, are as a rule more apt to yield intense satisfaction when the climax is reached. It is difficult but important to have the group place its goal high enough so that careless, shallow effort will not be habitual and yet near enough at hand to be within the reach of its efforts. If a pageant for instance, must be too finished a performance, it will become a burden and attitudes of positive dislike for such activity may be established."

We cannot remain indifferent to our environment. We are either pleased or distressed by the activities which surround us. I read not long ago that psychologists who have been analyzing the sources of happiness and of distress in our lives, have reached the conclusion that "one's well-being is determined in an important degree by the aesthetic character of the things upon which he looks and in which he participates." The general objectives toward which we are directing our adult activities are physical welfare, social adjustment and aesthetic appreciation and creativeness.

## The Arts—a New Development in Recreation

The physical activities have a more fixed place in adult's leisure time than the arts. For years adults have been swimming, riding, hiking, play-

\*Extracts from paper given at District Representatives Conference, Elizabeth, New Jersey, April 4, 1930.

ing tennis, handball, golf, etc., but only recently have the greater arts of music, poetry, sculpture, painting and the subsidiary arts of dancing and drama been given their places in well balanced recreation programs.

The arts are not for a select few. An appreciation of music does not mean an expensive seat at a concert, any more than a true feeling for drama means attending all of New York's yearly productions. In some way we must bring the arts into our everyday life.

"Art is essentially social" writes the *Kit*, "because it originates in the need of the artist to share his experience. But it is also social for those whom he reaches. Who has not felt a deep need for sharing the beauty of a sunset which he was forced to see alone, and realized how that sharing would enhance its beauty? View it how we will, from the standpoint of the artist or his audience, art has within it the very essence of play and recreation." Bailey in *How to Study a Picture* adds "In aesthetic enjoyment we have a value which adds immeasurably to the richness of life. Music, poetry, drama, literature, painting and sculpture are a refuge for the soul wearied with the daily cares of business or professional duties."

#### Art in the Community Center Program

We are faced with the problem of how to enlarge our community center programs to include the arts without bringing them in by the nape of the neck. In the first place we must start where people are. It is not where they start—but the direction in which they go—that really matters. And this brings in the all-important question of leadership. Too much emphasis cannot be placed on the importance of adult leadership. A leader must have personality, initiative, training, background, tact and everything that goes into making a worker valuable to recreation, plus a deep sympathy and understanding of adults and the community in which he works. Such a leader can take a community center group, and meeting them at their own level of interest, give them such activities as simple games, folk dances, handicraft and community singing, and slowly build and enlarge their interests until where they began with perhaps three activities they may have a dozen at the end of the season, with a folk dancing exhibition, several plays, and a picture exhibition to their credit during the year.

Interests differ as widely as the personalities of the adults themselves. What may be recreation for one may be hard work for another, but almost any recreational activity you could mention has its place in the leisure time of some adult. The important thing for us to remember is that some people derive as much satisfaction and relaxation from the arts as others get from physical activities.

Shall we look at one of the arts in a community center? Anything might happen to an activity such as drama, depending on the leader in charge of it, but there are certain fundamental principles that should be observed if true community drama is to be developed. The day of producing a minstrel show or revue every time there is interest in "putting on a show" is a thing of the past, or at least should be. Too much good drama is at hand for us even to bother with worthless material. There are plays of every type for every age—long plays, short plays, musical plays and pantomime. The director must size up his group carefully as to their probable abilities, backgrounds, likes or dislikes, and then select a play that really appeals to him, and he will find that it is probably what his public wants. The play is the thing—everything else is secondary to it. Why? Because it is the play that creates deep and lasting impressions. It enables us to widen our experiences through entering sympathetically into the lives of the characters portrayed. It gives true creative recreation to the participants who in turn share their experiences with the audience. The interesting part of drama as a recreation project is its unusual scope of interests. Not only do we have actors, but there are also various committees needed to take care of costuming, scenery, lighting and stage property. Any one of these can under the right leadership be made a vastly satisfying activity in which to participate, and may lead to new fields of interest in other arts.

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John Masefield, poet laureate of England, in a recent interview said: "I believe that in order to practice any art with success it is necessary to work hard and often."

# Creative Recreation for Parents\*

ELSA DENISON VOORHEES

This is the story of an educational experiment made by parents on parents, using a progressive school plant and staff. It indicates a possible development to secure closer affiliation between home and school, and shows, perhaps, a new opportunity for the progressive school to lead again, this time in the field of adult education.

For many years mothers and fathers interested in the "new" schools have read, talked and been talked to a great deal about modern theories of education. At the Lincoln School in New York, mothers and fathers now have the opportunity to try on themselves some of these theories while they are making use of the school for their own growth and satisfaction, developing for themselves new avocations (hobbies), or taking up discarded interests again under congenial surroundings and with skilled assistance.

We hear a great deal about adult education these days, about lecture courses and discussion groups. The experiment at the Lincoln School merely carries over into this field of adult education the opportunities for creative work which we have for many years accepted as the birthright of our children. Without permitting any arbitrary standard of vocational or commercial excellence, the school has offered an educational and recreational atmosphere which liberates adults from self-consciousness and encourages them to react naturally again to the pleasure inherent in trying themselves out through many kinds of activities. At the same time, while primarily thinking about themselves and their fun through the use of the school in their leisure time, parents have come much closer than ever before to the "inside workings" of the school and to the experiences their children are having there.

For here, at last, parents are definitely part of the school as people, not merely as patrons or as the children's fathers and mothers. The "old" school shut its front door with the children inside and the parents outside. The "new" school has tried to lure parents over the threshold for study groups, classroom visits, demonstrations of the children's work, for lectures and parent-teacher sociability. Progressive schools have been saying

to parents that the home and school must work together, that the parent is important to the school because he is part of the child's world and that he must know what the school is trying to do. But all this time the parent has remained merely a parent and has ceased to be important when the child's connection with the school ceased. The school's interest in him did not usually stretch to the point of caring about him as a person, as an individual with a valuable growing life apart from his child's life. The Lincoln School has, therefore, merely carried one step further the logical development of the "new" schools. It has welcomed the parent as a human being and offered to him for his own use its riches and experience. The child's problems are for the time being forgotten; it is the mother and father who take the center of the stage.

The plan for the experiment was suggested in the fall of 1928 to the director of the school and to the board of the Parent Teacher Association. It met with immediate encouragement. The director offered to supply executive help, stationery, clerical assistance, the overhead expenses of janitor, elevator, heat and light. A circular was sent to the Parent Teacher Association members asking them to make choices among twenty alternatives in physical recreation, arts and crafts. The replies were illuminating. Every activity suggested had a group of devotees. Some parents wished to do as many as ten different things.

On the basis of these returns a selection was made of the nine most popular activities which could be carried on during one evening a week with the available staff and equipment. This list of opportunities was sent, with cost, hours and name of instructor, to the Parent Teacher Association membership and later to parents of the Horace Mann School. For those promoting this experiment, it was a gamble all the way. On the opening night, we had no idea how many would arrive, nothing more secure than faith that the teachers would be able to do for adults what they had done so successfully for children, and no plans at all as to what the groups of parents would actually accomplish. The program for each activity had been purposely left unformed so that we might find out what those selecting it had in

\*From *Progressive Education*, December, 1929, through the courtesy of the Progressive Education Association, Washington, D. C.



mind. For example, the music group had the choice of group singing with instruments, creative music, the fundamentals of harmony and ear-training and music appreciation. The drama group included among others at the start one man who wanted to do nothing but paint scenery, two who wanted to write plays, one who wished to read and discuss contemporary productions.

Gradually these varying interests adjusted to compromise programs based on the majority's wishes. Several people dropped out entirely when they found their special interest neglected; others transferred to second choice activities. Two of the groups did not have enough members to pay the expense of instruction, but were not discontinued. Eight men and women interested in photography met for five evenings and then decided there was nothing more they could do.

The school plant was open on twelve Tuesday evenings to house these activities which took place in the two gymnasiums, the swimming pool, art room, pottery room, shop, assembly hall and music room. As the plant was very large, the groups were scattered, but within each room was an atmosphere of happy concentration. Especially true was this of the basement room where the potter's wheels were turning fast and twenty people in clay-stained smocks were absorbed in what their hands were creating. Only a few of these people had ever touched clay before.

The high spot of each evening was the social swimming period at nine-thirty when many left the shops and studios and gathered for a half hour of water sports. A mixed team playing girls' rules in water polo usually drove the others out at the end of the period and then everyone assembled for hot chocolate and crackers served on the edge of the pool.

Most of the teachers who cooperated in this experiment were from the Lincoln School staff. The others were chosen because they had taught adults with progressive methods. The idea underlying all teaching was, of course, to let each person begin where he was and follow an active interest. Ninety per cent of those working in painting, pottery and industrial arts had never ventured before into those fields. One member of the art class, the mother of three boys, had never held a paint brush in her hand! As soon as possible, the minimum skills necessary for a sense of satisfaction were developed by the teachers. It was interesting to see how quickly this was accomplished in many instances. Individuals worked entirely by

themselves with the instructor available for help when requested. Occasionally the instructor gave informal talks on points of common difficulty.

The measure of success of the first year's experiment was first of all the general enthusiasm of those participating in it. Parents really had a good time and felt that they had made progress. The attendance averaged sixty—a little over fifty per cent of the enrollment—in the face of many difficulties, a late start, much sickness among families, the competing attractions of a large city. In the spring an exhibition of results was arranged in one of the show-cases in the school corridor. Here were vases, small figures, bowls, and brackets modelled in clay, glazed and fired; water colors, wood-cuts, book-racks, and the shop plans for a corner bookcase which one father was installing in his library as "home work." For the music group, a list of the songs sung and the musical literature listened to and discussed during the term might have been displayed. The drama group brought the season to a brilliant close by presenting to the entire Parent Teacher Association two one-act plays which had been coached by one mother, costumed by another and staged with the help of several fathers as electricians and property men.

Plans for the second season were matured at a dinner meeting given by the school in the spring to a committee of parents representing each group. There was much discussion of name, fees and choice of activities.

It was decided to try again the groups which had been formed the first year and to add a group in cooking, one in French conversation, another in beginning German and an experimenting group in the physical sciences. The latter was suggested because so many parents are called upon to cooperate at home in airplane construction, the manipulation of electric trains, chemicraft and radio problems. Through their practical home difficulties, those electing this course will be reintroduced to laboratories, and will have an opportunity to watch demonstrations by the instructor dealing with recent discoveries in the scientific world, and will at the same time become more helpful as assistants to budding genius in the home.

As for the cost of the experiment, it is hoped that the enrollments will be sufficiently large to offset the total expense this second year. Parents of the Horace Mann School, the Institute of Child Development, and members of the staffs of

Teachers College are free to enroll, as well as alumni of the Lincoln School. A twenty per cent discount has been allowed for two members of the same family enrolling in one or more groups. No activity with a registration of less than ten persons will be continued this winter. The term is to be eighteen weeks, excluding school vacations.

The name "Parents Recreation Club at the Lincoln School" was finally selected as best representing the purpose and atmosphere of the venture. For recreation, *fun*, is the one essential ingredient in such an undertaking. We know that our children enjoy and profit by creative and liberating experiences in school. How can the same experience be supplied to adults, released in their leisure time to re-discover some of the thrill and feeling of potentiality which they relinquished when they concentrated on the serious vocational business of their lives?

This experiment in active education for adults, in the enriching of their experience and backgrounds through play, has led me to the logical assumption that progressive educators may well assume leadership in educating for the wiser use of our increasing leisure. What the "new" schools have done and are still doing for elementary and secondary education, they may well undertake for adult education. The active, creative leisure-time possibilities, more satisfactory emotionally, perhaps, than are lecture courses, are not yet much talked about among those interested in adults, who seem generally to be following the old paths of academic, passive, absorbent education. Individual teachers working with modern methods and intelligent adults have, of course, often achieved extraordinary results. But they frequently have had to overcome in their grown-up pupils much diffidence, inertia and the imposition of a standard of what "should" be accomplished to maintain adult superiority, or to achieve the excellence expected from adults. The Parents Recreation Club at the Lincoln School has indicated that by admitting adults as persons to the liberating atmosphere of a progressive school plant, confidence is re-established and interest directed to the point of doing creditable work often in entirely new fields, and of having an extremely good time while doing it.

No one can predict what the second winter of this experiment will bring forth; but one result is assured—that those parents who have enjoyed the school for their own recreation will have a feeling about the plant and the staff and about

other parents which will heighten their loyalty to, and enlarge their understanding of, the school. At the same time these parents will be developing valuable bonds of mutual interest with their children by sharing similar experiences under the same roof.

The two years' experiment outlined here could not have taken place without the unfailing support and encouragement of the school's director and staff. To their open-mindedness the parents of the Lincoln School owe the opportunity they are now enjoying. Because we are very proud of our school's willingness to let us play there, we are glad to pass on the story and to offer our experience to other groups of parents. A small "prospectus" of the plans for the second year is available on application to the school.

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## Legislation for Adult Education \*

One of the important features of educational legislation in recent years consists in providing means for adult education, according to the Office of Education, Department of the Interior.

The first enactments after the war for this purpose were prompted and characterized by a feeling of necessity for educating adult immigrants in the principles and ideals of our democracy and in the use of the English language.

Laws relating to adult education were passed during 1927, in Arkansas, Connecticut, Delaware, Florida, Illinois, Nebraska and Rhode Island.

Connecticut required that the state board of education establish a division of adult education and appoint a director thereof, and authorized the school committee of any town designated by the state board of education to appoint, subject to approval of the said board, a director of adult education.

An act of the Delaware Legislature authorized the state board of education to create a service bureau for foreign-born residents, and to promote the process of Americanizing such residents, and to protect them from exploitation.

An enactment of Florida provided for the establishment of public evening schools, elementary and high, as a branch of the school system which

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\*From December, 1929, *Independent Education*.

(Continued on page 410)

# What Price Monotony!

The truth about human nature and its many manifestations are revealed in various ways. Dr. G. V. Hamilton, in an article in the *Forum*, describes some of his findings as a result of twenty-seven years of research in studies of monkeys, orphans, children from private families, certain animals, Ohio natives, and married people among college men and women.

Monkeys, like ourselves are primates, and we share in common at least one major craving that all other animals seem to lack. "This," he says, "is the craving for a variety of stimulation. Indeed to the primates—it is the very spice of life—the distinguishing mental badge of their aristocracy in the animal world!" He said it is possible to "see how curiosity and the itch to make new things can produce nervous indigestion as well as what we call 'progress.'" With enough knowledge and intuition it is possible to see how these qualities are diverted into destructive, even criminal acts.

He found that monkeys were healthy and happy when given an opportunity to have new kinds of excitement, but as soon as their surroundings no longer offered such possibilities they began to mope, grow irritable and to invent unwholesome ways to add color to their lives. A monkey (or a venturesome small boy for that matter) will do senseless and hazardous things to satisfy his craving for excitement. "Husband monkeys," he discovered, "inflicted ingeniously devised cruelties upon their wives, and monkey wives tormented their husbands unnecessarily. Old friends would lie in wait for each other on opposite sides of wire-mesh partition and bite off fingers thrust through the screen in climbing. Chewing off one's own tail bit by bit became a solo pastime, and many other kinds of self-inflicted torture served to alleviate boredom."

Mere lack of sufficiently varied stimulation plays havoc with human beings as well, though they are less primitively violent. They pay the price for unrelieved monotony in other ways. Observation in rural Ohio brought to his attention a type of nervousness described as "bad roads neurasthenia." During the late winter and early spring when country people could not use their automobiles, patent medicine men reaped a harvest and sold "nerve tonics" by the barrel. When the muddy roads of spring dried up, the

sale of nerve tonics dropped off and that of gasoline picked up. The farmer and his family were off to satisfy the primate's craving for variety of stimulation.

Observations in New York lead the psychiatrist to the conclusion that domestic monotony "can sometimes be the equivalent of the big monkey cage or of the clay roads." The lack of sufficiently varied stimulation "proved an important factor in reducing some husbands and many wives to a state of nervous discontent" and indicated that monotony is "a large contributing item in most instances where an ugly marital fretfulness poisons two lives without leading either to the divorce court or to the psychiatrist's office."

"The practical point," Dr. Hamilton says, is "just as the body requires a great many different kinds of food, so, too the mind must be given frequent variations of experience. This is a fundamental need of all the primates, and whatever any creature wants—primate or not—he will try to get it in one way or another. Stable a horse and deprive him of salt, and he will gnaw his manger until whole boards are bitten in two. Make the life of a monkey, a farmer, or a city wife too monotonous, and the nervous system will tense itself until new experiences occur, or until the chronic tension supplies the needed variety in the form of symptoms." . . .

"Mere variety of stimulation seems to satisfy the primates—man or monkey. Let them have it, and they are reasonably healthy and happy; take it away, and you have neurotic humans and sadistic monkeys. Their nerves or their cruelty can be traced back to a confined or humdrum life."

With some human beings what they crave and lack is not a mere variety of stimulation, they demand productiveness as well. For many who have cut-and-dried jobs, some hobby for their idle hours saves them from the need of "a sure cure for nerves."

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"It is estimated that the active work for the period when one is from 18 to 28 years old, could and will at some early day suffice to be all the work that the average person needs to do. This promises many solid years of leisure for everyone."—*Dr. Frederick Ferry*, President of Hamilton College.

# Recreation for Adults in One City

Irvington, New Jersey, is proud of the enthusiastic response to its adult recreation program and the progress made during the three years since its inception, because it has unquestionably proved the need for organized adult recreation.

## Athletics the Approach

In May, 1927, a survey of the city was made by the present Superintendent of Recreation. Athletics were found to be the direct avenue of approach to the year-round adult recreation program. As a result of this finding, the Municipal Athletic Federation, representing every athletic and civic group in the Community, was formed. One hundred and twenty men made up the Board of Governors. A constitution was drawn up necessitating federation membership for all participants with an annual fee of \$.25, and a team membership varying from \$2.00 to \$5.00 for all branches of athletic competition. Questionnaires were sent to industrial plants in order to formulate a program of activities which would meet the greatest demand. Teams representing factories and organizations immediately formed a Municipal Baseball League. A Tennis tournament was held during the summer of 1928. Basketball and bowling leagues of capacity membership were organized in the Fall as was a horseshoe pitching league of great popularity. A City Field meet brought together the track athletes.

A gymnasium class for men was organized in the Fall on a self-supporting basis. Members of this class were also affiliated with the Municipal Athletic Federation.

## A Community Recreation Council the Next Step

Then followed a move of great importance to the whole plan of organization. Twenty-two men representing the civic life of the community, because of their affiliation with outstanding organizations and movements, were invited to confer with the Superintendent of Recreation relative to the further development of the adult program. At this meeting it was decided to form a Community Recreation Council. This Council now numbers 48 members and includes representatives of 30 organizations as well as the Superintendent of Schools, Secretary of the Chamber of Commerce

and other prominent citizens. The group meets for dinner once a month and carries out in no small way its purpose which is stated as follows:

"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 fourth Thursday 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."

## Music Activities Follow

### *The Community Chorus*

The Irvington Community Chorus was the first adult music activity organized by the Irvington Department of Public Recreation. During the winter of '27-'28 names of local singers and others interested in music were secured. In March, 1929, church and school directors were invited to meet with the Department and representatives of the local Women's Club and the Kiwanis Club of Irvington. Plans were made for the immediate formation of a community chorus and a concert in Music Week sponsored by the Kiwanis and Women's Club. All the church choirs of the city were represented. This group made up 40% of the total number of singers.

The chorus, numbering 146, has now finished its third successful season under a volunteer director and accompanist—both well-known musicians of repute. Two to three concerts are given each season at an approximate cost of \$200 per concert. Part of the expense is defrayed by voluntary collections. The personnel of the chorus varies in age from a girl of 17 to an elderly enthusiast of 70 and includes salesmen, teachers, a barber, a journalist, a butcher, stenographers, housewives and others—a cross section of any city.

*A Ukulele Club*

At about this time a group of business girls formed a ukulele club which met one night a week and combined ukulele instruction with a social evening. The club was self-supporting. The group was small but owed its success in part to that very fact as an intimacy and a comradeship developed which would have been impossible in a large class. This group will be reorganized in the Fall.

*The Symphony Orchestra*

Organized in October, 1928, with 30 musicians, the Irvington Symphony Orchestra has steadily grown until today it has an enrollment of 74 talented members. During the first six months the majority of the players were members of the local high school orchestra. During the second season the membership of high school students was limited to 12. Of the other 62 members 9 are college students, 7 are clerks, 7 school teachers; the rest represent manufacturing jewelers, housewives, music teachers, painters, carpenters, mechanics, professional musicians, insurance clerks, bank clerks, a telephone engineer and a butcher. The orchestra has presented 10 concerts, each of which has been sponsored by some community agency such as the Kiwanis Club, Women's Club, American Legion, Elks, and similar groups. Sponsorship has consisted of ushering, taking the voluntary collections, and various other services.

There are a number of union musicians in the orchestra. Players receive no remuneration with the exception of four or five outside musicians whom it is necessary to secure for some concerts due to lack of sufficient oboe, French horn and bass players. The conductor is paid, as are the majority of the soloists. Concerts are held in the high school auditorium, the use of which is granted by the Board of Education. The programs have included compositions by Beethoven, Mozart, Handel, Gounod, Tschaikowsky, Wagner and Dvorak. To date in the department's library are complete orchestrations of some 60 compositions. A set of tympanies and a bass drum are also owned by the department.

The audiences attending the concerts have averaged from 600 to 1,200 people, over 400 of whom are members of the Recreation Department's Music Federation. The cost of the orchestra for the past season was approximately \$1,200 and about one-third of this cost was met by voluntary collections taken at most of the concerts.

**A Chess and Checker Club**

In March, 1927, 28 men attended a meeting called by the Superintendent of Recreation for the purpose of bringing together the chess and checker players of the city. A noted player of a nearby town gave a talk on the games and played checkers simultaneously with seven of the group. The result of this meeting was the formation of the Irvington Chess and Checker Club. The club met weekly and sponsored several local tournaments.

**Home Gardens Popular***A Home and Garden Contest*

One hundred eighty-two yards and gardens were entered in the first Home and Garden contest held during the summer of 1928 under the joint auspices of the Recreation Department and a local newspaper. A city of small houses with small yards, but great pride in keeping them in attractive condition, is the sentiment in most of the sections of the town. The yards and gardens of the contestants were judged in June and again in September in order to note the improvement. Prizes and certificates were awarded the winners.

*The Garden Club*

One of the most successful activities for men and women in Irvington is the Garden Club. The Department called a meeting of all interested in flower gardening in April, 1929. The County Agricultural Agent was present to make soil tests. Three men and seven women attended. An informal discussion of Irvington's need of a Garden Club followed and resulted in the appointment of a temporary chairman. An organization meeting followed with double the attendance. Constitution and by-laws were adopted, officers elected. Personal solicitation of friends and neighbors plus newspaper publicity increased the membership to 40 by September. At this time the first Flower Show was held. There were 150 entries. The guest register showed 1,070 visitors.

The Club observed Arbor Day this year by the planting of three Japanese cherry trees in honor of a deceased member. At the present time a Yard-Garden Contest is being conducted by the club in cooperation with the local Kiwanis Club.

The Irvington Garden Club is sponsored by the Department of Public Recreation but has its own officers, dues, etc. A member of the Recreation Department staff is the executive secretary. The

club meets every month with a speaker. The membership now is 94. The average attendance is 65.

The enthusiasm of this group is best demonstrated by the remark of a new member, "I'd give anything I own to have been a charter member of the Irvington Garden Club!"

### Activities for Girls and Women

In October, 1928, anticipating the call for organized recreation for women, a gymnasium class for business girls and housewives was formed. The response was gratifying and paved the way for the addition of another member to the staff as director of women's and girls' activities.

In 1929 activities for women were really organized. A women's bowling league of 12 teams representing 8 organizations had a short but successful opening season culminating in a banquet with 100 women bowlers in attendance. A handcraft class for women and a tap dancing class were popular while the gym class continued to increase in attendance. All of these classes were organized on a self-supporting basis. Volley ball and diamond ball were the spring activities which drew the largest number of business women. Tennis classes for beginners have always had capacity membership.

All of the activities organized in 1929 have increased in membership and attendance this year. 125 women recently appeared in a gym and dancing demonstration.

### Drama

At the beginning of the work little had been attempted in the line of dramatics with the exception of a small drama institute which had aroused interest and pointed out the leaders in the community. With the help of this group a Christmas pageant was given in the High School auditorium in December, 1928. In addition to members of the Community Chorus there were 74 adults who took part in the performance that reflected credit on all. It was a finished production with lighting effects and costumes that left a lasting impression on the large and appreciative audience.

This was the first Christmas that Irvington had celebrated as a community. A lighted tree contest and a large Christmas caroling group which visited the hospital, alms house and other institutions created a community spirit that the city needed.

### The Outlook Encouraging

A picture of adult recreation in Irvington is not complete without mentioning the inestimable help that the many volunteer members have been to the carrying out of the program. With a year-round staff, consisting only of a superintendent of recreation, a women's worker and office secretary, it is easily understood that the help of volunteers was essential.

The department has had numerous letters from organizations and individuals expressing their interest in the department and appreciation for the opening of facilities for participation under trained leadership.

Athletic activities have increased in interest from year to year. The municipal bowling league numbers 32 teams. There are active baseball and basketball leagues, horseshoe and tennis tournaments and leagues and numerous other seasonal activities.

Because of the perfecting of organization methods and increasing attention to self-supporting activities it has been possible to set up a gradual increase in adult activities without over-balancing the budget. The music federation made up of some six hundred men and women who have attended civic orchestra and chorus concerts will help make the winter musical activities self-supporting.

### What It Means to the Community

"Best means of developing community spirit."  
—*Irvington Herald*.

"Means dollars and cents in interest on the investment in public recreation."—*A Bank President*.

"Three years ago I was not very proud of Irvington. To date I can point with pride to our civic orchestra, chorus, many other worth while activities."—*Raymond Gray*.

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"The average American must always be 'going away.' He goes away for the summer. He goes away for the winter. He goes down south. He goes up north, to the city, to the country, to the mountains, to the lakes, perpetually to and fro about the earth, hesitating, but not arriving, seeking, but not attaining, restlessly rushing from place to place.

"Shall the educated man do anything better for the free hours that are bound to be his?"



# The Values of Play

The recognition which the recreation movement is receiving indirectly from the increasing references to the values inherent in play is illustrated by the following three extracts from the editorial page of one day's issue, June 4th, 1930, of the *Detroit Free Press*.

The first was from an editorial concerning the Belle Isle Meet in which some 30,000 boys and girls from the public schools competed and included these sentences: "Such contests breed school spirit and esprit de corps, at the same time that they are winning victories over undeveloped muscles. This is one of the finest things about them. Selfishness doesn't have to be taught. The spirit that takes girls and boys, women and men into the game to win for the sake of all must be encouraged. Athletic contests in which thought of self is subordinated to thought of school or college, are among the most effective means of instilling this lesson in minds still young and receptive. The boys and girls who will compete on Belle Isle this week are citizens in the making. They cannot learn too young that self-repression in the interest of a larger whole is a useful virtue. A community as cosmopolitan as Detroit has done well to exalt the playground in its schools for still another reason: There is there no room for racial jealousy or bickering. Such wholesale events as the Belle Isle meet bring out the best qualities of all the strains that will make up the future population of this city, where they can be mutually observed and recognized."

The second was from the *Good Morning* column of M. W. Bingay. "One of the richest men in Detroit or in America, once said to me as a group of us sat arguing about books while he had to remain silent: 'I would give all my millions if I could enjoy life as you fellows do. If I only knew how to play! I am the biggest failure that I know of because I am always unhappy and discontented. I worked so hard for so many years and so many millions have poured in upon me that now I feel like that fellow I used to read about when I was a kid in school. If I remember, they called him Midas.' And you'd be surprised if you knew who this chap is."

And the third was from George Matthew Adams' *Today's Talk*. The subject was Imprisonment and the last sentence was: "When civilization comes of age it will tear down its jails and

put schools, playgrounds and flower beds in their place."

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"Educators are coming to see that a very important aim of all training should be to make children more successful and happy as *children* rather than to attempt to make men and women of boys and girls of 6 to 10. They are recognizing that the great project and enterprise of childhood is and has always been play. The vigor and robustness which enable one to live a long life, useful and happy to the end, are seldom, if ever, found except in people who have spent much of their childhood in enjoyable activities outdoors.

"So far as known, there has been no definite study made with a view to determining exactly the health value of play, but studies which have been made tend to indicate that the morbidity of children increases with the progress of the school year, and that an increase in required home work causes an increase in morbidity."—From *Health for School Children*. School Health Studies No. 1, Bureau of Education.

In *The Craftsman* for September, 1905, there appeared an article by A. M. Simon under the caption, *Evolution of Leisure for the Many* in which he predicted the time "when the many shall own the machine, when the mechanical slave shall furnish leisure to all and all can share in perfecting the quality of production, in discovering new and higher wants and means to gratify them and in contributing thus to the progress of the mass."

"This is a dream made up, as all dreams are, of past experiences that the race is dreaming. Today it is more than a dream. It is a vision of the coming days when Labor shall rule and rest and find pleasure in his work and when all shall labor and have leisure for fuller life and knowledge to secure and enjoy that life."

"We have the task of relating work, family, play, religion and the rest of living, in this stupendous universe. We need a sense of what the whole business is all about, of what really counts everlastingly."—Robert S. Lynd in *Progressive Education*, May, 1930.

# The Right Use of Leisure

(RECREATION FOR THE INDIVIDUAL)

Through the courtesy of the National Congress of Parents and Teachers the National Recreation Association has been permitted to publish the first three prize-winning essays for the essay contest conducted by the National Congress of Parents and Teachers on the subject of *The Right Use of Leisure*. As these essays deal primarily with the leisure of adults we are publishing them in connection with this issue of PLAYGROUND AND RECREATION.

## First Prize Essay

Mrs. S. E. Sparling

Colonial Book Club, Demopolis, Alabama

Leisure! Magic word, meaning that time which is free from necessary occupation. The moment one says leisure *must be used* in a prescribed manner, he has contradicted its essential meaning, freedom to act. Whatever else may be said of it, leisure, to be such, inherently belongs to its possessor. Leisure is the aura of the spirit, the ether in which the soul may thrive and expand, bud and blossom.

More than our work does our leisure proclaim us. Work compels us, but play is of our own devising. We may perform our daily tasks whatever they may be—housekeeping a home or a nation—efficiently and whole-heartedly, but the world that touches us intimately inquires curiously, not into how we work, but how we play; not how we respond to the pull of the harness nor the crack of the whip, but how we cavort in the pasture. There, the body being unfettered, fine points of breeding, qualities of heart and soul manifest themselves; there, genuine mettle is shown.

The use of leisure is so far recognized as of national concern that educators and legislators are formulating curricula and laws providing for and regulating the play of childhood and adolescent youth. But what of ourselves, the adults of communities, whose formative period is passed and whose disposal of leisure and the reaping of its rewards is entirely a matter of personal choice and responsibility? Is there no hope that I, the adult, may enrich my personal life and expand my own arch

“Where through gleams that untraveled world whose margin fades forever and forever as I move”?

This rich possession of my leisure, what may I do with it? Well, certainly, I shall make it first of all recreational. I shall relax my physical and mental tenseness and recreate bodily and mentally for my daily task. To do this perfectly I must recreate pleasantly, and so shall indulge in that exercise that best fits my tastes and my opportunities—it may be walking or golfing, hunting or gardening. Whatever my choice, I shall relax, recreate my strength, stretch out any cramped fibre, and present my ego with a surrounding diametrically opposite to my work-a-day world. Even though my occupation has required a vigorous use of muscle, I shall, nevertheless, feel the need of an outdoor relaxation that to me is a species of play.

Having given a portion of leisure to physical rejuvenation and the airing out of the mental chambers of fatigue, I shall be at leisure to satisfy a purely personal longing for something stimulating to soul or spirit. That yearning in me may demand one thing, in you, another. I may want to hear good music, read poetry, lose myself in books of history, biography or fiction. I may have my spirit in a bit of beautiful landscape, and elate it with the exhilarating air and mood of the season.

Sheer emptiness of time is not recreation. I may sometimes be content to close my eyes, absorb sunshine or fire glow, and merely “invite my soul”; but those moments are rare. I shall fight wastefulness of time and spirit, remembering that recreation is of necessity dynamic, not static; constructive, not wasteful. If I have a hobby I shall indulge it; if I have none I shall discover one and add to my enjoyment of life by the cultivation of a whim or the developing of a talent. We hear of famous men and women, hard pressed by the demands their work makes upon them, regaling and refreshing themselves by indulgence in a hobby. The book-weary professor relaxes at his work bench and lathe. A head waiter in a restaurant cultivates prize-winning roses. Our presidents fish or hunt big game. An editor builds a bird sanctuary and

invites and studies his feathered friends. I may master a fiddle or a foreign language, train fruit trees to grow on trellises, hook rugs or study interior decoration. But I have time to become engrossed in something I yearn to do, and develop a proficiency that will enrich and satisfy the inner *me*—which is, after all, the *Ultima Thule*.

Again to add to my enrichment I must cultivate social qualities and render myself satisfying to friends and community, but particularly to home and family. To do this I must keep abreast of the times, and be a part of the world by knowing through the medium of newspapers, magazines, radio, and as a sympathetic listener, what the world is doing and thinking.

My use of leisure may ennoble my work and give it an additional value. I lift my work to whatever level my spiritual life dwells upon. My hands may move through a maze of mediocrity, but my mind need not be bound by the limits of that occupation.

By my use of leisure I am judged: if I am a teacher, my pupils note how I relax, what I do "off duty." If I am father or mother my children observe how I spend my freedom; and, as I, the parent, do, so may I anticipate my children will likewise do. If I would have them develop fine tastes and right values I, too, must have those inclinations and valuations, and silently emanate them.

My leisure is my house: it may be beautifully furnished and sitting on a hill top. If I would construct such a refuge against the day of old-age boredom or the affliction of physical disability, I must have a plan, be methodical. My leisure will be none the less leisure if it have *definiteness, direction, objective*. I will exercise in some form of outdoor play, I will cultivate a talent or indulge a hobby, I will intelligently sharpen my appreciation of that lovely world that lies before us every day and shines upon us with such splendor at night. I will stimulate my interest in the progress of the world, and enrich my days by deepening the comradeship around my own hearthstone.

### Second Prize Essay

Mrs. Raymond A. Berry

Nineteenth Century Club, Provo, Utah

Any treatise on recreation by the average woman who is engaged in making a home, doing her

own housework and rearing a family, might well be called an adventure in romanticism. Surely it is based upon flights of the imagination, for any great amount of time in which she has nothing to do is the possession of the very rich or exceedingly stupid. The first class is too uncommon to justify devoting much time to them; the second could not use ideas anyway.

For years, due to small children and a smaller income, my only contact with recreation was through the medium of Webster's Dictionary. I found this association singularly lacking in nourishment. It was cold, unimaginative, and stressed a point that I had come to loathe. Recreate! How could a person whose waking hours for years had been spent in one unremitting ordeal of recreating peace after quarrels, little dresses out of big ones, luncheons out of dinners and hope from despair, expect to gain joy or relaxation from any process of recreating!

In my own case it patently could not be done. My need was for something entirely different. I must have something that would take my mind completely away from its customary rut and not impose a new strain of any kind.

I tried bridge, that delightful but much abused pastime. I found that if I could play easily—cleverly, if possible, for the sake of my partner's nerves, I could find myself at the end of two hours with my mind at peace, my nerves easy, and with that pleasant sense of well being that is the reaction of a good time. But if I hurried through a pile of half-done dishes, rushed off in a confused state of mind, sat through the afternoon with my nerves taut at the thought of the vitriolic remarks my partners might make in my presence and the more vitriolic ones saved for my absence, if I hurried home in an exasperated, perhaps humiliated state of mind, with the buzz of the afternoon ringing in my head until the children's ordinary noise became unbearable and my husband's most innocent remarks the signal for a combat, then I must cut cards off my list.

Recreation should do two things—rest and stimulate. Sleep or a hot, soaking bath, will either of them do the first, but they fail on that needed second point! So, what should I do with those odd moments, hours or days that were beginning to come when I might call a little time my own? Should I embroider, play golf, agitate civic reforms, gossip over the back fence, tramp the hills, study the great masters of literature, read detective or problem stories, or organ-

ize children's clubs? I knew the answer for me must be different from that of any other woman in America. What is rest for another might be labor for me, just as telling the children bedtime stories and popping them into bed with dozens of kisses planted on their baby dimples is heavenly joy, while jerking their nightgowns over their heads and hurrying their lagging little feet across the bedroom floor in irritated haste is hard labor. Recreation is a state of mind as well as body.

Therefore, would not any civic work which placed me with interesting people and took me out of myself deserve first place on the list of desirable ways to spend leisure time? I decided it would. It had the advantage of being stimulating; managed rightly, it should be restful and give the satisfaction that comes from something done for others. In this category I lumped everything along the line of Camp Fire or Girl Scout work, study of school or work conditions, charitable associations and Sunday school work. Surely these are quite as restful as most of the leisure occupations even the laziest of us choose.

Next on my list I placed some form of study. If done for credit it might be fun or it might be work. Again it was that state of mind business. But read one must in some form or other. And twin sister to that was the Conversational Club or the little groups of friends who can spend an evening of talk that deals with ideas, not things, with events, not personalities.

Then I must spend some time in the out of doors. At first I had to snatch this communion with Nature while I held in my hand a hoe, but no high-brow student of Nature can get more than the woman with the hoe, provided the tool is not symbolical of a destitute mental condition.

Some of us who were reared under the old dispensation and caught in our earlier years the idea that prayer is a duty performed every day to appease a jealous Creator, wonder what it would be like to list some sort of communion between God and one's own soul as the highest form of leisure, the most stimulating, the most restful. Wouldn't it be interesting to watch the reaction if such a practice were advertised as avidly by the magazines as the need for labor-saving devices or the sale of cigarettes? If we took to this with the same eager conscientiousness that we do to dieting or our "daily dozen," would not a new measure of rest, dignity and quiet nerves fall upon us as a consequence? May it be the next advertising campaign of our press!

So I put my recreations to the acid test. Do I return home more charming to my children? Am I better company for myself? Have I learned something interesting beyond an exhibition of some one's idiosyncrasies? Have I heard a clever remark or a new interpretation of some bit of literature? If I have done any of these, and kept my mind at peace, my re-creation has lived up to its name.

Somewhere along the gamut from bridge to prayer there is some means of using spare time so that one returns to service revived. To find her particular need is every woman's problem.

### Third Prize Essay

Mrs. B. G. Leighton

Hibbing, Minnesota

Within a few decades great changes have brought a new uplift, and with it a new freedom to the working people of the world. Universal education, reduction of disease through medical research and the teaching of health laws, the new status of women, the development and invention of machinery, the improvement of factory management, the elimination of the liquor industry—all these have been contributing factors to this age of opportunity. Invention has been particularly important. It has speeded production and lightened labor; it has brought comfort, even luxury, and the great gift of leisure time.

With the increase of leisure time a national problem has arisen—how to direct men's purposes so that this leisure may not be spent in idleness, mischief or crime, but may be used wisely for individual self-improvement and a higher level of living for all. The highest purpose of life is the building of character. Leisure may destroy character if men and women waste their time in dissipation and cheap, degrading amusement; it will ennoble character if used purposefully to seek knowledge, beauty, health and happiness.

If I should attempt to teach these great masses of people turned loose, as it were, like a crowd of untrained children dismissed from school from a long recess period, with no particular tools of play but just the time and the instinct to amuse themselves, how could I outline in simple, direct speech some of the most important ways in which they might employ this modern gift of leisure time?

The motion picture and the radio play popular parts in the leisure life of America today and cannot be ignored. Unfortunately the motion picture has been used to degrade as well as to uplift, but its standards are constantly improving, due to the demands of the public and other special forces, and this is a hopeful sign. With sound and color now added to sight the possibilities of this great industry for bringing beauty and enlightenment to all the world are unlimited. With proper urging the motion picture and the radio will become greater and greater educational mediums, and will play their parts in the upward trend.

Too steady a diet of passive entertainment will soon become tiresome and unsatisfying. Some leisure must be spent in play. Play is a form of recreation usually regarded as the child's prerogative. It is true that play is a natural instinct in a child, but this same instinct, though modified and subdued, is never quite lost to the adult. *Play!* Choose something in which you may be an active participant. A spectator receives only a temporary mental stimulation or relaxation; a participant experiences a mental, physical and even spiritual benefit, far more satisfying. Golfing, bowling, camping, hiking, fishing—there are hundreds of interesting ways in which one may play. The man or woman who forgets himself or herself in spontaneous enjoyment of some form of play is approaching very close to that elusive thing we are all trying to capture—happiness.

Next, develop your own particular talent. You do not need to be a genius to learn the joy of creating beauty. Whether it be dramatics, singing, sketching, painting, playing an instrument, writing, gardening, collecting—all men and women should have a hobby for their leisure hours.

Dr. Joseph Jastrow, the eminent psychologist, expresses this advice in his book, "Keeping Mentally Fit." In catchy phrase he says: "Take a relaxative!" . . . "You won't find relaxatives made up in drug stores, nor even find the word in the dictionary. But it's a good prescription, none the less, that you have to make, take, and even shake, yourself." And again, "Everybody should have a vocation, which is his job, and an avocation, which is his relaxative, and it must be along a different pattern. 'Bridge' is right enough for people who use it rightly, but it may be too near the pattern of your daily strain, and the gambler isn't relaxing." . . . "One of the best and most human relaxatives is playing with chil-

dren; that's grandfather's and grandmother's favorite indoor sport."

No one in the world is too busy nor too poor to play. No one is too poor to have a hobby. Most cities have recreation departments in connection with their parks or their schools, and most rural communities have their community clubs. If there is no department or club within your reach, you will find it an easy matter to organize a group. The world is all ready for suggestions on the subject of leisure time. Develop your hobby by the aid of a club or a night school class. Or even if you start alone you will soon find others to join you. A common interest attracts friends.

Reading is extremely important. Read, study and reflect. Read systematically for information, for knowledge, for self-improvement. Use your increasing knowledge in better living. A reading nation will eventually be an educated nation, and an educated nation means a higher civilization.

Personal social service should not be neglected. Give some of your time to the sick and the old, and to those who are lonely and need friends. This sort of service is good for the soul.

These four ways of using leisure time may be regarded as stones to be used in the building of character: Play, the stone for the building of health and happiness; creative art, to be used in the building of beauty; reading or study, in the building of truth and the intellectual life, and service, in the development of the spiritual nature.

There would be no leisure time problem for the educators to solve if everyone could be taught to (1) limit and select their passive forms of entertainment, (2) relax mind and body by indulging in active play, (3) express themselves in some art or hobby which appeals to them, (4) develop the intellect and improve life by reading and (5) help in the uplift of others by personal and unselfish service. The right living of individuals means the uplift of the nation.

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The degree to which the social side is developed in any man is the measure of his value to society.—*Susan M. Dorsey*, Superintendent of Schools Emeritus, Los Angeles.

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"The best friendship, whether individual or international, is that found on the field of sport."—*The Prince of Wales*, from *Time*, June 17, 1929.

# A Message From One Recreation Executive to Her Board

In the annual report of Miss Corinne Fondé, recreation executive in Houston, Texas, to her Board of Directors, Miss Fondé comments on the fact that the city has had a one-hundred per cent increase in population during the decade, and has entered the ranks of the largest cities of the country. In view of this increase and the problems which it involves, Miss Fondé asks her board to give consideration to a number of important questions.

"To my mind," she says, "the important question is: Are we as *great* as we are *large*?"

"Given size and every commercial advantage, what will it profit us if our people do not find happiness here?"

"Is the time, thought and money that we are spending in our human welfare programs commensurate with our material growth? Or are we in danger of sacrificing people to things?"

"To be specific: Is going over the top in our annual Community Chest drive an achievement if the top is too low?"

"Do you believe with the editor of the Journal of the National Education Association that 'The greatness of a nation is measured by the quality of its play,' because play is 'energy which is not earmarked by duty or necessity, but is dictated by interest and passion from within'?"

"Then haven't we forgotten something if we spend:

Millions for a ship channel and nothing for outdoor municipal swimming pools?

Thousands for air ports and nothing for municipal athletic fields?

Millions for miles of concrete pavement while we have only one concrete tennis court?

Millions for skyscrapers and nothing for field houses on our playgrounds?

Thousands to light a professional baseball stadium and not one cent to light courts where boys and girls who work may play at night?

Thousands for good-will trips and entertainment and for ads to 'boost Houston pay-rolls' and little or nothing to offer oppor-

tunities for recreation and contentment to the stranger that the new industry brings within our gates?

"Isn't it even shortsighted to spend (if the *Gargoyle* has it correctly):

One thousand dollars to keep one boy straight in Harris County School for one year and \$4.30 to keep one boy happy on a playground for one year?

One million dollars for a hospital to cure the sick and \$50,000 or less to build facilities for healthy outdoor recreation?

And to regard the police department and juvenile court as essentials and playgrounds and community centers—where citizenship is in the making—as luxuries?

"Do you believe that 'cities without proper leisure-time opportunities become moral graveyards for young manhood and young womanhood'; and that the adage, 'Be good and you will be happy' should be changed to 'Be happy and you will be good'?"

"When you read in the *Gargoyle* of Root Square—'Houston's crime center'—do you remember that this is a playground that is not fenced or lighted for night play, and do you realize that the playground director's job is no child's play? But do you know that for every incorrigible boy or girl on the playgrounds there are hundreds who are enjoying wholesome, constructive activities under carefully selected leadership?"

"Do you delude yourself into thinking that it is only so-called under-privileged children and people who need public playgrounds and centers, and will you be surprised when I tell you that in one of our prosperous additions recently a landlord prohibited neighborhood children from playing in his adjoining vacant lot because of his objection not to the noise, but to the language used?"

"Have you ever visited a playground, got acquainted with the director and her problems and her contribution to society? Would you like to take her place at her salary?"

"Isn't it time that we correct the too prevalent impressions that any woman who loves children



or is a good Christian character, though somewhat broken down and not capable of holding any other position, should be given a job on the playgrounds, and that a director capable of doing this preventive and constructive work can be hired for the wages of a nursemaid?

"Have you realized that our retrenchment program has meant that we have cut until it has hurt, that our chances of satisfaction in our work are lessened and those of public criticism increased? And, do you know, that in spite of this our staff spirit is probably the finest we have ever enjoyed? But is it fair?"

"Do you know that hundreds of adults flocked to the City Auditorium for the square dances held by the Recreation Department this season and abandoned themselves once more to the joys of country breakdowns, the old schottische, the waltz, polka, mazurka, jigging, fiddlers and corn-shucking contests? And do you think this worth while?"

"Have you ever observed in one of our community centers the many kinds of constructive activities going on, the skill required to conduct them, the different ages in attendance, the old-fashioned neighborliness of it?"

"What do you think of a community that writes and produces its own play, the proceeds to be spent in enlarging its community center building? This is actually happening at our Lowell Center this Saturday night.

"Have you ever visited our Federation of Young People's Clubs and watched how earnestly its members go about planning and conducting recreation for themselves and others?"

"Have you on any afternoon after five o'clock passed our new Recreation Field on Louisiana Street, which we are now operating through the courtesy of the School Board, and noticed how many people it is serving? Do you know that at any minute the schools, who have bond moneys and special tax, may start construction of a building here, and that the Street and Bridge Department, which also has bond moneys, may start cutting the balance of the area up with streets according to the city plan? Do you realize that we will have nothing to take its place unless something is done?"

"Do you know that all of our playgrounds are lacking in many essentials of equipment—lights for night play, fencing, swimming basins, field houses, courts and diamonds, running tracks, etc?"

"Are you one of those who believe that if only

for the sake of self-preservation every boy and girl should learn to swim? Do you know that there is exactly one small outdoor municipal swimming pool in Houston, and that in Park Place, the extreme eastern edge of our city?"

"Do the newspaper stories of boys drowned in our bayous distress you?"

"Do you know that in our prairie city we have very few park properties with sufficient flat area for a baseball diamond, and that we, therefore, have to lease diamonds in order to give Houston boys and men a chance to play?"

"Do you realize that our facilities generally are inadequate and that we have use of none (except the Recreation Club House) upon which someone else does not have the first call?"

"In considering the recent census report have you a mental picture of what Houston will be ten years from now? Is it not reasonable to expect that there will be twice as many young people here in 1940, and that the cost of recreational properties and facilities for their use will be infinitely greater?"

"Do you remember that we acknowledged at least five years ago that while functioning normally, in some respects, our Recreation Department was sick in others, and that we accordingly called in a specialist from P. R. A. A. to make a Houston recreational survey?"

"And do you know that the six Houstonians who constitute our Recreation Commission last August, when most boards were disbanded, met one night each week in two and three-hour sessions and formulated for Houston a Major Recreational Plan, based upon this survey? Copies of both this major plan and of the survey in condensed form will soon be available to you. Will you consider them worthy of your serious thought, study and action?"

"Do you know that the diagnosis of L. H. Weir who made the survey is that our Recreation Department is suffering from lack of facilities and from insufficient funds—in other words, that it needs general building up. He warns us that growing as rapidly as we are, quick action is imperative and suggests several cures, all of which will have to be applied by the Houston people themselves. They are: Special recreation tax, or to so educate the public to our recreational needs that no administration can fail to make adequate appropriations, and bond issues or gifts from public-spirited citizens or both.

(Continued on page 410)

# When the Goblins Are About!

## SOME COMMUNITY HALLOWE'EN CELEBRATIONS

### "Whiffle Puff" Walks Abroad

At 7 o'clock, on October 31st, of last year, a strange creature appeared on the streets of Hibbing, Michigan. It was Whiffle Puff, the ghost of Hallowe'en, created by the Hibbing Park Board, as its contribution to the people of that city in their merrymaking. Whiffle Puff was 20 feet in height and electrically illuminated, but in spite of his size he manipulated his arms and head with considerable ease. His neck, which turned readily, stretched about a foot and a half as the weird ghost uttered shrill shrieks.

Followed by hundreds of boys and girls in costume, this modern and unique "Pied Piper" led the way in a journey around the city, which ended at the Memorial Building, where two Hallowe'en celebrations took place—one, for boys and adults, in the hockey rink; another, for girls, in the auditorium. The boys' program included a Chamber of Horrors with many novelty stunts. Every boy was initiated into the secret order of the Whiffle Puff, and throughout the evening carried a distinct badge of honor. Following this adventure came a peanut hunt, then a tug-of-war, a cage ball contest, a blindfold bag swat, an airplane contest, boxing matches and a machine-gun barrage with a demonstration in the use of the machine gun by the chief of police. Throughout the evening the Hibbing concert band furnished music.

The girls' program at the auditorium consisted of a costume parade, games, fortune telling booths, dancing, stunts, entertainment numbers and a Hall of Terror. There were ten outdoor community celebrations which centered around a bonfire. A snake dance, a sing, "wienie" and apple roasts, mass games and entertainment stunts made up these programs.

Approximately 150 volunteers and a large number of organizations aided in making the program successful.

### Centralia's Frolic

Centralia, in southern Illinois, has held an annual Hallowe'en Frolic since 1923, and each year

the parade and the frolic have increased in size and have become more elaborate. Last year forty floats appeared in the parade representing civic, industrial and fraternal organizations and schools. Ten bands and two "Rube" bands furnished music. There were many displays and novelty stunts, including a fifteen-minute display of fireworks from an airplane.

After the parade came band concerts, jitney and square dances with everyone joining in and having a good time. "Rube" stunts furnished amusement for the crowds. And crowds there were, for practically everyone in the city had put on a mask and come downtown to have a good time, where the streets were blocked off and the crowds wandered at will. Last year 18,000 people were reported to have seen the parade.

### St. Paul's Hallowe'en Celebration

The Recreation Department of St. Paul on Hallowe'en sponsored a celebration which was heralded through a radio talk and publicity in the local papers, giving the designated stopping points where children were to gather and be taken in the line of march. On the evening of the 31st, parade lines were formed in three distinct districts of the city at various playground centers. Headed by bands and musical organizations, with troops of Boy Scouts and school police, the parade lines passed through the residential and business districts of the community, gathering hundreds of children as they went, and completing the march at a playground, where a huge bonfire awaited the children's arrival. Assisting in the line of march were members of various men's and women's clubs of the respective communities and motorcycle police, who entered into the spirit of the occasion but gave efficient service officially.

Around the bonfire games were played and song fests held. Later, when the children were tired from their dancing and play, the Booster Clubs from the different centers contributed marshmallows to be toasted over the burning embers. The celebration started at 7 o'clock in the



A GAY COSTUME

The costume of this young gallant of Miami Beach shows a high degree of ingenuity! A sheet and a rug form the foundation. The headdress is made of a towel. A few pine needles, fastened with a bottle top, give a jaunty air to the ensemble. Father's socks have been borrowed for the occasion.

evening, and 10 o'clock the children were sent home, tired but happy.

### When Fun and Frolic Reign Supreme

The Hallowe'en celebration at Miami Beach, Florida, proved to be one of the most enjoyable occasions ever held. It was a big night for the children, and an equally big one for the grown-ups, for there was an uninterrupted program of fun from early evening until the close of the entertainment at Bassett Junior High School.

Hundreds of people lined the streets along the line of march to enjoy the fantastic parade. Practically every school child, from the fourth grade up in the Bassett district, turned out in costume, and ghosts, witches, goblins and grotesque characters romped the streets. The parade was headed by an escort of police, followed by *Uncle Sam* and *Miss Liberty*. Then came the St. Francis Orphan Asylum drum corps and the schools of the district, each grade carrying a sign. The exercises at the school consisted of entertainment stunts by the children.

The 1930 Hallowe'en program selected by the Department of Recreation and Playgrounds at Lynchburg, Virginia, brought out the largest crowd of people the city had ever known. All of Main Street was turned over to the recreation authorities, and after the program at the stadium the entire street and the sidewalks were filled with thousands of people. All the stores were decorated and well lighted, and hundreds of posters were strung along the street. Some of the floats were especially beautiful, others unique and funny. There was plenty of music, some dancing and no trouble.

### Spooks and Goblins in Los Angeles

Spooks and goblins and ghostly figures, carrying lighted pumpkins, danced around bonfires at the Los Angeles municipal playgrounds. There were special programs at the city playground with attractions in the form of games, parades, stunts, plays and bonfires. At North Hollywood was a haunted house filled with "scary" objects; at the Poinsettia Playground a brilliant carnival. At other playgrounds were novelty events of many kinds which business men's groups and other neighborhood organizations helped to arrange. Three story tellers in Hallowe'en costumes told stories at many of these festivals.

### Making Their Own Masks

A roll of 1½ inch gummed paper, 5 yards of cheesecloth, a 5-pound package of white alabastine and one-half pound each of red, orange and black, furnished the ingredients for the creation by the playground children of Houston, Texas, of hundreds of clever Hallowe'en masks. Each playground director was supplied with this material for her playground. It was found that 3

cents would cover the cost of making one mask, and this amount the children paid themselves as far as possible.

Many Hallowe'en lanterns were also made, and a feature of the Hallowe'en parties on the playgrounds was the lantern parade in which the children wore the masks they had made.

This is the way the masks should be made:

On a board of convenient size a mud form is built up about three inches deep and as long and wide as a face. The corners are scraped away, making an oval shape, wider at the top. Holes are made for the eyes and mouth and a nose is built up.

Over this mud form—and a rather stiff mud is better than clay, though clay may be used—a piece of cheesecloth is spread and pressed down firmly so that it fits snugly. It is necessary to slash the cheesecloth at the mouth and eyes so that it will fit into the depressions.

Gummed paper  $1\frac{1}{2}$  inches wide is cut into three-quarter inch lengths, and these are pasted on the cloth-covered form, the pieces being made to overlap until the form is completely covered. After this is dry it is removed from the mud foundation.

White alabastine is mixed with water to the consistency of cream. A small bit of orange may be added to color it. The mixture is applied evenly with a paint brush over the false face, and the cheesecloth is trimmed from the eyes and mouth. Any decorations desired may be added.

The celebrations outlined are typical of hundreds of similar community events which are being conducted everywhere. Through the efforts of recreation departments and other community groups, a new type of Hallowe'en has been brought into being—no longer a night to be dreaded, but an occasion for wholesome fun making—an altogether happy time.

## A Few Stunts for Hallowe'en

**A Game for the First Arrivals.**—For a jolly Hallowe'en game, scoop out a very large pumpkin and make a Jack-o-lantern face in it, with an especially large mouth. Put the lantern on a firm table at the end of a hall, or in a large room, being careful not to have breakable things near. Give each person a small soft ball, and, in turn, let each try to throw it into the mouth of the lantern. Every time a player is successful he or she is given a funny Hallowe'en favor. Popcorn balls, lollipops and pumpkin stickpins are among the favors most appreciated.

**Cat Hunt.**—Have a large number of black cats cut from paper and placed in plain view all over the house. Appoint two people as leaders who will choose sides. These are known as "hounds," and they must obey their masters. At a given signal the hounds are turned loose to find the cat. No hound is allowed to touch a cat. When he finds one he must bark until his master comes to get the cat which has been found. It is a joyous uproar until all the cats are found. The side finding the greatest number of cats is given a large sack of candy corn and beans which the

successful players proceed to eat in front of the losers.

**The Barrel Hoop.**—Suspend a barrel hoop from the ceiling, and on its circumference fasten alternately at regular intervals apples, cake, candy and candle ends. The players gather in a circle around the hoop, and as it revolves each, in turn, tries to bite one of the edibles. The one unfortunate enough to seize the candle pays a forfeit by performing a Hallowe'en stunt later in the evening.

**John Brown's Funeral.**—After the telling of the ghost stories the host or hostess might announce in a solemn manner that "John Brown" had met with an automobile accident on his way to the party and that his body has arrived in sections. All the guests should be requested to kneel on the floor, and a large sheet should be brought in. Each person should grasp the sheet with the left hand and hold it about a foot from the floor. The lights are turned low. The "remains" should then be brought in in a covered basket, and the different parts passed around the circle under the sheet by each person's right hand, which is free.

The hostess could start things by saying: "Poor John only had one eye," and a grape might be passed around to represent this. A bit of false hair or a doll's wig would do for his scalp, a number of spools strung on stiff wire would serve as the spinal column, odd lengths of corn stalks for various bones, a large rubber bath sponge, slightly moistened for the brain, a kid glove stuffed with sawdust and dipped in ice water for his hand, and so on.

Other spooky things which might be passed under the sheet for this game are a hot potato, a piece of ice, a feather, a potato stuck full of short bits of toothpicks, a piece of fur, a shelled hard-boiled egg, all explained as symbols of horror which John was bringing with him to the party.

**The Chamber of Horrors.**—No Hallowe'en party is complete without a Chamber of Horrors. This room should be lighted very dimly, and its decorations should contribute to the feeling of awe and terror that is symbolical of Hallowe'en. From the ceiling should be suspended black cats and bats, and long strips of paper that dangle in the eyes of the guests. An electric fan will keep these blowing in a realistic manner. Mysterious noises produced by muffled gongs and far-away voices, running water splashing over a cow bell tied to a faucet; arms and skulls protruding from corn shucks placed against the wall, and large and small mirrors which reflect the grotesque light at all possible angles will increase the eeriness of the atmosphere.

In the center of the room should be seated an old witch who volunteers to tell fortunes. After all the guests have been satisfied, she calls to them to sit in a circle around her. When all the lights have been extinguished and quiet restored, she pours alcohol over a pan of salt and lights it. By the light of the resulting blue flame, which casts a ghastly pall over the countenances of the guests, she tells the inevitable ghost story.

**Hallowe'en Telegrams.**—A prize may be given to the guest making the best telegram to be sent to his lady love, using the letters found in the word "Hallowe'en" as the first letters in the words of the telegram. These should be read aloud.

**Telling Fortunes by Objects.**—The objects to be touched are dirt, water, ring and a rag. The one seeking his fortune should be turned around and also the objects may be changed;

then he tries his fortune by touching one object. The dirt means divorce, water an ocean trip, ring means marriage and the rag means no marriage at all.

**Your Days Are Numbered.**—Have a numbered list of fortunes prepared beforehand and hung in a conspicuous place. Hollow out a rather small pumpkin and put into it small numbered cards, or small witch, cat or pumpkin cut-outs, numbered on back. Pass the pumpkin and allow each guest to draw out a card. Each person then consults the numbered list for this fortune.

**Fates Afloat.**—Fill a small tub with water and provide each guest with a long hat pin. Have in the tub light rolls of white paper for the girls and pink for the boys on which are fortunes (just short sentences). Tie these good and fast. The trick is to stab a roll with a hat pin. When successful the roll is untied and read aloud. After the guests have had their fortunes told in various ways, all may take part in *Witch's Cat Hunt*.

The men line up in one row and the girls in another, facing each other. A blindfolded ghost goes to the men's line, takes one by the hand and goes across and touches a girl. These two are to be partners. This continues until all have partners. Have more than one ghost if the crowd is large. Before the game a number of cat cut-outs are hidden about the room. Announcement is made that the witch has lost her nine lives. Good luck will attend any couple finding the nine lives. The first couple to find and return nine of the lives will receive a reward. Hunting must be done in couples.

**Retrieving the Witch's Broomstick.**—Place three pumpkins in a straight line on the floor in the center of the room. Two players from opposing teams are stationed at an equal distance from them with a broomstick between them. At the signal each one pulls and the player that pulls his opponent past the pumpkins scores a point for his team. Every player on each team has a chance to try to "Retrieve the Witch's Broomstick." The team scoring most points wins.

**Refreshments.**—Refreshments may be simple or elaborate. A simple menu consists of Sand Witches (sandwiches), Elfin Pickles (pickles), Fried Butterflies (Potato chips), Devil's Cake (chocolate cake) and Black Cat Beverage (coffee).

# A Day at a Palestine Playground

RACHEL SCHWARZ

*Director Guggenheimer Playgrounds of Palestine*

Mahneh Yehudah is a poor Jewish district in the new city of Jerusalem; it is the center of many other poor quarters, such as Nahlat Zion, Bute-el-Tenak (Houses of Tin) which, as the name rightly implies, contains dwellings of the poorest sort; Schunat Ahim, Schunat Shareh Zedek and other sections all thickly populated, mainly by Eastern Jews of various communities, such as Sepharadim, Persians, Khurdians, Urfeles and Moghrabis.

The Mahneh Yehudah playground is administered by the Hadassah Medical Organization, and is the second Guggenheimer playground in Jerusalem, the first, known as the "old city playground," being situated on Zion Hill. This playground is within the grounds of the Alliance

School. All its activities are, of course, conducted in the Hebrew language.

## Activity Everywhere

The playground is opened at 3 o'clock in the afternoon. A few moments later children from all the neighboring schools assemble, and every corner of the playground becomes alive. About 300 Jewish boys and girls are scattered here and there in groups, each group with its leader and special activity for the day. (At the Zion Hill playground Arab children also attend in large numbers.)

The playground apparatus, which was copied from the original American models received from the States, is already in full swing with the moni-



AN ARAB WEDDING—A SCENE FROM THE PURIM CARNIVAL



tors wearing their special ribbons, whistles in their mouths, supervising the queue and general order near the apparatus. A group of older boys with its own leader and referee is playing football. Two seminary students, who work at the playground as volunteers, are engaged, each with her own group, in circle games and Hebrew songs. Another group of boys in their teens is called to attention by its leader and taken to the horizontal bars for exercises. Two groups are busily engaged in the garden, digging and watering their plots and flower beds.

Here comes the donkey, led by two of the children. He has been hired for the day to bring special soil for the plant nursery. Other children are eagerly awaiting their turn to lead him. Further along some children are playing at pitching horseshoes and all sorts of target games.

Upstairs, in the rooms and the inner court yard, there is an altogether different atmosphere. Here the children work, read, talk and tell stories; even the piano, which is housed in the common room, is closed now so as not to disturb the readers in the library.

As soon as the playground opens the play leaders of the various "corners" assemble. They are responsible for the smooth operation of their particular sections. Each one comes with his key in his pocket, very conscious of his responsibility. Here is the librarian, a boy of about 14; he brings with him 30 new books which were purchased with the proceeds of the last Chanuka party. Immediately 15 or 20 children enter and are soon engrossed in marvelous adventures. But now the librarian is confronted with a new problem: There are many torn books which need binding, and he thinks that bookbinding should be taken up at the playground. He must not forget to mention it in his weekly report to the Children's Council!

About five children are engaged in fretwork, and the girl who is in charge of this "corner" is copying chess figures on to ply-wood, thus using up the bits left over from other woodwork. The chess players of the community are clamoring for the set and are urging the workers to finish quickly.

Some boys are busy in a corner preparing film advertisements. They have invented a method of washing the blank slips of films and writing on them announcements of the playground with a few caricatures at the bottom, to be shown the next day as a preface at the weekly cinema per-

formance, the great joy of all the children, and there is still such a lot to do. There are still to be prepared the notices of the Purim carnival, of the sports day and of the forthcoming excursion in which must appear mention of all the articles which have to be brought, even the bits of wood which each must bring for the bonfire and the potatoes to be baked on it.

Here comes the girl who supervises the meteorological station with the weather chart of previous months in her hands: "Who wants to help me with the weather diagrams?"

In one of the rooms furthest away, a group is rehearsing a playlet which is being prepared for the Purim Carnival. This is as yet a secret, and all rehearsals must take place behind closed doors to make it a real surprise.

The treasurer, a boy of about 15, arrives late, as he is busy preparing for examinations and can spare only a quarter of an hour at the playground to attend to his most urgent duties. The boy who is responsible for the garden is already waiting for him, as he has ordered special cans for the younger children and must pay a deposit on them.

Five o'clock is drawing near. A group of girls led by a young seminary student is returning from an outing in the fields. They have brought back with them quantities of wild flowers which they are putting into gay vases, jam jars covered with raffia, which they have made.

At five o'clock the whistle of the chief leader is heard, and all hurry to the circle around the giant stride pole. Remarks are heard from the children on the happenings of the day; the program for the next day is briefly sketched and all disperse repeating the playground motto, Pe'al U'Smach—"Be active and happy." It is still winter time and the days are short. So the little ones are sent home—which is not an easy task, especially as they know that the bigger ones are remaining for another hour.

### Talking Things Over

The playground gradually becomes deserted, the groups of older children going into the building. But suddenly more little heads of young children peep out of a corner; they were in one of the rooms with their leader having a long talk. They were listening to the story of a girl who told lies, and then they began to confess their own little lies and sins. At the end they all pronounced a solemn oath never, never again to tell

lies. They had been so deeply engrossed in their conversation that they did not hear the whistle and so missed the circle.

The day's last hour is devoted to group work, conversations and discussions. Two groups of boys in their teens join in a discussion on what they wish to become when they grow up. Everybody has his own plan; he will be a doctor, a gardener or a soldier. David says: "I want to be Achad Ha-am" (one of the people)—the pseudonym of the well-known Jewish philosopher. David is a very interesting boy, full of initiative and ambition, and when he says a thing he really means it. He is 12 years of age and belongs to a poor family. He is in a class of about 60 boys where he is unable to express anything apart from the lessons; but at the playground he has found an opportunity for self-expression. He does all the letter writing for his group, although he does not always sign the letters.

The groups of older children are gathered in another room. The talk on electricity is finished, and a discussion on the duties of the bigger children in the playground has begun. Every member of the groups has submitted in writing problems which interest him or her most, so that here we have a file full of various problems—scientific and social—which are to be threshed out by the group during the year.

It is already 6 o'clock—time to go home. One girl who can sing well has brought a new song and sings it to the group. We remain a little longer as there is really no wish to part. The girl goes to the piano and all listen quietly in the dusk; from somewhere in a corner a second voice is heard gently accompanying hers.

Our day is short, especially now in the winter season, but it is full of events and action and happiness, as our motto suggests.

NOTE: This account of the activities on one of the Guggenheimer playgrounds in Palestine will be of special interest to those who knew the late Mrs. Bertha Guggenheimer, an honorary member of the National Recreation Association and a devoted friend of the movement, who provided in her will for the maintenance of the playgrounds in Palestine, of which there are now three year-round and four summer centers. These playgrounds are located in the congested districts. They are open to Jew and Arab alike, and the oldest of the playgrounds, Zion Hill playground, established in 1925, and situated in a section of Jerusalem with a large Arab population, shows



AT THE JERUSALEM PLAYGROUND

a larger percentage of Arab children attending than Jewish. The Mahneh Yehudah playground, with which this article is concerned, is also situated in Jerusalem. The children come from neighboring sections, the poverty of which can be gauged by the name of one, Bute-el-Tenak (Houses of Tin). In this section houses are actually constructed of discarded Standard Oil cans. The average daily attendance at this playground is 500. Another playground is in Tel Avio, a suburb of Jaffa, and of the four summer playgrounds, two are in Jerusalem, one in Tiberius and one in Safed.

The indebtedness of the Guggenheimer Playground Association to the National Recreation Association is gratefully acknowledged.

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"We recognize nowadays how unwise it is to let the love of physical activity vanish. Through engaging in sports we not only get the immediate joy of physical exertion and the companionship of the game, but we get the habit of treating our serious occupations as forms of play, we learn to forget ourselves in our activity, whether physical or mental. It is not merely that golf or horseback riding or tabloid-like setting-up exercises may be good for our health. The important thing is that to lose the capacity for playing, for irresponsible competition, is to lose much of the joy in existence. This is the reason for the endless ways in which men try to keep in later life a youthful delight in physical exertion."—John Shapley in *Journal of Adult Education*.



WILD FOWL REFUGE, CLEVELAND PARK, SPARTANBURG, SOUTH CAROLINA

# Public Recreation in a City of the Old South

PAULINE WITHERSPOON

*Superintendent of Parks, Spartanburg, South Carolina*

Few of the citizens of Spartanburg, South Carolina, have any realization of the good fortune the town enjoys in its recreation system. When its population was still less than 25,000, a distinguished citizen gave to the city, in memory of his father, a beautiful tract of land, forty acres of an original grant of 528 acres made to his family in 1825. A little later another tract of 126 acres was presented by the heirs of one of the old families of the county in memory of their father. These two tracts, lying at opposite corners of the city, each partly in, but for the most part out of, the city limits, have been laid out most happily by engineers who appreciate natural beauty and fine old trees.

## **Spartanburg's Recreation Parks**

Cleveland Park, at the northwestern limit of the city, with its forty acres of rolling land, its pine woods and its three streams, has been made into a recreation park with a zoo, swimming pool, artificial lake for boating and fishing, dance hall, tennis courts, picnic grounds and gardens. This park has a garden area of about twelve acres, within which is to be developed a municipal rose garden, the only one in this section of the country. The other park, at the southeastern limit of the city, has a hilly contour and an older and more extensive forest. Along the banks of the streams the original pines, oaks and laurel flourish in abundance and the scenery is that of the foothills of the Blue Ridge mountains. The roads have been laid out along the stream and around the park in such a way that one can drive for three miles through the woods without leaving the boundaries of Duncan Park. There are four small streams running together in the valley, so situated that a narrow dam will confine enough water for a picturesque lake where fishing and canoeing under the overlapping trees will furnish recreation for many.

A municipal athletic field has already been constructed with a stadium seating 2,500 people at a

cost of \$41,000. There are two local amateur baseball leagues, one from city business houses and the other from cotton mill villages, both of which have played on this field from time to time. The athletic field has a very beautiful setting which will make it useful for pageants and municipal celebrations. When Judge Kenesaw Mountain Landis, Baseball Commissioner, was here, he spoke of its unusual background of old pines and cedars with rolling country in the distance and stated that it was restful to him to see baseball played amid such beauty instead of in the usual city lot surrounded by a wooden fence.

Duncan Park has room for a nine hole golf course, the construction of which is agitated at intervals. It is possible that such a course will materialize and it is also possible that additional land adjoining Duncan Park will be donated so that an eighteen hole course may be constructed.

## **The Airport**

It takes a stretch of the imagination to include an airport in a recreation system, but all over this country park funds are being expended on airports, and this has happened in Spartanburg. Park men are divided on the question of whether the maintenance of an airport should come out of the park income, but it seems pretty well agreed at the present time that at least the landscaping, and care of the airport should be placed under the park department, as that arm of the city government is best equipped to make and keep it presentable. The Spartanburg Airport was purchased out of park funds two years ago at the time when Spartanburg was made a port of the U. S. Air Mail Service. This airport is dedicated to the memory of the soldiers of Spartanburg county, both white and colored, who gave their lives in the world war. A monument with a bronze plate listing the names of these men was dedicated by the American Legion at the opening of the airport.

### The Bathing Beach and Playgrounds

Spartanburg's newest recreation venture is the municipal bathing beach at the Pacolet river plant of the municipal waterworks, donated to the public out of the earnings. An artificial lake, a gem from a landscape point of view, has been made by two dams across a crescent shaped valley, between hillsides covered to the water's edge with pine, dogwood, laurel and ferns. The lake, three acres in extent, holds 60,000,000 gallons of filtered water and serves as the emergency reserve of the filter plant. In case of devastating fire, it could be flooded into the mains. It served 125,000 people last summer in its three months' existence. The engineer of the plant as well as the superintendent of the commission is vitally interested in giving the best of recreation and environment to the public. They are also keenly alive to the natural beauty of the place and are doing everything possible to preserve it and add to it in a natural way. The bath houses, of native stone, are entirely unobtrusive. When completed the plantings will hide any scars left by the construction work and the whole will be a pleasure to the eye of the "passive re-creator" as well as to the senses of the more vigorous swimmer and picnicker.

The playgrounds of Spartanburg are in charge of the Recreation Committee of the Woman's Club with a trained supervisor in charge. An annual grant of \$4,500 out of park funds is given to this committee to expend on equipment and supervision. There are nine playgrounds, seven white and two colored, only one of which belongs to the city, the others having been loaned by the property owners to the Recreation Committee of the Woman's Club, which grew out of War Camp Community Service and which devoted the surplus funds of that organization to starting the playgrounds in 1919. The erection of equipment and maintenance of playgrounds are handled by the city engineer and charged to the park department in addition to the regular grant. At present the equipment consists of swings and slides and similar apparatus. There are two tennis courts on the playgrounds and a baseball field. Swimming is taught to children from the playgrounds twice a week during the summer at the Cleveland Park pool, and last year a swimming carnival was held.

The annual report of the Recreation Committee of the Woman's Club lists the following ac-

tivities on the playgrounds: baseball, football, basketball, tennis handcraft, roller skating, folk dancing, storytelling, dramatics, marble tournaments, hikes, picnics, horseshoe pitching, croquet, dodge ball, bat ball, kick ball, volley ball and mass games. Four of the playgrounds are kept open each afternoon in the year, while the other five are open every afternoon of the summer months and several afternoons during the winter. There are no playgrounds in connection with the schools of Spartanburg as far as equipment and supervision are concerned, though there are spaces around the school buildings in which the children play.

Except for the two colored playgrounds provided by the Woman's Club there is no provision for colored recreation in Spartanburg. A movement is now on foot in the Colored Civic Club to try to secure the funds to purchase a tract of land and present it to the city for the perpetual use of colored people as a play space, with the hope that it will be laid out and equipped from park funds in the same way as Duncan and Cleveland Parks have been donated and equipped for the use of white residents of Spartanburg. The population of Spartanburg is one-third Negro so there is much need for recreation spaces for them.

The two playgrounds for colored children are directed by school teachers who are devoted leaders of their race. From this beginning will doubtless grow further opportunities for colored children. The seven white playgrounds are supervised by locally trained young women. There is a weekly staff meeting and last year a play institute was held in June when training was given in organization and administration, storytelling, dramatics, nature work, hand work, games and folk dancing.

### A Notable Music Festival

Each spring the Spartanburg Music Festival attracts thousands to its famous three day program which includes a children's chorus of five hundred voices drawn from the public schools and exquisitely trained. The Choral Society of Spartanburg, two hundred and fifty men and women reinforced by the greatest artists of America and Europe, the Spartanburg Male Chorus of seventy-five voices, accompanied by a Symphony orchestra from the east and several soloists compose a

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# Drama Notes

## Puppetry in Spokane, Washington

Puppetry has had three successful seasons on the playgrounds conducted by the Board of Park Commissioners of Spokane, according to an article entitled *The Puppet Show in the Summer Playground*, appearing in the June issue of *American Childhood*. Each season more than 200 shows, now daily occurrences on the playground, have been given. The first year the children carved the puppets out of wood with jack knives. Later plastic wood was substituted. At the beginning the theatre was merely an enclosed box-like affair around which a canvas-covered frame was erected to hide the puppeteers. This was later replaced by a theatre of beaver board, the front of which was 8 feet high and 6 feet wide, with the stage opening 2 feet above the ground, 30 inches wide and 18 inches high. A portable stage floor fits up to this opening and carries scenery and properties.

The beaver-board front is in three sections which hinge and fold. Folding beaver board encloses a 6-foot by 6-foot space for the players. Five of these theatres can be carried on the Department's Ford truck, and it is possible to set them up in 15 minutes.

Yearly contests and exhibits arouse much interest. In 1929 there were two such public exhibitions, one in the nature of an ensemble with eight puppet theatres erected in corners of the Grove, all eight performances going on at the same time. For the other exhibit one theatre was erected in an opening of the Park Department's eight-sided bandstand. Each playground brought only its scenery and took turns in putting on its performances. Eleven hundred spectators came to watch the children.

The children themselves have written some of the plays, and boys and girls are appointed to serve on various committees, such as stage, decorating, construction and costume committees, which arrange for the exhibitions. Frequently a playground group will load its show into an automobile and visit some of the other playgrounds to give performances; or they may go to a children's institution to pay a visit.

One of the most interesting phases of the puppet work on the Spokane playgrounds has been

the incentive to build puppet shows for home use. There are several such groups at each playground. The art class at one of the high schools made a puppet theatre their special study for an entire semester and produced remarkably fine equipment. The class has given several performances in the auditoriums of the grade schools.



Redlands, California, has a beautiful outdoor theatre, the gift of Mr. and Mrs. Clarence G. White. The seating capacity of the theatre, which cost \$36,000, is about 6,000.

## Playground Dramatics in Elmira

The program of playground dramatics in Elmira, New York, began with puppetry. Such plays as *Red Riding Hood*, the *Three Bears*, the *Three Wishes* and *Jack and the Bean Stalk*, were given in a Tom Thumb theatre, built by the boys in the handcraft clubs. Puppets and scenery were made by the children of the playground. From this beginning came story dramatization and the production of short health plays. The program has now grown to such an extent that the city playgrounds joined hands in organizing and presenting worth-while plays. At the final event, given at the end of last season, the children produced *Midsummer Night's Dream*, each playground contributing its part with the result that the young participants, 125 in number, came from all corners of the city. To acquaint the children with the story and aid them in a clear understanding of the play, the Drama Tournament last summer consisted of scenes taken

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# A Pageant, or a Circus—Which Shall It Be?

While the circus has gained a high degree of popularity as the culminating event of the summer playground season, it has not entirely supplanted the pageant. August has always been a month of playground pageants, and this year was no exception to the rule.

## Pageants on the Playground

"The Development of Play in America" was the theme of the pageant presented on August 9th by the Bureau of Recreation of Philadelphia.

About 2,000 children took part in the four-period episodes, depicting the growth of sports from the crude play of the primitive Indian to the highly organized games of modern times. Special emphasis was placed on the part now taken by girls in outdoor activities. All of the costumes, tom-toms, flowers, model airplanes, kites, wigwams and other properties used were made by the children at the recreation centers. Music was furnished by the Philadelphia Bureau of Music.

The children of the playgrounds conducted by the Division of Recreation of Louisville gave two pageants—"The Magic Brass Bottle—an Arabian Night's Tale," by Marion Lawrence Nelson, presented by the six colored playgrounds of the city, and "Rip Van Winkle," an adaptation of Washington Irving's story which introduced a number of delightful dances. One of the city's industrial bands provided music.

In Santa Ana, California, playground children presented this year the "Pageant of Sports," designed to show the play activities of various nations. Each playground demonstrated the games of one country. There were games and sports from Greece and Rome, Japan and China, Germany, Norway and Sweden and Great Britain. Indian games were shown as well as the games which playground children all over America are playing. Contests in chariot making added to the interest.

The Pollard Drama League, a group of colored citizens, organized by the Department of Recreation of York, Pennsylvania, presented an out-of-door pageant, "Rip Van Winkle." About a hundred adults and children were in the cast.

"The Sandman's Children" was the name given the festival presented by the children of the mu-

nicipal playgrounds conducted by the Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio. The festival was in the nature of a demonstration of folk dances, games, music and other activities of the playgrounds, with interest added by the introduction of the Sandman, Wynken, Blynken and Nod and similar characters. The festival was preceded by a story-telling hour and by dramatizations.

## The Circus Comes Into Its Own

The circus had its lure last summer for many communities, and the introduction of the Traveling Circus Wagon added greatly to the joy of the children in planning for one of these thrilling events.

A county circus, in which the playgrounds of nine communities took part, was the record made by the Union County, New Jersey, Park Commission in the circus held on August 15th. At 7:30 the side shows with a number of exhibitions "never seen before" opened. At 8 o'clock came the grand parade of animals and performers who marched around the field in full view of the thousands of spectators. Then followed the acts, including a western drama, in which a stage coach was held up in true western style. Loud speakers were provided to amplify the entire area and carry the ring master's voice to all parts of the field.

Practically every section of Los Angeles was visited last summer by the traveling circus provided by the Playground and Recreation Department with the aid of which playground children put on their own "big-top" show. Big striped tents, stuffed burlap animals, sawdust rings and all the other paraphernalia of a three-ring circus packed in a huge painted band wagon were sent from one playground to another.

The Department of Recreation of Lima, Ohio, at the close of the summer playground season on August 15th held a circus for which each of the nine playgrounds furnished one side-show freak and a booth. Each playground was also responsible for a number of acts. For the parade the Department suggested that every playground provide at least one side-show freak and a poster advertising it which might be carried in the parade. "Horses, ponies and donkeys should be ridden in the parade with their riders appropri-

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# Marble Golf



A TENSE MOMENT IN THE MARBLE GOLF TOURNAMENT IN PHILADELPHIA. THOSE AWAITING THEIR TURNS ARE "ALL SET"!

Marble golf has captured the imagination of the children of Philadelphia served by the Playgrounds Association. Requiring no expensive equipment, it is proving an ideal game for playgrounds, backyards and vacant lots. "Trick holes, sand traps, water hazards, mechanical shots including the use of the old fashioned sling shots, rolling greens, 2" water pipes and small flower pots for cups—stove pipe and what have you—and some things that you haven't—are to be found around these courses." One Lilliputian course has been built on a plot 10 feet by 20. Starting in one corner the first hole consists of a pipe embedded in a mound

of sod through which the marbles must be shot. The second hole is surrounded by several circular ridges. The third hole must be reached over a sunken basin of water, while the fourth is hidden by a sand trap almost 6 inches high. The marble is poised in a cup nailed upon a rod almost a foot high having a string attached to the base. The rod is pulled back and then released. Wire grating bars the way to the fifth hole and the sixth hole is guarded by several metal strips planted upright in the ground. Material for building the courses may be found on any junk pile and tin cans make the best holes imaginable.

# Recreation in Germany

Writing of the recreation facilities of Germany, Gustavus T. Kirby, treasurer of the National Recreation Association, says:

"While in Berlin, I visited numerous playgrounds, gymnasia, outdoor and indoor swimming baths, stadia and other recreation grounds. Never have I seen any better, or for that matter as well laid out, equipped and supervised, and even more important than this, never have I seen boys and girls happier or more physically fit or taking more joy and pleasure in their exercise and play.

"The playgrounds as a rule are of sufficient acreage to have within one area the ideals which we have so often pointed out, for they are beautiful, not merely bare patches of ground but with a planting of shrubs and flowers. Trees of great size are preserved, and everything is done to appeal to the aesthetic and artistic as well as the athletic interests. There is generally a running track of 400 metres in circumference enclosing a lawn for football and other games and in fields contiguous to them, lawns and dirt areas for similar and other games. There is always a suitable building with dressing quarters, adequate showers and comfort rooms, and the location of these fields is such that they can be reached by an easy walk of five or ten minutes from the schools whose children they serve. The leadership is given by the school teachers who accompany the children in groups to the playgrounds.

"Many of the games played are familiar to us; some, however, were games new to me. Of course, football—soccer or association—is the popular game with the boys. A great deal of field handball is played and also a game something like our old-fashioned One-O-Cat, called Schlag Ball (Tag Ball) volley ball, some basketball, a considerable amount of rhythmic dancing, and a great deal of running and jumping both on the part of the girls and the boys.

"Tennis and golf are not played by nearly as large a number of people as play them in our country, though the Germans would like very much to have all play tennis as they consider the running, jumping, stooping and quick change of position in tennis the very best kind of exercise for both boys and girls. The difficulty is one of money, for both tennis and golf require consider-

able areas for the games themselves and an expenditure beyond that which the German child can make for equipment.

"Swimming is exceedingly popular and the new swimming bath is the finest I have ever seen.

"One most important matter to which the Germans are giving great attention is that of exercise in the open air, and especially in the sunshine, with as little clothing on as modesty will permit. To carry still further into practice this beneficial effect of the sun, most of the gymnasia and swimming baths, both outdoors and indoors, have sun roofs where one can take a sun bath without clothing of any kind.

"There is no gainsaying the fact that the boys and girls and youth of Germany are today to a large extent well developed and bronzed and more nearly approach the old Greek ideal than I have personally seen elsewhere outside of the athletes who have come to the intercollegiate games from California.

"The fundamental ideas and ideals behind this German movement seems to me to be the exercise of the masses and the production of the old Greek ideal rather than merely the provision of huge stadia for hundreds of thousands of spectators few of whom have either the desire or opportunity to do more than applaud the gladiatorial contests put on for them by the favored few.

"On the subject of finance my inquiries brought to light the fact that the income from recreation activities is credited to the activity which produces it, and does not, as with us, go into the general fund. In this way the Germans are enabled to know more exactly than do we just how much of their recreational activities is being paid for through general taxation and how much from the income of the enterprise.

"As an indication of what German youth is doing, I mention three demonstrations witnessed by the delegates from all over the world to the Olympic Congress:

"A. *Rowing* by girls and boys and men and women of all ages from 16 to 76—over 600 crews and 3,000 rowers. In Germany, for racing and exercising purposes, there are available shells, barges and boats numbering over 11,000. There are over 1,000 rowing clubs, with 40,000 active

*(Continued on page 413)*

## Among the Conventions

Each year the National Conference on State Parks brings together a rather unusual group. From the beginning Stephen Mather had been a leader up to the time of his death. At the meeting at Linville, North Carolina, June 17-20, Hon. John Barton Payne, Chairman of the American Red Cross, was elected Chairman of the Conference to succeed Stephen Mather.

The conference delegates motored hundreds of miles through the most beautiful country in western North Carolina viewing some of the mountain peaks and streams which it is hoped will later be incorporated into Linville State Park. It is understood that a bill will be introduced at the next session of the North Carolina General Assembly to provide for the establishment of this Linville State Park. The next session in 1931 will be held in Missouri in the Ozark Mountains.

Mr. Arno B. Cammerer, Associate Director of the National Park Service, opposed national aid in the purchase of state parks believing it would gradually break down state independence. The Conference itself went on record as favoring a policy whereby the national government would give aid in the establishment of state parks.

The discussion at this conference made it evident that there is a strong group of nature lovers who are devoted to the preservation of the beautiful spots in our states. It is not too much to say that there is almost a religious note in the way in which the leaders in this group speak of their campaign for the preservation of "God's Out-of-Doors."

Over 300 city planners and individuals interested in various phases of planning attended the twenty-second annual Conference on City Planning held at Denver June 23-26, 1930. A number of the delegates came from Canada, Panama and European countries. All phases of planning were discussed—the coordination of streets, parks, public buildings, zoning districts and public utilities; airports and the city plan; the planning of civic centers; problems of zoning in subdivisions and recreation planning. George R. Braden of the National Recreation Association gave a paper on Recreation Planning in Western Cities.

A number of facts of interest to recreation executives were brought out. The California legislature in 1929, according to L. Deming Til-

(Continued on page 415)

## Magazines and Pamphlets

*Recently Received Containing Articles of Interest to the Recreation Worker*

### MAGAZINES

#### *The American City*, August 1930

- Points of Policy of Playground and Recreation Departments
- A Year-Round Recreation Program for the City of 8,000 and Over, by Arthur P. Eckley
- The Latest Billboard Decision, by Albert S. Bard
- Sound Preparation for Recreation Programming The Civic Auditorium of LaPorte, Ind.
- An Extensive Outdoor Recreation Center for Day and Night Use—Miami Beach, Fla.
- Cooperation Builds Baseball Diamond—Vermilion, South Dakota
- Decatur Develops Water-Works Property as a Community Playground

#### *Child Welfare*, July-August 1930

- Wood Handicraft for Boys and Girls, by C. M. Arthur
- In our Back Yard (poem), by Harriet M. Woolslair

#### *The Nation's Schools*, August 1930

- A Modern Substitute for the Old Swimming Hole, by H. D. Mackey
- The Relative Importance of Character Traits, by John Guy Fowlkes

#### *The Parents' Magazine*, August 1930

- What Shall I Do Now? by Helen Buckler
- South Needs Red Blooded Books, by Hilda Brace Stebbins
- Swim With Your Children, by Alice Lord Landon
- Books for Boys and Girls, by Alice Dalgliesh
- Family Fun and Things for Children to Do and Make

#### *The Parents' Magazine*, September 1930

- The Child's Museum, by Mary Bronson Hartt
- Books for Boys and Girls, by Alice Dalgliesh
- Family Fun

#### *The Survey—Midmonthly*, August 1930

- A Mothers' Camp, by Agnes E. Meyer
- That Outside Activity Question, by Gilbert Harris

#### *Parks and Recreation*, July-August 1930

- The Boston Park System, by A. A. Shurcliff
- Public Golf Links, by Ganson DePew
- Basketball Tournament at Seattle, by Ben Evans
- Birmingham Women's Basket-Ball League, by R. S. Marshall

### PAMPHLETS

- Thirteenth Annual Report of the Commissioner of the Palisades Interstate Park, New Jersey
- Fourth Annual Report of the Director of Recreation of the Village of Wilmette, Illinois
- Annual Report and Review of Activities 1928-1929, Playground Commission, San Francisco, Calif.
- Statistical Report of Infant Mortality for 1929, American Child Health Association
- Sixth Annual Report of the Board of Public Recreation—Tampa 1929-30

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## Legislation for Adult Education

(Continued from page 383)

shall be available to all residents, native or foreign born, who are unable to attend any public day school.

A Nebraska act authorized school boards to expend money for conducting schools and classes in school buildings, industrial establishments and other places for giving instruction to foreign-born and native adults and minors over the age of sixteen. Such courses of instruction must include English, history, civics, and other subjects tending to promote good citizenship and increase national efficiency. The state superintendent of public instruction is required to designate courses of study, approve the selection of teachers, and supervise the instruction.

Rhode Island authorized the state board or local committees of any town to establish and maintain classes for persons over sixteen years of age who cannot read, write, or speak the English language; and provided that such classes may be held in homes or other suitable places.

## From One Recreation Executive to Her Board

(Continued from page 394)

Alfred O. Anderson, who for a number of years has served as supervisor of the Division of Community Centers and Playgrounds, Bureau of Physical Welfare, Board of Education, Cleveland, Ohio, has been appointed director of health and physical education of the Kansas City schools to succeed Dr. Berg.

Anne F. Hodgkins, recreation director for T. Eaton and Company, the largest department store in Toronto, Canada, with 800 women employees, has been appointed to the position of field secretary for the Women's Division of the National Amateur Athletic Federation, 370 Seventh Avenue, New York.

Leroy E. Bowman of Columbia University on December 1, 1930, will become assistant director of the Welfare Federation of Cleveland, Ohio. His services will be in connection with group work conferences of the Welfare Federation.

"In this connection do you know that Fort Worth, Waco and Austin all have a special recreation tax, and that Galveston, San Antonio, Dallas, Austin and Beaumont are all spending substantial bond issues for recreational facilities?"

"Dr. C. C. Carstens of the National Child Welfare Association and of President Hoover's Commission on Child Welfare said when he was in Houston recently that 'The test of any city's social conscience is the extent of its public rather than its private human welfare work.'

"If we agree with him, isn't it time to start creating sentiment in favor of a special recreation tax and educating the public to recognize the Recreation Department as the city's legitimate child in the next bond issue? Wouldn't this be a comparatively simple matter if each of our board and committee members made himself or herself personally responsible for it?"

"Isn't it also true that our allegiance to a cause is stronger when we personally give something to it; and hasn't Houston many moderately wealthy citizens who might enjoy giving to a neighborhood playground?"

"Some apparatus, a small swimming basin, some lights for night play, a shelter building.

"And haven't we other very wealthy citizens who might be inspired to give an outdoor municipal swimming pool, Houston's first playground field house, a model memorial playground or a fine athletic field?"

"This is not an unheard of procedure in other cities:

"Austin, San Antonio and Amarillo were among the cities of the United States that received gifts of recreational facilities from public-spirited citizens in 1929, and all but one of New Orleans' public swimming pools were given by New Orleans' citizens as memorials to loved ones."

"We have Houston citizens who have done other big, generous things. Is there not some one whom you can approach as to so dedicating some of his great wealth to the health and happiness of Houston's youth, not only of the present but of generations to come?"

## In a City of the Old South

(Continued from page 404)

feast that is fast making Spartanburg a spot on the musical map. This festival is a social event of the Carolinas, bringing to Spartanburg each May a brilliant host of visitors who remain for the commencement exercises of Converse College, in whose auditorium the festival is held.

The future holds much hope for the development of a city-wide recreation system in Spartanburg. As soon as the debt for the airport has been paid, it will be possible to proceed with these plans and to pay special attention to adult recreation throughout the year. Some dozen small play parks will be needed within the city in the next ten years if the population increases as rapidly as it has in the ten in which the park and playground system has been growing up. In these spaces adequate recreation, both active and passive, must be provided for all ages, races and

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living conditions in direct proportion to the increase in density of housing and in shortened hours of labor and the resulting increase of leisure.

## Drama Notes

(Continued from page 405)

from the play. Graceful little folk dances contributed to the charm and beauty of the natural outdoor stage.

### Parkersburg Holds Drama Institute

The Drama Institute, held under the auspices of the Board of Recreation of Parkersburg, in October, 1929, Charles F. Wells, of the National Recreation Association, serving as director, resulted in the creation of a permanent community drama group among the young people of the city. As another outcome a little theatre group was organized among the young people of one of the churches conducted by a member of the institute.

## A Pageant or a Circus?

(Continued from page 406)

ately costumed. Old-fashioned bicycles and dilapidated Fords, painted to advertise the circus, may also be included."

An enterprising boy of Long Beach, California, after three years' work has assembled a miniature circus for a "road tour" of city playgrounds. Everything a large circus has from rolling stock to canvas has been reproduced in this "Tom Thumb" circus.

With the opening of the circus at Port Chester Recreation Park on July 31st, an entire series of Westchester County, New York, circuses began. And no little part of the success of these local circuses was due to the circus wagon, introduced by the Westchester County Recreation Commission, which, painted in brilliant colors and decorated with pictures of performing lions and elephants, toured the communities of the county carrying the properties and arousing interest in the circus. The wagon, 15 feet long, 9 feet high and 5½ feet wide, was sufficiently large to transport a portable circus ring, a barker's stand, clown suits, horse and wild animal frames, a gaily painted dragon of enormous proportions with great bulging green eyes made of painted rubber balls, a bear, an elephant, a bucking bronco and other paraphernalia. Humorous masks of animal heads and grotesque human features, costumes and animals including the decorative dragon and a peacock, were made by the playground directors in classes conducted by the handcraft section of the Westchester workshop. The local circus programs culminated in a great county wide circus held on August 28th when the star acts of the local circuses were repeated.

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## Recreation in Germany

(Continued from page 408)

and 50,000 supporting members. In 1929 the following races took place: 97 men's rowing regattas with 1,471 races and 4,830 boats containing 24,705 oarsmen. In addition to these adult races, there were 339 pupils' and junior regattas with 1,408 boats and 7,300 oarsmen. There were 10 regattas in which women took

(Continued on page 414)

## Growth of Municipal Forest Movement

The movement for community forests, town forests and municipal forests, seems to be on the increase in this country. Massachusetts is probably the leading state in the union in respect to the number of communities which own forests. A recent report indicates that eighty towns have such forests totalling 10,500 acres for which \$111,000 has been spent in acquisition and development. In Massachusetts in 1913 a law was passed permitting town forests and the first of these was established by Fitchburg in 1919. Minnesota passed a similar law in the same year and three communities there have pioneered in forestry.

In 1925 there were 250 municipal forests in the United States, and in 1926 the annual report of the United States Forester estimated that there were over 700,000 acres in such forests.

In New York State where the township is not so vigorous an agency of government, the movement is perhaps paralleled by the recently inaugurated County Forest Movement. The Hewitt Bill, passed by the New York State Legislature in 1929, appropriated from the state treasury funds on a dollar for dollar basis, up to \$5,000 as a maximum for any one county to those counties which would purchase county forests, as specifically authorized by the bill. Already up to this date in 1930, twenty New York counties have taken advantage of this legislation and have purchased county forests. It is expected that other counties will follow their example.

Municipal forests not only bring idle land into use and protect the city's water supply, but they have valuable recreational uses as outing places for picnics, possibly municipal tourist camps, nature study and bird and game sanctuaries. In addition, if the experience in Europe is to be repeated in this country, they can provide municipal income. Community forests in Germany, France and Switzerland which are now centuries old, have been for many years returning a profit to the communities. Already some American forests are showing profit. New Bedford, Mass., with a forest of 400 acres, Keane, N. H., and other communities are already beginning to show from \$3,000 to \$15,000 a year income from the sale of timber and other forest products. Recreation leaders should foster this movement.

## LAST CALL FOR THE RECREATION CONGRESS!

The dates of the Seventeenth National Recreation Congress, October 6-11; the place, Atlantic City.

Will you be there?

Among the speakers will be Joseph Lee; Rabbi Abba Hillel Silver, Cleveland, Ohio; Dr. John S. Finley, of the New York Times; Charles W. Kennedy, chairman, Princeton Board Athletic Control; Dr. B. F. Ashe, president, University of Miami, and John Nolen, city planner.

The advance registration promises the largest Recreation Congress on record. Come and help make it the best!

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matics

consist of 50, each relay to be of the distance determined by each team. In this race, 44 teams started.

“Over 5,000 men, women, boys and girls took part in the day’s races, which were as follows:

25 km.—15½ miles—for teams of 50 men

15 km.—about 10 miles—for teams of 30  
men or boys

10 km.—about 6⅔ miles—for teams of 25  
boys and for teams of 25 girls, or  
mixed teams of boys and girls

“The advantage and theory of this character of relay race is that it means mass competition and not merely a few stars. Also, it means runners with different abilities and capacities. On the hills, the strong, sturdy men would be placed about 100 metres apart. On the level, a 400 or 800 metre man of a team of fewer numbers would run. Much planning and trying out before the races is always indulged in, thereby greatly adding to the interest.

“C. ‘An Olympic Hour’ which was given on the stage of the State Opera House and which included the following: Running by men and women; gymnastic jumps and running games; body training of men; swinging falls; push and blow; flying movements, marching and running in intricate figures; exercises by women with the 2.5 kg. weight—5.5 pounds; exercise by men with 15 kilos. weight—33.07 pounds; high jump; rope skipping by girls; gymnastic work by girls; more difficult gymnastic work by men including tumbling; eurythmic movement by girls; folk dancing by girls and boys; Pageant of Homage to the Olympic Flag and Flags of All Nations.”

part, there being in all 158 boats and 46 races.

“B. *Running* by men and boys and girls. Relay races on the road from Potsdam to Berlin. The ‘big’ race was of 25km.—15½ miles, teams to

Among the Conventions

(Continued from page 409)

ton, director of planning, Santa Barbara, California, passed a new planning act making the appointment of county planning commissions mandatory, and to date 11 counties have undertaken this new task of government.

The primary function of an airport, the statement was made, is transportation, not recreation. There seemed to be no objection, however, to an airport offering some recreation facilities and service for those in transit, for the workers at a port and for those who come to witness flights. This type of recreation service should be more largely social than physical.

Jacob L. Crane, Jr., town planner of Chicago, stated that each state must describe by statute specific machinery for acquiring or reserving public land other than for street purposes, that is, for park, playground and school site, at the time when subdivision plats are laid out.

Book Reviews

THE CLARENDON SONG BOOKS. Oxford University Press, Inc., New York.

Here are six song books containing no end of delight. The thirty-one songs in Book I, twenty-seven in Book II, and about twenty in each of the others (depending on the sizes of the songs) are all fine, fit for the most cultivated taste, and yet most of them are so simple and vital as to delight anyone, young or old, whose taste has not been too jaded by the highly seasoned music of Broadway and Hollywood. There are many folk-songs, most of them from the British Isles, as everlastingly fresh as the sea breezes that have borne them from the lips of generations of Britons and Celts. A few of these have been given an additional "part" (called a descant) that makes for especially enjoyable part-singing. And there are unison and two-part songs by the best song-writers of the past and by modern composers who may also turn out to be among the best. There are also many delightful Rounds, but with a few possible exceptions, they are all too difficult to relieve "Row, row, row your boat," "Are you sleeping?" and "O, how lovely" of some of their frequent appearances. All of the songs are for treble voices. The accompaniments were designed to be simple enough for the humblest pianist, and many of them, not all, are so simple, and yet richly effective. Their refreshing imaginativeness and originality make them ideal demonstrations of the sheer delight that simple but good accompaniments can add to singing.

These books or any one of them are very valuably suited to small groups in community centers, settlements, and playgrounds, as well as in schools, and they would be ideal companions to a good piano, an open fire, and the hearts and voices of parents and children, perhaps, some neighbors in a home. Book I contains the simplest songs, but the later books also have simple ones as well as some that are more difficult. The price of each book of melodies and words, without accompaniments, is 25



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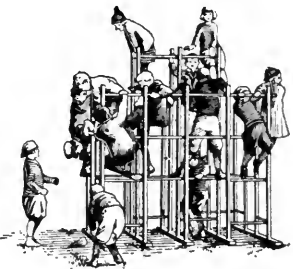
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cents, and of each book containing accompaniments, \$1.50. Twenty per cent discount is given to schools and, presumably, to playgrounds and settlements and similar groups.

**MUSIC AND ROMANCE FOR YOUTH.** Educational Department, RCA Victor Company, Inc., Camden, New Jersey. \$2.25 with 20% discount for schools.

The Educational Department of the RCA Victor Company has made an exceedingly valuable contribution to the literature of music appreciation in the preparation of these lessons intended as a course of study in music appreciation for junior high schools and similar organizations. The purpose in working out the course has been "to relate music and its appreciation to life itself, and to set it to work as a training in wholesome use of leisure hours." The thoroughness with which the subject of music appreciation is approached, the wealth of material offered in descriptive and informational data, bibliographical material and glossary, and the profusion of attractive illustrations make this book outstanding. The volume is divided into three parts, each to be used either for one semester of the school year or to fill an entire year. Each part is in turn divided into sixteen separate chapters. A list is given of Victor records chosen for each chapter and especially adapted to illustrate the chapter topics.

**HANDBOOK OF INTRAMURAL SPORTS.** University of Michigan, Ann Arbor, Michigan.

The Department of Intramural Sports of the University of Michigan (Elmer D. Mitchell, director) has issued an attractive booklet telling of the organization and development of the department and the activities conducted. Calendars and schedules are presented and the rules governing competition are set forth.

**GOLF GUIDE 1930.** Edited by Grantland Rice, Spalding's Athletic Library No. 3x. \$35.

"The tendency," states the introduction, "seemed to be for more golf for pleasure and less for championship competition in 1929." The rules of golf are included in the booklet which contains many articles and championship records. Announcement is made of the fact that January 1, 1931, will see the adoption by the United States Golf Association of a new golf ball, lighter and larger than the one now in use.

**AMERICAN GIRL.** John R. Tunis. Brewer and Warren, Inc., New York. \$2.00.

John R. Tunis, sports writer for the New York Evening Post and author of many magazine articles on sports, has given us, in this novel depicting the experiences of Florence Farley and her rise as a tennis champion, some interesting side lights on the life of a champion and some of the problems involved. Although the sports interest is in the background, the book is an argument for a system of athletics which will not make victims of those who come into the lime-light.

**GOOD GAMES.** Jean Hosford Fretwell. Rand McNally & Company, New York. \$2.00.

Here is a delightful book which cannot fail to fascinate children and will be a boon to parents and play leaders. There are games for back yards, train and car, country and open spaces, and play streets. Suggestions for games for boys to play with their mothers, and girls with their fathers, and for playing magic and doing tricks, add greatly to the book. The illustrations as well as the subject matter do much to promote the spirit of play. "The author," says Dr. Jesse F. Williams, Head of the Department of Physical Education of Teachers College, in his introduction, "merits not only the thanks of children for helping to enrich their play but also the praise of adults who wish children well."

**INSTRUCTIONS AND INFORMATION FOR CAMP COUNSELORS.** Emma Farm Association, 1835 Centre Avenue, Pittsburgh, Pennsylvania.

For the information of counselors attending the Emma Kaufmann Camp at Harmony, Pennsylvania, maintained

by the Emma Farm Association of which Sidney A. Teller is executive director, a manual has been prepared giving detailed suggestions on equipment, the camp program, discipline and similar points. The pamphlet is so practical it will be suggestive for camp directors and counselors in general. One of the most interesting features of the manual is the suggested list of books for the counselors' book shelf.

Mr. Teller states that he will be glad to supply a copy free of charge to anyone interested in securing it.

**FIBER FURNITURE WEAVING.** Emil Gandre. The Bruce Publishing Company, Milwaukee, Wisconsin. \$1.75.

Complete directions for constructing various pieces of furniture by winding and weaving fiber are to be found in this book which is divided into four parts. Part I explains the use of tools and equipment and various parts of the frame, and outlines the necessary processes in hand winding to be applied to the frame. Part II deals with the use of tools, giving the basic operations. Part III consists of typical commercial jobs with directions for construction, while Part IV contains general information about materials.

**ROADSIDE DEVELOPMENT.** J. M. Bennett. The Macmillan Company, New York. \$5.00.

This book, based on experiments successfully carried on in Wayne County, Michigan, presents a practical working plan for roadside development which can be followed out to a degree in almost any state or county. Detailed suggestions are given for planting and beautification, and national progress along roadside development lines is cited. The appendices contain laws relating to roadside development. Over seventy-five illustrations add greatly to the interest and the attractiveness of the book.

## Officers and Directors of the National Recreation Association

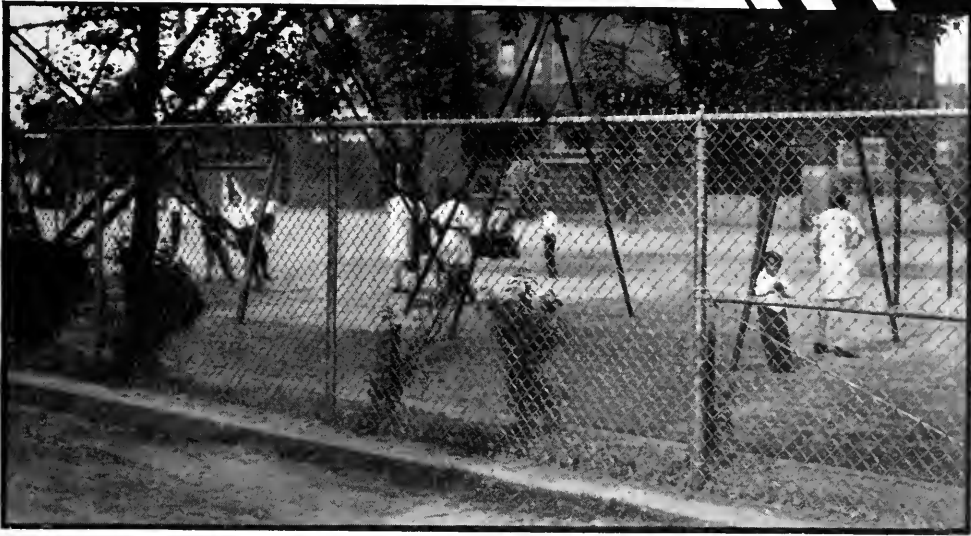
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# Playground and Recreation

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NOVEMBER, 1930

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By Adelaide Nichols

Determinants of Delinquency in the Play Group

By T. Earl Sullenger, Ph.D.

Girls' and Women's Activities in Los Angeles

By Mildred Van Werden

Boston's Tercentenary Celebration

By Eva Whiting White

A Summer Roof Garden Recreation School

By Philip L. Seman

Notes on Outdoor Games

# Playground and Recreation

Maintained by and in the interests of the National Recreation Association  
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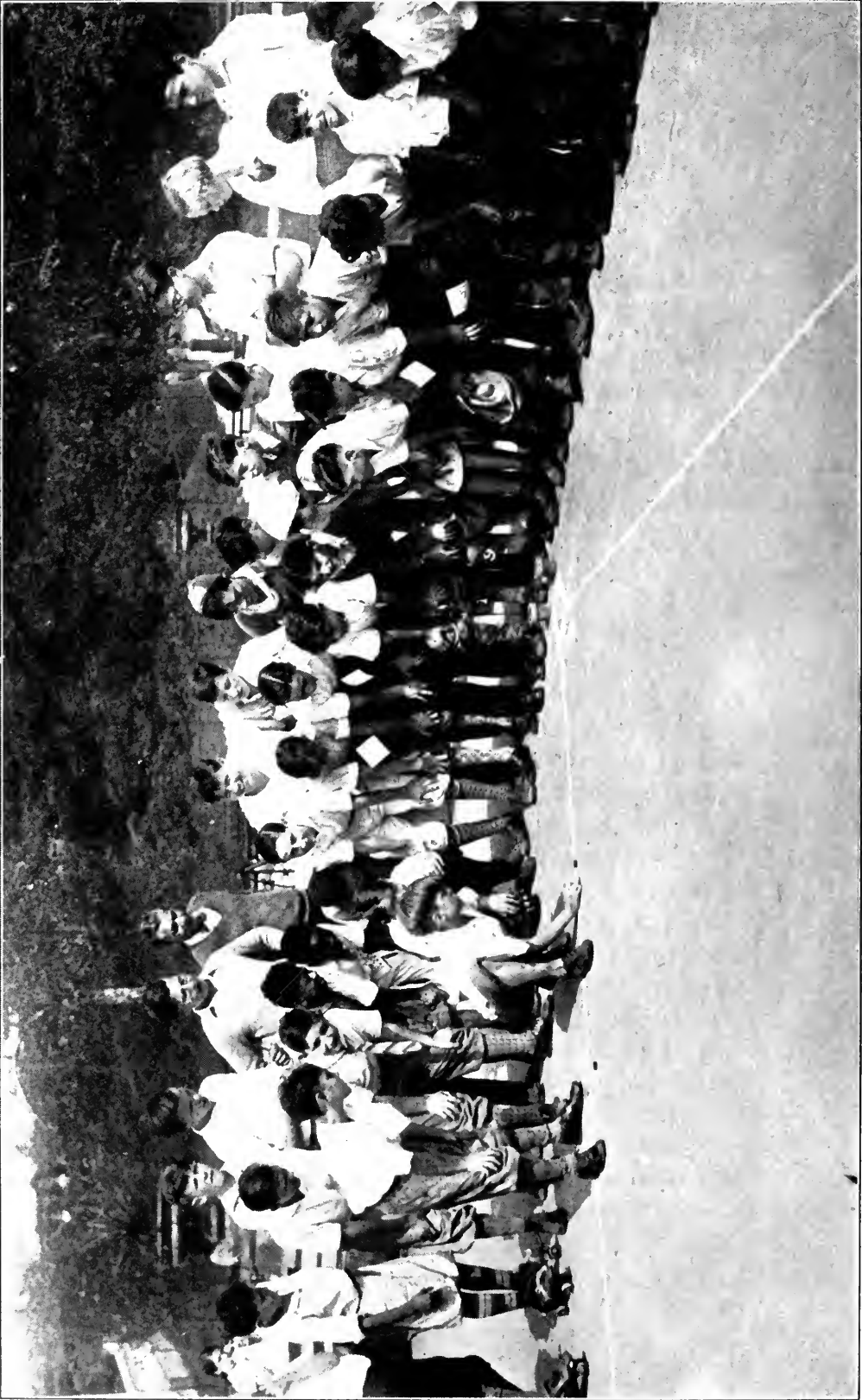
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## Assets and Liabilities

“In so far as electricity relieves men from drudgery, that is on the asset side of the balance sheet. When electricity throws men out of work entirely, that, temporarily at least, is on the liability side of the balance sheet. When it displaces men of skill and experience and substitutes for them untrained youth, that, too, may be a liability to society, notwithstanding that it produces more and cheaper goods than the old method. New inventions must put displaced men at work and new fields for skill must be developed. Society cannot lose the skilled man or the disciplined man.” *Owen D. Young*, in an address before executives of the General Electric Company at Henderson Harbor, New York, on July 27th, 1930.

In this period of transition, when machinery is more and more carrying the loads which men have formerly carried with hard physical labor, and time in large amounts is being freed for such uses as men may care to make of it, it is important that society as a whole give attention not only to the unemployment problems that are resulting from the greater use of machinery, but also to the provision of such opportunities for recreation that men can wisely choose the forms of activity for their spare hours which give real satisfaction to them. Many of the facilities which men need for their leisure time cannot be provided by the average citizen for himself, but must be the result of group community action; hence, the importance and the necessity of the community recreation systems of the present day.

HOWARD BRAUCHER.



SIDEWALK GOLF TOURNAMENT ON THE MALL IN CENTRAL PARK, NEW YORK CITY (See page 458)

# Playground and Recreation

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## World at Play

**Handcraft in Wilkes Barre, Pennsylvania.**—By the end of July the children of the Wilkes Barre playgrounds had made about 10,000 handcraft articles 1,200 of which were the popular oil-cloth frog. There were 600 art fibre baskets costing from 10 to 20 cents a piece; several thousand paper flowers made at a cost of about a penny a piece; 400 cord belts costing approximately 20 cents per belt and worth about \$9.00; 1,200 window and lamp shade cords made by the same process; nearly 1,000 felt articles such as needle cases and purses costing 10 cents a piece; hundreds of stuffed toy animals and animals made from inner tubes and wooden toys and similar articles made from waste material. As a new project this year the children made many pillow tops, window curtains and draperies of all kinds by the Crayonex process.

**At the Green Lake Field House.**—The Green Lake Field House, one of the recreation facilities provided by the Seattle Park Department, holds a splendid record for service. From October 15, 1929, to May 24, 1930, there was a total of attendance at the House of 54,597 people, 52,004 of whom were actively engaged in 1,713 groups. Of this number 172 were groups of women with an aggregate attendance of 7,048. Eighty-eight handcraft classes attracted over 1,200 people, while the two social rooms proved especially popular. A total of 224 groups with an attendance of more than 13,000 people used the rooms free of charge. The groups included commercial clubs, improvement organizations, sewing clubs and state clubs. Teas, get-togethers and weddings were among the events.

**From London to Texas.**—They did not know each other, yet they had lived a stone's throw

apart in one of the suburbs of old London—these two women who had come to the United States in 1929 within a few months of each other. One night they met at the "Meet-a-Body" Club conducted by the Houston, Texas, Recreation Department. And two happy people they were when the party ended, for in far-away Texas they had come in contact with a bit of their beloved country.

"And we would never have met," they said, "had we not come to this party."

**A Cooperative Handcraft Project.**—The children of a number of the Paterson, New Jersey, playgrounds last summer carried on a cooperative handcraft project in the form of animal patch-work quilts. The squares, made by individual children, were stitched together with a cross-stitch by the group and finished with a rayon satin backing. Almost the entire zoo was represented in the collection of animals which were cut from gingham of different patterns.

**Making Christmas Cards.**—A pre-Christmas opportunity offered any adult in Los Angeles, California, by the Department of Playground and Recreation, is that of learning to make Christmas cards by the linoleum block process. At certain centers serving as general district centers, instruction and help will be given in designing the cards, cutting the linoleum blocks from which the printing is done and in the technique of printing itself.

**Helping in the Unemployment Situation.**—To aid in Paterson's unemployment situation, a special appropriation was made to the Recreation Commission for the building of four handball courts, one double and three single, on four dif-



ferent grounds and the layout of official horse-shoe courts.

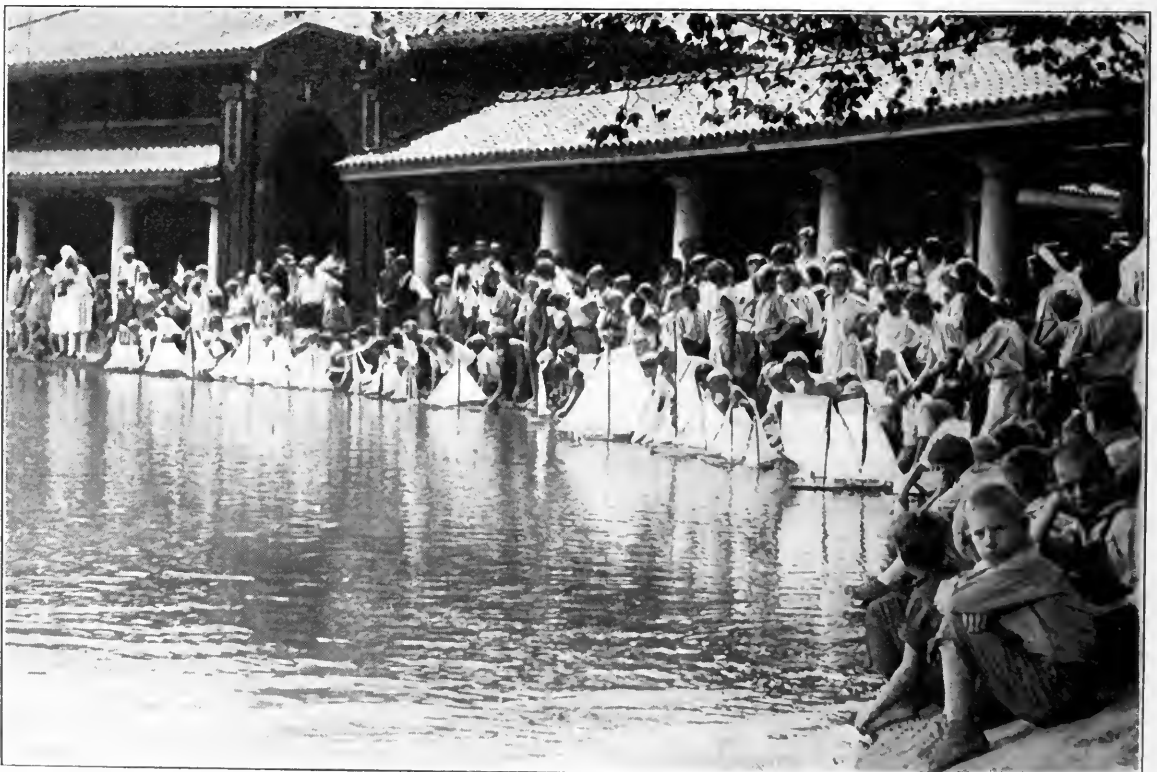
**From Pond to Play Park.**—Twenty years ago Chancellor Avenue playground in Irvington, New Jersey, was an 18-acre pond. Ten years ago, when it was purchased by the city, it was a swamp and dumping ground. Today, under the development plan carried on by the Playground Commission, it has the possibility of becoming one of the most beautiful recreation parks in the State of New Jersey. On September 8th the first unit was opened with an outdoor dinner meeting, dedication services and a band concert. Early in the month the council passed an ordinance providing \$15,000 for the erection of a shelter house.

**A Juvenile Court Judge Pleads for Playgrounds.**—"It has been repeatedly brought home to me," states James Austin, Jr., of the Toledo, Ohio, Juvenile Court, "and to all connected with juvenile court work in Toledo, in common with those in similar work in other cities of the country, that almost universally juvenile crime is the result of a misdirected desire for adventure, a play instinct without director or idle hands without place or leadership for activity. The super-

vised playgrounds of Toledo have been a real influence in meeting the needs of the boys and girls during the summer vacations. The need for them this summer will be greater than for many years. It would be a calamity paid for in the damaged futures of our boys and girls if for any reason such a program was not conducted here this summer."

**A Golden Wedding Celebration.**—Fifty aged couples attended the Golden Wedding Celebration conducted by the Elmira, New York, Recreation Commission in September, and although they enjoyed greatly the program of dramatic entertainment given by the children of the playgrounds, some of the couples found even greater satisfaction in taking the floor and giving an exhibition of square dancing to the tunes of another day played by the orchestra. A picnic supper was served on the pavilion porch, the chief feature of which was an immense wedding cake nearly two feet high. The first award was given a couple married sixty years ago.

**Personal Charm Classes.**—Personal charm classes, held from 6:30 to 7:30 one evening each week, are a part of the leaders' training class con-



AT CINCINNATI'S PLAYGROUND SAILBOAT CONTEST

ducted by the Los Angeles Playground and Recreation Department. Charm in the business world, charm of dress, charm of being well, charm of grace, voice and manner, charm of being a hostess and charm of literature, music, drama and art, are some of the subjects discussed.

**Cincinnati's Annual Playground Sailboat Contest.**—The largest boat, the smallest, the boat showing the best and most careful workmanship, the best sailing boat, and the show boat—intended for display purposes only—were featured in the second annual Playground Sailboat Contest held under the auspices of the Public Recreation Commission of Cincinnati, Ohio. All of the boats were made during the handcraft periods held on the summer playgrounds, and the five classifications gave excellent opportunity to the boys to develop the boats according to their particular lines. Many excellent boats were made, the smallest boat requiring much skill and ingenuity to design and make. In the show boat class was one the sails and trimmings of which were painted with a gold finish. Still another was built on the style of the *Santa Maria*. *Old Ironsides* made its appearance in one of the classifications.

**A Park for Central Valley.**—Central Valley, New York, has received from Edward Cornell, Brooklyn and New York lawyer, a park of 16 acres with buildings which will be used as shelters and recreation centers. Mr. Cornell was born in Central Valley and has a summer home there.

**For the Recreation of the Unemployed.**—Recently the leader of a union in New York City called at the office of the National Recreation Association to secure suggestions for recreation equipment and supplies which he might install in a large room at the headquarters of the union. He was anxious, he said, to make this recreation room a means of giving cheer to the unemployed members of the union as they came to headquarters.

**More Play Areas for Knoxville.**—Knoxville, Tennessee, has been fortunate in its acquisition of property for play areas. In addition to Sterchi Field of 42 acres, a recent purchase by the city out of improvement bonds, two new properties have been recently taken over. One, Lions Field of 28 acres, originally left by bequest to the county for industrial recreation, up to the present

time has been used by the Lions Club as a tourist camp. The second acquisition is a large reservoir the use of which has been donated to the recreation department by the power and light company. The pool has been so largely patronized that the company has put up flood lights without charge, making possible evening use of the pool. The company has also promised to buy a building adjacent to the pool for office and dressing rooms.

Last year the city administration appropriated \$18,000 to the recreation department. So successful has the program been that this year the department is planning a budget of \$62,000 which has already been approved by both the director of public welfare and the city manager.

**Monessen, Pennsylvania, Enlarges its Program.**—Last summer the Department of Parks and Public Property of Monessen, Pennsylvania, the School Board, the Playground Committee of the Chamber of Commerce and the Community Chest pooled their resources with the result that the city had an unusually successful season. Three parks and four school grounds were conducted with one employed leader on each ground and a number of volunteers assisting. The Board of Education contributed approximately \$1,450, the Department of Parks and Public Property \$4,000 and the Community Chest about \$1,500. With a registration of 3,823 children and a total expense of \$6,954.96, the cost of playgrounds for the 76 days they were open was .0239 per child per day.

**At the End of the Home Garden Contest.**—The Home Garden Contest conducted by the Westchester County Recreation Commission for Westchester's boy and girl gardeners culminated this year in four community exhibits instead of a single county-wide exhibition. Keen interest was shown in the contest throughout the summer. In the community of Eastchester, 20 youthful gardeners on September 20th exhibited their entries on the steps of the Village Hall. In addition to judging the exhibits and presenting ribbons for first, second and third place in the various classifications, judges, consisting of local garden members, nursery men and members of local recreation commissions, announced the garden awards in each community. For the best garden in each section a certificate of merit was awarded jointly by the County Recreation Commission, the local group in charge and the National Yard and Garden Association. For all gardens rated 90

per cent or better by the judges, the local and county recreation commissions presented awards of achievement. Lack of weeds, cultivation, general layout of garden, conditions of plants and the crop returns were the points by which the gardens were graded. Texture, size, color, freedom from blemishes and general standard were all taken into consideration.

**Irvington's Garden Club.**—The Garden Club of Irvington, New Jersey, organized under the auspices of the Department of Public Recreation, has had a remarkable development. So ambitious has the program of the Club become that in September an excursion was planned to Atlantic City to attend the Flower and Garden Pageant held in the auditorium. The Club undertook to guarantee 200 tickets for the special train which was chartered.

**History Repeats Itself.**—In a letter from C. E. Hoster, director of playgrounds, Newport News, Virginia, in which he orders athletic badges for the boys and girls passing the badge test of the National Recreation Association, Mr. Hoster says: "I earned the same emblem when I attended the playgrounds of Lancaster, Pennsylvania, some 18 years ago."

**The Problem of Awards.**—The Department of Public Recreation of Millburn, New Jersey, has discontinued the custom of giving prizes of intrinsic value or trophies of any kind. A point system has been inaugurated and certificates according to the place which the child wins are awarded bearing the name of the individual and the event in which he participated.

The department has issued the following statement giving the reason for discontinuing prizes:

"The danger is much deeper than is at first apparent. The definite intrinsic value of the prizes has nothing to do with the situation. The danger comes in the attitude of the individual who is the recipient of these prizes. In time the whole play satisfaction process is short-circuited. Instead of entering the activity for the joy of participation and receiving any prizes merely as a symbol, the child soon learns to enter the activity for the sake of the award. In this case all educational values vanish and viciousness for the individual and the group enters."

**The Metropolitan Opera to Go to Westchester County.**—The Westchester County Rec-

reation Commission has announced two performances by the Metropolitan Opera Company at its Westchester County Center, White Plains, New York. Otto H. Kahn, Chairman of the Metropolitan Opera Company, stated, "I believe in decentralization in everything—in government, in business and in art. This, to my mind, is the best solution or prescription for living conditions which we face in this age. The experiment of taking so vast an organization as the Metropolitan Opera Company to White Plains, is very much in line with what I believe is coming in America. It is in line with the community theatre and the dramatic work which is being created by community spirit. These things which are being done in small centers of population are very hopeful because it is from these places that our real art will spring because the people have more peace, more time for contemplation, more leisure; time for creative effort."

**Music by Appointment.**—A branch library in New York City is performing a unique and greatly appreciated service in enabling people to listen by appointment to their favorite music played on a fine phonograph in a soundproof room. The music room is patronized every minute of the nine hours a day it is open and appointments are made weeks in advance. Of the 1,500 records on file at the library the majority are symphonies, operatic numbers and other standard works.

**Music in the Elmira Program.**—Seventy-two community sings in which 150 people took part, were held in Elmira, New York, during July, August and September. These figures give some indication of the popularity of the music program conducted by the Recreation Commission. For the smaller children toy symphonies on each of the 13 playgrounds were a popular feature. For the older boys, the boys' band provided a field for development of talent. The philharmonic orchestra for adults is another popular musical organization. The city-wide musical entertainment held in June at one of the local parks attracted more than 12,000 people during the week. All of the leading musical organizations took part in this week of musical festivity.

**A Coach Modeling Contest.**—Young craftsmen will be interested in the announcement that the Fisher Body Craftsman's Guild, sponsored



ON SANTA BARBARA'S MUNICIPAL BEACH

by the Fisher Body Corporation of Detroit "to advance and honor the art of fine craftsmanship," will conduct a Coach Modeling Contest in which all boys between the ages of 12 and 19 are eligible to take part. There will be two classifications—junior, 12 to 15, and senior, 16 to 19. Entrants will compete for awards on the basis of their craftsmanship in fashioning a model of the Napoleonic coaches. To the two boys in each group winning highest honors will be given 4-year university scholarships valued at \$5,000 each. In addition, there will be 96 state awards. Further information may be secured from local General Motors dealers.

**Handcraft Projects in Syracuse.**—The major project of the handcraft program of the park playgrounds of Syracuse, New York, last summer was the construction of models of buildings near each playground. Three of the boys at the Lemoyne Park Center in two days reproduced the nearby candle factory. The building was complete even to a finishing coat of paint.

**Santa Barbara's Municipal Beaches.**—Among the recreation facilities provided for the

people of Santa Barbara by the municipal government are two miles of municipally owned beach with two attractive modern pavilions. The pavilion at West Beach is situated in a beautiful park with shrubs and semi-tropical trees. A path leads along the beach to the breakwater which forms a perfect basin for pleasure yachts. The breakwater, extending for 450 feet into the ocean, has a wide promenade with a wall on one side, a hand-rail, electric light standards and drinking fountains on the other. Seats are also provided. The pavilion at Cabrillo Beach is as attractive and well equipped as the average private beach club. Wide verandas with comfortable chairs, a well furnished lounge with vases of flowers everywhere and a restaurant with cafeteria service are some of the facilities provided.

**More Play Space Required.**—At the recommendation of the State Department of Education, the Baldwin, Long Island, School Board, according to the *New York Times* of September 12th, will submit a proposal to taxpayers of this school district to provide additional play space adjoining the present Baldwin High School extension. The Committee on Sites and School Buildings of

the State Department withheld approval of the proposed \$225,000 high school wing because of the limited recreation area provided under existing conditions.

**Wading Pools for the Southwest.**—Mr. Frank Reed of Neosho, Missouri, whose interest in providing wading pools for the children of the Southwest was noted in the January issue of *Playground and Recreation*, is continuing his program to the great benefit of the children of Oklahoma, Kansas and Missouri. For the past ten years Mr. Reed has presented to 22 communities 30 wading pools, 25 of which are located in Oklahoma. The pools are uniform in size and construction, having concrete basins 54 feet in diameter with a walk 6 feet wide around the edge. A fountain in the center provides a constant inflow of fresh water. The water is 12 inches deep around the edge and the bottom slopes gradually to a depth of 30 inches at the center. More than 100 children can play in a pool without crowding and as many as 200 can keep wet and cool. The pools cost Mr. Reed on an average of \$2,000 each. At first Mr. Reed met all the expenses, but realizing the importance of having communities take responsibility, he is now asking that the towns receiving his gift provide the site, build dressing rooms for the children, supply water and keep a matron on duty at each pool during the wading hours. The site must be centrally located and preferably a city park easily accessible to all.

**In Training Workers.**—In the annual report issued by the Recreation Department of Berkeley, California, appears the following: "Each Saturday morning from nine to ten we have held staff meetings with both directors from school grounds and municipal grounds present. These meetings were well attended and I feel were very much worth while. Such questions as the theory and practise of recreation in general were discussed and specific questions and programs were taken up. The latter half of the year one director each Saturday gave a resume and discussion of a section of the book the *Normal Course in Play*. I could see that this training-on-the-job was very effective in increasing the enthusiasm and efficiency throughout."

**An Experiment in Roof Playgrounds.**—A novel one-year experiment to demonstrate to the city officials the feasibility of equipping and using

roofs on public schools as playgrounds in congested areas will be conducted by the Community Councils of the City of New York with the approval of the Board of Education. The councils, according to the September 12th issue of the *New York Times*, have received permission of the board to construct an outside elevator from the street to the roof of Public School 31 and a runway from the elevator platform to the roof proper, which is enclosed by a wire cage, and to equip and supervise the playground. With the exception of an emergency outside stairway to be constructed at a cost of about \$5,000 out of public funds, the expense of the experiment will be borne by the councils. August Heckscher, New York philanthropist, and the Otis Elevator Company have contributed substantially to the cost of the experiment.

**Institutes for Adults in England.**—London has a great number of institutes for men sponsored by the educational authorities of the city and maintained by public support. These institutes are designed to train men, especially those whose life work is spent in mechanical labor, to acquire during their leisure time skill in some art or handcraft such as pottery making, weaving or wood carving. They are staffed by expert teachers and are operated at a minimum cost to the men. Women's institutes have also been established, chiefly in rural communities. Here the emphasis is on home-making, drama, music and the building up of the rural life of the country.

**At the Westchester School of the Theatre.**—When students of the Westchester County, New York, School of the Theatre, maintained last summer by the County Recreation Committee, presented *Cock Robin* on August 27th and 28th, the large stage of the County Center's main auditorium was used for the first time for a dramatic production. The stage sets used in the play were designed and built by students in the stagecraft classes instructed by Arthur Segal. Students in the evening classes in play production, taught by Albert R. Lovejoy, director of the school, produced and acted a mystery comedy written by Philip Barry and Elmer Rice. The presentation of the play was the occasion for the Center's installation of the graduated floor providing a seating plan insuring perfect vision from all parts of the auditorium. It also offered an opportunity for a demonstration of the possibility of reducing

the size of the auditorium by the use of heavy dividing curtains.

**A Thrilling Opening.**—On September 3rd the Bureau of Recreation of the Department of Parks, Borough of Bronx, New York City, held the official opening of a number of new tennis and handball courts. The occasion was made memorable by the presence of a number of nationally known champions, among them William T. Tilden, 2nd, and Francis T. Hunter. Mr. Tilden and Mr. Hunter played in singles and in doubles competed with two New York City players. A number of handball champions were also present and thrilled the audience with their playing.

**At a County Fair.**—In cooperation with the Montgomery, Ohio, County Fair Board, Paul F. Schenck, supervisor of recreation, Department of Public Welfare, Dayton, Ohio, arranged for the introduction of track events for boys at the County Fair held early in September. The meet, arranged for junior, intermediate and senior classes, aroused much interest. The Fair Board provided gold, silver and bronze medals for first, second and third places respectively, and gold medals for the members of the winning relay teams.

**A Playground Mardi Gras in Amsterdam, New York.**—Harmon Field in Amsterdam, New York, was thronged on July 30th for the Playground Mardi Gras in which four playgrounds took part. Academy Playground led the procession of decorated baby coaches, go-carts, doll carriages and scooters, followed by Harmon Field and East Main playgrounds. The procession was a colorful one. Next came decorated wagons and toy automobiles, and there was an abundance of bicycles effectively decorated in the third section of the parade. Floats constituted the fourth event and attendants in costumes helped make these very attractive.

Then came the portrayal of themes, each contributed by one of the playgrounds. First the 12 months of the year were pictured, the children being costumed according to the weather of the different seasons. "Peter Rabbit" was the theme of another of the grounds; "Alice Through the Looking-Glass" of the third, while "Cinderella" was contributed by the fourth.

**An "Elfin Tree" for London Children.**—The children of the Kensington Gardens playground have been given an "Elfin Tree" through the work of a London artist who has selected a tree trunk of very old pollarded oak showing remarkable distortions of growth and grain. Out of these Mr. Innes, by chipping and scraping away unnecessary material, has succeeded in discovering a population of 74 little people and animals—a source of much pleasure to the children.

**When the "Nature Man" Comes to Camp.**—Over 200 children took part in a 5-mile nature hike in Mansfield, Ohio, led by W. E. Dillon, naturalist and storyteller and superintendent of the Down Town Boys' Club of Newark, New Jersey. The Mansfield trip was only one of many such adventure hikes which Mr. Dillon led last summer on his 7,000-mile trip in which he visited 25 states and Canada telling stories and conducting nature lore programs in 52 camps.

One of the first things Mr. Dillon does in reaching a camp is to put a number of charts on display in some prominent place. Some of these are charts of birds and flowers, but the majority are lists of questions or nature lore puzzles. They are scarcely hung before there is a group of eager campers clustered before them seeking to answer such questions as: "What animal in camp is a cannibal?" "What is the food of the lightning bug?" "Where are the grasshopper's ears?" The next morning Mr. Dillon may take groups on early morning bird hikes or on trees and flower hikes. Whatever the program it encourages the children to observe and ask questions.

"I do not try to develop young scientists," says Mr. Dillon, "I try to introduce the element of adventure rather than study, for I believe that the greatest growth will result from the curiosity aroused."

**A Sanctuary for Wild Flowers.**—London's newest society for the protection of beautiful things, the Society for the Protection of Wild Flowers and Plants, according to the *London Daily Mail*, has persuaded the Epping Forest Committee to permit the establishment of a sanctuary for wild flowers in Wanstead Park. This park, within a dozen miles of the heart of London, is a great flowering garden on the fringe of the easterly suburbs. Besides flowers, the park claims a wealth of bird life. There are about 50



acres in the park, and the sanctuary will comprise approximately eight.

**More National Parks for Canada.**—Further steps are being taken by Canada, according to the *London Daily Mail*, to preserve areas of great national beauty, and the Dominion Government has decided to set aside 29 islands in the magnificent Georgian Bay district of Ontario. These islands range from 20 to over 2,000 acres. Many neighboring islands have already been purchased for this purpose by private individuals.

**A Breathing Space of 7,000 Acres.**—Holland will maintain a vast open space for its rapidly growing cities in an area of about 7,000 acres which has been acquired by the Society for the Maintenance of National Monuments. This project has been made possible by the assistance given by the municipalities owning the territory, by gifts amounting to about £12,500 and by the issuing of debentures at 3 per cent interest.

**Grown-Ups Play in Lynchburg.**—Adult Play Day in Lynchburg, Virginia, was a great success. There were about 1,500 adults on hand and much enthusiasm. The 246th Coast Artillery Band and the Southern Serenaders played at intervals—a delightful feature of the program. A decorated wheelbarrow race won special favor; husband calling, roller pin throwing and a baseball game played with brooms and tennis balls proved a source of much entertainment to the women who participated and to the spectators. Civic clubs played volley ball, horseshoes and "cow pasture polo," Lynchburg's local golf game. Fourteen horseshoe courts and 10 box hockey games were in constant use.

**Getting Ready for Christmas.**—During the weeks preceding Christmas, 1929, the children on the Oak Park Playground, Santa Barbara, California, carried on a toy making and toy mending project which created much interest. Three-ply boards in large quantities taken from old radio crates, were donated by a radio store. The supervisor of recreation cut the wood into convenient sizes on a jig saw which he brought from home. The children brought discarded toys and their coping saws, and the schools throughout the city cooperated by collecting discarded toys. On Saturdays large numbers of children gathered at Oak Park, where the picnic tables under the oak

and sycamore trees had been turned into work benches, and repaired the broken play things and made new toys out of the 3-ply wood. The children who were more artistic were encouraged to paint the articles as they came from the hands of the craftsmen. This project stimulated home activities and increased the spirit of Christmas cheer and good will. The toys were given to less fortunate children.

**Public Celebrations in Glendale.**—The Recreation Department of Glendale, California, creates a sponsoring group for each public celebration. Service clubs, patriotic, fraternal, civic and church organizations and newspapers cooperate with the Recreation Department in promoting these civic affairs.

**Gymnasium Construction.**—Of interest to recreation executives is an article in the May, 1930, issue of *The Research Quarterly* published by the American Physical Education Association entitled, "Trends in Physical Education Facilities and Gymnasium Construction." The article presents the findings of a study of gymnasiums in 79 colleges and universities. Such problems are discussed as gymnasium units, field houses, playing fields, gymnasium construction, locker rooms and lockers, shower rooms and showers, and swimming pools.



PRIZE WINNERS IN THE HUSBAND CALLING CONTEST IN LYNCHBURG

# Hello John—Adventurer\*

BY ADELAIDE NICHOLS

Slanting six o'clock sun of a midsummer morning. Already the milk bottles stand in the pool of sun spreading inward across the porch. The tinkle of empty bottles in the milkman's truck sounds above the squeak of his brake as he eases down the hill.

So it is today again. Today in 1930 and the milkman drives a General Motors truck and I am the conscientious custodian of milk and milk bottles for a baby of my own. His name is John and his age is two and already he shows signs of becoming an adventurer, like his Uncle John who was called "Hello John" by everyone from his earliest days.

As I stoop to pick up the bottles while the jingle of the milk truck dies away around the curve of the road, I am suddenly haunted—even on that sunny porch—by a little ghost. It is "Hello John" himself as he sat there on that very porch on a midsummer morning twenty years ago. In the morning light, his round golden head shows a glint of red. His face is pink under a sprinkling of freckles. His blue eyes are fixed anxiously on the road. Suddenly he lifts his head, and his feet begin to prance even before he has leapt upon them and shouted, "Hello!" John is hearing the jingle of bottles, too. But John, aged six, is up betimes to hear the milkman before he comes, not as he drives away leaving bottles for the old and lazy to find in his wake. And John, little ghost of twenty years ago, hears a milkman approaching, not in a truck with grinding brake, but in a covered cart behind the bony flanks of Baby, Mr. Milliken's huge old horse.

"Hello, John," comes back Mr. Milliken's glad cry, and then again "Hello, John!" as John flings forward to the edge of the road and swarms up over the wagon wheel before it has quite stopped turning.

"Mother says I can ride with you today, because I don't suck my thumb any more," says John settling himself on the old leather-cushioned seat and reaching automatically for the whip which is his sceptre of glory on his frequent rides with Mr. Milliken.

"Just wait a shake till I leave her some milk, and then I'm with ye. Just hold Baby in fer me

and take care she don't run away." The beatific smile on John's face is caused by the feel of the reins in his hands. Baby looks round and cocks her ear toward him humorously. He grins back. "Hello, Baby." Baby snuffles.

"Baby's sayin' 'Hello, John,'" remarks Mr. Milliken climbing in and gathering up the reins.

They are off. The next stop is at the back door of the big house where the German cook lives. "Morgen, Regina," shouts John to show that he remembers the word she taught him on his last call. And Regina, equally proud of her English, replies, "Hello, John," and runs beaming out to him. And Mr. Milliken lets him hand her the cream bottle.

Many houses are still asleep. John and Mr. Milliken and the birds share together the adventure of the morning. And an adventure it is! Now and then a kindred adventurer meets them on the road. Mr. Jenney, driving his team to market with a high piled load of brimming peach baskets, pulls up to pass the time of day with Mr. Milliken. Mr. Jenney says, "Hello, John," and hands him a peach. "Say, ye get up early to help on the milk route, I see. I'll give you a sight better job than that, peach-picking." He laughs. "How about it, son?"

"Sure thing," says John in dead earnest, but in a tone so like Mr. Milliken's that all three begin to laugh, and laugh and laugh there in the middle of the road while the rest of the world still sleeps.

John is at home again while the day is yet young. He clammers down from the seat of the milk wagon with shining eyes. "Hello, Mother!" he cries running toward the porch.

"Hello, John," cries Mother, "I thought you were lost!" John laughs happily. He knows as I do that this is meant for a joke. She thought no such thing. She had given him express leave to go. She knows Mr. Milliken's route, his hours, and his character perfectly. But she knows John well enough to give him the full taste of his adventure.

John, elated with a sense of having ventured beyond her horizon, tells her travelers' tales and is wondered at by the stay-at-homes who have been idling in bed while he went forth and met

\*Used by courtesy of *The Survey*, April, 1930.

new sights and strange folk by dawn. Once in a while bits from this world of his surprised us in our wonted paths, as when John met a portly prelate on the station platform one day in the fall when we were all journeying back to the city and school. We other children speculated in awestruck whispers behind his back as to the cause of his huge girth and the cut of his collar. John ran round to the front side of him and actually grasped one of the hands that reposed upon his stomach. My sister and I were horrified. But the prelate unbent in a seemingly impossible manner: rather he bent lower than we could have believed and grasped John by both shoulders. "Why its the milkmanikin, himself," he cried with a strong Irish twist to his words, "Hello, John!"

The train came in and we were hustled aboard. But when we found our seats we inquired of John whom he had accosted so boldly.

John waved his hand airily, "Oh, him?" he said. "He's just my friend, the Bishop."

So John's acquaintance grew with each adventure. He who rode with the milkman, in the country, rode with the woodyard man in the city when he was twelve, and served as a Saturday butcher boy in his high school days and as an electric welder at the shipyards in intervals of a Harvard education. Each adventure grew out of his own longing and was met by Mother with a courage and humor and wisdom that left it an adventure to John while she really held the chart and compass of the voyage.

Thus was the savor of contrast added to existence. At home Father spoke fine ministerial English, elsewhere language was variously enriched yet often as heartwarming. At home was a world of books and pictures and emphasis on the arts of living: elsewhere people throve who had never heard of these things. At home relatives and friends bore smooth New England names; elsewhere they were called by mouthfilling titles reeking of strange pasts. New standards of perfection were set up, but the same zest in accomplishment, the same admiration for the conqueror of a new technique, appeared among one's friends, whether they were farmers or architects, butchers or school boys or electric welders.

So it was with him, "Hello, John" in many tongues and dialects from the days of the ruddy-headed little ghost evoked by the jingling of milk bottles to the present when he is a grown man conducting important business in China. The company he serves in the East sent him last spring

to Nanking to reopen the wrecked offices and re-establish business relations because he could, literally and figuratively, "talk the language."

Amid the first rumbling that prefaced the emergence of the new regime in China, someone safe at home wrote John warning that for the sake of life and limb and business success, he might best withdraw from an unsavory scene. He was at Hankow then, and the Revolutionists boiling out of Canton in that direction.

"No," wrote John to the careful correspondent, who needless to say, was not his mother, "there are going to be interesting things doing here, and I want ringside seats." And as the arena moved to Nanking, his tickets for ringside seats were offered, nay urged upon him, while others listened to the news from a safe distance where it need not distress their preconceived notions of etiquette, politics, or religion.

Now I am far from wishing that my little John, who bears his uncle's name, shall inherit his ringside seats in Far Eastern revolutions. But I hope that he may inherit the spirit and upbringing that sends him joyfully about the world's business even where the path leads beyond certain boundaries of race and tradition.

Too much supervised play and private schools and exclusive clubs and sets of dances and correct colleges are the signs of fearful mothers who set their standard of life against all others yet cannot bring themselves to trust that standard in open competition with the others outside the artificial wall which they raise about it. When John first went to China straight from his senior year at college, there were many anxious ladies to pity Mother and ask her how she could bear to let her son go to the ends of the earth and face the risk of moral ruin.

And Mother said, "I have done my best to teach him to face risks for twenty-one years. It is too late now to be afraid."

The real risks are run by those who have been kept too long within boundaries, defended from life lest it be too real for them. Yet I know from even such experience as my John has furnished me in these two years, that it is fatally easy to put one's children in pens and most perplexing and exhausting to deal with their adventures.

Modern life which has put swift and vital forces into such form that "a child can operate them with ease," has given adventure, even for the very young, a dazzling and terrible range of possibilities. The leisurely adventure of the milk-wagon

is perhaps less in keeping with present opportunities than the adventure of the young stowaway on the transatlantic plane.

Especially is this true of the city child. He has not at hand the joyful adventures of nature which are the really soul-satisfying and stimulating ones. Adventure is likely to fling him into physical and moral dangers intensified by artificial conditions. The baffling problem of affording the city child space and light and air, not only for his body, but "for the growing of his heart," is proof that the best adventure which can be opened to him is the chance to escape from the city entirely for at least part of his childhood. Yet, so far, our best contriving leaves many children doomed to the city for all or part of their lives. And we who want them to avoid the disasters of that existence cannot let the matter rest by penning them up out of harm's way. They will need, even more than the country child, that stiffening of fibre and widening of horizon which comes from meeting life in all its rich variety and uncertainty.

This problem, like many other of the city child's deprivations is being put up to the modern school. I have heard that nursery schools install staircases as part of the play apparatus to train the climbing abilities of babes who know only elevators in their apartment house citadels. Some schools are fortunately taking equal pains to supply the lack of adventure in the city child's life. The scope of some of these adventures is enviable. Little children may stand on Brooklyn Bridge and make New York harbor their own. Experiments in cultivating the democratic and the international mind through the skillful opening of channels for contrasts are a part of the plan of the best city schools.

But these things even at best are fenced by the group. A child will still yearn for his own private adventure, the one evoked by some mysterious call unknown to the school curriculum or to his parents' chart of his cultural development. When this call is upon him, some fine creative forces may be at work and when they manifest themselves in uncouth and alarming projects, it is a challenge to the parents' sympathy and courage. Only sympathy can insure that our children shall be in our keeping even when they leave us on adventure bound, and only courage will open the protecting doors that shut them away from the experiences they want and need. To know how often and how wide to open the doors and to dare to stand back and let our children go through

without timorous clutching or anxious following is the parent's high art. How agile and merry and wise and imaginative must be the parent of an adventurer!

*Editorial Note:* Is this not a true story and does it not present a real challenge to recreational statesmanship? This same kind of thinking is in the minds of many people today. William Bolitho in his stirring article entitled, *The Psychosis of the Gang*, which appeared in the *Survey-Graphic* for February, 1930, voices the same general thought when he says:

"It is true that good adults exaggerate—that almost all children would vastly prefer the Chicago slums to any gravelled playyards. It is the hackneyed fable of the lapdog and the mongrel. Round the Loop is mystery, shadows and smells, the entirely human detritus that is more satisfying to a young human mind than whole areas of dumb nature; ash-cans, cats prowling, the eternally interesting traffic stream, things to be found, things worn out. Near the Stockyards, there is first of all that palisade, high and hedged with wire, which is almost august in its suggestiveness to the primitive mind. The simplest image of romance is a wall behind which something unseen is happening. And down there are the waste plots, breast-high to a ten-year-old in summer with prairie weed, and in winter delectable continents for the mind, covered with stiff, dead stalks which conceal under them many a hoard of iron and tin, as tempting to little explorers as the back-street London was to young deQuincey. Let us make no sentimental mistake, there is no model playground ever invented which can compare in fascination to the jungles of a neglected, weed-grown building block."

Of course it is easy to point out our reasons, to present our "alibi." Modern urban life almost by definition destroys opportunities for doing the things which John did. Careful parents cannot today afford to allow similar activities or have not the resourcefulness to think up adequate substitutes. Municipal playgrounds and municipal recreation activities must be safe otherwise there will be damage suits and compensation awards. Civic standards, regard for beauty, seem to forbid the carrying out of Joseph Lee's favorite idea that as a part of the playground equipment of every neighborhood playground there should be a junkyard with old lumber, galvanized iron, discarded five-gallon gasoline cans, bed-springs, go-carts, wheels, etc., to tempt the constructive impulses of

our young people. We provide for the satisfaction of many human needs,—the physical, the rhythmic, the dramatic, the constructive—but the great urge for adventure, for experiment, for doing new things and meeting new people is pretty risky for organized recreational leadership to indulge.

What can recreational statesmanship do about it? Must we insist radically that modern industrial civilization must reverse itself, must cease to build up big, unmalleable, congested cities and that our industry as part of its service to humanity must return to the country or in some way provide for these wholesome living conditions without which humanity cannot genuinely be served? Must we make even more rigorous demands upon our city planners and our public authorities for more space, more areas? Can we satisfy the need through the further development of the more conventional devices which we are already using—camping, week-end hiking, the competition of athletic sports? Even here, however, the need for safety has “denatured” all too frequently even these activities—our camping programs, for instance. Is it not a valid criticism all too often that our “camps” have in their careful programming and luxurious provision of equipment, des-

troyed the essence of what should be meant by camping?

What can we do? How can we take the curse of this word “supervision”? How can we find and use real “leadership”? Will our play and recreation leadership ever serve its real purpose as long as we try to bottle up on the playground and in the recreation center the inevitable, God-given spirit of adventure, the need for experiment and risk, the joy of independent creativeness? Is not this a genuine and major challenge to our profession? How can we today keep a world in which there shall be adventure for children?

#### Destruction as an Antidote to Delinquency.

—Judge Harry L. Eastman, of the Cuyahoga County, Ohio, Juvenile Court believes, according to the August midmonthly *Survey*, that social agencies dealing in crime prevention and cure and in character building activities should have a program to satisfy the urge to destruct. If he were a club leader, he suggests, he would help his boys build a log cabin in some remote spot, then help them burn it down. He would buy two or three “junk” automobiles, help the boys put them together in one car that would run, and then let every fellow take his turn at driving. After the first novelty has worn off, he would have the auto torn apart by the boys who would sell some parts and scatter the others as they chose. These things, he believes, would tend to justify the “just boy” in them and make them more responsive to his teachings. Everything would be done in a sportsmanlike manner and fair play would be the essence of the club.

Judge Eastman gives credit to social settlements, summer camps and boys’ clubs for crime prevention. Seventy-five per cent of the boys who appear before him, he states, have no recreational or church attachment. In this 75 per cent is to be found the real problem of about 500 boys who are actually bad from Cleveland’s county population of 1,200,000 and for them supervised destruction should be part of the program.



A YOUNG ADVENTURER

“All forms of art at the moment are in the melting-pot. The state of things in 1930 is very much what it was in 1630. In 1635 it produced John Sebastian Bach. I think everything is pointing to producing another John Sebastian Bach in 1935, but he will only come to the nation that is ready for him.”—*Dr. Vaughan-Williams.*

# Determinants of Delinquency in the Play Group\*

BY T. EARL SULLENGER, Ph.D.,

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Following the family, we found that the most effective of all stimuli came from the playmates, friends of the family and religious and social associates. These stimuli originate with the child's first playmates who live within a short distance from his home. They exert an amazing influence upon him in his use of language, his methods of play, his favorite games, and, most of all, his attitudes toward others. His companions often surpass his parents in furnishing influential social controls. The child's social nature demands expression, and if this expression is not properly directed it will result in harmful social contacts. He must be taught how to use his leisure time most effectively and be afforded opportunity to use it wholesomely both for himself and for society. Juvenile delinquency results in a large measure from an unwise use of leisure time. A majority of children are brought into court because of lack of adequate community direction of leisure time activities.

In this study we found that not less than 55 per cent of the 1,145 cases became delinquent as the result of a search for some form of recreation which could have been prevented had the community provided properly directed play for its children. According to Dr. Elliott, "What we want to do is control people, not crime. We can do it best by a proper guidance of youth. Give youth directed outlets for physical energy—playgrounds, parks, supervised play and well regulated dance halls."<sup>1</sup> In order to test the assumption that lack of leisure time direction is a determinant of delinquency the distribution of 1,000 juvenile court cases was studied in relation to the location of the playgrounds of Omaha.

A circle of a one-half mile radius was drawn from the center of each playground, and the number of delinquent homes was counted within each.

We found that 904, or 90.4 per cent, lived more than one-half mile from the nearest playground.<sup>2</sup> The arbitrary distance of one-half mile was selected because this has been found to be the maximum distance that the average city child will walk to a playground, and many will not walk more than one-fourth mile. This means that playgrounds should be located every square mile in densely populated districts. The greatest amount of delinquency occurs in the most densely populated sections of the city which, in Omaha, include all of wards 3 and 4 and parts of wards 2 and 5. Wards 2 and 3 contain the most densely populated Negro section of the city. There are many almost irresistible temptations in crowded neighborhoods where there is little or no provision for sports and recreation.

The following table shows the distribution of parks and municipal playgrounds according to city wards.

TABLE I  
DISTRIBUTION OF MUNICIPAL PARKS AND PLAYGROUNDS  
IN OMAHA  
1922-1927

Ward	Population	Acres of Park Area	Park Area per Capita	No. Parks	No. Playgrounds
1	21,549	394.75	.018	5	3
2	28,891	0.	.0	0	0
3	17,202	1.72	.0001	1	0
4	10,656	0.	.0	0	0
5	18,042	19.30	.001	1	0
6	13,905	161.87	.9117	4	3
7	12,942	18.59	.0015	4	1
8	16,887	57.69	.003	1	1
9	24,795	215.88	.008	2	1
10	19,866	20.40	.001	4	1
11	14,475	1.10	.0001	1	0
12	10,003	107.53	.01	1	1

The average park area per capita for the entire city is .0049 acres. Three of the parks are strips of land along boulevards. These are located in wards 5, 10, and 11. The smallest park contains .33 acres, and the largest one, 303.54 acres. As previously shown, the "delinquent area" includes

\*This article is a modified form of Chapter II in the author's *Social Determinants in Juvenile Delinquency*, published by Douglas Printing Co., Omaha, Nebr.

<sup>1</sup>Elliott, "On the Control of Crime," *The Playground*, XX, p. 89.

<sup>2</sup>The data for comparing delinquency ratio rather than total number of delinquents within and without these half mile circles are unfortunately not in existence. But estimates of comparative densities of population and size of families in these areas do not indicate the necessity of any serious modification of the conclusion here reached.



wards 3 and 4, with parts of 2 and 5. The table shows that there is only one small park, known as "Loafers' Park," in ward 3, and none in ward 4. It is also noted that there are no playgrounds in either of these two parks. Ward 2 has no park or playground, while ward 5 has only one small park, but no playgrounds. Ward 6 is large in area, so it has 3 parks and 3 playgrounds. There were several cases of delinquents in this ward, but they were not near the playgrounds.

Someone has said that if children had opportunities to touch nature and to use their pent-up energies in parks and playgrounds and in other wholesome ways, they would not insist on committing acts that jeopardize the public. The boy who uses the streets for play is not more unsocial than the community which declines to furnish him with proper play facilities; change of law does not change child nature, but changed conditions require new adjustments.

The Playground and Recreation Association of America has collected from various parts of the country and published<sup>3</sup> a large number of statements from juvenile judges, probationary officers, social workers and others, which show that properly directed recreation has reduced juvenile delinquency from 25 to 75 per cent in areas of much delinquency. It has been found that the average cost of maintaining one juvenile delinquent in a reformatory for one year is \$439, and, in comparison, it costs only seven and one-third cents per child to provide a year-round municipal recreation program. Thus the costs of taking care of one delinquent is sufficient to provide wholesome recreation for 6,000 potential delinquents. During the period of study Omaha sent an average of 60 juvenile delinquents annually to the state reformatory. If ten per cent of these could have been saved by one or two well directed, properly located municipal recreation centers, the state would have saved over \$2,000 annually, without considering the social and moral cost of delinquency.

### An Experiment

To verify further the above findings, a school lot near the center of a delinquent area was selected for a demonstration playground. This neighborhood was chosen because it had contributed a greater number of delinquents for its area than any other district in the city for the

three previous years. Directors selected for the playground had previously taken a recreation leaders' training course offered by the department of sociology in the University of Omaha summer school. We secured the close cooperation of the Playground and Recreation Association of America. The city officials were skeptical and claimed that the children in such a demotic neighborhood would not attend a directed playground and would refuse to abide by rules and regulations. Just before the formal opening of the playground we distributed invitations to all children in the neighborhood, announcing the daily program and specified hours for the different age groups. The program and schedule were as follows:

- 9-10 A.M. story hour for children under seven years old
- 10-12 A.M. organized games for boys and girls 7-10 years old
- 1-2 P.M. handicraft for boys and girls 8-15 years of age
- 2-5 P.M. group games for boys and girls 8-16 years of age
- 6-9 P.M. baseball, croquet, horseshoes, etc., for older boys and girls

All activities of the girls were directed by a woman leader and those of the boys by a man. In all the organized and group games emphasis was placed on competition and fair play. Wednesdays were designated as parents' day. Field meets were held, ribbons were awarded for first, second and third places, handicraft was exhibited, and pet shows were conducted.

Many of the boys around 12 and 14 years of age sold papers on the street corners in the afternoons. Girls who cared for the babies while their mothers worked out brought them to the playground. A large portion of the children had been before the juvenile court and some had served terms in the reform schools. They had not been accustomed to playing together in organized games, and naturally it was difficult for them to learn to respect the rights of others. At least 10 to 12 different nationalities were always represented on the playground. The attendance grew from the very first day and before the end of the first week the attendance reached an average of 50 a day. The average attendance steadily increased until it reached 200 a day. Nearly 300 people crowded the school grounds the last night to see a costume parade in which more than 30 of the children took part. A municipal play-

<sup>3</sup> *Children's Play and Juvenile Delinquency.*

ground, without leadership, was in operation within three blocks with an average attendance of 17 a day.

### A Decrease in Delinquency

While the playground was in operation juvenile delinquency decreased 10 per cent in this neighborhood. Many times boys who were known to have court records were heard making the statement, "No more meanness now while the playground runs—we have something to do." Neighborhood merchants and parents petitioned that the playground be made permanent, as the neighborhood had never before been so orderly. Parents expressed their appreciation to us for keeping their children off the streets. We do not mean that delinquency ceased, but activities that would otherwise have been expressed in delinquent acts were utilized on the playground in the forms of well organized and supervised play. Every child was kept busy in some activity that had a tendency to develop his speed, accuracy, mental alertness and sportsmanship. No idlers were permitted on the ground. The boys and girls were never coerced to participate in certain kinds of activity, but were always invited to take part. It was then up to them to make their choice. Everything possible was done to develop and encourage fair play, honesty and other primary group ideals.

This experiment verified our assumption that normal children prefer properly directed recreation to any other; that all classes of children can be taught to play; that the highest ideals of morality and citizenship can be taught on the playground to the lowest types of southern immigrants; that properly directed play is a preventive of juvenile delinquency; and, above all, that the lack of wholesome well directed use of leisure time is one of the chief determinants in juvenile delinquency.

### Types of Recreation

Another part of this study was to determine the type of recreation engaged in by the average normal child during the school year. We distributed a questionnaire to 1,076 high school students (540 boys and 536 girls) in two of the largest high schools in Omaha, and also to 708 grade school pupils (339 boys and 369 girls) from the fourth to the eighth grades inclusive. Each was asked, "What do you do for recreation outside of school?" The replies from the high school students are briefly summarized as follows: Fifty-seven different activities were mentioned in re-

plies. Most students mentioned at least two. The theater led in popularity with 57.3 per cent. Hiking came next with 57.2 per cent, while 48 per cent said they found amusement in books. Forty-four per cent played baseball. Dancing found favor with 31 per cent, while motoring ranked next with 29 per cent. Baseball, emphasized in sports at this season, was chosen by 334 boys and 141 girls, and tennis ranked next with 207 boys and 161 girls. Swimming was mentioned by 122 girls and 176 boys, and 19 per cent of the students designated skating as a winter sport. Twenty-one per cent named gardening. Of this number there were 143 boys and 86 girls. More than 20 per cent of the replies mentioned unsupervised music. The girls predominated in this. Among the boys twelve per cent stated they were spending much leisure time with radio. Only four per cent of the boys mentioned pool as a form of recreation.

A summary of the replies from the grades is as follows: The average age for the fourth grade was 9.3 years. Fifty per cent of the boys played baseball, while 61 per cent of the girls helped their mothers. Thirteen per cent attended movies, but most of the others just played. The fifth grade showed an average age of 10.4 years. Thirty per cent played baseball, while 40 per cent attended the movies. Twenty-six per cent spent their leisure time reading, while others swam or played in parks. A few played tennis or listened to the radio. The average age for the sixth grade was 11.9 years. Baseball again led the list with 43 per cent, while only 20 per cent attended the movies. Reading ranked next with 37 per cent. The seventh grade, with an average age of 12.3 years, played baseball to the extent of 40 per cent. Motion pictures and reading came next with 40 per cent each. Many were interested in radio, as shown by 22 per cent. The average age of the eighth grade was 13.4 years. Forty per cent listed baseball, 32 per cent the movies and 33 per cent skating in its seasonal forms. Thirty-eight per cent designated swimming, while 28 per cent read (23 per cent were girls). Other activities mentioned were basketball, football, picnics and many minor sports.

The results show that the theater or movies ranked the highest for all groups combined. Dancing and motoring were frequently mentioned by the high school students. The grade school children listed baseball as their favorite pastime. Hiking came in for a good share of the time of

the high school students. Much of this was with the Scouts.

We feel that this brief study of the recreational interests of nearly 2,000 normal boys and girls throws some light on the forms of recreation that have the possibilities of being determinants in juvenile delinquency. Commissioner Whalen of New York City Police Department says, "Boys and girls do not become criminal over night. The spare time after school hours is certainly the great danger period."<sup>4</sup>

### Summary

Summarizing, we found that much of the juvenile delinquency was misdirected play; that

<sup>4</sup>*New York Times*, "Police to Aid Fight on Juvenile Crime," March 26, 1929, p. 1.

## Cleveland's Yumbola Ball

The thirty nationalities comprising the All-Nations Council, combined in November to make the Yumbola costume ball given under the auspices of the Division of Recreation one of the most colorful events ever held in Cleveland. More than a thousand people attended in picturesque costumes of Europe, Asia and India, and danced in the public hall to the strains of a twenty-piece orchestra while several thousand viewed the spectacle from the galleries. Soon after nine the special program began with the presentation of the Czech national dance, *Beseda*. Exhibitions of the folk dances continued to be presented between the regular dance numbers until the Grand March took place. The Ukrainians followed the Czechs and a group of twenty-five dancers performed not only typical Ukrainian folk dances but also the famous steps of the Ukrainian Cossack performers. Then came the Polish number with a large number of dancers, followed by two Hungarian solo dancers who exhibited the typical Magyar folk dances. A real tamburica orchestra with the musicians and the dancers dressed in the bright costume of the Croatian peasants took the floor for the next number and presented a typical Croatian wedding dance. A large number of Italian girls danced the Tarantella and several Italian folk dances. As always the Tyrolean dancers with their native yodelers and singers and the Zither orchestra, visualized the laughing people of southern Austria and northern Italy. The Slovenians, who followed the Tyroleans,

90.4 per cent of the homes of delinquents in Omaha were located one-half mile or more from the nearest playground; that most of the delinquent acts were suggested or brought to the child's attention during his spare time; that many of the acts were performed in order to get the resources or means by which the child could enjoy his leisure time; that the behavior of delinquent and normal children was, in most cases, the same, except that the former was slightly distorted as a result of insufficient guidance; and that some of these acts were due to revolt against routine and strict discipline in the homes. We conclude that the greatest determinant in juvenile delinquency outside of the home is the lack of properly directed recreation.

danced to music furnished by the accordion, while Syrians gave a unique exhibition of dances seldom seen in America. The Syrian sword dance and an oriental dance were among the outstanding performances of the evening.

A surprisingly large Serbian group presented the Serbian national dance, the *Kolo*, with the accompaniment of a real Yugoslav string orchestra. The Irish were represented by two solo dancers who danced to the music of an Irish accordion.

The grand march was the outstanding feature of the Yumbola and hundreds of people, young and old, dressed in the quaint costumes of thirty language groups formed a picturesque mass on the main floor of the arena as they marched twice around the hall, headed by the chairman of the participating groups and John H. Gourley, Recreation Commissioner and President of the All-Nations Council.

"If education does not aid us to live more fully and richly, it surely fails. The purpose of all this elaborate mechanism of education can not be to provide us with recipes or equip us with mystic formulas, or deck us with robes, or make us peculiar beings or members of a caste; its real purpose must be, after all, with all its waste and misfits, with all its oscillations and mutations of pedagogic theory, to create in men good health, to make red blood flush the veins and fill life to the full with knowledge, enjoying, being and doing."—*Benjamin Ide Miller*, in *Journal of Adult Education*.

# Girls' and Women's Activities in Los Angeles

MILDRED P. VAN WERDEN

*Director of Girls' and Women's Activities*

The Department of Playground and Recreation, Los Angeles, about two years ago established the work for girls and women under the leadership of a Director of Girls' and Women's Activities. This does not mean that there was not a well planned and developed program of girls' and women's activities previous to that time. The work of the Director of Girls' and Women's Activities, therefore, was directed toward establishing an objective and bringing the directors and workers in the field together in a close understanding and cooperation, and in extending the work wherever the program was lacking or unbalanced.

In order to accomplish a unity and balance in the program and a closer understanding and cooperation, women directors' meetings have been held on Tuesday mornings at a settled meeting place, usually the handicraft workshop, which is in the Exposition Community Building. The purpose of these meetings is that of inspiration and assistance in organizing an extensive program, discussion of various problems, exchange of special skills of individual directors, and the development of new projects and plans. Many splendid ideas for the enlargement of the program for girls and women have been worked out by this means and through this relationship. Some of the activities which have been discussed and demonstrated are as follows: rhythmic, handicraft, athletics, social recreation, club organization for girls, such as Camp Fire Girls, Girl Scouts, the Los Angeles Municipal Girls Club, plays, Rainbow Club for small girls, class activities for housewives and plans for the development of mothers' corners.

## Rhythmic

A great deal of thought has been given to planning the program in rhythmic for the various playgrounds. The dancing classes and singing games form a large part of this program. The

classes in dancing and singing games are conducted largely by the directors on the various playgrounds. The kind of work done is adapted to the demands and interests in the community in which it is given, the skill of the director and the facilities on the playground for giving such an activity. The children who participate in these classes have many opportunities to take part in various programs, both on their local playgrounds and in special departmental activities.

Emphasis has been placed in the dancing classes, as in all other activities, on the participation of the many rather than the highly developed skill of a few in a small group. The classes are thrown open to anyone in the neighborhood, and the routine is very simple. The groups are divided into various ages, and are arranged to meet the needs of the playground. The age division is usually most successful under three groups: seven and under, eight to ten and ten and over. The age limits vary on various playgrounds and are usually flexible. Some eight-year-olds belong in the younger class through interest or capacity; some eleven or twelve-year-olds might prefer to be in a younger class.

The class order is as follows: The first part of a class hour usually consists of simple rhythmic exercises and steps; the second part of skipping, marching and groups of exercises and steps developed as the children proceed around the room. The third part is usually made up of some simple character or interpretive dances which are adapted to the interests of the group. They may be either solos, duets or group work given to the class as a whole. The fourth part is devoted to folk dancing and other happy recreational games set to music. The class should finish with a climax of good spirit and happiness.

In giving programs, where material is used, taught in the class work, groups of children should take part rather than one child in a solo dance. In case it is necessary to use one child for a special part, a background is formed of other chil-

dren dancing to the same music in order that the special training and special recognition of one person may be avoided and a feeling of loyalty to the group emphasized.

Social dancing classes for groups of adults or young men and young women of the older high-school age have been conducted where a request has been made or where it has seemed advisable in order to meet a need on a playground. Classes in social dancing are not regularly organized. They are usually developed at the request or need of a special group and run through a period of six to eight weeks. Methods of teaching dancing are demonstrated at the meetings of the women directors, who, in turn, have usually taught the classes on the various playgrounds. Old-time dancing is very popular on many of our playgrounds.

Singing games are being universally used on the playgrounds because they can be done simply with a small group. They are very popular among the younger children, and may be done with or without music. Victrolas and records for singing games are provided for playgrounds where there are no pianos. Outdoor groups for singing games are encouraged, as it enables the director to be outside with the group rather than in the building, and in that way she may have a general view of the various activity groups on the playground at the same time.

Clogging has also been developed through the class work in rhythmic on the playground. It is possible to have small groups in clogging on the playgrounds with few facilities because small space is required. Children may hum their own music or count their own rhythmic, thus making it possible to work without special music. Accompanist service is furnished whenever possible to the playground for the above mentioned classes.

### Handicraft

The handicraft program for girls and women is handled through a handicraft workshop. A special worker is assigned to the handicraft workshop throughout the year, whose responsibility is to develop projects, carry on research for new ideas and prepare stencils and models for the assistance of the directors on the playgrounds. The administration of the handicraft workshop is handled through the Director of Girls' and Women's Activities, and the woman director who is in charge of the building in which the workshop

is located. Special supplies and all materials which are paid for by patrons, and all especially prepared projects are distributed from this workshop. The store room is used for keeping these materials and for putting away exhibit materials. Exhibits for the various windows throughout the city, which are used for publicity, are frequently prepared in the handicraft workshop. Directors and volunteer workers are encouraged to use the handicraft workshop and the workers there for assistance and encouragement in developing the program on their individual playgrounds.

During the summer special handicraft directors are provided for teaching classes on the various playgrounds. The people who do this work during the summer are especially trained workers in art who are available for the part-time work during the summer. Some of them are teachers who are glad to earn a small sum of money during the summer and gain the added experience from teaching playground groups. Others are graduate students also anxious for the experience to be obtained. We have been able to obtain these girls, as most of them have done practice teaching and demonstration work at our Barnsdall Playground as volunteer workers during the school year while they were attending the University of California at Los Angeles. These special summer workers develop their own projects and plans, thus contributing a great deal to the year-round program through new material and new ideas.

As has been previously mentioned the playground director carries out the handicraft work or classes, on the individual playgrounds, and receives help when needed from the special handicraft project workers. Intensive work for the summer in handicraft is in the hands of special workers. This program may be divided into two heads—"General Handicraft" and "Sand-modeling."

Under general handicraft many phases are developed. Each playground is working on one special project which is of interest to a large group of children. Their interest is built up around this idea, and every child on the playground has an opportunity to work on some part of it. It is built up on the playground and for the playground and is to be preserved as a unit representing this playground. The special handicraft worker assists the playground director in planning and launching this central project. Games, stories and music may be developed around this

same idea. The period of work on it may extend throughout the whole summer. Some of these projects are as follows:

**Indian Village.**—Here Indian designs and Indian pottery are made. The Southwest Museum is cooperating in making this a worth-while activity. The children visited the museum, studied designs and construction, and are working out the suggestions obtained from the museum in their handicraft work.

**Dressing the Dolls of the Nations.**—One playground is making a study of various nations, their costumes and games and folk dancing, and dressing the dolls to represent the various countries.

**Other Projects and Contests.**—One playground is especially interested in yachts, boat building and other interests centered around boating. The children on that playground are building a doll house, or a boat house of doll size, with all the fittings and boats. A visit to the Marine Gardens will be a part of this summer's activity on this playground. Many other ideas are being worked out among the same line.

Many projects may be completed in the single class period. Some of these are sewing, leather work, raffia work, weaving, enameling, crayon work on fabric, flower making, clay modeling, cardboard and paper construction, poster making, bead work and painting with kalsomine.

Sand modeling is being carried on by the director on the playground with the assistance of a special worker. This work has continued through a three or four-year period. A contest is conducted at the close of the summer season following local contests on each of the various playgrounds. This final contest is held at Venice Playground on the beach a week or two before the beginning of school. It is very interesting to note that the interest grows from year to year, and that some of the children who have shown a special ability in the sand-modeling contest have found a carry-over interest in creative modeling which leads them into other constructive art projects.

Another contest which has been used to arouse interest in creative work in handicraft has been the soap-carving contest, which is climaxed in the spring of the year shortly before the national contest. The interest in this activity was very great and brought into the playground many who

were not interested in other recreational activities. The soap carving has resulted in the discovery of a very talented young girl, and it has been possible to help her occasionally in her special interest in art. Many other talented children have been encouraged through it to broaden their efforts in other fields of art endeavor. A large number of these children would not have been able to develop this interest were it not for the playgrounds and the schools.

### Athletics

A very careful study has been made of the ideals and objectives in athletics for girls, and the question of competition and interest in competitive athletics for girls has been carefully considered. The promotion of play days for girls and women has been selected as the ideal method for giving young girls and women an outlet for their desire for games and athletics. The playgrounds are divided into districts, and play days for girls are held at the close of the summer season in each district. At this time a handicraft exhibit is held for that district in connection with the girls' play day. The girls meet at a central playground for a big day of games and recreation. Play days for women were conducted by districts throughout the winter and culminated in a big central play day at Griffith Park in June. All of these play days have proved very successful, and there have been many requests to have them repeated. The final play day was attended by 500 women, 400 of whom were actual participants. Plans are being made to hold play days in archery, putting golf, swimming and paddle tennis throughout the year for girls and women.

As a whole, travelling for young girls is avoided, and play days on the local playgrounds or by districts are promoted. In planning play days there is no competition of playground against playground, but rather groups of girls organized into teams at the time and playing with each other is the spirit of the day. Experiments along this line have proved that it is possible to develop this sort of activity, and that the spirit of playing with each other can be attained, although occasionally it is a matter of education.

The Playground Department is a member of a Girls' Council of Los Angeles, which is working on the education of the public in regard to the objectives and ideals for the promotion of girls' and women's activities.



### Social Recreation

A plan for the promotion of mixed social groups has been worked out for playgrounds. This plan has been embodied in the manual which is issued to playground directors and which has solved some of the problems and questions in conducting this kind of social recreation. The membership card and the invitation card have made it possible to do away with the problems of public dancing. They have also made possible restriction of membership in social groups without destroying the democratic organization.

The Director of the Girls' and Women's Activities feels that frequently it is advisable to teach properly social dancing to groups of young men or young women in the late teens, and occasionally to teach the group together. It has been found that it is usually very wise to conduct the class in social dancing for young men by themselves until they have acquired some working knowledge of dancing. When the teaching of dancing is conducted for the boys with the girls they are so embarrassed and so conscious of their own lack that it takes much longer than when they are taught separately.

After the boys or young men have met for a series of six weeks and have mastered the rudiments of social dancing, it is often well to bring in a selected group of young women to help in the last two lessons. Following this class work it is often possible to develop a monthly social affair for this group of young people. It is necessary to build this sort of group very carefully. There should always be some mothers of the boys and girls present. The card system of membership and invitations should be adhered to strictly. It should never be allowed to become known as a public dance or to savor of the public dance hall.

Many other social groups arise out of such organizations, as athletic clubs and women's class groups. These groups, while meeting for other purposes, plan many social recreational evenings throughout the year.

### National Organizations for Girls

The Department of Playground and Recreation of Los Angeles desires to make a home for the various national organizations for girls on their playgrounds, and every courtesy is extended to them. Some of the organizations meeting on our playgrounds are Camp Fire Girls, Girl Scouts, Girl Reserves and others.

The women directors on the playground stand ready to assist in the promotion of any of these organizations through interest, suggestions in activity, suggestions in program and social entertainment and use of facilities on the local playgrounds. The Department has even gone further in allowing the playground director to step into a breach occasionally when a leader of a group has been called away or has suddenly dropped the leadership of the group. This is usually a very temporary arrangement, but makes it possible for these groups to carry on throughout the many vicissitudes of volunteer leadership. The playground directors have in many instances assisted in finding leaders for groups of girls who wish to organize as Camp Fire Girls, Girl Scouts, Girl Reserves and other groups.

In order to meet the need for a girls' club for the under-privileged girl, the Department has organized or planned for a club, called the Los Angeles Municipal Playground Girls Club. This plan is being launched on various playgrounds where the need of the under-privileged girl is especially acute.

### For Older Women

Class activities for housewives are built upon the interest in the individual community. Nearly every playground has its class in gymnastics and games for women, frequently one morning class and one evening class, in order that the needs of the employed woman may be met. The dominating note of these classes is the fun and recreation attained through rhythmic, corrective exercises, relay races and games. The first hour is usually given over to the organized activity, and the second hour to playing volley ball. Members of the morning-class group of women often bring their lunch and stay throughout the day. The children from school join them during the lunch hour and go back to school. The women stay through the afternoon for handicraft and such other activities as the individual group enjoys. These groups of women are very helpful to the playground directors in taking care of emergencies, in preparing for special parties and entertainments, and in costume making for children's entertainments. They also frequently furnish the transportation for groups.

Some thought has been given throughout the past two years to creating a pleasant atmosphere

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# For Younger Boys

## The "Cub" Program

The Boy Scouts of America have issued the program for pre-scout age upon which a special committee had been working for two or three years. The "Cub program" is embodied in three "Cub books," two of which are already off the press and the third of which is to be ready soon. While, of course, the practicality and value of the program remain to be decided by experience, the committee which prepared the program has had the benefit of the advice of an Advisory Committee of experts and also of an extended period of study and consultation with workers with younger boys both in this country and in Europe and the result of their labors would seem to be assured of success. The Cub program looks exceedingly interesting and valuable. The activities should appeal to the 9, 10 and 11 year old boys for which they are especially designed. The romance and the mystery of the American Indians and of the East India which Kipling made famous in his *Jungle Stories* are incorporated in the program. There are secrets and codes and grips. There are promotions and awards as in the Boy Scout movement and there is a breadth of activity, a "lateral extension" of activities provided for attainments beyond the minimum requirements, which should meet the interests of almost all boys.

The program is not to be pushed, it is in the experimental stage and for the present only the selected Boy Scout councils which have demonstrated their ability to carry on their regular work will be authorized by the National Council to undertake "cubbing." It is expected that entirely new "man power" will be developed for the committees and cub-masters who will deal with this younger boy program. A sub-committee of the local scout council is to be appointed as a Cub Committee and as in the case of the Boy Scouts, Cub Packs will be related to sponsoring institutions.

### *Organization Plan*

There are to be Cub Packs under the leadership of a Cubmaster, Cub Dens, local neighborhood groups under den chiefs who are to be trained older Boy Scouts, and Cub Mothers related both to the Pack and to the Den in an advisory and cooperative capacity. Both the Dens

and the Packs are to meet weekly. Most of the activities are expected to be "between meeting" activities. The symbol of the Cub is a square because "a cub is square." There is a preliminary grade called the Bob-cat Cub, then after passing certain tests the boy progresses to Wolf Cub rank during his ninth year, to Bear Cub rank during his tenth year and to Lion Cub rank during his eleventh year. In each rank there are three different grades, indicated by addition of arrows of gold and silver in each year. The tests which are to be passed to secure promotion from rank to rank have to do with knowledge of the flag, health activities and inspection, various feats and stunts, helpfulness, handcraft activities, record work such as scrap books, diaries, etc., and use of ropes, plus a series of electives representing various hobbies.

The Cub Books, one for each year, are attractive, well illustrated, and suggest a great variety of interesting activities with enough detailed information to enable the boys to carry out the various projects outlined. They also offer stimulating, well written biographies of the lives of American heroes.

### **Boys' Sports Days—A New Plan in Oakland**

A new idea in boys activities has been introduced in the Oakland, California, elementary schools this fall. Beginning this semester all inter-school athletics for boys will be based on the Sports Day plan which is similar to the Girls Play Day plan now in use in Oakland.

Where formerly all boys' tournaments were conducted in city-wide fashion, the new plan will emphasize sectional or neighborhood championships only. The Sports Day is more satisfactory to everyone than was the old city-wide tournaments. It is in accordance with the principal's objectives—no long walks for the boys, a better chance for universal participation in activity, and a greater opportunity for the development of leadership and citizenship. The directors favor the plan since it allows them more time with the boys on their own playgrounds and also a greater chance to develop the fundamental skills and habits of the boys. The boys are ardent supporters of the plan since from experience on the summer playgrounds they know that they have

more chance to play the game and they can have more competition without the long walks that they formerly had. Judging from the way in which the plan increased the attendance and participation on the summer playgrounds the Recreation Department is confident of its success during the fall semester.

#### *Plan of Work*

The city has been divided into fourteen districts, each district consisting of from three to five schools. Tournaments will be held within each district only. The directors of each district elect a chairman who presides over the individual district meetings. In these meetings schedules are made up for each sport and any local rules that may be necessary are made. This makes a more elastic program possible in which the problems of neighborhood heritages and prejudices are eliminated. In the past all schedules and regulations have been organized through the main office of the recreation department for the entire city.

Each Sports Day will be held within a designated period from ten days to one month and not, as formerly, running for two or three months at a time as shown by the following schedule for the school year:

- Soccer—September 16th to October 3rd
- Handball—October 14th to October 24th.
- Net Ball—November 12th to November 26th.
- Basketball—February 3rd to February 27th.

Baseball—March 24th to April 24th.

Tennis—May 5th to May 15th.

Track—May 19th to May 29th.

Regatta—May 23rd.

The period preceding the Sports Day teachers will spend time in giving instructions in each game. Intramural schedules will be conducted in each sport during this time in order that every boy will have an opportunity to participate and learn the rules of the games. Those who do not actually participate in the games will be adequately trained to referee and act as linesmen, scorers, base umpires and timers. They will be known as junior directors. Others will be appointed to a reception committee to act as hosts to visiting groups directing them to dressing rooms, drinking fountains, play courts and otherwise provide for their comfort during the entire afternoon.

For health reasons every effort will be made by teachers and playground directors not to use any boy who is underweight or convalescing from a recent serious illness, and no boy will be allowed to play on more than one team.

#### *The Objective*

The plan was first instigated by the recreation and physical education departments last year after which the plan was presented to and adopted by the Principals Conference of the Oakland Public Schools. The supervisor of physical education

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*Courtesy Hamtramck Public Schools*

BOAT BUILDING BY THE BOYS OF HAMTRAMCK, MICHIGAN

# In Our Parks and Forests

## At the Day Camp at Oglebay Park

Through a plan of cooperation between the Board of Public Recreation of Wheeling, West Virginia, and Oglebay Park, many children from the city playgrounds enjoyed days at camp last summer.

The plan was made possible through the cooperation of a special playground committee from Oglebay Park which furnished the bus transportation and 40 pints of milk each day. The Board of Public Recreation arranged 13 of the 16 playgrounds in 5 groups with the children in two age classes—7 to 11 years and 12 to 16. As many as 40 children could be taken at one time. As the playgrounds had a 5-day week, each age class was enabled to visit the park every other week with a few exceptions made for special visits for the Orphans Home and the colored playgrounds.

Each of the 48 playground instructors spent a day with his group at the park in order that he might have a full understanding of the program, and the parents of the children were acquainted with the plan through a circular letter. The Recreation Board furnished a man and a woman instructor who worked in cooperation with the assistant camp director at Oglebay. Every playground was allowed a quota but in instances where a playground had fewer children than were allowed, more of the same age from the other grounds were permitted to come.

The bus left the first playground to make the trip at 9:15, returning from the park at 4 P. M. At 9:50 the children registered at the park, and at 10 came the assembly with flag raising, a patriotic song and a discussion of plans for the day. At 10:15 the children enjoyed games of various kinds. These were followed at 11 by a



LUNCHEON AT OGLEBAY PARK

nature walk, a visit to the museum or other points of interest. Then came the fun of eating out-of-doors the lunch which the children brought. After lunch came a rest period followed by a demonstration of "Nature through music," singing, and story telling or reading. A period of handcraft was followed by games and at 3:45 the flag was lowered and farewell songs sung.

The plan has been so successful that the committee of Oglebay Park, which is carrying on the work through funds raised privately, is considering extending the work next year by supplying two buses and twice the amount of milk.

### Passaic County's Park Development

The Passaic County, New Jersey, Park Commission, in a recently published report covering the years 1928-1929 records a remarkable achievement in park acquisition during the first two years of its existence. The report, which is profusely illustrated and which contains many statistics of interest relating to the County, demonstrates the effectiveness of the county park commission as a means of park development. For example, in the two years covered by the report nearly seven hundred acres of park property were acquired by the Commission in a county where only slightly more than 300 acres of parks had previously been secured by the municipalities within its borders.

The report lists the events leading up to the appointment of the Commission, outlines in considerable detail the problems considered by the Commission and the steps undertaken by it during the two year period. The general program of procedure for the establishment of the county

park system was first to secure the necessary lands, since property values were increasing rapidly. Among the acquisitions of special interest were a gift of forty-three acres by one of the members of the Commission, and the purchase of a mountain reservation, part of which was acquired from the city of Paterson on an actual cost basis. Garret Mountain Reservation has an elevation of 502 feet and on its slope there is a castle which is to be utilized for park purposes, and an observatory tower seventy feet in height, from which can be seen ships entering New York Harbor. Two hundred and sixty acres have already been acquired and ultimately the area of the reservation will comprise approximately 700 acres. Two of the other areas acquired by the Commission contain buildings of historic interest, one of them a mansion occupied by General George Washington as his headquarters during the Revolutionary War, and another used for the same purpose by General Lafayette.

Plans for the development of the park properties include a variety of recreation facilities, among them golf courses, picnic areas, baseball and football fields, swimming pools, bridle paths and boating facilities. It is hoped that the abandoned Morris Canal which extends for many miles through the county may be taken over by the Commission and utilized for walking, hiking and horseback riding. Although ninety-five per cent of the expenditures of the Commission during its first two years were for the purchase of land, a number of trails have been opened up through the woods, fireplaces and drinking fountains have been installed for the use of picnic parties, and

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*Courtesy Passaic County, N. J., Park Commission*

POMPTON RIVER AND THE OLD TOW PATH

# Boston's Tercentenary Celebration

EVA WHITING WHITE

*Chairman, Committee on Pageantry, Boston Tercentenary Committee*

The out-of-door celebration in connection with the Boston Tercentenary began with Mayors' Night at the Tribune on Boston Common on July 16th and continued until September 5th. Never in the history of the country have such numbers of people assembled evening after evening. It is estimated that seventy-five thousand were present to see the final pageant, "The Soul of America."

## The Plan of Organization

Early in 1930, the Boston Tercentenary Committee appointed a sub-committee on pageantry, with the following members: Susan Lee, Ida Fendel, Frederick J. Soule, Eva Whiting White, chairman. In March, the committee presented to Mayor James M. Curley its suggestions, namely, that a succession of programs be given at the Tribune on the Common and at the Playstead at Franklin Park.

There would have been nothing unusual in such a series of events had it not been that the plan was centered about four ideas: first, that there should be presented visually the history of Boston and the developments in that history which have stimulated the growth of democratic government throughout the world; second, that as many varied interests as possible should participate in the programs; third, that the evenings should be of such a character that Boston would demonstrate to itself its latent talent embedded in those arts that are welded in the worthy dramatic performance and in the fine concert; and fourth, that to the demonstration of our native art should be added the demonstration of the genius of our foreign-born citizens. An appropriation of \$8,000.00 was made to further the work of the committee in meeting the expenses of transportation, costuming, stage hands, and professional assistants. The committee served without compensation. Community Service, Inc., of Boston gave the services of Doris M. Celley, who organized the participants, and George H. Beaulieu, a "Y. D." man, the youngest of seven brothers who saw service in France, was engaged as the technical expert.

The work of the Pageant Committee was placed by the Mayor under the immediate supervision of the Director of Public Celebrations, J. Philip O'Connell, to whose mastery of detail the success of the season is due, as well as to Frank Howland, who took charge of the lighting and stage equipment.

The clear evenings of the summer, in a season of unusual weather, enabled the program to move forward with few changes,—Monday, Wednesday and Friday evenings at the Tribune, and Tuesday and Thursday evenings in the Roxbury-Dorchester district at Franklin Park. Only three postponements were found necessary in connection with the thirty-one evenings.

As soon as the plans of the Pageant Committee were announced, they met with enthusiastic response from both the press and the public. On the opening night, Mayors' Night, the 3,500 seats provided by the city were taken by seven o'clock for the eight-thirty o'clock performance. That night, as well as on the succeeding nights, thousands stood from two to two hours and a half in rapt attention. The rounds of applause showed how closely the action on the stage was followed. Boston can be proud of many things but especially proud of the courtesy and intelligence of her people en masse.

The mayors of New England were the guests of the city on July 16th. The presiding officer was the Honorable John F. Fitzgerald, chairman of the municipal Tercentenary committee. The welcome and address of the evening were given by His Honor, the Mayor, James M. Curley. As indicative of the unity that has marked the celebration, members from the following choirs joined in a Liberty Chorus—St. Paul's Cathedral, St. Joseph's Church, Trinity Church, the Dudley Street Baptist Church and the La Salle Seminary Music School. Mr. John E. Daniels, Jr., was the choir leader.

## The Historical Celebrations Begin

It was on this evening that the historical presentations began. In tableaux were shown the



first Americans—the American Indians, as excerpts from Bryant's poem *Thanatopsis*, and from Longfellow's poem, *Hiawatha*, were read. Then came "A Puritan Family" followed by "Paul Revere's Ride." The finale was "George Washington, the first President of the United States." As the audience joined in singing *The Star-Spangled Banner*, at the close of the evening, a kind of reverence for the occasion seemed to sweep over those who were present. Next morning, the papers carried such captions as "The Public Now at School in City Celebrations." In truth that was so, for on succeeding nights there were shown our national and local heroes and many a scene out of the heart of our national experience.

The first evening at Franklin Park came on July 29th when Alexander Brin presided and the Honorable John F. Fitzgerald gave the address of the occasion. The Liberty Chorus sang and the tableaux that were shown on the Common on Mayors' Night were repeated.

The first complete pageant of the summer was given by the Burroughs Newsboys Foundation. It was called "The Newsboy" and was presented under the direction of Hazel Albertson, assisted by Albert H. Davis and Vera W. Hill. There was a real significance in banding together "newsies" from all over the city in a performance of such historical importance. The pageant told the story of the carrying of news from the beginning of history. Mercury was shown and the runners of ancient days: the heralds of the Romans and the messengers of kings: Gutenberg, the inventor of printing, appeared to the life. Then came the founding of the Massachusetts Bay Colony with the Town Crier, to be followed by printing in the *New World* and the first American newspaper, *The Boston Newsletter*, 1700. Benjamin Franklin was greeted by much hand-clapping when he appeared, as the first American newsboy, 1720, distributing *The New England Courant*, as were certain other illustrious newsboys such as Adolph Ochs, now chief owner of the *New York Times*, Cyrus H. K. Curtis of the famous Philadelphia publishing house, and Thomas Edison, himself, once a newsboy.

July 30th was "Navy Night." Captain Benyaurd P. Wygant, in charge of the Naval R. O. T. C. at Harvard University, and who, during the World War commanded a destroyer that operated from Queenstown, Ireland, was in charge of the personnel. On Navy Night the tableaux were as follows:

Tableau I.—Neptune, the friend of sailors

Tableau II.—John Paul Jones, commander of the "Bon Homme Richard," who in 1778 captured sixteen ships of the enemy in six weeks.

Tableau III.—Stephen Decatur

Tableau IV.—Captain James Lawrence. As this scene faded from sight, every one present on Boston Common knew that the War of 1812 brought forth many heroes and that it was Lawrence who, when mortally wounded, uttered those famous words, "Don't give up the ship."

Tableau V.—Oliver Hazzard Perry, whose "We have met the enemy and they are ours" rang throughout the nation.

Tableau VI.—"The Constitution"—the matriarch of the American Navy and the vessel that has been preserved as a result of the generous contributions of men, women and children throughout the country.

Then, on August 1st, came "Radio Night," when developments in the scientific and mechanical fields were shown. This program, with the accompanying musical numbers, was under the auspices of Will Dodge of WEEI—the Edison Company. There appeared Benjamin Franklin, this time as the discoverer of electricity. Then came the laying of the first cable; the invention of the telephone by Alexander Graham Bell, professor at Boston University 1874-5; the use of electricity in lighting; and finally, "The Radio."

One of the most telling evenings in the historical series was that of August 11th, when the pageant, "The Bean Pot," was presented by the Playground Department of the School Committee of the City of Boston—Nathaniel Young, director, and Julia Murphy, supervisor. The author of the pageant was Marjorie F. Murphy. Three hundred and seventy boys and girls from many districts took part. This pageant brought out the chief historical episodes from the signing of the Mayflower Compact to the close of the World War. No child who took part in the performance will forget the Tercentenary.

In the early days of this country, the history of the French and of the early settlers from England was closely intertwined so it was but fitting that one of the historical evenings should tell the story. Therefore, on August 29th, "France and the New World" was presented by a committee, under the chairmanship of Cyrille Chiasson and by a cast of French heritage. The director and author of the pageant was Marie Eugenie Jobin. The period of time covered was from 1523, when

Francis I. of France assigned Verrazano to the mission of exploring the New World, to 1781—the date of the surrender of Cornwallis at Yorktown, in the glory of which both Lafayette and Washington shared.

On the Tribune, Cartier appeared—1534; then Champlain exploring America in 1604. The first French settlers landed on this continent in 1617, and in 1620 came Priscilla Molines, with the Pilgrims—the French girl whose romance with John Alden has been woven into an American folk story. Then, in 1639, the French missionaries—priests and nuns—arrived. From 1669-1682 La Salle and Frontenac play their part in American history. 1683 sees French Huguenots in Boston. Paul Revere, our Revolutionary hero, was presented as a Huguenot. Evangeline and Gabriel Lajeunesse and the deportation of the Arcadians were shown, and, finally, the coming of Lafayette.

"The Soul of America," an historical pageant-drama, closed the series of evenings. Many of the programs, as here outlined, as well as the musical evenings and the evenings in charge of the racial groups, were repeated at Franklin Park.

### Music a Memorable Feature

As to music, every effort was made to see that the events scheduled reached a high point of artistic excellence. The bands and orchestras that accompanied the pageants were chosen with care. The singing of the choruses will long be remembered, as will, also, the native songs as given by the foreign-born societies.

An impressive program of religious and secular music was given on July 28th by the Lassell Seminary Music School. Compositions of Chadwick, Foote, Mascagni, Beach, Praetorius, Bach, Mendelssohn, and Handel were sung by 200 voices under the leadership of Mr. Francis Findlay of the New England Conservatory of Music.

On July 31st at Franklin Park and on August 4 on the Common, Henry Gideon, organist at the Temple Adath Israel, arranged a rarely beautiful program, finely interpreted by soloists from the Temple choir and by the choir itself.

On August 1st the Will Dodge Orchestra gave a concert at the Tribune at which compositions by Meyerbeer, Herbert, Hosmer and Schubert were played. Also, three interesting early American Airs were sung:

(a) Chester—1778—*Song of the Revolution*, a song popular in its day and sung by our early patriots in their homes and at camp.

(b) Mitcham—1791. (Worcester Collection of Sacred Harmony.)

(c) Sheep in Clusters. (Early American. Harmonized by Samuel Endicott.)

On July 23rd, on the Common, and on August 26th at Franklin Park, the chorus from the Italian Opera Club—Mme. Emilia Ippolito, director, sang excerpts from *Aida*, *I Pagliacci*, *Cavalleria Rusticana*, and *Rigoletto*.

The singing of the Polish Lira chorus on Polish Night brought out the fact that there are few musical organizations in the community that equal this mixed chorus. Their leader, Anthony Nurczynski, proved a musician of a high order.

Scarcely one, of an audience of 25,000 people, stirred during the concert of the Negro Chorus on September 5th, while thunderous applause greeted the singing of certain spirituals by a male quartette, the members of which had been carefully chosen for the equality of tone value of their voices. Mention must also be made of the fine singing of Mme. Dorothy Richardson, the organizer and leader of the musical groups that appeared.

One of the most successful evenings was that under the auspices of the Knights of Columbus when a charming musical comedy, *Priscilla*, was given. The singing and acting were admirable. The performance was a contribution, indeed, to the program of the summer. Mr. Edmund L. Dolan, City Treasurer, was chairman of the occasion.

### The Contribution of Racial Groups

Fifty years ago our population was homogeneous. Today Boston is a cosmopolitan city whose future rests upon the interplay of many races. Each race has its unique contribution to make and since the heritage of each race makes its contribution possible, the Tercentenary Pageant Committee, in planning the evenings devoted to the racial groups, decided to present certain phases of their history exactly as American history had been presented, and to combine with the historical presentations the folk dance and folk music.

The first of those evenings came on July 25th, under the auspices of Rev. J. Zelechivsky. It was Ukrainian Night. The quick response of the audience as the first of the 150 participants, dressed in their native costume, stepped to the platform proved how popular the evenings were to be. The presiding officer, Peter Grogzinsky, told the audi-

ence that 40,000,000 Ukrainians dwelt in South-eastern Europe and that they are a people who possess a high culture. His statement that during the years of oppression by the Russians their national consciousness had been kept alive in their poetry, folk songs and folk dancing, was a telling background to the program that followed, which consisted of *Memories from the Highlands*, a folk sketch; folk songs and Cossack dancing. This program also met with a most cordial response at Franklin Park on August 5th.

German Night was arranged by the United German Societies of Boston, of which Jacob Reiss was general chairman. Mrs. Erdine Tredennick Oedell directed the mixed chorus, while Mr. Benjamin Guckenberger led the male chorus. Mr. Joseph Schreiber directed the gymnastic exhibition given by the ladies' and men's classes of the Boston Turnverein, Deutscher Arbeiter Turnverein and Malden Turnverein. The original Y. D. Band under Gerald Frazee, which led the Yankee Division during the World War, played.

Boston can well be proud of the qualities exemplified by this race.

Next came Polish Night—John Grim, chairman—which was an evening of folk dancing and of choral singing, with tenor solos from the opera *Halka* by St. Moniuska sung by M. Kawczynski and a soprano solo from the same opera by Mme. Nurczynski. This was an evening of high excellence.

Scottish Night—William C. Ross, chairman—proved so popular that at several points the program was stopped by bursts of applause. Tableaux followed the playing of the bagpipes, the Highland Fling and Sword Dance and the rare singing of Edward MacHugh. The tableaux were *The Fiery Cross*; *Prayer Before the Battle of Bannockburn*; *Mary, Queen of Scots*; *Robert Burns*; *Comin' Thru the Rye* and *Auld Lang Syne*.

One of the most colorful evenings in the series was arranged by the Armenian Committee—Captain Sarkis Zartarian, chairman. On this evening,



FROM MARY, QUEEN OF SCOTS: BOSTON TERCENTENARY

the audience was privileged to hear the *Hymn to Massachusetts*, words by Clara Endicott Sears, music composed by Mrs. M. H. Gulesian, sung by Mme. Rose Zulalian. The feature of the occasion was an historical pageant which presented the heroes of Armenia, showed different epochs in civilization and presented Armenia's contribution to the world. Dr. H. Zovickian directed the pageant.

The Norwegian contribution to the program consisted of musical numbers and a series of telling tableaux given at Franklin Park, under the direction of Dr. E. Nyman Figved. Dr. A. N. Gilbertson, also, gave a brief review of Norwegian history before the tableaux were presented. The tableaux are listed herewith: *Lief Erickson*, *St. Olaf* (the patron saint of Norway), *Bjornstjerne Bjornson* (lyric poet and composer of the Norwegian national anthem), *Henrik Ibsen* (father of modern drama), *Edward Grieg* (the great composer), *Captain Roald Amundsen*.

Lithuanian Night at the Playstead was in charge of Vincent A. Jenkins. John Dirwallis conducted the Gabija Choir. Perhaps no program of the summer had more value, as the history of Lithuania is not generally known. That history was unfolded through:

Tableau I.—Grand Duke Vitautas, who led Lithuania to freedom, and under whose rule Lithuania reached the zenith of her power. Her territory at that time extended from the Baltic to the Black Sea.

Tableau II.—Vincas Kudirka, composer of the National Anthem

Tableau III.—A Lithuanian School

Tableau IV.—A Shrine. (Lithuania is deeply religious)

Tableau V.—The Bride. (At a wedding a whole Lithuanian town shares in the joy)

Tableau VI.—The Lithuanians of America presented their heritage to the country.

Syrian Night drew a vast throng to the Common when it was announced that a pageant depicting the religious foundation of the Old and the New Testament would be presented. The evening was in charge of Rt. Rev. Archimandrite Peter Abouzeid. The episodes shown were:

1. Creation of Man
2. Expulsion of Adam and Eve from the Garden of Eden
3. Murder of Abel by Cain and the Banishment of Cain
4. The Flood—Noah and the Ark

5. Moses—The Ten Commandments

6. Birth of Christianity

7. Spreading the Gospel throughout the world. The chorus sang beautifully the Syrian-Lebanese hymn, *Thanksgiving to God*.

On International Night ten nationalities were represented. The stage was a riot of color. Outstanding in the evening's program—judged by the reactions of the audience—was the singing of a group of Swedish songs by Maude Erickson. Each nationality had had its evening. On this night, they joined as one in honor of the founding of Boston. It was a memorable gathering.

On September 5th, when the Negro program was presented, fully 30,000 people must have assembled. The program was arranged by Mme. Dorothy Richardson and was gripping in its effectiveness. There was scarcely a sound on the Common when the first tableau was shown—the death of Crispus Attucks, whose monument stands only a few rods beyond, through the spirituals *I'm a Rollin'*; *Keep Me From Sinking Down*; *Walk Together, Children*, to the tableaux which reproduced the Shaw Monument, showed Harnet Tubman, then Lincoln, and ended with a tableau in which living colored veterans of '61 posed. Then came the spiritual *Bear Your Burdens*, followed by *The Star-Spangled Banner*. It was an evening long to be remembered and ended the summer series.

### "The Soul of America"

The Pageant Committee swung into action again when it helped to organize Division VII of the greatest of Parades on September 17th—the division of Racial Groups. What had been shown on the Common and at Franklin Park was presented in a succession of floats designed with the same artistry as had been shown in the preceding months and with the same fine posing and massing of gorgeous costumes. And, finally, on September 19 there was presented "The Soul of America" written by Marion Lord Tarbox and developed as a cooperative responsibility by the Young Men's Christian Association and Community Service. By eight o'clock there seemed to be scarcely standing room left on the Common. Perhaps the evening can best be described by quotations from the press:

"'The Soul of America' is a wonderful story of a wonderful country, a most vivid and thrilling visualization of a Great Dream come true.

(Continued on page 468)

# A Harvest Festival

BY MARION HOLBROOK

The following festival may be produced indoors against a plain curtain or out-of-doors with a background of autumn foliage.

## The Festival Outline

### *I Dance of the Autumn Leaves*

Dancers wearing brilliant autumn leaf costumes enter, right and left, and frolic together in a swift, swirling dance. At the end of their dance the Harvest Goddess is seen approaching. The dancers hail her coming and several go off to escort her. She is a tall, beautiful girl, wearing a Grecian robe and carrying a horn of plenty. She joins the leaves in a stately dance. At the close the leaves go off as though blown by sudden gusts. The Goddess remains.

### *II. The Gleaners*

The chanting of the *Te Deum* is heard and the Harvest Goddess, with a gesture of gracious dignity, beckons to the approaching gleaners and then slowly goes off as they come on, carrying their sheaves and stooping to pick up stray bits of grain. The angelus sounds. All stand with bowed heads for a moment and then continue their slow progress across the stage and off. The chanting continues until they have passed out of sight.

### *III. Old English Harvest Revels*

The harvest Goddess enters and gayly beckons to a large group of English boys and girls who enter, dancing, skipping and shouting, as she goes off. Each carries some fall fruit or vegetable—a pumpkin, a squash or a basket of grapes or apples. A pile of sheaves is arranged at center back and the Queen of the Harvest is carried in on the shoulders of two swains who seat her on this throne. Lively harvest songs are sung throughout the scene. The boys and girls place their harvest tribute at the feet of the Queen, then, standing in groups and couples, they continue their singing. At the close they take up their gifts and sheaves and carry their Queen off amid the shouts and cheers of the revellers.

### *IV. Pilgrim Procession*

The Goddess enters to the soft off-stage singing of the Thanksgiving Hymn and summons the Pilgrims, leaving the stage as they enter. They come slowly, singing, and group themselves as a chorus. At the close of their hymn they leave, continuing their singing until they are out of sight.

### *V The Husking Bee*

"The Arkansas Traveler" is heard off-stage. Hailed by the Harvest Goddess, men and women in pioneer costumes enter in a noisy, laughing throng. Several men who bring up the rear carry bushel baskets of corn which they empty in piles at center back. They begin husking, singing American folk-songs as they work. Some form a semi-circle around the corn, facing the audience. Others gather in groups, left and right, so that the stage is well covered. Others move about, greeting their friends in pantomime. Young girls gather and whisper secrets. The young men watch them furtively. The singing is continued throughout this scene. As much interesting pantomime as possible should be worked in, so that one seems to be looking in on an old fashioned husking bee, rather than a formal entertainment. If possible, there should be a fiddler.

A shout is heard as one of the girls holds up a red ear. She darts away from the husking group and is pursued by a young man who follows her off-stage. They come back immediately to join the dance for which the husking is deserted. The people may be divided in groups for the dancing, one following another in quick succession, the music growing faster and faster and the dance taking on almost a pagan spirit. At the close, the dancers go off in couples, the men with their arms about their partners' waists.

## Production Notes

### *Autumn Leaf Dance\**

The dancers skip in, right and left, carrying great bunches of golden rod and autumn leaves,

\*By Madeline Stevens

or baskets of fruit and autumn leaves. After skipping about in gay fashion they form a circle.

I Step right, swing left, step left, swing right—and repeat all, three steps toward center and raise arms high with flowers or baskets. Repeat step, swing four times and take three steps back, lowering arms as they go.

II Turn and face as partners in single circle formation. Step, swing right—left—right—left, facing partners. Step forward, changing place with partners, and repeat back to place.

III Return to circle facing center. Boys go forward three steps and place branches on ground at center, take three steps back to place and make a complete turn in place. Girls go forward and repeat same.

IV Boys skip four steps in and pick up a branch—four steps back to place. Girls skip four steps to center, pick up branch and skip back. Girls stand still and wave branches while boys skip in and out around entire circle of girls, and then back to original place. Girls repeat same.

V Partners join inside hands and hold branches with outside hands. They skip once around together and dance ends.

If folk music is desired for this dance, use "Harvest Dance" in *Folk Dance Music* by Burchenal and Crampton. Published by G. Schirmer, 3 East 43rd Street, New York. \$1.00.

Music of a more modern type which may be used is "The Dance of the Old Woman's Shoe" from *Lord Byron of Broadway*. Published by Charles H. Ditson and Company, 8 East 34th Street, New York. \$.40.

#### *Old Rustic Dance\**

This dance is performed by the leaves and the Harvest Goddess. The dancers form several circles, depending on the number participating. The Harvest Goddess stands in the middle of the circle at the center of the stage and does the steps indicated for the other dancers in place, holding her cornucopia high.

I Step, swing right—step, swing left and repeat. (Four times in all.)

Pas de bourre† right, pas de bourre left.

Repeat entire step.

Appropriate modern music is "Gavotte" (Mignon) by A. Thomas. It may be purchased from either Ditson or Schirmer and costs fifteen cents. If folk music is desired "Polonaise" from *Folk*

*Dance Music*, described elsewhere in this bulletin, is excellent.

II Face partner in single circle.

Pas de bourre right, pas de bourre left.

Step, swing with partner, four times in place.

Repeat pas de bourre right and left.

Step, swing four times forward to new partner.

Repeat second step with three new partners and return to circle, repeating first step as finish.

#### Costumes

Autumn leaf crepe paper can be obtained from the Dennison Manufacturing Company, 220 Fifth Avenue, New York. Ragged pieces of this paper sewn to a plain brown cheese cloth slip make a charming costume. Dennison's will also supply directions for making the horn of plenty. The booklet containing directions can be had for five cents.

The Harvest Goddess wears a Grecian robe of corn-colored material. Cheese cloth drapes gracefully and may be used for this costume.

#### *The Gleaners*

Millet paintings will furnish costume suggestions for this episode. The *Te Deum* found in the Episcopal hymnal may be used. Crepe paper is excellent material for the sheaves.

#### *Old English Harvest Revels*

The English country lads wear knee breeches with a white shirt open at the neck. A ruffle of white material is basted on the cuff so that it falls well over the hand. A narrow ribbon is tied in a bow at the wrist and a sash of the same color may be knotted carelessly at the left hip.

The girls' costume consists of a plain waist with short sleeves, a bodice and a full, rather short skirt with panniers. A white kerchief and a small white apron complete the costume.

The following folk-songs are suggested for this episode: "One Man Shall Mow My Meadow," "The Jolly Plough Boy," "I Will Give My Love an Apple," "Farmyard Song," and "The Painful Plough." These songs can be purchased in single edition, eight cents each, from the H. W. Gray Company, 159 East 48th Street, New York.

#### *The Pilgrims*

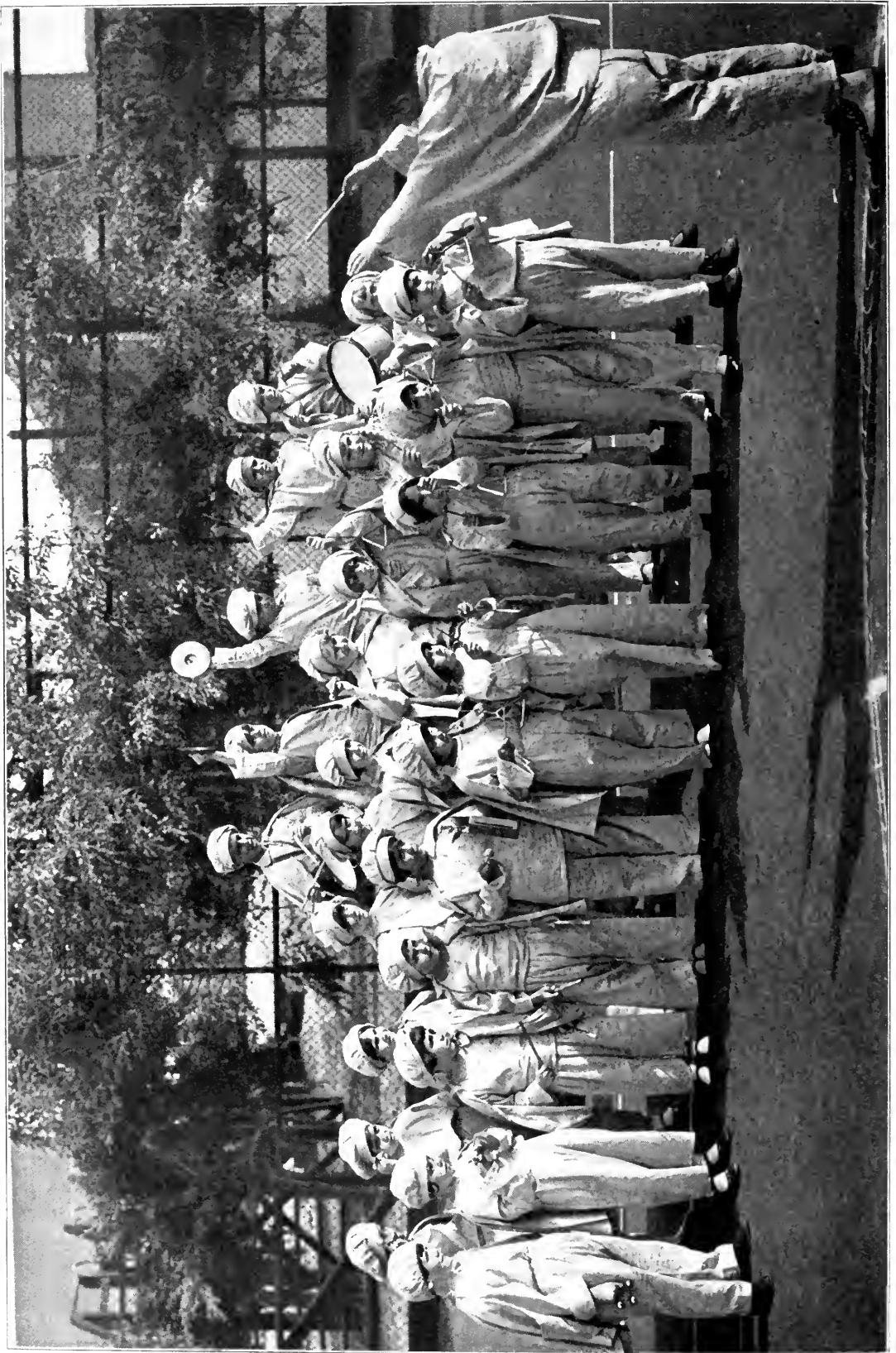
They wear the familiar Pilgrim costume. Their hymn, "Thanksgiving Prayer," is found in *Twice*

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\*By Madeline Stevens.

†A pas de bourre is done in the following way: step right, bend left knee behind right, step right and swing left.





TOY SYMPHONY, FATHER CROWLEY PLAYGROUND, SAN FRANCISCO, CALIFORNIA

# “Music in the Air”

## On the San Francisco Playgrounds

The San Francisco, California, Playground Commission may well be proud of the music program developed on the municipal playgrounds since the organization of a special music department in February, 1928. Since that date the department has grown to include 25 definitely organized groups meeting weekly under trained leadership. There were during the year 14,580 people taking part in some form of musical activity.

The development of the work is described in an article entitled *Music in the Air*, by Marie V. Foster, Supervisor of Music, which appears in the July issue of the *San Francisco Municipal Record*:

The instrument that is common to us all is, of course, the voice, and it is with that medium that our most extensive work has been done. Sixteen children's choruses have been formed, and instruction has been given in singing under a director, with attention to details, such as correct breathing, attack, enunciation, posture and other simple rules. All the time we have tried to use only worth-while material, and our music has not only been recreational, but educational as well.

### *Adult Glee Clubs*

The adult glee clubs have, in most instances, been doing more advanced work. There has been one group of Italian boys who have met regularly, a quartet of Chinese sisters and three organized glee clubs of business girls. The supervisor has been able to arrange free vocal lessons for some of these groups, and at least six members have availed themselves of this opportunity. The quartet of Chinese girls have become very much in demand and are now doing professional work.

### *The Toy Symphony*

One of the most popular forms of music activity is the toy symphony or rhythm band. Our band is composed of two drums, one xylophone, eleven bells, eight triangles, three tamborines, three cymbals, four bird whistles, five sand blocks and a piano accompaniment. Charts are used which

show the beat on which each instrument is to be played. In the winter time class attendance is fairly regular, and the children learn to play from memory. The music used is *El Capitan* by Sousa, *Le Secret* by Gautier, *Star-Spangled Banner*, *Minuet* by Beethoven, and other such numbers. The children thus learn rhythm and at the same time learn good music.

During the winter five playgrounds had toy symphony as a part of their regular program, meeting once a week, with an average attendance of 25 on each playground. The children attended class instruction regularly and were able to perfect several numbers to play at various entertainments. Some of these were the Food Show in the Civic Auditorium, a program at the Emporium Auditorium, a Laguna Honda Home program, numerous individual playground programs, and on the Playground Music Week program at the High School of Commerce Auditorium, a picked band of 40 players gave three numbers most creditably.

This summer the program has been varied by placing the toy symphony on five new playgrounds. The response has been splendid, and the average attendance has grown to 35. There are both boys and girls in the orchestra, and the ages range from five years to twelve years. On one playground the attendance is so large that there are not instruments enough to go around, and the children take turns playing. Discipline never enters into the program, for everyone is having such a good time, they have no time for anything else. Plans are being made for this coming year whereby more playgrounds may be accommodated, thus enabling us to have a picked band of at least 100 pieces.

### *Harmonica Band Popular*

Another popular group is the harmonica band. Our department has organized four of these during the year. In a recent city-wide harmonica contest two of our boys ranked among the first in a large group of contestants. There has been one playground orchestra organized by the department. This group has not only played for their own informal parties, but played all the music at their May Fete this year.

The Supervisor of Music has worked closely with the Supervisor of Educational Dramatics, and together they have given two large city-wide productions, the Annual Fall Festival at the Civic Auditorium and the first Annual May Music Week program. Aside from this, the Music Department has furnished incidental numbers for many programs, given there, operettas and selected music for various dances and pageants.

Many new groups are in the process of organization for the new year, and it is the aim of this department to reach as many as possible, and, as Dr. Eliot says, to give every child a "chance to the greatest joy in life—the art of music."

### Following the Piper in Elmira

The children of the Elmira playgrounds followed the piper last summer, but with happy results.

Realizing the need for music on the playgrounds, the City Recreation Commission appointed a capable instructor who has specialized in rhythm orchestras to organize these groups on the playgrounds. The result surpassed all expectations. As many as 60 children enrolled in one orchestra, and from 13 playgrounds 10 orchestras were formed, the three smaller playgrounds combining with the larger ones.

Only one set of percussion instruments was used. This included drums, tamborines, cymbals, triangles, sticks, wood blocks, sand blocks, castanets, bells, jingle cloggs and bird whistles. A piano, it was felt, was essential to carry the melody. A "Tom Thumb" piano proved just the thing, and arrangements were made to convey both the piano and the instruments to locations where concerts were scheduled. Recitals were given once a week at one of the playgrounds, and city officials and parents were urged, through invitations of unique design, to attend. For these concerts the director selected favorite marches, well-known airs, waltzes and semi-classical tunes. The concert was not limited to orchestra selections alone, for dancing and singing were included on the program.

As a culmination of the summer season, a playground finale was given on the center playgrounds. As the number of children was too great to permit of massing them in one large orchestra to take part in this final entertainment, a "Tom Thumb" orchestra was organized which was com-

posed of the best players selected from the 10 playground groups.

### Playground Music In Houston

A bulletin issued by the Houston, Texas, Recreation Department suggests that creative music should be encouraged on the playground.

"Drums may be made of cheese crates, wooden nail keys, wooden mixing bowl, flower pots and candy buckets, etc. Discarded drum heads may be used, or heavy paper or cloth shellacked will serve. In case skins are used, first soak the drum head in water, then place it over the top of the bucket and draw it as tight as possible and tie it in place. Then place thumb tacks around it to hold it in place when the string is removed. Attractive Indian designs may be painted on the top. Tuning glasses with water to the eight notes of the scales will prove a delightful experiment. Xylophones may be made from hard wood, such as poplar or mahogany. These, with flageolles and ocarinos, make an interesting ensemble."

The bulletin suggests the use of the flageolet on the playground. This instrument, which resembles a fife, may be secured for about 15 cents. The fingering can be mastered in a few lessons, and after this any piece may be easily played. Children should be encouraged to create their own melodies and to bring them written out on paper to each class.

### Why Not Bands and Orchestras on the Playground?

The results of the experiments in the organization of music groups conducted last summer on city playgrounds of Cincinnati have demonstrated to the Public Recreation Commission the feasibility of bands and orchestras as a feature of the program. Under the leadership of Harry F. Glone, supervisor of community music, three groups were promoted—a boys' band, a boys' orchestra and a girls' orchestra. In spite of the intense heat, the attendance at the rehearsals of the band averaged more than 80 per cent of those enrolled, while the orchestra's attendance for both groups was nearly 100 per cent. Each group met once a week for a rehearsal of two hours.

The groups combined for a concert at the Cincinnati Zoo Opera House on August 28 and later  
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# Adventures in Art Appreciation

Color and design, fineness of workmanship, all the factors that make for beauty in art, have their appeal for young and old, and the more recreation workers can do to provide satisfaction for this universal desire to create beauty, the more fully will they be meeting human needs.

## Their Own Paintings

The August *Midmonthly Survey* tells of an exhibition of paintings done in the Stuyvesant Neighborhood House in New York City, under the direction of Erika Giovanna Klien. Less than a year ago, Miss Klien came to Stuyvesant House from Vienna. In that short period she has helped the neighborhood people, ranging from four-year-olds to grandparents, from the college-bred to the illiterate, from the gifted to the just normal, to produce a collection of paintings which is amazing in quantity, quality and variety. The spontaneity, the use of color, the directness and simplicity of design, make the work of the younger groups especially interesting. These children paint from themselves and not according to rules devised by adult standards.

The classes in painting—as well as in the other arts and crafts and in dancing—are not free except to those who cannot pay. Those who can afford to, carry to a certain extent the expenses of those who cannot.

## A Circulating Library of Pictures

The Western Community House of Philadelphia this spring inaugurated for the children of its neighborhood a circulating library of pictures, a miscellany of copies of moderns and classics and a few modern originals. The pictures themselves were donated and frames were purchased for a few cents apiece in second-hand stores and made over to fit by the older children of the House. For two cents each child may choose a picture to take home and keep it for a week; upon its return another may be taken out. The plan was immediately received with enthusiasm by the children, and its success has continued.

## The Children's Art Center

Embryo artists on the lower East Side of Manhattan have in the Children's Art Center a place

where in the midst of artistic surroundings whatever talent they may have has untrammelled opportunity for development.

With the vision of Albert J. Kennedy, in charge of the University Settlement, where the center is located, and under the direction of Fitzroy Carrington, internationally known Curator of Art, a committee of six provided the funds to equip the center and to maintain it for one year with a Curator in charge to answer such questions as the children who come to draw wish to ask.

On entering the attractive room it is easy to understand why the children of the neighborhood find inspiration to express themselves. The walls are hung with pictures by famous artists, and in cases and on the table are beautiful pieces of pottery, figures in bronze and an unusually interesting and artistic collection of wood carvings. In order to interest the children in creating wooden characters of their own, H. M. Leming, a Norwegian, whose carvings were displayed for the benefit of the children, came to the Center and demonstrated to them how, with the simplest of tools, a small piece of wood could become a group of singers, some old sailors, a bear or a tea party.

Tables and correct posture chairs are provided for the children who, when and as they wish, draw pictures either with pencil or crayons. The Center is open both afternoons and evenings, and is constantly in use by children between the ages of four and nineteen. A genuine interest is taken in their drawings, and from time to time exhibits are held in order that they may gradually come to recognize true merit in each other's work. Since the opening of the Center early in the year it has been most gratifying to note the progress many have made.

The purpose of the Center is to encourage an active interest and an appreciation of the arts of line, form and color. So that the children will become familiar with the work of classic masters of drawings, engravings, paintings and sculpture, through the courtesy of those interested, examples are placed on display. Well designed pottery, textiles, metal work, furniture and other craft products are also brought to their attention.

(Continued on page 469)



AT THE ROOF GARDEN RECREATION SCHOOL CONDUCTED BY THE JEWISH PEOPLE'S INSTITUTE OF CHICAGO



# A Summer Roof Garden Recreation School

PHILIP L. SEMAN

*General Director Jewish People's Institute of Chicago*

In the congested districts in our metropolitan cities, during the summer period particularly, there is much need for planning activity and program for children who as a general rule are left to their own resources in the streets and alleys, with companionship and leadership that most often is more disastrous than beneficial.

Some years ago the Jewish People's Institute of Chicago, situated in the Lawndale district, a community of about one-quarter of a million people, introduced a summer recreation and play school on the roof garden of its building. This community center, built at a cost of over \$1,000,000, is provided with an adequate roof garden, which serves the purposes of the play school during the summer months between the hours of 9 and 6 daily. The same roof garden is used for the benefit of the adults of the community at night, providing concerts, dances, theatrical performances, lectures, entertainments and for general social gatherings.

This school has been conducted three consecutive summers. Ambitions of the children are discovered and brought to the surface by carefully planned projects used as incentives. The child, naturally imaginative and creative, is in this way given the opportunity of expression. In this school each child is regarded as an individual with unlimited possibilities, and by conscientious work and effort on the part of the play leaders, the best parts of the child's nature are revealed.

## Age Interests Served

The school serves approximately 300 children. These are divided into four groups—first, the kindergarten group, ranging in ages from four to six; group two, children from seven to nine; group three, nine to twelve, and finally group four, children from twelve to fifteen. The kindergarten group meets from nine to twelve, the recreation school from one to four, and the hours from four to six are used for the development of group life in the clubs.

In the kindergarten, 45 minutes are devoted to free play, 15 to conversation, 20 to games, 40 to

refreshments and rest, 15 to rhythms and 30 minutes to definite group activity. As a result of proper stimuli, original stories, games, poems, songs and most valuable ideas are obtained from the children. In group two, ranging in age from seven to nine, 30 minutes are devoted to free play, 15 to conversation, 30 to supervised games, 15 to recess, 30 to rhythms and dramatization and 60 minutes to definite group activity. These groups do not rotate. Each works on its own project. For rhythms and dramatization the supervisor works with the set program in view. Definite group activities in various groups differ. The aim of the project may be the same, but the work is divided according to difficulty. Some of it includes woodcraft, miniature furniture building, clay modeling and art. The girls' group includes in its program clay modeling, easy handiwork, such as bags and basketry, singing and dramatization. Group three devotes 60 minutes to woodcraft, 60 to art and clay work, another 60 to songs and dramatization and 30 minutes to cardboard construction and the compiling of notebooks.

## Excursions to Points of Interest

One day a week the children are invited to Ravinia Park, nationally known as one of the outstanding open air opera parks in the country. Ravinia is about 25 miles from Chicago and the children are taken in groups to spend the day there and to enjoy the children's concert presented by the Chicago Symphony Orchestra. They are also taken to places of civic interest, such as the Field Museum, the Buckingham Fountain, Soldiers' Field, the Shedd Aquarium, the Navy Pier, to the parks and forest preserves of the community and on a general tour of the lake front. The reaction of both the parents and the children toward these outings is shown when the children return bubbling over with enthusiasm and asking, "May we soon go again?" The parents are elated over the fact that the children return with a store of properly given educational information and happiness.

*(Continued on page 469)*



# City Planning Ages Old

PROFESSOR JOHN WILLIAM GREGG

*Landscape Architect, Berkeley, California*

Some of our so-called modern methods and ideas with reference to city planning are not new or even original with us. The history of city planning will take us back to the little town of Kahun in Egypt, 2500 B. C., which provides one of the earliest examples yet discovered of a town plan and shows a pre-designed pattern formed by organized groups of buildings unified by thoroughfares. It was laid out in regular blocks to house the builders of one of the pyramids. Many other Egyptian towns were laid out according to some very definite scheme. We also have some knowledge of the cities in the Mesopotamian plain, showing that they were laid out so as to provide a processional way, a broad, straight thoroughfare, along which the image of the god could be borne.

Passing on over this early history rapidly, we note that the Greeks copied Babylonian plans; that fine cities were selected upon which a group of beautiful buildings were located, which, in the case of Athens, were approached by a long, broad, stately street, climbing a terraced hillside.

We also note that Hippodamus in the fifth century introduced the principle of wide streets; that architects paid particular attention to the grouping of public and semi-public buildings, and that building regulations as we refer to them today were thought of and established in those early times.

Going on, we find the Roman forum copies after the Greek agora and in this way uniform planning may be traced from Asia Minor to Western Britain, from the Alps to the Sahara. Considering the history of progress of city planning in the new world, particularly here in California and this western coast, it is interesting to note the influence of Spain.

History tells us that the King of Spain decreed, July 3, 1573, certain regulations be followed in the establishment of towns and cities in the new world. In this decree wise and far-sighted principles were set forth to govern such matters as street widths, arcades, civic centers, orientation

of buildings, and even "use districts" are mentioned. We find that business was to face on a plaza whose proportions were very definitely specified; that obnoxious activities and their like were to be relegated to the "lower end of town." Streets were to be so planned that if a town should increase considerably in size it would meet with no obstructions which might disfigure what had already been built. Sufficient open space was to be left so that as the town grew, it could always spread in a symmetrical manner.

This brief résumé shows that all we have to do is to apply some of the old fundamental principles of community planning to the solution of some of our modern problems.

Landscape to date has been a very important factor in the health, prosperity and happiness of the human race from time immemorial, and it will continue to be an important factor as long as civilization exists. The improvement of the grounds, therefore, in a landscape way around our public and semi-public buildings will add materially to the civic beauty of the community as a whole, while the landscape improvement of the homes of men in these communities will become important detailed factors in the city ensemble.

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"In the old days play was looked upon as a necessary evil for children, something which was at best a waste of time and which generally came as a reward for accomplishment. Parents put up with play as a sort of preparation for adult activity. Sometimes it was even looked down upon as an indulgence of soft-hearted parents or teachers.

"The new conception is that play is a form of necessary education. Play is both work and education. It gives the child mastery over materials and equipment; it develops him socially by teaching him to share his toys and it widens his scope of experimentation."—Mrs. Marion M. Miller, Child Study Association of America.

# Notes on Outdoor Games

## *Tin Can Bowling*

Tin can bowling is a very popular game on the South Pasadena, California, playgrounds. The game is played by rolling a croquet ball down a level space for about 20 feet. At the end of this distance the ground is sloped up slightly and six ordinary quart cans are placed in the ground, one inside a circle of five. The object is to roll the ball into the cans, a special effort being made to roll it in the central can, which counts five points for the successful bowler. One point is allowed for a ball rolling into any of the other cans.

## *Paddle Tennis with Home-Made Equipment*

"Make your own equipment," is the suggestion of the Westchester County Recreation Commission in bringing the game of Paddle Tennis to the attention of workers throughout the county. "The game is very much like ping pong, being played with a wooden paddle but it is played on the ground over a net or rope stretched across the court about two feet above the ground. An old tennis ball or any ball ranging in size from that of a hand ball to a tennis ball may be used. The small sponge balls sold in 5 and 10 cent stores are very satisfactory. The paddles may be made of wood one half inch thick, preferably of 3-play panel board. They can be cut out by the boys with a coping saw. The face of the paddle should measure about 7 inches on its front axis and 10 inches on its long one."

## *To Preserve Shuffle Board Courts*

That concrete shuffle board courts can be built out-of-doors in the North as well as the South has been demonstrated by the Elmira, New York, Recreation Commission, which last year built two such courts that are still in very good condition. Plenty of cinders were put under the foundation so that the water would drain there in the winter time and not freeze, thus cracking the concrete. In the winter about a foot of straw and some leaves were put on top of the concrete. These precautions kept the frost from the concrete and preserved it from the cold weather.

## *A New Playground Game*

J. J. Syme, superintendent, Hamilton, Canada, Playgrounds Association, writes of a new game

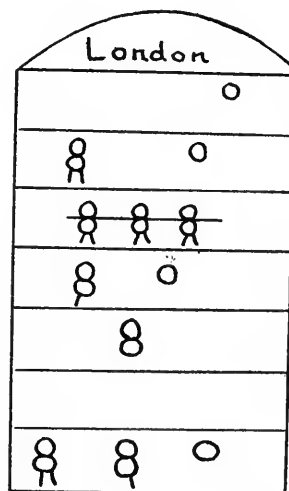
developed on the summer playgrounds.

At the first weekly staff meeting of the summer, Mr. Syme gave each playground director a set of 4 tops of tins containing various canned goods and requested that he invent a game in which these tops would be used. Several games were submitted and tried out. The following, known as "London," was found to be the most popular at all of the playgrounds:

The players stand at the throwing line. The first player throws or glides his disc and draws in the circle in which it stops a small circle to represent a man's head. The next player then throws his disc, marking a head in the space in which the disc stops. This is continued, the players throwing in succession. Should a player throw his disc a second time in a space in which he has already drawn a head, he marks a larger circle to represent the body of a man. The third time it stops in this space, he makes the downward stroke for a leg, and the fourth time, another stroke for the second leg, thus completing the man.

When 3 complete men have been drawn in one space, the player shoots for arms, that is, a horizontal line through all 3 figures. The player wins who first succeeds in filling a space with three armed men.

No men are marked in the space at the top called "London" but if the disc lands in it, the player may draw a head in every other space or add one mark to any man he may already have in each space. When the disc lands on a line or outside the diagram, the player may not make



any mark at all. Each player may build on his own men only.

The game is most successfully played on the sidewalk, with a different colored chalk used for each player. Two, three or four players may take part. It is most interesting and exciting with four.

The throwing line is 5 or 6 feet back of the first space.

### "Tom Thumb" Golf Courses

Golf for many years was considered a rich man's game, but with the establishing of numerous "Tom Thumb" courses throughout the country the sport has taken a sudden impetus, and courses have been established on many playgrounds.

George St. Cyr writes of a 9-hole course opened in Greenfield, Massachusetts, under the leadership of James D. Hayes, supervisor of playgrounds. On this course, which cost \$1.75 to build, young and old are to be seen from early morning until late in the evening trying hard for the glory which comes to the lucky one who makes a hole in one.

The hazards which are to be encountered in a real course and the obstacles, including sand traps, are all crowded in this miniature course. Starting at the beginning of the course one shoots for the Number 1 hole from a high bank a distance of 18 feet. Hole Number 2 is a short drive over 2 sand mounds, a distance of 12 feet. To reach hole Number 3 one must drive through a gate and the distance of the hole is 15 feet. Number 4 hole is one which is very difficult to make. The drive is around an elevated bank with a sand trap, all in all a distance of 18 feet. Hole Number 5 is a drive somewhat uphill through a 5 inch pipe banked on the other side of the pipe, a distance of 12 feet. Hole Number 6 is a straight drive of 20 feet with a sand trap directly behind the hole. To reach hole Number 7 an accurate eye is essential, for the ball must be shot through 4 sticks placed at different angles and is at a distance of 18 feet. The drive to hole Number 8 is on a straight-away with the hole on an elevated sand mound about 10 inches high and a distance of 15 feet. To get to the cup of hole Number 9 it is necessary to overcome a hazard placed about 3 feet high slightly curved and then strike a stretch; all in all the distance is 18 feet.

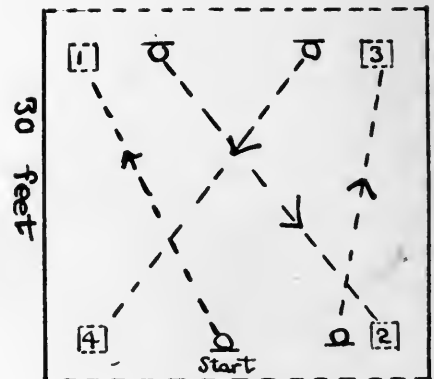
(Continued on page 470)

## Sidewalk Golf

For the first time in history a tournament in Sidewalk Golf, played with checkers, has been held on the Mall at Central Park, New York City.

### How It All Started

The game of Sidewalk Golf originated in the spring of 1930 when Sydney Strong, a friend of boys, watched a boy snap a checker on the pavement on East 29th Street. The wide popularity which the game has won may be due in part to the fact that there is no expense, the only equipment being a piece of chalk and a few checkers. Whatever the reason for the favor it has found, in this simple adaptation the great game of golf has been brought to the sidewalk, the home, the gymnasium. Although intended for boys from 12 to 15 years of age, the game has proved popular with girls and adults, and there were several girls competing in the city-wide tournament held on August 27th. From August 11th to 25th preliminaries had been held in over 40 of the playgrounds of New York City, and there were 39 contestants who met in the final contest which was managed by Playground Inspector A. L. Rosenberg with the cooperation of James V. Mulholland, Supervisor of Recreation, Department of Parks, Borough of Manhattan, who presented the awards. The first 13 contestants received gold medals; the next 13, silver medals; the last 13, bronze medals. Each of the players was given a set of half a dozen checkers in a box with a piece of chalk and mimeographed rules for the game, and was urged to go out and promote *Sidewalk Golf*.



(Continued on page 470)

# Athletics in Cincinnati

C. O. BROWN

*Supervisor of Municipal Athletics, Public Recreation Commission, Cincinnati, Ohio*

With championships in six sports now being determined, the Cincinnati Recreation Commission under whose auspices the friendly rivalry is being waged, is very much in the limelight. At the present time senior baseball, junior baseball, recreation ball, track and field, tennis and horseshoe pitching are the sports in which several thousand contestants are now vying for honors.

In order to emphasize the honor of championships rather than the material reward for them, the Cincinnati Commission three years ago adopted a uniform medal for all athletic events, carrying on its face the seal of the City of Cincinnati, the year and the sports in which distinction was achieved. In this, the fourth year of competition, these trophies are highly sought after. The senior baseball championships (for teams composed of players 15 years of age and over), include six classes, four open—graded according to age—a fraternal group and an industrial division. The junior group includes three age divisions. In the senior classes approximately 170 teams started the grind toward the six championships and in the junior group, slightly less than 200 teams were enrolled in the spring and summer tournaments. Eliminating duplication about 5,000 players were enrolled in these city leagues, and so strictly are regulations as to eligibility enforced that only two minor infractions as to date of signing contracts were reported in over 1,500 games played.

Recreation ball, while not reaching the proportions of some other cities, is as large as the physical facilities in Cincinnati will permit. The winners of 44 leagues, including not quite 300 teams, are now engaged in their annual city championship series.

Six hundred entries were received this year in the annual municipal tennis tournament, the fourth of its kind, which was recognized last year for the first time by the Ohio Valley Tennis Association in computing its annual ranking, although it had been a sort of god-father to the event since its inception. The most encouraging feature of the tennis tournament to Cincinnatians is the large number of junior players, both boys and girls, who are competing. Some of the youngsters who

have learned all their tennis on municipal courts are rapidly forging to the front as Cincinnati's ranking players.

Track and field sports are very much on the "up and up" in Cincinnati. Preliminary meets are conducted for several weeks prior to the major industrial event coming shortly before Labor Day each year, to give the competitors, who otherwise have little opportunity, a chance to prepare themselves properly for the championship event. From ten to twenty teams compete annually with about 200 individual entries, and the kind of competition is best shown by the fact that in three years no team has won two championships. The most interesting trophy of the meet is the cup presented for the largest actual number of competitors. Like some of the other handsome trophies competed for annually, it was donated by a Public Service Corporation. The remainder of the cups were given by civic associations. No trophies were provided by a competitive commercial house.

As in many other communities, the ancient and honorable art of pitching horseshoes is recovering its one time popularity. Last year 2,200 two-man teams competed for honors and the number is expected to exceed that figure this season.

The 1930 program of the department of athletics of the Cincinnati Commission is estimated to include more than 16,000 individuals and has the support of not only hundreds of private individuals but also of scores of Cincinnati business concerns, some of whom have turned over to the Recreation Department, for athletic purposes, properties of varying value.

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"The problem that we are considering here is not primarily a system of health or education or morals. It is what to do with the boy in his leisure time that will, of course, contribute to his health and his education and his morals, but in the main will direct his interests to constructive joy instead of destructive glee and will yield him constructive joy for the balance of his life."—*President Hoover, in Child Study, June, 1930.*

# A Few Facts from New York City's Recreation Program

## In the Bronx

The Department of Parks of the Borough of Bronx, through its recreation department of which John J. McCormack is supervisor, maintains a system of recreation facilities among which are seven soccer fields, one stadium, twenty-nine baseball diamonds, one family camp, one curler's lake, three eighteen hole golf courses, one polo field, twelve cricket fields, seven football fields, one skating pond and sixty tennis courts. There are in addition a number of other facilities.

The family camp, located at Pelham Bay Park is a very popular feature. Last year approximately 610 families enjoyed the camp facilities. The Department rents the ground space as a temporary camping place, and the tenant erects the structure according to the rules and regulations of the Department. The average carrying cost is approximately \$40 a season.

In 1929, 271,067 people registered at the three golf courses and receipts totaled \$138,063. The tennis courts are a source of recreation for many. During the coming season a new plan is to be tried whereby a junior permit will be issued to all players under the age of seventeen at a cost of \$1.00 a season. The permits for adults will remain at \$2.00.

The Department maintains seven year-round and eleven summer playgrounds with a broad program of activities. Many more grounds are needed to meet the needs of the congested areas.

## Recreation Facilities in Brooklyn

Ninety parks and playgrounds covering 2,646 acres, and eighteen parkways, twenty-seven miles long, comprise the park system of Brooklyn, New York. Prospect Park, the largest and most magnificent park in the system, acquired in 1864 for a little less than \$4,000,000, is today appraised at \$61,250,000. With its 526 acres the park provides unusual recreation facilities. Here are to be found a picnic grove, a tennis field with 300 grass courts, six hockey fields, a meadow golf course and a sixty acre lake accommodating 600 boats. During the winter months the lake is used for ice

skating and the hills of the park for skiing and coasting when snow is available.

Although the Brooklyn Department of Parks maintains fifty-four baseball diamonds in the various parks, it is possible to accommodate only about one-third of the teams applying for diamonds. A \$75,000 club house equipped with sixty-four locker rooms and twenty-two shower baths is provided for the players.

In addition to the 300 grass tennis courts at Prospect Park, there are sixty-eight play courts in other sections of the borough. Other facilities include fourteen double handball courts with cement floor and a number of running tracks. Under the leadership of John J. Downing, Supervisor of Recreation, activities of all kinds are conducted. Fourth of July is a big day for those Brooklyn children athletically inclined. Last year twenty-four sets of athletic games consisting of 200 events for boys and 100 for girls were held on the various playgrounds. About 6,500 boys and girls took part.

During the past four years the city administration has appropriated \$6,000,000 for new parks and playgrounds. In addition to the budget approximately \$4,200,000 has been set aside in the last four years for major improvements. In spite of these appropriations a study recently made by the Recreation Bureau shows at least thirty additional playgrounds will be required to provide for playgrounds in various sections of the borough which have been neglected in previous developments. This year the Board of Estimate has been asked for \$17,000,000 for further improvements in Brooklyn parks and playgrounds.

During 1929 over 11,000,000 people attended the playgrounds, children's gardens, swimming pool and baths, band concerts and ice skating rinks. These figures do not include bathers using the beaches, riders on the bridle paths, boaters on the lake, vehicles using the roads and parkways and people enjoying quiet recreation in the parks.

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"The first fundamental factors with reference to the leisure time problem is that children should have opportunity to find out what interests them."  
—Joseph Lee.

## Developments in Newark, N. J.

An interesting activity at Bergen Playground, conducted by the Board of Education of Newark, is shop work in the school building to which the playground is attached. The director of the shop work is also in charge of manual training during the school year, but the playground instruction is given very differently. In the summer program the boy comes to the shop with an idea of something he wants to make. He is given material and tools and goes to work on it without reference to his previous training in manual art. The instruction consists of unobtrusive advice and suggestions from the director, who roams around the shop making his suggestions here and there as he sees the boys ready for them. The point of view is that the shop work must first of all be fun.

At the same playground there are 12 older boys and girls who serve as monitors taking charge of activities for younger children, being responsible for equipment and serving as general assistants to the two directors. These children keenly feel their responsibility for acting as hosts as well as assistants. A group of children on the playground have made a Marionette Show, assisted by a negro, formerly in vaudeville, who as a volunteer is keenly interested in helping to make the equipment. The work of this playground is demonstrated at other playgrounds through the medium of a traveling theater.

A program of Play Days has been put into operation on the Newark playgrounds, and inter-playground athletic competition, except in the case of soft ball, has been discontinued. Word regarding the activities to be used is not given the leaders until the morning of Play Day. This makes it necessary for them to cover the full schedule of activities assigned for the week and to prepare their children for participation, no matter what activities are called for. Not only inter-playground competition has been eliminated to a great extent, but city wide demonstrations are being omitted on the theory that it is better to build up each individual playground as a neighborhood center serving its own immediate group.

In this way people are drawn into the program who have a real concern for the neighborhood and a definite group loyalty.

## Steubenville Dedicates Park

Described in a local editorial as "Marking a New Era in Civic Progress," Steubenville, Ohio, dedicated its City Park on June 14th. For some years Steubenville has owned a beautiful piece of rolling land about a hundred acres in extent in the northern part of the city. With the organization of a recreation board in 1926 and the assistance of Dr. W. A. Parker, district representative of the National Recreation Association, a plan for the development of this area among others was adopted and in 1928 a bond issue of \$40,000 passed. After a year of hard work under an able and representative Recreation Board, a nine-hole golf course, a swimming pool 75 x 125 feet with bath house, an athletic field and two tennis courts were ready for use.

As part of the varied program including swimming and diving events, baseball, games and a band concert, the park was dedicated by a speech of presentation by Mrs. J. B. Fitzsimmons, vice-president of the Recreation Board, and a speech of acceptance by Mayor O. R. Conley. The Mayor opened the golf course with a drive from the first tee and the children from the five grounds under leadership presented some of their activities.

An encouraging note in the dedication was the realization, often repeated, that the opening of these facilities denoted the beginning and not the end of the plan. As the Steubenville *Herald-Star* states in its editorial: "Dedication of City Park, however, does not complete the job. It merely marks the beginning. The recreation system must be extended, more fully developed to fill the needs of a growing community. There is yet much to be done in the field of recreation here but City Park is glowing evidence that Steubenville has the spirit and leadership necessary to the task ahead."

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## St. Louis Faces Facts

In the July issue of *Metropolitan Recreation*, a magazine published in the interests of the recreation program in St. Louis, A. H. Wyman, executive secretary of the Park and Playground



Association of St. Louis, tells some of the findings of a survey made by the Recreation Council.

"There is no denying the relationship between accidents to children and the lack of supervised play space. The survey revealed that ninety per cent of the street accidents in which children were the victims were the results of roller skating on the streets, sleigh-riding and bicycle riding through traffic, and chasing after baseballs and toys onto the highways. And too, it established the fact that the great majority of the accidents occur during play hours when the children are not guarded by parents, teachers, or safety patrols, and at that time of the year when the extent of the available supervised play space is limited.

"The dangerous hours, the time at which most of the accidents were found to happen, were the hours between three and eight o'clock. The period of the year during which the percentage of accidents was highest was found to coincide exactly with that time of the year when the least supervised play space was available over the city. During March, April and May the number of accidents increased steadily, with May, the peak month, contributing 120 fatalities to the list. After the opening of the school yards and city playgrounds for the summer on June 15th, immediately the number of accidents fell off 29 per cent. And, after the closing of the playgrounds after summer on September 1st, the accidents started again to mount, reaching a high peak in October with a monthly total of 102.

"Of the 963 youngsters injured and the 37 killed, 680 were boys and 320 were girls. The frequency age for pre-school children was five years for both boys and girls, and that for school-age children was eight years for boys and seven years for girls."

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## A New Rifle Range

The Union County, New Jersey, Park Commission has completed at Nomahegan Park in Cranford, a rifle range designed solely for sub-caliber shooting. The site is contiguous to the trap shooting grounds which have enjoyed much patronage since the opening three years ago.

Safety has been the principal factor considered in the construction plans. Big steel plates, adequate to stop any sub-caliber bullet shot from the

firing point, have been placed as a backstop behind ten targets. Slots have been provided at the firing point so that every shot must strike some part of the steel plate backstop after the muzzle of the rifle has been inserted. Range rules will provide that rifles must be loaded only when the muzzles are inserted ready for aiming at targets. Positions for firing have been provided at 50, 100, 150 and 200 yard intervals. Each position will accommodate ten riflemen at once, equivalent to the number of targets available at one time. Range rules will provide also that riflemen fire only from one position at a time.

Details for the safety of target markers have been carried out in the design of the backstop. It is possible to walk the entire distance behind the targets without danger while the range is in use. A fence will be erected along one side of the range to prevent anyone crossing in front of the marksmen.

It is the intention of the Commission to develop a system of instruction so that at a given time any novice and expert may begin at the same time and fire over a definite course. The facilities for pistol shooting will be open for matches and regulated practice for the police department of the locality as well as other organizations and individuals. A nominal fee will be charged for the use of the range. A unique feature of the plan is that responsibility for the operation of the range lies in the hands of a committee of county citizens. Range rules will be suggested by this group of which F. S. Mathewson, Superintendent of Recreation for the Park Board, will serve as secretary and treasurer.

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"An artificial state of affairs has been created, in which the distractions are innumerable and the speed at which things are done has necessarily been accelerated by the custom of the community and the crying need for time and by an exhilaration which comes from the very speed and diversity of our activities.

"There is a tendency to superficiality. This is the hand-maiden of wealth and greater leisure. This is a very real danger, which our universities and all institutions of learning and our home influences should guard against in the impressionable and youthful mind."—*Myron C. Taylor, Chairman of the Finance Committee, United States Steel Corporation.*

# George Burdett Ford

(AN APPRECIATION BY LEE F. HANMER)

In the death of George Burdett Ford, which occurred on August 13, 1930, following an operation at the Doctors' Hospital in New York City, the recreation movement has lost one of its staunchest, most sympathetic and understanding supporters among the professional city planners. One of his last letters, dictated on August 7 from his office as General Director of the New York Regional Plan Association, is characteristic of his forward-looking interest in the practical progress of community recreation. This letter, addressed to Mr. L. H. Weir, of the National Recreation Association, reads as follows:

Dear Mr. Weir:

When I was lunching with Mr. Farnum in Paterson yesterday, right after the launching of the new city planning board for Paterson, he talked at great length about the marvellous new park that the county has acquired on the mountain just south of Paterson. He said he had been over it with you recently and that you saw great possibilities of a great community center.

Personally, I am vastly interested in that idea. As a feature of the Regional Plan, I should like to see a study and demonstration at some one point, very possibly this park, of a great community recreational and cultural center.

As I went over the park on the ground after lunch, I feel more than ready to share Mr. Farnum's enthusiasm. I think this is frankly the site for the experiment. When I get back from my vacation after the middle of September I want very much to go into this with you and Mr. Hanmer and Mr. Perry and see what we can work out here. I am prepared to make the necessary drawings here. Meanwhile, I may get a chance to do a little dreaming about it myself before I see you again.

Very truly yours,  
(Signed) GEORGE BURDETT FORD,  
General Director.

P. S.—Is there going to be any discussion of this sort of thing at your Atlantic City Convention October 6 to 11?

The following headline from a recent issue of *The Standard Star* of New Rochelle, N. Y., is indicative of Mr. Ford's recreation interests in

connection with city planning: "George B. Ford Outlines Future Playfields for City of New Rochelle; Advisor to Planning Board Lists Projects Due for Completion in 1950."

In a memorandum by Roy Smith Wallace concerning some appendix material for publication in the National Recreation Association's study of municipal parks, there appears the following comments:

"I like Mr. George B. Ford's appendix statement on Playgrounds and Parks very much. He has classified the types soundly and satisfactorily. His point of view is, of course, that of one who appreciates the fundamental importance of community provision of areas of these kinds and he has at his command the best thinking which has been done in this field."

"Mr. Ford recognizes soundly the importance of size and facilities adequate in a playground to take care of the children who come to the playground even at peak load times; otherwise finding inadequate and over-crowded opportunities at playgrounds for doing the things they want to do, children will be deterred from coming and thus not utilize the facilities provided."

When the New York Regional Plan Project was launched, Mr. Ford was selected as a member of a committee of six outstanding city planners to make the preliminary survey. His associates were Adams, Olmstead, Nolen, Bennett and Bartholomew. On the basis of the report submitted by this committee, the numerous surveys and planning projects for the New York Region were set up and carried to their recent consummation. The New York Regional Plan is outstanding for the consideration that it has given to social problems. Prominent among these is provision for public recreation.

It was especially fitting that when the New York Regional Plan Association was formed to assist in carrying out and further developing the planning proposals, Mr. Ford should be selected as its General Director. Mr. George McAneny, President of the Association, said on the day following Mr. Ford's death, "The sudden death of Mr. Ford is a serious blow to the association. Mr. Ford has been chosen general director because of his unparalleled experience in practical city building and his great personal knowledge of the planning problems of municipalities in the metropolitan area. The value of his service to New York, both as engineer in charge of the original zoning and height regulation plans and in

the days of his later activity in the general planning field, can never be estimated."

The following sketch of Mr. Ford's distinguished career was printed in the New York Times of August 15th, 1930:—

"Although his architectural work had won for Mr. Ford international fame, it was as a regional planning expert that he excelled. He had acted as consultant engineer to more than 100 city planning commissions. The French Government made him a Chevalier of the Legion of Honor for his advisory work in the replanning of Rheims.

"Mr. Ford sprang into prominence in 1910, three years after his graduation from L'Ecole des Beaux Arts in Paris, when he was appointed United States delegate to the International Housing Congress in Vienna. He had been graduated from Harvard ten years previously at the age of twenty.

"Upon his return from Vienna he resumed his work as a member of the firm of George P. Post & Sons, architects. A little later he was appointed consultant engineer to the Committee on City Planning of the Board of Estimate and Apportionment and to the Commission on Building Districts and Restrictions of New York.

"When America declared war on Germany, Mr. Ford volunteered his services to the American Red Cross and organized the Reconstruction Bureau. His work as head of the bureau kept him in the devastated regions of France for several years. His experience there prompted him to write a book, 'Out of the Ruins,' a moving description of the destruction caused by war in France.

"After the demobilization of the American Red Cross, Mr. Ford's services were engaged by a philanthropic French organization, La Renaissance des Cites. When competition among French architects became so keen that a choice was difficult the government called in Mr. Ford. Rheims, rebuilt, stands as a memorial to his genius."

## James Duval Phelan

In August, 1930, James Duval Phelan of San Francisco, eminent statesman and citizen, died. As a United States Senator, Mr. Phelan took an active and effective part in the administration of international affairs. As Mayor of San Francisco for three successive terms prior to the dis-

astrous earthquake and fire of 1906, he is ever to be remembered for his progressive administration while in office and his courageous influence in the period of reconstruction after the great disaster. His vision, cheerfulness and consideration of others won for him the admiration of people of all walks of life.

As president of the San Francisco Playground Commission since 1919, Senator Phelan performed a great service to the city. As a man of culture, he was quick to see the value of the artistic touch in beauty of design and landscaping of playgrounds. As a business man, he was readily interested in the operation and mechanics of playground administration and was keen to realize the need for efficiency and economy. As a philanthropist and lover of mankind, he knew people and people's children and the value of wholesome recreation.

Until shortly before his death he had been working to put through legislation whereby additional



JAMES D. PHELAN

lands would available to the people of San Francisco for playground and recreation purposes. He was especially interested in the preservation and development of picturesque China Cove as a recreation center for the public and in his will bequeathed \$50,000 to aid in this project.

During his term of office on the Playground Commission, the department grew tremendously in size and importance. His zest and enthusiasm permeated the entire department personnel and his encouragement leveled the paths of progress.

Through Senator Phelan's will millions were bequeathed to charities, churches and educational institutions. A permanent memorial will be selected to bear his name and it is possible that a playground or recreation center will also be named in honor of this outstanding citizen. The San Francisco Playground Commission and everyone interested in recreation throughout the country recognize the tremendous loss suffered through the death of James Duval Phelan.

### An Error Corrected

In the October issue of PLAYGROUND AND RECREATION there appeared three prize winning essays on *The Right Use of Leisure*. Through an error credit was given the National Congress of Parents and Teachers. The essay contest, it should have been stated, was conducted by the Committee on Recreation and Right Use of Leisure of the General Federation of Women's Clubs. Mrs. John S. Maurer of Chicago is chairman of this Committee.

### Girls' and Women's Activities

(Continued from page 438)

for mothers who wish to come to the playground, bring their children and find rest or recreation while the children are playing under supervision. Comfortable chairs have been provided and shady areas planned. The planting for these shady areas will bring results within the next two or three years. Some of the playgrounds already have very attractive shady areas. The mothers may bring their sewing and mending, or may participate in some activity organized by the playground director while the children are at play. Quilting frames have been placed on several playgrounds, and quilting groups formed where the women may exchange patterns and help each other in putting together their comforters for quilts.

## Magazines and Pamphlets

*Recently Received Containing Articles of Interest to the Recreation Worker*

### MAGAZINES

*The American City*, September 1930

Municipal Park Systems—Their Growth and Value 1909-1930, by Clarence L. Brock  
Random Thoughts on Twenty-one Years of Recreation Progress, by Howard S. Braucher  
Sanitation of Swimming Pools, Wading Pools and Bathing Beaches, by Surgeon General Hugh S. Cumming

*The Journal of Health and Physical Education*, September 1930

More Complete Living Through Physical and Health Education, by John R. McLure  
Proper Archery Technique, by Philip Rounseville  
"Tag" Speedball—A Running Game, by A. S. Hotchkiss  
Beeball—Combining Football and Soccer, by Clarence W. Beeman  
New Rules for Touch Football, by Howard B. Ortner

*Parks and Recreation*, September 1930

Park Development and Recreation at Boston, by Arthur A. Shurcliff  
Park Needs of Municipalities, by Phelps Wyman  
Denver Makes a Playground Survey, by S. R. DeBoer  
Growth of Industrial Recreation in Knoxville, by Fred S. Parkhurst  
Night Baseball—and What It Means, by V. K. Brown  
Golf Becomes a Night Sport  
Organizing a Recreation Program  
A New Lantern Parade Feature  
The Practical Worker's Bookshelf, by Roy V. Lane

*School Executives Magazine*, September 1930

The Leisure Hours of the Professional Man, by F. J. Hirschboeck

*The Survey Midmonthly*, September 15, 1930

Play for the Mentally Ill, by C. P. Oberndorf, M.D.

### PAMPHLETS

*Planning for Fun*—4-H Clubs Series

Prepared by Ella Gardner, published by Extension Division Virginia Agricultural and Mechanical College, Blacksburg, Va.

*Caddy Camp Year Book* 1930

*Educational Opportunities of Greater Boston*

Prospect Union Educational Exchange, Cambridge, Mass. Price 50c.

*Dayton and Its City Plan*

*Mother and Daughter Week*, May 11-18, 1930

International Council of Religious Education, 203 North Wabash Avenue, Chicago, Illinois

*Summer Program*—Newark, New Jersey

Board of Education, Newark, New Jersey

*Minimum Essentials for Nursery School Education*

Prepared by a Sub-Committee of the National Committee on Nursery Schools



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This activity is just being developed, and it will need several months to find out how successful it will be.

The cooperation of the playground directors in launching this playground program of girls' and women's activities has been the chief factor in its

success. Each director has been sincerely interested in assisting in it, and many directors have given of their especial skills in helping the other directors in a well-rounded and well-balanced program.

### For Younger Boys

(Continued from page 440)

for boys' activities will have general supervision of these sports days.

Probable changes resulting from this new project may be summarized as follows:

1. Opportunity for actual participation for every boy
2. More careful supervision of the health of each individual child
3. Emphasis on a fuller, more complete local program
4. Arrangement of playing schedules put in hands of the playground directors, thereby meeting the needs of each individual community
5. A greater opportunity for directors to develop the boys' skills and attitudes
6. Elimination of city-wide championships for boys in elementary schools
7. Emphasis placed on shorter playing schedules.

A bulletin regarding the organization of the Sports Day and detailed instructions to teachers has been prepared, copies of which may be obtained from the Recreation Department, Oakland, California.

## In Our Parks and Forests

(Continued from page 442)

the observatory tower was repaired and opened to public use.

Mr. Frederick W. Loede, Jr., who for a number of years was associated with the Regional Plan of New York, is the Engineer and Secretary of the Commission. The retaining of Olmsted Brothers as Consulting Landscape Architects assures the same attractive and effective development of the county park system as has been achieved in other New Jersey counties where this firm has been employed in the same capacity.

### Michigan Memorial Forests

The establishment of memorial forests promises to solve the great problem of the reforestation of millions of idle acres of forest land in Michigan. The Detroit News is fostering the movement to supplement, by securing private gifts, the work of the state which is financially able to plant only 15,000 acres a year. Individuals to whom a living monument appeals with a power no slab or monument can command, are ordering memorial forests by the thousand. Societies and organizations are requesting them as testimonials; children of many schools desiring to own them are raising the necessary funds by subscription, and families are keeping alive the memory of members who have died by having trees planted.

Arrangements have been made with the Michigan conservation officials to plant pine trees in the twelve great forest reservations now under state administration which embrace 373,000 acres. Ordinarily the cost of planting an acre of this land with any of the three pine tree species native to the state, runs from \$5.50 to \$7.50 an acre. Under the plan of the Detroit News any individual or organization is given the opportunity to plant forty acres or more at the rate of \$2.50 an acre. This covers merely the planting and labor cost while the use of land, trees and other expenses would be borne by the state. As soon as the planting is completed, those who participate will be notified of its exact location and the Detroit News will erect an indestructible metal sign bearing the name of the donor or donors and the size of the acreage planted.

This is in line with the campaign of the American Tree Association for the planting of 10,000,000 trees in honor of George Washington.

**"For the Safety, Health and Happiness of Young America"—**



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**W**HETHER you plan a complete new playground installation, or merely additions or replacements for present equipment, you will be interested in seeing the Louden line before you buy. It offers you a wide range of devices that have proved their popularity with the children of all playground ages.

If you have not received our complete general catalog, we shall be glad to send you a copy on request. It is filled from cover to cover with interesting and helpful information concerning playgrounds, playground plans and playground equipment—a book of genuine value to all who are concerned with playground problems.

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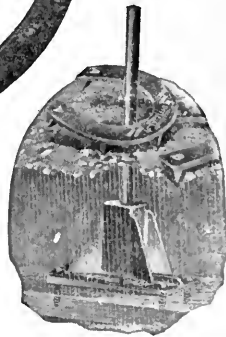
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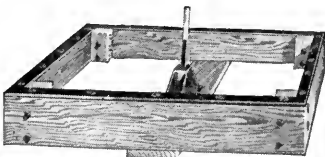
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## Boston's Tercentenary (Continued from page 447)

The dream of the oppressed peoples of the earth for a Land of Freedom."

"The Great Drama of our national history for over 300 years is re-lived spiritually."

"This magnificent spectacle is not a pageant in any ordinary sense of the word. . . . It is called

a pageant simply because of its magnitude . . . having hundreds in the cast . . . and its spectacular appeal. It is really a great drama."

By way of summary:—the evenings exceeded the expectations of the committee that arranged them. From the point of view of action, costuming and music, they were satisfying. Even when it was cool or looked showery, audiences of not less than 10,000 gathered. People representing every walk in life were present—young and old. Spectators and performers were united as one under the influence of the significance of the Tercentenary celebration. The series of evenings deepened the experience of all those who participated in them and of all who were onlookers. There are many ways of celebrating by means of great expositions and large scale exhibitions, but, for the future, none can have as lasting an effect as the celebration which unites the personal forces of a community. The next fifty years will show in how far this has been accomplished.

## A Harvest Festival

(Continued from page 449)

55 *Community Songs*, *The Green Book*, which may be purchased from the National Recreation Association, 315 Fourth Avenue, New York. \$25. Other music may be substituted if preferred.

### The Husking Bee

The pioneer costumes may vary in cut and design. Some may be fancy, with ruffles on the skirt and full, long sleeves. Others may wear plainer dresses with business-like aprons. A variety of colors and styles will add interest. The men wear dark trousers and colored shirts, most of them open at the throat. Many of them wear suspenders. The dances are found in Mr. and Mrs. Henry Ford's book, *Good Morning*, published by the Dearborn Publishing Company, Dearborn, Michigan, \$75. Dances especially recommended are The Standard Lancers, The Plain Quadrille, Portland Fancy, and Old Dan Tucker. Many other square dances are found in this book but these are the simplest.

## "Music in the Air"

(Continued from page 452)

repeated the program. The program for the concert of the boys' and girls' orchestras follows:

- A Group of Old Dances—
- (A) Country Dance in C.....Beethoven
- (B) Minuet, "With Powdered Wig and Hoopskirt" .....DeSévérac

(C) Three Morris Dances ..... Old English  
 Chanson Triste ..... Tchaikowsky  
 March of the Toys, from "Babes in Toyland" .. Herbert  
 Arbutus—"Intermezzo" ..... Davis  
 Raymond Overture ..... Thomas  
 At the concert the following players were on the stage:

## Boys' BAND

1 Db Piccolo	2 Bases (1 Tuba—
7 Bb Clarinets	1 Sousaphone)
1 C Clarinet	2 Drums
1 Oboe	8 Bb Cornets and
1 Eb Sax	Trumpets
2 Horns	4 Trombones

## ORCHESTRA (COMBINED)

11 First Violins	4 Trumpets
8 Second Violins	1 Trombone
3 Third Violins	1 Horn
2 Violas	2 Flutes
1 Cello	1 Oboe
1 String Bass	2 Clarinets
Piano (two players alternating)	

It is planned to continue the boys' band during the winter. Most of the orchestra players will find places in the various community orchestras; a number of them play sufficiently well to be given parts in the new municipal orchestra in process of organization by the Recreation Commission.

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### Art Appreciation

(Continued from page 453)

It is the belief of those responsible for the experiment that one of the needs of modern America is talent in designing, and it is anticipated that from among the one hundred or more children who are using the Center there will be a minimum number who will develop talent as artistic designers.

In the Art Center of this humble neighborhood is the foundation for the development of a large fully equipped center to reproduce the arts of the past and to develop creative arts for the future.

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### A Roof Garden Recreation School

(Continued from page 455)

#### The Annual Exhibition

At the end of the summer an invitation is extended to the children, their parents and friends to attend an Annual Program and Exhibit on the roof garden, the program consisting of a Mother's Luncheon (invitations for which are extended to the mothers of the children through the school), followed by a program and an exhibit of the sum-



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mer's accomplishments. The exhibit which follows the formal program consists of such projects as beach scenes, pottery, flannel rugs, vases, sugar bowls, pitchers, wall plaques, animals, book ends, aprons, slips, purses, appliqued pillows, needle weaving, free hand drawing and cutting, and an Indian Village, as well as a miniature of the roof garden.

Reports from mothers carry such sentiments, "My child says, 'Mother, if I could only go to the Roof Garden school and graduate from there, I should be happy.'"

### Notes on Outdoor Games

(Continued from page 458)

At each hole there is a number designating the hole. These signs, costing \$1.50, are made of tin 6 inches in diameter sweated on a piece of strap iron 18 inches long. The signs are lacquered red with black figures and are very attractive. All the obstacles are lacquered red, and the only obstacle that cost money was the one in front of hole Number 9 on which 25 cents was expended.

The court is centrally located and is not restricted to townspeople. In fact, many guests of the various hotels spend several hours a day playing the game. No admission charge is made. The course is taken care of by the director and boys of the Beacon Street playground where the course is located. Plans are now underway to install several of these courses throughout the town next year.

### Sidewalk Golf

(Continued from page 458)

#### Rules for Play

Instead of hitting a ball, the player snaps a checker over the pavement or floor. For "holes" small 6-inch squares are chalked on the pavement about 30 feet apart. Beginners may use four holes (1, 2, 3, 4). Later the number may be increased to nine.

The players first snap for square No. 1 from a starting line about 30 feet distant. Having made No. 1, they proceed to snap for No. 2, keeping strict account of the score—that is, the number of snaps required to make the squares. Then they progress to No. 3 and 4. The player making the rounds with the fewest snaps is the winner. The

game may be played alone or in couples or more; in singles or doubles. When two or more play in a group each square must be completed by all before proceeding to the next.

There are no plays in field golf which cannot be adapted to sidewalk golf and there may be bunkers, hazards, etc.

For links of 6 or 9 squares (holes) merely chalk sufficient number of 6-inch squares, distributed so that the distance for reaching each one will be about 30 feet. A permanent golf course may be carried out on the side-walk or floor by the use of paint and circles instead of squares may be made for holes.

It is important to remember that the checker is snapped with the big finger, not tossed or thrown over the surface of the walk, pavement or floor.

## Book Reviews

THE AMERICAN SCENE. Edited by Barrett H. Clark and Kenyon Nicholson. D. Appleton and Company, New York. \$5.00.

This splendid collection of American plays is one which little theatre groups will find of great interest. It is intended not only for the play producers but for the general reader, the student and the American citizen who is looking for a single volume which will exemplify the whole living drama of America.

THE LITTLE THEATRE IN SCHOOL. Lillian Foster Collins. Dodd, Mead and Company, New York. \$2.50.

Reasons why drama has a place in the school are convincingly presented by Miss Collins, director of drama in the Thomas Jefferson School in Cleveland, in this helpful book. How to organize a school theatre, what plays to get, where to get them and how to give them, are practical questions discussed in a practical way. One of the most interesting chapters of the book is that on writing plays with children—a rich field of development. The book closes with four plays written by Miss Collins with children.

THE CAMP IN HIGHER EDUCATION. Marie M. Ready. Office of Education. U. S. Government Printing Office, Washington, D. C. \$1.00.

The development which has taken place in the establishment of organized summer camps by colleges, universities, teachers colleges and normal schools, is traced in this pamphlet. Information is given regarding camps conducted by such groups as departments of engineering, of geology, of science and biology, of physical education and health education, and by schools of education, forestry and agriculture. Summer school facilities for camping, facilities for small institutions, objectives, eligibility requirements and average costs are given. There is also an elevation of outcomes which is of interest.

CAMPS AND THEIR MODERN ADMINISTRATION. Hazel K. Allen. The Womans Press, New York. \$1.75.

In publishing this book, the Womans Press has made a real contribution to the literature of camps. Exceedingly practical, detailed in its suggestions, the book spends no time on generalization but discusses helpfully the everyday problems which camp committees and directors face. The various sections of the book deal with the work of

the camp committee, the camp staff, budget, rates, business procedure, food and food service, the camp site, sewage disposal, building notes and water sports. A well selected bibliography, a number of photographs and plans enhance the usefulness of the book.

**RECREATION IN THE HOME.** Prepared by the Community Activity Committee of the General Boards of M. I. A., Salt Lake City, Utah.

This helpful booklet contains suggestions on music and drama in the home, conversation, reading and storytelling, outdoor games and winter sports. The suggestions have been prepared by the General Boards of M. I. A. for use in the leisure-time program of the church.

**THE FOUNDATION—ITS PLACE IN AMERICAN LIFE.** By FREDERICK P. KEPPEL. Macmillan Company, 60 Fifth Avenue, New York City. Price \$1.25.

There are now more than two hundred American "foundations" with an aggregate capitalization of almost a billion dollars. Most thoughtful citizens will agree with Dr. Keppel's conclusions that there is need for a larger number of foundations and that it is desirable that there be more foundations dealing with specialized subjects such as rural life, recreation, housing, town and regional planning. It is truly surprising that there has been so little literature with reference to the foundation movement when one considers the importance of the subject. Dr. Keppel in his annual reports year after year makes most stimulating suggestions with reference to foundation problems, and his book has been found to prove serviceable to men and women who are trying to think through the problems that relate to foundations. There are those who have had a very considerable experience with universities and with foundations who will seriously question the reported tendency to tie the foundation programs up rather closely with university programs.

Great as is the contribution of universities, there is much which needs to be done which is rather without the present thought of most of the university leaders and is very much in the hearts and in the minds of those who are dealing most with practical problems in our cities.

The clear stating of foundation problems helps greatly in their discussion and it is to be hoped that Dr. Keppel will continue his thinking and writing on these special problems.

**CARE AND KINDNESS FOR OUR ANIMAL FRIENDS.** American Humane Education Society, 180 Longwood Avenue, Boston, Massachusetts. \$.15.

Recreation workers who, through pet shows, storytelling and other means, are teaching children how to care for their pets, will find this booklet and its illustrations very suggestive. The book is written in such simple language and such popular style that it can be placed in the hands of children.

**PLANNING FOR FUN.** Prepared by Ella Gardner. 4-H Club Manual Series Virginia. Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg, Virginia.

This practical pamphlet has been prepared for the use of 4-H Clubs of Virginia. It contains directions for playing over sixty active and passive games.

**NATURE TRAILS IN CLEVELAND.** Edmund Cooke. The American Association of Museums, Washington, D. C.

"Every trail has an individuality of its own," says Mr. Cooke in this pamphlet which tells in popular, informal style how the nature trails in the nine reservations of the Metropolitan Park Board have been developed and outlines the plan followed in labeling the trails. It also tells in an interesting manner of the treatment accorded the trails by the visiting public.

**HEALTH AND PHYSICAL EDUCATION.** R. N. Sandlin. State Department of Education, Austin, Texas.

This course of study, published for the use of physical educators and teachers in Texas, has been prepared to



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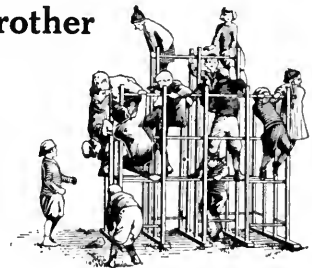
## A Year Round Playground THE JUNGLEGYM

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Playground Department

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enable the teachers of the state to inaugurate the program of health and physical education provided for by state law. Much emphasis is laid on plays and games and the recreational side of the physical education program. A more detailed syllabus will be published later.

PRINCIPLES OF HYGIENE, Dr. Thomas A. Storey, Stanford University Press, Stanford University, California. \$3.50.

*Principles of Hygiene* is a thorough and thoughtful book. One would naturally expect such a careful, comprehensive statement from Dr. Storey who has for years been a leader in hygiene teaching.

The book is divided into two parts. Part I, *Constructive Hygiene*, has an interesting chapter on play. "Play a Development and Conditioning Activity Requisite to the Acquisition and Conservation of Mental and Physical Growth and Health and a Further Essential Factor in Constructive Hygiene." Part II, *Defensive Hygiene*, contains a chapter entitled "Health Hazards of Play."

Let us quote a very significant paragraph on page 178 and 9, part 1, chapter 8. "Its play is an instinct search or drive for pleasing sensations and pleasing motions that give satisfaction. Out of its play the child builds a life of instincts, emotions, and emotional expression. The instincts or native tendencies of the infant lead to the formation of habits. Repeated, co-ordinated experiences of afferent neurones, association neurones, and efferent neurones establish habits. The older infant, the active child, and the active youth are in the greatest and most favorable period for habit formation. The games and play of this period contain the most numerous and the most impressive and stimulating opportunities that life has to offer for habit-formation and habit-training. It is here that instincts and emotions may be most easily and effectively guided and controlled. It is here that character is made. The play of childhood fashions the personality of maturity."

Another significant statement is found in Part II, chapter 17, page 303. "Deficiency of Play.—But there are and always have been a great many men and women whose personalities display qualities of poor mental health or of mental disease that are results of deficiencies of play life. It is not possible in the present stage of our knowledge to point out specific deficiencies of play and the specific injuries to mental or somatic health caused by those deficiencies. But there is a good deal of collected evidence, in the records of abnormal psychology and of psychiatry, to the effect that the mental diseases of maturity are in large part products of deficient or defective play life during the formative periods of infancy, childhood, and youth. We recognize the unsociable adult personality characteristic of him who was an only child. The youngster who persistently plays alone is rather more likely to be a neurotic when maturity arrives. The deficiencies and defects in the social behaviors of adults and playmates become conditioning stimuli that affect behavior of the infant or child through imitation, suggestion, obedience, and habit."

A second companion text now in preparation entitled "The Practice of Hygiene" will contain three parts—1. Individual Hygiene; 2. Group Hygiene; 3. Inter-group Hygiene.

This book is certainly a distinctive contribution to the important subject of Hygiene. It is adapted as a text book for colleges in training physical educators, nurses and health educators.

ATHLETICS FOR WOMEN FROM A NATIONAL POINT OF VIEW. Howard J. Savage. Women's Division, N. A. A. F., 370 Seventh Avenue, New York City. \$1.00.

Dr. Savage's address at the annual meeting of the Women's Division, N. A. A. F., held in Boston in April, 1930, presents a thoughtful consideration of the place of women in athletics and of the work of the Women's Division, N. A. A. F., which recreation workers will want to secure. Copies may be obtained from the Women's Division.

PHYSICAL EDUCATION GAMES FOR RURAL SCHOOLS. Department of Education, State of Missouri, Jefferson City, Missouri.

The State of Missouri has placed this practical manual in the hands of rural teachers to give them definite information in carrying out the program of health and physical education in the one-room rural school. Information on layout and equipment for rural school playgrounds, directions for playing games of various types and the publication of athletic badge tests make this booklet very helpful.

THE FOOTBALL QUIZZER FOR 1930. William J. Sheeley. A. S. Barnes and Company, New York. \$50.

To furnish, in compact and convenient form, an accurate series of questions and answers and the complete official football rules including approved rulings or decisions, has been the purpose of this book, admirably carried out. In the supplement will be found a collection of illustrative cases submitted by coaches and officials throughout the country. The cases are actual plays and situations which have occurred in regular games on the football gridiron.

NATIONAL MARINA SURVEY OF MOTOR BOAT HARBORS 1930. H. A. Bruno—R. R. Blythe and Associates. The National Association of Engine and Boat Manufacturers, Inc., 420 Lexington Avenue, New York City.

The *Report on American Yacht Harbor Survey* has been followed by this study of motor boat harbors showing the need for more municipal harbors for motor boats and telling of the plans of New York City, Charleston, St. Louis, Chicago, Galveston, Houston, San Francisco and other cities. Much practical information on the construction of motor boat harbors and their influence on waterfront improvement is given.

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# Recreation Program Suggestions for November

<p><b>City-Wide Events</b></p> <p>Promoted by</p> <p><b>Department</b></p>	<p>Organization of Coming Christmas Celebrations</p> <p>Junior and Senior Soccer Leagues</p> <p>Cross Country Races</p> <p>Volley Ball Leagues</p> <p>Model Boat Building</p> <p>Achievement Exhibit</p> <p>Pet Show</p> <p>Football League</p> <p>Hockey League</p> <p>Bowling League</p> <p>Preliminary Basketball Announcements</p>
<p><b>Playground and</b></p> <p><b>Community</b></p> <p><b>Center Events</b></p>	<p>Dancing—Gymnasium Classes</p> <p>Armistice Day Celebrations</p> <p>Toy Making Contests</p> <p>Nature Study</p> <p>Treasure Hunts</p> <p>Hiking</p> <p>Games Nights</p> <p>Games Program including:              Quoits, Shuffle Board,              Paddle Tennis</p> <p>Christmas Gift Classes</p>
<p><b>Special Events</b></p> <p>Promoted by</p> <p><b>Department</b></p> <p><b>at Centers</b></p>	<p>Home Decoration Institute</p> <p>Story Telling Contests</p> <p>Amateur Dramatics</p> <p>Sunday Afternoon Programs</p> <p>Community Nights</p> <p>Dramatics</p> <p>Thanksgiving Program</p> <p>Music Groups</p> <p>Mock County Fair</p> <p>Poster Show Exhibit</p> <p>Movies</p> <p>Lecture Courses</p> <p>Forum</p> <p>Old Time Dances</p>



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# Playground and Recreation

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December, 1930

**Leisure Time—A Modern Challenge**

By Lawrence P. Jacks, LL.D.

**Summaries of Discussions at Section Meetings**

**A Critical Look at Recreation**

By Joseph Lee, LL.D.

**A Look Ahead**

By Gene Tunney

**A Modern Perspective**

By John H. Finley, LL.D.

**Old World Christmas Customs**

Vol. 24

DECEMBER, 1930

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# The Theory of the Economic Value of Waste

More and more American people are being urged to buy what they do not need and to replace it before it is worn out. The more we learn to use what we do not need, the greater our consumption; the greater our consumption, the greater our production; the greater our production, the greater our prosperity.

This modern discovery might be called the "Theory of the Economic Value of Waste." If people can be educated to the full realization of their function as wasters, if they can be taught to throw things away before they are worn out, our rate of production can be doubled, tripled, quadrupled, what you will. By this system business need never face the saturation point. For, though there is a limit to what a man can use, there is no limit whatever to what he can waste.

Under this theory, the maximum consumption is made possible by the maximum possible waste, and the economic support for happy and worth while living would be a maximum of waste.

A business man is reported to have said recently, "A man who builds a skyscraper to last more than forty years is a traitor to the business trade." A man who drinks five glasses of water a day is in practice conducting a war of extermination upon all dairymen, soda-jerkers and bootleggers. If man can be persuaded to consume this same amount of liquid per day under some manufactured form, the consumption of manufactured beverages would immediately be increased many per cent.

These statements indicate something of the thought of Kenneth Burke in "Waste—The Future of Prosperity" printed in *The New Republic*, July 16, 1930.

Burke's philosophy is of particular interest to leaders in the recreation movement because through recreation leadership men and women are learning to enjoy themselves without great expense. The promotion of a wise, sane program of recreation for a community is one way of lessening waste and bringing a very much larger measure of happiness without the expenditure of large sums of money.

HOWARD BRAUCHER.



**Seventeenth Annual  
Recreation Congress**  
Atlantic City, October 6-11



Seven hundred individuals interested in recreation attended the Congress.



Delegates representing two hundred and twenty-one cities in United States, Canada, England and Bermuda were present.

# Leisure Time— A Modern Challenge

By *Lawrence P. Jacks, LL.D.*

**A man is no longer master of his own time, as his forefathers were. On every side artful operators have studied his weak points and capitalized his leisure.**



**T**HERE are two great problems which our civilization has to solve. The first is the problem of labor and the other is the problem of leisure. Those two problems are closely entangled, one with the other. I have, myself, had a great deal to do with both of them in the course of my life. But I have come to the conclusion, somewhat late, perhaps, that the problem of leisure is really the more important and more fundamental of the two. I believe that in the future we shall see our social problems shifting their center of gravity more and more from the labor end of life to the leisure end of life.

In what I am about to say to you will no doubt observe that my study of this question of leisure has been conducted under conditions that are peculiar to the country in which I live. And I dare say you may think that some of my observations do not apply to the somewhat different conditions that prevail in this country. If that is so, I can only ask you to pardon me on the ground that Providence ordained for me that I should be born what we call a British subject and not an American citizen. But for that I am not responsible. I was never consulted in the matter.

## Correlation of Mind and Body Culture

At the present time, in all our colleges, as in yours, mind culture and body culture in the form of sports, are both vigorously pursued. But they are pursued to a large extent without any direct relation to each other. And sometimes they are pursued in such ways that instead of supporting and helping each other, our mind culture and our

Dr. L. P. Jacks, internationally known as one of Great Britain's outstanding teachers, authors and philosophers, addressed the Seventeenth Annual Recreation Congress. Since 1903 Dr. Jacks has been professor of Philosophy at Manchester College, Oxford; principal of Manchester College, Oxford, from 1915, and editor of the *Hibbert Journal* since its foundation in 1902.

body culture somehow seem to get in each other's way.

To illustrate that, I might tell you a short story about a certain distinguished Japanese Professor of Education, who was visiting my country for the purpose of studying our educational methods. In the course of his investigations he came to Oxford, and it fell to my lot to introduce him to our ways of doing things in that University. First of all I took him to hear the lectures of our most distinguished philosophers, and, being a philosopher, himself, he was greatly impressed by what he heard in the lecture rooms. Lastly, after taking him the rounds of the academic side of the University, I took him to see a football match—the athletic side—on the playing field. For a long time he said nothing. He looked on at the match, apparently bewildered, not quite understanding what it all meant. After a time, he made this remark to me: "I cannot understand this. I don't understand your Universities. In your lecture rooms you train the minds of your students as though you meant them to become clergymen, but



on your playing fields you train their bodies as though you meant them to become policemen."

Well, his language was somewhat picturesque, but I think he pointed to a real defect in our present educational system, namely, the want of correlation between our mind culture and our body culture.

### Leisure Never Safe From Invasion

Now, turning to the problem of leisure, there are certain facts about leisure to which I should like to call your attention—facts which I think are not uncommonly overlooked. In the first place, we need to note that whatever leisure a man happens to have in these days is apt to be interfered with and invaded by the leisure of other people. It would seem as though whenever a man has any leisure of his own, somebody else immediately becomes aware of the fact and begins to exploit it in his own interest, under cover, of course, of serving the interest of the first man. The purveyors of amusement, in particular, get busy and their industry, as I think you must observe, is one of the most profitable of modern times. You must have noticed, I think, that in these times of depressed industrial conditions, the industries that seem least depressed, that seem to be most prosperous, are those which supply the public with ready-made pleasures. That is so, certainly, in my own country, and I have been told it is so here.

A man today is no longer master of his own time, as his forefathers were. On every side he is surrounded by artful operators who have studied his weak points, sometimes with the aid of psychology. Sometimes I think that the principal use that is being made of psychology now is that of studying the weak points of our neighbors with a view to making money out of them. A man is surrounded by operators of this kind who beset him by offers of ready-made pleasures to be purchased at a price. That is what happens when the fact gets known that you have a certain amount of leisure. Somebody will begin to offer you the means of amusing yourself during that leisure for a price. Rather an interesting example of this occurred the other day in one of our great

Lancashire towns, where, as you know, the cotton industry is in a state of great depression.

Outside an establishment devoted to the newly invented sport which the previous speaker did not mention—perhaps you don't have it here—that of greyhound racing, I saw an immense crowd assembled waiting for the gates to open in the middle of the morning. [I might explain to those who are not familiar with it, that greyhound racing is just a gambling affair. It consists in betting on the speed of greyhounds racing on a track in pursuit of an electric hare.]

Outside one of those establishments in the City of Manchester, in a huge circus or stadium, I saw an immense crowd assembled, and on making inquiry I was informed that the vast majority of the crowd were unemployed. Many of the mills in the neighborhood had closed down. But the greyhound racing industry was going full swing.

Some days afterward I met a gentleman who was prominent in the adult education movement, and I asked him whether the increased leisure of that district, owing to unemployment, had caused an increase in the demand for the classes and the courses of lectures which his movement had to offer. He said it had not. There were too many counter-attractions. And he mentioned greyhound

"If I can speak without risk of being misunderstood, I would say this—that the basis for a sound education for leisure is physical culture, and the final object of it is art. A long line connects the two things—the basis, the beginning, and the end. You have to travel a long way before you get from physical culture to art, but if you want to get to art, the point to start is a sound cultural body."

racing as one of them.

Even those of us who are immune from the attractions of the movies and the race course are not masters of our leisure time, at least to the extent that we should like to be. We are largely at the mercy of our neighbors who have facilities for getting at us in our leisure time which were unknown to our grandfathers, such as the telephone, the automobile and such things which people nowadays have at their power to turn our leisure into a series of interruptions; and the more leisure they have the more active they seem to become in destroying ours. And it is well to remember that we are no less active in destroying theirs.

### Mutual "Botheration" a Foe of Leisure

We spend a great deal of our leisure time today just in mutual "botheration." In whatever con-

ditions a man may be placed, the use that he can make of his own leisure time is always limited by the use that other people are making of theirs.

Much that I have read on the subject of leisure seems to me to be vitiated by an oversight of that fundamental fact. There is Mr. Bertrand Russell, for example—a writer whose books I believe are very widely read in this country. Mr. Bertrand Russell lays it down as one of the marks of a good social system that it gives the citizen ample leisure and untrammelled freedom in the use of it. Those two things—he is to have ample leisure and untrammelled freedom in the use of it.

Now, the provision of ample leisure is simple enough, at least in theory. Mr. Russell gets ample leisure by reducing the working hours to four per day. In his ideal social system nobody will work more than four hours a day. You get your leisure in that way. That is simple enough. The trouble comes in securing for the man the untrammelled use of the remainder of the day. Mr. Russell simplifies the problem, unduly, I think, by supposing a general consent on the part of society that the man in his leisure time shall have free play for his instincts and desires. But when we reflect that all other men would be giving free play to their instincts and desires for twenty hours out of twenty-four, it seems pretty plain that the leisure of the first man will get decidedly interfered with by the doings of the others. A general agreement to abstain from the use of the telephone, except perhaps during the four working hours, might help a little. But we should have to abstain from a good many other things as well before an untrammelled leisure would be possible for anybody.

If a man wants a really untrammelled leisure, there is only one way, so far as I can see, in which he can get it. He must hide himself away in the depths of some inaccessible desert. And I am not sure that he would escape botheration there. Somebody would certainly discover his hiding place and a mission would be sent out to do him good.

Moreover, we have to take account of the fact—and it is a very serious thing to do—that one's leisure time is precisely that part of life where the devil gets his most promising opportunities. One can imagine the rejoicing there would be in the devil's quarters if the working hours were reduced to four per day. No doubt the increase of leisure would give opportunities to good angels as well—or at least to those of us who believe we are on the side of the good angels. And that leads

me to attempt a sort of definition of leisure.

Leisure is that part of a man's life where the struggle between white angels and black for the possession of his soul goes on with the greatest intensity.

As I watched that crowd of unemployed, waiting for the greyhound racing to begin, I could not help feeling that just at that moment the black angels were getting the better of it. That, however, may be only the prejudice of an old fashioned person. But here are a few statistics which may help us to form an idea of the way people nowadays distribute their leisure between the cultivation of their souls and the cultivation of something else. These statistics are American statistics, though I think they are fairly typical of what goes on elsewhere. I take them from a little volume called *Books*, by R. L. Duffus, published in New York.

#### How Is Our Leisure Distributed?

Mr. Duffus tells us some very interesting things. Here are some of Mr. Duffus' figures. He tells us that 115,000,000 people in the United States attend the movie theatre every week. And in that way they spend as much money in three weeks as the entire population spends on books in a year. The total national expenditure for books is \$200,000,000 per annum. The total national expenditure on motor cars is \$3,000,000,000 per annum. The American public pays for books one-half of one per cent. of its income. As a result of elaborate calculations, Mr. Duffus concludes that the average American buys two books and borrows two books from the library every year.

From an official bulletin issued by your government, we get the following: The national bill for candy is 27 times as large as the national bill for books. For the movies, 22 times. For the radio, 12½ times. For soft drinks, 11 times. The government report does not give us the amount spent by Americans on hard drinks.

Not all books that are bought or borrowed can be classed as tending to the cultivation of a man's soul—especially those which are borrowed and not returned. On the other hand, the leisure occupations indicated by the other figures must not be set down as though they had no cultural value—though certainly there is not much cultural value in candy, on which the public spends 27 times as much as it spends on books. But when allowance has been made for all that, the figures do seem to me to strengthen my contention that just

now the devil is going rather strong on the leisure end of life.

I must now pass on to another of the facts to which I think some attention needs to be called—and that is the intimate connection that exists between what goes on at the leisure end of life and what goes on at the labor end of life, the intimate connection between the two, or, if you will, the intimate connection between the work and the play of civilization.

### The Search for Ready-Made Pleasures

Whenever a man's labor is monotonous so that it exhausts his body without interesting his mind, his leisure is almost certain to be occupied in searching for some kind of external excitement, something which gives relief from boredom and which the entire body actually craves. And you will have industries springing up for the supply of just those pleasures. Now, as for the industries which supply the ready-made pleasures of the tired man, they, of course, have to be carried on by some kind of labor. So that you obviously get into a circle. An enormous amount of industrial labor at the present time is occupied in satisfying the demand which comes from the leisure end of life for ready-made pleasures.

You may ask what kind of ready-made pleasures are most sought after by those engaged in monotonous labor as a relief from boredom and as a stimulus to tired senses. Well, there are four which cover most of the ground. I place first the sex motive, which often works most effectively, of course, by a mere suggestion. The second is gambling, in one or another of its countless forms. The third is outward display, which mostly takes the form of dress and is not, of course, unconnected with sex. And the fourth is sight-seeing, which again takes endless forms—looking at scenery, looking at athletic performances, looking at shows of one kind or another. I give you those four things as covering most of these ready-made pleasures which are supplied for those who are in search of such things: The sex motive;

gambling; dress, and sight-seeing. There are many others, of course, but those four I think will account for the major part of the external excitements and ready-made pleasures which the labor of the community has to provide in order to satisfy the demand that comes from the leisure end.

If time allowed, I should like to explain the reasons which lead me to give first place on that list to the sex motive. I will only say that the presence of this element seems to me almost ubiquitous as a factor in determining both the demand and supply of popular amusement. Look through the illustrated advertisements in any popular magazine and you will find on every page—whether the advertisement be that of a motor car, a dental preparation, a brand of cigarettes, a floor polish, a photographic camera or a seaside resort—the desirable sex figure, almost invariably, generally in the form of a pretty woman. And the cinema theatre and the popular novel are, of course, saturated with it. And that is one of those things which have been from the beginning, are now and I suppose ever will be.

To deal with this element by methods of repression or prohibition or condemnation, seems to me about as futile as the attempt to abolish the ocean tide. If educators could find a means of harnessing this universal force to their own ends I should feel that the millenium was much nearer than it now seems to be.



A group at Big Pines Camp, Los Angeles Co., make "an appeal to their capacity of creative skill."

I could offer an abundance of what are commonly known as views on this subject, but I have seen a few experiments in my time which convince me that the most promising line of attack on the problem of leisure, especially as connected with sex, is not the line of moral exhortation. It consists, rather, of an attempt to arouse the love of beauty and to stimulate the creative side of human nature.

### A Notable Experiment

May I give you a brief description of such an experiment? Possibly you know of it as well as

I do. But even if you do know of it, I should take a particular pleasure in referring to it on this occasion, because I believe that the author of this experiment is actually present among us tonight. I came across it last year in the City of Philadelphia. There is in that city, as many of you know, a gentleman named Samuel S. Fleisher, who is an enthusiast for adult education—but not adult education which consists only of classes, courses of lectures and book learning.

"Let us appeal," said Mr. Fleisher, "to the love of the beautiful in young people. Let us appeal to their capacity for creative skill"—which he believes that every human being possesses in some degree. So he founded an institution which he called simply by one of the names that would be applied to any Arts Club. He staffed it with skilled instructors and announced to the young men and women of Philadelphia that he was ready to train them in the paths of dutiful achievements, from physical culture, as the basis, to the finest of the fine arts.

He worked on those lines. Instead of appealing to the love for and desire for books, he appealed to something deeper. He filled his building with works of art, furnished it in the most beautiful taste, and bought an Episcopal Church which abutted the building, and he called it a sanctuary, where no services are held and no sermons preached, but where anybody who feels inclined can go for silent meditation and prayer.

That was Mr. Fleisher's idea of educating young men and women. He told me that when he started his experiment, many people in Philadelphia said that he had lost his reason. But when I was there last year there were other people in Philadelphia who told me that Mr. Fleisher was the one man in the city who had most conspicuously retained his reason. That institution has been in existence for thirty years and is now besieged by applicants for admission. I went the rounds of the many workshops and studios in it, and I saw there some of the best native art work that I found in America. But I think what impressed me most in Mr. Fleisher's admirable institution was the dignity and the beauty of his physical culture, which had been made into a really fine art. And it occurred to me that it would be the salvation of tens of thousands of young men and women in our cities if they could be put through just that kind of training.

I think there is great truth in the saying that I heard not long ago, that while a few people in this world are turned into saints by the cultivation

of their souls, there are millions turned into sinners by neglecting the cultivation of their bodies.

In Mr. Fleisher's theory of education, mind and body are not treated as separate. He treats them as one. He evidently believes in the co-education of mind and body. I think he is right. The co-education of mind and body is more important even, to my mind, than the co-education of men and women. On the whole, I have never seen a more successful attempt at education for leisure which is what some of us regard as supremely important at the present time.

### Education for Leisure

And I should like to end my remarks by briefly indicating what form education for leisure should take. I do so with difficulty. But I shall try to give a brief, rough sketch of the form that education for leisure should take. I give it to you with difficulty, because the language that I am going to use is very easily misunderstood. But if I can speak without risk of being misunderstood, I would say this—that the basis for a sound education for leisure is physical culture, and the final object of it is art.

A long line connects the two things—the basis, the beginning, and the end. You have to travel a long way before you get from the physical culture to art. But if you want to get to art, the point to start from is a sound cultural body, though you will have to travel a long way before you get there.

In this sort of education, the elementary stage would not be reading, writing and doing sums, the need for which is a very late arrival in the history of man. The need for reading and writing is no older than the printing press. But the need for the positive education of the body is as old as man, himself.

The kind of education I am in favor of would begin much further back than reading and writing. Hearsay knowledge, "booksay" knowledge, which now constitute the stock-in-trade of our schools and colleges, would be included in my system at their proper stage; but the stock-in-trade would be much more varied than that. After booksay and hearsay knowledge has been acquired it ought to be transformed into some kind of skill. Such a system would be an education both for leisure and for labor. It would kill the two birds with one stone. And we might call it the co-education of mind and body.

The people who have conceived that education  
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# The Empire of Machines

The rate of development of new tools and new machinery is increasing so rapidly that the problem growing out of their use is progressively and rapidly becoming more acute.

## Honoring Craftsmen

**P**ROFESSOR L. P. JACKS is again in America. There is a widespread wish that he might stay for a year or two to make a first-hand study of our leisure-time problem which grows in importance with the shrinking of our labor week and the consequent enlargement of free time. No one has applied a more discerning mind to this problem of labor and leisure, and no one has written more informingly or interestingly about it since the Son of Sirach, whose essay in Ecclesiasticus is the most beautiful bit of literature on the subject.

Conditions have mightily changed since that remote time when smith and potter and engraver without restriction of hours set their hearts upon perfecting their works, or were wakeful to adorn them perfectly. What was done yesterday in recognizing the high type of modern craftsmanship on the part of mechanics in the construction of the Empire State Building is an illustration of the effort to preserve those values which grow out of personal interest and pride in the contribution of united skills to the finished thing of beauty and utility.

"To work skillfully is the true vocation of man," is Dr. Jack's thesis; but unhappily for millions there is no skill required beyond pressing a lever of a machine which makes a fractional part of a product to which the individual workman's own contribution is impersonal. Out of this situation grows the necessity of finding in the leisure time, either voluntary or compelled, the means of self-development and of the enlargement of personal gifts to his community or country. He is otherwise reduced to the fraction of a man. His leisure should help him to discover and develop himself as "the whole man."

Next week at the annual convocation of the  
(Continued on page 520)

## Machinery and Man

**W**ILL the net result of the emergence of the Empire of Machines be misery, increased unemployment, idleness, debauchery and the disintegration of morale and civilization? Or will it come to mean less drudgery, more rapid meeting of our material needs, widely distributed prosperity, ample leisure and intelligent use of this increased spare time? This is the outstanding challenge to humanity today. Upon its answer depends the fate of civilization.

The issue is well stated by President Donald E. Ross of Purdue University:

"When a civilization finds its people producing the required maximum during a given work period, then the rest period or time of idleness will be prolonged. With the perfectly automatic mechanization of production but few hours per week will be needed to supply the wants of humanity. One great problem ahead for all far-seeing educators is that of the profitable employment of leisure. Whether this yields a vicious outcome or results in pure pleasure seeking or whether we shall approach a new cultural and ethical era is yet to be determined.

"The use of power and automatic mechanisms forces a new responsibility on all those charged with formulating the policies for future technical training. A holiday in research and invention has been proposed in order that humanity may catch up. How much better it would be boldly to face the problem and solve it for humanity in general rather than for a few!"

The time is past when boards of control of educational institutions may regard their positions as honorary. They must realize that they have before them the greatest research problem that civilization has ever faced—that is, to see that all humanity may have and enjoy the results of de-

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# Summaries of Discussions at Section Meetings

## What Is an Adequate Recreation Life for the Individual?

FREDERICK RAND ROGERS

*Director, Health and Physical Education Division State Education Department, Albany, New York*

**A**S a new comer to the Congress of the National Recreation Association, I wish to felicitate its officers and sponsors on the standard of conduct and accomplishment maintained in the various discussion groups, for you have already realized a goal which the most enlightened educators have long been hoping to attain in their conventions. For example, the group which sought to determine "What is an adequate recreation life for the individual?" raised problems of paramount significance to all in public recreation work, and formulated challenges which must eventually enlarge the basic policies and programs of recreation directors everywhere.

May I take this opportunity to urge every delegate to this Congress who is also a member of any educational organization to transfer to educational conventions the spirit and machinery of this Congress, with its Chairmen, discussion leaders and pre-announced questions to stimulate research and exchange of opinions. Further, I recommend that the question, "What is an adequate recreation life for the individual?" be continued as a main topic of discussion next year, for the hour given to it in this year's program was sufficient only to reveal its importance.

The Chairman opened the meeting by observing that the variety of activities suited to leisure time is without number, and that any conception of recreation in terms of playground activities alone must be forever abandoned. "Granted," countered a discussion leader, "but we are immediately faced with the problem of relative values. We cannot provide innumerable activities for all people." He then proposed a scientific approach to a solution of the problem of relative values in the form of a ballot to be marked by every individual who might be served by the local organization. This ballot listed several scores of activities to be checked according to preference,

together with blanks for the name, age, sex and other information to be filled in by the voter. The speaker suggested the need for a general, perhaps a nation-wide survey, along these lines, to discover the true interests of individuals, and for two reasons—first, to secure a mandate from the public, covering what activities to offer, and second, to discover whether there are any psychological or natural interests for different age groups, irrespective of environment or leadership.

At this point, two questions were raised: First, since present interests are conditioned largely by training, is an analysis thereof a proper key to the determination of future programs? It was generally agreed that the ballot or questionnaire method should be used to determine present interests, but is not safe as a sole guide to future policies.

The second question was a crystallization of the thoughts aroused by the first. It was: Shall we accept present interests as the basis for future programs, or shall we give our clients what they ought to have?

Your summarizer regrets that time prevents him from exposing the grave danger, if not the colossal egotism, involved in assuming that we know better than the individual what is best for him. Perhaps we do, when we take a short view of life. I am not so sure of my ground when we take a longer look ahead. However, the vote of the group was that we should do both, that is, "give them what they want, and what they ought to have, too."

Another critic was provoked to report that Europeans are happy in normal living, while we find it necessary to seek joy in relatively artificial activities, organized and often conducted by others. This speaker urged that we establish good habits very early in life. Still another made the excellent point that life in civilized society becomes progressively more complex, and that natural living becomes accordingly, progressively more difficult to attain. Therefore, we must aid the unfortunate possessor of civilized culture to enjoy artificial, because organized, activities. He pointed out three things which must be kept central in whatever we impose on our subjects:



1. The task must be challenging to the powers of the individual.
2. It must, however, be within reach of success, and
3. Its completion must bring social approval.

Your summarizer would fail completely to interpret to this Congress the spirit of the meeting did he not report that ever and anon the point was made that what is play for one is work for another; also that recreation fundamentally is an attitude of mind rather than a form of activity.

This contribution of the philosophic members of the group was always supplemented by three rules of conduct which those of a more practical mind enunciated, and which were agreed to by formal votes:

1. There must be a balance of activity in the life of every individual. Although the man with a single interest may pursue it happily, it in turn may destroy him.
2. At least one hobby, apart from one's primary occupation, is essential to maintain the balance.
3. If any individual's prime interest or occupation is solitary, his hobby should be social; and if his prime interest in life is almost exclusively mental, his hobby should involve an abundant physical activity.

### What Can Society Do and What Must the Individual Do for Himself to Further Abundant Life?

PROFESSOR ROBERT L. FLOWERS

*Duke University, Durham, North Carolina*

The subject under discussion in this section was a very broad one, necessitating a definition of what is meant by the "abundant life" and by "society." The abundant life was defined as being the life of an individual who had a free opportunity to express himself individually and through the group.

The question was raised as to whether we might not in our organized movement for recreation and sports sometimes crush out the individuality of the boy or girl. It was the consensus of opinion, however, that we should give opportunities so wide and so varied that any individual might have freedom in choosing the form of recreation most appealing to him.

As I came into the hall this morning I heard a man say, "I got a new idea about sport last night after hearing Professor Kennedy." He brought out the best values to be derived from

organized competitive sport. I have been connected with an educational institution for a good many years and I think I can realize something of the meaning of what Professor Kennedy was discussing last night. There is an educational and moral value that comes from organized competitive sport.

I know that we sometimes hear educational institutions criticized because of the interest that is taken in competitive contests. I know they are sometimes criticized for the amount of money spent in providing facilities for all forms of athletic sports, but those who are most familiar with the situation know perfectly well that there are great values to be derived and if we do what is suggested by Professor Kennedy—coordinate the physical and mental processes—then we would achieve greater results.

There is a great value that comes from a public interest—the interest of the general public in sport. There are men and women at this Congress today who are just as much interested in the World Series of baseball games now going on as though they were seated in a box in St. Louis or Philadelphia—and it is a good thing for people to be interested in sport and recreation, even though they may not be able to participate.

What can society do and what can the individual do to provide not only for the adult but primarily for recreation for youth? The time is coming when the question of leisure in this country is going to be one of the chief questions we have to confront. There is unemployment and the invention of machinery is going to make the working day and the working week shorter. The question therefore is not purely an academic one, but a serious one which confronts you and every man and woman who is interested in recreation and in the public good. Professor Jacks said last night—and you and I realize the truth of this statement—that the forces of evil get in their best work when boys and girls have nothing to occupy their spare hours.

### Recreation Objectives for the Community

MRS. FREDERICK BEGGS

*Chairman, Board of Recreation, Paterson, New Jersey*

In discussing this subject it was felt that the main objective was adequately phrased in the statement that "every child in America shall have a chance to play—that everyone in America, young or old, shall have an opportunity to find the best and most satisfying use of leisure time."

Some time was given to examining the full meaning of the word "chance" in connection with the subject, and it was brought out that a chance to play must include favorable social environment, good health standards, and some way of learning how to use and enjoy the opportunities at hand—opportunities at hand being either the natural conditions found in rural communities or the facilities provided in cities and towns.

The recreation objectives for a community were listed very completely by Mr. Brewer of Detroit, as follows:

First—the provision of a safe place to play for the children. There were 560,000 injuries to children last year, resulting in 600 deaths. It was found that the great majority were accidents to children playing in the streets. So the conservation of child life and of some of the man-power of our country was included under that objective—the provision of a safe place to play for the children.

Second came the reduction of juvenile delinquency. It was brought out that we spend \$5,000,000,000 a year on prisons and reformatories and only \$33,000,000 a year on playgrounds, and that the average age in one state prison, at least, was 29.

Third—education and character building

Fourth—the development of health and physique

Fifth—good citizenship and the breaking down of racial prejudice and antipathy toward foreigners

Sixth—the provision of adequate facilities for both old and young, to develop and to find an outlet for their recreational interests

Seventh—the development of good leadership

Eighth—the development of harmony within the American home by the organization of adult games and activities. (Mr. Brewer's point was that if a man had a chance to beat another man at quoits, he wouldn't go home and beat his wife.)

Ninth—development of community pride

Tenth—functioning of the community, as a whole, to give a well rounded life to its inhabitants

Eleventh—the ability to realize the economic value to the community at large of an adequate recreation program—in other words, happier employees and fewer strikes.

To this list of objectives were added during the ensuing discussion the objective of fun, good times, happiness and also crime prevention. A

word of caution was sounded here in the statement that a city is not justified in spending large sums for recreation unless these objectives are being realized to some extent.

Another suggested objective was the provision of special programs for those whose working hours do not permit them to take advantage of existing programs; more especially the employees of the city, itself, who come under this category. Street cleaners and people who take care of offices and public buildings were mentioned.

In connection with the main topic, several interesting questions and problems came up for discussion and valuable contributions were made by many of the executives from their own experiences in their several communities. Briefly, they were as follows:

Shall a supervisor of recreation confine himself to providing programs and facilities for groups already in existence, or shall he seek to organize groups as well? It was decided that there is a vast stratum of individuals not touched by existing groups and that certainly it should be the aim of a community program to reach those people.

Another question: What has been done, if anything, to absorb unemployment? It was found that a number of cities, through their recreation departments, have undertaken definite steps in this direction through construction programs. It was suggested that contacts with labor unions at this time would be very valuable, and also the organization of recreation activities for those who are out of work.

Does the existence of private organizations, it was asked, tend to interfere with the community program and to place at a remote distance the ultimate acceptance by government—municipal, state and national—of its full responsibility? It was the general consensus of opinion that whereas this last result may be of degree true, at the same time the adequate functioning of private organizations in many instances has proved the necessity for their activities, and has forced governmental recognition of the conditions existing and the need for a wider scope of activity and for community assistance.

It was also brought out that the children today who are enjoying recreational privileges of these organizations are the voters of tomorrow who will put over the bond issues and the other legislation necessary to carry on the ever increasing recreation programs. Therefore, it was concluded that we have no quarrel with existing agencies, but

should co-operate with them and hope they will widen their scope.

In answer to the question: "How best can the approach be made to business men to interest them," it was suggested that these men must be approached in their own terms and convinced of the value of the program, convinced that the interests that are being brought into the lives of the children now will be carried over into adult life in the use of their leisure time. It is almost more valuable to us right now, it was stated, to provide that education for leisure in adult life than to provide healthful play. We must have city planning and it must be wise city planning. Dr. Nicholas Murray Butler was quoted as having said it was vastly more important that our schools train for the wise use of leisure. So the hookup there between education and the national recreation movement was brought out.

The last thought was that recreation directors must take stock of themselves and of their communities and must create recreation-minded communities by selling the programs to the communities. In other words, the program itself must extend into all interests and all the lives of the people of the community.

### What Constitutes an Adequate Recreation System for a City?

LOUIS C. SCHROEDER

*William E. Harmon Memorial Field Secretary, National Recreation Association*

Much hinges on the word "adequate." What is adequate depends on our point of view, that is, on consideration of the future needs as to what will be adequate. We must find out how much free time the people have. People will have more leisure time in the future. The American Federation of Labor Conference held at Boston recently recommended a five-day week.

A recreation system should include playgrounds, play fields, athletic fields, parks, where both passive and active recreation may be had. The latter is claiming more and more attention. There must be bathing beaches, pools, facilities for outings, such as are offered in Westchester County, New York, and facilities for camping, boating, swimming, as offered at Bear Mountain, New York.

We must not forget that commercialized recreation has its place, as evidenced by the theatre on Broadway or by the small town theatre, by the Little Theatre movement or by the amateur theatricals and music in public and high schools.

We must enlist the interest of the city planners in laying out areas. Spaces must be secured in congested districts—veritable islands of safety in this "age of the ants," so our children will be protected. In Los Angeles, the Federation of Women's Clubs became interested in home play. Representatives of twenty different organizations attended their meetings. A playground course for fathers and mothers was organized. It is meeting with a great response, and many back-yard playgrounds have been established.

In the large congested areas proper space is a real problem. In New York, where the cost of land is prohibitive, a survey disclosed there were 25 acres of space available on the roofs of the public schools. There was enough space provided to be utilized during the hours of the day, from eight in the morning until ten at night.

There must be more intensive use of the facilities we now have. A careful survey will frequently show some available public property often passed by which has been unused for years. Some cities report the tearing down of old tenements and the re-plotting of the area with wider streets, parks and playgrounds. The city sells the land back to its citizens. It does not cost them anything for the improvements. Those from smaller cities report that the ten acre lot is the most economical.

Periods of recreation for children are becoming increasingly difficult to find. Recreations for children are becoming college sports. Children are aping their college brothers and sisters. Football is no longer a game, but a drill. Children are all dated up for bridge parties, and similar events.

Let the children have some recreation in their childhood was the plea.

The artistic talents of children are frequently stamped out by the school. The problem is to keep the stream going, that is, in the pre-school age, the school age and the post-school age. It is a mistake to set up the program and fit individuals into that program. Let them choose their activities.

There are two groups of children frequently overlooked. First, the over-privileged who are the potential leaders of the future. In their areas may be found fine lawns and grounds which afford play facilities. The second group is made up of the cheated children of the congested areas. We must bring the playground to them. This has been done in Chicago, where the playground rolls to them once or twice a week. Experiment has proved it to be worth while. It costs less and

gives immediate service. We must reach out into every corner of community life. We must enlist the interests of all citizens so that they recognize the true values of recreation. We must also look after all of their interests.

"Adequate" is a significant word. It must be tied up with wider points of view, to conditions of modern life.

1. More land must be secured in advance.
2. An adequate budget must be provided, not only on a yearly basis but over a longer period of time.
3. We must have a more adequate notion of areas where recreation is to be provided. Officials must look beyond the narrow city boundaries.

### What Is an Adequate State Recreation Program?

HERBERT EVISON

*Executive Secretary, National Conference on State Parks, Washington, D. C.*

Our subject dealt with the state's part in recreation, rather than with recreation carried on on a statewide scale through agencies other than the state. There appeared to be general agreement that the state had a place in the general recreation scheme, although not a dozen can be said really to have realized it; that its function was distinct alike from that of the nation in its selection and administration of national parks and from that of the city, county or metropolitan park district in connection with parks or playgrounds. But no very clearly defined ideas emerged as to what this difference was, especially as to character of recreation provided.

The state, it may be said, should provide those necessary recreational facilities which are not logically to be expected of other public agencies or which will not be satisfactorily provided by private enterprise. Highly organized play is not, I believe, one of them. The great opportunities of state parks which provide the machinery by which most state recreation activities are carried forward, lie first in their inspirational qualities, which are truly recreational, and second in their development and unfolding of the individuality and independence of action and thought and spirit that modern mass habits of life tend so strongly to repress.

There seemed to be general agreement that the state should preserve its outstanding scenic resources as well as the best of those resources

which are primarily adapted to active recreation, in the latter case especially with logical reference to population distribution. The difficulty of attaining the latter objective in many states was emphasized by John Nolen, who called attention to the fact that modern planning tends to consider the region rather than the state, with its boundary lines so totally unrelated to population distribution. The beaches are a case in point; we need only to look around us to realize what an opportunity is being lost, not only to New Jersey but to New York, Pennsylvania and possibly Delaware, by this state's failure as yet to acquire adequate areas of ocean shore.

There appeared to be general agreement that recreation activities conducted by the state should be under the direction of a recreation supervisor, though I judge there might be disagreement as to the auspices under which such an official would serve. His work, as one delegate suggested, could wisely be extended to the promotion of recreation programs in state institutions.

State park acreage figures for a number of states were presented, but they are scarcely significant by themselves. The 47,000 acres of Palisades Interstate Park, for example, surely perform at least as valuable a recreation function as the 1,900,000 acres of Adirondack Park.

I judge it would be agreed that, as a condition precedent to the establishment of systems of state parks, there should be an inventory of the state's actual and potential recreation resources.

Almost every conceivable method is now employed by one state or another in providing funds for recreation facilities. One discussion leader stressed his belief that if the state is going to recognize recreation as a legitimate function it should be supported by the taxpayers. This contention is one on which state park authorities disagree violently. Many hold that while the machinery should be so provided, supplemented, of course, by gifts, it should be kept moving and in repair by the users.

In most states state participation in recreation work is still only at its beginning. Its prime needs are: A better understanding of the field and function of state parks; better principles of selection; better planning; more skilled administration, and a sharper realization that, as far as natural beauty and its recreation values go, the establishment of a state park marks merely the beginning rather than the accomplishment of its preservation.

What May Be Reasonably Expected of a National Government in the Recreation Field?

HARLEAN JAMES

Executive Secretary, The American Civic Association, Inc., Washington, D. C.

Robert Sterling Yard of the National Parks Association called attention to the vast area in public lands—700,000 square miles—which, if crowded into the Northeastern section of the United States, would cover the States from Maine to the Mississippi and as far south as the southern line of Tennessee, with an area left over.

The public lands include the following:

Public domain	.....	303,000	square miles
National forests	.....	286,000	“ “
Other (not National)			
Parks	.....	99,000	“ “
National Parks	.....	12,218	“ “

Included in the 99,000 square miles listed as "Other (not National) Parks" are national monuments, wild life refuges, reclamation or water power projects, naval and military reservations including parks and forests, lighthouse and fisheries reservations, oil and other mineral withdrawals, Indian reservations, and all other Federal lands.

On the basis of the best estimates available, it is thought that the number of visitors annually run about:

National Forests (probably)	.....	20,000,000
Elsewhere (except National Parks)		10,000,000
National Parks	.....	2,500,000

Mr. Yard pointed out that Congress expends annually on the National Parks one dollar a visitor, while in the national forests the cost was one-half cent per visitor, per year. The task before us, therefore, is to see that the Federal government meets its responsibilities in providing recreation facilities on Federal lands other than national parks.

In the discussion it was brought out that the U. S. Forest Service is serving an increasing number of visitors, though no record is kept of the number. The Service issues permits to outside persons to operate 1,115 hotels and resorts in 160 National Parks. There are also 10,347 individual residences, at prices from \$25.00 up, for leases. There are 1,500 public camp grounds, financed by the Forest Service. Other recreation facilities will be added as money is available, always keeping in mind the primary purposes of the forests—the growing of timber and the pro-

tection of watersheds—with grazing and recreation as secondary uses.

It appears that existing national organizations cooperate with the National Park Service and the U. S. Forest Service in recreation and other matters. The American Civic Association deals with all Federal lands and the Federated Societies on Planning and Parks has issued a book called, "What about the year 2,000?" which deals with the subject of land uses and population, including recreation. The National Parks Association confines its activities to national parks, the American Forestry Association specializes in national forests, and the American Civic Association, as the leader in the fight to create the National Park Service, has ever since specialized on national parks.

Attention was called to the fact that the cost of administration of the national parks, including preservation of the finest scenery and most interesting wild life, could hardly be assessed entirely to recreation and compared with actual recreation administration in the national forests. The National Park Service has recently set up an educational service which under Dr. Harold Bryant will add greatly to the intelligent appreciation of the national parks. It was thought that the National Recreation Association would be an appropriate body to call together interested organizations to co-operate in a possible recreation program for Federal lands other than national forests and national parks.

Ella Gardner, of the Children's Bureau, explained that the Bureau had on its staff a recreation specialist. The work is of three types. The Bureau primarily devotes itself to research. It has published two game manuals, one for teachers in schools in Porto Rico, and one for those who work with blind children, a folder on backyard playground equipment, and a report upon dance hall legislation as it affects adolescents. There is a report in preparation on leisure time activities of rural girls and boys in West Virginia and a manual of games and programs for rural groups.

In the field, the Children's Bureau co-operates with the Agricultural Extension Service Divisions of the United States Department of Agriculture in training junior and adult leaders of the agricultural clubs in recreation programs. This has included Institutes that average eight to twelve hours of games, song leading, informal dramatics and program planning. The Bureau's recreation specialist also meets with clubs and

other organizations. As rapidly as time permits, the problems of home play, methods of financing and promoting recreation programs for very small towns and rural areas, and standards in equipment will be taken up.

Municipal recreation departments can obtain from the Children's Bureau literature on play, assistance in leader training and investigation of special questions if the problems involved are general ones. Private groups and national organizations may also avail themselves of this service under certain conditions.

The discussion group voted enthusiastically that it would be profitable if the work of the Children's Bureau in recreation could be expanded, to reach more of the isolated and helpless communities, the demand from which it has not the personnel to supply.

Dr. Marie M. Ready, of the Bureau of Education, called attention to the interest of the Bureau in recreation over a long period of years. She said that since the announcement of the President's Conference on Recreation, practically every specialist in the Bureau had turned his attention to recreation. The Bureau has studied playgrounds in connection with schools. The list of institutions giving professional courses has increased from 75 a few years ago to 285 at the last listing.

Sibyl Baker, Director of Community Center Department, Public Schools of the District of Columbia, spoke on the question: Can the National Government establish a model recreation system in the City of Washington?

The City of Washington pays for its own recreation. (The National Capital has no large industries and no great wealth. It is a city of clerks on government salaries.) The National Capital Park and Planning Commission has an extensive recreation plan, but unless the Federal Government can be persuaded to assist in carrying out that program, it is absolutely impossible for Washington to provide a model recreation system.

In conclusion: The Federal Government has a clear duty to develop recreation to meet demands, insofar as compatible with other uses, on all Federally owned lands. There are great possibilities for expansion in the programs of the Children's Bureau and the Bureau of Education. The Federal Government could, by giving financial support, assist the District of Columbia to develop a model recreation system.

## Trends in American Life Which Affect Recreation—What Is Being Done to Meet Them?

DR. H. M. J. KLEIN

*Professor of History, Franklin and Marshall College, Lancaster, Pennsylvania*

Dr. Lowell, of Harvard, is authority for saying that the art of life consists in knowing what the problem is which is to be solved. Now, without engaging in the American rhapsody of self-praise, I want to congratulate this organization upon the fact that it has in it few evidences of self-complacency. It is honestly seeking to know the problem in the light of 1940 and not to think about it in the light of 1920.

We are willing to engage in re-adjustment to new conditions. And that is the reason for the assignment of this problem on American traits and American trends. The interesting thing is that all the evening speeches of this week have been a discussion of this very problem of "whither are we going in civilization?"

The first speaker was L. H. Weir, who discussed, first, the change in the living habitat of our people—the rapid tendency of the nation to become a city dwelling people—the danger of a gradually deteriorating physical stamina. He referred to the increase in suicides during the past year—eighteen out of one thousand—and to the fact that the largest number of suicides were found in California.

The second tendency referred to by Mr. Weir was the vast increase in the use of machinery; the third, the increase of leisure time; the fourth, the question of unemployment.

Thomas L. Cotton, of the Foreign Language Information Service, New York City, spoke of the possibility of contacts with organizations of foreign born groups in America. There are three hundred of national scope. He spoke of the tendency of the second generation toward crime and delinquency; of the necessity of a give-and-take process in dealing with peoples of foreign culture.

The conclusions arrived at by the session, were,

1. That the Foreign Language Information Service can be of great help to the National Recreation Association in its work and that members of the National Recreation Association should send material to the Foreign Language Information Service for publication, with a view to establishing contacts.

2. The time to help these organizations is



NOW, because they are disposed to co-operate.

Sibyl Baker, director of the Community Center Department of the Public Schools of Washington, D. C., discussed the question of the rural inhabitant in the city. The "House for Strangers" in Detroit was referred to as a model. It was concluded that the lonely stranger in the city was a fit subject for consideration by the National Recreation Association.

These were all interesting trends—straws showing how the wind blows.

Two very striking things were emphasized by Mr. Weir. One was the suburban trends in communities in which the outlying districts grow more rapidly than the city centers, and the conclusion was arrived at that it was absolutely necessary to work with the City Planning Commission, not only in its work within the cities but in its work relating to the suburbs for future parks and playgrounds. The other thought referred to by Mr. Weir was that in the next decade those who plan will pay attention not primarily to the mode of efficiency for cumulative production and the value of things, but to the development of men.

I shall conclude with this thought, from Albert Schweitzer, the Swiss philosopher:

"Civilization can only revive when there shall come into being in a number of individuals a new tone of mind, independent of the one prevalent among the crowd and in opposition to it at times—a tone of mind which will gradually win influence over the collective one and in the end determine its character. The final decision as to what the future of a society shall be depends not on how near its organization is to perfection, but on the degree of worthiness in the individual members."

And with that ideal in mind, based on the revaluation of values, as expressed by Mr. Weir, it seems to me that this organization is not only facing the problem with a splendid vision, but is ready to engage in the task of developing American civilization with a view to the years 1940 and 1950.

### Standards of Recreation for American Families

JULIA D. CONNER

*Assistant Director, Better Homes in America,  
Washington, D. C.*

A general discussion of this subject developed three major questions.

1. Is community recreation sufficient even when it provides a type of amusement for every age group, including parents and children?

2. Is it the responsibility of the community recreation movement to provide home play activities and encourage home play?

3. Is it the business of recreation organizations in stimulating the idea of companionship within the home to carry on with that an education toward the deeper meanings of family unity; and if it is, how can it be done?

The conclusions arrived at were as follows:

1. Community recreation is not filling the need for family recreation. It was pointed out that the success of community centers is measured largely by the numbers of persons using them, and the increase in those numbers is indicative of a scattering of the family in its recreation instead of a welding. A program which is recognizing that fact is now being developed by the Y. M. H. A. and the Y. M. C. A. of New York, which are formulating programs for entire families

2. It was felt to be definitely a responsibility of the community recreation group to promote home play for all members of the family. It was further suggested that a home play program would help to sell a community recreation program to a city.

3. Some suggested steps for procedure were:

(a) A survey to determine how children are finding their way—1. In underprivileged homes; 2. In privileged homes; 3. In average homes.

(b) Parental education which might be brought about in the following ways:

(1) Reviewing by parents of their own childhood play experiences and reactions, and comparing them with experiences and reactions of their children

(2) Leadership of an outside group which would help parents to solve their own problems

(3) Reading of books in which authors look back upon their own experiences and try to interpret them

(4) Reading of fiction which interprets child life

(5) Community institutes which would provide opportunity for parents to present and discuss individual problems

(6) Provision of comfortable places and benches where parents (particularly mothers) who are too tired to play, or may not care to play, can watch their children at play, learn their games, note their reactions and attitudes and be able to interpret them into home activities.

It is further suggested:

1. That the National Recreation Association act as a clearing house for information on the problems of home recreation and be prepared to offer suggestions and develop ideas along that line.

2. That much information could be gained for this purpose through a questionnaire prepared and distributed by the National Recreation Association, covering experiences gained through play activities.

### Keeping Recreation Appointments Free From Political Favoritism

HONORABLE E. T. BUCKINGHAM

*Mayor of Bridgeport, Connecticut*

At the beginning of the discussion the statement was made that this subject might be filled with dynamite or it might be very helpful—the natural assumption, therefore, being that it must be handled with care. It was also said that all politicians are not bad and that there are a few good ones in each city. (I know that the politicians will appreciate that kindly comment.)

Recreation departments are most effectively kept free from politics if the individuals making the appointments have a personal interest in the movement and a sincere desire to give reward for service.

Someone said that politicians were necessary and often accomplished much good. This might be termed score number two for the politicians! It was brought out that recreation could be maintained on a high scale notwithstanding the politicians, if parent-teachers associations, service clubs, chambers of commerce, community clubs and similar groups, would give it active support.

From the general discussion it did not appear to be the opinion that civil service was a panacea, but that recreation was at the top and that civil service is asleep.

The statement was made that boards of education have a greater civic vision than any other board and that boards of recreation would do well to copy from them. (Boards of education please take note!)

It was suggested that an ideal board of recreation might be appointed in the following way: One member from the Board of Education; the park superintendent to be the second member; the third member to be named by the Common Pleas Judges; the fourth member to be appointed

by the City Council; these four to name a fifth member from the citizens at large. The Board, as then constituted, should name a superintendent of recreation and the superintendent should then select those who would be employed in the recreation department. Give an opportunity to the sincere groups in a city to fight for this method of appointment.

It was also suggested that there be a graduated scale of increases in salaries of employees for at least four years.

It was well said that if a board of recreation gives the people what they want there will be no worry about politics playing any part. A recreation board should be actually interested in the work of recreation or a member should not accept an appointment on that board.

A number of comments were made during the discussion concerning our political system in general, including criticism of district chairmen, ward heelers, political leaders and even mayors. Some of these comments were both edifying and amusing and did not seem germane to the question.

At the conclusion of the interesting discussion, the Chairman of the meeting, Charles H. English, of Philadelphia, and I, went into a huddle and these are our conclusions:

The method of organization and appointment of boards of recreation and the naming of those in charge of recreation is a matter that is peculiar to each community and should have no place on a program of a national recreation congress.

It is not for us to attempt to criticize or dictate the methods of these appointments.

This Congress should only deal with problems of recreation and endeavor to present some of the concrete problems to these meetings and to look for suggestions and solutions of these problems.

It is results that count. Let us keep on getting results, selling the recreation idea, and forget about politics.

### Securing Adequate Appropriations for Recreation

RAYMOND E. HOYT

*Superintendent of Playgrounds and Recreation,  
Los Angeles, California*

This topic proved a most interesting and debatable one. The Chairman of the Session, Dr. William Burdick, of Baltimore, opened the discussion with a few comments on the word "adequate" as it appears in the topic. The thought was ex-

pressed that this word might indicate something to shoot at, but which for the present, however, is probably beyond the realms of our fondest hopes. Dr. Burdick suggested that we amend the title to read, *Securing Adequate Appropriations for Recreation within the Ability of the Community to Pay.*

The first discussion leader, Dennis H. Donahue, of Elmira, N. Y., analyzed the topic and he, too, questioned the word "adequate." He summarized his subject with these words: "Recreation cannot live without the support of the people. Therefore, the public must be educated in order to provide sufficient funds." Mr. Donahue told how ten years ago Community Service came into Elmira with a program and within two years the people were educated to the point where the City Council appropriated the sum of \$500.00 for community recreation, a sum which has steadily grown until today the Council appropriation is in excess of \$20,000. An interesting point brought out by this speaker was the fact that in preparing the city budget the Council cut every department's request with the exception of the Recreation Department, and it actually increased its budget over that requested.

At this point, a very interesting and heated discussion arose with many widely differences of opinion on the question of "should adults pay their own way?" On a final vote, the group signified its convictions by only five voting for adults to pay as they go, six voting they should not. Fifty-six by this time did not know how to vote!

In the discussions several interesting statements and opinions were offered. One delegate stated, "If parents get what they want they will see that the children will get what they want in play and recreation." This statement was made after a discussion of whether a recreation department was justified on spending funds for adults if the child was not adequately and completely taken care of.

The delegate from Reading, Pa., felt that all recreation should be as free as school education. It was the consensus of opinion that recreation is no longer a luxury, but is now definitely classed a public necessity.

The second leader, W. L. Quinlan, of Tampa, Florida, told the group of Tampa's successful administration based on an income derived from a millage tax. Tampa enjoys a five-tenths mill tax out of which is conducted a program for tourists, the most outstanding activity being the de-

lightful band concerts given in the city's band shell. Mr. Quinlan felt that the public should be well advised on what they were paying for and why. He felt his success in this in Tampa was due partly to the response he received from service clubs, women's clubs and fraternal organizations. Through his efforts each of these organizations has had appointed its own recreation committee which Mr. Quinlan keeps well posted and who, in turn, report continuously back to their organizations. The group felt this to be a very constructive suggestion.

Here a discussion on millage tax was injected into the meeting. After explanations from several communities, a vote was taken which resulted in twelve being in favor of such a tax, two opposed and the remainder undecided.

The third leader, James A. Garrison, of Austin, Texas, told of the city's operation of recreation under the Home Rule Bill of Texas. He felt it was quite necessary to educate the City Council on the subject of recreation in order to secure the appropriation of sufficient funds. The degree of success attained is evidenced by the fact that the recreation budget was tripled this past year, while many other departments were cut. Mr. Garrison told of the interesting way in which a service club of Austin provided a public golf course by selling bonds for the purchase and improvement of the plot and then leasing the course to the city until the course will pay for itself. Last year they were able to retire 6% of the bonds.

In summing up the discussions, the conclusions arrived at were as follows:

1. It was undecided as to whether adults should pay their own way.
2. It was felt that the millage tax is gaining in popularity.
3. The public should be educated.
4. Outsiders should not bring pressure on the City Council but they may express to the City Council their desires.
5. Capital expenditure should not be included in the general budget but should be special appropriations.

### **What Can a County Park System or a County Recreation System Do to Meet County Recreation Needs?**

F. S. MATHEWSON

*Superintendent of Recreation Union County,  
New Jersey, Park Commission*

Because we were all so anxious to learn what we could from one another, there were very few

contrary opinions, and it was a most interesting meeting as each of us had something to give the others. The meeting adjourned to a luncheon discussion and then went into a full afternoon session. You can appreciate from this the keen interest of the group.

With a few notable exceptions, the county park system is primarily a development of the last decade. The number of counties that have established park commissions or have acquired park properties has grown from 33 in 1926 to 66 in 1929.

The three speakers, each representing a different type of development and from three different sections of the country—east coast, middle west and far west—agreed, on one important point, that recreation leadership is most important, and an activities program most essential.

In Los Angeles County, where they have acquired several thousand acres of land and developed three different types of parks, they have adopted the policy of first setting aside the recreational features and then building the rest of the parks around them. This is a big step forward in recreation, so far as park development is concerned. Much to our surprise we found that a big winter program is conducted in Los Angeles County. It was stated that the longest ski jump in the country is now being built there.

Camping was mentioned as a feature that can be conducted on a large scale in most county park systems.

It was evident from the discussion that the county system can serve as a coordinating agency for the various groups and organizations in the county in the development of music, drama, and similar activities, and it was shown how the rural communities were being benefited by such organization work.

The county park systems all over the country seem to have a big responsibility in the securing of lands on the outskirts of the cities. Population is moving to the suburban communities and unless the counties acquire adequate playground and park areas there is great danger of a poorly planned development.

There seems to be an effort all over the country to put the county and state fair grounds to a greater use. In many cases these tracts of land and buildings, representing an investment of several hundreds of thousands of dollars are used but one or two weeks in the year, notable excep-

tions, however, being at Memphis, Dallas, Shreveport, and Chattanooga.

The new community building in Westchester, N. Y., was described. It has a Little Theatre seating 350 and an auditorium seating 5,000. It is said to have the best equipped stage of any building in the East. Some of the activities there are social dancing, drama tournaments, musical festivals, and county workshop, etc. The building has helped to develop a county consciousness.

It seems to be within the province of the county park system to provide the facilities which because of the capital cost would be prohibitive for citizens of the small communities, as, for instance; golf courses, swimming pools, lawn bowling greens, riding stables, rifle ranges, camps and picnic centers.

One of the most significant things that came out of the afternoon session was the announcement of the appointment of a committee by the Governor of California to make an investigation of the delinquency of that State. After a long and comprehensive investigation, this Committee made a recommendation to the Governor that a director of recreation for the State be appointed in order that he might co-ordinate the various agencies within the State to meet delinquency problems.

L. H. Weir stated that in the next decade county park work would result in the most outstanding developments in the whole history of the recreation movement. It offers opportunities for the most important of avocations in our country today, that of our natural sciences.

One of the speakers stated that by providing picnic areas where the families and groups might go for the full day or an afternoon, surrounded by those things which should be our common heritage, the county park system is supplying a great recreational need in the lives of our city dwellers in this modern age. This single phase of our park program is unlimited in its scope, and its increasingly important place can be ascertained by the fact that in one county where in 1927 they had a recorded picnic attendance of only 14,000, this past year the recorded attendance was close to 150,000.

As the county areas develop, then the county park system must conduct more and more a municipal recreation program. In all Metropolitan areas the county of today is the city of tomorrow, and county park commissions must select and acquire with careful thought and planning adequate recreation areas within their boundaries.

## City Planning Questions for Recreation Workers

SAMUEL PRICE WETHERILL

*President, Regional Planning Federation, Philadelphia, Pennsylvania*

The impression I personally get out of this whole conference is that it is very largely a city and regional planning conference, and that every recreation worker is city and regional planning minded.

At our meeting three main facts were emphasized. The outstanding fact which developed in the meeting was that comprehensive planning for recreation spaces and facilities overlaps so many other community problems that it is only through regional and city planning that they can be adequately studied and set forth. The second point was that official co-operation by the governing bodies is not automatic. Something has to be done to stimulate it. The third point was that organized citizens' support is necessary and that that can be accomplished only through extra-governmental agencies.

I have heard confirmation of those same subjects this morning from the speakers who have just preceded me, and I heard it yesterday in the summaries then—that we have to get our people behind our programs in order to make our governmental authorities realize that action is necessary, and we must have the precise technical knowledge of the expert more or less organized and supported through citizen agencies so that this knowledge can be crystallized and presented to the attention of the authorities.

From this interesting and expert, though highly practical discussion, it is evident that if what the expert recreationalists know about the need of properly located recreation areas, inside and outside of city boundaries, were only known and understood by governing bodies, then we could look for very rapid progress. Unfortunately, this need is not so understood by most governmental agencies. The recent action of New York City in appropriating some thirty million dollars for parks and playgrounds is a happy exception. It is generally conceded, however, that city and regional planning agencies are best equipped to understand these needs, and the question is raised as to what recreationalists can do to make sure that such plans include full provision for play space, recreational beauty spots and more aesthetic environment for all. The population shifts and the changing conditions in metropolitan areas, and a

number of more recently observed phenomena which are affecting the life of the many, give urgency and immediacy to the problem, and the best hope of progress apparently lies in the direction of co-operation with regional and city planning and zoning agencies to see to it that all of their studies reflect the experience of the expert recreationalist. Recreationalists and planners must co-operate not only in making good plans but in getting them adopted.

One of our speakers said the problem is only ten per cent. knowing what to do, and ninety per cent. in getting it done. It is a ninety per cent. salesmanship problem. The "follow-up agitator," as Mrs. Porter, of Buffalo, was affectionately dubbed, must keep on the job, and such a person must be kept in every community on the job by extra-governmental agencies, the government itself not being able to do that.

The suggestion was offered of broadcasting speeches and slides and news that would do more in two years than can be done in twenty without them.

So, in conclusion, as one speaker said, we must put our skates on and travel. We must convince the public that scientific looking ahead pays. Someone yesterday, in a slip of the tongue, used the term, "co-organize." It is a fine word. We must co-organize to this end.

## Questions Which Recreation Workers Should Face With Reference to the Reduction of Delinquency

HARRY N. SHULMAN

*Director of Research, Sub-Commission on Causes, Crime Commission of the State of New York*

The session was well attended and interesting and strongly maintained differences in points of view were brought out. There had been proposed in the Congress bulletins for this session a series of twelve critical questions. Of these, the first, "Have Recreation Workers a Special Responsibility for the Reduction of Delinquency?" was most keenly debated.

Preliminary to the main question, the definition of delinquency was briefly discussed, and the consensus of agreement seemed that instead of the narrow legalistic definition which conceives of the delinquent to be an apprehended child law violator, there should be applied a wider, more social definition, to include unapprehended violators and personality problems. Those denying the responsibility of recreation workers for delinquency re-

duction were placed on the defensive by the acceptance of this wider definition of delinquency, as the bulk of their objections centered on the mingling of paroled institution cases with normal children, and did not especially oppose contacts with probationers and school behavior problems. The theoretical point made by this group was that recreation should prevent and not seek to cure delinquent behavior. In general, there was indicated a large degree of reluctance on the part of recreation agencies to undertake work with delinquents.

Those affirming the responsibility of recreation workers in this regard stressed, first, the value of recreation in the treatment of delinquency. The intrinsic value of recreation, said one speaker, makes it especially valuable in the treatment of delinquency. Recreation, he characterized as a method of voluntary human energy expenditure causing more pleasure and satisfaction than the routine course of life permits. Delinquents were often individuals who had never learned how to play in a socially acceptable way.

The necessity of sound recreation for delinquents is seen in the fact that studies of delinquents and prisoners show the absence of normal recreational outlets among these persons while they were at liberty. A wholesome recreational system supplies ways and means of releasing these pent-up energies.

A second important point was that the recreation movement can serve to break down community prejudice, often of an unreasoning nature, against individual delinquents by demonstrating through group play the good qualities of these children. In this manner the subtle forces which tend to segregate delinquent children into a well-defined, anti-social group, might be combated.

A third major point proclaimed by several was that the forces of good were stronger than the forces of evil and the norms set up by the larger normal group must triumph over the values set up by the delinquents.

The use of recreation workers as probation and parole officers was strongly discountenanced by many, the plea being that the recreation worker should not be forced to jeopardize his friendship with his group through being forced to accept responsibilities involving at times a punitive relationship to certain of his group. Strong co-operation with specialized delinquency workers was urged.

Strong opposition, as well as strong support, was voiced on the question of the use of case work methods by recreation workers. The views presented ranged from strict adherence to recreation approaches to a demand for pedagogical and case work training as a background for recreational training. The individual nature of the problems of the delinquent was stressed as an argument favoring the increased use of case work. A compromise suggestion was that especially assigned recreation workers undertake a more individual approach with these children than could the rank and file of group workers.

The question as to the nature of the recreation service best adapted to areas having a strong degree of delinquency brought out but a meagre response. There was apparent agreement on the need of program adaptation, but apparently very little concrete work of this nature had as yet been undertaken. Boxing and other thrilling sports, and the use of singing as a means of emotional release, were advocated. Team play was said by one leader to have been found more effective in teaching social cooperativeness than individual competition in games among a group of children with poor home training.

A plea was made for the elimination of ordering and forbidding in recreation programs as a step toward the shift from mass to individual participation. The democratization of recreation, it was suggested, would incidentally help the problem child who is today being ejected from the playground because he is interfering with an orderly process.

The cooperation of recreation workers in carrying out experimental plans for treatment in close accord with social workers and clinics, was urged as a step in the process of learning worthwhile techniques in delinquency prevention.

In conclusion, your summarizer has the following five points to present:

1. The discussion of delinquency prevention should bring together all types of recreation workers, those in public and private building programs as well as those utilizing outdoor programs.

2. This cooperation is necessary because the community treatment of delinquency is necessarily a neighborhood treatment. Every city and town has its breeding places of delinquency in which special recreation programs are necessary.

3. The plea that recreation is doing a delinquency prevention job is often but a cloak for unwillingness or indifference to the irksome task



of dealing with the delinquent child. Recreation is side-stepping its responsibilities unless it is willing to admit delinquents side by side with non-delinquents.

4. The financial value of a delinquency prevention program is great, but it should be backed up by a genuine desire to do a job with the delinquent himself, as well as with the pre-delinquent.

5. The recreation worker need have no inferiority complex over the specialized training and technical vocabularies of other workers in the field of delinquency. His special and important contribution will come not through using the techniques of other professions, but through adapting his own techniques to the treatment of delinquency. No other profession provides a group life for the delinquent. This the recreation worker can provide by experimenting with his techniques. He should not remain aloof from other professional groups, however, but should pool his knowledge with theirs in the treatment of the individual case.

#### Relative Importance of Recreation in Comparison With Sewers, Paving, Water Systems, School Buildings

LOUIS BROWNLOW

*City Manager, Radburn, New Jersey*

The first of the speakers asserted—and all of the others agreed—that recreation was equally important with any of the services enumerated. And along with that assertion of its equal importance it was both expressed and implied that perhaps all people did not yet agree that recreation was equally important with those other things.

Harold S. Bутtenheim, Editor of the *American City Magazine*, New York City, pointed out that the community was like a home and that you could repair the furnace or get in the plumber, even put a new roof on the house, without necessarily taking Mary out of dancing school or bringing Tom home from college. Another speaker pointed out that it was impossible to determine the relative importance of these things by the amount of money they cost. And he gave an illustration—looking at me. He suspected me of owning an automobile. And he knew that I wore glasses. And he assumed that my automobile cost more than my glasses, and he said, "Which is more important?"

The point stressed by one of the speakers was that the people interested in the recreation activities of a community should put first in their program long term planning. With that he went over much of the ground that has been reported here from other conferences. But it was evident that he had in mind provision of space and capital expenditures, and he warned those people who did undertake long term planning to begin modestly and to carry with each step of an increased program public opinion.

The next speaker attacked the problem of these relative values of recreation in comparison with sewers, water systems, schools and other functions not from the point of view of capital expenditures, but rather the annual operating cost. And he had trouble with budgets. He pointed out that it was necessary to carry along public opinion expressed through extra-governmental agencies in order to support the demand or the request presented by the recreation departments for the necessary funds for ordinary annual maintenance and operation. Then we found that those people in the group who were thinking of long term planning and capital expenditures, and those who were thinking of every day maintenance, all came back to the point that they had to carry public opinion with them.

The point was raised as to how to approach that, because it was implicit in the group that these appeals from the functional organizations of community government must be in the nature of things that appeal to the intellectual process which does not always control public action.

Then how to engage the great emotional and spiritual forces of the community? It was suggested that once in a while we look not to the functional activities of the organized community, but that we look to the ultimate objectives of the entire community. Those were grouped in order of importance, thus—health; education; economic provisions for the prosperity of the community; cultivation of the higher things of life.

When health was stressed as most important, many of the group thought of the Health Department, but others thought of the sewers, the water, the cleaning of the streets, and of the parks and playgrounds, as a part of the first, the prime, the most important objective of any community, which is the greatest possible measure of bodily, mental and spiritual health for every individual comprising it.

## Is the Existing Legislation for Recreation Adequate to Permit Communities to Do What They Desire?

LEE F. HANMER

*Director, Department of Recreation, Russell Sage Foundation*

The topic on which our group "went to the mat" yesterday was "Is the Existing Legislation for Recreation Adequate to Permit Communities to Do What They Desire?" And the conclusion was that it is not. Therefore, assistance from the few virtuous and public spirited politicians is solicited in getting the kind of legislation that we do need. And we would also welcome the assistance of all of the other politicians if they are inclined to support our views.

It was pointed out, rather graphically, that legislation is the neck of the bottle through which public funds for recreation must pass. In that connection we were reminded that public officials are usually cautious about making expenditures of public funds unless those expenditures are specifically authorized. Therefore, if the legislation is a little hazy they are quite likely to sit back and not take action. Legislation, accordingly, is the neck of the bottle through which all our expenditures for public recreation must pass. It doesn't apply to public recreation any more than to anything else, I suppose. Public officials are coming along, however, in these matters, as was pointed out by our discussion leaders, and the situation is not as bad as our brief conclusion would seem to indicate.

L. R. Barrett, of Newark, discussed very hopefully the prospects as he saw them. Professor Jay B. Nash of New York University had a good many desires yet to be fulfilled with reference to provision that could be properly made in the school laws for the functioning of Boards of Education in providing a whole wide range of recreational and cultural activities in school properties on school grounds. Arthur Williams, of the National Recreation Association, who has studied this matter carefully, was the "checker-up" on all of our wild statements and brought us back to earth every once in a while with the facts as he had them at his command and which are available to you through application to the Association.

Most legislation at the present time is permissive, and probably that is good. In a few instances, it was pointed out, there are laws that make it possible for the expressed desire of the voters of a community to compel the city offi-

cial to do certain things that they have not been inclined to do.

Thirty States—and that is pretty good—out of the whole group, already have enabling acts under which communities may acquire space for recreation, playgrounds, parks and similar facilities, undertake the development and rebuilding of the older areas, the slum sections, and make provision for excess condemnation that permits of taking a larger area than you need for the specific improvement and by that improvement enhance the value of the surrounding property, resell that not used and in some instances practically cover the expense of the whole undertaking, much to the benefit of the community and the city at large.

The authorization of funds for the development and equipment of such grounds is very miscellaneous and varied. Local ordinances are at wide variance in these matters and need considerable fixing up. The fact was referred to that New York City had just authorized the expenditure of \$30,000,000 for acquiring new areas for parks and playgrounds. I anticipate that New York City is due to go through some very severe growing pains in providing for the development and maintenance of those areas.

Legislation that has been attempted to require real estate developers to dedicate portions of their holdings for public purposes has quite uniformly been declared unconstitutional. But the enabling acts that the states are passing now are making it possible for local city planning bodies to offer inducements to real estate developers to set aside areas that may be acquired at reasonable prices—and in many instances they are dedicated.

It was pointed out by one speaker that the present income tax laws are serving to slow up to quite a considerable extent the donations of lands for public purposes; that is, if they exceed a certain percentage of the individual's income, that cannot be written off against his income tax. Suggestions were made for improving that situation so that generous people might not be hampered in their desire to do things for the community.

The authorized use of school property and funds for recreation and culture is not quite general, but its use is frequently limited by the time of the year and the days of the week when school is in session. Strangely enough, it often prescribes that these things may be carried on during school time, thus leaving those grounds and buildings closed up at just the time when people can best use them. We all know of the instances of the closed school grounds after school hours,

and the children forced out on the streets to play.

City and regional planning is helping to bring about legislation that will facilitate the setting aside of areas for play and recreation, and local ordinances should follow to promote their use.

Great progress is being made in some cities extending the use of school property. A pamphlet entitled, *School Playgrounds*, published by the Department of the Interior, gives a digest of all state laws on this subject.

We are experiencing four stages of progress in community use of school property:

1. Bond required
2. Complicated plan of letting
3. Simplified letting
4. Promotion and organization of use.

It was prophesied that the day would come when at least playgrounds for children would be required by law as a means of training and safety.

The conference seemed to be in agreement that there probably is no one best plan of recreation administration to be legally provided, but that the effort should be to promote such legislation as would make it possible for each community to work out its own plan on the basis of local conditions.

Zoning—that legal plan of giving stability to land uses—has been mentioned as one of the important legal aids to recreation planning and development.

### Industrial Recreation

W. H. KILBY

*Director of Recreation, Canada National Recreation League*

Due to the fact that delegates primarily interested in industrial recreation are few in number at this Congress, the attendance at our section was small, but after discussion it was decided to submit the following recommendations:

1. The mechanization and economic situation of industry have secured for the worker a greater amount of leisure.
2. Employers of a large number of workers have already developed welfare and recreational programs under their own auspices. This development may be regarded at present as an industrial recreation group.
3. It transpired that corporations are generally favorable to this development and desire to cooperate with such communities as wish to develop a comprehensive program.
4. The consensus of opinion was that the en-

couragement of play within the corporations was most desirable at this time. It was considered that while athletic competition was advisable, in many cases, for the general support of national sport, it did not secure activities for the greater number of work people. At the same time, due to the liberal interpretation of regulations, industrials sometimes found themselves in disagreement with national governing bodies of sport.

5. It was considered desirable to follow the amateur code and encourage play for the development of character as much as for the physical development of well being.

6. All delegates were unanimous in appreciation of the work of the National Recreation Association. They appreciated its sincere co-operation, were desirous of closely allying themselves to the Association, but recommended that the National Recreation Association perform a splendid service by extending to industries an invitation to be represented at the next congress. In order to secure this representation, it is recommended that a special committee be appointed to ascertain the names of industries engaged in recreational welfare work and thus secure for the National Recreation Association as full a mailing list as possible.

### What I Would Like to Do in My Community If I Had a Free Hand and Unlimited Funds

W. DUNCAN RUSSELL

*General Director, Community Service of Boston, Inc.*

We all went to sleep in this session, not because, as you might first believe, our Chairman or discussion leaders were not on their job, but, quite to the contrary, because they knew that if we were ever to place ourselves in the ideal situations which this question assumes, they would have to make us dream. And dream they made us!

But before I tell what we dreamed, let me say that we all agreed that such a situation—"a free hand and unlimited funds"—would not be good for any of us; that there were things that money couldn't buy, such as good will, the secret of just what the recreation needs were of the people we were serving. And, of course, we couldn't tolerate buying legislation. As Mr. Lantz, of Reading, said, he hoped to be dead and gone by the time such a situation was reached—for who wants to live in a world where everything is accomplished easily?

Here are some of the things we dreamed:

First, in relation to our recreation staffs—that

we had on our staffs local leadership trained by the best authorities in the country on the various subjects related to a playground and recreation program; that we could pay them such attractive salaries that other fields would not tempt them and that they could forget their economic status and have time to re-create themselves. That our leaders had the foresight not only to develop a physical activity program, but possessed the power to release the soul of man to the beauty and culture which programs including music, drama and handicraft could do; that these same leaders did not put the emphasis on skills and techniques, but were wise enough to respect personalities, were emotionally stable and had good common sense.

We dreamed we had local training schools in our communities for the education of such leaders; that these schools were not only manned with the best authorities on play and recreation and allied fields, but that they included a department for special study and research in order that the objectives of recreation could be constantly re-valued and our methods and techniques kept in step with the changing times. Another department included the technique of promotion and interpretation to the public.

Mrs. Valentine, of Philadelphia, dreamed that her school had procured Doctor Finley as President, that they had been able to give him four times the salary the *New York Times* gave him—and that he had accepted, not because of the salary but because he wanted to!

In the second place, we dreamed about ideal facilities—a community house in every community which took care of *all* the people of the community and discriminated against none. We dreamed that we did not have to squeeze our indoor recreation programs in what was left over from the school curriculum, but that our buildings were open all of the time and had facilities to take care of every possible recreation activity necessary for the demands of the people we were serving.

Our school people in this session dreamed a little differently from the recreation people, in this sense, and saw the schools more closely connected with recreation than ever, with buildings erected to serve the community adequately from a recreation point of view as well as educational. As a matter of fact, our Chairman, Dr. B. F. Ashe, President of the University of Miami, dreamed that education had reached the state where you couldn't tell where play began and education

ended in the school curriculum. He was convinced, he told us after he woke up, that the present school systems do not provide sufficient variety and activity to accomplish maximum results, that by the alternation of work and play in school schedules the mental output could be increased at least one hundred per cent., and in addition a new attitude created on the part of the children. He believed that one of the major efforts of public school officials and recreation workers should be to bring about as rapidly as possible such combinations of play and school routine as would bring maximum happiness to the children.

But our dreams went further than this of having adequate indoor centers. Mr. Lantz, of Reading, painted a veritable Utopia of outside recreation facilities. His dream included play centers for everybody from the cradle to old age, havens of recreation just outside of the cities which combined maximum beauty with opportunity to recreate as you desired, so that the strain on those who live in hot, dusty, unsightly, odious cities would be reduced to the minimum. For instance, camps on the mountainsides where tired mothers could take their large, undernourished families and after several weeks of recuperation return to the city rested physically and mentally, with their children fat, healthy and happy. Mrs. H. L. Baker, of Mount Vernon, N. Y., told us that that dream has been realized in Westchester County, in camps for boys and girls, single log cabins for family camps, where a family instead of trying to enjoy itself at a crowded seaside resort, would rest and recreate in the solitude of the forests, much better equipped to "carry on" upon their return to the city.

Within the cities, Mr. Lantz's dream showed him small children's corners equipped to the maximum with slides, swings, sand boxes and wading pools, a shady nook for storytelling, folk dancing, drama and other arts. On his larger playgrounds, he envisioned pools of the most sanitary kind, a field house containing a branch library, well equipped with gymnasiums for both sexes, a Little Theatre and workshop, a music room, a fine arts room. Soccer, football, baseball fields and tennis courts, and running tracks were numerous. Entire playground areas would be magnificently fenced with either shrubbery or some other material to protect the lives of those who play upon those centers. Ornamental fountains and drinking fountains would be a sight for tired eyes and a boon to the thirsty.

In the suburban districts Mr. Lantz found

large parks with winding pathways for those who like to meditate, bridle paths for horseback riders, nature trails for lovers of the out-of-doors and much virgin country untouched by the hand of the landscape architect. I wish I could give you all of this well described picture Mr. Lantz painted which included picnic areas, babbling brooks, unsurpassed golf courses with fairways lined with evergreen trees, archery ranges, natural lakes, beaches lined with weeping willows and beautiful and attractive bath houses.

In the last place, we did dream about publicity as the National Recreation Association asked us to in its book of questions, and in this state of idealism no longer would we have to conduct activities just suited to gain the publicity we felt we needed; that publicity would come in its own course, properly interpreting our program to the public and gaining for us its heartiest approval of our programs. Stories would be written, we dreamed, not by the ordinary newspaper reporter, but by trained recreation workers whose ability to write had drawn them into journalism without losing the background which recreation had given them.

In conclusion, let me say again that everyone agreed unlimited funds and a free hand would be bad for any of us, that we are strong in this field by virtue of the obstacles which it is necessary for us to overcome in order to accomplish our purpose, that unlimited funds might find us developing our program far ahead of the needs of our people and we might find ourselves in the very state of overproduction which is adding so many new problems to our present industrial and business life.

### Increasing the Number of Trained Able Recreation Workers

DR. J. H. McCURDY

*International Y. M. C. A. College, Springfield, Massachusetts*

George Hjelte, the Chairman, in opening the session, pointed out to us that there were reports in from 280 cities, showing 2,678 workers all year round, and some 18,000 additional workers during the summer season. He gave that as the background for the discussion of the problem of able workers in the field.

Doctor John Brown, of the International Committee, Y. M. C. A., emphasized, first, that the recreation program will stand or fall on the efficiency of professional leadership; that is, the workers must be professionally and efficiently

trained. Second, he stressed the great need for competent executive leadership. Then he discussed how we might secure or increase the training:

1. By retaining those of marked ability, making conditions satisfactory to them so that they could remain in the work.

2. By getting rid of the unfit—those who are retarding progress and who are poor examples to the younger people coming on. Attempt to eliminate those who are really leading to a loss in community leadership.

3. By recruiting those with potential leadership in this field. Cultural, professional and character elements were emphasized.

4. By giving training on the job.

5. By the development of the science of friendly counsel—really case studies of the executives—with the idea of helping those people in the field to make the most of themselves and their jobs.

Ernst Hermann, of Newton, Massachusetts, emphasized the necessity for the securing of capable individuals and pointed out that in the past developments have been haphazard in the selection of leaders. Although the war brought into the field many amateurs unfit for the work, their enthusiasm was valuable. And somehow we must find a way of retaining the enthusiasm of the amateur. Mr. Hermann further pointed out the necessity for avoiding compulsion and the need for more culture on the part of leaders. Very often, he said, people without technical skill are professionally very successful. Among the best methods for bringing about growth in leaders Mr. Hermann emphasized first of all the attendance at such meetings as the Recreation Congress where workers may learn of the programs of other individuals and groups and improve their work by that knowledge. He pointed out the importance of developing leadership on the part of boys and girls and the securing of the best boy and girl leaders and training them as future professional workers. A very large proportion of his workers at the play centers were playground boys and girls.

Mr. Hermann urged that recreation workers reread *The Normal Course in Play*, prepared by Professor Hetherington and published by the National Recreation Association, which he feels to contain the philosophy of the movement.

John H. Chase, of Youngstown, Ohio, gave illustrations of individuals whom he had known who had come into the recreation field with apparently all the earmarks of success. They had

ideal character and ideal physique, and a good deal of technical skill. Nevertheless they failed to make good because of lack of managerial ability. He mentioned the case of one young man, apparently ideally equipped, who went into a play center and immediately afterward the attendance dropped from 200 to 100, where it remained. This man lacked the quality of gang leadership, that quality which industrial concerns are seeking in their salesmen. Mr. Chase spoke of the book, *Exploring Your Mind*, by Albert Edward Wiggam, containing principles and tests which he felt can helpfully be applied in selecting workers.

James S. Stevens, of Springfield, Massachusetts, spoke of the danger in a too submissive attitude on the part of recreation workers—a willingness to accept things as they are without trying to overcome obstacles. Recreation workers ought to see the community needs and ought to have the courage to go out to meet them. Leaders must never stop growing, and they must refrain from becoming so absorbed in details of their work that they cannot keep up their reading or familiarize themselves with the work of related organizations.

To summarize the discussion in a word, the speakers emphasized the need of a broad philosophy of recreation and the need of having up-to-date methods of personnel selection.

### Education of Public Opinion As to the Value of Recreation

F. E. WADSWORTH

*Superintendent, Los Angeles County, California Department of Recreation Camps and Playgrounds*

Harold S. Buttenheim, editor of *The American City*, who served as chairman, suggested that we assume the value of recreation and confine the discussion to attempts to solve the problem of public education as to the value of public recreation.

Mary Brady of the Harmon Foundation pointed out that the two essential factors in the project of public education in community work are: (1) Training executives in the means of educating public opinion, and (2) advance planning.

On the subject of the training of executives, Miss Brady made four points:

1. A nose for news can be developed.
2. The four newspaper "w's" which should be included in every article are "What, Why, When and Where."
3. Headlines are most effective when expressing action.

4. The newspaper policy of including the complete story in the first paragraph and developing it in detail in each succeeding paragraph might well be followed.

Advance planning would facilitate getting the news in in time to secure the required space and would help the executives to obtain a perspective of the whole project so that all phases of it would be properly handled and every possible medium of publicity would be used. Miss Brady compared a pattern of publicity to a dress pattern, saying that a few accomplished dress designers might cut a dress without a pattern, but that amateur results achieved without a pattern would be comparable to the work of a recreation executive projecting publicity without a pattern.

Frank P. Beal, director of Community Councils in New York, stressed the difficulties involved in educating public opinion and emphasized the fact that if the public does not accept the first efforts, the program should above all be completed or else the early efforts will be wasted. He quoted as an example of the completed program the public education project in New York City which obtained 431 playgrounds in four years.

Results might be obtained, it was suggested, by putting city officials on committees, by fully developing and completing one demonstration project, by using periodicals to state specific benefits and by making tours with groups of influential citizens to survey the problems.

Willard Hayes, of Cedar Rapids, Iowa, brought up the question of finding terminology for recreation other than the words "play" and "leisure time activities." He then indicated that the first essential of success is a good program effectively administered and mentioned the use of a Service Bureau as a very effective means of making contacts with large groups.

In the general discussion a strong feeling was expressed that cultural values make little impression on city councils. Two alternatives were suggested—a comparison with other communities, and the element of safety for children. These, it was felt, would make a strong appeal.

In conclusion, the following specifications, suggestions and recommendations were made:

1. That in a comprehensive program of educating public opinion, all of the agencies—newspapers, radio, churches, speeches, schools and colleges—should be used.
2. That churches are an effective medium often overlooked.
3. That additional mediums to be used include



playground bulletins, motion pictures and posters.

4. That if newspaper stories are written in a dramatic form and with a human interest, they are more likely to secure space in the newspaper and they are apt to have more influence in creating favorable public opinion.

5. That the education of public opinion should be as definitely planned as the program of activities.

6. That tours of inspection are a very effective means of public education.

7. That it is important sufficient care be taken to obtain the attendance of leading citizens at demonstrations and exhibits.

8. That while a perfectly good case for recreation could be made on the basis of its own contribution to life, it is important for effective and early results that the tangible values to health, safety, prevention of crime and the economic values to the district be stressed.

#### What Are the Effective Methods for Securing Cooperation Between City Departments Controlling Facilities or Conducting Recreation Activities?

EVA WHITING WHITE

*President, Woman's Educational and Industrial Union  
Boston, Massachusetts*

The topic was handled from two points of view:

1. Methods used when cooperation is to be brought about between public and private agencies.

2. Methods used to obtain teamplay between different public departments.

In regard to both, certain fundamental principles of action were strongly emphasized, namely, it was said to be essential to know the organization of the city government under which one is working, the plan upon which it is based and the personnel heading its departments.

Cities have different types of charters. Officials in certain communities have powers which like officials in other communities cannot exercise. Do not storm a public official for permits which he cannot grant.

In attempting to extend the powers and obligations of a department, work with the executive. A public official of and by himself must accept the legal limitations which are placed upon his action by law. Public officials, though often conservative, are sensitive to the desires of the citizens, so when a community becomes expressive

it usually gets what it wants, but action must come through the proper channels on appeal to the properly constituted body where the authority rests. It is important to understand the complicated machinery that has come to exist in the operation of public departments, particularly in large cities. Desirable cooperation is often inhibited for the time being, at least, by the fact that rules of procedure which clearly define action and responsibility have of necessity come to exist and cannot be set aside in a moment.

It was pointed out that the three greatest factors in cooperation are—patience, understanding and vision; and that of the three patience is, perhaps, the most important—the patience carefully to study the relation of a given activity to be proposed, not to one department alone, but to all concerned; the patience to make one move at a time; and the patience to wait months, years, even, fully determined, however, not to be blocked in the ultimate accomplishment of an objective.

As to understanding, there should be absolute conviction that a given line of cooperation is desirable on the part of all parties concerned and that understanding should be registered on paper. Verbal agreements are satisfactory as temporary measures, but written agreements are essential not only by way of forestalling difficulties but also by way of building for the future on a firm foundation.

In regard to vision, plans should be made on the basis of five, ten or fifteen years ahead. Frequently, if the goal is sensed, immediate difficulties come into the perspective of progressive ends to be obtained.

It was pointed out that cooperation comes down to thinking outside of ourselves, not of thinking about who is to get the credit. No one person can claim all knowledge or supreme ability. Compromise is often necessary and becomes a matter of wise statesmanship. Try every means before demanding cooperation through a higher authority. Sometimes, however, it is necessary to get action by direct appeal to the highest governing authority, in which case, if the desired end is attained, sharing the glory.

Officials will often speak of "my department" and "my facilities" and limit the use of their departments, curiously forgetting the public. They will speak of "serving the people" without seeming to realize that they serve the same people who demand an interrelated service. The point was made that this is but department pride and can be used as an asset.

In the case of cooperation between private and public agencies a speaker said, "Don't stagger a superintendent of schools by asking for all his resources at once. Ask for a single thing." Exchange favors wherever possible. Establish good will. Better mutual agreement than the force of ordinances. Law is apt to mean minimums. There is no limit to what can be done with cooperation.

A county worker said that he had successfully staged a County Fair. He suggested the idea and asked the various groups in the county to participate. It was a success and was on a larger scale than his budget would have permitted, while the program of events showed greater variety than would have been the case had a single mind planned them. Private agencies should give of their resources to public departments and public departments should call upon private agencies.

There was discussion as to the coordination of the programs of public departments by organizing committees or commissions made up of one or more representatives of, possibly, the School Board, Park Department, Recreation Commission. One speaker preferred an entirely neutral group of citizens who should confer with the executives of public departments and whose strength came from organized public opinion such as that of the Parent-Teachers Associations.

The practical mechanics of cooperation were brought out by the suggestion that if property is to be used by two departments, a survey be made of the condition of the property, that this survey be in duplicate or triplicate, as the case may be, and a copy sent to each department head entering into the agreement of cooperation. Then if a window is found to be broken, the party using the property will not be said to be at fault.

The janitor! No discussion on cooperation between departments, if buildings are in question, is ever complete without a consideration of the janitor. Therefore, we discussed the janitor.

It was suggested that janitors should be paid for extra services required and should be considered members of the staff. One executive told of planning certain staff meetings to which the janitors might be invited. This aided materially in creating good feeling.

Another suggestion was to the effect that when one department uses the facilities of another, said department should see that its work is in charge of carefully selected leaders who understand their obligation to the cooperating department.

Los Angeles was said to have such an admirable

working plan between departments, backed by so strong a public support that no official would any more think of cramping the recreation program than of changing the color of the sky.

Paterson, New Jersey, was applauded, when the announcement was made that the \$35,000 just appropriated for the first unit of a stadium stood for team play between all the city officials.

Finally—the work of recreation systems, schools, art and nature museums, public libraries, of public and private agencies, is coming to be more and more closely tied together. Their programs have vitality. They are all working for the same purpose—the enrichment of leisure.

### Rating of Cities in Recreation

C. E. BREWER

*Commissioner of Recreation, Detroit, Michigan*

It soon developed in our meeting that many searching questions are being fired at the newest of professions, that of recreation, and because of this questioning and the research work being done in connection with the White House Conference, the necessity was felt for establishing, if possible, some way in which the efficiency of the recreation movement in the various cities could be rated, as are other professional groups, such as state health departments, schools, colleges and hospitals.

R. W. Robertson, of Oakland, California, suggested that the basis for rating be on physical facilities, that is, on the number of acres of open space per hundred population or the number of playgrounds per square mile. Other suggested bases for rating were on personnel, program of activities, administration and financial support.

It was pointed out that the advantages of such a rating system lay in giving an ideal toward which the different departments could work, and in providing the various municipal recreation departments an opportunity to check on themselves. Further, it should stimulate the interest in the work on the part of the workers and on the part of board members in other cities who would want to raise their city to the standard which had been established.

The difficulties in such a plan are those naturally arising from an effort to establish the numerical values on which to rate various factors. It was pointed out that it might be embarrassing for some of the recreation executives to explain to their boards why their cities were so low in the rating plan!

It was felt, as a further possible difficulty, that

after the ideal had been reached, there might be too great self-satisfaction and less interest in going beyond the standard once it had been attained.

From this point we went into the question of values. Most of the executives discussed at length what values would be given if, for example, 500 people were watching a ball game or if they were participating in a Hallowe'en party or in a concert. Which is of the most value to the recreation program? One person raised the question as to whether the recreation of a piccolo player in an orchestra was of more value than that of the 10,000 people in the audience.

It was pointed out that in some cities there are as many as 18, 19 or 20 various recreation bodies, and while some of them may be very effective, some may not be. This fact would no doubt tend to react against the city's rating.

Someone suggested that participation be used as a basis on the theory that if you have a large number of people participating in a program, you would probably have the facilities, you would probably have the leadership, and you would probably have the municipal financial support.

It was felt, on the whole, by the recreation executives, that although a rating system would probably have many flaws in the beginning, it was advisable to try to work out some rating plan if it is at all possible. Improvements would undoubtedly be made in any system which might be established because many of the recreation executives, if their ratings were low, would find fault and pick flaws. It was therefore decided that there should be an ideal—a Utopia toward which all cities should work—a standard which presumably would take into consideration the physical facilities, the number of baseball diamonds, tennis courts and other facilities. From this standard a separate system might be worked out whereby the individual city could rate the efficiency of its own department as to the operation of the standard.

It was felt that any comparison between cities would be detrimental to the work as a whole.

### **Securing Adequate Living Salaries for Recreation Workers in Order That Effective Leaders May Be Kept in the Movement**

DR. F. W. MARONEY

*President, Arnold College for Hygiene of Physical Education, New Haven, Connecticut*

E. Wetmore Kinsley, Chairman of Community Service Commission in Yonkers, New York, who presided, stressed the fact that workers should

get the salaries they are worth. This, in turn, depends upon the worker's ability, his training, his experience and the community in which he works.

James V. Mulholland, of New York City, said that the director must be young in spirit, a good organizer, a master in technique and a magnetic leader. Mr. Mulholland dynamited the meeting by offering a resolution that at once became the keynote. He said:

"Whereas, the playground director should possess qualifications as high or higher than the teachers of health and physical education, and

"Whereas, the work of playground directors is as important in the life of the child and adult as the work of a physical education teacher, and

"Whereas, playground directors in some cities possess qualifications equal to those of health and physical education teachers, and

"Whereas, the acquisition of ideal playground directors is as important as the acquisition of new playgrounds in bringing about fewer accidents, less juvenile delinquency, better children and better parents, and

"Whereas, ideal playground directors cannot be obtained without adequate compensation, therefore

"Be it resolved, that the National Recreation Association approve the equalization of salaries of playground directors with those of health and physical education teachers, and that this association approve the raising of standards for playground directors to that of health and physical education directors, and

"Be it further resolved, that this important subject be called to the attention of all municipal authorities by the National Recreation Association."

C. D. Giauque, of Athens, Ohio, stressed the increase in budget and plants throughout the country in the last twenty years and stated that this growth, as far as he has been able to learn, has not been accompanied by a comparable increase in salaries of directors and workers in the field of recreation; that the medium men's salary throughout the country is \$1,200, which is hardly an adequate salary, and the medium for women is \$948, which is not quite enough. I think you will all agree with him. The public demands service and should be willing to pay for it.

Mr. Giauque advised the raising of training standards which would lead to better teachers and better salaries.

Robert E. Coady, of Cincinnati, told us of the work that is being done at the University of Cin-

cinnati and stressed the importance of the positive point of view. To our surprise, consternation, chagrin and amazement, he brought in a copy of *American Mercury* and told us that "Big Business" was raiding Washington and that we must be careful of the high priced power men in recreation, otherwise we would lose them! He paid a glowing tribute to the report of the Committee on Standards in Salaries and Training appointed by the National Recreation Association.

Charles Davis, of Berkeley, California, after indirectly telling us of the advantages of that great state, stated that salaries should be paid upon merit rather than upon years of service. There are two methods, he said, of getting better salaries. First, the direct method of getting your needs stated and in the budget, outlining your program, selling your program and being enthusiastic. Second, the indirect method of publicity through Parent-Teacher associations, civic organizations and political organizations.

Dr. William Burdick, of Baltimore, stressed the importance of academic training if we were to approximate the positions of men and women in other lines.

As I sensed the feeling of the meeting, and speaking for them, I would suggest the old saying, "A teacher who works for hire will never get any higher." And at the same time, with you and with me working, you in recreation, I in health and physical education, with all the people in the organization working, your program and my program is not the program of the executive who sits in a splendid office and has all of his reports, but rather is a program of the executive who is willing to get out into the playground and teach and stimulate those people. Because, in the last analysis, again, as I sensed the meeting, the success of any organization depends upon the individual worker on the playground. And if Ruskin was right when he spoke about "All that you are doing and I am doing," it seems to me, again, that the spirit of our meeting might be expressed in the following:

"If it is love and an abiding faith in mankind; if 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 yourselves 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." And only with a gospel like that will we ever get adequate salaries for playground workers.

## Recreation Progress: 1906-1930; the Present; the Next Ten Years

JAMES E. ROGERS

*Director, National Physical Education Service, National Recreation Association*

We felt in our meeting that along with the other professions, such as medicine and education, we should make a forecast, we should look ahead, we should stop talking about 1930 or 1931 and rather talk in terms of the next ten years, of 1940. We, too, are in a period of transition. We are on the threshold of real fundamental changes in our professions and certainly we should look ahead and get compass points.

The speakers discovered a past of progress and achievement, a present with a program that is ever-expanding and a future that is challenging with its concept of leisure time and with a growing, unfolding profession that has to do with the art of living.

Ten points developed in trying to make a forecast in this great, expanding, growing, unfolding profession of ours.

The first was that we did, of course, have a past of rich achievement.

The second was that today—1930—perhaps the most outstanding, significant civic contribution to our modern community life in America has been this rapid recognition that recreation is a public utility, as important as health, education or safety, that it is a public necessity, a municipal function of government, that a city must provide playgrounds and recreation centers just as it furnishes schools, sewers or streets, that it must provide for trained leadership as it employs a superintendent of schools or a chief of police.

Third: Although in the past ten years there has been a remarkable growth in the acquiring of areas and facilities, in the next ten years we must acquire twice as much property as we have in the past.

Fourth: *Now*, before it is too late, we must acquire play areas for the future, a need which is pressing and immediate.

Fifth: Throughout, all speakers stressed the expanding and enriching program. Plays, games, sports, athletics, physical activities, of course, always will be with us and be a great part of our program. But in the future, in the next ten years, we also must stress the art and culturally recreational—the recreational interests of music, drama,

nature study, gardens, hiking, camping—all those things that have to do with the enrichment of leisure time.

Sixth: In the future, recreation has a large contribution to make to adult education.

Seventh: Recreation must concern itself with avocational living, with hobbies, with the creative interest of folks.

Eighth: Public recreation and public education must come together and cooperate in the business of providing for leisure time. Each has much to give to the other.

Ninth: In the next ten years there must be a new leadership, with a new recreation philosophy, a new psychology. For we are living in a new day which is changing rapidly. All professions are trying to meet this new day, these new conditions. We are adjusting and adapting ourselves, so that when we meet here in Atlantic City in 1940, we, too, must have a new technique, a new philosophy.

Tenth: In the future, with the growing job to be done, a closer cooperation between all municipal public and semi-public groups touching leisure time will be necessary.

The six high spots were these:

1. Recreation is the only field of human endeavor where Democracy nowadays has a chance. Leisure is the only one place left for Democracy.

2. We must enrich and expand our program to include not only the physical but (a) the arts; (b) the cultural interests; (c) the appreciation of this avocational living of ours that makes for the enrichment of life, the life more abundant.

3. Folks are hungry for avocational, informal education. Doctor Ashe, of Miami University, spoke about the 3,000 people, not formally enrolled in extension courses in the University but there because of the joy of it, the play of it—interested in astronomy; the thousand who are going into Aztec Literature, not enrolled for degrees or credits, but just for the joy. Folks are hungry for avocational recreation or education.

4. Recreation has brought creation to the schools.

5. We, in recreation, must become interested in creative youth, in progressive education.

6. Education and recreation, separately and together, have much to contribute to the art of living in developing this new time leisure.

## Local Recreation Survey—What Found— What Results?

EUGENE T. LIES

*Special Representative, National Recreation Association*

On this subject our group, though it held no referendum election in the meeting, seemed to resolve somewhat as follows:

First: Recreation executives should carry on a continuous survey of conditions affecting their work, their relations with other agencies, next-step needs and improvements.

Second: Special intensive studies of definite problems, calling for more time than an executive and his staff can give, or for a type of skill not possessed by them, are often required.

Third: From time to time, possibly every ten years, a general and throughgoing survey of the total situation, recreationally speaking, is desirable. This could be a study of the leisure time problem of the community in all its aspects in order to determine just where the town stands as to meeting the problem and the direction it seems to be taking. Such a study would cover examination of the kind and quality of work being done by private, semi-public and public agencies, including park and recreation departments, museums, libraries, schools and art institutes. It would also bring into the picture the homes, the industries and the commercial amusement enterprises. In such a comprehensive type of study, much consideration can and should be given to the fundamental hungers of human beings for creative expression along social, esthetic, manual, dramatic as well as physical lines.

How much leisure have the people of this city? What are they doing with it? What could they be doing with it toward the glorification of life and the betterment of their community? Are the homes alive to the possibilities of training children for leisure? To what degree do school authorities see the direction their institutions must take if they would fit their charges for a new world in which strength and quality of personal interests and choices will determine destiny?

What is the distinct place and function in the recreation life of the community of agencies like the Y. M. C. A., the Y. W. C. A., the Scouts, the church, fraternal bodies, and others, as over against the public recreation system? Are the commercial recreation enterprises of the town in their influence upon the people adding to the sum total of wholesome, happy living, or are they more

than nullifying all the good that the constructive agencies are doing? If the latter be the case, why is it the case and what ought to be done about it?

How can existing legitimate recreational forces and resources be strengthened and at what points, and when, and how are additional facilities to be provided?

These and scores of other queries are legitimate ones for consideration in a thoroughgoing type of survey. It should embody inventory and a statesmanlike, human-culture sort of look ahead.

Surveys should be stimulating guides, contain facts, conclusions and recommendations. They will be real guides if done with care and common sense and scientifically, if the surveyors are objective-minded, without a sense of having axes to grind or a purpose to haul others' chestnuts out of the fire.

Volunteers at various points in the general survey process can often be used with profit. Cer-

tainly there should be an Advisory Council, carefully selected, in relation to the whole procedure, to serve as encouragers—as a sort of “store front”—as tipsters and as a nucleus for that body of public opinion so absolutely necessary to be developed if recommendations are to be carried out later.

An abiding group is essential to stay on the job forever, if need be, to push, push, push in all the directions set forth in the survey report. The recreation survey report that finds its way to the closest shelf, there to abide ad infinitum, represents waste and futility.

The recreation survey report that gets out to the people with proper interpretation and presentation may be the means, in the last analysis, of saving the people, of getting the city of those people set up on a high hill for all the world to point to as a place where live folksy folks, happy folks, vital folks, complete types of folks.

## Who Are Alive?

There are comparatively few men and women alive in the world, although there are hundreds of millions of living human beings. The gap between a living human being and the man who is alive is far wider than the gap between the human being and the other primates, although it is much more easily and quickly bridged by one who truly understands the arts of design and construction. The bridge which is so designed and constructed is conventionally described as a liberal education. It is the most beautiful and the most capacious bridge in the world, and it could carry a far heavier traffic than it has ever yet been called upon to bear.

All our colossal expenditure, all our magnificent buildings, all our years of training for teachers are useless, and something worse than useless, unless this great and beautiful bridge can steadily be built for a growing number of men and women who are able and willing to be free. The insulated

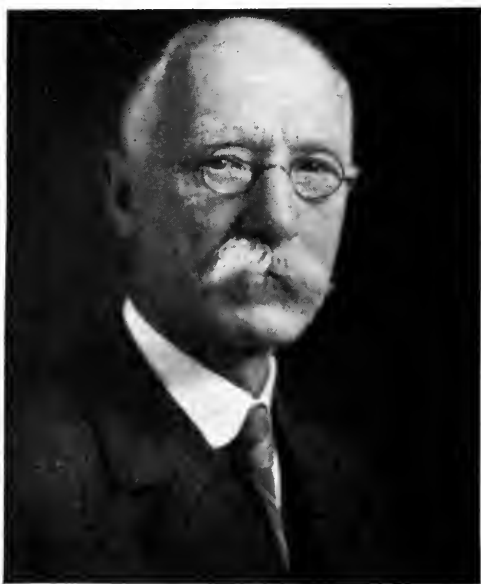
life is the selfish, the self-centered, the narrow, and sooner or later, the embittered life. Yet despite all this, it is the only life which millions upon millions of human beings ever know, as it is the only life toward which the footsteps of millions upon millions of innocent children are ever directed.

Narrowness of knowledge, narrowness of sympathy, narrowness of understanding, narrowness of conviction are the marks of that insulated life from which there is no escape save over the bridge which liberal education builds. That bridge leads to those fields of perennial wisdom which are the coveted resting place of the thoughtful in every age. It leaves behind that world of illusions which the insulated man calls facts, while so often entirely and blissfully unconscious of that world of realities which he derides as ideas.—

*Nicholas Murray Butler. From Journal of Adult Education, June, 1930*



# A Critical Look at Recreation As Viewed at the Seventeenth Annual Congress



Joseph Lee, president of the National Recreation Association, briefly summarizes the Congress. He leaves with us the question: "Shall we give the people what they want?" And he makes the plea that we give them beauty.

**W**ANT to say a few words about what you might call the "imponderables" of what we have heard, and what it is all about.

In the first place, I was very much struck with the speakers we have had. And the last speaker we heard this morning, Sir Henry Thornton, is a very good instance of how very much you get from the speaker's personality.

I have also thought of other speakers. For instance Dr. Finley. Now, what would Dr. Finley's jokes be without Dr. Finley? They are very good jokes, indeed, but supposing I were to get them off now—you wouldn't think they were funny at all. I am not going to repeat them just to illustrate that, but you know it is true. And his walking. We don't care how many miles he walks, but we care a lot about how he feels about it. And it is delightful. You almost want to go out and walk yourself. You almost feel as if it would be a perfectly wonderful thing to do after hearing Dr. Finley talk about it.

*By Joseph Lee, LL.D.*

Then Dr. Poling and his religious speech. Why, it was what was showing through him, involuntarily, that got us. It was the real thing.

Professor Kennedy, of Princeton. You remember his speech. It formulated what we mean by the moral effect of play as I have never heard it formulated before. He made it clear-cut. But what I carry away and treasure most was the sort of hard bitten Scotch morality behind it. Why, I could feel Bannockburn, the Covenant, right there on the platform. That race has done much. They have probably saved Democracy to the world. I think that was the biggest thing we got out of Professor Kennedy's speech.

Dr. Jacks. Generations of mellow culture. What we are all trying to do was standing right here. That was more than anything he could say.

Rabbi Silver. That was having the Old Testament speak right out to you. One God whose jurisdiction is the whole of life.

Gene Tunney. Courage; modesty; straight thinking and straight hitting; character standing right up there before you.

I didn't hear Dr. Osgood. Then there was Mr. Zanzig, the almost invisible soul of music.

This is what I got out of the Congress. The imponderables are what we are talking about—though it is impossible to talk about them. What we are talking about is poetry.

As to the practical things we got. Play. It is remarkable how technical we are getting in this play business, how we do this and we do that. We have gotten beyond talking about what it is all about in play. We have gone awfully far, and it is quite wonderful. I like to hear these discussions.

Now, in our new field, leisure, we have not gone so far. We are rather bewildered, I think. The American people are very much bewildered as to what leisure is for. I don't think they have any idea what it is for. And I don't think we know

yet very well. I don't know just how blind we are, but we are blind. What is it we are trying to do?

I am not going to attempt to tell you what we are trying to do, but there is just one particular way of putting it that I would like to mention. One question was, "Will you give them what they want or what is good for them?" That sounds very easy. Why, of course, give them what they want. To give them what is good for them sounds so bad that you wouldn't do that to any poor fellow, unless you hated him a lot!

### Shall We Give Them What They Want?

But is what they want to be our guide? What you pay for a thing is a pretty good test of what you want. Are the paid forms of recreation the kind we want to teach? Where does most of the money go? The kind of books and plays that "go" are those which deal with sex in certain ways that I don't think we are going to teach. What is called "the oldest profession in the world" is one of the most remunerative. It can pay heavy graft to the police and still make big dividends. Gambling, referred to by Dr. Jacks, is another thing people want.

"Give the people what they want." That is the cry for the lowest-down things in the country. "Give them what they want and what they will pay for."

I suppose you could make more money selling opium than almost anything else. It would bring in bigger dividends. And even with the police bothering you it would be very profitable. You might almost say that lust is considered our God and salesmanship the method. Show them what they will pay for. That is stating a crude side of

it which is certainly there—though not by any means the whole.

They will go to the very beautiful things and pay for them. We have had two illustrations in Boston this Summer. Beautiful concerts out on the grass by the Back Bay; beautiful lights; just the open place for a radius of about a hundred yards. I don't know how many thousand people in it. I have been there several times. Not a toot of an automobile horn, not a noisy interruption of any kind—just right out there on the grass. And a beautiful concert given by a large part of the symphony orchestra.

And Mrs. White's pageants on the Common. The papers say they were attended by, I think, 75,000 every time, three times a week.

Those things go. The people will pay for good things. But yet the symphony concerts run \$80,000 a year behind. Eva Le Gallienne's Theatre runs behind I don't know how much. You can hardly say that the best art pays.

Now what? Really, in a way it seems pretty simple. You must give people what they want. You can't give them anything else. If they don't come, you are not giving it to them. It must be what they want. You say, "What is good for them? Would you give them what is bad for them?" Well, no. It is what they want that isn't bad for them that you must give them. "Bad for them" isn't a good phrase and that isn't a good way of putting it.

I think the thing we need to remember is that the gold is there. It is for us to dig for it. I think we must learn, and the American people must learn, that they have to climb upon asses, that they have to listen at the fountain longer to hear the voice, that they have got to do something about it or the spirit will never be there.

## Beauty in Our National Parks

"While the National Parks serve in an important sense as recreation areas, their primary uses extend far into that fundamental education which concerns real appreciation of nature. Here beauty in its truest sense receives expression and exerts its influence along with recreation and formal education. To me the parks are not merely places to rest and exercise and learn. They are regions where one looks through the veil to meet the realities of nature and of the unfathomable power behind it.

"I cannot say what worship really is—nor am I

sure that others will do better—but often in the parks I remember Bryant's lines, 'Why should we, in the world's riper years, neglect God's ancient sanctuaries, and adore only among the crowd, and under roofs that our frail hands have raised?' National parks represent opportunities for worship through which one comes to understand more fully certain of the attributes of nature and its Creator. They are not objects to be worshipped, but they are altars over which we may worship."—*John C. Merriam in a National Park Creed, National Parks Bulletin, March, 1930.*

# A Look Ahead

## The Necessity of Recreation

By Gene Tunney

I WAS born and raised in the great City of New York, and the only playground or recreation center I had in my boyhood was the sidewalk. Therefore, I have a great appreciation of the work you are doing and the importance of the movement.

I can think back very vividly—oh, too vividly—to the misspent leisure of my boyhood. Had there been such an organization as this in our neck of the woods, or a branch of it, I am sure I would have profited by it.

I have never done any scientific investigating of playground and recreation work. But from my experiences and because of the recollection of those experiences and the fact that I have made certain observations as I have traveled about, I have a certain knowledge of what this work means, and I think I have a few practical ideas on the subject.

Man's genius has wrought a new era. When my father was a boy, two-thirds of the people of this country lived on farms and worked on farms. And they worked with equipment that had been used in the 14th and 15th centuries. The genius of man has invented and developed new equipment and machinery, so that now one man with this new equipment and machinery can do the work which required fifty men to do seventy years ago. Today, two-thirds of the population of this country live in the cities. They are interested in industry.

The genius of man has invented engines and machinery so that now one man or one mechanic in an eight hour day—if the day could be spread over the necessary machines—could supplant fifty of us, so that we would have forty-nine doing something else. Now, what would they be doing? Of course, some of the various by-products of industry would absorb some, but not all.

A new pattern—a new sociological and economic pattern—is being woven, and I see leisure the most prominent figure of the group.



Dr. John H. Finley presents Gene Tunney with a volume of *The Colophon* at the National Recreation Congress.

The question is, "What is to be done with leisure?" The machine age has caught up to the wants of mankind. We haven't the power of consumption to absorb what the machines can produce. Therefore, we are going to have overproduction if we don't cut down production. We are going to have a great deal of unemployment if we don't distribute work more evenly, which means that we have got to cut down the working day, we have got to cut down the days of the working week. That will mean more leisure. Well, what are we to do with that leisure?

It is up to this organization, I think, to solve the problem for this country. It is the only organization that I know of that is interested in the work, and I cannot lay too much stress on

(Continued on page 520)

# A Modern Perspective on the Public Recreation Movement

An airplane view of America's recreation facilities shows remarkable progress and discloses new, important trends.

**A** FEW days ago in an airplane flight to and from Wheeling, West

Virginia, where I assisted in the celebration of the initiation of a recreational and cultural community project in Oglebay Park that should become a model for America, the feature of the man-made landscape which, aside from the churches and the school-houses, most impressed me, were the playgrounds. There was hardly a town or village in which there were not clearly distinguished from the skies baseball fields and tennis courts and golf courses. Here and there was a stadium or a bank of seats, and one would think at times that one was flying over Ancient Greece with its many out-of-door theatres.

It occurred to me that if the Lord had such an intimate view of His little planet He must be pleased that the descendants of Adam and Eve, who were doomed to earn their living by the sweat of their brows, could have so much time to play and to recover their lost Paradise. Their early descendents had to spend all their time in roaming about in search of enough to eat and in finding shelter. And when they got a little further along and had surrounded themselves by city walls, the few made the many their slaves to work for them, without any free time or leisure.

As I say, the most striking new landscape feature, as seen from the skies, is the community provision for play. The shadows which the cities and the towns and vilages have cast upon the ground are lighted by these happy spaces of refreshment and recreation which auspiciously grow larger.

We who are in the midst of the work of recreation leadership on the ground do not perhaps fully realize how rapidly the movement has been pressing forward in the last decade or more. Just think how different the appearance would have been twenty, thirty or forty years ago, if we could have flown over the landscape! It is conservatively estimated that in 1929 during the

*By John H. Finley, LL.D.*

Vice President, National Recreation Association

summer months, three million persons daily attended the public playgrounds of the

United States and Canada. Three million boys and girls, men and women, per day, on an average! And that is exclusive of bathing beaches, swimming pools and athletic fields where millions more attended and which are separate from playground areas. What an enormous advance from 1885, when, I am told, the first little sand garden for little children was opened in the City of Boston!

The growth in playgrounds illustrates the rapid progress of this public recreation idea. In 1909, a total of 1535 outdoor playgrounds, under leadership, was reported. That number last year had grown to 7681—and during the past year 794 new playgrounds were opened for the first time.

Someone has recently said that a new Society of Youth is forming in the safety zones for play scattered throughout the land. This we may well lieve, in view of the known value of organized play in character growth, in the building of stronger bodies, in stimulating good health, in the unfolding of personality and in the zestful enjoyment of life.

Then, of course, there is indoor recreation to be added. I think I will not burden your memories with the figures. But the municipal bill for public recreation in 1929 was upwards of \$33,000,000, and it was an increase of \$30,000,000 over the 1909 report, and almost \$27,000,000 more than the 1919 report. The day of the million dollar annual recreation budgets has arrived.

## Some Important Trends

This period of great expansion and quantitative growth has witnessed important trends. First—and I am glad to note this—there is a shift away from the original charity basis to a democratic community basis. A man said to me the other day, coming back from Europe, that what impressed him most was that the war memorials were not to great chieftains, but were

to the soldiers, to groups of soldiers or to the common soldiers. And, of course, we have witnessed that in the tribute to the Unknown Soldier in most of the countries. Democracy is coming to assert itself in provision for play. A good playground is now looked upon as a necessity for a town. There is no reason why it should bear the taint, shall I say, of uplift, any more than a city water supply or rural free delivery or the public school. When the man comes with the mail—and with the *New York Times*—to my country place, I do not look upon him as an agent of charity—although I may say in passing that the *Times* really costs more than I have to pay for it!

The privileged as well as the less fortunate child enjoys parks and playgrounds sports, learning through organized games the spirit of sportmanship and co-operation, which are the necessary parts of education of every boy and every girl. The service has expanded from playgrounds for children to playgrounds for all forms of recreation for persons of all ages, from infancy to the edge of the grave. Socrates, it is said, did not blush to ride a reed—a stick, we might say—among little children.

For example, last year there were ten million games of municipal golf played by adults. In a lecture which I delivered a year ago in Scotland, I called attention to the statistics of golf in America, a game, as you know, originally taught us by the Scottish players. These showed that there were more golf players in America than there are inhabitants of Scotland, and if the golf courses were put together, end to end, they would make a strip—I have forgotten just how wide—but the length of Scotland.

In the next place, private support has in the great majority of cities given way to municipal support, from tax funds. I remember over in Scotland Mr. Carnegie had his own links, but only a short distance away from his place were the public links, and he, himself, went over often and played on the public links.

I played with Mr. Carnegie on his private links, and perhaps I may tell you what he said about my game. We played a few holes out at St. Andrews here in New York, and my conscience began to trouble me. I said to Mr. Carnegie, "I don't know about this. I don't know what my people would say when I ought to be in my office and here I am playing golf with you"—as if I had no business to be mingling with such malefactors. Quick as a flash, he said,

"Oh, don't mind. We will both certify that you are not playing golf."

In the fourth place, alongside the extremely popular physical activities of grown-ups, there are music and drama, the arts and other activities. "The range of pursuits is as varied as the interests of the human spirit." That is a beautiful scope for our work.

Then the idea of active recreation has overflowed the bounds of the playground and has entered the parks, entered the schools, become a basis of all progressive education under the name of the interest element, and it has brought new vitality to the church, in hundreds of communities where it is now seen that it has much to do with the abundant life of which the Master used to speak. It has come to many homes, also, with its message of harmony and of joy. These outreaches of public recreation are significant in the culture of our times.

In the next place, there has been what might be called a geographical trend, the extension out into the country. Another feature which impressed me as I flew across three states, was the amount of woodland unoccupied, unimproved land, within close reach of the cities.

These trends have been in pronounced evidence for ten or fifteen years or more, and more recently others have emerged and are becoming stronger. There is the growing practice among real estate men of setting aside parks and playgrounds in their subdivisions as a profitable, attractive feature similar to streets, water supply, schools and other improvements. The National Recreation Association is vigorously cooperating in this movement.

Then there is a shift from an emphasis on the promotion of more projects and more recreation, to an emphasis on the education and training of those who are to lead in recreation. This is seen in the multiplying number of institutes in cities for both volunteers and employees, in higher standards for employment, in the growing number of courses in schools and colleges, in the wholesome attitude of self-criticism to which leaders are subjecting themselves, and perhaps most strikingly in the establishment of the National Recreation School in New York City, with its year's course of graduate training.

It is perhaps not too much to say that we are passing out of the missionary period of promotion and expansion and quantity into a period of educational self-criticism and scientific review of our techniques. In a word, the emphasis is now

increasingly on quality. The searching frankness of the questions we have set before ourselves in this Conference suggests that.

Of course, there must still be promotion. My attention has been called again and again to the rural field, and I am especially interested in that. I was brought up in the country. I had an early rural experience, and I am so glad that the Association is taking an interest in the rural boy.

### Clearing Away the Obstacles

Yes, we have got some extension work to do. But the increasing emphasis now must be on quality, on correcting evils, if there are any, and clearing away obstacles which hold us back from the maximum service which we might give. A few of these I have set down here:

First, that of political favoritism in the selection of workers. Nothing has been, I am told by those who have had the experience, a greater stumbling block to public recreation than that. A recreation job is not, or should not be, a political "plum" any more than an educational job should be. The playground should not be the dumping-ground for incompetents in order that political debts may be paid. Play and recreation, which are the very essence of life, must be kept free from any demoralizing political control.

Then there is the problem of inadequate salaries. A playground leader, properly trained and competent, is as valuable to society as a school teacher. And an executive is often as important as a school superintendent. They should be recognized with comparable salaries.

In the next place, there is the problem of closer cooperation between the various departments of our city governments in the use of facilities and in the prevention of over-lapping. Then there is the necessity of much closer cooperation with city planners and educators and social workers. I need not expand that.

In the next place, it is imperative that we shall be constantly ready to review our objectives, to keep in touch with the progress of educational activities and methods displayed in progressive schools, to keep alive to the findings of science in educational psychology and the organization of community life. And we must not be hostile or stubborn in the face of outside criticism and study.

And now I lay this on your conscience—the necessity of oneness in the recreation movement. I mean the essential unity between the national

agency and the departments or committees and their leaders in each community. I know that most of your cities are municipal in their organization, and our national organization is, of course, private. Nevertheless, your success is, in a measure, our success, and our success helps to insure yours. We are, in a sense, one family.

It is inspiring to me, and I think it must be to any civic-minded person, to realize the significance of the questions which we are taking up in this National Association and Congress. It shows that we are ready to grapple with the things that need correcting. After all, the first and one of the biggest steps in mastering an obstacle is to face it courageously, unafraid. There can be no doubt that a great future lies ahead for the movement of which we are a part, and a pioneer part. More and more, daily leisure is in prospect for all, and it is compelled for many. Articles about it, about its dangers and opportunities, appear in almost every magazine. Increasingly editors and public officials discuss its problems.

I have often said, and I think it was mentioned the other day in one of the issues of a publication, that I was a pioneer. I think they used some wording to the effect that I was an old man. At any rate, I thought I was the first to speak about the right use of leisure, educating people to make the best and right use of leisure. And I rather thought I was original in that until, as I have often said, I discovered that Aristotle had said it two thousand years ago. And this comes to my mind:

### Vocation and Avocation

There was a man who died in New York the other day—a school superintendent. Some of you here may have known him. His name was McCabe. He looked so much like President Wilson that he was sometimes taken for him. Here is a good illustration of the relationship of vocation and avocation—the use of leisure time. He started in as a printer—a printer's boy. But he was very much interested in music on the side, and he became in a little time an organist in a church, and then in a larger church. Then he made music his vocation. But he began, on the side, to study mathematics. He kept on with his music and with his mathematics, and by and by became a teacher of mathematics. But incidentally he was interested also in the general subject of teaching, and he took an examination for a principalship and be-

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The Christmas Spirit Transforms the Court Room of the Mt. Vernon, N. Y., Police Station.

# Old World Christmas Customs

Our own community Christmas celebrations are so absorbing that most of us give little thought to the Christmas traditions of foreign countries to which we are so indebted for our own customs. The information on Old World customs which has been brought together by the staff members of the Foreign Language Information Service, New York City, gives a fascinating panorama of Christmas in foreign lands. Through the courtesy of the Service this information is being brought to readers of *Play-ground and Recreation*.

**T**O the foreign-born peoples in the United States Christmas is a season especially rich in meaning and in memories. In their own countries it was surrounded by a wealth of traditions and was celebrated with colorful ceremony. Most of the Christmas processions and pageants which made the village festive and united it for the

time being into one large family have had to be abandoned as not suited to American city life, but in their homes and in their churches the foreign-born and their children will undoubtedly reproduce many of the old-world customs and rites.

## St. Nicholas, in Bishop's Robes, Visits Czechoslovakia

In many countries the day of St. Nicholas, December 6th, is of considerable importance to children, who look forward to it as an occasion for gifts. In Czechoslovakia, they hang their stockings outside the window or near the window so that when St. Nicholas passes by he can drop gifts into them. This is done in case he does not find time to make a visit to their home. Attired in bishop's robes, St. Nicholas is accompanied by his traditional attendants on such expeditions, an angel and a red-tongued devil. The devil carries a long chain which he rattles significantly and a basket of switches meant for naughty children; the angel has toys and sweets for distribution among the good ones.

The 24th of December is a fast day and many do not eat till evening. The children are told that if they will abstain from food till evening they will see a golden pig. When the evening meal finally is served, it is well worth waiting for. Its preparation has taken days or even weeks. It is meatless; carp served with a dark sauce is the chief dish. The carp must be bought alive and kept alive until it is time to clean and cook it; its preparation is of great interest and is usually watched by every member of the family.

After the evening meal, the family gathers around the Christmas tree and presents are distributed. Then they try to look into the future. Melted lead or wax is poured into water and from the shapes it takes, fortunes are told. Apples cut across so as to show a star of kernels indicate coming events. The girls set tiny candles in nutshells and float them in

pans of water; she whose candle floats upright the longest and burns to the end will have the best husband and the longest life. It is also the custom for the girls to go into the garden and rattle the ice-covered branches of a bush—preferably a lilac bush. Aroused by the noise, the dogs in the neighborhood begin to bark. From the direction from which the first barking is heard, will come the girl's husband.

At midnight the Catholic family attends mass. The church is beautifully decorated with evergreens and Christmas trees, and there is always a Christmas crib. On Christmas day there are several church services. The Christmas celebration in Czechoslovakia always lasts three days; here where it is possible, both the 25th and 26th of December are kept as holidays.

## In Germany, Where the Christmas Tree Originated

The German child also expects gifts on St. Nicholas day. The night before he hangs up his stocking or places his shoe in front of the window and in the morning he finds in it marzipan or nuts, or possibly, if his behavior has been very reprehensible, a switch.

Christmas eve is a great occasion in Germany and in German households everywhere. Roast goose or duck is the traditional dish and green kale or sprouts. German Christmas cakes are famous; equally famous is the candy made of almond paste, marzipan.

The Christmas tree originated in Germany; Martin Luther is supposed to have introduced the custom. Practically every German home lights

such a tree on Christmas eve. Usually each child is asked to improvise a Christmas poem. Then the family gathers about the tree singing the Christmas songs of which Germany possesses an unusual wealth. Some of them are of great antiquity.

There are Christmas services in the German churches on Christmas eve and Christmas day. In this country the Christmas eve service is, as a rule, held at five o'clock and is usually in German. On each side of the altar stands a Christmas tree quite frequently decorated entirely in white and glistening with snow and silver and candles. Christmas cribs are found both in the churches and in the homes and evergreens are used lavishly for decoration.

### Christmas a Two Day Legal Holiday in Hungary

In Hungary, as in several other European countries, December 6th is the original Santa Claus day for children. In some villages St. Nicholas, in bishop's robes, goes about with an attendant—a devil—and distributes rewards to good children and admonitions to naughty ones. Usually, however, the children place their boots or shoes on the window sills and as he passes by, the Saint leaves small gifts or birch rods in them.

Christmas in Hungary lasts two days and each day is a legal holiday. Church bells ring much of the time. Christmas eve is an occasion of great festivity. The evening meal is served when the first star appears. Before the meal the family assembles around the Christmas tree. A prayer is said and the gifts are distributed. The ornaments on the tree are usually home-made. Nuts are gilded or silvered, and dates, Christmas biscuits and small Italian blood-oranges are wrapped in gaily colored tissue paper and hung on its branches. Among the delicacies on the tree "szalon cukor" is sure to figure largely; this is a home-made candy much like fudge in consistency and very popular among Hungarians.

At midnight, mass is celebrated in the Hungarian churches. The church, which in an Hungarian village is usually set on top of a hill, is brilliantly lighted and toward it stream the people in their colorful peasant costumes. Inside there is a profusion of flowers and evergreen, and a Christmas crib, which is usually very elaborate and beautiful. The scene at Bethlehem is reproduced, with three Kings, the shepherds, and the angels, as well as the Holy Family.

During the Christmas season, groups of gaily

dressed children go about the village streets singing carols; they usually carry with them on a tray a miniature manger or crib. There are also in many villages outdoor performances of simple passion plays.

### Religious Ceremonies Predominate in Italy

Among Italians a Novena of religious preparation precedes Christmas. On the first day a manger, or presepio, is prepared in the home and every morning for the nine days the family assembles before it and recites special prayers. This custom is observed in practically every section of Italy and also among Italians in the United States. The mangers are as beautiful and elaborate as the means of the family permit. In Italy they are, as a rule, home-made and wee candles supply illumination. In the United States, those who can, purchase beautiful images and elaborate decorations and use colored electric bulbs instead of candles.

In Italy during the nine days of the Novena, bagpipers, "zampognari," go from house to house and play before the mangers. In some sections of the country these men are dressed as shepherds and sing the shepherd song, "cantata dei pastori." They are in return rewarded by the housewives with gifts of food or money. The "zampognari" are more frequently met with in southern Italy than in the north.

The real merry-making for the Italians comes on Christmas eve and much more is thought of Christmas eve than of Christmas day itself. As the 24th is a fast day, the evening meal must be meatless, but it is nevertheless very elaborate, and in the humblest home takes on the aspect of a banquet. In certain sections of Italy, particularly in Sicily and Calabria, the housewife prepares twenty-four different viands for this meal. As none of them may contain meat, their preparation requires much ingenuity and care.

Christmas trees are not used in Italy, nor do evergreens decorate the homes and the churches. The use of evergreens for this purpose originated in connection with pagan festivals. The Church in the North did not oppose the introduction of the custom into the Christmas celebration, but in the South it was prohibited. Gift-giving is not a prominent feature of Christmas in Italy, only children and old people receiving presents, which, as a rule, are inexpensive and simple. The Yule log takes the place of Christmas tree and Santa Claus. It is customary in almost every home to burn a Yule log on Christmas eve. Before it is

lighted, all the children are gathered around the fireplace and blindfolded. Each child from the oldest to the youngest, must recite a "sermone" (a verse of poetry) to the Christ Child. Then the blind is removed and each child finds before him a small heap of gifts which he is told the Christ Child has brought. In certain sections of Italy the children tap the Yule log with a wand and ask for the gifts they want.

Among Italians the Christmas eve festival is considered a family affair. However, in many cases it takes on the appearance of a party, as anyone in any degree related is invited. The Christmas eve supper lasts for several hours, usually until it is time to go to midnight mass. After mass there is merrymaking and calling upon neighbors until the early morning hours.

The Christmas season extends to the Day of Epiphany, January 6th. Not till then are the manglers dismantled. It is a time of much festivity, dancing, and games. In certain sections of Italy, Twelfth Night, January 5th, is the time for the giving of gifts. The Befana, an old woman of witch-like appearance and in black robes, visits the homes on that evening and, like Santa Claus, distributes presents to the children.

### Christmas Customs in Lithuania

In Lithuania Christmas is a three-day celebration; in this country Lithuanians have shortened it, though they observe at least two days as holidays, if they possibly can. The festivities begin on Christmas eve, as soon as the first star appears in the sky. First of all each person is given a brightly colored wafer, "plotkeles," which has been consecrated in church. He shares it with everyone present, a ceremony symbolizing the love and harmony which exist among them. After that they sit down to the Christmas eve meal, of which fish is the chief dish. The table is adorned with immense loaves of bread, sprinkled with poppy seed and stamped with the image of the Christ Child. Under the tablecloth there is placed a layer of hay in memory of the night at Bethlehem.

Mass is celebrated in the old country, at five o'clock on Christmas morning. Both here and in Lithuania, the churches are beautifully decorated with evergreens and flowers. There is always a Christmas crib in the church and usually it is shown against a background of rocks, trees and houses representing the town of Bethlehem. At the mass, Lithuanian Christmas songs are sung.

These songs have been handed down from generation to generation and they are held in high esteem and reverence. In the United States, the Lithuanians have adopted the custom of giving presents at Christmas, but in Lithuania such is not the case. As in several other European countries, it is on St. Nicholas day, December 6th, that the "Kaledu Diedukas," an old man corresponding to Santa Claus, makes his appearance and distributes gifts to the children.

New Year's eve in Lithuania is an amusing time. After the evening meal, two or three masked men and women carrying flaring torches call at some house in the village. They are entertained with the best the house affords, and there is music and dancing. Then they leave, and their host and hostess, also masked, accompany them to the house next in line. In this way the torchlit procession grows apace, eventually including practically all the inhabitants of the village and the people living on nearby farms.

To commemorate the visit of the three kings to Bethléhem, three crosses, usually made of evergreens, are fastened above the entrance to a Lithuanian home. They are left there till January 6th, the day of Epiphany, and also of the three kings. In the evening, men in costume representing the kings go from house to house and once more there is feasting and gayety.

### Polish Celebrations

Christmas among the Poles is a very important and beautiful time. The celebration may be said to begin on December 6th, with St. Nicholas day. On that day in the villages in the old country, St. Nicholas, dressed in the robes of a bishop and attended by an angel and a devil who rattles chains and has a long red tongue, goes from house to house. He tests the children's knowledge of the catechism and of their prayers and inquires about their behavior. If they come up to his requirements, he rewards them with small presents and promises them others at Christmas. Children whose conduct has been unsatisfactory are warned seriously and are put on probation till Christmas. In the United States the custom of having St. Nicholas actually visit the family is not usually observed. Instead, the mother may tell the children that he will come after they are asleep and ask for a report on their conduct. They write letters to tell St. Nicholas what they want for Christmas and place them on the win-

dow sill and by the fireplace where St. Nicholas can get at them easily.

Christmas eve is of great importance and Polish housewives prepare for it with much care. Certain traditional dishes are served in most households on this occasion: As in many European countries, cakes in the shape of animals are much used. Before the meal prayers are said. Then wafers which are stamped with Christmas emblems and which have been blessed in church, are distributed. Each one shares his wafer with everyone else present, at the same time wishing him health and prosperity during the coming year. When the first star appears in the sky they begin to eat. It is very important that an even number of persons sit down at table. If for any reason someone fails to come, a passing stranger will be invited in. Like the Lithuanian housewife, the Polish woman places straw under the tablecloth. After the meal the girls tell fortunes by means of the straw. Anyone fortunate enough to find an unthreshed ear of grain will be married soon and will be prosperous. The Christmas tree is widely used in Polish Christmas eve celebrations.

Midnight mass is held on Christmas night in Polish churches both in Europe and in the United States. The churches are decorated with Christmas trees and are brilliantly lighted. In each church there is a Christmas crib which is not dismantled till the day of the three kings, January 6th. In Poland on this day, the priest of the parish goes to the houses of his parishioners to bless their homes with holy water. Above the entrance he writes the initials to the three kings, a ceremony which carries a blessing for the New Year. This celebration is known in Polish as the "Kolenda."

During the Christmas season, groups of boys in costume go from house to house singing Christmas carols. They often carry a Christmas crib with them. Marionette shows representing the story of the birth of Christ are frequent in Poland at Christmas. Christmas plays or pageants are also very popular. St. Joseph, the Virgin Mary, the shepherds, the three kings, are represented and they tell in verse the story of the birth of Christ. The Polish churches in America also observe this custom.

#### "Babuska" an Important Figure in Russia

Preceding Christmas the orthodox Russian observes a forty-day fast. His Christmas is closely associated with church; the service cele-

brated on Christmas night is unusually beautiful and impressive. The Russian Christmas is in many respects like that of the Ukrainian. Traditional Christmas gifts are red boots for children and gold slippers for young girls. "Babuska," grandmother, in certain parts of the country is the dispenser of gifts. According to one legend, she repented of unkindness and has ever since tried to make amends by distributing gifts to children on Christmas night. Another version is that she was offered an opportunity to accompany the three Kings on their journey but refused it. Later she regretted this and on Christmas eve she goes about looking for the Christ Child and giving gifts to the children she meets.

#### In the Scandinavian Countries

Christmas lasts at least two days in Scandinavian countries and in Finland, and sometimes three. Christmas eve is the time of greatest festivity. The evening meal begins the celebration. At this meal the Danish family eats roasted goose and red cabbage; the others substitute ham for the goose. All eat rice cooked in milk at this meal. A solitary almond is stirred into the rice and the lucky finder is awarded a prize of some sort.

In these countries it is a custom to place a sheaf of grain outside the window or in the snow-covered yard so that the birds may feast at Christmas. Pieces of suet are often hung on the trees in the garden. There is another custom which many children of those countries also observe. According to folklore, a little gnome-like creature, known as "Julenissen" or "Jultomten" lives in the household invisibly. He watches over its interests and he helps with the work. In reward for his services, children place delicacies about for him on Christmas eve. After everyone else is asleep, he comes out of his hiding place to eat them.

There is a Christmas tree in every Scandinavian home which can possibly afford it. More frequently than is the case in most countries nowadays, the ornaments are home-made, and hours are spent gilding nuts and making baskets and cornucopias for candy out of brightly-colored glazed paper. Pictures and images of "Julenissen" or "Jultomten" are everywhere. The convenient electric lights are used for illumination less frequently than elsewhere; old-fashioned Christmas candles are preferred and every year a large supply of them are imported into the United States for this purpose. In the old country the



Scandinavian child does not, as a rule, know Santa Claus; it is "Julenissen" or else "Julgubben," old man Christmas, who brings him gifts. In Sweden and Finland the Christmas tree is kept for some weeks, usually till January 13th, Canute's day, when the children in the neighborhood are invited to "plunder" it. It is a matter of great pride to the average youngster to have attended a large number of such "plunderings."

Instead of a midnight mass in Scandinavian churches there is an early service, usually at six on Christmas morning, in Swedish and Finnish churches; it is known as "Julotta." Lighted candles are placed in the windows of the houses to guide the churchgoers on their way and to give a festival appearance.

### Ancient Rites Persist Among Ukrainians

As the Ukrainian churches, both the Greek Orthodox and the Uniate, adhere to the "old style" calendar, their Christmas celebration occurs thirteen days after ours, on January 6th. With the Ukrainian as with most other European groups, Christmas eve is of peculiar importance and is observed with much traditional ceremony and festivity.

Though Christmas eve belongs in the forty-day fast period which precedes Christmas in the Greek Orthodox Church, the meal served on that occasion is very elaborate. In the old country it invariably consists of twelve courses; here it is as bountiful as the family income permits. The Ukrainian housewife strews hay or straw on her dining table and spreads a tablecloth over it. She also strews it on the floor and places a sheaf of wheat in a corner of the room. These rites are very old; they are probably in commemoration of the humble surroundings of Christ's birth, but they may have been incorporated into the Christmas celebration from some pagan harvest festival. When the first star appears in the sky, the family sits down to dinner. During the meal someone throws a handful of kutya to the ceiling. If it sticks, the coming year will be a prosperous and happy one. According to many legends, on this night animals have the power of speech and of prophecy. That they may share in the Christmas festivities, a feast is prepared for them also.

At midnight the Ukrainian family attends midnight mass. Invariably a Christmas crib has been constructed in the church; for this purpose, images of the Christ Child, St. Joseph and the Virgin Mary, and possibly of the shepherds, are

used. In this country, evergreens are used for decorating the church on this occasion, but such was not the case in the old country.

Among Ukrainians in Europe Christmas extends for three days; this has been curtailed here to fit industrial conditions. In the Ukrainian villages, during these days, singers known as "Koladniki" go from house to house singing the "Koladky," folksongs which tell of the birth of Christ and the events of his life. They usually carry a manger with them, and in some villages they perform simple miracle plays. They are rewarded by gifts of food and money. These processions have been amusingly "Americanized." In the United States during Christmas week, representative men visit the Ukrainian households and collect money for the support of the educational enterprises undertaken by the Ukrainians in the old country. After the fashion of the "Koladniki," they generally preface these requests with a few bars of song.

In the Greek Orthodox Church, on the 6th of January (or 19th of January according to the old calendar), occurs a ceremony known as "the blessing of the water". Among Ukrainians it is called "Bohoyavlennia"; in common speech it is also known as "Jordan". In the old country on that day the priests lead a procession from the villages to a nearby stream. There the ice is broken and the water blessed with impressive ceremony. Meanwhile, special songs are sung. They are strange and wild; they are said to be the oldest in the Ukrainian language, so old that today the meaning of some of them is no longer clear.

Each person is given some of the water which has been blessed and it is highly valued by the devout. In the United States, as far as is known, no such processions are held, but in the Ukrainian churches water that has been blessed is on that day distributed to the congregation.



Courtesy of Albert Bonnier, New York



### Varying Customs in Yugoslavia

Each of the three principal racial groups constituting the Kingdom of the Serbs, Croats and Slovenes had Christmas customs of its own before the union took place, and had likewise borrowed customs from its neighbors,—the Serbians, who belong to the Greek Orthodox Church from their co-religionists in the East and the Slovenes and Croatians from their German and Italian neighbors. Consequently, though there are a few customs chiefly derived from pre-Christian times which are common to all three groups, or at least to two of them, Christmas is celebrated in divers ways in Yugoslavia.

December 6th, St. Nicholas day, is, as in a number of central European countries, the day for gifts in Slovenia. St. Nicholas, with a devil in attendance, distributes presents among the children. Gifts and Christmas trees are not customary at Christmas except among the wealthier people. The Slovenian housewife, however, prepares assiduously for Christmas, cleaning and baking for several weeks beforehand. She makes a Christmas crib, or manger, with skill and care. Every Slovenian household must have one and it is also found in many Croatian homes. Expeditions to the forests to gather moss with which to line the crib are a Christmas custom widely observed. The cribs are usually elaborate; there will be a background representing Bethlehem, and images of the Christ Child, the Virgin, and St. Joseph, and sometimes also of the shepherds, the three Kings and the animals. Quite frequently there will be an old-fashioned music box which plays Christmas carols.

At Christmas the Slovenian housewife bakes a large loaf of poppy-seed bread, which is consecrated with certain traditional rites. It is then kept carefully throughout the year and is cut on festival occasions, serving as a symbol. The Christmas eve meal is meatless, as in other Catholic countries. On the morning of Christmas day, and also of Easter Sunday, the traditional breakfast consists of ham served with horse-radish.

The Serbian strews his table with hay or straw at Christmas time. At the Christmas day dinner he and also his Croat brother, are likely to eat roasted suckling pig, which must be carved according to definite rites. A dish peculiar to the Croatian Christmas is the "Kolach," a ring-shaped coffee cake. Three candles are placed within its

hollow. The first is lighted on Christmas eve; the father of the family makes the sign of the cross with it saying, "Christ is born," the others responding, "He is born indeed." The second candle is lighted at noon on Christmas day; after a prayer it is blown out. Where the head of the family is a farmer, he hastens to his granary and sticks the still warm candle into the grain. From the amount of grain adhering to the candle, he can estimate his crop for the following season. The third candle is not lighted until New Year's day and the cake is not cut until the three Kings day, January 6th, when each member of the family gets a slice to symbolize his share in the good fortune of the coming year.

The Croats and Serbians have several Christmas customs in common. Both plant wheat on a plate on December 10th. By Christmas day there is a miniature field of wheat which serves as decoration, usually being set on the window sill. They also have a Yule log custom which is not found among Slovenians. Before sunrise on Christmas morning, the men of the family go into a nearby forest to fell a young tree. They bring it back in state and lighted candles are held on each side of the door through which it is carried into the home. Corn and wine are sprinkled on it and sometimes it is wreathed with garlands. As soon as it is burning brightly, a neighbor, chosen beforehand for the ceremony, strikes the log sharply with a rod of iron or wood and as the sparks fly from it, he chants his wishes for the prosperity of the family; may they have as many horses, as many cattle, as the sparks; may their harvest be as bountiful, and other wishes of similar sort.

The day of the three Kings, January 6th, is observed by the Yugoslavs with feasting and merrymaking. Three crosses are marked above the entrance door and sometimes also the initials of the three Kings, Balthazar, Caspar, and Melchior. On the evening of January 5th, groups of men and boys go from house to house, often costumed to represent the three kings, and singing carols. They are given presents of food or money. The day of three Kings is looked forward to in Yugoslavia with additional eagerness because as soon as it is over, the Carnival season begins, lasting until Ash Wednesday. In most sections of the Kingdom this is a period of great gayety and festivity.

## Work and Play for the Unemployed

The erection of community houses or shelters on existing Westchester playgrounds and the conditioning of fields to make year-round recreation programs possible head the list of recommendations made today as a relief measure in the present unemployment situation. The recommendations are included in a report made to recreation officials throughout Westchester County by the committee appointed for that purpose at a recent conference.

Recognizing that the first and foremost interest of the unemployed person is the search for work, the Committee nevertheless emphasizes the importance of maintaining the morale of the unemployed by providing recreation for such periods of the day when job-hunting is practically futile. In the report, sent out over the signatures of the six committee-members, the following recommendations are listed:

1. In keeping with the recommendation of President Hoover and other national authorities that needed public works be undertaken without delay, that each local recreation commission and welfare agency urge upon its respective city, town or village officials (a) the necessity for advancing the work of grading and conditioning existing playgrounds, providing permanent surfacing and doing other desirable park work; (b) the desirability of constructing community centers, field or shelter houses at existing playgrounds and in congested sections, to carry out the plan of all-year-round recreation; and (c) that where possible all such work be contracted for promptly to assist in relieving the unemployment conditions.

2. That the present excessive leisure time of unemployed residents of communities be occupied as far as possible by (a) various institutions, clubs and welfare organizations establishing heated rest centers and placing temporarily at the disposal of local unemployed workers their reading and game rooms and what other facilities it may be consistent to offer in the emergency; (b) that all public libraries and municipal indoor recreation facilities or temporarily vacant space, which may be available for the purpose, be placed at the free disposal of unemployed persons, and that programs of recreation be provided therein; (c) that efforts be made to secure the cooperation of local theaters to the end that a given number of free admissions be allowed each day, at other than

peak hours, to be distributed by the local recreation authorities or by a cooperating welfare group.

3. That places operated as employment agencies be provided also, wherever possible, with space and facilities for worthwhile leisure time activities, such as reading, checkers, chess, cards, etc., or that such recreation be provided for at places located with convenient reference to the place of registration for unemployed.

4. That there be associated with employment agencies and recreation places, available to unemployed, some tools and facilities, as well as instruction whereby men and women may adapt their skills to the manufacture of articles for which there may be a ready market.

5. That the opportunity be taken now to improve back yards for the play of children, thus providing employment for available unemployed workers.

The personnel of the Committee is as follows: E. Wetmore Kinsley, Chairman Yonkers Community Service Commission; Mrs. Herbert L. Baker, Mount Vernon Recreation Commission; Mrs. J. Noel Macy, Westchester County Recreation Commission; Mr. H. Q. White, Superintendent of Recreation, Mount Vernon; Mr. Frederick Sigglekow, Mount Kisco Recreation Commission; and Mr. George Hjelte, Superintendent Recreation, Westchester County.

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### A Modern Challenge

*(Continued from page 479)*

would rejoice in the work of their hands. Their knowledge would be more than hearsay and more than booksay. And they would always be in high condition. The low condition multitude, as Oswald Spindler calls them, who, he predicts will be the ruin of civilization, would disappear. We are very far from having such a system at the present time—co-education of mind and body.

I am aware that this simple formula, with physical culture as the basis and art as the object, is exposed to the gravest misunderstanding. It may suggest to you a vision of people beginning their education by jumping over parallel bars and ending it by making knick-nacks. Were I addressing another kind of audience, I might have to explain that I mean nothing of the kind. But I know that such explanations are not necessary when addressing an audience like this.

## Honoring Craftsmen

(Continued from page 480)

University of the State of New York in Albany, three days are to be devoted to the discussion of adult education in view of the larger freedom which most persons now have to devote their attention to subjects outside of their vocation. The opportunities in art, music, in industry and in general culture, will be presented by authorities in the several fields under the chairmanship of Frederick Keppel, through whom the Carnegie Corporation is giving special support to the movement. Dr. Jacks is announced to give the "broader vision" of the part adult education may have in the life of the world today, and it is to that view that our American eyes need especially to be lifted.—*The New York Times*, October 10, 1930.

## Machinery and Man

(Continued from page 480)

creased effort with increased comforts and aspirations of living.

Science and mechanical engineering are doing their part, but social engineering lags behind in striking and ominous contrast. This is not due to the fact that inferior brains are devoted to social engineering. It is because the social scientists and technicians require more courage but fail to possess it. Modern business is on the alert to encourage and exploit natural science and engineering. It sees the prospect of greater profit therein. But it is fearful of social science, which may recommend policies that will curb and curtail irresponsible private business enterprise in the interest of human well-being.



Natural science and invention are free and unhampered in their work. Social science is subsidized by universities and foundations endowed by the custodians of things as they are. It is a brave investigator who will propose and execute a study likely to challenge the existing system. Indeed, if he does so propose the chances are that his research will be disapproved by the executives of the university or foundation. Unless we can have a full and free development of social science, the triumphs of science and technology will only hasten the day of the collapse of industrial civilization.—*The New York Telegram*, November 1, 1930.

## A Look Ahead

(Continued from page 508)

the importance of the work. It is a very noble, worthwhile work.

### An Old Message for New Leaders

Now, I don't think that this work will be properly done if it isn't done in an intelligent, straight-thinking way. We need leaders. And this is the message that I want to give to those leaders. It is an old message. The Athenian ideal, during the time of Pericles, was an equal distribution of mental and physical strength. Their ideal man was one who was mentally cultivated as well as physically cultivated. He was the standard bearer of the community.

In your work in the future, think of that ideal. There is no finer work—God never created anything better—than a perfectly coordinating human machine. A cultivated mind and a cultivated body is nature's masterpiece.

I don't think I overdraw the picture when I say that. Because of the present era and the new developments that are taking place, my mind runs ahead a century or two, and I can see a race who have had leisure for two centuries, and which leisure has been well utilized and directed. I can see that race a super-race. I do not know anybody who would be bold enough to say that two centuries of that sort of training would not make a superior people. The only thing that can hinder the materialization of that picture, as I see it, is war. Well, let us muzzle the dogs of war. They are obsolete, although to read the papers these days one wouldn't think so.

But we are looking forward. And with this

training and the materialization of the super-man, I can picture him as a realization of the Athenian ideal. And I hope that with that fine mind and body he will possess an appreciation of the truer values of life. In other words, I hope for a spiritual development, as well.

## A Modern Perspective

(Continued from page 511)

came a principal. Then he became principal of the school in which he was once a pupil. Then he became a district superintendent. But he also kept on with art.

At the age of 65, he retired from teaching. He went abroad, traveled a bit, and then began seriously the study of art, and at the age of 70 he had a picture hung in the Paris Salon.

What a beautiful illustration of a rich and varied life that man had!

How much American leisure will count for genuine happiness and culture depends chiefly on our teachers and our recreational workers, with those who touch the masses of our population who now have leisure as they did not have it in Aristotle's time.

Great music, great art, will rise here as in other countries, from widespread amateur interests on the part of the public. As John Erskine said to you last year, "Culture does not seep down from the top. It has its basis in the activities and in the achievements of the many."

Here is our opportunity and our inspiration. What we are having a share in is bound to be definitely one of the chief mediums in America for a joyous and sane use of leisure time.

Before I sit down, may I just for a moment make a contribution out of my own experience, and suggest to you a new form of recreation. My chief recreation is in walking. But it is rather tedious to walk back and forth in the same places every day. I vary them as much as I can.

It occurred to me a few months ago that I might walk in my imagination in some other part of the world as far every day as I actually walk with my feet. I got a pedometer and guide books. I started in on the West Coast of France. I looked at my pedometer the other day, and I have traveled 2842 miles since the 1st of January—about ten miles a day.

But I have not allowed myself, in my travels

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abroad, to go any farther than my pedometer has permitted me to go. Sometimes I have had to sleep out in the open when I wasn't able to reach the town that I wanted to reach. I remember one night I did reach the town of La Ferte in the North of France, and I seemed to remember that Robert Louis Stevenson had once passed that neighborhood. I looked up my book, and sure enough he had spent a night there.

One night I couldn't get to a village where I expected to spend the night according to my guide book. I had to stop short of it. And I found myself consulting my guide book, and discovered that Rousseau had lived for a time in a farm house there, and so I spent the night with him.

So I have gone to Florence and to Rome and from Rome to Naples, where I went to pay my homage to the tomb of Virgil; then to the South of Italy; thence by ship over to Greece. And a few nights ago I walked from Delphi down to Thebes, and I passed along the very road where Oedipus had killed his father. There were the crossroads, and so on.

And now I am over in Anatolia, down near the Silician Gates where Cyrus led his ten thousand and where Paul made his missionary jaunt. I hope to get to Jerusalem by Christmas.

"If one wishes to know whether a country will be prosperous and successful fifty years hence, the best plan is to observe what is being done by way of training and educating children."—From report of Superintendent of Neglected and Dependent Children, Ontario, Canada.

"Where the 'settler' was concerned over the means to satisfy his wants and the time to do his vital tasks, the man of today fills his wants with 'ready made' goods and has more time than he knows what to do with."—From *Handicrafts and Hobbies, Child Study, June, 1930*

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## Among Our Folks

L. Asselin has been appointed to fill the position left vacant by the death of Dr. J. P. Gadbois, who for a number of years served the City of Montreal as superintendent of the Department of Public Recreation.

Mrs. Elizabeth H. Hanley has become supervising dramatic director for the Playgrounds Association of Philadelphia and the Department of Public Welfare. She will supervise and train the dramatic directors in the various community centers and will conduct a Service Bureau for all who are interested.

Louis C. Schroeder, until recently associated with the staff of the International School of Physical Education at Geneva, Switzerland, has become the William E. Harmon Secretary on the staff of the National Recreation Association, succeeding Curtis L. Harrington.

### Mrs. Emily Carmichael

Mrs. Emily L. Carmichael, for six years chief of the Bureau of Recreation, Department of Public Welfare of Philadelphia, died in October after an illness of several months. During the six year period in which Mrs. Carmichael served as chief, the recreation facilities maintained by the Bureau were built up until they included 39 recreation centers and 18 swimming pools.

Mrs. Carmichael was interested not only in recreation but in all phases of social work. It was through her efforts that the Social Service Department at Hahneman Hospital was organized. She was prominent in the Girl Scouts organization and was the first president of the Woman's Club of Germantown. She was also a member of the Woman's City Club and several school organizations.

## World at Play

**Recreation and Unemployment in Reading.**—Reading, Pennsylvania, has done much to increase its recreation facilities during the period of business depression. The School Board built seven wading pools and eleven tennis courts and developed two school playgrounds, while the city built one wading pool and constructed, beautified and fenced a new \$100,000 play area. The budget of the Department of Public Playgrounds and Recreation was increased from \$16,500 to \$30,000 and \$25,000 was appropriated to the Department of Parks and Public Property for the improvement of old playground sites. The city also spent \$4,000 to build a "Tom Thumb" golf course and turned it over to the Recreation Department for operation. The *Reading Times* newspaper, through popular subscription, constructed a \$75,000 swimming pool which has been given the Recreation Department for operation. Last year twenty-two playgrounds were operated by the Recreation Department with an increased attendance over 1929 of 127,606. This large increase was due in some degree to the participation of adults in evening activities; enforced unemployment played an important part in augmenting attendance at night. Many older boys, temporarily out of work, took part in activities during the day. The third factor in increasing the attendance was the reduced working hours especially in the large railroad plant which is operating only four days a week.

**A Plea for the Romantic.**—Joseph Lee writes: "A lady has just consulted me about a playground she is going to start. She wants to have a 'romantic' playground, giving the children the things that she used to do, especially coasting

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and wild flowers and a brook (though she has not really got the brook but can have a pond and wading). She also wants some of the regular playground things. She is all for trees, especially apple trees and will have a big coast.

"I want to reiterate my belief in the romantic for children's play, and that the worst thing that has happened is the comparative disappearance of the raiding games in their two main divisions typified by *I Spy* and *Robbers and Policemen*. They are even more than other games the sort that ought to be merely demonstrated and then the children let alone."

**Showing Their Appreciation.**—The following letter, signed by a number of working men, was received by the Department of Recreation and Playgrounds of Lynchburg, Virginia:

"We take great pleasure in writing and saying how we enjoyed your playground. We are working men on the C. & O. We came here about two months ago. We decided to take a stroll and what do you think we saw? A playground. Mrs. Morris, who is the lady who is attending to the playground, asked us to enjoy ourselves. So the first thing we did was to play croquet and we had

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a time! Besides that we played horseshoes and volley ball. So every evening we went up and had a good time. You don't know what a playground is until you don't have any place to go. We have to stay on cars so that was our only enjoyment. I thought we would swing ourselves to death in the swings up there. We are going to leave in about a week and we sure hate to say good-by to the playground. I think it is in a good location and that the city ought to have a hundred. So we will say good-by and sure do thank Mrs. Morris for being so kind to us."

**The Home Play Movement.**—Eighty-two cities in the United States and other countries are carrying on home play promotion programs, according to the report of Glen O. Grant of the Playground and Recreation Department of Los Angeles, one of the cities most active in the movement. During the three months covered by the report more than 6,000 homes in Los Angeles have received instruction in the art of developing a recreational program in which all members of the family will be interested. Bulletins, plans of backyard playgrounds and other information have been distributed by municipal and school play-

grounds, public libraries and civic groups taking part in the campaign.

**Sir Thomas Lipton Takes a Hand.**—Last summer the Recreation Commission of South Orange, New Jersey, conducted miniature yacht races in the swimming pool. J. J. Farrell, superintendent of recreation, had the happy idea of writing Sir Thomas Lipton asking him if he would sign six certificates to be awarded the winners. And the day before the races the certificates arrived!

**A Chicago Champion.**—A Chicago, Illinois, boy has made a remarkable record in horseshoe pitching. John Calao, thirteen years of age, has defeated every champion who has come to Chicago. Ogden Park, where he plays, as a result has become an outstanding horseshoe pitching center. In the Cook County horseshoe pitching tournament recently held, the score card of this remarkable player's game qualifying him for the tournament showed that he pitched 100 shoes in 50 innings. In none of these innings did he miss putting either one or two rings on the stake. In one game a state champion led him by a score of 44 to 19, but the boy eventually won the game by a score of 50 to 44.

**Mass Football in Altoona.**—A plan for mass football has been organized by the Department of Parks and Recreation of Altoona, Pennsylvania, to give hundreds of boys an opportunity to enter into some sort of organized sport. Six boys familiar with the fundamentals of football, such as passing, punting, drop kicking and placement kicking, were employed and sent into six communities of the city. The enrolment soon rose to over 500 boys. In an effort to teach the fundamentals, such games as pass football, touch football and kick football were organized. At the conclusion of the two weeks practice and play, each district held a meeting, the winners competing in a final meet.

**Boxing Matches Helped!**—The playground supervisor of Macon, Georgia, had on her hands at one of the public parks a gang of boys who were too old to swing and not patient enough to await turns at tennis. And basketball and football were out of season. They were her "problem" but with her encouragement they worked out their own salvation. One day they requested two pairs of boxing gloves. She readily provided

them and the matches began. The first night the embryonic boxers fought within a rope ring on the ground, and before the evening was over there were 250 spectators. Then they stretched another rope and charged for ring-side standing room, making enough money to build a regular platform for their bouts. Eventually the supervisor found herself borrowing chairs from the City Hall and hauling them to the park in her car. Then wrestling and boxing matches became weekly affairs. On Thursday evenings all through the summer the entire neighborhood gathered for the events, and the last crowd before the group disbanded for school was estimated at 2,000. A post-season benefit match was held which enabled the boys to wind up their happiest summer with a notable barbecue and picnic.

#### More Children on Fewer Playgrounds.—

Because of the condition of the city treasury, the Bureau of Recreation of Evanston, Illinois, this year was able to open only eight playgrounds instead of the twelve or more conducted in previous years. The total registration for the year showed an increase of 4,000 over previous years. The total attendance for the eleven weeks during the summer exceeded 262,000, a number larger by 15,000 than any previous year's summer playground attendance. This increase demonstrated the growing popularity of the summer playground, for regardless of the fact that there were fewer grounds more children traveled further to enjoy the privileges of the playgrounds than in any previous year.

**Baseball in Cleveland.**—Many boys played baseball in Cleveland this summer under the organization guidance of the City Recreation Department and the Cleveland Baseball Commission, cooperating with settlements and other groups. In addition to over 100 teams in the Class "E" leagues, a new grouping in Class "F" called "Rookies" resulted in 133 teams playing regular league schedules. Many of these were without any semblance of uniform and the question of furnishing them with balls and bats was a difficult one. Boys' Day at the American League Park brought out some who are not in these leagues. On the morning following Boys' Day the business office of the League called the Recreation Commission and asked, "How many tickets did you issue for Boys' Day?" The answer was 14,000. "Ye Gods," said the representative of the League, "there were over 18,000 kids there!"



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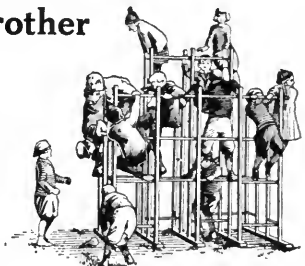
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## Book Reviews

**THE CREATIVE HOME.** Ivah Everett Deering. Richard R. Smith, Inc., New York City. \$1.50. The purpose and content of this delightful book have been outlined by Joseph Lee in his Introduction, quoted in full by permission of the publisher.

"This is a book for parents, full of most wise and practical suggestions, based on the author's own experience, upon how to foster the native powers of their children through creative play. It tells what so many parents want to know, with a combination of detailed advice as to just what to do, with true insight as to how to do it—and above all how not to do it—that is most rare and valuable.

"The list of plays described is not meant to be exhaustive—how could it be when a new game is invented every hour and in every nursery? But they illustrate a wide range of the child's exploration and achievement—in speech and action; in song and poetry; in play with dolls and blocks and sand and mud, with brush and pencil; in watching birds and squirrels and telling his adventures—from the first one-syllable song of Rollo to part singing and family dramatics.

"The activities suggested are very simple, requiring no material or apparatus beyond what every parent already has or can easily obtain—or better still, can show the children how to make—except that in some instances country or suburban surroundings are assumed. Simplicity is recommended not as a measure of economy, but to save the children from that plethora of ready-made resources and entertainment that is the nightmare of the American nursery.

"In her detailed statement of what and when and where, the author shows remarkable sympathy and understanding. She seems to have visited with Froebel and other great explorers the still uncharted world of childhood and has brought back precious information. She shows the vital importance of appreciation,—not exaggerated praise, but confirmation, that social acceptance of achievement that everybody needs. She shows how a little suggestion at the right moment may be decisive of a great development and how a very little more is often fatal. She makes you feel the all-important truth that more harm may be done by interference, with the best intentions, than even by neglect.

"She shows, upon the other hand, how a little indifference, a very slight rebuff—being too busy to listen at the one moment when the story can be told—may cause a permanent discouragement; how very easily these first buds are checked; how laughing at a child—the thoughtless grown-up laughter so naturally called forth by the ludicrous discrepancy between the reality at which he aims and his performance, of which so many of us have been guilty—may mean the permanent losing of our chance—and his. She shows the supreme value of forbearance, the sacred use of let-alone.

"The service thus modestly set forth is that of guide to the heart and impulse of the child, that of a textbook on how to encourage in him the spontaneous authentic expression of those spiritual forces that are the essence of his life, the germ of everything he is to be."

**THE PRACTICE STORY-TELLING CLASS.** Frances Weld Danielson. The Pilgrim Press, Boston, Massachusetts. \$1.25.

Miss Danielson has cleverly introduced the fundamental story-telling principles in the reports of an imaginary class, and this new method of approach adds greatly to the interest of the book. It depicts through conversation the progress of the members of a class who are told at the outset that they are not going to study the values of the uses of the stories but are simply going to learn how to tell stories. In this delightful manner information is given regarding stories of various types and ways of telling stories.

**THE LEISURE OF A PEOPLE—REPORT OF A RECREATION SURVEY OF INDIANAPOLIS.** The Council of Social Agencies, 323 Meyer-Kiser Bank Building, Indianapolis, Indiana. \$1.50.

No phase of a community's leisure time life has been omitted in this effort to discover "what manner of a city is this Indianapolis," and to recommend what should be done to increase the richness of life of its citizens.

The survey of Indianapolis reports a most comprehensive study conducted under the auspices of The Council of Social Agencies and financed by the Indianapolis Foundation. It was directed by Eugene T. Lies of the staff of the National Recreation Association. Dr. Cyrus F. Stimson of the Association acted as consultant. The report of the study has been issued in a volume of approximately 570 pages and contains a number of tables, charts and maps. There is much of human interest as well as facts and figures in this study and a wealth of information on home play, on trends in the leisure time movement, legislation for play, and similar subjects.

**A LIST OF BOOKS FOR GIRLS.** Compiled by Effie L. Power. The H. W. Wilson Company, New York. 2 copies \$.25; 10 copies \$1.00.

The fourth revised edition of this list of books for girls under fifteen gives a brief resume of each book recommended.

**STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, OF PLAYGROUND AND RECREATION,** published monthly at New York, N. Y., for October 1, 1930.

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 RECREATION, 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:

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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 one 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.)

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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 22nd day of September, 1930.  
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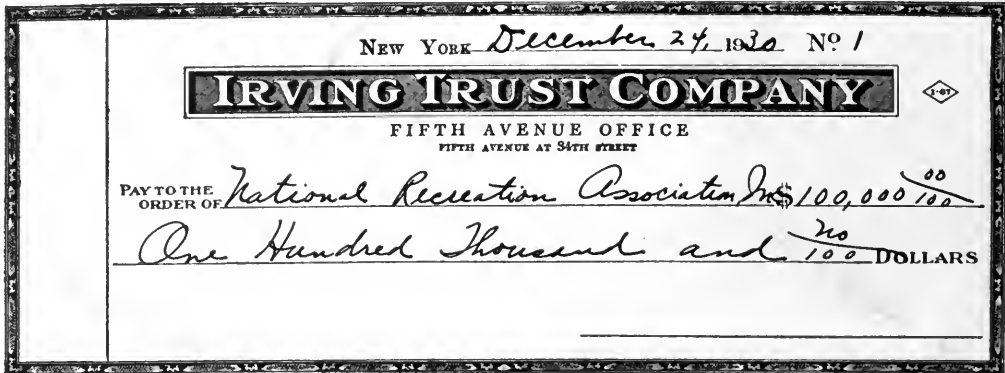
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RECREATION

# Recreation

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January, 1931

Recreation and Living in the Modern World

By Abba Hillel Silver, D.D.

Character Values of Play and Recreation

By Charles W. Kennedy, Ph.D.

Music and Drama Demonstrations at the  
Recreation Congress

The Abundant Life

By Daniel A. Poling, D.D.

The Value of Athletics

By Sir Henry Thornton

Drama—The Enrichment of Life

By Phillips E. Osgood, D.D.

With the Recreation Executives

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No. 10

# Recreation

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# "RECREATION"

What word, one word, can describe and include all the activities of recreation boards in our modern cities? Play, leisure time activities, spare time activities, recreation—what *word* shall we use and how?

In the early days we talked much of play and playgrounds. Playgrounds, athletic fields, swimming pools, gymnasiums, club rooms came to be used by older brothers and sisters and parents as well as by children. Music, drama, nature study, handcraft, art and many other activities were added. Gradually the word which began to emerge to describe the happy activities of young children and the largely self-chosen, self-directed activities of older people was *recreation*. When a special bureau, department, board, commission was appointed and one adjective was desired—*recreation* was the word. There is constant mention of "recreation activities," "recreation programs," "recreation workers." Newspapers troubled by the long name formerly used by the national association began referring to it as the national recreation association. No group of persons attempted to push any one word, but throughout the movement by common consent the word *recreation* has become established. The word has emerged. The word *recreation* has been generally accepted by the American people.

In times past we have spoken commonly of the play of little children, of the fighting, athletic sports of young men and young women, of the recreational interests of grown men and women. A gradual change in the popular use of the word *recreation* has taken place. It was hard to speak of a play—sports—athletics—recreation—music—drama—art—nature study bureau, board, commission, association. We wanted one short word. It was necessary either to coin a new word or to change the meaning of an old one. Rather unconsciously we have been changing the meaning of the old word *recreation*.

Recently many, as they have read over current *recreation* literature, have realized what has taken place and have asked themselves whether this change should be resisted? Is there any better word which can be used?

We do need a word as a kind of trade mark, a flag to hold up which shall stand for all people as including that part of the "abundant life" which is not specifically work or religion or school or university education. Of course in the larger sense recreation is so vitally a part of the whole man of the unbreakable unity that is man, that recreation is also a part of religion, of education in a larger sense, and in some degree of work itself.

The word *recreation* has come, however, without our willing it, to be the rallying word of those who work for a creative, cooperative expression of personality through sport, athletics, play and also through certain art forms,—through recreation.

HOWARD BRAUCHER.



## Winter Days

The toboggan slide of Racine, Wisconsin, which cost about \$3,000, is made of concrete. It is 144 feet long and has a 60 foot drop. Last year 80,000 trips were made by winter sports enthusiasts who brought their own toboggans and made full use of the winter sports season of 58 days.

At the winter sports center maintained at the Big Pines Recreation Camp by the Los Angeles County, California, Department of Recreation, Camps and Playgrounds, there are eight toboggan slides, an ash-can slide, a skating ring and two ski jumps.



# Recreation and Living in the Modern World

## The Tyranny of Things

By Abba  
Hillel Silver, D.D.



ORGANIZED play and recreation constitute, to my mind, one of the truly noble traditions of the Anglo-Saxon race. And in this regard it is the heir of the older classic tradition of Greece.

Rabbi Silver of *The Temple*, Cleveland, Ohio, is one of the great interpreters of the leisure time movement and its spiritual significance.

plays the game with fairness and enthusiasm is likely to play the harder game of life equally

A few weeks ago I read the confession of faith of one of England's great scientists and thinkers—Doctor Haldane—in which the following paragraph occurred:

"Moreover, I am British; and what is more remarkable, though of Scottish origin, I believe in England. At the present moment our country counts for less in international politics than during the last century. Nevertheless, some of our ideas and practices are at present conquering the world.

"In Moscow, which has rejected the great British invention of Parliament, there was a word which I constantly noticed on posters. It was not 'Soviet,' or 'Red,' or 'Revolution,' but 'Football.' The same is happening all over the world. Spanish bullfighters are becoming center forwards. German students are taking to football instead of slashing one another's faces.

"And with British sport goes the ethical code called sportsmanship, which future historians may perhaps consider as a British invention as important as Parliaments and railways. I hope to see British sport conquer most of this world."

Sportsmanship, my friends, is of course one of the finest qualities of character. The boy who

well. In a real game a man shows his mettle. A real game is won on merit only. In a real game ancestry and influence and position and money count for nothing. In a real game one can't cheat and one can't bully and one can't foul. In a real game opponents are equally matched, as far as possible. And when one adversary is handicapped by weight or size or age, due allowance is made for the fact. And, above all, in a real game there are rules of the game which the players are proud to observe. In a real game, one is a generous winner and a game loser. The words, "game loser" are significant.

Now, if men would only carry over into their economic life, their political life, their social life, some of these splendid disciplines of sportsmanship, what a cleansing of the Augean stables there would ensue; how much more of justice and fair dealing and square dealing there would be in our economic organization, and how much less of exploitation and selfishness and cruelty!

Seemingly the world cannot afford to have its game life corrupted as it has had its economic life corrupted, for when once the world loses its play world, its game life, it becomes completely bereft. One need not, therefore, dwell at any length on the moral significance of creative play in the lives of children or in the lives of adults.

Address given at Recreation Congress, Atlantic City, October 8, 1930.



### Play in the Religious Concept

As yet, we have not, to my mind, fully embraced play and recreation in our religious or reverent concepts. There is still a good deal of asceticism in the religious thinking of the Western World. We are still laboring in our religious thought under that peculiar incantation of the early centuries of the common era when a sense of world weariness, of pessimism, of depression, took hold of the thoughts and the imaginations of men, especially during the centuries of the breaking up of the Roman Empire.

The whole monastic system which dominated the religious thought of Europe for so many centuries is predicated on the philosophy of utter worldliness, on the philosophy that poverty is a virtue, that celibacy is an ideal, that joy is somehow inherently wicked, that esthetics are the machinations of Satan.

The whole world picture of the European for centuries was this—that this mundane world is somehow only a sad prelude of what is to come later on in the other world. And a survival of this is consciously or unconsciously in the mind of the modern man, too. The man of today is still a bit suspicious about the propriety of being joyous. To work we regard as something sacred. We accept that as a dogma. To play is something which requires a bit of an apology. To "die in the harness"—that is meritorious. To retire and spend one's declining years in just living is something that verges in the minds of some people very dangerously close to wickedness.

I have had in my ministry many occasions to deliver funeral orations, to pay tribute to men who passed on. I have said many kind things of them—especially of those who deserved them. I called them "upright," I called them "honorable," I spoke of their great achievements. I have yet to have the courage to say of one who departed, "This man enjoyed life tremendously. He had a wonderful time here on earth, and judging by his disposition, he is likely to have a wonderful time in the hereafter." I am afraid to do it lest the relatives would suspect me of somehow covetly reflecting upon the moral integrity of the deceased.

And yet, my friends, asceticism is only a by-path of religion. It is not the main highway of religion. The main highway of religion is prophetic, optimistic. Why, when you read the pages of your Bible, especially the pages of the Old Testament, almost from every chapter there leaps

up a tense, passionate, life craving, a tremendous life affirmation—"Joy be." "Worship the Lord in gladness. Come before Him with song." Even the pessimist or the gentle cynic who wrote the Book of Ecclesiastes, declared, "It is good, yea, it is comely for a man to eat and to drink and to enjoy pleasure for all his labor wherein he laboreth under the sun all the days of his life which God hath given him. For this is his portion. Every man also to whom God hath given riches and wealth and hath given him power to eat thereof and to take his portion and to rejoice in his labor—this is the gift of the Lord. For let him remember the days of his life that they are not many. For God answereth a man in the joy of his heart."

That is a tremendous phrase—"For God answereth a man in the joy of his heart."

One of the sages of my people, many, many centuries ago, declared that in the world to come a man will be called upon to give an account for every innocent joy of which he might have availed himself—and didn't.

Religion, of course, did not countenance raw, carnal, what we choose to call pagan pleasures—mere self-indulgence, mere licentiousness. Religion preached moderation, temperance; it emphasized the virtue of self-restraint, of man-building and power-conserving, the virtue of continence. But it never frowned upon dance or song or play or food or drink or pleasure or rest or recreation. Never! Nowhere in the Bible do you find that a man should die "in the harness." Nowhere in the Bible do you find that a man shall consume himself in labor. In fact, if you will recall that phrase that "a man shall earn his bread by the sweat of his brow"—that was a curse pronounced on man for disobedience.

The Bible denounces idleness, indolence, living off the labor of other people—but never joy, pleasure, play, happiness. In fact, it was only very late in the history of our religions that that sharp dichotomy was established in the minds of men between body and soul, between the physical and the spiritual. It was very late that that sharp line of distinction was drawn between the material and spiritual in man.

The great religious thinkers proclaim that the soul is thine and the body is thine. They anticipated the findings of modern psychological sciences of the close interplay and inter-relation of mind and body and of the ideal of establishing an equilibrium, a beautiful balance—"Take hold of this but also of this do not withhold thy hand."

### Distrust of Joy in Life is Passing

Now, I think that the American business man is beginning to lose his distrust of play and joy in life. His problem from now on is not the problem of whether he should indulge in recreation, but how he shall re-create himself. And he is beginning to learn a few things about this subject which is uppermost in the minds of thinking men and women today—the subject of leisure.

In the first place, he is beginning to learn that a man must plan and organize as deliberately, as purposefully, for the proper exploitation of leisure as for the proper exploitation of his working hours. We are beginning to give up that concept of leisure as a sort of an interlude between periods of work, that leisure is only for a man to refresh himself physically so that he will be in better trim to carry on his work.

I say we are surrendering that concept, because for most people their leisure hours are the only hours which life affords them for real living—unless an individual be one whose work is of a creative character, a creative science, a creative art; unless he be one whose very occupation or profession or vocation gives him the opportunity to express himself, his inherent self, all the latent capacities of his life, his longings, his hopes, desires; unless he be among those few fortunate ones in society today, the average man will find his opportunity for real living only in his leisure time. In other words, he must build his life upon the economic foundations constructed during his working hours, but his life is the super-structure in which he really lives.

Again, man is learning that he must have leisure, not at the tag end of his life but periodically and continuously throughout his life. There used to be a fiction in the minds of American business men, which took on the sanctity of a dogma, that a man should work, full force, with every ounce of his energy, physically and intellectually, all the days of his life until he gets old and is ready to retire. And then he is warranted in enjoying leisure.

Well, that is a fallacy, because a man who is incapacitated by age for work

is also incapacitated for creative leisure. If you are too old to work, you are too old to enjoy leisure, because by leisure today we understand not a static, bovine existence of doing nothing but drifting. To us leisure is not the opposite of activity. It is only another kind of activity. It is free, voluntary, unregimented activity, directed not at profit but at the enrichment of life. It is in our leisure that we are able to pass from the necessary to the desirable. But it is activity—purposeful, affirmative, interesting, living activity. So what we are called upon to do today is not to shift the center of gravity from work to lotus eating, but from regimented work which you have to do in order to earn your bread and butter to free enterprise which gives you the opportunity to adventure into undiscovered continents of the world, to give scope to your imagination, to do the things for which your economic sphere offers no scope.

### The Machine Brings Problems

A great deal has been said, my friends, about the machine and its implications as far as leisure is concerned. Well, it is clear, is it not, that the machine has confronted us with two serious problems. First of all, with the problem of increased leisure, for which we have not yet prepared ourselves. And secondly, with the standardization of life which makes the proper use of leisure impossible. More and more the machine will require less and less of human labor. Our swift technological development will soon not require of us six days a week of work, or eight hours a day of work—perhaps only five days will be enough, perhaps only five hours a day.

In years gone by men had to struggle through terrific economic conflicts to wrest the concession of another hour of freedom for the workingman. How many battles were waged for the ten hour day, and then for the nine hour day, then for the eight hour day of work. Today, the machine is thrusting the shorter day and the shorter week upon our economic organization because much of our economic disorganization of today is due to the

Do you know what we need for real living? We need beauty and knowledge and ideals. We need books and pictures and music. We need song and dance and games. We need travel and adventure and romance. We need friends and companionship and the exchange of minds—mind touching mind, and soul enkindling soul. We need contact with all that has been said and achieved through the cycles of time by the aristocrats of the human mind and hand and soul.

overproduction for which a concomitant larger consumption on the part of the masses has not been created.

What are we going to do with this leisure time which is coming to the masses of the world? Leisure can devastate civilization. Leisure can bring us nearer to the Kingdom. It is the challenge of social thinkers of our day to point the way how we can use the increasing leisure purposefully in life for the widening of the mental and the spiritual horizons of men, for the enrichment of their daily life, for giving them greater freedom for higher disciplines in life.

And then the machine brings with it a standardization of life.

It is folly to rave against the machine and the machine age and to maintain that it has brought no blessings to mankind. I question that altogether. The machine, to my mind, has conferred inestimable blessings upon mankind, particularly upon the working classes of the world. It has given them standards of living, higher wages, better conditions of employment than at any time in the history of the laboring masses of the earth.

The machine has lifted the curse of drudgery from the shoulders of the working people. I read not long ago of a New York power company that had built for a California power company a turbine generator which will develop twice the muscle power of all the slaves who lived in the United States before the Civil War. One turbine generator equal to all the manual muscle power of all of the slaves who lived in this country before the Civil War—in fact, not only equal but twice as great.

Think of the moral implications of that! Think of the lifting of the load of drudgery, of back-breaking drudgery, from the shoulders of men and women! And in the long run, my friends, the machine brings greater security and greater stability and greater comforts in the lives of men, and slowly but surely is knitting mankind more closely together.

### The Danger of Standardization

I am an optimist about the machine. But I am not blind to its dangers. The very machine which makes possible mass production and distribution because of standardizing the product also has a tendency to standardize the producer. Man is absorbed in the process. Man is mechanized. The machine demands a machine-like organization of human servitors around it. And these human servitors—and all of us in a sense

are the human servitors of the machine—must work with the alignment and precision of pistons, or the machine cannot function perfectly, with the result that the thoughts of men are being driven into grooves; with the result that men are becoming over-disciplined and over-organized; with the result that men are carrying over from their machine world into their social world, their economic world, their intellectual world, that same passion for organization, for uniformity, for discipline, which are indispensable in the realm of the machine, in the realm of production and distribution, but baneful and menacing in the world of ideas, in the world of real human living.

Our reactions are becoming mass reactions, our judgments corporate judgments. Life is becoming stereotyped, drab, monotonous, uniform. But real living, my friends, as I see it, is possible only if every child of God is given an opportunity to live his own life, to worship at his own shrine, to fulfill his own destiny, to express, if need be with bleeding fingers, his vision, his hopes, his dreams. The regimentation of life, the standardization of life, the pouring of all people into one mould so that they will all emerge looking alike and acting alike and thinking alike, that is the decadence of culture and the beginning of cultural sterility.

How is man to save himself from this standardization tendency of the machine? Not by smashing the machine; not by escaping from the machine world. He can't do it. He is caught in it. He can escape it only by living his own life in his leisure hours. In other words, society must give a man two worlds in which to live. The machine world, in which he earns his economic competence, and the leisure world, in which he can live his own life, develop his own individuality, in which he can say to the machine world, "Thus far shall thou come and no further."

To salvage our souls we must begin to build a strong leisure life for mankind. And that is the second great problem of the future, as I see it.

I believe, my friends, that some day men will tire of the stupid pursuit after things which they do not need. It is, of course, altogether proper for a man to strive to provide himself and his family with all the requirements of decent, civilized living. There is no virtue in poverty. Involuntary poverty has never ennobled a man, and I dare say it is just as difficult for a poor man to enter the Kingdom of Heaven as it is for a rich man. But beyond the things that we really need for a decent standard of living, man ought

not to spend his precious days and his precious enthusiasms upon increasing and accumulation of things for which he really has no use.

The wise man is beginning to realize how many things there are in the world that a man can get along without, and how frequently the superabundance of things makes of us slaves more abject than poverty ever can. Man does not require much of things to be happy. It is in his passionate pursuit after the more than he requires that the roots of all his unhappiness are to be found.

### "How Much Land Does a Man Need?"

The great Russian Tolstoi tells this beautiful legend, which illustrates this simple truism of ours. The legend is called, "How Much Land Does a Man Need?"

Back home was a Russian peasant who was not rich, but who had enough. He was satisfied. One day he visited a rich relative in the city. And envy made him dissatisfied. And so, what with selling his beast and his horse, what with the one hundred rubles he had saved up, and what with hiring out his son as a day laborer, he got together enough money to buy more land. He planted and he prospered, and he was happy. He thought he knew how much land a man required.

But before very long, rumors reached him of very fertile and beautiful acres of land down in the Volga region which could be had just for the asking. And Josef reasoned with himself, "Why should I remain here in straitened circumstances when there are rich, fertile acres, black soil, fruitful, that can be had just for the asking?" And so he sold his possessions and moved down to the Volga region and acquired many more acres, and planted them. And again he prospered and was happy. He now knew how much land a man really needed.

But—so runs the legend—not very long thereafter word was brought to him of untold stretches of marvelous land which could be had in the interior, hundreds of miles away, almost for a song. And again he said to himself, "Why should I remain here? I will go there. That will be my last stopping place. There I can acquire hundreds and hundreds of acres. There I can build for myself an estate."

And he did. He went there, and he was welcomed, and he was told that he could have all the land that he wanted. There was but one stipulation. The price of all the land that he wanted was a thousand rubles—that is, all the

land that he could cover in a day was his for a thousand rubles. There was but one condition. If he failed to return at sundown to the place from which he started, he forfeited his money.

And Josef was happy. He knew that his sturdy peasant legs would carry him far, would enable him to cover, oh, ever so many miles of land—in fact, all the land that he really needed.

So early the next morning he started out. He traveled in a straight line. Every once in a while he stopped, dug a little pit, filled it with turf to mark the place he had passed, and walked on and on in a straight line, mile after mile, as far and as fast as his sturdy legs could carry him.

Hour after hour passed by. He knew that he should be turning to his left. But then he reasoned to himself, "Oh, this piece of land right ahead of me is so black and rich and fertile and the grass is so green, I can't forego that."

So he carried on in a straight line, mile after mile. The sun was now high in the heavens. Josef turned sharply to his left, and again he carried on in a straight line, mile after mile. By this time he was weary. He wanted to rest. But he said to himself, "Endure it for a while and you will have a whole lifetime in which to enjoy it. Carry on."

And so he did. Mile after mile. But now the sun was setting in the West, and he knew that he should be turning again to return to the starting point. And he did. But as he turned on his third line back to the starting point, he realized that he was fully ten miles away from it. The sun was sinking rapidly, and he was very, very tired. So he took to the double-quick. His mouth was parched. His heart was beating inside of him like a trip-hammer. But he rushed on. He couldn't rest. He thought he would drop dead unless he rested, but he dared not. His money was at stake.

And so, blindly and staggeringly, he rushed on. He threw away his blouse, his flask, his boots, and rushed on and on and on, until finally he came within sight of the starting point. Josef threw out his hands, threw himself forward, a stream of blood rushed from his mouth, he collapsed—and lay dead.

One of the bystanders took a spade and dug a grave and made it just long enough from head to foot—seven feet—and buried him. And that was all the land that the man really needed.

How much land, my friends, do we need for our lives' fulfillment? Not much. But I will

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# Character Values of Play and Recreation

*By Charles W. Kennedy, Ph.D.*

**I** COUNT it a very special privilege to have been given this opportunity to join in some small degree in the discussions of your Congress. The invitation happened to fall at a time that for me was very filled with other engagements, but I accepted without hesitation if for no other reason than that my own memory went back to the days when this organization during the war in its manifold activities performed one of the most distinguished services for our war camp communities.

I have wondered, when I think of the multiform and varied contacts which this organization has with the problems of sport, of recreation in schools, out of schools, on public playgrounds, and the social implications of those interests—I have wondered just why I should undertake to discuss before you that problem. Perhaps I may be permitted to do so for the reason that I have been for a great many years interested in the correlations that have to be made and ought to be made between sport and the primary and cardinal important functions of schools and colleges.

I sometimes think that there is more talk about sport than is necessary. But it is desirable from time to time to pause and see in what direction a given movement is progressing, how fast, whether it clearly visualizes its goal, how far it is in the way of attaining that goal.

I pick up articles today that refer to sport as it is carried on in American schools and American colleges that seem to me to imply a misconception.

Dr. Kennedy, who is professor of English at Princeton University, serves as chairman of the Board of Athletic Control of that university and is president of the Intercollegiate Athletic Association.

Those articles are sometimes written with an implication that the correlation between sport and school or college is a new one, that in this country, as was true, sports grew up in schools and in colleges largely through the initiative of the undergraduates themselves—as was proper—that they developed a very great headway, originally, against the indifference, possibly even the suspicion of school and college faculties, and that ultimately they grew to a size where they could not be disregarded, and have been accepted with better or poorer grace.

As a matter of fact, it has been recognized for centuries that sport can—it does not always do so—but sport can contribute to the education of youth values that make for the development of character and

that make for the right kind of social relations.

As long ago as the Spartan civilization it was recognized that sport could do a great deal for the youth of Sparta. Even John Milton, a poet so closely associated with Puritan tradition, in a very interesting letter written to a friend named Hartley in which he was outlining a possible program for an ideal academy, there stated, if memory serves me correctly, that he would have sport required, compulsory, if you will; and I think his precise phraseology at one point was



something like this—that he would have all the boys taught such games as football and instructed in all the locks and holds of wrestling.

Why is it that what seems a very informal activity of youth should have attained in the minds of so many such importance?

### Sport Should Be Play

I think the purpose of sport in general—not school sport or college sport, but sport carried on by the youth under any circumstances whatever—is that it can, first, satisfy the play instinct. If it does not do that it fails to meet its chief service. I sometimes wonder whether our organizations become so overweighted that they may be a menace to the accomplishment of that purpose. The moment a sport ceases to be a joy and a pleasure and a delight for the person who participates in it, the moment it becomes an organized drudgery and a hardship—that moment it ceases to serve its purpose and in my opinion it ceases to be purely amateur in spirit.

Sport should be play. We see articles and hear speeches in which this purpose is recognized in certain phrases—"Sport for sport's sake," "Playing for the love of the game" and other very admirable phrases. But I should like to point out that my own judgment right at this point is that it is possible to have a serious misconception about competitive sport.

If those phrases, "Sport for sport's sake," and "Playing for the love of the game," mean, as they are sometimes taken to mean, that it makes no difference in a competitive sport who wins, and if those phrases are used as a cloak and a justification for half-hearted and indifferent participation in a game, then I, for one, would have no use for those phrases at all.

In my judgment the love of the game is not only entirely compatible with a keen and a zestful desire to win by all honorable means, but it is a part of the joy of the game that the competitor should wish to do so. He should play hard. When the game has been played and the result has been registered, then the less said and thought about the outcome, the better. The man who dwells on victory in a spirit of pride and boasting, or the person who dwells on defeat as if it were a world-shaking matter, are both guilty of the utmost exaggeration. But while the game is on, after the whistle has blown to begin the game and until it blows to end the game, it is, in my judgment, a part of sportsmanship to play the game as well as one can, under limitations imposed by

an amateur standard. And I should like to make clear what I mean by that phrase. There is so much discussion of professionalism and amateurism in sport that is superficial that it seems to me interesting to see where the spirit leads us in making a distinction.

I take it that amateurism in sport, aside from the obvious matters that have to do with money in professional sport and no money in amateur sport, beyond and aside from those is a matter of spirit. I take it that an amateur sportsman is one who wishes to play a game as well as he can play it in relation to more important matters. That is, a doctor, a business man who is free to withdraw a few hours a week from his professional occupation, in order to play golf or tennis or engage in some other sport, wishes, of course, to play it as well as he can play it under those circumstances. But he knows, at the beginning, that he cannot play it as well as he could play it if he devoted his entire time to attaining proficiency in sport comparable to the proficiency which he devotes his time to attaining in medicine or in law or in business.

On the other hand, I take it that in spirit a professional athlete—and I am in no way sneering at professional athletics that are open, acknowledged and above-board—is one who wishes to play the game as well as it can be played and who has made the decision that he will devote all his time, year after year, to the perfecting of his skill in that game.

With that qualification, then, may I return to my original point, that in sport—and I am thinking tonight of amateur sports—it is certainly desirable and compatible with the spirit of sportsmanship that an athlete should play hard, clean and with a will to win.

### Sport is Conducive to Physical Well Being

I would also say that the second of these broad categories into which fall the purposes of sport has to do with the physical well-being of the participant.

Doctor Salisbury Wood, of Cambridge University, England, now a member of the clinical staff of St. George's Hospital, in a recent article on accidents of athletes, put this particular objective of sport, I think, as well as it can be put, briefly and to the point. He said: "Sport, properly supervised and administered, is conducive to the health of the body, since all its members receive regular exercise and discipline is imposed upon its appetites."



I know of no briefer or better phrasing for that end of sport, or objective, than those words of Doctor Wood. I should hate any social system in which the youth of our country were left without the great aid that sport brings them in getting through very difficult years and coming to a stage of self-mastery, self-discipline.

### Sport and Character Development

Beyond these two objectives there is—and it seems to me to lie considerably higher—a third. And that is the contribution that can be made by sport to the development of the character of youth and to the development on the part of youth of right social contacts and relations. In this field there are many intertwined and interwoven threads of influence, subtle, difficult to disentangle, difficult to demonstrate like a mathematical theory. But those who year by year have contact with games, as played, never need to be convinced by argument of the validity of these values.

What are they? In the first place, a very plain, simple, old-fashioned phrase for a very plain, simple, old-fashioned thing—clean living. And in any age the contribution that sport has made to the life of the youth along those lines has been one on which no one, I think, would be rash enough to place an estimate.

Second—self-discipline. One of the first things that the boys and the girls on our playing fields learn is that until they have mastered themselves they have failed to master the game. They learn, I hope—perhaps even if they do not recognize it at the time they come back to recognize it later in their hours of musing—that it is through discipline and self-discipline that life moves to freedom.

Now, if I am right about that, I don't know of any better way in which the mind of youth could be convinced of something which it automatically tends to doubt—that is, the average boy or girl, I think, has in mind a notion that there is something antithetic between discipline, on the one hand, and freedom on the other. And yet if you say to them at the end of a concert by a Paderewski or a Kreisler, "How was that artistry made possible? How was it accomplished?"—the answer, I take it, after a few moments of thought, would be, "Through drudgery; through discipline; through self-discipline; through hours and hours of unflagging devotion, until the spirit numbs and the flesh wearies. But out of it comes, in the end, mastery, freedom."

It is the ninth inning of a baseball game. The pitcher has a one run advantage over his opponents. All that is necessary for his team to win the game is for him to retire scoreless the opposing team for that one half inning. If under those circumstances you should say to that boy, as he went on the mound, "How would you define freedom for the next fifteen minutes, in terms of this game?"—I take it he would say, "For me, for the next fifteen minutes freedom would be the ability to put three strikes across the plate on each of the three men that come up."

If he has that freedom, he has attained it in only one way—by weeks, months, years of rigorous devotion to training and all the laws of training; clean living; mastery of the principles of the game; courage when the skies are dark to hang on and to hold through until those have become so much second nature that when the crisis comes he can call upon a reserve that stands him in good stead.

Third, I should say, is cooperation—the spirit of cooperative endeavor. That, of course, grows out of team games. But in team games, certainly not one of the less important values is that the boys and girls who make up those teams learn that the grandstand play is not necessarily the one that wins the game; that the cause is a common cause and that it is a matter of sportsmanship to cooperate with the members of that team who stand shoulder to shoulder with them.

Now, the psychologists tell us many things which I do not understand and cannot debate. One of them is that acquired characteristics cannot be transferred from the field in which they are acquired to another field—or at least that is the theory. I am old-fashioned enough to believe that in matters of human conduct what a boy learns in one place he is likely to apply in another.

I am old-fashioned enough to believe that if the

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**I would have our boys and girls learn to endure victory and endure defeat. I would have them learn that life will require, in later years and in more important issues, that they win with magnanimity and lose, if defeat comes with dignity and courage. I would have them learn to strive to the utmost in a cause without descent to personal bitterness or vindictiveness. I would have them learn the lesson of discipline by the long and arduous road that leads to excellence in sport as it leads to any other excellence in life.**

boys and girls of this generation take out of their sports certain values that have a social benefit, a sense of loyalty to a cause, a sense of cooperative duty, a sense of self-subordination to the rights of others; that if they learn those on the playing field I will take my chance that they will apply them later somewhere else.

The democracy of sport! There is an aspect that I think very often does not receive enough consideration. I like a playing field, no matter what sport it is a playing field for. Any playing field, when I pass it, to me means a vision of a true and a sound democratic spirit. It is a place where boys and girls come together for a special purpose, all other relationships for the moment being suspended. They are there to play a game. One side will win the game. It is the one place in which, in that one particular relationship, she is the better girl and he is the better boy who proves it. For the moment, what lies behind is not a matter of discussion. Questions of birth, of finance, of social position, are completely suspended, and there is the value that comes to youth from being presented from time to time with something to do in which no condition of any kind is imposed upon his ability except that which he, himself, imposes or cannot free himself from in his own person. It is the democracy of the playing fields of the country.

### Focusing Competitive Effort

The fifth value under this head is the focusing of competitive effort. How often is it that in life effort that was there to be tapped is mobilized too late? On a playing field, Sport says to a boy, "You have the next sixty or ninety minutes in which to mobilize as completely as you can your speed, your skill, your strength. You won't have a second chance in this game. If you do it, you do it now."

The compulsion that sportsmanship, in its appeal to the heart of a boy, lays upon him to give all that he has to give and withhold nothing, is to my mind a very valuable asset in the training of that boy or girl.

Life is a competitive thing, whether we like it or whether we don't. I have heard schemes developed for a roseate, fragrant, non-competitive millenium. But I have seen few evidences that it is possible of achievement. Moreover, I think we sometimes forget that it is out of the spirit of competition that life moves forward, the pitting of the ingenuity, the endurance, the devotion of one man against those qualities in another man that

in any given field is likely to lift life to new inventions, new achievements.

But I am not forgetting that competition can be a two-edged sword. And if with one edge it hews out fine and noble and inspiring things, it is possible for it with the other edge to turn life into a shambles. And the problem, it seems to me, that is inherent in this quality of competitive endeavor which we inherit—the problem that lodges there—is the problem of learning to govern it so that we may gain for ourselves and for our fellows those things that lift life forward and avoid the brutalities and the indecencies which lie all along the road and which reach their maximum in the brutality of war.

I think it is on the playing fields that those lessons can be learned, that a boy can be taught to strive with the utmost of endeavor, with the utmost desire, to win, and yet be taught to govern that mobilization of endeavor by a spirit of chivalry, of regard for his rival and for the rules of the game that will bring into his character and into the life of his generation, so far as he touches it, an ennobling fire. If I didn't believe that primarily about sport, I would say, "Let us have done with it."

I would like to point out, as a footnote to this, that a very interesting analysis, at least it seems interesting to me because I made it, can be made of sports from the point of view of their relationship to the competitive spirit. I engaged myself one evening with a paper and pencil in writing down as many sports as I could think of in an effort to see whether they could be grouped in any way with respect to the spirit of competition. And it seemed to be that a three-fold grouping suggested itself.

### Types of Sports

There are certain sports that for lack of a better term I would call measurement sports. There are other sports which I will call interference sports. And there are still other sports which I will call physical contact interference sports. And I think practically every sport can be grouped under one of those heads. And if you will indulge me for a moment, I will try and point out the significance, to my mind, of that grouping.

Measurement sports are sports like track and field athletics, or a boat race—except perhaps in the case of the "bumping" races in England, where there is certainly contact. Two boats race, side by side. There is no interference by one with the other in any way whatsoever. Each boat de-

velops its maximum of speed and the conditions are laid down that will govern the measurement of that speed.

Any race on a track is an instance of a measurement sport. Some of the field events are so far purely measurement sports that it isn't even necessary for the two competitors to be on the field at the same time. As, for example, in an event like the shot-put or throwing the weight, when one of the competitors is given his throws early and then is excused in order to compete in another event. Each of those men mobilizes his utmost of distance. They are measured, they are compared, and the winner is declared.

As to the second group of interference sports, I should say that tennis was a very excellent example of this type. In that sport, it not only is legal to interfere with the game of your opponent, it is actually of the essence of the game that you should do so. He expects you to interfere with his shots as much as you can, and he expects to do the same with your game. And it is out of the parry and thrust of the game that a great part of the competitive joy and zest originates.

Baseball—in the case of the pitcher and the batter—is an example of such an interference sport.

Then comes the third group of physical contact interference sports. In tennis it is perfectly legal and permissible for me to interfere with my opponent's game, but I can't touch my opponent to do it. I can draw him out of position by my shot. I can't push him out of position by my strength. In the physical contact interference sports, such as football, boxing and wrestling, it is not only legal to interfere with the game of your opponent, but it is also legal for you to use your physical strength to do so, under certain limitations laid down in the game.

Now, to me, that analysis suggests certain things. Football falls into the third class. Football is unanimously regarded, by the American public, as the premier sport. Why should they feel that way? There are a number of other reasons besides the one that I am about to suggest, but I think this is the main one. I think there is an instinctive recognition in the apathy that the general public holds with regard to track athletics, the increasing interest in interference sports, and a maximum interest in physical contact interference sports—I think there is an instinctive recognition that just as you rise in that scale are the possibilities of developing the right kind of sportsmanship in youth greater.

Sportsmanship isn't tested to any considerable degree in track sports. It is tested much more in interference sports. It is tested most in physical contact interference sports. No man likes to be physically mastered. The stress and the strain upon the temper, chivalrous regard for one's opponent, regard for the officials and their decisions, regard for the rules of the game—is tested there most.

Now, again, we have a double edged thing. We have a great prize to play for in those sports, in the development of high and fine and chivalrous sportsmanship. We have a great danger to overcome in playing for that. And it is at that point that the directors of sport, if they are of the right type, chivalrous-minded men of magnanimity, who understand the real social benefits of sport, can seize for us in that field the benefit and the value and avoid the danger in the training of youth.

### Competing for Nothing

In the sixth place competing for nothing. I am returning again to the question of amateur sports. Competing for nothing. I think there perhaps lies the greatest social value that can be given youth on a playing field. I have, as I said, no contempt for a professional, as such, if his professionalism is open, acknowledged, no camouflage about it. It simply means that he has chosen to earn his living that way instead of some other way. But I would like to point out that in making that decision he has inevitably deprived himself of an opportunity to gain one of the greatest things that sport has to give, and that is the joy of doing something for nothing.

The Greeks, when they crowned a winner in their stadium, gave him—what? These silver cups that we see today, or gold medals that we see hanging about, or bronze plaques, or what-not? No. They gave a crown of wild parsley or wild olive—something so ephemeral that it withered on the brow of the man that won it under that hot Grecian sun before he left the stadium. And I fancy that perhaps one of the reasons why they chose to mark his victory in that way was in order that the athletes of Greece might learn the great lesson that, after all, an effort is its own joy and a success is its own reward.

Summing up: I would have sports so conducted for the boys and girls of America that they should be taught to compete in the spirit of

*(Continued on page 579)*

# The Abundant Life

Dr. Poling, minister, author, lecturer and internationally known as the head of the world-wide youth movement in the churches, exalts the high calling of the recreation profession.



By Daniel A. Poling, D.D.

life . . . youth is life and  
life may be forever young

**G**IVE me the direction of the play life of the youth of this generation and I will dictate the world's path tomorrow. I feel that way about it.

It may well be said that youth is life and that life may be forever young. Youth is never a question of years. I would much rather live with a man sixty or a hundred years' young than with some men I have known who were twenty or thirty years old.

Years ago I became acquainted with a gentleman who at the time was seventy years young. He was a farmer in the State of Oregon. I spent happy summers on his farm. I was born in the city. This venerable man knew I was not to blame for that, and took me to his heart. And so I had those summers on the farm. And my father cooperation with him. He taught me many useful things—things that I appreciate tonight as I did not appreciate them at the time.

One afternoon he took me over behind the old wagon shed and introduced me to a wood pile—oak wood. I knew nothing about oak wood. I did my best, and failed miserably at the job. Presently he came and stood beside me and smiled upon me in his generous fashion, and said, "Give me the axe." I gave it to him without delay. He turned a knot on edge, swung the keen and heavy blade high above his head, brought it down squarely upon the center of the knot, the knot fell away from the blade and I heard him say, "That's the way to split a knot." I have had knots to split since that day, and not old Father Moore but young Father Moore has been standing by me and saying, in his kindly way, "That's the way to split a knot."

He made my first bow. He taught me things

with regard to flowers in the field and birds in the great trees of that Oregon forest that I recall tonight. Unconsciously, I am sure, but nevertheless he introduced me to the philosophy to which we have listened and to which this program is dedicated.

Youth is life and life may be forever young.

Last week we had another Convention in Atlantic City. I had a great time watching it in action. Men came here, of all ages and all conditions. Some of them tottered at first, but presently I saw them all on the boardwalk under white plumed hats, in uniforms, with swords strapped somewhere about them, depending upon the contour of the individual who happened to be wearing the sword. And they were prancing back and forth. It was humorous, even ridiculous. But it was sublime. I thanked God for that. There they were—men who had practiced waist distension at the expense of chest expansion until their shoulders hung about their hips. But there they were, marching in their uniforms, with medals across their breasts and plumed hats upon their heads. And it was sublime. For they had stepped out of offices and they had stepped out of shops and they had stepped out of busy, congested, dreary days into the dreams of childhood. And they were marching with their dreams again. They were living the abundant life. And so I say that the spectacle was sublime.

## Keeping the Spirit of Youth

Youth is life and life may be forever young.

I think that we are beginning to discover that. The contribution that you are making in these days—and the very small contribution that I am making in this major point—brings to us vastly more than we are able to invest.

Address given at Recreation Congress, Atlantic City, October 6, 1930.

Years ago I met for the first time Francis C. Clark. He lived to be venerable in locks and looks and years. But he was forever young. One day I walked with him on Cape Cod and with a distinguished editor. Missionaries from beyond the sea were there, and Francis Clark led the way. We were visiting certain fresh water lakes. We came at high noon to a little cabin under the trees. We had our lunch together, and in the afternoon Francis Clark suggested that we play duck-on-the-rock. Some of us had forgotten the game. But he retaught us and we played duck-on-the-rock.

I never had the privilege of defeating him at quoits. He was the greatest quoits player on Cape Cod. His sons remember many interesting things that concerned his life. Eugene Clark, Secretary to Dartmouth College Corporation, who died in February, was, I think, typical of his father. Eugene told me that chiefly his sons remembered the length of his stride, the way he dove, the minutes that he could spend under the water, his rare understanding of bird life. And he was one of the authors of a very popular New England geology. No wonder he was the leader of a youth movement!

Youth is life and life may be forever young.

I am writing a story of Jesus. A man has a great nerve who does that, and that may be the only qualification that I possess. But I am writing a story of Jesus. I will tell you why. I never became acquainted with Him from pictures, and indeed until I learned to read His story between the lines and by turning the pages and looking on the other side, I never knew Him, because I never saw Him smile. I shall call my story, "When God Smiled." It was when I began to watch His smile with the little children who swept across His knees, and with Peter; and in the trial scene, too—it was when I began to watch His smile that I began to know Him.

### The Divine Mission

And then I knew why He came. I have read a little treatise which suggests that He came in order that the story of His life might be written. It is a beautiful fancy, to the effect that the world needed the story, and so He came in order that the world might have His story. I like that—a story for every race and every creed and every

clime and every condition—a story not disturbed by some of the viewpoints that men possess and some of the theological declarations.

And then others have suggested that He came to establish a philosophy and to give to man the epic of brotherhood as of the Sermon on the Mount. And I like that, too. One might say that He came to establish institutions of mercy. Another might say that He came to found educational institutions or to establish a church, a religion.

But why did He come? Doctor Finley tonight reminded me that He gave a very clear statement at this point, for He said, "I am come that they might have life and that they might have it more abundantly."

Institutions of healing, of philosophy that we are stumbling toward—all of these great and good. "I am come that they might have life and that they might have it more abundantly." What does it mean? It means that He came to open playgrounds. It means that. That was His business. For He placed a little child in the midst, and He said, "Except you become as a little child, the

Kingdom is not yours. The Kingdom is like that, like that little child."

And so I say that there is justification for the statement that Jesus came to open playgrounds—the land of play; His land. It seems to me that there is more than authority there for us.

### What is the Important Thing?

It will take two things for us to get into the philosophy of it all—memory and will. One evening in the old Marble Collegiate Church, the sexton called me into the parlor. He called it a parlor for lack of a better name. We were using it that night for a gymnasium. In the afternoon the ladies had used it for an informal tea. I had had great difficulty with the Official Board in persuading them that it might be used for a gymnasium.

In the course of this particular evening the beautiful art glass monogram of the Old Dutch Church had been smashed by one of the boys. The sexton came to me—and I will tell you exactly what he said. He said, "The little devil ought to be in jail." I have never forgotten it. He was angry.

No preacher of the Gospel of the Gentle Nazarene, no rabbi anywhere in America, no priest in any church, has a higher calling than the recreation worker's calling.

"No," I said, "not that." And then I said, "Sit down a minute." He sat down in the study. And I told him the story of the experience that was in my boy life the most terrible experience I ever knew.

I had been playing in the street in this little town where I was brought up. There was a hardware store on one corner. I threw a ball that day—and it went straight through the window that was above the door. It crashed through, smashed the window and went on in and smashed things inside the room. Everybody ran. I didn't run because I was paralyzed with fear. I deserve no credit for not running. I couldn't run! The man came out with a wild light in his eye. He said, "Who did that?" I didn't answer. I didn't need to. He knew who did it.

The world came to an end for me right there. I thought of jails and penitentiaries and everything else. Some of you know how true this is in the psychology of the boy who does that sort of thing for the first time; now in desperation he will cover up; how true it is that practically every minor delinquency of youth comes at this point of play. A boy trying to play, testing his muscles. And then that man saved my life. He smiled. And he said, "Window's worth forty cents. You can work it out." I would have worked for a thousand years to pay for that window. If I could have reached the man's face, I would have kissed him then and there.

"You can work it out." I have been hearing those words ever since.

I told the janitor that story and said, "He can work it out." "But," he said, "he can never replace the glass. That glass was the pride of the Churchmaster's heart."

"But," I said, "the boy's heart is more important. We can replace the glass, or put in plain glass. But the boy's heart is different."

And until the churches of all the faiths realize that and make their contribution at this point, we shall fall far short of the responsibility that we have as a democratic people. And there is no community, rural community or city community, that does not today need the message of this night.

Mrs. Poling and I went to see a moving picture this afternoon. She dragged me out before the close of the second chapter. She knew what I needed better than I knew it. She said, "People ought to write editorials against pictures like that." I am sure that she is right. "But," I said, "more important still, people should do something to give boys and girls a chance to extend themselves without going in there to get the suggestions from gunmen as to how the extension might be accomplished."

I don't know. There are times when I become utterly discouraged, overwhelmed with the weight of this problem that is a problem not only for fathers and for mothers but for teachers and for preachers, for youth leaders the world over—the problem of meeting the challenge of a picture such as I saw today in time to take care of the boy down there on the front seat.

And then I come back to your plan and to your program, and to the open skies that may be found even in the heart of New York in a few minutes, and to the organized play that is not disturbed when the night falls too quickly in the early Fall, and I see men and women throwing all the enthusiasm that aforesaid went into the war, into the constructive labor of the peace. And my discouragement takes a back seat, for a moment, at least.

## Youth!

"Youth is not a time of life—it is a state of mind. It is not a matter of ripe cheeks, red lips and supple knees; it is a temper of the will, a quality of the imagination, a vigor of the emotions.

Nobody grows old by merely living a number of years. People grow old only by deserting their ideals. Years wrinkle the skin but to give up enthusiasm wrinkles the soul. Worry, doubt, self-distrust, fear and despair—these are the long,

long years that bow the heart and turn the spirit back to dust. Whether sixty or sixteen there is in every human being's heart the lure of wonder, the undaunted challenge of events, the unfailing childlike appetite for what next and the joy of the game of living. We are as young as our faith, as old as our hope; as young as our self-confidence, as old as our fear; as young as our hopes, as old as our despair."—From *The Commonwealth*, November, 1930.



# The Value of Athletics

*By Sir Henry Thornton*

**A**T one time, in the course of a somewhat checkered career, I boasted of a degree, at least, of athletic ability. Therefore, I know something about athletics and athletic training and its effect upon the individual.

With the advance of years I now confine myself to the very unprofitable and unsatisfactory pursuit of golf. It is the refuge of the aged athlete. Someone once remarked that golf was the problem of propelling a very small ball into an exceedingly small hole with implements singularly ill-adapted for the purpose. But golf, after all, has furnished many inspirations, and its most notable achievement was the inspiration which it afforded to Gray when he wrote that famous poem, entitled, "An Elegy Written in a Country Churchyard." Those of you who have seen the distributor of divots returning, weary and tired in the evening, will recall those well known words of that poem, wherein it is written, "The plowman homeward plods his weary way."

Now, ladies and gentlemen, athletics and the pursuit of athletics is an ancient, time honored activity of the human race. The earliest annals of history pay tribute to those who devoted themselves to athletic pursuits, and in the ancient Greek culture and civilization was found almost a worship of the perfect human body. In more recent times—the Middle Ages, when fighting was the chief pursuit of the gentleman—we find the tournaments of those days and all of the pageantry that accompanied them. No less than in these times we find great athletic events attended by tens of thousands of people.

Athletics accomplishes, it seems to me, two things. First, it makes a better citizen. And, secondly, it encourages a knowledge of team work and that co-ordination of effort which is essential if victory is to be achieved, whether it be in the industrial field or in finance or in any of the great activities of the human race.

Those who pursue athletics are divided into two classes—the professional and the amateur.



**Sir Henry Thornton is president of the Canadian National Railways, a great transportation system, which believes wholeheartedly in the value of recreation for its employees. Through the Canadian National Recreation Association, in which the workers are organized, all kinds of athletic sports and social activities are made possible.**

Both play an essential part. Without the amateur there could be no professional. Without the professional the standard of amateur excellence would be materially less. Just as we find that fine race horses, fine stock, prize animals of different sorts, encourage and raise the standard of excellence of that particular thing, so it is that the notable achievement of the professional sets a standard for the amateur. And I should like to pay my compliment to the professionals, that sometimes abused and neglected class. They are setting a fine example of standard. And it is to them that we owe the excellence of our different athletic pursuits.

It has been found in history that those nations which devoted themselves measurably to the development of the human body, to athletics, and understood all of those finer things that go along with athletics at their best, are the nations that have advanced civilization the furthest.

The value of athletics to the citizen is that it teaches him to subordinate, in many instances, individual achievement for the welfare of the team. It teaches him tolerance in competition. Competition is ordinarily regarded as that thing which discards tolerance. But upon the field of sport, in all of its fine traditions, we find the real spirit of tolerance, and that may perhaps teach the lesson to the individual which he will carry with him into his daily occupational pursuits.

To fight hard and to lose well is perhaps the finest lesson that athletics teaches.

I happened recently to see in one of the daily newspapers a report of the development of students, extending through a period of something like twenty-five years in Vassar College. To make a long story short, within twenty-five years the physical standard of the students at that institution had improved to a most amazing degree, and this was attributed to the greater interest women are today taking in athletic development. So that insofar as the relations of the citizen to the state may go, we find that sane athletics improves not only the body but it develops a mind which is better able to deal with the intricate problems of life today than could be found in any other fashion.

In a smaller sense athletics bears an important relationship to industrial success. And when I employ the term "industrial success," I am speaking of those institutions, those enterprises, which employ large numbers of officers and men who must necessarily enter into a relationship one with

the other in the activities of that enterprise. That is to say, if success is to be achieved, those officers and men must be what I would describe as an industrial team, each playing its individual part, but at the same time each constantly upon the lookout to assist the other members of the team.

Our great economic enterprises have become so widely flung and include so many activities that unless there is the same teamwork that is found on the successful baseball and football team, defeat is practically assured.

Upon two different occasions it fell to my lot to take charge of enterprises which were composed of what I shall describe as inconsistent parts, competitive parts, parts that had previously competed with each other. And it was my task to bring them into collaboration and cohesion. The first thing that I did was to form an Officers Golfing Society. And presently I found that those who had looked upon each other with a certain degree of dislike came to look upon themselves as good sportsmen playing the game. They soon fell to arguing about their handicaps rather than the prestige of their respective departments, and shortly were addressing each other by their first names. And from that time on we had no further trouble. This is a mere indication of the value of golf in industry. It is an axiom, I think, that those who play together agreeably, work together efficiently.

I should like to say in conclusion that I congratulate you all most heartily upon the efforts you are pursuing, upon the standards and ideals you have established, and the best thing that I can wish for your country and for my country, and, indeed, all countries, is that the citizens of those countries learn to play together agreeably and amicably.

## Brief Impressions of the Recreation Congress

Robert Munsey, superintendent of recreation in Santa Monica, California, in speaking at the Southern California District Conference of general impressions of the National Recreation Congress, mentioned the following things which impressed him most: (1) The size of the Congress; that is, the large number of people in attendance and the area represented. (2) The sincerity of purpose of those interested in recreation work. (3) The increasing cooperation shown between different groups promoting certain phases of the

recreation program. (4) The caliber of the recreation leaders present and the number of such leaders gathered together into one meeting, thus giving workers the rare opportunity of discussing their problems with those who would otherwise not easily be reached. (5) The stress placed on increased use of school properties and facilities. (6) The real earnestness of those present in seeking information. (7) The difference in the East and West regarding tradition. (8) The discus-

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## Drama—

# The Enrichment of Life

By Phillips E. Osgood, D.D.

"D RAMA and the enrichment of life." Certainly every one of us thrills responsively to such a topic as that, for there is no more fundamental interest in our common life than the interest in the dramatic. Every one of us responds to the romantic and the heroic, the self-sacrificing and the idealistic. Every one of us likes to believe that life holds things of significance and meaningfulness, and that the drab and humdrum, the routine and the prosaic, are mere existence, and when we can rise in life, then we have risen by means of drama.

I can remember once, when I went to a comic opera seeing a meek and wizened and bloodless little man, dressed, so it happened, in ministerial garb, who sang a song entitled, "I wish I was anybody else but me—anybody else would do." Then he suddenly unbuttoned his coat, and there beneath his clerical coat was a red sash stuck full of daggers. He shifted his hat the other way around and suddenly was a pirate bold. Then at the end of the song, when he had decided that although he wished he could be anybody else but

Address given at Recreation Congress, Atlantic City, October 9, 1930.



"Cyrano de Bergerac" at the Pasadena Community Playhouse

Dr. Osgood, who is Rector of St. Marks Church in Minneapolis, is chairman of the Commission on Pageantry and Drama of the Protestant Episcopal Church. He is author of a number of outstanding books on church drama and is nationally recognized authority in the field.

himself, he couldn't be anybody else but himself, back he buttoned his coat, turned his hat the right way and subsided into meekness once more.

That is what drama really does for us—not always piratically, but it gives us the chance to put ourselves in somebody else's place.

Originally the motto "E pluribus unum" was the tag end of a recipe for a salad. It was borrowed for nobler purposes and has now been so completely identified with a nobler purpose that we have forgotten its origin. Nevertheless, I do believe there are other possible applications than a motto even for the United States, and that personality is "E pluribus unum" likewise; that there ought to be many tendencies and many personal elements and contributions that go to make the idiosyncrasies we call an individual personality, and that he is an impoverished and anaemic soul who dwells only on those characteristics which are naturally his.

### Borrowing Others' Experiences

If we can borrow somebody else's experience and integrate it in our own lives, if we can somehow reach over and take of the idealism and of the sacrifice and heroism in some other life and see how it feels by putting that experience on for a little while, sooner or later it will have its effect; sooner or later our own character will be enriched by the vicarious experience of that other characteristic. And although it may not always be according to the dramatic method—sometimes it may be according to the literary method, sometimes according to this, that or the other

method—it is all cultural, that is, self-developmental, and the enrichment of life means that ultimately there is a content of character worth having.

No man by himself can amount to much. No individualist can ever be a rich personality, for individualism is solitary confinement and solitary confinement is usually on spiritual bread and water. And the individual characteristics that we were born with are not enough to fit us for the manifold complexity of this modern life and to make us masters of the art of living in this strenuous day.

We need a richer content of character more than ever before. We need creative initiative. We need autonomous personality. We need decisiveness. We need the ability to assume responsibility. We need mastery of the art of living. We need something more than mere existence. And although modern life is like the hero of Stephen Leacock's nonsense novel and makes us leap upon our horse and ride off furiously in all directions simultaneously, nevertheless you and I do aspire to the time when we shall not be torn thus asunder with divergent directions of the various horses which we are supposed to ride upon.

It means mastery, I say. It means stronger personality. We are thrown into the water of the necessity of creative initiative, and we have to sink or swim. It is like the Indian child who was tossed overboard out of the canoe, and he was not deciding to be or not to be. He swam! But the enrichment of personality is the only way to succeed. He who is harnessed to a task is the slave of the task. He who is greater than the task is greater than it because he has something beyond, because he lives above it, because somehow he has realized in his own life that thing which William Benet has in the first line of his well known poem, "I fling my soul aloft like a falcon flying." That is a splendid simile. You probably know the poem, picturing that man splashing through the bog, bewildered by the swishing grasses that cut him across the face and blind his eyes, lifting his feet with increasing difficulty as the quagmire sucks him down, hunting some prey that he cannot find, flinging his soul aloft like a falcon flying. There in the white sunlight of the upper air, with its wings flashing silver, the falcon soul looks down upon the prey and finds it and scoops down upon it, and from the direction of its scoop this splashing, trudging man finds where the prey is. And the rest of him

catches up to the ideal part of him. The soul of him is the directing part of the rest of him.

And drama, in some way, whether it be remembered, whether it be seen or whether it be participated in, is the way to fling our soul aloft like a falcon flying.

I am dealing this evening, not with the theater, but with drama; or, to be more accurate, perhaps, with dramatization. There is a great difference between the theatre and dramatization. Of course, not so far as the actors upon the theatre's stage are concerned, but so far as the audience is concerned.

I am saying nothing against the theatre, as such. In its technique and its artistry it takes rapid strides forward beyond the ultimate we had believed possible. But nevertheless the theatre is an histrionic method. The actors inevitably are beingg actorial, they perform to a passive, beneficiary audience. And that is not what I am talking about, and that is not what you are talking about when you talk about recreation. It is, rather, something that has team play in it; something which discourages bleacherites; something which brings us all into the game; something which makes us members one of another in the elastic interplay of a group experience.

#### Drama a Foe to Individualism

Dramatization as you see it on the playground, dramatization in the school, or the church, or in the Little Theatre, or anywhere else except on the professional stage, is the endeavor to lift the audience out of its bleacheritism into some kind of cooperative energy, into some kind of team play, into some kind of group experience in which it is each for all and all for each—everyone according to his ability and each according to his need.

That is the greatness of drama. It lifts us more effectively out of individualism than anything else possibly can. It demands that one does not live unto himself alone, that a man must recognize his significance is only the sum total of his relatedness. Personality is only the sum total of one's relatedness.

Perhaps we remember that in Old Testament times no man dared to call himself by his own individual name alone. The father was as much a part of his life as his son's individual life was a part of that life. Any one of us who belongs to a family recognizes that he is not himself, by himself alone. The husband's life is as much a part of the wife's life as the wife's life is a part of her own; the children could not be children

unless there was parental influence. Individualism is out-moded. We are endeavoring to increase the feel of team play.

I happen to be a minister and therefore I happen to have gone through a theological school. But I am sure that I learned more of the real secret of fun and zest and verve in living on the football field than I ever did in theological school, because, somehow, accidentally, there I stumbled upon the fact that there is a difference between a team and an accidental agglomeration of individuals.

Sometimes eleven men, who are only eleven men, can get in each other's way eleven times eleven. Sometimes, by a miracle, eleven men are a team. And when eleven men are a team there is a group instinct; there is sometimes an over-mind; they can be presented with perfectly unforeseen emergencies, and while they don't know why they are doing what they do, instinctively they do the thing together, and after the thing is over they analyze it and find they have done the right thing without knowing it at all—because there was a team mind, because there was an over-instinct, because there was some totality in which they all shared.

### Drama in Ancient Days

Drama, in its greatest days, allowed no passive beneficiaryism. It was all dramatization. I need not quote the great precedents, perhaps, and yet they are stirring precedents. Think of the days of the primitives, for instance. Turn back the pages of imagination and see back there in the dawn of time these primitives facing the lengthening of night and the shortening of day that goes with the coming of Winter. They had no knowledge that automatically the seasons would change. The days were being whittled off. The cold was growing longer. They began to get scared. They said, "What if this process continues? Where will we be?" They had to do something about it.

And so when things got so bad that they couldn't stand it any longer, they all gathered around and they imitated the result they wanted to come to pass, and they built a bonfire on the evening of that 24th of December, as we now call it, and they said to the universe, "Look at this and do your best." And then when the next day was just a little bit longer they said, "Aha, Springtime has come." And Christmas Day now is the beginning of the Spring. And they believed that they had done it somehow, that

they had laid hold on the infinities and coerced them.

Perhaps you will remember Chanticleer. Chanticleer believed that every morning he crowed the sun up. He made a ritual of it. He described how he "scrapes the earth free of all clutter" and putting his claws into Mother Earth makes his body, as he says, "a curving arch of summons to the sun and crows the sun up." And, oh, what a tragedy it is when the pheasant hen keeps him locked up in the hen-coop until the sun is well up and then lets him out and says that he didn't do it at all!

Now, originally, drama, when it was cooperative and unanimous, believed that it crowed the sun up, believed that something was brought to pass. We must not forget that the word "drama" comes from those old religions, and that although it says that that word implies something done, the original significance of that word was something wrought, something attained, something achieved, something brought to pass.

And when the great Panathenæa took place and all the Greeks from the length and breadth of the Mediterranean world came back for their quadrennial festival there underneath the Acropolis, and the choice young men brought the milk-white ox in that festival procession for the sacrifice and tethered him in the midst of the sanded circle in that theatre behind the Acropolis, and they raised the hymns to the Goddess of Victory and craved the Spring, and tribe by tribe, the people gathered there for what was practically a cathedral service, a kind of Mass—then Greek tragedy came into its noblest and the Gods came alive. And although it seems grotesque to you and me, with our theatrically trained imaginations, at the close of that service, for such it was, with the acted sermon, the God was lowered over the parapet in back in a great breeches buoy, on a creaking winch, to step out and put everything right.

The God of the Machine was in those days a symbol of Divineness. They believed that somehow by that corporate intercessory act, by their acting of that play, they had brought a new power into the midst of their corporate life as a bond of their unity, as the power of their nation.

And in the 10th or 12th or 13th Century, across the snow on Christmas Eve the peasants came to the minister for the celebration of Christmas, and the Gospel began to be read, and suddenly, as direct quotations came in the reading of that Gospel, they were taken up by actors, little angels up

in the galleries, choir-boys with gold wings and gold gloves—for gold gloves were a sign of gentry, and of course angels are gentry therefore they wore gold gloves. Naive and simple the wise men came in; the shepherds came in. And for that one service in all the year they did not use the altar, but instead they had the flat topped canopy down before the altar underneath which was a cradle, and they called it Bethlehem and celebrated on that table facing the congregation. They believed they had in some way done it—that they had reached up and laid hold of powers that individually they might never attain; that, somehow, in their unity they had wrought something which by themselves, separately, they never could have attained.

### Verifiable Experience Through Drama

I say that is a great heritage, that is a great precedent. And it may seem anti-climactic for us to go out into our playground or schoolroom and say to a group of boys and girls, "Now we are going to make believe that we are the participants in such and such a scene," and to put them through some heroic incident, so that underneath the skein of it they can get the feel of the participants in it, that they can conceal the march of time, that they can be with Washington at Valley Forge, that they can be with Grant at Appomattox, that they can be with the ancient Greeks, that they can be with the Crusaders, that they can be a part of that old time-story which, once started, never finishes; because it is eternally contemporized in an immortality of always verifiable experience into which they, themselves, may enter.

There is no holiness except the holiness of verifiable experience. Any individual who is called sacred, any individual who is called classic, any individual who is a great historic example, still is placed before us because he is a kind of illustration of eternal principle, because he happened to have been the embodiment of that which you and I may verify in our own experience, because over his head, although he does not see it, are the mystic pair of letters, "e. g."—"just for example; just for illustration; just a sample of the verifiable thing."

And if I have a boy who is a weakling, spiritually, the very best thing I can do to him is to say, "Now, you are going to act the bravest person I can find." I wouldn't actually tell him that, but I would say, "You are going to act so and so." Then he is going to have the feel and the fun of the feeling of being brave. It is an educative

thing. It is an evolving, educing, growing power, if he takes it seriously. If it is in any way put back upon his own initiative to unfold and build that character, in the long run he will feel the effect of it. "I wish I was anybody else but me," his submerged courage may have been saying. Now it has its chance. Once it gets its chance it will never again go back into the recesses of the "might-have-been" quite so effectively, or quite so smotheredly. It will now have been for him an experience—the enrichment of life by dramatic participation in this group experience.

And if it is church drama or Little Theatre drama or if it is playground drama, it does not stop with that enriching of personal experience that comes from the individual getting the feel of the heroic by living under the skin of the historic person who is just an illustration of the eternal verifiable force. But it is likewise this group experience that lifts him out of individualism.

We believe in athletics. We believe in team-play. We believe in all forms of cooperative activity. We believe in all those things that take individuals and lift them out of their individualism and make them members of one body. And we know perfectly well that in any form of this dramatic interplay the experience of the total group is the possession of each individual in it.

### Unifying Audience and Actors

Oh, you know perfectly well the experience that is going on in the theatre today, to get back more and more this rapport between actor and—we won't call it audience; a man like Reinhart is calling it a congregation. There is something intercessory in it, as in Shakespeare's day, upon an open stage with people all about and no foot-lights and no proscenium arch to separate them. They all were a part of an experiment, a group project.

So nowadays the theatre is teaching us many ways to enlist the cooperation of the audience. I wonder if you remember, perhaps, just as an illustration, that scene in *Anna Christie* where the fog settles down on the harbor. There isn't anything but a screen dropped across the front of the stage. There is a haloed light on a harbor spile off at one side of the stage, and out of the door of the cabin of the barge there shines the only acting light there is in all that proscenium arch. And they let that scene remain, as I recall it, just about a minute. All the rest was mystery.



You looked into a fog. And I know that I, for one, presently felt how wet it was. I began to feel the moisture on my cheek. I began to smell the salty odors of the harbor. I began to listen for sounds that presently I heard, although they were not sounded. I was enlisted. There was something for me to do. I was not a passive beneficiary bleacherite. I was cooperating.

And so symbolism does the self-same thing in staging these days. Oh, how much symbolism there is!

A while ago I was in the experimental theatre at Yale. There they had set upon the stage a black velvet scene with white crazy skeleton arches in an irregular procession. I said to Professor Baker, "What are these things?" He said, "That is the outline of the subterranean tunnel for the acting of Poe's story, *The Murders in the Rue Morgue*. You got the weird feeling of it a lot better than you ever would have if you had a realistic scene. It couldn't have been given realistically—the enlistment of cooperation, the unifying of audience and actor.

The Little Theatre movement is again another endeavor to break down this passive beneficiaryism on the part of a bleacherite audience, because there you have a responsible group, and the group has developed its own drama, it has created its own scenery. Its actors are well and personally known. The whole thing is a community proposition.

And in the church the religious drama is coming by leaps and bounds back into its own. And, oh, how sadly the movement needs standardizing in order to keep out of the churches the theatric, not because the theatric in its place is wrong, but because that isn't its place!

The congregation does a corporate and intercessory reach for something that by this beautiful self-expression which is symbolic they are able to get, but which individually, in prosaic, phlegmatic fashion they could never get.

### The Play Spirit Restored

And education is turning to the dramatic methods. Our public schools are filled with free dramatization and likewise our playgrounds are flooded with pageants and games of a dramatic sort. The whole thing is the play spirit restored. The play is the thing! And I say that in a double

sense. For play is the thing! - And as soon as drama shall cease to have the play spirit and begins merely to be professional and actorial, then it shall have become a second best.'

But you who dwell with recreation, which, as you know so well, is "re-creation," know that drama is perhaps your most powerful method for the getting of that corporate experience in the greatest way.

Oh, it is a privilege past estimation and past uttering to take the boy and the girl and to give them the opportunity to get the verifiable reality of something great, something selfless, courageous, crusading and noble!

This world of ours needs its romance. It needs its militant crusaders. It needs the joy of selfless heroism. It needs to learn that it is no mere pious utterance when we say that only he who loses himself shall really find himself. It is the greatest fun there is. It is the greatest zest there can be. It is the greatest verve and buoyancy that can come to life, to get the feel of heroism, to get the feel of ideals, to find in the drama advertising methods and an avenue into an enlarging and enriching experience that leaves us greater than we were!

Drama, I repeat, is something wrought, something achieved, something attained. It is inspiration for romance. It is inspiration for creative initiative. It is inspiration for selflessness. It is inspiration for courage. He who has tasted significance will not be so insignificant again. He who has tasted courage can never be quite cowardly once more. He who has the joy of self-sacrifice once, even by borrowed experience, can not be happily selfish. He who has learned ideals will not be content with existence. He who has learned the dramatic, that is, the significance, the momentous, will do his bit to make life, by his living, momentous, significant, constructive, enlarging, ennobling, enriching.

Life is not drab. Life is not meaningless. Life is not empty and stale and flat. Life is not a drudgery and a trudging slavery. Life is continually more abundant. Life is given to those who dare to taste it. Why shall we not, therefore, do what we may to give those for whom we care their taste of life worth the name—and trust life for the rest?

# The White House Conference on Child Health and Protection

THE meeting of the White House Conference on Child Health and Protection, which was held in Washington, D. C., from Wednesday evening, November 19th, until Saturday noon, November 22nd, was the culmination of the program of study and research in matters relating to the health and protection of the child which has been under way for somewhat over a year. The Conference commanded the experiences, efforts and time of about 1,200 individuals throughout the country, carefully selected so that they would be representative of the different fields serving the child.

In considering the Conference and the relationship to the recreation movement, it should be kept in mind that this Conference was not on recreation primarily, but on Child Health and Protection. There seems to be some confusion as to whether the Conference was generally considered to be limited to various aspects of child health or whether it was a broad, general child welfare conference. A striking feature of the Conference, so far as it relates to recreation, is the extent to which the different sections and various committees which were considering different aspects of a child's life, repeatedly mentioned play and recreation although their particular interests were in other aspects of child development.

Members of the staff of the National Recreation Association, local recreation executives throughout the country, together with leaders in the physical education movement, were appointed on many of the sub-committees of the Conference, most of the service being given, however, to the committees and sub-committees in Section 3 on *Education and Training*. The only specific mention of recreation and physical education in the general organization plan for the Conference was in the organization of Committee E of Section 3. This committee was called *Committee on Recrea-*



*tion and Physical Education* and served under the chairmanship of Colonel Henry Breckinridge. After the work of the Conference was under way, an additional committee in this section was added on *Youth Outside of Home and School* under the chairmanship of James E. West.

These two committees, together with the *Committee on the School Child* under the chairmanship of Dr. Thomas D. Wood, of Section 3, absorbed most of the service of the recreation and physical education leaders giving active service to the Conference.

The *Committee on Recreation and Physical Education* subdivided itself into six working sub-committees as follows:

*Recreation and Physical Education in Secondary Schools*—Dr. F. W. Maroney, Chairman

*Recreation and Physical Education in Elementary Schools*—Florence Somers, Chairman

*Recreation and Physical Education for Preschool Ages*—Mrs. A. H. Reeve, Chairman

*Recreation and Physical Education Outside the School*—

George E. Dickie, Chairman

*Leadership Training*—Dr. James H. McCurdy, Chairman

*Legislation*—Colonel Henry Breckinridge, Chairman

It was to the report of these various sub-committees that the meetings of the *Committee on Recreation and Physical Education* were devoted. Aside from the consideration of the special and individual recommendations made by the various sub-committees, the discussions of this section at that time brought out rather clearly the fact that the combination of recreation and physical education in one committee under the title given was confusing, inasmuch as it was felt that the combination assumed that recreation and physical education were somewhat synonymous. Most of the

“No economic need in prosperous America can be urged as justification for robbing a child of his childhood. No encroachment upon the years needed for education and guidance should be tolerated.” — *Herbert Hoover*

physical education leaders and recreation workers present at the meetings seemed to agree that the plan followed was a little unfortunate and that it did lead to the result that the reports of subcommittees were almost entirely devoted to physical education and to such recreation activities as were based on physical activity. The report of the *Committee on the Preschool Child* gave substantial consideration to more than physical activity of the children within its age group. The *Committee on Recreation and Physical Education Outside the School* also gave real consideration to some of the more general activities than are included in the program of physical activities. The discussions of this section meeting had value in clearing up some of the confusion which seemed to exist as to the relation of physical education to recreation, and as a result of this meeting the chairman in his report the next day to the whole section included the following introductory paragraph:

"Such words as are contained in my report must be interpreted as being confined to this field of physical education. You may find here, in view of the limited space of time, a lack of treatment of matter not based on physical activities."

#### The Development of the Child as a Personality

Considerable attention was given to recreation activities in the work of the *Committee on Youth Outside of Home and School* which was added to Section 3 after most of the other committees had gone to work. It was designed to deal with the non-health factors, those having to do specifically with the development of the child as a personality and a character. This inclusion was probably symptomatic of the recognition by many people of the need for consideration of other than the health factors.

The subsection contained committees on such types of organized influences as the church, girls' work agencies, boys' work agencies, neighborhood agencies, theaters, motion pictures, commercialized recreation, radio, camps; on special problems of youth in institutions in industry, in rural communities, and on certain types of influences such as play, safety, reading and community environment.

The important recommendations in these various fields should be sought not in the generalization of the report of the subsection but in the reports and recommendations of the specific committees.

The gist of the report of this subsection lies in the following paragraphs of Mr. West's report, in which the committee presented a specific recommendation embodying all of the recommendations:

"Since approximately 40 per cent. of the life of most of our children and youth is spent in spare-time activities and since these leisure-time activities exert so deep and important an influence in character formation: since health, learning, character, and concern about others are four corner stones upon which life's structure rests; and since good health and keen minds are assets only when motivated by lofty character and social concern:

"This committee strongly urges upon homes, churches, schools, neighborhoods and civic units, wider use and support of leisure-time, character-influencing movements, and methods for enriching and motivating the lives of their children and youth. Specific proposals to this end are included in the detailed findings and recommendations of the committees on churches, girls' work agencies, boys' work agencies, neighborhood agencies, play, safety, motion pictures, radio, commercialized amusements other than motion pictures, radio, reading, community environment, camping youth in industry, rural youth, and boys and girls in institutions;

"We therefore urge:

"1. The careful study and use of these proposals.

"2. The basic importance of activities and doing for child growth and development.

"3. That outstanding trained leadership is the determining factor.

"4. The practical recognition of the individual child as the unit of any program opportunity.

"5. The necessity for inter-action among homes as the basis of child-developing, growth-stimulating environment.

"6. The cooperative re-aiming of programs and closer relationship between social agencies toward the elimination of 'no-man's-land' and to do this so as to re-inforce the basic, primary units of home and neighborhood."

#### The School and the Child's Leisure

The *Committee on the School Child* included in its report a specific recommendation which, because of its definiteness and its value to community recreation workers whether working under school boards or other public departments, is being given here in full:

"That provision be made for full time utilization of a school plant for desirable leisure time activities of youth; that boards of education arrange such coordination between playgrounds and recreation authorities of the community and the school directors of such activities that gymnasium facilities, playgrounds, shops, craft studios and other portions of the school plant be made available to all children under competent supervision in the afternoons, in the evenings when desirable, on Saturdays and portions of Sundays when not in conflict with religious observances and that where necessary restricted legislation limiting the use of the school plant be repealed."

In reporting at the closing session for Section 3 on *Education and Training*, Dr. Kelly presented a very careful and effective statement on thirteen major recommendations which grew out of the studies and conclusions of the various committees which made up the section. The following extracts do not cover the recommendations of this section in full but are extracts taken from some of the thirteen high lights presented:

"... However, agencies for child education and training are in general alert and managed by competent self-sacrificing men and women. Naturally, social institutions like the school, home and church which are nation-wide in their scope, make changes and adjustments slowly, but in practically all of them, there are places where the problems are being solved effectively. What is needed is continuous critical but sympathetic study of these agencies, and then encouragement and support of the programs evolved."

"... That leisure may be a blessing it should be, training in its use is imperative. In recent years there have grown up more than a score of leisure time educational and recreational organizations for boys and for girls, designed to supplement the home, the church and the school. In America we have been prone to think of the

school as the all sufficient solvent of our social problems. It is becoming clear, however, that many needs of youth cannot be met most effectively in the school. These organizations of boys and girls are powerful allies of education. Their programs for the development of the bodies, the strengthening of the characters, and the enrichment of the lives of children are an essential part of the education and training called for today."

"A suitable place to play, affording activities suited to the varying needs of the individuals, is the right of every child. Play is a constructive force in child life, needed not only to build strong bodies, but also to develop those character traits which revolve around resourcefulness and courage. City crowding may be useful industrially, but society misreads its profit and loss account

when it thinks to achieve industrial success at the expense of child welfare. Day nurseries and nursery schools; playgrounds, accessible and supervised; facilities to keep children in close touch with nature—these and many others must be listed on the ledger of city crowding industry before a fair balance sheet may be drawn. What the home can no longer

"... We approach all problems of childhood with affection. Theirs is the province of joy and good humor. They are the most wholesome part of the race, the sweetest, for they are fresher from the hands of God. Whimsical, ingenious, mischievous, we live a life of apprehension as to what their opinion may be of us; a life of defense against their terrifying energy; we put them to bed with a sense of relief and a lingering of devotion. We envy them the freshness of adventure and discovery of life; we mourn over the disappointments they will meet."

—Herbert Hoover.

do to provide a play life for children, may not on that account be left undone.

"But in all these things which society must provide to furnish wholesome recreation outside the home, the home influence must be strengthened, not weakened. The play facilities must be instruments in parents' hands to help them carry the responsibility of rearing their children. This responsibility must not be shifted from the mind and hearts of parents."

"The emphasis that this Conference gives to child health and protection should not be interpreted as an undervaluation of character as the basic outcome of education and training. A body as nearly sound as possible is the first and best approach to a sound mind. And sound minds afford the most fertile field for the cultivation of character. But character such as is urgently

needed in American life can be adequately developed only when all those responsible for children are awake to the fact that character does not just happen, but is the result of careful cultivation.

"Among the significant problems in character development is the modern tendency toward specialization. To the doctor the child is a typhoid patient; to the playground supervisor a first baseman; to the teacher a learner of arithmetic. At different times he may be different things to each of these specialists but too rarely is he a whole child to any of them.

"But only as the whole personality expands can character develop. Respect for a child's personality is an absolute requisite to effective character development. This involves a reversal of emphasis. The doctor rather than prescribing for typhoid fever, should prescribe for Harry Smith suffering from typhoid fever. The playground supervisor, rather than training a first baseman should train Harry Smith on first base. The teacher rather than teaching arithmetic should teach Harry Smith by means of arithmetic."

In conclusion it is well to review the fact that although the Conference on Child Health and Protection was concerned with the recreation of the

child only as it contributes to the problem of health and protection, nevertheless recreation played an important part in its deliberations and a greater part than was anticipated when the Conference was first organized. The Conference seemed to bring out clearly that we cannot subdivide the child but must serve him as a whole personality. It was also clearly brought out in various meetings that the economic status of the family is one of the primary factors in the growth and development of the child; that no matter how effectively we might develop the various services to the child, they will all be ineffectual if the emotional background of the child's life is unhappy and insecure due to the inability of the family to secure an adequate and assured income.

The work of all the different committees of the Conference will be published and available for general reference purposes. They contain a wealth of material on recreation which is of value to every recreation worker throughout the country and it should be studied by every recreation worker as soon as it is available so that the Conference can be used as effectively as possible in securing more recreation for our children and young people and better standards of recreation service.

## President Hoover Pleads for America's Normal Children



... let us bear in mind that there are 35,000,000 reasonably normal, cheerful, human electrons radiating joy and mischief and hope and faith. Their faces are turned toward the light—theirs is the life of great adventure. These are the vivid, romping, every-day children, our own and our neighbors', with all their strongly marked differences—and the more differences the better. The more they charge us with their separate problems the more we know they are vitally and humanly alive."

# Music and Drama Demonstrations at the Recreation Congress

**A** COMMUNITY symphony orchestra of 75 men and women of all ages from 18 to 70 and of a large variety of the common vocations or jobs of life, played one evening at the National Recreation Congress. They played *Finlandia* by Sibelius, the Overture to *The Barber of Seville* by Rossini and the *Andante Cantabile* from a String Quartet by Tschaiakowsky, and they played this fine substantial music so well that many of the recreation executives who heard them wanted to know how to establish such orchestras in their own cities or towns. The November issue of **PLAYGROUND AND RECREATION** carried an account in some detail of the founding of this orchestra and the cost of starting it.

This orchestra came to the Congress from Irvington, New Jersey, through their own generosity in giving up working time to do so, and through the generosity of the Board of Commissioners who voted a special appropriation to take the members of the orchestra to Atlantic City. Many people other than the delegates to the Congress enjoyed the concert which the orchestra gave, for through the courtesy of the Columbia Broadcasting System a nationwide broadcast was made possible. Preceding the broadcast, Mrs. Thomas A. Edison spoke over the radio on *The Musical Amateur* and Dr. John H. Finley discussed *Recreation for Moderns*.

Other music demonstrations at the Congress included a children's toy symphony delightfully presented by little children from the Pennsylvania Avenue school of Atlantic City, and singing by

two groups from the Texas Avenue school. A new activity at the Congress was the dramatization of four old ballads—*High Germany, O, No, John, The Old Woman and the Peddler* and *Leezie Lindsay*. Two methods were used in presenting these ballads. The first was through pantomime, the audience singing the ballads while the actors pantomimed them. The alternative method consisted of the singing of the ballads by the players as they acted out the songs.

In the general singing, which was led by Augustus D. Zanzig of the staff of the National Recreation Association, the plan was followed of varying the old familiar songs with new ones presenting a rich variety of feeling, ideas and nationalities and suited to the tastes and abilities of any individual or group, young or old, talented or untalented. A number of these new songs were welcomed as being especially suitable for playground singing.

For the benefit of those inquiring about the sources of songs used at the Congress, a mimeographed statement entitled *Singing at the National Recreation Congress* has been prepared. This may be secured from the Association on request.

Experiments were the order of the day at the 1930 Congress, not only in the music program but

in drama. For the first time the plan was tried of presenting very short plays in which the delegates took part. The two short plays given. *To Market, to Market*, one of the *Six Dramatic Stunts* prepared by the Community Drama Ser-

(Continued on page 580)



Twenty-eight stations broadcast the story of recreational music as described by Mrs. Thomas A. Edison and Dr. John H. Finley.





Huge crowds of people watched Milwaukee's winter sports program in 1930 and enjoyed the two-day

Winter brings its own delights for young and old.

## Winter Sports and Play Days

**A**LMOST 60,000 people attended the 1930 winter sports program conducted by the Outdoor Winter Sports Association of Milwaukee, Wisconsin, under the auspices of the Extension Department of the Public Schools with the co-operation of the Board of Park Commissioners. During the season there were events of all kinds for people of all ages—skating events—220 yard, one-quarter, one-half, three-quarters

and one mile races; relays; ski jumping; figure skating; curling and hockey games. And for the younger members of the community—the schools, the Junior Optimists, the Girl Scouts and the Newsboy Republic—there were, in addition to skating, such events as wheelbarrow, broom and chair races, chariot races, stunts and sled parade—all kinds of fun-creating activities which entertained not only participants but spectators.

It all culminated in a two-day carnival when hotly contested championships, both city and state, were played off by juniors and seniors, and there



which several thousands of boys, girls and adults took part, competing for city and state-wide championships

were meets of various kinds. The attendance at the championship events alone was 18,500.

Milwaukee is only one of the many cities conducting winter sports programs and carnivals through the department in charge of the recreation program. Of national fame is the winter sports play week of Minneapolis, Minnesota, which provides opportunities for junior and senior skaters, skiers, tobogganers and snow-shoers. Ice-boat enthusiasts have their races; hockey games are played for the championship of the city; snow modeling artists exhibit their skill and dog derby races are run. A municipal hiking club of young people have hikes every Saturday afternoon and on stated Wednesday evenings during the entire winter. St. Paul and Duluth are among the cities of Minnesota which take full advantage of cli-

matic conditions to provide neighborhood winter sports days and city-wide carnivals. Many cities in New England, New York and other eastern states hold winter carnivals when the weather permits. California now has winter sports centers fully equipped for tobogganing, skiing and skating. The Palisades Interstate Park Commission, New York and New Jersey, provides winter camping, and skating rinks and ski runs are available for the campers. Other state, county and municipal park commissions throughout the country are promoting winter sports on a large scale.

Increasingly streets are set aside for coasting under police protection and thus even in sections of the country where snow and ice are only of a few days' duration, every opportunity for winter sports is eagerly awaited and seized upon.

# With the Recreation Executives at the Recreation Congress

## Advisory Recreation Councils

C. E. Brewer of Detroit, Michigan, presided over the first session which discussed the best plan of organization for an advisory recreation council that will reflect public sentiment and whose influence may be used to secure necessary funds and cooperation from governing bodies.

"If an advisory council is to be successful," said Philip LeBoutillier, Superintendent of Recreation in Irvington, New Jersey, "membership in it must be regarded as an honor and a privilege carrying definite responsibility, and the entire community must be represented on the council."

The Irvington Recreation Council was launched by a seemingly informal but carefully planned dinner meeting attended by about twenty community leaders. The reading of the report of the Department of Public Recreation for the past six months and the presentation of future plans were followed by a round table discussion. A physician spoke on the relation of recreation to mental and physical health; a fraternal leader talked of the need for cooperative relationships between fraternal bodies and the municipal recreation department; representatives from the American Legion, Board of Education, churches and other civic groups made their contributions. A motion to organize a permanent recreation council was enthusiastically adopted.

The council, which is self-supporting, holds meetings once a month lasting for two and a half hours. These meetings are frequently attended by the entire municipal governing body, and commissioners of the town are invited to discuss projects under consideration. Members of the council are appointed by affiliated organizations. Every six months a report is sent each organization citing the activity or the lack of it on the part of its representative. Favorable reports are frequently read at organization meetings. Today there are 32 member organizations representing community groups of all kinds, and the attendance at meetings has averaged more than 70 per cent. The results obtained by the council are numerous. Outside speakers have been brought in, including criminologists, jurists, city planners, newspaper editors, recreation authorities and others. The result has been a broadening of

vision and a growing appreciation of the importance of the recreation movement. The educational values of these meetings have extended to all sections of the city.

The advantages of recreation councils are numerous. They have helped to carry recreation departments through political upheavals and changes in governmental policies. Increased budgets, in spite of reductions in other department budgets, and bond issues for the purchase and development of areas can be traced to the influence of certain recreation councils. A recreation council secures concerted action on questions affecting the development of the movement. It provides the opportunity for keeping organizations interested in public recreation in touch with all matters affecting recreation interests throughout the city.

The following statement of purpose is indicative of the aims of the Irvington Recreation Council:

"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 our community.

"As citizens of this town, we agree to meet on the fourth Thursday 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."

In the discussion which followed, a number of executives told of their experiences in organizing advisory councils. The Recreation Commission of Plainfield, New Jersey, has a council made up of representatives of the groups which the Commission has organized. This council meets once a month. For a number of years a community council has existed in connection with the community centers of the public schools of the District

of Columbia, which was made up of representatives from each center with several members at large. The weakness has been that each representative is interested in his own particular district. Representation from civic organization is secured only through the selection of members at large. The council is now being reorganized somewhat along the lines of the Irvington advisory council. Berkeley, California, has a council, which is purely advisory, appointed by the Mayor to serve indefinitely. Charles W. Davis, director of recreation and physical education, feels the plan of having such a council is desirable. People serving on it have valuable contacts and the weight of their opinion is an important factor carrying influence with city officials.

One executive stated that the advisory recreation council in his community has been of as much service to the local movement as the recreation department. Councils have been set up in each section of the town and delegates are appointed from these groups to attend meetings of the recreation department, nine out of ten of which are open to the advisory councils. The councils are valuable in feeling out the sentiment in the various communities and getting their reaction to the program. The budget for each section is first taken up with the advisory council before it is acted upon.

All the executives taking part in the discussion urged the necessity for having advisory recreation councils purely advisory.

#### Community Councils as an Aid in the Athletic Program

Much interest was aroused by the discussion of the need for community councils composed of all agencies conducting athletic activities for boys and girls, and of the responsibility of the recreation executive in organizing such a council and giving leadership to it.

"It is the primary function of every recreation department," James S. Stevens, director of recreation in Springfield, Massachusetts, pointed out, "to see that every boy and girl in the community has an opportunity to engage in athletics. If we can assume that in every community there is need for the promotion of more athletics and that this can probably be accomplished through some cooperative scheme, it is possible to come directly to a discussion of the advisability of using community councils."

Mr. Stevens defined a community council used in this connection as an advisory board made up

of representatives from various communities. A properly organized council should be a unit of strength in that it may be used to obtain proper legislation and create a unified interest in athletics in general; a well organized council would be inclusive enough to give proper representation to all branches of sports regardless of their popularity in the community and would place the so-called "specialized" athletics and those based on the desires and customs of various races, such as bowling on the green and cricket, on an equal footing. It should prevent duplication of effort and expenditure of money in that it may be used as a clearing house for programs; it should bring about a better understanding between various organizations and raise the standards of athletics in respect to proper age classifications, physical examinations, standards of competition, various age groups, physiological effects and the choice of proper officials. Another advantage should be better publicity for all organizations because of the cooperative plan and the numbers affected.

As possible disadvantages, Mr. Stevens mentioned the fact that some community councils are apt to be dictatorial in regard to the distribution of expenditures, and they do not take sufficient interest to inform themselves properly of all phases of a situation but are selfish in their requests. The strong units within a council are liable to control the thought of the entire group, oftentimes to the hardship of the minority. There may also be a tendency on the part of some members of a council to play politics. A further disadvantage lies in the fact that serious mistakes are sometimes made in the selection of the personnel of the group.

A number of the executives present told of the plan they were following of having a committee of citizens head up various sports. In one city, where there has been little interest in tennis, the organization of a group of citizens interested in tennis—one or two of them outstanding players too old to play—had stimulated the sport greatly. This was true of baseball in other cities. Mention was made of the advantage of having a representative from each sport serve on a central council, and it was felt that if every city could have a special committee serving in connection with every sport and a representative council unifying the program, it would be a great gain for the athletic program.

An advisory athletic council ought not to settle disputes in athletics. There should be a separate board known in most cities as a *Protest Board* to

perform this function. C. E. Brewer of Detroit, Michigan, told of the Municipal Athletic Commission of five members serving in that city as a legislative and judicial body. It draws up eligibility rules and handles protests. The commissioners are appointed by the Mayor, each for a five year term. Mr. Brewer finds this body indispensable and would not attempt to administer a city-wide program without it.

#### City-Wide Athletic Commissions

The actual success of city-wide athletic commissions in stabilizing and controlling an athletic program came under fire at this session. Dorothea Nelson, director of recreation Louisville, Kentucky, emphasized the need of having some form of athletic commission. Even in a city where the recreation department has organized athletics for years, it is well to have an athletic commission to serve as an official court of appeals and to interest local groups in the program. When a commission brings into its membership representatives of all the local sports, it helps to give unity to the athletic program of a city. In a city where for years athletics have been administered by separate local groups and a newly appointed recreation department enters the situation, there is vital need for an athletic commission, preferably appointed by the Mayor or the recreation department, to push the athletic program of the department, the power and control being vested in the department.

On the whole, commissions help in securing publicity for athletics and thus in securing more teams. They can control more teams and have more prestige than a newly established recreation department and can work through more channels. Miss Nelson stressed the point that the group in charge of athletics should be given authority really to control. The particular form which this group should take must be governed by the situation in each city.

E. L. Manning of New Haven, Connecticut, told of the success of the plan in operation in that city of having an Amateur Athletic Federation made up of local groups conducting athletics, such as the Y. M. C. A. and industrial plants. This Federation controls the athletic program, working through various committees.

The group discussed the question of procedure in cases in which the recreation department uses the facilities of the school board, park board and other groups. Some of the executives felt the best results were secured if the recreation board

could control all of the properties and issue permits for their use. Others felt that a committee should be formed representing all departments whose facilities were involved, this committee to make rules and issue permits.

#### Responsibility of the Community Center for Providing Evening Recreation for Boys and Girls of High School Age

What constitutes a program of recreation for boys and girls of junior high school and senior high school age? Do our modern school activities provide all the recreation necessary for these boys and girls and should the community center debar young people because schools are giving them full opportunity? Is it the responsibility of the community center to continue at night the activities boys and girls enjoy in school during the day and what is the responsibility of the community center and the recreation executive toward the young people of after-school age? Is it possible to limit the attendance at the center of boys and girls of school age to Friday night and Saturday?

These were a few of the questions which Sibyl Baker of Washington, D. C., who served as chairman of the meeting, presented to the recreation executives. In a discussion which followed the point was made that it is the function of a recreation department in providing activities to avoid duplicating as far as possible the program of other organizations and to act in accordance with the policies and regulations of other local organizations involved. Every effort should be made to avoid conflict with boards of education conducting activities.

To a limited degree junior and senior high school pupils are allowed to use the school centers of Newark, New Jersey, but in general there are so many adults who have no such opportunities for recreation as the younger group that older members of the community are always given first call. In York, Pennsylvania, any individual over sixteen is provided for at the community centers. Fourteen year-old children with work certificates are always accepted. The majority of those attending the York centers are from the industrial group. In one New Jersey city no child in school can attend the centers, and children playing on high school teams cannot compete in board of recreation teams. In Detroit, Michigan, children are permitted to come to the centers on Friday and Saturday. This same general plan is followed at the request of the superintendent of schools in

Lakewood, Ohio. Last year there was a large group of children in Lakewood who were not getting all they wanted of social dancing. Centers were open on Friday and Saturday to teach dancing, and if a demand should come from this group for activities on other nights careful consideration would be given the request.

There was a feeling on the part of a number of the executives that very often school participation in recreation activities does not satisfy the individual boy and girl, and the executive is taking a pretty heavy responsibility in excluding such children from taking part after school hours in an activity they greatly desire. It was pointed out that good programs of activities are being conducted in many grammar schools with the result that large numbers of children are being sent on to high schools whose appetites have been whetted for certain activities. It sometimes happens that high schools cannot take care of them all, and recreation departments must step in to meet their needs. Possibly, it was suggested, the parents of the children are the ones to decide whether or not children should be excluded from the centers.

Great care should be taken in seeing to it that between the school and the recreation department, the child does not have too much athletic activity; there is little danger, it was felt, of over-participation in music, drama and similar activities.

### Handcraft Projects for Various Age Groups

In opening the discussion, Josephine Blackstock of Oak Park, Illinois, suggested a few general principles on the subject of age interests. To decide what handcraft projects are best suited to various age groups, she said, it is necessary for the play leader to have at least a working knowledge of the physiological and psychological age interests of the child. Rather too often the playground handcraft program, like Topsy, has "just growed." Far less scientific study has been given to it than has been accorded the athletic program or dancing schedule, and yet when we deal with the constructive interest we deal with one of the deepest instincts of the child. It is the responsibility of the recreation movement to find expression for the construction impulse or the full creative ability of the child will never be developed.

Both the mental and physical growth of the child have direct bearing on his construction preferences. In general the child from five to seven years of age possesses muscles low in elasticity, has little concentration and likes handling tools as

a short interest span, and is largely influenced in his handcraft interests by his environment and by adult activity. His work, in general, should not be confined to small projects; he should be allowed a large range of originality and a wide activity of handcraft projects. It has been found on the Oak Park playgrounds that the smaller children have a definite love of bright colors, and they have been allowed to make and paint a number of wooden projects using their colors as they wish.

From seven to ten, the child grows in control and steadiness. He learns cooperation and social consciousness. He has an aim in what he makes but not much plan as to details; nevertheless satisfaction in activities has developed. At eleven and twelve years of age, he begins to develop an interest in detail and plan, and the skill motive emerges. He is interested in heroic characters; he wishes to emulate and to explore. The girl especially begins to be interested in social projects. Here the play director should consider the girl's growing love of the beautiful and tie up handcraft interests with her social life. The boy at this age is usually specializing in a hobby. Here the tie-up in handcraft should come in, and the boy should be given something definite that creates in him a sense of obstacles overcome.

In the discussion it was suggested that there are certain projects which are of interest to varying age groups, provided the leader does not look for the same degree of accomplishment from all. A doll house project, for example, will interest older boys and girls as well as little children. A county worker has discovered that a project popular in one community meets little favor in a town a few miles distant. "One of our greatest difficulties," she said, "is to decide what the style is to be in a particular community; find out what the children themselves want first and then gradually get them to do what we think is wise for them to do."

This idea of letting children make what they want within reasonable limits was reiterated throughout the discussion, as was also the advisability of using scrap material. Mobile, Alabama, in cooperation with the Committee on Wood Utilization of the U. S. Department of Commerce, held a very successful scrap lumber contest in which over 800 children from 10 playgrounds took part. In Detroit, the children themselves collect scrap material, the Recreation Department sending trucks to collect boxes. Radio cases made of 3-ply wood—and these can usually be easily obtained—are supplying excellent material



for carving and for making many articles.

The executive of one city stated that leathercraft has been the most popular of all the projects, the children making things they can use. Designing proved the least popular, being outside the experience of most of the children. Much emphasis was laid on the advisability of having the children make attractive things they can carry, wear or use in their homes. One city in its poorer districts follows the plan of having a major project each week at the maximum cost of five cents an article, using scrap lumber, waste pieces of upholstery leather and similar material. The projects consist largely of things children can use in their homes such as salt boxes and racks.

In Philadelphia the problem of finding interesting projects for boys from four to seven is solved by playground movies. The boys make the panels, using wall paper and similar material, and drawing or pasting the scenes. Hobby clubs for boys from six to ten were suggested in which the boys make whatever they wish. Fairgrounds, farms and miniature airports are the result of club activities.

"Should children pay for the material they use?" Here was some difference of opinion, a number feeling that the children should pay for at least part of the material used, if not all, or that interested private groups should help bear the expense. In Cincinnati the playground Mothers' Club buys the material. Milwaukee, at the beginning of its program, gave the material but later adopted the plan of making sufficient charge to cover the cost; in another community a charge also exists but exceptions are frequently made when children cannot afford to pay. In a few instances children are allowed to sell some of the articles they make

to pay for the cost of the material. It was pretty generally felt that recreation departments ought not to supply free of charge such expensive material as balsam wood and paper used in the construction of airplanes, but should sell it at cost.

A number of suggestions regarding programs were offered.

In conducting a miniature aircraft program, it was agreed that the best way of arousing interest is through the actual making of models though much can be done by showing models. In Milwaukee, models were flown at high school assemblies and announcement was made of the formation of classes. Much interest can be aroused by having models suspended from ceilings in rooms where children congregate.

"Look for leadership in teaching handcraft among the children themselves," said one executive. In Oak Park a little Swedish boy is teaching other children to carve. "Try entirely new programs each year," was another suggestion. Appreciation of the children's efforts is highly desirable. Hold exhibits where the children's handcraft is shown. In Newport the children make blocks for the sand boxes which bear the name of the child who makes them.

Tools and equipment are important. One executive told of the success he had with a strongly built work-bench 5 ft. by 3 ft. placed in every playground at a cost of \$43 each. Fifteen boys can work around the bench.

### Relationships and Attitudes of the Recreation Executive

In the discussion of the guides, principles and ethics valuable to determine the relation and at-



An Indian Village made by the playground children at Evanston, Illinois.

titude of the director of recreation to members of boards and to the general public, Reeve B. Harris of Passaic sounded a note of warning. Viewpoints of board members are often very different from those of the executives, he said, and they are worthy of consideration. "The recreation movement is new; we haven't yet learned all there is to know; avoid going too fast. Above all, don't forget human relationships and use 'horse sense.'" In this connection, Mr. Harris presented the following:

*Humor and  
Organizing ability  
Relationship with  
Stability plus honest  
Endeavor  
  
Scientific application  
Endurance and  
Newspaper publicity  
Sensible but always  
Enthusiastic*

The morning session closed with the adoption of the Code of Ethics prepared by a committee consisting of William Burdick of Baltimore, Corinne Fonde of Houston, George Hjelte of Westchester County and Clarence A. Perry of New York City.

The purpose of the Committee on a Code of Ethics has been merely to find out what the recreation executives themselves feel should be incorporated in such a code and to try to determine some of the safeguards, standards and attitudes toward their work in the community which have helped executives in their professional life and have aided them in promoting the local recreation movement.

The suggestions which have been offered by executives deal in general with personal qualifications and standards, relationships to staff, to the public, to business houses and to the press, and with political relationships and nepotism. Some of the principles suggested for a code follow:

Executives should, first of all, demonstrate an abiding faith in the high calling of the recreation profession by giving at all times their best efforts to the work. Any knowledge gained by the individual executive should be contributed to the general fund of knowledge of the profession, and whenever called upon the executive should stand ready to aid other members of the profession and other communities.

In his relationships with his staff, the executive's criticism should be constructive and his commendation generous; merit should be

recognized as the only sound basis for advancement and no obstacle should be placed in the way of the subordinate receiving merited advancement. It should be the effort of the executive to avoid destroying the initiative of his workers by too much routine. Discipline is excellent and necessary, but with it should go a "square deal." It is not right for an executive to ask his subordinates to work hard unless he is expending every bit of his energy in the promotion of recreation. Workers should be fitted to the job for which they are best suited and the results should be measured by an analysis of the difficulties and problems besetting the task required.

In his relationships with the public, local groups and other city officials, there should be a spirit of cooperation, friendliness and warm appreciation of the efforts of governmental and private agencies working for the same and similar objectives. An executive's personal habits should not offend the community for which he is working, and any action which would seem to indicate a catering to any special group in the community should be avoided.

The question of relationships with the local press is important. An executive should always play fair with newspaper men. Personal publicity for an executive, except under certain conditions and for certain reasons, is detrimental and dangerous. In the main personal publicity should be avoided unless it is essential to the securing of desired publicity for the work.

Another question of fundamental importance is the executive's relationship to sporting goods houses. An executive should never accept commissions or bonuses for the sale of apparatus or athletic supplies; he should have no financial interest in any sporting goods house or other firm which benefits from purchases made on his recommendation. The fact that certain sporting goods houses give prizes for athletic events should not entitle them to patronage. It is unwise to accept from dealers Christmas gifts or special discounts on personal articles.

In political relationships, it is unwise to participate in partisan parties. An executive should not compromise for the sake of his job or of obtaining his appropriation; in obtaining appropriations he should not barter improvements and facilities for a certain neighborhood for votes in favor of his budget from representatives in these districts. "Let the good of the work, the good of the children, and the good of the community be the governing factor in meeting all political situa-

tions, and meet them diplomatically and fearlessly." It is inadvisable to pad a budget. "Padding a budget in order to have sufficient funds after a cut often acts as a boomerang."

Political or personal considerations should not be permitted to bring about the appointment of incompetent or unqualified workers. The fitness of the candidate should determine his appointment.

It is inadvisable for an executive to try to do work on the side which would give the impression that recreation is not a full-time job. He should not coach, referee or serve in any other capacity as a paid official.

The code is not a compulsory law. It must be recognized that there are occasions when good executives may have to do things and accept local practices which do not measure up to their personal standards, for a rigid adherence to these standards might result in complete failure to the recreation program.

### The Question of Experimental Projects

In the afternoon session, the executives divided into two groups—A, Communities under 50,000 population, and B, Cities over 50,000. The first question debated had to do with the extent to which a municipal recreation department is justified in embarking on experimental projects of interest to relatively few citizens, as over against the conducting of a program of more or less general interest in which the returns can be predicted with some degree of accuracy. George Hjelte of Westchester County served as chairman of Section B; Daniel M. Davis of Wilmette, Illinois, of Section A.

Certain activities in any recreation program, it was suggested by Ruth Swezey of York, Pennsylvania, opening the discussion in Section A, can be classed as experiments, and when their value has been proved from the point of view of the number of individuals reached, the satisfaction gained and the interest developed, they may justifiably be made a permanent part of the program. A recreation board is justified, she felt, in using money to initiate a project after a careful analytical study of the actual demand for the activity, the initial cost, the number of individuals who will be reached, and the carry-over value has established its general worth as a permanent activity.

Miss Swezey reported the results of the questionnaire sent to executives in 50 cities under

50,000 population, 30 of whom responded. Three questions were asked.

(1) Do you feel a tax supported recreation system should embark upon experimental projects of interest to relatively few?

(2) What are some of the projects you have experimented with?

(3) Check those that grew into popular activities with large participation and were especially successful.

Five executives answered the first question in the affirmative with no qualifying statement. Their attitude was, "If we don't, who will?" Three responded negatively saying, "We have no right to experiment in any way with public funds that are appropriated for a program which should reach everyone." Two executives felt the money might be spent after the program had been thoroughly enriched with well established projects, but not until there were surplus funds. Ten believed it was justifiable to experiment provided there was assurance the experiment would grow eventually into an activity which would reach larger numbers. The following list was suggested by these ten executives as projects holding reasonable assurance of success:

Hallowe'en Jamboree	Boys' Band
Girl Scouting	Piano—Violin Classes
Soccer	Nature Study Hikes
Adult Dramatics	Colored Recreation
Day Camp	Movies for Shut-ins
Playground Gardens	Archery
Playground Development	Candy Making
Baseball Leagues	Bridge
Drama Instruction Classes	Acrobatic Tap Dancing
Woman's Chorus	Trap Shooting
Male Chorus	Lawn Bowling
Children's Theatre	Rifle Range
Mothers' Clubs	Nationality Programs

The following list was suggested by the five executives who believed in experiments with no limitations:

Tap Dancing	Drama Clubs for Colored
Croquet	Folks
Tennis Leagues	Garden Clubs
Football for Juniors and Seniors	Boys' Playgrounds under Boys' Control
Soccer for Men	New Camps
Community Sing Programs	Day Camps
	Sportsmanship Awards
	Special Culturally Representative Programs
	Special Radio Programs
	Many Special Organization and Leadership Devices
	Music—Orchestras—Festivals
	Drama Tournaments in Schools
	Art
	Camps
	Science

Miss Swezey pointed out that the five executives suggesting the second list took the position it is justifiable to continue spending money for activities which attract only a few, while the group

of ten reporting list No. 1 felt that the activities which did not prove popular to many should be dropped.

"What shall be the policy?" asked Miss Swezey in opening the meeting for discussion. "What will a city stand for in the way of experiment? Will the criticism be worth the experiments? Are the two executives right who said, 'We cannot spend money needed for a well established program, but if we arrive at a place where we have surplus after the people are reached through fundamental activities, athletics, music and drama, the laboratory work may be done with a city's money to benefit the nation-wide program of recreation.'"

Most communities are rather conservative with tax money, it was pointed out, and there is a tendency to regard as experiments such projects as the provision of rifle ranges, day camps, miniature golf courses, playground gardens and children's theatres. Boxing, lawn bowling, archery, music instruction and Mothersingers might also be placed on the doubtful list. F. S. Mathewson, superintendent of recreation, Union County, New Jersey, Park Commission, told of installing a rifle range and trap shooting equipment which after the first year is still in an experimental stage. He feels, however, that in organizing and giving publicity to the activity he is meeting a real need on the part of gunners and men interested in the sport, and that he is justified in the expenditure of tax money and in making the activity a permanent feature of the program.

Before launching a new project of this type, a complete study should be made of the proposed activity and if it is found to be a fad with no carry-over value of permanent worth, it ought not to be undertaken. A warning was also sounded against starting things and not finishing them. Every project is an experiment until it has proved worth while. (An experiment is very often a project that the executive believes in but in which no one else has any faith.) Study the various activities and requests and choose the best. Select activities carefully, start them, advertise them, get them going, create a demand for them, and if they attract a thoroughly representative number of people, you are justified in making them permanent features of the program. The introduction of new ideas has definite educational values which recreation executives should promote.

The general consensus of opinion in Section A was in favor of experimentation and of the plan



**An Experimental Project, Northampton, Miss., Which Proved Successful.**

of initiating something new each year, using tax funds if possible to make projects permanent.

Much the same opinion was expressed in the discussion in Section B, where the executives from large cities felt that unless experimentation was carried on there could be no progress. There should be some assurance that the experiment would eventually be successful, and the amount of experimentation must depend on the total appropriation. There was a time, it was pointed out, when golf was considered an experiment which has justified itself. Fifteen years ago municipal camps were an innovation, and thirty years ago playgrounds were an experiment about which many people were doubtful.

Experiments cost money, and sometimes money is lost in the process, but in the long run most experiments in recreation are justified. A warning was sounded against spending too much time on experimental work lest the progress of the entire program be retarded. "Experiment and evolve principles, but keep a balance between experiment and definite programs."

#### **Problems of Golf Administration**

The question of present problems of golf administration and ways in which they are being met was opened in the Group A section by F. S. Mathewson, who pointed out that because great numbers of people are playing golf today, officials of public and municipal courses are daily being confronted with problems of administration of all kinds. There is the fundamental problem of trying to accommodate all who want to play and there is also the difficult matter of teaching the public links golfer the rules of the game, more especially the common courtesies associated with the sport. Many municipal courses charge too

small a fee to permit the maintenance department to keep the links in first-class condition. By virtue of the fact that heavy traffic is inevitable, the maintenance costs of a public course are far in excess of those of a private country club. The average public links player does not object to paying a reasonable greens fee if he knows it is being spent on the course. The municipal course should be constructed and maintained with greater care and attention than the neighboring private course, not only because of the number it serves but in order that it may supply a maximum amount of enjoyment as well.

One of the problems of the Union County Park Commission is that of the large number of non-resident players using the county's courses, players being drawn from over 20 communities many of them outside the county. This has necessitated drawing up rules which will protect residents of the county. Beginning with the new season, Union County automobile registration will be required of all players as a proof of residence. The Park Commission has issued three classifications of registration cards—red for visitors, white for residents and seasonal membership cards. All are numbered. Players are requested to present the cards to the starter who registers the number, calls a caddy and starts the players. Each player is given a caddy card on which he reports on caddy's service. The courses are governed by rangers who regulate the players, settle difficulties and keep discipline. The rangers make their complete daily reports. Charges are as follows:

County residents, week days, 75c per day

County residents, Saturdays, Sundays and holidays, \$1.50 per day

Non-county residents, week days, \$1.50  
Non-county residents, Saturdays, Sundays and holidays, \$3.00 per day

(Non-county residents can play only as guests of county residents.)

Season Permits for county residents, \$25.00

Short season tickets from September 15th to December 31st, \$10.00

Golf lessons: 6 Lessons for \$12.50

In Section B, K. B. Raymond of Minneapolis urged that recreation departments conducting municipal golf courses keep the courses in the finest possible playing condition and insure fair play for everyone. Minneapolis has four municipal courses which have not cost the city a penny, in some instances private corporations and groups providing the land under satisfactory arrangements for payment over a long period. The fees charged are paying for buildings and upkeep. Mr. Raymond told of some of the rules in force: Players wishing to make reservations to play on Saturdays, Sundays and holidays must appear in person and pay in advance. Non-residents are permitted to play. Children are sometimes allowed to play if the course is not busy.

The question as to the desirability of golf for children disclosed a difference of opinion. A number of executives felt the playing of golf by children, at least under 16 years of age, should be discouraged on the ground that they need more active forms of recreation. Others took the stand that some children do not care to participate in team games and greatly enjoy golf. In some instances, golf is proving a splendid activity for family groups. In St. Paul there is so much interest in golf on the part of children that the Park Department last year provided instruction, charging a fee of 10 cents for one lesson and one game a week. A golf tournament for children was arranged. In the few cities reporting that children are permitted to play, in general no charge is made and the children are not allowed to play on week-ends or holidays. The consensus of opinion seemed to be against the playing of golf by children.

It was suggested by one executive that the great demand for municipal golf courses



Sunset Valley Golf Course—East Park District, Highland Park, Illinois.

may retard the development of other recreation areas. In one city the demand by a group of men for a municipal golf course in a certain section of the city has delayed the playground progress in that district for 10 years.

In both Sections A and B the opinion was expressed that recreation departments must assume a great deal of responsibility for municipal golf courses and must be prepared to administer these courses as well as private courses are conducted.

### Sunday Recreation

C. A. Emmons of Bloomfield, New Jersey, who opened the discussion in Section A, reported the findings of a questionnaire sent to a number of cities of less than 50,000 in United States, Canada and Hawaii, asking about the attitudes and policies of the recreation departments in these cities towards Sunday recreation activities. The following questions were asked:

(1) Are your play centers open Sundays?

(2) If so, do you supply leadership and programs?

(3) Are your centers strictly closed? (Are gates and apparatus locked and is there prohibition of all play activities?)

(4) Is there a local trend towards Sunday operation in your community?

(5) What is your personal attitude?

(6) What is the attitude of your board, committee or commission?

The findings were as follows:

38 communities keep centers open on Sundays.

20 communities provide leadership or program, or both.

37 communities keep centers strictly closed.

46 communities note a trend toward Sunday operation

62 executives favor Sunday operation.

20 executives oppose Sunday operation.

48 boards favor Sunday operation.

17 boards oppose Sunday operation.

The result of the analysis of the findings, Mr. Emmons pointed out, showed a majority of executives and boards in favor of the Sunday operation of playgrounds and a growing tendency on the part of the smaller cities in favor of Sunday recreation. The far West led with recreation areas open in 83% of the counties replying.

The discussion of this topic in Section B, led by W. A. Kearns of San Diego, California, showed an even greater tendency in large cities to open public recreation facilities on Sunday.

It was suggested in the general discussion that the opening of the centers on Sunday is a matter which must be handled locally, and a warning was sounded against taking action contrary to the sentiment of the community and proceeding too rapidly. In a number of cities executives are modifying the programs, having a much less highly organized program on Sunday and omitting anything of a spectacular nature. Some executives make a special effort to cooperate with the churches, opening no centers near churches and in a few instances keeping the grounds closed until church services are over. In many cities baseball is a regular Sunday activity, though a few states have laws forbidding Sunday baseball and some cities have prohibitory ordinances.

Large industrial cities in congested areas are under obligation, it was the general feeling, to keep grounds and facilities open under leadership, and the opinion was quite general that such facilities as swimming pools, golf courses, bathing beaches, skating rinks and park properties of various kinds should be open to the public with proper leadership.

### Objectives of the Recreation Movement

"The problem of differentiating the objectives of the recreation movement from the objectives of religious, educational and other institutional programs is not so pressing in large cities as in smaller ones," said Dr. William Burdick of Baltimore, Maryland, chairman of Section B, who defined objectives to mean, in the words of Dr. Jesse Williams, "points that we may reach in a fixed time."

W. Duncan Russell of Boston, who led the discussion, pointed out that religion, education and recreation are identical in their remote objectives because all three help the individual attain in the highest degree possible fullness of life. It is in their elementary objectives that a distinction can best be made. Recreation devotes itself to the immediate objective of mental and physical relaxation; education to the acquisition of knowledge which is essential to fullness of life, while religion seeks to meet the need of the individual for spiritual refreshment. Each is the fulfillment of a definite need, but recreation is different from religion and education in that it has stayed within its original province, while religion and education have so broadened that they are distinct from each other only as they retain their original emphasis.

"Is it," Mr. Russell asked, "that recreation has



not advanced enough to meet the need fully, or should recreation take care only of those whom church and school do not touch?"

Institutions, in Mr. Russell's opinion, have as their objectives those of recreation and education and, in some instances, those of religion. Their distinction from the objectives of recreation, education and religion, lies in the fact that their programs are more localized and they deal with the specialized group, one sex, one sect or one particular stratum of society. The most important questions growing out of the difference between the objectives of recreational and institutional programs is how far the recreation movement should follow the lead of institutions in attempting to interpret its objectives in terms of character-building, prevention of delinquency, health and safety. "Are not these mere by-products of the recreation movement common to education and religion as well as recreation, and should not our interpretation of recreation be in terms of its fundamental objectives, the fulfillment of the need of the individual for whatever we may feel is recreation's exclusive field?"

Mr. Russell's definition led to a discussion of terminology. Difficulty always arises, one executive pointed out, from the use of the same word to cover the activities of both children and adults, since the needs and motives of the two groups are so different. Dr. Burdick questioned whether a boy on a playfield was there for relaxation and felt there should be a definition of play for various age groups which would bring out the differences. He referred to the theory of play advanced by G. T. W. Patrick that adult play is recreational; the adult is re-creating for tomorrow, the child is creating for today. The motives and needs for play activities are entirely different in children and adults and there is a distinction even in the play of children. The play of the child is fanciful, imaginative; the play of the adolescent is reality. When a boy throws a ball in the basket he is not acting physiologically in the same way as an adult. There is need for definition which will make plain the difference between the play of children and adolescents and of adults.

Earle A. Pritchard of Niagara Falls, New York, suggested that the definition of any objective and its consequent modification can be explained chronologically. Religion at one time included education. Education altered the objectives of religion, and later physical education and recreation modified and expanded the objectives of

both. The present needs of all three have come out of the character of modern civilization. These felt needs have given rise to tools with which all three great forces work. There should be no objection to religion and education extending their objectives nor should they in turn object to recreation enlarging its scope. In reply to this, Dr. Burdick said that eventually such a relationship might exist but at the present time there is distinct need for the recreation movement to define its own particular objective so as to avoid duplication with the other two forces.

In Section A, Ernst Hermann of Newton, Massachusetts, pointed out that the Y. M. C. A., the Y. W. C. A., civic groups and similar organizations do not have recreation as their chief objective and are not reaching large numbers of people with the programs. The recreation department, whose chief objective is the provision of recreation for large groups, should welcome the work which these organizations are doing for small groups and appreciate any forward-looking leadership. No one of the existing agencies can take the place of a recreation department, and a city which once had a recreation department would feel its loss keenly were it discontinued, even though other existing agencies redoubled their efforts along recreational lines. It is a question of working for the common good of the community, and every contribution made by each agency counts in general betterment.

#### Handcraft in Recreation Programs

To what extent should handcraft and art be emphasized? Does such emphasis necessarily mean a decrease in the physical play program?

A discussion of these questions was opened in Section B by W. T. Reed of Altoona, Pennsylvania.

"Many leaders fail to see the value of cultural activities, of handcraft, drama, puppetry, story telling, ukulele clubs, glee clubs and similar activities. Children as a rule like these activities if they are presented to them in an interesting manner. Yet we see many playground programs comprised of physical activities alone. Physical activities by themselves do not satisfy. When the child comes to the playground and fails to find activities in which he is interested, it is altogether likely that he will not return to the center.

"We hear so often the slogan, 'a sound body for a sound mind.' Who will be so bold as to define the expression sound mind? All the fitness and all the soundness of mind in the world alone

do not make a life. When we think of a sound body and a sound mind without proper social and moral enrichment, we class it with militarism. I firmly believe that the man with a sound body and a sound mind without an appreciation of some of the finer things which make life worth living is a bitter man. If you do not agree, then the cultural activities are important only to the extent that they provide something temporary for the child to do. If you agree, you do so because you realize that these activities not only help to fashion the child to a better understanding of life but they actually carry over into later life and become a part of his being.

"Most children like to act. This is one of the natural forms of self-expression; it may be through storytelling, through dramatization of a story, through spoken drama or the pageant. Others find expression in puppetry. There are those who say that children do not like storytelling. A good storyteller never has this experience. Do you have a senior or adult story hour? We had such an hour at one of our playgrounds this summer which proved that age has little to do with interest in good story telling. From 25 to 40 young people and older ones, too, reported every evening for this form of recreation.

"Each playground should have a dramatic club if the desires of the children are to be met, and this means proving to the leaders on the playgrounds that such a plan is possible; they are very likely to say it cannot be done.

"Puppetry as a form of drama is growing as a playground activity by leaps and bounds. It is much harder to interest playground leaders in puppetry than it is the children. If a leader has not had any experience in making or operating a puppet, try to interest her and teach her how it is done. Before introducing puppetry on the playground, have an experienced puppeteer give a demonstration. Puppetry offers many avenues of expression. It differs from dramatics in that it offers much that is within the grasp and power of expression of the average child. He can make the character and its costumes and control its stage actions. He can build a stage, make the stage furnishings, paint the scenes, arrange the lighting, and can speak the part if he wishes. He can also write an original play and produce it. He can make use of records and synchronize

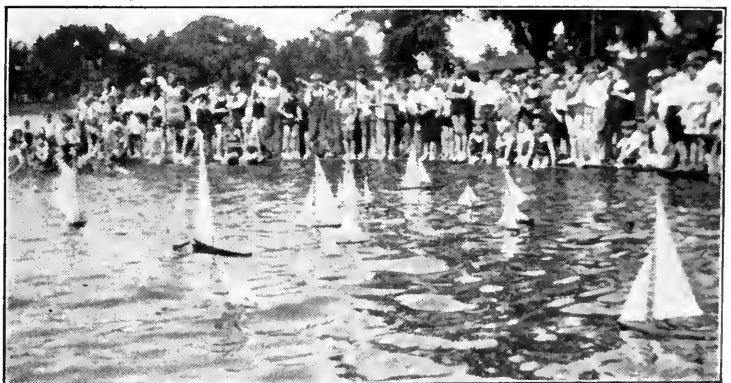
the actions of his inanimate characters with the records.

"Music with its rhythm is the very soul of the life of a child and certainly has a place on the playground program. The city of Altoona this past summer for the first time had three harmonica bands, three orchestras, six or seven ukulele clubs, a young men's chorus of 20 members, a children's chorus of 95, a young women's chorus of 28, besides more than 20 community sing programs. And music of course carries over into adult life.

"It is not necessary to say much about soap carving, clay modeling, toy making and other forms of handcraft. All one needs do is to watch a group of children making baskets, airplanes, boats or stuffed dolls, to see whether or not it is worth while.

"The question comes to you—are these activities important? Should they be emphasized more than we have stressed them? And, finally, do they necessarily take away from the physical play program and if so, is it desirable that they do so?"

The consensus of opinion in the discussion which followed was that the inclusion of cultural activities means the enrichment of the program, increased participation and an extension of the time spent by each child on the playground. There was a difference of opinion as to whether or not it would mean a decrease in the physical play program. The question was raised as to whether girls on playgrounds are more interested in physical or cultural play. One worker expressed the opinion that the 40 to 60 per cent participation of girls in physical activities as compared with boys is due mainly to the fact that physical play programs for girls have never been inclusive enough. John Kieffer, of Philadelphia,



*Courtesy Somerville, Mass., Recreation Commission*

Pennsylvania, felt there were more fundamental reasons involved. It has been his experience that even with the extension and enrichment of the athletic program, girls are still more directly interested in handcraft and cultural activities.

It was suggested that recreation workers in their selection of handcraft activities for boys choose only those of a standard which boys will not consider beneath their dignity. These activities must be real "he-man" projects.

In Section A, Arthur E. Genter, of Pontiac, Michigan, advocated the inclusion of more art activities in the program on the ground that they can draw a larger group into action, they develop highly desirable interests, reach children who will not come to the playground merely for physical activities, and help educate the community to the fact that recreation means something more than a game of ball. There was general agreement in this section, as in Section B, that more time should be spent on handcraft and art projects but that it should not be more than a "reasonable" amount of time. The program must be balanced.

#### The Recreation Executive and Local Organizations

Discussion of the question as to the extent to which an executive should go in aligning himself with civic clubs, organizations and movements, was opened in Section B by C. B. Root, of Wilmington, Delaware, who classified local groups into service clubs, civic clubs, and welfare groups. Mr. Root outlined some of the problems involved in assuming membership in groups of this type. "Should an executive seek membership or should he wait until the club asks him to become a member? What should be the motive in joining? Should it be service to the club, broader acquaintance or the hope of interesting the club in his work? What are the advantages of belonging to a club? Are there any disadvantages? After becoming a member, what is the best method of getting the club interested in the local recreation movement? If a worker joins a club, does he not have a definite responsibility to that organization? To be a good member he must be good for something, and that usually means he must hold himself in readiness to do some of the work which the club undertakes."

A number of varied opinions were expressed. One executive felt a worker was perfectly justified in seeking membership in the club which was doing the best work for the city. Another felt a

recreation executive should not join a service or luncheon club because such membership might make it difficult to secure the support of other service clubs. He should, however, become affiliated with a welfare group. An executive cannot belong to every group and it is necessary for him to choose the one which has the most value to him. One executive expressed the opinion that a worker should feel free to join any civic club or luncheon club he desired for the mere pleasure of belonging and that he should avoid joining a welfare organization if he did not wish to become involved in petty politics.

Very definite differences of opinion were expressed on this subject in Section A. Guy L. Shippo, of Midland, Michigan, who opened the discussion, felt that it was good for a recreation executive to be recognized as a member of the Lions Club or similar group. It showed that he was definitely a member of the community. He could still help the Rotarians and work with other organizations. Someone suggested that if he were well liked, his affiliation would not injure the work; members of other luncheon clubs would "razz" him about his membership in the Lions Club and use his ability for their groups. If, on the other hand, he were not popular or of the type which accepts "kidding" goodnaturedly, it would be a different matter.

One executive stated he would resign if he felt he could not join a particular group. Another said he was associated with forty different organizations or committees. Much doubt was expressed by some of the executives as to whether a man with so many affiliations, even though many of them meant no work, could do his own job satisfactorily!

The statement was made by an executive that he was associated with fifteen groups, all definitely dealing with recreation, and he could not have refused to serve on any of them. Moreover, it would have meant a loss to his own work had he not kept closely in touch with these various projects.

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"The need of competent recreation leadership was never so important as during a time of industrial depression. Opportunities for wholesome play will help to relieve the strain of unemployment, both for the man out of work and for his family."—*Clarence E. Brewer, Commissioner of Recreation, Detroit, in The American City.*

# January Parties

The hostess who is lucky enough to possess a fireplace can entertain her guests with a hearthstone party. Mental games can be used during the early part of the evening, such as "Twenty Questions" and various others. For a more active game "Do This, Do That" could be modified to suit the occasion. A Christmas story could be told and a musical number or two given. For refreshments corn may be popped and marshmallows and chestnuts roasted.

## A Few Games for January Parties

*The Game of Months.* One of the players is appointed to be Father Time. He appoints the other months beginning with January and proceeding through the year, giving each player a month. Everyone is then lined up in front of Father Time, who throws a ball toward the line, at the same time calling out the name of some month. The player who has the name of that month must either catch or get possession of the ball before Father Time can count ten. If he is unsuccessful he must take Father Time's place.

*The Passing Years.* Five candles in holders are marked "1927, 1928, 1929, 1930 and 1931." Each candle has been previously lighted and snuffed so that each player has an equal chance. The candles are passed across a table rather quickly in front of each player who with a lighted candle in his hand tries to light as many of the candles as possible. A record is kept of just what candles each player lights. The figures are added and the high score receives a prize.

*Reminiscence Game.* Each guest on arrival has a number pinned on him, odd numbers for boys and even numbers for girls. A number of slips are prepared as follows: "Find number 8 and tell her what you did last New Year's Eve." "Tell number 6 your most interesting adventure during the past year." These slips are distributed to the young men and five or ten minutes allowed for conversation. Then similar slips are distributed to the girls.

*Lost Time.* Cardboard hour-glasses have different amounts of time written on them, such as: one day, thirty seconds, six hours, twenty-five minutes, etc. These are hidden about the room and the leader announces that much time has been lost during the year and a prize will be given to

the team that finds the most time in two minutes. Time is counted according to the amount written on the hour-glass.

*Medley March.* This march makes a good game for an evening when the majority of the guests are strangers. Couples are formed side by side standing in a circle, and then those on the inside are requested to face about. When the music starts the individuals in both circles start to march forward, thus separating the couples, and the circles moving in opposite directions. When the music stops the marching ceases and each player faces the person nearest him. The players introduce themselves and then listen for orders from the leader. After carrying out instructions the signal to start is again given and the players continue to march in opposite directions. The success of this march depends almost entirely upon the leader's ability in the selection of the things the players are required to do after they introduce themselves. Preceding each command the leader must state which circle is to perform, for example, "Inner circle, skip around your partners." The number of things the players may be called upon to do is almost unlimited.

*Call Another.* Players are seated in a circle. Beginning with number one all are numbered consecutively until the total is reached. Number one calls some number. Immediately the person called must call another number and that one another until some player misses or fails to answer. The one who misses goes to the foot of the line, all players beyond him move up one, and each one changes his number as he moves toward the head. The object of the game is to get number one seat and stay there.

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"Walking is a fine art; there are degrees of proficiency, and we distinguish the professor from the apprentice. The qualifications are endurance, plain clothes, old shoes, an eye for nature, good-humor, vast curiosity, good speech, good silence, and nothing too much. Good observers have the manners of trees and animals, and if they add words, 'tis only when words are better than silence. But a vain talker profanes the river and the forest, and is nothing like so good company as a dog."—*Ralph Waldo Emerson*, in Cabot's "A Memoir of Emerson."

**Junior Towns.**—Seven Junior Towns were carried on last year on the playgrounds of Glendale, California, each of which met every week with an average attendance of 25. Each city manager met once a week with every department, and there were 31 Junior Town meetings held for an average of 373 children. Prominent civic leaders addressed these gatherings on such subjects as obedience to law, citizenship, safety and fire prevention. Thus Glendale's younger generation is receiving instruction in citizenship responsibility.

**Santa Barbara's County Court House.**—This beautiful new building, one of the most impressive public buildings in America with its sunken gardens and lawns, is used for many community purposes. The grounds often serve as a stage for plays, pageants and outdoor ceremonies, and the spring and autumn flower shows of Santa Barbara County are held in the building. Old Spanish Days Fiesta, held in August of each year, picturesque pageants portraying the romantic, carefree Spanish days are enacted here. All the city is in gala mood during this three-day celebration.

**Play Space for New York's Children.**—"Children must be kept off the streets of New York," states a bulletin of the City Club of New York, which cites a toll of 340 children 16 years of age or under killed by street accidents during the calendar year of 1929. Of this number 263 were children 10 years old or under. The total number of children killed or injured in street accidents mounts to the sum of 13,998, of which 9,623 were under eleven. An appallingly large number of these child accidents, states the bulletin, were not such as might have occurred to any user of the city streets. Between thirty and forty per cent. have occurred while the children were at play, coasting sleds and toy wagons, roller skating in the roadway, running off the sidewalk into the roadway, playing games in the road or careless bicycle riding. The count shows 115 killed while playing in the streets and a total of 4,566 injured or killed. Here again the larger part was composed of children only 10 years old or under.

In the face of these staggering figures comes the welcome news that the Board of Estimate in New York has appropriated \$30,000,000 for the purchase of property for parks and playgrounds in the five boroughs. The plan approved by the Board will provide 40 playgrounds in Manhattan,



Santa Barbara's New County Court House

a 100-acre park in Brooklyn together with 25 or 30 playgrounds, and the 150-acre Ferry Point Park in the Bronx. Richmond will have 1,100 acres of parks and 5 or 10 playgrounds; Queens, 1,200 acres of parks and 5 or 10 play areas. In Manhattan, Bronx and Brooklyn it is no longer possible, except at prohibitive cost, to assemble tracts for large parks, but it is still possible to open playgrounds and this the new plan provides for.

**An Abandoned Quarry Made Safe for Adventure.**—The Playground Commission of San Francisco in opening its new 3½-acre Douglas play area has demonstrated that even a substance as hard as rock must fall before the play needs of children. When work began on the abandoned quarry site which the Commission took over, there was a semi-circular flat area surrounded on three sides by overhanging rock, according to the October issue of *The American City*. The precipices, which had a maximum height of 120 feet, were reduced to a safe natural slope by breaking down the rocks from the top and permitting them to lie at a safe angle of repose at the base. Approximately 5,000 tons of soil and broken rock were rolled down the face. The rock was covered with two feet or more of loam and about 2,500 trees were planted to beautify the site and break up wind currents, and later to provide mountain trails which will be safe for children to use in climbing to the top. At the present time the playground includes facilities for baseball, basketball and volley ball, and is equipped with play apparatus. A special area has been set aside as a babies' playground.

**A Correspondence Course in Aviation.**—The Los Angeles Times-Playground Aircraft

League has completed plans to conduct a correspondence course in miniature aircraft building in addition to the 42 classes held every week. This joint project of the *Los Angeles Times* in cooperation with the Department of Playground and Recreation, will extend as far as Honolulu and the Philippines. The theory of flight, nomenclature of airplanes and the building of scale models will be taught through the courses which will be free to any boy or girl wishing to enlist.

**An Innovation in Chicago's Lantern Parade.**—For the past ten years the Chicago South Park Commissioners have conducted a Lantern Parade. This year, V. K. Brown reports in the September issue of *Parks and Recreation*, there was a change in the method of staging the parade. Instead of asking the children to carry their lanterns and expecting the parks to make them in large numbers in each center, two rowboats were assigned each center, and on the night of the parade the framework and decorations were placed on each of the boats and the event conducted on water. This feature, it was felt, would do away with the possibility of fire which was present when the younger children carried lanterns. In every case the rowboat was manned by one of the lifeguards from the swimming pools and not more than two individuals were in each boat. This plan permitted possibilities in special costuming not considered safe in the past when the lanterns were carried by hand. The passengers this year had ukuleles, mandolins, harmonicas or some other musical instruments. Along with the lanterns the centers used their Christmas tree decorations, tinsels and various other things such as a specially prepared metallic surfaced paper which caught the light and presented a glittering appearance on the water.

**Classes in Art for Teachers and Children.**—The Westchester workshop, maintained by the Westchester County Recreation Commission, has organized a special class for art teachers which is being held each week for 15 weeks. The class is conducted by Mrs. Florence Cane, lecturer of art at Teachers College and author of many books and articles on art. A demonstration class of children from 6 to 14 years of age is taught on the same day, and their class period of two hours overlaps that of the teachers' class by half an hour in order that the teachers may observe Mrs. Cane's methods with children. Children will be taught creative painting. The course for adults is

intended for teachers who desire to develop in themselves and in their pupils a fuller use of their powers to draw and paint with better technique and greater originality.

A class in cartoon drawing is one of the latest activities of the Workshop. The class, which will meet weekly, will cover a period of 15 weeks. A fee of \$1 per lesson will be charged.

**Planning Their Own Pageant.**—Indians on the Bad River Reservation near Ashland, Wisconsin, according to an Associated Press note, celebrated the Treaty of 1854 which gave them the reservation lands, by presenting a pageant on September 27th and 28th. It was an all-Indian pageant—written, directed and presented by descendants of the Indian chiefs who signed the treaty.

**Village Colleges.**—A plan for village colleges, centers serving the educational and recreational needs of neighboring communities, has received endorsement in England, according to an article in an issue of a labor bulletin distributed by the Department of Labor. An attempt will be made to coordinate in these centers all the rural educational services of the county council such as rural primary and adult education, agricultural demonstrations and instruction, public health service, library service and outdoor recreation facilities. Voluntary organizations such as women's institutes, boy scouts and girl scouts, will make use of these centers and the playing fields will be available for local athletic clubs. The basic idea of the plan is that the individual village is too small to support the social and recreational facilities it needs, but that the growth of transportation service has made it possible for a group of small communities to cooperate in providing a center. A village college at Sawston, opened in October, will serve the surrounding area of six villages. The building will include a hall seating about 400, a domestic science block and a workshop and laboratories. It will be available for concerts, cinema entertainments and in the evenings and during holidays for social gatherings. Nine rooms are provided for public health service, and there will be a library, a reading room, school gardens, demonstration plots and a 6-acre recreation ground. The cost has been about £16,000.

**Playground Library in Dalton.**—Last summer the Dalton, Massachusetts, playgrounds had a circulating library where many contributed and



loaned books. The children were not allowed to take the books from the grounds, but many a boy and girl were to be seen on the playgrounds enjoying reading during the heat of the day.

**Our Right to Beauty.**—Great Britain, according to information received from Sir Lawrence Chubb of the Scapa Society, has gone much further than the United States in eliminating billboard announcements and safeguarding our right to enjoy nature. According to an act passed in 1907, known as the *Advertisements Regulation Act*, any local authority may make by-laws "for regulating, restricting or preventing the exhibition of advertisements in such places and in such manner or by such means, as to affect injuriously the amenities of a public park or pleasure promenade, or to disfigure the natural beauty of a landscape."

In 1925 the law was amended as follows: "The powers of a local authority shall include powers to make by-laws for regulating, restricting or preventing within their district or any part thereof the exhibition of advertisements so as to disfigure or injuriously affect—

- (a) the view of rural scenery from a highway or railway, or from any public place or water; or
- (b) the amenities of any village within the district of a rural district council; or
- (c) the amenities of any historic or public building or monument or of any place frequented by the public solely or chiefly on account of its beauty or historic interest."

**Oneida Enlarges Its Program.**—As a result of the greatly increased attendance last summer at the Oneida, New York, playgrounds, extensive plans are being made by the Park and Playground Commission for the improvement of all parks and playgrounds. The attendance over a period of ten weeks was nearly triple that of last year. Last summer convertible tables suitable for handcraft and for the use of the achievement clubs were installed on all playgrounds. These could be changed to park benches with very little alteration. All fields were equipped with croquet sets, volley balls, baseballs and tether balls, and a clock golf set was installed at one of the parks.

**\$50,000 for Recreation.**—Manchester, New Hampshire, has set aside \$50,000 of a bond issue for civic needs for the purchase of Dorrs pond

area, the old driving park, and for the conversion of city farm into park property, including possibly a golf course. The city attorney and the Mayor's committee are conducting the necessary preliminary work and are negotiating with the Amoskeag Company for certain properties.

**Reading's New Recreation Center.**—On October 15th the Tyson-Schoener Recreation Center was opened by the Reading, Pennsylvania, Recreation Department. Prior to this date, cards had been distributed on which activities were listed and all interested were asked to enroll on the back of the card for the activities desired, the Department being prepared to conduct a class if twelve individuals requested a specific activity. The program at the center will include athletic activities such as wrestling, boxing, gymnastics, basketball, quoits and shuffleboard, quiet games, harmonica bands, ukulele clubs and glee clubs, dramatics, social activities, dancing, hiking, and a camera club. There will be a reading room with books, magazines and newspapers in English, Polish, Slavish and Italian.

**At the Torrington Community House.**—The program of the Community House directed by the Recreation Department of Torrington, Connecticut, began on October 20th. An interesting list of activities has been offered girls in classes in handcraft, home decoration, sewing, a supper club, games, hiking and dancing. The Torrington Girls Club, the Business and Professional Women's Club and the Scout troops, of which there are eight, hold their meetings at the Community House. The assistant to the director of the Recreation Department serves as Scout leader. Contract bridge is one of the activities of the Community House, a charge of 25 cents being made for instruction.

**Parents' Night With the Boys' Band.**—An effective means of enlisting parental interest in a community recreation activity for boys was recently employed by the Los Angeles Playground and Recreation Department, when a "parents' night" was held for the Playground Boys' Band. This organization of 64 boys, which has won widespread fame by numerous public appearances, including the serenading of two Presidents, invited their mothers and fathers to a "party" at the Exposition playground clubhouse. After listening to a concert presented by the band, the

audience took part in community singing and a reception. The get-together proved to be an excellent method of securing the parents' co-operation with the activities of the band, and at the same time had a beneficial effect upon the morale of the organization. The event proved so interesting to those attending that other "parents' nights" are expected to follow at regular intervals.

**Motion Pictures for Children.**—The Dalton, Massachusetts, Community House has instituted the plan of presenting at the Community House carefully selected programs of motion pictures for children. The programs are given on Friday evenings and Saturday mornings, and a small charge is made. Any surplus over expenses is used for the music program of the Community House.

**A Hotel Provides for Children's Play.**—The new 38-story Hotel St. Moritz on Central Park West, New York City, has made special provision for families with children in the form of a large playroom, a Punch and Judy Show and motion picture equipment. The children will also have a garage for their playthings, and plans for an outdoor play space are being made.

**Child Labor Day.**—Child Labor Day will be observed during the last week-end of January, 1931. Individuals or organizations desiring posters and leaflets for distribution and suggested programs for use in church organizations, schools and clubs, may secure them free of charge from the National Child Labor Committee, 215 Fourth Avenue, New York City.

**The Seminar in the Caribbean.**—The Committee on Cultural Relations with Latin America, 112 East 19th Street, New York City, announces the first annual session of the Seminar in the Caribbean designed to further mutual understanding and appreciation between the people of the United States and those of the Caribbean. Members of the Seminar will sail from New York on February 14, 1931, returning on March 4th. Further information may be secured from Hubert C. Herring, Committee on Cultural Relations with Latin America.

**The Largest Budget Ever!**—Troy, New York, has this, year appropriated \$46,365 to the Recreation Department, a much larger sum than has ever before been allotted.

## Magazines and Pamphlets

*Recently received containing articles of interest to the Recreation Worker*

### MAGAZINES

THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION, October 1930.

The New Physical Education in Germany, by Frederick H. Wohlers

A Four Year Program for High Schools, by Louis Kulchinski

Theory and Practice in Folk Dancing

Tag Football, by Frank Crosier

PARKS AND RECREATION, October 1930

"Playland" and the Traffic Parkways

Chalet at Glenwood, by Walter C. Swanson

Riley Memorial Park Swimming Pool, by Wesley Bintz

Amusement Parks and the Recreation Idea

The 16 M M Camera and Projector and Its Place in a Park and Recreation Department, by K. B. Raymond

Increased Recreation Facilities for St. Louis

PARKS AND RECREATION, November 1930

Park Economy, by Charles J. Renner

Minneapolis Winter Sports Play Week, by K. B. Raymond

Florida City Conducts Big Recreation Program, by John Lodwick

Summer Activities in the School Playgrounds Bureau of Recreation, Chicago, by Herman Fischer

Minneapolis Girls' Municipal Bowling, by Loretto H. Galvin

THE RESEARCH QUARTERLY OF THE A. P. E. A., October 1930

A Laboratory for Research in Athletics, by Coleman R. Griffith

Character Building Through Physical Education, by C. H. McCloy

Bibliography for 1929, Compiled by G. B. Affeck

THE AMERICAN CITY, October 1930

Methods of Financing Playgrounds and Recreation Facilities

The Old Swimming Hole Turns Modern in the Interest of Sanitation, by Wesley Bintz.

A National Occasion for Merrymaking

The Clarion Park Municipal Swimming Pool, an Outstanding Park Development, by John W. Miller

Lighting Three Miniature Golf Courses in a Public Seaside Park

Safe Play in an Abandoned Quarry—San Francisco

LANDSCAPE ARCHITECTURE, October 1930

Kern River Park in the San Joaquin Valley, by Howard Gilkey

Notes on Stone Pavements for Entrance Courts and Driveways, by Albert Taylor

## AMERICAN CHILDHOOD, December 1930

Play for the Pre-School Child, by Harriet M. Johnson  
 Keeping Christmas in the American Town  
 Plays for Christmas, by Nina B. Lamkin

## CHILD WELFARE, December 1930

The Right Toy for the Right Age, by Heluiz Chandler Washburne  
 The Story Hour for Children, by Charles G. Leland  
 Christmas Cards, by Francie R. Irwin

## PAMPHLETS

## PHILADELPHIA—ITS CONTRIBUTIONS—ITS PRESENT—ITS FUTURE

Published by the Philadelphia Chamber of Commerce  
 SCHOOL CORRESPONDENCE PLAN OF THE AMERICAN JUNIOR RED CROSS

## CHAPTER ORGANIZATION FOR THE DEVELOPMENT OF THE AMERICAN JUNIOR RED CROSS

## THE JUNIOR RED CROSS AND ITS PROGRAM

All available from The American Red Cross, Washington, D. C.

## ACTIVITIES SUMMARY—BUREAU OF RECREATION, DEPARTMENT OF PUBLIC WELFARE, Philadelphia, 1929-30

## SEVENTH ANNUAL REPORT OF MANCHESTER, N. H., PARK, COMMON AND PLAYGROUND COMMISSION, 1929

## PUBLIC RECREATION IN THE CITY OF HOUSTON

A Survey by L. H. Weir  
 Published by the Houston Recreation Department

## AN EXPERIMENTAL INVESTIGATION OF SOCIAL BEHAVIOR PATTERNS IN YOUNG CHILDREN, by Esther Van Cleave Berne, Ph.D.

University of Iowa Studies, Vol. IV, No. 3  
 Published by the University of Iowa

## CITY PLAN ACT, STATE OF NEW YORK

## CATALOGUE OF THE ALL STEEL EQUIPMENT CO., INC., Aurora, Illinois

## PUBLICATIONS AVAILABLE SEPT. 1930, OFFICE OF EDUCATION

United States Department of the Interior

## SCHOOLS AND CLASSES FOR DELICATE CHILDREN, by James Frederick Rogers, M.D.

Office of Education, United States Department of the Interior, 20c.

## REPORT OF THE FOREST SERVICE OF THE UNITED STATES DEPARTMENT OF AGRICULTURE FOR THE YEAR ENDING JUNE 30, 1930

## Recreation in Times of Unemployment

"Times of unemployment are the test of a city's recreation program no less than of its other relief facilities. For there is on the city during such periods not only a burden of hunger and homelessness; there is also a burden of wasted time. These empty hours which cannot be filled with work because there is none to be had, cannot be occupied with the usual forms of recreation, because of lack of money.

"Recreation is a luxury to many people, something to be paid for on receipt. When they were making money and wanted recreation, they paid to sit down and let themselves be amused for an hour or two of the leisure time that was so precious. Now that all time is leisure, they have no money to pay for their amusement and they are helpless for ideas of recreation.

"If this enforced leisure is not to be wasted utterly, public facilities must bear the brunt of the recreation of the unemployed. Some lives are more destitute of amusement than they are of the other necessities of living. They have nothing to do with their time but sit and contemplate their surroundings and grow bitter because of the hard times.

"If these people will take advantage of their opportunity to build something real out of their enforced leisure time, they can do so in community centers, clubs, churches, settlements, playgrounds, and all other organizations conducting recreation programs. For after all it is very nearly as essential that we have something to do as that we eat and sleep, particularly when our eating and sleeping are precarious.

"It is in such periods, too, that we learn to reevaluate our ideas of recreation. We realize, whether we are forced to fall back on 'simple' recreation activities because of economic pressure or whether we choose them because we like them, that the forms of recreation which we may once have considered ordinary and quite dull are after all the rebuilding and stimulating ones. We discover that there is a challenge to our vitality in crisp, long jaunts with the Hiking Club, in brisk workouts with a community center gym class.

"There is opportunity in the five recreation centers conducted by the Recreation Division of your city for active physical exercise such as gym classes for men and women, showers, basketball, wrestling, dancing, boxing and volley ball. There

is a chance for self-expression that is as vital, if less strenuous, in dramatics, music, handcraft, story hour and quiet games. For those who do not desire to take part in any of these activities, basketball games and entertainment are offered to spectators in the following schools and recreation centers: Manual, Western Jr., Highland Jr., Shawnee Jr., Highland Park and Thruston Square.

“Out of this vigorous use of our leisure, whether it be enforced or otherwise, we may learn to live—actively, richly, fully. Go to your community center and see what it has to offer you.”

From *Municipal Recreation*, December, 1930, published by the Division of Recreation of the Department of Welfare, Louisville, Kentucky.

## Frederick Lyman Geddes

Frederick Lyman Geddes, an Honorary Member of the National Recreation Association, was one of the staunchest friends the Association has ever had. For a period of thirteen years he gave generously of his time and thought, serving as the Toledo sponsor of the Association's work until late last year when failing eyesight caused him regretfully to withdraw from this activity.

Within a month of his eightieth birthday, Mr. Geddes passed away on October 9, 1930. He is



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mourned not alone by friends of the national recreation movement nor by the city of Toledo where most of his life's work was done, but by good friends all over the world.

He was a pioneer in the glass industry and an internationally known lawyer of rare ability. Although concerned always with large and important affairs, he had an unusual capacity for keeping himself informed on the most minute detail of any work in hand. He had great enthusiasm for the national recreation movement and seemed to enjoy thoroughly his sponsorship of the Association in Toledo. He enlisted the interest and faithful support of many people for the national work. His kindly spirit, gentle nature, and devotion to his family were evident to all who had the slightest contact with him.

Mrs. Geddes and her family of four children and six grandchildren may well be proud of the splendid unselfish service Mr. Geddes has so quietly and so well performed for the recreation movement in America from year to year, and the Association is grateful for the privilege of having counted him as one of its friends.

### Recreation and Living

*(Continued from page 535)*

tell you what we *do* need. We need whole continents for our spirit. We need whole worlds in which our minds can roll.

Do you know what we need for real living? We need beauty and knowledge and ideals. We need books and pictures and music. We need

song and dance and games. We need travel and adventure and romance. We need friends and companionship and the exchange of minds—mind touching mind, and soul enkindling soul. We need contacts with all that has been said and achieved through the cycles of time by the aristocrats of the human mind and hand and soul. We need, above all, health and well-being.

That is our real world. That is our inner world. And that world, my friends, we can fashion, ourselves, largely in our leisure hours.

## Character Values of Play

(Continued from page 540)

striving to the utmost, but with that mobilization of effort governed by a chivalrous regard for the opponent and for the rules of the game.

I have no sympathy with the notion that boy or man should play a game in a half-hearted spirit. A sportsman, in my judgment, is one who gives his best and who intends to give his best to whatever cause he espouses, or remain outside. But it is precisely when competition becomes most keen that sport most needs guidance and supervision, that the player may be taught by every agency and method that defeat in the game is nothing as compared with that inner defeat of sportsmanship that stoops to unfair play, contempt of an opponent or an official, brutality of act or bearing, and all that is an offense to chivalry of spirit.

I would have our boys and girls taught the lesson of the amateur standard in a day when it sometimes seems that everything in life is tagged with a price-mark—the lesson that to the sportsman the competition is the joy, the victory is its reward and that a man who sells himself has little left.

I would have our boys and girls learn to endure victory and endure defeat. I would have them learn that life will require, in later years and in more important issues, that they win with magnanimity and lose, if defeat comes, with dignity and courage. I would have them learn to strive to the utmost in a cause without descent to personal bitterness or vindictiveness.

I would have them learn the privilege of striving, shoulder to shoulder, with others, with a sinking of self in a corporate purpose. I would have them learn the joy of clean living at one's highest pitch of zest and enthusiasm. I would have them learn the lesson of discipline and of

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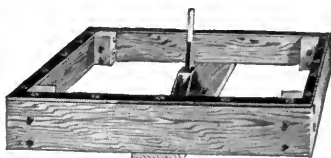
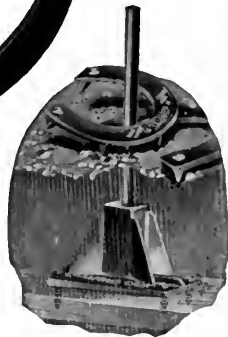
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self-discipline by the long and arduous road that leads to excellence in sport as it leads to any other excellence in life. I would have them learn to admire excellence for its own sake, whether it be their own or that of an opponent.

I would have them learn the love of a democratic comradeship that comes from devotion with other men and other women to a common cause in a fair field, with no favoritism, where he is

the better man and she is the better woman who proves it.

## Brief Impressions of the Congress

(Continued from page 545)

sion which brought out the importance of recreation as compared with other phases of government. (9) The influence and strength of the organization behind the Congress.

Virgil Dahl, director of recreation activities, Los Angeles County, citing "High Spots of the National Recreation Congress," made the statement that the meeting was a real national recreation congress represented not only by professional recreationalists but by social workers in every field, philanthropists and lay people interested in recreation.

Dr. George J. Fisher, of the Boy Scouts of America, in the November issue of *The Scout Executive*, said: "I was deeply impressed with the type of people who were present at the Recreation Congress at Atlantic City and the degree to which this agency and the scout movement are related in their service to the youth of America, for their program reaches from the drama to nature study, and from games and plays to music and singing."

## Music and Drama at Congress

(Continued from page 555)

vice of the National Recreation Association, and *Bless Our Home*, were in the nature of a demonstration and proved exceedingly helpful in showing the recreation workers present how valuable such plays may be in discovering ability in a group before casting characters for a long play. The presentation also demonstrated the value of the use of very short plays for informal club programs, for in presenting these plays little rehearsing is necessary, one rehearsal before the performance usually being sufficient.

The exhibit of the Community Drama Service of the N. R. A. this year created unusual interest and attracted many delegates. A specially prepared curtain of fireproof sateen back of the booth on which light was thrown all day and during the evening from inexpensive lighting apparatus, made an effective background for the exhibit and demonstrated the beautiful effect that can be secured through draperies and lighting at little cost.

## Book Reviews

**THIS HAPPENED TO ME.** Helen Ferris. E. P. Dutton and Company, Inc., New York. \$2.50.

This book of stories of real girls as told to Helen Ferris should find a place for itself in the playground library, in the school and in the home. The stories describe girls of all kinds. There is the girl who cannot think of what to say at a party, the girl whose brothers make fun of the boys who come to see her, the girl who has an older sister who bosses her around. These girls all found a way out for themselves and interesting stories are the result.

**PRINCIPLES OF WOMEN'S ATHLETICS.** Florence A. Somers. A. S. Barnes and Company, New York. \$1.60.

By means of extensive reading and discriminating analysis, Miss Somers has attempted to discover whether there are scientific truths upon which to base the assumptions constantly made concerning conduct in standards of girls' athletic activities. As a basis for discussion of the principles involved in any program of athletics for girls, Miss Somers has first stated four objectives—(1) The provision of the opportunity for every girl to obtain the development inherent in athletic activities; (2) The continuation of the play activities of childhood in the more suitable advanced games and sports of the adolescent girl and mature woman; (3) The acquiring by the individual of a love for activity and a desire for outdoor recreation which will continue throughout life; and (4) An opportunity for the adequate social development of the individual through group relationships. Fundamental factors bearing on the problem are discussed from four points of view—biological, physiological, sociological and psychological. And here an impressive array of facts has been brought together. In a chapter entitled *Trends in the Athletic Participation and Competition of Girls and Women*, developments are surveyed briefly from early times to the present. The section of the book dealing with statements of principles—comments and explanations—is of special interest and value.

Miss Somers points out the great need for further study in the field, but sounds a note of warning. "Great care must be taken that, while engaged in scientific study of the problems involved in athletics, the actual conduct and participation in athletics shall be kept free from a too microscopic attitude. The elements of joy, sociability and freedom are those which the girl herself should sense." "The solution of the problem," says Miss Somers in her concluding chapter, "seems to rest in the proper teaching and organization of athletic activities during the early school years; with the selection of the right activities to meet the needs and interests of girls and women; and the development of attitudes and ideals in the school girl which shall lead to her enthusiastic self-direction and leadership of the activities in the future."

**OFFICIAL BASKETBALL GUIDE FOR WOMEN AND GIRLS 1930-31.** Spalding's Athletic Library, No. 17R. \$25.

The revised official rules as adopted by the National Section on Women's Athletics of the American Physical Education Association will be found in this booklet. In addition to the rules and their interpretation and to a number of articles, information is given women who wish to become registered officials. Suggestions are also offered for organizing a local board of women's basketball officials.

**FIELD HOCKEY FOR COACHES AND PLAYERS.** Hilda V. Burr. A. S. Barnes and Company, New York. \$2.00.

Such practical matters as equipment, technique, plays of various kinds, and team selection are discussed in this book. There are hints to coaches and to umpires and "do's and don't's" for players. Almost fifty photographs and diagrams add to the usefulness of the book.

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**OFFICIAL FIELD HOCKEY GUIDE—1930.** Spalding's Athletic Library, No. 38R. \$.25.

This booklet contains the official rules of the American Physical Education Association and the United States Field Hockey Association for hockey for women. In addition to the rules, a number of articles appear in the booklet which contains a goodly number of illustrations.

**SOCCER GUIDES.** Spalding's Athletic Library. No. 108R and No. 116R. \$.25 each.

The *Official Intercollegiate Soccer Guide 1930-31* and the *Official Soccer Guide for Women* of the National Section on Women's Athletics of the American Physical Education Association are ready for distribution. The *Official Soccer Guide for Women* also contains rules for speedball for women and field ball.

**OFFICIAL 1931 INTERCOLLEGIATE SWIMMING GUIDE.** National Collegiate Athletic Association Spalding's Athletic Library. No. 91R. \$.25.

All-America collegiate and scholastic selections, records and reviews appear in this new handbook as well as the National Collegiate Athletic Association's official rules for swimming, fancy diving, intercollegiate water polo, and international or soccer water polo.

**POTTERY.** The July, 1930 issue of *Neighborhood*, a Settlement Quarterly, is devoted to a discussion of pottery, and a number of excellent illustrations show the splendid progress made in some of the settlements in this form of handcraft. The articles include *Why Pottery*; *The Greenwich House Pottery*; *Building a Pottery within a Settlement*; *Educational Value of Pottery in a Settlement*; *Children and Clay*, and *Equipping a Pottery Department*. Copies of the *Neighborhood* may be secured from Mr. A. J. Kennedy, 184 Eldridge Street, New York. The price of a year's subscription to *Neighborhood* is \$2.00.

**LIBRARY OF THE SEVEN CRAFTS.** The Camp Fire Outfitting Company, New York City, is issuing a series of attractive paper covered books which many recreation workers will be interested in securing. One of these, *Leathercraft—Beading* (\$.50) has been adapted by Helen Biggart from *The Hand Book of Craft Work in Leather* by Lester Griswold. Detailed suggestions are given for making many articles and there are many illustrations showing various processes. Another booklet in the library, entitled *Block Printing and Stenciling* (\$.35) was prepared by Robert Bruce Inverarity.

This booklet is most attractively illustrated and is full of interesting suggestions ranging from simple borders to the intricate printing of three color printing wood blocks.

**ASSEMBLIES FOR JUNIOR AND SENIOR HIGH SCHOOLS.** Eileen H. Galvin and M. Eugenia Walker. Professional and Technical Press, New York. \$3.25.

The authors, who have had long experience in this field, have not only presented the philosophy of the subject but have particularly emphasized the presentation of practical material for assembly programs. The book contains material which cannot fail to be of value to extra-curricular workers, and suggestions and methods of developing programs which will arouse interest in the leading studies of the curriculum.

**SECOND GENERATION YOUTH—A DISCUSSION OF AMERICAN-BORN CHILDREN OF FOREIGN PARENTAGE.** Florence G. Cassidy. The Womens Press, 600 Lexington Avenue, New York. \$.75.

This report of the Commission on First Generation Americans to the Eleventh Annual National Conference of International Institutes, held in Detroit in April, 1930, contains a number of definite suggestions regarding the program which may be briefly summarized. The program, the Commission suggests, should be a developing, changing one, emphasizing beauty within the reach of all and giving the second generation youth a sense of con-



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tinuity and an opportunity for new experiences, recognition and response and for acquiring a certain orientation in American society. The program should be built cooperatively with other agencies and should be supplemented and paralleled by somewhat different programs designed for their parents.

RECREATION OUT-OF-DOORS—KIT 23. The Pocket Recreation Magazine. Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. \$25.

The most recent addition to the Recreation Kit is Kit 23 devoted to recreation out-of-doors and containing suggestions for hikes, treasure hunts, games, set running, stunts, a vesper program and campfire songs. Church Recreation Service announces the publication this fall of *Handy II*, a companion volume to *Handy*, the Blue Book of Social Recreation, now in its twelfth edition. This new book, which will have the same convenient form and arrangement as *Handy*, will contain entirely different material somewhat advanced to appeal to older young people. The price will be \$2.50.

PLAY GAMES AND OTHER PLAY ACTIVITIES. Albert B. Wegener. The Abingdon Press, New York. \$2.00.

The feature which makes this game book different is the original classification of play activities. The author's plan has been to list avocations according to the objective of the aggressor, and this method of listing games according to the fundamental aim or object reveals some strange relatives. The system of classification has resulted in a compactness and brevity of treatment which is rare in game literature. The volume provides a professional nomenclature and gives suggestions for handling new games and modifying old ones.

COMPILED INDEX—LANDSCAPE ARCHITECTURE. Volumes I to XX. Landscape Architecture Publishing Company, Boston, Massachusetts. \$1.00.

The record of the articles published in *Landscape Architecture* from October, 1910 to July, 1930, is impressive. In the list appear again and again the names of leaders in the profession who have gained not only national but international fame for their planning of beautiful cities, parks and buildings. Since 1910, the membership of the American Society of Landscape Architects has grown from 63 to 229. The Society may well be proud of its membership and of the record made in accomplishment and in written material.

SOCIAL DETERMINANTS IN JUVENILE DELINQUENCY. Thomas Earl Sullenger, Ph.D. Douglas Printing Company, Omaha, Nebraska. \$75.

This study, which has grown out of seven years work and observation with juvenile delinquency, presents the results of an analysis of 1,145 cases of juvenile delinquents who appeared before the Juvenile and Domestic Relation Division of the District Court of Omaha from 1922 to 1927. The study seeks to determine as far as possible the social determinants in juvenile delinquency and the causes through which they become effective. Behavior problems were studied in relation to the home, the play group, the school and the neighborhood, and an effort was made to ascertain as far as possible the correlation of juvenile delinquency with outdoor relief. "Only tentative conclusions can be drawn," states Dr. Sullenger, "as the social forces which make for human misconduct are so complex." In the final chapter, entitled *A Community Challenge*, Dr. Sullenger puts the problem squarely up to the community.

"The fact that juvenile delinquency is a product of the community must be faced squarely. The boy who has to use the streets for play is no more unsocial than the community which declines to furnish him with wholesome means of self-expression. No community that ignores its duties to its children should blame youth for shortcomings that might have been easily prevented. Juvenile delinquency in its cause, treatment and results becomes one of the community's greatest moral, social and educa-

tional problems. . . . We conclude then that juvenile delinquency is only adult insufficiency. For every delinquent boy or girl there are two or more adults who have failed to comply with their social responsibility."

A few of the conclusions reached are briefly outlined. Home conditions, physical, mental, moral, social and economic, are causative factors in more than one-half of all cases of delinquency, and most of the delinquency acts are brought to the child's attention during his spare time. Many of the acts are performed in order to get the resources or means by which the child can enjoy its leisure.

Truancy is the beginning of juvenile delinquency of a more serious nature.

The analysis of five culture areas reveals the following determinants in delinquency: Clash between neighborhood cultures, conflict between cultures of the present and former generations, racial conflicts, antagonistic attitude among various immigrant groups, breakdown of spiritual and social institutions, instability and unrest of population, poor housing and physical environmental conditions, poverty and its accompanying disastrous forces and the lack of proper recreational facilities under wholesome leadership. Street trades are not determinants of juvenile delinquency in themselves, but the conditions under which the child works are the sources of danger.

Newspaper publicity of juvenile and adult crimes which suggest to immature minds elements of procedure and technique of crimes, is harmful and is no doubt a determinant in many of the juvenile delinquency acts.

A CHAPTER OF CHILD HEALTH. Division of Publications. The Commonwealth Fund, New York City.

In this report of the health demonstration made by The Commonwealth Fund in Clarke County and Athens, Georgia, it is significant that one of the staff conducting the work was a physical educator. The emphasis of this worker was on play and recreation rather than formal physical education. A 5-hour school session in Athens was broken by three 15-minute periods of physical activity. One of these during the demonstration was devoted to physical education as such and the other two to free play.

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# Recreation Program Suggestions for January

<p style="text-align: center;"><b>City-Wide Events</b></p> <p style="text-align: center;">Promoted by Department</p>	<p>Handball League Bowling League Basketball League Doll Show Ice Skating Tournament Indoor Swimming Meets Indoor Winter Carnival Ice Hockey League Outdoor Winter Sports and Carnival Boxing League Wrestling League Preliminary Indoor Baseball An- nouncements</p>
<p style="text-align: center;"><b>Playground and Community Center Events</b></p>	<p>Billiard Tournament Checker Tournament Ping Pong Tournament Rug Making Contests Snow Modeling Sled Tournament Dancing Harmonica Contests Game Nights Preparation for February Holiday Celebrations</p>
<p style="text-align: center;"><b>Special Events</b></p> <p style="text-align: center;">Promoted by Department at Centers</p>	<p>New Year's Celebration Beginning of Drama Tournament Community Nights Music Groups Movies Lecture Courses Forum Old Time Dances Winter Parties Social Recreation Institute Craft Work Soap Sculpturing</p>



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The further development of school buildings and playfields until they will exceed in nobility the architectural achievements of any other age;

The extension of national, state and local parks to provide convenient recreation areas for all the people;

The perfection of community, city and regional planning to give to all, surroundings increasingly beautiful and favorable to the good life, and

The shorter working week and day extended so that there will be work for all.

On the social side, the opportunities which now belong to the more favored communities and individuals will be extended to all.

These opportunities include:

There will be a quickened appreciation of the home as a centre of personal growth and happiness;

Educational service, free or at small cost, will be available from the earliest years of childhood throughout life;

The free public library will grow in importance, leading the way toward higher standards of maintained intelligence;

The nation will achieve an American standard of citizenship which means wholesome community life and clean government;

Crime will be virtually abolished by transferring to the preventive processes of the school and education the problems of conduct which police, courts and prisons now seek to remedy when it is too late;

Avocational activities will become richer, leading to nobler companionships and to large development of the creative arts;

Ethical standards will rise to keep pace with new needs in business, industry and international relations, and

The religious awakening will grow in strength until most of our citizens will appreciate the importance of religion in the well-ordered daily life.

—From *The New York Times*—November 9, 1930.

# Recreation

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# The Machine Revolution

Machines now turn out goods faster than the public can consume them.

The rate of development of new tools and new machinery is constantly increasing.

Though men will be needed to tend these machines, each year the number of men needed is and will be increasingly less.

Present unemployment is in part the result of the increased number of machines which do the work of men. A few men can now produce the food for many. Likewise clothing, shelter, luxuries.

The only way to keep every one employed is to divide up the work there is and let each person work fewer days or fewer hours. For the first time in history if all the people work all the time too much is produced, the storehouses are filled, our factories close and there must be unemployment for a period.

Better is it to decrease the number of working days and of working hours and leave less work but steady work for all.

Through skill and ingenuity and advertising we can force upon people new wants, but in the long run happiness does not lie in making men want more things, be dependent upon more things.

At any rate, it is doubtful whether we can force an increase in human wants, discover enough new articles to be manufactured rapidly enough so that the manufacture of the new articles shall give labor hours equivalent to the labor hours saved by the extremely rapid invention of new tools and new machinery.

This condition is not confined to the United States alone. Leaders in Europe are recognizing that there, too, there must be a shortening of the number of working hours per week in the light of the inevitable increase in the use of machinery doing the work of the world.

True, there are many men and women whose standard of living, whose consumption of goods is below what it ought to be. Many individuals in countries like India and China are consuming less food than they ought. These individuals, however, do not now have the purchasing power to secure the extra food they need, and no present way is in sight of giving these laborers this extra purchasing power.

Even in the United States it is recognized that there are a large number of individuals who are living below the standard which they ought to obtain. Of course, such education as makes men and women abler individuals with keener minds, with greater energy, with more power, helps them to have greater productive power and greater consuming power, but the chief difficulty is that much education which increases human intelligence results in the manufacture of tools and machinery which enables one individual to do the work which was formerly done by perhaps a score.

More leisure for all regardless of purchasing power will be a boon to the world if men's hopes can be shifted from possessing more things to desiring to live more richly. Will not men and women in the long run have greater happiness if, while enabled to have the absolutely essential things as a result of shorter number of hours of work, they are free in their spare time to engage in such activities as come from inner desires and which give spiritual satisfactions? Is it not likely that in music, art, handcraft, familiarity with nature, understanding and comprehension of the world, comradeship in wholesome, inexpensive activities, there lies a pathway to greater human satisfaction than is to be found in longer hours of work to clutter homes with more furniture, more clothing, more things?

Time after all is about the only wealth any of us have. If one man does the work of a hundred—what shall we do with the time of the ninety and nine? Who is to share the time saved?

The only permanent solution of our present difficulty is frankly to face a more general sharing of leisure, a more general sharing of work, and all this probably involves a more general sharing of income.

We are in the midst of a depression. Yes. We are also in the midst of a revolution in work, leisure, life, thought, brought about by the machine we have created. We can keep from becoming slaves to the machine by exalting Time, Leisure and Life.

HOWARD BRAUCHER

# "The Gift of Land Is the Gift Eternal"



"It would be difficult to overestimate what the single item of adequate playground facilities would mean in the bringing up of normal city children."

—Herbert Hoover.

—read article on page 596

# Play as a Means of Character Education for the Individual

By Professor Frank S. Lloyd

**Create the right attitude and necessary skills in childhood for play, and the continuance of play activities in leisure time will be assured.**

**D**URING the past twenty-five years the philosophy of education has greatly changed. This is apparent from many aspects, but probably the most significant of these is the emphasis which is now placed on education as a total personality phenomenon. A study of the modern objectives of education indicates that education is not concerned with subjects as such or with knowledge as word formulas, but is concerned with the development and integration of total personalities. We are more concerned today with the development of hygienic personality than we are with the development of certain skills which may be used in adult life. The constant stress which Dewey and his followers have given to education as a "doing" phenomenon has placed an increased emphasis on the nature of the activity situations which are set up for children and their relative value. The emphasis which has been placed on the child as the core of educational procedure has thrown us back to a study of what happens to the child when he engages in these activities which we term "educational." The stress which the mental hygienists have given to the necessity of developing correct attitudes, rather than habits, has compelled us to change our methodology of presentation of material, and also our evaluation of that which is good education.

The modern emphasis has compelled us to study

Professor Frank S. Lloyd of the School of Education, New York University, in a paper prepared for the Committee on Youth Outside the Home, of the White House Conference, applies to play the accepted criteria of best educational procedure and finds that play provides an unexcelled opportunity for the development of integrated personality.

all forms of human reaction and all situations which tend to call forth human activity, as possible means of education. Many of the activities which were the educational "poor relations," or, if you wish, extra-curricular activities, are now considered by many educators to be core curricular. Play has been considered by many to be an extra-curricular activity, the type of activity which would probably offset the apparent evils of modern education, a palliative which was to be given if the child has suffered under the existing conditions of educational procedure. It would appear to be necessary to evaluate play from the modern viewpoint of best educational procedure.

## Criteria for Judging Best Educational Procedure

There are a few criteria of best educational procedure upon which many educational authorities agree. 1. Education is a doing phenomenon, that the child must be an active participant in the activity. - This of course, has always been apparent in all ages of educational development. The important factor here, however, is the stress which is now placed on this.

2. A sound educational activity is one which is fundamentally satisfying to the child. By that is meant, as I understand it, the activity must in itself be satisfying. There are many activities



which are remotely satisfying, that is to say, the satisfaction comes through some ultimate change which will accrue as a result of the activity. For an illustration, the playing of handball may be both fundamentally satisfying, or remotely satisfying. If an individual plays handball for the sheer joy of playing it, and obtains satisfaction from the mere fact of playing it, then handball becomes a fundamentally satisfying activity for that individual. If however, handball is played to regain health, or to reduce a waist line, and the satisfaction lies in the regaining of health or reduction of the waist line, then that activity is remotely satisfying.



**Play activities may be characterized by the undivided attention which is always apparent.**

3. The activity must be interesting to the individual. Activities may be fundamentally interesting or remotely interesting. The interest may be resident in the activity itself, or resident in some ultimate change as a result of entering in that activity.

4. An activity should provide opportunities for developments which are necessary in order to enter into activities of a more complex nature. These developments have been divided by Clark W. Hetherington into four phases: Neuromuscular, or menti-motor developments, those which accrue in the neurological connections concerned with the activity; interpretative, or intellectual development which accrue in the interpretation and understanding of the situations in which the individual engages; impulsive, or emotional, based primarily on the fundamental truth that if emotions are to be guided and developed they must be expressed, and the development of emotional patterns of an individual becomes primarily the shaping of these expressions and their ultimate linking up with other aspects of the total human personality: organic development, the development of the organic system, which becomes basic to ordinary behavior, the nutritive, the circulation system, the best regulatory system, and the elimination system, those fundamental body functions without which adequate reactions cannot be achieved.

5. Activities must be provided in the individual's experience which will tend to integrate the phases of personality into one functioning whole. It is felt by many mental hygienists that integration is of primary importance in the educational life of an individual.

6. Activities must be evaluated from the opportunities which they provide for leadership of individuals in terms of the objectives desired through the activities concerned.

7. It becomes apparent in character education that one of the essentials becomes the providing of individuals with an ability of self-direction. The ability to make decisions, and to act upon them possibly in opposition to the dictates of the group. Activities are being evaluated from the opportunities which are being provided in them for the development of such self-direction.

#### **Applying Accepted Criteria to Play**

Let us look at the opportunities in play (or recreation) for the development of desirable characters from the point of view of these criteria. Character is here defined as the total expressions of an individual evaluated by the desired standards of the society in which he moves. This evaluation can best be made as we keep in mind children playing. Such an evaluation becomes less valuable as we move into adulthood, because of the substitute satisfactions which have been built up by the individual at that stage of life.

As we watch children play, one of the outstanding characteristics of these activities is that the child plays with everything that he has. It is a "doing" process which stands out as a paramount example of the Dewey philosophy of education through activity. One other point has to be noted—the child when he plays gives to that activity undivided attention. William Burnham has pointed out that integrated personalities are best developed through "attentive coordinated activities." Play activities may be characterized by the

undivided attention which is always apparent. The child plays with every atom of his personality. Other things may occur, but to him they pass by. An ordinary classroom procedure will be interrupted, and the child will give attention to the first visitor that walks in the room. In a play situation where a child is actually playing, visitors may walk into the room unnoticed. Play may be termed, if you wish, a total attentive activity.

There is a well known axiom of education that we repeat that which is satisfying, and avoid that which is annoying. It is also well known in education that some activities are fundamentally satisfying, and other activities must have the satisfactions learned as a result of careful conditioning on the part of the educator. The ordinary child does not have to be taught to find satisfaction in play. The early years of childhood are mainly marked by play as the child manipulates everything within his reach, and as he plays with the objectives which are presented to him by well meaning parents.

An illustration from adulthood may serve to indicate the inherent satisfactions which are resident in playing. The modern emphasis on health has attempted to incorporate every means possible for the inculcation of health interests and habits in children, and there have been developed as a result of this the tying up of health into the play life. It has been the observation of many educators that the children cease to be interested in such play, the inculcation of a secondary satisfaction tended to negate the interest which was before present in the activity. Many of us in adulthood will make resolutions to play this or the other activity, with an idea of offsetting the strains of the modern civilization. As we begin to play and get into the game whatever it may be, the interest of offsetting strains, of regaining health, or what not, is forgotten. We play for the sheer joy which comes to us, and the deep satisfaction which accrues as a result of engaging in these activities. Play might adequately be defined as that activity which is interesting and satisfying in itself. It seems to be a characteristic of play that it is fundamentally satisfying in itself, and it seems to be a characteristic of work that it ceases to be played as soon as the satisfaction is found in a more remote end.

Undivided interest has been indicated as one of the necessary things for a wholesome, healthful, integrated personality. As we think of adulthood, it is very difficult for us to list the number of things to which we give undivided attention. As

we think of childhood the first activity which most of us would characterize as that which demands undivided attention would be the play activities. The degree of interest, of course, correlates directly with the degree of attention which is given and "attention coordinated activities which educators are looking for as the means of developing the child. Play is interesting in itself, and individuals at play are compelled, as they continue to play, to give undivided interest to the thing which they are doing in play.

Let us turn to the criteria of development. It is felt by many that one of the absolute necessities in the modern civilization of great strains is the building up of the fundamental basic neuromuscular patterns. It is also felt that the fine manipulations which most of us are compelled to engage in later life, must, if they are not to result in a neurosis, be based upon deep fundamental neuromuscular patterns. There are many types of play and there are consequently many types of neuromuscular patterns which are developed as a result of play. We advocate for children that they do not engage in these finer manipulations until later on in life, and at the same time we place emphasis on the necessity of the child engaging in the type of activity which will develop these deep fundamental patterns. One of the interesting things in play is that these deep fundamental patterns are developed, if you wish, incidentally, as the child plays. He has no knowledge of their development, and little interest, except as he enters into the stage of the desire for greater skill, which greater skill demands that he place emphasis on the coordinations which he has to build.

The child learns of his environment, both inanimate and animate, in his earlier years of life, primarily as a result of playing with it. The play of manipulation occupies a great deal of the child's earlier days. He manipulates everything that comes in contact with him, and the desire for greater manipulation is the desire for an increased complexity in play. He is not interested in moving from a straight leg of a chair to a curved leg of a chair with the idea of increasing his knowledge of chairs. Having exhausted the exploratory situations of the square legged chair, he is interested in the curved leg of a chair because it is another thing to play with. He learns of his mother's face, or of the softness or hardness of other human beings, and of the greatest discovery that the child makes in his early life that his feet belong to him as a result of manipulating them in play.

In later life, as he plays, he will move from the interest in things to the interest in other individuals. It will be a deep fundamental interest of living individuals, of individuals playing where they are living at the very peak of their expression possibilities. He will learn of the emotional life and expression of other individuals, of their skills and what not, and, further, he will gain an increasing knowledge of himself as an acting self capable of doing this and of not doing that—an acting self in a societal group. It is probably no exaggeration to say that the child learns more of other personalities out of school than in school, and that his greatest learning of these personalities and his own is obtained as he plays out of school.

It is stated above that in order to develop control and shape the emotional life of an individual, it must find expression. Because of the deep satisfactions and the extreme importance that play has to the child, it becomes a place where he expresses in the raw, his emotions. In the success or deep failure of play he reaches an emotional state which can no longer be expressed in the ordinary language of the child, and calls for the scream, the sigh, or the slumped posture of deep dejection. These emotional characteristics are found even in adulthood as people play. "To know an individual play with him." Ordinary life does not call forth the deep emotions as does play, and an individual may, to use the vernacular, be perfectly capable of "getting by" as a personality in ordinary life situations where he would never "get by" in play situations.

The development of an organism which is capable of withstanding the strains of modern life is an absolute necessity. The different types of play give different degrees of this development. The types of play which call for total body action give the very maximum development to the organic mechanism of the individual. The increased circulation, respiration, elimination, heat regulation and circulation, which is apparent and obvious to the most casual observers in total body play is one of the most fundamental means of developing an adequate and integrated organism. We have tended to look on these developments as four different aspects, as suggested by Hetherington, as though we could develop one, and neglect the other. It is apparent that different

activities call for different degrees of these developments. It is perfectly obvious, however, that we do not, for instance, just develop a neuromuscular skill without affecting the organic system, just as it is perfectly obvious that we do not respond to a situation without there being some emotional response concerned. In young life, it becomes necessary that these developments be integrated, balanced, that no one tend to be overdeveloped to the degree that is misshapen, warped personality results.

It has been thought in the past that play was concerned primarily with neuromuscular skill and the organic developments, that the interpretative or intellectual were taken care of in the classroom. This is an indication of exceedingly narrow thinking. It has been thought for instance, that the play periods give to children, in school life, the opportunity to provide for their organic development. To visualize play

**Play is one of the few activities, if not the only activity, which is inherently satisfying, which demands undivided attention, which provides an opportunity, if play is wisely selected and organized, for the development of all aspects of human personality.**

as that sort of activity indicates the failure of the individual concerned to understand what is happening when the child plays. The individuals that have been concerned with the total body play, primarily physical educators, have felt that their primary purpose is organic. In many cases they have subjected children to calisthenic drills in order to build up an organic balance to compensate the intellectual development of the classroom. This departmental thinking of educators has resulted in the child suffering, and also in the failure of educators consciously and scientifically to evaluate the activities to which they were subjecting children.

#### **Integration of Personality through Play**

One of the outstanding contributions which play has to make to the total education of a child is that it provides an activity in which the child is compelled to react as a total personality. Integration has become a keynote in modern mental hygiene. Most of our phobias are the result of disintegration of varying degrees. Integration is characterized by the degree of attention which an activity demands, and by the length of the attention. It is very difficult to find in the total activities in which the child engages an activity which in any way compares with play from the point of view of the degree of undivided attention which is demanded. It is probably safe to say that in

childhood play is that activity which demands greater concentration, and satisfied for a longer period than any other activity. A child does not play with his neuromuscular system, or his organic system, but he plays with every particle of his total personality. We would characterize play as that sort of activity which demands undivided attention. A child may be judged to be tiring of his play activity as he ceases to give such attention. One of the problems which constantly confronts the classroom teacher is how to get this undivided attention. This is never a problem when children are actually playing. It becomes exceedingly difficult to stress the relative importance of the play activities according to many of these criteria because play is characterized by them. Integration for instance, may be very easily discussed from the point of view of a lecture on geography, and it can be primarily illustrated by the innumerable instances where there is a lack of integration. The only occasion when we can discuss integration in play is when the child is not playing because undivided attention is a characteristic of playing.

The character which does not possess the ability to make decisions and carry out these decisions irrespective of the group approval is not the type of character which we think of as we discuss character education. We are concerned with the development of an integrated personality which will have the ability to make decisions on past behavior and of proposed behavior in terms of the accepted standards and to act in terms of these decisions. I think it was William MacDougall who characterized a fully developed character as that which would not have to decide on right and wrong, but act rightly. The development of self-direction is one of the most intangible of the many difficult problems which confronts the character educator—how to build a personality that will act correctly, and yet sometimes act differently from the action of the general societal group. What opportunity is there in play for the development of such self direction?

In a play activity a child is compelled to make his own decisions, and he is further held responsible for his own actions in these play situations. The unspoiled play which is that play in which the child is allowed to express himself and adult guidance is of the indirect nature, is usually conducted, if it be in a group, according to certain rules and regulations. If the boy makes a mistake, he is aware of it, his opponents take advantage of it and his playmates are very aware of it.

There is no "getting by" with a mistake made in a play situation. In ordinary life we are all aware that it is perfectly possible for us to perform a misdemeanor and never get caught. In play such a situation does not apply. In highly organized play we sometimes appoint officials to whom we deputize the right of determining and penalizing individuals when they make a mistake. In the child's play, however, it is rarely necessary to do this if it is properly organized and the child or children take the responsibility for their own behavior. In play a child is not tied to anybody's apron strings, he is a little personality acting on his own responsibility, being responsible for his own actions to himself and to his playmates.

There is nothing particularly moral about the play activities as such. They may be used for the development of moral or immoral character. The leadership which is provided will determine the direction which the developing child will take. The deep interests manifested in the play activities, with the attendant attention and satisfaction, provide ideals for leadership. Every situation found in play life which calls for judgment and consequent choice is an opportunity for leadership, and practically every movement made by the child in play involves a choice of action and consequent judgment. They are judgments which must be made instantly and a poor judgment receives an immediate penalty; again, they are judgments in actual living situations where individuals are involved in the process of living to the fullest degree. The development of right habits, interests, attitudes and judgments is more than a mere word formula. The direction of thinking is necessary, but in order to make this effective in behavior opportunity must be provided for the trying out of the idea in situations which involve other personalities reacting to similar situations. The method of leadership which relies on the telling about moral standards after the situation is passed, or in anticipation of it, is open to many criticisms. The play activities not only offer an unparalleled number of conduct situations but lend themselves to the guidance of the individual's behavior while the activity is going on.

It is maintained here, then, that play is one of the few activities, if not the only activity, which is inherently satisfying, which demands undivided attention, which provides an opportunity, if play is wisely selected and organized, for the development of all aspects of human personality. It offers an unparalleled opportunity for the development of integrated personalities, provides, for the in-

dividual, opportunities for self direction, and offers great possibilities to leadership. It is an activity which is of great importance in character education. It is an activity which has apparently been characteristic of all ages of human endeavor. It has lost many of these characteristics as it has been organized into formalized educational procedure. We have mutilated the play life of a child in an attempt to make it conform to the accepted educational procedure. We have thought that which is play is a waste of time when we have evaluated it in terms of the changes which have taken place which will fit the individual to perform a certain skill in adulthood. We have failed to realize that the natural way of playing is in all probability the most expedient methodology for education. We have failed to realize that because of the deep, fundamental satisfaction, interest, attention, there are unparalleled opportunities for leadership. We have thought that education was the process of telling people how to act instead of allowing them to act and guiding them through their own experiences.

It is accepted by many that the process of education should be that of developing right attitudes, rather than skills as such. We have said that health education is the process of building right habits. We probably should have said that health education is the problem of building the right attitudes, and the habits will look after themselves. The right skills will be achieved if the right attitudes are established. We have felt in play many times, after we have taken it into education, that its primary function was that of giving skills which would enable the child to earn

a living in adulthood. The modern emphasis in education, as I understand it, is that of developing right attitudes so that the child may live adequately at his own age which should give an opportunity to live adequately in adulthood. Play provides a great opportunity for developing such attitudes because of the satisfaction and the interest, and, further, because the child as a whole, a total personality, is reacting to the situation because he wants to.

We face today a great problem of the adequate use of leisure time. We visualize this leisure time as necessary to offset the strains of an age which probably makes great drain on the life of the individual than any previous period. It becomes necessary apparently in the life of a child that he be given attitudes and skills concerning the use of leisure time. The problem of leisure time will not be solved by providing facilities if the individuals do not know how to use the time adequately. Create the right attitudes and necessary skills in childhood for play, and the continuance of play activities in leisure time will be assured. The opportunities for leadership through play activities are just as apparent in adulthood as in childhood. Play may be used as a means of character education at all ages.

It is recommended that activities which are used in all aspects of education be evaluated according to the results which accrue to the child as a result of engaging in these activities, and that they be evaluated from the point of view of the contributions which make to this, the ultimate ideals of all education, the development of a wholesome, healthful and integrated personality.

## Character Education Through Play

*By Willis A. Sutton*

*President, National Education Association*

**I**N my opinion the greatest opportunity for the development of a child's character lies in the proper attitude toward play. The playground in many respects is more valuable than the classroom. Play gives an opportunity for the free expression and development of the child's life.

The teacher who finds out the type of play activity in which the child is most interested, who manifests an interest in this game, and if possible takes part in leading the child into mastery of the sport, has gained an open sesame into the heart and life of the child that will enable

him to direct the moral forces that go to build the right kind of character. Play is creative! Teach the child to play fairly, squarely, honestly, with initiative, with fullness of life, with joy in success, with good sportsmanship in failure, and we have contributed a part to his nature that will make him able in the great game and business of life to rejoice in its successes, to be a good sport in its failures, to hold his head high and strive again for that which he seems to have lost.



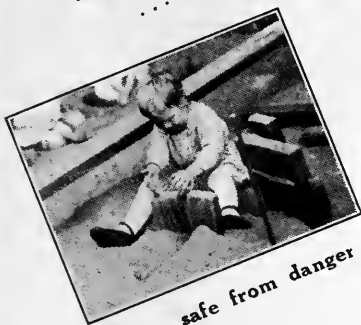
...crafts abound



...his own



...companions



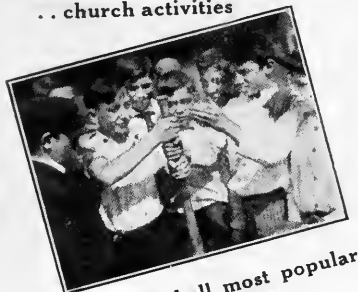
...safe from danger



...stories voted



.. church activities



...Baseball most popular with boys

## Leisure Time Activities of Rural Children

**T**HE Children's Bureau of the United States Department of Labor has issued in mimeographed form a *Preliminary Report of the Study of Leisure Time Activities of Rural Children in Selected Areas of West Virginia*, covering the larger part of twelve school districts in five counties. The study followed two lines—first, interviews in school with children 10 to 18 years of age regarding the amount of leisure time they had and the use made of it, and inquiry as to what they would like best to do if they had a choice. Second, there were interviews with community leaders—teachers, ministers, club leaders and other outstanding individuals as to types and numbers of children and recreational activities carried on in the community. A total of 1,929 children were interviewed ranging from pupils of the first year of the primary grades to the last year of high school.

Summing up the total number of free hours weekly for all children, it was found that 57 per cent of boys and girls living in the country and 73 per cent of those living in towns and villages had 24 hours or more at their disposal. Only 5 and 3 per cent respectively of these groups had less than 12 hours to use as their inclinations directed them.

Home recreation was one of the subjects on which information was secured. Most of the children, it was found, had some playmates, at least brothers or sisters but there was considerable difference between country and town and village children in playmates outside of the home. For instance, 28 per cent of the children living in the country had no playmates outside the home as compared with 9 per cent of the children living in towns and villages.

When asked about their activities with playmates, the majority of children, especially the younger ones, mentioned games first. These were chiefly simple out-of-door running games as



tag or hide-and-go-seek. Baseball was by far the most popular game with boys and ball of one variety or another was frequently mentioned by girls. Most free play was based on natural facilities. Swimming, fishing, roaming the woods and fields, filled the leisure time of many of the children. The more social activities, such as dancing, visiting each other, talking and enjoying music together, were named chiefly by the older girls.

"The extent to which the home may be a recreational center is dependent in the second place on the facilities it provides for the use of leisure moments. Equipment should be provided for home play and enjoyment. Books, music, and games can be enjoyed by all. Inexpensive outdoor equipment can be bought or made, a barrel hoop on the side of a barn for basketball practice, a stake and some horseshoes, or a croquet set. Handicraft sets and carpenter tools can provide constructive play. Directions for making equipment might be put into small town or city newspapers that go to rural subscribers. The bulletins of the State extension service and Sunday-school papers can also be useful in suggesting such material."

The church as well as the home came under scrutiny. A special study of the social programs of 89 churches, which included those attended by most of the children interviewed, showed first that very few rural churches had any facilities for carrying on social programs and many of the village and town churches were poorly equipped for these purposes. The schoolhouse or some outside hall, if there happened to be one in the community, was sometimes borrowed for suppers and entertainments. While feeling against social affairs was found in certain rural groups, in the majority of churches social life was encouraged, the limit of these affairs being largely set by church equipment and available leadership.

"The large numbers of rural folk who patronized the suppers, entertainments, and plays that were sponsored by local church groups was evidence enough that the people wanted this sort of recreation. These affairs were not, however, attended by boys and girls to the same extent as religious meetings, only 46 per cent saying that they had gone to a church supper, sale, box social, play or any other form of church entertainment during the previous year, while only 22 per cent of the girls and 13 per cent of the boys had actually participated in any of the events. The scarcity of activities of interest to young children was especially noted, as only one-third of those

ten years of age reported going to any church social affair."

As a result of the study of school facilities for play the report makes a plea for more adequate equipment.

"When new schools are built their use for recreation should be kept in mind. This means that they should have a gymnasium or assembly room, a kitchen, and a light airy playroom as well as classroom. If funds do not permit the building of an assembly room, movable seats should be provided.

"Rural one-room and two-room schools had very meager equipment. Consolidated schools were usually well planned, while village and town schools varied. Provisions for domestic science and manual training were decidedly limited, none whatever being found in one-room rural schools. There were auditoriums in most of the town schools visited, but in only 4 of 14 village schools and in only 5 of the rural schools, these 5 all being consolidated schools. Playrooms were seldom found, and in the one-room and two-room schools seats were usually fastened to the floor. Facilities for rainy-day play and for social affairs were therefore entirely lacking in most rural schools except the consolidated ones."

The study showed the inadequacy of the great majority of school yards for play activities and urged that open space be provided that is level, dry and large enough to permit the playing of games without danger to children or property.

The importance of juvenile clubs and the need for expansion were stressed. "One-third of the boys and two-fifths of the girls interviewed belonged to some club during the year prior to survey. Thirty-four per cent of the country children (38 per cent of the girls, 29 per cent of the boys) and 43 per cent of the town and village children (same for both sexes), were club members during the year. Thirty-one per cent of the children attending rural schools, 39 per cent of the children attending village schools, and 46 per cent of the children attending town schools had belonged to some club in the course of the year. The most popular of all national organizations was the 4-H Club, fostered by the Extension Service of the United States Department of Agriculture in cooperation with the State and county extension services."

"The popular type of programs for 17 clubs were box socials, sales, plays and popularity contests. For eight others special-day programs and parties and picnics were outstanding events of

the year. Work on exhibits for local and county fairs was the chief interest of three groups and the annual initiation was the big event for two clubs. There were seven clubs that had no special events during the year. When asked what they liked best about club work over half of the children mentioned the recreational features."

The commercial amusements, the report points out, are recreational agencies that must not be overlooked in the rural program although they are thought of more commonly as city facilities. "Movies, pool rooms and dance halls provide forms of amusement that many boys and girls crave and will find as soon as they have the means of securing them. Better movies therefore should be made available to rural children and they should be adequately supervised. Dance halls and pool rooms in rural communities should also have some supervision."

Parks and playgrounds are urged in the report. "The responsibility rests on every community, whether it be town, village, or county, to set aside, if possible, some space for the outdoor play of its citizens in the way of parks, playgrounds or athletic fields. Joint use could be made of them by small neighboring rural communities and the expense of maintaining them would be slight. The planning and preparation of a community park or playground is an excellent method of stirring up interest in outdoor activities."

"In very few towns and villages were there any public parks or recreation grounds that could be used for picnics and other summer activities.

Supervised play space was also very rare. In a few cases a club or industrial firm had set some equipment on unused ground, but supervision was entirely lacking in these places. In two towns where there were equipped playgrounds, supervision was arranged for during the summer vacation. These, however, were attended by only two of the children of the survey. Vacant lots were used for baseball in 4 villages and in 2 towns. In 6 villages the only play space available was the school yard."

The special interests expressed by the children are significant. "Farm work headed the list of preferred leisure-time activities for boys, and was ninth on the list for girls. Other home occupations for girls, such as sewing, housework, and cooking, stood in second, seventh and eighth places respectively on their list. Expression of interest in these home activities shows that club work of the 4-H type would find a ready response if it could be extended to more children, because most of the boys and girls expressing these interests had never belonged to a 4-H club.

"Reading was highest in the interest of the girls and fifth with the boys. The effect of reading was shown to some extent in the choice of certain vocational interests expressed by boys, knowledge of which must have been gained largely through reading.

"Baseball games and free play of various sorts were mentioned by many children as their favorite leisure-time activities. The younger children invariably wanted to play games."



At a Rural Play Institute



**Swimming Pool given by Owen D. Young to his native town, Van Hornesville, New York**

## Donated Parks and Play Areas

**In increasing numbers these gifts are taking the form of memorials.**

**N**OTHING is more indicative of the importance of the place which recreation is assuming in our national life than the growing tendency on the part of public-spirited citizens to give to their communities parks and play areas.

In increasing numbers these gifts are taking the form of memorials, and in some instances not only land but equipment and upkeep are being provided by the donors.

A grateful community paid honor to Mrs. Charles B. Knox of Johnstown, New York, when on October 1st the new Knox athletic field was presented the city and the Board of Education. A half holiday was declared, and stores, factories, mills and schools closed for the afternoon when a monster parade of school children, fraternal, civic and military organizations, city officials of Johnstown and Gloversville, decorated floats, proceeded to the site of the new field where the dedication exercises were held. Eight bands and drum corps furnished music for the five divisions. Upon arrival at the field, the parade marched around the gravel paths, passing in review before Mrs. Knox, members of the Board of Education, city officials and guests in the bandstand. The grandstand was occupied by school children.

Mrs. Knox in a brief address presented to the city the new field which was accepted by the Mayor and a representative of the Board of Education. As a token of their appreciation, the teachers and pupils of the public and parochial

schools of the city presented Mrs. Knox with a book containing their signatures. Addresses were made by Dr. Howe of the State Department of Education and Mayor Thatcher of Albany. These addresses were followed by an exhibition of singing games given by 250 boys and girls in the second and third grades of the public schools.

The large tract on which the Knox athletic field is located, comprising about 16 acres in all, was purchased in 1927 by the Board of Education for \$18,000. Plans were prepared for a field costing between \$25,000 and \$30,000. Before formally accepting the plan, the Board of Education presented it to Mrs. Knox for her suggestions. Mrs. Knox recommended a number of additions. New plans were prepared and the title of the property was transferred temporarily to Mrs. Knox in order that she might make the improvements contemplated. Mrs. Knox then assumed financial responsibility for the development of the property. The cost to date is estimated at \$200,000 or more.

The stadium comprises a combination football gridiron and baseball diamond, encircled by a quarter mile running track, with a grandstand of steel and concrete seating about 1,500 set in the side of the terrace and surmounted with a stone parapet wall. Wooden seats cover the concrete in the stand. In the southeast corner is a regulation size baseball diamond for the use of amateur and semi-professional teams of the city. The diamond is provided with bleachers accommodating between 600 and 700 people.

A distinctive feature of the new field is the field house constructed at a cost estimated at \$35,-



**The new Athletic Field at Johnstown, New York, was developed and presented to the city by Mrs. Charles B. Knox**

000 or more. The foundation is of steel and concrete construction and the frame structure is covered with stained shingles having irregular butts. The house, of Colonial architecture with shingles on the four sides, stained Colonial white, is one story in height and contains a finished basement. In the center of the building is a large lounging or recreation room for boys and girls with a large stone fireplace capable of burning four foot logs. At the southern end are a locker room, shower baths and toilet facilities for boys; the northern end contains similar accommodations for girls. The shower baths and toilets are finished in blue gray Vermont marble, while the floor in the lounging room and locker rooms is covered with a blended red quarry tile. The floors in the toilets and shower bath rooms are of white hexagonal tile. These locker rooms and similar accommodations are intended for the use of high school teams; similar facilities for visiting teams have been provided in the basement.

An open porch extends across the front of the lounging room with a wrought iron railing at the front and steps leading down to the playground at both the northern and southern sides. French doors open into the lounging room, while at the other end of the porch are additional toilet facilities for the use of children on the playgrounds. One of the features of the basement is a complete kitchenette equipped with tables, seats, cupboard and an electric stove finished in bright red.

From the upper terrace which extends along the field, on one side two flights of concrete steps lead down to the playing field level. Two flights of steps flank the field house in the rear, one leading down to the center of the playing field, the other farther north to the tennis courts. Directly in front of the field house provision has been made for a grassy plaza with croquet courts for older girls and women. At the west and nearest the field house a large flag pole has been erected, and in the center of the plaza an attractive fountain will be installed.

At the east end of the plaza are two sand pits for the younger children, 25' by 15' in size, and just beyond is a circular concrete wading pool, 50 feet in diameter. A short distance south of the plaza is a circular concrete roller skating rink for children, 60 feet in diameter, the center of which has been beautified with a number of trees and flowering shrubs. About 40 benches have been distributed about the grass, the majority of them along the upper terrace overlooking the playing field. Others have been placed on the north side of the tennis courts which there are seven located within a high wire enclosure finished in gray. The courts are made of clay covered with fine limestone.

South of the plaza is a good sized plot filled with various kinds of playground equipment, separate equipment having been provided for boys and girls.



**Wading pool in the Frank Newhall Look Memorial Park, Northampton, Massachusetts**

A feature which will be incorporated next year is a 9-hole clock golf course. Quoit pitching courts will be provided for older boys and men, and provision has been made for ice skating in the winter.

Directly across from the grandstand, on the opposite side of the oval, is an attractive bandstand with a raised platform for the conductor, and underneath a space for the storage of tools. Four large steel towers equipped with a total of 70 lights have been erected with two on either side of the football field to provide lighting for night sports.

The entrance gates are flanked by two substantial granite columns with an electric lighting fixture in a lantern design on the inside of each. On the north column is a bronze tablet 3' by 2' bearing the inscription: "Knox Athletic Field. Presented to the City of Johnstown and the Board of Education of that city, October 1, 1930, by Mrs. Charles B. Knox."

From each of these two granite pillars, iron fencing bends outward in a quarter circle to meet smaller columns of the same material, which complete the entrance, and are located on the boundary of the athletic field, joining with a 6-foot wire fence which encloses the entire tract. The beauty of the entrance has been increased by the planting of a number of shrubs and evergreens, nearly 3,000 of which have been set out on the field, bor-

dering the graveled paths, surrounding the field center and laid out in attractive beds of various shapes and sizes.

A trained recreation worker has been employed to have charge of the activities in the field house, her duties combining those of a hostess and community house director.

### **A Senator's Dream and a Mayor's Hobby**

Forty years ago a great sorrow came into the life of a senator from Georgia which has resulted in a beautiful municipal park for the City of Macon. He lost his two boys when they were children, and it

was his desire to perpetuate for all the children of the community the privileges and pleasures which he would have given his boys had they lived.

The senator's home was built on 137 acres of land stretching along the river bank. This he willed to the city for a children's park, as that part of his estate which would have gone to his sons.

Senator Bacon had been dead a number of years and Baconsfield Park stood undeveloped and unused when Macon's "park and playground mayor" came into office. During Mayor Toole's first term in 1920, the Board of Managers which the senator had designated should administer the park property came into being with the Mayor as chairman. The Board had definite plans drawn for landscaping and developing the grounds; it planted some shrubbery and turned over to the Playground Committee a cleared space to be used by the children from a nearby school. This is now one of the public playgrounds equipped with apparatus and with a director in charge. A basketball court and cleared spaces for football and baseball are included.

At the end of eight years Mr. Toole came back to the mayoralty and the work is going forward with renewed effort. It is necessarily slow as the interest derived from the endowment fund of the park is small. But Macon considers herself fortunate to have had a citizen so forward-looking





**A view of the beautiful playground grove and tennis courts, Frothingham Memorial Park**

in his ideas as to have given the community such a firm foundation on which to build its public recreation park.

The additions being made now consist of three tennis courts to which the Junior Chamber of Commerce hopes to add three more, and a large wading pool beside a grove of trees under which tables and benches are to be placed for the small children's picnics and mothers' outdoor sitting room. Every unit put in at the park is built for permanency; there are no makeshifts.

Another step forward is the leasing of the Bacon home to the Woman's Club for a club house. This is a quaint old-fashioned structure which is being renovated with care so that all its original characteristics will be preserved. Senator Bacon specified that this was to be a children's park and adults could be excluded if the management so desired, but the Board has seen fit to enlarge on the senator's dream and make it a "whole family" park, with the children having the preference. The most pretentious plan for the entire plot is the building at some future time of an artificial lake. The land slopes down from the club house into a natural bowl where one can almost see the clear water sparkling in the sunshine as the Mayor describes it! It is only wait-

ing for the magic \$50,000 required to transform it into a glorified swimming hole.

One of the high points of interest in the plan is the five acres which are cut off from the park proper by the highway. This is almost all river bed, a fact which makes it inadvisable to put anything permanent there in its present state, but it is an ideal golf driving range for devotees of the "white pill." The club house of the Motor Boat Club is located at the water's edge. The final plans call for a levee to be built in the form of a driveway from the bridge which bounds the prop-

**No feature of the Frank Newhall Look Memorial Park is more popular than the swimming pool used last summer by thousands**





erty on the south to the park bridge, and a sunken garden to be created in the depression.

On top of the ridge above this low spot is a beautiful cluster of trees where the plan now is to build a school for undernourished children who are to be taken from the public schools and given special mental and physical attention. In the main park there is a wooded section which is to be preserved in its natural state but cleared of underbrush. Azaleas and other woodland flowers will be planted under the trees. And here the children will come for their nature study.

A great many of the landscaping features have been carried out. A tree-bordered path has been built through the center of the park. Where the park touches the highway crepe myrtle, altheas and evergreen have been planted. Both drive entrances are marked by triangular plots of shrubs.

With the splendid beginning that has been given and the sympathy and interest of a "park mayor," rapid progress should be made toward the goal of an ideal recreation park.

#### Look Memorial Park

On July 4th Northampton, Massachusetts, dedicated the Frank Newhall Look Memorial Park given the city by Mrs. Frank Newhall Look as a memorial to her husband. The park, an area of rare beauty, consists of 110 acres of heavily wooded land along one side of which runs the Mill Pond River. Though not yet completed it contains a large memorial fountain, a swimming pool 75' x 150', a locker building with 1,200 lockers, 6 tennis courts, a fully equipped playground, 2 picnic areas with shelter, a playfield of 14 acres, 3 ice skating rinks, 2 regulation baseball diamonds, a 3-acre lawn game area, an archery range, and a music and drama court. A gift of \$200,000 by Mrs. Look for improving the property and erecting buildings has made possible the present development.

The park is governed by a board of trustees consisting of five members four of whom are appointed by the donor for life, the fifth member being the mayor in office. Mrs. Look has established a \$250,000 trust fund for maintenance.

M. F. Narum, a recent graduate of the National Recreation School, is director of recreation.

#### The Louis A. Frothingham Memorial Park

Simple but impressive ceremonies marked the dedication of the Louis A. Frothingham Memorial Park at North Easton, Massachusetts, on September 26th. After an opening prayer, the large rock boulder on which is placed a bronze tablet in memory of Mr. Frothingham, was unveiled by nephews of Mrs. Frothingham. The inscription on the tablet which tells of Mr. Frothingham's service to community, state and country, ends with the following: "A leader of clean, honest sports; modest and considerate in victory; patient and courageous in defeat; honorable and kindly in all things. Given by his wife, Mary Ames Frothingham, 1930."

In the dedicatory address, former Attorney General Herbert Parker paid a tribute to the service Mr. Frothingham had rendered as Speaker in the House of Representatives, as Lieutenant Governor, and as Congressman.

Entering the park at the main entrance, which is made of beautiful granite, one sees the athletic field surrounded by a quarter-mile cinder track. The stands are made of concrete and the seats are splinter proof.

Just a year ago the land

on which the athletic field is located was low, marshy property known as *Goward's Pond*.

The tennis courts in the park are made of cement asphalt and cinders with a soft green material over the entire surface. Beyond the tennis courts is a small pond on one side of which has been erected apparatus of all kinds for boys. The equipment on the other side is intended for girls. Beyond these playgrounds are some of the trees which were originally on the plot. Benches will be placed around the trees where picnics and similar events can be enjoyed.

On one side of the athletic field is an area which is to be devoted to adults' sports such as quoits, horseshoes and outdoor bowling. The park is provided with a field house containing two lavatories and room for housing the equipment.



The attractive Field House on the Knox Athletic Field at Johnstown, New York

### A State Receives a Playground

A new state playground of 500 acres to be known as the *Walter J. Hayes State Park* has been presented to the State of Michigan by Miss Mercy J. Hayes in memory of her brother, Walter J. Hayes, state senator. The park, located 60 miles west of Detroit, is rich in scenic beauty and recreational advantages. It includes two lakes and a proposed 18-hole golf course. There will be large areas for picnic grounds for campers and tourists and excellent facilities for bathing, fishing and boating.

Incorporated in the new state park is Cedar Hills Park which for years has been an open air retreat for thousands from every section of the state. It is estimated that 600,000 visited Cedar Hills Park during the past summer, despite the fact that the only approach was by a dirt road.

The deed provides that the State of Michigan shall maintain, develop and improve said park and lands in a suitable manner and shall erect suitable buildings, camp grounds, roads and paths and perpetually maintain the property as a public park and for a bird, animal and plant sanctuary for the free use of the general public without discrimination.

### Battle Creek's Eighty Acre Park

Eighty acres of land lying north of the Leila Arboretum, crossed by a creek and patched with woods, is the gift of W. I. Fell to Battle Creek, Michigan. Ideally adapted by nature, the tract will be used as a natural park and playground for both summer and winter sports with a series of lagoons providing places to canoe in the summer and to skate in the winter. The tract will be called the *W. I. Fell Park and Playground*.

On a strip of level ground will be erected a ball diamond and tennis courts with bleachers for 1,000 people. The City of Battle Creek in accepting the gift is pledged to provide this play equipment. The Leila Arboretum at its northeast end is only 500 feet away from the Fell property and a roadway is to be built connecting the two parks when rights of way have been secured across the intervening strip. The fact that the park is within the city limits will greatly add to its usefulness and accessibility.

Mr. Fell, in making the gift, stated that he acquired the property in 1913 and for years it has been his idea to have it made into a park. Hearing the Mayor speak before the Rotary Club on the city's needs for parks and playgrounds, he was prompted to make his offering.

### From Swamp to Recreation Park

Newport, Vermont, is to have a park known as *The Hinman Recreation Park* which will be a boon to the young people of the city and especially to the high school and industrial leagues who have had no athletic fields and no tennis courts and very little in the way of baseball or football fields. At the present time the forty acres of property given by Mrs. Benjamin Hinman are a swamp, but the property will be filled in as rapidly as possible through the dumping of refuse and old automobiles. The Rotary Club will sponsor the improvements.

In the front of the property, one-third of the area will become a park with a parkway separating it from the general playfields, which will provide an athletic field with cinder track, football, three baseball fields, girls' field hockey and an archery range. There will be a battery of six clay tennis courts, four concrete shuffle board courts, two volley ball courts, six horseshoe courts, also croquet and a Roque court, as well as a regulation bowling green. The park will have a picnic grove with fireplaces and a combination bandstand and shelter. The children's playground, which will be improved, lies adjacent to the park and will later become a part of the larger area.

There are six pieces of private property jutting into the park which it is hoped will be secured for the general development. The plan now includes the use of one of the private houses on the property as a club or field house with showers, dressing rooms and toilets.

### Other Gifts

One of the most generous gifts ever made the town of Morristown, New Jersey, has come through the Lidgerwood family who have offered 13½ acres of land for a public park and playground. The property, which is located in a section of the town where there is great need for play space, will be known as *The William V. V. Lidgerwood Park* in honor of its donors and in memory of an uncle of the family.

Edwin J. Kiest, a Dallas, Texas, publisher, has given the city a park of 176 acres valued at over \$100,000.

Note: A pamphlet entitled *Donated Parks and Play Areas in the United States*, which may be secured on request from the National Recreation Association, contains interesting information on the extent to which American cities have benefited by gifts of land. A number of outstanding gifts are described.

# Girls' Basketball—

A problem before all  
thoughtful leaders of  
physical activities



# Work or Play?

The future of basketball for girls depends  
upon whether it is work or play.

**I**N recent years, basketball for girls has been criticized so severely that many thoughtful people are considering eliminating this popular game from their girls' athletics program. However, it seems that it is not the game itself, but the way it is conducted in many cities that ought to be criticized.

Whether or not basketball is a good game for girls to play depends whether basketball is *work* or *play*!

Recently I received a newspaper advertisement which read:

## THE NOVELTY OF THE BASKETBALL SEASON

"It's here! What? The game you have been waiting for. The National All-Star Girls' Basketball Team vs. The Blank Town Boys' Team, Monday Night, November 12th, at the High School gym. The game will begin at 8 o'clock admission, 50c.

"This girls' team won 96 out of 106 games

played against boys last year and all the games were played under boys' rules. The girls will wear white satin trunks and red, white and blue jerseys. The team is composed of some of the best of girl players. Two are All-American Stars, an All-Missouri Star, and two All-Oklahoma Stars and one All-Kansas Star. The troupe is composed of six players, a chaperon and a manager. They are now on a tour of the country which will take them all over the eastern and southern states. This team was secured only at a great expense.

"The Town Team will have a strong line-up. Come out and see something new."

This represents basketball as being *work* for girls, in the most extreme sense. These girls are professional players, playing for money. They travel and play basketball. They are not teachers, typists or factory girls. Their work is playing basketball as a business. Yet other girls, supposedly amateurs, *work* at the game and do not get paid for it, either.

For instance: In a certain city of twelve thousand population, basketball is the only winter activity for high school girls. In the fall a call is made for candidates for the high school girls' team, and usually from sixty to eighty girls respond. After a short time all but twenty are dismissed as unworthy. The remainder practise at least an hour a day, four days a week, throughout a long season, and play a boys' rule game on the fifth day of each week. Their games are played at night, preliminary to the boys' games, often at some distance from the city. The man who coaches them has been very successful in turning out a winning team year after year. After a long, hard season, the team is entered in a state tournament early in the spring and is usually victorious. In fact, the secretary of the Chamber of Commerce boasted that as long as they won, the girls' team was worth a thousand dollars a year in publicity to the town. For these girls, basketball is work.

Similar to this is the High School team in a very warm southern state which starts its basketball season in October and ends it by playing in a state tournament in *April!* Remember, this is April in the south!

In that same state, there is a girls' reform school with a director who requires *all* girls to play basketball under a man coach—and the varsity team plays twenty-two games in the season, (involving travel all over the state), without a single girl receiving a medical examination. Another High School in a southwest state plays twenty games (altogether too many) and then enters a state tournament. These situations occur in a country where elimination of varsity basketball for girls has been recommended for years, where an eight-game season is frowned upon, where boys' rules and state tournaments are severely criticized, and medical examinations are held as a matter of common sense!

More examples could be given but it is hardly necessary. These are school girls, fourteen to seventeen years old, supposed to be preparing for business, for college, for life. Their work is to grow, to eat, sleep, study and play. Basketball as outlined above is not play, it is hard, gruelling, dangerous and harmful work. Yet these students *must* do well in their school work or they cannot play on the team. Therefore, they are carrying two jobs—school and basketball. If they were to leave school and play basketball professionally, as the National All Star team does, we would say they are too young to work so hard, and to travel

so much. Yet these young school girls have a harder job than the professional players, for they have both school work and basketball.

#### Employed Girls Often Made Victims

High School students are not the only girls who find basketball work. In some cities there are commercial firms which finance basketball teams, sometimes composed of their own employees, sometimes of girls in college or business, who play under the name of the firm. If you question coaches or others in charge of commercial leagues, they tell you very emphatically that these girls are not paid to play basketball, neither do they have favored positions. We are told that they are full time workers in some business, and play basketball "just for fun." Yet in one case a girl who played "just for fun" commuted thirty miles each way for every practise and game, and nearly ruined her health. Her employer says she will lose her position if she continues on the team next year. One firm recruits players from cities hundreds of miles distant. Another firm forces its players to start practice in August (again this is a southern state) in order to be ready for "the season". Not only do these girls play a regular heavy league schedule, but they are constantly leaving town to play "invitation" games, "demonstration" games, and finish up the year in April with a national tournament conducted by a club which apparently knows little of athletics for girls. These girls may be "playing for fun," but the whole atmosphere, financial arrangements, gate receipts, publicity and betting, make it appear that girls' basketball is business—Big Business. For girls who do a full day's work in schools, offices, and factories it seems such a basketball program must surely become work—certainly not play.

Why is this type of basketball work? Because the spontaneous joy that should come from play becomes lost in the necessity for completing long schedules, and winning championships.

In the case of the High School girls' teams public opinion is all for them; their schoolmates and teachers, city officials, service clubs, newspapers and the Chamber of Commerce all *insist* that they win, for the glory of the town. "Put Blankville on the map"—(no matter whether a squad of girls is overworked or not)—seems to be their cry.

With the commercial leagues, the pressure is much stronger. Dollars and cents enter into the game in hundreds of ways. The team must win

to get publicity—and the firm which puts from three hundred to several thousand dollars into a team, demands favorable publicity. In order to win and win constantly, high pressure methods are necessary; rigid training, no parties, constant practice, travel, late hours, excitement, a “driving” type of coaching that gets results. Girls dare not admit they are tired or not feeling well. They must do their regular work well during the day, and be in top-notch condition for a hard game of basketball at night. If done once in a while, this might be recreation, but when such a situation occurs three to five nights a week from October to April and even longer, “work” is the only word to describe it. Through loyalty to the team or firm, because of the publicity and money involved, and by personal pressure of backers and coaches, these girls are forced to win game after game, month after month.

#### Removing the Pressure

If all this is true, how can basketball be play? We must put the control of girls' recreation in the hands of trained physical educators or recreation executives, not in those of commercial firms, chambers of commerce, newspapers or fraternal organizations. We must train and employ capable women workers to administer, coach and referee girls' games. Most important of all we must *remove the pressure!*

Recreation and Physical Education Departments in many of our cities are making girls' basketball play instead of work, and, incidentally, increasing interest and participation several hundred per cent. For example, progressive school systems place girls' basketball in the entire charge of women physical educators, whose first interest is in the welfare of the girls. Physical examinations come first, then lead-up games such as Dodgeball, End ball and Captain ball, for every healthy, normal girl. In Junior High School, the girls play nine court basketball and love it! In Senior High School, three court basketball is *the* game. Not twenty, but two hundred, sometimes two thousand girls play in our modern city high schools. January to March is usually *the* season, not October through April. Girls learn the fundamentals of the game in their physical education classes, and become members of a squad team, playing within the class. The winners meet the other gym class squad champions for an after-school tournament to determine squad champions of the school. Following this preliminary tournament there is an inter-home-room or inter-class



**Basketball is real play in the Play Day program which is becoming so popular**

league, and in some cases, some invitational games or playdays with nearby schools.

This system removes the *must* (the pressure) from girls' basketball. Teams are large enough so no girl has to play when she is not feeling well. Emphasis is placed on participation, not on winning. Games are short, seasons are short, strain is eliminated, because women physical educators are in charge, publicity and spectators are controlled, and financial problems, backing and outside organizations, are not permitted to interfere. Competition and class or group loyalty are present, so that there are thrills, but no mob madness. Basketball for school girls under such leadership is play, as it ought to be.

Similarly progressive recreation departments, after struggling for years with the old system, have at last taken the *work* out of basketball for employed girls and restored the original play spirit. Instead of men coaches and referees, women trained in special institutes conducted by the recreation departments, are employed for all girls' activities. If the department conducts basketball for school girls, three part floor rules are selected and games are played in the afternoon. For employed women two part floor, girls' rules, are used. Expenses are cut to a minimum, uniforms are simple and inexpensive, social events are self-supporting, and travel is confined to a limited area. All this keeps the cost within the

(Continued on page 633)

# Use Plus Beauty



Courtesy The American City

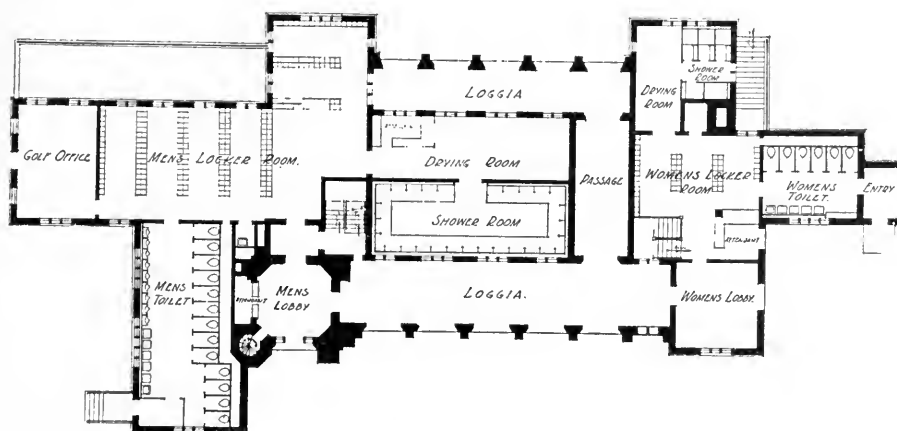
Architect's Drawing  
of the Field House

## A Chicago Park Recreation Development

**W**HEN a carillon tower with a complete twenty-bell set of chimes was made possible for construction in Lincoln Park, Chicago, through the bequest of Mrs. Anna M. Woford, widow of Jacob A. Woford, the Park Commissioners decided to incorporate the tower into a field house. As a result of the planning of the Commissioners to meet this unusual combination of aesthetic and utilitarian uses, the new building will serve as a club house and locker building for the baseball diamond, tennis court and new golf course being built in the park.

The men's department consists of a locker-room containing two hundred and fifty lockers, with twenty-four showers and a drying-room. The women's department contains fifty lockers and four showers. Each department has generous

toilet facilities which are accessible from the outside as well as from the locker-rooms, and which serve as park comfort stations. At the north end of the first floor is an office and shop for the golf professional. At both the east and west sides of the buildings are large covered porches, or loggias, where spectators may sit and watch the baseball or other games in progress. The basement contains the heating and ventilating plant and large storage rooms for various park equipment, also club locker rooms for men and women. These are designed for the purpose of storing team equipment for various organizations using the fields. The exterior of the building is of Gothic architecture in red brick trimmed with Bedford stone and has a slate roof. The bell tower, its dominant feature, is seventy-five feet in height.



Ground Floor  
of the  
Lincoln Park  
Field House

Courtesy The American City





On April 5, 1928, when this picture was taken, the section of Salem Willows Park shown was in the early stages of development. The strategic position occupied by the park and the uses to which it was to be put necessitated very careful planning on the part of the Board of Park Commissioners.

*Courtesy Board of Park Commissioners, Salem, Mass.*

## Beautification Planning

**S**ALEM, Massachusetts is particularly fortunate in the possession of Salem Willows Park, a marine park of 35 acres which combines seashore and country. The area is used as a picnic park and serves large business concerns as a place for their annual outings. There is also an attractive outdoor garden theatre seating 1,500 people where band concerts, public meetings and playground dramatics are held.

At the head house of the steamboat pier, shown in the picture, small boats can be rented, or one may embark on an interesting trip in a small motor launch or a large steamboat carrying 1,200 people. The park also provides a bathing beach and bath house.

Because of these important features it has been necessary for the Board of Park Commissioners to concentrate on the planning of a particularly attractive approach. First the drainage and underground wiring were cared for. Next the areas were planted and walks were built. Large native boulders were

*(Continued on page 633)*

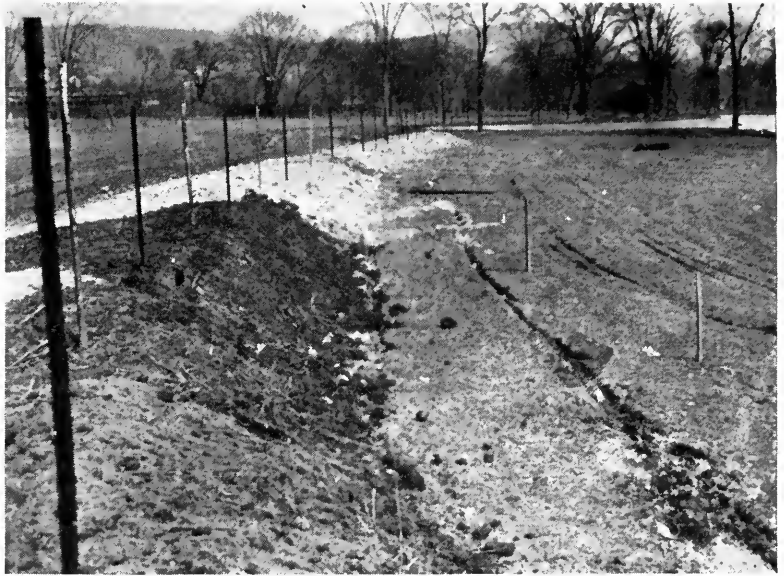
On July 15, 1929, only a year and three months later, Salem Willows Park presented the beautiful appearance shown in the photograph. Oliver G. Pratt, superintendent of parks, tells of some of the steps taken to produce the effective results secured.



*Courtesy Board of Park Commissioners, Salem, Mass.*

## A Wild Fowl Sanctuary

ONE of the greatest recreational developments of On-onta, New York, has been the construction of a wild fowl sanctuary. The idea started about two years ago, R. A. Johnson of On-onta reports, when someone pointed out how easily such a project could be accomplished. Neahawa Park, located at the edge of the city, contains a fair sized artificial lake with an unlimited water supply which can be regulated as it flows through an underground inlet so as to regulate the lake level. In winter the warm water from the inlet keeps the ice from forming over the entire lake, an ideal situation for water birds. The original plan for the sanctuary was to stock this lake with a few pairs of different species of wild ducks with wings pinioned so that they could not fly away. Any young bird raised would be allowed to fly and thus aid in attracting migrating flocks. The plan was laid before a few leading citizens and each one contributed the purchase price of one pair of ducks. Then a local bird protective organization gave a pair of Canadian geese, and the



project was under way.

Since the lake was deep and clear there was need for a shallow water area. We wanted to make the picture more complete as a wild fowl habitat by having adjacent to the lake a marshy place where water plants could be planted to create a natural feeding and nesting ground within the limited space of about an acre. The proposed addition to the lake was easily accomplished at a negligible cost. This was due to the fact that the original lake was an artificial one fed by a vigorous stream which maintained a water level above the surface of the adjacent field. A dike was built about the newly incorporated area by dumpage of the city ashes covered by a layer of soil. A channel was then opened allowing the water from the lake to flow into the newly formed swamp. An auto road is now open around the lake and swamp which makes it convenient to study the birds at close range.

A recent study of park attendance showed that many families come regularly to spend a few minutes each day while the children feed the birds and watch their activities.

**A dike was built by dumping city ashes and covering them with a layer of soil.**

**The newly constructed shallow water area.**



# Toboggan Slides in the Winter Sports Program

## Practical Suggestions for Toboggan Construction and Community Use

**H**AS your community a toboggan slide? The cost need not stand in the way, for simple sled slides may be erected at little



*Courtesy "Big Pines Recreation Camp, Los Angeles County, California*

**Trough should not be too wide at bottom.**

The sides of the trough are about a foot high. In some cities knockdown sled slides are set up on the playground in winter. In an Illinois city a double slide was constructed with one trough for toboggans and the other for sleds. The top of the bleachers, 28 feet high, was used as the starting point of the slide and the bottom rested on the ground at a point 150 feet away, although the chute extended along the

expense and their presence on a playground offers the assurance of a good time at the winter play center.

Where there is no natural slope the roof of the shelter house may be used as the platform or starting place for a slide. Frequently chutes are constructed by using a grandstand or bleachers as a foundation.

ground for an additional 100 feet. The uprights used in the construction were 4 inches by 4 inches and the total cost was \$750.

### Factors in Toboggan Slide Construction

There are a number of fundamental considerations to be kept in mind in toboggan slide construction. A few follow:

(1) The trough must be of proper width. If it is too wide the toboggan may lurch from side to side and possibly jump the track. Twenty inches at the bottom of the trough is ample.

(2) The outrun should be level to prevent the toboggan from upsetting. It is a good plan to build banks of snow the same width as the trough or to continue the sides of the chute on the outrun.

(3) It is important to use good wood in the construction of the toboggan to avoid danger of splinters.

(4) The sides of the trough should be high enough to prevent the toboggan from jumping the track.

(5) Trestle work must be strong and solid to eliminate vibration.

(6) Crossbars should be near enough together to avoid vibration and strain on the bottom boards.

**Safety measures are important in starting.**

(7) It is well to paint and creosote each year all the woodwork in the slide. This preserves the wood and acts as a disinfectant.

(8) The entire slide should be built straight. Curves in a toboggan slide make it possible for the toboggan to go over the sides.

(9) At the bottom of the wooden slide there should be a runway clear of trees, poles,



*Courtesy "Big Pines Recreation Camp," Los Angeles County, Cal.*

fences and other dangerous obstacles.

(10) To prepare the ice the chute should be filled with snow, beaten down firmly until a layer about 2 inches thick is formed in the bottom. If the temperature is favorable, this should be sprinkled until it forms an icy surface. The ice in the chute must not be allowed to become worn and if holes form in the ice, they may be patched with snow sprinkled until it forms a slush and beaten smoothly into the holes.

(11) If the slide is too icy, equal parts of sawdust and sand mixed should be spread to slow speed.

(12) The approach to the top of the slide should be by a gradual slope, cleated runway or wide stairs leading to the back of the starting platform which should be of ample size and protected by walls or railing.

(13) If possible slide should face toward the north or northeast so that the ice will melt as little as possible.

#### Constructing More Elaborate Slides

As has been suggested, all cities may have at little expense simple sled slides. Many cities,

**At the bottom the runway should be clear of poles, trees and other obstacles.**



Courtesy "Big Pines Recreation Camp," Los Angeles County, Cal.



Courtesy "Big Pines Recreation Camp," Los Angeles County, California

**Starting platform should be well protected by railings.**

where winter sports are a feature of the recreation program, have built more elaborate and very fast slides. The parks and playgrounds of Manchester, New Hampshire, have two slides of this type, one with two and the other with three parallel chutes. The slides are built of planed spruce boards in sections 10 feet long, each length being in the shape of a trough; the inside width of each chute is  $19\frac{1}{2}$  inches at the bottom and 30 inches at the top, the side planks being 12 inches wide and set at an angle of  $22\frac{1}{2}$  degrees. Four 4-inch by 4-inch crossbars are used to hold together the boards of each section. Each crossbar extends 4 inches beyond the bottom boards and to it are nailed brackets, cut from the same timbers, to hold the sides in place. The upper crossbar is exactly at the end of the boards; the lower crossbar is 4 inches from the end. This allows each trough to lap 4 inches into the next. The end crossbars are so placed as to butt tightly against each other. The other two crossbars are evenly spaced. All edges and corners are planed off to prevent splinters. The troughs are thoroughly nailed together, but no nailing is done in putting the lengths together; they are simply placed in position on the ground, beginning at the lower end and fitting in each section, leveling under the crossbars as the ground may require.

#### Tobogganing in a Number of Cities

The Commissioners of the Palisades Interstate Park, New York, have installed two types of slides. One is called the Canadian slide and for this it is necessary to have a hill adapted to tobog-

ganing. Boards about 10 inches in width are put into the ground to a depth of 2 or 3 inches and frozen in, leaving a guard about 6 to 8 inches in height. Between them the space is a few inches over the width of the toboggan. Care must be taken to have smooth boards or they should be covered with canvas. The slide itself is best in countries where there is plenty of snow, but in the climate of New York State it is sometime necessary to pour water on the hard ground to make a slippery surface. Ice, however, does not make a good slide and it is best to wait until there is a covering of snow over the smooth foundation. There is great fun for tobogganers in helping to clear slides after a heavy fall of light snow by getting on a toboggan, sliding down and pushing the light snow away with the toboggan itself. This method after a snowstorm gives a good, soft but well packed surface of snow which affords a certain buoyancy.

In addition to the Canadian slide built about two and a half miles from Bear Mountain, the Commissioners have provided at Bear Mountain two double slides. Since the hills at this location are not suitable for the Canadian type, it has been necessary to build up the slides to secure the necessary height and length using the natural hills as far as possible. The slides are built in sections so that they can easily be removed in the spring. The width is slightly more than that of a toboggan. The slides are made of about 10 inch material—smooth boards. By adjusting these sections to uprights almost any height and slant can be obtained. At the beginning of the season the slides are lined with 2 or 3 inches of solid ice taken from the lakes. Between these sections ice water is poured, giving a smooth surface. As it is not well to slide on sheer ice, a fall of snow to cover the surface is always welcomed.

Claremont, New Hampshire, has an excellent slide very similar to those in Manchester. This slide, which cost only \$525, is built in sections and can be stored away each year. There are two runways and the trestle extends for approximately 100 feet down the hill. The elevation of the starting platform is 15 feet from the ground and its dimensions are 10 feet by 15 feet. It is equipped with approved tilting boards.

The toboggan slide maintained by the Department of Parks, Playgrounds and Public Buildings in St. Paul, Minnesota, is a wooden structure erected on the side of a steep incline with a height of about 60 feet above ground level. On a cold day the toboggan reaches a momentum which will

carry it nearly half a mile at a speed of about 60 miles an hour. The construction of the slide is such that it is safe even at this speed for the tobogganist who exercises care.

The slide provided by the Department of Recreation of Portland, Maine, is set on a table about twelve feet long. When released by pulling a lever, its own weight drops it in place and by stepping on it, it may be brought back to the horizontal position and the lever pushed in place. Because of the constant locking and releasing at the starting place, a band of iron has been put over the side that is held in place by the lever.

### Safety Measures

It is necessary to make a public slide as fool proof as possible, for unless tobogganing is carefully safeguarded it has elements of grave danger. A slide constructed with the greatest care may be made dangerous through careless or reckless use. Care must be taken to make a runway at the foot of the slide if it ends in a meadow or on a lake and to watch carefully where the toboggan is apt to stop.

A number of cities do not permit the use of slides unless a starter is on hand to release the clutch and to see to it that the toboggan is not overloaded, that the passengers are seated properly, and that the toboggan does not start until the one ahead is at a safe distance and can be unloaded before the arrival of the next. A good safety device is a "tripper" near the bottom of the slide which shows a red light when the toboggan passes. A white light appears when that load has left the slide and it is safe for the next to start.

Every one on the toboggan should have his or her hands on the rope and the hands should be turned under, with the fingers pointing outward. The rider's feet should be in the lap of the person in front and should not in any case protrude beyond the toboggan. No stunt riding or fooling should be allowed. No one can steer on the slide. On an open hill steering can be done by the person sitting in front or by the rider in the back if he is taught how to take the proper position for so doing. If "belly-wopping" is allowed, it should not be more than two deep so that the person on top can still reach the ropes with his hands.

The slide in Portland, Maine, is about 1,000 feet long and with the speed which may be attained there is danger of the toboggan going out into traffic. To avoid this a 50 foot belt of sand is placed at the end of the slide.



# Winter Hikes in Oglebay Park

**P**UBLIC opinion of winter as a season for hugging the home fires and maintaining contact with the outdoor world through nicely weather-stripped windows is being changed at Wheeling, West Virginia, according to A. B. Brooks, naturalist of the West Virginia University staff on duty at Oglebay Park, Wheeling's municipal estate of 750 acres.

Scores of Wheeling district people each Sunday afternoon take part in one of the series of winter hikes conducted at the park by the naturalist. These hikes occur regardless of weather conditions, in spite of cold rain, frozen ground, deep snow or driving winter winds. The hikers are recruited from all ages and groups and anyone is welcome to report at the park clubhouse on any Sunday afternoon at 3 P. M. to take part in a two hour journey on foot. Short hikes and long hikes alternate on the schedule. The short hikes cover comparatively little ground and frequent stops are made for informal lectures or illustrations by the naturalist of trees, shrubs, birds or whatever the party happens to run across in this big natural park. In the long hikes nature field study is subordinated to walking and occasionally these hikes lead from the park to points of historic interest in the vicinity of the big estate. Hike crowds vary from a dozen people

on "bad" days to three dozen or more on a "good" days.

Wheeling district newspapers are giving loyal support to the hikers and are chronicling their intended routes and carrying brief stories of the things they

*By J. W. Handlan*

have seen or done on each trip. The Oglebay Park hikers have become welcome visitors at many of the big private estates which lie in the neighborhood of the park, and when owners of these play host to the group they often are invited to "stop at the house" for coffee, sandwiches and other light refreshments.

Those familiar with the park winter hikes have lost all fear of winter weather beyond the respect which every good outdoorsman accords it. Warm, dry footwear is of paramount importance to these hikers. They have learned that "two flannel shirts are warmer than two overcoats" and much easier to carry on a long hike. They know that loose clothing is warmer than tight breeches, coats and gloves, and that walking is an excellent stimulant for city-tired nerves. Many of the winter hikers have picked up from Mr. Brooks's lectures a surprising knowledge of winter nature lore and all of them have grown to like the sensation of prowling, Indian fashion, through a white-covered grove of conifers, where the deep snow muffles their footsteps and the only sound is the wind's sibilant whispers in the branches of spruce, pine and hemlock.

Those seekers of beauty who venture into the miles of trail winding uphill and down, and going literally into the heart of Oglebay Park's woods, Nature rewards with glimpses of undreamed-of

marvels. To them she shows new forms of beauty and unsuspected moods. To them she discloses rare treasures hidden from all save those willing to leave the beaten path to discover her Winter wonders.



Oglebay Park in Winter



## Novelty Events for Juniors

**N**OVELTY events for juniors such as those pictured in Milwaukee are adding much to the enjoyment of young people taking part in winter sports days.

*Broom Race.* One boy sits on a broom while a second boy draws him 50 yards; either with or without skates.

*One Skate Race.* This is a clever and funny race. The participants cover 100 yards half skating and half running.

*Skateless Race.* Some boys have no skates; this race is for them. For 50 yards the boys go through the motions of skating without skates.

*Three-legged Skating Race.* The inside legs are fastened together with a strap while skates are put on outside feet. 100 yards.

*Scooter Race.* Runners are attached to the wheels of a scooter and cleats are put on one foot. The race covers 100 yards. Ice scooters may be used.

*Push-mo-sled Race.* A steering blade like an ice boat rudder is attached either in front or back of sled. One boy sits on sled and steers while another skates and pushes it.

*Chair Race.* One boy, or girl, sits in a kitchen chair while a second boy, or girl, pushes the chair 50 yards. With or without skates.

*Skater and Sprinter Race.* A novelty event for ice is a 50 yard dash from standing start between skater and sprinter. The sprinter's spikes are sharpened and if he is a good runner, he may win.

*Broom Ball Game.* Game is played with hockey rules, but brooms are used instead of hockey sticks, and a soccer ball instead of puck.

*Skate and Bicycle Race.* The skater will win but the race will be interesting.

*Decorative Sled Parade.* This is as effective as a doll buggy parade.

*Obstacle Relay.* Skaters skate one-fourth of the length of track and go over tables; another quarter and go under tennis nets holding one foot above the ice; third quarter and jump a six inch hurdle; the final quarter and go through barrel with head and bottom out; then finish. This is a real event from the standpoint both of the skater and spectator.



## Winter Games and C

**I**NCREASINGLY municipal recreation departments and groups conducting winter carnivals or winter sports days, as many of these events are now called, are introducing into the program fun creating activities for boys and girls which are more or less informal in character. In addition to the usual skating and relay races, there are now such novelty events as obstacle races, broom races, skateless races, bob sled contests, barrel stave ski jumps, broom hockey, three-legged races, chair races and countless variations of events of many kinds. Games such as *Fox and Geese*, *Cross Tag*, *I-Got-It*, *Pom Pom Pull away* and hare and hound races and treasure hunts

## Fun and Thrills with Sleds

**S**LED parades, as has been suggested, are very effective events in the program of a winter sports day and interest may be added to such events by dividing the sleds into classes and giving awards for the most elaborate, most beautiful and most fantastic sleds. There are, however, other uses for sleds which are more fun for the participants, and a sled meet can be made a very exciting part of the program with such events as the following for boys:

*Coast for Distance.* Sliding down on stomach with running start.

*Push and Coast.* With one boy on sled, his team mate giving a running push to take-off line. Distance will be measured from take-off line to forward point of sled when stopped.

*Pulling Race.* One boy rides, two in skates pull sled.

*Shuttle Relay.* Teams of nine boys—one rider and eight pushers. Sled must come to stop and be turned around at each end of the straightaway. (This race will be run under regular shuttle relay rules and the race is not complete until all boys are back to their original starting point. Distance—minimum 25 yards; maximum 50 yards.)

*Swimming Race.* (Crab Race) The boy lying on stomach pushes sled forward with hands.

For girls the following events are popular:

*Towing.* One girl on sled, another pulling to toe the mark. The sled is pulled 25 yards, is turned around and brought back.

*Push and Coast.* Same as boys.

*Shuttle Relay.* Teams of five girls—one rider and four pushers. Rules used are same as in boys' race.

*Swimming Race.* Same as boys.

The meet may be on the basis of participation by playgrounds, a specified number of boys and girls from each ground taking part. No participants should be permitted to take part in more than one relay or race.

*Sled Substitutes.* What about that steep hill too glassy after a hard freeze to manage a sled on? Park your sled. Go home and get that old broiler pan Mother discarded, or an old tin tray, or "what have you!"



## ts for Young America

may all be a part of the program. Snow men and snow modeling contests are also popular.

Such events as have been suggested are merely one part of the program of the winter sports days which are being held and which include skating events and races for adults as well as children, dog derbies, skiing, tobogganing and all forms of winter sports. Special events for children are, however, gaining in popularity and are of keen interest to spectators as well as to the children taking part who may justly feel that with a program of their own they have a more definite and distinctive part in the festivities of a day which should be full of delight for them.

# Out-of-Doors in St. Paul

“What are cities doing this year in their winter sports program” is a frequent inquiry at this time of the year.

The report of St. Paul's current activities so varied in their scope and the city's program for the remainder of the season will be helpful to other cities in their planning.—The Editor.



Courtesy Los Angeles County Park Commission

*By Ernest W. Johnson  
Superintendent of Playgrounds,  
St. Paul, Minnesota*

**U**NDER the leadership of Commissioner Clyde R. May, the Playground Department of St. Paul, Minnesota, is seeking to keep pace with the demand from the public for an efficient winter program.

Skating activities, the major part of the outdoor program, cover a wide range and reach every corner of the city of St. Paul. Thirty-eight municipal skating rinks have been flooded this year for general skating use, twelve hockey rinks for league hockey play, and nineteen additional areas on private property have been prepared for community use. When a community makes a request for flooding a private area, permission for use of the property for rink purposes must be presented from the property owner in writing and the area must be level and properly banked. When these conditions have been met the department will flood the property with the understanding that the rink must be open to all who desire to skate on it.

Skating races for Juniors, Juveniles and Mid-

gets are planned for every municipal rink in the city. Winners of the various events receive ribbon badges as prizes—blue for first place, red for second and white for third. Open meets for boys and girls of Junior and Juvenile classes, for Senior B men, Senior A men and for women are held every Sunday afternoon on a rink especially prepared on beautiful Lake Como. These races are open to any amateur skaters in the northwest and special awards are made on a point basis for the season's best skaters. The winners of these skating meets then have an opportunity to enter the state championships, both indoor and outdoor, and if their records are such as to merit support they are invited to the national meets.

Hockey leagues for Seniors, Intermediates, Juniors and Midgets and a county league are being operated under the auspices of the Playground Department.

Curling is an activity carried on for the past thirty years by a group of German Sons. This continues to attract attention and provides recreation and enjoyment not only for the players but their families and friends.

Horse racing is a week-end activity on Lake

Como. Some of the fastest stables in the northwest enter these races and needless to say interest is keen.

Skating carnivals have attracted a great deal of attention and interest in the St. Paul communities. Carnivals have been planned this year for January 16, 17, 21, 24 and 31. These carnivals are sponsored by community organizations and the Playground Department, funds being raised by people of the community to defray the expenses. The carnivals provide a very colorful and thrilling activity in the respective communities, attracting thousands of people.

A winter pageant has been planned for January 31st at the Margaret Center entitled *An Indian Romance*. The chieftan of a successful Indian tribe, unable to lead his followers any longer, decides to give the reins over to a loyal warrior of the same tribe. He selects three of the best warriors and sends them far west to a great tribe ruled by a boyhood friend. The warrior who is successful in winning the hand of the Sioux princess in marriage will be the rightful successor to his position. The chief's own son is the successful suitor and returns accompanied by

the Sioux chief, his daughter and some of his warriors to receive the blessing of his aged father and to be married amid great pomp and ceremony. A colorful Indian wedding closes the scene.

The skiers of the city are all in readiness for scheduled skiing meets. The thrill of this sport will attract thousands of people to the skiing hill on the 11th of January and again on February 1st to see some of the best skiers in the northwest in action.

Tobogganing is one of the spectacular sports which the general public enjoys, and tobogganing slides are in readiness for the winter snow necessary for this activity. Plenty of good healthful exercise may be derived from trailing the toboggan back to the starting point. And nothing can equal the thrill of going down an incline about sixty miles an hour and then joyfully trailing the toboggan behind you back to the starting point nearly half a mile distant. Many groups in St. Paul instead of going to the theatre or some indoor activity greatly prefer to spend the evening out in the cold, snappy air and snow taking advantage of Winter's distinctive opportunities.



Skating attracts many thousands during the winter season.

# FEBRUARY—

## That Grand Old Party Month!

**R**OMANCE and patriotism both find expression during this month as St. Valentine's Day, Lincoln's and Washington's Birthdays all come at this time of year. St. Valentine's Day is, of course, always associated with romance and sentimental subjects, while the birthdays of our nation's two greatest heroes cannot but inspire thoughts of patriotism.

Decorations are a simple matter for February as there is much upon which to base a decorative scheme. For St. Valentine's Day red or pink hearts can be used in various ways as well as red or pink silhouettes of Cupid. Lace shelf paper combined with both these decorations supplies a splendid way of carrying out the St. Valentine idea. Tradition has long since established the log of wood and the log cabin as symbolic of Lincoln, while the cherry tree and hatchet are equally symbolic of Washington. Pictures of the two noted men combined with red, white and blue make most fitting favors or decorations.

### St. Valentine's Games

*The Black Heart.* Hide hearts of assorted colors. Most of the hearts are red, a few are green, some are yellow, one is black and one is blue. No information as to the significance of the various colors is given out until after the hunt is over, but as soon as the hearts have all been found announcement is made as to what each color stands for. Red hearts count one apiece; green hearts put the finder in debt one apiece; yellow hearts put one on the list of those who must engage in some contest; the finder of the blue heart gets a prize and the finder of the black heart must pay some terrible forfeit.

When the whistle blows to end the hunt the guests assemble in front of the hostess who asks the finder of the black heart to stand on her right side and the finder of the blue heart to stand on her left side. Those who found yellow hearts must take part in some nonsensical race, such as a kiddie-kar race. Next, those who found green hearts must give up a red heart for each green

heart they found. Finally prizes are given to the one who found the blue heart and the most red hearts after which the finder of the black heart is punished by paying a forfeit.

*Complimentary Valentines.* Secure a great many bright colored advertisements from magazines and see that they are ready together with paste, pins and scissors. Large heavy sheets of paper are distributed with the name of a guest written on each sheet. The guests are given five minutes in which to make a valentine for the person whose name is written on his paper. The valentines are to represent exactly what the artist thinks of the subject. For instance, Robert Smith thinks that Alice Brown is a good egg, so he cuts out a picture of an egg, combining it with letters from the advertisement. He may think she is too fat so he pastes on a picture of reducing exercises.

*Valentine Post-Office.* A Valentine favor is prepared and labeled for each guest with a word or two of advice to go with it. Each guest is called to the post-office in turn and he must open his package and read the advice. One guest, for example, is given a bright new egg beater and told to beat it.

*Heart Over Head Pass.* Players are lined up as for a relay game. The front one of each column is provided with a pan that is slightly deeper than a pie pan. In each pan is placed a handful of tiny candy hearts. When the signal is given these first players start passing the pans back over their heads. When the pan reaches the last player he takes it and runs to the front of the line while all the other players in his line move back one place. He immediately begins passing the pan back, the last player again coming to the front of the line. The race is won by the team whose original leader is back in place before the leader of any other line is back at the head of his line. When the hearts are spilled they must all be picked up before the pan is passed on.

*Safety Spots.* Hearts are tacked on the wall in different places and at various heights. There

should be one less heart than there are players. While march music is played the guests march around, but when the music stops everyone makes an effort to touch a safety spot. One player will be left each time without a spot, and he is given a seat in the center of the room. One of the hearts is removed each time the music begins again and each time it stops one person is left without a safety spot. One by one the spots will be removed until there is but one spot with two contestants. They are obliged to march around the center of the room in a circle as before. This game makes a very good mixer.

#### For a Lincoln's Birthday Party

Because Lincoln loved the out-of-doors it might be appropriate to decorate the rooms with masses of evergreen and pine boughs. Red, white and blue streamers and other decorations can be combined with these as well as silver stars.

*Wood Choppers.* Give everyone the name of a tree; ash, beech, birch, cedar, elm, maple, oak, poplar, pine, spruce, fir, willow, hickory, walnut, chestnut, locust, pear, peach, or cherry. Have a "boss" and a "chopper," the latter blindfolded. The chopper must follow the boss who takes several turns around the room, blowing a whistle as he goes. The trees remain in place. The boss now calls the name of a tree and the tree designated must give forth a little "Hoo-Hoo." The chopper must try to locate the sound which must be fairly loud and, with a cardboard hatchet, chop down the tree. If he succeeds in touching the tree that tree is out and must go to the woodpile. If the chopper fails to locate the sound, he changes places with the tree. The one who is chopper at the end of the game is the winner.

*Swapping of Yarns.* Guests are notified before they come that they will be expected to tell a good yarn such as Lincoln used to tell. Every person can be given a slip with some definite story to be told, or the kind of story, such as a sea yarn, fairy tale, nursery rhyme, fable anecdote or romance.

#### On Washington's Birthday

For a Washington's Birthday party invitations may be decorated with thirteen stars and read: "Thirteen played an important part in our nation's history. Defy superstition and help us celebrate on February 22nd at 8:30 P. M. Please dress as Miss (Virginia), one of the thirteen original colonies."

Decorations may be in red, white and blue and wherever possible thirteen stars should be used. As the guests arrive they are asked not to tell what colony they represent. They are given pencil and paper and as a pre-party game are asked to guess what colony each guest represents.

Thirteen objects that played an important part in Washington's life are hidden about the room before the guests arrive. Each guest is given a card and as he finds one of these objects a star is attached to the card. The following objects may be hidden: a hatchet, a tiny cherry tree, a white horse, an Indian doll, a picture of Yorktown, a map showing the Delaware River, a picture of Mt. Vernon, a picture of the White House, a picture of a valley, and a forge to make guessing harder, a toy sword, Martha Washington (a doll dressed to represent her), a surveyor's instrument, and the Declaration of Independence.—From *Game Bulletin* issued by Recreation Department, Pontiac, Michigan.

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## National Drama Week

February, the month of patriotic celebrations, has also come to be known as the month in which National Drama Week is celebrated. The Drama League of America appeals to every one interested in the theatre to set aside the week beginning February 8th and ending February 14th for the observance of National Drama Week whose purposes are:

1. To use all possible means of publicity to have in every city an organized audience of discriminating playgoers who will support artistic productions of plays and encourage the study of published plays of merit.

2. To seriously consider the continued falling off of attendance at theatres both on the road and in New York and devise methods to win back an audience.

3. To secure the active cooperation of all organizations and individuals, interested in the promotion of civic life through the means of art in carrying out the aims of the League. The League is a rival of no organization and an aid to all.

The Drama League of America, Inc., 15 West 44th Street, New York City, has prepared a list of suggested activities for the week which may be secured on request.



# In Honor of George Washington

THE celebration of George Washington's birthday this year will be of more than usual interest because of the plans under way for the celebration of the 200th anniversary, in 1932, of the birthday of George Washington.

Beginning on February 22, 1932, and continuing until Thanksgiving Day of the same year, the George Washington Bi-Centennial will be observed throughout the United States. The celebration is sponsored by the United States Government, and Congress has created a commission charged with the responsibility of formulating and putting into operation plans for the event. This Commission, known as the *United States Commission for the Celebration of the 200th Anniversary of the Birthday of George Washington*, is preparing a program intended to provide for the participation of every man, woman and child in the United States. The celebration will be nation-wide in scope, extending to every village, town and hamlet in the country. There will be no great demonstration of the progress of America in a material sense, and instead of an assembling of the evidences of wealth and prosperity there is to be an emphasis upon the spiritual—an appreciative reawakening in the hearts of all people of the character and life of America's greatest citizen.

The school children of America will have an important part in the celebration. For their use a great deal of information is being gathered and a careful check made for historical accuracy. It is planned to place this material before the 30,000,000 school children in the United States in the form of programs, pageants and plays to be given on dates of great historical interest. Percy Burrell, pageant writer and director, is serving as Director of Pageants, in charge of the Pageant Department.

Each school house in the country will be presented with a portrait of Washington, and it is hoped the American flag will fly from these buildings during the entire span of the celebration in 1932.

Under the direction of Mrs. John Dickinson Sherman special attention is being given to activities particularly appropriate for the participa-

tion of various women's organizations throughout the country. The life of Washington's mother and the importance of the influence she exerted in molding the life of her famous son, are to be presented in a collection of interesting and authentic material.

The American Tree Association of Washington, working in cooperation with the Bi-Centennial Commission, is urging the planting of trees and forests as memorials to Washington, the trees to be planted when climatic conditions are suitable in 1931 and 1932 and dedicated in 1932. It is hoped that 10,000,000 trees may be planted in honor of this great statesman who must have loved trees. The American Tree Association will be glad to send information on how and what to plant and will register every individual or group planting, will give for each of these plantings a special George Washington Bi-Centennial Tree Planting Certificate, and will register the planting on the National Honor Roll.

The municipal recreation departments and similar groups will no doubt wish to adapt to the playground program much of the material which will be available and to participate in a number of ways in the celebration.

The Board of Directors of the National Recreation Association has adopted the following resolution regarding the celebration:

Whereas:

The Congress of the United States has created a Commission to prepare a fitting nation-wide observance in 1932 of the 200th anniversary of the birth of George Washington, and this Commission has extended an invitation to the National Recreation Association to participate in the celebration;

Whereas:

The George Washington Bi-Centennial Commission so created and presided over by the President of the United States, wishes to commemorate the life, character and achievements of George Washington and to provide an opportunity for every man, woman and child to participate in the celebration;

Resolved:

That the National Recreation Association does

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# The Education of the Whole Man

Is the co-education of mind and body to be our next great task?

**D**R. LAWRENCE P. JACKS, speaking at a meeting held in New York in October under the auspices of the American Association of Adult Education, emphasized the piecemeal character of the education which he himself received as a boy. He was given so much uncoordinated knowledge. It is important that we get rid of isolated faculties and think of man as a whole. If we listen first to physiology, then to psychology and then to other sciences, we never get a synthesis like that of an orchestra. Modern man is clever at analysis but a blockhead at synthesis. Man himself is an example of synthesis but the greatest example is the world as a whole.

Modern man does not see as clearly as the old Greeks did that man should function as a whole. The Greeks had a real gift for synthesis. The modern division between mind and matter is fatal. The Kingdom of Heaven and the Kingdom of Earth are not real until they are brought together. The whole man belongs to the Kingdom of Heaven and of Earth. Modern spiritual and intellectual confusion is due to the confusion between heaven and earth and mind and matter.

Most vocational training today is the training of only part of man and not a training of the whole man. The study of the structure of the body and of the mind leads Dr. Jacks to understand that creation is a function of man as a whole, as citizens of the United Kingdom of Heaven and Earth. The self in man that craves expression is the whole man.

Many think self expression will come if they do away with inhibitions. A considerable degree of emancipation is essential to self expression. But setting free from restraints will never satisfy the whole man. We must engage him in some occupation that engages the *whole* man.

Many are negatively emancipated. Many men are broken up, are split up into parts. The sciences each taken by themselves will lead you to the conclusion that man is some sort of machine. If one wished to take a single science as a revelation of the whole man, the last science to be taken would be psychology. Astronomy would be first. Just now psychologists are blowing their horns too much.

Creative hungers of men are thwarted by conditions under which men live. The love of beauty is innate in every human being but has been suppressed in most of us. The unsatisfied hunger for beauty is rendering hundreds of people unhappy. Great results follow any education well built on this basis. Love of beauty is not aroused by talking about it any more than we arouse morality by talking about it. We must create something beautiful. If we can create nothing else beautiful we always have our own bodies. In connection with a factory in England, a school of physical culture has been established, building from freedom of physical movement to desire for music, for art, and even for poetry.

Who are the wisest men? Who are the best judges of good and evil? Skillful men and women of one kind or another are the best judges. If we wish to go to the wisest person we would go to someone who had learned some skill. In the past we have been so concerned with the education of the mind that we have neglected the education of the body. Dr. Jacks stated that he was not talking about athletics. The education of the bodies of workers has been neglected to the great detriment of education of the minds. It is easy on the streets to watch the untrained bodies, bodies which have been allowed to go to seed. Mismanagement of the body leads to mismanagement of the mind.

One of the most serious obstacles in dealing with adults is the mismanagement of bodies. If Dr. Jacks had a free hand he would make physical culture the fundamental element in all education. This is being done at the present time in Sweden, Denmark and Switzerland. This means a dawn of a new era in education. This does not mean athletics. It means something much more fundamental. We have treated the body as if it were something bad, something that somehow got itself attached to a good mind.

The phrase co-education of mind and body is even more important than the phrase co-education of men and women. The next great task is to bring the body and mind together again. Dr. Jacks wished to leave with his audience two phrases, the education of the whole man, and co-education of mind and body.

# Meeting the Challenge

**M**ANY cities are realizing that the present period of unemployment is no time to curtail facilities and opportunities for recreation, and are appreciating the importance of increasing them. Municipal planning in the unemployment crisis has had two effects: Additional outlays for facilities have created jobs for many unemployed, and special planning of programs and use of facilities are helping to keep many unemployed in good physical condition and are sustaining their courage. Another effect of the depression has been that many who in times of prosperity had money with which to buy commercial recreation are now turning to public recreation facilities.

The situation is presenting a real challenge to public recreation departments and is creating some difficult problems. The way in which many local recreation departments are responding to the challenge is encouraging to the entire movement.

## An Employment Bureau Recreation Center

Cincinnati, Ohio, has a special committee formed by the Council of Social Agencies to find possible facilities to care for the recreational needs of the unemployed. Will R. Reeves, director of the Public Recreation Commission, is chairman of this committee.

The first result of the activity of the committee has been the establishment of a recreation center in cooperation with an employment center. Next a state-city employment bureau is a municipal playground equipped with a shelter building. The Public Recreation Commission supplied a sack of equipment consisting of baseballs, bats, horse-shoes and volley ball stands. These athletic supplies were used during the good weather, the men playing on the playground. When the weather changed the shelter building was utilized and supplies including checkers, dominoes, cards and target board, were furnished. A piano was part of the equipment of the building; a music dealer to whom an appeal was made donating a phonograph and records, and the public library supplied books and magazines. One of the unemployed men was put in charge of the building and recreation room.

It has had a splendid effect on the men to know that one of their own group is assisting in the work.

The men are called by the employment bureau when requests for workers are received. This insures a man against losing the opportunity to secure work by visiting the recreation center. In order to check against the loafer, the man who is not looking for a job, the men are asked to show their registration cards when requested to do so. The staff of the employment office reports that the men remain a longer time and have a better spirit while waiting because of the provision of recreation facilities. The attendance for the first week was 513 men.

Behind the idea of the establishment of the employment bureau recreation center is the attempt to understand the state of mind of the unemployed. A man looking for work day after day needs diversion to take his mind away from himself and his unhappy situation. The recreation center fills this need and at the same time keeps the men constantly in touch with the possibility of securing employment.

## For Unemployed Sportsmen

The Public Athletic League of Cleveland, Ohio, has arranged a series of ten or more sport carnivals, tournaments and meets, the proceeds of which will be devoted to the aid of unemployed sportsmen in the ranks of the sport groups affiliated with the League. The plan of promotion offers every employed person in the city an opportunity to cooperate by the purchase of booklets of ten tickets for various events, each ticket having the price of 50 cents. The purchase of one book insures a man a day's pay. Individual tickets will also be available.

A special series of booklets will be issued to all certified unemployed sportsmen who wish to participate in the sale of the booklets. Twenty per cent of the money received for tickets sold may be retained by them. An unlimited number of such booklets may be sold by any unemployed sportsman. As such salesmen are listed they are assigned to a captain who distributes the ticket books. Each captain will be assigned a dozen or



more sportsmen, who will be responsible for him.

The plan has the approval of the Unemployment Council of Cleveland and of the City Manager. The Division of Recreation of the Department of Parks and Public Property is taking an active part in the promotion of the plan and hopes that more than \$10,000 will be secured to aid in the unemployment situation.

### San Antonio Rushes Plan for Construction of Facilities

In keeping with the general national movement to construct needed public buildings and create work during the present period of unemployment, the San Antonio, Texas, Recreation Department has given work to many men by rushing to completion plans for the construction of new community houses on the playgrounds and the enlargement of old ones. The economic fact that during business depressions public parks and playgrounds are more important than at other times, in the opinion of R. L. Bass, Jr., superintendent

of recreation, makes this expansion plan in keeping with the needs.

In spite of all that can be done along the line of public improvements, the fact still remains that many families are in need of food and clothing. To meet this need the Recreation Department has been successful in obtaining the cooperation of the moving picture theatres of the city and performances are being given on Saturday mornings with various articles of food or clothing as the price of admission. The first Saturday morning performance was known as the *Potato Matinee* and those attending paid a fee of three medium sized potatoes. Through the cooperation of the superintendent of schools, a letter was sent the principals asking them to announce the matinee to the pupils. On the following Saturday morning the admission price asked was a canned article of food, while the next week found an article of clothing the admission price. Everything collected is turned over to the Associated Charities for distribution.

## Social Work Organizations Urge Recreation

At the Atlanta meeting of the Blue Ridge Institute for Southern Social Work Executives, held December 29-30, 1930, the following recommendations were made among others relating to the unemployment situation:

"We believe that communities generally recognize that the activities of organizations providing constructive programs for leisure time are essential to the welfare of their communities. During a time of severe stress it is the belief of this Conference that a constructive program for the unemployed time of the unemployed and their families, is of greater value than in normal times.

"We believe that the relative urgency of programs for utilizing unemployed time, as compared with provisions for material relief, is just as great in periods of distress and unemployment as in normal times and as the unemployment grows, so should constructive activities for spare time be increased."

\* \* \*

At a joint section meeting of the Boys' Work Section and the City Recreation Committee, Welfare Council, New York City, held on December 18, 1930, the following action was taken:

"Agreed that the following suggestions be recommended to the Sub-Committee on the Constructive Use of Enforced Leisure of the Coordinating

Committee on Unemployment for its consideration:

"That the Board of Education be urged to extend the recreational, educational and vocational facilities in the public school system to serve all unemployed young people and adults who can profit by the use of these opportunities.

"That all municipal recreational facilities, such as playgrounds and athletic facilities for the older boys, gymnasias and swimming pools, be opened at convenient hours for unemployed young people and adults and a special effort made to care for these groups.

"That owners of motion picture and other theatres be asked to supply free tickets for the unemployed at uncrowded hours and that a central plan for their distribution be arranged through the Information Service of the City Recreation Committee.

"That the plan of the United Neighborhood Houses for the use of four Vocational Counselors from the Board of Education in fourteen Settlements for counseling unemployed young people be endorsed.

"That the plan of the Teacher's Union Auxiliary for the wider use of Evening Elementary Schools for adults be given consideration.

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# Recreation Opportunities in the Philadelphia Tri-State District

## What the American Civic Association Saw as Guests of the Regional Planning Federation

*By Harlean James*

**W**HEN William Penn laid out the streets for the City of Philadelphia in Pennsylvania he took thought for the morrow and besides a central open square (which is now covered by the City Hall) he placed four "greene spots" for the "comfort and recreation of the people." These spots were square and overlapped a north and south street in each half of the plan though the southern pair fell a little short of the length of the city block in which they were placed.

With the great stretches of Penn's Woods which bordered the rivers and streams of the near-by region and the far-flung forests which in 1683 were still to be "subdued," we should pay our respects to William Penn who thought that even in a snug little city such as he laid out there should be open green spaces in which the people might take recreation.

Nearly 250 years have passed since Philadelphia was planned. The city has become the hub of an intensely-populated region lying in three states and comprising 360 separate administrative units including 16 counties, 211 townships, and 133 incorporated cities and boroughs. It is estimated that three and a half million people now live in the region and that by 1970 more than five and a half million people will live and work in the 4,000 square miles called the Philadelphia Tri-State District.

In October the American Civic Association held its fourth Traveling Annual Meeting in the Philadelphia Tri-State Region as the guests of the Regional Planning Federation and thirty civic organizations with headquarters in Philadelphia, Camden, Moorestown, Princeton and Wilmington. They visited the offices of the Planning Federation and studied the maps and exhibits there on display. They traveled over the region and observed the provisions now being made for rec-

reation to serve the vast population expected within the next forty years. They learned that in the region there are more than fifty beautiful water courses with a total length of more than fifteen hundred miles. The Federation is planning for the development of these stream valley into a system of parks and parkways to provide, just as William Penn tried to provide, recreation for the people. They learned that the Federation has a project to create several large forest preserves near the thickly-populated centers. Within the region there is a large tract of high land, a thousand feet above sea level, which it is hoped to reforest and make available for recreation. It is also planned to preserve generous areas in the pine lands of New Jersey.

The protection of these streams will do away with pollution, will make use of Nature's own method of storm drainage, and will provide, in connection with the wooded banks and hinterland, recreation parks of great beauty and usefulness. The Tri-State Federation is trying to "jack up" the park area in the Tri-State Region to ten to twenty acres of open space per thousand population. For the present that would mean from 35,000 to 75,000 acres and for the estimated 1970 future from 55,000 to 120,000 acres.

The American Civic caravan visited Fairmount Park, justly famous, and Valley Forge which, in the form of an historical park, offers fine open spaces. The visit to Wilmington disclosed a park system larger and better distributed than the parks in the heart of Philadelphia. For many years the Wilmington people have valued and loved their parks, perhaps because of the pioneer work of William P. Bancroft.

When the delegates traveled into New Jersey they were surprised to find park developments which they knew little about. Mrs. J. Edgar

Hires, in writing about the Traveling Meeting in the bulletin of the Civic Club of Philadelphia, recounts the history of Cooper River Parkway as told us by Hon. Joseph F. Wallworth:

"In 1913 the Haddonfield Civic Association acquired a piece of land with a lake and a stream for \$18,000. When the Association organized in 1926 this land was appraised at \$300,000. This parkway is now a part of the Cooper Parkway, having been given to the County Park Commission by Haddonfield. The officials hope to complete the Cooper Parkway within two years and then develop Timber Creek. This area contains 588 acres. We saw recreation grounds, ball parks, tennis courts, beautifully landscaped creek banks where less than twelve months ago were swamps filled with unsightly refuse."

Mrs. Hires also reminds us that the City Athletic Club is ready to break ground on Wilson Boulevard just outside Camden for its \$1,500,000 club house. On the outskirts of Haddonfield there is a park of 107 acres, including Evans Lake. Again we quote Mrs. Hires:

"Mr. Remington, who accompanied us from Camden until we finished the tour of the Egg Harbor Parkway, told us it is planned to have the Cooper River Parkway extend 800 to 1000 feet from the center of the channel on each side of the river . . . Near Berlin is a wooded section containing scrub pine, holly, laurel, swamp magnolias and many small trees. Tennis courts and playgrounds have been laid out and picnic groves developed."

At Moorestown, the party stopped for tea at the Community House, a building charmingly designed and furnished to provide a place for community recreation, including an excellent reading room and a restored colonial garden.

The night spent at the picturesque Princeton Inn, with its spacious grounds and the visit to the Princeton Campus were much appreciated by the travelers. The evening session disclosed plans for tearing down buildings to provide for an open vista and quadrangle for public buildings and private shops.

The stop in Trenton gave an opportunity to inspect the Revolutionary Barracks and to visit some of the seventeen parks and playgrounds of that city. From Trenton the party boarded the John Wanamaker and traveled by river to Philadelphia. Many hidden beauties were disclosed on this trip, but alas, also, many opportunities to develop recreational opportunities along the river front. The municipal beach below Torresdale is

highly popular, but needs extension and duplication to meet the needs of the people.

The activities of the various communities to provide additional recreational areas for their growing populations were everywhere apparent, though different degrees of success marked their efforts. The development of the stream valleys in Camden County, New Jersey, in advance of intensive occupation, received commendation on every hand.

But besides seeing a great deal on the Traveling Meeting, the program itself developed much talk about recreation. Dr. J. Horace McFarland told of the twenty years of activity by the American Civic Association to promote the cause of National Parks, to bring about the creation of the Government Service, and to protect the parks from commercial exploitation. He recounted the Association's activities to save Niagara Falls from annihilation by power development, and particularly laid stress on the movement to improve roadsides, preserve natural scenery and build well-balanced park systems. Mr. John W. Keller of the Pennsylvania Highway Department gave a most inspiring account on Pennsylvania's accomplishments in protecting and beautifying her roadsides and in freeing them from the devastating billboard. Mr. Horace M. Albright, Director of the National Park Service, called attention to the Eastern National Parks, existing, in the making and proposed, and told how the National Park Service was sharing its experience and staff to aid outdoor recreation in many places. At the Princeton meeting, Mr. Ellwood B. Chapman described the Forest Parks and told of the organization of a new association to promote parks in the region. Mr. Samuel Smedley, President of the Pennsylvania Forestry Association, spoke eloquently on the *Preservation of Creek Valleys*, Mr. John W. Herring on *Regional Forest Reservations* and Mrs. Henry J. Sherman, of the Burlington County Parks Council, on *Park Activities in Burlington County*.

On the final evening in Philadelphia three great regional plans were presented. Colonel Samuel P. Wetherill, Jr., described the Regional Plan now being prepared for the Philadelphia Tri-State District; Colonel U. S. Grant, 3d, Executive Officer of the National Capital Park and Planning Commission, gave an illustrated talk on the Regional Plan for the Federal City and Mr. George McAneny, President of the Regional Plan Association of New York, outlined the findings of the

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Piedmont's Community  
Recreation Center

## World at Play

**A** COMMUNITY and art center to be known as *Guild Hall* is the gift of Mr. and Mrs. Lorenzo E. Woodhouse to the town of East Hampton, Long Island, where Mr. and Mrs. Woodhouse have their summer home. A tract of land has been purchased and \$100,000 contributed to the project. A group of fellow villagers will give the \$45,000 necessary to complete the building. The *Guild Hall*, which will be a one-story building of simple exterior design, will include a Little Theatre with a seating capacity of 400, a permanent art gallery and a recreation room.

**L** ANCASTER, New Hampshire, a town of less than 3,000 people has a community house made possible through the bequest of Colonel Francis L. Town, who left \$350,000 for a Center to be made from his home. \$85,000 was spent in erecting an auditorium and gymnasium and in re-

The community recreation center at Piedmont, California, as its name implies is a center for the recreational life of the entire community. The building is admirably arranged for all forms of recreation. The main room with a raised stage at one end, is available as a little theatre, for moving pictures and for large social gatherings and entertainments. Separate club rooms may be used by a score of community organizations, including the Camp Fire Girls, Girl Scouts and Boy Scouts, and by the many activities clubs promoted by the Municipal Recreation Department. It is one of the most serviceable community centers in California. Other smaller California cities with community centers of similar character are Kentfield (the center being the gift of Mr. and Mrs. William Kent), Crockett, Davis, Pescadero, Oxnard, Palo Alto, Palos Verdes, Fontana and La Jolla (the gift of Miss Ellen B. Scripps).

modeling the house, which now contains a bowling alley, pool and billiard tables, club rooms, library and a well equipped kitchen and dining room. Ten acres of land were bought for a recreation field and a large tract of land was secured for a camp for boys and girls. Dances are held every two weeks at the Community House and basketball games three times a week. The school uses the auditorium free of charge for all games, dramatics and school receptions and the Boy Scouts meet there once a week.

**T**HE seven field houses maintained by the Seattle, Washington, Park Department, which are operating almost at a saturation point, are offering programs of dramatics, junior and adult clubs, music, arts and crafts, dancing, recreational gymnastics and a wide variety of sports. Three of the field houses have recently been remodeled and redecorated.

**A**LLEGAN, Michigan, formally opened its new community center on November 3rd when 4,000 inhabitants of the village and the surrounding country came to inspect the building. The auditorium of the *Marilla Griswold Memorial Building*, as it is called in honor of its donor, forms the main part of the building. It has a spacious stage with up-to-date lighting and scenic equipment and will seat about 550 people on the main floor and in the balcony. In addition to adequate dressing rooms off the stage, there is direct connection with the gymnasium or social room, 90' x 40', which has shower and locker rooms for both boys and girls. Opening off one side of the attractive lobby, through which one enters the auditorium, is a reception room which can be used for group meetings, and there is a similar room upstairs. The total cost of the building was about \$140,000 and there is a \$40,000 endowment to help meet operating expenses.

On November 5th and 6th, the Allegan Players presented *Minick* to crowded houses. This marked the eighth anniversary of this organization which is an important asset in the life of the community. Plans are under way to make the building the center of social, dramatic, athletic and musical activities for Allegan and the surrounding country. A worker has been employed who will serve as director of the community house and of the Players group.

**A New Boys' Club in Tacoma.**—The Metropolitan Playground and Recreation Department of Tacoma, Washington, has organized a boys' club to take care of boys from 12 to 18 years of age during the winter months. The first club group is from an area where the boys are inclined to hang around the street corners at night, having no other form of entertainment, and is in a district which has given considerable trouble to the juvenile court. The boys, who pay 25 cents a month dues, meet twice a week in one of the school gymnasiums for basketball, volley ball, hand soccer, kick ball, liberty bat ball, dodge ball and other games.

**With the Hikers of Minneapolis.**—The Municipal Hiking Club of Minneapolis is losing no opportunity for winter fun. On January 24th and 25th a winter house party was held at the Y. M. C. A. Camp at Lake Independence. Meals and lodging for the week end—Saturday afternoon until Sunday night—were provided for

\$2.25. Skating, tobogganing and skiing made out-of-doors a joy, while the recreation lodge with its dance floor, giant fireplace, table tennis and other games provided plenty of fun. On January 17th the Hikers held their annual snow modeling contest. Those taking part were permitted to make independent models or to join one of the five groups making large objects requiring five or six people for their construction. The annual hikers' banquet was a feature of the January program. Plenty to eat, very little speechmaking, lots of dancing and more fun made a delightful program.

**A New Type of Branch Library Service.**—Because of the number of requests coming from boys of Kenosha, Wisconsin, wanting to borrow footballs or soccer balls after the playgrounds were closed in order that they might continue playing, G. M. Phelan, director of recreation, had the happy idea of establishing what he calls a "branch library" system of serving the boys. Mr. Phelan made a canvass of the city and where he found groups of boys naturally congregating at candy or drug stores or similar places, he secured the cooperation of the owners of the stores and arranged with them to keep the balls for the boys. Boys wanting to use a ball signed up for it, took it to an open field or playground and after they were through playing with it, brought the ball back. There were five such centers in the city for the distribution of balls. Mr. Phelan used the services of one man to keep the balls inflated, check up on the number using them and on the conduct of the boys. In three weeks there were 190 signed slips and the balls were used by groups of from 5 to 25.

**Over \$14,000,000 Invested in Play.**—The Los Angeles, California, Playground and Recreation Department in celebrating its twenty-fifth anniversary, has taken stock of developments. In 1927 there were 50 play centers operated by the Department; in 1930, 71, an increase of more than 40 per cent. Increase of revenues from taxation has not kept pace with the growth, the 1930 income from taxation being \$739,945.02 as against \$659,066.37 in 1927, or an increase of slightly more than 17 per cent. Among the new facilities added to the system during 1930 are four community buildings, one swimming pool, two tennis courts, one baseball diamond, five soft ball courts, two wading pools, five basketball courts and nine volley ball courts. The City of Los Angeles at the close of the year had a total of \$14,-

353,559.14 as the book value of its playground and recreation system.

**Mothers' Clubs at the Playground.**—The Mothers' Clubs at each of the seven playgrounds in San Antonio, Texas, have been so great a help in the program that R. L. Bass, Jr., superintendent of recreation, characterizes them as "the best playground idea of the year." New community houses at five fields, erected at a cost of about \$10,000 each, were the result of the activity of committees from the clubs in calling on the Mayor and city commissioners. The interest of the mothers has been responsible in many instances for new equipment and the mothers themselves have done a great deal toward beautifying the playgrounds. They have also interested the fathers of the children and aided in developing civic pride. The Mothers' Clubs hold regular meetings and are working under the leadership of the Recreation Department. In some of the clubs the mothers have busied themselves making curtains for the stage of their field house and all of them show a keen interest in keeping the houses well decorated.

**A California County Organizes for Drama.**—On October 28, 1930, the Los Angeles County Drama Association came into being. Under the leadership of the Department of Recreation, Camps and Playgrounds, such groups as the Pasadena Community Playhouse, the Hollywood Play Crafters, the Pasadena Drama League, the Civic Repertory Theatre and the Glendale Community Players, have come together in an organization which will work for the following objectives:

To maintain a central booking agency for county drama activities.

To exchange ideas on productions, plays, scenery, theatres, finances.

To organize a Service Bureau on non-royalty plays.

To effect an interchange of productions and talents.

To issue a monthly News Letter giving news of activities of groups in the organization.

To raise standards of non-professional productions.

To provide appropriate dramatic entertainment for children.

To send productions to towns where they do not have dramatic groups.

A constitution has been adopted and the first number of the News Letter issued.

**Puppetry in Millburn, New Jersey.**—The Department of Public Recreation of Millburn, New Jersey has organized a Saturday morning puppetry class. *Jack and the Beanstalk* and *Little Red Riding Hood* were given on December 24th at the Millburn Theatre before an audience of 400 people.

**Health Plays and Games.**—"I doubt very much the efficacy of using health plays and so-called 'health games' as a method of teaching health habits. I think there is a use for health plays if they express the thoughts and attitudes which the children have gained through instruction and activity on the subject of health, but to start in with a play and expect this to educate the children is not a sound procedure. Games, I believe, should be played for the sake of the joy that is in them, and I doubt if the tying up of a health idea with the game adds any value either to the game or to the health consciousness of children. More and more people interested in guiding the health habits of children are dealing very directly with health matters. For instance, we no longer talk about 'Bobby Beet,' but we talk about 'beets.'"—Ethel Perrin, American Child Health Association.

**Washington's Community Institute.**—The Community Institute of Washington, under the management of the Community Center Department of the Public Schools, with the cooperation of the Public Library, is offering in its fourth season a many-sided program of lectures, music and dance recitals. The course consists of ten events, and season tickets are obtainable at the exceedingly low rate of \$3. Reserved seats are to be had by the payment of 25 cents extra for each event. The high standards maintained in the selection of the talent presented make the Institute outstanding.

**A Noteworthy Increase.**—In the Community Chest publicity material issued for Kansas City, Missouri, appears a chart showing increased demands of 1930 over 1929 for various types of community agencies. Under the heading *Character-Building Activities—Americanization, Education, Recreation Classes*—the chart shows an increase of 56.57 per cent in the demand, a higher percentage than is shown in any other group.

**Helping the Amateur Photographer.**—The Westchester Workshop, Westchester County,

New York, is conducting a class in photography. Instructors from the Eastman Kodak Company are cooperating in the project. The class will be held at 7:30 o'clock each evening for one week during February. With the exception of the registration fee of \$1.50, including the cost of instruction manuals, there will be no expense for the course which is open to all interested in learning something about photography or in finding out why their efforts have not met with a maximum of success.

**A Leadership Training Institute in Plainfield.**—For six Tuesday evenings in October and November a course in recreation leadership was held in Plainfield, New Jersey, under the joint auspices of the Epworth League — Plainfield Group Young Peoples Christian Federation, and the local Minister's Council. With one or two exceptions, the lectures and demonstrations were all given by F. S. Mathewson, superintendent of recreation, Union County Park Commission. In general the evenings were divided into three periods, two of which were devoted to lectures and discussions of theory and one, the last, to demonstrations. Members of the class were given assignments, such as the arranging of programs for social recreation evenings and special parties, the outline of a Christmas pageant or the reviewing of books on recreation.

**Recreation Interests in Rural Districts.**—John Bradford of the National Recreation Association, who in cooperation with the Extension Service of the United States Department of Agriculture is conducting institutes for the training of rural recreation leaders, asked several hundred people attending institutes to fill out a questionnaire which would indicate what further leadership training those in the first year rural recreation classes would be interested in having. The ages of those answering ranged from 17 to 50, the average age being 30. One thousand replies have been tabulated and the resulting chart shows the following interests in order of their popularity:

Community singing, 700; dramatics, 680; music appreciation, 570; party programs, 570; story telling in the home, 540; home play, 530; folk dancing, 510; rural community organization, 470; group games, 440; active games for boys, 430; picnic programs, 430; active games for girls and women, 380; church recreation programs, 340;

discussions on reading, 310; social dancing, 310; camp recreation programs, 280; handicraft, 240; nature study, 240; debating, 100.

**Cooperation in Portland Enlarges Service.**

Twelve school centers in Portland, Oregon, have been made available by the Board of Education as district recreation centers to be operated by the Recreation Activities Service of the Bureau of Parks. Activities which will be promoted in the centers include recreation classes for men and women, classes in arts and crafts, drama, organized sports and dancing. The school swimming pools will continue to be operated by the Physical Education Department.

**Twentieth Century Cooperation.**—A new departure of the Twentieth Century Club, a well appointed woman's club in Oak Park, Illinois, has been the offering of associate memberships to business and professional women at a very nominal charge. All privileges are granted, including the use of gymnasium, swimming pool and indoor golf equipment. Associate members may also enjoy all the lectures, study groups and the club work. This action on the part of the club has aided greatly in meeting the recreational needs of young women, 800 of whom have taken advantage of this opportunity.

**A Civic Investment in Play.**—On December 1st the Park and Recreation Board of Birmingham, Alabama, acquired the property of the Roebuck Country Club of about twelve acres. The property is valued at about \$600,000 but the city was able to purchase it for \$200,000, the terms of purchase being that the city will have twenty years in which to pay for the property. The present facilities consist of an 18-hole golf course, a swimming pool, tennis courts and a well appointed club house. This is an instance of an expenditure for the acquisition of property for recreation purposes at a time when the city government was requesting that the budgets of all departments be reduced. The action of the city is highly commended in an editorial in the *Birmingham News* which states: "The News refuses to think of Roebuck Club merely as a golf links, but rather as a miniature Central Park for Birmingham's future citizens."

**Hammond Secures Play Space.**—For one dollar a year the Municipal Recreation Depart-

ment of Hammond, Indiana, has obtained the use of a large baseball and football field. It has also secured without cost the use of a 10-acre park and a 10-acre playfield. The Park Board will clear up and level these fields at a low cost. A new field house of brick, costing \$9,000 and containing lockers and lavatories, was recently opened in Morris Park. A \$100,000 bond issue will be launched by the Park Board to pay for the erection of two wading pools and three shelter houses in parks and to provide funds for the purchase of a 10-acre playfield with equipment and of a large wooded tract along the river.

**The Sunset Valley Golf Club.**—Highland Park, Illinois, has a golf club known as the *Sunset Valley Golf Club*, which has been organized for the purpose of assisting the Highland Park-East Park Board in the administration of the game. The Club and its officers conduct all the tournaments, make all the rules of play and act as an advisory body to the commissioners, but do not operate the course. In 1921 the Park Board purchased the property consisting of 128 acres, to which 8 acres were later added. In 1922 the Board opened a 9-hole golf course to which 9 additional holes were added later. Each year improvements have been made. The old farm house has been converted into a club house and an old barn on the property remodeled to serve as an equipment shop and storage building. The administration building has been added to from time to time to meet the needs. The funds received from the operation of the course have paid the cost of the improvements and extensions during recent years. Associated with the Sunset Valley Golf Club is the *Sunset Valley Tee Club*, an organization of women created to promote the game of golf among the women who play on the course, to conduct tournaments and to assist the general welfare of the Sunset Valley organizations.

**Further Developments in Steubenville.**—Last fall the city of Steubenville, Ohio, purchased at a cost of \$50,000 *Beatty Park* and the city council has appropriated \$40,000 for its improvement. It is planned by the Recreation Board in charge of the park development to build a swimming pool and bath house, picnic facilities, and shelter and toilet accommodations.

**Santa Barbara Secures additional Beach Frontage.**—By the favorable vote of the people

(five and one-half to one) bonds have been passed for the purpose of securing for the City of Santa Barbara, California, the last bit of its privately owned beach frontage. This last remaining frontage was purchased by a group of prominent business men several years ago. They have held this property, asking no profit, until the city was in a position to purchase it. The city is now in the unique position of owning its entire frontage which may be developed as the people see fit, either for harbor or recreation purposes.

**From Town-Farm to Park.**—The spirit of the old-fashioned "bee" is still abroad in the land, according to the December issue of *The American City* which tells how a 92-acre plot of land in Wilmington, Massachusetts, known as the Town Farm, was converted into a park through the efforts of the citizens. The property, which has not been used as a town farm for ten or twelve years, was turned over to the Park Commissioners in March. On August 16th a Community Clean-up Day was held. Male citizens of the town turned out and under the supervision of the Park Commissioners did excellent work in putting the park in good and presentable condition. During the last week of September the town celebrated its 200th anniversary and September 28th was set aside for the dedication of this park to the veterans of all wars. It is now known as *Memorial Park*.

**A Park Made Possible by Cook Books.**—The Civic Club of Tomah, Wisconsin, has presented to the city a civic park which will serve as a site for a proposed swimming pool and recreation center. Restrictions have been imposed to insure the property being used permanently for a park and the Civic Club has retained the right to rename the park. The property was purchased by the Club fifteen years ago with money derived from the sale of cook books.

**National Parks of Canada.**—A report of the Commissioner of the National Parks Branch, Department of the Interior, Canada, tells of the rapid development of the national forest movement in that country and the growing interest in the recreational use of the parks. In a series of unusually attractive and beautifully illustrated pamphlets, information is given about the individual parks. These booklets may be secured from the Department of the Interior, Ottawa, Canada.

**A Wild Life Sanctuary for Massachusetts.**

—Under the provision of the will of Miss Annie H. Brown of Stoneham, Massachusetts, the public comes into immediate possession by purchase of a substantial section of Plum Island in the name of the Federation of Birds' Clubs of New England, which has been endowed to maintain the property in perpetuity as the *Annie H. Brown Wild Life Sanctuary*. To the 800 acres just bought as a nucleus, the Federation will add five sections of adjacent property on which it already holds an option, preserving it for wild life protection and public endowment. When all the land is taken now held under option, there will be a sanctuary of about 1,600 acres with three to four miles of fine sandy beach along the Atlantic Ocean.

**Recreation in Our National Forests.**—The estimated number of persons visiting the national forests in 1929 was 31,758,231, a number greater by 38 per cent than in the preceding year and more than ten times greater than in 1917. During the year 307 additional public camp grounds were at least partially equipped with facilities essential to public health and convenience and the protection of public property. The total number of national forest camp grounds now wholly or partly improved is 1,493. The entire cost of the existing system of camp grounds has been \$329,922 of which almost \$49,000 was contributed by public or private co-operators in cash, materials or labor.

**Trees Are His Hobby.**—Frank S. Betz of Hammond, Indiana, has a hobby—trees—and the State of Indiana is benefitting largely by this worth while interest.

Two years and a half ago Mr. Betz became interested in helping Lake County secure its share of the trees raised at the Indiana State Nursery. Then he conceived the idea of interesting the pupils in the schools of the county in planting trees. Last year the children planted over 2,000,000 pines, spruce and arbor-vitae tree seeds. This year these same pupils planted over 8,000,000 seeds. Today they are planting 55,000 walnuts purchased by the Northern States Life Insurance Company. Up to date Mr. Betz has sent out 63,000,000 tree seeds.

Mr. Betz started walnut planting in Indiana by giving the State as many tested walnuts as all the State nurseries combined in the United States sent out seedlings this year. His activities have extended as far as Canada.

**The Teacher's Health.**—In Monograph No. 4, *The Teacher's Health—What Some Communities Are Doing to Conserve It*—published by the Metropolitan Life Insurance Company, the following statements appear: "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. . . . The teacher's method of arranging her daily activities of work, rest and play, has a bearing upon her mental, physical and social life. . . . The desirable time arrangement allows for work, rest, sleep and recreation and yet permits of some change and flexibility."

This is true as well of recreation workers!

**Turkey Plans for Recreation.**—At the first Turkish Teachers' Congress held in September, a program of recreation for school children was adopted which includes Boy Scout corps in all secondary schools, gymnastic instruction and equipment in the schools, the organization of school sport groups which the pupils will be required to join, and the encouragement of summer outings. Small school libraries are also to be created.

**In a Town of 6,200.**—Edwardsville, Illinois, is not a large city but its provision for recreation is on no small scale. There is a municipal playground of about 16 acres known as *The Children's Playground* which contains a baseball diamond, a wading pool and a dance pavilion. In summer leadership is provided at stated intervals. There are two additional playgrounds, one known as *Lusk Memorial Park*, not yet fully equipped, the other a school playground. The American Legion Post has a 42-acre recreation tract known as the *American Legion Park*, inside the city limits, which is being equipped for amusement and playground purposes. A baseball park and golf course have been laid out and later a swimming pool will be added. When completed the tract will be the gift of the Legion to the city for park and playground purposes as a memorial to the veterans of the World War. The recreation program is administered by the Playground Board and the funds are provided by taxation.

**Serving Their Communities.**—Facts gathered by the National Americanism Commission of the



American Legion show that 3,000 posts conducted safety programs; 1,600 engaged in park and recreation activities; 221 built or cooperated in the establishment of country clubs and golf courses, and 243 constructed swimming pools.

**Community Concerts in Evansville.**—The Municipal Recreation Department of Evansville, Indiana, and the Musician's Club are sponsoring a series of Sunday afternoon concerts. The Municipal Coliseum, where the concerts are being held and janitor service are provided free of charge by the county. The artists are donating their services. On December 21st a chorus of 2,000 children gave a concert which was broadcast at the expense of the local station.

**Negro Singers in Westchester County.**—A chorus of 1,000 negro voices is the goal set for the spring music jubilee to be presented by Westchester County's combined negro singing groups under the auspices of the Westchester County, New York, Recreation Commission. Units are being formed in all important centers in the county with weekly rehearsals under the local conductors and rehearsals every second week under the direction of Harry Barnhart, director of the chorus.

**For Norfolk's Children.**—Five new playgrounds were added this summer to the centers maintained by the Bureau of Playgrounds and Recreation, Department of Public Welfare, Norfolk, Virginia, making a total of 20 play centers. Approximately \$4,000 worth of new equipment has been added to the grounds; a special appropriation of \$1,000 was made by the City Council for the South Site Playground and another \$1,800 to be expended, \$600 on each of the other grounds. An extra \$500 has been set aside for the tennis courts at Lafayette Park. Croquet was tremendously popular during the past summer, while tennis has had many devotees creating a demand for increased facilities next year. The portable spray used this summer proved more satisfactory than the stationary street showers formerly used.

**Brick Supply Houses.**—An old box that had been used for supplies on a Macon, Georgia, playground had worn out and there were no funds available for a new container. But a former playground boy who had gone out into the world to

ply his trade of brick masonry offered to build a brick house after working hours if the authorities would furnish the brick. The house was built by this man and the boys on the grounds, who mixed the mortar for him.

In another section of the city another playground needed a house. There was a spirit of rivalry. The boys wanted a brick house, too, but had no kindly mason to build it. However, just before the materials were bought for less pretentious quarters, the supervisor found them in great excitement one day. "We can have a brick house," they said, "if we dig it out of the ground." It developed that an old building next to the school was being torn down and the owners had given the children permission to dig up the foundation brick for their house. Three hundred were already dug and it was a very brief time before there were a sufficient number for the building. The brick mason was hired, in this case, and now two playgrounds have substantial brick structures in which to put their supplies for safekeeping.

**Starting Off the Fall Season.**—The fall season of the industrial recreation groups in Los Angeles opened October 7th with a program of costumed clog dances, songs and music at Echo Community Center. The theme used was a street scene in New York which opened with several accordion selections. All of the songs were presented by the Barnsdall chorus. A very active program of fall and winter activity has been planned by the Division of Industrial Recreation of the Los Angeles Department of Playground and Recreation, and there will be something for every one no matter how varying the interests.

**A Model Picnic Center.**—The Long Island State Park Commission has reclaimed 1,000 acres of marshy land located about 33 miles from New York City, and has established there a model park and picnic ground along most modern lines. There are walks, shelters and a casino where visitors are privileged to sit in steamer chairs and view the ocean. Directions for reaching various locations are indicated by silhouette pictures cut out of metal designed by a well known artist, which take the place of signs. Refuse receptacles take the form of large concrete urns. There are parking accommodations for 10,000 automobiles and within the limits of the park all vehicle roads pass under the footpaths used by pedestrians.

**Citizens Vote for Recreation Facilities.—**

Two million dollars has been voted by several towns in Allegheny County, Pennsylvania, for schools, parks, playgrounds and other municipal improvements. This includes a new 9-acre playground at Bellevue, with an 1,800 foot frontage on Ohio River Boulevard. The playground will include a baseball diamond, football field, tennis courts, volley ball courts and playgrounds for small children. With the passage of a \$140,000 bond issue, McKeesport has been assured a municipal park. Through a bond issue in Chester, Pennsylvania, the Park Department will have \$79,000 for new areas and the improvement of existing parks. On November 4th the citizens of Cleveland Heights, Ohio, voted favorably on a special levy of one-tenth of a mill for recreation, a renewal of the levy of five years ago.

**Equipping Them for Winter Sports.—**

The Department of Parks, Playgrounds and Public Buildings of St. Paul, Minn., served as an aide to Santa Claus in helping to provide for the needy children of the city who were looking forward to receiving Christmas gifts in the form of skates. The Department did some publicity work through the newspapers, with sporting goods houses and manufacturers, community clubs, legion posts and other groups, and at the playground office dozens of pairs of skates of all sizes have been received to distribute to the children prior to Christmas. The idea originated with Clyde R. May, Commissioner of Parks and Playgrounds. It is believed that when the campaign ends there will be several hundred pairs of skates available for distribution. A similar movement will be instituted in February for children's magazines and books.

**Skating Rinks in Cedar Rapids.—**

Cedar Rapids, Iowa, is developing a series of neighborhood skating rinks. One, of over an acre, is in a community far from the river. The rink is divided into two sections, one for small children to skate and slide and a larger space for older groups. Four such rinks have been constructed in the various parts of the city.

**Tether Ball Tournaments.—**

Tether ball was so popular in Glendale, California, last summer that local and district competitions were held. There were three classifications for the players—players under four feet tall, players between four and five feet in height, and players over five feet. The time limit for any one game was five min-

utes and at the end of that time the player who had the string winding in his direction was declared winner. As soon as a player won two games more than his opponent, he was declared winner of the set. The two best players from each playground met in the district competition which was run off according to the Round Robin elimination plan.

**To Promote Use of Swimming Pools.—**

The Los Angeles Department of Playground and Recreation has issued a bulletin entitled *Interesting Facts Regarding Swimming Pools Operated by the Los Angeles Department of Playground and Recreation*, which is designed to give definite information to parents and teachers regarding swimming pools of the city. The bulletin asks and answers four questions giving concise definite facts under each. The first question is: "Are the pool plant and water clean and sanitary?" Second: "Is the pool safe?" Third: "What is the program?" Fourth: "What does it cost?" At the end of the bulletin the location of the various municipal plunges is given.

**An Annual Boy and Girl Tennis Tournament.—**

On October 25th, the Los Angeles Playground and Recreation Department opened its second annual All-City Boy and Girl Tennis Tournament, in which any boy or girl might compete who had not reached his or her sixteenth birthday by November 1, 1930. Preliminary to the regular district matches, local playground tournaments were conducted for which blue, red and white ribbons were presented to the first, second and third place winners in each of them. There was a district play-off in each of the regular playground districts for which gold, silver and bronze championship medals were presented. Two beautiful perpetual trophies, presented last year by the Los Angeles Junior Chamber of Commerce, were presented the winner of the boys' and girls' event at the final tournament.

**Badge Tests in Rural Districts.—**

Miss Edna I. Murphy of School District No. 1, Itasca County, Grand Rapids, Minnesota, reports that her entire school district has been organized to give the athletic badge tests of the National Recreation Association, the work having started in the rural schools two years ago.

**A Recreation Field for Davenport.—**

Between \$60,000 and \$75,000 will be expended by

the City of Davenport, Iowa, for the development of a modern municipal recreation and athletic field made possible by action taken by the Levy Improvement Commission. The plans now being drawn include a baseball field, football gridiron, soft ball and baseball diamonds, tennis courts and large playgrounds. It is hoped that provision will be made for the night lighting of the baseball and football fields.

**Music on the Playgrounds of Charlotte.**—The Charlotte, North Carolina, Park and Recreation Commission is working closely with the public school system in the development of music activities. As one feature of the cooperative plan, during the summer months the Commission takes over the director of public school music thus making it possible to keep open the summer school of music in which sixty-five boys and girls last summer received free instruction. These young people in turn gave their services for a series of eighteen concerts held in the public parks and playgrounds. As a climax to the summer season, the *Pirates of Penzance* was given under the direction of the director of music in the city's open air theatre. The singers, who were all adults, were drafted from the community. The high school orchestra furnished the music for the production.

**America and Books.**—"America is not a book-minded people," says Lewis Gannett in the first of the series of articles on books appearing in the New York Herald Tribune. "We buy one book a year per capita. Americans smoke more cigarettes, attend more movies, ride in more motor cars, listen through more receiving sets to more broadcasting stations and play more midget golf than any other people in the world but Americans do not read more books." On the other hand, a bulletin of the Chicago Association of Commerce states that according to the Chicago Library more people are reading more books today than ever before. During the past decade there has been an increase of 275,000 in the library's registered borrowers.

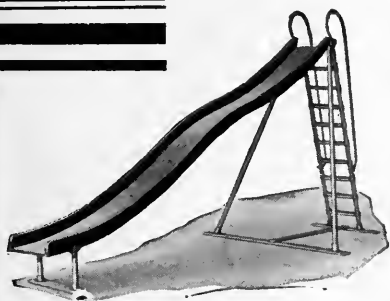
**A New Art Department.**—An art department to promote interest in the study of art and the promotion of art projects in the homes, school and community, has been established by the Washington State Congress of Parents and Teachers. In cooperation with other departments,

the art committee assists in programs of home beautification, home gardens and home design. Dawn Kennedy, art director in the Ellensburg, Washington, State Normal School, serves as chairman of the department.

**Storytelling in East Chicago.**—The Department of Community Recreation of East Chicago, Indiana, is teaching the art of storytelling to four groups of high school students, both boys and girls, who meet once a week for instruction. On Saturday mornings these 61 students tell stories to children at four different public libraries. Many children are coming to the libraries for the storytelling hour, and the program thus far has been very successful.

**Drama in Westchester County, New York.**—On October 31st and November 1st, the Westchester, New York, Drama Association held a two day conference devoted to a discussion of the problems of the Little Theatre. The conference opened with a dinner followed by a general meeting at 8:30 in the Little Theatre of the county building. Among the speakers were Professor Albert H. Gilmer, director of the Little Theatre and head of the Department of Drama at Lafayette College, and Kenneth MacGowan, well known producer, author and student of the Little Theatre. The series of round table discussions held during the morning and afternoon of November 1st had to do with such subjects as *Drama in the High School, Make-up, Costuming, Staging and Lighting*. There were informal discussions of the successful plays produced by the various groups and problems which they met. At 8:30 on the evening of November 1st, *The Mollusc* by Hubert H. Davies was presented by the Westchester Drama Association.

**Safety Record on the Playgrounds of Los Angeles.**—The percentage of accidents on the municipal playfields of Los Angeles during the past fiscal year was only 1.19 in 100,000. In other words, a child had just one chance out of 100,000 of being injured while it played at the Los Angeles, California, recreation centers. A steady reduction in the number of accidents has been effected at the city playgrounds through emphasis upon safety measures. Last year the percentage per 100,000 was 1.30; the year before it was 1.36; in 1927 it was 2.21 and in 1926, 2.54.



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## Girls' Basketball—Work or Play?

(Continued from page 604)

limits of the girl's pocketbook and eliminates "backers." Publicity and spectators are controlled, but not banished. Medical examinations and eligibility rules, especially one requiring that a girl shall play only on one team, are rigidly enforced. The playing season is shortened and every girl who desires to learn, is taught to play and becomes a member of a team.

The result of this system is that hundreds of girls are playing in cities where only a handful used to play. Girls are entered in leagues according to their ages, occupation or playing ability, so that many teams have the joy of playing with groups of equal strength and age, and occasionally enjoy a well earned victory. Fewer teams go down in a crushing defeat before a whirlwind all-star team backed by a powerful commercial organization. More teams have an opportunity to shine on the basketball court and in the banquet hall. Social events are not forgotten but are stressed, and banquets, parties, outings and dances are provided throughout the entire year. Thus in some cities this popular girls' activity has been restored to the realm of play.

In *your* town is girls' basketball *WORK* or *PLAY*?

## Beautification Planning

(Continued from page 606)

used on the planting edges and at points where people might try to break through. Because of the

great crowds and the salt spray plant material was very carefully selected. A partial list of the shrubs used follows:

*Crataegus punctata*, (Dotted Hawthorne); *Crataegus oxycantha*, (English Hawthorne); *Rosa Lucida*, (Virginia rose); *Rosa Nitida*, (Bristly rose); *Rosa Multiflora*, (Japanese rose); *Rosa Rugosa* hybrids; *Rosa Hugonis*; *Viburnum dentatum*, (Arrowwood); *Viburnum Americanum*, (American Cranberrybush); *Prunus maritima*, (Beach plum); *Prunus pumila*, (Sand cherry); *Prunus tomentosa*, (Nanking cherry); *Sorbus Americanum*, (Mountain ash); *Malus*, (Flowering Crab); *Forsythia*; *Privet*; *Coral dogwood*; *Coralberry*; *Snowberry*.

This variety of plant material gives a variety of foliage and bloom and a very interesting effect in the winter season with the several colors of the bark.

## In Honor of George Washington

(Continued from page 618)

hereby endorse the proposed nation-wide observance of the 200th anniversary of the birth of George Washington to take place in 1932 and urges all recreation workers to cooperate with the George Washington Bi-Centennial Commission.

The George Washington Bi-Centennial Commission has published a pamphlet containing twelve programs for the nation-wide celebration, the subjects of which cover the most important events in Washington's life history. Papers prepared on these subjects, which may be obtained from the Commission, will give the facts which

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children off  
the streets"

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State College, Pa.

groups using the programs will want to know. Requests should be addressed to the Commission, Washington Building, Washington, D. C.

Recreation workers will wish to remember that the Sixty-First Annual Convention of the Department of Superintendence of the National Education Association will be held in Detroit, Michigan—February 21st to 26th, 1931.

## Recreation Opportunities

(Continued from page 623)

elaborately worked out regional plan for our greatest metropolitan area. Provision for recreation was stressed as one of the major requirements of adequate provision for the future.

Many other subjects were discussed at the Traveling Meeting, many other features of the Regional Plan were examined. Mr. Frederic A. Delano, President of the American Civic Association, told of the Association's activities in promoting the planned development of the Federal City, in interpreting city planning and recreation for popular appreciation. Billboards came in for frequent anathema. No one who loves natural scenery can condone a billboard which looms in the foreground or screens the view altogether. Mrs. W. L. Lawton presented lantern slides of a survey which she has been making for the American Civic Association of the highway approaches to the Federal City. On Highway No. 1 which runs down the Atlantic Coast from Maine to Florida, the section between Baltimore and Washington is so peppered that a motorist running at an average rate of speed is never one full minute out of sight of a billboard! Three-lined highways, planted roadsides and pleasant pastoral scenes offer the principal pleasure for recreation in the form of motoring.

Taken all in all, the Traveling Annual Meeting of the American Civic Association paid a good deal of attention to the provision of proper facilities for recreation.

## Recreation Urged

(Continued from page 621)

"That endorsement be given existing programs of an educational and recreational nature especially provided for the unemployed which are now operated by a number of organizations, and that all recreational and educational agencies be encouraged to study the extent of unemployment in their neighborhoods and to extend their facilities at this time to the unemployed as the need is shown.

"That the feasibility of using at least one Armory in a section of the city as a rest and recreation center for the unemployed be investigated."

## A Prayer for a City

"Make other cities great; let this be a good place to live."—*Atlantic Monthly*, May, 1930.

## Magazines and Pamphlets

Recently Received Containing Articles of Interest to the  
Recreation Worker

### MAGAZINES

*The American City*, November 1930

Ideas Expressed at the National Recreation Congress  
County System of Parks and Recreation Proves Its  
Value, by W. Richmond Tracy  
St. Louis Organization Plans for City  
Asphalt and Sawdust Surfacing Prove Practicable  
for Public Tennis Courts at Tampa.

December 1930

Aiding the Idle Through Park and Playground De-  
partments

Winter Sports Programs Speed Up in the West, by  
George W. Braden

Winter Time Is Play Time, by Harold A. Grinden  
A Carefully Designed Garden Theater, by Clar-  
ence E. Howard

A Christmas Tree White Way—Litchfield, Illinois  
Poor Farm Transformed into Park—Wilmington,  
Mass.

Where Use Was Added to Beauty in a Chicago Park  
Development

*Parks and Recreation*, December 1930

Bridle Path Construction in the Akron Metropolitan  
Parks, by Donald B. Alexander

Boy Craft Activities on the Summer Playground, by  
A. J. LaBerge

Parks, Playground and Recreation Centers, by Arthur  
Williams

Organized School Playgrounds, by Rodowe H. Abeken  
Playground Arts and Crafts, by Mary Carleton  
Public Golf Facilities

*Camp Life*, December 1930

The Camp Song Leader, by Kenneth Clark and  
Augustus Zanzig

Athletics vs. Nature Study, by William Gould Vinal,  
Ph.D.

The Ideal Camp Counselor

*Child Welfare*, January 1931

Children's Parties, by Eleanor Olmstead Miller  
Creative Music for School and Home, by Satis N.  
Coleman

A Leisure-Time Program for High School Students,  
by Thomas W. Gosling

*American Childhood*, January 1931

Creative Materials for the Pre-school Child, by Har-  
riet M. Johnson

Activities in Recreational Reading, by W. F. Webster  
Good Times Together, by Nina B. Lamkin

*The Journal of Health and Physical Education*, Decem-  
ber, 1930

Growing Need of Physical Recreation Among Em-  
ployed Women, by Bernice Amanda Miller

The Modern Delphic Games, by Lewis W. Riess  
Authentic Costumes for Folk Dances, by Laura May  
Hill

Mass teaching in Basket Ball Skills, by Ralph J.  
Schnitman

### PAMPHLETS

*Playground Activities for the Season 1930—Highland  
Park, Illinois*

*Health and Play—A Summer Health Survey of Play-  
grounds, the Health Service Department of the Mon-  
treal Parks and Playground Association*

*Eighteenth Annual Report of the Chief of the Children's  
Bureau for the Year Ended June 30, 1930*

*St. Louis County Club and Farm Bureau Association—  
Annual Report for 1930*

*Oglebay Institute—Purpose and Plan*

*Rural Schoolhouses, School Grounds and Their Equip-  
ment*, by Fletcher B. Dresslar and Haskett Pruett.  
Bulletin, 1930, No. 21, U. S. Department of the In-  
terior, Office of Education. Price 20c.

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*Louisiana Landscape—State Parks for Louisiana*, by Caroline Dormon. Louisiana State Parks Association, New Orleans, La.

*Public Value of the Mount Hood Area*. Government Printing Office, Washington, D. C. 1930

*Report of the Planning and Park Commission—Village of Ridgewood*, N. J. 1930

*Report of the Westchester County, New York, Park Commission*, 1930.

*Union County Parks*. Annual Report of the Superintendent of Recreation.

## Mrs. A. J. Stallings Is Honored

ANOTHER honor has come to Mrs. A. J. Stallings, known as the "Mother of Playgrounds" in New Orleans, Louisiana, who was unanimously selected as the recipient of the *Times-Picayune* loving cup for 1929.

Since 1901 the *Picayune*, now the *Times-Picayune*, has given a loving cup each year to the citizen of New Orleans who, in the opinion of a committee of three, during the preceding year has rendered the greatest volunteer service to the city. In giving the cup to Mrs. Stallings, the statement was made: "The committee considers Mrs. Stallings's contribution to the children of New Orleans as noble and outstanding not only in 1929, but over a period of years. We consider playgrounds to be of inestimable benefit to all the children of the city. They are health and character builders and make better citizens of our boys and girls." Mrs. Stallings has served as president of the New Orleans Playgrounds Commission since its organization in 1911 and before that time was head of the New Orleans Civic Art Improvement Association, which founded the first playground in the city. As a result of Mrs. Stallings's untiring work, there are now seventeen playgrounds in all sections of the city, and Mrs. Stallings has been instrumental in securing large gifts for the purchase and equipment of play centers. Her most recent personal gift was a contribution of \$100,000 for a new center.

The cup was presented to Mrs. Stallings on January 4th at one of the playgrounds in the presence of a number of friends and city officials and several hundred men, women and children of the neighborhood.

## Josephine Schain Becomes Director of the Girl Scouts

Miss Josephine Schain of New York City has been appointed national director of the Girl Scouts organization to fill the vacancy created by the resignation of Mrs. Jane Deeter Rippin, director of the organization for eleven years. Miss Schain has had long experience in the social work field, having been associated with the settlement movement for a number of years. During the post-war period she became identified with international affairs and as director of the department of international cooperation of the National League of Women Voters, she devoted much time to the de-

velopment of an international program of world citizenship for women. Miss Schain was one of the three women sent to the recent London Naval Conference by the National Committee on the Cause and Cure of War; of which she has been the administrative chairman.

## Book Reviews

**THE NATURE ALMANAC.** The American Nature Association, Washington, D. C. \$1.00.

This volume of almost 400 pages, which is being distributed at a price far below the cost of publication, is a veritable encyclopedia of information on nature education. There is, for example, a fascinating *Nature Calendar* prepared by Professor E. Laurence Palmer of Cornell University, telling of interesting things to look for during each month. This is followed by a list of *Associations and Clubs Interested in the Promotion of Nature Education*, and information is given about their activities. *Leadership Training in Nature and Science Education* presents the results of a study of schools and courses for the training of nature leaders. There is also a report of a *Nature Education Survey of the United States* arranged according to states and territories. The section on *School Nature Outline* will be of special interest and value to schools which are giving courses in nature education. *A Nature Bibliography*, which with a *Directory of Nature Leaders* completes the volume, is an exceedingly valuable section of the book.

**SCHOOL PLAYGROUNDS.** Marie M. Ready. United States Department of the Interior, Office of Education. Government Printing Office, Washington, D. C. \$.05.

This pamphlet contains much information which recreation workers will welcome in the compact form the publication has taken. Section I traces the development of the past years regarding changing standards in play space and tells of State laws which have been passed requiring definite areas for school sites. Legislation for condemning areas is included. Section II is devoted to playground layouts and equipment, while Section III discusses the use of playgrounds after school hours. Digests are given of State legislative enactments regarding the use of school property. Section IV reports progress in school playground development.

In summarizing, Dr. Ready points out that while 37 States have passed laws requiring that physical education should be included in the school curricula, the lack of sufficient play space is greatly retarding the work. In recognition of this need of play space, the present study points out the fact that laws have been passed in 8 States requiring that certain areas be provided for school playgrounds, while rules and regulations have been made by State boards of education in 20 States requiring specific areas for school sites. Definite areas have been suggested as standards for city and rural schools of various enrollments by 36 state departments of education. Areas required by law vary from 1 to 6 acres. Areas required by rules and regulations of the State boards of education vary in the elementary schools from 1 to 6 acres, and in the high, junior high, and senior high schools from 2 to 10 acres. Areas recommended by state boards of education vary in the elementary schools from 1 to 12, in junior high schools from 1 to 10 acres, and in senior high schools from 1 to 20.

**SOCIAL WORK YEAR BOOK—1929.** Fred S. Hall and Mabel B. Ellis. The Russell Sage Foundation, 130 East 22nd Street, New York. \$4.00.

The Russell Sage Foundation has performed an exceedingly valuable service for the entire field of social work in launching this new undertaking. To publish a periodical record of the varied activities in the social work field is no small venture, but the results have fully justified the experiment. The Year Book, of 600 pages, does

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not attempt to serve as an encyclopedia of social problems or social conditions but as a record of organized attempts in the United States to deal with such problems. Part One, consisting of about 500 pages, is given over to topical articles on all phases of social work contributed by leaders in the various fields—approximately 200 people have shared in this cooperative undertaking. Part Two consists of two lists of national agencies. In the first list these facts are arranged alphabetically with specific information concerning each of them; in the second, they are classified according to the nature of their work under topical headings.

There are many articles in this volume of definite interest to recreation workers, dealing as they do with leisure time interests and the preventive field. In no other way can such a general knowledge of the entire field of social work be secured as is made possible by this bird's-eye view. Since the field of social work is constantly changing, present plans call for biennial issues along the general lines of this one.

**PUBLIC PARK POLICIES.** Charles E. Doell and Paul J. Thompson. *Parks and Recreation*, National Building, Minneapolis, Minnesota. \$2.50.

Minneapolis has won for itself an enviable position in the list of cities conducting well planned park systems. The vision and foresight with which the beauty of natural advantages has been preserved and the continuity of purpose and definiteness of policy which have gone into the planning have produced notable results. Mr. Doell, Secretary of the Board of Park Commissioners and Mr. Thompson, Attorney of the Board, discuss in this practical and helpful volume some of the policies which are fundamental in park planning and administration. The subjects discussed include the acquisition of parks, the improvement of park properties, operation and administration, and special parks. In the final chapter entitled *Concluding Thoughts*, the authors point out that the one general fundamental conclusion of value in formulating a definite policy essential to the successful management of any park system is this: "Park and playground systems are designed to meet the recreation needs of the community which they serve."

**A STATE PARK ANTHOLOGY.** Selected and edited by Herbert Evison. National Conference on State Parks, Washington, D. C.

It has been sixty years since the first State Park was established by California in Yosemite Valley. It was not, however, until automobiles had become fairly numerous and the building of good roads to permit access to the parks had made definite progress, that the State Park movement was really launched. It has been during the past decade that the establishment of State Park systems has become a widely recognized function of our State governments. In that time an almost endless variety of problems has arisen—problems of selection, planning, maintenance, development and use. The movement has been fortunate in attracting the interest of men and women of great ability, and it is through their careful and thoughtful planning that these problems have been met.

The results of much of the study and practical experience of these leaders have found their way into print. Mr. Evison, executive secretary of the National Conference on State Parks, has performed a real service in bringing together the best of the material in this anthology.

**THE STIR OF NATURE—A BOOK FOR YOUNG NATURALISTS.** William H. Carr, Assistant Curator of Education in the American Museum of Natural History. Oxford University Press, New York. \$2.50.

Knowing Bill Carr of the Palisade Park Trail Museum to be a young man who has grown up studying nature along the Hudson Valley, I am delighted to discover that he has written a book on the *Stir of Nature*. I have seen Bill's snakes, and "Sachet" and all, and know that he has a first-hand interest in everything that lives, moves and has being. And so this book is not just another collection of stories taken at a long range or from "my attic window." He has experienced each item while pioneering with the nature trails of the American Mu-

seum of Natural History at Bear Mountain. The book shows what boys and girls can discover in New York City's backyard, so to speak. It also shows things to do, such as "collecting tracks." For this reason the book will be welcomed by boys and girls and their leaders.

Reviewed by *William Gould Vinal*.

**DOT AND DICK IN NATURELAND.** Dean Halliday. Pictures by Doro. J. Thoburn Bishop, Terminal Tower, Cleveland, Ohio. \$1.00.

"Here is a book of facts about Nature that I wish I had had when I was a boy," writes *Cap'n Bill* (Dr. William G. Vinal) in his introduction to these amazing adventures with birds, insects, plants and flowers. The material is presented through a series of pictures the characters of which give the information in a conversational and interesting way. The presentation follows the general plan of the "funnies" in the Sunday papers—the book is copyrighted by the Newspaper Nature Features, Incorporated, of Cleveland—and as such they will have a fascination for children. The suggestion that children color the pictures with paints or crayon is part of the lure that cannot fail to make this book appealing to children.

**HOME-ROOM ACTIVITIES.** Iris Cleva Good, M.A., and Jane M. Crow, M.A. Professional and Technical Press, New York. \$3.25.

This book is not a theoretical discussion of principles and ideals but a clear presentation of programs, plans and devices that have been worked out to make the home-room a successful part of a school system's attempt to attain a realization of the best modern theory of education. It contains over one hundred programs for school, patriotic and community events which have been used and found successful. The book is divided into two main sections: first, the *Organization of the Home-Room*, and second, *Suggestions for Home-Room Programs*. The appendices also contain much practical help, such as material for safety first talks, descriptions of honor organizations, material for clubs and lists of plays.

**ONE THOUSAND USEFUL BOOKS.** American Library Association, Chicago, Illinois. \$.75.

The list entitled *One Thousand Useful Books*, of which this is a complete revision, was compiled by The Detroit Public Library for the American Library Association in 1924. In preparing this new edition the committee appointed to revise the list has kept in mind the needs of small libraries as well as those of individuals who might use it as a reading or buying guide. The aim has been to include books which would be of practical, informative value, or which would stimulate new ways and channels of thinking. The books listed have been classified under various headings, such as *Religion, Social Sciences, Study, Care and Training and Children, Home Making, Occupations and Handicrafts, The Fine and Applied Arts, Recreation and Hobbies, English language and Literature*.

**TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.** John F. Bovard, Ph.D., and Frederick W. Cozens, Ph.D. W. B. Saunders Company, Philadelphia, Pennsylvania. \$2.75.

The authors have approached the subject of tests and measurements first from the historical point of view, in that the book contains a careful study of the development of measurements in physical education and of contributions made in the field of tests of various types, and secondly from the viewpoint of presenting a background for continued research. The subject matter is discussed under three main headings—*The Status of Measurement in Physical Education, The Tools of Measurement and the Theory and Practice of Test Administration*. The appendix contains the majority of 70 tables in the text and shows the scoring schemes of many of the typical contributions of test material in the field.

**MUNICIPAL GOLF COURSES.** A report compiled by the Civic Development Department, Chamber of Commerce of the United States, Washington, D. C.

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golf course was opened in this country, 179 cities are maintaining 272 public courses over which approximately 18,000,000 rounds are being played annually. More than 50 per cent of these courses are self-maintaining and many of the others are making substantial contributions toward their own support. This rapid development emphasizes the importance of such publications as this report in which has been brought together much valuable information on construction and administration.

**THE STADIUM.** Myron W. Serby. American Institute of Steel Construction, New York. \$1.50.

This treatise on the design of stadiums and their equipment is an exceedingly practical book designed to present the author's own experience and the experiences of others as interpreted by him. It is the result of several years' work during which the author served as chief engineer and consultant on many stadium projects. Not only design and equipment are discussed but costs and general considerations. There is also an extensive bibliography. Many illustrations, figures and tables help clarify the discussion. Copies may be secured through Myron W. Serby, 79 Fifth Avenue, New York City.

**ATHLETIC ACTIVITIES FOR WOMEN AND GIRLS.** Spalding's Athletic Library. No. 115R. \$25.

The 1930-1931 Official Handbook on athletic activities for women and girls, prepared by the National Section on Women's Athletics of the American Physical Education Association, contains sections on aquatics, track and field, athletic games and volley ball. The athletic games section, which was initiated a few years ago with a limited number of simple games, now contains thirty games. This section has proved a boon to leaders of girls' activities who are eager to vary the program of major athletic games with less strenuous games and activities. Recreation workers will find this book, which contains many articles as well as rules and directions, invaluable to them in planning a program of girls' and women's athletic activities.

**OFFICIAL HANDBOOK OF THE PLAYGROUND ATHLETIC LEAGUE, BALTIMORE, Md.** Edited by William Burdick, M.D. Spalding's Athletic Library.

The athletic program of the Playground Athletic League of Maryland is described in this booklet which also contains championships, records, rules and regulations and directions for playing the athletic games used in the meets which are held.

**TAP DANCING.** Edith Ballwebber. Clayton F. Summy Company, Illinois. \$2.00.

The fundamentals and routines of tap dancing are clearly presented in simplified form in this practical book which records the author's experience in teaching tap dancing at the University of Chicago. Music is given and there are profuse illustrations to help the teacher.

**PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS.** N. P. Neilson and Winifred Van Hagen. A. S. Barnes and Company, New York. \$2.00.

Based on the manual of physical education activities for elementary schools in California, this book includes a graded program of activities which may be adapted to the school situation, the time of the year and the individual needs of the child. Formal calisthenic exercises do not appear in the book, the authors believing that they are uninteresting to the children and have little, if any, carry over value. There are descriptions of many games of all types and of rhythmical activities.

Much careful study has gone into the preparation of this book which should be exceedingly valuable to physical educators.

**INTRAMURAL ATHLETICS AND PLAY DAYS.** Edgar Marian Draper and George Mimms Smith. A. S. Barnes and Company, New York. \$1.00.

The shifting of emphasis from formal class work in physical education and the competitive athletic program for a few highly developed athletes to a spontaneous play organization for every student in the high schools has

made it important to place in the hands of readers literature which will give a clear concept of the philosophy involved in the program as well as practical suggestions for this program. This *Intramural Athletics and Play Days* seeks to do through chapters on sources of the intramural program, objectives, organization and administration, program, the present status of intramural athletics and a discussion of the director of the program. There is a chapter on girls' play days and suggestions for developing student leadership in intramural athletics and play days.

**THE BOYS' BOOK OF CAMP LIFE.** Elon Jessup. Illustrated by Charles E. Cartwright. E. P. Dutton and Company, New York. \$2.50.

Information of all phases of camping will be found in this book—what to do in emergency, the necessary equipment for hikes, overnight camping and permanent camps. Two whole chapters with profuse illustrations are devoted to tents and their uses and tent making and waterproofing. The third chapter describes sleeping in the open and tells how beds of various types should be made and how to make oneself comfortable when camping in the open. Other chapters have to do with problems involved in settling down in camp, with feet and footwear, equipment of all kinds, back-packing, maps and map reading, finding your way, measuring distances, tying rope, and troubles and cures.

A more practical book than this volume would be hard to find.

**OFFICIAL ICE HOCKEY GUIDE.** National Collegiate Athletic Association. Spalding's Athletic Library. No. 92R. \$25.

A number of changes in rules are recorded in the Guide for 1930-1931, which contains, in addition to records and articles of interest to hockey enthusiasts, many diagrams illustrative of the various rules and plays presented.

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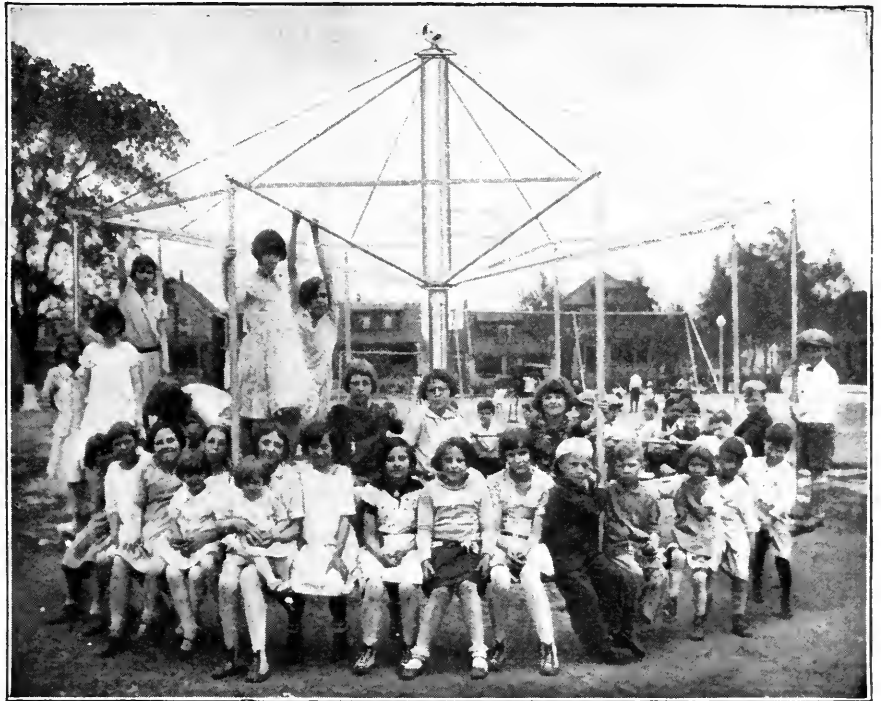
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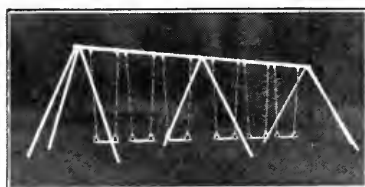
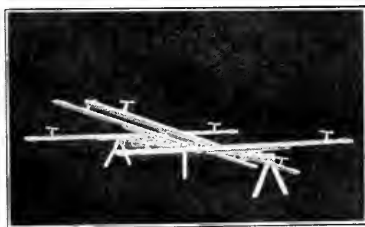
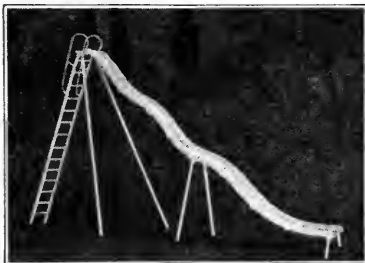
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- I. For every child spiritual and moral training to help him to stand firm under the pressure of life
- II. For every child understanding and the guarding of his personality as his most precious right
- III. For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home
- IV. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer
- V. For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water
- VI. For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained
- VII. For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching
- VIII. For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care
- IX. For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs
- X. For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction
- XI. For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood
- XII. For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly
- XIII. For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met
- XIV. For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life
- XV. For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps
- XVI. For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy
- XVII. For every rural child as satisfactory, schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities
- XVIII. To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations
- XIX. To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:
  - (a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers
  - (b) Available hospital beds
  - (c) Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard

For EVERY child these rights, regardless of race, or color, or situation, wherever he may  
live under the protection of the American flag

main

# Recreation

Formerly "The Playground"

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March, 1931

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## Recreation and Unemployment

By Roy Smith Wallace

## Selected Handcraft

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### GAMES

#### Street Games

#### The Development of Skills in Games

By Arthur T. Noren

#### Games of Other Nations

By John H. Gourley

#### Table Games in Community Centers

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# Recreation

Published by and in the interests of the National Recreation Association  
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# Home and Leisure

Mechanical inventions progressively increase the world's leisure.

The hands of the clock cannot be turned back.

Work must be shared or there will not be enough to go around.

Unless leisure is generally shared—a large group will have nothing but leisure—against their will.

There is no escape from a sharing of the world's work and the world's leisure, for our style of civilization cannot survive long continued, large scale unemployment. The problem is fundamental to civilization itself.

What part has the home in this "shared" larger measure of leisure?

There is no better place for much of the new leisure to be spent than in the home. The articles in the magazines, the speeches about "the passing of the home" do not ring true. The home after all is the first institution and is the first institution for leisure and for recreation.

More leisure means more opportunity to make the home beautiful; more opportunity for home music, home drama, for telling stories to the children at bedtime, more time for reading aloud in the evening; more leisure for conversation at meals; more comradeship in enjoying good food together; more satisfaction in gatherings of young people of the neighborhood in the home. For some added leisure means more time for getting the hands into the soil in the garden, more joy in daffodils.

The machines that bring more leisure will ultimately make for more family life in the home. After all, home is wherever mother and father and the children are. The automobile makes family picnics easier. The growth in tourist camps is testimony to the increase in family vacations spent together.

The radio helps to keep father home. All the family listens to "Amos and Andy." Before many years inventions now in process of being perfected will enable families to sit in the evening in easy chairs in the living room with a fire in the fireplace and take "out of the air" motion pictures just as they tune in for musical programs now.

Parents can prepare children for a better future home use of leisure by making present homes happier with fireplace, pets, play rooms, backyard playgrounds. After all a home is a home to the extent that there is play in it, comradeship in it, something green and growing in it—even if it be in a tin can. The first responsibility of recreation board, school board, church, with reference to play and recreation is to create a play spirit that carries back to the home to make and keep family life vital.

HOWARD BRAUCHER

## Games Are Their Inheritance



Play and games are not merely highly desirable parts of a fine life; they are necessary to the completely rounded life.

# The Importance of Games

By Joseph Lee, LL.D.

**W**E need a substitute expression for "organized" play. Play cannot be organized. One can to some small extent lay out the space within which the play is played, but play itself we cannot organize until, to the great misfortune of the world, we learn to regulate the emotions of the human spirit. All legitimate dealing with play, whether of children or of grown people, is liberation, the release of initiative inborn and incalculable.

Among the ways of liberation there is the demonstration of new games, the opening up of ways to new experience. The invention of volley ball, basketball, indoor ball, has been a great release. The old games also should be demonstrated to those to whom they still are new. Especially children crave the raiding games of the two great classes typified by Hi Spy and Cops and Robbers—games of Robin Hood, of escapade, of strategy and ambush, of flight, pursuit, of tribal war and foray, games reproducing the life of the Indian, the Cossack and Bedouin, games, as I believe, coming down to us Teutons in our spinal marrow from our Viking ancestors.

It will be said that these last are not adaptable to crowded streets, though I have known them played in my own neighborhood on backyard fences and on fire escapes. But whether such adaptation is desirable or not, the children should not be deprived of this part of their inheritance in regions where they may still enjoy it.

Also there is the supplying of the missing link in necessary organization—the word may here be used between ourselves, but beware of creating public misunderstanding of what our whole move-

ment is about. In Boston, for instance, the looking up of existing gangs, especially among those "wild" boys who shun the Boy Scouts and shy at boys' clubs and settlements as a fox will flee the

scent of man, giving them an opportunity to sign up in a league, finding impartial umpires for them and seeing that there is not the rounding up of ringers as the contest narrows down toward the final games, has opened up new possibilities to many thousand boys on the playgrounds.

More obvious is the policing of the playgrounds, keeping the tough gang from stealing the smaller boys' bats and balls. And there is the opening of a variety of opportunities so as to reach the shy boy who is not a member of a gang

and to see that so far as possible every boy shall succeed at something every day. There is the power of suggestion, the little guide mark where the trail begins, that may open up new vistas in the boy's life.

There is a happy phrase too much forgotten—a Liberal Education. All education is a liberating process. It may begin with pain and drudgery—or pass through much of it along the way. It may mean self-denial and fatigue. Steep is the climbing of Parnassus and learning to play the violin is not easier. And there are funny little tricks and short cuts like the multiplication table that require attention—tackling the dummy and falling on the ball, learning the juiceless grammar of the game. So there is putting on your skates; but once on, if you have learned the modern skating, they are wings—the freedom of the dance and all the arts.



Games—new and old—are a great release to the human spirit.



# The Development of Skills in Games

*By Arthur T. Noren*

*National Recreation Association*



*Courtesy Extension Department, Milwaukee Public Schools*

**Not skilled as yet, but learning fast, and there is joy in the process!**

**E**VERY person in some game is a most desirable slogan and one that is not beyond hope of realization. Except for that individual who is physically handicapped, we can expect that the game program of our recreation systems will reach all others. At present we must face the fact that this ideal situation has not been realized. The reasons may be many, but principally there are two factors that must be acknowledged to play an important part: the first, a lack of development of functional motor skills; the second, a lack of development in positive and favorable attitudes toward play. Our concern should be to select and conduct the physical activities of our boys and girls in such a way that this growing youth may acquire by daily preferences and substantial motor skills such an education in desirable physical activities that the present problem of interesting the physically untrained adult will

largely cease to exist in our recreation programs.

Every physical activity has its mental side. In all games there are rules and strategy to learn before one can succeed as a player. Even in running and jumping one has always to use judgment and make quick decisions. Attention, alertness and preparedness for emergencies are constantly demanded, particularly in competitive games and contests. The development of these abilities is one of the great satisfactions of physical activities. Players take great pleasure in the plans of campaign, the involved techniques and the carefully planned offense and defense. From the simple tag games of children to the more complicated team games of adolescents and adults, mental development is just as evident as the development in strength and skills.

Perhaps the most highly prized of all physical abilities is skill, not in the general sense, but

some particular form of it, such as the skill of the gymnast in turning hand-springs, the skill of the dancer in performing difficult steps with graceful balancing, or the skill of the ball player in throwing, catching or sliding. An endless number of fascinating types of skills may be developed through a game program.

It seems to be a truth that people by choice engage in those activities that give pleasure and forego those that do not satisfy. It also seems to be true that satisfaction and efficiency are related. The person who is a dub at tennis is not eager to venture upon the courts. The person who cannot swim is not the one seeking opportunity to swim. The man who enjoys swimming was the boy who learned how to tread water, swim on his back, and cover the distance of fifty yards using the crawl stroke. The young woman who enjoys playing tennis probably learned the fundamental and necessary skills sometime earlier in her life.

One can follow a succession of events in this manner. A person who has skill in baseball will play baseball. Because he plays it well, he enjoys the game and will play it as often as possible. Constant playing further perfects his skills. Therefore, his interest and satisfaction in the game increase, and so the desirable sequence continues and we have a person who finds in baseball a satisfactory form of recreation. On the contrary, a person attempting to play tennis without the fundamental skills and coordinations derives little enjoyment from the game and seldom ventures on the court.

In short, the problem of participation is one of educating individuals above the "dub" or novice class, so that skill will have its contribution to make to pleasurable activity. The incentive of skill is more powerful than the compulsion of



The absorbing question of the moment—is it going to be a ringer?

hygienic value and far more hygienic in its results.

### Continual Participation Through Voluntary Activity

Continual participation can be secured only through the voluntary activity of each individual. To provide children and youth with the best and happiest of occupations for their leisure time is as practical as any aim physical education can choose for itself. This will develop the habit of doing wholesome things in leisure instead of activities that are either useless or harmful.

To play the game for the game's sake is an attitude that has been emphasized in accounts of the play life of our British cousins. The idea has been developed that play and games are not only highly desirable parts of a fine life, but that they are necessary to a completely rounded life. Golf for health, swimming for exercise, competitive games

for character training, are, of course, worthwhile incentives to secure participation, but these will not be necessary for the person who has built into his life play values.

Results can be secured only through the voluntary activity of each individual. The spirit with which a mechanic mends a tire or a physician prescribes a medicine will not go far in this field; the passive acquiescence of the people to be trained is not enough; their active and hearty cooperation must be gained. Very few people, whether young or old, understand and fully appreciate the objectives that lie behind the teacher's interest in the activities, and so activities must be chosen that are naturally attractive, conducted in a way to increase their attractiveness rather than to detract from it, secure the persistence and vigor that is needed in practice and lead people to do the same kind of thing habitually.

Habits of desirable forms of physical activity

that have become accepted by the community create a favorable situation for continual participation by the children, youth and adults in the games and contests that make up our physical activity program.

The difficulty in reaching these two objectives has been due largely to our emphasis on the so-called major team games, such as basketball, baseball and football. These games are highly complex in their technique, elaborate in their system of rules, and involved in team play, necessitating a higher degree of skill from every player. To organize a physical education program with emphasis on these games will mean that the large majority of players will soon find themselves unable to meet the requirements in coordination, skill, special technique and general fitness. Unless they can measure up to the standards of performance, their participation detracts from the enjoyment of the game by themselves

and by the other players. Their own weakness is soon recognized and at the first opportunity they refrain from playing and soon join the group who sit by the sidelines and watch the skilled few perform.

### **Simplifying Fundamental Activities and Forms of Play**

The major games of this type can be broken down into a number of fundamental activities and forms of play. It is possible and desirable to take certain of these fundamental activities and use them in more simple games and contests suitable to the ability and experience of the players.

Complicated team games should be split into their elements to be taught to groups of children. Simple games are being devised and used which involve throwing and catching a ball, running to base, tagging a runner, judging distance and batting with hand or bat. They serve the purpose of offering a type of game which appeals to an age which is younger than the team game age and which is sufficiently compact so that it provides for the participation of all the children at once. They are learning the basic skills of the game and getting an idea of its rules and strategy under conditions so simple as to be easily understood.

We would then take every boy and girl through a progressive program, starting with simple games and contests that emphasize individual skill and

which lead to more progressive games and skills and finally to the major team games. If such a program were adequate, every player would have had fair knowledge of the fundamental skills underlying the satisfactory playing of a team game, and through lead-up games, interesting in themselves, would have gained a fair knowledge of the important rules.

The practical application of the above principles should, of course, be made during the time of seasonal interest in a particular game and probably should cover a period of several years.

One of the most interesting of our team games, baseball, might be used along these lines. The fundamental elements of skill in baseball are throwing, catching, pitching and batting; and therefore simple games and contests should be devised in which one or more of these elements of skill will be used. Because of the complexity of the rules of baseball, and with

the introduction of as difficult an element of skill as batting, it will be found to be more satisfactory to spend some time in acquainting younger children with some of the rules of the game through the games of base kick ball and punch ball. In the first the ball is kicked, and in the second the ball is hit with the fist; and thus the children are able to use abilities easy to develop, while learning the rules and opportunities of a new game. Punch ball is an excellent introduction to baseball, offering as it does many of the situations that exist in the more complicated game of baseball. The children become accustomed to the idea of running as soon as the ball is hit—an important point for the batter in baseball; they learn the rules of running; they learn to watch the bases and to know where to throw the ball in order to make an "out" or a "double play."

### **Progressing From Simple to Team Games**

The progression from the simple games and contests to the team game which is the objective might follow this order:

- A.\* Practice in Throwing and Catching
  1. Fly Ball Pass Relay
  2. Baseball Shuttle Relay
  3. Overtake Ball

**The problem of participation is one of educating individuals above the "dub" or novice class, so that skill will have its contribution to make to pleasurable activity. The incentive of skill is more powerful than the compulsion of hygienic value and far more hygienic in its results.**

\*An Athletic Program For Elementary Schools, by Leonora Andersen.

- 4. Five Trips
- 5. Shuttle Distance Throw
- B.\* Practice in Pitching
  - 1. Accuracy Pitching Contest
  - 2. Bowling Contest
- C.\* Practice in Batting
  - 1. Line Ball
  - 2. Individual Batting Contest
  - 3. Batting for Distance Contest
- D.\* Games Involving One or More of the Fundamental Skills
  - 1. Throwing and Catching
  - 2. Teacher and Class
  - 3. Zigzag Pass Relay
  - 4. Circle Ball
  - 5. Baseball Pass Relay
  - 6. Pass Ball
  - 7. Center Tag Ball
  - 8. Punch Ball
  - 9. Kick Baseball
- E. Games Leading Up to Baseball
  - 1. One, Two and Three O'Cat.....B. & M.
  - 2. Scrub—Work up or Rounders..B. & M.
  - 3. German Bat Ball (Schlag).....B. & M.
  - 4. Speed Ball (Winnetka)—  
 Baltimore .....P. S. A. L.
  - 5. Kick Baseball.....N. R. A.
  - 6. Cricket .....SP.
  - 7. Long Ball.....B. & M.
  - 8. Hit Pin Baseball.....B. & M.
  - 9. Indoor Baseball.....SP.
  - 10. Playground Baseball.....SP.
  - 11. Baseball .....SP.

Suggestions for other progressive games leading up to other team games are as follows:

- A. Games Leading Up to Basketball
  - 1. Keep Away.....B. & M.
  - 2. End Ball.....B. & M.
  - 3. Corner Ball.....B.
  - 4. Captain Ball.....B.
  - 5. Nine Court Basketball.....SP.
  - 6. Pin Ball.....
  - 7. Basketball (3 court—Girls).....SP.
  - 8. Basketball (2 court—Girls).....SP.
  - 9. Basketball (Official).....SP.
- B. Games leading Up to Volley Ball
  - 1. Bound Volley Ball.....SP.
  - 2. Newcomb .....SP.
  - 3. Cage Ball.....SP.
  - 4. Playground Volley Ball.....SP.
  - 5. Volley Ball—women.....SP.
  - 6. Volley Ball—official.....SP.



H. Armstrong Roberts

**He is building up the individual skills which will add interest to participation in major sports.**

- C. Games Leading Up to Football
  - 1. Line Soccer.....B.
  - 2. Punt Back.....B. & M.
  - 3. Field Ball.....B. & M.
  - 4. Soccer (Association Football).....SP.
  - 5. Speed Ball.....B. & M.
  - 6. Touch (tag) Football.....B. & M.
  - 7. Rugby Football.....SP.
- D. Games Leading Up to Hockey
  - 1. Box Hockey.....N. R. A.
  - 2. Broom Hockey.....N. R. A.
  - 3. Shiny.....B. & M.
  - 4. Roller Polo.....B. & M.
  - 5. Field Hockey.....SP.
  - 6. Lacrosse .....SP.
  - 7. Ice Hockey.....SP.
- E. Games Leading Up to Tennis
  - 1. Ping Pong.....SP.
  - 2. Badminton .....SP.
  - 3. Ring Tennis (tenikoit).....SP.
  - 4. Hand Tennis.....N. R. A.
  - 5. Paddle Tennis.....SP.
  - 6. Tennis .....SP.

(Continued on page 690)

\*An Athletic Program for Elementary Schools, by Leonora Andersen.

# Games of Other Nations

By John H. Gourley

Mr. Gourley, who is Commissioner of Recreation, Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio, is nationally known for his work for foreign born citizens. The mammoth "All Nations Exposition," the Gymnastic Olympics, the Yumbola Ball and the Plain Dealer Theatre of the Nations are some of the notable features of the Cleveland program in which many nationality groups participate. Recently, Mr. Gourley has found in the use on the playgrounds of games of foreign origin an important means of approach to children of the foreign born.



... old games have taken on a new lease of life.

THE elimination of much prejudice and its replacement with respect and then admiration has been one of the great results of teaching games from other countries to children whose forbears have come from many different lands and who crowd our playgrounds.

The social results of this method of teaching games have led to a pride in racial background about which children have previously been very reticent and which on the part of many has frequently been acknowledged with regret.

Through the teaching of the origin of games of other countries there has been developed a knowledge of the political, economic and religious history of other nations.

The teaching of games as a pedagogic matter has also been vastly improved. Whether the historic background of the game has been introduced in the storytelling hour or previous to the actual playing of the game, the interest in the game has been stimulated. Old games have taken on a new lease of life and have become a source of fresh interest with the children because each phase of the game has a real significance to them. The presentation of the games to the children requires preparatory study and the methods of instruction

have become better pedagogically and developed a new method of play leadership.

A study of the games played in other countries will reveal many games which are similar to those taught our children. Scores and scores of our games are played exactly as they are played in other countries. Except

for nomenclature and minor variations they are largely the same games which are so popular in our country. Such a game as *Fox and Geese* we find being played all over the world.

A number of our most popular playground games are equally well liked in other countries. *Fruit Sale* also known as *Chicken Market* and *Honey Sale* is well liked in England and on the other side of the globe in China. *Drop the Handkerchief* is found to be especially popular in Greece, Italy, among the Cossacks and among the Japanese. In Denmark and Germany *Baste the Bear* is often played as in America. German and English children like *Barley Break*. Scottish and Swedish children play *Last Couple Out* as much as do our own children.

We may play a half dozen of our popular games with Danish children and except for the language find them quite familiar with *Robbers and Soldiers*, *Dog and Hare*, *Moving Day*, *Fish Game*, *Baste the Bear*, and *Slipper Slap*. English children will show us how to play *Barley Break*, *Stealing Sticks*, *Chicken Market*, *The Pot Boils Over* and *Prisoners Base*.

A visit to the neighborhood where there are many Greek children is likely to prove to us that

*Blind Man's Buff* or *Brazen Fly*, *Centipede*, *Duck on Rock*, *Tree Toad*, *Oyster Shell*, *Pebble Chase*, *Drop the Handkerchief* and *Mount Ball* are quite familiar.

The play hour with Chinese children will be interesting for we are likely to find that they are well acquainted with *Fruit Sale*, *Forcing the City Gates*, *Water Sprite*, *Chinese Wall*, *Letting out the Doves*, *Wolf*, *Chinese Chicken*, and *Buying a Lock*.

In Scottish homes *Charley over the Water*, *Fire on the Mountain*, *How Many Miles to Babylon*, *Last Couple Out*, *Bologna Man* and *Stealing Sticks* are as well known to their children as they are to our children who enjoy our big city playgrounds.

The *Japanese Crab Race*, *Japanese Tag* and *Drop the Handkerchief* are a few of the games which the island empire has made famous. Italy plays *Morra* or *Chicken Market*, *Follow Chase* and the handkerchief game with the same zest as our own playground youngsters.

From old Korea comes the *Clam Shell Combat*, and Persia has given us *Hiders and Seekers*, *Spanish Fly* and *Moon and Morning Stars* hail from Spain.

India, Syria, Hungary, Serbia, Russia and Ireland also have contributed many games we have been playing without thought as to where these games originated or from where the many variations of the games have come.

Just as we may trace back the fables, the myths, the classic stories found in the story books and histories to the early days of other countries, so, too, may we find that the games we are playing have a beginning which is closely allied with the political, economic and religious history of other countries. Many of the great events in the his-

tory of the world are being retold by games which were originated in festivals and perpetuated by succeeding generations.

Much unrecorded history is uncovered in the study of the origin of games. Social customs and rites are discovered in the games. Among civilized people the idea of amusement and pastime is predominant but among the pre-Christian and primitive people the games are largely sacred and divinatory. Few games are found to be inventions but relics of former primitive conditions under which they originated in chiefly magical rites and methods of divination.

Few of our games are found to be traditional in their present form. Traces of early beliefs, customs and rites are found in many and in tracing them they lead to a classification of dramatic and skill and chance games. Marriage ceremonies, courtship and love-making practices, funeral customs, harvest ceremonials, pagan worship rites and guessing or divination methods are found to be the basis of a vast number of the games.

Line games and circle games all have a new significance to the children when presented with a story of their origin. One originates as the result of the age-old contest idea and the other from the religious and festive ceremonials. Even such common games as "tag" and the scores of "counting out" devices take on a new significance and interest when the stories of their origin are sketched.

The stories of games are so deeply imbedded in the life stories of our early people that as they are traced through different countries and receive the modifications and additions they become a source of new interest to the playground worker and of great appeal to our children.

## A Home Play Study

Under the auspices of the Hibbing, Minnesota, Recreation Council a number of home play studies have been made. One of them, conducted through the courtesy of Paul Weld, principal of one of the schools, was based on reports of 600 pupils in the fourth, fifth and sixth grades in three schools who answered a questionnaire in which the following questions were asked: (1) Have you a yard at home in which you can play? (2) Do you play in other children's yards? (3) Do you play in the street? (4) In which of these three places

do you spend most of your time playing? (5) What games do you play? (6) In what other places out-of-doors do you play besides the three mentioned? (7) What outdoor playthings of your own do you have? (8) Do you have any pets; how many—what kind? There were also a number of questions on indoor play having to do with the rooms in which the children spend their time playing, the games, indoor playthings, musical instruments, and the books which the children read.



# RECREATION and UNEMPLOYMENT

*By Roy Smith Wallace  
National Recreation Association*

## Helping Them to Fill the Idle Hours



IN SO FAR as recreational agencies are employers, they doubtless ought to be guided in their personnel practice by the same sound general principles which unemployment commissions, national and local, have suggested as desirable. It is of course to be hoped that recreational agencies will not find it necessary to reduce their activities and staffs at this time. Indeed in view of the increased demand for recreational opportunity from those who are suffering from enforced leisure, recreational agencies may need, as will be seen later, to increase rather than to diminish their staffs. However, wherever staff reductions are necessary, the standards worked out by local unemployment commissions such as rotation of work, part time work for all instead of full time work for a few, and problems of family responsibilities of employees should be given careful consideration.

### Relief Work

It does not seem to lie within the responsibility of recreation agencies as such to provide relief or employment service. There are, to be sure, agencies such as the Y. M. C. A., for instance, which do maintain recreational activities and also maintain employment service. Doubtless agencies of

this kind will, to the best of their ability, enlarge the employment phase of their work, and agencies like the Salvation Army will enlarge both employment and relief. However, recreational agencies as such would seem to have no direct responsibility in relief or employment. There are nevertheless, alert recreation leaders who have been able to help on the relief and employment side. In Reading, Pennsylvania, for instance, a series of parties and dances has been arranged and from admissions charged and contributions solicited, funds have been raised and contributed to relief and employment agencies. In Cleveland, Ohio, the Public Athletic League with the active cooperation of the Division of Recreation of the Department of Parks and Public Property, has arranged a series of ten or more sport carnivals, tournaments and meets, the proceeds of which will be devoted to the aid of the unemployed in the ranks of the sport groups affiliated with the league. Tickets at fifty cents each admit to these carnivals. Unemployed league members, sell these tickets and receive twenty per cent of the proceeds in exactly the same way that apple vendors receive profits from the sale of apples. The purchase of one book of ten tickets not only admits to ten sport events, but insures one man a day's pay.

Because handcraft activities of various kinds often constitute so large a part of a rich recreation program, it is occasionally suggested that

**The present industrial situation, with its resultant widespread unemployment, is presenting not only many problems but many opportunities for recreation agencies of the country.**

recreation organizations set up handcraft shops, the projects of which can be put on sale. Doubtless if local unemployment commissions are experimenting with income-making opportunities of this kind, shops, material and skilled leadership of recreation organizations should be made available for plans of this kind. This activity, however, should not be thought of as recreational. It is an economic activity and should be considered on an economic basis. The National Board of the Y. W. C. A. has pointed out in this connection that there are certain questions which need to be thought of in establishing workshops as a temporary measure:

"Is there competition with regular businesses and an undercutting of prices and wages, possibly causing unemployment in other places? Is there danger of encouraging home-work and a possible return to 'sweated industry'? Can you meet the legal requirements in the matter of license, workmen's compensation, etc?"

### Furnishing Employment

Public recreation departments have of course been glad indeed to cooperate with community employment work in securing the service of labor of various kinds to be paid for out of community relief fund wages. Communities have been seeking opportunity for work so that the unemployed can be given jobs instead of outright relief and the recreation departments have been able to furnish many opportunities of this kind. Over 20,000 men are working at relief wages in the park department of New York City. All through the country labor of this kind is working on parks, playgrounds, municipal golf courses, beaches, pools, field houses, community center buildings, in the conversion of waste property, river-front property, low lands and irregular terrains into parks and recreation facilities. The need for "made work" of this kind and the willingness of



*Courtesy of Philadelphia Playgrounds Association*

the public authorities to appropriate money for this type of "wage relief" have, of course, spelled splendid opportunity for recreation workers to enlarge their plant and facilities and have at the same time been a genuine contribution to the problem of unemployment.

The following statement from the Recreation Commission of Westchester County, New York, which earnestly considered the relation of recreation to unemployment, bears on this aspect of the question:

"In keeping with the recommendation of President Hoover and other national authorities that needed public works be undertaken without delay, that each local recreation commission and welfare agency urge upon their respective city, town or village officials (a) the necessity for advancing the work of grading and conditioning existing playgrounds, providing permanent surfacing and doing other desirable park work; (b) the desirability of constructing community centers, field or shelter houses at existing playgrounds and in congested sections, to carry out the plan of all-year-round recreation; and (c) that where possible all such work be contracted for promptly to assist in relieving the unemployment conditions."

### Specific Function of Recreation

In the employment crisis of 1921, Mr. Joseph Lee, as President of Community Service, wrote to Herbert Hoover, Chairman of the President's Conference on Unemployment, on this unemployment problem. He said:

"This problem, it seems to us, has three main phases. First, the need for work. Second,

failing this, the need for food, clothes and shelter. Third, the constant need for courage, sympathy, and 'morale'—the need to let the workers know that while industry for economic reasons has no present need for them as workers, yet the community—while making every effort to secure work for its members—does value them as fellow citizens and human beings."

Mr. Hoover replied:

"While, of course, the primary necessity is for work as a result of increased activity, I agree with you heartily as to the need for the morale-building effort . . . which some group in every community should especially at this time be organized to give. I remember very well the effective work which War Camp Community Service did in building up military and community morale during the war. The present war is a war on unemployment and we need and are very glad to have the cooperation of Community Service."

The day's search for work has proved hopeless. Nothing to do but tramp the streets or sit and brood. There comes a feeling of bewilderment, of defeat, that may permanently destroy morale . . . In this period of enforced idleness, wholesome recreation gives occupation for mind and body, a needed sense of accomplishment, a renewal of hope and courage . . . It is helping the man out of work—and his family—through to better times with health and morale unshaken.

Does not this correspondence suggest definitely the specific responsibility of the play and recreation agencies in a time of unemployment? The economic need is, of course, primary, and the community must face its economic responsibility through agencies other than the recreation agencies. For the man as producer, as bread-winner, industry itself and the community through employment agencies, employment commissions and public building activities, must accept responsibility. For the man as a man, the community through its recreation agencies has a genuine contribution.

Men and women out of work, the victims of enforced leisure, suffer not only the physical pangs of hunger and cold—they suffer from discouragement, from anxiety and from fear. Wishing to work and skillful in work, with pressing need not only for income for self-support but often for the support of dependent families, they find themselves not wanted by organized industry. Here is surely opportunity for a specific type of service which recreational agencies can render. We can and must let them know that the "community does value them as fellow citizens and

human beings" and wishes to serve their spirit as well as their body through the provision of enjoyable, worthwhile, morale-building activities for their leisure.

### Professional Opinion

The council of social agencies and social work groups who have been studying this whole unemployment situation have recognized the importance of recreational opportunity in a time of unemployment.

The executive committee of the American Association of Social Workers for instance, in their findings on the unemployment situation, enumerates as one of the seven duties of social workers: "To make clear to the community that non-relief forms of social work such as health and recreational services, are especially needed in a period of unemployment."

The southern social work executives at their Atlanta meeting, December 29-30, 1930, concluded:

"We believe that communities generally recognize that the activities of organizations providing constructive programs for leisure time are essential to the welfare of their communities. During a time of severe stress it is the belief of this Conference that a constructive program for the unemployed time of the unemployed and their families, is of greater value than in normal times.

"We also believe that the peace, safety and well being of the community is endangered by unemployment and those activities which will tend to strengthen the thinking of the people will be a matter of public safety to the community.

"We realize that the public at this time is more concerned with the giving of material relief than with preventive, rehabilitative and character-building work. Therefore, extraordinary efforts should be made to inform the public generally of the importance of supporting this program."

### Community Chest Opinion

This point of view is reenforced by the business group which organizes and directs the Community Chest movement throughout the country. Mr. J. Herbert Case, President of the Association of

Community Chests and Councils and Chairman of the Board of the Federal Reserve Bank in New York City, said last September:

"Chests generally are concerned as to how they shall meet those demands which are in prospect for next year. No chest management wishes to see the recreational and the character-building organizations penalized because of the rising tide of demands for relief. Chests are proud to have helped support and promote programs of a broadly constructive as well as a preventive or curative nature. In a sense these recreational and character-building programs are as much needed in times like these as the relief programs. Times of unemployment, idleness, and discouragement breed sickness, crime and demoralization. At these times the agencies which at one point or another influence the public morale must redouble their efforts. Therefore, in addition to their normal budgets chests need to raise this fall an extraordinary amount of money not only for relief work, but also for constructive case work and for the normal social needs."

#### Increased Recreational Demand

Facts from all over the country demonstrate that during this period of unemployment, demand for service made upon recreational agencies both public and private has increased. Superintendents of public recreation in cities north, south, east and west have testified to the increased demands on their programs and facilities, especially because of the young adults, the young men and young women now out of employment who present themselves for activities.

In a southern city the recreation executive reports that hundreds of people who are idle are spending at recreation centers some of the time not being used for job hunting. Each evening the centers are filled with men who occasionally bring their families to engage in games and sports. On one occasion a family consisting of a man, his wife, seven children and the wife's mother, was seen at the community house. The Recreation Department in this city has increased its out-of-door facilities, has added a large number of books to the libraries at the indoor centers, is arranging

more parties, and is providing plans for simple backyard playground equipment which heads of families may make during their enforced leisure.

Another factor in this situation—lack of funds with which to buy the usual forms of commercial recreation—is pointed out by the Superintendent of Recreation, Pontiac, Michigan, who writes:

"Many families have no money to spend for commercial recreation and as a result have taken part in the activities furnished by the City. This was evident on the playgrounds where an unusually large number of adults were noted throughout the entire day by the playground leaders."

The Division of Recreation, Department of Welfare, Louisville, Kentucky, strikes the same note:

"Times of unemployment are the test of a city's recreation program no less than of its other relief facilities. For there is on the city during such periods not only a burden of hunger and homelessness; there is also a burden of wasted time. These empty hours which cannot be filled with work because there is none to be had, cannot be occupied with the usual forms of recreation, because of lack of money."

Private agencies testify also to the same demand. This has been voiced for instance by the Welfare Council of New York City and statistically by the council of Social Agencies of Kansas City, Missouri, which points out that in Kansas

"The need for normal living, which includes recreation, must be recognized if the morale of a community is to be kept up. Social forces which make for delinquency or any social evil do not cease to function in time of emergency."—*From National Board of the Y. W. C. A.'s of the United States of America*

City during the year ending August 31, 1929 there were recorded 500,515 attendances at the various agencies carrying on the so-called character-building activities, that is adult education and adult recreation work. For the year ending August 31, 1930 there were 783,702 attendances at these same agencies, an increase of over 56% in the demand on these agencies. This is a greater percentage of increase than in the demand on any other type of agency, even including those giving material relief to families, the percentage of increase in this group being only about 43%.

#### Factors in the Problem

It must be recognized, of course, that in the unemployed group are many different kinds of

needs. There are men and women; there are those who have part time work; those who are doing odd jobs; those who are awaiting call back to their regular employment; those who are making constant appeal for odd jobs; those who are, doubtless wisely, seeking jobs through the various employment agencies and who have much time on their hands while they are waiting to be notified by these agencies to call on employers in need of work done. The provision of recreational opportunities must be planned with all of these different groups in mind.

There are other factors also. It must not be forgotten that the men and women out of work need time in which to seek for work; that certain times are better than others for seeking work; that certain times therefore are better than others for the offering of recreational opportunities. Then there are of course as in normal times the varying tastes and desires of the different people. Some doubtless will be interested in physical activities, others in musical activities and others in handcraft activities. Many can make their unemployment an opportunity for improving themselves in various kinds of general or trade education classes. Some may be able to give certain types of service in connection with recreation activities themselves. Many will doubtless need opportunities of the exciting and thrilling kind, of the amusement type, not only because this is the kind of recreation which they have been used to enjoying but also because it is the kind which will temporarily at least, lift from them the burden of care.

It is, of course, the responsibility of recreation workers to make the types of opportunities provided for people as enriching and as satisfying as possible and guidance toward the wisest kind of use of enforced leisure should be available.

The unemployed, both men and women and their children, will undoubtedly fit normally into many of the regular offering of recreational programs of the recreational agencies, especially those for which no fees or membership charges are required. Many of the agencies which do require financial payments of one kind or another have been able to modify their requirements in this respect and to make it possible for those with

unusually limited financial resources to have the benefit of these opportunities without loss of self-respect. Deferred payments, payments to be made on an installment basis after employment is secured, temporary arrangements by which present dues-paying members presumably employed are enabled for this emergency period to introduce each one friend without payment of extra dues, establishment of special experimental or extension groups without fee for a definite period, are among the devices which have been used to meet this situation.

### Special Programs

In addition to the regular program of activities however many special types of opportunities have been arranged. In Cincinnati, Ohio, a special committee was formed by the Council of Social Agencies to care for the recreational needs of the unemployed. Its first result under the leadership of Will R. Reeves, Director of the Public Recreation Commission, was the establishment of a recreation center in cooperation with the employment center. Next to a state-city employment bureau is a municipal playground, equipped with a shelter building. The Public Recreation Commission supplied equipment consisting of baseballs, bats, horseshoes and volley ball stands. In good weather these were used outdoors. When the weather was bad or too cold, the shelter building was utilized and supplies including checkers, dominoes, cards and target board were used. A piano was part of

**“People accustomed to regular work find that one of the ills of unemployment is the problem of filling in their leisure hours. Long days of waiting for something to turn up must be got through somehow. Brooding and worry diminish rather than increase the chance of finding work. A cheerful applicant makes a better prospect than a doleful one.”—*New York Times***

the equipment of the building; a music dealer donated a phonograph and records, and the public library supplied books and magazines. One of the unemployed men was put in charge of the building and recreation room. The men are called by the employment bureau when requests for workers are received.

In many cities the cooperation of all agencies, churches, settlements, schools, industrial concerns has been sought. Halls, garages and barns have been turned into gymnasium and club rooms and equipped with home-made baskets for basketball, possibly for hand ball, certainly for indoor baseball, indoor quoits and many other of the usual indoor active games. Similarly provisions have

been made not only in rooms of this kind but in many smaller rooms for various quiet game activities, cards, table games, ping pong, box hockey, dominoes, checkers, chess, etc. Doubtless in many cases rooms of this kind, unused at times and closely adjacent to employment centers, can be found and used for reading rooms, and daily papers, magazines and books can be secured from the public library or by solicitation.

Of course not only makeshift facilities of this kind are being used. In many communities gymnasiums and rooms of settlements, Christian Associations, clubs, lodges, halls, schools and churches, are secured for many desirable periods of the day.

The Park and Recreation Department of a southern city has called together all the volunteers trained in the recreation leadership institutes previously conducted by the Department and has asked them to stand ready to volunteer as leaders for community groups of all kinds in an effort to keep up morale. All local groups are being urged to take definite steps to provide recreation activities for their members. Through a cooperative arrangement between the public library, the School Board and Recreation Department, the public library is providing books for community reading centers established in school buildings.

In addition to the regular outdoor playground facilities which ought to be readily available, especially in the south, certain vacant lots and fields are marked off for playing courts and supplies of balls, bats, nets and various other equipment secured.

In some cities, special effort is made to invite registered unemployed to various community parties and dances, either those that have been carried on as a part of the regular program of the recreational agencies or special events of this kind prompted by the emergency need.

The usual organization method of recreation leaders—the promotion of tournaments, inter-city, inter-section, inter-type of skills, etc.—have been arranged. Even inter-employment agency and inter-unemployed “hangout” matches have been arranged.

In a number of cities, recreation leadership has provided facilities and activities in connection with headquarters of labor unions which so commonly are used as meeting places for the unemployed. Special leadership in music and in games, all kinds of facilities for quiet games, branch library service, etc., have been established, depending of course on the space available.

In one municipal lodging house in a large city

in the east in which hundreds of unemployed were housed, enforced idleness with discontent and possible disorder was becoming a real problem. Recreation leadership of the community was appealed to by the Citizens Unemployment Commission and within a few days the top floor of the lodging house was fitted up for many kinds of recreational activities. Checkers, dominoes, cards, ping pong, indoor quoits were obtained, a punching bag and sets of boxing gloves were provided, the public library furnished several hundred books and magazines which were added to by citizen donations. Recreation leaders to suggest and organize activities were provided from the ranks of the unemployed.

Following the opening of the recreation room, over 22,000 attendances were recorded in the first eight days. The spirit and attitude of the whole lodging house and its population changed from dogged and often sullen discontent to a more cheerful and courageous outlook on life.

In a number of cities recreation leaders have arranged for a given number of free admissions daily at non-rush hours at local moving picture theaters.

Energetic resourceful leadership genuinely desiring to find opportunities for service can find and adapt many similar opportunities of this kind.

The Westchester County Recreation Commission in the study mentioned above listed the following additional conclusions:

“That the present excessive leisure time of unemployed residents of communities be occupied as far as possible by (a) various institutions, clubs and welfare organizations establishing heated rest centers and placing temporarily at the disposal of local unemployed workers their reading and game rooms and what other facilities it may be consistent to offer in the emergency; (b) that all public libraries and municipal indoor recreation facilities or temporarily vacant space, which may be available for the purpose, be placed at the free disposal of unemployed persons, and that programs of recreation be provided therein; (c) that efforts be made to secure the cooperation of local theaters to the end that a given number of free admissions be allowed each day at other than the peak hours, to be distributed by the local recreation authorities or by a cooperating welfare group.

“That there be associated with employment agencies and recreation places, available to unemployed, some tools and facilities, as well as instruction, whereby men and women may adapt their skills to the manufacture of articles for



which there may be a ready market.

"That the opportunity be taken now to improve backyards for the play of children, thus providing employment for available unemployed workers."

### Financial Support

The question of securing funds for the operation of these larger activities for the unemployed is of course a question which must be solved locally. Facts and figures as to the enlarged demand now being made on local recreational agencies should be collected and used as a basis for securing the additional financial help needed. Possibly for many of the extension activities of the kind indicated above which can be locally worked out, members of the present working personnel can be made available. However, in view of the enlarged demand and enlarged opportunity, it is probable in most cases additional funds will have to be secured either from city appropriations or from chest funds or from individual donations of those who especially appreciate the urgent present need, if this need is to be adequately met.

As the social workers and chest executives already quoted have indicated, it is especially important that these funds be not taken away from the regular recreational and character-building activities of the community. The regular "clients"

of our recreational agencies must not be called on to pay through deprivation for this extra work which the community needs to do for its unemployed. Almost always as chest leaders can testify the funds available for these agencies and this type of work are none too large to serve the needs in normal times. In most cases they could wisely be increased rather than diminished. During emergency times the regular "clients" of these recreational agencies are often themselves likely to need special recreational help for they too, even though employed, often are in fear of losing their jobs. Often their own kin are out of work and their family income is often reduced, and their health possibly more precarious. Their temptations to go along with the idle gang are greater. The emergency needs of the unemployed should not be met by reducing the regular service of these recreational agencies to their regular patrons, thus forcing them to make an unduly heavy contribution to the community problem.

Enlarged recreational needs must constitute an enlarged demand on the community itself and the community must show itself ready and eager to provide wholesome and enjoyable opportunities for unemployed men and women to fill up their idle time helpfully and constructively rather than bitterly and wastefully.

## Recreation Departments Provide for the Unemployed

The Board of Public Recreation of Stamford, Connecticut, has adjusted the schedule of activities at its community center, known as Richmond House, to provide for its use by unemployed men during the day. Showers, quiet games and other game supplies, a radio loaned by a local department store, a piano, magazines and newspapers, are attracting many men to the center. Nearly three hundred have registered and a large number are attending who do not register. The Recreation Board is providing leadership for activities. The City of Stamford has appropriated funds to meet for a stated period the cost of the program, estimated at \$75 a week.

At a meeting on unemployment attended by representatives of all civic agencies in Mount Vernon, New York, the chairman of the Recreation Commission requested the use of the floor space of a large building in the downtown section for recreation activities for the unemployed. This particular piece of property had been condemned

and was soon to be dismantled, but at the meeting the Mayor stated he would veto any move for immediate dismantling and that the property might be used immediately by the Recreation Commission.

There are four buildings on the playgrounds of West Orange, New Jersey, open under leadership the entire year. These buildings are now being used during the day by the unemployed men of the town.

"I am repeatedly impressed," writes a field secretary of the National Recreation Association, "by the recognition of the increased need of recreation at this time. Everywhere that budgets are being cut it is with sincere regret on the part of the city officials, and the cut is almost always in proportion to other departmental reductions. More people are thinking about our general economic situation than ever before and the leisure time challenge is part of their thinking."



A sport that has had many adaptations in the last two years.

## Golf Games have Wide Variations

**Adaptations of golf are daily occurrences and there are few recreation systems which have not originated some interesting game based on this sport.**

It is a far cry from 1457, when golf is said to have come into existence, to 1930, when miniature golf courses began to spring up everywhere. Much has happened in that time to the national game of Scotland. The growth of municipal golf courses, many of them equaling in excellence the finest private courses, where golf may be played at reasonable enough prices to make the game truly democratic, has been one of the remarkable developments of the past thirty-five years. But above all, one wonders how those early members of the Royal and Ancient Golf Club of St. Andrews, established in the middle of the eighteenth century, would view the midget golf courses found today on so many of our street corners!

**Marble Golf  
Croquet Golf  
Sidewalk Golf  
Golf for Women  
Junior Golf Courses  
Tennis Golf**

And now comes the prediction that other sports, such as horseshoe pitching, archery, target shooting and "quoitennis," will soon be provided in connection with miniature golf courses; that the services of golf instructors, music and playgrounds for the children, will go far to convert municipal golf courses into recreation parks and that the coming year will see larger and more elaborate courses established.

And who will say that these miniature courses do not have their value in keeping people out-of-doors, in inducing more individuals to participate in sports of some kind as contrasted with watching others perform? A number of recreation departments, some of them conducting regulation municipal courses, have added miniature golf to their facilities and are providing golf enthusiasts with the opportunity to perfect their shots.

From the standpoint of the children of the playgrounds, the golf courses which they themselves make, and the many adaptations of golf which have been devised, are of primary interest. Pieces of discarded pipe, old tin cans and "what-have-you," are resulting in more unique and varied courses than Scotland in her long experience has ever known, and marbles, old rubber balls, discarded croquet mallets and broomsticks with pieces of board at the end, are furnishing equipment heretofore unheard of.

It is with such courses and with the diverse adaptations in golf which have been made that this article is primarily concerned.

# Marbles + Golf = Marble Golf

*By Robert L. Frey*

**P**HILADELPHIA boydom has found a new thrill in Marble Golf. While their parents have been putting around the new, street-corner baby courses, the boys have been developing their own version of miniature golf.

In Marble Golf the technique of marble shooting has been adapted to shooting through hazards over an eighteen-hole course. Score is kept by counting the number of shots; par is set up for individual holes and for the course. In its fairways, bunkers and water hazards, it has appropriated the language of the links.

The game was first suggested by the Playgrounds Association, which has known Marble Golf for many years. The story of its sudden spurt this year is curious, and in the telling, tribute may be paid to one who little suspects the part he has played in encouraging this new edition of an old game. During the same week that Charles H. English, Executive Secretary of the Playgrounds Association, was starting Marble Golf on his playgrounds—it was a very modest, unassuming project—Fontaine Fox revealed the fact that the Little Scorpions' Club had taken up miniature golf with a vengeance. Of course, you remember Mickey (Himself) McGuire, Spunky Edwards, and the other imps whom the drawings of Mr. Fox have made one of the best-loved "bad boys" gangs in America.

On their trickiest of all courses, hazards were made of rainspouts, water-barrels, carriage wheels, buried gaspipes, and all the odds and ends that a small boy might have salvaged from the junk-yard, or from some dark corner of the cellar.

Within three days after the cartoon appeared, a half-dozen of his playground teachers came to Mr. English with the idea which he had been turning over himself. Why not take the Little Scorpions' idea and apply it to Marble Golf? Some ingenious hazards would brighten up the game. Any boy could make them at practically no expense. Most important of all, the hundreds of miniature golf courses, appearing as if by magic, had set the people thinking of golf in terms of small lots and street corners. People who had

never before had a golf club in their hands were chatting familiarly of par, birdies, and even eagles.

Apparently Marble Golf needed no more than an initial impetus to set it going. No sooner suggested than done. The Philadelphia Evening Bulletin immediately sensed the popular appeal of the new game, and aided the Playgrounds Association in sponsoring city-wide Marble Golf matches which culminated in a Championship match to choose the city champion.

## CONSTRUCTING THE COURSE

The courses themselves can be built wherever there is room to shoot marbles. The vacant corner of a playground, grass-covered or clay, is best.

The largest and most elaborate course in Philadelphia was that laid out at Friends' Select Playground for the championship play. The hazards are the best, selected from fifty-odd courses, built by the boys themselves from all parts of the city. The fairways, marked off by the white lines, are fifteen inches wide, though on a course as big as the one at Friends' Select, it may be desirable to widen them up to twenty-five inches. Tees are small mounds of clay. All shots must be made "knuckle down." If the marble goes outside the white line on the fairway, it is brought back, and the next shot made from the point where it crossed the line.

Holes may be of any length, from about thirty to sixty feet, usually with one hazard and a trap or two to each. Tin pie plates, sunk flush with the fairways and filled with water, served as water traps.

It was in building, and then beating, their own hazards that the boys took especial delight. One of the most popular hazards was a cast-off automobile tire, split crosswise across the tread, with the two openings spread apart so that a marble shot into one opening would make the complete circuit and roll out the other onto the fairway. With insufficient force the marble would roll back and the shot would have to be made again. Shot

*(Continued on page 690)*

## Shinney Hockey

**Old-fashioned Shinney and fast moving Hockey combined make a thrilling game**

**T**HE old-fashioned game of *Shinney* has ever been an exciting and healthful one. Hockey, played on both ice and roller skates, is recognized as one of the fastest and most skilful of all games. *Shinney Hockey*, recently introduced by the Los Angeles, California, Department of Playground and Recreation, combines some of the features of both and is adaptable for playground use. It is suggested that there be a league for boys 16 years and under and one for boys 12 years and under, with games scheduled once or twice a week.

A puck similar to the one used in ice hockey and batted with shinney sticks, such as were used in tennis golf, is used. The game is played on a court approximately 100'x50' or 75'. The basketball court will prove very suitable, making a line 5 feet long on each end line for goals.

Each side may have from five to ten players; seven on a side make a most exciting game. The game is started with one player from each side facing each other, with the puck between them, in mid-field. They place their sticks about one foot in back of the puck, raise and touch their sticks over the puck three times. After the third time each one tries to hit or pass the puck toward their goal or to a team mate. The game continues with the following rules:

1. Each player must shinney on his own side; that is, he must not hit the puck while he is facing his own team.
2. He must not raise or lift his shinney stick above the hips.
3. Players must not trip or push an opponent.
4. Players are not allowed to touch, pick up or stop the puck with the hands, or stop, kick or stand on the puck with the foot.

The above rules should be very rigidly enforced to insure a reasonable amount of safety.

*Penalty for above offenses.* A player on the side offended takes the puck out of bounds nearest point where rule is broken and tosses such not over five feet in to a team mate.

*Points.* One point is given to side each time puck crosses opponents' goal line.

*Length of game.* Length of game may be determined in two ways.

(1) Side scoring 10 points first.

(2) Game can be divided into five to ten minute quarters, with a 2-minute rest period between quarters and an 8-minute rest period between halves.

Colored ribbons worn as arm bands by a team would help distinguish players of one side from the other.



**Sidewalk Golf in Central Park, New York City.**

## Sidewalk Golf

**I**N the November, 1930, issue of *PLAYGROUND AND RECREATION* there appeared an article on *Sidewalk Golf*, a game played by snapping checkers over the surface of a walk or floor into "holes"—6 inch squares chalked on the pavement about 30 feet apart. The player goes from "hole" to "hole" exactly as in field golf, counting as he goes, and all the thrills of real golf are to be found in this fascinating adaptation.

The game may be played alone or in couples. When two or three play in a group, each square must be completed by all before proceeding to the next. There are no plays in field golf which cannot be adapted to sidewalk golf, and there may be bunkers and hazards.

Dr. Sydney Strong, originator of the game, in order to promote the activity which many have found enjoyable, has offered to contribute to any one requesting it a little package containing three checkers, a piece of chalk, and directions for playing the game. The supply is not unlimited and it is suggested that any one desiring to take advantage of Dr. Strong's offer write him immediately at 12 Park Avenue, New York City.

# Croquet Golf Courses on the Playground

**A**NY playground may have such nine hole golf courses as those found on the grounds maintained by the Recreation Department, Park Commission, Memphis, Tennessee, for the cups consist merely of cans 6 inches in diameter and 6 inches deep. And where are the children who cannot produce these cans?

The greens are 15 feet or 20 feet in diameter; fairways are 4 feet wide, while the tees are 5 or 6 feet wide. Hazards in the way add excitement to the game, and the children may be depended on to produce hazards from material lying around. The novelty of the hazards you will find will be limited only by the imagination of the children!

Nor are the clubs of the expensive variety of regulation golf, for in Memphis ordinary croquet balls and mallets are used. In hitting the ball players are required to hold the mallet between the legs, for when the ball is hit with a side stroke the tendency is to strike it too hard and this has been found dangerous as well as detrimental to the equipment.

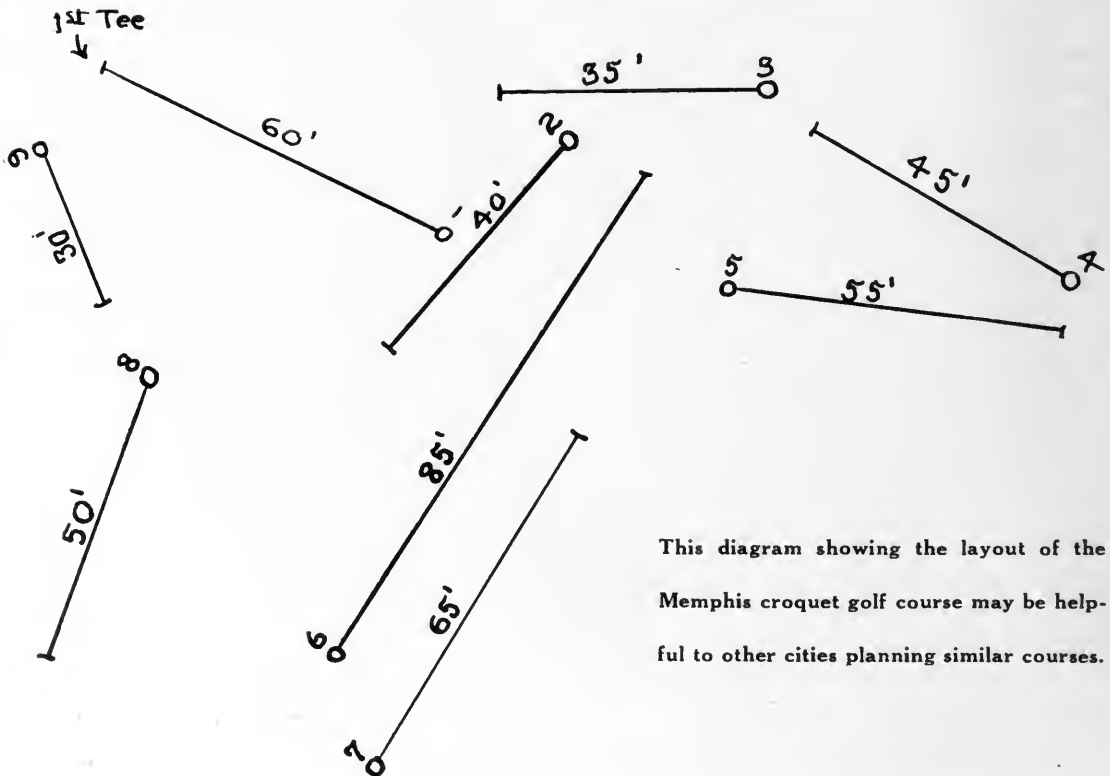
Markers need be no problem for they are easily

made. To preserve the markers they should be painted. Cup markers are set at the farther side of the green and in direct line with the tees.

The dignity of golf is upheld in this adaptation through the use of regulation rules. The lowest score wins.

Try this on your playground. You will find the combination of golf and croquet, a game enjoyed by so many children and young people, a very popular one.

Distances and Par for Course	
No. 1—60 ft. ....	Par 3
No. 2—40 ft. ....	Par 2
No. 3—35 ft. ....	Par 2
No. 4—45 ft. ....	Par 3
No. 5—55 ft. ....	Par 3
No. 6—85 ft. ....	Par 4
No. 7—65 ft. ....	Par 3
No. 8—50 ft. ....	Par 3
No. 9—30 ft. ....	Par 2
Total	25



This diagram showing the layout of the Memphis croquet golf course may be helpful to other cities planning similar courses.

## Golf for Women

*By Ruth Kimball*

*Director of Women's Recreation,  
Pontiac, Michigan*

**T**HE City Recreation Department of Pontiac, Michigan, like many other recreation departments, works on a limited budget. In consequence its staff is always on the look-out for facilities which do not mean an expenditure of money. The use of other departments of the city is always welcomed when practicable.

In the spring of 1929 a Business Girl's Golf Association was formed and an arrangement made with the manager of the municipal course to furnish golf instruction. Through the personnel managers of the various factories notices were sent to all women employees announcing the formation of such an organization. Publicity was given through the local paper and announcements were sent to girls employed in the down-town stores and offices. The response was most satisfying and the membership list was closed when 100 members were registered. A fee of \$1.00 was charged to cover the rental of golf nets where indoor practice took place in the early spring months before the weather permitted outdoor play. The golf course manager gave instruction in the use of these nets three nights a week, each girl registering for the night which she preferred. During the summer a monthly social function was held consisting of an afternoon of golf at a nearby golf course, followed by a dinner. The clubs which were connected with real estate developments were anxious for publicity so that there were no greens fees and the event cost the members merely the price of the dinner.

When winter came the funds of the club were exhausted, so a number of benefit bridge parties were held at which money was raised to finance golf practice for the spring of 1930. Because the new golf manager was unable to give instructions, another man was secured who devoted three evenings a week to the club at a small cost. Nets belonging to a local factory were donated for the use of the girls. During the past summer the members have played in league play for which prizes will be awarded at the final dinner of the season.

Although the Association began as a golf club,

and although a large number of girls have taken up golf who otherwise would not have played, the social aspects of the organization should not be overlooked. It has proven a means of social contact for many business girls and has in this way offered a two-fold opportunity for recreation.

Because of the success of the Business Girl's Golf Association a demand was made during the past spring for a married woman's organization. In March a Woman's Golf Association was formed composed of women not in business who could play in the daytime, thus leaving the course free at night after business hours. This organization has been just as successful, the great majority of its members taking up golf for the first time.

While the primary purpose of both golf associations has been that more women should have the opportunity for golf, it has been most gratifying to realize that the attendance of women at the municipal course has greatly increased since the formation of the two organizations.

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## A Junior Golf Course

*By F. G. Kiesler*

*Director of Physical Education, Fond du Lac,  
Wisconsin*

**A**T a cost of less than \$100, Fond du Lac, Wisconsin, now has a golf course where children of school age can play without cost other than that involved in the purchase of clubs and balls.

The course was built by the Board of Education which administers the city recreation program. It is laid out on school property in a natural park about 150 yards square. This property had formerly been a meandering river bed and this topography, one dog leg fairway, and the trees make excellent hazards. The course is nine holes averaging 100 yards between holes, the shortest being 68 yards, the longest 140 yards. The fairways lie in natural alleyways between the trees and seldom cross one another.

Dirt was hauled to fill holes in rough spots, trees were trimmed and all stumps were removed. The cement tile sunk for cups will be replaced

*(Continued on page 691)*



## Miniature Golf on the Playgrounds

By Carl F. Seibert

EVERY golfer knows that a great many games are won or lost on the putting green. The great interest, therefore, in this phase of golf is not surprising, and the development of miniature golf courses with the opportunity they offer to perfect different strokes, has been in line with the general tendency.

Nor is it surprising that children have caught the pervading enthusiasm and are emulating their elders. Since golf is a game which can be carried over into later life, we have felt it worth while on the playgrounds of Orange, New Jersey, to encourage this interest, and at a meeting of play leaders it was planned to ask the children of the various playgrounds to contribute their ideas and to help in building a golf course. If Tom Sawyer's trips to and from school as they are pictured in the comic columns of various newspapers were any more unique or complicated than the golf courses that soon developed on our playgrounds, I have failed to notice it!

The materials used were discarded galvanized pipes from supports for apparatus which measured 2 and 3 inches in diameter, old boxes, barrels, cement blocks, bricks, cobble stones, rain pipes, tin cans, and couplings from the bases of the apparatus supports, which were used for holes. With this wealth of material on hand, the Orange playgrounds had a nine hole golf course in each playfield, and the size of the entire golf area was commensurate with the size of the playgrounds. Aside from two playfields which contain baseball fields and tracks, the others were comparatively small.

The layout of the course was left to the play leader, but the ingenuity of the boy was always given precedence. What this coming year will bring forth remains to be seen, but it is evident that the game of golf on a miniature scale is here to stay, and the Department of Parks and Public Property will do everything possible to cooperate with the children in their ingenious planning.

## Tennis Golf

The "Hole-In-One" Club Is an Important Safeguard Here!

THE Los Angeles, California, Department of Playground and Recreation, has inaugurated on many of the playgrounds a game known as *Tennis Golf* which is proving enjoyable. The game is played with a paddle tennis ball and an old-fashioned shinney stick. A nine hole course is laid out along fences, tennis courts, apparatus pits, or any other place where play will not interfere with other activities. Regulation golf cups are used for holes and range from 25 to 90 feet with tees near each hole. Edges of tennis courts, trees or other obstacles can be used for hazards. Rules governing golf are used. However, some rules may be made to meet local conditions.

The Department has offered the following suggestions to stimulate interest and enthusiasm among the players:

1. A large attractive poster on the bulletin board, headed with the name of the course, can carry names of boys or committees, spaces for names of those making holes-in-one, low scores, and rules governing play.
2. A Greens and Rules Committee composed of boys who will help the director in making rules for tournaments and in keeping the course in good condition.
3. The organization of a Hole-in-One Club, the members of which will witness players making holes-in-one. (Before such a player's name is placed on the bulletin board his achievement must have had witnesses.)
4. The placing on the bulletin board of a player making a low score. When this score is lowered by some other player, the name of the player lowering the score may be placed under the first name. Two other players must also be witnesses before the new low score for the course is recognized.
5. Tournaments from time to time for different age groups will help keep up interest. Following local tournaments there may be a city-wide tournament for five winners in each division, 16 years and under and 13 years and under.

# Polo on the Playground!

The aristocrat of games is no longer the exclusive sport of the rich man.



Mounted on their polo ponies, ready to go!

*Courtesy Union County, N. J., Park Commission*

**T**HE boys of the Scotch Plains Playground in the Union County, New Jersey, park system have achieved the seemingly impossible—polo on the playground!

As one of their handcraft projects last summer the boys constructed wooden horses from such materials as could be found. A pair of wheels from a coaster wagon or baby carriage attached to a board 5' by 4" by 1" provided the hind legs of a horse. On the opposite end of the board a head was fastened securely. By the use of paints and a piece of frayed rope to represent the mane, a very lifelike appearance was secured.

At this point a saddle was fastened on the board, the tail was attached and the steed was ready to mount and be given a trial as a star polo pony. The boys equipped themselves with wooden mallets of their own design, and the ball used was a 12 inch outside seam playground ball. Because of lack of space the field was necessarily small being 50 yards by 30 yards. Regulation polo rules governed the play. If ponies or players had to be withdrawn from the contest because of injuries, there were always substitutes on the side lines ready to enter the fray. The game bids fair to become a popular playground activity in future programs.

Memphis, Tennessee, children, too, have found polo a delightful game. In this city the children of the playgrounds maintained by the Recreation Department of the Park Commission make

horses' heads of wood 2 inches thick and attach to them broomsticks as long as the riders desire. The game is played on a field 100 feet by 50 feet, and each team is composed of four players—one center, two half-backs and a goal guard. Each player is mounted on a horse and uses as a ball an old indoor ball. The polo club is an old croquet mallet.

The ball is started by the centers on the 50 foot line. It is put in play by three kisses of the mallets as in box hockey. The ball is advanced down the court through opponents and driven through the front of the goal. Each goal counts one point.

## Playing Rules

1. When the ball goes out of bounds it shall be brought in by the referee and placed 3 feet from nearest spot where it went out and put in play by two opposing players as at Center.

2. Time out may be called by either Captain or Referee.

3. Substitutions will be allowed only when the Captain asks for time out from the Referee.

4. After a foul the Referee blows the whistle and puts the ball in play at the nearest point the foul occurred as the ball is put in play at Center.

5. The position of the teams shall be reversed after each goal.

*(Continued on page 693)*

# A Progressive Party of Old Time Card Games



Courtesy Dennison Manufacturing Co.

The crucial moment is at hand!  
What will the card turn out to be?

**H**OW many times have you, as a hostess or party leader, planned a really jolly social, only to find the ideas in your party repertoire most inappropriate? After searching everywhere for suggestions, you find all of them unsatisfactory. Bridge playing has become tiresome; your room is too small for games that require a great deal of physical activity; your group too formal for charades, tricks, or mental teasers. In despair you begin to wish your guests had never been invited!

Suited to just such an occasion is the following progressive party of old time card games. Little space and equipment is needed. The only accessories required are card tables and sets of games like *Rook*, *Rummy*, *Pit* and *Authors*, those games which will always have about them an aura of gas lit "parlor days." The games played are variations of those old favorites known under different names in different localities. The following descriptions of some of the most popular are given through the courtesy of Parker Brothers, Incorporated:—

## I Doubt It

(1) Shuffle the cards thoroughly and deal the entire pack, although it may give some players one card more than the others. When the group is large use two packs of cards.

(2) The player at the left of the dealer begins the game by taking from his hand a number "one" card if he has it. (In this game, the color of the card has no significance.) If not, he draws any card from his hand and puts it face down on the

table calling "one"—whether he plays a number one or not.

(3) The player at his left then draws a number 2 card, if he has it, from his hand, and places it in the center of the table, on top of the first card placed face down, calling—"two." The play thus continues, each player playing a card and calling the next consecutive number whether the card he plays bears that number or not.

(4) Whenever a player suspects that the card played is not the card of the number named, he may call *I doubt it*. The player whose play is doubted must then show the card he played. If it is the number that he called, the player who called *I doubt it* is obliged to take all the cards that have been played to the center of the table, but if the player whose play was doubted did *not* play the number that he calls, he is obliged to take all the cards in the center of the table.

After 14 has been called begin calling 1, 2, 3, etc., over again.

The object of each player is to run out of cards. He who first does so, is given one point for every card left in the hands of his opponents. A player may call *I doubt it* when he thinks that an opponent is playing a false card, (i.e., a card which is not the number that is called) for the player who plays a false card and is thus "Doubted" has his hands filled up again immediately with a number of cards which he is obliged to pick up from the table.

The game continues in this way until one of the players runs out of cards. The first player running out of cards wins the game.

### Donkey

In this game 4 cards of any one number are needed for each player. The cards are shuffled and dealt, each person receiving 4 cards. The object of the game is to obtain 4 of one number e.g., 4 fives, 4 sevens or 4 tens. As soon as the cards are sorted in a player's hand, each player takes a card from his hand and passes it face down along the table to the player at his left. All do this at once. The players continue drawing and passing cards in this way until one player succeeds in getting 4 cards of the one number.

Whoever succeeds in doing so puts his cards upon the table and puts his fore-finger to his nose. As soon as the other players observe that one player has his finger to his nose, they quietly lay down their cards and do the same.

The player who *last* puts his finger to his nose is a "third of a donkey."

When a person is a *whole* Donkey he is eliminated from the game.

For each person eliminated, a set of cards is withdrawn from the pack.

The game continues as before. The Donkeys now ostracized try to engage the players in conversation. Any person answering a donkey, likewise becomes a "third of a donkey."

The rule which prohibits players from replying to questions asked by the Donkeys increases the merriment of the game.

### Golden "10"

(A Popular Game for from 3 to 7. When four play, play Partners)

Deal the entire pack, one card at a time to each player. If there are any cards left over, beyond what will divide evenly, they are placed in the center of the table face down, and are taken by the player who takes the first trick.

The object of the game FLIP is to avoid capturing red cards. Each red card taken by any player counts One point against him, with the exception of the "red 10," which counts ten points, and "red 5," which counts five points against him.

The "Golden Ten" (10 yellow), however, is a desirable capture, as it reduces by 10 points any "red" score against the player capturing it.

If a player has ten or fewer red points against him, capture of "Golden Ten" simply erases his adverse score.

To start the game. After the cards are dealt, each player arranges his cards, putting all the cards of the same color together for convenience.

The player at the left of the dealer then plays any card he desires, in the middle of the table, the other players following in turn, in all cases playing a card of the same color as the card led, if possible. When a player has no card of the color led, he may play any card he chooses, and usually plays a red card, so as to get the red card out of his hand. The play passes to the left, each person playing one card. The highest card of the color led takes the cards thus played. This is called a *trick*.

Whoever takes a trick leads any card he chooses to start the next trick. Continue until all the cards are played, when the players examine the tricks which they have captured and count any red cards contained in same, each red card counting one point against, except "Red 10" and "Red 5," which count 10, and 5 points against.

The "Golden Ten" reduces the "against" score of player capturing it as previously explained.

The game continues until six deals have been played. Whoever at the end of these has the smallest count against him wins the game.

### Match

Deal one card at a time to each player, until all the cards have been dealt, even though some of the players obtain one more card than the others.

Players do not look at the cards that are dealt them, but place them, face down, on the table. (These are called the player's "hand.")

The player at the left of the dealer then starts the game by playing a card in the center of the table from the top of his hand, without examining the card before playing. The next player at his left plays from the top of his hand, the play continuing around the table, until someone plays a card which is of the same number as the card which was first laid down. Whoever thus duplicates the first card takes all the cards played, and puts them under his own cards. The player at his left then starts a new playing pile, playing the top card from his hand, this pile being captured in the same manner, by the first player who duplicates the starting card. When a player runs out of cards, he is out of the game. When all but two players are out of the game, five piles more are played, when the game ends, and the player having the most cards wins the game.

The following is a typical plan for a progressive games party. As the guests arrive, distribute cards which indicate the table at which each guest

(Continued on page 694)



*Courtesy Louisville, Kentucky, Park Department*

**“E**VERY one to his taste” is the slogan of the game room of the present day community center with its amazing variety of table games, some of them unknown a few years ago, many of them ages old. The care of these games and their economical purchase and use present real problems particularly in large centers where many games of various types are required.

#### *Home-Made “Go Bang” Men*

The use of home-made counters or “go bang” men, as they are called in the Milwaukee, Wisconsin, centers as a substitute for counters or “men” in games where the original pieces are lost or broken, is one practical suggestion. These may be—

- (a) Buttons of different color or shapes. (Buttons of the same color can be differentiated by sewing different color thread through the holes.)
- (b) Button molds painted or colored with crayon
- (c) Spools painted or colored with crayon
- (d) Bottle tops painted
- (e) Navy beans and coffee beans
- (f) Stones of different sizes
- (g) Stones and pieces of wood
- (h) Pieces of paper. (In emergency, pieces of paper can be made to serve. Differences may be indicated by plain white pieces, printed pieces, colored pieces from the “funnies.” Further differences can be shown by a plain flat bit and a piece wadded into a ball.)

#### *Indicators*

Indicators or “Spinners” for games requiring such devices to tell how many moves a player

## Table Games in Community Centers

**Incomplete indeed is the community center lacking many varied table games!**

may have, are made inexpensively as follows:

Cut a piece of cardboard 4 inches square. Cut a cardboard circle  $3\frac{1}{2}$  inches in diameter. Divide the circle into four equal sections. Mark one section “1,” another “2,” another “3,” the other “4.”

Cut an arrow or indicator about  $\frac{1}{4}$  inch wide and about  $2\frac{1}{2}$  inches long.

Paste the circle on the square. Then place the arrow on the circle so that its point will extend a bit beyond the edge of the circle to allow for snapping.

Connect the two with a tack, a strong pin or a shank of wire that has been rounded at the ends. Be sure to turn over the point of the tack or pin to avoid pricking. The connections should be loose to allow the arrow to spin easily.

The indicator can be made very attractive by painting the square some dark color, each section of the circle some other color, and separating the sections by black lines. The arrow should be painted black.

#### *Other Aids*

A table game inventory guide giving a list and description of all game parts is a practical aid in keeping track of game supplies where large numbers of games are involved. In Milwaukee broken or missing parts may be requisitioned from the central office, and in ordering missing parts must be described definitely as to value, color, and design.

## A Few Popular Games

Addition and Subtraction	Game of Stars
All Aboard	Geography Card Game
American Boy Game	Gypsy Fortune Teller Board*
Anagrams	Gypsy Fortune Teller Wheel*
Arithmetic Game	Goat
Atta Boy	Halma
Authors	Health Castle
Authors-Up-To-Date	Heart Dice
Baby's Bottle*	Hidden Titles
Backgammon	Hop Scotch
Barber Pole	Jack Straw*
Baseball and Checkers (board)	Jack and Jill
Baseball Cards (Parker)	Knots and Why
Bean Bag Board	Kolor Box
Bean Bags	Komical Konversation Kards
Block	Lauretta Boards
Boy Scouts—Board	Logomachy
Boy Scouts—Cards	
Bradley's Mosaic Designer	
Bunco	
Button-Button	
Camelot	
Carroms	
Chess	
Chivalry	
Chop Sticks	
Colored Cubes	
Color Triangle	
Cones and Corn	
Cortella	
Cottontail and Peter	
Dominoes—doubles—six	
Dominoes—doubles—nine	
Flinch	Lotto Cards
Fortune Teller (Gypsy)*	Lotto Numbers
Fortune Teller (Disc)*	Lotto Glasses
Fractions	Lucky Thirteen
Funny Conversation Cards	Maps—Cut Up
	Messenger Boy and Checkers

## A Few Popular Games

Mill	Popintaw*
Mrs. Casey	Popin Ball
Multiplication and Division	Precaution
Muslin Wall Games*	Prismatic Blocks
Donkey	Putt*
Hallowe'en	Pocket Ball
North Pole	Puzzle Peg
Peter Rabbit	Puzzles
Put Hat on Uncle Wiggly	Quoits
Valentine	Rainbow Tops
Washington Party	Ring-o-Let (Ring Toss)
My Mother Sent Me	Ring Tennis
Old Maid	Ring the Pin
Parchesi	Rook
Parlor Baseball Boards	Round Up
Peg Boards	Rummy
Peg Rings	Scouting
	Scouts and Indians
	Sir Hinkle
	Sky Roll
	Snap
	Spinning Egg
	Spoof
	Spoon and Egg
	Steeple Chase and Checkers
	Tenn-O-Set
	Three Guardsmen
	Tiddledy Winks
	Tire-Off
	Touring
	Toy Blocks
	Tumble-In
	Twentyfive
	Twirley Gig
	Useful Knowledge
	Venetian Fortune Tellers*
	Who
	Wizard Fortune Telling Cards
	Yes or No

At the social centers maintained by the Extension Department, Milwaukee, Wisconsin, Public Schools, table games are an important part of the program. We are indebted to Miss Dorothy C. Enderis, assistant superintendent in charge of the Extension Department, for the list of table games and for the suggestions offered.

\*These games, including the *Muslin Wall Games* listed are of the *Pin-the-Tail-on-the-Donkey* type and are kept on hand for use at club parties and not for game room purposes.

*Note:* Games of the types suggested and many others may be secured from such companies as Parker Brothers, Inc., Salem, Mass.; Milton Bradley Company, Springfield, Mass.; Hobbs Game and Specialty Company, 4733 North Clark Street, Chicago, Illinois.



# Games and Contests

	Fall	Winter
<b>I. TEAM GAMES</b>	<b>SOCCER &amp; VOLLEY BALL TYPE</b>	<b>BASKET BALL TYPE</b>
A. For boys in Grammar School Ages 9-12.  <b>MIDGETS</b>	Touch Football (4) Volley Ball (8) Newcomb (1) Soccer (modified) (2) Playground Baseball (9) Kick Ball (10) Bound Volley Ball (2) Curtain Ball (1) Corner Ball (2) Volley Quois (2)	Newcomb (1) Indoor Baseball (8) Basket Ball (8) Nine Court Ball (8) End Ball (11) Captain Ball (2) Keep Away (10)
B. For boys in Junior High School Ages 12-14.  <b>JUNIORS</b>	Touch Football (4) Speed Ball (8) Soccer Field Hockey (8) Catch and Kick Kick Pin Ball Volley Ball (8)	Basket Ball (6) Ice Hockey (8) Indoor Baseball (8) Soccer (8) End Ball (1) Volley Ball (8)
C. For boys in Senior High School Ages 14-17.  <b>INTERMEDIATES</b>	Touch Football (4) Speed Ball (8) Soccer (8) Catch and Kick Field Hockey (8) Volley Ball (8)	Basket Ball (6) Ice Hockey (8) Indoor Baseball (8) Lacrosse (8) Volley Ball (8)
D. For Men Ages 17-25.  <b>SENIORS</b>	Touch Football (4) Speed Ball (8) Soccer (8) Volley Ball (8) Field Hockey (8)	Basket Ball (6) Ice Hockey (8) Indoor Baseball (8) Lacrosse (8) Volley Ball (8)
E. For Men Ages 25-  <b>BUSINESS MEN</b>	Volley Ball (8)	Indoor Baseball (8) Volley Ball (8)

	Fall	Winter
<b>II. INDIVIDUAL ACTIVITIES</b>		
A. For <b>MIDGETS JUNIORS and INTERMEDIATES</b>	Badge Tests (4) Croquet (5) Track and Field Events Tennis—Paddle and Ring (4)	Badminton (8) Horseshoes (8) Bicycle Races (8) Roller Skating
B. For <b>INTERMEDIATES SENIORS and BUSINESS MEN</b>	Golf (6) Tennis (8) Horseshoes (8) Archery (8) Tether Ball (5) Shooting Hunting	Wrestling Boxing Paddle Tennis (4) Riding Rowing Ping Pong (8)
		Bowling (7) Ice Skating Handball (8) Tumbling Table games  Box Hockey Swimming (6) Boxing (8) Tobogganing  Bowling (7) Handball (8) Tumbling Boxing and Wrestling (8) Ice Skating Skiing Swimming (6)

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1. The Book of Games for Home, School and Playground. Forbush & Allen. John C. Winston Co., Philadelphia..... \$2.00 2. Games, Contests and Relays—Staley. A. S. Barnes & Co..... \$3.00 3. Games for the Home, School and Gymnasium—Bancroft. Macmillan Co., 60 Fifth Avenue, New York City.. \$2.40	4. National Recreation Association. N. R. A. .... Free 5. Lawn and Field Games—Spalding No. 43 R '25. American Sports Publishing Co., 45 Rose Street, New York City..... \$ .25
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# For Boys and Men

Spring	Summer
BASEBALL & TRACK TYPE	BASEBALL & VOLLEY BALL TYPE
Playground Baseball (9) Bat Ball (10) Soccer Baseball Hit Pin Baseball (8) Relays (2) Bombardment (3)	Playground Baseball (9) Baseball (8) Newcomb (1) Ground Ball Volley Ball (8) Dodge Ball (1) Schlag Ball Keep Away (10) Shinney (1)
Baseball (8) Playground Baseball (9) Hit Pin Baseball (8) Relays (2)	Baseball (8) Playground Baseball (9) Volley Ball (8) Long Ball (8) Kick Ball (10)
Playground Baseball (9) Baseball (6)	Baseball (6) Playground Baseball (9) Volley Ball (8)
Playground Baseball (9) Baseball (6)	Baseball (6) Playground Baseball (9) Volley Ball (8)
Playground Baseball (9)	Playground Baseball (9) Volley Ball (8)

## Spring and Summer

Badge Tests (4) Marbles (8) Tops Horseshoes (8) Swimming (6) Tennis—Paddle and Ring (4)	Roller Skating Tumbling Track and Field (8) Camping Hiking
Track and Field Events (6) Golf (6) Horseshoes (8) Shuffleboard (4) Tennis (8)	Swimming (6) Archery (8) Fishing Hiking Camping

6. Spalding Red Cover Series..... \$ .25  
7. How to Bowl.  
Spalding 49 R..... \$ .25  
8. The Practice of Organizing Play—Bowen & Mitchell.  
A. S. Barnes & Co..... \$2.00

9. Playing Baseball.  
Spalding No. 12 R..... \$ .25  
10. Physical Education For Elementary Schools—Neilson  
and Van Hagen.  
A. S. Barnes & Company..... \$2.00



Ready to go as soon as that milk wagon moves on.

## Street Games—

### Adaptions of Necessity

Many city children lacking space for standard ball games, are forced to adapt games to existing conditions.

ON the streets of New York the most popular games are those in which a ball of some kind is used and such games as stick ball or baseball, handball, punch ball, basketball, football, street checkers and Hop Scotch, are the most attractive to the majority of boys and girls. The children have made their own rules to meet the conditions of the locality in which they live. They do not, for example, play the regular baseball type of game but use a rubber ball of two or three inches in diameter and strike it with the hand or stick, instead of the bat. Bases are marked out and the rules of regular baseball played. In one section of the city boys have been seen using a large volley ball and indoor baseball bat. An interesting rule observed in a street baseball game of a certain variety was that if, after a ball has been hit by a batter, an automobile enters the street making it impossible or dangerous for a ball to be fielded, the play is dead and the batter must return and hit again.

It is obvious that football can not be played on the sidewalk so the boys substitute touch football. During the basketball season one may walk down almost any street in the city where there are large numbers of boys and see an old barrel hoop or a tomato basket attached to the side of a building and serving as a basketball goal.

Directions for playing a few popular street games follow:

#### Kick the Wicket

*Kick the Wicket* is one of the most popular of all street games, depending as it does on curbs and ready hiding places.

The wicket is a small piece of wood about four inches long, placed so as to form a triangle with the curb and the street. "It" hits the wicket with a stick about two feet long and calls the number of one of the players. All the others, including "it," run and hide. The player whose number was called now becomes "it." He hunts for the wicket, returns it to the goal, and starts in search of the players. While he is searching for the players any one may steal in unobserved and kick the wicket. If he succeeds in doing so, "it" must replace the wicket before he can renew the search. If "it" observes one of the players before he succeeds in kicking the wicket or if he locates any one's hiding place, "it" calls that person's name, whereupon that player takes "it's" place. The game starts from the beginning whenever a new player becomes "it."

#### Prisoner's Base

An old time favorite that never wanes in popularity is *Prisoner's Base*. The game is usually

unchanged except for the fact that "curbs" instead of bases serve as prisons and "safeties."

Two Captains are chosen to select players alternately until all are disposed into two sides of equal numbers. The space between the curbs is neutral territory. The objects of the game are to enter the opponent's goal or to make prisoners of all his men. The entrance of one player within the enemy's home goal means victory for his side. As one player advances for this purpose or "gives a dare," the opponents send out a player to "cover" their first man. He is at liberty to tag either of the other two players. In this way, any or all of the players may be out at one time, though it is unwise to leave the goal unguarded. Whenever a player returns to his home goal, which he may do at any time, the man sent out to cover him must return also, and of course, the man who went out to cover the second, etc. The issuing forth of players or their return to the home goal, is subject at all times to the direction of the Captain, although much independence of judgment should be exercised by the various players. The Captain may designate two players to guard the home goal and to guard the prisoners whenever he chooses.

Any player taken is placed in the opponents' prison (prisoner's base) where he must remain until rescued by one of his own side. The prisoners may reach as far out of the prison as possible, so long as one foot is within it. When there are several prisoners they may take hold of hands or otherwise touch each other, and reach forward as far as possible, to be tagged by a rescuer, so long as one of them (the last caught) keeps one foot within the prison goal. In such a line the first one caught should be farthest from the prison, the next one caught holding his hand, and so on in order of capture. A guard should always be on hand to intercept any attempts at rescue. A prisoner and his rescuer may not be taken while returning home, but the rescuer may be taken before he touches the prison. One rescuer may free only one prisoner at a time. Whenever a player is caught all of the others (except prisoners) return to their home goal and a fresh start is made in the game.

#### Hat Ball

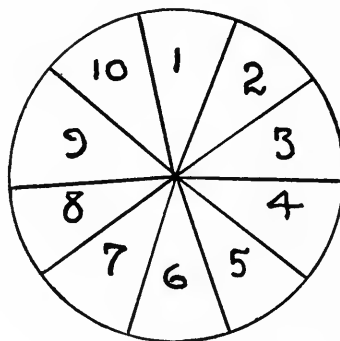
A game showing inventiveness and ingenuity is *Hat Ball* — a variation of *Spud*. Caps

are placed in a row on the side of a stoop or porch. The players stand in a line about 10 feet from the porch with their backs to it. "It" places a ball in one of the caps and calls "ready." The players run to the porch to see in whose cap the ball was placed. All except the one who finds the ball in his cap scatter in all directions. He secures the ball as quickly as possible and calls "halt," and tries to hit one of the players. He may not run to do this, but must stand where he secured the ball. If he misses, he searches for the ball, stands where he gets it, and tries again. The others run away from him as before. If a player is hit, that one immediately secures the ball, becomes "it" and starts the game from the beginning.

Whenever a player misses hitting another with the ball it is called "spud" and counts one against him. When any player has three spuds against him, he stands 20 feet away from the other players with his back to them and allows each player a shot at him with the ball.

#### Tip Tap Toe

The following diagram is drawn on the sidewalk:



The players take turns in rotation. The first player, with eyes closed, takes a stick and circles it around the diagram while she says the following verse:

Tip Tap Toe, here we go  
Three jolly sailor boys  
All in a row.

At the close of the verse, the player places the end of the stick on the diagram, and then opens her eyes. Should the stick touch one of the numbered spaces, she marks her initials in this space, after which that space does not count in playing. Should the stick touch a dividing line, the

**The Past, Present, and Future of public recreation will be discussed in the May RECREATION. It is the silver anniversary number. The National Recreation Association was founded in Washington, D. C., in April, 1906.**

line forming the circle, or fall outside the circle, the play does not count. Players may not write their initials in any space in which some other initial has already been written. The player wins whose initials are in the greatest number of spaces.

In some cities this game is also played by singing the nursery rhyme:

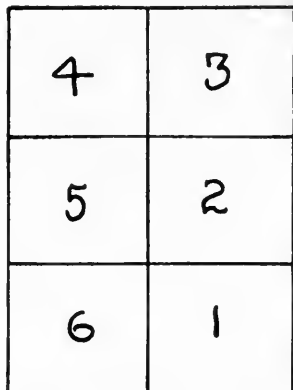
Hickory, dickory, dock  
 The mouse ran up the clock  
 The clock struck one  
 And down he run  
 Hickory, dickory, dock.

In this variation the face of a clock is drawn, and spaces are numbered from 1 to 12.

**Pavement Ball**

*Pavement Ball*, a combination of Hop Scotch and O'Leary, is one of the really popular pavement games for little girls. Blocks of the pavement are numbered, usually from 1 to 6 in the following order:

The ball is rolled into block 1 and then retrieved before it rolls out or touches any of the dividing lines. The player then bounces the ball once in each of the consecutively numbered blocks. If the player succeeds in bouncing the ball once in each block without



stepping on any of the dividing lines or violating any of the rules, she proceeds to "twosy."

In "twosy" the ball is rolled into block 2. The player must run into this block and retrieve it just as she did in block 1. This time the ball is bounced twice in each of the remaining 5 blocks. The same rules and regulations apply.

The game proceeds in this manner until the ball has been rolled into each of the blocks in turn. In rolling the ball into a higher numbered block, a player must run through each of the preceding blocks before she may recover the ball. If she succeeds in doing so, she proceeds to the next set of exercises. For example, in playing block 6, the ball must be rolled into block 6 and retrieved only after the player runs through blocks 1-2-3-4-5-6.

*Stampsey*. The same set of exercises are performed in exactly the same progression, except that each time the ball is bounced the player

stamps her foot. In "onesy" the ball is bounced and the foot stamped once; in "eight-ies" the ball is bounced and the foot stamped eight times.

*Clapsy*. In Clapsy the same progression is used, but this time the player bounces the ball and claps her hands before the ball is caught. For example, in "onesy" the player bounces the ball once and claps her hands once before she catches the ball and proceeds to the next block. In "twosy" the player bounces the ball, claps her hand, bounces the ball again without catching it, and claps her hands once more and then catches the ball. At the end of this exercise the ball is caught and she moves on to block 3, where the exercise is repeated.

Any number of variations may be added. In a great many places the exercises suggested for O'Leary have been adapted.

Rules for playing O'Leary may be found in *88 Successful Play Activities*.

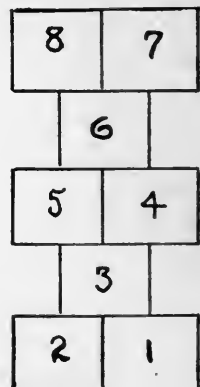
**Potsy**

*Potsy* is an adaptation of Hop Scotch, which now rivals its progenitor in popularity. The "potsy" is a piece of tin, a rock or a puck. The same progression rules as in Hop Scotch apply. The game differs only in a few details, such as the diagram, in the rule that no player may step into a block in which are inscribed the initials of another player, that the potsy is picked up instead of kicked and that after a player reaches the eighth block, she plays the game backwards from that block before the game is considered finished. The object of the game is to fill as many squares as possible with initials. Initials are inscribed in any block chosen after the successful completion of one exercise. The game is won by the player having his initials in the greatest number of spaces.

**The Diagram**

*Rules*

- I. (a) Throw the potsy into Square No. 1.
- (b) Hop to Square No. 1.
- (c) Take any number of hops in this square without touching any line with the hopping foot, either before throwing or after,



touching the potsy in the square only as it is picked up.

- (d) Finally hop out of square over and beyond baseline. Don't step out. If no error has been made, proceed.
- II. (a) Continue and throw potsy in Square No. 2.
- (b) Hop into Square No. 1, then into Square No. 2, pick up the potsy.
- (c) Finally retrace course outward by hopping to Square No. 1, then out beyond baseline. Continue if no errors have been made.
- III. (a) From starting point throw potsy into Square No. 3. From this position hop into Squares No. 1 and No. 2, landing with one foot in block 1, and the other in block 2.
- (b) Jump from both and land on one foot in Square No. 3, pick up potsy.
- (c) Return by leaping into Squares No. 1 and No. 2 with right foot in No. 2 and left foot in No. 1 at the same time. Then hop out.
- IV. (a) From a starting position toss the potsy into Square No. 4.
- (b) Advance as in stunt 3 to Square No. 3 and hop into Square No. 4.
- (c) Pick up potsy as before.
- (d) Hop into Square No. 3 and return as in stunt 3. If no errors have been made, continue.
- V. (a) From starting position toss potsy into Square No. 5.
- (b) Advance as in stunt 4 and hop from No. 4 into Square No. 5.
- (c) Retrieve potsy and return as before. If no errors are made, continue.
- VI. Rules for proceeding to Square No. 6 are the same as those which apply to Square No. 3. Blocks 4 and 5 are touched just as 1 and 2 are.
- VII. Rules for reaching 7 and 8 are the same as those for reaching 4 and 5 respectively.
- VIII. If exercise 8 is successfully completed, the player starts backwards by tossing the potsy into 7 and performing the exercises originally given. This rule applies for



Marbles are a surer sign of spring than is the ground hog!

retracing the game through the squares in the following order: 6, 5, 4, 3, 2, 1.

- IX. When a player has finished one game, she is allowed to put her name in any square. The block now belongs to her and she may come to rest in "it" by standing on both feet whenever she wants. This is the real advantage of the game and insures a strategic placement of initials. The other players may not enter this block. To play it, they must throw their potsy into it, as in the original rules. The potsy must be retrieved by picking it up while standing in the block of the next lowest number. For example: If there are initials in blocks 4 and 5, a player must throw the potsy in each of these blocks in turn, but may retrieve it only by proceeding in regular order to block 3, and by picking the potsy from 4 or 5 in turn while standing in block 3. If she succeeds in doing so, the potsy is next thrown into block 6. To reach this block the player must jump from block 3 to block 6. In returning, the player again misses blocks 4 and 5 and jumps back to 3.

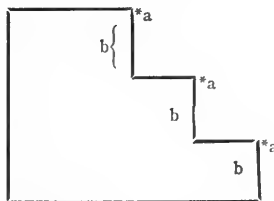
### Stoop Target

When spring brings rubber bouncing balls from winter hiding places, there is revived a whole repertoire of ball games, some old, some new. All of them show adaptations which have been originated by children to fit their particular play environment. One of the most common of New York street games is *Stoop Target*, especially popular with girls.

The object of the game is to bounce a ball against a stoop or porch. Players stand behind a baseline, several feet from the porch and in rotation bounce their balls against it. Each player gets three chances in each round; three rounds constitute a game. Points are awarded in the following manner:

- 10 for hitting (a) the edge of each step.  
5 for hitting (b) the rise between steps.

The player with the highest score at the end of three rounds wins the game.





### Kick-the-Bar

A combination of baseball and football, known as *Kick-the-Bar*, is the invention of a group of Boston boys. The ball is, however, neither a baseball nor a football but a short piece of inner tube from a bicycle tire. There is no pitcher and neither are there bats nor clubs. The following rules govern the game:

1. The playing field shall be in a diamond shape with 50 feet between bases for "D" Class and 65 feet between bases for "C" Class.
2. A line drawn on a straight line between first and third bases shall be known as the "bunt line." A player who fails to kick beyond the bunt line shall be declared out.
3. The number of players on a team shall be seven, six of whom shall occupy positions behind the bunt line. The bar tender takes his position at home plate.
4. A bar is used instead of a baseball and is kicked from a stationary position rather than hit. Bar may be hollow rubber tubing not more than 1 foot in length and 2 inches in diameter. Standard equipment generally consists of a piece of bicycle tire.
5. The bases are not played, but the bar is returned to the bar tender whose duty it is to touch it to home plate if possible catching the players between bases. A player is out if he has not reached his objective base by the time the bar tender touches the bar to home plate and calls out the base toward which the runner is moving.
6. The length of the game shall be seven (7) innings.
7. A player may kick at the bar as many times as he wishes so long as his foot does not touch the bar. If his foot touches the bar he must kick it fair and beyond the bunt line; otherwise he shall be declared out.
8. A player who kicks a bar foul shall be declared out.
9. All other rules follow the general rule of baseball.

### Sidewalk Tennis

The game, as the name implies, is played on a level court comprised of four cement blocks 3 feet square.

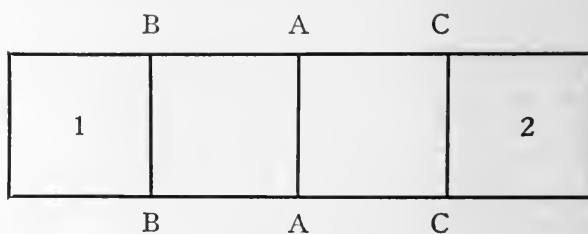
There are two players in each court, a server and a receiver who take the positions indicated by 1 and 2. A tennis ball, or any rubber ball which bounces well, is used. The object of the



Department of Recreation, Lynchburg, Va.

**A critical point is reached in the tournament. One miss and she'll be out.**

game is to serve the ball with the open hand over line A into the receiver's court. If the receiver fails to return the serve a point is given the side making the play successful.



A—Imaginary net line.

B—Base line.

BAC—Side line.

1 & 2—Position of server and receiver.

The server may put the ball into play from any position in his court as long as he does not step over the foul line designated by BB. With the palm of his hand the server serves the ball over line A to the receiver, who must allow a served ball to bounce before returning it. After the ball has been served it may be returned in any manner by either player. The server continues to "palm the ball" as long as he is scoring points. When he fails to serve the ball over line A into the receiver's court he loses his serve. The server may also lose his serve when he fails to make a good return.

Points are scored when a player fails to return the ball over the imaginary line or to place it inside the opponent's court. The court runs from line A to the base line C and B. Points may be scored only by the side that is serving. The number of points to a game is eleven except when the score is tied at ten all. In this event the server must win two points in succession to be considered the winner.

**Chinese Checkers or "Scullie"**

This game is played with checkers or bottle tops.

*Court*

Use one cement block for a court or if the game is played indoors, draw on the floor a square 3 by 3 feet.

Lay out within this court ten 4 inch squares—numbering them as is shown in the diagram. These squares or bases should be at least 3 inches from the court boundary.

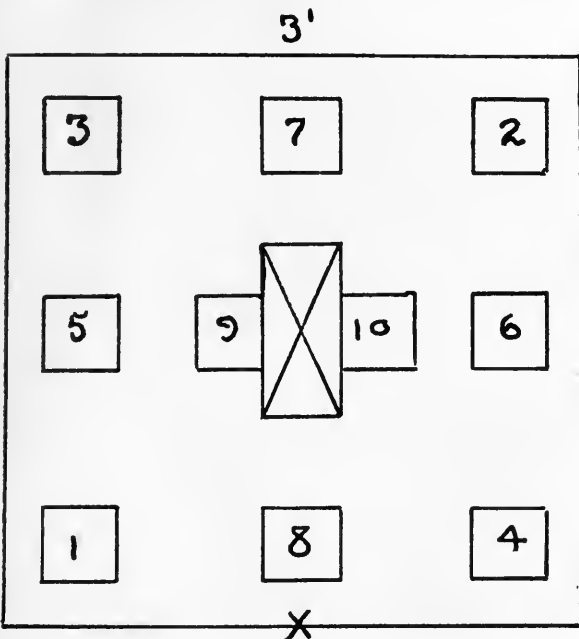
In the center of the court draw a rectangle 8 by 12 inches connecting the corners with diagonal lines. This rectangle is the unlucky area known as "the pit." Adjoining it on either side are bases No. 9 and No. 10.

On one side of the court boundary is a check mark (X) which indicates the point at which the game is started.

*Players*

There may be from 2 to 6 players to a court. Each player should be equipped with a checker or bottle top for a shooter.

Players shoot in turn using the thumb and fore-



finger to make the shot. The order of turns may be determined by a draw.

*Object of Game*

To advance the checker by a series of shots through the ten bases of the court in proper sequence. The first player to complete the round and reach base No. 10 wins the game.

*Playing Rules*

1. A player continues shooting until there is a miss and then resumes playing next turn from the spot where the checker stops.



Department of Recreation, Reading, Pa.

**It's an adventure—for you never know when the spill's coming!**

The play is a miss—

- (a) If the checker fails to stop within or touching the proper base.
- (b) If the checker is shot out of bounds.
- (c) If the checker comes to rest touching a diagonal line of the pit.

2. A player must return his checker to the starting point and begin the game over next turn—

- (a) If the checker is shot out of bounds in two consecutive turns.
- (b) If the checker comes to rest within the open space of the pit or touching a pit boundary line.

Should the checker come to rest on the line separating base No. 9 or base No. 10 from the pit the player must start the game over as these dividing lines are dominated by the pit rather than by the bases.

3. Players are allowed the following advantages:

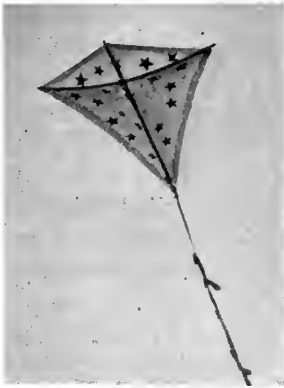
- (a) If in shooting a player strikes an opponent's checker, he may have an additional turn and also skip the next base for which he was due.

(Continued on page 694)

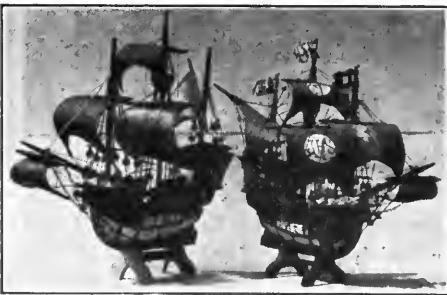
# Selected Handcraft



Three stages of bracelet construction as explained in text by Mrs. Mary Storey.



Make their own kites and then use them in city tournaments.



Handcraft projects later become hobbies.

**P**INE needle craft was one of the most popular projects on the Houston, Texas, playgrounds last summer. Mothers, sons and daughters busily gathered pine needles and cones, and with the aid of bright colored raffia the needles were woven into most graceful baskets. The cones, cut and painted with a wire run through the center for stems, made beautiful zinnias. Hook rugs were second in popularity, and some beautiful and original designs were worked out with little cost, the frames being made from discarded pieces of wood picked up in the backyards. Friends of the playgrounds were glad to donate discarded silk hose and underwear. Gypsy dyes were used for dyeing the silks for the designs; the backgrounds were shaded and filled in the natural color hose. Burlap was used for the foundation.

The girls of the teen age were particularly interested in making bracelets of German silver, and many beautiful designs were created by them. For the bracelets, silver cut one inch wide and measuring 11-feet to a pound was used.

Mrs. Mary Storey, director of handcraft for women and girls of the Houston Recreation Department, sends the following directions for making the bracelets:

"On a strip of silver one inch by six inches, draw a design or monogram with pencil. It can first be drawn on paper and copied on silver with carbon paper. Paint design with black asphaltum varnish. All parts painted will stand out. Varnish must be black and not the brownish color produced when painted on lightly. There must be no air bubbles or chipped places.

"Paint first the design side. Let this dry for at least 24 hours. Next day paint the back and edges. Do this carefully so no "white" places will show. Where silver shows the acid will eat. If you have accidentally brushed varnish on a part of the bracelet that is to be eaten away, clean it or it will look scratched.

"When both sides of bracelet have dried for 24 hours, it is ready for the acid. Dilute one pint of nitric acid with one pint of water. Do this gradually and carefully as it will probably get quite hot. Use a quart preserving jar or pyrex dish. Do not let children touch it and be careful how you handle it yourself.

## Some Projects Worth Trying in the Recreation Program

When acid is fresh, let bracelet stand about 20 minutes. Remove bracelet with pair of pliers that have been wrapped with cloth so they won't scratch. If the design seems deep enough you will get satisfactory results; if not return to the solution. When the design has penetrated into the metal enough, remove the varnish with turpentine or varnish remover.

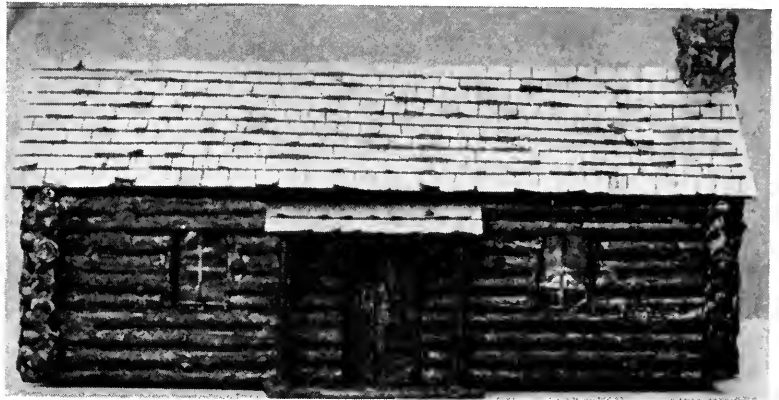
"Now clean off with steel wool. Cut off corners with metal shears No. 11. File edges carefully. Round bracelet over wooden mallet by bending with your fingers. Take handle of a hammer and gradually bend to fit the arm. Hammered design may be done by using a size A ball peen hammer placing the silver on wooden block and hammering lightly with ball end of hammer."

### Handcraft in Macon

During the lazy afternoons of summer when the sun was beating unmercifully on the playfield and apparatus, the children of Macon, Georgia, gathered in the shade of big trees, under improvised sheds or on the sheltered side of the supply house and worked at handcraft. For the playgrounds were to have their first exhibit at the State Fair in the fall. Cones and needles of the long leaf pines of the south were used

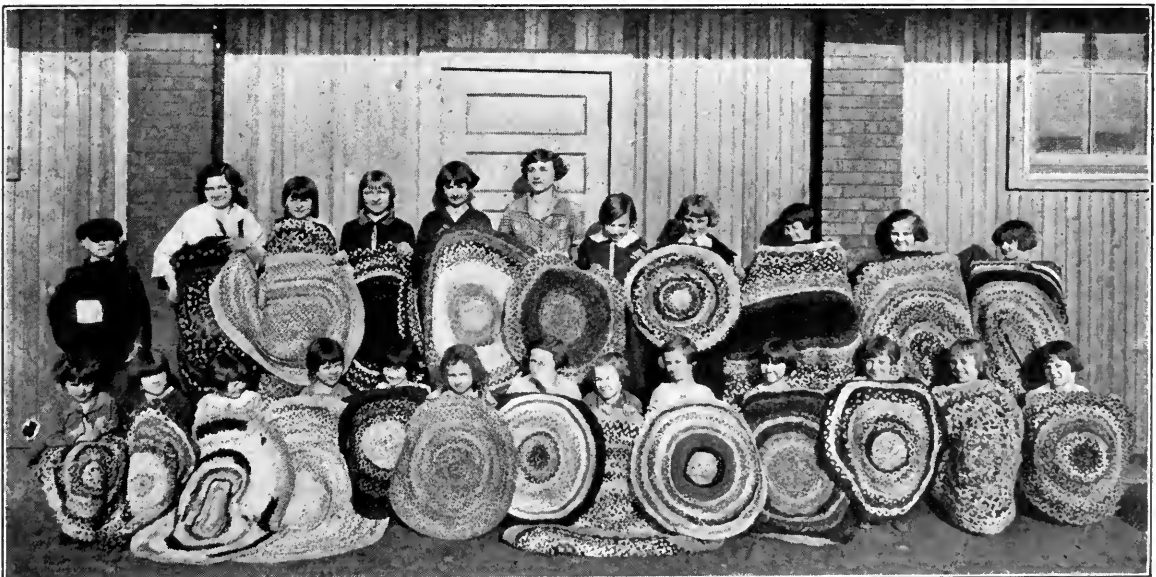


Minneapolis boys make their pushmobiles for the annual Derby.



Above: Log Cabins made of soda straws are the vogue in Los Angeles play centers.

Below: Vote shows that rug-making is very popular.



extensively in making pin trays, sewing baskets, plaques and artificial flowers. A pine cone plaque made on a round bread board proudly hangs on the wall of the Mayor's office, a gift from the playground children who are so deeply indebted to him. A "nigger jigger" was discovered in one of the stores—and the children immediately copied him with an old crate and a jig-saw. Silhouette pictures were made from beaver-board and tacked on bases where they stood, quite lifelike. The bottle painting and shellacking craze swept through the ranks and many lowly bottles that had been destined for the rubbish heap adorned the Fair Exhibit. The children learned to make wall vases and flower baskets from cardboard, crepe paper and old-fashioned flour paste. One sewing club made a whole quilt and a number of other examples of needlecraft. These are just a few things that were done, for no new idea went unnoticed or untried by either the directors or the children.

#### A Soda Straw Handcraft Project

A new form of handcraft activity at the Los Angeles play centers is the building of miniature log cabin models. The materials required for such a log cabin are a sheet of 1/16" cardboard soda straws, plaque clay, celluloid, shellac and paints. Celluloid is used for windows, and the roof is made of shellacked cardboard with cross lines made by a razor blade to give the appearance of shingles. The plaque clay is used to fill in the ends of the open straws and to cover the chimney. It is also painted over the house to give the effect of mud between the logs (straws).

The Department of Playground and Recreation of Los Angeles has issued detailed directions for making the project and a blue print drawn to a scale of one-quarter of an inch to a foot. Matt Martin, general director of Watts Playground, is responsible for the project.

#### A Home Decorating Contest

A handcraft project conducted last summer on the Altoona, Pennsylvania, playgrounds was known as a *Home Decorating Contest*. Children entering this contest were permitted to work in groups of threes if they so desired. The project was to construct a room with furniture made from cardboard and to decorate it in an attractive manner. The project proved very popular and brought out much unsuspected talent among the children. The rooms were approximately 9" by 12" by 9" and the furniture of proportionate size. Among the cleverest ideas submitted were a

kitchen with a sink and refrigerator carved from Ivory soap and a sun porch with cardboard furniture covered with artstone to make it look rustic.

#### Handcraft Activities in Minneapolis

Two one-hour periods each week are set aside for arts and crafts on the playgrounds conducted by the Board of Park Commissioners of Minneapolis, Minnesota, and craftwork is also carried on in the clubs formed to take care of the interests of various age groups of girls. All of the work is done out-of-doors except on rainy days when the children work in the field houses.

From four to six weeks previous to the Pushmobile Derby, which is an outstanding event in the program, the boys are busy making pushmobiles. Each playground has a Pushmobile Club. Kite construction and flying are very popular. Last summer 3,000 boys and girls took part in this activity in which local contests and city-wide tournaments were arranged.

For six years scooter construction and contests have been annual events in Minneapolis. The scooter contests are conducted in the same way as the Pushmobile Derby, local contests being conducted first at each playground, winners from these local contests meeting at a central location to determine the city championship. To stimulate craftwork of the scooter type on the playgrounds, only scooters that are constructed on the playground or at home will be allowed in future contests. Motor boats and model sail boats also have a place on the summer program especially at the grounds which are located by lakes.

In handling the handcraft program the supervisor keeps in mind the scrap materials which are to be found in every home. Some of the things which have been made with such waste material are paper toys, oilcloth dolls and animals, paper belts, novelty toys, hot dish holders, glow glass pictures, vases making use of envelope linings, quilts, lamp shades, felt purses, crepe paper novelties, fans, berets and cushion covers.

Last summer coping saw work was introduced, the Recreation Department furnishing tool kits containing coping saws, hammers, nails, paints, brushes, turpentine and sand paper. The children brought from home fruit crates, cigar boxes and pieces of wood. In the woodwork classes such articles were made as bread boards, book-ends, doorsteps, sewing stands, toothbrush holders, coat hangers, plant boxes, animal toys, airplanes, doll

(Continued on page 695)

# Eighteenth Recreation Congress Meets in Toronto



*Courtesy Royal York Hotel*

**The Royal York Hotel, where Recreation Congress will meet in 1931.**

## The Recreation leaders in the United States and Canada will hold a joint Congress in October, 1931

**U**PON the urgent request and invitation of recreation workers, social and civic organizations, and prominent citizens of Canada, and upon the recommendation of many recreation leaders in the United States, the National Recreation Association has decided to hold the 1931 Recreation Congress in Toronto, Canada, October 5-9, 1931.

In addition to the usual objectives of the Recreation Congress, the 1931 meeting is to be an occasion for bringing together laymen and public officials from all parts of Canada to discuss recrea-

tion and the use of leisure in all its phases.

The Royal York Hotel, pictured above, is the largest hotel in the British Empire and is said to be one of the finest, thus assuring facilities for meetings as well as satisfactory accommodations for delegates.

The Toronto gathering will be a notable one. It will be the first held outside the United States. It will be the first held in Canada. October in Canada is a delightful month. Reduced railroad fares will be granted. Make your plans now for the Toronto meeting.





*Courtesy of Parker Brothers, Inc.*

## Camelot—

# The Game of Knights

Camelot is a game of skill, like checkers and the immortal game of chess.

**C**AMELOT, a combination of checkers and chess, is a novel game recently invented by George S. Parker, Salem, Massachusetts. The name chosen for the game harks back to the Arthurian days when the Knights of the Round Table met in the legendary city of Camelot.

It conjures for us a picture of fortresses and battlefields, a most appropriate setting for this encounter between knights and armor-clad armies.

### Like Armies on a Battlefield

Camelot presents the unique feature of personal encounter on the battlefield. The opposing forces meet like small medieval armies grouped near the center of the field, so close, in fact, they could "see the whites of each other's eyes."

The arrangement resembles the football formation more than any other game. The field or board of Camelot contains one hundred and sixty squares. Each square is about one inch in size, somewhat smaller than those on the regu-

lation checker board. The squares are alternately tinted in two colors. Four of them, as shown by the illustration (two at each end) are matched by stars and are known as fortresses or goals. The other one hundred and fifty-six squares are numbered in order. The numbering is merely for the purpose of recording plays or designating positions in the progress of the game. All of these squares are available for play, and the board is placed on the table so that the starred squares are directly in front of the two players who are to sit opposite each other. This board represents the battlefield on which the two armies are to meet and combat.

### Knights and Men

There are two types of pieces, knights and men, comprising a force of fourteen pieces for each of the two players, or twenty-eight in all. The men are of two different colors. One player's pieces are red and the other yellow. The knights are easily distinguished from the men, as the

**What is the relative importance of recreation in the galaxy of municipal services—education, sanitation, water supply, streets, sewerage? H. S. Buttenheim, distinguished editor of THE AMERICAN CITY, will give his viewpoint in the May, silver anniversary number of RECREATION.**

former are somewhat larger with black tips.

### The Start of the Game

To begin the game the players toss a coin to determine which one shall have the choice of seats and color of men, as well as the first move or play. The pieces are then arranged on the squares as indicated by small white circles. There is a small K within the circle to indicate the square on which the knight takes his stand. When the formation is completed the forces are in double ranks and a knight is stationed at the end of each line of men.

The accompanying illustration shows the correct formation before the contest begins. The yellow forces are now massed against the red awaiting orders to begin the attack.

### The Object of the Game

The object of the game is for a player to succeed in driving two of his pieces away from him into the two starred squares at the farther end of the board, that is, into the squares which are directly in front of the opponent. These two pieces may be two knights, or two men, or a knight and a man. These starred squares represent the enemy's fortress or castle which are the goals the forces are striving to reach.

### The Moves

There are four different types of moves and these are easily learned. They are: The plain move; the jump; the canter, and the Knight's charge.

**The Plain Move.** In the plain move, any piece, either knight or man, may be moved one square in any direction, forward or backward, side ways or diagonally to any adjacent unoccupied square of either color. In this respect the move differs from the familiar checker move, where a player must move to a square of the same color. In Camelot, however, the move resembles the King's move in chess.

**The Jump.** A player may jump his opponent's piece provided there is just beyond, an unoccupied square on which the piece can land. When an enemy's piece is jumped that piece is removed as in checkers. Again, like checkers, a player can jump any number of men in one turn or move and a player is compelled to jump if able to do so. Although in Camelot more than one opportunity often presents itself, in which event a player may jump whichever way he chooses. In Camelot, however, the player has even more freedom in jumping than the king in checkers, since he is per-

mitted to jump in any direction, sideways, forwards, backwards, or diagonally. He can also make as many jumps in one play as he is able to, and when jumping more than one piece in a move the direction of the jump may be varied after every leap.

It will now be clear why the squares on the board alternate in color. The two colors have a definite purpose—namely, to facilitate the movement of the men.

**The Canter.** Then there is the canter, or overpass, which is a leap over a friendly piece. Any piece, a knight or a man, may leap in any direction, forward, backward, sideways or diagonally, over any one of his own pieces which happens to occupy an adjacent square, provided there is an unoccupied square immediately beyond it in any direct line. A man may canter over a knight or a knight over a man. In the move, jump and canter a man and a knight have equal rights. In the canter the piece which is passed over is not removed. A player can canter over any number of friendly pieces in a single turn or move. A player is not compelled to canter, as he is compelled to jump, the canter being entirely optional. The object is to arrive at a desirable point which will threaten the enemy.

In cantering and jumping the alternating tints of the squares are of the greatest assistance to the player. It is impossible for a player to jump or canter from a square of one tint to a square of a different tint. It must always be from one color to the same color. The only utility of the two colors is to guide the player to jump and canter accurately. Carelessly landing on a wrong color never occurs except in a beginner's game.

**Knight's Charge.** There is but one distinction between the privileges of a knight and a man. A knight can make what is expressively called "A Knight's Charge," that is, he is permitted to canter and jump both in one move. He can canter over one of his own men, and if an enemy piece is on an adjacent square he can continue on jumping the enemy's piece and removing it from the board. He can continue, in the same play, jumping as many opposing pieces as he is able. A knight may canter before a jump and he can make as many canters as he needs before he jumps, he can jump as many pieces as he is able, but after he has finished his jump or jumps, he cannot continue to canter in that move. In other words, he can canter before a jump, but can never canter after a jump.

A knight is never compelled to make a charge

merely because he is able to do so, but when he has made a canter so that he is next to an enemy's piece he is obliged to continue and capture it, unless he can by a different route capture another piece. The knight's charge, both the canter and jump, can be made in any direction. Opportunities in planning for a knight's charge give a chance for brilliant play, perhaps unequalled in any modern game. The knight's charge might be called the "piece de resistance" of the game, for, as he comes snorting down through the ranks he lays waste and causes damage impossible to repair.

The two players take their turns alternately as in checkers or chess, and by means of the above-mentioned moves, the player who first succeeds in forcing two of his pieces (two knights or two men, or one of each) into the enemy's fortress, which is plainly designated by the two starred squares, wins the game.

At the beginning of a new game, the other player from the one who made the first move, has the opening play.

The players alternate in this way each taking his turn in opening, throughout the play.

When an enemy's piece is jumped that piece should be removed immediately even when the player is able to make a further jump. If this practice is not carefully followed, some confusion may arise over which piece was the one jumped.

A player is allowed a reasonable length of time to decide on his move, and when the finger has left the piece, that piece is considered played and cannot be taken back. It is often wise, at least for

the beginner, to move the piece to the square which he is considering and keep his finger on the top until he convinces himself his move is a wise one. Most chess players have formed this habit.

A player is not permitted to move into his own fortress or starred square. This would be a rather too obvious means of keeping away the enemy. A player can, however, if the occasion arises, jump an enemy piece, landing on his own starred square. He can do this even if he has made a Knight's charge to perform the feat. When this play occurs one is obliged to move away from the starred square on his very next play. This removing one's own piece from one's own goal takes precedence over all other plays, even an opportunity to jump an enemy's piece.

When a player has once moved into his enemy's starred square, he cannot move out again for any purpose, but he is permitted to move into the other starred square and back and forth as many times as he chooses. This is sometimes necessary to make an entrance for the second piece.

"Embattled lines of Camelot

Fearsome—but without fear,

Again the stubborn men-at-arms

The shattered way make clear

For Pellinore and Lancelot,

Tristram and Bedivere!"

Camelot may be played lightly, as a diverting pastime with slight mental effort, or it may be played seriously, planning a deep offensive campaign.

## Broom Hockey

This interesting game, played in four five-minute quarters, may be played in a gymnasium—no out of bounds. There are goal posts three feet high and six feet apart at both ends. A line indicates the center of the playing field; foul lines are drawn ten feet in front of both goal posts.

*Players.* There are two teams each comprised of one center, two forwards, two guards and one goal tender.

*Equipment.* Each player is equipped with a broom 31 inches long which is used in striking an inflated five inch rubber ball.

*Object.*—The object of the game is to hit the ball with the broom between the opponents' goal posts.

*Rules.* Playing at the start of the game and after goals, begins with the ball in the exact center of the playing field between the opposing centers who strike for the ball at referee's whistle. After a goal is scored the ball is brought back to the center of the field as at the start of the game.

*Score.* Each goal shall count one point; each successful free trial for goals counts one point.

*Fouls.* Fouls consist of holding ball or opponent; unnecessary roughness; kicking; hitting ball with hands.

*Penalty.* Free try for goal. A player fouled against may place the ball ten feet in front of the goal and is allowed a free shot with only the goal tender opposing him.

Note: Detailed directions may be secured on request from the National Recreation Association.

# RECREATION

The World at Play is published each month to keep you in touch with new developments everywhere. It is a cooperative undertaking. "Recreation" urges all its readers to send in items regarding recreational happenings in their communities.

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## World at Play

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### Eternal Youth!

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A BULLETIN issued by the Department of Playground and Recreation tells of a youthful patron of the Department. "Ninety-seven years old and with his voice getting better every year, W. E. Miller of Los Angeles has hopes of becoming a famous singer before he gets too old! To show that his years sit lightly upon his shoulders, Mr. Miller recently prepared a dinner for two hundred of his friends at the Municipal Men's Club operated by the Department of Playground and Recreation. Not only did he do all of the work alone, starting at five o'clock in the morning in order to finish on time, but he also topped off the evening by singing a number of songs in the two ranges of his voice, tenor and soprano."

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### What Interests Neighborhood Folks?

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THE Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio, has found that the playground circus, festivals, sings and stunt programs made up of local talent, are especially attractive to neighborhood folks. In planning these programs more than a thousand adults have been listed as being especially helpful in giving service and money in assisting play leaders to organize events.

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### Play Areas for Durham

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THE City of Durham, North Carolina, has received from John Sprunt Hill, local capitalist, a gift of three separate tracts of land for park and recreation purposes. The largest, Forest Hill Club, was leased and operated last summer by the City Recreation Commission. It contains a nine hole golf course, tennis courts, a club house and outdoor swimming

pool. There are 33 acres in the tract which is well suited for an athletic field and for baseball and football. The other two gifts include Hillside Park for negroes, a tract of 15 acres on which a swimming and wading pool has already been constructed, and a small plot of approximately half a city block adjacent to one of the negro schools.

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### Chief of Police Testifies

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SPEAKING at the annual City League Basketball banquet conducted by the Recreation Division, Department of Public Welfare, Pontiac, Michigan, the chief of police gave the following reason for entering a police team in the League: "The policeman usually comes into contact only with the young man when the latter is doing something wrong. This gives the men a wrong impression of the police and the police a bad view towards the men. I would like to have my men become acquainted with more men in the city in a friendly, wholesome way as I believe it will create a better attitude toward the department."

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### Have You Thought of This?

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SOME of the practical considerations involved in the care and upkeep of recreation areas even in smaller cities are pointed out in the annual report of the Board of Recreation Commissioners of East Orange, New Jersey, a city of 63,000. The five properties maintained by the Board, which represent an investment of nearly \$1,000,000, include 30 acres, 25 of which are in lawns which must be fertilized, rolled, mowed and hedged. There are 25 tennis courts which must be rebuilt each spring and raked, watered, rolled and marked daily. There are over two miles of steel and wire fence which have

to be painted every two years, and 12,000 shrubs which require pruning at the proper time, cultivation and fertilization. The year 1930 has seen the completion of Memorial Field designed especially for the use of the preschool child, and for adults. Eighty-nine shade trees of 12 varieties have been set out in Memorial Field and in addition, plantings including 3,500 shrubs of 96 varieties, 550 perennials of 82 varieties, 200 roses of 25 varieties, 432 tulips of 15 varieties, and 500 mixed crocuses.

**Reading's Tom Thumb Golf Course.**—The Department of Parks and Public Property of Reading, Pennsylvania, last summer constructed an attractive miniature golf course in City Park. The expenditure of approximately \$5,000 covered a golf club house, water system, lighting, fencing, material and the patent on the course. The Department of Public Recreation administered the course which was opened August 11th and closed October 24th. In this period 4,965 children played on the course and 20,155 adults. This number does not include Sunday participants who played free of charge. The admission charges were 10 cents for children until 3 P. M. and adults 20 cents. At the end of the season the Department of Public Recreation turned over to the Department of Parks and Public Property profits amounting to \$2,132.45.

**Property Acquisitions in California.**—Forty-one and a half acres of beach property near San Juan Capistrano have been given the State of California by Edward L. Doheny, oil magnate. The gift, valued at more than \$1,000,000 and consisting of 2,600 feet along the ocean front, has been accepted by the State Park Commission and will be developed into a new state park.

George Peck, real estate dealer of Los Angeles, California, has made another gift of twenty acres in the San Pedro district of the city to the Park Commission. This brings Mr. Peck's total gift to the city for park purposes to sixty-eight acres.

The Los Angeles, California, County Board of Supervisors has authorized the leasing of Royal Palms acreage at White's Points for recreational use. The area offers 3,800 feet of beach frontage and contains a golf course, a beautiful clubhouse, bridle paths, and other features. Under the proposed lease the County will pay \$60,000 annually for the first eight years on a 40-year lease.

**Additional Facilities in Pasadena.**—During the past year the Rose Bowl at Pasadena, California, has been completed bringing the seating capacity from 70,017 to 86,000. Plans have been completed for additional sports fields and a new children's play area in Brookside Park. Another additional development has been the building of a beautiful Music Shell and outdoor theatre in Memorial Park.

**Creative Dancing.**—The creative dancing class added to the list of recreation activities conducted and sponsored by the Westchester County Recreation Commission, is meeting with marked success. Business women, teachers of art, dramatics, physical education and similar subjects, housewives and women active in little theatre work, were among the early registrants for the course. An opportunity to participate in the chorus for the opera *Orpheus*, which is to be a feature of the spring music festival, will be afforded members of the dancing class.

**Municipal Golf.**—The report recently issued by the Department of Parks and Boulevards of Detroit, Michigan, shows that more than half a million rounds of golf were played during 1930 over the five city owned courses. This is an increase of more than 100,000 over the previous year. The financial records show a profit to the city above the maintenance of the courses.

The Charlotte, North Carolina, Park and Recreation Commission reports that the second nine hole golf course being provided by the city has practically been completed. This gives the community eighteen holes of very fine golf with beautiful grass greens and good fairways. The golf course is built on donated land and will become a beautiful park to serve future generations.

The Department of Recreation, Lansing, Michigan, is offering a course of instruction in the fundamentals of golf. The course consists of ten lessons, two each week, for which a charge of \$5 is made. Classes are limited to ten individuals.

**To Develop Waterfront Areas.**—On December 12th a meeting was held in Washington, D. C., of representatives of different national groups interested in the public use of waterfront areas to consider practical ways and means of making these areas more fully available to the public for recreational uses.

**Attendance at Swimming Pools Increases.**—The three municipal swimming pools of Lynchburg, Virginia, in 1930 had an increase in attendance of 27,666 or 77 per cent.

**Miniature Aircraft Events.**—The Westchester Miniature Aircraft League held its second annual meet on February 14th with the following events: 1. glider; 2. fuselage model; 3. R.O.G. (rise off ground); 4. R.O.W (rise off water); 5. tractor or pusher (hand launched); 6. novelty craft. Only members of clubs affiliated with the League were allowed to compete. A club was not permitted to have more than three entries in any event and a contestant could represent but one club. Classes of competition included juniors who had not reached their sixteenth birthday and seniors sixteen years or older.

Boys of the Elmira, New York, Aviation Department are taking a tractor type of plane and having it pull an R.O.G. through the air. The maximum time for this novel stunt has thus far been sixty seconds.

**A Drama Institute in Detroit.**—The Department of Recreation of Detroit, Michigan, is conducting a weekly course in drama from January 28th to April 1st inclusive. Each individual enrolled will take an active part in this course. Two plays and one pageant will be produced, giving every one enrolled the opportunity of taking part as actor or serving as assistant director. In this way each participant will be able to take a workable project back to his group. One-half hour of each session will be devoted to reviews of plays, movies and current dramatic productions. Magazines, books and helpful sources of information will also be reviewed. One hour will be used to rehearse the plays and pageants and the remainder of the period will be devoted to technique.

**Pasadena's Workshop.**—The workshop of the Pasadena, California, Department of Recreation in November held its third annual open house and entertained its guests with a program of music, drama, social games and dancing. The workshop is maintained by the Department of Recreation and the Board of Education primarily to furnish costumes and properties for plays rehearsed and given after school hours by playground dramatic clubs organized by nine of the schools. These schools, which share with the

Department of Recreation money received from admission fees for the plays, have free use of the costumes. Other groups and individuals may secure the costumes by paying a rental fee ranging from 75 cents for a clown suit to \$3.00 for a princess costume, according to the materials, workmanship and the number of parts. For any costume a deposit of at least \$2.00 is required which is returned upon the return of the costume in satisfactory condition. The regular staff employed by the Department of Recreation cuts and prepares materials for the mothers of the dramatic club members who meet weekly to make the costumes and accessories. The money received from the renting of the costumes and the sale of tickets is used to purchase materials. In addition to conducting the workshop, the music, drama and art committee of the Department of Recreation furnishes lists of plays, gives advice on costuming and make-up, construction of properties and scenery and stage plans, and stands ready on special occasions to repeat any of the programs for civic organizations.

**Players' Groups in Russia.**—S. A. Mathiasen of the Pocono Teachers College, reports that there are 30,000 players' groups routing about in Russia to give dramatic performances to workers and peasants. The groups which Mr. Mathiasen saw had about eight individuals in them.

**An Americanization Costume Social.**—On February 7th the Americanization classes of the Siefert social center, maintained by the Extension Department of the Milwaukee, Wisconsin, Public Schools, held their fourth annual Americanization Costume Festival. The program included stunts, dances and songs by the Bavarian Mountaineers, the Milwaukee Hungarian A.C. Dance Group, the Swedish and Croatian Folk Dance Groups, and musical selections by the Blue Danube orchestra. A colorful feature was the grand march in costume with beautiful costumes representing more than twenty lands. Old time music was played by various nationality groups.

**Second Season of Westchester's Summer School of the Theatre.**—The Westchester County, New York, Recreation Commission announces it will conduct next summer, as it did last, a summer school of the theatre under the leadership of Albert R. Lovejoy of Harvard University, with full time day courses in play



production, dramatic interpretation, scenic design and construction, stage lighting, dancing, fencing, diction and makeup, and with evening courses in several of the subjects as well. The school this year adds several new courses to its curriculum. The faculty will include a number of new instructors, and five professional actors will work with the students in preparing for the plays, the production of which will constitute an active part of the class program in all departments of the school.

**First Annual Mexican Fiesta.**—The Echo Playground Community House at Los Angeles, California, was the scene on January 10th of the first annual Mexican Fiesta sponsored by the Mexican Social and Athletic Clubs, affiliated with the Department of Playground and Recreation. The purpose of this fiesta was to promote international good-will by providing an opportunity for the Mexican clubs to interpret Mexican customs and culture to their American neighbors.

**Nationality Group Programs.**—The presentation of a series of programs depicting through music and drama the customs, habits and life history of various nationality groups, was one of the most successful features of the recreation program conducted last summer by The Union County, New Jersey, Park Commission. Although very little publicity was given the programs, which were held during June and July, each of them drew a crowd of between 6,000 and 7,000 people to the Warinanco Park Stadium. A complete amplification unit aided very materially in making these programs the success they were, as it was possible through it to transmit perfectly the instrumental and solo numbers. The program of the first presentation, which was given by the combined German organizations of Elizabeth, consisted of mass chorus numbers, fencing, tap dancing, corrective gymnastic exercises, dancing and work on parallel bars. This part of the program was preceded by a band concert. The second program, given by the Italian groups, took the form of a peasant wedding party. The participants were in native costume and the many instrumental and vocal numbers and dances were enthusiastically received by the audience. It is planned to present a series of six programs next year and it is hoped that all of the nationality groups will have a part in them.

**Art Activities in Westchester County.**—Exhibitions of the work of local artists is one of the features of the program of the Westchester County, New York, Workshop. Following the successful exhibit of children's art in the newly created gallery at the County Center has come the exhibit of the paintings of Mr. Pousette-Dart, an artist living in the county. It is planned to intersperse the displays of the art of guest exhibitors with that of local artists and amateurs enrolled in the several art classes conducted under the auspices of the Workshop. In this way the work of accomplished artists and craftsmen may serve as an incentive to the groups studying at the County Center and will develop the latent possibilities of the arts and crafts as leisure time activities.

A new class organized by the Westchester County Workshop offers instruction in decorative design and advertising art. It is planned that the new design class will work in conjunction with the bookbinding class and design a complete book set. This will include designs for covers, jacket and end-paper, book plates, title page and initial letters. Designs for decorative wall panels and screens, lettering, layout and work for booklets, folders and other types of advertising will also be included in the program. The course will extend over a period of fifteen weeks with weekly sessions.

**Art and the Business Man.**—The existence in Boston, Massachusetts, of the Business Men's Art Club is sufficient refutation, according to the *New York Sun* of January 5th, of the opinion that a life of business smothers the love of the beautiful and affords no fertile ground for artistic talent. The members of the Boston club, founded by Charles M. Cox who recently opened an exhibit of his own paintings in New York, are engineers, merchants, lawyers, advertising men and stock brokers. With the enthusiasm of amateurs painting for the love of it, they carry away impressions of scenery or human character from summer holidays in the country or week-ends in town. Similar clubs of etchers, painters and sculptors, who earn their bread in the professions or in commerce, at the bar or in industries, may be found in at least half a dozen other American cities today. It is not wholly an American idea, this nurturing of art talent among business men. In London not long ago an art society of stock brokers held its twenty-fifth exhibition of paintings and drawings.

**Archery Indoors.**—The basement of Westchester County, New York, new community center has been equipped for archery practice. This will provide opportunity for the 120 archery enthusiasts who were registered in last summer's classes to enjoy practice during the winter months.

**How Cranford Divided Its Budget.**—At the end of its second year of service, the Cranford, New Jersey, Playground and Recreation Commission reported that its budget of \$7,000 for 1930 had been expended as follows: 23 per cent for administration; 30 per cent for playgrounds; 4 per cent for boys' camp; 9 per cent for apparatus; 8 per cent for service; 8 per cent for special activities; 8 per cent for women's activities, and 10 per cent for men's activities.

**A Friendship Treasure Chest.**—Youthful patrons of the Brooklyn Children's Museum are working on the friendship boxes to go to the children of the Philippine Islands. When complete the friendship chest will contain minerals, mounted birds and butterflies, museum publications and games—a good-will gift to children of other lands.

**Juvenile Delinquency Decreases in Elmira.**—The activities of the City Recreation Commission of Elmira, New York, have been one of the factors contributing to the decrease of 50 per cent in juvenile delinquency in the past five years, according to Judge Bertram L. Newman of the Children's Court.

**City Planning for Recreation.**—The Regional Plan News for December, 1930, describes a major proposal of the Regional Plan of New York for a model industrial city rising on the Hackensack Meadows of New Jersey. The proposal covers a total area of 30,650 acres. Of this area, 21,700 acres, or 70.8 per cent, are set aside for residential use. 3,990 acres, 13 per cent, are allotted to new industries. For parks and other recreational areas, 4,410 acres, 14.4 per cent, are set aside from 550 acres, 1.8 per cent, are allotted to business uses. It is interesting to note that the amount of land set aside for parks and recreation is approximately the same as for industry and business.

**Roller Skating in Jacksonville.**—Once more the Playground and Recreation Department of Jacksonville, Florida, has made it possible for

all the skaters of Jacksonville, from the smallest children on scooters to grown-ups, to enjoy this sport in safety. On January 12th the first sectional skating meet of the season was held on roped off streets, and programs of ten skating periods in five different locations determined winners for the final grand carnival on January 26th. Events included free skating periods, single skate race and 50-yard dash for boys and girls under 57 inches in height; single skate race for boys and girls under 61 inches; 100-yard dash for boys under 61 inches; 3-legged race open to all; 100-yard dash for boys and girls over 61 inches; girls cross-handed doubles—open; boys' tandem race—open; sculling race—boy's doubles—open; coasting single skate for girls—open; scooter races and tricycle races for children.

**A Tuesday Dance Club.**—Two hundred and nine young people, about evenly divided between young men and women, are registered in the Tuesday Dance Club conducted by the Playground and Recreation Commission in Dubuque, Iowa. The average attendance for the past nine meetings has been 60. The first hour is spent in instruction and the second in general dancing. The club is meeting a real need for social recreation.

**Pocono Study Tours.**—Under the auspices of the Pocono Study Tours a trip to Europe has been arranged to observe the most vital developments in the field of physical education, recreation and adult education. The Youth Movement in Germany, the folk drama and folk music movement in Scandinavia, the astonishing sport and recreational facilities in Soviet Russia, where Dukes' palaces have been turned into recreation centers, the municipal swimming pool in Vienna and many other developments will be studied. The group will also have an opportunity to see gymnastic systems in Germany, and Niels Bukh's work in Denmark. The tourists will live in some of the most progressive institutions, in castles and Nature Freunde hiking centers. Various organizations in foreign countries are preparing special programs.

The group will sail on April 10th for the three months' trip. The cost will be \$390; for the shorter tour of nine and a half weeks, \$365. Additional information may be secured from S. A. Mathiasen, director Pocono Study Tours, 1 Broadway, New York City.



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**An "S.O.S." From South America.**—Rio de Janeiro has embarked upon a great city planning project in which it is hoped the provision of playgrounds will receive important consideration. To help arouse public interest in the project H. J. Sims of the Y. M. C. A., Rio de Janeiro, is anxious to secure motion picture films showing playgrounds in the United States in operation. Mr. J. H. Edwards of the New York, Rio and Buenos Aires Air Line has promised to transport to South America any films which can be secured in the United States and to return them.

Have you a film which you could loan Mr. Sims? If so, address it to the Federação Nacional das Sociedades de Educação, Rio de Janeiro, Brazil, in care of Mr. J. H. Edwards. The films should then be addressed to the New York, Rio and Buenos Aires Air Line at Miami, Florida, for their express service. Mr. Sims states that while the group interested cannot afford to buy such films now, they will be glad to pay such expenses as are necessary in getting them to Miami.

**Indoor Winter Activities in St. Paul.**—While hundreds of St. Paul, Minnesota, residents are enjoying winter sports out-of-doors, many others are finding keen pleasure in indoor activities at the community centers. Twenty-one people are meeting once a week for twelve weeks at a school of dramatics designed to give prospective leaders the fundamentals of staging simple plays and a knowledge of stagecraft and design. A band of fifteen youngsters skilled in harmonica playing and a novelty band of 45 pieces stand ready to serve community groups, while community glee clubs may be heard during carnival nights singing old popular songs in the clear, open air.

Community clubs for mothers and fathers, organized this year, meet regularly at the community centers to enjoy social activities and make plans for raising money for the playgrounds through festivals and similar events. Junior club organizations are proving most effective and of great benefit to the children. Two specialists in social activities and drama have recently been employed to have charge of the club organizations, dramatics, and glee club work. Athletics are popular and there are basketball leagues playing in school gymnasiums and community centers for senior men and girls, intermediate boys and junior boys and girls. The centers are also housing volley ball leagues for senior men and women.

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**Municipal Golf in Oakland.**—Over 65,000 people played on the Oakland, California, municipal golf course in 1929. To accommodate players who are obliged to wait longer hours for their teeing off time on heavy play days, 16 driving tees have been installed at a cost of \$175 for practice driving. The golf professional provides the balls and employs the help necessary to care for the concession. A charge of 25 cents is made for each bucket of approximately 50 balls.

**A Horseshoe Club.**—Evansville, Indiana, has a municipal horseshoe club of seventy-five members who are paying dues of one dollar a month. A building has been rented, six courts installed and leagues will be organized in the near future. All the expenses are paid by the horseshoe club.

**Tennis in the Philippines.**—Tennis is an exceedingly popular game in the Philippines, according to Alice B. Davis, daughter of Dwight F. Davis, Governor General of the Philippines, who describes the courts as being of some kind of a hard surfacing which will dry up ten minutes after a hard rain. There is a splendid tennis court on the palace grounds that was built by ex-Governor Wood.

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Play at Little Cost.—Attendance at the Lima, Ohio, play centers in 1930 was almost double that of 1929. The total number of individuals participating in activities was 317,717, the cost per person being \$.026.

## Development of Skills

(Continued from page 647)

### Game List References

- B.—Jessie Bancroft—"Games for Playground, Home, School and Gymnasium"
- SP.—Spalding's Athletic Library
- H.—Mari Hofer—"Children's Old and New Singing Games"
- S.—Staley—"Games, Contests and Relays"
- B. & M.—Bowen & Mitchell—"Practice of Organized Play"
- "55"—"Twice 55 Games with Music"
- Pearl and Brown—"Health by Stunts"
- C.—Crampton—"Folk Dance Book"

## Marbles and Golf

(Continued from page 658)

too hard, the marble would strike the inside top of the tire and bounce back for another try. Just the right drive was needed to carry it through.

Other hazards called for lofting the marble with basketball accuracy, shooting through a revolving door, through a hole in the bottom of a barrel, and

Let them play

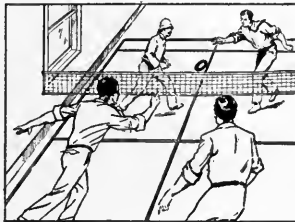
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driving through iron pipes, and tantalizing mazes. The variety of hazards is almost unlimited. The mechanically-minded boy, and man, too, can spend many hours in his workshop devising new chutes, slides and runways to test the mettle of the neighborhood champions.

The boys take to the inventing of new hazards as a duck takes to water. When Marble Golf was first introduced to Philadelphia, a group of playground teachers roughly sketched plans for a half-dozen hazards. No sooner were they set up than the boys began varying and improving upon the originals and designing their own. Even the children in the street playgrounds were not daunted by the fact that they could not sink holes in the asphalt. Sand-filled cigar boxes with cups sunk in their center served as greens. The lid, opened and laid back, provided a forty-five degree runway to the green. Hazards were the same as on regular courses.

Marble golf adds to marble-shooting a strong picturesque element. It backs up an established boys' game with the great appeal of a comparative newcomer to the ranks of national sport. Its fairways call for a steady performance of long, accurate shots. Its hazards demand a cool head and a steady hand. The boys never tire of outshooting each other around the course. Even when there is no one else to play with, there is always par to be broken, or a new course record to be hung up.

Recreation officials in Philadelphia feel that Marble Golf has no more than gotten under way. Playground youngsters are challenging each other

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to "wait and see the course we build next year." The contests in Philadelphia this year appear to have merely set up the first of a long line of Marble Golf champions.

## A Junior Golf Course

(Continued from page 661)

next year by iron cups. Boards 6' 2" by 4", salvaged from the city lumber pile, were creosoted, set on edge and made into frames 6 feet square.



## THIRD ANNUAL INSTITUTE OF PROGRESSIVE EDUCATION

Syracuse University, Syracuse, New York, July 6—August 14

The Progressive Education Association will conduct its Third Annual Institute of Progressive Education under the auspices of Syracuse University, offering a wide range of courses and outstanding instructors.

### DEMONSTRATION SCHOOL

Plans have been made for a Demonstration School utilizing progressive education methods, with the cooperation of the Syracuse public schools. Classes at all levels will be arranged. *The Primary School* will be directed by Dr. Ruth Andrus, Expert in Childhood Education of the New York State Department of Education. *The Secondary School* will be directed by Burton P. Fowler, Head Master of the Tower Hill School, Wilmington, Delaware, and President of the Progressive Education Association.

### THE COURSES

The Case Method of Studying Child Development—Dr. Andrus  
 The Methods and Materials of Primary Education—Dr. Andrus  
 The Methods and Materials of the Fourth, Fifth, and Sixth Grades—Dr. Adelaide M. Ayer, Director of Training, State Teachers College, Milwaukee, Wisconsin  
 The Principles and Practices of Modern Education—Dr. Ayer  
 The Methods and Materials of Secondary Education—Mr. Fowler  
 The Personality Adjustment of School Children—Mrs. Georgia Clarke Matthaei, Psychologist of the Bronxville, N. Y., Public Schools  
 Diagnostic Work in Reading, Spelling, and Arithmetic—Mrs. Matthaei  
 Industrial Arts as a Curricular Tool, a Laboratory Course—to be selected.

### GENERAL INFORMATION

All of the above courses carry college credits.  
 All students of the Institute will reside in one dormitory.  
 There will be a Weekly Forum of distinguished lecturers.  
 Numerous other lectures, concerts, and plays will be given.  
 Syracuse University offers an exceptional climate, out-of-door sports and trips to places of interest.  
 The fees for the courses, and for room and board are inexpensive.

For registration blank, application for room and board, copies of the Institute bulletin, and all information, write direct to Dr. Harry S. Ganders, Dean of the Teachers College, Syracuse University, Syracuse, New York

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children off  
the streets"

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These, filled with clay which was rolled, made excellent tee off boxes. Permanent flags were set in the ground beyond the greens but in line with the tee off box to the cup. The shaft of the flags was made of iron pipes 10' by 1" set in the ground 3 feet, and a pennant shaped flag of sheet iron 18" by 6" was bolted to the top. The flag and shaft, painted white, designate the number of the cup and the distance from the next tee off box to the next hole. Wooden arrows, painted white, near the green point the way to the next tee off box.

The greens are circular, 15 feet in diameter. In preparing them the sod was skinned off and replaced with limestone screenings which had been screened through a quarter inch screen. This was leveled, rolled and wet down, rolled again and sprinkled with calcium chloride crystals. After this had dissolved, the greens were rolled again and were then ready for play.

The course was in operation only one month during the summer. Because of the lateness of its opening it received no attention other than that given it by one man who mowed the grass and trimmed the trees. The greens were used by 1,885 individuals and in spite of the fact that no

## Dr. Charles N. Lathrop

In the recent death of Dr. Charles N. Lathrop, executive secretary of the Department of Christian Social Service of the Protestant Episcopal Church, the whole recreation movement has suffered a real loss. We who have worked closely with him have been inspired by his courage, his sincerity, his fundamental thinking and his willingness to make decisions according to fundamental principles. No labor was too great if Dr. Lathrop saw an opportunity to place the power of his church behind the recreation movement in localities. Always we have been helped by his warmth of personality and his kindly ways. We always felt that he was in a sense one of us and that nothing that concerned the happiness of human beings was foreign to him. His death leaves us with a deep sense of personal loss.

### A Junior Golf Course

(Continued from page 691)

attention was given the greens, they remained in excellent condition.

A number of beneficial results have been secured. The plan has utilized, improved and beautified city property which has lain idle, has provided labor for men who would otherwise have been unemployed, and has increased at small cost wholesome recreation activity for the teen age youth of the city.

### Polo in the Playground

(Continued from page 663)

6. A goal or point shall be taken off a team's score every time it makes three fouls.

7. Two halves of fifteen minutes each shall constitute a game.

It shall be deemed a foul:

(a) If a player other than goal guard gets in semi-circle.

(b) If goal guard advances towards his goal over the 50 foot line.

(c) If player holds, pushes, or kicks another player.

(d) If player strikes any part of the opponent's person with the polo club.

(e) If player kicks or catches the ball.

(f) If player turns club loose or throws club.

Any unnecessary roughness, unsportsmanlike conduct, or unfair play shall be called by the Referee and the player disqualified.

## "Flex-I-Dry" Tennis Courts

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## PLAYGROUNDS

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National Recreation School

NATIONAL RECREATION ASSOCIATION  
315 Fourth Avenue New York City

### A Progressive Party

*(Continued from page 665)*

begins playing. On the same card there should be a space for the name of the contestant and for the score secured at each game. At a given signal all players go to their initial games. There may

be 2, 4, 6 or 8 at each table. Eight is a preferable number since the larger group insures greater excitement and increased levity. Each game is played over and over again until the whistle blows. When 8 play the 4 having the highest score at each table enter a score of 10 on the cards opposite the number of the game played, and pass on to the next highest numbered game. Here the same procedure is followed. From 10 to 15 minutes may be allowed each game depending upon the crowd and on the program. When there are any "draws" or where there is any doubt about which players should move, cards should be drawn to decide. In all cases, a score of 10 is awarded each player who moves regardless of the manner in which he is chosen. Some inexpensive prize is given the one having the highest score.

In choosing games for this kind of party, select those which are sure to be "mirth-provoking." *Pit, I Doubt It, Donkey* and *Match* are never failing "gloom allayers."

*Courtesy Parker Brothers, Inc.*

### Street Games

*(Continued from page 675)*

- (b) After a successful shot the player may move his checker to a more advantageous position for the next shot provided the checker is not entirely removed from the base.
- (c) When the checker is shot out of bounds it may be returned to the boundary line at the point where it crossed over before the next turn.

## Magazines and Pamphlets

Recently Received Containing Articles of Interest to the  
Recreation Worker

### MAGAZINES

*Child Welfare*, February 1931

A Leisure-Time Program for High School Students,  
by Thomas W. Gosling

Amateur Dramatics as a Leisure-Time Activity, by  
Willard W. Beatty

*Parks and Recreation*, January 1931

The Union County Park System, by W. R. Tracy  
Golf Course—Integral of Landscape, by Paul B. Riis  
National Park Service Relieves Unemployment

Notes on the White House Conference, by V. K.  
Brown

Seeds vs. Stolons for Putting Greens, by Paul C.  
Williams

Popularity of Golf in Westchester County Parks

*The Parents' Magazine*, February 1931

It's Fun Outdoors! by Alice Lord Landon

Family Fun and Things for Children to Do and Make  
Books for Boys and Girls, by Alice Dalgliesh

*The Survey* *Midmonthly*, January 15, 1931

Old Folks at Play

*American Childhood*, March 1931

Good Times Together, by Nina B. Lamkin

Motion Picture Review of the General Federation of  
Women's Clubs, February 1931

### PAMPHLETS

*Annual Report of the Department of Recreation—York,  
Pennsylvania 1930*

*Cranford, New Jersey—Playground Recreation Commis-  
sion Second Annual Report 1930*

*Elmira, New York—Report of the City Recreation Com-  
mission 1930*

*May Day—National Child Health Day in 1930*

American Child Health Association, 450 Seventh  
Avenue, New York City

*City of Calgary—Parks Department Annual Report 1929*

*Radburn, New Jersey—A Report on Its Community Life*

## Selected Handcraft

(Continued from page 678)

furniture, wall shelves, beach sandals and games. Some large group projects were worked out with every child contributing something toward their completion. One playground made a beautiful over-stuffed living room suit consisting of davenport, lounging chair, footstool and end table. A braided rug completed the set. The furniture was made of fruit crates and was large and strong enough for six year old children to sit on. A rock garden, with a concrete pool, garden seats, a swing, a bird house and flag stone walks, was constructed at another playground.

The several woodwork groups chose the making of circus animals and wagons as their projects. Garden benches, tea tables and chairs, doll furniture, model nurseries and doll houses were also made by children who at the beginning of the season did not know what a coping saw was.



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## Book Reviews

**THE PRINCESS AND THE SWINEHERD.** Gwendolen Seiler. Lyrics and incidental music by Conrad Seiler. The Macmillan Company, New York. \$1.50. Royalty \$25.

A delightful play both to read and act is this play version of one of the most popular of folk tales. Boys and girls from twelve to seventeen, junior high school students and senior high school pupils in certain localities will find this a production well adapted to their needs. The scenery and costumes are not too difficult for amateur production and the author and illustrator have helped the director with careful descriptions and pictures.

**PLAYING THEATRE.** Clare Tree Major. Oxford University Press, New York. \$2.50.

These six plays from France, Arabia, Spain, Persia, Japan and England are excellent for production by children of junior high school age. The concise, detailed suggestions which are offered make it possible for teachers who have little experience along dramatic lines to produce the plays. The plays are entitled *Cinderella*, *Aladdin and His Wonderful Lamp*, *The Prince's Secret*, *The Maid of the Nile*, *Michio* and *Robin Hood*.

**SOCIAL RECREATION PAMPHLETS.** Woman's Home Companion, New York City.

The *Woman's Home Companion* has issued a number of attractive pamphlets on various phases of social recreation, among them the following: *Games for Grown-ups*; *Telling Fortunes*; *The School Party Booklet*; *The Children's Party Booklet*; *For Fun and Funds*; *Fifty Parlor Tricks*. These may be secured for 25 cents each.

**MOTHER, WHAT SHALL I DO NOW?** Constance Cameron and Maud Criswell. Dorrance and Company, Inc., Philadelphia. \$1.50.

Because recreation departments are doing so much to promote home play, recreation workers as well as mothers will be interested in this book which contains many valuable suggestions for keeping a child from two to seven years of age constructively and happily occupied. Activities are offered for the house and the yard, for Valentine and Hallowe'en entertainments, pasting and cutting parties, dress-up affairs, play houses, farms, gardens, toy furniture, stores and many other "let's pretend" activities.

**THE LOST CRICKET.** Howard Dean French. The Abingdon Press, New York. \$1.50.

The forty stories brought together in this book were told the children of the Church of the Pilgrims in Brooklyn by Dr. French during his pastorate. The stories are designed to excite the interest of the children as well as to instruct them in the basic elements that enter into the making of good character.

**ON WITH THE DANCE.** Scharlie Barbour. George Sully and Company, New York. \$1.25.

The author has given hostesses and entertainment committees something different in this book with its ideas for dancing parties, masquerades and clever suggestions for ice-breaking. There is, too, a complete outline of the duties of the entertainment committee which the social club will find very helpful.

**A BIBLIOGRAPHY OF SOCIAL SURVEYS.** Allen Eaton in collaboration with Shelby M. Harrison. Russell Sage Foundation, 130 East 22nd Street, New York. \$3.50.

The Department of Surveys and Exhibits of the Russell Sage Foundation has performed a much needed service in this comprehensive listing of reports of fact-finding studies made as a basis for social action. In the volume recreation surveys are listed under the subject of "general recreation" and in addition under such specific phases of the subject as dance halls, industrial conditions and relations, motion pictures and pool rooms. The arrangement of the material makes it exceedingly usable. It is classified in two ways—according to the subject matter of the

reports, and according to the localities studied. Part I lists reports of general social surveys; Part II reports on surveys of special phases of local community life, and Part III discusses the purpose of both types of surveys, methods employed in making them and standards of measurement used. Part IV lists reports grouped by locality.

In his interesting introduction, Mr. Harrison traces survey tendencies starting with the Pittsburgh Survey in 1907-1909. Summarizing briefly these tendencies, he says: "It may be added, with some considerable assurance, that the great growth in the use of the survey, partly resulting from a tendency to apply inductive methods to social questions and the increased effort to improve methods of measuring social phenomena, has in turn added vitality and new impetus to these trends themselves, and has also greatly increased the demand on both public and private agencies for better social statistics."

FARM CHILDREN. Baldwin, Fillmore and Hadley. D. Appleton and Company, New York. \$4.00.

This interesting and detailed study was made by the Iowa Child Welfare Research Station to determine the characteristics of farm children in relation to their environment and opportunities. The research carried on involved a study of every factor bearing on the development of the rural child. While the study was conducted in selected areas of Iowa, its findings are applicable to all sections of rural America. A study of the play life of rural children brought out a number of interesting facts. Lack of companionship and scarcity of toys and play equipment seem typical of the play life of the young farm children. Much of the rural preschool child's day was spent out-of-doors, where he played with a cat or dog, following the older children or parents at their work, or dug in the dirt or box of sand provided for him. Few provisions were made for outdoor diversion. Playthings often consisted of odds and ends that were gathered up around the home. Playground activities at the one-room school were simple but of much importance in the estimation of the children taking part. At recess periods games of tag, blind man's bluff, run-sheep-run, hide and seek, and fox and geese, were often played. Only a few of the one-room schools had playground equipment; but few of the teachers took part in the playground activities other than to maintain necessary discipline. In the consolidated schools, leadership on the part of the teachers and a definite effort to give pupils an opportunity for play, are helping to make these schools a center for community activities. With this group of children, community gatherings and entertainments by local talent, in which the children sometimes participated, helped to combat the social monotony with which farm life is sometimes encompassed.

COUNTY GOVERNMENT AND ADMINISTRATION. John A. Fairlie, Ph.D. and Charles Mayard Kneier, Ph.D. The Century Company, New York. \$4.00.

The growing concept of the county as the vital local planning unit makes this comprehensive study of county government and administration most timely. The book surveys the development of local government in England, the American Colonies and the United States, examines the relationship between the county and the state, deals with the organization of county government, discusses its functions and administration, and considers special problems of county government and the government of local areas smaller than the county.

"HANDY II"—The Red Book of Social Recreation. Edited by Lynn Rohrbough, Church Recreation Service, Delaware, Ohio. \$2.50.

Recreation workers and all leaders in social recreation activities will welcome the announcement that "Handy II," companion volume to "Handy," the Blue Book of Social Recreation, is ready for distribution. There are games for all possible occasions and the method of classification which Mr. Rohrbough has used makes the book doubly useful: Home or Apartment Games (One Room—4 to 10 Players); Games for Two or More Small Rooms (10 to

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**THE ORGANIZED RECESS.** Marie M. Ready. Office of Education, United States Department of the Interior, Government Printing Office, Washington, D. C. \$0.5.

A study of the use of recess periods shows that 47 per cent of the cities supplying information for the study made by Dr. Ready are providing three recess periods per day, during the morning and afternoon sessions and the noon free period. Several of the cities which usually provide for three organized recesses sometimes provide for four shorter recesses per day. Throughout the country the study showed, there is a growing tendency toward the development of pupil leadership of recess activities, and special leaders' classes are given instruction in their responsibilities either by the grade teacher or the physical director. The organized recess is planned and carried on by the physical director in 44 per cent of the cities included in the study. Information is given in the pamphlet not only about the amount of time devoted to organized recesses but regarding methods of organization and grouping the children, and the advantages, difficulties and disadvantages are weighed.

**TROOP SPIRIT.** Stuart P. Walsh. Boy Scouts of America. \$30.

Many suggestions for group work of boys are to be found in this pamphlet, one of a series in the Boy Scouts of America Service Library.

**THE SCOUTMASTER'S FIRST SIX WEEKS.** Stuart P. Walsh. Boy Scouts of America, New York. \$20.

Many hints for leaders in boys' activities are to be found in this pamphlet which offers suggestions for program, procedure for meetings, and for hiking and similar activities.

**INTIMATE TALKS BY GREAT COACHES.** Edited by E. Dana Caulkins. Wingate Memorial Fund, Inc., 57 East 56th Street, New York City.

Recreation workers will welcome this compilation of the Wingate Memorial Lectures of 1929-30 which were planned and given for the benefit of a class of 300 teachers who help carry on the program of the *Public Schools Athletic League* throughout the schools of New York City. The lectures have to do with football, soccer, basketball, hockey, swimming, track and field, baseball, lacrosse, and tennis. Among the coaches whose talks are recorded in the volume are such well known names as Fielding H. Yost, T. A. D. Jones, E. J. Gilgane, Paul Mooney, Orsen A. Kinney, and a host of others. It would be difficult to find more practical material on the conduct of sports and the fine points of technique than are presented by these authorities.

The Trustees of the Wingate Memorial Fund have taken action making possible the purchase of a limited number of the book on payment of \$2.00 a volume toward the cost of printing and mailing.

**OFFICIAL TRACK AND FIELD HANDBOOK—1931.** Spalding's Athletic Library. No. 112R. \$25.

This guide contains the track and field rules of the National Collegiate Athletic Association. It tells how to conduct a track meet and contains many college team pictures and records.

**PHYSICAL CAPACITY TESTS.** Frederick Rand Rogers. A. S. Barnes and Company, New York. \$75.

Dr. Rogers discusses this subject in three sections. Part I has to do with accuracy in testing. In this Dr.

Rogers has included general suggestions and specific procedure in spirometer, manometer and back and leg dynamometer tests and in push up and pull up tests for boys and girls. Part II discusses the significance of physical capacity tests, and here Dr. Rogers cautions against certain dangers and urges absolute accuracy. Part III, which is the Supplement, offers practical suggestions for materials, simple record cards and charts.

**THE CHALLENGE OF THE FORUM.** The Story of Ford Hall and the Open Forum Movement. Reuben L. Lurie. Richard G. Badger, Boston, Massachusetts. \$2.50.

For twenty-two years the Ford Hall Forum of Boston has sought "to aid in the complete development of democracy in America by encouraging the fullest and freest open public discussion of all vital questions affecting human welfare." Year after year thoughtful men and women, doers as well as thinkers, men and women of vision, speaking before the vast audiences at Ford Hall have stimulated many thousands of listeners to keener thinking on world problems. *The Challenge of the Forum* tells of the founding of Ford Hall Forum and its development over a long period of years; it is the tale of "an innocent little plan born in anxiety, continually threatened with suffocation, which has persistently survived, waxed strong, made friends, and after twenty-two years of increasing achievement gives promise of still greater usefulness." The volume describes the spread of the open forum movement and tells of the various types. It offers suggestions on how to start a forum and how to finance it. It is a human document, interesting and vital. Through it all one feels the influence of George W. Coleman, the founder of the Ford Hall Forum, who from the beginning has guided the movement making it a great constructive force.

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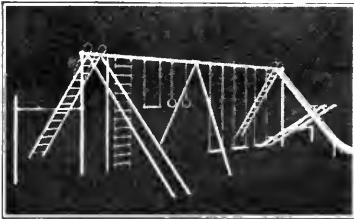
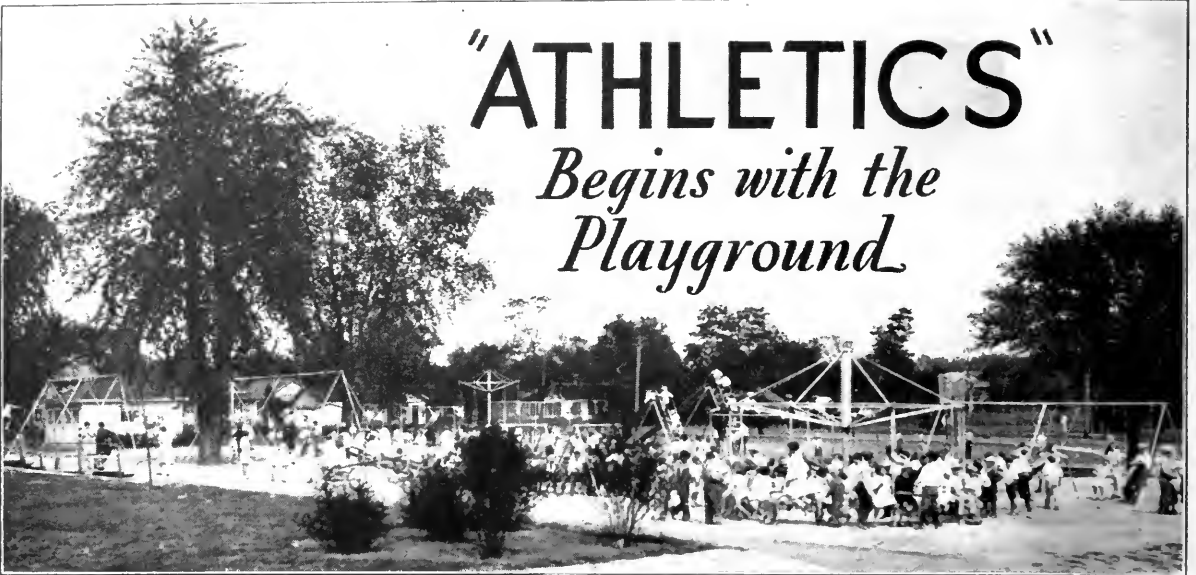
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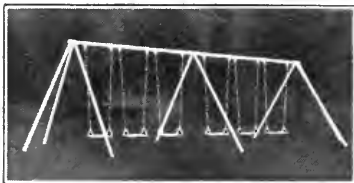
<p><b>City-Wide Events</b></p> <p>Promoted by  Department</p>	<p>Handball League Bowling League Basketball Championship Volley Ball Championship Indoor Baseball League Sports Exhibition Ice Hockey League Outdoor Winter Sports and Carnival Boxing League Wrestling League</p>
<p><b>Playground and Community Center Events</b></p>	<p>Shuffleboard Tournaments Chess Tournament Checker Tournament Paddle Tennis Tournament Camelot Tournament Mid-Winter Circus Soap Modelling Contest Elimination Dance Contests Music Memory Contests Progressive Games Nights St. Patrick's Day Party</p>
<p><b>Special Events</b></p> <p>Promoted by  Department  at Centers</p>	<p>Debates Community Nights Music Programs Movies Lecture Courses Forum Old Time Dances Dressmaking and Millinery Classes</p>

# "ATHLETICS"

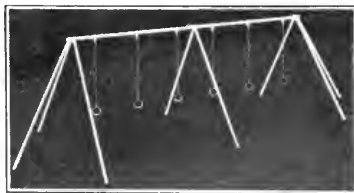
*Begins with the  
Playground*



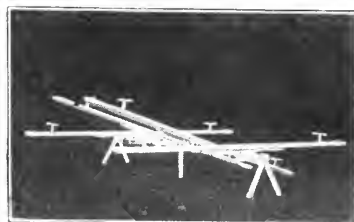
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