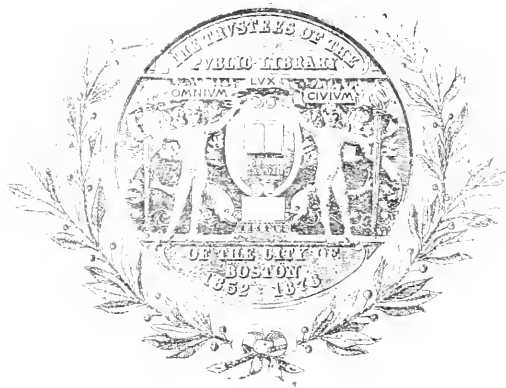


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Educational Pamphlets, No. 27.

THE PLAYGROUND MOVEMENT
IN AMERICA AND
ITS RELATION TO PUBLIC
EDUCATION.

LONDON :

PRINTED UNDER THE AUTHORITY OF HIS MAJESTY'S
STATIONERY OFFICE

BY EYRE AND SPOTTISWOODE, LTD., EAST HARDING STREET, E.C.,
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PREFATORY NOTE.

The following report on the Playground Movement in America has been prepared by Mr. Walter Wood, who visited the United States for the purpose of collecting material and gaining first-hand knowledge of the arrangements made for the play of school children.

The rapid growth of towns and the immigration of large numbers of people who have not been accustomed to organise games may have made the problem more pressing in America than in this country. It has produced that intense use of the available opportunities which characterises the work of many of the large towns, and in particular has led to the special training of play leaders. The attention which is now being given to similar questions in this country leads the Board to hope that the publication of this paper may be of service to those who are considering the extension of the facilities for play both for children and for adults.

The author of the report wishes to express his thanks to Mr. P. P. Claxton, Commissioner of Education for the United States, and to the school authorities of the cities visited throughout the country, for their kind co-operation, and to the following persons for valuable assistance and hospitality: Dr. C. Ward Crampton, Rev. Roswell Bates, Mr. Howard Braucher, and Mr. Bascom Johnson, of New York; to Mr. Otto T. Mallery, of Philadelphia; Professor Graham Taylor and Mr. De Groot, of Chicago; Mr. George E. Johnson, of Pittsburgh; Mr. Joseph Lee, of Boston; Mr. Edgar Martin, of Washington; and Mr. Dwight Meigs, of the Hill School, Pottstown, Pennsylvania.

It will be understood that the Board do not necessarily endorse any opinions which may be expressed in this paper. For these the author is alone responsible.

Office of Special Inquiries and Reports,
July 1913.

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THE PLAYGROUND MOVEMENT IN AMERICA AND ITS RELATION TO PUBLIC EDUCATION.

I.—GENERAL HISTORY OF THE MOVEMENT.

The playground* movement in America is about 25 years old. Among the big cities of the East one learns of sporadic attempts made in a small way even before that time. Sand gardens were opened in Boston in 1887, under the control of the Massachusetts Emergency and Hygiene Association, now no longer in existence, and social workers in New York and Philadelphia were experimenting with little children's playgrounds about the same date. The inspiration of this early work may be traced directly to Berlin. In 1885 a letter was written by Dr. Marie Lakszewska to the chairman of the Hygiene Association, mentioned above, pointing out that in Berlin there were placed in the public parks sand-piles, in which children dug and played, and suggesting that something of the kind might be done in Boston. It was nearly 10 years later before the movement began to develop. Between 1894 and 1898 playgrounds were started in New York, Baltimore, Philadelphia, Pittsburg, Chicago, Providence, Brooklyn, Milwaukee, and San Francisco.

As would be expected, the playgrounds of those days were provided by private subscriptions, and with a negative purpose—to keep children from playing in the streets. In most cases some Women's Club was the pioneer. The following is a list of associations found to have been maintaining children's playgrounds in the early days:—Mothers' Clubs; Women's Civic Leagues; Settlement Houses; Society for the Prevention of Cruelty to Children; Health and Hygiene Associations; Women's Christian Temperance Unions; Sunday Schools; Churches; Young Women's Christian Associations; and Women's Clubs of all descriptions. These were the initiators of the movement in the big Eastern cities where the crowded population made the playgrounds a necessity. Everywhere the playgrounds were welcomed and they quickly grew too big for management as a department of a social club. The Playground Associations were formed with strong Committees of social workers, teachers, and school authorities to extend the work. The co-operation of the education authorities was, as a rule, secured without difficulty. Permission to use the schoolyards

* In this report the word "schoolyard" has been used to differentiate between a playground attached to a school and a municipal playground, and the word "playground," in every case, stands for a place set apart for *supervised* play.

after school hours, and during vacation, was naturally the first favour asked, and once this was secured and the games begun, the sympathy of a section, at all events, of the school board was assured.

The year 1900 roughly marks the second period of growth. The Playground Associations with their many friends now had their grounds well organised and in full swing. Four or five years' work had driven home one fact, namely, that a space in which to play does not make a playground. The realisation of this fact removes the first and greatest stumbling block, as any playground worker in America will testify, and the Associations spent their dollars, not on expensive equipment, but on good play leaders. From this time onward the movement was an established success, for it stood by results.

In those neighbourhoods where the Association had opened a playground, under good play leaders, either in a schoolyard, or in the corner of a public park, or on a vacant lot, testimony came first from the school. The children were more attentive; they came back after their holidays more diligent. Attendance officers reported a decrease in the number of truancy cases. Statistics on these points are hard to obtain, but such as are available are given below (*see p. 50*). The improvement in behaviour noted by the school teachers was followed by the testimony of parents of children using the playgrounds as to a general gain in physical health and less mischief, the last item being endorsed by returns of the probation officers of the juvenile court.

These results brought an increasing number of influential men from the school boards on to the various Playground Associations, and with the coming of the educational officials came the long looked-for municipal grants. The end of this second period saw the Playground Associations strengthened by the addition of public officials to their ranks, and entrusted with the expenditure of sums varying from 25,000 dols. to 200,000 dols. from the City funds.

The third period in the history of the playground movement has introduced complications which have arrested, in many cases, the simple forward march, and which have resulted from two causes. The first is the undecided question as to which department of the municipality is the proper one to control the playgrounds. The second, and this is the real trouble, is the development of the playground movement into a larger-reaching recreation movement. As the movement went west it met with an enthusiastic reception. The new cities were not prepared to delay in the matter, but began operations at once from the City Hall. The following municipal departments were controlling city playgrounds in various cities in America in 1912:—The Park Department; the Board of Education; the Public Health Department; the Commissioners of Public Property; the State Normal School; the Street and

Water Board; the Board of Finance; the Board of Public Works; the Shade Tree Commission; the Public Bath Department.

In the City of Buffalo, New York State, the playgrounds have been variously under the control of the Department of Public Works (1901), the Park Department, and the Department of Public Health. At each change the playgrounds were offered to the Board of Education and refused. The upshot has been the establishment in February 1910 of a separate municipal department—the Playground Commission. The multiplicity of controlling authorities has not been favourable to the movement, especially where circumstances have led to some of the city playgrounds being controlled by one Department, and others in the same city by another, as in Chicago. Before detailing the solution arrived at in New York, Philadelphia, and elsewhere, the second complication may be looked into—the expansion into a recreation movement.

If an idea seems to be a good one it is taken up on trial in the western cities of the United States with enthusiasm. If it proves itself it is bound to grow and prosper, or, at all events, to grow. Where the playgrounds were tried in the West they were at once successful. They had every opportunity, land was not expensive to buy, and there was plenty of money forthcoming for equipment. Above all, except in a few cases, the cardinal mistake of providing an expensive ground with an inexpensive supervisor was avoided by the importation of play leaders from the East. Finally, the playground was found second to nothing for the purpose of gripping the foreign population in the western cities and civilising them to American standards. There is nothing like baseball and the free intercourse of games for turning the southern European boy into an American citizen. Such is the opinion of the playground supervisors from Chicago to the coast. This experience shaped the course of development for the playground movement. The children's playground became the recreation centre, catering for young and old alike. A detailed account of the manifold activities of the recreation centres of Chicago, and a plan of one of these centres, is given elsewhere (*see pp. 18-21, 50*). The recreation centre, however, is an expensive luxury. The Field Houses (the buildings in which the indoor amusements are conducted) are equipped with dancing hall, gymnasium, club rooms, baths, &c., and cost the city anything from 50,000 to 200,000 dols. The smaller cities, seeking to obtain the same benefits at less cost, adopted the plan of putting the money into the schools, and equipping them as social centres. Some account of one of these new pattern schools and its cost will be found below (*see pp. 10-11*). The development of the playground movement in the West, therefore, lies between the expensive recreation centre and the development of the public school as a social centre. In the East, the trouble with the uncertainty of control

led to the establishment, in 1911, in both New York and Philadelphia, of Recreation Commissions. Their purpose is to control the recreation of the people at large, which includes, naturally, children's playgrounds, and extends to the supervision of the cinematograph theatres. Some account of the constitution of these Recreation Commissions will appear later (*see pp. 25-26*). Other cities having separate Recreation Commissions are :—St. Louis, Missouri (pop. 687,029) ; New Britain, Connecticut (pop. 43,916) ; and Columbus, Ohio (pop. 181,548). Everywhere in the East the tendency is to follow New York, and to enlarge the field of work to cover the play of young and old alike. The Playground Association of America, a propagandist body formed in 1906, changed its name last year to the "Playground and Recreation Association of America" to allow scope for the larger field. This development in the East will naturally tend to sever the movement from the Boards of Education, and lead to the establishment of the recreation centre on the Chicago plan. Philadelphia is already laying out recreation centres, with Field Houses of the type used in Chicago, though less costly. At the present moment there still remain 46 local Boards of Education in charge of the playground systems of their cities. It seems probable that most of these will in time hand over their charge to a separate municipal department—a Recreation Commission, and that the use of the schools, which after all can only be had out of school hours, will only persist in those towns where large sums have already been invested in the school buildings for the purpose.

It remains to deal with the position of the various Playground Associations. With the intervention of the municipalities, some of these have ceased to exist ; others, being more influential, have survived as propagandist and advisory bodies. Some undertake the training of play leaders, while the largest body, the Playground and Recreation Association of America, employs field secretaries to tour the country giving advice on matters of organisation.

It is hoped that this general outline may give a better idea of the growth of the movement than any attempt to do so in greater detail. The movement has necessarily had a very different history in each town and state. Some cities, even in the East, are still in the first stage ; others have been for 10 years arguing the question of control between the various municipal departments. As there has been no central control of the movement, so there has been no uniform development.

The number of towns in the United States of over 25,000 inhabitants, according to the 1910 census, is 229. It is known that in 1912 332 cities were conducting organised play under qualified play leaders. Two hundred and fifty-seven towns reporting to the Playground and Recreation Association of America were spending between them $3\frac{1}{2}$ million dols. a year on the maintenance of playgrounds. This does not include

money spent on public parks, golf courses, baths, &c., provided for adult recreation.

Throughout the country the feeling is general that money spent on children's playgrounds represents a good investment for the city. The educational authorities, so far as the writer's experience goes, support the movement unanimously, and everywhere the policy of enlarging and equipping schoolyards is in progress. Citizens are proud of their playgrounds. Newspapers everywhere are glad to print articles and photographs, and public men constantly refer to the work. The present Commissioner of Education for the United States was a Director on the Board of the Playground Association of America. Governor Hughes, Mr. William Jennings Bryan, and President Woodrow Wilson have all spoken frequently on behalf of the playground movement. The following two quotations are from the public speeches of two ex-Presidents of the United States:—

“I hope that soon all our public schools will provide in connection with the school buildings, and during school hours, the place and time for the recreation, as well as the study, of the children” (Theodore Roosevelt).

“Every city is under the strongest obligation to its people to furnish to the children, from the time they begin to walk until they reach manhood, places within the city walls large enough and laid out in proper form for the playing of all sorts of games which are known to our boys and girls, and are liked by them” (William Howard Taft).

These opinions receive substantial support. During the past 10 years Chicago has expended 11,000,000 dols., and New York about 16,000,000 dols., in establishing playgrounds.

II.—TYPES OF PLAYGROUND ADMINISTRATION.

As shown in the foregoing historical outline, the playground movement has developed into a recreation movement, with social aims directed to the welfare of young and old alike. The course of this development has followed two channels, terminating for the one, in the erection of schools equipped to serve as social centres, and for the other, in the construction of a system of recreation centres, independent of the schools, or any other municipal undertaking. It is sometimes difficult to trace the causes which have led a city to adopt the one or other of these policies. The present writer is inclined to think, after a comparison of the history of the movement in the various cities, that the attitude of the educational authorities has had considerable influence in this matter. Where the Boards of Education have taken over the playgrounds, the development has naturally tended towards the school as a social centre. Nearly every city has at one time or other offered the control of its playgrounds to the Board of Education, which has not always appreciated the honour. When the educational authority has proved cold, the playground enthusiasts have generally

followed one of three courses, they have either remained a voluntary organisation with perhaps a municipal grant; or found a more sympathetic municipal body to take over the playgrounds; or, where they have been strong enough to do so, they have established a separate municipal Playgrounds Commission, which probably develops into a Recreation Commission.

The last five years have witnessed a very noticeable change in the attitude of educational authorities towards the playground movement, with the result that the movement, coming late to the new cities of the West, has frequently been embraced by the Boards of Education with enthusiasm from the start. Thus the school as a social centre is more typical of the new western towns.

Chicago stands for the summit of achievement on the recreation plan, and Gary, Indiana, for the best example of the working of the school as a social centre. It must be remembered, however, that the latter has not, as yet, reached its full development; it is rather an experiment upon trial.

(i) GARY, INDIANA.

Gary is a steel town. In 1906 it was not in existence, in 1910 the population was 16,000, in 1911 21,000, in 1912 26,000. The first annual report of the Board of School Trustees is dated 1909. Two quotations from this document will serve to show the attitude of the citizens of Gary towards the playground movement:—

“We consider the public and school playground absolutely necessary to supplement the work of school. The public playground for children and the school playground should be one and the same, and should be located adjacent to or near by the school.”

The report mentions an “absolute minimum playground space,” in connection with the recommended sites for new schools, of 49 square feet per head. One more quotation:—

“We further desire that each of these buildings, (public schools) be a social centre for the respective School Districts. The manual training, technical, commercial, and industrial courses, and physical culture classes will be especially emphasised in the night schools. The gymnasias, swimming pools, shower baths, playgrounds, auditoriums, lecture rooms, outdoor gymnasias, industrial rooms, (cookery and carpentry), and branch stations of the public libraries, (located in the schools), &c., are intended for the adult population as much as for the school children.”

The report, which is here discussing the latest and most improved type of school in Gary, (The Emerson School), goes on to offer something in the nature of an apology for the expenditure.

“Every part of the school plant is occupied every hour of the day. The children that are in the swimming pool for instance, would have to have a schoolroom provided for them if they did not have this swimming pool . . .

. . . The playgrounds, gymnasias, and manual training rooms, are used every school hour, and all of these cost less *per capita* than regular classrooms which would have to be provided to take their place."

A brief account of the Emerson School, the very latest of elementary schools, recently erected in Gary, may be of interest. It has a frontage of 245 ft. 9 ins. and a depth of 141 ft. 9 ins. This is not including the boiler house, which is an outbuilding.

Ground Floor (there is no basement) :—

- 6 regular class rooms.
- 2 kindergarten rooms.
- 2 library rooms (same size as class rooms).
- 4 manual training rooms (each of these is twice the size of a regular class room, and is most elaborately fitted with electric cooking plant, &c.)
- 2 gymnasias, with washing rooms, lockers, and shower baths attached.
- 1 swimming pool.

First Floor :—

- 12 regular class rooms.
- Headmaster's office.
- 2 teachers' rooms.
- Store room for school supplies.
- 2 general lavatories.
- 2 large locker rooms (these are for the children to keep their school books in).
- The auditorium, seating 546. (Stage with footlights, head-lights, &c.)
- Large main hall, for assembly of school.

Second Floor :—

- 12 regular class rooms.
- 2 manual training rooms.
- Gallery of the auditorium seating 278.
- 2 hospital rooms fitted with all simple remedies.
- Conservatory for plants.
- 2 general lavatories.
- Large hall (excellent light—planned for a school museum).

Third Floor :—

- One large room for drawing classes and for use as an art gallery.

It is hardly necessary to add that the heating and ventilation systems are perfect.

The Emerson School cost 225,000 dollars (over 45,000*l.*) Each class taught by a single teacher contains 40 children, thus the school accommodates 1,400 children in the class rooms at one time, while there is provision for a grand total of 2,240 children at work or play in the school building. There were actually about 2,000 in attendance in 1912.

Such are the schools now being erected to serve the community as social centres. Mr. Carroll G. Pearse, Superintendent of Schools, Milwaukee, and late President of the National Education Association, detailed, in a recent speech, the equipment necessary in a school building to fit it for use as a social centre:—An assembly hall for dancing, a library, a gymnasium, rooms for use as club rooms, baths. Few cities, he told his audience, are building public elementary schools to-day without these things.

All school buildings, erected in Detroit for the last 14 years have had auditoria seating between four and five hundred people. The Detroit plan is to open the schools for social work for five nights a week from October to March. Rochester, a city with a population of 220,000, has provided all its public schools for the last five years with gymnasia, baths and club rooms, and the School Commissioners announce that the public schools are to be available for use as social centres wherever the neighbourhood shows a need for them. The School Board, which shares with the Park Board the control of the playgrounds, is at present engaged upon the enlargement (wherever possible) and equipment of the schoolyards. The City Board of Apportionment has granted 8,000 dols. this year expressly for the purpose of fitting the schoolyards with paddling pools and apparatus of all kinds. The sum of 25,000 dols. was set apart for 1912 in Rochester for recreation work in connection with the schools.

The arguments in favour of the use of schools as social centres appeal strongly to the business instincts of the American citizen. To close down a public building and grounds so that it is out of use altogether for 18 hours out of the 24, is not their idea of the use of public property. A wider use of the school plant is the tendency everywhere, and the first step is usually towards a better use of the schoolyard. The author has seen in New York, Gary, and elsewhere schools where the yard has been in use for organised play throughout the day. This continuous use of the playground by the school in sections is an economy in time and space, as pointed out in the paragraph from the Gary School Board report quoted above. This idea of making some use of the schoolyard, undreamed of 10 years ago, initiated the vacation playgrounds. The success which attended the vacation playgrounds, has suggested a further extension in the supervision of the school playground after school hours, and on Saturdays. The Board of Education in Alameda (a city in California, with a population of 25,000) issued a regulation last year to the effect that organised games supervised by the teachers should take place during the noon recess, and for a period of one hour after school, in the playgrounds of all schools. This regulation was not popular with the teachers at first, but the superintendent of schools for Alameda, Dr. William C. Wood, in his report for 1911 declares,

after a full year's trial, that the beneficial results have more than compensated the teachers for the slight additional work. A larger proportion of children "made their grades" last year than ever before: and the principals of schools report an average decrease of 50 per cent. in children sent up for punishment. The regulation entails two to three hours extra work per week,* in the playground, for the teachers. Many teachers are voluntarily doing more than this amount.

A better understanding between teachers and children has also been established. The improvement in quality of work and discipline was most noticeable, the report states, amongst backward children.

(ii) NEW YORK CITY.

The Board of Education, controlling 291 playgrounds, is the principal playground authority for the City of New York. The population of New York in 1912 was 4,766,883. The Park Commissioners for the boroughs of Manhattan and Brooklyn have another 35, and 17 more are under local Playground Associations in the city. There are also five recreation piers maintained by the Parks and Playgrounds Association, and 29 Guilds of Play. The total number of playgrounds in New York City is, therefore, 348. Every stage of development in playground work is to be seen in New York from the very latest—a Permanent Recreation Commission—established in the City Hall, down to the small playground maintained by a women's club and supported by voluntary contributions. The two outstanding features are the work in the schools, and the ingenuity of the new Recreation Commission in calling into use every possible means at disposal for public recreation. Manhattan Island, upon which is crowded half the population of the city, has no further space available for playgrounds, and land is priced at a million dollars an acre. A great effort was made in the 10 years, 1895-1905, to preserve a few open spaces for the public use on the Lower East Side, Manhattan Island. During this period 10 acres were purchased for three small parks at a cost of 5,237,363 dols., more than the cost of the whole of Central Park's 840 acres, purchased only 20 years previously. Paradise Park Playground at Mulberry Bend, Lower East Side, cost 176,000 dols., which is at the rate of a million an acre, and was purchased as far back as 1902. Again a block of tenements on the East Side in one of the most congested quarters of the city was purchased at a cost of 1,811,127 dols., demolished and converted into the Seaward Park Playground with an area of 3.315 acres.

The Public Recreation Commission of New York City was established under an Act of 1911. It consists of seven persons

* Remunerated on the scale of class room work.

—the President of the Park Board, *ex officio*, a nominee of the Board of Education, and five others appointed by the Mayor. The Commissioners serve for five years. Mr. Bascom Johnson is installed as permanent secretary. Mr. Johnson is determined that every New York child shall be within a quarter of a mile of some sort of a playground within the next few years. This may mean the erection of 30 or 40 storey play buildings with a playground on every floor, but it can, and will, be done. Every available space is being called into use—roof gardens, riverside piers, even the meagre spaces beneath Brooklyn and Manhattan Bridges, vacant lots, pending building operations; everything that the ingenuity of an ingenious people can devise is being done to vindicate the child's right to play.

The work in the schools is conducted in part by the Board of Education, and in part by the Public Schools Athletic League.

Dr. Crampton, Director of Physical Training to the Board of Education, New York, believes in the continuous use of the schoolyard for organised games. He has also abolished to a large extent the old physical drill in favour of mimetic exercises. He finds the boys are markedly more alive over—

Starting for a race,
Boxing,
Putting the shot,

Fencing,
Throwing the hammer,
Baseball pitching, &c.,

in dumb show than any of the meaningless movements of the old drill.

The Public Schools Athletic League was organised in December 1903 for the purpose of providing boys in the public schools of the city with opportunities for organised games, athletic sports, and recreation of all kinds. A girls' branch was added two years later. Both branches of the Public Schools Athletic League have been placed, for practical purposes, under the Board of Education. The boys' branch owes its origin to Dr. Gulick (at that time Director of Physical Training to the Board), and the present secretary of the girls' branch was appointed Inspector of Athletics in the public schools in 1909. The officials of both branches of the League serve on the Committee on school athletics of the Board of Education, and the Department of Physical Training refers all questions of school athletics to the League.

The boys' branch has drawn up a series of individual and class tests in the Standing Broad Jump, Running (40 to 80 yards according to age), and pulling up with the arms on the horizontal bar. Athletic Badges are awarded in these contests by the Board of Education. Athletic Meets between schools and inter-school baseball leagues are also organised.

The girls have the same tests and Athletic Meets both in their own schools and with other schools. A programme of the Athletic Meet in the girls' school is given here. The

Meet took place on the roof playground in a space of about 100 by 40 feet. The dancing was to a gramophone; about 50 parents were present, besides the teachers and others interested in the school. The Clubs referred to on the programme are organised by the children themselves, with a little friendly supervision, only girls of a certain age and standing being eligible; they elect their own members; the rivalry between them is very keen.

ATHLETIC MEET. PUBLIC SCHOOL, 59. GIRLS' DEPARTMENT.

Programme.

1. Address of Welcome.
2. Contest: Shuttle Relay.
3. Songs ((a) Spinning Maiden; (b) Stars of the Summer Night): 8 B.
(i.e., girls in B. section of the eighth grade).
4. Contest: Distance throw (with a ball*).
5. Contest:—
 - a. Mountain Polka. Stitt Club.
 - b. May Pole Dance. Brice Club.
 - c. Seven Jumps. Draper Club.

Intermission.

6. Flag Drill.
7. Contest: Pass Ball.
8. Reap the Flax:—
 - a. Stitt Club.
 - b. Brice Club.
 - c. Draper Club.
9. Contest: All up Relay.
10. Decision of Judges.
11. Presentation of Trophy.
12. Presentation of Pine.

The relay races provided the greatest excitement, the club supporters encouraging each with its particular "yell." These Athletic Meets are general in every school; the particular one of which the programme is given is interesting as showing what the school with no playground except the roof can do in the way of athletics.

The morning recess of 20 minutes is so arranged that by distributing the different grades over different periods the playground is never overcrowded. Organised games, the teachers participating, are the rule throughout the city. Dr. Maxwell has given much thought to the problem of how to insure the best use of this recess period. Elementary School Circular No. 16 deals with the question at length; and Dr. Crampton has drawn up a typical programme, which is given below.

* The ball used was a basket ball—the size of a big football, and much heavier. The distance throw must be made with two hands, thus 15 to 20 yards is a very good throw.

DEPARTMENT OF EDUCATION, THE CITY OF NEW YORK.

Typical Programme for Organised Recess.

I. First and Second Years. Girls, Boys, and Mixed Classes.

a. Game. b. Song. c. Dance.

- | | |
|--|---|
| i. Cat and Rat.
Round and Round the Village.
Chimes of Dunkirk.
Muffin Man. | iii. Squirrel in the Nest.
Snail.
Kindapolka. |
| ii. Herr Slap Tark.
Did you ever see a Lassie?
Danish Dance of Greeting.
Hansel and Gretel Dance. | iv. Have you seen my Sheep?
Walking up to London Wall
Carousel.
v. Last Man.
Jolly is the Miller.
Shoemaker's Dance. |

II. Third and Fourth Years. Girls and Mixed Classes.

- | | |
|--|--|
| i. Corner Spry.
I See You.
Swedish Klap Dance. | iii. Dodge Ball.
Washing Song.
Tantoli. |
| ii. Swedish Fox and Geese.
As I was Walking down the Street.
Nixie Polka.
Teachers and Classes Ball or Bean Bag.
Relays may be used instead of games, and any games suggested for boys may be used by girls. | iv. Pass Ball or Bean Bag.
First of May.
Lassie's Dance (Kull Dance, |

III. Third and Fourth Years. Boys.

a. Game. b. Relay Race.

Games—

- | | |
|-------------------------|------------------|
| Black and White. | Four Round. |
| Centre Base. | Hare and Hounds. |
| Circle Race. | Home Run. |
| Corner Spry. | One Foot On. |
| Dodge Ball. | Prisoners' Base. |
| Hunt the Fox. | Touch Ball. |
| Have you seen my Sheep? | End Ball. |

Relays—

- | | | |
|-------------------------|----------------|-------------|
| Simple Relay. | Run around. | Arch Ball. |
| Shuttle Relay. | Ball overhead. | Touch Ball. |
| Potato Race (Bean Bag). | | |

A ball, a bean bag, or a dumbell may be used.

In ball relays a basket ball is the best.

Approved, C. Ward Crampton, M.D., Director of Physical Training.
William H. Maxwell, City Superintendent of Schools.

(Printed by the boys of the vocational school.)

(iii) BALTIMORE, BOSTON, PITTSBURGH.

The position in Baltimore,* where the schoolyard playgrounds are maintained by the Playground Association, which receives a grant from the municipality for the purpose, is quite unusual to-day, though a few years ago it was common enough. The State laws do not always permit the education authority to expend money for this purpose, but these powers are everywhere being extended. In Boston,† for example, this enlargement of

* See Appendix A., p. 22.

† See Appendix A., p. 23.

powers dates back to 1907, when the School Committee were empowered, by act of the legislature, "to make appropriations for athletics, sports, games, and play, in the same manner as the School Committee makes appropriations for the support of public schools." The State of Massachusetts went considerably further in the following year when it enacted a law making it compulsory for all cities of the State having a population of 10,000, or over, to hold a vote whether or not they should establish playgrounds. All but two cities, out of 23, voted for playgrounds supported by public taxes.

The State legislature of Pennsylvania enacted, in 1911, that the Board of School Directors in every school district in the Commonwealth—

"May establish, equip, furnish, and maintain the following additional schools or departments for the education and recreation of persons residing in said districts, which said additional schools or departments, when established, shall be an integral part of the public school system in such school district, and shall be so administered, namely:—High Schools; Manual Training Schools; Vocational Schools; Domestic Science Schools; Agricultural Schools; Evening Schools; Kindergartens; Libraries; Museums; Reading Rooms; Gymnasiums; *Playgrounds*; Schools for blind, deaf, and mentally deficient; Truant Schools; Parental Schools; Schools for Adults; Public Lectures."

These wide powers are justification for the belief that in time the playground work throughout the State of Pennsylvania will come into the hands of the educational authorities. The State legislature has empowered the educational authorities to make annual appropriations for the maintenance and equipment of playgrounds in schoolyards since 1895. In Pittsburgh this power has been used, but the appropriation has been paid over to the Treasurer of the Playground Association by a warrant on the City Treasurer, a somewhat curious procedure. The powers and functions of the local Boards of Education are increasing all over the country, and, in those States where the educational authorities are not active in playground work, the inference is that the existing machinery is considered adequate, rather than that the Board of Education has no power to act.

The playgrounds of Pittsburgh—59 in number—are magnificently equipped. The Field House on Lawrence Park Playground is fitted thus:—

First Floor.—Large playroom for little children with dolls' houses, rocking horses, bricks, &c.; Shower Baths.

Second Floor.—Library; Gymnasium; Sewing Room for girls.

The Swimming Pool Building, adjoining the Field House, contains:—Supervisors' Office, Carpentering Room, Cooking Class Room, Arts and Crafts Room, Lecture Hall with stage, and the Swimming Pool lockers and Dressing Rooms. Round the Swimming Pool is a wide trough of sand for building castles and digging. The playground attached has almost every form

of apparatus, besides flower beds, pergola, and lawns. The area is only $4\frac{2}{3}$ acres, but every yard is in use. The total cost was roughly 100,000 dols.; and the average attendance is 1,500 children per day.

"The little playgrounds," as they are called in Pittsburgh, are somewhat a feature of the work in the city. These are for children under ten. The play leaders in charge are the more highly trained. Play is conducted in open Parks, in the streets, closed temporarily for the purpose, on vacant lots, and in schoolyards. In the last case the play leaders appear on the ground about a quarter of an hour before the children come out of school. Simple apparatus, if not already fixed, is produced from lockers, and sheds, kept on the ground. When the children come out the games begin and continue for the remainder of the evening with a short interval of rest.

The attendance on the Pittsburgh playgrounds is very large. Five Recreation Parks had a total attendance of over a million persons for the year 1911, and nine small childrens' playgrounds a total number of 36,736 children.

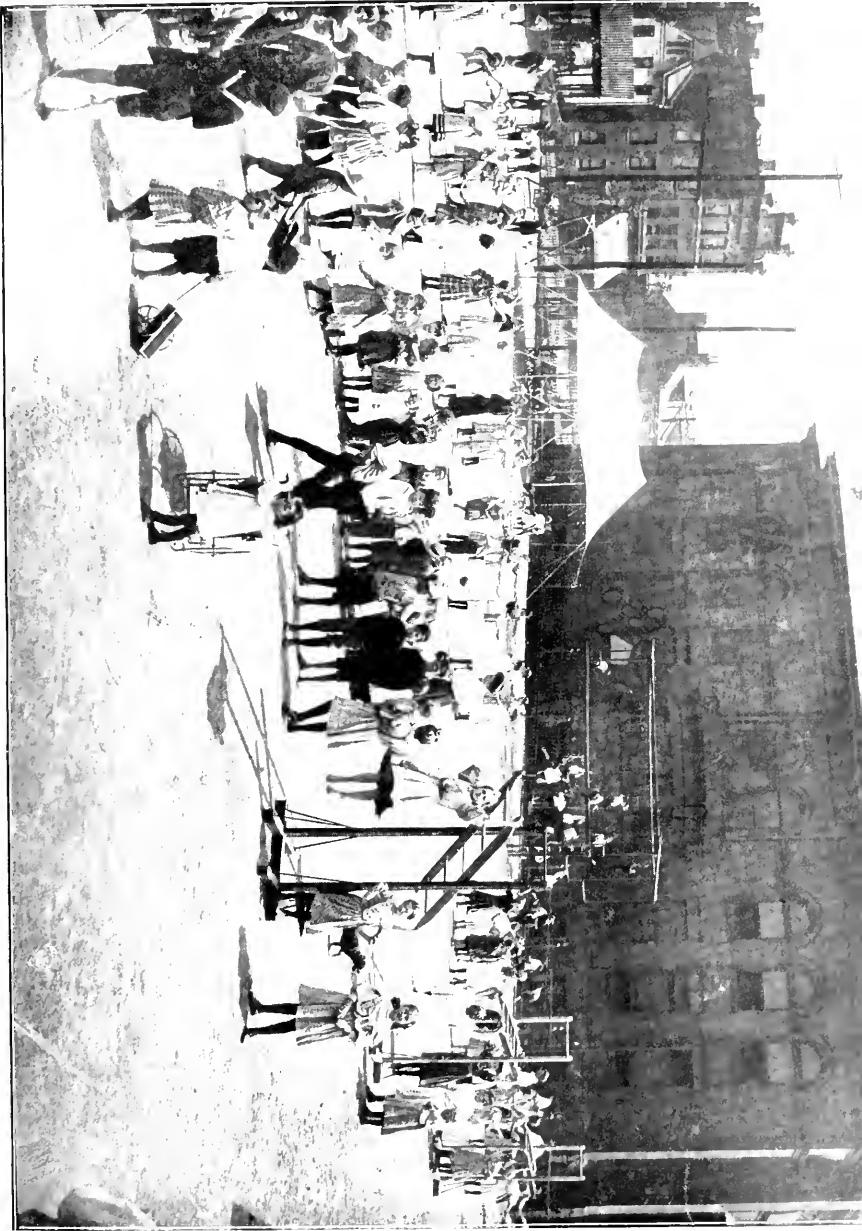
The Pittsburgh training courses for play leaders will be dealt with in the next section (*see p. 38 below*).

The curious position in Pittsburgh, where the Board of Education provides the money and the playground authorities spend it, results from opposition, coming both from within and without, to the education authorities controlling the playgrounds. The Pittsburgh Playground Association has an income of over 77,000 dols. per annum, and its activities cover far too wide a field to be taken over by the Board *in toto*. On the other hand it is difficult for the Board of Education to persuade the playground officials at the head of those departments of playground work which more properly belong to the education authority to enter its service, because the playground workers feel that their methods would have less freedom and be the subject of inexpert interference. The division of playground work into educational and social, has been made in other cities, however, and is on the way to being made in Pittsburgh. In New York and Philadelphia* the solution has been a Public Recreation Commission to manage the large social centre playgrounds, while the schoolyards, and all the educational work, is undertaken by the Board of Education. This solution is the *media via* between Gary, on the one hand, and Chicago on the other.

(iv) CHICAGO.

In Chicago the question of control is solved by bringing all the playgrounds of the city under one or other of five Park Boards. Work in the schools has made comparatively little progress, due to the magnificent provisions of the Park Boards.

* *See Appendix A., p. 26.*



Noon recess. Schoolyard. Pittsburgh.

The Board of Education sees little need for equipping school-yards when every child is within reach of a municipal playground.

The parks and playgrounds of Chicago are the finest in the United States. The system, as stated, is under the control of five separate Boards of Park Commissioners. Of these three—the Lincoln, or North Park Board, the South Park Board, and the West Park Board—are bodies independent of the municipality, having been so created by Act of the Legislature of the State of Illinois. The Special Park Commission is a municipal body created in 1899 to take over the few playgrounds remaining at that time under the control of private corporations. The Outer Park Commission exists for the purpose of guarding the interests of the public in the outlying districts of the town, and to insure that, in the midst of the building everywhere in progress, ample space for parks and playgrounds shall be reserved for the public. We have only to consider the rapid growth of a city like Chicago to see the great value of such a body as the Outer Park Commission. In 1880 the population was 503,298; in 1910 it was 2,185,283, and the city area, which in 1887 was 36,662 square miles, was returned in 1910 as 191,325 square miles. The Outer Park Commissioners estimated that, in 1950, the population of Chicago will be nearly 10,000,000. In proportion to this rapid growth in size is the rapid rise in the playground movement. Thirteen years ago the Playground Association of Chicago was struggling for a grant of 1,000 dols. of public money. To-day it is calculated that a sum between thirty and forty million dollars has been invested in the city parks and playgrounds.

The magnificent system of public parks and playgrounds erected by the South Park Commissioners of Chicago is, in the words of Mr. Roosevelt, “the most notable civic achievement of any American city.” The amount of money invested by the people of this one district alone is returned thus:—

	Dols.
For Lands - - - -	5,776,915
For Improvements - - -	11,306,413
	<hr style="width: 100%; border: 0.5px solid black;"/>
	<u>17,083,328</u>

The South Park system stands as a model, and delegates from all over America, and from Europe and Asia too, come to admire and to envy. It is worth while to consider the system in detail.

The South Park Commissioners are five in number, and the Commission came into existence in 1869. The five members are not elected but, with a view to their removal from politics, are appointed to hold office for six years, by the circuit Judges of the United States Court. The Park Commissioners, as already explained, are independent of the city, and levy their

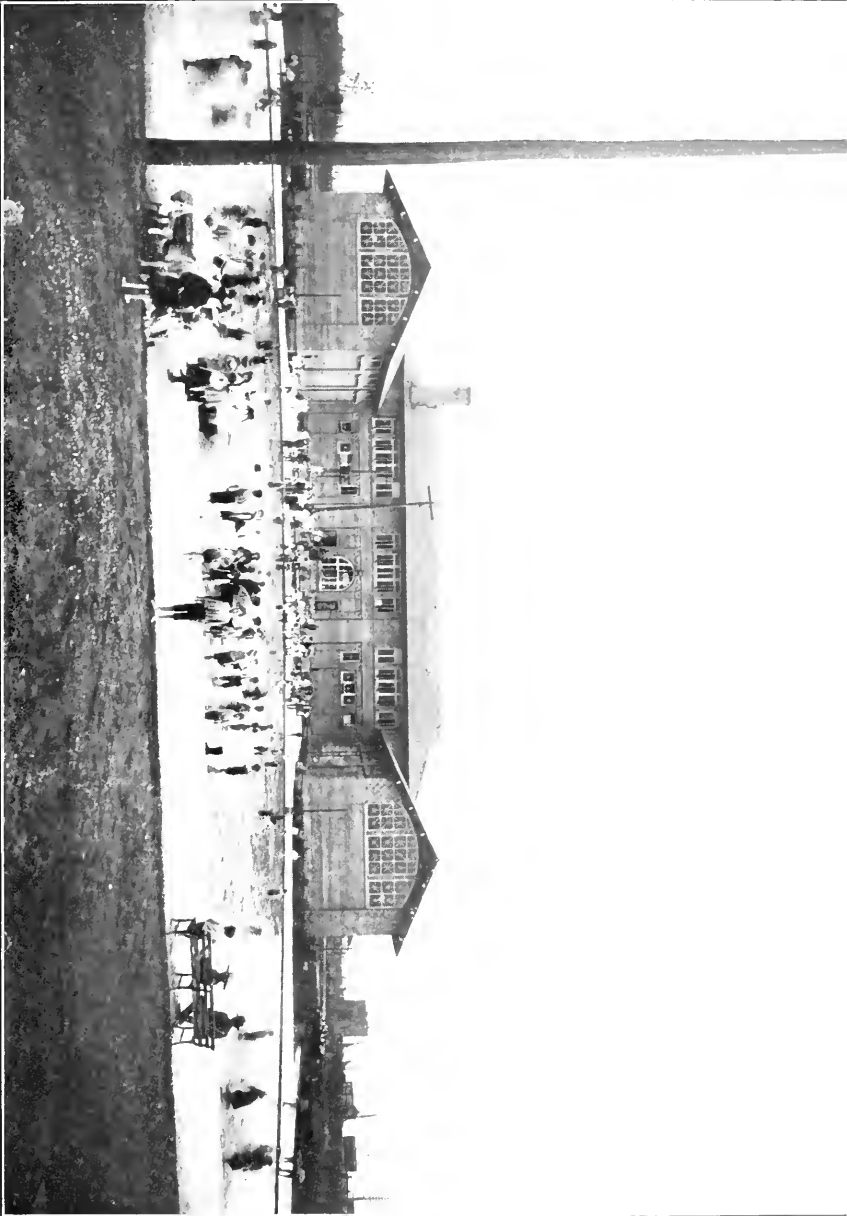
own taxes, employ their own police force, and, as far as the Parks are concerned, are in every way supreme.

The South Park Commission controls in all 23 parks, made up as follows:—Four big parks of from 200 to 500 acres; four small parks of from 25 to 100 acres; 15 play parks. Of these 15 play parks, eight are over 10 acres; six are 10 acres exactly, while one, Hardin Square, is 4·95 acres. Those of 10 acres or less are known as squares.

The total acreage of the 23 parks and playground squares in the South Park system is 2,021 acres, and in addition, the South Park Commissioners look to the upkeep of 28 miles of Boulevard. The cost in upkeep for the 23 parks and squares is roughly 500,000 dols. per annum. Armour Square, one of the busiest of the 10 acre recreation centres, cost 170,000 dols. to build and equip, and is now costing 29,000 dols. a year to maintain (*see* plan facing p. 50). It is a question whether the city receives an adequate return for the enormous sums invested. There is no doubt, however, that good use is made of this splendid system of parks and playgrounds by the public. For example, records of attendance, over a period of twelve months, at Davis Square, one of the recreation centres, show that 752,782 persons made use of the baths, gymnasium, reading room, &c., in the Field House. These would be all children and young people. Ten playgrounds in the South Park system had an attendance of 5,175,500 for the year 1910; 6,000 persons attended the swimming pool at the West Park Recreation centre No. 1 in one day. The Field Houses with which every park and playground in Chicago is equipped, are real social centres, and represent the high water-mark in public provision for recreation in America. From each is conducted a variety of enterprises which are by no means for the exclusive use of children. Each is fitted with an indoor gymnasium (for use when the weather is unfavourable to the use of the two outdoor gymnasia), a dancing hall, an auditorium for dramatic entertainments, a library, club rooms, play rooms, manual training rooms, and baths. Each Field House is the home of ten to a dozen clubs among the young people of the neighbourhood. These might be made up as follows:—Five social clubs for boys and girls (literary, debating, &c.); three athletic clubs (baseball, track athletics); one old scholars' club, high school fraternity, or lodge; one dramatic club.

The expensive Recreation Centre plan in effect in Chicago is meeting with a good deal of criticism. Those who favour the adoption of the school as a social centre liken Chicago to the farmer who cut two holes in his fence, a large one for the cat and a small one for the kittens. Again, Philadelphia boasts that it is building Field Houses just as effective at less than half the cost.

Nothing has been said of the West and North Park Commissions. The work is similar to that of the South Park,



Hamilton Park Wading Pool. South Park System. Chicago.

and their Recreation Centres are planned and conducted on the same lines. Their investments have been slightly less, and their annual expenditure is considerably less. The South Park system is the show one. Mr. De Groot, head of the system, is a man who thinks in millions, and his policy has been regardless of expense.

An account of the training courses for playground workers organised by the Chicago Training School for Playground Workers and by the Chicago School of Civics will be found in a later section, as also copies of the examination papers set by the West Park Commissioners in the examination for Playground Directors and Instructors (*see pp. 34-37 below*).

After hearing so much of the Chicago Park system it is somewhat surprising to learn that the actual Park area is no more than 3·62 per cent. of the total area of the city. This brings home the fact that the excellence lies in the laying out and the use of the available space.

The spectacle of the people of an industrial city like Chicago at play in the parks through the summer evenings is the spectacle of a city working out its own salvation. On the banks of the lagoons the older people sit in the shade of the trees, while the young people, both men and women, are engaged in baseball, tennis, and all manner of out-door games. For children between the ages of 10 and 15 there are playgrounds, one for boys and one for girls, equipped with every kind of apparatus. For little children there is a third playground containing swings, slides, see-saws, a sand-heap, shaded from the sun, and a paddling pool. In the Field House building there are the books, the dancing classes, the debating clubs. After dark the grounds of the smaller parks are brightly lit and the Field House is crowded with all its manifold activities in swing until eleven o'clock.

No better idea of the developments of the playground movement in America can be gained than from a comparison of the present position in these four cities, Gary, New York, Pittsburgh, and Chicago. In Gary they believe that the school should be the centre of all community recreational activities for young and old alike. In New York the social and educational work of the recreation movement is divided, the former being organised by a Recreation Commission, and the latter being under the control of the Board of Education. In Pittsburgh we see the transition stage of development, the Board of Education not being prepared, as yet, to take over all the educational work of the Playground Association but having undertaken some of it, *e.g.*, school gardens. In Chicago, all the playgrounds of the city are under the control of the Park Boards, and real recreation centres have been made of the parks and squares.

The question of which is the proper municipal authority, failing a separate department, to control the playgrounds is still

an open one. The arguments for and against the three principal controlling authorities may be summarised thus:—

Voluntary associations suffer from lack of funds and public interest. On the other hand, they have a certain independence, and the workers are usually enthusiastic. The Park Boards hardly pay sufficient attention to supervision, also they incline towards laying out large athletic fields rather than the small children's playground in a congested district. Both these errors are noticeable in the administration of the Park Department in Boston. What the Park Department can do, if given an absolutely free hand, is illustrated by the work in Chicago. The School Authorities often fail as regards the quality of the supervision, not having a sufficient supply of trained play leaders. The work is often entrusted to teachers without experience, and without a knowledge of the value or purpose of play. Many authorities have their playgrounds open only in term time, and the play in vacation schools is often too stiff and formal. Against this, however, we have to set the fact that the education authorities have the children, the grounds, and the buildings all available, and in the staff of teachers, the ideal material for play leaders.

If it were not for the fact that the peculiar needs of American civilisation had forced the development of the children's playground movement into a recreation movement for the people at large, there could hardly be any question as to the propriety of the work being in the hands of the educational authorities.

In Appendix A. to this section will be found a statement, in summary form, of the position in 1912 in seven of the cities visited, and in Appendix B. a table setting out the principal facts with regard to twenty other towns.

APPENDICES TO SECTION II.

A.—DEVELOPMENT OF THE PLAYGROUND MOVEMENT IN BALTIMORE, BOSTON, BUFFALO, CLEVELAND, COLUMBUS, PHILADELPHIA, AND WASHINGTON.

BALTIMORE, Pop. 558,485.

Playgrounds were opened by the Baltimore Playground Association in 1894, but failed owing to lack of supervision. Duluth, Pawtucket, and Toledo have all shared this experience of being obliged to close unsupervised grounds. Where the grounds are left without play leaders, they either fall into the hands of gangs of rough boys, who soon make them a menace to the neighbourhood, or else they remain unused, for there is no doubt that the municipal children's playground has to compete with the many attractions which the streets offer to boys as places in which to play.

The Baltimore Playground Association was refounded in 1897, and now controls 27 playgrounds, 18 in schoolyards, and 9 in the public parks. The Board of Education assists in the maintenance of the 18 schoolyard playgrounds to the extent of providing apparatus in 12 of them. The Association uses portable apparatus on the other six, which is put up on July 1st and taken away again when the vacation ends, about the middle of September. The grant from the city to the Playground Association last year was 14,000 dols., a sum less than might be expected, due to the fact

that the Public Athletic League is also assisted by the city. The Association organises a training course for playground directors (*see below*, p. 39).

The Public Athletic League is an institution organising recreation on behalf of boys and girls between the ages of 12 and 18. Hence the League does not come into close relationship with the Baltimore Board of Education. Such financial assistance as the League receives comes direct from the municipality in an annual grant of from three to five thousand dollars.

The Public Athletic League, as already stated, exists for the older boys and girls. The League uses the parks, in which baseball fields and running tracks for boys and basket ball fields for girls are set apart for their use during the summer. In winter the League uses school buildings, settlement houses, market halls, chapels—in fact any form of building which can be obtained. Portable apparatus is used when no other is available. The League is in touch with some 2,000 boys and 500 girls, and exists to organise and turn to social use the play of adolescent boys and girls. The boys' baseball league games are contested before big crowds, and their Athletic Meetings, at which the League presents gold and silver medals, produce excellent performances. The Public Athletic League has initiated a system of medical inspection among the contestants. This inspection, which is compulsory for boys entering for the track events, is, as a rule, readily submitted to. 1,717 boys having been examined last year. The examination made is considerably more searching than the school medical inspection which, in Baltimore, deals only with eyes, nose, and throat. Moreover, this examination, coming at a critical period of the boys' development, has been found in many ways especially helpful, and has proved a revelation to the medical men engaged upon it.

The Playground Association specialises somewhat in play on the streets and in vacant lots (*see also* Washington, p. 29), and in institutional work. In the last case, play leaders are sent to Orphanages, Rescue Homes, Feeble Minded Asylums, and Reformatory Schools, where play is needed as medicine for mind and body.

Considerable use is made of the school buildings, by both the Public Athletic League and the Playground Association. The new schools of Baltimore are very well equipped. One of the public schools (No. 51) built in 1911 cost 125,000 dols. The Board of Education has recommended a floor space of 26 × 32 feet for each class room, with a height of 12 feet, and by a Baltimore City Ordinance this is now the minimum area to accommodate a maximum of 48 children. Each of the new schools has a basement hall of 90 × 37 feet, fitted as a gymnasium. The Public Athletic League uses these halls for gymnastics and dancing every evening throughout the winter. Each basement hall is reached by a separate outside entrance, the way up into the school building being locked after school hours.

BOSTON, Pop. 670,585.

The playground movement has had a longer history in Boston than in any other city in the United States. The principal playground authority is the Park Department, which controls 30 grounds. The School Committee has a right to carry on games and supervised play on all these grounds and uses 25 of them. There is a scarcity of good play leaders, and the experts complain of the appointment by the civic authorities of good baseball players rather than good play leaders as heads of the several playgrounds. The Boston School for Social Workers is starting a course for playground leaders, and the State Normal School is now teaching a little about play.

The School Committee is at present maintaining 21 schoolyard playgrounds during the summer vacation at a cost of 12,434 dols. The items of expense on one of the largest of these are as follows:—

Emerson Schoolyard Playground.

	<i>Dols. cts.</i>
Teachers' salaries - - - - -	396.63
Janitors' salaries - - - - -	118.68
Apparatus - - - - -	207.46
Supplies for games - - - - -	28.13
Supplies for quiet play - - - - -	15.19
Labour on ground - - - - -	17.77
Total for 208 sessions - - -	<u>783.86</u>

The average cost of a vacation playground is 593 dols. The average attendance was 132 children per session, and the cost per head per session, 29 cents.

Appended is the official programme for the day on a schoolyard playground.

BOSTON PUBLIC SCHOOLS. (DEPARTMENT OF SCHOOL HYGIENE.)
PROGRAMME FOR SCHOOLYARD PLAYGROUNDS and CHILDREN'S CORNERS
in PARKS.

Summer Session, 1912.

9.45 to 10 a.m. -	Putting up swings, tilts, slides, sand-tables, &c.
10 to 10.15 a.m. -	Distribution of playground material. Opening exercises.

	DIRECTED PLAY UNDER CHARGE OF—		FREE PLAY. From 10 a.m. to 4.45 p.m.
	First Assistant.	Assistants.	
10.15 to 10.30 a.m. -	Active games for older children : Ball games and running games.	Care of grounds, material, and of younger children.	Swings. Tilts. Merry-go-rounds, Giant stride. Tether ball.
10.30 to 10.45 a.m.	Quiet games and care of yard.	Ring games and singing games for smaller children.	Slides, Sand-tables and sand material
10.45 a.m. to 12 p.m.	Collection of material.		Checkers. Jack-stones, Blocks.
12 to 1 p.m. - -	Luncheon	Care of grounds : Quiet games. Luncheon	Ring-toss. Bean bags.
1 to 2 p.m. - -	Care of grounds : Quiet games.		Bean bag boards, Balls.
2 to 3 p.m. - -	Dancing : Monday, Wednesday, and Friday.	Care of grounds : Embroidery and reading : Monday, Wednesday, and Friday.	Jumping ropes. Hoops. Reins. Ringfoil.
	Care of grounds : Embroidery and reading : Tuesday, Thursday, and Saturday.	Story telling : Tuesday, Thursday, and Saturday.	Puzzles. Quoits. Croquet. Tennis.
3 to 3.30 p.m. -	Care of grounds : Cutting.	Dramatics	
3.30 to 4.45 p.m. -	Active games	Active games	
4.45 to 5 p.m. -	Taking down the swings, slides, sand-tables, &c., and the collection of material. Closing exercises.		

Inter-playground games, meets, and demonstrations to be scheduled by supervisors.

THOMAS F. HARRINGTON, M.D.,
 Director.

BUFFALO (STATE OF NEW YORK), Pop. 423,715.

The playground movement in this city has had a peculiar history. Nothing was attempted until 1900, when a Women's Club, attached to a Settlement House in a poor quarter of the city, raised money by public subscription, and, having obtained permission from the education authorities, equipped Emslie Street Schoolyard as a playground. The work obtained instant recognition from the municipality, and in 1901 the city took over the Emslie Street playground, and the Park Department started the Terrace playground in the Italian quarter, receiving an appropriation of 2,900 dols. from the city for the purpose.

In 1903 the playgrounds, six in all, were transferred to the Public Works Department.

In 1904 the Public Health Department undertook the maintenance of the six playgrounds, and the appropriation was increased from 13,150 dols. in 1903 to 23,695 dols. in 1904, 11,845 dols. being for the purchase of land for the Bird Avenue playground.

In February 1910 the Playground Commission was formed to take over the playgrounds from the Public Health Department. The appropriation for this year amounted to 145,570 dols., three new grounds being added. In 1910 the appropriation from the city was 29,962 dols.; of this sum 13,110 dols. went to the maintenance of the nine existing grounds and the balance to the acquisition of new sites.

In 1911-1912 the appropriation was 36,990 dols. for the maintenance of 11 playgrounds. In 1912 36,590 dols. was granted to the Playground Commission for the upkeep of playgrounds with a total area of 748,486 square feet, and, in addition, a bond issue of 100,000 dols. was authorised for the purchase of land and permanent improvements.

The present Superintendent of Schools in Buffalo is not particularly sympathetic to the play movement. He is elected by a majority of votes in the city, and is not, as in most other cities, a paid official of the local Board of Education.

By a clause in the regulations governing the Civil Service examinations in Buffalo, candidates for a position as Director or Head of a playground must have been three years resident in Buffalo. (*See below*, p. 40, for a copy of the examination paper for the position of Playground Director.) Since there is no training school for play leaders in Buffalo, the directors of the various playgrounds come to the work untrained, and this is felt to be a considerable handicap.

The Playground Commissioners of Buffalo (seven in number) state in their latest report to the Common Council that they consider the recreation facilities of Buffalo very inadequate.

CLEVELAND (STATE OF OHIO), Pop. 560,663.

The Playgrounds of Cleveland, with the exception of two, maintained by Settlement Houses, are under the Cleveland Board of Education. The total number for the city is 39. Of the 37 maintained by the Board of Education, 23 are on schoolyards, and are open under trained supervision for the 11 weeks of the summer vacation. Besides these schoolyard playgrounds, the Board maintains 14 children's playgrounds in public parks, and these are open all the year round. The upkeep of the schoolyard playgrounds costs the Board for the 11 weeks roughly 10,000 dols.; the 14 park playgrounds cost about 9,000 dols. for the year. The average cost of a vacation playground is 435 dols. The two Settlement House playgrounds are supported at a cost of 1,000 dols. a year each.

The policy of the Board of Education is towards equipping all the schoolyards with apparatus, except in the case of those schools adjacent to a Park playground, or where one equipped schoolyard is of sufficient size, and so located, as to serve more than one school.

The municipality has granted 100,000 dols. for the express purpose of extending the playground space attached to the public schools, and this work is now in progress.

Cleveland is not satisfied with its playground accommodation. A million dollar bond issue, for play purposes, was voted in 1911 and only narrowly defeated. The State Legislature requires in such cases a two-thirds majority of the voters in the city, and although the bond issue had a clear majority, it was defeated. There is every reason to expect that the bond issue will soon be carried as a result of holding the sixth annual Playground Congress in the city in June 1912.

COLUMBUS (STATE OF OHIO), Pop. 181,511.

In July 1910, Columbus appointed a Recreation Commission of seven persons to hold office for three years, and during that time, to make a report upon the recreational requirements of the city. Their report is now to hand, and has resulted in the establishment of a permanent municipal Department of Public Recreation, and an increase in the number of playgrounds from 8 to 12 in the first year. The Recreation Department favours the establishment of Recreation Centres on the Chicago plan, and the placing of little children's playgrounds (sand boxes, &c.), on every schoolyard.

PHILADELPHIA (STATE OF PENNSYLVANIA), Pop. 1,549,008.

The first public playground in Philadelphia was opened by the Woman's Civic Club in 1894. In the same year the City Parks Association joined the movement. In 1895 the Board of Education opened four public schoolyards as vacation playgrounds through July and August. In 1908 the number of vacation playgrounds maintained by the Board was 56, and in 1912 it was 91. The maintenance of these 91 playgrounds through July and August was estimated to cost the Board of Education 45,000 dols., or roughly 500 dols. per playground.

The Playground Association of Philadelphia was founded in 1907 and exists now as a propagandist and advisory body only, although it still controls a number of summer camps for boys and girls. In 1909 a Public Playgrounds Commission was appointed to investigate and report upon the recreational facilities of the city of Philadelphia. The Commission reported in April 1910, and its principal recommendation was in favour of the appointment of a separate municipal department to supervise the city playgrounds. This recommendation was acted upon, and the Philadelphia Board of Recreation was constituted in 1911.

The Board of Recreation consists of seven members, the Mayor and the Superintendent of the Public Health Department *ex officio*, and five others appointed by the Mayor. As constituted in 1912, Dr. Brumbaugh, the Superintendent of Schools, is President of the Board of Recreation; and Dr. William Stecher, Director of Physical Education to the Board of Education, is also a member of the Board of Recreation. Thus the two Boards of Recreation and Education are united and can work together in harmony.

The Board of Recreation has now taken over the few playgrounds existing in 1910 outside the control of the Board of Education, but the latter continues as the principal controlling authority in the city. The Board of Recreation has, all told, 13 municipal playgrounds now in operation. Four of these are recreation centres on the Chicago plan, though far less costly. Sherwood Park Recreation Centre, for example, has a field house equipped with swimming bath, gymnasium, club rooms, auditorium, and everything that is to be found in Armour Square, Chicago, yet Sherwood Park cost only 56,000 dols. to build and equip, as against 170,000 dols.—the cost of Armour Square. Of course Armour Square is 10 acres and Sherwood Park only just over three, but the question is whether the community is not every bit as well served by the smaller ground.

The Superintendent of Schools, Dr. Brumbaugh, regards games and play as an essential part of elementary education. The Board of Education accordingly has a training course in play for teachers (518 students being registered for 1912, *see below*, p. 40), and teaches games in school hours as part of the physical training course. The Director of Physical Education to the Board has arranged a schedule of games for the eight grades of the elementary school. Each game is described with full instructions in the physical training manual issued to the teachers of the respective grades.

The schedule* is as follows :—

I. GRADE.

Cat and mouse.	Bean Bags (R).
What are you doing in my garden ?	(a) Toss up and catch.
Running race (short distances).	(b) Toss to a partner.
Hand tag (R).	(c) Combine (a) and (b).
Squatting tag (R).	(d) Teacher.
Skipping tag (R).	Bound ball (R).
Follow the leader (R).	
Long jumping rope (R).	

II. GRADE.

All games of Grade I., may be played.	<i>Ball Games.</i>
Cat and mouse, in two concentric circles.	Increase the difficulty of the games in Grade I., by greater distances ; by designating the hand that tosses or catches ; also by hand clapping once (or oftener) before a bag is caught.
Cat and mouse with two cats.	Toss the bag for height.
Change tag.	Toss through a bag board (R).
Catch me.	Bag in the ring (R).
Spin the plate, or catch the wand (R).	Dodgeball, with one foot in a circle (R).
Jacob where are you ? (R).	
Long jumping rope (R).	
Jump over the seats.	

III. GRADE.

All the games of Grades I. and II. may be played.	<i>Ball Games.</i>
Potato race, planting and picking.	Play the ball games of the preceding grades with a large gas ball, a soft base ball, or a basket ball.
Running and hopping races.	Duckstone (with bean bags) (R).
Third tag and run.	Guess who ? (R).
Pussy wants a corner.	Throw at a bell or through a hoop. (R).
The beetle is out.	Also quiet games for warm days.
Fox and chickens.	
Pass the bean bag (bag relay).	

* The games enumerated here are described in the work of the respective grades. Games marked with an (R) can also be played in the school room. They are all described in "Games for the Playground" by Jessie H. Bancroft (New York. The Macmillan Co., 1910).

IV. GRADE.

The games of Grade III. may be played.

Day and night.
 Bogey man (black man).
 Break through (bear in the ring).
 Last pair run.
 Lame goose.
 Catch the wand or spin the plate.
 Girls : jumping rope.
 Boys : Leap frog.
 Foot in the ring.
 Wrestle for the wand.

Ball Games.

Play the ball games of Grade III. with a small soft rubber ball or a tennis ball.
 Throw for height and distance.
 Toss up and bat a gas ball.
 Toss and catch a tennis ball.
 Toss up (name the catcher).

V. GRADE.

The new games of Grade IV. may be played.

Relay race.
 Three deep.
 Poison.
 Hopping circle.
 Girls : jumping rope.
 Grace hoops.
 Rubber quoits.
 Boys : rooster fight.
 Quoits (horseshoes).

Ball Games.

Girls and boys, bat ball with a volley ball or light basket ball (one base and home).
 Chase ball (with a basket ball — two sides play against each other).
 Medicine ball (toss for height).

VI. GRADE.

Rabbits, two hunters on a line.
 Relay race.
 Three deep.
 Catch the robber.
 Poison.

Ball Games.

Bat ball with a basket ball.
 Bat over a rope (with a volley ball).
 Chase ball.
 Kick ball (who catches the football kicks it).
 Pass ball, in a circle.
 Medicine ball.

VII. GRADE.

Rabbits, one hunter on a line.
 Relay race.
 Three deep.
 Prisoners' base.

Ball Games.

Hand base ball with a basket ball (girls with a volley ball, nine players on a side).
 Captain ball.
 Dodge ball in a circle.
 Kick ball.
 Pass ball over head (in a circle).
 Chase ball.
 Medicine ball.
 Volley ball (with one bounce).

VIII. GRADE.

Prisoners' base.	<i>Ball Games.</i>
Relay base.	
Rabbits (one hunter on a line and a captain).	Hand baseball.
Three deep.	Wall baseball.
	Captain ball.
	Hurl ball (medicine ball with a strap handle).
	Volley ball (on a fly).
	Pass ball (overhead).
	Chase ball.
	Battle ball.
	Progressive dodge ball.

PLAY APPARATUS FOR SCHOOLYARDS.

For boys and girls.

Giant strides.
 Horizontal ladders.
 Seat swings.
 Teeter boards.
 Tether ball.
 Standards for high jumping.
 Sandpit for broad jumping.
 Rubber quoits.
 A few basket balls.
 A few footballs.
 Playground baseballs and bats.
 A medicine ball.
 A hurl ball (with a handle).

For boys.

A low horizontal bar.
 A pole vaulting set.
 A few low hurdles.

For girls.

A few long jumping ropes.
 Several dozen short jumping ropes
 Several dozen bean bags.
 A few bag boards.
 Several dozen grace hoops.
 A few soft rubber balls.

WASHINGTON, D.C., Pop. 341,069.

Washington has 11 public playgrounds under the control of the Board of Education. Each ground has an average attendance of 400 a day. In 1911 the Board spent 17,000 dols. on the upkeep of these playgrounds.

Mr. Martin, of the Washington Playground Association, explained the formalities necessary before closing a street for play. The name of the street, with the distance required (sometimes as much as a quarter of a mile), is sent beforehand to the police authorities, together with the dates and times of the proposed closing. When the police permission has been obtained, a board, similar to the familiar "Closed for repairs" sign is placed across the section of the road to be used—"This street is closed for play." Policemen stand at each end to divert the vehicular traffic, pedestrian traffic continuing as usual, the roadway being given over to roller skating and games. Street play is, without doubt, a very effective method of reaching the children, and is now favoured in nearly every congested city. The play leaders chosen to conduct street play are usually the most expert on the staff.

B.—TABLE SHOWING IN SUMMARY FORM THE POSITION OF THE PLAYGROUND MOVEMENT IN TWENTY LESSEER CITIES OF THE UNITED STATES.

City.	State.	Popu- lation.	Num- ber of Play- grounds.	Number of Employees.*		Hours open under Supervision.	Average Daily Atten- dance.	Controlling Authorities.	Expenditure.	Sources of Support.
				Men.	Women.					
Alameda -	California -	23,383	3	1	3	All	500	City Council - - -	Dols. Cts. 10,350.00	Municipal funds.
San José -	California -	28,946	7	—	—	All	—	Board of Education	5,500.00	Municipal funds.
Hartford -	Connecticut -	98,915	6	1	23	All	2,537	Board of School visitors and Social Settlement.	1,250.00	Municipal and Private funds.
New Britain -	Connecticut -	43,916	4	1	5	—	950	Recreation Commission and private individual.	775.00	Municipal and Private funds.
Dubuque -	Iowa -	38,494	2	—	2	4	230	Women's club - - -	450.00	Private funds.
Louisville -	Kentucky -	223,928	18	21	31	9-12; 2-6	7,100	Park Board - - -	32,500.00	Municipal funds.
Easthampton -	Massachusetts -	8,524	1	—	2	5½	86	School Board - - -	339.72	Private funds.
New Bedford -	Massachusetts -	96,652	8	8	25	9-11.30; 2-5 p.m.	—	School Board - - -	3,641.55	Municipal funds.
Worcester -	Massachusetts -	145,986	23	17	65	9.30-11.30; 2.30-5.30.	6,333	Playground Commission -	17,704.00	Municipal and Private funds.
Battle Creek -	Michigan -	25,267	8	0	1	8.30-4 p.m.	—	Board of Education -	1,500.00	Municipal funds.
Detroit -	Michigan -	465,766	16	20	39	9-4.30	11,195	Park Commission and Board of Education.	170,200.00	Municipal and Private funds.
Grand Rapids -	Michigan -	112,571	20	5	44	All	3,289	Board of Education -	21,353.96	Municipal and Private funds.
Minneapolis -	Minnesota -	301,408	21	10	18	All	1,136	Board of Education. Park Board, and Unity House.	18,358.66	Municipal funds.

St. Louis -	Missouri -	687,029	12	17	24	9-9 p.m.	7,228	Playground Commission and Board of Education and City Council and County Park Commission.	10,733.00	Municipal and County funds.
East Orange -	New Jersey -	31,371	9	3	8	All	1,700	Board of Education	4,507.21	Municipal funds
Toledo -	Ohio -	168,497	12	12	6	8-12 : 4-8 p.m.	1,383	Playground Association and Park Commission.	7,700.00	Municipal and Private funds.
Youngstown -	Ohio -	79,066	10	12	12	All	2,600	Mayor's Committee on Playgrounds and Playground Association.	8,137.46	Municipal and Private funds.
Providence -	Rhode Island -	224,326	18	22	47	9-30-9 p.m.	4,030	Board of Education	1,800.00	Municipal funds
Madison -	Wisconsin -	25,531	4	4	3	9-5 p.m.	100	Park Commission	8,517.91	Municipal funds
Milwaukee -	Wisconsin -	373,857	9	-	-	9-8 p.m.	-	-	-	-

* Exclusive of caretakers.

III.—THE PLAYGROUND MOVEMENT IN RELATION TO PUBLIC EDUCATION.

If the whole of the playground movement is not to be properly relegated to the educational authorities, there are certainly a number of playground activities which belong to the elementary school. Manual training for boys, cooking classes for girls, vacation schools, school gardens, and medical inspection—to mention only a few. The Allegheny Playground Association in Pittsburgh has equipped seven public schools with cookery and manual training apparatus. The school garden work of the Pittsburgh Playground Association has just been taken over, officials and all, by the Board of Education. Mr. Johnson, Secretary of the Pittsburgh Playground Association, was appointed Director of Special Schools in May last, a post he declined much to the relief, it may be imagined, of the Playground Association.

There is no doubt that in many cities the school authorities look to the playground workers to help them over the stony places, and that the result of the co-operation is a wider view on the part of the former of their obligations to the child.

(i) SALARIES OF SCHOOL TEACHERS AND PLAY LEADERS COMPARED.

A prominent Superintendent of Schools has said that his ideal is to make every elementary school teacher a play leader. Towards this ideal nearly all candidates for the teaching profession are learning something about play in their training course. As regards salaries offered, in those towns where the playground movement is municipally controlled, and on a good footing, there is little to choose between the emoluments of school teaching and play teaching, though the former at present offers a better future. The salaries of the Pittsburgh elementary teachers were fixed in 1912 at a minimum of 105*l.* and a maximum of 315*l.* a year. Principals, in buildings with 16 rooms or more, receive a minimum of 437*l.* and a maximum of 540*l.* Play leaders' salaries vary very much according to the size of the playground and the value placed upon their services by the body employing them, but they are seldom less than 180*l.* a year for leaders and 140*l.* for assistants. The heads of the playgrounds in Chicago receive 400*l.* to 600*l.* a year, but these positions invite considerable competition, and—in accordance with the Chicago scale—are somewhat above the average. The administrative posts in playground work vary from 500*l.* to 1,000*l.*, slightly less than the educational administrative official's salary.

(ii) SCHOOL TEACHERS AS PLAY LEADERS.

On the whole the school teachers are better paid; on the other hand there is a big demand for trained play leaders, and

salaries are conspicuously on the increase. It is not too much to say that the playground movement to-day has the sympathy and support of the teaching profession as a whole. A few years ago teachers were somewhat suspicious of the new ideas. Regulations enforcing the participation in organised games at recess were not unnaturally unpopular. Many thought the intercourse between teacher and pupil on the playground would be detrimental to discipline. The practice, however, in those cities where the teachers participate in the playground work, has presented no difficulty. Consideration of the following points will explain this:—

- (i) Most young teachers now have learned something about play in their training course;
- (ii) Games at recess, in those cities where the regulations require them, are organised from headquarters; programmes offering a wide choice, with full instructions, are sent out each term;
- (iii) The number of teachers on duty at recess games is no more than was formerly required for ordinary playground supervision;
- (iv) Older teachers unwilling, or unsuited, for playground work are not required to participate.

In those cases where the playgrounds are open for an hour, or sometimes longer, after school hours, and the supervision is left to the teachers, the work is paid in accordance with the scale of school work. This last practice, however, is extremely rare and is criticised both by school and playground authorities. The teachers are tired and the children (without any reflection on the teachers) are tired of the teachers. Opinion is divided upon the question of whether the school teachers (given every suitable qualification) make good play leaders for their own children. Mr. George Johnson, an eminent authority, who has been a school teacher, school superintendent, play leader, and superintendent of playgrounds, thinks that the teachers should work and play with their children. The majority of playground workers, however, schools and teachers being what they are, are inclined to differ on this point. Mr. De Groot, head of the South Park system in Chicago, is of opinion that play in the hands of educational authorities generally is cramped, and its importance underestimated. The school teacher is apt to make play the antidote rather than the complement of school work, and School Boards to regard it as physical training.

Experience has allayed the fears and doubts of school principals in the matter of playgrounds and discipline. The first effect of equipping and maintaining a schoolyard as a playground is an improvement in the school discipline, and this has been a prime factor in winning the sympathy of school teachers.

In Pottstown, for example, a small conservative town of 16,000 on the borders of the Pennsylvania Dutch Country, the

teachers, unable to rouse the Board of Education, set to work last year and themselves equipped four of the schoolyards out of funds raised by school entertainments.

(iii) TRAINING COURSES IN PLAY FOR TEACHERS AND FOR PLAY LEADERS.

(a) *Chicago Training School for Playground Workers.*

The Chicago Training School for Playground Workers was opened in October 1911. The course extends over a year, and includes lectures, and practical work on the Chicago playgrounds. The staff of the Training School consists of seven persons, and there are six visiting lecturers. The subjects taken are:—

- i. Folk dancing of all nations.
- ii. Folk games for little children.
- iii. The organisation of festivals and pageants.
- iv. Rhythm—practice and theory.
- v. Social dancing.
- vi. Physical training and gymnastics.
- vii. Team games and athletics.
- viii. First aid.
- ix. Anatomy, physiology, and hygiene.
- x. Dramatic art (production of children's plays).
- xi. Plays for children under ten.
Games for children under ten.
- xii. Winter sports and street play.
- xiii. Story telling.
- xiv. Anthropology—"the purpose of this course is to examine the facts of primitive life, and to show their relation to child life, and to the play of childhood."
- xv. Child study.
- xvi. Pedagogy.
- xvii. Club organisation.

This formidable list is copied from the prospectus of the course, which is nothing if not comprehensive.

The visiting lecturers include among their number Mr. De Groot, the head of the South Park system, and Mr. Mills, Director of the famous Hull House Boys' Club.

The fee for this course is 150 dols.

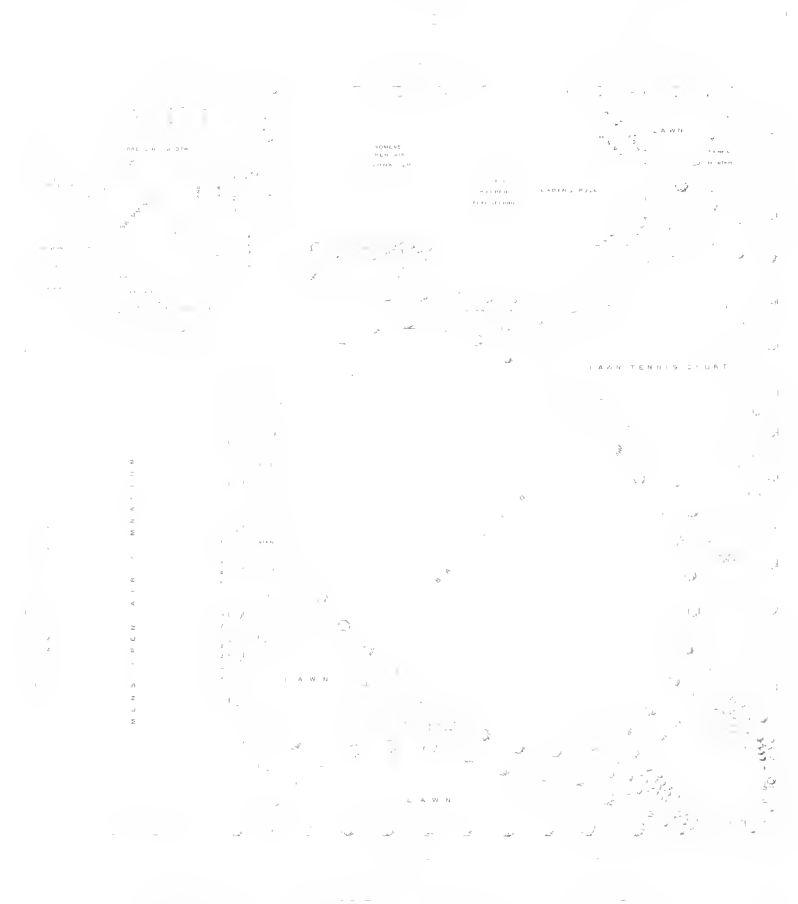
The following is a copy of the "Special Subject," or technical paper set at the last examination held by the West Park Commissioners for the position of head of one of their playgrounds. The examination consists of two other papers, one on General Experience, and the other Educational (Arithmetic, English, Civics, and General Information). Besides these three papers there is an oral test involving the discussion of various playground problems with examiners.

ARMOUR SQUARE CHICAGO

TEN ACRES

A MODEL RECREATION CENTRE AND PLAYGROUND

SCALE 1/2 INCH EQUALS ONE FOOT



Cost of Building and Swimming Pool \$ 94,000
 Cost of Furnishings and Equipment 76,000
 Average Cost of Operation and Supervision of Armour Square 29,000

ATTENDANCE AND USES

Indoor Gymnasium	44,652	Showers/Baths	174,041
Outdoor Gymnasium	238,416	Swimming Pool	50,333
Assembly Hall	13,200	Club Room	4,387
Reading Room	50,652	Lunch Room	67,428

Meaning a total attendance of those who actually made use of the various facilities for the year 1907-1908

CIVIL SERVICE BOARD.

WEST CHICAGO PARK COMMISSIONERS.

Examination No. 36.

May 20th, 1912.

Playground Director, Class D., Grade III.

Subject: Special Subject.

(In addition to this written paper, each candidate will be given an oral test. The weight of the oral test will be one fourth the total weight assigned to the special subject.)

1. What rules and regulations should be laid down by the Playground Director to apply to the use of the playfield as a skating pond during the winter at a recreation centre such as West Park 1, 2, 3, and 4? As Playground Director what would you do in order to make skating a successful and valuable activity at your playground?

2.—(a) If you had supervision of the work of six janitors, whose duties were all alike, upon what features would you base your judgment of them in order to determine which one was most deserving of an increase in salary.

(b) Explain fully how the locker rooms and toilet rooms connected with the mens' gymnasium should be cleaned and maintained in order to have them always in a sanitary condition.

3. If you were in charge of a playground or a recreation centre in the immediate neighbourhood of a public grammar school, describe fully how you would co-operate with the principal and teachers in the school in order to increase the value of your playground to the community?

4. Give a full statement of your ideas as to what each of the following equipment or activities at a recreation centre should offer to the people of the community?

(a) The outdoor swimming pool.

(b) The branch of the Chicago Public Library located in the Field House.

(c) The club rooms in the Field House.

(d) The mens' and womens' gymnasium.

5.—(a) What is the importance of kindergarten and playroom work in a playground or recreation centre? Tell fully how you would proceed to develop this activity, and how you would have the outdoor children's playground handled in conjunction with it.

(b) Describe fully all the proper uses to which the assembly hall in a Field House may be put.

6.—(a) What would be the relation between the Playground Director and the various clubs and associations which are organised and make their headquarters at the recreation centre?

(b) What are the eight most important lectures which you would arrange for during the first season of a new recreation centre? Suggest a title for each and state briefly what the nature of the lecture would be.

7. What hygienic principles should a Playground Director always have in mind and how should he apply them in supervising (a) gymnastics and athletics; (b) public assemblies; (c) swimming; (d) children's games and play? Answer fully in each case.

8.—(a) Name the different pieces of apparatus and equipment which constitute the typical equipment of a boys' outdoor gymnasium.

(b) Give a few of the important rules or principles of the following forms of sport or recreation, and draw a sketch showing the shape and dimensions of the field used in each case.

1. Baseball.

3. Basket ball.

2. Football.

4. Playground ball.

9. The duties of a Playground Director are as follows:—

“Has full charge of a particular Field House, with its accompanying playground, ball field, and swimming pool; is in charge of all the employees, keeps their time, and arranges hours of work and of relief; is responsible for the conduct and discipline of individuals and groups in all parts of the playground; enforces rules and regulations for the guidance of employees and the public; leads, guides, and promotes all activities, and is responsible for the good name of the Park; orders all necessary supplies; keeps records and prepares statistics of the uses, efficacy, and economy, of the equipment in his charge.”

Give a list in consecutive order of the routine work you would perform as Playground Director on a typical day of work, from the time you arrived till the time you left at the end of the day.

10. What means would you employ to ensure the best possible handling of such things as:—

- (a) A panic in the Field House.
- (b) A young man who is abusive to the Playground Director and the Gymnasium Instructor, and who does not obey the rules and regulations established by them.
- (c) A club or organisation which has its headquarters at the Field House and holds boisterous and disorderly meetings in the clubhouse.
- (d) Two attendants assigned to work together in the swimming pool who are of different nationality, and constantly quarrelling with each other.

The following is a copy of the Special Subject paper in the examination of Playroom Instructors:—

CIVIL SERVICE BOARD.

WEST CHICAGO PARK COMMISSIONERS.

May 11th, 1912.

Examination, No. 32.

Subject: Special Subject.

Playroom Instructor, Class D., Grade II.

Weight of 5.

(In addition to this written test, the Special Subject will include an oral and a practical test with a class of children, including the teaching of a ring game and a folk dance, the telling of a story, and playing piano. The weight of the oral and practical test will be one-fifth of the total weight of the Special Subject.)

Children's Playgrounds and Gardens.

1.—(a) How would you proceed in supervising the outdoor apparatus (swings, slides, and teeter-totter) in the children's playgrounds during the summer season, in order that they would be put to the best use by the children without harmful effects or danger of accidents?

(b) Suggest any rules which you think necessary for the use of the outdoor apparatus by the children in order to bring about these objects.

2.—(a) Describe fully how you would proceed in establishing outdoor individual gardens for children, and what space of ground should be allotted to each child for this purpose.

(b) Name four plants well suited to be raised by children.

(c) What care should each child take of its individual garden?

3.—(a) What use would you make of an outdoor sand pile in the instruction and entertainment of little children? Describe fully your method of carrying on this activity.

(b) What would you do with the children in the outdoor playground on a day too hot for them to play exerting games?

Indoor Playroom Work.

4.—(a) What class of stories are best suited and appeal most to boys and girls of about five years of age?

(b) What class of stories are best suited and appeal most to boys and girls of about eight years of age?

5.—(a) Name four ring games and four group games best suited for boys and girls from five to eight years of age.

(b) Name four implement or table games best suited for a game class of boys and girls from five to eight years of age.

6.—(a) Tell fully how the Playroom Instructor may supervise and carry on parties for children and young people.

(b) Suppose that a number of schoolgirls under 16 years of age came to you and wished to hold a surprise birthday party for one of their friends. Tell briefly what advice you would give them as to the kind of party they should give, and the means of entertainment they should use.

7.—(a) As Playroom Instructor at a playground describe three clubs which you would form for the children.

(b) Describe three clubs which you would form for the ladies. Describe these clubs in the order of their importance, giving their objects, telling how you would carry on the activities of each, and outlining the means you would use to promote and organise them.

Adult Instruction.

8.—(a) What stress would be laid upon the study or instruction of sewing, crocheting, rafia work, basket weaving, or handwork at a playground? To what extent and in what manner should they be taught?

(b) Tell in which of these you are capable of giving instruction, demonstrations, or lectures.

Dramatics.

9.—(a) What benefits should be derived from dramatics for young children.

(b) Suggest three plays or dramatised stories and tell to what ages of persons each is adapted.

Dancing.

10.—(a) In a class of boys and girls where social dances are taught, what instructions would you give in addition to the dance steps?

(b) To what extent may folk dances be successfully introduced in a social dancing class?

(c) Name one folk dance suitable for girls alone. Name one suitable for boys alone.

(b) Chicago School of Civics Course.

This is a three months' course held at the Chicago School of Civics. Twenty-one lectures in all were delivered by 11 lecturers in the last course held. Some of the topics are—

The American Playground Movement.

Social conditions and the need for Recreation.

Recreation in a City's Plan.

Nature and function of Play (three lectures).

Playground Organisation and Management.

Street Play.

Recreation in the Schools (two lectures).

Playground Equipment (two lectures).

This short course, held twice a year, is very popular.

(c) *Pittsburg University Course.*

Pittsburg University appointed a Professor of Play—Mr. George E. Johnson—in 1910. On the Faculty attached to the School of Education in the University are three Instructors of Play assisting in the Professor's course. There are two courses in Play, a one-year course and a two-year course. The syllabus for the one-year course is as follows:—

One-Year Curriculum in Play.

History of Philosophy.

History of Human Progress.

American Ideals.

Psychology.

Principles of Education.

History of Education.

Play.

Childhood.

Playground Experience (Apprenticeship and Practice Work).

Biology.

Physical Education.

Students successful in the examination can proceed to a degree after the two-year curriculum.

A course of lectures by one of the Instructors of Play, entitled "Play in relation to the Elementary School," is given as a part of the regular course in Education of the University. This course is outlined thus in the prospectus:—

"This course aims to establish principles guiding the selection of plays, games, occupation, and stories for the elementary school. A study of play periods is made from the genetic point of view, and all play is viewed in relation to the interests of the corresponding periods. School subjects are considered in relation to these developing interests. A study of school festivals is included, lectures, readings, play and games."

The Professor's course in Play consists of lectures under nine headings:—

1. The Structure of Society.
2. Physical Interests of Children.
3. Play (dealt with generally by Professor Johnson).
4. Musical Interests of Children.
5. Nature Interests of Children.
6. Domestic Interests of Children.
7. Story Interests of Children.
8. Athletic Interests of Children.
9. Constructive Interests of Children.

There is some over-lapping tending to confusion in reviewing these courses, but the situation is thus. The University of Pittsburgh has a School of Education; in going through this school for a degree the student may take the course in Play,

with Education and Philosophy attached (*see* one year curriculum), or he may take the course in Education with a course of lectures on Play by one of the Instructors of Play attached.

(d) *Training Class for Playground Directors, Baltimore.*

This is organised by the Children's Playground Association of Baltimore, and comprises at least two weeks' practical work under supervision on the Baltimore playgrounds, and a course of lectures spread over four or five months. The classes are divided into two years, senior and junior.

The fee for the course is 15 dolrs. Papers are written after every lecture, and classes are held once a week for practical work in learning the games and songs.

The lecture course includes among the subjects :—

Symbolism in Play.

The Adolescent Girl.

Athletics for Boys and Girls.

Library Work and the Influence of the Story.

Play and Character Building.

Certificates are conferred on students completing junior and senior years in the classes and having had two years' experience as Assistant or Director.

(e) *University of Wisconsin Course.*

Mr. George Ehler is Professor of Physical Education and Play at Wisconsin University; with him are three assistant professors and a staff of instructors. The Play course may be taken either as a major or minor course. That is, it may be taken *in extenso* or in part with some other course, usually Education. The full course is arranged under headings :—

1. Physical Education in Elementary and Secondary Schools.
2. Nature and Functions of Play.
3. Playgrounds—Organisation and Administration.
4. Secondary School Athletics.
5. Scoutcraft.
6. First Aid.
7. The Physical Examination of School Children.
8. Principles and Methods of Coaching, *i.e.*, basic principles of baseball, basket ball, football, track and field and other sports, and the methods of teaching and coaching; physical care and needs of players.
9. Playground Athletics and Games for older Boys and Girls.
10. School Gymnastics and Plays and Games for Children under 10.
11. Folk dancing.
12. Athletics.
13. Swimming.

There is also a course of lectures on Festivals, open to the University at large. These lectures are given five days a week, and are marked "No academic credit." The course includes practical work. Students are expected to present papers for the class discussions and to do laboratory work in preparation for the children's festivals.

(f) *Board of Education, Philadelphia. Teachers' Playground Course.*

1. Theory of Play. Administration of Playgrounds.
Twelve lectures by the Director of Physical Education.
2. The Plays and Games of Children from 5 to 8 years.
Six periods of practical work.
3. The Games of Children from 8 to 14 years.
Twelve periods of practical work.
4. Apparatus Work for Boys and Girls.
Three periods of practical work.
5. Occupation Work for Children from 5 to 14 years.
Six periods of lectures and practical work.
6. Songs and Stories.
Three periods of lectures and practical work.
7. Playground Dances.
Six periods of practical work.
8. The Psychology of Play.
Three lectures.

The course is open to all teachers in the public schools. Application cards may be obtained from Principals of schools or from the Director of Physical Education, City Hall, Philadelphia.

(g) *City of Buffalo. Copy of Civil Service Commission Examination for the position of Playground Director held on April 19th, 1912.*

Technical.

1. Write a short article of approximately 200 words giving the advantages, aims, and purposes of playgrounds.
2. Make out a playground programme for a day during the summer vacation.
3. Name at least 20 games or amusements with which you would employ the child's time and classify them according to the age and sex of the children.
4. What would you consider a necessary first aid equipment for a playground?
- 5.—(a) What would you do in the event of a child being rendered unconscious by receiving a blow and a cut on the head.
(b) What treatment would you give for head lice.
6. What would you do in the event of (a) a sprain, (b) broken arm, (c) cut or bruise, (d) cut artery, (e) cut vein?
7. Describe the process of resuscitation after drowning.
8. Describe briefly the best methods to obtain order and discipline on the playground.

9. What would you do should a gang of loafers visit your playground and occupy all the apparatus?

10. Is it necessary to use force to maintain order on the playground; if so, under what circumstances.

Experience.

Write a brief sketch giving the nature and extent of your education, mental and physical (state definitely from what high school you are a graduate or what other education you had which is equivalent to a high school education), your occupation since leaving school, any experience you may have had as an instructor of athletics, any experience you may have had as a teacher, trainer or director of large numbers of people, any experience you may have had tending to show your capability as a playground director.

Note.—There is no training school for play leaders in Buffalo and this examination is only open to those who have resided for three years in Buffalo.

(h) Training Courses and Schools on the Pacific Coast.

(i) *Courses for School Teachers in the State Normal Schools.*—These have been established in the Normal Schools of Cheney and Ellensburg, in the State of Washington, and at Chico, San Francisco, San José, Los Angeles, and San Diego, in California. The course at Cheney includes, besides the theory and practice of plays and games, a medical inspection course designed to enable the teacher to set children with constitutional defects, such as weak backs or chests, at those games which will strengthen them. Forty-nine teachers were trained in play leadership at the State Normal School at Chico last year. Fifty-three are taking the course this year. All the student teachers of the Normal School in San Francisco are required to do practical playground work in specially provided playgrounds.

(ii) *Courses in the Universities.*—Washington University, Seattle, has a summer course, but no course, as yet, in the regular session.

The University of California has a course in plays and games under the Department of Physical Education held during the summer session. In 1911, 1,100 students registered in this course.

Mr. Weir, Field Secretary of the Playground Association of America for the Pacific Coast, deploras, in his report for 1912, the lack of an adequate number of training courses, and especially the lack of University courses. The demand for trained playground supervisors exceeds the supply by 500 per cent. Because the Universities have not met the need for trained workers, three of the leading cities of the Pacific coast were obliged to establish municipal training schools for their workers.

In Seattle and Portland the Park Departments have training schools. The Los Angeles Playground Association also conducts a training school in the summer months.

In the matter of present provision for the training of play leaders the feeling is that a University course is the most satisfactory, and in this regard Pittsburgh University is a model. Here, as already explained, a student may take a course in play with the education course, this being designed for teachers intending to take up Playground work out of school hours; or he may take a complete course of play, including some philosophy, sociology, physical training, psychology, and child study, this course being for those going into work as a profession distinct from school teaching.

(i) *Playground and Recreation Association of America.*

Three suggested courses in play were drawn up by the Committee appointed for the purpose after the first Congress of the Playground Association held at Chicago in 1907.

These courses are :—

1. A course in Play for Grade Teachers, that is, a course for student teachers in Normal Schools.

2. The Institute Course in Play, that is, a course to be given by playground supervisors and others to the workers in institutes, and settlements, and to those on their staff who have taken up playground work without preliminary training.

3. A course for Professional Directors, designed to assist in the formulation of a University course.

This last course is divided thus :—

Syllabus 1.—Child Nature.

- (i) General Theory of Evolution as it relates to Animal life.
- (ii) General Theory of Evolution as it relates to Man.
- (iii) General Theory of Childhood as a Re-creation of Man.
- (iv) General Laws of Heredity.
- (v) Child Nature (specially considered).

Syllabus 2.—The Nature and Function of Play.

- (i) Theories of Play.
- (ii) Pleasurable Elements in Games.
- (iii) Aims and Spirit in the Conduct of Play.
- (iv) Age and Sex Differences in Play.
- (v) The Teaching of and Rotation in Games.
- (vi) Factors controlling the expression of the Play Impulse.
- (vii) The Relation of Play to Work.

Syllabus 3.—Social Conditions of the Neighbourhood.

- (i) Race, History, Tendencies, Prejudices.
- (ii) Living Houses, Conditions of; Housing.
- (iii) Social Conditions.
- (iv) Industrial Conditions.

Syllabus 4.—Hygiene and First Aid.

- (i) The Body as a Machine.
- (ii) Personal Hygiene.
- (iii) Preventive Medicine.
- (iv) Emergencies.

Syllabus 5.—The Playground Movement.

- (i) Playgrounds of Germany.
- (ii) Playgrounds of Great Britain (Cricket and Football at Eton, Harrow, &c.).
- (iii) The Play Movement in the United States.
- (iv) The Sand Gardens and Playgrounds for small Children.
- (v) The School Playgrounds.
- (vi) The Municipal Playgrounds.
- (vii) The Field Houses.
- (viii) Playgrounds in the Parks.
- (ix) Bathing Beaches and Swimming Pools.
- (x) Playgrounds for Institutions.
- (xi) Departments and Organisations controlling Playgrounds.
- (xii) Allied movements.

Syllabus 6.—The Practical Conduct of Playgrounds.

- (i) What is a Playground?
- (ii) Spirit and Aims in the conduct of Play.
- (iii) Activities.
- (iv) Organisation and Management of Activities.
- (v) Care of Supplies and Ground.
- (vi) Discipline.
- (vii) Dealing with Parents.

- Appendix 1. Class Athletics.
- " 2. Group Athletics.
- " 3. Track and Field Meets.

Syllabus 7.—Organisation and Administration of Playgrounds.

- (i) Personal Recreation.
- (ii) A study of General Recreational Facilities.
- (iii) Planning a Playground System.
- (iv) Securing the Playgrounds.
- (v) The Construction of Playgrounds.
- (vi) The Equipment of Playgrounds.
- (vii) The Purchase and Care of Supplies.
- (viii) The Conduct of the Playground Office.
- (ix) The Training of Teachers.
- (x) Selection of Teachers and Planning of Work to be undertaken.
- (xi) Tramps and Excursions.
- (xii) Relations with Parents and other Departments.
- (xiii) Promotion of the Movement.
- (xiv) Securing the Funds.

The Committee appointed to draw up the three courses of which the above is the most complete, consisted of 24 persons, and included representatives from Missouri, Columbia, Harvard, Clark, and Chicago Universities, as well as many well-known educational officials.

(iv) COST OF EQUIPPING A PLAYGROUND.

Allowance should be made in considering these figures for the cost of material and labour being considerably higher in the United States than in this country. As will be seen, it is possible to put in a very serviceable outfit for as little as 50 dols. On the other hand, some of the Chicago playgrounds cost between 4,000 dols. and 5,000 dols. to equip. These figures, how-

ever, include two outdoor gymnasia, one for women and one for men. The average cost for playgrounds alone (not including outdoor gymnasia) is about 150 dols. to 200 dols. For playgrounds with outdoor gymnasia 500 dols. to 1,000 dols.

A. A Fifty-dollar Outfit.

The following apparatus, as supplied on the playgrounds of Providence, R.I., may be put in for as little as 50 dols., and serve the use of many hundred children:—

Three-bar horizontal and vaulting bar, with gas-pipe bars of graded heights, one bar of which may be adjustable. Supporting posts of chestnut or locust wood. (Cost should not be over 10 dols.)

Ten-foot double swing frame, with triangular ends braced, and two swings or one swing and a pair of rings. (Cost, 10 dols. to 12 dols.)

Children's 6-foot swings, with two or three canvas slings for little children to swing in, or even to sleep in.

The swings should be in a shady spot, or have an awning. (Cost, not over 12 dols.)

Seesaws; wooden horse, 35 inches high, with two 14-foot boards. Two or more should be provided. (Cost, 4 dols. to 6 dols. each.)

Sandbox or boxes. These should be long and narrow rather than square, as according to the experience in Providence the former shape gives greater available play space. Basket ball goals. These may be placed on buildings or trees, but where these are not available, temporary stands should be provided.

An outfit of this sort may be installed for 50 dols.

B. Approved Equipment.

For schoolyard playgrounds in Philadelphia.

For children under six.

Sand bin, 10 by 30 feet. (Cost of frame, 15 dols.; frame, with uprights to support awning, 35 dols.; awning, 15 dols.; sand, 15 dols.)

Sand buckets and shovels, five dozen to a playground. (Cost, 1 dol. a dozen.) Bean bags, 5 by 5 inches, weighing 4 ounces each, five dozen to a playground. (Cost, 60 cents. a dozen.) Low benches, 1 by 4 feet, one dozen to a ground. (Cost, 2.25 dols. each.)

For children of six to twelve years.

Giant strides, for girls and boys, consisting of 16 feet 4 inches of steel pipe, eight ropes with three knots each, each rope having at its upper end 1 foot of chain. (Cost, 25 dols. each.)

Horizontal ladders (two), adjustable in height from 4 feet 6 inches to 6 feet, made of wood, with supports either wood or pipe frame. (Cost, 30 dols. each.) Swings, with four seats each (two), made of gas-pipe frame, with manilla rope, 9 feet high. (Cost, 40 dols. each.) Tether poles (four), made of gas-pipe pole, with four wooden paddles. (Cost, 4 dols. for complete tether set.) Basket balls (four). (Cost, from 2.75 dols. to 4 dols. each.)

Playground baseballs (two dozen for the season), soft ball, regular size, with light bat for the boys and paddles for the girls. (Cost, 6 dols. a dozen.) Teeter boards (two), for the smaller and younger children six to seven years old, boards 13 to 14 feet long on supports 20 inches high. (Cost, about 5 dols. each.)

Jumping ropes, two dozen short and two long ropes for the season.

For municipal playgrounds.

For the municipal playgrounds the approved plan calls for a shelter house or pavilion with toilet arrangements, storeroom, and, if possible, shower baths; a wire fence around the grounds, with a hedge or shrubbery on the inner side; a running track between the girls' and boys' sides; with facilities for jumping and an open space, about 60 by 150 feet, for miscellaneous games.

For girls and young boys, apparatus is needed as just outlined for the schoolyard outfit, with the following additions:—Travelling rings, swinging rings, seat swings (two), 12 feet high, with four seats each; giant strides (two), tennis courts (two) when feasible. For the older boys the following apparatus is needed:—Travelling rings, swinging rings, horizontal bars (two), adjustable for heights; one full-sized baseball diamond and two smaller ones; two tennis courts when feasible.

(v) THE PLAYGROUND STAFF.

A big playground of 10 acres, having a Field House, will require a staff of 10. Many of the Chicago playgrounds have more than this number. The staff will be made up thus:—

- One Playground Director.
- Two Play Leaders.
- Four Assistant Play Leaders.
- One Indoor Worker.
- Two Caretakers.

There are probably in addition visiting librarians, gymnasium instructors, and other specialists, *e.g.*, swimming instructors and dancing mistresses.

An average playground of 3 or 4 acres, divided for boys and girls, probably needs two play leaders, two assistants, one caretaker, and one visiting leader. Usually a Playground Director is only necessary when there is a large Field House with its accompanying variety of social activities.

A small playground of $1\frac{1}{2}$ or 2 acres, not divided for boys and girls, needs one play leader, with one, or sometimes two, assistants, and a caretaker. The caretakers are generally very carefully selected; they are often old soldiers who take a real delight in being with the children. Good salaries are paid to these caretakers, 9*l.* or 10*l.* per month being about the average.

(vi) PLAYGROUND SPACE.

The report of the Gary School Commissioners states that the Board of School Trustees have decided to adopt 49 square feet per head as a minimum for playground space.

In the State Legislature of Washington a Bill, supported by the Superintendent of Public Instruction, was presented in 1910 to make it obligatory that all new school sites throughout the State should provide a minimum of 100 square feet per head for play space in their schoolyards. The Bill failed, although it was initiated and supported by the school authorities.

The Milwaukee Recreation Survey was undertaken in 1911. The Committee reporting say that 30 square feet per head (the minimum schoolyard area at present) will just allow a child to swing its arms. The Committee lay down that not more than 300 children should play on an acre. That is at the rate of 145 square feet per head.

Dr. Henry Curtis of Olivet, Michigan, has just submitted a report on the use of public school playgrounds* to the U.S. Commissioner for Education, and he recommends a city block (about $2\frac{1}{2}$ acres) for each city school as the proper playground space. This means, roughly, 100 square feet per head. He estimates that one in every four of the public elementary schools throughout the country now has its schoolyard equipped with apparatus, and that the proportion should be as high as one in three by next year. Several cities, such as Bloomington, Illinois (pop. 25,768), and Grand Rapids, Michigan (pop. 465,766), have completed this work and have all their public schoolyards equipped. School Boards are enlarging and equipping their schoolyards in every state, adopting wherever possible the 100 square feet per head standard. The sites for new schools in western towns allow an average of three acres for playground space.

* "The Reorganised School Playground" by Henry S. Curtis. United States Bureau of Education. Bulletin 1912, No. 16. Whole number, 488. Washington: Government Printing Office, 1912.

The following estimates for playground space are given by the Committee on Equipment of the Playground Association of America :—

	Number of children.	Area.
		Feet.
Minimum space for little children and girls	150	100 × 200
Ideal space	500	200 × 350
Minimum space for boys over 10 years	100	100 × 200
Ideal space	300	200 × 450

That is about half an acre for 150 to 200 little children as a minimum, with nearly double that space for older boys. This is, in effect, accepting the 100 square feet per head as a minimum for girls and boys under 10, but requiring twice the space for boys over 10, who need room for baseball.

The Parks and Playgrounds Association of New York states in its report of 1909, that the normal park area is one acre for 250 persons; and that the minimum play area for the city playgrounds in the crowded districts is one acre for 1,000 children.

(vii) PROGRESS MADE IN EQUIPPING SCHOOLYARDS WITH APPARATUS.

The following table shows the progress made in the work of equipping the schoolyards with apparatus. It should be noted that schoolyards in the neighbourhood of a municipal playground are not equipped; and that one equipped schoolyard frequently serves more than one school.

City.	Number of Public Schools.	Number of these having their schoolyards equipped.
1. Boston	233	26
2. Buffalo	62	5
3. Chicago	272	17
4. Cleveland	92	20
5. Detroit	98	65
6. New York	538	250
7. Grand Rapids	34	34
8. Philadelphia	259	207
9. Pittsburgh	137	44
10. Pottstown	20	6
11. Rochester	34	7
12. Washington	134	42

An average for twelve cities of 37·2 per cent. of equipped schoolyards.

IV. CONCLUSION.

(i) THE SIXTH ANNUAL PLAY CONGRESS AT CLEVELAND.

Before attempting to estimate the tangible results of 25 years of playground work in America, a short account of the sixth Annual Play Congress held at Cleveland in June 1912, may be useful in showing the position attained to-day. A study of the programmes of the five preceding Conventions shows how each problem has been tackled in turn and solved in the light of experience. The first great stumbling block—the question of supervision—solved itself. Mr. Roosevelt, in the first term of his presidency, addressed himself thus to a deputation of playground workers. He said:—“It is a splendid thing to provide in congested districts of American cities spaces where children may play; but let them play freely. Do not interfere with their play, leave them alone. Do not meddle.”

He was voicing public opinion of the time. He has since changed his views; public opinion has changed also. Un-supervised playgrounds were opened and either remained unused or else were closed by public protest in a few months. The question of the controlling authority is still open, but a settlement will probably be in favour of Public Recreation Commissions as soon as sufficient time has elapsed to test the experience of the Commissions of New York and Philadelphia.

The following extract from the Programme of the Sixth Annual Play Congress held at Cleveland in 1912 will show the problems engaging the attention of playground workers at the present time. The Congress was divided into two sections, Recreation in Cities, and Rural Recreation, and some of the subjects treated were as follows:—

Recreation in Cities and Towns—

The Playground and the Home.

The Best Games for Boys and Girls in crowded Cities.

Should Boy Scout Activities be supported by public funds.

The social value of a Recreation Centre.

Recreation Centres as an aid to Immigrants in adjusting themselves to American conditions.

Park Life: Wholesome employment for City Boys during the Summer Vacation.

The Recreation Commission.

Equipment Problems.

Regulation of Commercial Recreations.

(Picture Palaces, Dance Halls, Theatres.)

The School as a Social Centre.

The Training of Recreation Secretaries.

Rural Recreation—

Rural Recreation through the County School House.
 The County Pastor and Community Recreation.
 Health and Recreation Surveys in Rural Communities.
 Recreation of the Farmer's Wife.
 Higher Standard Citizenship through Rural Recreation.
 Need of Rural Recreation.
 The Rural Pageant.
 Corn Clubs.
 Contests in Gardening.
 A proposed Recreation Bill for Rural Districts.
 Recreational Resources of a Rural Community.

The Congress lasted for four days and was attended by some four hundred delegates from every part of the country. The Rural Recreation section was a new feature of this year and shows the spread of the movement on the positive side. Anyone familiar with country life knows the poor resources of country folk, and especially country children, in matters of amusements and play.

A glance at this programme is enough to show that the movement is no longer "to promote normal wholesome play for children" but has grown into an attempt to direct and further public recreation. We must bear in mind this change of aim in judging results. The results for which an enthusiastic playground worker, in these latest developments, is striving, is not so much the mental, moral, and physical betterment of the children of a city, as the promotion of American ideals of citizenship in the foreign quarters. The head of a big playground is naturally more concerned with the conduct of the nightly dances, lectures, team athletics, and youths' clubs than with the children's play corners, which occupy little of his time or thought. There is no suggestion that the children are neglected; only that the success which has greeted the children's playgrounds has led the organisers on to the other forms of social work reaching a larger field.

(ii) THE AMERICAN VIEW OF THE PLAY MOVEMENT.

The American view of play regards it as social rather than educational work. To attempt to sum up the results of a social movement of this size with its numerous activities from moving picture shows to libraries and one cent lunches, would be an impossible task. Therefore, in spite of the injustice, this section is confined to the mention of a few results which may be directly traced to the children's playground section of the recreation movement.

(iii) SOME RESULTS ATTAINED.

1. *Prevention of Tuberculosis.*—The pulling down of tenement houses for the erection of children's playgrounds in

congested areas has had a highly beneficial effect in the fight against tuberculosis. The National Association for the Study and Prevention of Tuberculosis issued a statement last year in which it was reported that there were nearly 1,000,000 school children in the United States to-day who would die of the disease before they were of age. The Association strongly commends playgrounds in congested areas as the best means for preventing the spread of tuberculosis. It is argued that the exercise provided by the playground makes it a far more efficient machine for this purpose than a mere park; also the elementary instruction in hygiene given incidentally on playgrounds is valuable.

2. *Increase in School Discipline and Efficiency.*—The effect of the playground movement on school discipline and efficiency can only be gauged from the testimony of school principals and teachers, and of this there is no lack. The report for 1911 of the Superintendent of Schools for Alameda (*see above*, pp. 12-13) deals briefly with this topic.

3. *Decrease of Truancy.*—No statistics as to the effect of playground activities on truancy are available. The following facts are, however, given by Mr. J. L. Riley, Principal of the Elm Street School, Pittsburgh, and are quoted in Mr. George Johnson's *Book on Play**:—

Year ending June 1901,	99 cases of corporal punishment.
“ “ June 1905,	21 “ “ “ “ “
“ “ June 1901,	281 cases of truancy.
“ “ June 1905,	33 “ “ “

This was the effect of equipping the schoolyard with apparatus in 1902 and conducting play thereon.

4. *Decrease of Juvenile Delinquency.*—Judge Lindsey, the originator of the Juvenile Court System in the United States, has written much on the effect of playgrounds in reducing the juvenile delinquency of a neighbourhood.† The only study of the subject that has been made was conducted in Chicago in 1908. Mr. Allen Burns, reporting the result,‡ says that a small park neighbourhood Recreation Centre such as those of the South Park System can be expected to be coincident with a 28½ per cent. decrease of juvenile delinquency within a radius of half a mile. To provide a probation district with adequate play facilities is coincident with a 44 per cent. reduction.

* “Education by Plays and Games” by George E. Johnson. Boston and London: Ginn and Co., 1907.

† *Playground Technique and Playcraft.* Edited by Arthur Leland and Lorna H. Leland. New York: Baker and Taylor Co. 1910 (Chapter V. By Judge Ben B. Lindsey).

‡ *Yearbook of the Playground Association of America*, 1908, p. 165. New York City: Playground Association of America.

5. *Influence upon the School Curriculum.*—There is little doubt that the claim the playground workers make—to have roused the various education authorities to a wider view of elementary education—is a true one. An attempt has been made in these pages to show how numerous activities, now recognised in the school curriculum, have found their way there by way of the playground. Children's gardens and libraries have passed from the hands of the Playground Association to become school gardens and school libraries. The marked success of the manual training and cookery classes initiated by the playground workers has convinced the School Boards of the need for such things, and they have generally been glad enough to take over the work, including the officials, from the Playground Association. The abolition of drill in favour of organised games as physical training in the schools is a good example of the influence of the playground movement. Probably when the courses in play now being started for student teachers are more generally established we shall see further changes.

Children's play is not akin to adult recreation ; it does not serve the same ends. Discarding the recreation side of the American movement, we find that what has been accomplished is this : The municipalities have acknowledged the responsibility upon them of providing children's playgrounds in crowded districts, and have recognised the necessity of having competent play leaders to supervise them. Finally, school authorities are alive to the fact that a child's education is not accomplished by the completion of a term of years in a classroom, and that to leave the schoolyard unused is to neglect one of the finest opportunities for character training which the elementary school system affords.

WALTER WOOD.

The following Educational Pamphlets, issued by the Board of Education, have been placed on Sale:—

School Doctors in Germany.

By W. H. Dawson. (1908.) *Price 6d.*

The Problem of Rural Schools and Teachers in North America.

By Ethel H. Spalding. (1908.) *Price 6d.*

Report on Science Teaching in Public Schools represented on the Association of Public School Science Masters.

By Oswald H. Latter. (1909.) *Price 4d.*

Compulsory Continuation Schools in Germany.

By H. A. Clay. (1910.) *Price 9d.*

The Course System in Evening Schools.

By H. T. Holmes. (1910.) *Price 3d.*

Report on the Teaching of Latin at the Perse Grammar School, Cambridge. (Educational Experiments in Secondary Schools, No. i.) (1910.) *Price 6d.*

A School Week in the Country. Bradford, Grange Road Secondary School, Girls' Department. (Educational Experiments in Secondary Schools, No. ii.)

By Miss Mary A. Johnstone. (1910.) *Price 4d.*

Syllabus of Mathematics for the Austrian Gymnasien.

Translated by Mr. E. A. Price. (1910.) *Price 2d.*

The Training of Women Teachers for Secondary Schools. A series of Statements from Institutions concerned. (1912.) *Price 8d.*

The Montessori System.

By E. G. A. Holmes. (1912.) *Price 2d.*

Report on Farm and Agricultural Schools and Colleges in France, Germany, and Belgium.

By R. B. Greig. (1912.) *Price 2d.*

Education and Peasant Industry. Some State and State-aided Trade Schools in Germany.

By Edith Edlmann. (1912.) *Price 5d.*

These pamphlets can be obtained, either directly or through any Bookseller, from WYMAN AND SONS, LTD., 109, FETTER LANE, E.C., and 54, ST. MARY STREET, CARDIFF; or H.M. STATIONERY OFFICE (SCOTTISH BRANCH), 23, FORTH STREET, EDINBURGH; or E. PONSONBY, LTD., 116, GRAFTON STREET, DUBLIN; or from the Agencies in the British Colonies and Dependencies, the United States of America, the Continent of Europe and Abroad of T. FISHER UNWIN, LONDON, W.C.

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