

A Survey of School Social Centers

SEASON OF 1911-12



On June 20, 1912, a questionnaire asking for data upon social centers was sent to 774 superintendents of schools. The inquiry touched upon vacation schools also, and the report upon them will be made later. Concerning social centers, the points upon which the superintendents were asked to furnish information are best shown by the questions themselves:

PART I.—Recreation and Social Centers

How many of your schools were used during the past winter (1911-12) as evening recreation or social centers (locally known as such)?.....

How many nights a week each?..... How many weeks?.....

How many workers (except janitor) at each center?.....

Were the workers paid?..... By whom?.....

Did the school board charge for heat?..... Light?.....

Janitor service?.....

What was the total cost of maintaining the centers?.....

For how many years have you had recreation centers?.....

Are there branches of the Public Library in any of your schools?.....

..... How many?.....

Altogether 337 replies were received and of these 101 reported at least some schoolhouses which are locally known as recreation or social centers. The information contained in these affirmative replies may be summarized as follows:

MAIN FACTS

Forty-four cities reported centers at which there were *paid* workers. (Two years ago we could find only 15 cities in this class.)

In 19 of these at least some of the workers are paid by the board of education.

Fifty-seven other cities reported schoolhouses which were locally known as social or recreation centers, though they were conducted entirely by volunteer workers.

In 84* of the 101 cities reporting centers the heat and light are furnished by the school board.

In 72 the heat, light and janitor service are provided by the board.

In 15 the board bears the total expense.

Total amount of money reported as expended both by school boards and voluntary agencies in the maintenance of school centers, \$139,535.73.

Total number of schools used as centers in the 101 cities, 338.

Number of cities reporting branch libraries in public schools, 100.

WHAT CONSTITUTES A SOCIAL CENTER

is a question which each superintendent had to decide before he could state how many there were in his schools. Considering the unstandardized character of this growing institution it is not strange that the answers revealed widely different conceptions.

One city reported two schools which were used as centers "several times during the year." In another instance a school was reported as a center which was open "when wanted" throughout the winter. One superintendent wrote that the school buildings were being used by the Neighborhood Union, by civic ward clubs, a chapter of the Mothers' Congress, men's ward clubs, and for miscellaneous lectures and entertainments. Such occasions were so frequent that he believed his schools had been "socialized." Another superintendent who reported 10 school centers admitted in a foot-note that these might

* This figure and those following under "Main Facts" include the returns from both the cities tabulated on pages 6-7 and the "fifty-seven" not reporting paid workers.

not be social centers since they were used only once a month for parent-teacher meetings. On the other hand, several of the postals reporting "none" were accompanied by letters or marked copies of annual reports which showed such extensive community use of school buildings as to suggest that they actually approximated social centers more closely than many which had been set down as such, but which the data showed were used with comparative infrequency.

From this evidence it was difficult to draw a line between the cities *having* and those *not having* centers. To admit to the "having" category only those places which sent in a positive report meant the exclusion of many which, on the basis of the amount of "wider use," had an equal right to a place in it. Judging them by a *use* standard was even more impracticable. It would be hard to find a city where some of the school edifices, at the least the high school, are not used for an occasional entertainment or society meeting. A low use standard would include practically all of the cities in the country and would therefore be valueless. On the other hand a really significant use standard, even if we could have applied one, would have thrown out some of the places from which centers had been reported, thus involving a rejection of the statement of the official who reported them.

In the evolution of a schoolhouse social center there are two distinct stages: (1) when the activities are in the charge of volunteers, and (2) when they are carried on by paid workers. The second stage may not involve as varied, or even as extensive, a utilization of school facilities in some cases as the first, but it certainly signifies greater permanency and a greater administrative advance.

While a detailed report of the centers in the first stage was impracticable, a summary of them has already been approximated in the figures under the head of "Main Facts." These figures, whatever their other defects may be, do have value as a conservative statement of the number of places where the social center idea has taken root in some form or other.

Tabulation of the reports upon an administrative basis was found more feasible and accordingly in the following table detailed information is presented regarding all the cities which reported at least some *paid workers*, regardless of the source of their remuneration.

CITIES REPORTING SCHOOLHOUSE SOCIAL OR RECREATION CENTERS AT WHICH THERE WERE SOME
PAID WORKERS—SEASON OF 1911-12

CITY	SCHOOLS USED	NIGHTS PER WEEK	WEEKS IN SEASON	SEASONS IN EX- ISTENCE	ORGANIZATION PROVIDING			MONEY EXPENDED	WORKERS IN EACH CENTER	ORGANIZATION PAY- ING WORKERS
					HEAT	LIGHT	JANITOR SERVICE			
Anderson, Ind....	1	3	36	2	*Bd.	Bd.	Bd.	About \$5 a night	2 to 5	"Bd. and people"
Baltimore, Md. . .	1	3	22	1	Bd.	Bd.	Playground Asn.	\$1,000	..	Children's Playground Asn."
Beverly, Mass....	2	1	1	†	Bd.	Bd.	Bd.	..	..	"Comm. School Extension Committee"
Bloomfield, N. J. . .	1	1	2	†	Bd.	Bd.	Bd.	..	1	Women's Municipal League
Boston, Mass. . . .	1	3	21	1	Women's	Municipal	League	\$4,000	14	Playground Com'n
†Buffalo, N. Y. . . .	9	1 or more	Through season	..	..	..	..	..	..	Clubs
Burlington, Ia. . . .	1	3 to 5	36	1½	Clubs	Clubs	Bd.	..	1 to 2	"Special fund"
Cambridge, Mass. . .	3	3	36	2	Bd.	Bd.	Bd.	..	1	Y. M. C.
†Canton, O.	2	3	20	2	Bd.	Bd.	Bd.	..	2	Bd. of Ed. and "out- side sources"
†Chicago, Ill.	16	2	17	2	Bd.	Bd.	Bd.	..	..	Bd. of Ed.
Cincinnati, O. . . .	11	2 to 6	20	3	Bd.	Bd.	Bd.	\$1,000	2	Dept. of Public Rec- reation
Columbia, Mo. . . .	1	4	24	1	Bd.	Bd.	Bd.	\$650	1	Bd. of Ed.
Columbus, O.	5	4	21	6	Bd.	Bd.	Bd.	\$662.55	6	Bd. of Ed.
Corry, Pa.	1	6	36	..	Bd.	Bd.	Bd.	\$25 a month	1	Bd. of Ed.
Delaware, O.	2	1	32	..	Bd.	Bd.	Bd.	..	1	Bd. of Ed.
Detroit, Mich. . . .	4	6	21	2	Bd.	Bd.	Bd.	..	8	League
East Hartford, Ct. .	1	1	5	2	Bd.	Bd.	Bd.	..	..	"Society"
Elizabeth, N. J. . . .	2	1 & 3	30 & 10	1	Bd.	Bd.	Bd.	\$1,657.05	6	Civic Recreation League
Englewood, N. J. . .	1	4	20	2	Bd.	Bd.	Civic Rec'n League	..	20 (1 paid)	Civic Asn.
Evansville, Ill. . . .	1	6	30	2	Contrib.	Contrib.	Civic Asn.	\$800	10 (3 paid)	"A friend"
†Gary, Ind.	1	6	School year	..	Bd.	Bd.	Bd.	..	..	Bd. of Ed.

* "Bd." always means Board of Education.

† Started toward end of season.

‡ Information obtained from printed reports.

CITIES REPORTING SCHOOLHOUSE SOCIAL OR RECREATION CENTERS AT WHICH THERE WERE SOME PAID WORKERS—SEASON OF 1911-12—(Continued)

CITY	SCHOOLS USED	NIGHTS PER WEEK	WEEKS IN SEASON	SEASONS IN EXISTENCE	ORGANIZATION PROVIDING			MONEY EXPENDED	WORKERS IN EACH CENTER	ORGANIZATION PAYING WORKERS
					HEAT	LIGHT	JANITOR SERVICE			
Jersey City, N. J.	3	1 to 4	20	1½	Bd.	Bd.	Bd.	..	10 (1 paid)	*Bd. of Ed.
Kalamazoo, Mich.	2	3 & 4	20 & 12	1	Bd.	Bd.	Bd.	..	2 & 3 to 5	Bd. of Ed.
Kokomo, Ind.	2	1	30	2	Bd.	Bd.	Bd.	\$50	1	"Organization"
Lexington, Ky.	7	1	30	1½	Bd.	Bd.	Bd.	About \$600	2	Bd. & Civic League
Los Angeles, Cal.	4	2, 5 nts., 2, 1 nt.	10 to 40	1	Bd.	Bd.	Bd.	\$12,490.40	50 in all c's	Bd. of Ed.
Louisville, Ky.	3	2	7 to 40	1	Bd.	Bd.	Bd.	..	10 to 25 (2 paid)	Men's Civic Club
Milwaukee, Wis.	2	6	About 16	1½	Bd.	Bd.	Bd.	\$400 a mo.	18	Bd. of Ed.
Montclair, N. J.	3	3	64	10	Bd.	Bd.	Bd.	\$6,000	8	Bd. of Ed.
Newport, R. I.	1	4	21	1	Bd.	Bd.	Civic League	..	(?) 1 paid	Civic League
Newton, Mass.	3	1 to 3	20 to 30	3	Bd.	Bd.	Bd.	..	1 to 6	"Private means"
New York, N. Y.	48	most, 6 others, 2	32	11	Bd.	Bd.	Bd.	\$100,000	2 to 11	Bd. of Ed.
Philadelphia, Pa.	9	2	24	4	Bd.	Bd.	Bd.	\$2,000	10	Home and School League, Civic Club, and other volunteer organizations
Pittsburgh, Pa.	2	5 to 6	8	2	Bd.	Bd.	Playground Ass'n Bd.	\$595.73	5 to 8	Pittsburgh Play-ground Ass'n
Pueblo, Colo.	1	..	..	4	Bd.	Bd.	Bd.	..	..	..
Reading, Pa. (Dist. No. 1)	1	5	..	..	Bd.	Bd.	Bd.	\$30 a month	(1 paid)	Woman's Club
Rochester, N. Y.	3	3	16	5	Bd.	Bd.	Bd.	\$1,000	5	Bd. of Ed.
St. Louis, Mo.	6	1	8	1	Night-borough	Bd.	Association	\$1,000	..	Neighborhood Ass'n
St. Paul, Minn.	3	1	15	1	Bd.	Bd.	Bd.	..	6	Bd. of Ed.
Springfield, Ill.	3	1	24	3	Bd.	Bd.	Bd.	\$750	2 paid	Bd. of Ed.
Steubenville, O.	2	3	20	..	Bd.	Bd.	Solvay Guild	..	1	Solvay Guild
Syracuse, N. Y.	1	4	..	..	Bd.	Bd.	Bd.	..	2 to 4	Bd. of Ed.
Trenton, N. J.	7	2 to 4	10	2	Bd.	Bd.	Bd.	\$234	1	Bd. of Ed.
Winona, Minn.	1	3	12	3	Bd.	Bd.	Bd.	..	..	..

* Centers were initiated by School Extension Committee, which still assists by furnishing volunteer workers and by acting in an advisory capacity.

† Were used in afternoon.

‡ In superintendent's financial report these are entered as night schools. Program includes many recreational features, which explains their insertion here.

§ Started toward end of season.

¶ Information obtained from printed reports.

PUBLIC LIBRARIES IN SCHOOLHOUSES

Since establishing a connection between the public library and the public school is one of the steps in starting a social center, the superintendents were asked to report how many of their schools contained branches of the public library. The cities which reported "yes" are given in the following table:

CITIES REPORTING BRANCHES* OF THE PUBLIC LIBRARY IN PUBLIC SCHOOLS

	IN HOW MANY SCHOOLS	REMARKS
Altoona, Pa.....	"all"	
Anderson, Ind.....	"all"	
Athens, Ga.....	2	
Attleboro, Mass.....	5	Books are delivered to five out-lying schools.
Bayonne, N. J.....	3	
Beatrice, Neb.....	9	"Library work in connection with all schools."
Beverly, Mass.....	10	
Binghamton, N. Y.....	8	
†Bloomington, Ill.....	..	Public library maintains sub-stations in several schools.
Bristol, Conn.....	9	
Burlington, Ia.....	0	"No branches, but library sends 500 books to each school (11) each semester."
Cairo, Ill.....	1	
†Canandaigua, N. Y.....	1	Combination school and public library; open 9-4 school days; 9-10 a. m. Mon., Wed. and Sat. in vacations.
Canton, O.....	1	
†Cedar Rapids, Ia.....	3	Cared for by library assistants. One kept open in summer.
Champaign, Ill.....	1	
Charlottesville, Pa.....	1	
†Chicago, Ill.....	..	"Library co-operated with social centers."
Cincinnati, O.....	2	
†Cleveland, O.....	15	
Columbus, O.....	4	
Corry, Pa.....	1	
Covington, Ky.....	1	
Crawfordsville, Ind.....	3	

* The explanatory notes on many of the reports indicated a wide diversity of opinion as to what constitutes a branch library. Since, however, the information available was not sufficient for a selection in accordance with a definite standard there was no alternative but to set down the statements that were given.

† Information obtained from printed reports.

CITIES REPORTING BRANCHES OF THE PUBLIC LIBRARY IN PUBLIC SCHOOLS
(Continued)

	IN HOW MANY SCHOOLS	REMARKS
Danbury, Conn.....	8	
Danville, Va.....	1	
Davenport, Ia.....	7	
Detroit, Mich.....	3	
East Hartford, Conn.....	5	
Eau Claire, Wis.....	2	
Elizabeth, N. J.....	3	
Emporia, Kan.....	1	
Englewood, N. J.....	5	
Erie, Pa.....	6	
Escanaba, Mich.....	"all"	
Evanston, Ill.....	2	
Fond du Lac, Wis.....	3	
* Framingham, Mass.....	1	
Fresno, Cal.....	"all"	
Grand Rapids, Mich.....	5	
Great Falls, Mont.....	3	
Hoboken, N. J.....	1	
Huntington, W. Va.....	1	
* Indianapolis, Ind.....	..	In some schools.
* Ithaca, N. Y.....	..	Has a public schools library traveling division. Fourteen libraries for various schools. Open all day every school day and two evenings a week.
Jackson, Mich.....	5	
Johnstown, Pa.....	10	
Kalamazoo, Mich.....	2	
Leavenworth, Kan.....	10	
Lexington, Ky.....	1	
Lima, Ohio.....	14	
Louisville, Ky.....	2	
Marietta, O.....	1	
Marshalltown, Ia.....	3	
* Martin's Ferry, O.....	1	
Mason City, Ia.....	1	Exchange with main library once a year. Open for circulation 24 afternoons of school year.
Mattoon, Ill.....	1	
Milwaukee, Wis.....	2	
Minneapolis, Minn.....	1	
Missoula, Mont.....	1	
Montclair, N. J.....	1	
* Mt. Vernon, N. Y.....	4	Circulating libraries furnished by public library, and conducted by librarian of children's dept.
Muncie, Ind.....	2	
Newark, N. J.....	..	
Newton, Mass.....	4	
New York, N. Y.....	48	In recreation centers.

* Information obtained from printed reports.

CITIES REPORTING BRANCHES OF THE PUBLIC LIBRARY IN PUBLIC SCHOOLS
(Continued)

	IN HOW MANY SCHOOLS	REMARKS
Niagara Falls, N. Y.....	12	
Oak Park, Ill.....	3	
Oskaloosa, Ia.....	1	
Passaic, N. J.....	2	
Phoenixville, Pa.....	2	
Piqua, Ohio.....	1	
Pittsburgh, Pa.....	..	
Plainfield, N. J.....	1	Also consignments for use by pupils.
Poughkeepsie, N. Y.....	5	
Providence, R. I.....	16 or more	
Pueblo, Colo., Dist. No. 1 ..	1	
Richmond, Ind.....	1	
*St. Louis, Mo.....	7	Seven schools remote from public library are distributing centers during vacation.
*St. Paul, Minn.....	"all" (52?)	City library has circulating libraries in all elementary schools.
Salem, Ore.....	4	
Schenectady, N. Y.....	1	
Sedalia, Mo.....	6	
Sheboygan, Wis.....	8	
Shenandoah, Pa.....	1	
Sioux City, Ia.....	12	
South Bend, Ind.....	2	
Springfield, Ill.....	7	
Springfield, Mass.....	..	"50 books in a room, Grades I-VII."
Springfield, Mo.....	16	
Springfield, Ohio.....	4	
Syracuse, N. Y.....	0	"No branches, but library sends books regularly to high schools."
Tacoma, Wash.....	6	
Traverse City, Mich.....	1	
Trenton, N. J.....	..	"Not exactly; we secure sets of books from library for use of schools."
Wakefield, Mass.....	?	"Not for school use particularly."
Warwick, R. I.....	12	
West Orange, N. J.....	2	
Winona, Minn.....	1	
Winston Salem, N. C.....	1	

* Information obtained from printed reports.

CIVIC ASPECTS OF RECENT SOCIAL CENTER DEVELOPMENT

The growing importance of the school center as a factor in the civic life of the community has been attested by a number of significant events during the past year.

Discussion of Public Questions

Prominent among these were the public meetings held in schoolhouses during the fall of 1911 under the auspices of the Cleveland Federation of Labor to discuss the initiative and referendum proposals for Ohio's new constitution. At first there was some opposition to this use of public property but an arrangement was finally reached whereby schools could be obtained for meetings upon the presentation of a petition to the Board signed by twelve voters of the school district and upon the payment of \$3 to compensate the extra services of the caretaker of the building.

Political Meetings

In Jersey City the public schools have been opened to partisan political meetings. Among the speakers who have addressed meetings in the high school during the past year may be mentioned Senator La Follette, Ex-President Roosevelt, President Taft, and Governor Wilson. For the regulation of these meetings the Board of Education promulgated through the local press a special set of rules. These specified the hour of opening the doors, the entrances which were to be used, put a ban upon smoking in or around the school premises, and requested the public to coöperate with the police in preserving order at the entrances. Regarding a meeting of an exceptionally partisan character which was held in September, 1912, Superintendent of Public Schools Henry Snyder writes that the prevalent good order was the cause for much favorable comment. Continuing, he says: "The school building and surrounding grounds were well policed in order that, through a manifestation of authority, any injury might be prevented and the foundations for the habit of good order might be properly and effectively laid. Some visitors had to be cautioned against smoking on entering and leaving the building, but there was no evident disposition on the part of the audiences, *which included many ladies*, to indulge in smoking during the proceedings."

In October, 1912, the New York Board of Education granted the use of eight public school auditoriums for political rallies. The permission came after the schedules of party meetings had been pretty generally filled out; nevertheless several were held, especially in P. S. 63 on the East Side, where the New

York Social Center Committee is working out, in coöperation with the Board of Education, plans for the extension of the present recreation center activities.

In Chicago also the Board of Education has opened its assembly halls for political meetings. An account of one was given in the *Journal of Education* (October 31, 1912), from which the following excerpt is taken: "When the first political meeting was held in a school building, songs were sung by a group of children in front of the building. Three musicians played as the children sang. Men and women turned out in goodly numbers to listen to the Progressive speakers and attested to the popularity of the innovation. It was a strange scene for those accustomed to the old style political gatherings. On the walls hung masterpieces of art while on all sides were such mottoes as 'Progress is a Spiral, not a Circle,' 'Be a Good Citizen,' 'Use Good Judgment,' etc. Many of the older men in the audience had not been inside of a school building in years. They displayed great interest in the pictures and mottoes and the clean, sanitary appearance of the building. 'This is fine,' said one old man. 'I wonder why they didn't think of holding meetings in the schools before. It's certainly better than going to some back room of a saloon. Why, you can take the missus with you in a fine place like this.' "

Schools as Polling Places

During the fall elections of 1911 in Los Angeles some thirty schools, as well as a branch library and a church, were used as polling places. The principal of one of these schools was quoted in *The Survey* (January 20, 1912) as saying regarding the results of the experiment: "I cannot say as to the political side, but school proceedings have not been interfered with in any way. We gave up one room in this case, but a mere transfer of the class was made and there was no interruption in studies or recitations. Everything has been quiet and orderly. So far as the school is concerned, use of a room for the booths does not interfere in any way."

The meetings for the non-partisan discussion of public questions which were begun during the winter of 1910-11 in the Milwaukee schoolhouses met with such general approval that in the spring of 1912, the city began the use of basements of schoolhouses as polling places. In Worcester, Massachusetts,

balloting, political meetings and caucuses have been held for some years in such of the schoolhouses as have "wardrooms." These rooms in most cases are separate from the other parts of the building and therefore can be conveniently used for such purposes. Superintendent H. P. Lewis writes that "the older pupils in the schools are sometimes taken down in detachments to see the elections in process. This tends to stimulate their interest in the study of civics."

In the report upon the conduct of elections made by the commissioner of accounts of New York City in April 1911, a new plan for registering voters was presented. One of the advantages of the plan was set forth in the following words: "It will make possible the use of schoolhouses for polling places in a number of election districts, thus providing more commodious polling places at a reduced expense. Some objections have been offered to this proposed use of schoolhouses. We believe the objections are largely sentimental and based upon an entirely wrong conception of polling places as associated with partisanship in politics rather than as provided by the State for the exercise of the most important functions of citizenship." The importance of this recommendation becomes still more obvious when it is stated that in the five boroughs of Greater New York the expense for the rental of polling places for use during the general election, the four registration days, and one primary day in 1911 amounted to \$102,565. It has been reported that public schools are used as polling places also in Boston; Berkeley and Long Beach, California; Grand Rapids, Michigan; Madison, Wisconsin, and Salt Lake City, Utah.

Administrative Provision for Civic Use

The Board of Education of Superior, Wisconsin, has established a "Civic Center Department." The director of this department, Mr. Carl Beck, has laid out a program for his work which, besides the conduct of social and recreational activities, involves the organization of a lecture bureau, the formation of civic and ward improvement clubs, and the establishment of a clipping bureau on social, civic, and municipal matters. This bureau will have the coöperation of the city library. To awaken interest in all that pertains to the city's civic health and commercial prosperity it is also proposed to hold a City Exposition wherein not only the local industries

but also the educational and municipal institutions will have an opportunity to show their products and methods of work.

In Duluth, Minnesota, the board of public welfare has established the office of "civic secretary," whose incumbent will have charge of the local social center activities. Plans to secure the same sort of official are now under way in several other cities of the Middle West.

RECENT STATE LEGISLATION AFFECTING THE SOCIAL AND CIVIC USE OF SCHOOL BUILDINGS

The school law of Kentucky has been amended so as to legalize the use of a schoolhouse, when school is not in session, "by any lawful assembly of educational, religious, agricultural, political, civic or social bodies, organizations or gatherings" (Chapter 113, article 8, section 4440).

In Massachusetts the following provision was made in the Acts of 1912 (Chapter 320):

"Section 1. The school committee of any city or town which accepts the provisions of this act shall grant the temporary use of rooms or halls in school buildings upon such terms and conditions and for such public or educational purposes, as the said school committee may deem wise: *provided, however*, that such use shall not in any way interfere or be inconsistent with the use of the halls for school purposes, and that such use shall not be granted during the regular sessions of the school unless the means of egress have been approved for such purpose by an inspector of public buildings of the district police."

The Oregon school laws provide (Chapter V, § 113) as follows, concerning "when a schoolroom may be used":

"A district school board may, at its discretion, permit a schoolhouse, when not occupied for school purposes, to be used under careful restrictions for any proper purpose, giving equal rights and privileges to all religious denominations or political parties, but for any such use or privilege it shall not be at the cost for fuel, or otherwise, to the district. No dancing shall be permitted in any schoolroom. Nor shall any furniture, which is fastened to the floor, be removed, and whoever removes any school furniture, for any other purpose than repairing the same or repairing the schoolrooms, shall be guilty of a mis-

demeanor, and shall be fined not less than \$5.00 nor more than \$10 for each offense. All fines imposed and collected, under the provisions of this subdivision, shall be paid into the general school fund of the State; *provided*, that the power delegated to the board, by this act, may be denied a district school board, by a majority of the legal voters present and voting at the annual meeting, or at a special meeting called for that purpose."

The Pennsylvania school law of 1911 provides as follows:

"Section 627. The board of school directors of any district may permit the use of its school grounds and buildings for social, recreation, and other proper purposes, under such rules and regulations as the board may adopt, and shall make such arrangements with any city, borough, or township authorities for the improvement, care, protection, and maintenance of school buildings and grounds for school, park, play, or other recreation purposes, as it may see proper, and any board of school directors may make such arrangements as it may see proper, with any association or individual for the temporary use of school property for schools, playgrounds, social, recreation, or other proper educational purposes."

The most comprehensive law on this subject is that which was enacted by Wisconsin in 1911:

Chapter 27. "Section 435e. 1. Boards of school directors in cities of the first, second or third class are hereby authorized to establish and maintain for children and adult persons, in the school buildings and on the school grounds, under the custody and management of such boards, evening schools, vacation schools, reading rooms, library stations, debating clubs, gymnasiums, public playgrounds, public baths and similar activities, and accommodations to be determined by such boards, without charge to the residents of such cities; also to coöperate with commissioners or boards having the custody and management in such cities of public parks, libraries, museums and public buildings and grounds of whatever sort, and by making arrangements satisfactory to such boards of school directors and such commissioners or boards controlling other public buildings and grounds, to provide the supervision, instruction and oversight necessary to carry on public educational and recreational activities, as described in this section,

in buildings and upon grounds in the custody and under the management of such commissioners or boards having charge of public parks, libraries, museums or public buildings and grounds of whatever sort in such cities of the first, second or third class.

"2. If any board of school directors shall neglect or refuse to proceed as authorized in this act, the question of their action as herein authorized shall, upon petition to that effect, signed by not less than ten per cent. of the number of voters voting at the last school or other election in such city, be submitted to the electors of the school district at the next election of any sort held therein, and if a majority of the votes cast upon such proposition shall be in favor thereof, then the board of school directors shall proceed to undertake and organize this work as authorized in this act."

Then follow paragraphs providing the method by which a tax may be levied for the support of the aforementioned activities, the manner in which the question of such a tax shall, previous to the levy, be decided by a popular referendum, and how the question of its discontinuance may later be brought up and decided by the people.

Regarding the use of the schoolhouse as a public meeting place the same law provides:

"Section 435d. 1. Upon application of not less than one-half of the voters residing in the district, the school board or other body having charge of schoolhouses or other public buildings or grounds, which are capable of being more widely used as public meeting places for nonpartisan gatherings of citizens, for the presentation and discussion of public questions or for other civic, social or recreational activities, shall allow the use of such buildings or grounds for the open presentation and free discussion of public questions, and may allow the use of such buildings or grounds for such other civic, social and recreational activities as in the opinion of the controlling board do not interfere with the prime purpose of the building or grounds.

"2. Where the citizens of any community are organized into a nonpartisan, nonsectarian, nonexclusive association for the presentation and discussion of public questions, the school board or other body having charge of the schoolhouses or other public properties which are capable of being used as meeting

places for such organization, when not being used for their prime purpose, shall provide, free of charge, light, heat and janitor service, where necessary, and shall make such other provisions as may be necessary for the free and convenient use of such building or grounds, by such organization for weekly, bi-weekly or monthly gatherings at such times as the citizens' organization shall request or designate.

"3. The school board or other board having charge of the schoolhouses or other public properties may provide for the free and gratuitous use of the schoolhouses or other public properties under their charge for such other civic, social and recreational activities as in their opinion do not interfere with the prime use of the buildings or properties.

"4. The person or persons making application for the use of a schoolhouse or other public property for public meetings, shall be responsible for all damage to the property occurring at such meetings, ordinary wear and tear excepted, and upon failure of the responsible person or persons to respond in damages for any such injury to the property, the school board or other board in charge of the schoolhouse or other public property, may refuse all future applications for the wider use of the property until such injury is repaired, without expense to the board in charge of the property. (1911 c. 514.)"

SUGGESTIVE REPORTS ON SOCIAL CENTER ACTIVITIES

Among the printed reports which have come to us the following deserve special mention:

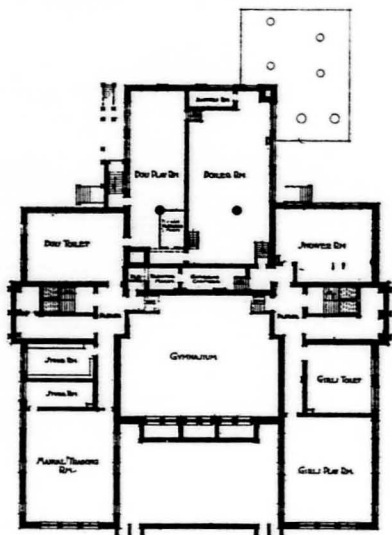
Boston—*Report of the East Boston Center by Committee on Extended Use of School Buildings, Women's Municipal League of Boston*. Printed in the League's Bulletin for May, 1912. League's address, 79 Chandler Street, Boston, Mass.

Chicago—*Report of Social Centers in the Chicago Public Schools, Biennial 1912*, by John D. Shoop, First Assistant Superintendent, Board of Education, Chicago, Ill.

New York—*Annual Report of the City Superintendent of Schools, 1911-12*. The part on *Vacation Schools, Recreation Centers, and Vacation Playgrounds*, by Dr. Edward W. Stitt, District Superintendent, 500 Park Avenue, New York City, is printed separately.

Philadelphia—*Annual Report of Home and School League, 1910-11*, Mrs. Edwin C. Grice, President, 1522 Cherry Street, Philadelphia, Pa.

**Do the plans of your new schoolhouse
provide for its use by the people?**



One of the Plans

THE SOCIAL CENTER FEATURES IN THE NEWER ELEMENTARY SCHOOL ARCHITECTURE

are described in our Pamphlet No. 120. It is fully illustrated
and contains the floor plans of *Sixteen* of these *Socialized Schools*.

56 Pages. Price, 25 Cents.

(USE ORDER BLANK ON PAGE 20)

Pamphlets on Social Centers or Allied Activities

- No. 83. **THE COMMUNITY-USED SCHOOL.** Clarence A. Perry.
Use of the schoolhouse to promote public health, civic efficiency, and social solidarity in the community. 9 pp. Price, 5 cents.
- No. 85. **EVENING RECREATION CENTERS.** Clarence A. Perry.
A description of various recreation centers in this country and a brief survey of the movement in England. Brief bibliography. 32 pp. Price, 5 cents.
- No. 87. **RECREATION THE BASIS OF ASSOCIATION BETWEEN PARENTS AND TEACHERS.** Clarence A. Perry.
The value of using the school building as a recreation center after school hours, and suggestions for bringing parents and teachers together. 13 pp. Price, 5 cents.
- No. 104. **THE UNUSED RECREATIONAL RESOURCES OF THE AVERAGE COMMUNITY.** Clarence A. Perry.
Suggests many ways in which communities may have organized recreation at small cost. 14 pp. Price, 5 cents.
- No. 109. **THE ATHLETIC BADGE TEST (Post Card Bulletin).**
A detailed description of a form of athletics in which an opportunity is given to every boy to win by bringing himself up to a prescribed physical standard. 3 pp. Price, 2 cents.
- No. 95. **CLASS ATHLETICS (Post Card Bulletin).**
A detailed description of a form of competition in which a record is made by a whole class instead of by an individual. 3 pp. Price, 2 cents.
- No. 105. **HOW THE FOURTH WAS CELEBRATED IN 1911.**
Lee F. Hanmer.
For the use of the committees preparing programs for Fourth of July celebrations, the best features

of all the celebrations of 1911 have been put together for publication. Typical ordinances and state laws are also included. 54 pp. Illustrated. Price, 10 cents.

- No. 114. CELEBRATING THE FOURTH OF JULY BY MEANS OF PAGEANTRY. William Chauncy Langdon. 48 pp. Price, 15 cents.

This pamphlet includes a consideration of the practicability of the pageant or community-drama for the celebration of the Fourth of July, and two outlines, one of a celebration, the other of a general pageant which can be adapted to suit special conditions, with practical suggestions for their use. It also includes an article on Music for Independence Day Celebrations by Arthur Farwell, who for the past two years has been Supervisor of Municipal Concerts of New York City.

- No. 121. RECREATION BIBLIOGRAPHY.

A list of books, reports, and magazine articles selected from a large number of publications which deal to some extent with Recreation, the aim having been to include those that most definitely meet the demands of the present day. 37 pp. Price, 10 cents.

.....1913

Division of Recreation, Russell Sage Foundation
400 Metropolitan Tower, New York City

Gentlemen: Enclosed with this find \$.....for which send me.....copy each of your pamphlets Nos.....

.....
Name.....

Street, Number.....

City, State.....